

Education Alive

Impressive Firsts



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It was **spectacular** – almost like a feeling of nostalgia, as the procession of the then Graduands of the St. Vincent & the Grenadines Community College (SVGCC) entered the Victoria Park led by the Valedictorian, Kendra King of the Division of Teacher Education, as the institution held its inaugural graduation on Tuesday June 22, 2010.



The SVGCC was formed by amalgamating four existing institutions; The Advanced Level College, the Teachers Training College, the Technical College and the School of Nursing. The SVGCC Act (2005) provided the legal framework for this amalgamation. In 2008, the SVGCC Board was installed and in January 2009, the Board of

Governors took administrative control of the College. The College continues to be financed by the Government through an annual subvention.

In this the first year of such an esteemed graduation, perhaps the venue was one of the more suitable to accommodate the large number of persons in attendance despite the wind's interference with the microphone sound. The procession of the graduands, the institution's Academic and Administrative staff and members of the Platform Party impeccably and markedly clad in academic regalia lent a certain dignified atmosphere to the event.. Each division was identifiable through the distinct colour of the stole. Even the select processional music by the Police Band and the instrumental solo which came later as entertainment added that same air of regality to an event which Dr. S. Joel Warrican, in delivering the Director's report, described as "a milestone in the unfolding history of what we envision to be a great institution".

Chairman of the Board of Directors, Audrey Gittens-Gilkes delivered the opening remarks. She took the opportunity to offer special commendation to Dr. Veronica Marks, the institution's first Director and to Marcus Caine who served briefly after Dr. Marks before declaring the 1st Amalgamated Ceremony of the SVGCC officially open, to the sound of resounding applause.

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In his report Dr. Warrican ordered that for the future we must consider an institution's greatness in light of its ubiquitous presence on the national front. He boasted of a thirty percent increase over the academic year 2008-2009 in the number of students registered at the institution, the figure standing at one thousand nine hundred and twenty one (1921) students in the academic year 2009-2010. This increase he said was accommo-

dated by an increase in the staff from twenty six (26) to thirty six (36) at the Community College Division of Arts, Science and General Studies alone, being the largest of the four divisions. He also spoke of new developments at the Division of Teacher Education – the offer of a Bachelor Degree in Education, Post Grad Diploma in Education, Bachelor Degree in Guidance and Counseling from September and Associate Degrees in TVET with concentration in Home Economics and Industrial Arts as well as the new Associate Degree offered in Hospitality at the Division of Technical College. He highlighted the achievements of the Division of Nursing; the Division having obtained the highest percentage of passes in the regional exams with Simone Bowens receiving the Regional Examination Award of Excellence. Shanelle Clarke received the Divisional Award for Excellence for the Division of Arts, Sciences and General Studies while Deano Williams received the Technical College Divisional Award for Excellence.

Evidently, the newly established amalgamated institution has much to be proud of and appears already to be making its presence felt not only on the national, but also on the regional front. May the graduates remember that Dr. Warrican charged that they "...carry themselves with duty and perform their acts with graciousness..." On behalf of the Ministry of Education the Education Media Unit congratulates the College and we pray thee graduates **Do Dance.**

Three other learning institutions hosted their 1st Graduation and Prize-Giving ceremonies – Thomas Saunders Secondary on June 24, 2010 and both the Buccament Bay Secondary and George Stephens Sr. Secondary schools on July 1, 2010. All three secondary schools occupy buildings that once housed primary schools. The Government's thrust towards sustainable development is evidenced in part by the Education Revolution's bid to provide secondary aged students with universal access to secondary education. Thanks to this kind of investment one hundred and thirty five (135) students who may have otherwise been left behind graduated, having completed five years of secondary education. Thomas Saunders Secondary School boasted the highest number from among the one hundred and thirty five, being the school with a majority of students who had actually met the required standard at the Common Entrance Examination (CEE). Of its one hundred candidates who sat the CSEC examinations in eighteen (18) different subject areas ninety five graduated. Twenty four

(24) students graduated from the Buccament Bay Secondary School meanwhile the George Stephens Sr. Secondary School presented fifteen (15) of its sixteen (16) finalizing students with graduation certificates. September 2005 marked the year of the beginning of the three schools who have faced similar challenges over the five years including incomplete laboratories; behavioral and literacy problems among some of the students as well as quick turnover of Heads. All three schools however have remarkable accomplishments to be proud of though they are still in their incubator stage.

