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Appendix 1

Teacher Education Seminar Valley Vue Hotel, Trinidad January 16-18, 1995

List of participants

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Appendix 2

Regional Teacher Education Seminar Valley Vue Hotel January 16-18, 1995

Programme

Day 1

8.30–9.00	Registration
9.00–9.45	Opening ceremony
9.45–10.00	Coffee break
10.00–10.15	Opening remarks by Chair
10.15–11.30	Presentations by participants
11.30–12.30	Issues in teacher education in Commonwealth and non-Commonwealth countries
12.30–2.00	LUNCH
2.00–3.30	Discussion and preparation for group workshops
3.30–5.00	Group activities (Preparation of projects, follow-up activities etc.)

Day 2

9.00–10.30	Presentations on training teachers by distance education
10.30–10.45	Coffee break
10.45–12.30	Presentations and discussions continue
12.30–2.00	LUNCH
2.00–3.30	School-based vs institution-based teacher education
3.30–5.00	Continuation of group work

Day 3

9.00–10.30	Values education
10.30–10.45	Coffee break
10.45–12.30	Multi-grade teaching
12.30–2.00	LUNCH
2.00–3.00	Research in teacher education
3.00–4.30	Proposals and projects

Appendix 3

A notional weighted teacher preparation curriculum for future needs (3 year duration)*

Fields of study and practice	% weighting
LIBERAL EDUCATION (Main subjects)	25
CURRICULUM THEORY AND PRACTICE**	12
PEDAGOGICAL SCIENCES (Methodology)**	12
TECHNOLOGICAL AWARENESS IN EDUCATION (computer literacy)	3
PRACTICUM	35
REFLECTIVE METHODOLOGIES	7
LIFE ISSUES	3
Environment and pollution	
Health concerns	
Conservation	
Cultural heritage	
PERSONAL DEVELOPMENT	3
Language and communication	
Counselling	
Global and national identity	
Values and moral education	
	100

* The weightings may need to be adjusted accordingly for primary and secondary school training.

** These would incorporate the basics of the educational disciplines e.g. psychology, philosophy.

Elwyn Thomas (1995)

Appendix 4

Outline research training for teacher educators and senior educationists

A NATURE OF RESEARCH AND EVALUATION PROCESSES

Theories, paradigms and conceptual models

B BASIC RESEARCH COMPETENCIES

Observation, design, instrumentation, hypothesis testing, sampling

Qualitative techniques

Simple statistical analysis

C ADVANCED RESEARCH COMPETENCIES

Complex research designs, advanced statistics, multivariate analysis, model and theory building, model testing, advanced ethnographic techniques

D EVALUATION TECHNIQUES

Summative, formative, illuminative, evaluative use of various models and designs, assessment and outcomes measures

E APPLICATIONS

Piloting projects

Project identification and project preparation.

Project monitoring and supervision

Evaluation of projects

Planning and implementation research

Commissioned national and international research projects.

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Appendix 5

Objectives of teacher education programmes in Barbados

1 Diploma in Education

To help teachers to:

- understand the factors which affect the learning and development of children and adolescents and how the educative environment contributes to their growth and development
- understand the importance of the sociological and psychological context in which learning and teaching take place
- improve their understanding of self and others and develop their communication and interpersonal skills
- understand the values and implications behind current educational practices and develop a rational basis for action in classroom, school and the educational system
- improve their understanding of the Caribbean educational system and its organisation
- develop the basic skills necessary for reading and interpreting research and for conducting research in the school situation
- identify the instructional needs of children and groups of children within a class setting and design instructional programmes to meet these needs
- use a variety of instructional skills and management procedures and effectively utilise people, time, space and materials for instructional purposes
- develop the basic understanding and skills necessary for improving the quality of educational assessment
- develop a critical and experimental attitude to teaching.

2 Two-year in-service programme

The aims of the in-service training programmes are to:

- help teachers acquire an understanding of, and practise with competency, those skills which make for effective teaching
- provide opportunities for students to develop as independent learners
- encourage each student to develop specialist teaching skills in at least one curriculum area in addition to general competence in other areas
- encourage teachers to perceive themselves as role models for pupils and help them develop the self-confidence and other professional skills required to function in such a capacity.

