



AMENDMENTS
FORWARD
APRIL
JULY

MARCH
CIRCULARS
BOARD PERMANENT

JANUARY
DELIVERY
INTERVIEWS
TEMPORARY
PUNCTUALITY

REGULARITY
SERVICE
DECEMBER

REPORTS
EMPLOYED
PROMOTIONS
APPOINTMENTS

MAY
MINUTES
ACTING

AUGUST
REPORT
COMMISSION

JUNE
SEPTEMBER
TRANSFERS
POLICIES

TEACHING
MEDICAL
MEETINGS

REPORT

OCTOBER
CANCELLATIONS
FEBRUARY

NOVEMBER

Report of the Teaching Service Commission
for the years 2014 - 2017

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1.0 INTRODUCTION

This report of the Teaching Service Commission (TSC) covers the period 1st January, 2014 to 31st December 2017. The Teaching Service Commission was established under the Constitution of the Republic of Trinidad and Tobago (Section 124) and its mandate is stated in Section 125 thereof:

Subject to the provisions of this Constitution, power to appoint persons to hold or act in public offices in the Teaching Service established under the Education Act, including power to make appointments on promotions and transfer and to confirm appointments, and to remove and exercise disciplinary control over persons holding or acting in such offices and to enforce standards of conduct on such officers shall vest in the Teaching Service Commission.

The Teaching Service Commission comprises a Chairman and not more than four other members.

2.0 MEMBERSHIP

The members of the Commission are appointed for a three-year term by the President of the Republic of Trinidad and Tobago, after consultation with the Prime Minister and Leader of the Opposition. During the period 2014 to 2017, the members of the Commission were:

Commission	Up to August 2014	August 2014 to 2017
Chairman	Ms. Hyacinth Guy	Dr. Fazal Ali
Member	Dr. Anna Mahase	Mrs. Joanne Joseph-Hannays
Member	Mr. Alwyn Daniel	Mrs. Elizabeth Crouch
Member	Dr. Gillian Paul	Mrs. Anushka Alcazar
Member	Mr. Christopher Michael Steele-Eytle (from May, 2014)	Mr. Christopher Michael Steele-Eytle (up to May 2017)
Member		Mr. Allan S. Noreiga (from May 2017)

The Executive Director, Human Resource Management, Teaching Service Commission (TSC) represents the Director of Personnel Administration (DPA) at Commission meetings and presides over the Secretariat which provides administrative and advisory services that enables the TSC to effectively discharge its mandate.

TSC MEMBERSHIP 2014 to 2017



From left to right (Standing): Mr. Martel Waldron, Executive Director, HRM(Ag) TSC; Mrs. Listra Johnson, Senior Human Resource Adviser (Secretary to the Commission); Mrs Anushka Alcazar, Member (TSC); Mrs. Joanne Joseph-Hannays, Member (TSC); Mrs Elizabeth Crouch, Member (TSC).

From left to right (Sitting): Mr. Christopher Michael Steele-Eytle, Member (TSC until May 2017); Dr. Fazal Ali, Chairman

3.0 OVERVIEW

In the 2013 Annual Report, the Commission identified progress in the following areas:

- ***Teaching Service Commission Regulations;***
- ***Review of recruitment and promotion processes for Teachers;***
- ***Standardised application form;***
- ***Special Report;***
- ***Disciplinary Matters;***
- ***Irregularity and Unpunctuality;***
- ***Stakeholder Relations.***

During the period 2014-2017, some of the highlights of the Commission were:

- ***A targeted project to fill outstanding vacancies;***
- ***The Teaching Service Commission Regulations and Delegation Order were drafted and forwarded to the Honourable Prime Minister;***
- ***Focus on Regularity and Punctuality of Teachers with respect to instituting disciplinary proceedings;***
- ***Issuance of the 2013 TSC Annual Report;***
- ***Focus was placed on reviewing old and establishing new Policy and policy documents;***
- ***Chairman and members of the Commission received new Instruments of Appointment;***
- ***Engagement of a service provider to develop an ICT Application for digitisation of TSC records;***
- ***Establishment of a Staff Appreciation/Recognition programme.***

Staff Appreciation

The first TSC Recognition and Appreciation function was held on Thursday 6th April, 2017 to recognize the staff of the Commission's Secretariat, and especially those who excelled in their job performance during the first quarter of 2017.



