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SUPPORT FOR A SEAMLESS EDUCATION SYSTEM

MODERNIZING THE APPROACH TO TEACHER'S DEVELOPMENT

INCEPTION REPORT

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MODERNIZING THE APPROACH TO TEACHER'S DEVELOPMENT

Executive Summary

The Government of the Republic of Trinidad and Tobago, in cooperation with the Inter-American Development Bank, has developed a strategic plan to reform the educational system of Trinidad and Tobago. This consultancy, which aims to modernize the approach taken to teacher's development, falls within that overall strategic plan.

This Inception Report describes the first visit of the consultants made up of the authors of this report. Our first visit, which took place in April and May 2007, consisted of 35 consultant days. The purposes of the visit included the following:

- Clarifying the terms of reference,
- Reviewing the legal, policy, and regulatory framework relevant to the Teacher Professional Development,
- Identifying beginning strategies and structures for modernization, and
- Investigating the ongoing support available for the TPDU and its challenges.

The reform agenda in Trinidad and Tobago parallels the paradigm shift in education that supports active learning and takes the view that all the children can learn. In this new paradigm, curriculum rests on a constructivist approach and continuous assessment replaces high-stakes testing. Teacher development shifts from training and knowledge transfer to reflective practice and critical action research. Local educators have argued for a seamless curriculum and paths for learners.

The TPDU was originally proposed in a SEMP report to co-ordinate a range of professional development activities. The seven persons unit was established in 2003. The group's main focus has been the writing of policy. With temporary contracts, the turnover is high, and no teacher development programmes have been initiated. Four reports describing various paths to a more sustainable TPDU have been produced by the TPDU team.

Within the general context of the country, implementing a new TPDU and bringing about new programmes would face several challenges in Trinidad & Tobago. These challenges include: the pressure of high-stakes testing to maintain the status-quo; the difficulty of implementing any new practices or ideas; the fracturing of interests and balkanization of efforts, and an inability or unwillingness of the major players to collaborate on key issues.

The work plan for the remainder of this four-month consultancy involves two more visits leading to a final report offering a plan for a revised, modernized TPDU prepared through an interactive process of consultation with local planners and participants. The plan will rest on a conceptual base drawn from local and international sources and draw upon successful proven practices.

Foreword

Simon Fraser University (SFU) is delighted to have the opportunity to contribute to the Seamless Educational System Project in Trinidad and Tobago. The two consulting teams from SFU will work interactively and bring to their work a commitment to the improvement of education consistent with the modernization process that the Ministry is undertaking in Trinidad & Tobago. We also believe strongly in the seamless aspect of this educational project.

Furthermore, the key functions of the Professional Development Unit, the focus of this consultancy, will be interrelated with the various institutions. Hence, the enhancement of the teacher education institutional mandate would manifest itself within the delivery of all teacher development in the country.

We would like to take this opportunity to thank those who openly and frankly shared their views about education during our consultation visit. We are particularly grateful to the schools and Universities for opening their doors to us and permitting us to observe classrooms at work. The staff at TPDU was most helpful in sharing material, their ideas and bringing us up to date on the progress of the unit.

In preparing this report, we have worked in collaboration with the curriculum consulting group. This collaboration began in January 2007 shortly after we received word of having received the contracts. During a two-day meeting common issues related to the contracts were discussed. This collaboration has continued with overlapping dates during our first visit and ongoing collaboration. As a result, some text in this report will reflect similarities with the Consultancy in Curriculum and Instruction, Testing and Assessment, and Spanish as the First Foreign Language. We look forward to interacting with other consultancy in the Seamless Education Project in the future.

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We need "the ability to visualize the future, to foresee what may happen and plan to anticipate it, and to represent it to ourselves in images that we project".

*J. Bronowski
The Ascent of Man*

Chapter 1: Introduction, Approach and Overview

1.1 Background to this Consultancy

In September 2006, the authors of this report applied to the Ministry of Education for a contract aimed at the modernization of teacher development in Trinidad and Tobago. We received notification of having been awarded this contract in December 2006.

The terms of reference for this work essentially ask us, as a three-person consulting team, to focus on the Teacher Professional Development Unit (TPDU) and develop a master plan for its modernization so it will be able to monitor, develop and deliver programmes of teacher development in keeping with the reformed educational system in Trinidad & Tobago. For the consultant team, this requires an analysis of the current context (documented and perceived), an analysis of tertiary institutions to facilitate alignment of programmes with them, and setting out recommendations to achieve the goals of revised TPDU Unit.

A *Masterplan* appears as a core element in the process of revision of the Unit. It would outline goals of TPDU, and then set out a plan to accomplish these goals within the context of modernization. A proposed *Road Map* would set out a plan for implementation of the activities proposed for the newly designed TPDU. This plan would identify the changes required as well as the steps needed to ensure sustainability. The implementation plan provides a Roadmap of activities, strategies, and recommendations supported by information and background analysis. This consultancy will contribute to the primary education component of the Seamless Education Project (TT-L1005).

