Welcome To The Third Issue of In Touch

A magazine designed to share the experiences of schools in the Eastern Caribbean, which have taken up the challenge of managing their classrooms, using viable alternatives to corporal punishment.

The first two editions focused primarily on the Hillaby Turner’s Hall Primary School in Barbados – the first public primary school in Barbados to request UNICEF’s support for this process. From hereon, the experiences of other schools in Barbados and other Eastern Caribbean countries will also be highlighted. This issue focuses heavily on experiences at the T.N. Kirnon Junior Secondary School in Antigua and Barbuda.
When the Caribbean Union of Teachers and the UNICEF Office for Barbados and the Eastern Caribbean (UNICEF BECO) agreed on the Child Friendly School (CFS) approach in 2007, with the full collaboration of Ministries of Education, the Eastern Caribbean joined a global alliance for child-friendly, holistic approaches to school reform in individual schools and throughout national education systems.

What is a child-friendly school?

For UNICEF, schooling is the one experience that most children worldwide have in common, and the most common means by which societies prepare their young for the future. But schooling is not always a positive experience for all children.

There may be physical discomforts caused by poor infrastructure and lack of essential services, children may be without competent teachers to guide them, they may be hungry and thirsty, or they may be frightened by the threat of punishment, humiliation, bullying or even violence at the hands of parents and communities, teachers and fellow pupils.

Whatever the condition that is hostile to a child's learning and well-being, a child-friendly school embraces a multidimensional concept of quality and addresses the total needs of the child as a learner.

Is There a Need For Child-friendly Schools in the Eastern Caribbean

Countries in the Eastern Caribbean have long achieved universal access to primary education and the subregion is on track to fully achieving universal access to secondary education by 2010. Governments, with NGO support, invest heavily in infrastructure, teacher training and school feeding programmes for example.

However, effectiveness of the system and the management of student behaviour are of concern. Under-preparedness of students shows at the secondary level where nearly 30% are placed in remedial classes, due to a lack of basic cognitive skills to benefit from secondary education. This has contributed to discouragement of children with learning and other social challenges, school drop-outs and a concerning trend of increased violence by children at school.

But of equal concern are the general increase in societal violence as well as continued use and promotion of the practice of corporal punishment of children. Corporal punishment is practiced despite scientific evidence that it contributes to behavioural problems such as increased anger, aggression and tolerance for violence.

UNICEF strongly believes that schools can support a break in societal violence by becoming a site where conflicts are peacefully resolved and which serves as an example to the wider society.

UNICEF’s contribution to building Child-Friendly Schools

Consequently, there have been four main features of the Eastern Caribbean CFS experience to date.
Firstly, individual schools, with the full participation of their students create school-wide approaches to the positive behavioural management of children.

Secondly, teacher training is a priority. Teachers not only focus on positive behavioural management and but also examine the appropriateness of their teaching methods and learning resources.

Thirdly, participating schools reach out to parents and local communities to eliminate acquiescence to/or tolerance of violence against children. While this has been the most difficult process to date, all stakeholders agree, that it is essential.

Fourthly, schools link up with support agencies. Evidences of family challenges are followed-up and referred to appropriate agencies that are best placed to offer the necessary help for children and their families.

Other positive examples

There are already many schools throughout the Caribbean, which already practice positive behaviour management strategies. This magazine is also designed to showcase their efforts. We therefore learn in this issue about the Jamaican schools participating in the “Change From Within” Project managed by Mrs. Pauletta Chevannes and team at the UWI, Mona Campus, Jamaica.

Together, we can create a more peaceful world, one step at a time, for and with children!
Since the implementation of the “Changing the Culture of the Classroom Project” at the demonstration site at the Hillaby Turner’s Hall Primary School in St. Thomas, Barbados in May 2007, and the subsequent noticeable changes at the school – other schools are adopting the Child-Friendly programme.

Each school conducts a needs assessment, which includes the voices of their students and parents, a plan of action is developed, and then implementation begins. Action plans vary as they depend on the reality of each school.

