

TSC SPEAKS

Issue No 2. 2012



A PRODUCTIVE YEAR ON MANY FRONTS

In the December 2012 issue of TSC Speaks, the Teaching Service Commission provides an overview of the progress made on key goals and objectives outlined in its 2012-2014 Strategic Plan.

The Commission's ongoing efforts to streamline the selection and appointment process saw a further reduction in the time taken for appointments and promotions for all offices under its purview. The introduction of a standardized application form, the revision of interview instruments for selected offices and of the Special Report form used in recommendations for promotion were among several measures taken to bring about improvements in both the process and outcomes of the Commission's selection function. In this issue, we are pleased to publicly recognize for the first time those officers whose excellent performance has qualified them for promotion to higher office in the teaching profession.

Gaining insight into the perspectives of the key stakeholders in the education sector is a

critical requirement for the effective functioning of the TSC. In this regard, 2012 was a year of fruitful engagement with many stakeholder groups, including the Ministry of Education, TTUTA and the Association of Denominational Boards. The outcomes of these meetings continue to shape the Commission's programme of work and priorities for action.

Among the Commission's major achievements in 2012 was the drafting of specific regulations for the Teaching Service Commission, under the guidance of TSC member, Professor Ramesh Deosaran. The outcome of a year-long consultative process, the regulations seek to address the distinctive requirements for effective governance and administration of the teaching function and will empower all stakeholders in the Teaching Service to fulfill their responsibilities through a more responsive and relevant regulatory framework.

All in all, 2012 was a productive year on many fronts.

TABLE OF CONTENTS

Year in Review 2012

Annual School Supervisors Workshop

Performance Management Appraisal Workshop

Teaching Service Regulations

Keynote Address-TTUTA Teacher of the Year Awards

Discipline-Cornerstone of School Management

Know Your Regulations

Tobago Stakeholder Relations Meeting

Appointments and Promotions 2012

Teaching Service Regulations

By Professor Ramesh Deosaran

Service Commissions derive their powers from the Constitution and more precisely operate on the basis of the Regulations which are essentially instruments of empowerment for the Commissions. It is useful to affirm, in particular, the powers of the Teaching Service Commission.

The Constitution states: "The power to appoint persons to hold or act in public offices in the Teaching Service Commission established under the Education Act, including power to make appointments on promotion and transfer and to confirm appointments, and to remove and exercise disciplinary control over persons holding or acting in such offices and to enforce standards of conduct on such officers shall vest in the Teaching Service Commission." (Section 125)

Now the Teaching Service Commission (TSC) cannot exercise such powers arbitrarily. Neither should it be pressured one way or another by any person or interest group to exercise such powers in a particular way. These powers have to be applied in reasonable, justifiable and transparent ways. The TSC is, after all, accountable to the public as well. To achieve these objectives of good governance, to help ensure that its constitutional powers are properly executed, the Commission, like all others, needs to be guided by a set of appropriate regulations

Since 1966, however, the TSC has been using the relevant sections enshrined in the Public Service Regulations, and so naturally, some forty-six years later, the TSC decided to establish its own Regulations. In June 2011, therefore, the TSC convened a special committee comprising the following members to develop its own regulations:

Professor Ramesh Deosaran (Chairman); Ms Miriam Samaru, Principal of Hugh Wooding Law School; Mr. Ashram Deoraj, School Supervisor III; Mr. Bhadase Seetahal-Maharaj, School Supervisor III; Ms Angela Iloo, School Supervisor III

"The rights of teachers should be preserved in a profession which over the years has become quite complex in terms of procedures, public expectations and of course, classroom demands. At the same time, teachers are expected to be dutiful, competent and dedicated to those under their charge. The responsibility is both serious and sacred. This relationship between rights and responsibilities is exactly what the new regulations of the Teaching Service Commission seek to secure within the boundaries of fairness, transparency and accountability. The required partnerships are therefore essential."

Ms Janet Gopie was Secretary to the Committee. Legal advice was continuously received from Ms. Natasha Seecharan, Senior Legal Advisor and Ms. Allyson Douglas, Senior State Counsel, Service Commission Department

This TSC Committee held eight meetings, during which period, it also held two meetings with the Association of Denominational Boards, one with the Association of Secondary School Principals. The Committee also considered memoranda from several stakeholders. Feedback was also received from stakeholders in Tobago. A draft of the proposed regulations was also sent to the Trinidad and Tobago Unified Teachers Association for comment.

The Regulations which attracted serious concern by the Committee were in Chapters III and VI. Chapter III deals with issues of appointments, transfers, promotion and confirmation. Chapter VI deals with discipline and penalties. Quite naturally, for one reason or another, these issues are also of serious concern to the School Boards, the Ministry of Education, the general public and of course, to TTUTA and the principals and teachers themselves. After all, the end-line consequences fall upon students, many of whom appear to require some measure of discipline themselves.

The Commission is therefore now considering, for example, tighter time-lines for reports on indiscipline and more effective management responses to acts of indiscipline or abuses of any kind which



occur in school. The evidence is far from satisfactory. The proposed regulations seek to heal such breaches.

As the platform for the Commission's decision-making, the Teaching Service Regulations have to take into account Chapter VI of the Constitution, that is, the rights and freedoms of the individual citizen. Consideration also has to be given to the provisions of the Equal Opportunity Commission.

This is important to note, since the provisions of the Concordat must also be respected. That is, the rights and privileges of the denominational boards whose success in shaping the academic standards and character of their schools has been and still is quite commendable.

By seeking to instill tighter management systems through the Regulations, the Commission also expects to facilitate significant improvements in management and administration across all schools, especially in our government schools. The Commission expects full cooperation from all stakeholders in ensuring that the new Regulations meet its objectives. Higher degrees of vigilance and accountability will certainly help.

These Regulations will soon be sent to the Prime Minister for approval as required by Section 129 of the Constitution. Finally, may I express my deepest appreciation to members of the Regulations Review Committee and the attorneys from our Service Commission Department. Their support and cooperation have been inspiring.

Annual School Supervisors Workshop



Chairman of the Teaching Service Commission, Dr. Hyacinth Guy addresses the annual workshop for school supervisors held at the Arthur Lok Jack Graduate School of Business.



The **Workshop for School Supervisors** is now an annual event on the calendar of the Teaching Service Commission. This workshop brings together schools supervisors, representatives of the Ministry of Education and members of the Teaching Service Commission with the aim of sharing information on the work of the TSC and facilitating a deeper understanding among participants of the issues and challenges which confront all stakeholders in their efforts to improve supervision and management in the education system.

The workshop was designed to promote a better understanding of the regulatory framework for discipline in the teaching service, and explored the role of the Principal, the Supervisor, the Ministry of Education and the Teaching Service Commission in the disciplinary process. Chairman of the Teaching Service Commission, Ms. Hyacinth Guy, led the discussions which were highly interactive and brought to the fore many of the challenges faced by school supervisors in their efforts to manage the disciplinary process.

Over 60 participants were in attendance at this year's workshop which was held on August 15th, 2012 at the Arthur Lok Jack Graduate School of Business. While the Commission took the opportunity to update school supervisors on the status of appointments and promotions in their districts, the main focus of the workshop was **Disciplinary Policy and Procedures in the Teaching Service**, as the Commission has set improved discipline in the Teaching Service as a major goal to be attained by 2014.

Facilitators helped participants to understand how a sound knowledge of the discipline policy and procedures, coupled with effective communication skills and a proactive approach to problem-solving could be used to improve the outcomes of disciplinary interventions.