As a consultant team for this teacher development contract, we bring some experience to the educational context in Trinidad and Tobago. Members of the consulting team worked in the SEMP project, producing several reports, conducting workshops for secondary teachers and MOE Officials, working with SFU student teachers, sponsoring teachers in Trinidad, and participating with UWI in the Masters Programme for principals.

In this introductory section, we describe the purpose of our inception report, our approach, the objectives of our first visit, and provide an overview of this report.

1.2 The Purpose and Overview of this Inception Report

We prepare this inception report with four aims in mind:

1. Report on the activity undertaken and the progress made in this consultancy during the first visit to Trinidad & Tobago;
2. Provide our current understanding of the context within which the consultancy will occur;
3. Reflect upon the issues and challenges facing policy makers working to modernize the Teacher Professional Development Unit; and
4. Set out a work-plan for the remainder of the four-month consultancy.

In preparation for and during this first visit, we reviewed selected documents, reports and papers dealing with the reform process in the country that has been underway for ten years. Titles of these materials appear in the bibliography. Many of these works have been referenced in the body of the text comprising this report.

1.3 Our Approach

We discuss our general approach to this consultancy in a ‘working paper’ appended in Annex D where we identify some principles guiding our general approach to this and other consultancy projects in which we participate. This working paper has been developed in previous consulting work. The main notion involves the wish to “work with, not work on” the participants with whom we come in contact. We call the document a working paper because it remains in a process of development as we learn from one phase to the next.

The general approach to the work in this consultancy revolves around the task parameters listed in the first column in Table 1 provided below. Each task parameter directs work in a selected area where activity will be concentrated during the consultancy. These parameters direct our work such that the various items in the terms of reference provided by the client will have been addressed. These task parameters effectively direct our work plan.

The second column lists the TORS addressed by each of the parameters. The activity undertaken relative to each task parameter and the work we expect to do follow in column three. The section in this report where we deal with the results and activity connected to our activity follow in column 4, reporting.

Table 1: Task Parameters Directing the Work of this Consultancy

1. Task Parameters	2. TORS	3. Activity and Focus	4. Reporting
1. Review and analyze the legal, institutional and regulatory framework relevant to TPU of the MOE	#3.2 (p 51-52) lists for review relevant official documents, project, evaluation reports, etc.	Team members collect, read, process and analyze documents and materials A main focus prior to and during the first visit	2.1, 2.2, 2.3 3.1.1
3. Conduct interviews with relevant participant stakeholders	#3.2 (p 52) identifies stakeholders for interviews TORS #3.3 a b c and j k & l	All team members to interview selected participants A main focus prior to and during the first and second visit	1.3 3.1 Annex 1
3. Analyze current practices in teacher education, in-service, & Pro-D at in tertiary institutions; and develop a plan for alignment	TORS: p52, #3.3 a, b, c, d, e, & f and p53, # j, k, l, m	Visit representative sites to interview and observe A main focus prior to and during the first and second visit	Annex 2 3.2
4. Prepare sets of recommendations to improve professional development and in-service education programmes in selected areas	TORS: 52 & 53 # 3.3 h, I, p, & q Products: p54: #vii & viii and others	Tentative recommendations to follow from analysis of data of inception visit data	
5. Develop a MASTERPLAN for the modernization of TPDU that will assist them to meet the need of a reformed education system	TORS: p51, #2.1	A start made during the In-ception visit	3.2
6. Develop a ROADMAP to offer direction for ‘the way forward’ that will link the efforts of all stakeholders and encourage attention to the processes of change and sustainability	TORS, #4.1, i. p54	Initiated during the inception visit	
7. Identify possible pilot projects and existing examples of best practices that illustrate the activity, reforms and/or improvements proposed	Added to TORS ‘Best practices’ highlighted to support recommendations	A focus during mid-term visit	
8. Select key pieces of the literature in professional development and teacher education that link the practical efforts of key players to a conceptual base	Added to TORS These pieces of selected literature will be used to illustrate, support, and connect the practice and the theory	This search is ongoing	2.1 2.2 Bib
10. Emphasize throughout the consultancy the important role of communication and collaboration among the various players and consultants	Added to TORS	Consultants on all five contracts should be encouraged to work together, i.e. share information, meet, etc. The process should also be emphasized with participants and policy makers in T&T	

1.4 Objectives of the First Visit

For our first visit we set six objectives. We hoped to:

1.4.1 Clarify the terms of reference for the consultancy with planners and discuss their priorities;

1.4.2 Ascertain with planners and other stakeholders the expectations of the consulting team vis-à-vis the educational context within the country and the tasks identified in the terms of reference;

1.4.3 Collect, review and analyze the legal, policy, institutional and regulatory framework within the country relevant to the Teacher Professional Development Unit;

1.4.4 Identify an initial set of possible structures and activities that could provide the basis for the modernization of the TPDU;

1.4.5 Identify the basic elements of the master plan and roadmap that appear central to this consultancy, and

1.4.6 Investigate the ongoing support that will be available for TPDU in the country and identify challenges.

1.5 Overview of this report

In the next chapter of this report, we offer some background thoughts about the reform agenda in Trinidad & Tobago that began with the Secondary Education Modernization Project (SEMP) reform and continue today. We then provide selected elements of a conceptual background that we believe ground the modernization process in the country.

