

Using Learning Designs for Strategic Change for Educational Transformation in Secondary Schools in Trinidad and Tobago

Steve Warner

Waterloo Secondary School

Trinidad and Tobago

West Indies

stewenrich@yahoo.com





LAMS INTERNATIONAL CONFERENCE OXFORD LONDON 2010

A Brief Audio Introduction by Steve Warner



The Environment



- An Elitist System
- No Vision and Mission
- No School Development Planning
- Only Pen and Paper Summative Assessment



The Future – 21st Century Skills

- Personal and social responsibility
- Planning, critical thinking, reasoning, and creativity
- Strong communication skills
- Cross-cultural understanding
- Visualizing and decision-making
- Knowing how and when to use technology

The Answer



- The government decided to implement School Development planning
- All primary and Secondary Schools
- Schools are therefore capable to deal with issues and implement measures for their peculiar challenges – eg. Use of LAMS for slower learners



ORGANIZATIONAL ANALYSIS

VISION

To promote quality education in a safe, healthy and caring environment and equipping each child with tools for lifelong learning

MISSION

All students will succeed at each form level and graduate from Waterloo Secondary School well prepared with knowledge skills and behaviours for post-secondary pursuits



Methods of Receiving Information

- The vision and mission was obtained because it was mandated by the MOE
- No values, goals and strategies were obtained from the vision and mission
- Primarily the school is controlled by the principal and vice-principal who makes the policies and sets the tone for the culture of the school
- There was and still is no collaboration among the several stakeholders of the school
- Personal experience
- The whims and fancies of a few



The Intervention – An Example

- The intervention of placing heads of departments and deans is a normal part of school life all over the developed world
- The heads of departments will be placed in clusters, such as mathematics and computer science (one group) and Languages (another group). This head will clinically supervise his group and report to the vice-principal who will in turn report to the principal. Monitoring will be more personal and done consistently and professionally.
- Motivate the slower learners of the FORM FOUR class to understand what are their deficiencies and to work towards solving them
- Being responsible for their own learning

BENEFITS



It is expected that:

1. principals and vice-principals will have time to deal with other aspects of their duties in terms instructional designing
2. students will benefit greatly as most of the disadvantages of the past system will be alleviated, such as teacher unpreparedness, and general attendance to classes
3. the culture of the school will be transformed, causing the need for a new vision and mission
4. collaboration and teamwork will flourish
5. real issues will surface – the slower learner challenge and the possible use of PLEs like LAMS as an intervention



DISADVANTAGES

1. It will be difficult to get some teachers to immediately buy-in to the new system
2. Loss of teaching time due to the many needed staff and teaching development session
3. Change is normally slow and if all stakeholders are not motivated positively this can be a setback



CONCLUSION

It is important that the MOE and WSS look at the Performance and Cause Analysis of this study in order that this institution move forward for the sake of the students/learners in acquiring 21st skills and making their national motto a reality – “Every Child can Learn”.



Questions



Thank you all so very much