The Commission anticipates that the impact of the workshop, combined with its own emphasis on expediting the processing of disciplinary matters, will have a beneficial impact on professional conduct in the Teaching Service.





DISCIPLINE

A Cornerstone of Effective School Management

Mr Alwyn Daniel

Discipline, tolerance and production were the watchwords given to this nation by our first Prime Minister, Dr. Eric Williams, when we achieved independence in 1962. Today, fifty years later, the general consensus is that we are not disciplined, nor are we tolerant or productive. In our crime-ridden society, law and order do not prevail, nor do we abide by either ethical standards or codes of conduct. We are intolerant of each other's religion, race and political philosophy. Finally, although the private sector can hold its own internationally, the state sector which dominates the economy is routinely called to account for a lack of productivity and allegations of corruptions.

The preceding paragraph is a scathing indictment of our society. While we should be careful in generalising, it can be argued quite forcefully that much of our society is characterised by indiscipline, intolerance and low levels of productivity. Our focus in this article is discipline or lack thereof among teachers; specifically how indiscipline has permeated the school system and the numerous challenges

the Teaching Service Commission (TSC) faces in trying to cope with it.

Most definitions of discipline focus on "controlled behaviour" or the practice of training people "to obey rules or a code of behaviour". Accordingly, in the school system when we talk of discipline we are referring to controlled behaviour or adherence to certain rules or code of conduct.

In the present case discipline in the school system refers to the conduct of teachers. The maintenance of good discipline falls under the remit of the TSC. Section 125 of the Constitution authorises the TSC to "...enforce standards of conduct made under the Education [Teaching Service) (Amendment) Regulations 2000 Regulations 62 – 77 of the Public Service Regulations as adopted by the Teaching Service Commission."

Both the Education Act and the Regulations provide strict procedures in dealing with indiscipline among teachers. The laws of our country also address extreme cases of indiscipline such as rape, incest and violence, inter alia. Unfortunately, there are court cases that go back to 2004 that have not been resolved. It is a sad indictment of our justice system that these teachers are receiving at least half-pay while their matters are adjourned for sometimes petty reasons.

In cases of misconduct such as the use of obscene language or persistent unpunctuality and excessive leave taking, there are cases that go back to 2006. While there is a well-defined procedure with strict time guidelines, the delay in taking these matters to a conclusion is often due to a plethora of errors and a lack of accountability. The Investigating officer may be appointed late or his report may be submitted very late. The legal department may take months to determine whether charges should be

laid. Finally the disciplinary tribunal may be subject to a number of adjournments.

It is to be noted that irregularity and unpunctuality among teachers is excessive. Many cases are in contravention to the Education (Teaching Service) Amendment Regulations 2000 No 77 (2) (a) which states, "a teacher who is absent from office or official duties without leave or valid excuse, or is habitually irregular in the time of arrival or departure from the place of employment, commits an act of misconduct."

It is only recently that an attempt has been made to identify offenders who have breached this regulation. The 2011 annual report on irregularity and unpunctuality is being analysed and action is being taken in collaboration with the Ministry of Education to determine cases which are excessive.

Teacher indiscipline in respect of irregularity and unpunctuality must be brought under control, as it undermines the stability of schools and affects the performance of students. It should be noted that the majority of our teachers, especially those in administrative positions are dedicated, disciplined and committed to their profession. However, we need systems such as an objective performance appraisal process to reward teachers who are doing a good job. At the same time, teachers who are performing unsatisfactorily or who are involved in situations of misconduct must be held accountable. Teachers, like parents, help to shape the character of their charges and consequently play a significant role in determining the type of society in our country.

Appointments and Promotions 2012

With a proactive approach to identification of vacancies and the introduction of measures such as delegation of authority, the use of interview panels, the order of merit list, and the re-design of interview instruments, the TSC has been able to expedite the selection process to achieve a fill rate of over 85% annually for several offices within the Teaching Service. Here are the names of officers promoted to administrative offices in the Teaching Service in 2012.

PROMOTIONS TO THE OFFICE OF PRINCIPAL (SECONDARY)

SCHOOL	OFFICER	DATE OF PROMOTION
ASJA Girls' College Barrackpore	Mr. Gyandeo Persad	April 16, 2012
Cedros Secondary	Ms. Windy Mathura	April 16, 2012
Gasparillo Secondary	Mr. Satanand Maharaj	July 12, 2012
Holy Faith Convent Couva	Sr. Theresa Vialva	April 16, 2012
Holy Name Convent Point Fortin	Sr. Teresa Cardinez	April 16, 2012
Marabella South Secondary	Mr. Sheldon Jodha	September 5, 2012
Mason Hall Secondary	Mrs. Marslyn Melville Jack	July 2, 2012
Naparima Girls' High School	Mrs. Carolyn Bally Gosine	September 12, 2012
Palo Seco Secondary	Mr. Davanand Sinanan	December 10, 2012
Pentecostal Light and Life Foundation High	Mr. Franklyn D. Hamilton	July 2, 2012
Point Fortin West Secondary	Mrs. Jasmin Ramkissoon-Ramoutar	September 28, 2012
San Juan South Secondary	Mr. Ramsawak Gopie	April 16, 2012
San Fernando East Secondary	Ms Patricia Pitt	August 20, 2012
San Fernando West Secondary	Mr. Seerajh Dhoray	April 16, 2012
St. Anthony's College	Mr. Maurice Inniss	April 16, 2012
St. Augustine Secondary	Mrs. Linda Francis	April 16, 2012
SWAHA Hindu College	Mr. Gyandeo Persad	April 16, 2012
Toco Secondary	Mrs. Verona Davis-Modeste	April 16, 2012
Vessigny Secondary	Ms. Jennifer Williams	July 7, 2012

PROMOTIONS TO THE OFFICE OF VICE-PRINCIPAL (SECONDARY)

SCHOOL	OFFICER	DATE OF PROMOTION
Aranguez North Secondary	Mrs. Denise Mungal-Gosyne	July 2, 2012
Barataria South Secondary	Mrs. Susan Sardarsingh	July 2, 2012
Belmont Secondary	Mrs. Lisa Sammy-Pierre	July 2, 2012
Blanchisseuse Secondary	Mrs. Nicole Oliveira Riley	July 2, 2012
Bon Air Secondary	Mrs. Cislyn Charles-Maxwell	October 19, 2012
El Dorado West Secondary	Mrs. Andrina Antoine-Cruikshank	July 2, 2012
Gasparillo Secondary	Mr. Allan Nassa Mohammed	July 2, 2012

La Romaine Secondary	Mrs. Eartha Thomas-Hunte	July 2, 2012
Malabar Secondary	Mr. David Ramsundar	December 3, 2012
Marabella North Secondary	Ms. Susan Rogers	July 2, 2012
Morvant/Laventille Secondary	Mrs. Debbie George	July 2, 2012
Mount Hope Secondary	Mr. Krishen Sardarsingh	July 2, 2012
Rio Claro West Secondary	Mrs. Oma Sooknanan-Bertie	July 2, 2012
San Fernando Central Secondary	Mrs. Michele Roopnarine-Ram	July 2, 2012
San Juan North Secondary	Mr. Joseph Taylor	July 2, 2012
Sangre Grande Secondary	Mr. Derrick Byam	July 2, 2012
Speyside Secondary	Ms. Jacqueline Mitchell	August 30, 2012
St. Francois Girls' College	Ms. Susanne Roget	July 2, 2012
St. Joseph Convent, Port of Spain	Mrs. Maritza Rodriguez-Ramphal	July 2, 2012
St. Stephen's College	Mrs. Lynette Holdford-Jack	July 2, 2012
Success Laventille Secondary	Ms. Stacey Lezama	July 2, 2012
Tableland Secondary	Mrs. Asha Ramraj-Sookdeo	July 2, 2012
Tabaquite Secondary	Mrs. Sherry Ann Boodram	July 2, 2012
Toco Secondary	Mr. Ronald Motilal	July 2, 2012
Valencia Secondary	Mr. Lawrence Hunte	July 2, 2012