3 Teachers' Advanced Professional Certificate

These programmes seek to help participants:

- acquire and practise the skills necessary for leading and advising their colleagues in school on matters pertaining to curriculum development,

curriculum renewal and curriculum evaluation in their areas of specialisation

- examine and discuss new developments in theory and practice especially as they pertain to contemporary problems in local classrooms
- experiment with and evaluate new methodologies, approaches and materials in their specialist fields and use relevant ones regularly in order to solve teaching/learning problems in the classroom
- examine and evaluate their mode of professional functioning with a view to engaging in self-improvement
- use the computer as a tool for instructional delivery
- design, produce, use and evaluate a wide range of instructional materials such as video tapes and readers
- employ the basic principles of special needs instruction in their classroom.

4 Certificate in Educational Management and Administration

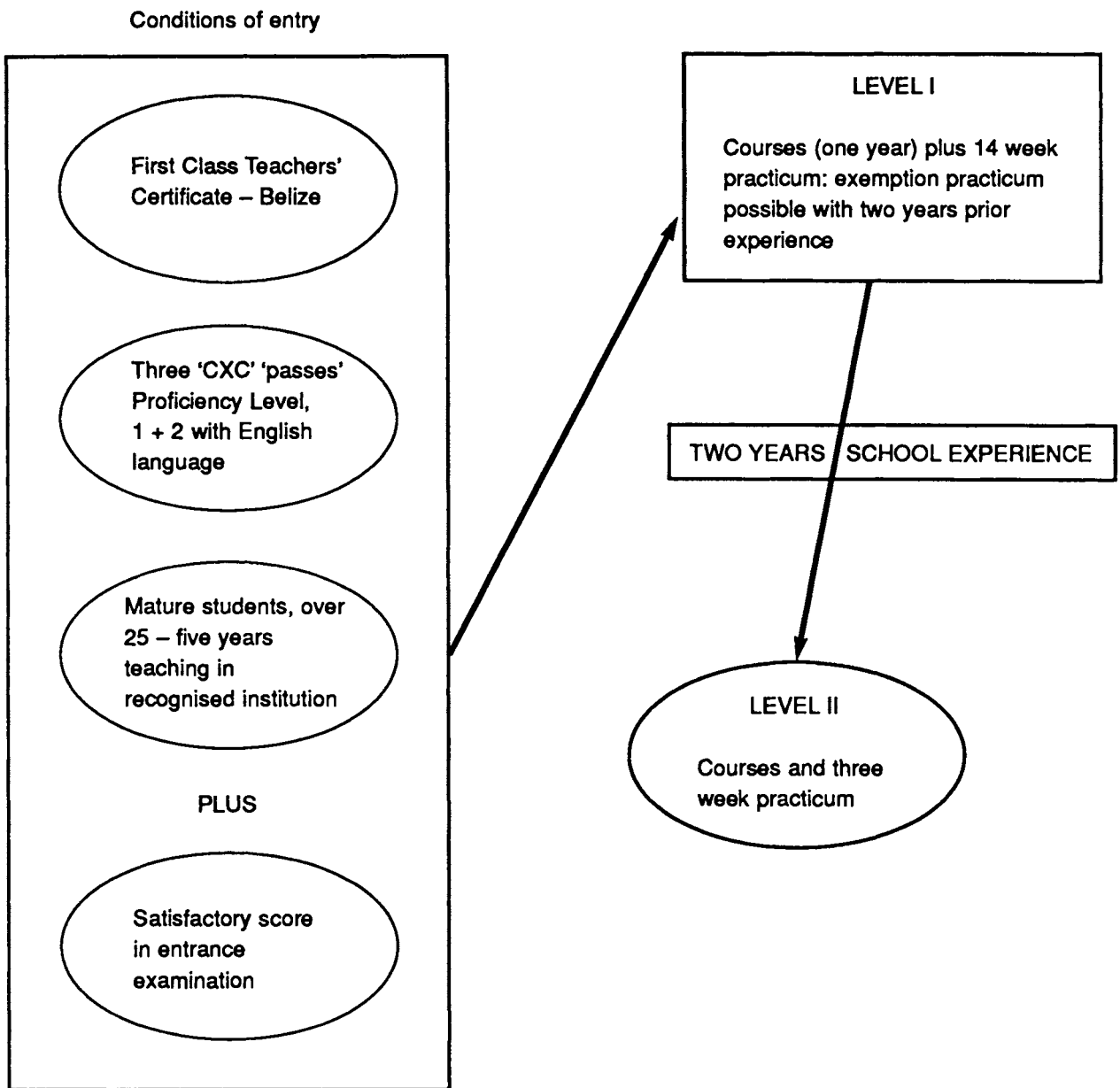
The Certificate in Educational Management and Administration is intended primarily for experienced practitioners in the field of primary and secondary education who hold, or are likely to hold, posts of special responsibility. It is designed to equip participants for effective leadership roles in the management and administration of educational institutions and organisations, and in other supervisory or management positions in the educational system.