In the third chapter, we outline the developments leading to the formation of the present Teacher Professional Development Unit.

Chapter four describes our findings from this first visit including the problems and issues that became apparent as we reflected upon the data provided to us. This also includes what we have learned about how planners and participants view the concept of modernization. This chapter concludes with a work plan for the remainder of the consultancy.

In the final section, we offer conclusions and reflections arising from our first visit.

1.6 Limitations to Our Consultancy

One of the main limitations to a consultancy of this type is time. The days allocated do not allow the team to undertake as many interviews and school visits as they would like. Two other limitations faced the team:

- Access to current written information at UTT and USC was limited to us because both institutions were in transition in their planning.
- Changes within several institutions had occurred since the TORS were prepared. Thus, in some cases The TORS had to adjusted to accommodate such changes.

Chapter 2. Background to the Consultancy

The work of this consultancy must be seen within the context of the expectations created by Trinidad & Tobago's agenda for reform as well as that of other developing countries. This agenda for reform occurs within economic, social and political contexts. The first background section (2.1), briefly offers our perspective on these. Our comments are brief because these areas have been well described in other reports and publications.

These expectations for reform must also be seen within a paradigm shift occurring in education. They have been shaped by a set of conceptual ideas driving educational reform in many parts of the world.

2.1 The Context for the Reform in Trinidad and Tobago

The Government of Trinidad and Tobago (GORTT) through its Ministry of Education (MOE) requested assistance from the Inter-American Development Bank (IDB) to reform its education system in 1995. This initiative, with its origins in the White Paper (Keller, 1995), aimed to achieve improved equity for Trinidad and Tobago's young people and, at the same time, strengthen the Nation's productivity and competitiveness. These aims rest on the modernization of the country's education system.

These expectations for change have led to several projects in Trinidad & Tobago, the largest of which was the (SEMP). This project involved several consultants working in a range of areas aimed at improving education. SEMP is now perceived to be synonymous with modernizing schools.

Achieving equity within the educational system requires increased opportunities for all children to fully develop their potential. As Romain (1997) has noted, the school system in Trinidad & Tobago, which once served as a vehicle for upward mobility, must now be changed to recognize that all children can learn, and must support them in that goal.

The economic thrust behind this reform recognizes that in the new knowledge-based economy emerging at the international level, Trinidad and Tobago must strengthen their productivity to compete in the global economy. This requires a Nation of skilled people where the population, particularly the young, have been educated to the best of their ability. Futurists who comment on the needs of the new global economy remain fairly consistent about the type of education required. The ability to memorize factual information and content, typical of traditional educational approaches, seldom appear high on their educational agenda. Rather, futurists more frequently point to intellectual skills, a deep understanding of fundamental ideas, problem-solving abilities and creativity as the outcomes of education required for those wishing to participate in the post-industrial society.

Thus, this goal of equity and opportunity for all children and the Nation's goal of increased productivity and competitiveness go hand-in-hand. A diverse and well-educated population will prepare the Nation better to compete in the global village.

Other issues have come to the fore with regards to improving education within the country. These include among others:

- Improving the articulation between primary and secondary (seamlessness) to accommodate the fit and flow of curriculum from one level to the next, as well as the flow of students (Chin Aleong, 1999).
- Improving the structure and functioning of the institutions that provide educational experiences for children and young people.
- Improving the quality of teachers and their training.
- Moving beyond the examinations and high stakes testing practices to more comprehensive assessment approaches that encourage assessment processes and activities that improve teaching and learning.

This brief overview provides a summary of how this consultant team understands the political and social background supporting the modernization process in Trinidad and Tobago. As with other sections in this Inception Report, the consulting team views this section as a work in progress.

2.2 The Paradigm Shift in Education

The modernization of education in Trinidad and Tobago will involve major changes in the country. Such changes do not just involve the schools; they involve changes in thinking among parents, the public at large, Ministry support persons, administrators, academics, and other stakeholders. For example, media coverage must move beyond simply reporting test results to reporting exemplary practices. Such changes do not just involve new teaching strategies and new techniques; they involve a depth of understanding of the deep structure that underpins the reform. This section probes the deep structure of the modernization process by offering the positions taken by key authors who have cogently addressed the major educational shifts in thinking that have occurred in that past several decades.

