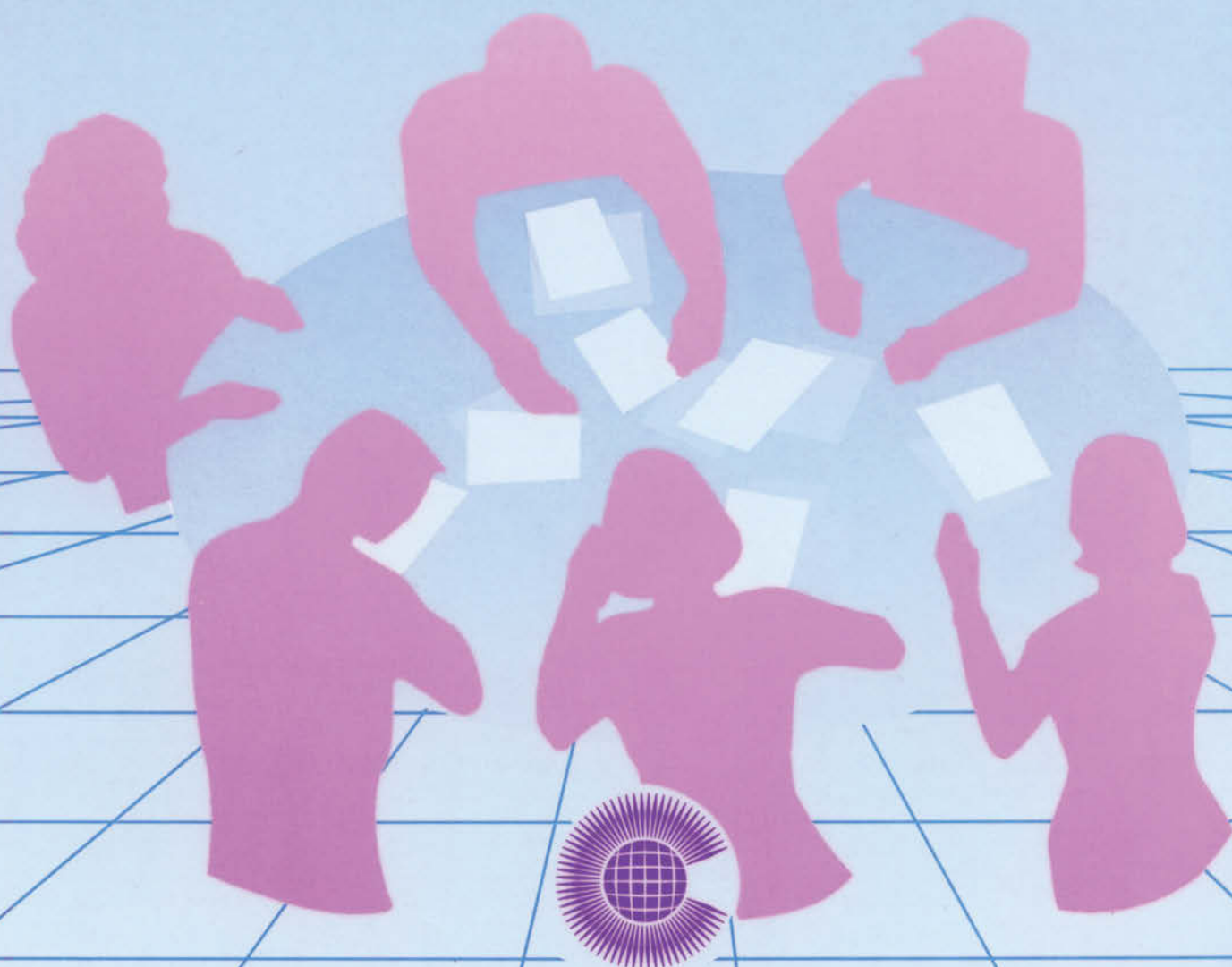


Teacher Education in the Commonwealth

# CARIBBEAN ISSUES AND DEVELOPMENTS

Edited by  
Lucy Steward and Elwyn Thomas

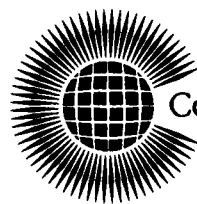


Commonwealth Secretariat

*Teacher Education in the Commonwealth*

# **Caribbean Issues and Developments**

*Edited by  
Lucy Steward and  
Elwyn Thomas*



Commonwealth Secretariat

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*An expressed need is for those skills and attitudes that will enable teachers to be creative; to be self-motivated; to develop perspectives which view the environment more as a resource than a constraint; and to deal effectively with student problems that are sometimes manifested as aggression, violence and withdrawal. The need for such an orientation is even more critical in the face of decreasing levels of financial support from governments. This fall in the level of support demands that teachers draw on all available resources to facilitate teaching/learning activities.*

(The future of education in the Caribbean, CARICOM Secretariat, 1993)

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# *Preface*

This publication is an output from a Caribbean regional teacher education seminar which took place in Trinidad and Tobago in 1995. The Secretariat is engaged in teacher education activities in response to a mandate from Commonwealth Education Ministers to assist countries in the provision of quality basic education. In carrying out its mandate, the Secretariat is mindful of the critical role of the teacher in providing quality basic education. Thus, the work of the Secretariat is targeted to teacher educators and includes the conduct of seminars and workshops to improve teacher training activities and the preparation of resource materials for use in teacher education institutions and by teachers.

In implementing the seminar in the Caribbean region, the Secretariat is grateful to the Ministry of Education, Trinidad and Tobago, for hosting the seminar and to the Caribbean Community (CARICOM) Secretariat for its assistance in organising the event. Thanks also to the participants: representatives of teacher education institutions and Ministries of Education, representatives of the Caribbean Examinations Council, the University of Guyana, the University of the West Indies, the British Development Division – Caribbean (BDDC) and the Open University UK for contributing to the success of the seminar.