PROMOTIONS – DEANS (SECONDARY) – APRIL 16, 2012

SCHOOL	OFFICER
Arima North Secondary	Ms. Bertina Dyer
ASJA Girls Barrackpore	Ms. Fazeela F. Mohammed-Bissessar
ASJA Girls College, San Fernando	Ms. Reasha Maharaj
Barrackpore West Secondary	Ms. Jasmine Mohammed
Barrackpore West Secondary	Ms. Joan Balkaran-Lall
Carapichaima East Secondary	Mr. Surujdath Mahabir
Carapichaima East Secondary	Mr. Dipchand Jaglal
Carapichaima East Secondary	Mr. David Sewsaran
Carapichaima West Secondary	Ms. Neesha Ali Bajnath
Chaguanas South Secondary	Ms. Waletta Lett-Watkins
Chaguanas South Secondary	Mr. Mukesh Moonoo
Couva West Secondary	Ms. Alicia Richards
Couva East Secondary	Ms. Bella Seejour
El Dorado West Secondary	Mr. Rainier Francis
El Dorado East Secondary	Ms. Simone Reid Foster
El Dorado East Secondary	Mr. Martin Lewis
Five Rivers Secondary	Mr. Andre McEachnie
Five Rivers Secondary	Ms. Judith Clement

Fyzabad Anglican Secondary	Ms. Natalie O'Connor
Fyzabad Anglican Secondary	Ms. Neaila Dubrey
Fyzabad Secondary	Ms. Karen Henry-Mark
Fyzabad Secondary	Mr. Glen Telesford
Fyzabad Secondary	Mr. Amir Jairman
Gasparillo Secondary	Ms. Carolyn Mohan
Hillview College	Ms. Kathy Ann Brooks
Holy Faith Convent. Penal	Ms. Catherine Plaza-Sirju
Iere High	Mr. Gayapersad Manohar
La Romaine Secondary	Ms. Nadine Victor
Mt. Hope Secondary	Ms. Donna Denise Jacob-James
Mt. Hope Secondary	Ms. Charlene Fabiola Raymond
Moruga Secondary	Ms. Isardai Ramkumarsingh
Malick Secondary	Mr. Steve Hope
Mucurapo East Secondary	Ms. Kempa Thomas St. Louis
Mayaro Secondary	Ms. Sarah S. Sookram
Naparima College	Mr. Roger Ali
Naparima Girls' High	Ms. Fadia Muradali-Kumar
Princes Town West Secondary	Mr. Ishmael Khan
Princes Town East Secondary	Mr. Chadwicke K. Lalla
Princes Town East Secondary	Mr. Adesh Rampersad
Pleasantville Secondary	Mr. Jeremiah Phillip
Pleasantville Secondary	Ms. Marsha Sookoo
Pleasantville Secondary	Mr. Kelvin Alexander
Palo Seco Secondary	Ms. Carol Boyce-John
Parvati Girls' Hindu College	Ms. Kathleen Teeluck-Bachoo
Providence Girls' Catholic Secondary	Sr. Vanessa Manzano
Presentation College, San Fernando	Ms. Lucy Madhosingh
Queens Royal College	Mr. Ian Hosten
San Juan South Secondary	Ms. Alana Seeta Ramkeesoon
South East POS Secondary	Ms. Ann Marie Jessop
San Fernando West Secondary	Mr. Krishna Hirday Brahim
St. Augustine Secondary	Ms. Pamela Bunsee-Sagar
Success/Laventille Secondary	Ms. Nicole Auguste
St. Augustine Girls High	Ms. Anu Ramphalie-Motilal
St. Joseph's Convent , Port of Spain	Ms. Maritza Rodriguez-Ramphal
St. Joseph's Convent, Port of Spain	Ms. Yasmin Khan-Lee Wen
St. Joseph's Convent, Port of Spain	Ms. Maria Wong
St. Joseph's Convent, St. Joseph	Ms. Sandra Victor-Farrell
St. Joseph's Convent, San Fernando	Ms. Saundra Lyn Hamid

Ste. Madeleine Secondary	Ms. Ayana Douglas
Sangre Grande Secondary	Mr. Anderson Dyett
Siparia West Secondary	Ms. Amena Hosein
Siparia West Secondary	Mr. Nigel Richards
Siparia West Secondary	Ms. Margot Herbert-Maharaj
San Fernando Central Secondary	Mr. Declan John Tam
Tabaquite Secondary	Mr. Steve Pulchan
Tabaquite Secondary	Ms. Helen Jeffers-Durham
Trinity College	Mr. Peter Rigsby
Tranquillity Secondary	Mr. Ian Sharpe
Vessigny Secondary	Ms. Julia County
Valencia Secondary	Mr. Joseph Valley
Valencia Secondary	Ms. Arlene Barnett
Waterloo Secondary	Mr. Jainarine Gobin

PROMOTIONS TO HEAD OF DEPARTMENT (SECONDARY)

SCHOOL AND SUBJECT/CLUSTER	OFFICER	PROMOTION DATE
Barataria North Secondary - VAPA	Mr. Hamza Khan	April 16, 2012
Chaguanas North Secondary-Technical/Technology Education	Ms. Charmaine Gomez-Dolly	August 30, 2012
Siparia West Secondary - Technical/Technology Education	Mrs. Christine Kydd-Francis	March 12 2012

PROMOTIONS TO THE OFFICE OF PRINCIPAL (PRIMARY)

SCHOOL	OFFICER	DATE OF PROMOTION
Agostini Settlement KPA	Mrs. Kharandai Sooklal-Dookie	April 16, 2012
Aranguez Government	Mr. Ashton Kerr	October 15, 2012
Arima Boys' RC	Ms. Brian Brooks	April 16, 2012
Arima Presbyterian	Mrs. Suzanne Ramcharan-Debideen	June 4, 2012
Arouca Anglican	Mrs. Sharon Morain	April 16, 2012
Avocat APS Vedic	Mrs. Nirmala Mayrhoo-Ramnath	April 16, 2012
Barataria Boys' RC	Mr. Crystal B. Ashe	September 3, 2012
Barrackpore APS	Mrs. Vidyia Bachan	April 16, 2012
Bethesda Government	Mrs. Charmion Philips	August 30, 2012
Bethlehem Girls' RC	Ms. Ann Marie Pierre	April 16, 2012
Bien Venue Presbyterian	Mr. Dillan Anthony Daniel	June 4, 2012
Bonne Aventure Presbyterian	Ms. Tisha Dowlath	June 4, 2012
Buccoo Government	Ms. Corine Smith-Rochford	August 30, 2012