Thomas Saunders Secondary whose motto is 'Striving for Excellence' was made a complete school with Forms 1-5 only last year but they have managed to excel at athletics and other sporting disciplines. The School's boys' team emerged champions in the last interschool athletics championship and several of its students have been selected to play at national level in various other sporting disciplines. In delivering his address Principal John Renton stated that the school's success in athletics has done a lot in establishing school pride among the students and has elevated the school in the eyes of the public. He added that the introduction of blazers for the academic year 2010-2011 is another attempt to make the school an elite entity. He mentioned the school taking the 1st Runner Up position in the Ms. Heritage Pageant – a show that is fast becoming a household name among schools in SVG, in the person of Shanique Browne who was amongst the graduates and who received the Special Award for the Most School Spirited.



Form 5S received the most awards at the Graduation Ceremony



Shanique bid her alma mater farewell as she proudly and remarkably rendered a song entitled 'We are Striving for Excellence' which she herself wrote with the intention of it being adapted as the School's Song. She and all the others truly deserved the standing ovation which the audience kindly

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offered. The school is not short on academic accomplishments as many students were presented with Form Awards for attaining an average of over 65% and over one hundred students sat the CCSLC examinations in each of the areas of Math, English and Spanish.

Tamaria Stephens was awarded the honour of Valedictorian in Academics whilst all-rounder and Deputy Head Boy Lesmon Pope, was awarded Student of the year.



In delivering the Prime Minister's address, Dr. Hon Ralph E. Gonsalves noted two things 1. That the school's location was ideal in that it was located next to an "excellent playing field and next to a library that will be one of the best when its doors are opened". 2. That of the school's twenty nine (29) members of staff only three (3) had not yet pursued studies at a university level or received some kind of formal training in Education.

Certainly this is indicative of the kind of thinking and investments that have been put into the education reform in SVG. The PM labeled the Thomas Saunders Secondary School's graduation as an emotional occasion for him especially since he was present at its opening and witnessed the cutting of the ribbon by Thomas Saunders' widow who is now passed. Little wonder that the feature speaker was Justice Adrian Saunders, the youngest son of the esteemed Educator Thomas Saunders, and whose address was nothing short of inspirational and reflective.

Under the appropriate themes "What the mind can conceive it can achieve" and "Rising above challenges to achieve success" both the Buccament Bay and George Stephens Sr. Secondary Schools respectively hosted ceremonies that commended the achievements of those who made it amidst the challenges. The line up of speakers at Buccament Bay included SEO (Ag.), Aldia Gumbs-Dyer, immediate past Principal of the school who brought remarks on behalf of the Ministry of Education and simultaneously reflected on her tenure at the school and Area Representative, Hon. Sir Louis Straker. Permanent Secretary in the Ministry of Education, Nicole Bonadie-Baker, were also among the speakers. Mrs. Bonadie-Baker spoke of her connection with the school as she is a past student of the then Buccament Bay Primary School and played an instrumental role in the establishment of the Buccament Bay Secondary in her former capacity as Project Coordinator at EPMU.



Graduating class with Former Principals Maxwell Charles (third row - far left), Aldia Gumbs-Dyer (front row-far right) and Principal (Ag) Kay Martin-Jack (dressed in green)

Principal (Ag.), Kay Martin-Jack delivered her report to a rather pensive audience in which she sought to directly address the parents as she outlined the major challenges facing the School. She cited deviant behavior, lack of parental involvement and diverse learning styles, among other factors as part of the spiraling challenges. She emphasized the School's plans for the upcoming school year which include plans for the introduction of a hospitality programme; an intensive literacy and numeracy drive as well as zonal crusades to meet the parents.



Most Improved Student - Nicholas Lynch receiving award from First and Former Principal Frank Jones



Section of the graduating class



Teachers (Left) and parents, sharing special with graduands.



All smiles for reaching thus far.



Sportsman and Sportswoman:

Impressive Firsts Cont'd



Alex Burnette (left) walked away with six (6) subject awards and also copped the Award for Best Academic Performance and Student of the Year. The feature address was delivered by Mr. Maxwell Charles (left), Director of Foreign Policy & Research who has ties to the School's history as he was a past student of the then Buccament Bay Government school and the First Principal when the Buccament Bay Secondary opened its doors in September 2005.