The objectives of the programme are:

- to deepen their awareness of the relationship between education, socio-economic development and national objectives
- to see the educational system and its linkages as a whole and to understand the role of educational administrators in relation to pupils, school personnel, parents; the Ministry of Education, Youth Affairs and Culture; and, the wider community
- to update their knowledge of and insights into psychological and sociological processes and to provide a sound basis for programming to meet the needs of young people
- to understand their own psychological needs and those of others
- to identify the needs of individual institutions and the educational system and to help them to develop the insights, techniques and attitudes necessary for responding to these needs
- to familiarise themselves with current theories and practices in the field of management and administration, especially as they relate to educational institutions, and encourage them to develop an analytical approach to the management of educational institutions
- to equip themselves with the knowledge, skills and techniques to assist in formulating plans, syllabuses and curricula and to translate these into dynamic school programmes.

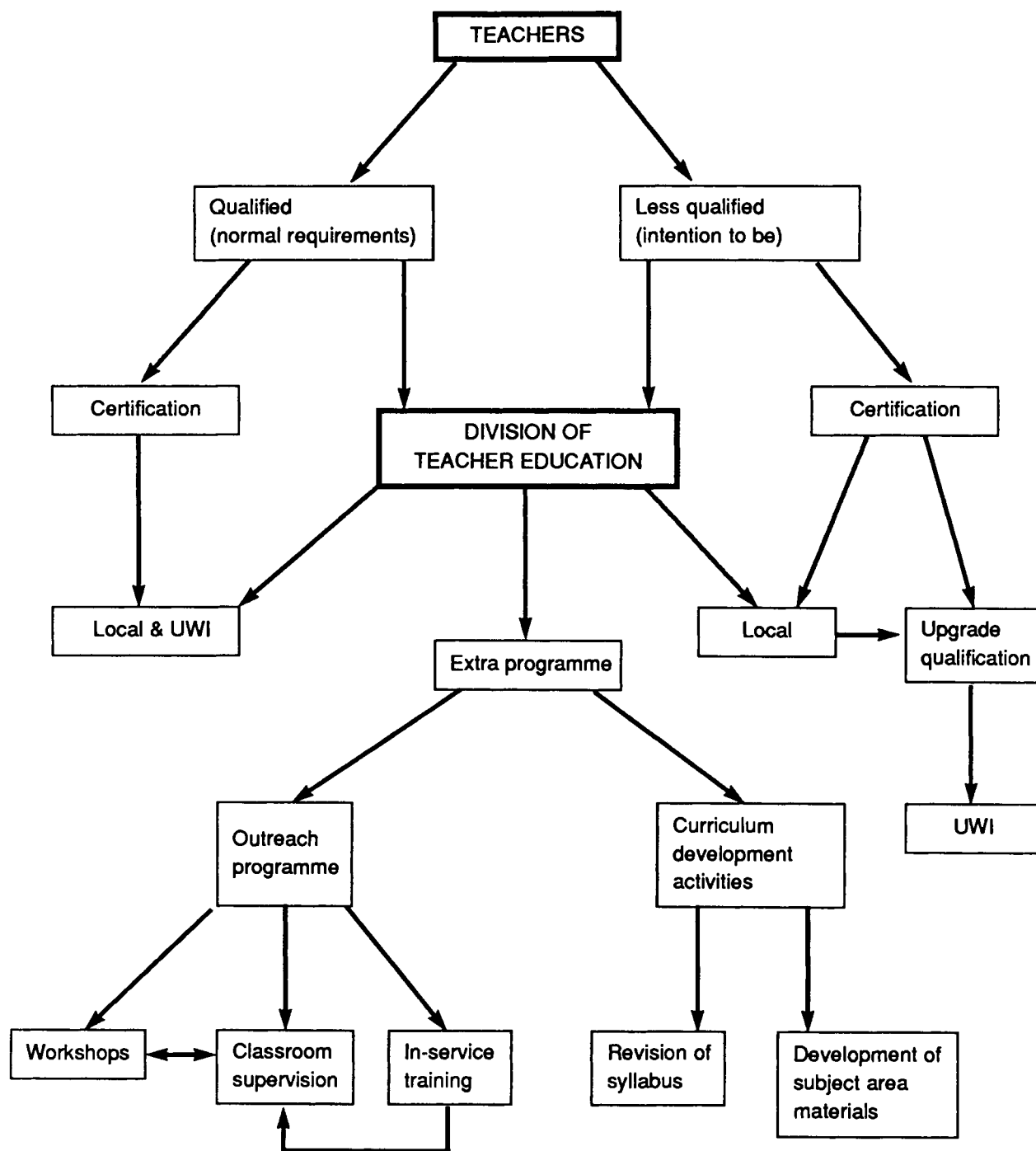
Appendix 6

Teacher education model – Belize



Appendix 7

Teacher education model – St Kitts and Nevis



Appendix 8

Teacher education programmes in Trinidad and Tobago

- 1 Course: Teachers' Diploma
Target group: In-service assistant 11; assistant 111
Duration: 2 years
Content: Psychology/Philosophy/Principles of Education
Organisation and Practice of Education
School Curricular Studies (English Language, Maths, Literature, Art/Craft, Social Studies P.E., Family Life Education)
