



TEACHING
SERVICE
COMMISSION
2011
ANNUAL REPORT

TABLE OF CONTENTS

1.0	Overview	3
2.0	Appointments to Vacant Offices in 2011	4
2.1.	The Selection Process	4
2.2.	Appointments	5
2.3.	Appointment Issues	8
2.4.	Other Activities Related to Appointments	8
3.0.	Disciplinary Matters	9
3.1.	Absenteeism and Unpunctuality	11
4.0.	The Regulatory Framework	11
4.1.	Teaching Service Commission Regulations	11
4.2.	The Education Act	11
4.3.	Memorandum of Understanding	12
5.0.	Stakeholder Relations	12
6.0	Plans and Programmes 2012	13
6.1.	The Selection Process	13
6.2.	TSC Regulations	13
6.3.	Disciplinary Matters	13
6.4.	Stakeholder Relations – Plans for 2012	14
7.0	Acknowledgements	14
	Appendices	15

TEACHING SERVICE COMMISSION ANNUAL REPORT 2011

THE TEACHING SERVICE COMMISSION 2011



From left to right, Dr. Gillian Paul, Ms. Yvette Phillip, Mr. Alwyn Daniel, Chairman Ms Hyacinth Guy, Professor Ramesh Deosaran, Ms. Janet Gopie and Dr. Anna Mahase.

1.0 OVERVIEW

The Teaching Service Commission (TSC) was established under the Constitution of the Republic of Trinidad and Tobago (Section 124) and is charged with various responsibilities under Section 125, as follows:

Subject to the provisions of this Constitution, power to appoint persons to hold or act in public offices in the Teaching Service established under the Education Act, including power to make appointments on promotions 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.

The members of the Commission are appointed for a three-year term by the President of the Republic of Trinidad and Tobago, after consultation with the Prime Minister and Leader of Opposition.

The current members of the Commission are:

Ms. Hyacinth Guy	Chairman
Dr. Anna Mahase	Member
Mr. Zaffar Ali (up to 22nd August, 2011)	Member
Mr. Oliver Flax (up to 22nd August, 2011)	Member
Prof. Ramesh Deosaran	Member
Mr. Alwyn Daniel (from August 23, 2011)	Member
Dr. Gillian Paul (from August 23, 2011)	Member

Ms. Yvette Phillip, Executive Director, Human Resource Management, represented the Director of Personnel Administration (DPA) at meetings and Ms. Janet Gopie, Senior Human Resource Advisor, served as Secretary to the Commission. The Executive Director presided over the Secretariat which provided administrative and advisory services that enabled the TSC to effectively discharge its mandate.

The constitutional mandate of the TSC as outlined above speaks to core human resource management functions. In this regard, it is to be noted that authority and responsibility for discharging many aspects of these functions are fragmented and reside in diverse agencies of the Public Service. In its 2011-2015 Strategic Plan, the Commission placed specific emphasis on strengthening its relationships with relevant agencies and stakeholder groups, through both formal and informal mechanisms, as a key strategy for improving the effectiveness and the efficiency of its operations.

The period under review saw continued progress on the following goals:

- a. Making appointments to offices within three months of the occurrence of the vacancy
- b. Improving the efficiency of the administrative systems and the Commission's response time to stakeholders
- c. Deliberating on disciplinary matters within six months of an issue arising
- d. Building effective relationships with key stakeholders and maintaining an annual schedule of meetings and
- e. Revising regulations pertaining to the Teaching Service Commission by 2012.

The Commission held twenty-three (23) statutory meetings and two (2) special meetings in 2011. In addition, it convened (6) meetings with stakeholders over the period under review. The progress made on these goals is summarized below.

2.0 APPOINTMENTS TO VACANT OFFICES IN 2011

The Commission made major strides between 2005 and 2010 in reducing the backlog of vacant leadership offices in the public school system in Trinidad and Tobago. From an historic high of 2,132 vacant offices at the administrative level in 2005, the Commission reduced the number of vacant offices to 798 in 2011. This figure not only represents a reduction of the order of approximately 150%, but has also brought the number of vacant offices to 4% of the estimated 17,000 offices on the establishment for the Teaching Service, a percentage well within the normal limits of large scale recruitment exercises which must cater for contingent factors such as unplanned retirements, terminations, leave of absence and the like. Moreover, this figure does not include the 78 delinked offices which the Commission also filled in 2011.