The ceremony at the George Stephens Sr. Secondary School perpetuated a categorically celebratory atmosphere. An over crowded church witnessed a procession of graduands immaculately attired in graduation gowns synonymous with the School's colours. Principal (Ag.) Zita Arthur, who was described as one who has a special interest in the devel-

opment of the outnumbered boys of the School, presented a very comprehensive report to an especially spirited audience. The challenges she outlined were identical to that of the Buccament Bay Secondary School and similarly, the School's successes were along the lines of students' achievements in the area of sports and other extra-curricular activities. Captain of the SVG Senior Cricket Team Mr. Lindon James presented a cricket bat to Male Sports Personality of the year, fourth form student, Rodney Lawrence who has been selected to play on the SVG Under 19 cricket team. Chief Education Officer, Lou-Anne Gilchrist who brought remarks on behalf of the Ministry of Education openly applauded the then graduands and invited the eager audience to join her in doing so.



Mrs. Cecilia Browne receiving appreciation from Principal (Ag) Zita Arthur for her contribution to the school's feeding programme

Other highlights included the moving rendition of 'I wish You Jesus More Than Anything' by Timma Lockhart from the Colonarie community. The

rendition was so touching because it was such a sincere wish both in the writer's words and the singer's delivery. Executive Director of the SVG Chamber of Industry & Commerce, Shafia London, was the feature speaker – she urged the graduands to continue to yearn for excellence in the face of challenges.

Valedictorian, Chrisna Marksman, speaking on behalf of the graduating class assured the audience that they (the students) were leaving George Stephens with more confidence than when they entered. In her speech which ended in part with the first two lines of the Serenity Prayer she declared that "...it does not matter which school you attend, attitude makes the difference..."

The three schools entered candidates for 2009/2010 CXC CSEC Exams for the first time. Thomas Saunders Secondary School, George Stephens Sr. Secondary School and Buccament Bay Secondary obtained pass rates of 72%, 70% and 64% respectively. The pass rates of GSSS and BBSS are particularly pleasing as most of their students had entered secondary in 2005 through the implementation of Universal Secondary Education rather than through meeting the required standard at the CEE.

The top students in each school of the schools are as follows: TSSS – Nicholas Lynch and Tamaria Stephens obtained eight (8) passes each; GSSS – Chrisna Marksman and Amos Tittle obtained seven (7) subject passes each; BBSS – Alex Burnette, Kemron Da Silva, Alesia Malcolm and Oshea Thompson each obtained six (6) subject passes.

HATS OFF TO ALL THE GRADUATES.

Graduates Become the Cover Story

Graduates become the cover story,
Representing all those still within;
As those who came before provide
the glory
Determining how well one might
begin.
Underneath the letters are the learners,
A class on whom the mantle now
must fall,
Taken into custody as earners,
Each a new advertisement for all,
Serving as the institute writ small.

Nicholas Gordon.

Improvement of Education through ICT

"...Very informative and exciting...", "...content targeted to the needs as a classroom teacher...", "...appropriate for persons who are not IT oriented..." these were some of the comments made by teachers who were involved in training workshops hosted by the European Union, in collaboration with the Ministry of Education over the summer vacation.

Productivity Tools for Teaching/ Learning and Computer Maintenance were two in a series of eleven training workshops that were held over the two month holiday period. These workshops, designed specifically for educators and which are still ongoing, focus on integrating Information and Communication Technology (ICT) into the Curriculum. Integrating ICT is one of the aims of the European Union (EU) project for the *Improvement of Education through the use of ICT*.

The three day workshop – Productivity Tools is geared towards providing training that will eventually build a capacity for distributed and online learning in St. Vincent. In order to achieve this goal, some of the workshops will be offered in a blended format so that educators see online learning from the learner's perspective and gain an understanding of the challenges and opportunities of that delivery mode. Teachers were taught how to use Microsoft Office applications to enhance their teaching and to improve their students learning capacity within the classroom environment.



Participants at Productivity Tools and Computer Maintenance



Computer Maintenance, as the name suggests, offered training for participants in basic computer maintenance, problem solving skills, troubleshooting and networking. As part of the computer maintenance workshop teachers were also updated on the draft computer maintenance protocol by Officer responsible for IT within the Ministry of Education, Chaniyett Ramsamooj. The protocol highlighted the steps necessary in reporting computer repair issues to the ministry.