Elective Studies
Certification: Teachers' Diploma
- 2 Course: Bachelor in Education (Primary-UWI)
Target group: Trained primary school teachers
Duration: 2 years
Supervision: Faculty of Education, UWI
Certification: B.Ed. (Primary)
- 3 Course: Certificate in Education (UWI)
Target group: Trained primary school teachers
Duration: 1 year
Supervision: Faculty of Education, UWI
Certification: Cert.Ed. Science/Maths/Reading
- 4 Course: Educational Administration (UWI)
Target group: Trained primary school teachers (prospective administrators)
Supervision: Faculty of Education, UWI
- 5 Course: Primary Headship
Target group: Senior teachers/vice principals/principals
Duration: 6 months
Content: Better Schools Education Modules (Commonwealth Secretariat)
Supervision: Ministry of Education, School supervisors/principals/teachers' college lecturers
Certification: Certificate of Merit (examination)
Feature: Short term (IDB funded)
Participants: 955 (1993–1994)

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6	Course:	On the job training (OJT – pre-service training)
	Target group:	Recruited assistant teachers
	Duration:	1 year
	Supervision:	National Training Board
	Certification:	Certificate of Achievement
	Participants:	1021 (1993–1994)

Appendix 9

Achievement in teacher education in Trinidad and Tobago (1988-1994)

Pre-service trainees – (OJT programme 1993-94)

Level	No of participants
Pre-school	300 (SERVOL)
Primary	1021
Secondary	107
Total	1428

In-service programmes (primary) IDB sponsored

Courses	No. of participants
Teaching subjects (12)	16, 958
Library skills	589
Primary principalship	955
Professional courses – UWI	133
M.Ed.	
Cert.Ed.	
Cert. Materials Production	

