EDUCATIONAL LEADERSHIP TRAINING FOR SCHOOL ADMINISTRATORS:
A CARIBBEAN PERSPECTIVE

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INTRODUCTION

Effective leadership is as critical to the needs of all educational systems as it is to the needs of any other organization. The educational leader, at any level of the system, consistently emerges in a position of crucial importance to the functioning of the institution. For the purpose of this paper the term educational leader/administrator/executive refers to school principals and their assistants; supervisors (inspectors); master teachers; teacher trainers; and curriculum planners and/or developers. Leadership, in this context, refers to all those activities which involve organization of, and interaction with instructional personnel, or any relationship which may be logically interpreted as professional modelling. It includes participation in on-going educational research, and giving meaning to the findings by bridging them to practical and purposeful educational settings. Furthermore, it suggests taking lead in, or giving direction to school activities, and policy decisions in matters such as instructional goals and objectives, school curricula and programs, and their implementation as well as evaluation and supervision.

Competent professional performance in the leadership role has also been recognized to be of vital importance. The need for precise and purposefully planned training programs has been identified although there still exists the age-old argument that administration is basically intuitive and that leaders are born, not made. There are even researches (Jarvis, 1970; McCabe and Compton, 1974) which indicate that some school executives claim that competency is primarily developed while on the job. In opposition to attitudes of this sort, McCabe and Compton (Eric Doc-
ument 130 383) discuss the issue of unprepared personnel charged with administrative responsibilities. They warn that one may "become familiar with the administrative position, but not necessarily more competent for the position" (p 46).

Obviously there is still much life to the debate of administration as a science versus administration as an art. Advocates for each side offer convincing arguments in support of their point of view. None-the-less, I find favor with Sergiovanni and Carver's (1980) notion that "many of the features of both, administrative art and administrative science, have validity". The artists' refinement through experience must be fused with the scientists' analytic framework in order to produce more effective educational leadership.

In order to integrate administrative art with administrative science, and to ensure potential leaders the benefits of both educational theory and educational practice, specific preparation programs must be created. Programs of training which facilitate graduating leaders with a panoramic vision of their task; and a firm confidence in their professional future can be most useful in this direction.

THE CARIBBEAN'S PROBLEM

There is a paucity of educational leadership training opportunities in the Caribbean. Training provisions for educational administrators do not satisfy current training needs in the same area. Capabilities of administrators in the region need to be developed and enhanced. Reports indicate that training opportunities have increased within the last decade, however, no planned, long-term innovations have emerged. "In many instances
courses and programs are short-term and sometimes ad hoc" (Commonwealth Secretariat Document, 1982, p. 11).

Numerous factors may be cited when one considers attributes to the problem of educational administrators' training in the Caribbean. Socio-economic differences and political diversity can be identified as some of the problematic elements. Similarly, the geographic dispersion of countries; location of resource personnel; unprecedented educational problems; and insufficient educational research can each or all together be credited as being the culprit. Whatever the problems that may be, they can best be determined by another forum. I will proceed to look at existing training facilities available to educational leaders of the Caribbean; identify major areas of need and then discuss their implications for the development of future leaders of educational environments in the Caribbean.

THE NEED FOR TRAINING

Differences exist in the socio-political and socio-economic structures of the Caribbean countries. In spite of these unique differences, common issues and concerns affect the leadership of Caribbean educational systems. Variances in role function, policy decisions, attitudes, strategies and techniques akin to training may not generally concur. None-the-less, there is widespread recognition of the need for effective and competent educational executives; and for provision to be made in order to satisfy that need.

So significant is the interest that training needs have become the subject for various regional meetings, conference presentations, seminar papers, hand book (Commonwealth Secretariat Publication, 1981), and students'
dissertations.

Indications are that leadership performance in existing educational settings is deficient in most areas. Suggestions and recommendations infer that there is need for the development of all the administrative skills identified by Katz (1955), and recognized extensively by educationists. Such areas of need are:

1. Technical skills - encompassing administrative and instructional needs
   a. program planning, implementation, evaluation
   b. supervision
   c. curriculum innovation, improvement and development
   d. school organization and management


3. Conceptualization - extremely dependent upon educational theory.
   a. management for change
   b. creativity.

THE SCOPE AND NATURE OF EDUCATIONAL ADMINISTRATION TRAINING IN AND FOR THE CARIBBEAN

Existing training programs in most countries may be conveniently described as local, regional or overseas. Each of these categories will be discussed here briefly.

