



TEACHER CPD ACROSS BORDERS: REFLECTIONS ON HOW A STUDY TOUR TO ENGLAND HELPED TO CHANGE PRACTICE AND PRAXIS AMONG JAMAICAN TEACHERS

Paul Miller¹ --- Ian Potter²

¹Reader in Education, School of Sports & Education, Brunel University, London

²Head Teacher, Bay House School & Sixth Form, Gomer Lane, Gosport, England

ABSTRACT

The professional development of teachers and school leaders is an important factor in improving the overall quality and effectiveness of schools. Teachers and Principals who are well trained and who have exposure to different educational systems are in a position to draw on their experiences of other systems to improve outcomes for their classrooms, staffrooms and institutions as a whole. Reflecting on our own experiences of organising and delivering a Study Tour, we also present the experiences of Jamaican public educators on a recent Study Tour to England. From their feedback, it is clear that this experiential approach to capacity building has gone some way in stimulating participants' thinking as regards their practice and how this can be improved, underpinned by Hargreaves and Fullan's (2012) notion of reconceptualising professional capital and Mintzberg (2004) view of global mindsets.

Keywords: Teachers, Jamaica, Study tour, Leadership, CPD.

Received: 1 January 2014/ Revised: 13 January 2014/ Accepted: 17 January 2014/ Published: 20 January 2014

1. INTRODUCTION & BACKGROUND

This is a case study of the impact that educational research conferences can have. The narrative begins when a professional researcher based in Jamaica and a practitioner from England met for the first time in Cyprus at the Commonwealth Council for Educational Administration & Management's (CCEAM) conference in November 2012. The scholar and the headteacher discussed the challenges within their respective systems and Dr Paul Miller explained how he was keen to provide his Jamaican practitioner students with opportunities to deepen their professional and critical learning in educational leadership. Having founded the Institute for Educational Administration & Leadership- Jamaica (IEAL-J) a month previous, Miller considers it an important part of his vision to improve leadership performance and preparation-for-school-leadership in Jamaica. Ian Potter describes a similar ambition for his school where he wants to

encourage an outward facing enrichment to the learning of the organisation. He believes that having an international dimension to the thinking experience of his school will deepen its capacity for reflection and for improving practice.

It is not surprising that within the context of the (CCEAM) conference, at which professional researchers and researching professionals are engaged in much discourse about how to improve education for young people in schools across the globe, that our two newly acquainted professionals hatched a plan that would realise the aspirations and ambitions for our global profession that are so often theorised, but are more problematic to bring to fruition. Miller and Potter decided they would create and facilitate an opportunity for a group of Jamaican public educators to learn together from a Study Tour to England. Fullan (2004; 2005) drew on Mintzberg (2004) idea that there is a need to develop a *worldly mindset* where one's own mindset gets enlarged through other people's worlds. Consequently, contexts get changed through school leaders immersing themselves and others in their respective contexts. This is exactly what both Miller and Potter were aspiring to achieve in the context of their nation and school respectively. They engaged in a programme of forming an international community of learning (Wenger, 1998), which consisted of school leader practitioners who, in turn, would learn to recognise the value of creating a professional identity that included perceiving themselves as global leaders of education.

To achieve a reconceptualisation of one's professional capital (Hargreaves and Fullan, 2012) demanded an "intellectual ingenuity" (Fullan, 2004) and should occur within "new levels of collective commitment" (p.18). This is a case study example of how shared ideas and commitment are simultaneously cultivated. Pheffer and Sutton (2000) made a similar point when they proposed embedding "more of the process of acquiring new knowledge in the actual doing of these tasks and less in the formal training programmes that are frequently ineffective" (p. 24). In the words of Fullan, "Nothing beats learning in context" (, p 16).