Carapichaima Anglican	Mrs. Gail Elliot-De Coteau	April 16, 2012
Cascade School for the Deaf	Mrs. Veronica Pedro-Brathwaite	April 16, 2012
Charlottesville Methodist	Ms. Karen Balfour	August 30, 2012
Chinapoo Government	Mrs. Babsie Kidney	October 15, 2012
Claxton Bay Junior Anglican	Ms. Avion Alexander	April 16, 2012
Crystal Stream Government	Mr. Joel Schulere	April 16, 2012
Cunapo (St. Francis) RC	Mrs. Shelley Anne Augustine-Baptiste	April 16, 2012
Diego Martin Boys' RC	Mr. Matthew Noel	July 5, 2012
El Dorado North SDMS	Mr. Mahindranath Maharajh	June 4, 2012
Erin RC	Mrs. Lystra Persadie-Felix	August 30, 2012
Esperanza Presbyterian	Ms. Wendy Gajadhar	June 4, 2012
Felicity Presbyterian	Mrs. Shirma Mulchansingh	June 4, 2012
Fishing Pond Presbyterian	Mr. Derick Sooknanan	June 4, 2012
Five Rivers TIA	Mrs. Saleeka Mohammed-Ali	April 16, 2012
Gaines Normal AME	Mrs. Kathy-Ann Whiskie	April 16, 2012
Harmony Hall Presbyterian	Mrs. Cynthia Phillip	June 4, 2012
Hermitage Presbyterian	Ms. Gaitree Rattan	June 4, 2012
Inverness Presbyterian	Mrs. Sophia Beepath-Nathai	March 12, 2012
Jubilee Presbyterian	Mr. Daniel Motilal	June 4, 2012
L'Anse Fourmi Methodist	Ms. Prisca Jack	August 30, 2012
La Veronica RC	Mrs. Indira Newton	April 16, 2012
Las Cuevas Government	Mrs. Octavia Small-Almandoz	April 16, 2012
La Romaine RC	Ms. Brenda Bernard- Moore	July 2, 2012
Liberville TML	Mr. Jumadeen Mohammed	October 9, 2012
Malabar RC	Ms. Lyzel Cummings	April 16, 2012
Malick Girls' RC	Ms. Sandreen McKenzie	May 28, 2012
Maracas RC	Ms. Denise Gordon	June 18, 2012
Mayaro Government	Mr. Andy Paul	April 16, 2012
Mayo RC	Mrs. Ursulin Sabala	April 16, 2012
Melville Memorial Girls' Anglican	Ms. Cheryl Jackson	May 2, 2012
Montgomery Government	Mrs. Lynette Warner-Wiltshire	August 30, 2012
Montrose APS Vedic	Mrs. Ranu C Vishnu-Jadoo	April 16, 2012
Moriah Government	Ms. Lynette Cox	August 30, 2012
Moruga (Holy Trinity) Anglican	Mr. Eric Floyd	April 16, 2012
Moruga RC	Mrs. Sharon Palloo	April 16, 2012
Mucurapo Boys' RC	Mr. Lyle Hollis Reece	April 16, 2012
New Grant Anglican	Mr. Lester Haynes	April 16, 2012
New Grant Government	Mr. Hamzad Hosein	April 16, 2012
Newton Girls' RC	Mrs. Sandra Smith-Alexander	May 28, 2012
Paramin RC	Mr. Camillus Olivier	April 16, 2012
Penal Rock Presbyterian	Mrs. Rosalind Gunness	June 4, 2012
Petit Valley Girls' RC	Ms. Marcia De Freitas	April 16, 2012

Petit Valley Boys' RC	Mr. Gregory Johnson	May 28, 2012
Preysal Government	Ms. Vashtie Ali	July 2, 2012
Rosary Boys	Mr. Richard Gomez	April 16, 2012
Rosehill RC	Ms. Charlene Ross-Quamina	October 3, 2012
Rousillac Presbyterian	Mr. Keith Sankar	June 4, 2012
Sangre Grande SDA	Mrs. Khaniza Khan Paul	April 16, 2012
San Juan Boys' Government	Mrs. Tarradai Joseph	April 16, 2012
San Rafael RC	Mr. Neil Bynoe	June 18, 2012
Sans Souci RC	Ms. Tessa Dasent	June 18, 2012
Santa Cruz Presbyterian	Mr. Dale Mohammed	June 4, 2012
Scarborough Methodist	Mrs. Diana Washington-Phillips	August 30, 2012
Siparia SDMS	Ms. Kalawaite Borielal	August 6, 2012
Siparia Union Presbyterian	Mr. Jerome Ramlakhan	June 4, 2012
South Oropuche Government	Mr. Deoraj Sookhan	April 16, 2012
South Oropuche RC	Mrs. Jacqueline James-Wall	August 30, 2012
Speyside Anglican	Ms. Janice Lewis	August 30, 2012
St. Augustine South Government	Ms. Carlene Duncan	January 25, 2012
St. Benedict's RC	Mrs. Bernadette Arvaley-Nakhid	June 18, 2012
St. Barbara's Spiritual Shouter Baptist	Mrs. Pamela Hunt	December 3rd, 2012
St. Brigid's Girls' RC	Mrs. Janice De Boulet	April 16, 2012
St. Clement APS Vedic	Mrs. Vijyantie Rampersad	April 16, 2012
St. Finbar's Girls RC	Mrs. Angelique De-Mille Serrette	April 16, 2012
St. Gabriel's Girls	Ms. Janet Chinnea	April 16, 2012
St. Helena RC	Mrs. Dynise Ali	June 4, 2012
Tabaquite RC	Ms. Ann Bahadoorsingh	April 16, 2012
Tamana RC	Mr. Randal Luces	April 16, 2012
Upper Guaico RC	Ms. Theresa Thomas	April 16, 2012
Vance River RC	Mrs. Cheryl Doldron	April 16, 2012

PROMOTION TO THE OFFICE OF VICE-PRINCIPAL (PRIMARY)

SCHOOL	OFFICER	DATE OF PROMOTION
Arima Boys' Government	Ms. Cherry Ann Drakes	August 30, 2012
Arima Centenary Government	Mrs. Kathleen Edghill-Byer	August 30, 2012
Barataria Anglican	Mrs. Arlene Celestine Modeste	August 30, 2012
Belmont Government	Ms. Roxanne Alexander	August 30, 2012
Bon Accord Government	Mrs. Nicole Henry-Waldron	August 30, 2012
Diego Martin Boys' RC	Mr. Lance Mottley	November 1, 2012
Febeau Government	Ms. Alicia Chandool	August 30, 2012
Felicity SDMS	Mr. Arjoon Chadee	October 1, 2012
Freeport SDMS	Mr. Roger Rosan	October 1, 2012

Fyzabad Presbyterian	Ms. Patricia D. Beepat	August 30, 2012
Montrose Government	Ms. Penelope Furlonge	August 30, 2012
Penal Presbyterian	Ms. Lynda Nandlal	November 1, 2012
Robert Village SDMS	Ms. Shoba Maharaj	October 1, 2012
San Fernando ASJA	Ms. Karen Mohammed	March 1, 2012
St. Joseph TML	Mr. Sean Hosein	August 30, 2012