Local programs

Usually, each country has its own means of in-servicing its educational personnel. Often these training sessions are designed to serve one
selected group at a time. For example, in 1982, the Trinidad and Tobago Ministry of Education initiated a continuing education program for one level of administrators - the primary school principals. Principals at other levels, supervisors, teacher trainers, and curriculum personnel were not included. This approach failed to recognize the similarity of administrative roles to be performed by this total executive group.

In most cases there is an absence of documented and accurate account of the local program. They maintain fragmented and incoherent qualities. Completed courses are seldom considered for professional certification or promotion. These programs, in most instances are sponsored by the local Ministry of Education. However, national policy does not commit the country to training of their educational administrators.

Local universities offer degree level programs in educational administration. These programs are generally few in number and therefore, entry becomes highly competitive. Their academic structures do not always satisfy the needs of the educational leaders. Many of them have come up through the ranks and do not qualify for university acceptance; some though having accepted university entry status, may not be otherwise prepared for the rigid and disciplined approach demanded by a formal academic setting; yet others, may be faced with the hinderances of organizational hassels which emerge when one applies for leave of absence.

In other instances, university personnel, for example those from the University of the West Indies, provide their expertise to assist in training ventures. Such assistance, however, is too often restricted by limited resources and much bureaucratic redtapeism.

There are some local programs which are supported by foreign agencies.
The Organization for Co-operation in Overseas Development (OCOD), a non-
governmental Canadian body, is associated with the Guyanese government in
their offerings of educational administration programs.

University faculty visit Caribbean countries to hold short workshops,
particularly in the Summertime. Under other conditions, links are forged
between the university and the country. The Cayman Islands work jointly with
a United Kingdom Polytechnic in their efforts to in-service educational
leaders. Through this link, senior educational administrators can earn a
Diploma in educational management (Commonwealth Secretariat Report, 1982,
p. 12).

Regional programs

The major contribution in this group is the University of the West
Indies. This institution provides educational administration offerings in
a number of programs. Educational administration options are obtainable at
the Cave Hill Campus in Barbados; Mona Campus, Jamaica; and at St. Augustine
in Trinidad and Tobago. However, one's professional needs tend to be best
served at Mona because elements of education administration are offered
both at the under-graduate and the graduate levels. Further, at both
Cave Hill and St. Augustine only limited options are offered.

USAID Primary Curriculum Development Project which is operated in the
Eastern Caribbean and in Belize also has an education administration element.
Through this project a series of training sessions are presented. The
program is administered by the School of Education of the University of the
West Indies at Cave Hill, and at Mona.
Overseas programs

Overseas courses, both short-term and at the degree level, serve only a very small and select group of educational leaders of the Caribbean. These leaders tend to gravitate towards British or North American universities, or attend UNESCO-sponsored courses.

Even though these courses are undoubtedly beneficial both to those who attend and to their local education system, overarching problems discourage major expansion in this area. Maintenance costs for students in foreign institutions are exorbitant, even when scholarships are available. Other notable problems are the question of release time, local replacement for departing personnel, the appropriateness of the overseas program(s) to local needs, and the possibility of the incidences of braindrain. These are real issues directly related to the training of local educational administrators abroad. Another concern too, is that of adjustment of the returning executives. Quite often they allow themselves to be affected negatively by their overseas experience, and administration in local environments become a difficult and unproductive exercise.

Alternative training programs

Regionally, there are a number of agencies and organizations which offer administration programs. In some cases, the programs are privately run, and available only to the employees of the organizations. Other programs are open to the public. All these programs do not deal directly with the concerns of educational administration, however, they offer courses which are very pertinent to the needs of these executives.
Bodies such as the Management Development Center, and the Central Training Unit in Trinidad and Tobago; the Guyana Management Development and Training Center; and Jamaica's Administrative Staff College, provide courses which foster skill and competency development relevant to the needs of an efficient and effective system.