In line with Miller's description of his experiences of what it was like to teach in schools in England (as was described to and shared with Study Tour participants multiple time before the actual Study Tour), Miller and Potter specified certain activities and knowledge outcomes linked to the theory and practice of educational leadership, such as: leading and managing change, instructional leadership and educational policy, that were crucial to their understanding the practice of school leadership in multiple settings in another country. In designing these intended outcomes and activities we adapted Grangeat and Gray (2007) four part typology of how teacher knowledge is organised and how this connects with the intended outcomes of the Study Tour: (a) Goal: the teachers' purpose that is held individually or collectively; (b) Clue: pieces of information picked out from the teaching situation, seen as relevant by teachers, and that will stimulate specific teaching practices; (c) Reference knowledge: the set of knowledge that enable one situation to be matched to another in order to define and to justify an action; and (d) Repertoire of actions: teaching practices that had been triggered by the clue and was orientated by the goal.

In bringing the Jamaican school leaders to England to be exposed to, share with, learn about and learn from schools, school leaders, colleagues, pupils and researchers, Miller and Potter

situated leadership preparation and development in a practical, experiential and de-contextualised paradigm. This de-contextualised notion, as proposed by us, underscores the “shifting borderland narrative” proposed recently by Miller (2012) which recognises that global trends are driving policy makers and schools alike to reconceptualise and do education differently. This paper explores how the Study Tour has produced an experiential quality of learning that is qualitatively different from other types of learning experiences whilst simultaneously examining the impacts of participants and organisers.

1.1. Profile of Jamaican Education System

Education in Jamaica is administered primarily by the Ministry of Education (MOE), through its head office and six regional offices. Formal education is provided mainly by the government, solely or in partnerships with churches and trusts. Formal education also is provided by private schools. As stipulated in the 1980 Education Act (Government of Jamaica, 1981), the education system consists of four levels: (a) Early Childhood; (b) Primary; (c) Secondary; and (d) Tertiary.

The education system caters to circa 800,000 students in public institutions at the early childhood, primary and secondary (Ministry of Education, 2012). As set out in the Education Sector Plan: Vision 2030 (Planning Institute of Jamaica, 2010), Jamaica’s education system is pursuing the following seven strategic objectives to:

1. devise and support initiatives that are directed towards literacy for all, and in this way, extend personal opportunities and contribute to national development;
2. secure teaching and learning opportunities that will optimize access, equity and relevance throughout the education system;
3. support student achievement and improve institutional performance in order to ensure that national targets are met;
4. maximize opportunities within the Ministry’s purview that promote cultural development, awareness and self-esteem for individuals, communities and the nation as a whole;
5. devise and implement systems of accountability and performance management to improve performance and win public confidence and trust;
6. optimize the effectiveness and efficiency of staff in all aspects of the service to ensure continuous improvement in performance; and
7. enhance student learning by increasing the use of information and communication technology in preparation for life in the national and global communities (p.18).

Funding for education is provided primarily by the Government of Jamaica through allocations from the National budget. In 2006, the Government began implementation of the recommendations of the 2004 National Education Task Force (Government of Jamaica, 2004) as well as introducing a number of programmes and projects towards improving quality, equity and access in the education system. These reforms are expected to improve Jamaica’s human capital and produce the skills necessary for Jamaican citizens to compete in the global economy. Among

the recommendations of the Education Task Force were the establishment of Regional Education Authorities and the Restructuring of the Ministry of Education.

2. LITERATURE/ THEORY

Schools serve the needs of the present and the future and have a crucial role to play in the lives and learning of their pupils for both *now* and the future (Barth, 1988). That said, professional development of teachers, in recent years, has tended to encourage schools to adopt and participate in activities which have promoted reflection, peer support and collaboration underpinned by coaching and mentoring and networking (Earley and Porritt, 2010). Fortunately, the era has passed when it was assumed that a person with a university degree or teaching diploma was equipped for lifelong service as a teacher (Everard and Morris, 1985).

Why do teachers need to learn?

Teachers need to keep up to date with their area of expertise and with recent research about pedagogy. They have to keep abreast of the legislative changes that affect their work such as curricular changes, assessment, inspection and appraisals. Learning needs to be continuous in order to enable teachers to improve classroom practice, contribute to whole school issues, take on new roles and responsibilities, manage change and acquire new skills. Barth (1990) suggests that, "Nothing within a school has more impact on students in terms of skills' development, self confidence or classroom behaviour than the personal and professional development of teachers" (p. 49).