The Chairman was pleased with the overall improvement made by the Secretariat with respect to its output and encouraged those present to continue with their hard work and dedication to service.

4.0 MEETINGS

The Commission held statutory and special meetings as set out in Table 1:

Table 1
Statutory Meetings during the period 2014-2017

Year	No. of Statutory Meetings	No. of Special Meetings
2014	18	1
2015	23	3
2016	24	1
2017	21	1

At the statutory meetings, the Commission considers and decides upon Notes which are prepared by the Secretariat with respect to the Commission's constitutional powers: appointments (including acting and temporary) promotions, transfers, confirmations and disciplinary matters. The decisions of the Commission at its meetings are recorded in minutes which are confirmed at its subsequent meeting and form part of its permanent records.

During the reporting period, the Commission maintained an 'open-door' policy whereby all stakeholder groups which expressed an interest in meeting were invited to do so. In this regard, the Commission held meetings with various stakeholders in the education sector including the Minister of Education and staff of the Ministry of Education, the Secretary for Education in the Tobago House of Assembly and staff of the Division, Denominational School Boards, the Trinidad and Tobago Unified Teachers Association (TTUTA), and the Secondary Schools Principals' Association.

The following is a list of all stakeholders who met with the Commission during the period under review:

Table 2

**Meetings held with Stakeholders
during the period 2014-2017**

Stakeholders	Date of Meeting
Trinidad and Tobago Unified Teachers Association	22 nd January, 2014
Trinidad and Tobago Unified Teachers Association	7 th May, 2014
Tackveyatual Islamic Association (TIA) School Board of Management	11 th June, 2014
Permanent Secretary, Ministry of Education	18 th June, 2014
Trinidad and Tobago Unified Teachers Association	17 th September, 2014
Association of Denominational Schools Board of Education	28 th November, 2014
Arya Pratinidhi Sabha (APS) School Board of Management	29 th January, 2015
Minister of Education and staff of the Ministry	15 th June, 2015
Chief Personnel Officer and Permanent Secretary, Ministry of Education	6 th May, 2015
Anglican Board of Management	2 nd July, 2015
Secretary for Education in the Tobago House of Assembly and Administrator of the Division of Education	24 th July, 2015
Association of Principals of Assisted Secondary Schools	27 th August, 2015
Catholic Education Board of Management	8 th October, 2015
Secretary for Education in the Tobago House of Assembly and Administrator of the Division of Education	3 rd December, 2015
Arya Pratinidhi Sabha (APS) School Board of Management	17 th February, 2016
Minister of Education and staff of the Ministry	24 th February, 2016
Methodist Board of Management	4 th May, 2016
Dominican Sisters' Board of Management	4 th May, 2016
Association of Denominational Boards of Education	13 th July, 2016
Minister of Education and staff of the Ministry	20 th July, 2016
Permanent Secretary, Ministry of Education	8 th February, 2017
Trinidad and Tobago Unified Teachers Association	7 th June, 2017
Presbyterian School Board of Education	8 th November, 2017
Methodist Board of Management	27 th November, 2017

The Commission also appeared before the Joint Select Committee of Parliament in February 2015 and March 2017.

5.0 FILLING OF VACANT OFFICES FOR THE YEARS 2014-2017

Appointments (including first appointments by way of promotions) of all persons to the Teaching Service are made on the basis of merit. Merit-based appointments continue to play an essential role in ensuring that applicants are hired, and can advance, based solely on their abilities rather than favouritism or political influence. Applicants must first satisfy the stipulated requirements of the respective office before they are interviewed for suitability. The TSC has designed and implemented assessment instruments/tools for each position for which it interviews. The instruments are aligned with the roles and responsibilities required of the positions and the attributes the potential candidate should possess. Once a candidate is successfully assessed and interviewed, he/she is placed on an Order-of-Merit List from which he/she can be appointed or promoted. The following Table shows the total number of Teachers interviewed for promotion to Administrative Offices in secondary and primary schools during the period 2014-2017.