Teachers' unions and/or professional organizations are the other bodies which bring educators together. Their conferences, seminars, and workshop activities contribute to the body of leadership training opportunities even though individually they are too infrequently held to cause significant impact on the professional behavior of administrators.

THE RELATIONSHIP BETWEEN TRAINING NEEDS AND PROVISIONS FOR TRAINING

If need satisfaction is to be accomplished, there must be an equilibrium or responsive balance between demand and supply. This balance theory is absent in the provisions for educational administrators in the Caribbean. It will be realized that training needs far outweigh all the available training opportunities. Thus, an almost chaotic imbalance is created in the education system.

A report from a Commonwealth Secretariat Regional meeting (1982) paints a very grim picture of the situation. The information relates to the University of the West Indies' contributions to Educational Administrators' training for some Caribbean countries. The programs were implemented in Barbados and Jamaica. It does not give figures for Trinidad and Tobago, which in any event would be negligible since training in that field is not offered on the St. Augustine Campus - only a course in one aspect of
administration is offered. One must also note that among English-speaking Caribbean countries, the University of the West Indies is the major university campus.

Given these conditions, the ensuing data can be taken as credible. According to the report, fourteen Caribbean countries and eight international organizations participated in the 1982 Regional Meeting held in Jamaica from July 5-7. The Secretariat's report was based on information brought to the meeting by representatives from the participating countries. Of all programs in existence up to that time, a total of 397 educational administrators at all levels received some sort of training annually. Of this number, about 35 or 9 per cent are in first degree (Bachelor's) programs; about 20 or 5 per cent work to the Master's degree or higher; 60 or 15 per cent may get a Certificate in Administration; and the other 285 or 71 per cent get between one and four weeks of workshop and/or seminar experience.

Figures were not available for countries such as Trinidad and Tobago, Guyana and the Cayman Islands. Indications are that the numbers may be extremely low, especially at degree and certificate levels.

When one considers that the region's school principals alone number upwards of 5,000, and that assistant principals, supervisors, curriculum personnel and teacher trainers have not been included in this figure, the future of skill and competence in educational environments seems unassured. Furthermore, the fact that only a few educational administrators have been trained up to a first degree level, makes the idea of graduate training for educational leaders an unattainable speculation in the short run, and at best, only a very long term expectation. For, whereas graduate level qualification would satisfy the professional ambitions of a few administrators,
it also upstages the more urgent and realistic needs of total educational systems. Additionally graduate education alone does not assure professional excellence. It certainly contributes to Dore's (1976) idea of diploma disease but does not guarantee effective and efficient educational leadership. Judge's (1982) report on graduate schools of education in America, and McIntyre's (1979) analysis of trends and issues in training for educational administrators provide strong support for this argument.

My contention is that if any worthwhile measure of excellence is to be realized by existing (and future) educational systems; if educational leadership must be transformed into a vibrant, forceful and influential profession; and if confident and professionally assured executives are required to lead our educational systems then sufficient and appropriate training should be provided. This is a situation in which the potential capabilities of those (to be) charged with leadership responsibilities in educational settings must be developed. Specifically designed professional pre-service and in-service programs are more relevant to the needs of Caribbean educational leadership than is the label "graduate education". Conditions such as priorities for national development, anticipated growth rate, available resources, and the overall state of development of the region's education-system are essential determinants in any decision making process which affects educational policy of the Caribbean.

IMPLICATIONS OF THIS APPROACH

The foregoing contention suggests major innovations both in approach and in attitude to the preparation of personnel who will administer educa-
tional systems in the Caribbean. Since these systems are expected to support national developmental goals as well as to accomplish the country's mission and purpose for education, competent and credible leadership is a pre-requisite. As educational leaders, the administrators must be prepared to envision their educational environment as an entire unit, and also as a sub-section of the entire national/regional structure. They have too, to be able to master ever-changing learning environments; to influence both form and substance of their organization; and to skillfully carry out the responsibilities with which they are charged.

Consequently a wide area of needs are to be addressed:

1. An established philosophy of education - with sections pertinent to the training and development of the region's educational leaders. A shared ideal or value-system; one to which most people are committed and with which they identify tend to contribute to stronger organizational bondings than any political marriage and/or economic pact may hope to achieve on their own. There, however, should exist simultaneous with this dominant value-system, several other values relative to, and supportive of the "unique indigenous culture" (Wallerstein, 1974, p. 9) of each nation. For usually educational innovation in single states are affected as a result of similar movements evolving within the wider context.

