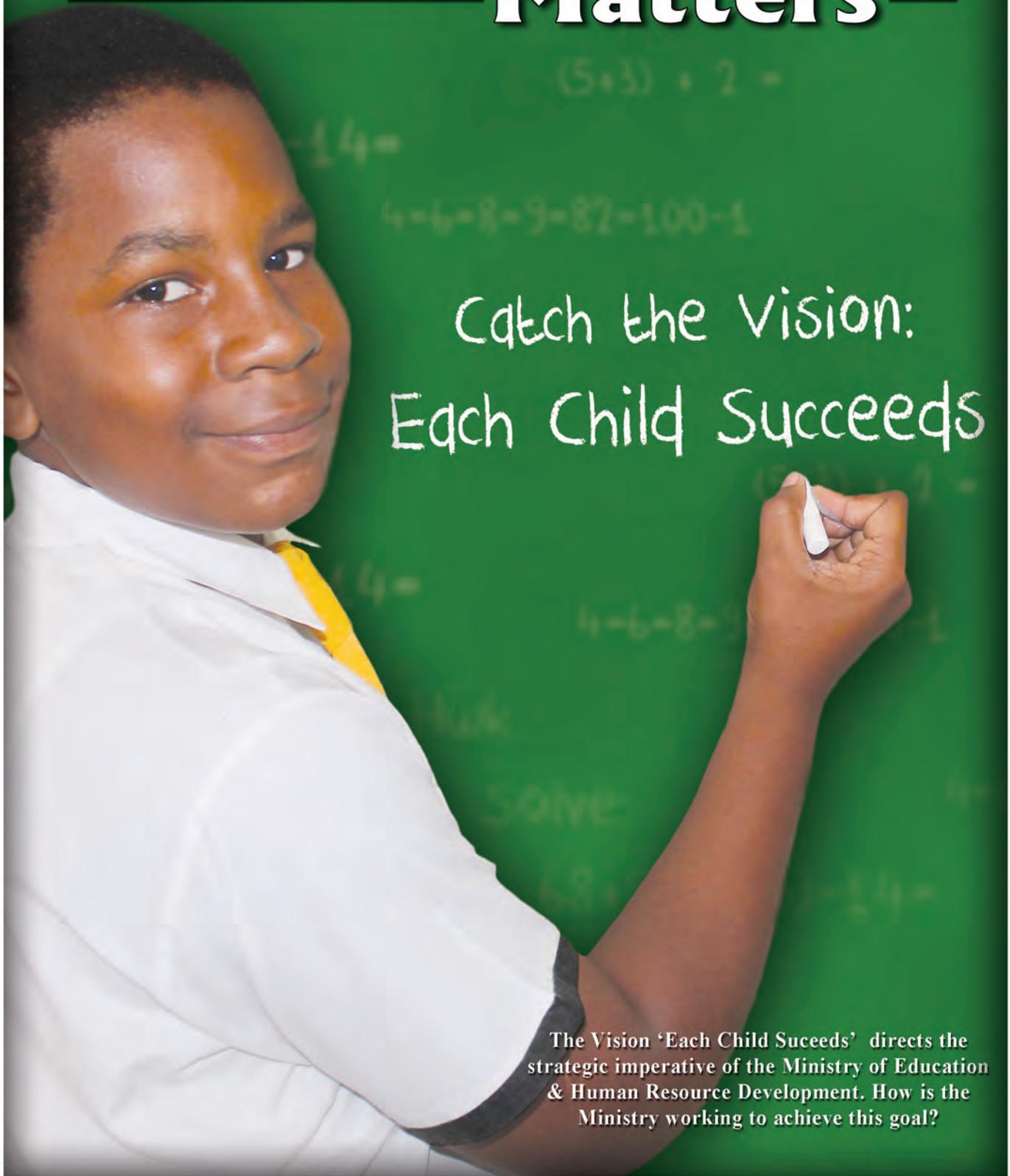


Education Matters

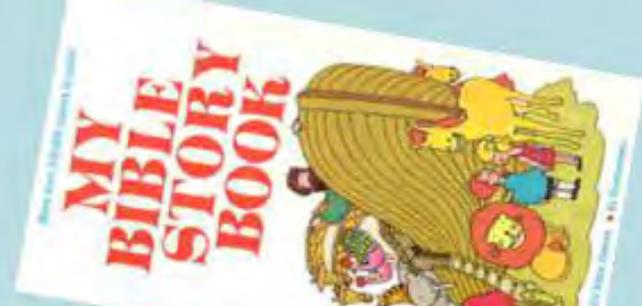
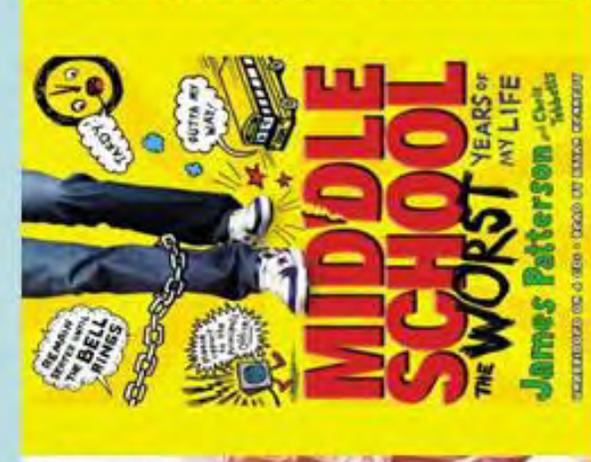
A young boy with short dark hair, wearing a white collared shirt and a yellow tie, is shown from the chest up. He is looking towards the camera with a slight smile. He is holding a piece of white chalk in his right hand, positioned as if he has just finished writing or is about to write on the green chalkboard behind him. The chalkboard has some faint, illegible writing on it, including what appears to be a math problem $(5+3) \times 2 =$ and a sequence of numbers $1-4=$ and $1-6-8-9-87-100-1$.

Catch the Vision:
Each Child Succeeds

The Vision 'Each Child Succeeds' directs the strategic imperative of the Ministry of Education & Human Resource Development. How is the Ministry working to achieve this goal?

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Education Matters is the official magazine of the Ministry of Education & Human Resource Development. It is published annually.

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Cover Photo: *Dejonne St. Rose, successful Roseau Primary School student in the 2013 Grade Six National Assessment.*

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From the Editor



Welcome to Education Matters, the official publication of the Ministry of Education and Human Resource Development which focuses on the work being done within the ministry, and in schools, to advance the teaching and learning of our children.

The Ministry of Education is proud of the commendable efforts of district education officers, learning support advisors, curriculum and measurement officers, planning officers, principals and teachers to provide students with the best opportunities to excel. On a daily basis, educators across the system are engaged in work that seeks to elevate the standards of teaching and learning in the classroom, improve curriculum offerings and respond to the varied learning needs of children.

In a fast-moving, technologically advanced environment, our teachers are more challenged to provide effective instruction through innovative teaching styles that will capture their students' interest and result in increased levels of achievement. Evidenced by a focus on continuing professional development and a commitment to their students' success, many of our teachers are clearly dedicated to the task at hand.

This issue of Education Matters is an acknowledgement, even a celebration, of the work that is being done across the board in the interest of our children; Dominica's future. The magazine is developed around the Ministry's vision 'Each Child Succeeds.'

Major initiatives of the Ministry are presented, including the implementation of Universal Access to Early Childhood Education (UAECE) which sought to afford all children of pre-school age the opportunity for early instruction in an organized classroom setting. The magazine also features efforts to develop the 'Guidelines for Managing Students' Behaviour' as well as the introduction of the Caribbean Vocational Qualification (CVQ) pilot in three secondary schools here.

Continuing actions under the Child Friendly Schools (CFS) initiative, movements to improve numeracy, and the assistance provided to schools by the Education Planning Unit in the improvement of School Development Plans (SDPs) are also highlighted.

Student achievement throughout the year in academics and sports is also captured, as indication that the vision, 'Each Child Succeeds,' is alive within our school system.

The magazine, therefore, is a comprehensive guide of the major developments within the sector which have in one way, or another, impacted the educational experiences of students.

We hope that you enjoy this issue of 'Education Matters' and look forward to your comments and suggestions to guide the production of future editions of the magazine.



Dionne Durand

Message

I am very pleased that the Ministry of Education and Human Resource Development has resumed publication of its magazine, 'Education Matters.' On behalf of the Government of Dominica, I express sincere congratulations to Hon. Petter Saint-Jean and his ministry for the publication which seeks to highlight activities and accomplishments within the education system.

'Education Matters' does an important job of disseminating information about the work being done to provide quality access to education within a progressive system that is meeting the needs of all learners. This review of the Ministry's efforts provides reassurance that we are effectively responding to the needs of learners in the 21st century; learners to whom we should provide a structure that more clearly enables them to be successful.

The responsibility of the education system in this changing global environment is to advance students' ability to view themselves as informed local and global actors in an increasingly interrelated world. Twenty-first-century learning involves enabling today's students to be academically competitive in global situations; good citizens within their community, country, and world; and effective within their workplace. It means that education must engage new technologies, equip students with advanced knowledge and skills, and encourage innovation and creativity.

The Government of Dominica recognizes its responsibility in this regard and remains committed to providing students with the institutions and structures that will enable them to access quality education and achieve outcomes which will prepare them to enjoy successful lives. We look forward to further improvements and innovations within the education sector as we work together to secure brighter futures for the youth of Dominica.



Hon. Roosevelt Skerit
*Prime Minister of the Commonwealth of
Dominica*

Message

“Each Child Succeeds”

Improving student achievement through quality instruction.



Hon. Petter Saint-Jean
*Minister for Education and Human
Resource Development*

I am pleased to be associated with the publication of this magazine, 'Education Matters' which seeks to highlight the many achievements of the Ministry of Education and Human Resource Development.

Education remains the top priority for the Government of Dominica and we are committed to ensuring that teaching and learning take place in an enabling environment that helps us realize our vision for education; that every child succeeds. We are aware, that in order for effective learning to occur, our teachers must be trained to deliver the best possible instruction to our students. To this end we have provided training opportunities for our teachers in specific areas

of expertise. This approach, we believe, will provide specialist educators who are fully equipped to improve achievement within the school system.

We have funded training at the diploma, undergraduate and graduate levels for 42 teachers and two lecturers of the Dominica State College in the areas of Mathematics, Visual & Performing Arts, Agriculture, Special Education – General, Industrial Arts, Cosmetology and Home Economics. An additional six educators have been or are being trained in the fields of Education, Counselling, Clinical Psychology and Special Ed - Speech Therapy.

In the 2013-2014 academic year, the Ministry will pilot the Caribbean Vocational Qualification (CVQ) at the Dominica Grammar School (Food Preparation), the Goodwill Secondary School (Garment Production) and at the North East Comprehensive School (Crop Production). At an approximate cost of EC\$3.1M, we have procured equipment to jump-start and in some cases continue with programmes in Crop Production, Furniture Making, Food Preparation, Cosmetology, Plumbing, Physical Education, Garment Production, Electricity and Electronics, Auto Mechanics and Music and Visual and

Performing Arts.

It is expected that these interventions will result in secondary and tertiary level curricula, teaching and learning, that develop basic technical competencies and an appreciation for the world of work. In this way we are positioning students to be not only successful learners but successful workers in an increasingly globalized environment.

At the lower level, the Ministry of Education in the 2012-2013 academic year, embarked on a programme to create access to early childhood education for all children between 3-5 years of age. The Ministry holds to the fundamental truth that the early years are the most critical years of an individual's life and that we must get it right from the start. We believe that for our children to be successful at primary school and beyond, a solid foundation must be laid. By adopting a phased approach we aspire to carefully carve our way, leaving no stone unturned, ensuring that each area is given the necessary individual attention. We aim to create a model that is developmentally appropriate, not just for Dominica, but one that other territories can emulate.

All of these measures are designed to satisfy the Ministry's

mission to educate students to live productive lives in a complex society. These efforts need to be complemented with corresponding attitudinal changes to school management and teaching. I am convinced that teacher effectiveness is the single most important factor in determining student achievement.

A quality teacher is one who has a positive effect on student learning and development through a combination of content mastery, command of a broad set of pedagogic skills, and communications/interpersonal skills. Quality teachers are life-long learners in their subject areas, teach with commitment, and are reflective upon their

teaching practice.

My Ministry will continue to provide support for teachers in the areas of professional development and learning support as we work together to advance the vision of education for the future success of each child.

Ms. Marcella Powell *Permanent Secretary, Ag.*

I congratulate the editor and contributing writers of Education Matters for this publication which highlights the Ministry's achievements over the 2012-2013 Academic Year.

The Ministry of Education & Human Resource Development shares the vision of the OECS Education Sector Strategy (OESS) 'Each Child Succeeds.' This vision, proposes that all citizens, at every stage of their learning journey, from early childhood to adulthood, are able to reach their full potential and be positive contributors within their working lives and the society in which they live.

Among other measures, this vision mandates continuous improvement of the quality of leadership and management at our schools; improvement of the quality of teaching and learning; and continuous investment in time and effort in helping our children reach their full potential.