Table 3

Summary of Promotional Interviews for Administrative Offices in Secondary and Primary Schools during the period 2014-2017

Office	Number of Persons Interviewed 2014	Number of Persons Interviewed 2015	Number of Persons Interviewed 2016	Number of Persons Interviewed 2017
Principal (Secondary)	31	20	8	25
Vice Principal (Secondary)	52	40	29	-
Dean (Secondary)	-	18	-	224
Head of Department (Secondary)	-	21	-	
Total Secondary	83	99	37	249
Principal (Primary)	63	68	39	67
Vice Principal (Primary)	220	10	-	70
Senior Teacher (Primary)	215	-	115	22
Head of Department (Primary)	35	-	48	-
Special Education Teacher II	-	-	13	-
Total Primary	533	78	215	159
TOTAL PROMOTIONAL INTERVIEWS	616	177	252	408

5.1 Promotions – Administrative and Delinked Offices

The Administrative Offices in the Teaching Service are as follows:-

Secondary Schools:

- ❖ Principal (Secondary); Vice Principal (Secondary); Head of Department (Secondary) and Dean (Secondary)

Primary Schools

- ❖ Principal (Primary); Vice Principal (Primary); Head of Department (Primary); Senior Teacher (Primary).

The De-linked offices in the Teaching/Education Sector:

- ❖ Chief Education Officer, Director Educational Research and Evaluation, Assistant Director, Educational Research and Evaluation, Educational Testing Officer I- II, Evaluation Officer, Director, Educational Planning, Education Facilities Planner, Educational Research Officer I- II, Education Liaison Officer, Director Curriculum Development, Curriculum Coordinator, Curriculum Officer, Guidance Supervisor, Guidance Officer II, Guidance Officer I, Director of School Supervision, School Supervisor I-III, School Supervisor I (Tech), Supervisor of School Publications, School Publication Officer I, School Publication Assistant, Chief Examiner, Director of Educational Services, Education Extension Officer I – II, Director Operations, Supervisor Technical Teacher Training, Technical/ Vocational Education Supervisor I-II, Supervisor School Broadcasting, Education Broadcasting Officer II, Education Broadcasting Officer I, Director of Instructional Material

Table 4**Summary of Interviews for De-Linked Offices during the period 2014-2017**

Office	Number of Persons Interviewed 2014	Number of Persons Interviewed 2015	Number of Persons Interviewed 2016	Number of Persons Interviewed 2017
Curriculum Officer	66	58	-	33
Director of Schools Supervision	-	3	-	-
Schools Supervisor III	-	6	-	2
Education Testing Officer I	-	-	11	-
Curriculum Coordinator	-	-	9	-
Director of Educational Planning	-	-	-	2
Schools Supervisor I	-	-	28	-
TOTAL PROMOTIONAL INTERVIEWS	66	67	48	37

With specific reference to the offices of Dean (Secondary) and Head of Department (Secondary), the Commission acknowledges that it was not able to fill the vacant offices during the period of the Report. It is to be noted that the aforementioned offices had previously been advertised by the Ministry of Education in 2012. Interviews were conducted in 2013 by the Commission and successful candidates were promoted thereafter. Subsequent to this however, the office of Dean (Secondary) was advertised by the Ministry of Education in 2016, with all interviews being completed late in 2017.

The office of Head of Department (Secondary) was last advertised by the Ministry of Education in 2012. Interviews were conducted in 2013 by the Commission and successful candidates were promoted thereafter. Subsequent to this however, the Ministry of Education decided that a Manpower Audit of all its Secondary Schools was necessary before the office of Head of Department (Secondary) could be re-advertised. In 2017, the Ministry indicated that it was close to completion of the Manpower Audit. The Commission has been given the assurance that once the audit is finalized, the Ministry will advertise the office of Head of Department (Secondary).

During the years 2014 to 2017, the Commission fulfilled its constitutional responsibilities by promoting and appointing officers in the Teaching Service as seen in Table 5.