Likewise, Joyce and Showers (1988) argued that learning for teachers can have a significant impact on pupil achievement. But learning in the intelligent school is more than keeping up to date because you have to, or obtaining qualifications because you must. It involves acknowledging, that effective teaching is not a fixed set of skills and knowledge but is constantly evolving and adapting to the needs of different of pupils. It is a continuous process, not an event. Support for teachers' own learning and development is a key characteristic of the intelligent school, which applies to individuals, groups of teachers or departmental teams and to the whole school as an institution. Individual teachers need to be involved in whole school learning initiatives and be provided with opportunities to fulfill their own personal and professional learning needs.

How can teachers learn?

Learning can take place 'on the job', individually and in groups. It can take place outside the school such as in other schools, in professional development in higher education institutions. It can be a one-off narrowly focused experience; for example, learning how to teach a particular lesson better. Miller (2013) identified a number of development approaches and techniques used by school leaders, including internal skills programmes, external seminars and conferences and external assignments, placements and secondments.

Learning on the job

On the job learning is one of the more cost effective, though least exploited means of delivering Continuing Professional Development (CPD) activities to teachers. Opportunities for

teachers to learn on the job may include: (a) Reflecting on what happened in lessons; (b) Asking the pupils their opinion of the lesson; (c) Pupil tracking; (d) Inviting a colleague to observe a lesson; (e) Observing a colleague's lesson; (f) Giving/receiving coaching from a colleague; (g) Job shadowing a colleague; (h) Team teaching; (i) Discussion with other professionals; for example, psychologists, education social workers; and (j) Discussion with parents .

Staff, team, department and pastoral year group meetings can be used for learning as well as administration. From her research on school level CPD, Myers reported:

Each half term department meetings are set aside to discuss teaching and learning. One such discussion around the concern that some students did not contribute to whole-class oral, resulted in a policy of naming students to answer questions rather than relying on vociferous volunteers (Myers, 1996).

The amount that teachers can learn from each other is often underestimated. Good practice exists in most schools. Teachers need to be immersed into a process of lifelong learning in order to gain and renew the skills needed for their profession (Gassner, 2002) and in order to remain effective and relevant.

Teacher action research

Teacher action research can be an invaluable method of learning on the job. It involves addressing an issue in a systematic way. The research issue chosen is one that is identified as in need of attention. Action research can be an individual activity. For example, a teacher may want to discover the differences between male and female contributions in her lessons. Pursuing action research can be rewarding and can help teachers understand and solve many issues in their practice. Indeed, a teacher must have the same basic skills as any good worker; possessing a profound knowledge of his/her subject area and having the skills to teach students successfully. Since a teacher's knowledge and skills depend on his/her continuous learning and development, he/she should deal with current research and be aware of general social changes.

Learning outside the school

Learning that takes place outside the school should be seen as complementary to those that take place inside. Many schools use INSET days as opportunities to arrange and deliver joint sessions with colleagues from other schools. This can be cost effective and has the advantage of facilitating and encouraging cross-fertilisation of ideas without raiding a schools' budget (MacGilchrist *et al.*, 1997). There are times however when it might be worth financing visits to other schools to observe the practice of other teachers. On a schools improvement project, one teacher observed:

Where possible we travelled together and the ensuing conversations on the forward and return journeys provided opportunities to discuss educational issues in general and what we had seen in particular. Without exception, host schools were generous- both in their time and in the sharing of ideas.....We found the visits one of the most beneficial forms of teacher development. Several initiatives were adopted and much of our practice adapted from things we'd observed. (Myers, 1996)

As well as visiting other schools in a country, teachers can visit schools in a completely new country. There are many academic, more social and experiential positives to be derived from such visits. In addition to learning about new cultures, cross border CPD visits can make people reflect on their own approaches and practices and removes the lid that can confine enthusiastic educators.