The efforts of the Commission to expedite the filling of vacant offices within the Teaching Service must be supported by the timely submission of information by the Ministry of Education. In this regard, Appendix I provides an overview of the length of time which elapsed between the advertisement of the vacant offices and the receipt of the applications from the Ministry of Education for short-listing at the Commission. Every effort will be made in 2012

to improve the turnaround times for the various steps in the selection process.

2.1. The Selection Process

In 2011, the Teaching Service Commission introduced several initiatives which are intended over time to generate significant improvements in the selection process. These included:

- a. Accelerating the pace of the filling of vacant offices by establishing several more interview panels comprising experienced public officers;
- b. Auditing of the function of appointments of primary school teachers which is delegated to the Ministry of Education;
- c. Revising the selection instruments for the offices of Principal, Vice Principal, Teacher I (Primary) and Assistant Teacher (Primary) to ensure closer alignment to the job descriptions and requirements;
- d. Revising the selection process for some of the delinked offices; and
- e. Requiring Schools Supervisors to give more details on the candidate being considered for promotion to the administrative offices in the Teaching Service.

With these initiatives in place, the Commission was able to achieve the goal of filling almost all of the vacant offices which were advertised in 2011. With respect to the filling of vacant offices of Head of Department (Secondary) and Dean (Secondary), almost 47% of the candidates interviewed were unsuccessful and the offices had to be re-advertised. This speaks to the need for the Ministry of Education to undertake more training and development programmes for this category of officers to better prepare them for administrative offices.

The Ministry's performance appraisal process for teachers is also a critical input into the Commission's decision-making on appointments, promotions and transfers. In this regard, it is to be noted that an effective performance management and appraisal system is not currently in place within the Teaching Service and this is a requirement which should be prioritized by the Ministry of Education.

Ideally, information on school profiles should also inform the selection process and enable the TSC to determine whether a candidate's competencies are well-matched to a particular school environment. The Commission has requested school profiles from the Ministry of Education, but several of these remain outstanding. Up-to-date information on the Ministry's Academic Performance Index (API) should also be considered. To this end, the Commission proposes to work with the Ministry of Education to review and agree upon key indicators which should be included in a school's profile and which should be taken into account to ensure the best fit between candidate and office. This is particularly important for school leadership positions.

The Commission is of the view that greater use should be made of information and communication technologies (ICTs) at both the Teaching Service Secretariat and the Ministry of Education to expedite some of the processes involved in the selection process. This will facilitate the monitoring and evaluation of deliverables, and the generation of reports. Business process analysis of the selection

process; identification of logjams, and use of ICTs to enhance productivity and efficiency in the selection process will be addressed in 2012.

In the last quarter of 2011, the Commission advertised those offices which were expected to become vacant in 2012 and was well on target to begin the selection process for these offices in the first quarter of 2012.

2.2. Appointments

In 2011, the Commission held 499 promotional interviews (>40 per month) for the vacant administrative offices of Principal, Vice Principal, Senior Teacher, Dean, and Head of Department in secondary and primary schools. The Commission filled 47 offices of Principal and Vice Principal in secondary schools and 39 offices of Principal and Vice Principal in primary schools.

The 738 vacant offices of Heads of Department (Primary and Secondary), Deans, (Secondary) and Senior Teachers (Primary) were advertised in September 2010 and March/April 2011. Interviews for the filling of the Heads of Department (Secondary) were completed in 2011 and 69 of the 265 vacant offices were filled. This was because a significant number of the officers interviewed were not successful at the interview and the offices had to be re-advertised by the Ministry of Education. The filling of the offices of Dean (Secondary), Head of Department (Primary) and Senior Teacher (Primary) were scheduled to be completed early in 2012. Details of the filling of administrative and teaching offices in 2011 are outlined in Table 1.