The teachers attending the first set of workshops come from schools that have access to computers for students. According to EU Project Consultant Sue Birtwell, this ensures that the training can be implemented immediately. Another goal of the training is to ensure sustainability. In this regard participants were encouraged to volunteer to become Master teachers. This means that any such participant can be identified to the

Ministry of Education as being able to deliver the workshops on an ongoing basis after the end of the project in December 2011.

Senior Education Officer for Curriculum, Aldia Gumbs-Dyer, who spoke on behalf of the Ministry of Education at the opening of the workshops, welcomed the teachers and urged them to make use of the opportunity to learn how technology can be used to improve teaching and learning. She assured the teachers present that "technology will not replace the teacher..." but also cautioned them to remember that "technology would make a good teacher better but it could also make a bad teacher worse."

A total of three Productivity Tools and two Computer Maintenance workshops were held which resulted in the training of a total of eighty (80) teachers. As a result of these ongoing training workshops, a website will be designed which will comprise resources that will be useful for teachers/students and will showcase participants' work. In light of ICT developments across the board the EU, through its technical assistance team, has facilitated the creation of Curriculum Development Unit's very own website. Team member Sue Birtwell has worked assiduously and collaboratively with the Unit's staff to have the site set up in quick time. The Unit, through the Ministry of Education will announce the official launch of its interactive site.

All the workshops under the EU ICT project are being facilitated by Mr. Charles Burke from the National Centre for Technological Innovation (NCTI).



Online Resources for Teaching and Learning is next in the series of workshops and would be held on the September 23rd - 24th, 2010.

Meanwhile, another workshop — this time to train instructors in Technical and Vocational Education and Training (TVET) was also implemented during the summer as part of *The Improvement of Education through the Use of ICT* project funded by the European Union.

The Assessors and Verifiers Workshop was one of the activities of the Ministry of Education aimed at providing quality TVET programmes and the required assessment to facilitate students and persons out of school obtaining the Caribbean Vocational Qualification (CVQ). The process of assessment for the CVQ has three components: (1) Assessment by the instructor (2) Internal verification and (3) External verification (usually done by someone from the relevant business or

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EDUCATION IN FOCUS

NBC Radio
10:45 a.m.
Tue & Thu

A RADIO PROGRAMME
WHICH HIGHLIGHTS ISSUES,
EVENTS AND DEVELOPMENTS
IN EDUCATION

COMING SOON...

New Interactive
Informative



CURRICULUM
DEVELOPMENT
UNIT
WEBSITE

industry. The training mainly highlighted procedures for the three components but also touched on auditing facilities for CVO programmes. In addition, selected instructors were trained as Master Assessors who would in turn train other persons as the need arises.

In a press release, Chief Education Officer- Ms. Lou Anne Gilchrist explained: "The training of trainers and the certification of persons in and out of school is critical since this certification is needed for artisans to be able to make use of opportunities available within the CSME". Furthermore, the continued development of St. Vincent and the Grenadines requires a skilled workforce to meet labour market demands in a highly competitive environment. Hence, the training of the persons to deliver quality TVET programmes, conduct

assessment and verify the assessment was one significant component in a comprehensive strategy of the Ministry of Education for education and training. Training of trainers is necessary as St Vincent and the Grenadines implements measures to participate in regional processes for the award of the CVO.

The assessor training was done by Ms. Erlene Benjamin and Mr. Fitzroy Marcus from the National Training Agency of Trinidad and Tobago (NTATT). The NTATT, like the TVET Council of Barbados, the HEART/NTA of Jamaica and the Caribbean Examinations Council (CXC), has been authorised by the Council for Human and Social Development (COHSOD) to award the CVO. The persons trained in the workshop were certified by the NTATT.

The workshop took place from August 4th to 20th, 2010 at the Girls' High School Business Centre.

A Cultural Exchange



Some 20 plus students from both the SVG Community College (SVGCC) and the National Political University (National Chengchi University) of Taiwan spent two weeks of the summer vacation locked in a cultural exchange.

The 2010 Taiwan Youth Ambassadors' visit to SVG was made possible through collaborative efforts between the Republic of China (Taiwan) Ministry of Foreign Affairs, SVG Ministry of Education and Ministry of Culture.