The Commonwealth of Learning also collaborated with the Secretariat in this activity and the assistance of Dr Dennis Irvine (COL) and Dr Elwyn Thomas (Institute of Education, University of London) is much appreciated.

Professor Stephen A Matlin  
Director  
Human Resource Development Division  
Commonwealth Secretariat

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# *Teacher education seminar*

Through collaboration between the Commonwealth Secretariat, the CARICOM Secretariat and the Ministry of Education of Trinidad and Tobago, a teacher education seminar was convened from 16 to 18 January 1995 at the Valley Vue Hotel in Port of Spain, Trinidad and Tobago.

The objective of the seminar was to examine teacher education developments in the Caribbean region and in other parts of the Commonwealth and to determine priorities and projects for developing and strengthening teacher education in the Caribbean.

The expected outcomes of the seminar were as follows:

- national, regional and pan-Commonwealth projects for improving teacher education
- resource materials in selected areas for use by teacher educators
- mechanisms for networking among teacher educators in the Caribbean.

The participants were principals and senior teacher educators from institutions across the Caribbean region; senior officials from ministries of education; representatives of the Commonwealth Secretariat, the CARICOM Secretariat, the University of the West Indies and regional and international institutions and organisations.

The opening ceremony was chaired by Dr Claudia Harvey, Permanent Secretary in the Ministry of Education, Trinidad and Tobago. She welcomed participants and noted that the seminar was timely, given the current thrust in Trinidad and Tobago to provide innovative teacher training for the achievement of quality education. She thanked the Commonwealth Secretariat for its assistance in convening the seminar.

Carole Bishop, Programme Manager at the CARICOM Secretariat informed participants of the recommendations made by the CARICOM Advisory Task Force on Education for the development and implementation of innovative teacher training and closer links between teacher education institutions and the schools.

