

Life is not about how much you get, but how much you give – Unknown author

Accountability

I've had many conversations about accountability and responsibility over the years but never have I seen a better explanation than that by offered by Arthur Sherren ("The buck stops here", Charlottetown Guardian, Saturday, March 8, 2014.) Although not about education, his comments certainly apply to that field as well as others.

Sherren, a columnist and specialist in management effectiveness who was born in PEI, says that employees are "responsible for their actions, behaviours, attitudes, decisions, work and performance." Responsibility means taking ownership and corrective actions.

Accountability, on the other hand, is described by Sherren as the process of making, keeping and managing promises and expectations... being liable or answerable for the overall outcomes."

Although the article makes no mention of schools, from his article one can conclude that teachers are responsible for seeing that students are taught. On the other hand, principals, as instructional leaders, are accountable for students getting what they came to school for, the skills needed in order to gain entrance to postsecondary studies or employment. Of course, students and parents also have responsibilities for success in school.

Sherren provides much food for thought. It is a timely topic and one that would likely liven up any discussion.

Education and preparedness

See website for details (www.education2020.ca)

- March 25, 2014 - Goeland Centre, Cap Egmont, PEI
- April 1, 2014 – Souris Access Centre, PEI

Professional Development of Teachers

James Kempton, Associate Director, Education and Social Policy, at the think tank, Centre Forum, in England, thinks it's time for teachers to follow the model of other professions and take control of their own continuing professional development. (Manchester Guardian on Thursday 21 November 2013). According to Kempton, research shows that "whole school" contractual PD days, called inset [*IN-Service Training*] days, have little impact on school practice. In place of inset days, Kempton believes in establishing a requirement, say 100 hours per year, for continuing professional development and that the profession itself organize the activities. He refers to the Royal College of Teachers which is a professional organization of teachers, not unlike the Ontario or Alberta College of Teachers in Canada. Thus situated, professional development would not be seen by employers or bargaining units as being part of "performance".

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