The Ministry of Education is committed to providing every child with the knowledge, skills and attitude to improve the quality of their lives. Our investments in teacher training, early childhood education and technical and vocational education are part of the continuing effort to prepare our students to live productive lives. This school year, we will adopt the Caribbean Vocational Qualification (CVQ) Pilot, a significant skill developing and employment creating programme. Our primary goal is to create an educated, skilled and adaptable labour force which is responsive to the changing needs of the economy and is able to promote local and regional development.

The Ministry will continue work on the development of the 'Guidelines for Managing Students' Behaviour'. These will be implemented within schools during the new Academic Year. The Ministry will also undertake a review of the Education System as we continue to improve the



system to meet students' varied learning needs.

These initiatives are all aimed at increasing the chances of success for all children within the school system. I look forward to the continued support of the technical staff of the Ministry of Education, principals, teachers, parents and other stakeholders as we work together to provide our children with the best opportunities to succeed.



Catch the Vision: *'Each Child Succeeds!'*

by Stephenson Hyacinth-Chief Education Officer

The vision: *'Each Child Succeeds'*, directs the strategic imperative of the Ministry of Education and Human Resource Development. It compels all of us who are involved in the process of education to engage learners in relevant and stimulating child-centred experiences that raise student attainment and improve the output of the education system.

country and the quality of life of its people will be determined by today's children and their ability to think critically and creatively, to be innovative and to solve problems that face them, their families, their communities and their countries.

Our belief is premised on the notion that every learner succeeds in an environment where effective instructional leadership and creative and purposeful teaching and learning practices are created.

In light of the above, the school is regarded as the centre of change. Implicit in this statement is the notion that it is the dynamic and

'The vision contends that all citizens, at every stage of their learning journey are able to reach their full potential and be successful in life, at work and in society.'

Our expectation is that all principals and teachers would be inspired to ensure that we nurture the curiosity in all our students, give them the passion to pursue their talents, the confidence to unlock the treasures that lie within them and the opportunity to improve their lives and transform society. As educators, we hold true to this vision because of our strong belief that the future prosperity of this

transformational leadership of the principal and the caring touch of a good, committed or excellent teacher that will make the difference in the lives of our students. Hence, the vision begs us to engage learners in relevant and stimulating child-centred experiences that raise their attainment or performance in the various subject areas. It means, therefore that our curriculum, instructional strategies,

school policies and practices, programmes and activities must fit this vision. Everything we do at school must be geared towards ensuring that every child succeeds and this applies to all principals and teachers, at all private, assisted or public; urban or rural; primary or secondary schools.

Let me hasten to say that the Ministry of Education - charged with the responsibility to develop a comprehensive, varied and relevant education system which is characterized by excellence - affirms that there is a key role for creativity and innovation at all our primary and secondary schools.

Many a times, we identify creativity solely with writing, drawing, painting abilities and so forth. But as a Ministry we emphasize that creativity is not limited to the Visual and Performing Arts but can be fostered in all other subjects.

In like manner, teachers are urged in their specific subject area: Mathematics, English Language, Literature, Social Studies, History, Geography, the Sciences, Biology, Chemistry and Physics or the Visual and Performing Arts , to help students develop the thoughtful, critical and reflective processes that are essential to creativity. In your classrooms, if you have not begun, now is the time to begin to provide our students with the space and opportunity to think, imagine, create, innovate, try out new things, discuss topics, compose, ask unexpected questions, design, find their own answers, make mistakes and find solutions to

problems rather than sit and regurgitate facts.

District Education Officers and principals must articulate this clear vision '*Each Child Succeeds* ' to staff and parents. They must make sure that this vision is embedded in the ethos of the school. The consensus has to be that every student can and should learn. Principals need to ensure that every teacher on staff understands that at every stage of a student's educational journey, from early years to adulthood, he/she is able to reach full potential and be successful in life, at work and in society. We should make it a general rule that each student placed in our care should master the basic concepts of literacy and numeracy.

The primary concern is the success of learners- as a result of their experiences at school, as a result of their experiences in each classroom and their experiences at home. Each principal and teacher must be able to say whether the outcomes for learners improved significantly during the term or year at each stage of development. When the outcome for learners is achieved it places students in a position to achieve their potential, become ideal Caribbean citizens and contribute fully to improving the socioeconomic well-being of their community, nation, sub-region and region. The term 'outcomes for learners' is defined not simply in relation to academic attainment or the gaining of examination passes, but rather in a more holistic way that looks at the development of the 'whole person'. Let us turn dreams and aspirations into reality.

Government Introduces Universal Access to Early Childhood Education

Ministry of Education Fulfils Prime Minister's Mandate for Full Coverage of Pre-School Aged Children.

In 2012, the Government of the Commonwealth of Dominica took a decision to introduce Universal Access to Early Childhood Education (UAECE) giving all children aged 3-5 the opportunity to participate in quality programmes that provide for their holistic development. Prime Minister Roosevelt Skerrit noted then that UAECE was part of an overall strategy to develop Dominica's human resource base.

One of the key policy objectives of the implementation of UAECE is to facilitate the expansion of early childhood care and development activities especially for children who are disadvantaged and/or disabled. The premise for creating full access is that programmes that support young children during the years before they attend primary schools have proven to form strong foundations for subsequent learning and development especially in the lives of children who are disadvantaged and/or excluded by poverty.

Further justification for early childhood education is the argument that the period from zero to eight years is one of the most important phases in a child's life. It is the period of most rapid brain development. During this stage, character is formed and the foundation is laid for many social, emotional, physical and cognitive skills. A child's ability to acquire language and mathematical skills as well as the skills required for appropriate social and emotional interaction with peers are all influenced by the foundation that is laid in these early years. Failure to acquire these skills could lead to poor academic performance, grade repetition and a high probability for future anti-

social behaviour.

Recognizing the importance of early instruction for all citizens but mindful of the financial constraints associated with the project, the Ministry of Education and Human Resource Development adopted a phased approach to implementing UAECE. A comprehensive audit of space available in existing primary schools was conducted. Additionally, in collaboration with the Ministry of Health, the UAECE committee was able to identify and target the children between the ages of 3-5 in Dominica not accessing early childhood education.

With support from officers within the Education Planning Unit, the Ministry facilitated the opening of new Community Preschools in Campbell and Trafalgar in time for the new school term in September 2012. By January 2013, the start of the second term, operations began in Pichelin to serve the children of Belle Vue Chopin and Pichelin, and in Roseau for the children of Bath Estate and Silver Lake.

The primary schools in Castle Bruce, Grand Bay, Jones Beaupierre in La Plaine, St. Joseph, and Vielle Case, were also refurbished to provide a better learning environment for already existing preschools in the communities. The primary schools were upgraded by painting, tiling, improving the ventilation, lighting and electrical designs of classrooms; improving the washroom facilities and in some instances demolishing walls between classrooms to increase the physical space.



Photo from: Dominica Vibes

The Ministry also assisted with securing physical space in the resource centre in Tete Morne to accommodate the already existing preschool in the community and helped with refurbishing the Seedlings Preschool in Soufriere which was affected by a fallen tree during the last school year.

To ensure that the programmes were more developmentally appropriate, manipulatives were provided to the Bense, Castle Bruce, Delices, Grand Bay, Jones Beupierre (La Plaine), Morne Riviere (a merger of the Morne Jaune and Riviere Cyrique Preschools now housed in Morne Jaune), Petite Savanne, St. Joseph and Vielle Case Preschools.

It must be noted that while all preschools are being housed in the government primary schools they remain private community preschools. While the Ministry of Education has pledged full support to early childhood development, other stakeholders within the communities have been encouraged to take ownership of preschools and invest in giving their children a good start in life. In this regard, Cabinet has approved the establishment of

Preschool Development Committees to assist with sustaining the programmes at these preschools.

“We in the Ministry vow to continue sharing the responsibility of sustaining these preschool programmes but each community must remember that it takes a village to raise a child and that each community must work closely with us in the Ministry as we strive to guarantee quality early childhood development for our nation’s children,” Education Minister Petter Saint Jean told a national symposium on Early Childhood Education in November 2012.

With the new vision, Each Child Succeeds, the Ministry of Education and Human Resource Development will endeavour to ensure that all children receive a solid foundation for future development. In this regard, the Ministry will continue to adopt the phased approach in implementing UAECE by both facilitating the opening of new community preschools and providing better learning environments for already existing preschools in primary schools where there is available space.

DEEP Meets Objectives of School Development

\$3.1Mil in Equipment Procured for TVET Programme in Secondary Schools

by Randolph Felix - Project Coordinator-DEEP



The Dominica Education Enhancement Project (DEEP) launched on July 5, 2010, held great promise for improvements within the education system if successfully implemented. Three years later, the project team can report significant progress in meeting the objectives outlined under the project, a Government of Dominica initiative, supported by an EC\$11.3m loan from the Caribbean Development Bank.

The primary objective of the project is to improve quality, efficiency and effectiveness in basic education through enhancing the learning environment at primary and secondary schools, upgrading the institutional framework and improving teacher quality. The components of DEEP are minor repair works at Government owned secondary

schools, purchase of tools and equipment, purchase of learning materials and computer software, teacher training and consultancy services in the areas of maintenance policy and planning, early screening and diagnosis, primary education numeracy, curriculum development and multi grade teaching. The project is now

Production, Furniture Making, Food Preparation, Cosmetology, Plumbing, Physical Education, Garment Production, Electricity and Electronics, Music and Visual and Performing Arts and Auto Mechanics. Materials and equipment for special education and computers, workplace safety equipment and mathematical resources

'Secondary schools will be supplied with tools and equipment which will facilitate the Technical and Vocational Education and Training (TVET) program as well as support in a very tangible way, the soon to be implemented Caribbean Vocational Qualification (CVQ) pilot program.'

at the half way mark with significant milestones having been met. Secondary schools will be supplied with tools and equipment which will facilitate the Technical and Vocational Education and Training (TVET) program as well as support in a very tangible way, the soon to be implemented Caribbean Vocational Qualification (CVQ) pilot program. At an approximate cost of EC\$3.1M, equipment have been procured to fund programmes in Crop

have also been purchased.

The teacher training component of the project has offered scholarships to forty-four teachers enabling them to pursue studies at the certificate, diploma, undergraduate and post graduate levels. Teachers have so far completed training in cosmetology, clinical psychology and guidance counseling. Others continue to pursue training at local, regional and extra



Equipment procured under DEEP for the TVET programme in secondary schools

regional institutions in areas of special education, TVET subjects such as Agriculture, Auto Mechanics, Plumbing, Industrial Arts, (Electricity and Woods) and Visual and Performing Arts to include Music, Drama and Dance. Six teachers are currently pursuing online degrees in mathematics with the University of the West Indies (UWI) while eleven are following the Post Graduate Diploma in Education program with UWI through the Dominica State College (DSC). Additionally, two scholarships have been offered to the DSC in order to increase the teacher training capacity of that institution. One DSC lecturer is currently back on island having completed post graduate studies at Cave Hill campus and the other is now pursuing

a masters degree in Curriculum Development.

In September of this year, seven of the teachers, will be welcomed back into the classroom. By then, they will have successfully completed their program of study and will be expected to put their newly acquired knowledge and skill at the service of our students. The students pursuing post graduate diploma studies locally, on a part time basis, will also have completed their studies by September 2013.

The consultancy component of the DEEP is at various stages of implementation. The Ministry has received several important recommendations from the various consultancies including Maintenance, Early Screening

and Diagnosis, and Numeracy, which we hope to implement to positive effect within the education system.

Notwithstanding the work undertaken so far, there is still much to be done. The management of the distribution process for tools and equipment, to include storage, transportation and distribution from the point of entry on island, promises to present significant challenges. The staff at the project office is however committed to seeing this project to satisfactory completion. We will draw on the individual skills of members; we will engage the tremendous team spirit displayed over the past two years by staff and we will seek the support of the wider Ministry team.



Reintroducing TVET to Dominican Schools

by Abraham Durand- TVET Coordinator

The Ministry of Education and Human Resource Development has launched the CVQ Programme at three of its secondary schools as of September 2013. But what is the CVQ program? And what are the implications for Dominica?

CVQ is the acronym for Caribbean Vocational Qualification. The Caribbean Association of National Testing Agencies (CANTA) describes the CVQ as “an award that represents the achievement of a set of competencies that define the core work practices of an occupational area consistent with the levels articulated within the regional qualifications framework.” The development of this regional certification came about as a result of the proposal for the free movement of certified skilled workers as one of the protocols of the Caribbean Single Market & Economy (CSME). Subsequently a mandate from the CARICOM Council for Human and Social Development (COHSOD), prompted CANTA to develop a mechanism for the establishment of a regional certification scheme to award the CVQ.

Technical and Vocational Education and Training (TVET) is not new to our education system. From the early days of formal education in Dominica, our primary schools have provided active vocational training programs to our students, which would be eventually formalized into the 3-year Junior Secondary Program (JSP). The JSP served the dual purpose of being a possible bridge back into the mainstream

secondary program, or alternately as workplace preparation, for primary school leavers who had not secured a place at a secondary school following the Common Entrance Exam. Secondary students also had the opportunity of attending classes at the Technical Wing of the Dominica Grammar School, which later became the Clifton Dupigny Technical College. With the advent of full Universal Secondary Education, however, the complexities of the TVET program required revamping and repositioning – a process which fortuitously coincided with the regional resurgence of commitment to the fostering and development of a strong technical workforce to meet regional and international standards of skills and service.