**PROMOTION TO THE OFFICE OF SENIOR TEACHER (PRIMARY)
JULY, AUGUST, DECEMBER 2012**

SCHOOL	OFFICER
Aripo RC	Mr. Zainool Nakhid
Ascension Anglican Primary	Mr. Derek Le Gendre
Barataria RC	Mr. Hayden Small
Basse Terre	Mrs. Veronica Charles-Coker
Bethlehem Boys' RC	Mrs. Hazel Warner-Paul
Bethlehem Girls' RC	Mrs. Cheryl Rulow
Boissiere Village RC	Mrs. Letticia Noreiga-Phillip
Buccoo Government	Ms. Barbara Johnson
Canaan Presbyterian	Mr. Ricky Pustam
Carapo RC	Ms. Katelyn Baynes
Carenage Boys' Government	Mr. Harold Telesford
Charleville Presbyterian	Ms Stacey Bridgelalsingh
Chatham Government	Mrs. Jasoodra Deonarine
Cipero RC	Mrs. Bunnie Tajudeen
Coffee Street Boys' Anglican	Mr. Curtis Williams
Cocoyea Government	Mrs. Mala Marajh
Coryal RC	Ms Sarah McKenzie
Couva South Government	Mrs. Suzanne Bryce
Crystal Stream Government	Mrs. Letitia La Fleur
Cushe Government	Mr. Khimcharan Sookram
Debe Presbyterian	Ms Susan Persad Ramlal
Delaford Anglican	Ms. Verlyn John
Delaford RC	Mrs. Ashlyn Melville-Cornwall
Des Vignes Road Government	Ms. Verda Woods
Elswick Presbyterian	Ms. Judy Nathai
Endeavour SDMS	Mr. Nandram Sookhan
Erin RC	Ms. Susan Richards
Esperanza Presbyterian	Ms Mavis Mitchell

Forest Reserve Anglican Primary	Mr. Phillip Farzan Ali
Golden Lane Government	Ms. Evlyn James
Goodwood Methodist	Mrs. Vita Dillion-Jack
Gran Couva RC	Ms. Navin Harry
Granville RC	Mr. Carlyle Woods
Gran Riviere Anglican Primary	Mr. Darren Lee
Guaracara SDMS	Mrs. Chandra Ramkissoon
Harmony Hall Presbyterian	Mr. Joel Maraj
Hermitage Presbyterian	Mrs. Jeneen Maria Mohammed
Hope Anglican	Ms. Pearl Orr
Iere Government	Mrs. Naffeeza Baksh-Dan
Inverness Presbyterian	Mrs. Kerry Ann Ramnath
L'Anse Fourmi Methodist	Mrs. Jackie Mc Wellington
La Brea RC	Mr. Leon Charles
La Romaine Government	Ms. Vidia Sankar
La Veronica RC	Mrs. Nicole De Silva-Jagan
Lambeau Anglican	Ms. Gillian Lewis
Las Lomas Government	Mr. Krishna Soogrim Singh
Macaulay Government	Mrs. Terry La Mothe
Malick Girls' RC	Ms. Eve Bachan
Marabella Boys' Anglican	Ms. Verona Joseph
Maracas RC	Mr. Kevin Peters
Matelot Community RC	Ms Betty-Ann Shears
Melville Memorial Girls' Anglican	Mrs. Natalie Gilman-Gibbs
Mohess Road SDMS	Mr. Rishi Nandlal
Monkey Town Government	Ms. Rita Ramroop
Montgomery Government	Mr. Francis Coutain
Moriah Government	Mr. Doyle Williams
Mount St. George Methodist	Mrs. Barbara Phillips-Mills
Mt. Lambert RC	Mrs. Reva Gooding
Mt. Pleasant Government	Mr. Ephraim Ramkissoon
Mundo Nuevo RC	Mrs. Shevaugn Victor-Pollard
Munroe Road SDMS	Mrs. Shalini Sinanan
Nelson Street Boys' RC	Mrs. Caroline Garcia
New Grant Government	Mrs. Marilyn Balkaran
North Oropouche Government	Mrs. Bhamini Villafana
North Oropouche RC	Mr. Darrel Lakhani
North Trace Government	Mrs. Lystra Ramlal
Palmyra SDMS	Mr. Hardaye Maharaj
Paramin RC	Mrs Camille Letren

Patience Hill Government	Mr. Lester Alleyne
Penal Rock SDMS	Mrs. Bhagwandaye Gopaul
Penal/Quinam Government	Mr. Shaheed Mohammed
Petit Valley Boys' RC	Mr. Lance Mottley
Picton Presbyterian	Mr. Joel Beharry
Point-à-Pierre Government	Mr. Danny Sahadeo
Poole RC	Ms. Lisa Simpson
Pt. Cumana Government	Ms. Carolyn Slater
Ramai Trace SDMS	Mrs. Cynthia Maharaj
Rio Claro APS	Mrs. Phyllis Ragunanan
Rio Claro ASJA	Mr. Aneil Hosein
Rio Claro Presbyterian	Ms. Pearl Mahabir
Rochard Douglas Presbyterian	Mrs. Michelle Nandlal
Rousillac Presbyterian	Mrs. Rosemarie Boodoo
Salazar Trace Government	Ms. Roamatie Smith
San Juan Girls' Government	Mrs. Shirley Jaggasar-Villafana
San Rafael RC	Mrs. Ruby Figuero
Santa Flora Government	Mrs. Juliet Maharaj-Lalbeharry
Santa Rita RC	Mr. Franklyn Maraj
Signal Hill Government	Mrs. Lucille George Percy
Siparia SDMS	Mr. Balchand Harrykissoon
Siparia Road Presbyterian	Mr. Lyndon Boodoo
South Oropuche RC	Mrs. Kathleen Lewis-Guevara
Southern Central Anglican Primary	Ms. Rachael Gopaul
St. Crispin's Anglican	Ms Natasha Boyea
St. Dominic's (Penal) RC	Mrs. Sherma Dunbar-Sobers
St. Finbar's Girls' RC	Ms. Kathleen Merhair
St. Helena Presbyterian	Mr. Terry Mohammed
St. Madeleine Government	Ms. Annie Narine
St. Margaret's Government	Ms. Lystra Eustache
St. Mary's Anglican Primary	Ms Nicole Savary
St. Michael's Anglican Primary	Mrs. Yvette McShine
St. Patrick's Anglican (Tobago)	Ms. Charlyn Charles
St. Pius Boys' RC	Mr. Daryl Fortune
St. Therese RC	Mrs. Jacqueline Richardson
St. Ursula Anglican Primary	Mrs. Monique Scipio-Daniel
Siparia Road KPA	Mr. Vijay Singh
Tabaquite Presbyterian	Mrs. Stephanie Ramlogan
Tabaquite RC	Mrs. Bernadine Subero-Dogan

Torrib Trace Presbyterian	Mr. Arundell Roopa
Tulsa Trace SDMS	Mrs. Veenta Jagmohan-Maharaj
Tunapuna Anglican Primary	Mrs. Tricia Stacey-Ann Des Vignes
Upper Cumuto Government	Ms. Sophia Khan
Waterloo SDMS	Mrs. Monica Mangroo
Waterloo Presbyterian	Mr. Curtis Dindial
Whim Anglican	Ms. Christine Benoit
Woodland SDMS	Mr. Khemraj Gheraw

PROMOTION TO THE OFFICE OF SENIOR SPECIAL EDUCATION TEACHER (PRIMARY)

SCHOOL	OFFICER	APPOINTMENT DATE
Lady Hochoy School for the Mentally Handicapped - Victoria	Ms. Evelyn Ohanba	October 1, 2012
School for the Blind – Santa Cruz	Ms. Allison County	August 30, 2012
Point-a-Pierre Government Special School	Ms. Marsha Williams	August 30, 2012

PROMOTIONS TO THE OFFICE OF HEAD OF DEPARTMENT (PRIMARY)