2. A regional policy statement which outlines the precise status of training for educational administrators.

3. A regional policy statement which defines recruitment and promotional requirements, in terms of professional qualification and other related criteria.

4. A system of selection of potential educational leaders complementary to the present mode of self-selection.
5. Policy statements and national attitudes which assure co-operation and cohesion of purpose between individual countries and the regional body on educational procedures for the Caribbean.

6. Professional preparation and/or development of both incumbent and aspirant administrators should be encouraged by the provision of appropriately planned and required pre-service and in-service programs.

7. Leadership positions and opportunities should be set along a clearly defined career path.

8. Incentives and benefits must compare favorably with movement along the career ladder in terms of professional qualification and other related criteria.

9. Appropriate authority must be delegated to the institution which will implement the program.

10. Trainers, supervisors and evaluators must receive prior preparation for their roles in the program.

11. Resources from regional universities and/or schools of education, as well as from the newly formed Caribbean Examination Council should be adequately utilized in the planning, implementing and evaluating stages of the program.

12. The knowledge base for training at each step along the career path should be carefully researched and appropriately selected and/or developed.

13. The role of foreign universities and other educational agencies, external aid whether it be material or human resource "expert assistance", and any other form of overseas contribution should not be ignored, but careful thought should be given to its function in the regional plan.
Leadership training for educational executives has been discussed in relation to school principals and their assistants, supervisors/inspectors, teacher trainers and curriculum personnel. At this point I shall include another category of educators called master teachers. Included in this group are those teachers who have no ambitions to become administrators in the educational system but have, however, continued to grow professionally, have excelled in their field, mastered both art and science of teaching and therefore earned the status of instructional leaders.

The need for appropriately trained educational administrators has been debated from the standpoint that existing training provisions do not satisfy current training needs, and thus are inadequate for the preparation of the region's future educational leaders. Similarly, they have failed to satisfy the needs of present day administrators.

Responsive to this situation, a two-phased program of training is herein proposed. Phase one, is an in-service program for incumbent leaders. It is intended to satisfy training requirements of currently employed administrators at their present positions but in the long run it will serve only as a support activity for the growth and developmental opportunities of already pre-serviced leaders. Phase two is a pre-service program to be completed by each executive as part of the requirement necessary for movement along the career path.

Innovative educational programs, in and by themselves, may improve leadership behavior, but cannot, in isolation, enhance the image of the system. It is essential that changes be implemented so that they relate to the total structure. With this point in view, the proposal for pre-service programs, is set in a frame which clearly defines career ladders for educational lead-
ers. It is a new structure, both attractive and professional, and can be used as a possible solution to some of the ills which hinder regional educational systems from having more competent, scholarly and professional leaders in the educational environment.

Although the proposal presents suggestions for administrative training needs in general terms it does not allude to a blanket solution to leadership problems at all levels. The compartmental needs, and categorical differences of each sub-group of educational leadership is recognized. However, emphasis will be placed on common themes which unify the process of educational leadership, and from that unity will grow the concerns and issues which are central to and necessary for each level or category of leaders.

The in-service program

Effective educational leadership is dependent upon both the theory and the practice of educational administration. Areas of need identified among Caribbean educators (see p. 4) could have otherwise been classified as:

1. Administrative foundations of theory
2. Professional Development
3. Administrative skill development.

Using the above outline three modules of study have been suggested for the development of in-service course activities. Details of recommended knowledge base, instructional approach and evaluation techniques are elsewhere specified (Stanley-Marcano, 1984 - a recently concluded dissertation for the Doctorate in Education). Time permits only brief comments on each module.
Module One - Foundations for Educational Administration/Leadership.

This can be provided by way of courses which afford a knowledge base for the foundational disciplines for educational administration, such as the history of education and the philosophy of education, educational psychology, human growth and development, sociology and the politics of education. In every instance great attention should be given to the uniqueness of the Caribbean experience. It is not overdone to underscore the importance of using specific information for each leadership category in addition to basic and general foundations learning.