Of his visit abroad to other schools, Adam Lopez surmised:

Being able to see how other countries approach teaching is absolutely fascinating. It allowed me to step outside of the box and see that there are many perfectly valid approaches to educating, not just one linear, prescriptive method. By going abroad and observing other teachers in their own environment you develop not just professionally but also as a person. (Lopez, 2012)

Teachers' visiting other countries to observe and/or participate in their education system provides opportunities for them to experience and exchange ideas and knowledge about pedagogy while living in other cultural contexts.

3. METHODS

The Study Tour was operationalised using a Comprehensive Inclusion Model. All 16 Members of the Year One Masters in Educational Leadership programme at the University of Technology, Jamaica (UTech) who are simultaneously members of the Institute of Educational Administration & Leadership – Jamaica (IEAL-J) were encouraged to participate in the tour. Three members cited various reasons why they could not participate including finances, personal and family reasons and school based commitments. Thirteen members applied for the non-immigrant United Kingdom visa letters supported by letters from Bay House School (host institution), the IEAL-J and UTech. Twelve members received their non-immigrant UK visas and one did not. Eleven members who received their visas participated in the tour and one did not, citing other financial commitments. There were two males and nine females. Four worked in secondary schools, four in primary schools (including one Principal), two in pupil referral units (including one Principal) and one in college which prepares teachers.

A £5000 International Development Grant was shared equally among members. All members received a small grant of between £100 and £150 from the IEAL-J raised from various fundraising initiatives. UTech contributed approximately £1200 of which £600 was a scholarship for one participant, chosen by other members. Bay House School contributed £1364 in direct costs towards accommodation and absorbed petrol costs for local travel within Hampshire and its environs. Members paid for their transportation and subsistence.

4. OUTCOMES OF STUDY TOUR

4.1. Personal Learning

All participants from Jamaica completed a feedback sheet reflecting on what they had learnt. The data were collected anonymously and provide evidence that both personal and professional learning took place, although some reflections clearly bridge both dimensions, such as the

comment: "It has helped me to widen the scope of my thinking" (Delegate D). Another wrote: "It has also helped me to not take only the negative and dwell on them but to look for the positive in people" (Delegate F). A further reflection stated: "It was an excellent experience for me. I did not know I would grasp so many things in such a short period of time" (Delegate B).

To claim that this experience was 'life-changing' for the participants speak to the profound influence participation in such a Study Tour has on a good number, if not all the delegates. Jamaican culture is not known for its hyperbole or superlatives when 'judging' the value of activities and so when the participants' feedback confidentially using very positive language, it is a significant indicator of the impact the Study Tour had for them. For example, one wrote: "The experience was quite an 'eye opener' for me. I feel motivated and energized to implement some of the ideas gathered from the various schools" (Delegate H). This notion of the experience re-focusing previously held mind-sets and dispositions is captured in the following comment about what will be different as a result of the Study Tour: "I will take a more serious approach to my work. I tend to be a bit laid back and want others to do things" (Delegate D).

There was also recognition of how the whole experience impacted on the 'development' of the participants, not just the visit to the schools, but "the whole British experience" (Delegate A). In addition, there is clearly a theme about how 'academically' they have grown with an increase in desire to be more scholarly. "I am even more motivated to read more widely in the area", wrote Delegate C. This aspect of participation being a route to personal, professional and academic growth was a definite aspiration in setting up this project. Immersing these school leaders into an international context deepened the level of experience for them with evidential profound consequences for them: "The variety of experiences and richness and the quality of the organization of the programme have left an indelible mark on me. Perhaps, most fundamentally is the discourse around leadership as well as the teaching and learning process" (Delegate E).

4.2. Professional Learning

Feedback from delegates about their professional growth is plentiful. They have thought deeply about their own practice and the depth of their reflections has been enhanced by them observing and experiencing practice in a different context to their own. They have found that being in another environment helped to cast a starker light on their own. "Being in the various school and noting the use of many charts, signs and symbols to enhance learning has caused me to really reflect on how I can make my classroom more of a learning environment for my students" (Delegate C). Delegate D reflected on how being in a different cultural context had enabled a difference to be illuminated for him/her: "The difference will be in how I approach my lessons. I will approach it in a more serious way, for example, planning with more activities and technology and being more assertive in dealing with disciplinary issues".