SCHOOL	OFFICER
Anstey Memorial Anglican	Mrs. Donna May Thomas-Boatswain
Arima Centenary Government	Mrs. Sabita Marine
Arima Centenary Government	Mr. Neal Devenish
Arima Girls' RC	Ms. Russelar De Gale
Arima Girls' RC	Ms. Pauline Jacob
Arima Girls' RC	Mrs. Nicole Constantine-Hanooman
Arouca Government	Mrs. Patricia Layne-Kirk
Arouca Government	Mrs. Annette Lewis
Barataria Anglican	Ms Roxanne Alfred
Barataria Anglican	Mr. Daryl Joseph
Belmont Government	Mrs. Roxanne Alexander
Belmont Girls' RC	Mrs. Nicole Alleyne-Noreiga
Belmont Girls' RC	Mrs. Mariam Jones-Sprott
Bon Accord Government Primary	Ms Antoinette Alfred
Bien Venue Presbyterian	Mr. Randy Mangaroo
Carapichaima ASJA	Mrs. Shaliza Mohammed
Cunapo RC	Mr. Eduardo Brewster
Curepe Anglican	Mrs. Nadine Flanders-Jones

Diego Martin Girls' RC	Mrs. Karen Nottingham
Diego Martin Government	Ms Christian Prentice
Diego Martin Government	Mrs. Eppie Mc Dowell
Edinburgh Government	Mrs. Avril Fox Pooran
El Dorado South SDMS	Mrs. Radhica Ragbir
Freeport Presbyterian	Mr. Dexter Lochan
Freeport Presbyterian	Ms. Tracy Allyson Doman
Ghandi Memorial APS	Mr. Rampersad Jadoo
Grant Memorial Presbyterian	Miss Gillian Mahabir
Guaico Presbyterian	Ms Theresa Motilal
Jordan Hill Presbyterian	Mr. Hendrickson Hublal
La Horquetta North Government	Ms. Carol Ramcharan
Lendore SDMS	Ms. Usha Taramatee Sawh
Lower Morvant Government	Mrs. Nirmala Maharaj
Malabar Government	Mrs. Ingrid Diaz-Romany
Maloney Government	Mrs. Sandra Peters-Carrington
Maraval RC	Mr. Kern Campbell
Mayaro Government	Mr. Ramesh Girdharie
Montrose APS	Ms. Deanne Nandlal
Montrose Government	Mr. Daniel Ram
Montrose Government	Mrs. Arifta Seepersad
Montrose Government	Ms. Ruth Elgin
Morvant Anglican	Mr. Theron Joseph
Morvant Anglican	Mrs. Rhonda Parks-Kurbanali
Nelson Street Girls' RC	Mrs. Lisa Hinds-Lynch
Point Fortin Anglican	Ms Addysha Johnson
Preysal Government	Mrs. Leslie-Ann Bernard-Bahadoor
Raghunanan Road Government	Mr. Iqbal Sinanan
Rio Claro SDMS	Ms. Marina Ramtahal
Robert Village SDMS	Mr. Anil Brijbassie
Rosary Boys' RC	Mr. Robert Gorin
San Fernando Boys' Government	Mrs. Allison Sebro-Baptiste
San Fernando Girls' Government	Ms. Wendy Ann Dick
San Fernando Boys' RC	Mrs. Melissa Stoute-Jerry
San Fernando TML	Ms. Jennifer Babwah
Sangre Grande SDA	Mr. Anthony Dyett
San Juan SDA	Ms Charmaine Douglas
Scarborough Methodist	Mrs. Michelle Dennis-John
Scarborough Methodist	Mrs. Maria Bristol Darlington
Siparia Union Presbyterian	Ms Stephanie Mohan

St. Brigid's Girls' (Siparia) RC	Ms Jeselle Zola Nelson
St. Gabriel's Girls' RC	Mrs. Tabita Auguste
St. Joseph Girls' RC	Mrs. Marisa Hernandez-Brown
St. Joseph Girls' RC	Ms. Petal Bryan
St. Paul's Anglican	Mr. Stephen Dinnoo
Tacarigua Presbyterian	Mr. Deryck Kistow
Tunapuna Boys' RC	Ms. Patricia Millien
Tunapuna Girls' RC	Mrs. Alicia Payne Ward
Tunapuna Girls' RC	Mrs. Marina Brache-Joseph
Tunapuna SDMS	Mr. Curtis Ramjitsingh
Valencia Government	Ms. Nadine Raymond
Vistabella Presbyterian	Ms. Marsha Dass
Warrenville Presbyterian	Mrs. Anycia Ramoutar-Bhawan

**PROMOTION TO THE OFFICE OF CURRICULUM OFFICER
(DE-LINKED OFFICE)**

OFFICER'S NAME	OFFICE PROMOTED TO	DATE OF PROMOTION
Mrs. Nicole Harris – Knusden	Curriculum Officer (Mathematics)	January 1 st 2012
Mr. John Sampson	Curriculum Officer (Woodwork)	March 1 st 2012
Mr. Peter Fraser	Curriculum Officer (Electrical Engineering)	April 16 th 2012
Mrs. Paula Edwards-Ferguson	Curriculum Officer (Electrical Engineering)	April 16 th 2012
Mrs. Gillian Pilgrim-Thomas	Curriculum Officer (English)	April 16 th 2012
Ms Amia Conrad	Curriculum Officer (English)	April 16 th 2012
Mr. Soren Bijaram	Curriculum Officer (English)	April 16 th 2012
Ms Gaytree Siewah	Curriculum Officer (English)	April 16 th 2012
Ms Sharda Ramsajan	Curriculum Officer (English)	April 16 th 2012
Ms Saleema Hyatali	Curriculum Officer (Spanish)	April 16 th 2012
Mrs. Karen Cournand	Curriculum Officer (Spanish)	April 16 th 2012
Ms Gail Barnard	Curriculum Officer (Spanish)	April 16 2012
Ms Murella Sambucharan	Curriculum officer (Spanish)	April 16 th 2012
Mr. Dev Pooma	Curriculum Officer (Spanish)	September 17 th 2012
Mr. Reynold Ramlogan	Curriculum Officer (VAPA)	July 1 st 2012
Mrs. Iezora Edwards	Curriculum Officer (VAPA)	July 1 st 2012
Mr. Andre Mc Eachnie	Curriculum Officer (VAPA)	July 1 st 2012
Ms. Reita Antoine	Curriculum Officer (VAPA)	July 1 st 2012
Ms Josephine Torrel	Curriculum Officer (VAPA)	July 1 st 2012
Mr. Paul Massy	Curriculum Officer (VAPA)	July 1 st 2012
Ms Venus King	Curriculum officer (Business Studies)	July 9 th 2012
Ms. Nisa Suepaul	Curriculum Officer (Business Studies)	July 9 th 2012

Mr. Yeon Glasgow	Curriculum Officer (HFLE)	July 30 th 2012
Mr. Nemanchan Matram	Curriculum Officer (Mechanical Engineering)	July 30 th 2012
Mr. Oswald George	Curriculum Officer (Mechanical Engineering)	July 30 th 2012

PROMOTION TO THE OFFICE OF EDUCATIONAL FACILITIES PLANNER

Mrs. Lisa Henry-David	Educational Facilities Planner	April 4 th 2012
-----------------------	--------------------------------	----------------------------

PROMOTION TO THE OFFICE OF SCHOOL SUPERVISOR III

Mrs. Naima Hosein	Schools Supervisor III	March 14 th 2012
Mrs. Zorisha Mohammed-Ali	Schools Supervisor III	March 14 th 2012

OUTREACH TO TOBAGO

On September 19, 2012, members of the Teaching Service Commission met with representatives of the Tobago House of Assembly's Division of Education, Youth Affairs and Sport and school supervisors in Tobago. The Commission also held discussions with school supervisors and principals. Participants were brought up to date on the filling of vacancies in Tobago. Members of the Commission also took the opportunity to share information and clarify issues related to the regulations and the discipline policy and procedures of the TSC. Members from the following denominations boards were also present: Methodist, Anglican, Pentecostal and Light and Life.