One school that has come fully on board is the T. N. Kirnon School in Antigua and Barbuda. Other schools that are in the process of becoming part of the growing Eastern Caribbean child–friendly schools are as follows:

**BARRADOS**
- Chalky Mount Primary School
- Christ Church Girls School
- George Lamming Primary
- Mount Tabour Primary
- St. Ambrose Primary
- St. Elizabeth Primary
- St. Giles Primary
- Workman’s Primary
- St. Leonard’s Boys Secondary School

**ST. LUCIA**
- Fond Assau Primary
- Bocage Secondary
- La Guerre Primary School
- Babonneau Primary
- Carmen Rene Memorial School
- Marchand Combined School
- Ciceron Combined School
- Ti Rocher Combined (Micoud) School
- Laborie Boys Primary School
- Soufriere Primary School

**ANTIGUA AND BARBUDA**
- Ira Potter School
- Villa Junior Secondary
- Greenbay Junior Secondary
- Golden Grove Primary
- Bendals Junior Secondary
- Holy Trinity, Barbuda
- Pares Primary
- Willikies Primary
- Pigotts Primary
- Mary E. Piggott Primary
- J.T. Ambrose Primary

**DOMINICA**
- RDPS Primary
- St. John’s Primary
- Paix Bouche Primary
- Castle Bruce Primary
- Jones Beaubriere Primary
- Newtown Primary
- Grand Bay Primary
- Goodwill Primary
- Roseau Primary
- St. Joseph Junior

It is expected that by the end of the current Governments of the Eastern Caribbean/UNICEF BECO 2008-2011 Programme of Cooperation, 80 percent of public schools in these four islands will have signed on to practicing positive behavioural management with children.
Since the launch of the programme at the Hillaby Turner’s Hall Primary School in May 2007.

There continues to be remarkable changes at this St. Thomas school in Barbados. In previous editions of In Touch, you would have learnt about the implementation of the behaviour colour wheel and the teachers’ decision that the Principal will be the only person allowed to administer corporal punishment.

Today other changes can be seen and these include the implementation of the Teaching Assistance Team (TAT).

In Touch interviewed Ms. Harriett Jemmott, Acting Senior Teacher about the TAT.

The TAT was formed at the Hillaby Turner’s Hall Primary School in September 2008 following training done by UNICEF Consultant, Dr. Kerry King in the summer of that year.

It became operational in the January-April 2009 school term as the first term was spent deciding on various administrative processes for reporting and development of the necessary reporting forms that were necessary for the proper functioning of the Team.

According to Ms. Jemmott, Coordinator of the TAT team, the objective of the Team

“is to assist teachers who are dealing with academic problems of a student or students in his/her class.”

“A fellow teacher would share a classroom challenge with team. We then meet, conduct a classroom observation if necessary, and thereafter we recommend strategies to help address the challenge being experienced by the child and teacher,” she said. “For example, one of teachers of the 5-6 year olds, sought our assistance with one of her male students. Not only did we provide suggestions which provided some immediate results to the benefit of this child, but we also followed-up to ensure all remains well.”

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To undertake its role, the TAT presently comprises nine trained teachers with varying years of teaching experience.

**Challenges for the Team**

Although the Team has been working well, Ms. Jemmott acknowledged that there are some challenges. These relate primarily to the lack of time to consistently meet and plan as a team as well as having a mutually convenient time for the team to do the necessary classroom observations. Not all “teachers on the TAT are on non-teaching periods at the same time.” To deal with this, they have resorted to meeting at lunch time or on a few occasions, at the end of the school day. Neither of these alternatives solves the time allocations for classroom observations. The school’s management team will try other approaches in the upcoming school year.

**Team helps untrained staff**

Nevertheless, in spite of the challenges, Ms. Jemmott believes that the TAT is a good idea. “It is a good way of helping any untrained teachers that are on staff,” she said. While such teachers are often paired with mentors, their mentors also have their own classrooms, so the TAT can also help “to ease some of the pressure from the mentors” she added.

**Recommendations for other schools**

What recommendations does she have for schools wanting to set up a TAT? Her first tip would be to ensure that the members of the team have undergone training. Ms. Jemmott highly applauded the training they received from Dr. King in the summer of 2008. She thought it was extremely helpful as it provided information on new thinking about students’ learning and about a variety of testing methods, among other things.

Secondly she would recommend that time for TAT meetings be integrated into schools’ timetables to guarantee their effective functioning.

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**Other Members of the Teaching Assistance Team (TAT)**

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<th>1. Mr. Geoffrey Sealy</th>
<th>5. Ms. Eve Cobin</th>
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<td>2. Mr. Anderson Maynard</td>
<td>6. Ms. Sonia Wickham</td>
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Anyone entering the doors of the T. N. Kirnon School in Antigua and Barbuda last September and then today, will notice marked changes in the institution. This was what I personally experienced when I re-visited the school in March 2009 after having been there in September 2008.