The first paper by Peter Grimmett (1998) provides a conceptual framework based on three different paradigms. Building on the work of Dewey, J. (1954) it reflects the paradigm shift that has occurred in education across curriculum, curriculum implementation, and professional development. In this report, we focus on professional development. Grimmett argues that professional development varies to reflect different ways of understanding and acting with regards to teacher's teaching and student's learning. He offers three different paradigms: transmissive, transactional, and transformational. He takes a heuristic stance in providing examples to illustrate each paradigm (See Table 2).

In the transmissive paradigm, professional development becomes a process of knowledge transfer and training. In practice this typically involves 'chalk and talk' where so-called experts lecture novices on the teaching skills and knowledge they need to teach more effectively. Traditionally, this has been the predominant in-service and pre-service professional development model. Often the lectures are

single sessions with no follow-up to support or monitor novices efforts to implement the ideas presented.

In the transactional paradigm, reflective practice and collaborative problem solving become the norm. Peer coaching and learner driven action research are key examples. Participants engage in a series of learning activities with the ongoing support of mentors and instructors who have experience with the pedagogies and strategies that teachers are learning.

In the transformational paradigm the focus moves to a more critical discourse community stance where participants take more ownership of the process. The changes involved in these paradigm shifts represent very different ways of thinking about professional development and classroom teaching.

How does this conceptual view apply to the context of Trinidad and Tobago? We hear planners and various stakeholders arguing for a shift from a transmissive paradigm to transactional and transformational paradigms. The successful nations in the 2020 global economy will require thinkers emerging from those paradigms.

Table 2. Framework for Professional Development in the Trinidad and Tobago Secondary Education Modernization Project (SEMP)

PARADIGMS	Transmissive	Transactional	Transformational
<i>Strands of Professional Development</i>	Knowledge Transfer and Skill Development	Reflective Practice	Socio-Political-Cultural Focus
<i>Examples of Professional Development Approaches</i>	Expert Coaching Training	Peer Coaching Action Research	Discourse Committee Critical Action Research

The work of Lori Shepard, a professor at the University of Colorado, U.S.A provides a second example of how a paradigm shift in education has been described. Her paper, based on her presidential address to the American Educational Research Association parallels that of Grimmett. While she focused primarily on assessment, her description highlights a significant paradigm shift in thinking in all aspects of education.

Shepard illustrates how the scientific measures of accountability left over from early 20th century beliefs are not only ineffective measurements of students' achievements but have a negative impact both on student learning and teachers teaching. She suggests a shift in school culture that places learning at its center in

which teachers and students use assessment tools as an essential component in the learning process rather than as an end-product. She recommends possible assessment strategies to be utilized in the classroom accompanied with action research to assess their effectiveness.

Sheppard summarizes this shift in terms of moving from a Tylerian model to a constructivist paradigm. While the Tylerian model emphasized behavioral objective and sequential learning, the constructivist paradigm emphasized active learning, the recognition that all children can learn, and that children create their own meaning and understanding.

The change in educational thinking occurring over the last several years can also be seen in the literature of teacher education and teacher development. Our observations and interview data will be interpreted with a constructivist perspective consistent with the model of teacher development proposed in the model of teacher development that will be developed in our final report. We will situate our findings in recent literature on teacher education relevant to the challenges faced in the preparation of teachers for T & T's schools such as the structure of programmes (Zeichner & Conklin, 2006), the quality and qualifications of teachers (Zumwalt & Craig, 2006), pedagogical approaches (Grossman, 2006), the curriculum (Darling-Hammond, 2006) and accountability (Wilson & Youngs, 2006).

2.3 A Professional Development Unit for Trinidad & Tobago

The proposal for establishing a Professional Development Unit (TPDU) in the country first came as a result of the initial Secondary Educational Modernization Project (SEMP) study. The quality sub-component addressing professional development proposed the unit as a means of coordinating a range of activities aimed at strengthening professional development in the educational sector in Trinidad and Tobago (Andrews, Keller & Wideen, 1998).

The proposed unit was intended to co-ordinate a range of activities from establishing a Joint Board of Teacher Education, to developing a Pro-D package, to the development of a plan for professional development in the country. The dimensions for a five-year plan were set out.

In April 1999, a Professional Development Consultancy Group completed work on the Pro-D package that bore the title, the Desideratum (1999). It offered a plan for Pro-D in Trinidad & Tobago that contained brief descriptions of work emanating from the SEMP project, such as a new curriculum and alternative assessment. It also provided comments from teachers and policy makers. In September 2001 the Desideratum was revised and circulated by the MOE (2001). It was reprinted in 2002.

In 2004, an actual Teacher Professional Development Unit was established. Since that time it has produced a charter (2005) and Business Plan. It has also conducted a symposium (Institutionalizing, 2005). Taken together these reports provide a rich

starting point for the actual planning and implementation of a Teacher Professional Development Unit.

