
Evaluation and follow-up activities

Participants evaluated the seminar by completing a questionnaire which was distributed on the last day. The responses showed that participants considered the seminar useful in providing a forum for discussion of issues and concerns in teacher education in the Caribbean region. They reported that the topics selected for discussion were relevant and that the lead presentations were of a high standard.

More time for discussion in groups was required and another day would have given adequate time for more in-depth discussion. Time would also have been saved if it had been possible to circulate all the seminar papers well in advance.

The topics that generated most interest were values education; distance education for teachers; research in teacher education; and, multi-grade teaching.

Follow-up activities

In both plenary and group discussions follow-up activities were proposed which could be undertaken at national, regional and pan-Commonwealth levels. These recommendations are classified under the headings given below.

Policy

- Development of a policy on teacher education and on issues that affect operations and programmes at the teacher education institutions.

Curriculum

- Establishment at national level of a committee, or other mechanism, for the review and monitoring of the teacher education curriculum.
- Inclusion in the curriculum of options that meet the special needs of some countries.
- Inclusion in the curriculum of options in special areas such as multi-grade teaching and values education.

Distance education

- Training workshops and seminars for teacher educators in areas such as the following:
 - (i) preparation of materials for distance education
 - (ii) organisation and management of teacher education by distance

- (iii) use of technology in the training of teachers
- (iv) supervision and evaluation of teachers in a distance education programme.

Research

- Training workshops and seminars for teacher educators in the following areas:
 - (i) interpreting and applying research findings in teacher education
 - (ii) conducting quantitative and qualitative research and analyses of findings
 - (iii) developing and conducting action research
 - (iv) preparing surveys and other instruments for collecting data.
- Identifying areas for research and conducting research through collaboration between the Ministry of Education, the University, teacher education institutions and schools.

Staff development

- Identification of career paths for teachers.
- Establishment of a comprehensive system for on-going professional development of teachers and teacher educators.
- Courses in areas such as clinical supervision, module writing, information technology, adult education methodologies and new approaches to the delivery of education.

Resource materials

- Preparation of resource materials in areas such as multi-grade teaching and distance education.
- Preparation of a popular 'journal' that can inform teachers and teacher educators of developments and innovations in teacher education.
- Assigning responsibility to an institution or organisation to act as a clearing house for enabling teacher educators to access relevant documents.

Evaluation

- Training in the use of competency-based assessment that is used by the Caribbean Examinations Council.
- Application of competency-based assessment at the teachers' colleges.
- Training in the development and use of performance appraisal schemes.
- Establishment of support services for teachers to deal with professional and personal concerns that affect performance.