Module Two - Professional Development. Contribution to specific leadership requirements, for example, the developmental needs of the master teacher, the needs of primary school principals, secondary school principals, and so forth, will be acknowledged in each of the sub-group within the total leadership group (see appendix for detailed example of one group's work).

Module Three - Administrative Skill Development. In this section the model of Katz's (1955) "Three Skills Concept" is utilized. Three sections are suggested one related to each of the three skills area:

I. Technical Skills for understanding of and proficiency in activities involving methods, processes or techniques.

II. Conceptual Skills for experiences which allows for the ability to see the enterprise as a whole. It involves much abstract work but also caters to some creativity.

III. Human Relations Skills, that which gives the ability to be effective as leader of the group, and at the same time to be a member of the group. (see appendix).
The Pre-service structure

The objectives of this project are (a) to create attractive career opportunities for educational leaders at all levels of the educational system, and (b) to produce improved educational systems in the region, such that they may be determined to be effective and efficient.

The proposal is given in the assumption that Ministries of Education retain their overarching responsibilities for training of leadership personnel. It is expected that authority should be designated to an institution or organization for the purpose of implementing the project. The project is to be a regional one which affords the fullest participation and benefits to participants from the entire English-speaking Caribbean. The mission of the project will be best served if left under the jurisdictions of the government ministries because of its economic and political implications.

It must be remembered that the government is the major funding source for education in the region, and is also the employer of most public school personnel. Fruition of any plans or ideas at regional/national levels can be realized only through authorization by, and co-operation from the government in power. Constitutional enactment is usually essential for implementation of educational policy.

The proposed project, illustrated on page 17, will operate as follows:

1. All professionally trained teachers (from local Teachers' Training Colleges, Schools of Education, and other institutions) will join the pool of trained teachers.

2. Each trained teacher has a minimum of five years (and a Maximum of choice) to serve in this capacity and to participate in related on-going in-service courses (some compulsory, some by personal selection) in order
PROPOSED STRUCTURE OF CAREER PATHS, AND TRAINING POSSIBILITIES FOR EDUCATIONAL LEADERS IN THE CARIBBEAN
to qualify for the step out of this pool.

3. There are two alternatives: (a) to become a career teacher, and progress on to the position of master teacher to which stage other options are available; or (b) to enter the administrative track.

4. As a career teacher, there are further in-service and related activities geared to take a teacher to self-determined heights in the career track. Opportunity for leadership may be exhibited in a number of ways, for example, teachers may choose to become specialized in the following areas:
   a. Music education
   b. Physical education
   c. Special education
   d. Leadership training
   e. Teacher Center development
   f. Teacher training.

Eventually, it is proposed that recognition be given to teachers by way of a career ladder. Additionally, at any time a teacher so desires, entry into the administrative track is open and vice versa.

5. Entry into the administrative track requires (a) induction and orientation to school management for one year. This includes first, compulsory attendance at and participation in administrative seminars and workshops. There will be opportunity for performance of administrative type jobs by way of internships. (b) Six school terms of part-time attendance at an "award bearing" administrative training program. Courses of various specializations will be offered. This may be completed in two years of consecutive attendance, or take as long as the individual chooses.
6. Certified principals can choose between (a) school placement, or (b) field placement. Building principals are responsible for the running of the school as in the existing system. Field principals, a new position, may also be referred to as "unattached principals." They will serve as (a) supplements for building principals, filling in on occasions of illness, special leave of absence, sabbaticals, and any other reason which leaves a school without a principal on site; (b) primary school curriculum evaluators; (c) teachers' and principals' professional needs assessors; (d) teachers union representatives; (e) in charge of principals' professional development, e.g., organize workshops/seminars and conferences; (g) school-Ministry of Education liaison. Principals in both categories are of the same professional status and may be moved (or request to be moved) from field to building or "vice versa" in accordance with predetermined conditions. One may decide to remain as a principal; in this case he/she may continue developing professionally by attending planned in-service programs, vacation university courses, leadership workshop activities. One may also become a teacher trainer, a trainer of other principals or a program evaluator.

7. After three years in the principalship, those interested in supervision may enter into part-time training for the position, while continuing in one's substantive post as a principal. Supervisory training may begin at any time after the three years. Movement from principal to supervisor is permissible to all. However, the required training must be undergone prior to movement from the principalship to supervision.