The Opening Ceremony held on July 12, 2010 to officially welcome the Taiwanese delegation to SVG set the tone for how the two weeks were to be spent. Light Steel pan music created a warm and welcoming atmosphere for the guests at the Ceremony, which included: Prime Minister Dr. Hon Ralph Gonsalves, Permanent Secretary in the Ministry of Education, the Taiwanese delegation headed by Dr. Yen-long TSIA, the then Ambassador of the Republic of China (Taiwan), Leo LEE, Minister of Culture Rene Baptiste, Deputy Director and Dean of SVGCC, SVGCC delegation, Ministry of Education staff members, the National Dance Company and members of the media whilst chilled fruit juices served at the end made mingling so much easier.

In delivering the welcome remarks, Deputy Director SVGCC Nigel Scott, highlighted some of the outputs of a longstanding relationship between Taiwan and SVG. He spoke specifically of the YES Programme and of the Yuremi Bridge, not only as a physical structure but also metaphorically as bridging the gap between the cultures and visions of the people of SVG and the Republic of China (Taiwan).



Taiwanese Delegation with Prime Minister Gonsalves and Ambassador LEE

Both Ambassador LEE and Prime Minister Gonsalves fortified the Deputy Director's position. Ambassador LEE made mention of an increase in both the number of young Taiwanese volunteers working in Ministries here from four to six (4-6) and the number of Taiwanese scholarships for undergrad studies from five to six (5-6), as well as the introduction of two 6-12 month scholarships for adults 18-30 years to study Mandarin. PM Gonsalves emphasized this country's outstanding relations with Taiwan and made mention of several of the collaborative ventures inclusive of the Taiwanese Agricultural Project and Taiwan's investments in the Argyle International Airport.

When the two week exchange actually began, the students from the SVGCC spent quality time under classroom conditions under-

taking courses in: computer programmes used in Taiwan; Chinese traditional dance embedded in Taiwanese culture; commerce knowledge; physical education featuring taekwondo and cheerleading as well as culture courses inclusive of a song and food exchange, among other things. Similarly, the Taiwanese youths were taught how to play the steel pan and were schooled in SVG traditional dance. The visitors also spent some of their time on sightseeing adventures and on Thursday 18 July, 2010 they were treated to cocktail at the Prime Minister's Residence.



All participants in Cultural Extravaganza at closing ceremony.



Students of the Community College with the Taiwanese delegation performing a cheerleading routine.

By Friday July 23, 2010 the youth ambassadors of both countries were so versed in each other's culture that they were able to put together a very entertaining exhibition package at the Methodist Church Hall. Members of the public had an opportunity to witness the Vincentian youths

performing pieces from Taiwan's cultural repertoire and in the same way observe the Taiwanese ambassadors eagerly demonstrate the things they had learnt from the Vincentians. The video review of the time the two groups spent together at camp was pleasantly emotive and it appears that it was a two week well spent. When shall be the reciprocal visit? A Vincentian delegation readily awaits. All hail the Ministries of Education and Culture.



A friendship cultivated

Educators Retire

After years of quality service in education in SVG, sixty (60) educators have 'taken bows' and have joined the esteemed league of retirees.

The Ministry of Education expressed its sincerest thanks to this rank of educators for their efforts over the years with an Appreciation Ceremony held at the Methodist Church Hall on the 28th July, 2010.

Each retired/ retiring educator was awarded a plaque in recognition of their longstanding service. This was complimented by classic entertainment inclusive of the traditional quadrille dance, a violin solo as well a steel pan solo, all very appropriate for the occasion.

The Ministry wishes the following persons a healthy and happy retirement.

LIST OF RETIREES FOR 2009 TEACHERS

- * Merle Cassy-Ann Abbott
- * Rose-Marie Alleyne
- * Catherine Browne
- * Victor Byron
- * Stephen Caine
- * Janice Campbell
- * Priscilla Campbell
- * Caroline Charles
- * Cecil Chin
- * Ursula Crichton
- * Hermon Cummings
- * Elton David
- * Carol Delves
- * Gloria Dennie
- * Clement Fergus
- * Cordelia Gibson
- * Hazel-Ann Gonsalves
- * Mary Hamilton
- * Eldon Hazell
- * Trevor Huggins
- * Minerva Latham
- * Gloria Mc Knee
- * Julian O'Garro
- * Stella Quow
- * Oznie Thomas
- * Lornette Williams

HEADTEACHERS

- * Ville Davis
- * Debra DeFreitas
- * Mida Mason
- * Veronica Samuel-Jack
- * Phernesta Stewart
- * Vernice Williams