Dr Lucy Steward, representing the Commonwealth Secretariat, noted that work being done in teacher education at the Commonwealth level is in response to mandates received from Ministers of Education at their Conference in Barbados in 1990 when they discussed ways of improving basic education for all. She also noted that the issues for discussion were of relevance not only to the Caribbean region, but also to other Commonwealth countries. Therefore, the Commonwealth Secretariat hoped to use the outcomes of the seminar to the benefit of other member countries.

The Hon Augustus Ramrekersingh, Minister of Education for Trinidad and Tobago, delivered the feature address. He welcomed participants and said that Trinidad and Tobago was indeed pleased to host the seminar. He stressed the

importance of teacher education and noted a direct relationship between the quality of teaching and the learning which takes place.

He challenged participants to consider teacher education in the rapidly changing context in which education is taking place. For example, teacher education should take into account the role of technology and the developments in information technology. Teacher educators need to harness these resources now available in order to provide relevant teacher education.

He referred to the work of the Education Task Force in Trinidad and Tobago and informed the meeting of recommendations for pre-service, in-service institutional and on-site training. He observed that the recommendations are based on the premise that teacher training must be a continuous process or else it becomes fossilised and ignores the depth and pace of change in the world.

The Minister also expressed the need for careful selection of teachers. In this regard, he informed participants of the plan in Trinidad and Tobago for the orientation of teachers and pre-service training for primary school teachers.

At the secondary school level he called for strategies to bridge the gap between graduation from university and entry to the teaching profession. He asked that the university give serious consideration to combined degrees, for example, B.A. or B.Sc. with Education.

The Minister thanked all participants for attending the seminar and the Commonwealth Secretariat for convening the seminar in Trinidad and Tobago.

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# Introduction

*The Caribbean region as a whole still has some ground to cover in its effort to provide students with a fully trained teaching body. As the drive in this direction continues, teacher educators, educational leaders, planners and all interested in the promotion of quality education must seek to review the curriculum offerings, content and methodologies in the colleges to ensure that they are updated to conform to the rapidly changing condition in the social, moral, economic and physical environment.*

(E. Newton, 1995)

The Commonwealth Caribbean Seminar on Teacher Education was not only timely for the region, it also happened when many key facets of teacher education and training were being debated and challenged worldwide. The seminar was held with the intention of making the education and training of teachers more innovative and more challenging with the ultimate aim of improving the quality of teaching and learning. It is clear from the papers that were presented at the seminar and the subsequent discussion that emanated from them, that the Caribbean region provides those who study the field of international education with very clear insights into a number of contemporary issues concerned with achieving better teacher quality.

Five principal issues emerged from the seminar, consideration of which will hopefully make the task of prioritising particular teacher education projects for the region easier.

## 1 Future modes of delivery of teacher education

A constant thread running through the meeting was how teacher education could be delivered more efficiently to unqualified teachers already teaching, and to newly recruited trainees in colleges and faculties of education. It is evident that changes need to be made in so called conventional training as past trends indicate that too much time is being spent in college and not enough 'on the job', to the detriment of teaching and learning in schools. Developments in countries like Britain, Australia and New Zealand indicate that greater emphasis should be placed on the role of school in training teachers, matching the demands for relevance and greater professional competency in the job of teaching.

The role of distance education in the delivery of teacher education was crucial to the discussion of this issue during the seminar. It is clear from the increasingly successful experience of using distance education in many countries of the Commonwealth, that not only would this form of delivery appear to be more cost effective, but also that it has a salient role in improving the quality of pedagogy in general. It was argued strongly during the

plenary and group sessions of the seminar that there should be a proper debate about the place of distance education in the overall strategy that governments have towards change and reform of teacher education. No longer should distance education be considered as an alternative to the form of training that has held sway for so long. Instead, the worldwide success registered by delivering effective teacher education through distance education should be analysed and applied as part of an holistic policy for improved practice in teacher preparation and, in the longer term, as part of lifelong teacher education.