TEACHING SERVICE COMMISSION ANNUAL REPORT 2011

Table 1: Details of the Filling of Administrative Offices - 2011

A Offices	B Vacant Offices at 31/12/10	C Offices advertised in 2011	D Total Filled in 2011	E New Vacant Offices Projected for 2012
Principal (Secondary)	12	22	19	12
Vice Principal (Secondary)	20	24	28	22
Principal (Primary)	19	97	26	28
Vice Principal (Primary)	9	17	13	23
TOTAL	60	160	86	85

A Offices	B Vacant Offices at 31/12/10	C Offices advertised in 2011	D Total Filled in 2011	E New Vacant Offices Projected for 2012
Deans (Secondary)	273	273	1	12
Head of Department (Secondary)	265	265	69	13
Head of Department (Primary)	85	85	0	13
Senior Teacher (Primary)	115	115	0	22
TOTAL	738	738	70	60
OVERALL TOTAL	798	898	156	145

TEACHING SERVICE COMMISSION ANNUAL REPORT 2011

The Commission also appointed 249 Teachers to subject areas in Secondary schools and 31 Teachers were appointed to Primary schools. The Commission approved 459 persons for placement on the order of merit list for future appointments to the office of Teacher in Secondary schools. Of these, 81 or 17.6% were for English; 84 or 18.3% were for Mathematics and 46 or 10% for Science. This was in keeping with the needs identified by the Ministry of Education. The full listing is detailed at Table 2 below.

The issue of the appointment of approximately 743 primary school teachers who entered the University of Trinidad and Tobago (UTT) in 2006 to pursue a Bachelor of Education (B.Ed.) degree remained outstanding at the end of 2011. It was expected that early in 2012, the Chief Personnel Officer would make a determination on the equivalency of this UTT qualification with the existing requirements, after which time appointments to offices in the primary schools

would be made. Five hundred and seventy-three (573) of these were recipients of scholarships offered by the Ministry of Education.

Other appointments made included 20 School Supervisors, nine Curriculum Officers/ Curriculum Coordinators, 32 Guidance Officers and five other senior management offices: - Director, Educational Services; Director, Educational Research and Evaluation; Director, Curriculum; Assistant Director, Educational Research and Evaluation; and Chief Examiner.

The Commission has brought to the attention of the Ministry of Education, the need to review the educational requirements for the office of Vice Principal (Primary). At present, no tertiary level qualification is required for this office and as such, advertisements attract hundreds of applicants hopeful of being interviewed for the office. This situation creates an anomaly since the office of Principal (Primary) calls for a relevant undergraduate degree and therefore

Table 2: Performance of Candidates by Subject Areas

SUBJECT AREA	INTERVIEWED	SUCCESSFUL
Mathematics	93	84
Natural Science	50	46
Agricultural Science	26	23
Visual Arts/Theatre Arts/Music/Dance	36	33
History/Social Studies	57	47
English	98	81
Spanish/French	33	31
Geography	26	24
Business Studies/Accounts/Economics	16	13
Computer Science/Information Technology	6	6
Physical Education	39	37
All other areas	43	34
ALL SUBJECT AREAS	523	459

TEACHING SERVICE COMMISSION ANNUAL REPORT 2011

does not make for good succession planning for the office of Vice Principal (Primary) to not have the same requirement. It also means that senior teachers, teachers and heads of departments in primary schools who have a relevant degree can be considered for the office of Principal (Primary) ahead of a substantive Vice Principal (Primary) who does not hold such a qualification.

2.3. Appointment Issues

a. The Selection Centre

The suitability of the Teaching Service Selection Centre became an issue in 2011. The Commission was informed that there were possible violations of the Occupational Safety and Health guidelines in the building currently used as the TSC Selection Centre and sought the guidance of the Director of Personnel Administration on the matter. The Commission has been informed that alternative accommodation is being sought for the Selection Centre. Meanwhile, the Commission continues to be negatively impacted by the poor amenities and inappropriate infrastructural issues of this location.

b. UTT Graduates for the Primary School System.

The issue of the appointment of persons who completed the Bachelor of Education degree at the University of Trinidad and Tobago also engaged the attention of the Commission in 2011. Four hundred and thirty-two (432) graduates were recommended by the Ministry of Education for appointment to the office of Teacher I (Primary). In this regard, the Commission drew to the attention of the Ministry the need to clarify whether the Chief Personnel Officer has agreed that the UTT Bachelor of Education degree supersedes, enhances, replaces or is a co-equivalent qualification for the office of Teacher I – (Primary). It was expected that this matter would be determined by the Chief Personnel Officer in 2012, at which time the appointments to these offices would be made.