Table 5
Promotions/Appointments made to Administrative and De-Linked Offices

ADMINISTRATIVE OFFICES	Offices filled in 2014	Offices filled in 2015	Offices filled in 2016	Offices filled in 2017
Principal (Secondary)	30	6	14	20
Vice Principal (Secondary)	2	6	11	0
Principal (Primary)	70	18	18	36
Vice Principal (Primary)	12	2	15	12
Dean (Secondary)	14	9	0	1
Head of Department (Secondary)	0	10	0	0
Head of Department (Primary)	0	39	6	7
Senior Teacher (Primary)	26	45	6	21
Teacher III (Secondary)	160	46	61	169
Teaching II (Secondary)	45	8	19	60
Teacher I (Secondary)	0	30	29	61
Teacher I (Primary)	124	108	99	580
Technical Vocational Teacher I	1	2	1	18
Technical Vocational Teacher II	15	2	9	26
Technical Vocational Teacher III	0	0	0	1
Technical Vocational Teacher IV	3	0	1	5
Special Education Teacher I	2	0	0	0
Special Education Teacher II	0	0	13	0
Sub Total	504	331	302	1017
DE-LINKED OFFICES				
Schools Supervisor I	22	1	5	12
Schools Supervisor II	9	0	1	6
Schools Supervisor III	4	5	0	1
Guidance Officer I	14	5	0	0
Guidance Officer II	4	0	0	0
Education Extension Officer I	0	1	0	0
Curriculum Coordinator	0	0	1	6
Curriculum Officer	15	5	12	5
Director of Educational Planning	0	0	0	1
Director of School Supervision	0	1	0	0
Sub Total	68	18	19	31
Total	572	349	321	1048

5.2 Appointments – Primary and Secondary School Teachers

Recruitment of Primary School Teachers

The recruitment and selection system for entry level primary school teachers is delegated to the Ministry of Education. The process involves the following:

- The Ministry of Education places advertisements in the newspapers from time to time and also accepts unsolicited applications from persons wishing to enter the Primary School system.

- An individual who is registered as a Teacher may apply to the Ministry of Education for the position of Teacher in a primary school.

- The Ministry of Education assesses the application to determine whether the individual meets the stated criteria, that is, five (5) GCE ‘O’ Level/CXC subjects (General Proficiency level I or II) including English Language, Mathematics and Science for an Assistant Teacher (Primary) and the additional certification in teaching as evidenced by the possession of a Teacher’s Diploma or equivalent for Teacher I (Primary).

- The Ministry of Education conducts interviews using a structured instrument which was designed by the Commission, to identify candidates who meet the requirements to determine their suitability to teach in a primary school.

- Suitable individuals are placed on an Order of Merit list established by the Commission for future placements when vacant offices arise. An Order-of-Merit List is valid for a period of two years.

Table 6 illustrates the number of persons who were interviewed for recruitment purposes as Teachers in Primary School.

Table 6

**Number of Persons Interviewed and Successful for Offices of
Assistant Teacher (Primary) and Teacher I (Primary)**

Year	No. of Persons Interviewed	Successful candidates placed on OML
2014	296	264
2015	288	252
2016	305	255
2017	425	308
Total	1314	1079

Recruitment of Secondary School Teachers

The existing recruitment and selection process for entry level secondary school teachers include the following:

- ❖ An individual who is registered as a Teacher applies to the Ministry of Education for the position of Teacher in a secondary school.
- ❖ The Ministry of Education, through its Curriculum Division, assesses the applicant and certifies him/her as being competent to teach at a particular level. This certification may be at the levels of a Teacher I to III or Technical Vocational Teacher I to IV.
- ❖ The applicant's file\assessment is then sent to the Commission where an interview is conducted to ascertain their suitability and fit for an appointment.
- ❖ If the applicant is successful at the interview, his/her name is placed on an Order-of-Merit List and sent to the Ministry of Education or the Division of Education, Tobago House of Assembly, for subsequent placement in a secondary school when vacancies arise.

For the office of Teacher in Secondary Schools, during the period 1st January, 2014 to 31st December, 2017 a total of two thousand, four hundred and thirty-five (**2435**) persons were interviewed in the various subject areas with one thousand, nine hundred and twenty (**1920**) being placed on Order-of-Merit Lists as follows:

Table 7

Number of persons Interviewed and successful for the office of Secondary School teachers

Year	No. of Persons Interviewed	Successful candidates placed on OML
2014	403	319
2015	729	558
2016	636	515
2017	667	528
Total	2435	1920

5.3 Other Activities Related to Appointments

During the reporting period, the Commission also considered and approved other positions which impact on the efficiency of the Teaching Service including acting and temporary appointments, confirmation of appointments and transfers, See details below.

Table 8

Other Activities Related to Appointments

Other Activities Related to Appointments	2014	2015	2016	2017
Acting	251	365	562	852
Temporary	229	454	882	2034
Confirmation	628	203	380	311
Transfers	143	94	92	223
Release on Secondment	10	9	9	10
Appointment on Secondment	11	6	12	43

6.0 DISCIPLINE

The disciplinary process in the Teaching Service is guided by Regulations 84 – 114 of the Public Service Commission Regulations as adopted by the Teaching Service Commission. Additionally the Commission is cognizant of the constitutional provisions **“to remove and exercise disciplinary control over persons holding or acting in such offices and to enforce standards of conduct on such officers...”**.