At the beginning of that school year, teachers at this school which is located in the heart of St. John’s, Antigua - were still sending their students to the Principal for minor infractions. Then the main penalties for student infractions were: out of school suspension, flogging, parental notice or parental conference. In addition, with a few exceptions, the walls of the school where bare. Back then you could hardly hear the sound of your own voice because of the significant noise level in the school.

Principal and Staff Have Embraced Child Friendly School Concept

But today this has all changed and it is due to the fact that the Principal and the staff of the school have embraced wholeheartedly the child-friendly school concept and have taken positive steps to implement measures that will ensure that their school is a place where children love to come to learn, to have fun and above all feel comfortable and respected.

With advocacy, technical support from UNICEF and with much support from the private sector in Antigua, two visionary projects -designed by the principal and his staff -were implemented during the September – December 2008 school term. There were:

- Enhancing Our Environment project.
- Breaking Down the Barriers project and

Enhancing Our Environment Project

Recognizing that colours can play a significant role in persons’ mood and attitudes, one of the things that was done was to repaint the school. Students were actively involved in this venture as those from grades eight and nine painted the doors and windows of the classrooms inside the quadrangle.

SCHOOL CARE COMPETITION

The school also hosted a School Care competition as part of its ‘Just Try Father and Son’ campaign. As part of this competition, the male students and their fathers sourced...
fifty trees from the Ministry of Agriculture and planted them along the perimeter of the school’s playfield. Each father and son team is now responsible for watering and nurturing the plant they planted just as they are expected to nurture their father and son relationship.

REVITALIZATION OF THE SCHOOL GARDEN
The school’s garden was also revitalized as the students, their Agricultural Science teacher and the Ministry of Agriculture cleared the garden of overgrown bushes and ploughed it. Since then, the students have not only been learning the fundamentals of agriculture but are also honing their entrepreneurial skills.

In addition these mirrors are supported by the positive affirmations that can be heard.

SELF-ESTEEM MIRRORS
Another change is the implementation of self-esteem mirrors. Recognizing that many of the students have self-esteem issues, these mirrors have been placed in classrooms with positive message such as “I am smart” and “I am a superstar”. When students look into the mirror, they repeat the messages that they see.

Breaking Down the Barriers Project

STUDENTS EXPRESS THEMSELVES BOARD
Another noticeable change at the school is the Students’ Express Themselves Board that greets you upon entering the school. This board, installed in November 2008, provides students with the opportunity to write anonymously their concerns about the school and what they love about it. A teacher is responsible for reading the comments on the board and sharing these with staff and management of the school. To date it is interesting to note that all of the comments so far written by the students have been positive.

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Remarkable Changes Being Seen at the T. N. Kirnon School in Antigua | cont’d from pg 7

Above: A self-esteem mirror

Students clearing the school garden.
throughout the day at the school by the students. Every student has to recite their affirmation five times a day. These affirmations are:

**Kindergarten to Grade 3:**
I am special. I am here to learn. I will do my best. I am a superstar.

**Grades 4-6:**
I will use my time wisely and will try my best each day. I am a superstar.

**Grades 7-9:**
I am too smart to waste time because I am college bound. I am a superstar.

**Approach to Discipline has changed**
What is also significant is that the school’s approach to discipline has changed. With the focus once being punitive, the school has embarked on a policy of positive motivation. One of the new features in this regard is the adoption of the behaviour colour wheel and the development of associated rewards and sanctions that have been tailored to suit the varying age groups. Rewards include academic awards for subjects like spelling and maths; excellence pins; knowledge trophies, sports key rings; champ of the week and awards for good behaviour.

Together the behaviour colour wheel and the new awards systems are also paying dividends. For one,

less students are now lining up outside the door of Mr. Rolston Nickeo, the Principal! This is because teachers are now more empowered to resolve issues at classroom level.

Consequently, since September 2008, Mr. Nickeo has not exercised his legal right to use the “strap”.

The physical changes at this school also show the difference that a partnership between the school (including its various stakeholders such as parents), the private sector and UNICEF can make in the life of children. Fencing has improved, classrooms have been tiled, motivational materials are now prominent in classrooms.