2.4. Other Activities Related to Appointments

The Commission put systems in place to address any backlog in the processing of confirmations, acting appointments, temporary appointments, transfers and other administrative matters related to appointments. These activities were significantly increased in 2011. See Table 3.

Table 3: Other Matters Related to Appointments

A Activity	B Acting	C Temporary Appointment	D Confirmation	E Transfers	F Release	G Medical Board	H Other
Total	345	356	731	316	41	11	37

3.0. DISCIPLINARY MATTERS

During 2011, the Commission handled 100 disciplinary matters including court charges. At the end of the year, 67 of these were at various stages of the disciplinary process (see Table 4). It is to be noted that of the 38 matters relating to allegations of misconduct, 16 of these had reports from the Ministry of Education outstanding. The submission of these reports went well beyond the 30-day requirement outlined in the regulations for the submission of investigative reports so that the Commission could deal with issues in an expeditious manner.

Improving discipline within the Teaching Service has been identified as a priority goal for the Commission which has intensified its efforts to treat expeditiously with disciplinary matters. To this end, the Discipline Section of the Service Commissions Department is now required to submit quarterly reports on the status of disciplinary matters. These reports have brought to the fore the high number of adjournments which are causing inordinate delays in bringing disciplinary matters to a timely resolution. For example, there have been 23 adjournments for a 2009 matter; 19 for a 2010 matter and 12 for a 2011 matter; all of which remained outstanding at the end of 2011. In this regard, the Director of Personnel Administration has been asked to use her good office to ensure that disciplinary tribunals give these long outstanding disciplinary matters their urgent attention.

The Commission also wrote to the Chief Justice to seek his intervention in having the hearing of

the matters pending before the court expedited. In addition, the Director of Public Prosecutions (DPP) was also requested to assist in expediting the conclusion of matters pending before the courts in which counsel has been appointed from the Office of the DPP.

Policy guidelines for handling discipline in schools were revised and re-issued to the Ministry of Education, by memorandum dated April 28th, 2011. These guidelines state at Section 2.5:

The Teaching Service Commission considers that any unauthorized absence and any late coming/early leaving will affect the delivery of the curriculum. Unauthorized absence is absence without prior permission or notification. Late coming is reporting for duty any time after the established start time of the school day without prior permission. Leaving early is leaving one's assigned duties before the official end of the established school day without permission. The record of any Teacher who has exceeded the limits of paid absences established for the position should be brought to the attention of the Teaching Service Commission within two (2) weeks of the end of the school term. Late coming and early leaving in excess of sixty (60) minutes per term or six (6) times per term should be brought to the attention of the Teaching Service Commission within two (2) weeks of the end of the school term.

The Ministry by memorandum dated December 9th, 2011 has requested assistance in training its officers on these policy guidelines. Plans are in train to work with Ministry personnel to take this initiative forward in 2012.

TEACHING SERVICE COMMISSION ANNUAL REPORT 2011

Table 4 – Details on Disciplinary Matters - 2011

Category	No. of matters	Comments
Court Charges	15	8 – Indecent Assault 3 – Possession of drugs 1 – Perverting the course of justice 1 – Uttering a forged document 2 – Cases concluded; pursuing penalty
Disciplinary Tribunals	12	3 Tribunals were completed: 2 – Exonerated; 1 – Dismissed (Appeal filed at PSAB) There are four ongoing tribunals: i. 3 cases – adjournments per case: 9; 6; 5 ii. 3 cases – adjournments per case: 13; 19; 13 iii. 3 cases - adjournments per case: 23; 12; 7 iv. No cases
Abandonments	38	10 – Being processed at TSC ; 11 – Additional information outstanding from MOE; 4 - Resigned; 12 – Declared to have resigned; 1 – Allowed to resume duty
Allegations of Misconduct	38	16 – Additional information requested from MOE 5 – Disciplinary charges preferred (moved to tribunal stage) 3 – Resigned 2 – Will not be offered further temporary appointment 5 – No further action to be taken 2 – Allowed to resume duty 5 – Being processed at TSC
Ongoing HC Action matters	2	1 – Matter completed in favor of the TSC 1 – Matter outstanding

3.1. Absenteeism and Unpunctuality

In 2011, the Commission noted with concern increasing levels of unpunctuality and absenteeism in the Teaching Service and in this regard, requested that the Ministry of Education submit reports on habitual absences and late-coming/early leaving by teachers for the school term ending April 11th, 2011. As at the end of 2011, the data received was not complete and the Commission was still awaiting the information from the outstanding schools and districts. The Commission intends to analyze this information, determine those officers with the highest level of unpunctuality and absenteeism rates and request the Ministry of Education to investigate to determine whether allegations of misconduct should be made against officers with these high levels.