During the reporting period, the disciplinary matters which were referred to the Commission for its attention were as follows:

Table 9
Total numbers of Disciplinary Matters

Year	No. of Matters
2014	103
2015	104
2016	77
2017	124

The Commission notes that there are numerous issues in effectively disposing of disciplinary matters including delays in reporting infractions to the Commission, delays in the submission of investigative reports and other administrative delays as well as delays at the tribunal stage. In this regard, the Commission continues to work with the Ministry of Education, the Director of Personnel Administration and staff of the Service Commissions Department to treat with the delays and has recently agreed to the implementation of a case management mechanism for matters before the Disciplinary Tribunals. This measure, which was operationalised in the fourth quarter of 2017, should significantly impact on the delays in the process.

Additionally, the Commission has noted that some matters which are referred for its consideration can be better dealt with other than through the disciplinary process. In these circumstances, the Ministry of Education and Division of Education,

Innovation and Energy are advised to treat with these matters using mediation and/or alternative dispute resolution options.

The Commission is aware of the public perception of the Commission's inability to discipline teachers. The Commission acknowledges that some challenges exist and admits that currently there are difficulties experienced in disciplining teachers, particularly for irregularity and unpunctuality. In 2017 however, the Commission took the bold step to pursue disciplinary action against a number of teachers for whom records for punctuality and regularity were received from the Ministry of Education.

The Commission is of the view that issues of teacher absenteeism, irregularity and unpunctuality are likely to contribute to falling standards of performance of students both academically and behaviourally and severely affects the future of education in our country. Accordingly, the Commission will continue to pursue disciplinary action against such teachers where the aforementioned allegations have been made.

With respect to allegations of sexual misconduct or physical abuse of children, the Commission is concerned about the difficulties it has experienced in prosecuting these matters. In this regard, the Commission has noted that in some cases, for a myriad of reasons, the matter fails at the investigation or tribunal stages as the alleged victim, whether on their own volition or on the decision of their parent/guardian, refuses to testify or give evidence on the matter. In these circumstances, the Commission is left with no other choice but to allow the alleged offender to return to his substantive office in the school. When this occurs, the Commission has faced legal action, been threatened with legal action or other actions are taken by stakeholders to prevent the officer from resuming his position in the school.

The Commission is mindful of the emotional and psychological issues faced by the children which can be caused by the alleged incidents. In this regard, the Commission can only ask that parents and guardians do what is best for their children and also

consider the potential impact of their decision on other students by not supporting the disciplinary process.

See Table 10 for a Breakdown of Disciplinary Matters for the period 2014 – 2017.

Table 10
Details of Disciplinary Matters 2014 – 2017

CATEGORY	NO. OF MATTERS		COMMENTS
		Completed	
Court Charges	63	12	51
Disciplinary Tribunals	81	23	58
Abandonments	73	5	68
Allegations of Misconduct	174	49	125
High Court Matters	13	2	11
Total	404	91	313

7.0 THE REGULATORY FRAMEWORK

During the reporting period, the Commission has worked towards the finalisation of its Regulations, the Teaching Service Commission Regulations (2017) and also the Teaching Service Commission (Delegation of Powers) (Amendment) Order, 2017. These drafts were done using internal resources. In 2017, the Commission forwarded both documents to the Honourable Prime Minister of Trinidad and Tobago for consent and approval in accordance with Sections 127 and 129 of the Constitution of the Republic of Trinidad and Tobago.

8.0 STAKEHOLDERS

The Commission is of the view that all stakeholders in the education system should be given an audience so as to find areas of commonalities in approaches, ideas, policies and practices so as to foster better working relationships and also to reach workable solutions to the existing problems. For the period 2014-2017, the Commission (TSC) continued its close relationships with all major stakeholders and met with the undermentioned:-

- The Minister of Education, Permanent Secretary, Chief Education Officer and other senior officers of the Ministry;
- The Denominational Boards (Primary and Secondary Schools);
- The Secretary, Division of Education, Energy and Innovation, Administrator and other senior officers of the Division;
- The Trinidad and Tobago Unified Teachers Association;
- Association of Principal of Assisted Secondary Schools; and
- Other interested stakeholders.