Principal, teachers, children, parents, the private sector, communities and development partners - a whole village raising the children of T.N. Kirnon School.
The Principals’ Corner

St. Lucia

The Bocage Secondary School in St. Lucia is one of the secondary schools that is on board with the UNICEF sponsored child friendly school programme. At the time of publishing, the school had done its needs assessment and teachers had undergone training. In this extract, Principal Mary Malaykhan speaks about what she hopes to achieve through the programme.

Principal Mary Magdalene Gustoff, Principal of the Fond Assau Primary School in St. Lucia – one of the schools involved in the Child–Friendly programme also shares her views in this extract.

“Many of our students come from low income families, they do not perform well in the traditional academic subjects, but they do very well in the technical subjects. Some are already into drugs and feel that quick money is the way to go. Many of them just come to school but the motivation is not there. Many of the boys especially drop out after fourth form.

It is my hope that whatever we put in place will help them to see the importance of education; that it will help them to be more self motivated; also that it will help to change their attitudes regarding how they see themselves.

I also wish that whatever we put in place will help the teachers to be more committed to the students’ overall development and will have the involvement of other stakeholders, including the parents.”

... I have had my own personal experience with corporal punishment. When I was about 8 years old the teacher was marking the register and my pencil dropped... I could not find the pencil and just when I was about to give up looking for the pencil... I turned and lifted my face and the teacher struck me one, two, three blows (apparently she had been calling my name). One of those blows struck me in my left eye and since then I have been blind in my left eye.

I think it is time that corporal punishment is discontinued... It doesn’t seem to be working... It hasn’t changed or corrected the problems. We need to find better behaviour management programmes at the schools.

We need to find better ways of managing our students to get them to do the things they need to do.

We really need to get our school more child-friendly. We also need to find a way to work with parents and to find ways of getting non-involved parents involved.

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The Principals’ Corner | cont’d from pg 10

Antigua and Barbuda

The following is an interview conducted with Mr. Rolston Nickeo – Principal of the T. N. Kirnon School in Antigua – as he speaks of his journey on the road to making his school more child friendly.

(Left) Mr. Rolston Nickeo highlighting some of the Rewards he now uses.

In Touch: Tell us a bit more about some of the changes at your school since September 2008.

Nickeo: Well, for one, we have introduced the School Wards system. There are about 10 boys from Grades 8-9 who are School Wards and they are responsible for supervising the students during break and lunch time. We also have introduced the colour wheel that is being used at Hillaby/Turner’s Hall Primary School in Barbados. We also do behavioural contracts where the teacher sits down with the child and negotiates what will be the consequences for misbehavior.

We also have positive incentives. For example, academic awards for Spelling and Maths, Excellence pins, knowledge trophies, sports key rings, and a programme called “Champ of the Week”.

There are overall school awards and individual teachers also have awards for the students. As teachers, we are doing our part to show the kids that if one of them falters, the ball is in that person’s court to work with us to improve.

In Touch: The last time we visited your school you spoke about a number of challenges facing the school, including the issue of truancy. How has that been since you started to make changes at the school?

Nickeo: We still have a few truants but the majority of these students are now coming to school. This has been one of the improvements since the project began, especially since we re-established the school garden and many of them are involved in this venture.

In Touch: Back then, you also spoke about the fact that students were coming to you to complain about the slightest thing expecting you to lash their peers. Has that changed?

Nickeo: Yes. The number of students from the junior school who come to me has decreased; however I am seeing more of the senior students (those between 13 -16 years). They are coming from certain classes. I think there are a few of them who are trying to prove to us that nothing we do will work with them. It is usually the same kids - about eight of them. But we will continue to think of different ways in which to reach them.

In Touch: So when they come to you what do you do?

Nickeo: Well I first try to find out what the problem is and then depending on the situation I may get them to stay in for part of the break, or I may have to call in their parents or sometimes I take away their privileges.

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For example, they would not be able to go to the football or cricket match if they are on the team.

**In Touch:** What are some of the challenges that you have encountered?

**Nickeo:** Many of the younger children feel that unless the offending person is lashed, you the teacher have not settled their complaint. Some teachers feel likewise. It is a cultural thing, which we are trying to eliminate and I am starting with me. Last term, I did not use the strap at all.

**In Touch:** It must have been costly to implement some of these changes

**Nickeo:** Well the business community helped a lot. Pre-2006 if you drove up to T. N. Kirnon you would see children fighting - nobody liked to pass-by the T. N. Kirnon School. We started implementing changes and when the business community realized what we were doing, they pitched in and helped. EC$100,000 was pumped into this school during the last year.