4.0. THE REGULATORY FRAMEWORK

The work of the Commission is guided by a complex regulatory framework. This includes the Public Service Regulations (as adopted by the Teaching Service Commission) that are not specific to the requirements for governance of the Teaching Service; the provisions of the Concordat which pre-date the Constitution and prescribe the relationship between the Ministry of Education and the denominational boards; and the Education Act which is dated and is currently under consideration for amendment by the Ministry of Education.

A major activity of the TSC in 2011 has been to review this regulatory framework and to make such recommendations as would contribute to improved administration, decision-making and outcomes for the functions under its purview.

4.1. TSC Regulations

The Commission established a sub-committee, headed by Professor Ramesh Deosaran, to review the Public Service Commission Regulations (1966) Chapter 1.01 of the Laws of the Republic of Trinidad and Tobago, as adopted by the Teaching Service Commission, in order to make them more relevant to the Teaching Service.

The sub-committee comprised eight persons drawn from the Teaching Service Commission, the Ministry of Education, the Legal Services Unit of the Service Commissions Department and a representative of the Hugh Wooding Law School. Six (6) meetings were held during 2011. In addition, there were two separate meetings with various stakeholders. The sub-committee has recommended several amendments to the regulations. Some of the significant recommendations include the delegation of minor disciplinary matters to principals and schools supervisors and the establishment of tighter timelines, especially for the submission of information required from the Ministry of Education. The sub-committee also proposes to prepare a list of the recommendations which do not fall under the jurisdiction of the Commission, but which appear useful enough to send to the relevant authorities for their consideration.

4.2. The Education Act

A Committee was set up by the Ministry of Education to review and amend the Education Act and the Teaching Service Commission was invited to submit comments and recommendations in this regard. The major issues highlighted by the Commission include the nomenclature and categorization of schools;

TEACHING SERVICE COMMISSION ANNUAL REPORT 2011

the omission of provisions for early childhood care and education; the need for clarification of the functions of principals and schools supervisors; the incorporation of the delinked offices, and review of the stipulations in respect of maximum age for entry into the Teaching Service and the minimum qualifications for the entry into the profession.

4.3. Memorandum of Understanding

The Memorandum of Understanding (MOU) between CPO and Trinidad and Tobago Unified Teachers' Association (TTUTA) which waives the academic and experience requirements where there is a dearth of suitably qualified officers for a particular school, was renewed in September 2011 with retroactivity to 2008. This requires the Commission to interview several officers who do not satisfy the requirements for

an office. The Commission finds that this MOU is rendered redundant in a situation where it maintains order of merit lists of fully qualified and suitable candidates and has brought this to the attention of the parties so that its relevance can be reviewed.

5.0. STAKEHOLDER RELATIONS

In 2011, the Commission pursued a proactive outreach agenda in order to build closer relationships with its key stakeholder groups. Meetings were held with the Ministry of Education, TTUTA and representatives of the denominational boards. In addition, a workshop was held for school supervisors on August 17th, 2011 to share the work of the Commission and to get their feedback on how the TSC could better serve the needs of the schools.

Table 5 – Stakeholder Meetings Held in 2011

Date	Stakeholder
February 16	Meeting with the Trinidad and Tobago Unified Teachers' Association
April 20	Meeting with Permanent Secretary, Ministry of Education
June 1	Meeting with Minister of Education
June 22	Press Conference
July 27	Meeting with Association of Denominational Boards
August 10	Meeting with representatives of the Tackveeyatual Islamic Association Board
August 17	Workshop with Schools Supervisors and Officials of the HR Department of the Ministry of Education

6.0 PLANS AND PROGRAMMES 2012

6.1. The Selection Process

The TSC proposes to further enhance both the effectiveness and the efficiency of the selection process in 2012. The critical issue of "fit" between candidates and offices will be addressed. This will call for closer collaboration with and more in-depth information from the Ministry of Education to inform decisions on appointments, promotions and transfers. The Commission proposes to delegate further areas of appointment and selection to the Ministry of Education. This includes, *inter alia*, the authority to appoint officers on a temporary basis, up to a period of one year (increased from three months) and the authority to transfer officers.