And so, a regional TVET Strategy was established in 1990, and a Competency Based Education and Training (CBET) model for vocational training was adopted in CARICOM member states from 2002. A regional accreditation or equivalency framework for regional certification of vocational competencies has also been developed.

“The CVQ is Dominica’s opportunity to further modernize its approach to education, and in so doing, supply a highly skilled workforce that can satisfy internal and external markets, as well as attract international investors and projects that require trained and certified workers for their ultimate success.”

According to the Caribbean Examinations Council (CXC), Competency-Based Education Training and Assessment (CBETA) is built on the philosophy that “almost all learners can learn equally well if they receive the kind of instructions they need”. CBETA, however, requires significant changes in the development and the administration of the modularized/unit-based programs that this approach demands. Although technical vocational education has always been concerned with the practical demonstration of the skill, says CXC, CBETA places a new and systematic emphasis on this principle. This throws out the antiquated perception that TVET – or “Skills”, as it was commonly referred to – is for the “slow learners” and those “not academically inclined”.

The CVQ program aims to provide industry-standard training that will meet the immediate workforce needs of the country and the region. Holders of this certification will have unhindered access to work in their fields at regional and international levels, since the standards for certification are based on international labor market targets. The process begins with the identification of labor market needs, and the crafting of training programs aimed at meeting

these needs. Candidates for the CVQ will receive workplace-simulating instruction over a two-year period, accompanied by a rigorous regimen of continuous assessment and verification by industry practitioners of repute. Certification is granted by a CANTA-recognized awarding body after a thorough review of training facilities, processes and documentation, through which the CVQ certification can be attained at five progressively increasing levels:

- ◇ Level 1 – Semi-Skilled Worker
- ◇ Level 2 – Skilled/Independent Worker
- ◇ Level 3 – Supervisor/Technician/Instructor
- ◇ Level 4 – Manager/Entrepreneur
- ◇ Level 5 – Executive Professional

The CVQ is Dominica’s opportunity to further modernize its approach to education, and in so doing, supply a highly skilled workforce that can satisfy internal and external markets, as well as attract international investors and projects that require trained and certified workers for their ultimate success.

Three Secondary Schools Pilot CVQ

The Ministry of Education and Human Resource Development is piloting the Caribbean Vocational Qualification (CVQ) in three secondary schools in the 2013-2014 academic year. The Dominica Grammar School will pilot the CVQ programme in Food Preparation, the Goodwill Secondary School in Garment Production and the North East Comprehensive School will pilot Crop Production.

The CVQ pilot programmes will be facilitated by teachers who have completed training in the specialized areas through scholarship funding under the Dominica Education Enhancement Project (DEEP) as well as with the National

Training Agency of Trinidad and Tobago.

CVQ is an award that represents achievement in specific occupational areas and competencies and standards relevant to employment. It is based on a common regional approach to training, assessment and certification in an effort to facilitate the free movement of workers while enhancing skills training for job settings.

The Ministry will also begin preparations for the implementation of additional CVQ programmes in the 2014-2015 academic year including, Cosmetology, Plumbing and Auto Repair.

MoE Formulates National Behaviour Policy

National Policy on Behaviour Management and Discipline to be Implemented in Schools

A new policy will soon guide behaviour management in primary and secondary schools in Dominica.

The *National Policy on Behaviour Management and Discipline in Primary and Secondary Schools in the Commonwealth of Dominica* was developed by a committee of education officers, guidance counsellors, planning officers and principals.

The policy will provide schools with guidelines for proactive approaches to student behaviour, encourage and promote good behaviour, and offer guidelines on responding to behavioural issues. The Ministry of Education believes that a safe school environment is one that is conducive to learning, personal growth, and overall success for all students, goals which can be best achieved when order is maintained in the school, the classroom, on school property, and at school-based events. The behaviour policy will govern the conduct and behaviour of all who work and learn within the island's schools.

Several schools had already formulated policies on behaviour based on school rules, the Education Act, and Child Friendly School policies. However, there had been no standard

policy on behaviour issued by the Ministry of Education. Senior ministry officials agreed on the need for consistency across the school system for handling behavioural issues, reporting behavioural incidents, and for utilising proactive measures.

The steering committee engaged in a comprehensive review of existing documents in Dominican schools, as well as policies from other government ministries; followed by the formulation of a draft policy, and consultation with stake holders including principals and teachers. Before the policy is implemented, workshops at district levels are on the cards to train teachers and other school personnel in its proper enforcement.

'The Ministry is of the view that the policies and supporting regulations will teach responsible student-behaviour that will result in effective citizenship, caring relationships, and improved student achievement.'

The Ministry is of the view that the policies and supporting regulations will teach responsible student-behaviour that will result in good citizenship, caring relationships, and improved student achievement. Everyone within the school system (parents, students, teachers, administrators, security officers, clerical and custodial staff) is expected to take a direct, personal and active responsibility for ensuring that a fair discipline system is not only developed, but maintained.

by Shani Shillingford PhD.

Primary Schools Conduct School Development Planning

by Tumpe Trotter- Education Planning Officer Ag.

In the academic school year 2012-2013, the Education Planning Unit worked closely with the District Education Officers to conduct a series of school development planning workshops and meetings with primary schools to guide them in the planning process. In some instances, education officers guided schools in the evaluation of their plan. In the Northern and Western Districts, workshops or meetings were conducted in over ninety percent of the schools. In the Southern and Eastern districts approximately 60 percent of the schools were engaged in discussions or workshops and or evaluation of School Development Plans.

School Development Planning (SDP) is a process that involves two components:

1. A comprehensive evaluation to determine if the school successfully met targets set in previous years and
2. The development of a written school plan. This written document is usually a three year education development plan that includes the vision and mission of the school, a brief profile of the school, its challenges, needs, goals, targets, an implementation plan and a monitoring and evaluation plan.

In order to successfully and strategically plan, schools were advised to take several important steps:

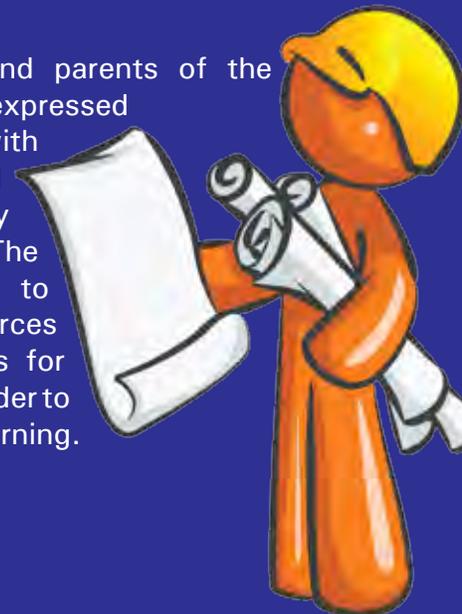
- **Conduct an audit of the school:** The audit consisted of an evaluation of the targets set in the previous years; a SCOT analysis involving the relevant stakeholders to examine strengths, challenges, opportunities and threats (SCOT)
- **Set Priorities:** The three to five priorities need to be focused on learning outcomes



of students, improvement in the teaching and learning process and capacity building. School leaders need to consider not only current issues, but anticipate possible issues.

- **Set targets:** Targets need to be SMARTER-specific, measurable, achievable, realistic, time-bound, evaluated and reviewed.
- **Establish an Action Plan:** The action plan is usually an annual plan that contains the priorities, the targets, the activities or tasks (specific to the targets), the individuals or groups responsible for each task, a timescale, resources required and the success criteria.
- **Establish a Monitoring and Evaluation Plan:** This is necessary to determine the success and impact of the plan on teaching and learning as well as the actions to be taken going forward.

The principals, staff and parents of the schools visited expressed their satisfaction with the clarification and guidance provided by the planning process. The Ministry will continue to invest time and resources in the planning process for schools in Dominica in order to improve teaching and learning.





Dominica Leads Child Friendly School Initiative

Melena Fontaine- Focal Point, CFS

Child Friendly Schools is a global initiative that seeks to ensure that all children are educated within the best learning environment. Over the years much research has gone into understanding the different ways that countries can create the best learning environment for children that will provide them with the opportunity to succeed. These efforts have culminated into three core principles that schools must implement to be referred to as Child Friendly Schools. These core principles are:

1. **Child centeredness** which promotes the idea that schools must ensure that the best interest of the child is always at the forefront in everything done within the education system
2. **Democratic participation** wherein all stakeholders including the children and their parents must have a say in the curriculum offered and in the overall school governance;
3. **Inclusiveness** which promotes the inclusion of all children irrespective of race, gender, ethnicity or ability among others.

A number of Caribbean islands with support from UNICEF and in the case of Dominica, Child Fund Caribbean, have joined the global initiative and are implementing these core principles through:

- Positive behavioural management practices in schools
- Inclusive, learning ready classrooms
- Skills-based Health and Family Life Education and healthy lifestyles
- Systems that encourage the participation of children
- Systems that encourage parental and community involvement
- Systems that ensure the protection of children.

Dominica embraced the initiative from September 2009 and with a vision for Education that “*Each Child Succeeds*” acknowledges that the final outcome for school at any level is to produce individuals who can be successful at the next level, that is to say, from early childhood to primary to secondary to tertiary. The end result is to produce citizens who can be productive and contribute to their well-being and to national development. Thus, to be successful, our schools must give focus to producing students who are culturally literate, intellectually reflective and committed to lifelong learning. In our schools, we must teach students to interact in socially skilled and respectful ways, practice positive, safe and healthy behaviour, contribute ethically and responsibly to their peer group, family, school and community and possess basic competencies, work habits and values as a foundation for meaningful employment and engaged citizenship.

To date, all primary schools in Dominica have been provided with training to enhance their capacity to implement the principles of Child Friendly Schools. The Ministry of Education is now beginning the process with the secondary schools. Training has focused for example, on conducting needs assessment to examine the school’s current practices at different levels within the system, their strengths and weaknesses and the priorities for improvement; developing expectations and teaching those expectations so that everyone understand clearly the rules, principles and policies that govern their behaviour and practices within the school; the use of positive behavioural management practices that will prevent behavioural problems

and when necessary address disciplinary issues; the establishment of vibrant student councils that assist in the decision-making at the school; and strong school community relationships. The Ministry of Education is also in the process of establishing a referral process so that no child is left to fall through the crack and intervention is provided from very early to address problematic issues.

In general, schools are encouraged to engage in creative, innovative practices that will foster the desired behaviours in their students. Given the training provided, as schools implement Child Friendly School practices, we expect to see improvement in both behaviour and academic skills and performance. The schools are at different stages of their implementation and it is hoped that in the next five years, all schools will be fully engaged in implementing Child Friendly School practices.

Expectations at Vieille Case Primary School



CFS Schools Excel



Three schools in Dominica are shining examples of the Child Friendly School (CFS) model. The D’os Dane Primary School, Vieille Case Primary School and Paix Bouche Primary School signed on to the CFS initiative during its very early stages and have developed their individual programmes according to the guiding principles of CFS. A team of primary school principals and officials of the Ministry of Education toured the schools in May to see how they were making a success of the CFS programme.

D’os Dane Primary School

The Child Friendly School (CFS) initiative encourages school managers to formulate creative ways to motivate students to engage in positive behaviour. At the D’os Dane Primary School, CFS Coach Bernadine Augustine uses the Rewards Shop to inspire students to high standards of behaviour. The shop is kept stocked by donations from parents

and other community stakeholders and students are provided with token ‘be’ dollars to make purchases after they have satisfied the behavioural expectations established by their teachers.

“The students enjoy the rewards system. It contributes to better behaviour and they are also performing better academically,” Augustine said. Students are also rewarded for exemplary academic performance with recognition on the Principal’s All Star list which is displayed prominently in the classroom.

The D’os Dane Primary School is a small school of only 29 students and this makes it that much easier to run a vibrant CFS programme that involves all students and teachers in the process. There is a student council that helps with promoting order and discipline as well as leading classmates through well-established routines. Teachers reinforce the



Student Council at D'os Dane Primary

CFS expectations every day by demonstrating both positive and negative behaviour and allowing students to follow suit. Reminders of the CFS expectations are also posted around the school including in classrooms, play area and bathrooms.

Principal, Joycelyn Cambran says since the implementation of the CFS model at the D'os Dane Primary School, behaviour has improved significantly and disciplinary issues are almost non-existent. There have also been improvements in the relationships among teachers and parents.

"A child friendly school is also a teacher friendly school," Cambran declares.

"Our school is like a family so everybody contributes to the positive learning environment here. We involve all parents in everything we do so there is a lot of community support which is helping us achieve our goals of creating a child friendly school atmosphere," she added.