**In Touch:** What has been the response of parents?

**Nickeo:** The parents have been very impressed with what we are doing. Many parents who had moved their children away from the school are now bringing them back. The PTA is very supportive. When we have meetings, there is standing room only and if parents cannot come, they send and ask us how they can help.

**In Touch:** So where do you go from here?

**Nickeo:** Well we still have a few challenges – for example we have detected more cases of child abuse and this is becoming a problem and sometimes, teachers are called out of school to deal with cases in court. Last week we had a meeting with UNICEF and the various social service agencies here in Antigua. So our next step is to establish rules of engagement with these agencies to ensure that our children and families receive the available services that can help to better protect all of the children in this school.

**In Touch:** We like your drive and commitment and wish you continued success.

**Nickeo:** Thank you and with continued support, T.N. Kirnon can only continue on an upward path in our children’s best interest.
Often as teachers we are faced with situations where students are about to resolve their conflicts with violence.

Below are some tips reprinted with permission from the Highscope Educational Research Foundation on some steps in resolving conflicts.

6 Steps in Resolving Conflicts

1. APPROACH CALMLY, STOPPING ANY HURTFUL ACTION
   - Place yourself between the child at their level
   - Use a calm voice and gentle touch
   - Remain neutral rather than take sides

2. ACKNOWLEDGE CHILDREN’S FEELINGS
   - You look really upset
   - Let children know you need to hold any objects in questions

3. GATHER INFORMATION
   - What is the problem

4. RESTATE THE PROBLEM
   - So the problem is that…..

5. ASK FOR IDEAS FOR SOLUTIONS AND CHOOSE ONE TOGETHER
   - So what should be done to solve the problem?
   - Encourage children to think of a solution

6. BE PREPARED TO GIVE FOLLOW-UP SUPPORT
   - Example: You solved the problem by...

For more information about HighScope and the educational resources it offers you can visit www.highscope.org
The more than 200 students attending the T.N. Kirnon School are now benefiting from the new positive disciplinary procedures being implemented at the school.

One such student is 14 year old Glenroy Martin, whom some teachers will describe as a troublesome student.

Glenroy himself admitted to frequently being in trouble—having had to be sent often to the Principal’s Office for misbehaving and having received lashes by a belt for his past misbehavior.

POSITIVE STRATEGIES REPLACING CORPORAL PUNISHMENT

Today however, instead of receiving lashes, Glenroy is benefiting from other options. One such option has been the establishment of a behaviour contract between himself and his teacher. This is one of the ways in which a teacher can now discipline a student, since the implementation of the new behavioural colour wheel that can be seen in every classroom.

The behavioural contract is done with students who often go on red and yellow sections of the colour wheel. The teacher sits with such students and tries to find out what is the problem. Then individual students and the teacher develop the contract together and determine what will be the punishment for future misbehaviors.

Glenroy, who has had to develop such a behavioural contract with one of his teachers, said that he prefers this system to lashes.

“Lashes wear off,” he said. “And you will do the same thing over and over again,” he added.

REWARD SYSTEM ENCOURAGES GOOD BEHAVIOUR

According to him, the colour wheel is a good idea because it gives the teacher “other things that they can do when children misbehave. Before they just use to say stop and nothing happened.”

Another reason can be that the rewards systems associated with the new positive approach to discipline, can also help boost students’ self esteem.

For the two weeks that he was on his behavioural contract, Glenroy received certificates for his good behaviour and he admitted that it felt “really good,” especially as the certificates made his Mom very proud.

CHANGING BEHAVIOUR WILL TAKE TIME

But while he perceives the changes as good, Glenroy realizes that changing one’s individual behavior is a process that will not happen overnight. He admitted that after his two weeks of good behaviour, he later got into trouble for “answering back a teacher”.

He recognizes that a change in his peers will also have to happen over time, as some of them are still “behaving badly.”

According to him, in addition to the colour wheel and the other positive approaches being used, it is also necessary to show his peers “what life is like without education. They need to see that they can end up “on the streets or in jail,” he said. “This too will help them to change.”
Sharing Best Practices From Jamaica

This section of the magazine shares what other schools have been doing to make their schools more student-friendly. In this issue we focus on schools involved in the Change from Within Project in Jamaica.