Learning about leadership was a key theme in the feedback for participants on the Study Tour. There is evidence of reflective practitioners who will change their own practice as a result of what they learnt whilst in England. For example one wrote: (a) "My leadership strategies/methods will change. (b) There is a lot more that I will do in terms of monitoring of my

students' progress". (Delegate G). This participant was categorical about the transferability of what he/she learnt in the UK to his/her practice in Jamaica stating: "I have observed particular leadership strategies that can be employed at my school in Jamaica" (Delegate G). There being a practical application of what was learnt about leadership was also articulated as: "Leadership has been made practical. Leadership is not a "one style fits all" glove. It may be situational. I will utilize this knowledge to realise that as a leader I will deal with individuals not on a wholesale basis" (Delegate A).

Another expressed his/her learning about himself/herself professionally with the following reconceptualisation of leadership: "It has taught me that leadership is not about telling, it is about acting/showing. It's not about being puffed up but about being humble" (Delegate F). There is considerable profundity in this reflection and seemingly has led the participant to challenge either his/her own approach to leadership, or the culture of leadership within his/her context, or possibly both. The questioning of a hierarchical norm within leadership is a definite finding within the data, which may have implications for education within the Jamaican culture. There was evidence of a desire to move towards something different; as one delegate pledged to do: "Modify my approach to leadership – a distributed approach." And to: "Expand my knowledge base of leadership – this has been the fact which has resonated most with me" (Delegate E).

Implications of learning for professional identity and professional capital

It is right and proper that the voice of the learner is given prominence in this article, because it conveys powerfully the pertinent outcomes of the Study Tour. The evidence is clear that the learning of the individuals was profound, rich and deep. There is also find evidence of the impact more broadly of the funds and energy spent facilitating this personal and professional learning experience. In doing so, we return to the delegates' voice. It is evident that there will be capital taken back into the Jamaican system.

"This experience has motivated me to work harder and also to realize that everyone can achieve. This also has boosted my confidence to share with staff and head teacher the way forward for further development" (Delegate H).

"This has been an extraordinary learning experience for me. I have been exposed to invaluable best practices and have benefited from remarkable networking opportunities...This Study Tour was effectively organised to facilitate a myriad of activities concerning school leadership and management at different levels" (Delegate J).

The consequence of their experience was significant too for Bay House School and its journey of continual improvement, and feedback received from the Jamaican participants about what they had observed has gone some way to informing the School's self-evaluation processes and impacted at both the individual and systems levels at the School. It is beyond the scope of this paper to provide further detail about this, but it is important to highlight the reciprocal nature of the learning from this Study Tour.

The implications of the Study Tour for the identity of those professionals who participated and the consequential increase in capital for the Jamaican system are considered critically in the conclusion. And so before doing so, two voices are given further exposure, because of how they

communicate so loudly the impact of outcomes from the Study Tour and the motivation it has engendered.

“This experience has definitely helped in moulding my career as an educational leader. I am extremely happy for the experience and wish that all aspiring and present educational leaders from Jamaica could be afforded this experience. I am more motivated to perfect my practice and continue my educational leadership career so that I can improve the lives of my students” (Delegate G).

“I will be a better leader not only professionally but personally. My school and Jamaican education will be better” (Delegate B).

5. DISCUSSION

The Study Tour has showed us, the organisers, that daring to dream is important. First, we dreamed because we believe in what we practice both as academics and as practitioners; and second, we dreamed because we believe that others could benefit from our dream. In other words, we believe that as leaders in education, we have a duty to develop and serve others and this begins with a vision for change. As a result, from the tour’s conception, we took these duties seriously, allowing them to guide our philosophy about the Study Tour’s aims and objectives. Crucially, we realised that for this Study Tour, a form of Continuing Professional Development (CPD), to be effective, and to bring about improvements, it had to be seen in terms of the development of knowledge and expertise that could emerge or be expanded from participation in a wide range of activities geared towards personal and professional learning (Barth, 1990; Earley and Porritt, 2010).