The incidents of teacher misconduct which are brought before the Commission have underscored the urgent need to introduce a more rigorous screening process for entry into the profession. To this end, the Commission explored the use of additional assessment tools such as psychometric testing to screen for the basic competencies and dispositions that have been identified as requirements for effective teachers. The use of psychometric testing and more behavioral interviews will be introduced in 2012 to gain a more comprehensive insight into a candidate's readiness to take on the complexity of school leadership responsibilities.

At present, responses to advertisements for promotional offices in the Teaching Service are submitted in letter format to the Ministry of Education. The Commission will introduce a standard application form for such offices; this will make for easier retrieval and collation of information and reduce the processing time by the Ministry of Education.

Feedback received from the annual School Supervisors' Workshop has indicated that there is a need for the review of the Special Report used to assess performance and potential of candidates seeking promotion to administrative offices in the Teaching Service. This report will be revised in 2012.

6.2. TSC Regulations

The sub-committee established to review the regulations pertaining to the Teaching Service will review the final draft early in 2012. Final consultations with stakeholders, including TTUTA will be undertaken. The Commission will review the final draft regulations in the second quarter of 2012 and it is envisaged that the final regulations will be completed by the 4th quarter of 2012.

The sub-committee is well aware that any amendments to the Education Act will have an impact on the Teaching Service Commission Regulations and therefore intends to hold discussions with the Ministry of Education in order to ensure that the legislation is in harmony with the Commission's Regulations.

6.3. Disciplinary Matters

At present, a disciplinary charge cannot be preferred against an officer of the Teaching Service who is charged before the courts until the matter has been resolved. Notwithstanding previously mentioned efforts to expedite the resolution of court charges, the Commission has also undertaken to amend its regulations to allow for simultaneous deliberations by the courts and the Commission's disciplinary tribunals, as currently obtains with the Public Service Commission.

With respect to the revised policy guidelines on the handling of discipline in schools, the

Commission will continue to address issues of irregularity and unpunctuality with the Ministry of Education. Those officers with high levels of irregularity and unpunctuality will be investigated to determine whether allegations of misconduct should be laid against them.

6.4. Stakeholder Relations – Plans for 2012

In 2012, the Commission plans to continue its meetings with various stakeholder groups and to extend its outreach efforts to meetings with school principals in the various educational districts. This will include appearances at fraternity meetings at the district levels, and meetings with principals.

7.0 ACKNOWLEDGEMENTS

The Commission wishes to express its gratitude to the Director of Personnel Administration, Mrs. Gloria Edwards-Joseph, the Executive Director, Ms. Yvette Phillip, the Secretary, Ms. Janet Gopie, and all the staff of the Secretariat of the Commission for their loyalty and full support over the reporting period. Their dedication to duty and focus on the goals of the Commission were instrumental in contributing to its progress in 2011. The Commission also wishes to express its heartfelt appreciation to Messrs Ali and Flax who served until August 2011 for their invaluable contribution to the Commission. Their expertise and significant input into the Commission's deliberations account for the considerable progress made in achieving the goals and objectives of the Commission.

APPENDIX 1

Overview of Filling of Vacancies for Administrative Offices - January- December 2011

TEACHING SERVICE COMMISSION ANNUAL REPORT 2011

APPENDIX 2

Graphs and Charts Related to Appointments, Selection and Discipline

Chart 1 – Officer Vacant and Filled in 2011 – (Primary & Secondary)