Additionally, the Executive Director and staff of the Commission's Secretariat held regular meetings with the staff of the Ministry of Education and the Division of Education, Energy and Innovation's Human Resource Unit to deal with important strategic and operational issues.

The Commission also acknowledges that in 2017, the Service Commissions Department started a Stakeholder Outreach Program with a view to meeting officers in their communities and places of work. This exercise which is part of an Institutional Strengthening exercise, provides an opportunity to engage more stakeholders at another level and has the full support of the Commission.

9.0 CHALLENGES

During the period under review the Commission encountered a number of challenges which would have affected its work, especially with respect to the following:-

i. Human Resources

- Within the first year of the assumption of this Commission in 2014, the Department lost many of its experienced senior staff. This period of transition for both the new staff and the Commission somewhat stymied the strategic output of the Commission in the initial stages.
- The Commission has also noted that the workload of staff of its Secretariat is heavy. In this regard, international best practice standards recommend a ratio of 1 Human Resource Officer to 100-150 clients. Currently, the Secretariat has 46 such officers who are directly responsible for the staffing needs of 17,000 persons in the Teaching Service. Notwithstanding, the Commission acknowledges that the recommendations of the Institutional Strengthening Project which ran from March 2015 to March 2017 are being implemented in the Department and is confident that improvements will occur.

ii. Budgetary Allocation

The Commission's budgetary allocation has been significantly reduced during the periods 2013 to 2014, 2014 to 2015, 2015 to 2016, and 2016 to 2017. As a result of the reduced allocations, the Commission has had to review its plans and programmes. Most initiatives such as the hosting of an education conference, strategic planning retreat as well as workshops have been shelved until greater budgetary allocations become available.

Table 11
Budgetary Allocation

Year	Fees: (used for Legal fees, Stipend for Interview Panels)	Other Contracted Services: (used for assessments or psychometric testing and other services)	Promotion Publicity and Printing (used for press releases, advertisements, Annual Reports)	Hosting of Conferences, Seminars and other Functions: (used for hosting conferences, retreats and workshops)
2013-2014	186,400.00	372,800.00	186,400.00	65,240.00
2014-2015	500,000.00	200,000.00	200,000.00	200,000.00
2015-2016	300,000.00	50,000.00	50,000.00	50,000.00
2016-2017	100,000.00	5,000.00	10,000.00	10,000.00

iii. Regulations

- When the Commission assumed office in 2014, Draft Teaching Service Commission Regulations were already in existence, based on the work of the previous Commission. In this regard, the Commission worked assiduously to finalise the Teaching Service Commission Regulations. Additionally, the Commission has also worked to finalise the Teaching Service Commission (Delegation of Powers (Amendment) Order.

However, due to further developments in case law as it pertains to the Regulations currently in use as well as observation of the application and working of the said Regulations, it is anticipated that further additions and/or changes will need to be made to the draft Teaching Service Regulations.

- The new Delegation of Powers (Amendment) Order, will tackle some inefficiencies which currently exists in the system by giving the Ministry of Education and the Division of Education, Innovation and Energy more powers to deal with issues of staffing and discipline.

10.0 TEACHING SERVICE COMMISSION (TSC) APPLICATION

In 2016, the Commission, through the Director of Personnel Administration, engaged a company to develop an application which would graphically represent vital Teaching Service data stored within the Service Commissions Department. The data in digital format would allow the Commission to compile and report on requests in a timelier manner. The main processes and requirements will focus on the following:-

- i.** The capturing of profile data on officers who fall under the purview of the TSC.
- ii.** The capturing of profile data on the relationships of schools and the teaching and administrative staff therein.
- iii.** The ability to quickly and easily view movement of personnel at an individual, school and Ministry level.
- iv.** Developing and implementing of a web-based front end application to illustrate a graphical representation of Teaching Service information contained within the Service Commissions Department's database.
- v.** Generating automated reports based on parameters selected and defined by the Service Commissions Department.

Since going 'live' in 2017, the staff of the TSC Secretariat along with the Department's Information Technology Unit has been working on the verification of information, data entry and training in the use of the application.

11.0 ACKNOWLEDGEMENTS

In conclusion, the Commission wishes to express its gratitude to the former members of the Commission, the former Directors of Personnel Administration, and to the staff of the Service Commissions Department for their valuable assistance during the years under review.

The Commission also wishes to thank all the stakeholders who continue to contribute to the development of education in Trinidad and Tobago.

NOTES