Vieille Case Primary School

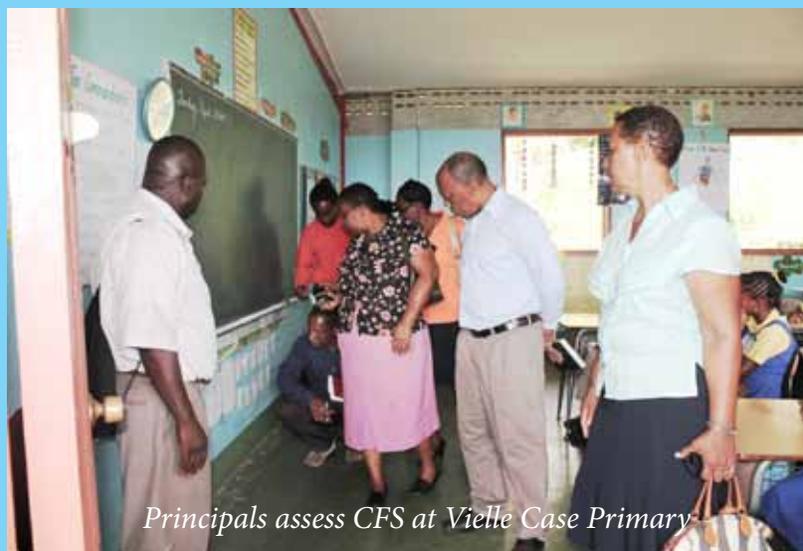
The Child Friendly School initiative at the Vieille Case Primary School is a vibrant programme that encourages creativity and independence among students. There, Principal Magdalene Honore has noticed that the students are, since the inception of the programme, eager to participate in school activities, are more motivated to achieve high

standards of academic performance and display a more caring attitude towards their peers and teachers.

Much of this, she believes, is due to the aspects of the programme that have been implemented at the school. These include the rewards shop which allows students to trade in their tokens for corresponding items of their choice and the Principal's 100 Club which encourages them to work harder to gain extra tokens based on academic excellence and exemplary behaviour.

CFS coach Keisha Remie says the success of the CFS programme has been guaranteed by the full participation of teachers who assist in monitoring and evaluation in order to ensure its continuing effectiveness. Merit and conduct cards are recorded daily to encourage students to conform to positive behaviour. They are reminded on a daily basis of the CFS expectations; there are signs along the walkway and in the bathrooms, posted about the school yard, in the library and in classrooms. Also ensuring success is the involvement of parents who are educated about the benefits of the programme and participate to the extent of voting on the student council. That aspect of student government is important as it has forced students to take responsibility for their behaviour and that of their peers which has resulted in an environment ideally suited for teaching and learning.

"With the CFS programme we have seen a genuine improvement in our students' behaviour, more motivated students aiming for higher rewards and



Principals assess CFS at Vieille Case Primary

Best Practices

teachers who demonstrate positive behaviours, teach expectations and are rewarded with positive results,” said principal Honore.

Paix Bouche Primary School

At the Paix Bouche Primary School Principal, Cynthia Joseph declares that CFS is “the best thing to happen to Dominican schools.” There, she has created ‘teacher teams’ to ensure that all teachers are responsible for different aspects of the programme. She has also put in place a ‘Big Brother, Big Sister’ programme so that older students can assist in reinforcing the principles of Child Friendly Schools to the younger pupils. There is a strictly adhered to supervision schedule that allows teachers to monitor student behaviour during the school day. The teachers are assisted, like in the other schools, by a team of monitors who form part of the student council and help maintain order in class, at assembly and during play. Students also take the lead in maintaining the cleanliness of school surroundings.

The CFS Coordinator, Davina Dupigny also initiated a Hall of Fame which recognises students for

exemplary behaviour and achievement and devises clever ways of encouraging positive behaviour. When teachers noticed that student department needed improvement they introduced a challenge that rewarded neatly attired students with an end of term beach excursion which featured all you could eat ice cream, cake and sandwiches. Today, there is little to no problem with the department of the students of the Paix Bouche Primary.

Mrs. Joseph says CFS is “hard work” but principals and teachers must be “creative with what is available.” A look at the small playground located at the back of the school reveals perfectly functional swings and slides fashioned from discarded items she found in the community. In efforts to be all inclusive, the school ensures that no student attends school without the proper uniform and so has in stock, shoes, socks, uniform skirts and blouses and underwear, provided by concerned parents living here and abroad. These benefactors also keep the Rewards Shop well stocked and provide support for other school activities throughout the year.

CFS, Joseph says, is catering to the needs of every child at the institution. The result is that both teacher and student performance have improved significantly since the programme’s inception. “Teachers have become more caring and students are modelling the behaviour of their teachers,” she explained. According to Joseph CFS is helping school officials teach correct behaviour with a myriad of benefits for the school community including improved academics and a more child centred approach to teaching and learning. She has also noticed that parents too are responding to the CFS model.

“We try to educate our parents about CFS and I have observed increased attendance at meetings and involvement in school activities.

“CFS is a way of life and it is helping us to turn out responsible citizens. Teamwork, consistency and effective management are keys to the programme’s success,” she concluded.



CFS Rewards Shop at Paix Bouche Primary

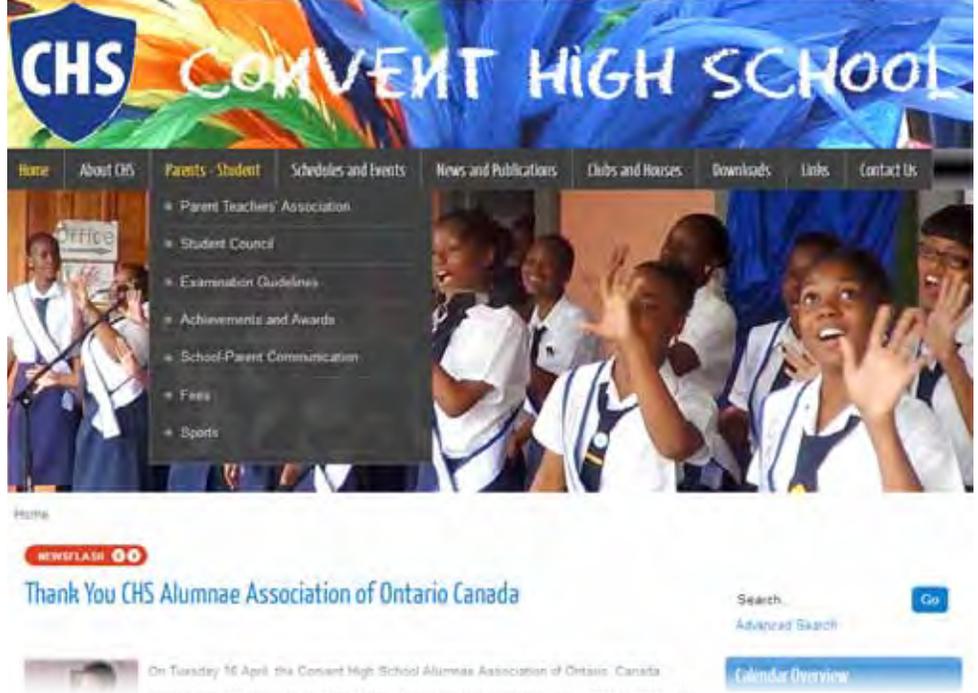
CHS on Cutting-Edge of Technology

Parent-Student Website Satisfies Demand for Information

In an age dominated by quick access to information, one secondary school has taken the lead in creating a fully-functional parent-teacher-student website to satisfy the demands of its student population.

The Convent High School has for the past six (6) years hosted its own website and Student Information System, (SIS) created by teacher Michael Peters under the IT for Dominica project. The system serves as a repository of student writings, course and registration information and student records.

The website is a virtual learning environment where students can access and download assignments, course notes, school publications, links to course materials and exam registration forms. Students are also able to view their



grades online as well as review the school's student manual, exam time tables and class time tables. Interested students are also able to view information about the school before making a decision to attend and can fill out a registration form for admission available on the website.

The website also features a wealth of information for the busy parent who now has easy access to school letters to parents, fee schedules, PTA messages and minutes as well as their children's grades and attendance records.

Teachers of the CHS have also had their workload significantly reduced through the use of the SIS which allows them to enter all pertinent student information including grades and attendance. One benefit of this feature is that

it allows teachers to work at their own pace and time since access is granted from their home computers.

Peters says the SIS has resulted in increased efficiency in the operations at the CHS since all information is stored online and can be accessed quickly and from any location. Peters told Education Matters that the programme also allows for prompt student feedback and allows parents to zero in on their children's problem areas even before parent-teacher consultations.

Peters advises other secondary schools to create similar websites as it satisfies student and parent demand for information and provides parents and other family members with the means to become involved in the student's education.



St. Luke's School Offers Rich Programme of Study

Aiming to develop competent, contributing Dominican citizens, the St. Luke's Primary School in Pointe Michel offers a well-rounded education ranging from a strong focus on academics to several extracurricular activities designed to improve students' educational experience.

Principal of the Catholic-run institution, Sr. Anita Peter, tells Education Matters that student participation in agriculture and fishing, cooking, art, culture and physical education ensures that they are exposed to a comprehensive learning experience that expands their future options, personally and

professionally.

"We are concerned with the holistic development of every child. Part of the catholic education we provide is to see that children develop socially, physically, mentally, spiritually.

"We are preparing our students to be citizens of earth and heaven and we have to be good citizens of both," Sr. Anita says.

The school was awarded for innovation in education (2011 and 2012) outstanding performance in agriculture (2012), outstanding performance in Visual and

Performing Arts (2011) and on two consecutive occasions Sr. Anita was awarded the Ministry of Education and Human Resource Development award for Primary School Principal of Excellence.

The accolades are unsurprising when the wide range of extracurricular activities offered at the school is considered. St. Luke's students feature prominently during cultural events and the school's vibrant cultural group is often selected to entertain at official functions of the Ministry of Education where they excel in cultural dance, drumming and singing.



Intervention Programme at St. Luke's

When not studying culinary arts, woodwork, or sewing, the students are engaged in animal husbandry and farming. Under the guidance of their teachers, they care for goats, sheep, rabbits and chickens; the eggs they sell to the villagers of Pointe Michel. At all class levels, the students are also responsible for maintaining the school's farm with assigned tasks of tending to the greenhouse, sowing seeds, watering and weeding. Their produce is sold at a weekly Friday Market day patronised by parents and others in the community.

The school also boasts a vibrant music programme with students exhibiting their prowess at the Ministry of Education's annual Primary School's Music Festival, and also excels in sports, participating and performing at a high standard in volleyball, football and cricket at the national level.

Earlier this year, the school completed a seven-week training programme, organised in collaboration with the Fisheries Division, which taught 21 boys and girls fishing skills. The "Kid's Fishing Clinic" is expected to continue with the school aiming to acquire its own fishing line which it has already named "St. Luke's School Fishing Line."



Bele Dancing at St. Luke's

St. Luke's has also carved a niche for itself within Dominica's tourism sector as the only school on island with a museum which offers organised tours to visiting cruise ship tourists. Under an arrangement with Whitchurch Tours the school realises valuable income from these regular visits during the cruise ship season.

With all this going on, Sr. Anita is quick to point out that equal attention is given to academics

as the school strives to improve its standing.

"We are constantly reflecting on meeting our goals, constantly reviewing," she said, noting that the school, under the guidance of Education Officer Fern Brumant, has implemented an intervention programme to assist under-performing students.

Led by teacher Rachel Registe, the intervention programme allows for assessment and early identification of at-risk students who are then given special attention to improve their performance.

"What we are offering at St. Luke's is a solid package of sound academics and extracurricular activities that will help us turn out complete citizens," Sr. Anita concluded.



St. Luke's Fishing Programme

ITSS Launches Anti-Bullying Campaign

The Isaiah Thomas Secondary School (ITSS) in October 2012 launched an anti-bullying campaign to tackle the problem of bullying in schools.

Bullying has in recent times become a hot button topic worldwide and teachers and students were eager to address the issue by attempting to reverse the trend in schools in the St. Joseph area. Among the objectives were the sensitization of students, parents, and the nearby communities about the negative impacts of bullying on individuals, families and communities. Bullying, it was explained, is any unwanted, aggressive behaviour among school aged children that is repeated over time. Apart from teasing, name calling and taunting that are the more usual features of school bullying, cyberbullying was also identified as a popular form of bullying among high school aged students. Students were cautioned against bullying that takes place using electronic technology such as sending mean text messages or emails, spreading rumours by email or via social networking sites, and posting embarrassing pictures or videos of students online.

Activities included a skit on the effects of bullying at the school's general assembly on

October 1, 2012. During that week students participated in a poetry competition and one student, Hendrika Smith won with a poem entitled, 'Why Me?'

Later that month, students watched a movie entitled 'To Save a Life' which sent the strong message that bullying is wrong and can have many negative effects on victims and perpetrators.

The highlight of the month of activities was an anti-bullying march held in collaboration with the St. Joseph Junior School and the St. Joseph Seventh Day Adventist Primary School. Students marched along the highway, through the village of St. Joseph chanting slogans and waving posters condemning bullying. The march culminated on the St. Joseph playing field with addresses from officials of the Ministry of Education and performances from students of the three participating schools.

The organizers are satisfied that students received the message that any type of bullying is unacceptable and may have dangerous consequences but remain convinced that it is an emerging problem in schools and communities that needs further attention.

by: Revillia Vidal-Teacher ITSS

DGS at 120!

Celebrating Outstanding Contributions to the Social and Economic Development of Dominica.