Chapter 3: Findings, Problems and Issues

In this chapter, we first report our initial findings from this visit. These findings should be seen as tentative and open to revisions during subsequent visits and electronic communication. We next raise some problems and issues that we believe will require resolution by participants and policy makers in Trinidad and Tobago if the modernization of Pro-D is to succeed.

These two sections set the stage for the work plan that we propose for completion of this consultancy.

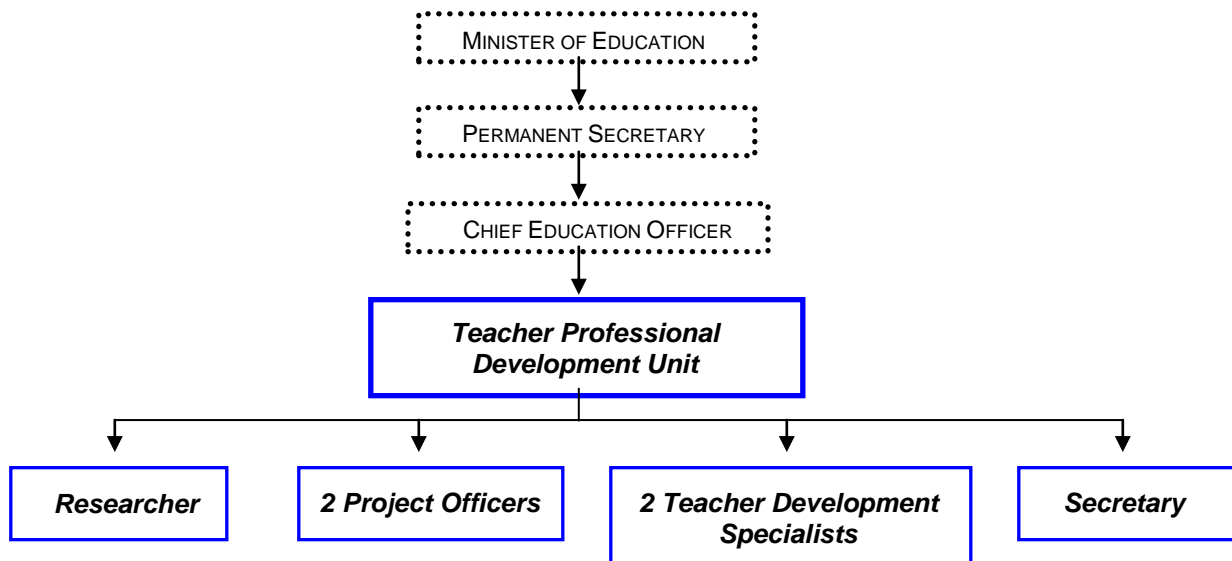
3.1 Initial Findings

These can be described under three headings: the TPDU unit, views about its future, and the context in which the TPDU unit would operate.

3.1.1 Current status of the TPDU

At present the TPDU unit occupies office space on the UTT campus. It has seven staff members of which two will have left the unit by the end of April. The make up of the unit is shown in figure 1.

Figure 1: The TPDU Unit



At this point the staff of the unit appears to be working as a cohesive, collaborative group whose main function has been to draft policy. A major problem currently is the lack of any permanent or multi-year status for the members of the unit, as each person involved currently works on one-year contracts. One person interviewed held a two-year contract. Thus, when the consultant team attempted to ascertain their legal status, it became apparent that their legal status was limited. The unit exists currently as a temporary system

unit. As we noted in a previous section, the group has produced six reports identifying various functions they could carry out if given an expanded role in the professional development of Trinidad & Tobago's educators. These reports included a charter, business and maturity plans, a symposium report, and two draft frameworks. In the next phase of our consultancy we plan to analyze these reports along with other materials and publications.

3.1.2 Views about the Unit's Future

All persons interviewed identified a need for a unit in the country that would focus on professional development. Opinions differed as to the size and scope of the unit and responsibilities of those in the unit.

3.2 Problems and Issues

One of the activities identified in the TORS involved 'prioritized problem identification' in connection with undertaking the background analysis for this consultancy. Thus, the consultant team identified problems and issues as they interviewed the various stakeholders and participants and analyzed documents and other prepared and published materials during the first visit. The team was particularly concerned with problems that would seem to offer barriers to the implementation of an improved education for the children and youth of Trinidad & Tobago. The four problems listed in this section represent broader issues that bear upon teacher development. We offer them as an initial list to be further clarified and extended during the consultancy. Any proposals regarding professional development must be sensitive to them or they are unlikely to succeed.

3.2.1 Testing Vs Assessment

Several of those interviewed pointed out the dilemma facing the schools over high-stakes testing. On the one hand, many persons interviewed saw testing as a reality in the country. The tradition of high-stakes testing is one of long standing. Also, others supported testing as a means to gauge the success of schools and teachers.