**Retired & Retire Educators with
Ministry of Education Officials**

LIST OF RETIREES FOR 2010

- * Carol Bacchus, Teacher/
- * Gideon Bailey, Qualified Teacher/ Langley Park Government
- * Merle Bailey, Senior Teacher/Calliaqua Anglican
- * Vida Brackin, Teacher/ Lowmans Leeward Anglican
- * Arnold Bullock, Senior Teacher/Marriaqua Government
- * Burt Bowman, Teacher/
- * Godson Caine, Graduate Teacher/ St. Martin's Secondary
- * Shirley Callender, Head Teacher/ Cane End Government
- * Candace Carr, Specialist Teacher/ Special Needs Georgetown
- * Inola Charles, Head teacher/ Kingstown Government
- * Ethron Creese, Graduate Teacher/ Petit Bordel Secondary
- * Jennifer Cockburn, Qualified Teacher, Lowmans Windward
- * Lennox Cunningham, Lecturer/ Division of Technical and Vocational Education, Svc Community College

Educator's Retire

- * Jacqueline Daniel, Teacher/
- * Amanda David, Teacher/
- * Maria Deane, Teacher/ Belmont Government
- * Gotson France, Teacher/
- * Leroy Gibson, Senior Teacher,/ Calder Government
- * Cornelius Harry, Teacher/
- * Neil Henry, Head Teacher/ Georgetown Government
- * Melville Jack, Teacher/ Questelles Government
- * Rita Jack, Head Teacher/ Kingstown Anglican
- * Michael James, Qualified Teacher/ St. Mary's R.C.
- * Lurenda Johnson, Senior Teacher/ Kingstown Government
- * Joseph Mapp, Dean / Division Of Technical and Vocational Education, SVG Community College
- * Jonathon Mercury, Qualified Teacher/ Langley Park Government
- * Linda Mornix, Senior Teacher,/ Diamond Government
- * Patricia Mulraine-Nelson, Senior Teacher,/ Kingstown Preparatory
- * Noelene Osbourne-Kyde, Senior Teacher/ Bequia Community High
- * Fr. Richard Paynter, Principal,/ St. Martin's Secondary
- * Henry Peters, Head Teacher/ New Prospect Primary
- * Sandra Robertson, Qualified Teacher, Belair Government
- * Merlene Robinson, Teacher/
- * Julia Ross, Teacher, Georgetown Government
- * Chesley Samuel, Teacher
- * Trevor Samuel, Teacher
- * Bertina Sandy, Head Teacher/ Canouan Government
- * Margaret Sardine, Senior Teacher, Kingstown Preparatory
- * Anne Spencer, Qualified Teacher, Lodge Village Government
- * Annis Stephens, Qualified Teacher, Kingstown Preparatory
- * Verrol Walker, Lecturer/ Division of Technical and Vocational Studies, SVG Community College
- * Diana Williams, Head Teacher/ Union Methodist

Climbing the Ladder of Success

The success of the Ministry of Education depends to a large extent on the success of our schools. We can all agree that a potentially successful institution requires excellent leadership. It is for this reason that the Ministry honourably elevated some teachers to the rank of Principal/ Head Teacher and Deputy Principal at its Principals and Head Teachers Conference on Thursday August 19, 2010.

At the Conference, presentations were made by Permanent Secretary in the Ministry of Education Nicole Bonadie- Baker, Chief Education Officer Lou-Anne Gilchrist and Senior Education Officer (Curriculum) Aldia Gumbs-Dyer.

Minister of Education, Hon. Girlyn Miguel in delivering her address thanked all the Principals, Head Teachers and teachers present for the pivotal role they play in educating the nation's children. She welcomed the newly appointed Principals and Head teachers to the rank and reminded them of the monumental nature of the task of leadership. She challenged them to remain open-minded and to pursue a wide range of competencies in an effort to remain masters in a rapidly changing education environment. As instructional Heads, she highlighted their main role as coordinators of the schools' activities and cautioned them that in the face of a vocal public they must assume a backbone as well. Of paramount importance is their cooperation with the Ministry and their members of staff as well as their mandate to help in providing quality education for all students, she added.

