



ITEN Technical Cooperation Missions
1st Edition | 2014-2015



Bienestar Docente



**Critical Thinking & Reading
Comprehension**



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Comprehension**



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Comprehension**



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Comprehension**



**Desarrollo Sostenible en
Escuelas Rurales**



Educación y Tecnologías



Métodos de Enseñanza



**Pensamiento Critico,
Matemáticas & Ciencias**



**Principals and School
Management**



**Trayectoria Profesional
Docente**



**Sciences Curriculum
Revision**

 **This report was produced by the Ministries of Education and institutions involved at this ITEN technical cooperation mission.**



Requesting Country: Jamaica	Offering Country: Canada
Requesting Institution(s):	Ministry of Education, National College for Educational Leadership (NCEL) Jamaica
Offering Institution(s):	University of Saskatchewan, College of Education, Department of Educational Administration, Canada
Date of the mission:	November 23 -28, 2014
Main theme of the mission:	Developing the University and College Leaders' Training Programme: Jamaica and Canada
Overall objective of the mission:	<p>The partnership aimed to:</p> <ol style="list-style-type: none"> 1. Provide the receiving institution a first-hand on-site experience of how to design and implement a senior administrators' leadership training programme to develop the requisite skills and competencies in senior educational leaders to achieve and maintain high-performing educational organizations; 2. Learn more about the U of S's Department of Educational Administration's priorities and culture in an effort to design comprehensive strategies for leadership development that are relevant and context based. 3. Formalize links between both entities in an effort to create professional learning communities to support on-going professional development, technical support, mentorship and collaboration.
Ministries representatives participating at the mission:	<p>Dr. Maurice D. Smith, Principal Director – NCEL, Ministry of Education, Jamaica</p> <p>Dr. Taneisha Ingleton, Director of Programmes – NCEL, Ministry of Education, Jamaica</p>
Total number of participants: Number of ministry-level representatives:	2
Number of specialists providing the activity who are not part of Ministries:	4





The Good Practice

As the professional development and research arm of the Department of Educational Administration, the Saskatchewan Educational Leadership Unit (SELU) facilitates and promotes educational leadership development through the design and implementation of professional development, research on educational leadership and matters affecting educational leadership, the provision of a forum in which significant educational and administrative issues can be addressed, and the provision of a communication link among the various organizations involved in education.

SELU is continuously involved in cooperation activities. Cooperative action and coordination of leadership activities are central to the purpose of the Unit. Three recent examples of cooperation activities are presented. Other examples can be provided if requested.

- In July, 2014, through cooperation with the Saskatchewan Teachers' Federation, the Saskatchewan League of Educational Administrators, Directors and Superintendents, the Saskatchewan School Boards Association, the Ministry of Education and the Department of Educational Administration at the U of S, SELU offered the Saskatchewan Principals' Short Course. This is week-long professional development activity is offered for aspiring, new, and experienced principals and vice-principals.
- In 2013, SELU coordinated cooperation and collaboration between senior University of Saskatchewan officials and those from two international universities. Through this cooperation, SELU developed and delivered training programs for two international groups of senior university officials (deans, program directors and similar level).
- In 2012/2013, SELU worked in cooperation with four Ministries (Education, Post-secondary Education, the Economy, and Inter-governmental Affairs) to serve as Secretariat for the Joint Task Force on Improving Education and Employment Outcomes for First Nations and Metis People in Saskatchewan). The Joint Task Force held 16 community meetings and 67 meetings with individuals, groups, organizations and institutions for a total of 83 meetings with over 1000 participants. The final report of this Task Force, cooperatively developed by SELU writers is at jointtaskforce.ca.

SELU, therefore welcomed the opportunity to provide technical support with Jamaica, a Caribbean territory in the area of leadership development.





The Technical Cooperation Mission

How did your Ministry become aware of this cooperation opportunity?

The Director of Programmes, Dr. Taneisha Ingleton studied at the University of Saskatchewan and so had first-hand experience of the expertise of the College of Educational Administration, University of Saskatchewan, Canada in training and preparing educational practitioners in leadership, leadership development, teaching and research.

Additionally, there was much documented evidence of the Saskatchewan Educational Leadership Unit (SELU) as a non-profit university centre that serves as a coordinator, developer, and administrator of leadership development activities on behalf of the Department of Educational Administration. Consequently, the College contacted the Head of the Department of Educational Administration to discuss the possibility of collaboration in designing a programme of high quality, relevance and sustainability.

Why was this practice (Technical Cooperation Mission) important to your Ministries?

Broad consultations and documented evidence from research highlight the need for experiential learning frameworks to buttress the academic qualifications of educational leaders in order for them to create high performing organizations. Given the ever-changing managerial and leadership needs in Universities and Colleges in Jamaica, it became increasingly necessary for our senior leaders to engage in intensive, reflective, practical and peer-oriented developmental experiences.

The tertiary educational leaders needed exposure to a competency based trained programme to deepen and reinforce key strategic leadership competencies necessary for building and sustaining high performing learning organizations. A competency-based leadership development programme for tertiary administrators will further advance Jamaica's standing as a creator and exporter of well qualified and competent graduates for the contemporary workforce, as well as emphasize the country's commitment to the significant investment of quality tertiary level education.