Appendix 10

Faculty of Education graduates – University of Guyana 1982-1994

	Cert. Ed		B. Ed		Dip. Ed		M. Ed		Total		Total
	M	F	M	F	M	F	M	F	M	F	
1982	-	-	24	15	7	6	-	-	31	21	52
1983	1	5	-	1	12	7	-	-	13	13	26
1984	20	12	6	11	6	8	-	-	32	31	63
1985	7	15	18	37	10	13	-	-	35	65	100
1986	7	11	9	11	6	5	-	-	22	27	49
1987	-	1	10	23	7	8	-	-	17	32	49
1988	-	-	11	20	11	10	-	-	22	30	52
1989	-	-	13	33	13	15	-	-	26	48	74
1990	-	-	17	17	5	9	-	-	22	26	48
1991	-	-	17	25	3	9	-	-	20	34	54
1992	-	-	5	27	7	10	2	6	14	43	57
1993	-	1	2	5	4	5	3	1	9	12	21
1994	-	-	7	32	7	13	1	4	15	49	64
	35	45	139	257	98	118	6	11	278	431	709

Appendix 11

Notes for the student teacher on preliminary visit to schools for teaching practice in the Bahamas

Object

- 1 Obtain the information and materials required to enable the student to teach effectively.
- 2 Meet the headteacher and staff of the school.
- 3 Meet the class teacher and children.
- 4 Try to assimilate the atmosphere of the school.

What to look for

- 1 Method of the school:
 - its organisation
 - method of discipline
 - method of motivation
 - method of giving assignments
 - relationship of children to headteacher
 - relationship of children to class teacher.
- 2 Class teacher's manner:
 - manner in which the children are received
 - manner in which children are spoken to
 - manner in which the teacher regulates his vocabulary
 - manner in which the children are corrected
 - manner in which the teacher obtains co-operation.
- 3 Method of work:
 - the standard set on exercise books
 - methods of marking and correcting books
 - method of using information provided from written work
 - the organisation given on projects, maps, posters, etc.
- 4 Routine organisation:
 - methods of collecting papers, checking equipment, etc.
 - method used in having children respond to questioning
 - method used in seating arrangement
 - method used in allowing for individual differences
 - method used in entering or leaving the classroom.

What to bring back from a preliminary visit

- 1 Schemes of work with all necessary details in the subjects you are expected to teach
- 2 The name given to the class, e.g. Grade 4A or 6
- 3 Size of the class
- 4 Average age of the children
- 5 Stream of the class or ability of the children
- 6 Length of the lesson
- 7 Accounts of pupil's previous knowledge of subjects
- 8 The amount, quality and availability of equipment
- 9 General size of the school's display space, provisions for electrical connections, water supply, etc.
- 10 Seating plan of the children with names
- 11 Reason for the present arrangement of desks
- 12 Information about children who present unusual behaviour problems or have difficulty with hearing, sight, etc.
- 13 Timetables for the schools with special attention to possible interruptions, e.g. collections of money, fire drill
- 14 Text books; have a thorough knowledge of the books in use. Try to obtain a copy of each one related to your teaching subjects
- 15 For your file get the history and characteristics of the school, the number of teachers and students, the number of rooms in the building, etc.

Source: Teaching Practice Handbook, Teacher Education Division, College of the Bahamas. 1st edition, 1992, pp. 1-2

Appendix 12

The International Centre for Distance Learning (ICDL) Open University, UK

The ICDL provides worldwide information services on distance education. ICDL is part of the Institute of Educational Technology (IET) of the UK Open University. According to its brochure the services offered by the ICDL include the following:

- a distance education database containing detailed, high quality information on courses, institutions and literature, accessible on line and on CD-ROM;
- an information service providing answers to users' enquiries and with the capacity to undertake literature searches and to compile biographies;
- a unique library collection covering all aspects of the theory and practice of distance education and open learning worldwide;
- *ICDL Update*, a quarterly listing of significant new publications, forthcoming events, and major additions and enhancements to the ICDL database;
- a gopher server carrying ICDL data and also pointing to other relevant gophers.

Participants were encouraged to use opportunities provided for them to access and benefit from the services offered by ICDL.

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