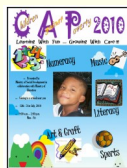
The Ministry of Education again congratulates the following teachers on their commendable accomplishment of attaining the position of Principal/ Head Teacher and Deputy Principal:

- * Allan Burnette, Principal (Ag.), Georgetown Secondary School
- * Anella Roban, Principal, George Stephens Sr. Secondary School
- * Esther Providence Burke, Deputy Principal, Troumaca Ontario Secondary School
- * Curtis King, Deputy Principal, St. Vincent Grammar School
- * Kenrick Cuffy, Deputy Principal, Sandy Bay Secondary School
- * Paula Blake Toney, Head Teacher, Georgetown Government School
- * Maurine Brackin, Head Teacher, Kingstown Government School
- * **Susanne** Briggs Boyea, Head Teacher, New Prospect Primary
- * Kenneth Burgin, Head Teacher, Kingstown Anglican School

- * Julian Castello, Head Teacher (Ag.), South Rivers Methodist
- * Jacqueline Charles, Head Teacher, Canaoun Primary School
- * Sheldon Govia, Head Teacher, Union Methodist School
- * Mignon Walters, Head Teacher, Diamond Government School
- * Ave Weekes Stephens, Head Teacher, Cane End Government
- * Carol Wilson Ross, Head Teacher, (Ag.), Kingstown Preparatory School

The 'Hats' of CAP

Since its inception in 2002, thousands of children between the ages of 6 and 12 years have been touched in one way or the other by the *Children Against Poverty* (CAP) summer programme. Is it still possible that many people may have missed the essential meaning of CAP? When randomly asked in 2010 what CAP means to them, parents and students alike barely touched the surface, responding: "Plenty food!", "Fun programmes", "Something to keep the kids occupied during the summer vacation...", "A programme for poor children...", among other things. Though these responses help to define the programme, CAP was conceived as a means of breaking/escaping the cycles of poverty that often keep generations perennially under the line of unacceptable standards of living.



Back in 2002, the Poverty Reduction Task Force proposed an educational project which was later dubbed "CAP" and was implemented by the Ministry of Social Development in collaboration with the Central Planning Division and the Ministry of Education.

The fundamental meaning of CAP is embedded in its very name - *Children Against Poverty*. With the idea of breaking the cycles of poverty, the programme in its embryonic stage targeted disadvantaged children from economically challenged households. Children from these households were to be educated outside of mainstream classrooms in such a way that they were equipped with certain skills and knowledge that would help in alleviating the forms of poverty that directly affected their lives. From here grew today's misconception that CAP is an educational programme "for poor children" only.

Contrary to this, today CAP embraces primary school children of all socio-economic backgrounds with a view towards improving academic performance and curbing behavioural problems by shaping positive attitudes and behaviours. Encapsulated in the programme's mission is the idea that education should be used as an instrument that allows the economically challenged to break the cycles of poverty; yet it should be a vehicle which those outside that bracket can use to either keep poverty from

reaching their front doors or to help the less fortunate escape the ills of poverty.

The Programme, through an integrated and creative approach, is designed to meet the needs of children with varying abilities and is delivered by way of a comprehensive curriculum. Activities emphasize reading, creative writing, numeracy, drama, arts and craft, music, physical education and sports, personal hygiene and community issues. In short, the programme's creative methods are aimed at holistic development of the children in the fight against poverty.

One of the hallmarks of CAP is the employment of empirically demonstrated behaviour change techniques to improve behaviour- its behaviour modification programme. A large number of our students are experiencing behavioural and emotional issues that put them at risk. Due to the number of behavioural problems within our school system The Guidance and Counseling Unit of the Ministry of Education was given the mandate to implement a Behaviour Modification programme in collaboration with the Ministry of National Mobilisation. A mini programme given the name KIND, an acronym for Kids In Need of Direction was initiated in 2007. The focus was on getting children to change behaviour through Kindness and teaching children to be Kind to each other. The students were chosen from primary schools in the Kingstown Zone.

This year the programme was however expanded to the Barrouallie and Marriaqua zones for the first time under the theme 'Learning with fun; growing with Care'. The programme in Marriaqua was run from 12th – 30th July and in Barrouallie from 19th July- 6th August. The focus was on equipping students with life skills to assist them in everyday life. The life skills courses covered topics on building positive self esteem; communication/assertiveness; decision making; human sexuality; HIV/AIDS prevention and Career Guidance among other topics. The students were also engaged in sporting activities such as softball cricket and mini tennis.



Children at KIND Camp in Marriaqua

The success of CAP in itself is partly evident in the number of students who turn out each year to its summer programmes and more so in the number of those documented to have been making changes in a positive direction. Funded by Alba Caribe Community Poverty Alleviation Programme it seems the much needed programmes under the umbrella CAP would be around for a long time.