Background

The Change from Within Project began in 1992 by the University of the West Indies (UWI), Mona Campus, Jamaica, as an attempt to deal with violence and aggression that was creeping into the education system. Four schools, which were attempting transformation by building students’ self-esteem, had been selected by the UWI. UWI documented and tracked the changes of school profiles and brought the principals together to discuss on a continual basis how they could collaborate to achieve their goals, including drawing on resources within their respective communities – hence the evolution of the project name Change From Within. To date there are 32 schools involved in the programme.

School: St. Peter Claver

STRATEGIES USED
- Abandoning of streaming of children.
- Giving Awards for positive behaviour
- Listening to children and trying to remedy their concerns
- Listening to parents and make them a part of the family and having parents to assist with activities
- Having Prefects, monitors and mentors in place from end of the previous academic year

School: The Queen’s School

PROFILE:
This secondary school caters to 1642 girls ages 11 – 18 years old. There are two Guidance counsellors; 100 staff members (full and part-time). Corporal punishment is not practiced at the school. This is an Anglican Church school whose pupils are chosen from among the best at the GSAT examination.

STRATEGIES USED
= Re-vitalization or creation of a number of school clubs and these include:-

a) Student Councils
Each class elects two representatives and they form the Council and select the Faculty Supervisor (Teacher).
b) Encouraging students to participate in the other School Clubs
There are more than 20 clubs and from orientation, students are encouraged to join clubs and develop a number of service and caring initiatives, to develop good self-worth and perform community service.

Implementing a new Tutorial Programme
The former name suggested that homework could have been done for students. Under the new programme, support will be provided to help participating students with challenging concepts.

Youth Month
The students will use International Students’ Day to sensitize students about their rights and responsibilities and encourage them to participate in clubs.

Supporting the formation of a Sixth Formers Association
This Association helps in modeling positive behaviour for the first formers. They also organize welcomes for the lower sixers and this helps in developing the succession planning.

Leadership training
Leaders from all areas of the school’s endeavours are trained in various areas

Encouraging Staff Development
2008 Staff Development Day was run by teachers who presented seminars on topics which encourage internal growth.

Involving parents

SCHOOL: Treadlight Primary School

PROFILE:
This rural primary school has 434 students (215 boys and 219 girls) with thirteen female teachers and one guidance counsellor. This school is located in a poor community had problems with low student achievement, indiscipline and truancy. School management decided to focus on meeting the needs of the children towards making the school a positive and supportive environment.

STRATEGIES USED

Focus on literacy
Given the challenges with reading the school decided to focus on literacy and one teacher was exclusively assigned to assist students who were not reading at grade level to improve their competency.

Revitalized agriculture at the school and the school garden
The school used agriculture and the school garden to address some of the disciplinary problems with some boys and this proved so successful that they continued to use agriculture as the central theme for teaching and learning at the school. Products from the school garden is used in the canteen as the school provides breakfast and lunch (70% free to students).

Outreach to parents
There was a special outreach to parents and they were special programmes for parents beyond support to their children and the school but which focused on their personal development.

School Clubs for Children
Students were encouraged to join school clubs. After three years an improvement was noted in the academic achievement of students and this
is continuing to grow and improve. Truancy is no longer a problem at the school.

**Address more than the academic needs of the students**

Most evident at the school is the focus of the teachers in moving beyond simply addressing the classroom requirements and to try to meet the broader needs of students.

The leadership training offered to the Principal and other teachers, Teacher Teams operating at the school as well as the strong networking relationship with other Change From Within schools were obviously critical components of the turn around at the school in improving discipline, attendance and academic achievement.

### CHANGE MANAGEMENT PRINCIPLES OF THE SCHOOL

2. Taking of risks
3. Have high expectations of students
4. Focus on the diverse needs of students not only the academic
5. Use testimonies of students’ positive interaction with teachers as well as teachers’ support of other teachers to help motivate others.
6. Be a firm Leader and know that there must be a limit, and take decisive action when required.
7. Set an example to help teachers to model behaviour – power of example.
8. Have succession Planning
9. Be in-tune with the needs of teachers and support them - de-stressing sessions, annual retreats etc
10. Access to a supportive network of like-minded Principals.
Barbadian Teachers and Principals learned more about Child-friendly schools

Teachers and principals from the nine schools in Barbados that have agreed to be part of the child-friendly school programme recently benefited from a two day workshop on the Child-friendly schools concept. The training which was held from 29-30th June 2009 was conducted by UNICEF Consultant, Dr. Kerry King and is part of the on-going sessions with teachers and principals who are now coming on board with the child-friendly school initiatives.