Professor Ramesh Deosaran, TSC member and Chairman of the Commission, Dr. Hyacinth Guy, address an attentive audience at the Coco Reef Hotel in Tobago.



The Commission also updated participants on the revisions to the Special Report and the introduction of an application form for promotions.

The Performance Management and Appraisal System A Work in Progress...

The Teaching Service Commission continued its outreach efforts to various stakeholder groups across Trinidad and Tobago.

On two occasions in 2012, at the invitation of the Caroni Primary Principals Association (CPPA) and the St. Patrick Educational District, Mr. Alywn Daniel, member of the Commission, conducted workshops on performance management. Participants found the workshop to be stimulating and informative, and especially appreciated the interactive delivery format.

Principals were candid and forthright in their interactions, and discussed areas that went beyond the boundaries of performance management. In focussing on the latter, they expressed concerns that the confidential report was too subjective, lacking in process and did not provide an avenue to discuss teachers' strengths and weaknesses.

Mr. Daniel used the PMAP system, which had been developed for the Ministry of Education in 2005 but never implemented, as a point of departure for discussions. He noted that the expectation had been that once principals embraced the PMAP as a useful tool, it would

have cascaded down the system and taken root as a key resource for performance management. While there was need for further fine-tuning, participants agreed that the PMAP represented a good starting point, and that discussions with TTUTA to facilitate its introduction should be intensified.

Participants learned how the job description could be used to determine objectives and establish performance standards. These standards would emerge from collaborative discussions, and would be objective, measurable, time-bound and achievable.

Principals were very vocal in their views that the PMAP represented a far more objective appraisal system than the confidential report and were dismayed to note that it had yet to be implemented.

The Commission commends both the Caroni Primary Principals Association and the St. Patrick Education District for their foresight in focusing on the issue of performance management and appraisal and for the superb organizational skills which were demonstrated in the hosting these successful workshops.

Principals were very vocal in their views that the PMAP represented a far more objective appraisal system than the confidential report and were dismayed to note that it had yet to be implemented.

Alwyn L. Daniel



TAKING A STAND FOR TEACHERS

Excerpt from keynote address delivered by Dr. Gillian Paul, TSC member, at the TTUTA annual Teacher of the Year Award Ceremony held at Cascadia Hotel in 2012.

Ladies and gentlemen, distinguished guests, let me start by saying how deeply honoured I am to have been asked by TTUTA to deliver the feature address tonight, especially so, because the theme that I have been asked to speak on “Taking a Stand for Teachers” is one that is very dear to my heart.

This evening, we recognize and celebrate those teachers who have by their dedication and their expertise in educating the youth of our nation, demonstrated the highest standards of professionalism, and it is just and right that we do so, for excellence must always be applauded. When we hear their stories, it is easy to make the case to stand up for teachers, because these teachers are a shining example of what we aspire to and what is expected of this noble profession. But if you would permit me, I would like to make a case for a broader understanding of why we must take a stand for teachers, and more importantly, why teachers must take a stand for themselves.

The mere fact of the theme chosen for tonight’s award ceremony speaks volumes about the perceived state of our profession. As we speak, TTUTA--on behalf of its membership--is locked in a battle to secure better salaries which--as has become the norm in public sector negotiations--are long overdue. It should come as no surprise to anyone in this room, that the call for a day of “rest and reflection” has not generated a wave of sympathy among the wider population. The many “letters to the editor” in the print media, and the commentary on the radio and TV talks shows provide evidence enough. While there is usually strong rhetoric about the impact that these days of “reflection” are having on the education of our youth, there can be no doubt that the level of disruption which mass teacher absenteeism causes for the lives of other workers in our country is also a factor in the public’s response.

My point is not to stake out a position either for or against such action, but rather, to put a spotlight on what appears to be an emerging national narrative of teachers as a either (a) a delinquent and self-interested group of workers; or (b) a group of workers who are undervalued by the wider society and who must be defended. How you stand on this, of course, depends on where you sit.



How did we come to this pass? It is a question that bears investigation as I believe it can shed some light on the way forward. I would like to start by sharing a bit of my own personal experience on my journey to becoming a teacher.

I was born—and I still live—in what was then the rural community of Tacarigua. In those days, teachers were venerated as role models to emulate. You could tell a teacher by his/her speech and dress, and by how they were addressed by other members of the community... “Teacher This, Miss That”. I come from a family of teachers. My aunt was teacher in the primary school that I attended and my mother was a music teacher, so I have an intimate understanding of that period in our history when having the status of teacher, was almost automatically something positive, something to be admired, and something to aspire to become.

Along my own educational journey, I have had many excellent and inspiring teachers, so much so that I was very well prepared at secondary level to pursue my lifelong dream to be a translator/interpreter working at the United Nations. Indeed, I was in my final semester of undergraduate studies when I took an elective course in Teaching Foreign Languages at Secondary Level and the rest, of course, is history. In that single course, I came into contact with one of those teachers---a teacher who can change your life in a single class--and I knew then and there that teaching was all I ever wanted to do, that it would be my vocation.

It might interest you to know, however, that when I returned to Trinidad and Tobago in 1986, and told a few friends that my plan was to teach French and Spanish, there was, to put it politely, shock and dismay. One friend who was not gifted with diplomacy, could not contain herself: "What?" she said. "You gave up a career in the foreign service to come back here and teach?" Somehow, in less than a generation, teaching had become a job you took if you could not pursue a "real profession." For me, this is the profoundest irony of all.

The fact of the matter is that there are no "real professions" without teachers...There are no doctors, no lawyers, no engineers, no artists, no scientists, no cooks, no plumbers, no judges, no lawyers...without teachers, every single step of the way. We represent the mother of all professions...we give birth to all of them. They owe us their very existence. Why then should there be a need to "take a stand for teachers"? What have we done or not done to lead us to this space where every positive story of teacher performance or professionalism in the print or electronic media, is countered by four or five stories of teacher protest, teacher underperformance, and even teacher misconduct, all of which reinforces prevailing misconceptions about the state of the profession?

A little insight into the history of some of the more well-established professions might prove insightful. Let us take a closer look at the professions of medicine and law. How is it that doctors and lawyers seem to get the respect—and the rewards—that teachers generally have to struggle for? Apart from the inherent role that these professionals can play in life-and-death situations, there are two important practices which contributed to the elevation of the status of these professions which I would like to invite you to reflect on tonight. Firstly, for doctors and lawyers, there is regulated entry into the profession—which, by the way, also gives these professions the ability to regulate supply and demand of labour and, in so doing, the ability to impact fees paid for services delivered.

This regulated entry was first done through a master-apprentice relationship that, due to the demands of scale, eventually gave way to a requirement for professional licensure to practise through passing the medical boards, or passing the bar examinations. Vestiges of the master-apprentice dynamic are retained today in both medicine and law in the senior counsel-junior attorney and consultant-junior doctor relationship. In short, entry into these professions is granted by a self-regulating professional body which calls for clear demonstrations that aspirants have met the required standards for competent practice. Further,

public ceremony and high symbolism is sometimes attached to successful entry into the profession, with successful candidates even earning the privilege of certain types of wear that set them apart from ordinary workers. The role of the senior professionals or "masters" in socializing the new entrants to the norms and values of the profession is also critical in the maintenance of the public trust that knowledge and skills are being passed on to the new generation of professionals by proven masters of practice.

Let us contrast this with entry into the teaching profession in Trinidad and Tobago. How are new teachers certified to practise? Is there any public recognition and symbolism which attaches to their entry into what we frequently describe as "this noble profession". What and who qualifies someone to earn that special designation of "teacher"?