About the implementation and execution of the cooperation practice

After the conclusion of the Study Tour to the University of Saskatchewan, Dr. Ingleton and Dr. Smith commissioned a Technical Working Group (TWG) to craft the design of the University and College Leaders' Training Programme (UCLTP). A Terms of Reference (ToR) was developed which delineated the rationale of the programme, key features of the programme, duties and responsibilities of the TWG, Skills and Experience of the TWG, tenure of the group and specifications re meetings and workshops.

The Technical Working Group provided guidance and direction that ensured that the design of the programme was contextual and addressed the increasing complexity in



the responsibilities of executive roles, and the changing needs of Universities and Colleges.

What products were generated from the cooperation practice (new policies, documents, teaching tools, etc)?

From the cooperation practice we developed a programme design which comprises 9 modules, standards of assessment and evaluation criteria. We also got the opportunity to network with a diverse group of leadership experts spanning industry, academia and government. These individuals included:

1. The Director of Programmes, NCEL Dr. Taneisha Ingleton (Chair);
2. The Principal Director – Dr. Maurice D. Smith;
3. A former University Administrator – Mr. Joseph Pereira (The University of the West Indies);
4. A present University Administrator – Dr. Denton Rhone (Northern Caribbean University);
5. A Psychologist – Dr. Susan Anderson;
6. A Professor of Technical and Vocational Education – Dr. Gareth Philips;
7. A Representative from the Teachers’ Colleges of Jamaica (TCJ) – Dr. Asburn Pinnock;
8. The Executive Director of the Council of Community Colleges in Jamaica – Dr. Donna Powell-Wilson;
9. A Representative from the Jamaica Tertiary Education Commission – Mrs. Novlette Plunkett; and
10. An Adult Education Specialist – Dr. Mervin Chisholm.

These individuals were responsible for providing technical expertise and for ensuring that matriculation of candidates to the programme is inclusive and consistent with the policy direction of the modernized Ministry of Education





Following the Technical Cooperation Mission

What was the impact of the cooperation practice?

The cooperation practice facilitated the development of strategic objectives for the design and delivery of the UCLTP. The knowledge gained from the extensive discussions at the University of Saskatchewan, College of Educational Administration, Canada aided the NCEL in designing a programme that has as its key features:

- scaffolding of evidence-informed managerial and leadership competencies;
- rigorous and practical training with maximum on the job applicability;
- intensive blended learning methodology which include modular engagement, knowledge sharing, experimental participation, practical application and reflection, and
- high level discussions aimed at overcoming complex challenges to ingrained beliefs and behaviours.

Which activities and follow-up actions have been taken to assure the continuity of this practice and to share the knowledge gained during the mission within and/or outside your Ministry?

The College has provided a report to the Honourable Minister and the Permanent Secretary of the Ministry of Education. We have had meetings with the University and College Leaders in the island, where the aims and deliverables of the mission were discussed. A comprehensive presentation about the aims, design, implementation and evaluation of the programme was also made to the members of the Teachers' College of Jamaica. The launching the UCLTP is scheduled for September 2015.

How have the beneficiaries (teachers, institutions, Ministries, etc) benefited from such practice (gaining knowledge; improvement of teaching classes; etc)?

The UCLTP will be launched September and so we are not able to communicate how beneficiaries have benefitted from the programme. However, the programme was specifically designed to develop outstanding senior administrators with superior capacity for creativity and adaptability in a rapidly changing educational landscape. It is expected that the programme will:

- equip participants with the requisite leadership and managerial competencies for effective leadership of contemporary Universities and Colleges;
- challenge participants to examine and experiment with successful and high impact leadership interventions in their organizations;
- Aid participants in adapting and creating innovative strategies and to confidently manage change;
- strengthen powerful and life-long professional networks and
- contextualize learning for senior leaders, resulting in optimal personal, team and organizational performance.



What challenges have you faced in implementing your practices?

The module writing process has been taking longer than expected. To date, only six of the nine modules have been submitted for review. Based on the rigorous quality assurance process, the programme has to be reviewed by three entities before it can be launched. The programme design has already been approved by the Programme Development Quality Assurance Committee as well as the Steering Committee of the College. Once modules have been reviewed and approved, the programme will be launched. Our module review meeting is scheduled for August 10, 2015.

What lessons have you learned from this cooperation practice?

The visit to the University of Saskatchewan, College of Education and Saskatchewan Educational Leadership Unit has taught us that issues with leadership development are more or less the same despite context. Our discussions with Dr. Prytula, Dr. Burgess, Dr. Dray and Dr. Turner illuminated the role that universities have in developing leaders and in achieving national growth.

Leadership education is needed at every level of society and conditions must be created to maximize potential, unearth buried gifts and experiment with new ways of doing things. Importantly, Government and Universities must collaborate in designing programmes and providing opportunities for leadership training. Leadership development should not only be the purview of the individual but also a strategic objective for organizations.





Annex

Please see the following:

1. UCLTP – Draft Programme Design
2. Modules, Writes and Competency Framework.





OUTCOMES REPORT SERIES
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