One major highlight of the workshop was the question and answer session with the officials from the Barbados Ministry of Education.

Questions posed ranged from whether there will be more training for teachers, to whether teachers coordinating the child-friendly school programme at their school would be allowed time during the school hours for planning. Overall the workshop received very positive feedback.

St. Lucian Teachers give training workshop high praise

A workshop was held for teachers of the Bocage Secondary School and the Fond Assau Primary School in St. Lucia to increase their awareness on effective interventions that they can use with their students.

This workshop which was held from 06-09 April 2009, was facilitated by UNICEF consultant Dr. Kerry King, along with Ms. continued on page 19

The workshop covered the topics of:

Learning Disabilities in Child Friendly Schools;

Mental Retardation;

The Development of Behaviour Management Strategies

and also examined various models of behaviour management. It was the second of several workshops that will be conducted to help the schools to implement a child friendly school programme.

According to the workshop evaluation, the teachers found its content and methodology of delivery relevant and extremely useful in helping them to work with their students in the future.

According to one teacher: “... The Behaviour Management topic has provided me with extra information to assist me in the betterment of my classroom and teaching practices. I have greater insight as to how students can be controlled and their behaviours can be improved without corporal punishment.”

The workshop also seemed to help the teachers in their own personal self development which will also impact positively on their students.

One teacher wrote: “…We teachers are a chosen selected few who have a lot to cover. However the tasks at hand are not beyond us. Above all, I think the course has taught me to be a bit more understanding and considerate.”

Overall teachers felt the need for more workshops like these so that “more teachers can become better individuals and work in the interest of the child”.

Adapted from a Report on the Training workshop provided to UNICEF by Ms. Clermina James, Coordinator of the Child Friendly Schools in St. Lucia

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Jamaica Minister of Education calls for end of corporal punishment at UNICEF Workshop

Educators in the Caribbean recently became more informed about the child friendly schools concept when the UNICEF Global Capacity Development Programme held a meeting on Child Friendly Schools for Latin America and the Caribbean in Ocho Rios, St. Anns, Jamaica on 16th February 2009.

One highlight of the meeting was the call for the end of corporal punishment in schools by the Honourable Andrew Holness – the Minister of Education in Jamaica- who underscored that this practice was part of the cause of violence in schools.

According to him, as he addressed the opening of that meeting, “Violence in school, which is often times legitimized by cultural practices and norms, and endorsed by authority figures in the school and in the home, only reinforces the use of violence in the wider societies.”

Holness informed the gathering that in the Jamaican Education Act, which was about to be revised, all forms of corporal punishment, violence, as well as all humiliating and aggressive disciplinary measures will be prohibited in schools.

The Eastern Carribbean was represented at this meeting by officials from the Education sector in Barbados, St. Lucia, Dominica and Antigua and Barbuda.

Story adapted from Jamaica Observer posted 2/17/09

St. Lucia to use Child Friendly School indicators to carry out an audit on all schools

One of outcomes of the attendance of St. Lucia at the Child Friendly Schools for Latin America and the Caribbean meeting held in Ocho Rios, Jamaica in February was the decision by the Ministry of Education to use some of the CFS indicators as part of the tool for auditing their schools in St. Lucia. The intention is to focus on those key performance areas which have not been considered as yet in planning for schools in St Lucia. It was agreed that this activity will be led by the Corporate Planning Unit and will begin shortly.

Another outcome was the decision to review the Teacher Appraisal form and the Guidelines for Using the Teacher Appraisal Scheme in line with CFS standards. Following the review it was noted that seven (7) key process indicators could be integrated as follows:

continued on page 21
### Area on the Teacher Appraisal Form

<table>
<thead>
<tr>
<th>CFS Process Indicator to be Included</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The teacher:</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Planning and Organization</th>
<th>a. prepares material that reflects all groups in society</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>b. prepares a variety of assessment exercises to monitor students' learning</td>
</tr>
<tr>
<td>Instructional Process</td>
<td>c. makes use of community resources in the instructional process</td>
</tr>
<tr>
<td></td>
<td>d. establishes and incorporates learning corners in the instructional process</td>
</tr>
<tr>
<td></td>
<td>e. assigns homework on a regular basis</td>
</tr>
<tr>
<td>Interpersonal Relationships</td>
<td>f. demonstrates concern for students experiencing difficulties (distress, illness, immobilization)</td>
</tr>
<tr>
<td>Professionalism</td>
<td>g. monitors own progress using the Performance Management Tool</td>
</tr>
</tbody>
</table>