The Study Tour was at risk of derailment at various stages of planning due to gate keeper issues in Jamaica that had to be carefully and skillfully negotiated. In addition to applying several strokes (Berne, 1967) however, we received full support for the vision and mission of the tour, from the School of Graduate Studies Research & Entrepreneurship (SGSRE) through one of the University’s Vice President who understood the aims of the Study Tour, how the tour could impact the professional lives of the participants, themselves Graduate Students, and how the tour could raise the profile and networks of the University.

Participants have described their experience as ‘life changing’; a critical admission given the changing nature of educational leadership and of teaching and learning in general. Teacher quality matters and principal quality matters even more. And, when teacher quality and principal quality are in sync with each other, a school can be a site for academic excellence. We cannot honestly say this was a stated mission of the Study Tour. Nevertheless, by exposing participants to teaching practice and applied school leadership in England, we hope that we have started a process towards strengthening teacher and principal quality in Jamaica, through Study Tour participants, built on their learning, interactions and critical personal and group reflections; a proposition which underscore Hargreaves and Fullan’s (2012) notion of reconceptualising one’s professional capital.

Some participants have professed a commitment to changing their practice, particularly as regards leading. Succinctly, "from telling to showing or doing"; this is an important point of departure from current practice underlining what Fullan (2004) called "intellectual ingenuity" that occurs with "new levels of collective commitment" (p.18). The commitment to show and/or do is not to be taken lightly and bespeak a realisation that 'top down' leadership must give way to a leadership approach (at the classroom and/or whole school levels) that is transformative and collaborative. The commitment therefore to change practice and praxis augurs well for Study Tour participants, their students and the Jamaican society as a whole and underpin the approach to school leadership (at all levels) engagement proposed by Miller (2012).

Teachers can learn from each other through storying, sharing practice and through observations. Indeed teachers provide an enormous amount of information, skills and capacities that can benefit students and other teachers alike (Gassner, 2002). Many Study Tour participants recount how their observations of lessons delivered at several schools including Bay House, Redbridge and St Francis de Sales; and how their post lesson observation and other informal conversations with staff helped them to clarify and deepen their understanding of specific issues. Some teachers now have a new understanding of managing risk, child protection and safeguarding mainstreaming education as evidenced in the delivery of inclusive lessons.

6. CONCLUSIONS

It is clear from the evidence that the goal was achieved of there being definite purpose in what the teachers and school leaders experienced. Those purposes proved to be held both individually and collectively, with examples of individual endeavour and collective learning. Pieces of information have been picked out and identified from the teaching within the situation of the Study Tour. These were seen as relevant by participants, and their voices have illuminated how that will stimulate specific teaching and leadership practices back in Jamaica.

Where deeper reflection has taken place, evidence prevails that knowledge gained has been referenced in relation to one's own professional situation. A set of knowledge has been generated that enabled participants to match one situation to another in order to define and to clarify understanding. This in turn has then been utilised to justify an action either during the Study Tour, such as providing feedback to the schools visited or inputs made within group discourse during the Tour, or upon their return to Jamaica.

The conclusion, therefore, is that an ensuing repertoire of actions has been triggered by the information received and selected (clue) which were effectively orientated by the goal (Grangeat and Gray (2007). Individual purposes have been served in the way in which teaching and leadership practices will be changed and a community of practice and reflection will have promoted collective learning. There has been an activism in this project of which previously we could only have dreamed. Now, we know that it can happen, and we trust this experience will serve as an inspiration to others who also dare to dream.

Funding: This study received no specific financial support.

Competing Interests: The authors declare that they have no competing interests.

Contributors/Acknowledgement: All authors contributed equally to the conception and design of the study.