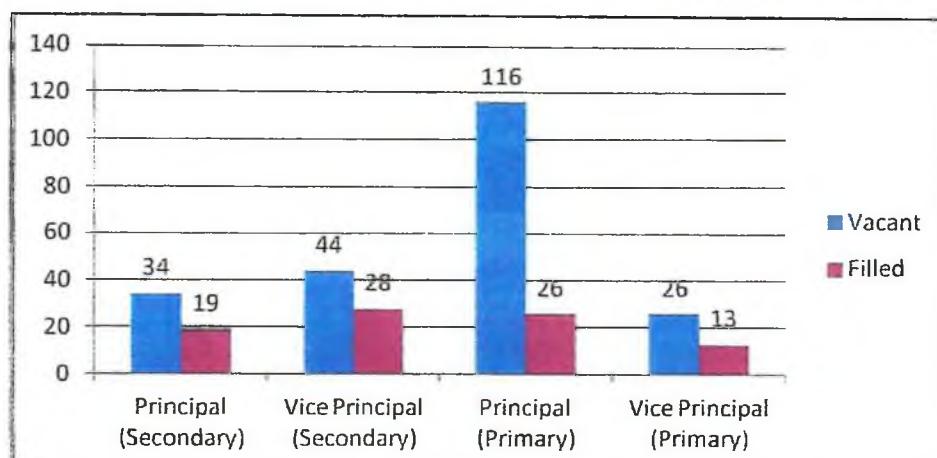


Chart 2 – Officer Vacant and Filled 2011 – HOD/Deans and Senior Teachers

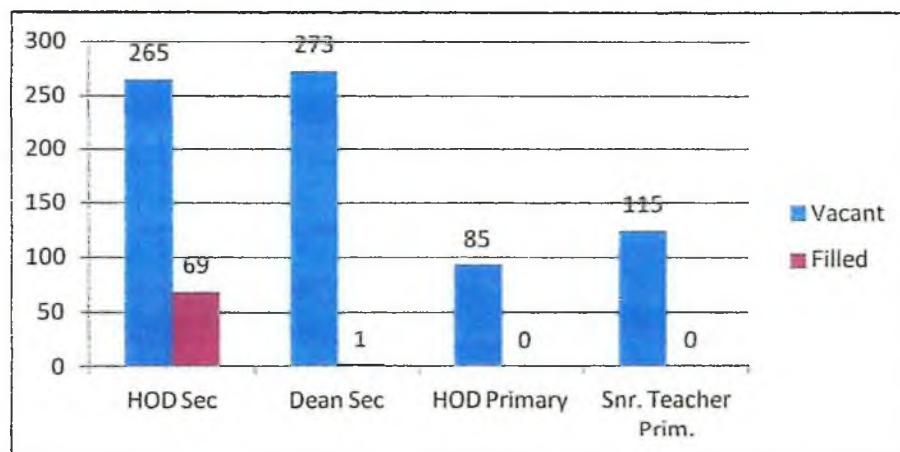


Chart 3 – Disciplinary Matters as at December 2011

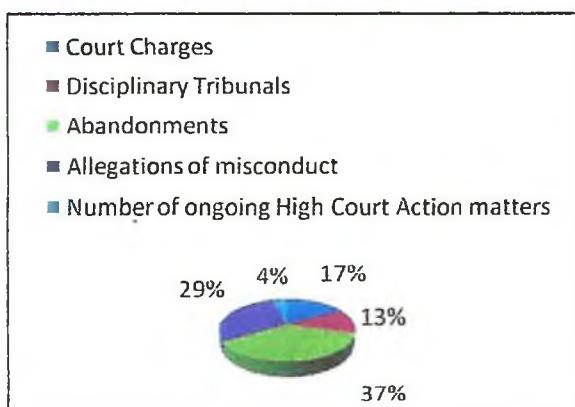
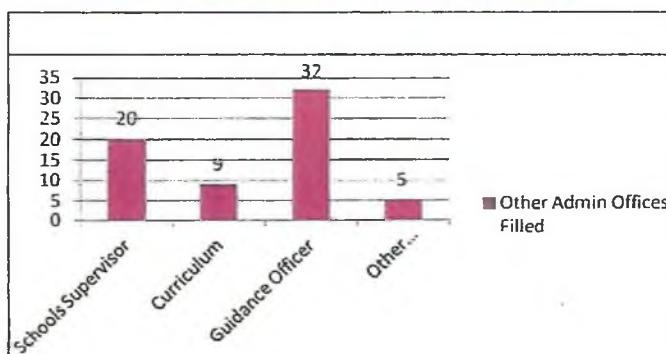


Chart 4 – Other Administrative Offices Filled





The Teaching Service Commission
Cipriani Plaza
52-58 Woodford Street
Tel: 623.2991-6 ext. 210
Fax: 627.7394