Dominica's oldest government owned institution this year celebrated 120 years of existence. Dominica Grammar School (DGS) alumni, well-wishers and staff gathered at the Windsor Park Stadium on January 20th to commemorate the occasion and honour the rich tradition of excellence that has made the DGS one of the island's more recognised educational institutions. The occasion also brought into focus the outstanding contribution the institution has made to the human resource development of Dominica and by extension its society and economy.

Boasting four prime ministers and three presidents among its distinguished list of graduates, the DGS has an impressive legacy of educating top civil servants, doctors, agriculturists, lawyers and others of varied professions who have provided service in every facet of Dominican society.

Today the school offers a range of academic and technical subjects catering to the increasing demands of its student population in a competitive, knowledge-driven, global economy.

Principal of the DGS, Alicia Jean Jacques, told Education Matters the school "has played a most significant role in shaping this country and can be credited as one of the institutions at the cornerstone of an education system that has and continues to produce world class scholars."

According to Jean-Jacques, the school is continuing efforts to provide students with a centre for superior instruction in academics, sports and extra-curricular activities. Though faced with several challenges in recent times, including incidents of anti-social behaviour that seemed to threaten the solid reputation of stability and strength of the school, the DGS has rebounded. At the start of the 2012-2013 academic year, Jean Jacques and members of her senior management team put in place new measures to ensure that students continued to receive their education in a safe environment. The DGS was segmented into a lower and upper school, a move, Jean Jacques says, helped with the effective management of a student population of over 800. By the end of the first term disciplinary issues had been significantly reduced.

The DGS has also been identified as a centre for food preparation and cosmetology as the Ministry of Education implements the Caribbean Vocational Qualification (CVQ) in secondary schools here. The DGS remains at the centre of efforts to ensure that each student is prepared to live productive lives in a complex and changing society through the acquisition of valuable skills and knowledge.

Principal Jean Jacques says the school will continue to reinforce the ideals of industry and discipline instilled by the school's founders in order to assist students become well-educated, upstanding and contributing members of Dominican society.



*Principal of the Dominica Grammar School
Alicia Jean Jacques*



Literacy Week and Father-Daughter Day at St. Martin's Primary

Students of the St. Martin Primary School in April participated in a Literacy Week organized to build a greater appreciation for reading and for books as a source of valuable knowledge.

Literacy Coordinator Frances Toussaint told Education Matters the week of activities included reading sessions conducted by parents and other members of the community and a literacy fair which featured poetry, music, dance and song.

Coinciding with the Literacy Week was a Father-Daughter Day, described as very successful, which saw fathers visiting the school to engage in several activities with their daughters. These included a cooking session and the repair of desk and chairs at the lower school.



San Sauveur Parenting Programme a Success!

When Mrs. Merlyn Rolle took up duties as principal of the San Sauveur Primary School in September 2011 she immediately saw the need for a higher level of parental involvement in the life of the school and education of the students. A discussion with the Drug Prevention Officer for the district along with the District Education Officer gave birth to a parenting programme at the school.

The programme, which ran for ten (10) weeks under the theme "Empowering parents through education" started on January 15 and ended on March 19, 2013. The programme was organized in collaboration with the Drug Education Unit with the following objectives in mind:

- To provide participants with strategies for improving their parenting skills.
- To help bridge the gap between home and school.
- To raise student achievement levels.
- To encourage the role of fathers in the educational life of children.

The topics covered were:

- Strategies for helping your child succeed at school
- Drug education
- Rights and responsibilities of parents and children.
- Role of fathers in their children's life
- Personal hygiene
- Emotional and social development
- School community relationship
- Reading strategies

Dr. Blaize, Assistant Chief Education Officer; Ernie JohnFinn, District Education Officer; Parliamentary Representative for the Castle Bruce Constituency Mr. Johnson Drigo; Mrs. Jo-Anne Rolle-Carette, Guidance Counselor, Miss Durand, District Nurse and a parent Mr. Anthony Rolle facilitated the sessions. A total of seventy-five (75) parents attended the sessions but due to bad weather conditions only twenty-three (23)



were present to graduate.

The Director of the Drug Education Unit, Jacintha Bannis, in her brief remarks at the graduation ceremony, explored the disadvantages of poor parenting and characteristics of good parents. She encouraged the parents to share what they learnt with other parents.

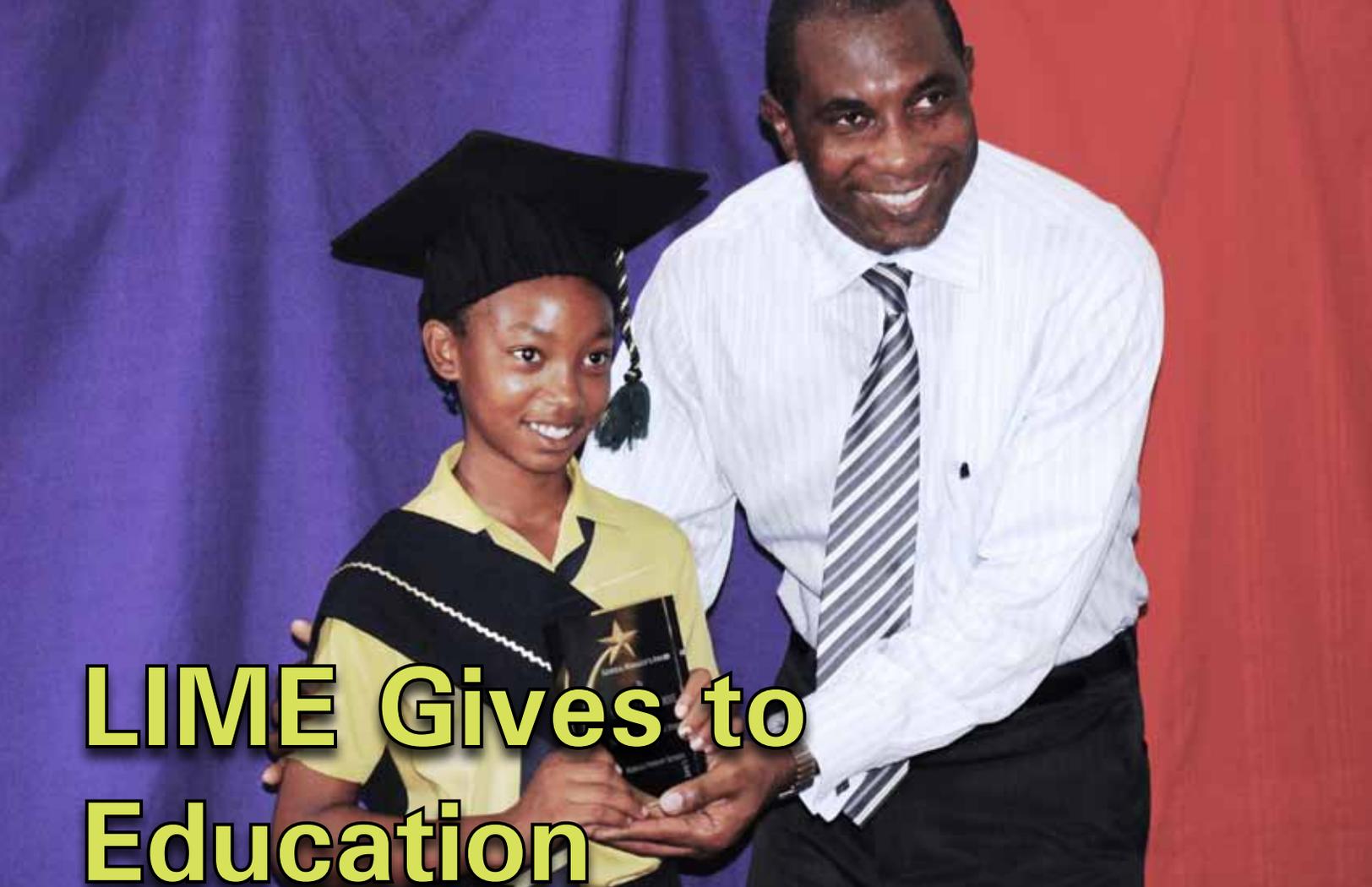
Mr. Drigo emphasized the need for parents to take their role seriously by instilling good values in their children. This, he reminded the parents, would enable the children to become more resilient, thus becoming less vulnerable to the ills of society.

Parents indicated that they were indeed satisfied with the ideas, skills and strategies received from the sessions. According to one parent, "I can now understand my son when he tells me that he broke the toy truck to get the engine". The participants claim they are better able to deal with their children and to assist them in their educational and other needs.

An elated principal indicated that the school has already commenced plans for another program in the new school year.

It is hoped that the information disseminated during the parenting programme will be put to effective use in order that children develop into wholesome individuals with all the skills necessary to make meaningful contributions to society.

By Ernie Lawrence John Finn- Education Officer-Eastern District

A photograph of a young girl in a black graduation cap and gown, smiling and holding a black award plaque. She is standing next to a man in a white shirt and striped tie, who is also smiling and looking at the camera. The background is a blue and red curtain.

LIME Gives to Education

Lime Manager Jeffrey Baptiste presents award to top performing student (2012) at the Roseau Primary School

Leading Telecommunications provider LIME continues to partner with the Ministry of Education and Human Resource Development to develop the education sector. One manifestation of this partnership is the school's official adoption of the Roseau Primary School. In 2011, LIME officially adopted the school partly based on what the company said was the 'commitment and drive of the principal and staff to lead the Roseau Primary School to achieve success in spite of challenges.'

LIME said it also considered the fact that the majority of the students who attend the school come from low income, underprivileged families. In addition to its already established contribution to the school's monthly telephone bill, the company is providing 5 scholarships valued at \$500 each to students annually to assist with uniforms, school books and other requirements. LIME also provided financial support to develop the school's Computer Lab. Additionally, the company has also pledged an annual contribution of \$1000 towards the school's Christmas Party and support and assistance in the execution of a Career Day activity at the school.

Another major component of LIME's adoption of the school is the development of a Mentorship Program with LIME's employees serving as mentors to students.

LIME says its adoption of the Roseau Primary School is part of its corporate social responsibility and an investment in the education and future of Dominica's youth.



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NEW Dominica State College!

Tertiary Education in Dominica Receives Boost with Construction of State-of-the-Art College.

Tertiary level education in Dominica will be taken a notch higher when the new Dominica State College opens during the 2013-2014 academic year.

The newly constructed college, located at Stockfarm, is funded through a grant from the People's Republic of China to the tune of EC\$44 million on an area estimated at 9448 m². The project also includes the reconstruction of existing buildings of the technical wing of the college.

Three separate buildings feature state-of-the-art design to create a modern learning environment for students. Building 1 contains a fully-equipped library and hall with a reading room, a computer room containing forty-eight computers and a multimedia lecture hall/amphitheater with seating capacity of three hundred and eighty-five.

Building 2 houses an agricultural training centre and classroom and 3 storage rooms.

Building 3 is a three-storey multifunctional teaching building, which includes 3 classrooms to seat thirty students, 4 classrooms with seating capacity of seventy, 10 classrooms to seat 40 students, 1 classroom for one hundred students, a voice room, 3 labs and additional storage rooms. The building also consists of several other classrooms including

a Special Learning Classroom to cater for students with disabilities.

All the buildings are fully furnished and classrooms are decked out with white board, chalkboard, special lighting for chalkboard, and an elevated platform for teachers. An administrative block includes the president's office and conference room. There are also separate staff quarters for the library and labs.

Phase 2, also known as Renovation Works, will involve the renovation of the northern and western block of the technical wing on the original site to accommodate additional offerings in technical course work, such as clothing and textiles, carpentry, masonry, plumbing and auto body. Under Phase 2, two new buildings will also be constructed (Buildings 4 and 5.)

The new Dominica State College also features a food court consisting of a main building with kitchen and dining area and a gazebo.

The new Dominica State College supports a wide range of priorities and policies of the Government of Dominica. Among these is the provision of facilities that offer outstanding support for teaching and learning that produce an educated populace that can contribute positively to national development.



Photo Credit: Dominica Vibes

Towards Improvement in Numeracy

Improving Students' Numerical Competencies

by Leandra Laidlow, Learning Support Advisor, Mathematics



The analysis of data related to performance in numeracy as indicated by the Curriculum Based Measurement (CBM), Grades 2, 4, 6 National Assessment, Caribbean Certificate of Secondary Level Competence (CCSLC) and Caribbean Secondary Education Certificate (CSEC) reveals that the improvement of student performance in mathematics will prove to be an onerous task but not an impossible one. We will not dwell on the challenging figures relating to performance but rather, head straight into the means of improving students' numeracy levels.

It has been said that mathematics is for the strong at heart. This is a fallacy. Everybody loves mathematics. I say everybody because mathematics is life and we are all alive. Our daily lives are full of mathematical experiences... do we go shopping?

Parents, guardians, the experience of mathematics should begin as early as the days of holding your

child up. As we stimulate our children, we can sing the song of numbers to them. Then they begin to walk and take steps. There are numbers there as well. The earlier the numerical stimulation of the child the better off numerically he/she will be.

“Everybody loves mathematics. I say everybody because mathematics is life and we are all alive. Our daily lives are full of mathematical experiences... do we go shopping?”