While we know that significant progress has been made over the last six to seven years towards the adoption of a mandatory requirement for professional preparation for all teachers at pre-school, primary and secondary level, there is a distinction to be made between a degree awarded by a higher education institution and a licensure status awarded by a professional body of peers who are considered, as it were, to be masters of the profession. The values that attach to licensure status date back centuries and as such, retain a very powerful hold on public perception of worth.

*The second practice seen in the professions of medicine and law is, in my view, even more significant in respect of perceived status and this is the adherence to an explicitly stated code of conduct or ethics, adopted by both professions, which can result in loss of professional status for non-compliance. Whether or not we believe that doctors and lawyers in Trinidad and Tobago today are models of ethical practice is not the central issue. But what we know from the research into socialization of these professions is that there is a clear and articulated commitment to uphold the standards of the profession, and to **self-regulate** in this regard. This is done because these professional bodies understand that failure to self-regulate will result in loss of confidence in the profession itself.*

I know that we are all familiar with the public service regulations governing teacher conduct, so I pose the question openly. Do we understand what is at stake for the status of our profession when we do not take firm responsibility for self-regulation of our conduct as teachers?

As some of you may know, I wear another hat in another jurisdiction which does have responsibility under the Constitution for regulating teacher conduct, but in my respectful view, this should be the option of last recourse for addressing issues of teacher conduct. I am really speaking tonight about the phenomenon called peer pressure that we teachers know how to speak to our students about, but which we perhaps would do well to restore to our arsenal of weapons with which to fight the battle for teacher respect and recognition.

There was a time in the not-so-distant past, that teacher late-coming or absenteeism would have been--or perhaps the better term is--could have been addressed by words of advice or admonition from fellow teachers or senior teachers, with escalation to the principal being sufficient to produce the desired outcomes and changes in behaviour. While we all know that things have changed considerably since then, and that the ability of teachers to call their colleagues to account for poor conduct is significantly reduced, it is important for us to openly and honestly make the nexus between the failings that we know do exist in our profession, the propensity within our culture to gravitate towards and to highlight the negative, and the apparent loss of appreciation for the tremendous work that the vast majority of teachers do every day in this country to educate, counsel, protect, and even financially support their students.

TTUTA, as an organization, prides itself on being not just a union defending workers' rights and interests, but also an association with a vested interest in promoting and advancing the professional standards practice for teachers in Trinidad and Tobago. In taking a stand for teachers, it is not sufficient for TTUTA to focus on the issue of salaries—although there can be no doubt that many teachers are deserving of better salaries. Indeed, I would like to sound a word of caution that focusing on compensation without a commensurate emphasis on expected standards of performance may have the effect of attracting persons to the profession who are predominantly interested in salaries and benefits such as the two months' of "vacation", and not in the commitment and competencies required by those who are truly called to the vocation of teaching.

Tonight, I want to challenge TTUTA to do the research and examine in greater depth the phenomenon of professional socialization that I alluded to earlier, with a view to adopting practices that have been shown over the centuries to contribute to positive perception of and public confidence in practitioners across various industries.

I want to encourage TTUTA to use its extensive knowledge of Trinidad and Tobago's teaching corps, both active and retired, to facilitate a renaissance of the master-apprentice model which has proven to have enduring value and to create opportunities for the type of mentorship and guidance that would help freshly minted-teachers--some with the ink barely dried on their diplomas--to understand and appreciate the wisdom and insights into effective teaching and student development that only years of experience can bring.

Most of all, I want to ask TTUTA to make a concerted effort to change the dominant narrative of the teaching profession which is taking hold in the print and electronic media, and seeping into the national psyche.

To do so, I respectfully submit, we need to celebrate not only our very best and outstanding teachers, as we do tonight, but also the hundreds of teachers who labour in the vineyard every day, without fanfare and support, and sometimes at great personal cost to their family, their health and their finances, to educate the youth of this nation.

Here are a few of my ideas on how this task can be approached. Let us work with Government's media houses to develop and present a video series on the teachers who helped shape and influence our nation's most successful leaders, managers, entrepreneurs and artistes, so we can affirm teaching as an empowering profession! Let us work to attract corporate sponsorship for production of videos promoting the career of teaching that can be shown at career fairs and incorporated into the primary and secondary school career development curriculum! If the "Holy Grail" of licensure for entry into the profession is beyond our reach, let us work instead on facilitating a high value, high profile continuing professional education scheme which can be linked to promotional opportunities! These are some of the less obvious ways that we can take a stand for teachers, but I believe that they are critically needed to help re-frame the conversation about the teaching profession in Trinidad and Tobago.

Much is at stake. If we are not equal to this task, we will not be able to attract the new generation of passionate, committed teachers which this country desperately needs to prepare our citizens for life in the 21st century. In closing, I repeat, teaching is the mother of all professions and she needs us to nourish her at this time, with all the resources at our disposal.

KNOW YOUR REGULATIONS



School leaders and managers are confronted every day with a variety of issues and problems which they must resolve. Knowledge of the regulatory framework which guides the Teaching Service is indispensable for effective management in our school system.

Dr. Anna Mahase, member of the Teaching Service Commission presents mini-cases to test your knowledge of this framework and prepare you for the diverse challenges of school leadership.

1. At several staff meetings, the staff of your school has raised the issue of changing the start and end time of school. They have suggested that school should begin at 9.00 a.m. and end at 3.00 p.m.

As a responsible principal, how would you respond to this request? What kind of data would you require to make your decision? How would you proceed if you find or do not find that the request is legitimate?

Consult the Education Act and MOE Circular Memorandum

2. A member of staff has informed you that a colleague seems to have a 'drinking problem' since, upon return to school for the afternoon session, on

several occasions, the smell of alcohol has been detected on the colleague's breath. The students in this teacher's class are even commenting on this and word has gotten to some of the parents.

As the principal, how would you respond to this?

Consult the MOE/Teaching Service Amendment 2000-Code of Conduct

3. You have been appointed principal of a large secondary school which is plagued with discipline problems among the student body. You have been informed by middle management that several strategies have been tried over time to

minimize this problem but it still persists.

As a creative and transformative leader, outline a step-by-step approach or detailed action plan which you would implement to reduce student indiscipline at the school.

4. The Local School Board is determined to construct a much needed multi-purpose hall and gymnasium on vacant lands on the school compound. They have done the design, raised funds for the project, have held discussions with a contractor and are anxiously waiting to begin start-up activities.

What would be your role and responsibilities as principal in this initiative?

5. As the Vice Principal, you are in charge of the school for a period of three months since the Principal has gone on

vacation leave. You have had a team visit from the Ministry of Education, headed by the School Supervisor III of the Education District. One of the major recommendations of the team is that an audit of the school should be conducted in order to determine school improvement projects or programmes.

How would you go about conducting the audit of the various sub-systems of the school? What systems or structure would you have to put in place? Who would be involved?

6. The President of the PTA has informed you that several parents have expressed the desire to remove their children from the school because they do not think that their children are receiving an all-around education. They believe that the curriculum is too academic-oriented.

As a responsible principal, how would you address this matter?

CALENDAR OF EVENTS

1ST QUARTER 2013

Meeting with the Ministry of Education – JANUARY

Meeting with Denominational Boards – FEBRUARY

Meeting with Trinidad and Tobago Unified Teachers Association - MARCH

Meeting with Tobago Stakeholders in Tobago – APRIL



is a publication of the Teaching Service Commission.
Please contact the Teaching Service Secretariat at
623.2991-6 ext. 210 for comments and suggestions.