8. Trainers for the various programs must themselves be prepared for the job. The first set of trainers may be recruited from any appropriate source, but in the long run, trainers must be encouraged out of the ranks
of previous trainees. Built into the structure will be the provision for training of this additional group.

9. Further training will be made available as is necessary, and university qualification will be welcomed and utilized as it fits into the total scheme of things.

10. The project will be subject to on-going evaluation and its flexibility maintained in order to accommodate changes and readjustments appropriate to the development of the region.

Ministries of Education representatives, educational leaders and their professional bargaining representatives should confer and agree upon items such as salaries, leave of absences, loans, scholarships and other concerns to ensure that overall benefits for the administrators are comparable with qualifications, job responsibilities and performance required.

11. Careful research should be undertaken before establishing any requirements for a knowledge base at every level of training.

Summary

This proposal structures an example of a possible career path for educational leaders in the Caribbean. It maps numerous paths to be followed by educators and the possibilities for appropriate professional training at all levels. It is adaptive and facilitates much self-direction. Individuals can plan their career at their own rate. They may slow it down or speed it up according to their desires, values, time constraints or circumstances. Additionally, it has a built in means of staggering the rate of output of any one category of trained school personnel; it allows for "natural selection" of school personnel, and by the availability of numerous career choices, it indirectly challenges the performer to respond
to at least one aspect of professional growth. It does not indicate the limits
to which anyone's career may be developed: for wherever possible, school
executives should be in line for promotion to the highest positions within
their educational system, if they satisfy the necessary qualifications.
REFERENCES


Appendix

Details of in-service training modules suggested for primary school principals
Module One--Foundations for the Principalship. This can be provided by way of courses which afford a knowledge base for the foundational disciplines for educational administration, such as the history of education and the philosophy of education; but especially in the fields of psychology and sociology.

McNally and Dean (1963) suggest that, in addition to the "foundations" learnings, which should be common to all administrators, elementary school principals should be conversant with findings of psychology which underlie elementary school curriculum organization and instructional methods. They should also be helped to understand the school and the school community as social systems, for "the sociology of organizations and of juvenile cultures can contribute to his understanding of the problems with which he works" (pp. 116-117).

Suggested topics:

I. Sociology of the school
   A. Characteristics of the primary school in Trinidad and Tobago
   B. Concerns and problems of the primary school
   C. The school community
   D. Cultural values
   E. Conflicts and confrontations
   F. School and community as social systems

II. Developmental psychology of children of primary school age
   A. Their growth patterns
   B. Learning habits
   C. Behavioral traits
III. Comparative studies of primary school systems in other parts of the Caribbean, in other developing countries, and in other parts of the world.

Module Two--Professional Development. Contribution to principals' professionalism can be made by giving specialized training for acquisition of professional knowledge in education and administration in each of the three roles in which the principal is expected to function (see pages 25 through 28).

Module Three--Administrative Skill Development. The kinds of skills which administrators exhibit in the performance of their job are important in the consideration of their level of competence. The "Three Skills Concept"--Technical Skill, Conceptual Skill, and Human Relations Skills--advanced by Katz (1955, pp. 33-42) is a useful model. Pharis (1966, p. 19) notes that all these skills are important at all levels and that they cut across the range of problems faced by all administrators. Thus, the principal should be able to utilize these administrative skills in the performance of all his primary school activities.

I. Technical Skills; for understanding of and proficiency in activities involving methods, processes or techniques.

A. Decision making--influential forces in the process, approaches to decision making, the principal as decision maker

B. Educational innovation--current trends in education use of educational technology applicable to the local environment

C. Aides to curriculum implementation, assessing project relevance, planning improvement, evaluating the effects of change