When our students attend formal educational settings, we expect them to achieve. Students come from homes with their environmental and genetic dispositions about mathematics set and teachers are expected to become the “fairy god mothers” of the transformation. As teachers, we feel that we have failed when students do not attain satisfactory numeracy levels.

The “art” of teaching is rapidly becoming the “science” of

teaching and so the process needs to be well thought out and planned. The first step to building a sound house is the foundation. Some students have really weak foundations so we must rebuild. The rebuilding process begins with rigorous planning and this must happen daily.

There are many factors which impact achievement in mathematics. The research however supports the fact that teacher effects can impact achievement in mathematics.

Teacher effects are:

- » The instructional strategies used by the teacher
- » The management techniques used by the teacher
- » The type and delivery of the curriculum
- » Attitude toward students
- » Teacher qualification and preparation

How do we as teachers attempt to

Improving Teaching and Learning

improve our students' numeracy competencies?

The following is **not** a complete list, however if the advice is taken it will stem the tide of low numeracy competencies.

- » Prepare a numeracy plan or policy involving all stakeholders.
 - » Plan fun activities (on a class, grade/ form, school level) geared at strengthening the love of math.
 - » Inculcate a positive teacher attitude to self-improvement in mathematics.
 - » Prepare lessons geared at
- improving students' attitude to mathematics.
 - » Allow EVERY student the opportunity to succeed.
 - » Encourage daily rigorous documented lesson planning for mathematics to involve empowerment for all types of learning styles.
 - » Reflect on and question daily practices.
 - » Integrate ICT within the lesson; students love this.
 - » Communicate on best practices between grade and form levels and within grade / form level.
 - » Provide continuous
- professional development for math teaching.
 - » Scrutinize past mathematics performances on student, class grade/form and school levels.
 - » Increase supervision by principals and heads of mathematics department.
 - » Administer frequent diagnostic, formative and summative mathematics assessments on class, grade/ form and school levels.
 - » Teach the child; ignore the other uncontrollable factors like SES: environment, absenteeism, and parents.

Dominica Agricultural Industrial & Development Bank

OVER 40 YEARS OF GIVING CREDIT FOR ECONOMIC DEVELOPMENT





Improving Boys' Academic Performance

by Clement Vital- Learning Support Advisor, Mathematics

Over the years there have been numerous reports about the academic under-performance of many students, particularly boys. One such indicator came from the 2011 CSEC grade distribution report which shows that 35% of the students who sat the examinations failed to secure a grade 1, 2 or 3. Boys form the majority in this group. Similar reports at the primary level with the Curriculum Based Assessment (CBM) of literacy and numeracy at the K level and the grade 2, 4 and 6 assessments all indicate similar trends in boys' performance.

The major issues and concerns speak to the gap between the academic attainment of boys and girls which need immediate redress. The 2011 CSEC report highlighted that girls outperformed boys in all academic disciplines including mathematics, language arts, chemistry and physics. Everyone who plays a part in the education system should begin to look at the issue seriously and work together to intensify efforts to bridge the gap.

In 2010 the dropout rate at the secondary level in Dominica was 3.3% or 200 students, of which 65% were boys and 35% were girls. The number of young males who are dropping out of school will create constraints for their

economic futures. This should be a source of further concern which requires immediate remedial actions.

Boys' educational outcomes can be enhanced within a gender equity framework. This means that many strategies enhancing boys' educational outcomes can also be effective for girls. Dr. Andrew J. Martin (2002) in his final report on *"Improving the Educational Outputs of Boys,"* highlighted strategies which were proven to be successful in recovering boys' academic performances in schools around the world. The strategies include a structured literacy programme, improved teaching styles and parental involvement in innovative schools' programmes.

Literacy

Consistently, literacy emerges as a distinguishing feature of educational outcomes for boys and girls.

Research shows that boys perform more poorly than girls in a number of literacy domains.

Addressing the literacy gap requires

- careful selection of diverse reading material that is interesting to boys but also provides scope for critical analysis.
- auditing reading habits within the school

Improving Teaching and Learning

and using findings to promote a reading culture.

- supporting and extending the important role of the library.
- making clear connections between reading and writing in all subjects.
- establishing boys' literacy circles and book clubs.
- finding ways to meet pupils' individual learning needs through tracking their progress and targeting support where it is most needed.

Teachers

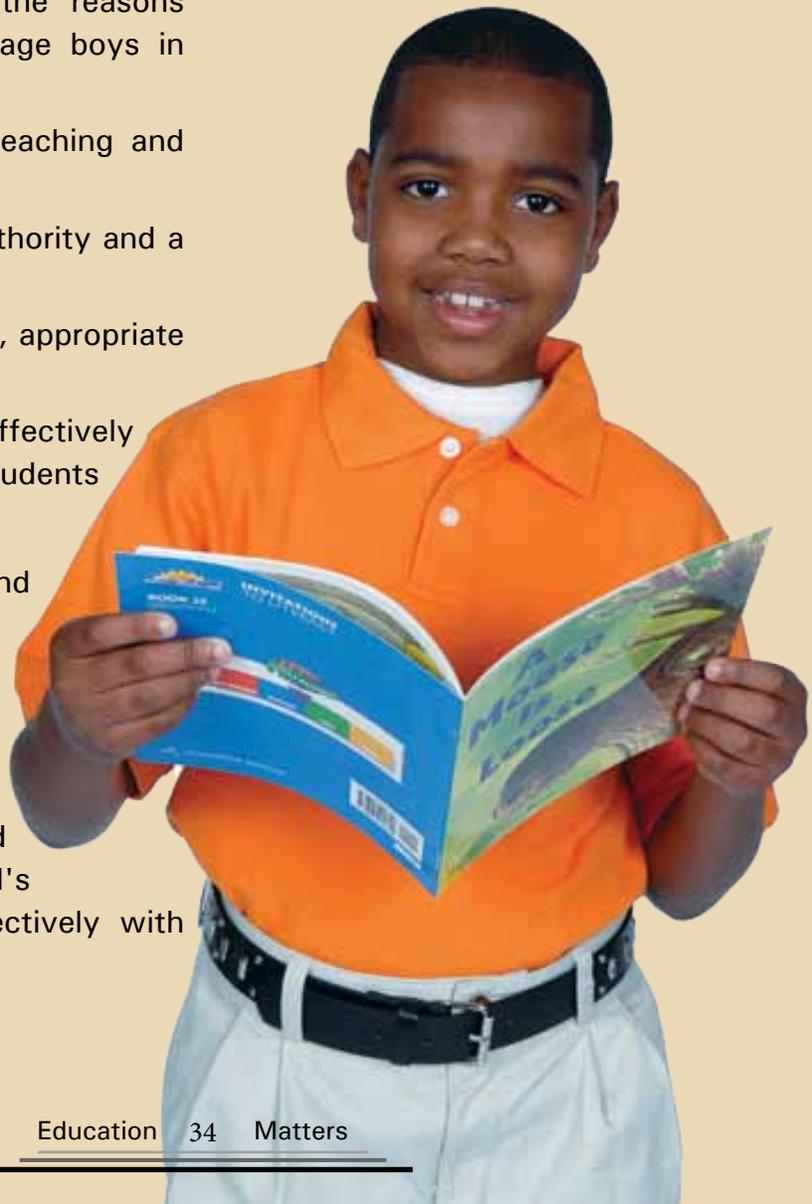
The following characteristics or practices were consistently identified as being the reasons some teachers were able to engage boys in their schoolwork.

- The teacher's enjoyment of teaching and working with young people
- Striking a balance between authority and a relaxed classroom atmosphere
- Making schoolwork interesting, appropriate and fun where possible
- Explaining work clearly and effectively and aiming for mastery by all students
- Broad assessment practices
- Variety in teaching material and teaching methods.

Parents

Parents can help improve the performance of their children in several ways. First, parents should take an active role in their child's education by communicating effectively with

their teacher. They should take the initiative and become involved by asking questions such as: How does my child best learn? Is he/she talkative? Is he/she interested in learning? How can I help my child engage in class discussion? Parents should also designate a time and place for children to do homework. If the child does not have homework that time should be used to read or review classroom work. Routine is the essence of a child's life. Make time every day to talk with children about the day's activities. Let them know you care, and listen, really listen, to what they have to say.





Developing Thinking Skills

Dr. Jeffrey Blaize- Assistant Chief Education Officer

In order to make a positive impact on students' learning and to assist these students to flourish in a rapidly changing society, alternative approaches to the acquisition of knowledge and skills are vital. It means therefore that classroom teachers need to place greater focus on higher order cognitive skills such as students' ability to apply information, as well as their ability to analyse, synthesize and evaluate evidence. At its very basic, thinking is often viewed as the mental processes and skills which we use to shape our lives. Although thinking is considered an integral component of all learning, it is possible to learn how to think and consequently to be taught how to do so.

Based on the foregoing, it is imperative that schools place more emphasis on teaching students to

learn and to think for themselves, while being less consumed with the delivery of content. Learning is undoubtedly enhanced when students develop a repertoire of strategies for thinking and for monitoring their own learning processes. It has been proven that time invested in teaching children to think yields great returns in terms of students' future performance in later years. It is not necessarily what pupils learn but how they learn it that matters.

“This requires a paradigm shift from the teacher viewing him/herself as a dispenser of knowledge to a facilitator of students' learning”

Within our schools, thinking skills can certainly be taught in an explicit manner. However, in order to facilitate the effective teaching of thinking skills, students need to be treated as 'thinkers' and not simply as 'learners'. In practice, it means that students need to be taught how to acquire and utilise knowledge rather than being given a body of knowledge. To do this, we need to make pedagogical changes within our classrooms. Such thesis requires a paradigm shift from the teacher viewing him/herself as a dispenser of knowledge to a facilitator of students' learning.

There are several reasons for advocating the teaching of thinking within our schools. The teaching of thinking has been grounded on the challenges exerted by the rapid changes within society particularly with respect to the technological world. Hence, if students are to be prepared for a world beyond school, then they need to be taught explicitly how to think critically, how to think creatively and how to make sound decisions. Thinking lessons require an element of student challenge commonly known as cognitive conflict, while at the same time embracing the scaffolding role of the teacher.

Models for Teaching Thinking:

- *The Skills Model*

This involves the explicit teaching of component skills in thinking that are practiced in

Improving Teaching and Learning

specialised courses without being attached to any particular subject areas. Within such model the teaching of thinking becomes a curriculum subject in its own right.

- *The Infusion Model*

This involves embedding thinking skills into various subject disciplines in the form of a thinking curriculum. Through this model, effective learning becomes the primary goal but a conscious effort is made to achieve this through the reconstruction of the content and approaches to teaching the traditional subjects.

Cognitive intervention is considered an extension to the concept of thinking skills development. This is the process of manipulating experiences specifically aimed at maximising the development potential of pupils (Adhami et al 1998). This represents a proactive approach to teaching, grounded on the belief that learning can be dramatically enhanced if teachers effectively intervene between the child and the learning experience. It is aimed at enhancing retention, transfer of learning and independent thinking in students.

Cognitive intervention recognises the role of the social context and the importance of cognitive conflict in improving children's learning experiences. Cognitive conflict relates to events that are puzzling and discordant with students' previous experiences where their current conceptualisation fails to make sense of an experience. It also draws heavily on the role of the adult as mediator in the learning experiences of the child and the importance of scaffolding in facilitating learning.

Characteristics of Thinking Lessons

They must

- ◇ *contain elements of cognitive challenge, problem solving and divergent thought*
- ◇ *be practical and student oriented*
- ◇ *allow students to think 'outside the box' without fear of making mistakes*
- ◇ *be relevant to real life context*
- ◇ *facilitate retention and transfer of new learning*
- ◇ *be beneficial and enjoyable for all students*
- ◇ *have elements of mediation, scaffolding and differentiated learning*
- ◇ *concentrate on utilisation rather than acquisition of knowledge and skills*

Above all, thinking lessons must be fun for all students. Below are examples of activities which could be fun for lower to middle primary students while at the same time reinforcing their previous learning.

References

Adhami, M., Johnson, D. C. and Shayer, M. (1998) *Thinking Maths. A programme for accelerated Learning in Mathematics*. London: Heinemann Educational Publishers

Developing Thinking Skills: Student Exercise

Solve the problem and colour your answers based on the answer key below

Key

Answers	Colour
3	red
4	orange
5	yellow
6	green
7	blue
8	grey

Effective Classroom Strategies

by Carine Burnette
Learning Support Advisor



Teaching Tips For Successful Learning

How can you identify an effective and well-managed classroom? Have you ever entered a classroom when it was out of control, with students idly walking around, unengaged, talking among themselves, oblivious to the teacher's presence? Or, have you observed a teacher in frustration, unsuccessfully trying to settle her students down?

What suggestions would you offer to the classroom teacher in a similar type situation?

As teachers our primary goal is to provide effective instruction to students which will lead to positive and meaningful learning.

This goal however, is highly dependent upon a safe and supportive learning environment in which teachers can teach and students can learn. Without such an enabling environment teachers' efforts in achieving this goal are futile and learning and instructional time is lost.

The most important action an effective teacher can implement to create a favourable learning environment for his /her student is to plan ahead of time. Adequate planning allows teachers to maximize instructional time and provides more opportunities for students to learn well.

"The most important action an effective teacher can implement to create a favourable learning environment for his /her student is to plan ahead of time."