On the other hand, the competitive nature of achieving high scores on tests at various levels often restrict teachers from exploring modern teaching strategies. In an earlier section, we described the paradigm shift that had occurred in education. That shift involves a move toward an approach that involves active learning on the part of students. It encourages teachers to create learning situations to encourage students to engage in active learning enabling them to create their own meaning. In short, taking a constructivist approach.

However, the emphasis on preparing students for the test augurs against such an approach. When the focus of teaching rests primarily with the instruments used for ranking students, the emphasis shifts to direct teaching to improve

performance on the examination. Some term this approach ‘stand and deliver’, while others call it ‘drill and kill’; what ever the approach is called, it tends to diminish any interest in the subject.

This problem is not confined to Trinidad & Tobago. In a study of secondary teachers in British Columbia, Canada, Wideen, M.F., O’Shea, T., Pye, I, & Ivany, G. (1997) found that high stakes testing had severely limited the classroom discourse and had drawn teacher’s efforts to direct teaching approaches. Laboratory activities had been curtailed in order to make time to prepare students for the examination.

The problem goes well beyond the emphasis on competitive testing as such. The emphasis in teaching and learning should be on the curriculum. But all too often, planners accede to wishes of test makers and so-called evaluation experts forgetting that the emphasis must first be on the curriculum. The problem often begins in teacher education where the same approach is used, and where beginning teachers are not provided with alternatives.

It is quite possible that the strong emphasis on high-stakes testing in Trinidad & Tobago will severely limit attempts to modernize teaching approaches in classrooms and teacher education.

3.2.2 A Commitment to Change and Implementation

Another issue brought to our attention by several participants interviewed involved the question of implementation. The point was made that many plans failed at the point of putting them into practice. To summarize the comments of one person, plans are made, policy is written, but nothing appears to happen. This problem is not peculiar to Trinidad & Tobago; it remains common in most jurisdictions. It represents a long- standing problem.

Typically, planners assume that when policies are announced, those involved in the activity will carry them out as directed. The change and implementation literature has shown over many years that this seldom happens. Implementing a new practice requires a change to current practice. Change often requires new skills and understandings as well as motivation to do things differently and a belief that the change is beneficial. Unless those areas are thoughtfully managed effective change seldom occurs. Even when practitioners do bring about innovation within their classroom or school the status quo frequently returns a year or two later.

If the TPDU Unit is to take on a greater role in Trinidad & Tobago with regards to teacher development, then the implementation process must be carefully thought through. In the Mid-Term, we will expand considerably by offering several implementation options for the Unit.

3.2.3 Balkanization

Andy Hargreaves (1994) raised the notion of balkanization in the early 80s to describe what he saw as the tendency for educators to act as though they belonged to different Balkan states. They ignored each other, quarreled over issues with little attempt to work together. In effect, any attempt to bring about improvement in schools was frequently blocked by a lack of collaboration among the players involved.

During our interviews with many players in Trinidad and Tobago, we heard echoes of balkanization as stakeholders reported on criticism and isolationism as frequently standing in the way of improved practice.

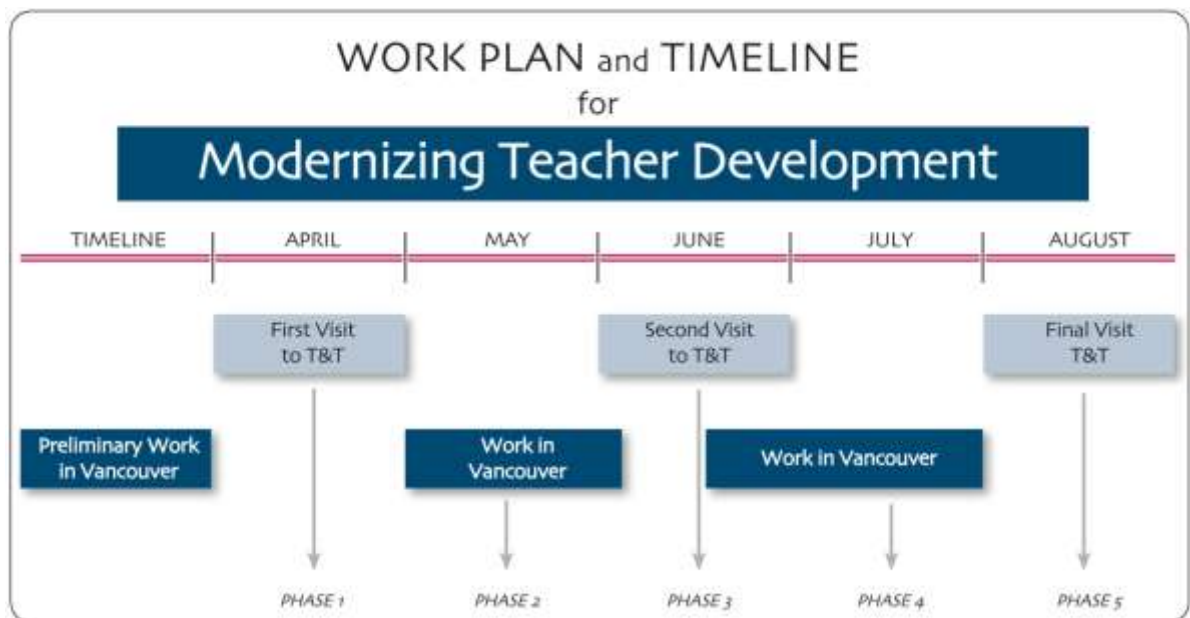
The need is to overcome this tendency and to work to encourage collaboration among the players involved.