The corresponding changes to the Guidelines will also be made so that under ‘Planning and Organization’ for example, the guideline for determining whether or not the teacher demonstrates the behaviour stated in ‘a’ would now read, “There must be evidence of inclusion of all groups which make up the society i.e.; children with special difficulties, rural, poor etc. in preparing materials.”

These changes have been documented and will be incorporated into the revision of the Appraisal documents at the end of the academic year.

- **Hillaby Turner’s Hall Primary holds strategic planning retreat**

The staff and principal of the Hillaby Turner’s Hall Primary School began the new year with a retreat aimed at developing a strategic plan for the period 2008-2013. This retreat which was supported by UNICEF BECO was held on 5th January and was facilitated by Mr. Tony Olton. The main focus was to envision what needed to be put in place so that the school could be recognized as the leading primary school in Barbados and the Caribbean. Some of the priority actions envisioned included:

- Diverse integrated student-centered
curriculum and assessment strategies

- Highly self-motivated students and teachers
- Well structured disciplinary measures for students.
- Ownership of the vision by enthusiastic stakeholders (staff, parents, students, Ministry of Education)
- Highly dedicated competent instructional leaders
- Increased academic excellence among students
- Thriving 4H programme
- Healthier snacks on sale

The strategic plan is being finalized and will be shared with major stakeholders by the beginning of the 2009 academic year.

This includes teaching children among others things - problem solving, critical thinking, conflict resolution, refusal, and coping and communication skills. Therefore,

**effective teaching of HFLE throughout all classes in schools is an essential part of building a school’s positive behavioural management strategy.**

In light of this, from 25-28th August, 2008, eighteen teachers from the T.N. Kirnon School attended a workshop on Health and Family Life Education at the National Technical Training Centre, Nugent Avenue, St. John’s, Antigua.

Teachers discussed:

- Health & Family Life Education programming
- The Importance of life skills education
- Theories and principles supporting skills-based health education
- Types and categories of life skills
- Developmental characteristics of students ages 5-18
- Teaching to the affective domain
- Participatory learning
- Tips for teachers in using interactive teaching methods
- Tips on giving feedback
- Setting up the classrooms to help the anxious and zealous student

The participants utilized some Grade 7-9 lessons for children ages 12-14 to concretize how the life skills are interwoven into the continued on page 23...
lessons. Handouts were given to each participant in order to reinforce what was done in each session.

Facilitators Mrs. Maureen Lewis, Education Officer with the Ministry of Education in Antigua and Barbuda and Ms. Patricia Warner, Education Officer, Ministry of Education, Barbados were pleased that the participants were keen and showed much interest.

Among the highlights of the process for participants were refinement of their skills in developing lessons that are developmentally appropriate; reinforcement of the fact that too many skills should not be introduced in one lesson; and techniques for integrating lifeskills training into other subject areas.

Sessions continued on afternoons during the first term of school.

Adapted from a report submitted Mrs. Maureen Lewis, Education Officer, Ministry of Education, Antigua and Barbuda

The Caribbean Union of Teachers’ Conference

The Caribbean Union of Teachers’ 4th Biennial Education Conference, organized in collaboration with the Barbados Union of Teachers and the UNICEF Office for Barbados and the Eastern Caribbean, took place at the Lloyd Erskine Sandiford Centre in Barbados from 3rd to 5th December 2008. In attendance were some 120 teachers from the units of the Caribbean Union of Teachers, along with invited guests from the Canadian Teachers Federation and the National Education Association in the United States, officers from Ministries of Education in the region and representatives of UNICEF.

The theme of the Conference was Teacher Quality and Student Performance. The outcome document has been shared for the information of all teachers and stakeholders in the education system.

To view the sessions and to access copies of all presentations from this Conference, please visit the website of the Barbados Union of Teachers at: www.butbarbados.org

Officials at the opening ceremony of the CUT Conference listening attentively to the proceedings

Dr. Cream Wright (PhD), Associate Director, Programmes and Global Chief of Education, UNICEF, delivered the featured address