Early Childhood Speaks



Early Childhood Officers: Mrs. Gweneth Cambridge (L) and Mrs. Cecile Harry (R)

Ensuring that children are ready to enter school to learn and succeed depends on the individual child's readiness and the kindergarten

teacher's role, the family, the educational system, preschool programs, and the community.

Your perception of early childhood education must be adjusted since early childhood education spans the early years of the child from 0 – 8. While I am cognizant that the examination that culminates primary school education drives the curriculum in most schools, I wish to caution you against causing irreparable harm to our children by allowing teachers to divert from learning activities that are age-appropriate to our young children.

What skills preschool; teachers are supposed to develop?

- * Recognition of some letters
- * Recognition of numbers at least between 1 – 10
- * Social skills
- * Gross motor skills e.g. bounce a ball and let them attempt to catch it
- * Fine motor skills e.g. Hold a crayon

What do our Kindergarten teachers expect?

- * Identify some letters of the alphabet
- * Grip a pencil, crayon, or marker correctly (with the thumb and forefinger supporting the tip)
- * Write his first name using upper and lowercase letters, if possible
- * Count to ten
- * Bounce a ball
- * Classify objects according to their size, shape, and quantity
- * Recognize some common sight words, like "stop"
- * Repeat his full name, address, phone number, and birthday
- * Manage bathroom needs

The Reality

- * Some children are not developmentally ready
- * Teaching practices vary from preschool to preschool because of the unavailability of curriculum/outdated practices
- * Children enter primary schools at different stages of readiness
- * Teachers not trained in early childhood education and this has implications for how prepared they are for primary school and if the learning they have acquired has to be re-taught

What principals are expected to do?

We can work together to weave that seamless continuum of learning so all children can grow, develop, and learn. In order to improve the performance of your school you must begin at the beginning. Early learning and primary school partnerships must be at the heart of your improvement equations.

As you are aware in this competitive era in which we live, children who leave secondary schools are expected to have:

- * higher order skills;
- * the ability to think critically and analyze information;
- * solve complex, open-ended problems;
- * to be creative and entrepreneurial;
- * to communicate and collaborate across borders; and
- * to use knowledge and information to create new opportunities.

I'm preaching to the choir. Anyone who has witnessed how toddlers often play with puzzles in a classroom knows that these skills are already being developed at an early age – picking up a puzzle board, dumping out the pieces, gathering them up and rearranging their order and connecting by color, distinct shapes or sizes. And, in many cases, there are several children who work together to put the pieces back into place.

The power of play specifically as a necessary component for helping children thrive, we know that learning begins well before kindergarten and play is an integral part of the development. It is central to how children solve problems, develop relationships, learn the give and take of healthy interactions, develop language, and collaborate. That is what is lacking in classrooms – the ability to twin learning with fun.

The vision of prekindergarten through grade three alignment must begin with the recognition that early learning does not stop at the kindergarten school door – and play is the perfect example of how we must bring back developmentally-appropriate learning experiences and carry them well into the third grade – or provide a seamless continuum of learning as children build upon the skills that they learn at an early age.

The fact of the matter is that together, we can build a foundation for children so they are:

- * ready to master 21st century skills and core academic subjects;
- * they have a thirst for learning and a reservoir of knowledge.
- * they become successful students and lifelong learners.

To create this future, early childhood educators and primary school teachers must acknowledge our shared ideals. Primary and secondary school principals and early childhood educators believe the same precept: Whole-child development in the prekindergarten years forms the bedrock of learning at both primary and secondary schools and even beyond.

SVG RULES

Netball



Volleyball



2010 Windward
Islands School Games
Overall Champion.

Football



We dominated the courts in volleyball, capturing both the Male and Female Titles.

We ruled the hoops in netball taking first place once more

We controlled the field in football, proving again that soccer is the game of the people.

CONGRATULATIONS TO THE TEAM AND OFFICIALS



Team Officials: Marlon Williams (Volleyball), Joan Foster-Baynes (Netball), Wollis Christopher (Track & Field), Elford Charles (Manager), Alrick Wright (Basketball), Thelma Foster (Chaperone), Kendale Mercury (Football), Ortis Jack (Technical Manager)

Windward

Islands

School

Games



"Knowledge
is power
If you
know...
TEACH
If you don't
know...
LEARN!"

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