Identifying and implementing suitable classroom strategies can aid significantly in creating such classroom environment. Below are some strategies to consider using in creating and designing an effective learning environment:

- » *Establish clear achievable goals and expectations:* effective teachers set high standards for their students. They also articulate clear goals.

It is incumbent upon the teacher to teach, review and reinforce clear expectations of students. These expectations should be communicated and stated clearly and positively.

» *Set a hierarchy of consequences for misbehaviour:* teachers should never ignore problem behaviours or deal with them lightly. Consequences should be established for misbehaviour.

» *Provide engaging instruction:* students' engagement is essential to students' learning. Teachers who plan adequately create learning tasks that are appropriate to students' needs, level of understanding, and interests. Classroom activities should be student-centred, providing students with the opportunity to be actively involved in their own learning.

» *Optimise the physical space of your classroom:* classroom structure and arrangement should cater for free movement in the classroom. Arrange furniture to allow easy traffic flow and seating arrangements that are conducive to work. Organize the classroom in such a way that students can be seen and supervised in all areas.

» *Vary modes and methods of instruction:* high quality instruction is one of the critical factors related to student success at any level. Teachers should explore the many varied innovative and creative instructional strategies available to them (direct instruction, demonstration, inquiry, and discovery). Since students differ in their abilities, interest and learning styles (visual, auditory, kinesthetic) it means that teachers should adapt teaching to cater to these differences to accomplish the objectives of successful student learning.

In addition, the use of technology in the classroom helps teachers meet students' differentiated needs, by serving as an important instructional tool. Educational technology can make important contributions to effective learning environments by providing a greater variety of resources which allow students to follow their own interests and build upon their strengths.

» *Connect teaching to real life situations and experiences:* prior knowledge and personal experiences are the bases for constructing all new understanding. When students are able to

relate new information to previous knowledge and apply that information to real life situations learning becomes more relevant to the individual.

» *Appropriate assessment strategies:* this strategy involves allowing students to demonstrate their mastery of the material in different ways, using a variety of assessment techniques. Such demonstration of understanding would depend on the student's learning style. Effective methods of assessment also recognize the power of feedback to motivate effort to learn.

When creating an effective classroom environment, there are many strategies that can be used to make that environment more conducive to learning. As a teacher it will be up to you to determine the best strategy to cope with a challenging learning environment. Adequate planning and the acquisition of the necessary skills through professional training and practice on the job will contribute significantly to fulfilling that assignment.

The Ministry of Education & Human Resource Development through the Learning Support Unit is eager to assist you in that quest. We are committed to helping you ensure that "each child succeeds".

Concord Primary School Student Tops G6NA

Top Five Positions- Grade Six National Assessment 2013:



1. Louis Riviere
Concord Primary School



2. Gianni George
St. Martin Primary School



2. Kodie Jean Jacques
Convent Prep



4. Kaila-Ann Guitse
St. Martin Primary School



5. Makayla Bedneau
Salisbury Primary School



5. Shalian Shaw
St. Martin's Primary School

Top Performers - CSEC 2013



1	O'Neil E Leblanc	11 Ones	SMA
2	Alex-Maree G. Roberts	10 Ones, 1 Two	CHS
3	Elisha Zareith Titre	10 Ones, 1 Two	PCSS
4	Jade D. C. Alexander	10 Ones	CHS
5	Lizette Elynn Eli	9 Ones, 2 Twos	PCSS
6	Daislyn Vidal	9 Ones, 1 Two	ITSS
7	Juanita Michelle Corbette	9 Ones	PSS
8	Tehillah Saphie Bannis	8 Ones, 4 Twos	CBSS
9	Nyra N. George	8 Ones, 2 Twos, 1 Three	CBSS
10	Nicole N. Bertrand	8 Ones, 2 Twos	CHS
11	Jawole M. Joseph	8 Ones, 1 Two	CHS
12	Nia Gabrielle Sorhaindo	8 Ones, 1 Two	CHS
13	Devi C. D. St. Luce	8 Ones, 1 Three	CHS
14	Maria A. Smith	8 Ones	CHS
15	Shawnelle Walsh	8 Ones	CHS
16	Gordon Anwa Royer	7 Ones, 4 Twos, 1 Three	PCSS
17	Javianne V. A. Thomas	7 Ones, 3 Twos	CHS
18	Madgrie Chrystal Francis	7 Ones, 3 Twos	DCHS
19	Dean Desiree	7 Ones, 2 Twos, 2 Threes	PCSS

20	Meroussia J. Allen	7 Ones, 2 Twos	CHS
21	Shanice Isidore	7 Ones, 2 Twos	CHS
22	Davitia James	7 Ones, 2 Twos	CHS
23	Jernel N. Peter	7 Ones, 2 Twos	CHS
24	Rashida M. Dupuis	7 Ones, 2 Twos	DGS
25	Joseline Alexander	7 Ones, 2 Twos	PCSS
26	Rajief C. Defoe	7 Ones 1 Two	CHS
27	Esaias Burnette	7 Ones 1 Two	SMA
28	Ason Rocque	7 Ones 1 Two	SMA
29	Patrick Anthony Rolle	6 Ones, 4 Twos, 1 Three	SMA
30	Marva Bell	6 Ones, 3 Twos	CHS
31	Shekina Z. Moise	6 Ones, 3 Twos	CHS
32	Bernelle S. K Titre	6 Ones, 3 Twos	CHS
33	Anja N. Toussaint	6 Ones, 3 Twos	CHS
34	Andric Ardite Moses	6 Ones, 2 Twos, 2 Threes	PCSS
35	Cleopatra M. Christopher	6 Ones, 2 Twos, 1 Three	DGS
36	Medisha L. Augustine	6 Ones, 2 Twos	CHS
37	Jervez S. Laurent	6 Ones, 2 Twos	PCSS
38	Chelsie Lana Francis	6 Ones, 1 Two, 2 Threes	PCSS
39	Richard Daniel Matthew	6 Ones, 1 Two, 1 Three	PSS
40	Brianna Yasmin Seaman	6 Ones, 1 Two, 1 Three	PSS
41	Angel Joseph	6 Ones, 1 Two	DGS
42	Chelsea-Ann S. Martin	6 Ones, 1 Two	DGS
43	Caleb Kish Jean	6 Ones, 1 Two	PSS

Ministry Reviews Revised National Curriculum

The Ministry of Education and Human Resource Development in April held a workshop to develop learning outcomes and curriculum materials to assist teachers in classroom delivery.

Secondary school teachers participated in the four-day workshop facilitated by Dr. Jeffrey Orr of Edu Nova, a Canadian based education consulting firm.

Teachers were assisted in setting objectives and attainment targets and developing formats for programs of study and curriculum guides. They also assessed the current status of existing programs and guides within the

National Curriculum Framework, and sharing examples that will guide the curriculum writing process.

Senior Education Officer Curriculum, Measurement and Evaluation Nicholas Goldberg said the Ministry will develop curricula for subject areas including Agriculture, Visual and Performing Arts, Physical Education and Sports and review existing guides for English, Mathematics and Social Sciences.

The review of the national curriculum is expected to be completed by the end of 2014. The project is funded under the Dominica Education Enhancement Project (DEEP).

*CXC Assistant Registrar
Cleveland Sam*



Teachers view CXC Exhibit

Dominica Hosts CXC Visual Arts Exhibition

Dominica hosted the Caribbean Examinations Council (CXC) Caribbean Secondary Education Certificate (CSEC) Visual Arts Exhibition in March at the Old Mill Cultural Centre.

The exhibition was facilitated by CXC's Assistant Registrar (Public Affairs) Mr. Cleveland Sam with support from the Ministry of Education and Human Resource Development.

Mr. Sam was on hand to guide visiting school delegations through the viewing of the exhibits which featured the work of students from across the Caribbean, submitted for the Caribbean Secondary Education Certificate (CSEC) examination.

The art on display included Regional Top Award winners in Visual Arts two-dimensional and

three-dimensional work. They also included pieces which achieved Grade I in the Visual Arts examinations.

The event featured an opening ceremony with artistic performances from various secondary schools; sign language from the Convent High School, Choral Speech from the Portsmouth Secondary School and a performance in song from the Saint Mary's Academy.

The Visual Arts Exhibition aimed to highlight the creative work of Caribbean Secondary Education Certificate (CSEC) Visual Arts students; to expose students in the host country to what examiners consider art of a high standard; to promote Visual Arts as a feasible career choice; and to showcase the work of CSEC Visual Arts students to the public.



Convent Prep Student is First Ever Mademoiselle Francophonie

Hanna Raffoul-Andre of the Convent Preparatory was crowned Mademoiselle Francophonie from a field of nine contestants on March 31st.

Raffoul-Andre, who represented Lebanon, also won the award for best Francophonie Wear. First runner up, Precious Riviere of the St. Martin's Primary School represented Cameroon, second runner up Marquelle Phillip of the Pioneer Preparatory represented Senegal and 3rd runner up Sherenn LeBlanc of the Penville Primary school represented Mauritius.

Precious Riviere won the Miss Amity award while

Jamoia Bruno of the Goodwill Primary School won the Miss Photogenic award. Bruno also won the award for Best French Fashion Wear. Maquelle Phillip won Best Oral Presentation and Neera Jno Baptiste of the Warner Primary School was awarded Best Talent.

The other contestants were Neisha Durand of the Wills Strathmore Stevens Primary School who represented France, Nia Blaize of Massacre Primary School, the Ivory Coast and Makeba Francis of Roseau Primary School, Belgium.

The pageant formed part of a month of activities to commemorate Francophonie month observed in March. The Ministry of Education plans to make the pageant a yearly event.

Ministry of Education Hosts Caribbean Poetry Workshop

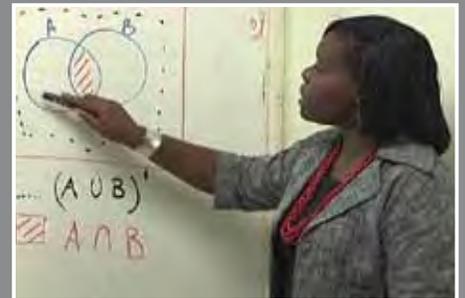
Forty-five educators including lecturers of the Dominica State College participated in a two-day workshop on Caribbean Poetry in March.

The workshop, part of a series of the Caribbean Poetry Project, aimed at enhancing the knowledge and teaching techniques of English Literature teachers and identifying ways to help students develop a greater appreciation for Literature.

The Caribbean Poetry Project is an undertaking of the University of the West Indies, Cave Hill, the Commonwealth Education Trust and Cambridge University. Facilitators were Samuel Soyer, Faculty member of the Department of Language, Linguistics, and Literature at the UWI, Cave Hill, Dr. Phillip Nanton, a poet who has facilitated many creative writing workshops in the Eastern Caribbean and Professor Mark Mcwatt, a poet and a former faculty member in the Department of Language, Linguistics and Literature at the UWI Cave Hill Campus.

MoE Launches 'Math in Action'

'Math in Action,' a programme of the Ministry of Education and Human Resource Development was launched on the Government Information Service this year.



The programme was produced by the Numeracy Task Force (NTF) established in 2012 to help arrest the problem of underachievement in Mathematics, nationally.

The programme is one way the Ministry of Education, in collaboration with the NTF, has sought to improve student achievement in Mathematics.

Math in Action featured tutorials conducted by qualified and experienced Math educators, Nicholas Goldberg, Lois George, Diane Bannis and Liz Madisetti.

Chairperson of the NTF, Leandra Laidlow, says the Ministry plans to continue production of the programme in the 2013-2014 academic year.

Numeracy Workshop for Primary School Teachers

Primary school teachers and principals in April participated in a Numeracy workshop organised by the Ministry of Education and Human Resource Development in collaboration with MacMillan Caribbean.

The three-day workshop was initiated by Mr. John Lewis, the Manager of JAYS Ltd, and facilitated by Mrs. Laurie Sealy, a Barbadian educator and author.

Education Minister Hon. Petter Saint-Jean said

the workshop complemented his ministry's goal to improve numeracy levels within the education system.

"The Government of Dominica is of the firm view that improving numeracy levels within the education system must be part of a national strategy to equip students to live satisfying and rewarding lives, and to participate as active and informed citizens in our society," Saint-Jean said.

New TVET Council Appointed

Education Minister Hon. Petter Saint-Jean appointed a new TVET Council earlier this year, charged with developing a progressive and prescriptive framework within which to certify, to international standards, the competence and productive capacities of Dominica's workforce.

The ten-member council: Eddison Henry (Chairman), Stevenson Astaphan (Vice Chairman), Merrill Matthew (Secretary), Matthew Leblanc (Public Relations Officer), Celia Nicholas, Kertist Augustus, Jeffrey

Baptiste, Martin Allen, Stephenson Hyacinth and Rawle Leslie.

The Council will operate for the next three years and is expected to develop a TVET policy as well as guide the Minister and Ministry on the implementation of TVET in Dominica.

Technical and Vocational Education and Training (TVET) develops competencies and prepares individuals for the world of work through the acquisition of knowledge and skills in a given sector or field.

Schools EMIS Ready

Dominican schools are now up to date with the Education Management Information System (EMIS) to effectively manage data and inform decision making in the education system.