Chapter 4. A Work Plan for the Consultancy

We describe the work plan both through means of a time line divided into five phases, and also in terms of how the work proposed addressed the task parameters that we described earlier. In the figure that follows, we show the time line and the work plan.

4.1 A time line for the Consultancy

Figure 2: Time Line and Work Plan



4.1.1 Phase One, First Visit

This first phase involved a visit to Trinidad & Tobago. This phase focused on the clarification of TORS, initial data gathering regarding the context and the status of TPDU. We undertook the first set of interviews with participants and policy makers. We examined the reading material provided to us. It also involved the preparation of this Inception report that brings this first phase to completion. Subsequent reports for this consultancy will build on this report.

4.1.2 Phase Two, Follow-up activity in Vancouver

This second phase of the consultancy will involve an analysis of the interviews undertaken and the data collected during the first visit. The notes made during the interviews will be summarized and all materials collected read and analyzed. The

data collection will continue by email and telephone using an interactive approach through which emerging concepts will be fed back to participants for clarification. The positions taken by the participants and policy makers will be categorized and reviewed on an ongoing basis by the consulting team.

During this phase, the TORS will be revisited on different occasions by the consulting team to continue the clarification process.

The culmination of this phase will be the drafting of the Mid-Term Report. This report will set out a tentative plan for the TPDU along with supporting arguments. The plan will be presented in the form of options for TPDU. These options will have emerged from the interviews and documents analyzed by the team. A key feature of the overall plan will be a Masterplan aimed at setting out the purposes of the unit, its activities and strategies, along with follow-up and monitoring strategies. This Masterplan will not provide closure to the modernizing process of the unit. Rather, it will provide a framework for the set of options that planners and participants will discuss during the team's second visit.

4.1.3 Phase Three, Second Visit to Trinidad & Tobago

This second visit will see the presentation of the Mid-Term Report. This presentation will involve a power point presentation supported by visuals and reading materials. The presentation and activity that follows it will take the form of an interactive session where the participants will work in small groups to consider the options presented. One or more additional focus groups will also be organized among the planners and stakeholders using a similar format. This process will ensure that the options selected will have the support of the opinion leaders in the country. While the main focus of this presentation will be the Masterplan for the TPDU Unit, selected elements of a roadmap (the plan for implementation) will also be shared with the participants in these sessions. Discussions will be held with planners prior to the visit regarding the timing of this presentation and focus group discussions.

During this second visit the consulting team will continue to visit schools and other institutional providers in the country.

4.1.4 Phase Four, Completion of the Final Report

This phase of the work will occur in Vancouver. It will involve the preparation of the final report. While the final report will focus primarily on the completion of the Masterplan and Roadmap, it will also attend to other aspects of the TORS along with the supporting arguments for various sections of the report.

This final preparation period will continue the interactive process that began during the first visit. Telephone and email will continue to be used to communicate with key participants and opinion leaders in Trinidad and to ensure that the plans offered for the modernization of the TPDU gain ownership with

those who will be implementing changes involved with the new Unit in Trinidad and Tobago.

4.1.5 Phase Five, Presentation of Final Report

The final report will be presented during the final visit to Trinidad & Tobago. It will be accompanied by a power point presentation. The proposals will be supported both by selected local and international literature and testimony from individuals and groups from Trinidad and Tobago. By this time the plans and details of the report should be acceptable to key stakeholders and policy makers in the country because they will have had an opportunity to discuss and express their opinions on most aspects of it through the interactive process that will be applied throughout all phases of the report. A key feature of this report will be the Roadmap featuring the implementation plan for the TPDU.

4.2 Work Plan Notes on the Task Parameters

This final section returns to the task parameters to summarize how they will be addressed over this contract.