D. Curriculum planning
The Principal as Manager

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<th>Tasks</th>
<th>Competencies</th>
<th>Topic Outline</th>
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<td>a. Supervise physical safety of pupils.</td>
<td>2. To be able to relate the history of education to the solution of existing problems.</td>
<td>I. Theories of Administration</td>
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<td>d. Discipline</td>
<td>5. To be able to distinguish the place of education in the country's political system.</td>
<td>A. Primary School Administration</td>
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<td>f. Ensure proper use of school equipment and stock.</td>
<td>7. To be able to demonstrate positive interpersonal skills on both the group and individual levels.</td>
<td>B. Authority and the Principal</td>
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<td>g. Keep proper records.</td>
<td>12. To correctly interpret school policy and procedure.</td>
<td>C. The Education Act of Trinidad and Tobago</td>
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<td>h. Report to the Ministry of Education</td>
<td>14. To be able to utilize teacher and student input in the school's decision making.</td>
<td>D. Teaching Service Regulations</td>
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<td>i. Provide returns to the Ministry of Education.</td>
<td>17. To be expert in keeping records of the school's materials and equipment.</td>
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<td>j. Enforce the [Education] Act and related school regulations.</td>
<td>18. To be humane and create humanistic environments.</td>
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<td>19. To cope with stress created by day-to-day interactions.</td>
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<td>20. To be able to report school records as requested by the Ministry of Education.</td>
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<td>23. To be able to communicate with others successfully.</td>
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<td>25. To be sensitive to the needs and values of others</td>
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<td>31. To be able to supervise the non-teaching staff and to maintain a secure physical school environment.</td>
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The Principal as Instructional Leader

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<th>Tasks</th>
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<td>b. Applies syllabus in conformity with students' needs and administration of the school's program.</td>
<td>1. To understand basic educational issues as they affect the school and the performance of duties.</td>
<td>I. Program Planning</td>
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<td>c. Allocates and supervises staff responsibilities.</td>
<td>3. To understand the nature of the bureaucratic structure within the school system.</td>
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<td>e. Teach.</td>
<td>4. To view the school as an organized institution.</td>
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<td>6. To be able to provide leadership necessary for everyday interaction.</td>
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<td>8. To teach effectively and efficiently.</td>
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<td>9. To display familiarity with current educational resources.</td>
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<td>10. To be knowledgeable of the school system's organization.</td>
<td>I. Program Planning</td>
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<td>11. To be knowledgeable of educational technology and its application.</td>
<td>A. Organization and improvement of curriculum</td>
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<td>13. To facilitate and implement change skillfully.</td>
<td>B. Methods of instruction</td>
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<td>15. To use evaluative data in the supervision and assessment of professional performance of teachers.</td>
<td>C. Need assessment; setting objectives; evaluation</td>
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<td>22. To be a motivational source in the school.</td>
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<td>13. To facilitate and implement change skillfully.</td>
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<td>22. To be a motivational source in the school.</td>
<td></td>
</tr>
</tbody>
</table>

II. Staff Policy and Administration

A. Induction
B. Grouping
C. Staff supervision, assessment
D. Staff improvement
E. Need theory

III. Teaching
A. Learning theories
B. Technology in education
C. Student evaluation
D. Research in education
<table>
<thead>
<tr>
<th>Tasks</th>
<th>Competencies</th>
<th>Topic Outline</th>
</tr>
</thead>
<tbody>
<tr>
<td>26.</td>
<td>To be able to boost staff morale.</td>
<td></td>
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<tr>
<td>27.</td>
<td>To be able to analyze and solve administrative problems.</td>
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<td>28.</td>
<td>To be able to diagnose needs, and formulate appropriate program objectives.</td>
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<tr>
<td>29.</td>
<td>To be able to create, analyze and examine alternate programs, procedure and policy intended to improve instruction in the school.</td>
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<tr>
<td>30.</td>
<td>To be able to initiate, encourage and participate in the school's extracurricular activities.</td>
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</table>
## The Principal as School-Community Liaison

<table>
<thead>
<tr>
<th>Tasks</th>
<th>Competencies</th>
<th>Topic Outline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cooperate with parents and approved authorities.</td>
<td>21. To establish rapport with community members and utilize their resources.</td>
<td>I. Causes of Community Concern</td>
</tr>
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<td></td>
<td>24. To deal with role conflicts.</td>
<td>II. Communicating with the Community</td>
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<tr>
<td></td>
<td>32. To be able to organize an effectively run parent-teacher organization.</td>
<td>III. School-Community Relations</td>
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<td>IV. Identifying the Community</td>
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<tr>
<td></td>
<td></td>
<td>V. Meeting Community Needs</td>
</tr>
</tbody>
</table>