Mr. Timothy Lavinier who spearheaded the Ministry of Education's initiative to build what has been described as a 'data warehouse,' says training of teachers and education officials is ongoing to ensure effective use of the programme.

EMIS is designed to facilitate data collection and the

monitoring and supervision of student and teacher performance and attendance.

EMIS is also expected to assist education officials in decision making by providing focused and timely feedback on students' performance to direct future learning and identify students who need additional support. EMIS also provides a more accurate assessment/evaluation of operational and teaching staff performances which could result in an increase in individual productivity.

SMSS Wins First SAGICOR Visionaries Challenge

Photo: Sagicor Visionaries Challenge-Winning Team, Kendra Jean-Jacque, Jonelle Honore and teacher Vanessa Seraphine receive award from Cheryl Rolle of Sagicor



The St. Martin Secondary School (SMSS) emerged winners of the inaugural SAGICOR Visionaries Challenge in March. The winning team represented Dominica in the regional leg of the competition in Barbados in July where they copped the award for best use of Science, Technology, Engineering and Mathematics (STEM) to solve challenges faced at school. The winning project, titled; *Flushometer 'Little Water, Big Flush'* was designed to address the problem of low water pressure at that school.

The team comprised Kendra Jean-Jacque and her Science teacher Vanessa Seraphine. Student, Jonelle Honore also worked on the project. For their efforts, the SMSS team enjoyed an all-expenses paid seven-day trip to the STEM Ambassador program in Florida in July, which included visits to the Kennedy Space Centre, the Museum of Science and Industry, Disney World's Epcot Theme Park and the Patal School of Global Sustainability. They also won US\$500 for their participation in the regional competition and certificates at the national level for best use of STEM and most creative and innovative project. The SMSS was also awarded a challenge trophy, six CXC approved science kits, a certificate and a Caribbean Science Foundation computerized mobile science and technology unit.

The Dominica Grammar School for its project titled *'Positive Effects Of Sulphur On Crops In Wotten Waven'* placed second in the local leg of the competition receiving ten Caribbean Examination Council approved science kits and a Caribbean Science Foundation computerized mobile science and technology unit.

The Convent High School placed third with its *'Eco Tree Dine'* project and received five CXC approved science kits and a certificate.

The award for best presentation was won by the Dominica Seventh Day Adventist School for its *'UV Purifier'*; the use of sun rays to purify water, while the Dominica Grammar School won the award for best plan and project design.

The SAGICOR Visionaries Challenge, an initiative supported by the Caribbean Science Foundation (CSF) and the Caribbean Examinations Council (CXC), was introduced to encourage young people to think of innovative ways that can help foster and maintain sustainable Caribbean communities. The project also aims to integrate all levels of formal and informal education in the Caribbean with meaningful linkages to local communities, private enterprise and international networks.

The basis of the Visionaries Challenge is STEM-Science, Technology, Mathematics, Engineering- and the potential to find solutions to everyday challenges facing people within these areas of study. The competition, which will continue on a yearly basis, is intended to boost institutional capacity in STEM in the secondary schools in the Challenge Territories.

SAGICOR says a critical component of the project is community involvement, with residents of local communities being able to make informed decisions about how they can live more sustainably and get involved in proposing and implementing solutions that improve the wellbeing of all.

The Visionaries Challenge was this year, implemented by Anguilla, Antigua and Barbuda, Barbados, Belize, Cayman Islands, Dominica, Grenada, Guyana, Jamaica, Montserrat, St. Kitts and Nevis, St. Lucia, St. Vincent and the Grenadines and Trinidad & Tobago.

Top Performing Primary School Choirs Awarded

Top performing primary school choirs were awarded at the Primary School's Music Festival in March.

Before receiving their awards, the Junior, Senior and All Boy's choirs participated in a showcase to an audience of education officials, parents and students at the Arawak House of Culture.

The top choirs at the district levels were:

Junior

1st place: Northern - St. John's Primary, Western - Massacre Primary, Eastern - San Sauveur Primary, Southern - St. Luke's Primary.

2nd place: Northern - Dos D'Anne Primary, Western - Convent Preparatory, Eastern - Belles Primary, Southern - Grand Bay Primary.

3rd place: Northern - W.S Stevens Primary, Western - St. Martin's Primary, Eastern - Sineku Primary.

Senior

1st place: Northern - W.S Stevens Primary, Western - Goodwill Primary, Eastern - Grand Fond Primary, Southern - Giraudel Primary.

2nd place: Northern - Calibishie Primary, Western - Roseau Seven Day Adventist Primary, Eastern - Castle Bruce Primary, Southern - St. Luke's Primary.

3rd place: Northern - Woodford Hill Primary, Western - Massacre Primary Southern - Tete Morne Primary.

All Boys

1st place: Northern - W.S Stevens Primary, Western - St. Mary's Primary, Eastern - Grand Fond Primary, Southern - St. Luke's Primary.

2nd place: Northern - Dos D'Anne Primary, Western - Massacre Primary, Eastern - Belles Primary, Southern - Giraudel Primary.

3rd place: Eastern - Sineku Primary

Ministry Honours Excellent Educators

The Ministry of Education & Human Resource Development in partnership with the National Bank of Dominica Ltd. in October 2012 recognized teachers and principals who exhibited excellence in the profession.

During an awards ceremony held at the Arawak House of Culture, the Ministry sought to recognize and appreciate the achievement of principals and teachers, to reward and encourage their professional excellence, as well as to recognize the contribution of outstanding schools to the educational development of all students.



Sr. Anita Peter

Individual Awards

Outstanding Principals

Primary - Sr. Anita Peter -St. Luke's Primary School
Secondary - Josephine Dublin - Convent High School

Outstanding Teachers

Primary - Cassandra Lavinier -Tete Morne Primary School
Secondary - Clementina Laurent - Pierre Charles Secondary School

Outstanding Promising Teachers

Primary - Dawn Darroux - Belles Primary School
Secondary - D'Nell James - St. Martin's Primary School

School Awards

Culture: Dos Dane Primary School, Goodwill Secondary School

Sports: Grand Fond Primary School, Portsmouth Secondary School

Visual & Performing Arts: Dos Dane Primary School, Pierre Charles Secondary School

Agriculture: St. Luke's Primary School, North East Comprehensive School

Innovation in Education

Secondary - Dominica Community High School
North - Vieille Case Primary School
South - St. Luke's Primary School
East - San Sauveur Primary School
West- Goodwill Primary School

School Environment

Secondary - Pierre Charles Secondary School
North - Vieille Case Primary School
South - St. Luke's Primary School
East - Jones Beaupierre Primary School
West - St. Martin's Primary School



Josephine Dublin



Cassandra Lavinier



Clementina Laurent



Dawn Darroux



D'Nell James

PCSS's Shanee Angol Aiming For Olympic Glory

Athlete looks to Qualify to Represent Dominica in Brazil in 2016.



When Shanee Angol left Dominica to participate in the 2013 CARIFTA games in the Bahamas in March, not many had heard of the budding athlete.

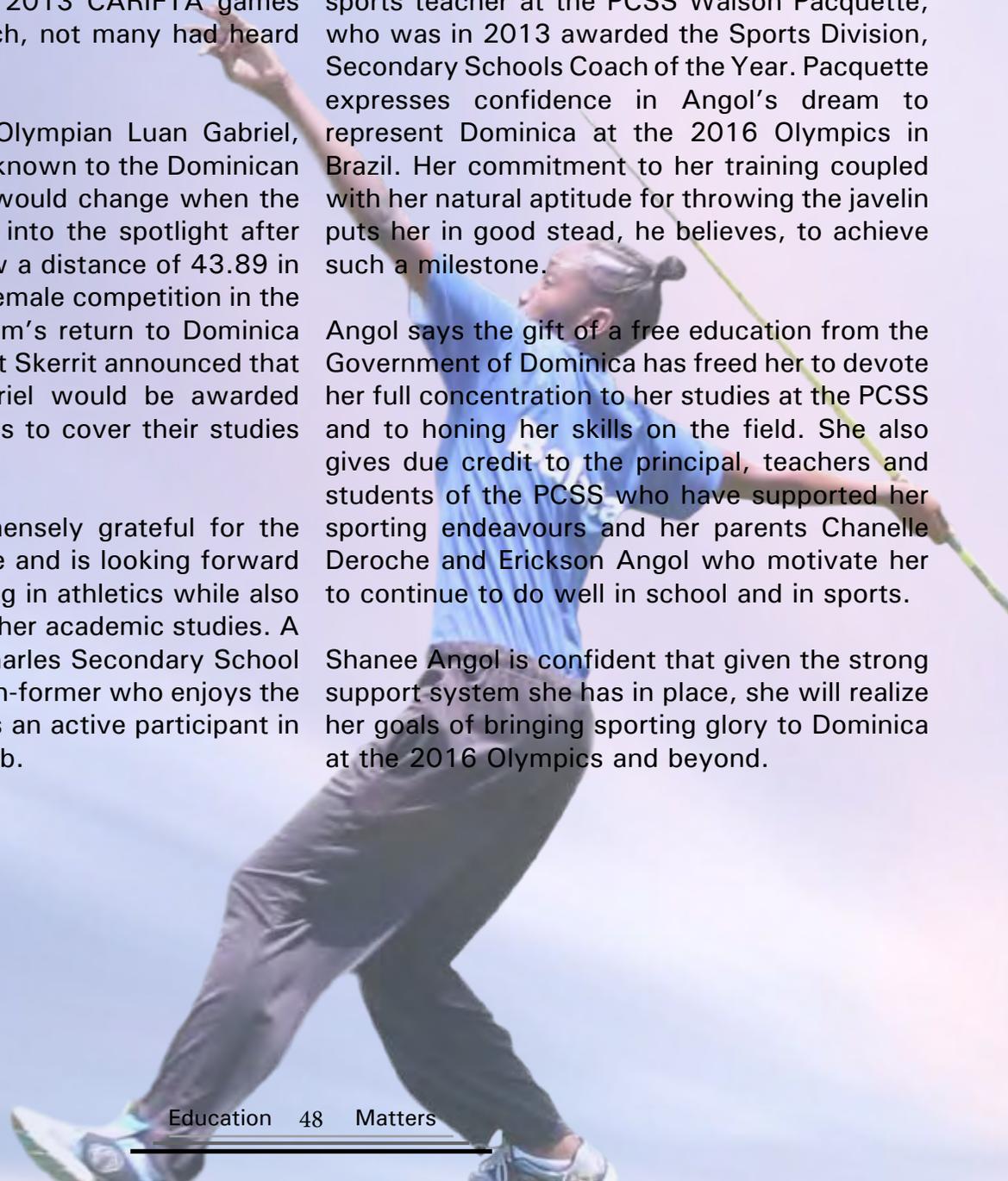
Unlike her teammate, Olympian Luan Gabriel, Angol was a relative unknown to the Dominican public. Days later that would change when the 16-year old was thrust into the spotlight after winning gold. She threw a distance of 43.89 in the Javelin in the U17 female competition in the Bahamas. Upon the team's return to Dominica Prime Minister Roosevelt Skerrit announced that Shanee and Luan Gabriel would be awarded government scholarships to cover their studies up to university level.

Angol says she is immensely grateful for the Prime Minister's gesture and is looking forward to continuing her training in athletics while also paying due attention to her academic studies. A student of the Pierre Charles Secondary School (PCSS), Angol is a fourth-former who enjoys the business subjects and is an active participant in the school's athletic club.

She trains daily with her coach of 3 years, sports teacher at the PCSS Walson Pacquette, who was in 2013 awarded the Sports Division, Secondary Schools Coach of the Year. Pacquette expresses confidence in Angol's dream to represent Dominica at the 2016 Olympics in Brazil. Her commitment to her training coupled with her natural aptitude for throwing the javelin puts her in good stead, he believes, to achieve such a milestone.

Angol says the gift of a free education from the Government of Dominica has freed her to devote her full concentration to her studies at the PCSS and to honing her skills on the field. She also gives due credit to the principal, teachers and students of the PCSS who have supported her sporting endeavours and her parents Channele Deroche and Erickson Angol who motivate her to continue to do well in school and in sports.

Shanee Angol is confident that given the strong support system she has in place, she will realize her goals of bringing sporting glory to Dominica at the 2016 Olympics and beyond.



SAGICOR VISIONARIES CHALLENGE



A Visionary Can Re-Imagine the World.

Congratulations to **Kendra Jean Jaques** of St. Martin Secondary School on winning the prize for Best Use of STEM in the recently concluded Sagicor Visionaries Challenge.

Her project, titled “*Flushometer: Little Water Big Flush*” reminds us that science can be used in a very practical way to form solutions to our every-day challenges in the community. We salute her teacher Ms. Vanessa Seraphine for her guidance in the submission of this award-winning project. Sagicor Life Inc expresses a special thank you to the Ministry of Education and Mr. Frank Newton, Education Officer - Science for their invaluable assistance.





Improving the
Learning Environment
for our Children

Be RESPONSIBLE . Be PEACEFUL . Be KIND . Be RESPECTFUL . Be CO-OPERATIVE



The Government of the
Commonwealth of Dominica
The Ministry of Education
and Human Resource Development

Child Friendly Schools

unicef 

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