REFERENCES

- Barth, R., 1988. Vision and school improvement. In F.W. Parkay (Ed), Improving schools for the twenty-first century. Florida: University of Florida.
- Barth, R., 1990. Improving schools from within. San Francisco: Jossey-Bass.
- Berne, E., 1967. Games people play: The psychology of human relationships. Harmondsworth: Penguin.
- Earley, P. and V. Porritt, 2010. Effective practices in continuing professional development – what works? Professional Development Today, 13(1): 6-12.
- Everard, K.B. and G. Morris, 1985. Effective school management. London: Paul Chapman Publishing.
- Fullan, M., 2004. Systems thinkers in action: Moving beyond the standards plateau, DfES & NCSL. Available from www.michaelfullan.com/media/13396063090.
- Fullan, M., 2005. Leadership or sustainability: Systems thinkers in action. Corwin Press.
- Gassner, O., 2002. Strategies of change in teacher education: European views, Proceedings of the ENTEP/BLK Conference Held at the Feldkirch College of Teacher Education, January 2002. Feldkirch: Pädagogische Akademie Feldkirch.
- Government of Jamaica, 1981. The education act: The regulations 1980. Kingston: Jamaica Gazette.
- Government of Jamaica, 2004. Task force on education reform Jamaica: A transformed education system. Kingston: GoJ.
- Grangeat, M. and P. Gray, 2007. Factors influencing teachers, professional competence development. Journal of Vocational Education and Training, 59(4): 485-501.
- Hargreaves, A. and M. Fullan, 2012. Professional capital: Transforming teaching in every school. Abingdon: Routledge.
- Joyce, B. and B. Showers, 1988. Student achievement through staff development. New York: Longman.
- Lopez, A., 2012. Exploring the professional development benefits of international exchanges: One teacher offers his tips on how to make international exchange projects benefit the school - and your career. Available from <http://www.theguardian.com/teacher-network/2012/sep/28/international-exchanges-benefit-teachers-schools>.
- MacGilchrist, B., K. Myers and J. Reed, 1997. The intelligent school. London: Paul Chapman Publishing.
- Miller, P., 2012. Editorial. The changing nature of educational leadership: Caribbean and international perspectives. Journal of the University College of the Cayman Islands, 6: 5-8.
- Miller, P., 2013. School leadership in the Caribbean: perceptions, practices and paradigms. London: Symposium Books.
- Ministry of Education, 2012. Education statistics 2011-2012: Annual statistical review of the education sector. Kingston: MOE- Planning and Development Division.
- Mintzberg, H., 2004. Managers not MBAs: A hard look at the soft practice of managing and managing development. London & New York: Financial Times Prentice Hall.
- Myers, K., 1996. School improvement in practice: Schools make a difference project. London: Falmer Press.

Pheffer, J. and R. Sutton, 2000. The knowing and doing gap: How smart companies turn knowledge into action. Harvard Business School Press. In M. Fullan (2004) Systems thinkers in action: Moving Beyond the Standards Plateau DFES & NCSL. Available from www.michaelfullan.com/media/13396063090.

Planning Institute of Jamaica, 2010. Vision 2030 national development plan: Education sector plan 2009-2030, Kingston, PIOJ.

Wenger, E., 1998. Communities of practice: Learning, meaning and identity. Cambridge: Cambridge University Press.

Authors:

Paul Miller, PhD, is Reader in Education at Brunel University, London. Prior to joining Brunel, Paul was Professor of Educational Leadership & Management at the University of Technology, Jamaica. He is a member of the Board of the Institute of Educational Administration & Leadership- Jamaica (IEALJ) and a Member of Council of the Commonwealth Council for Educational Administration & Management (CCEAM). He is editor of the recent book: *School Leadership in the Caribbean: Perceptions, Practices, Paradigms* (London, Symposium Books). Paul.Miller@brunel.ac.uk

Ian Potter, MA, is Headteacher at Bay House School & Sixth Form, Hampshire, England. He is currently pursuing doctoral studies in Education at Roehampton/Kingston Universities. ipotter@bayhouse.hants.sch.uk

Views and opinions expressed in this article are the views and opinions of the author(s), International Journal of Education and Practice shall not be responsible or answerable for any loss, damage or liability etc. caused in relation to/arising out of the use of the content.