Table 3: Task Parameters and Work Plan

Task Parameters	Work to be Undertaken
1. Review and analyse the legal, institutional and regulatory framework relevant to TPU of the MOE	Largely completed during phase 1
3. Conduct interviews with relevant participant stakeholders	Begun in phase 1; to continue in all phases.
3. Analyse current practices in teacher education, in-service, & Pro-D in tertiary institutions; and develop a plan for alignment	Phase 2 & 3
4. Prepare sets of recommendations to improve professional development and in-service education programmes in selected areas	Phase 3 & 4
5. Develop a MASTERPLAN for the modernization of TPDU that will assist them to meet the need of a reformed education system	A plan developed in phase 2 for presentation in phase three
6. Develop a roadmap to offer direction	Plans explored in phases 2 and 3 for completion

for ‘the way forward’ that will link the efforts of all players and encourages attention to the processes of change and continuation	during phase four
7. Identify possible pilot projects that illustrate the activity, reforms and/or improvements proposed	A focus during mid term visit, phase 3
8. Select key pieces of the literature in professional development and teacher education that link the practical efforts of key players to a conceptual base	Ongoing activity; particularly relevant in phase four
10. Emphasis throughout the consultancy the important role of collaboration among the various players and consultants	Key focus during meeting with other consultants, and a prominent feature built into the Masterplan and Roadmap

Chapter 5: In Conclusion

During this first visit, the consulting team has come in contact with a range of educators including students, teachers, teacher educators, and MOE Officials as well as planners and policy makers. All share a strong belief in the education of young people in the nation. The belief in the equality of learning opportunities for all children was reflected in our interviews as was the belief in improving the preparation of teachers. We also heard comments from many of those interviewed concerning the bright spots in the educational sector where exemplary educational practices could be seen that have resulted from the SEMP project. Certainly, parts of an infrastructure have been put in place to support modernization. From that perspective one could argue that the process of modernization has begun. But, on the other hand, the overall sense from our interviews appeared to be that on the whole, little had changed in the schools as a result of the SEMP and other reform projects in Trinidad and Tobago.

Whatever perspective one might take, much work remains to be done if the modernization process is to continue. In this concluding statement we would prefer to talk in terms of challenges and opportunities rather than problems to be solved. Dwelling only on problems perpetuates what often becomes a dysfunctional discourse that continues on a downward slope of blame and counter-blame of who is at fault for the lack of progress in educational reform.

Thus, we conclude this Inception Report by identifying the challenges that educators and planners face in seeking to modernize the education sector in the Nation as a means to becoming a fully developed nation by 2020.

The first challenge will be to develop coherent, consistent and a viable programme of professional development for teachers, support persons and educational providers in Trinidad and Tobago that suits the needs of the country. (See 3.2.2). This, indeed, is the purpose of this consultancy. A start has been made in the country. What remains to be done is to establish what a coherent and consistent programme means. We did read several proposals outlining policy frameworks. But these did not address the meaning of what professional development was really about nor the qualities of a good educator. Only organizing committees and setting up structures do little to improve the quality of education.

What this requires is the development of a focused conceptual and operational plan of what quality professional development means within the context of Trinidad and Tobago. Statements such as ‘upgrading teachers’ or ‘better training’ do not provide a solution. Rather, planners must conceptualize a plan and develop the strategies and targets necessary to ensure that professional growth takes place.

The notion of consistency implies that professional growth is an ongoing process that has not been completed with a single workshop. Professional growth becomes an ongoing process. Consistency also implies the same expectation for all players. The common error is to assume that we just need to help teachers. But a consistent approach implies

that all players and providers from those who teach Universities to planners to principals, all must become involved in programmes of ongoing professional growth.

Last but not least is the notion of viability. Programmes of any type cannot be judged as viable without ongoing support of the community and political leaders. An ongoing commitment to sustain professional growth on an ongoing basis becomes the sin quo non of ensuring a viable programme for the future.

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Annexes

Annex 1: Persons Interviewed and Groups Involved in Discussions

Armstrong, Jackie, Teacher Educator TPDU
Chin Aleong, Maurice, Consultant to Minister of Education
De Lisle, Dr. J, School of Education, UWI
Dick, Keith, Teacher Educator, TPDU
Elcock, Judith, Instructor UTT
Emmanuel, Winston, Instructor UTT
George, Dr. June, Head, School of Education, UWI
Gowrie, Dr. G., Instructor UTT
Jones, Dr. Lydia, Director TPDU
Joseph, Dr. Stephen, Project Manager, Qualitative Improvement SEMPCU
Hancock, Judith, Coordinator of UTT Corith Campus
Keller, Carol, School of Education, UWI
Lochan, Dr. S., School of Education, UWI
Mangroo, Sharon, Director of Curriculum Unit MOE
Mohammed, Dr. J., School of Education, UWI
Morris, Jeanette, Instructor UTT
Sargent, Allison, First Vice-President TTUTA
See Wai, Cynthia, Head, Valsayh Campus UTT
Torres, Jorge, IADB Representative.

Annex 2: Schools and Institutions Visited

St. Joseph's Convent
Trinidad Muslim League Primary School
St. Augustine School for Girls

Biennial Conference of the UWI Schools of Education – Attended several sessions
University of the West Indies, School of Education
University of Trinidad & Tobago – Valsayn Campus
University of the Southern Caribbean
Office of the International American Development Bank of Trinidad & Tobago
Ministry of Education Offices in Port of Spain