## 2 The teacher education curriculum

It was clear from the plenary sessions and a perusal of the country case studies that the curriculum of teacher education must be seen not as a static entity but as a dynamic issue which affects content as well as process. A considerable number of presenters emphasised the need to give all trainees a sound basic training in the content of their teaching subjects. This was particularly pertinent at the primary school level. It was felt that while the methods of teaching still needed to be ones which made learners think about and understand what is being taught, academic content was equally important.

Assessment of teachers, whether in training or in service, also emerged as part of the curriculum issue. It is mostly the case that examination and assessment of teachers in training dominate what is included in the curriculum and how it is presented. New attitudes towards the role of monitoring and appraisal which emphasise building profiles of teacher progress and performance should be introduced into existing modes of assessment.

It emerged that the teacher education curriculum needs to be seen in terms of a lifelong concept, in which during the early training years students would be exposed to areas such as values education, environmental and health issues, aesthetics, the enhancement of creativity and basic research methods. It would be the responsibility of those organising in-service training to see that these and indeed other contemporary issues be followed up in more depth.

However, of concern to many in the seminar was the need to include within the training programme the more immediate problems of how to teach a second language, of how to cope with multi-grade teaching, career counselling, the impact of computer technology in the classroom and how to provide better pupil assessment procedures.

The practicum element in the curriculum was also discussed during the seminar. Almost all papers devoted space to either describing existing procedures, or outlining new plans for making this crucial element of training more effective and relevant. The session on school-based teacher preparation gave some ideas of what new strategies might be adopted in organising a practicum model that is part of a mainly school-based model of teacher preparation. However, assessment and profiling received only a cursory mention during the deliberations. It is clear that more time needs to be devoted to this subject, perhaps warranting a regional workshop.

## 3 Producing better teacher educators

The quality of teaching was a constant theme throughout the seminar and the role of education and training either were at the forefront of many discussions, or formed a backdrop in the form of participants' questions to issues

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such as multi-grade teaching. There was a clear concern that the education and training which teacher educators received may be at best minimal and parochial and at worst non-existent. The concept of the teacher educator as someone who is only employed in a teacher training college or faculty of education excludes the fact that senior teachers, headteachers and inspectors are also in effect teacher educators and should be seen as a part of the total process of training. If school-based training is to have a higher profile in the future and if different modes of delivery are to be adopted for teacher preparation, it seems logical that better training programmes for the trainers of trainers or teacher educators are essential. It was emphasised during the seminar that teacher educators need to update their academic knowledge, their supervisory skills and either improve their competencies for carrying out classroom research or receive initial training in research and evaluation techniques.

There is an urgent need for regional co-operation here in organising 'hands on' training for all teacher educators in the areas mentioned above and other priority fields.

#### **4 Improving opportunities for teacher development**

This is part of a greater need to improve teacher quality in the long term. It emerged that while teachers in some countries are given the opportunity to study in countries such as USA, Britain and Canada, it is not feasible or desirable to improve teacher qualifications by having large numbers in overseas locations. While there should always be the possibility of overseas training for middle to senior educational personnel, the bulk of teachers will need to use locally based education and training facilities for their professional improvement. Indeed it would seem that many relevant training programmes are already in existence for upgrading teachers in colleges and university centres in the West Indies. Strengthening these opportunities through conferences and workshops organised by the Commonwealth Secretariat, CARICOM and other agencies provides a much needed boost to teacher development in the region.

It seems, however, that 'spreading the message' by teachers who attend such programmes and workshops to those who are unable to attend is a weak link in the overall chain. More work needs to be done to set up better networking amongst teachers, teacher educators and ministry personnel. Updating and upgrading of teachers should be a priority for all ministry directives which address the improvement of teacher quality. It is not sufficient to regard the job of teacher education as complete after a trainee has been through a successful period of training at a college or faculty.

#### **5 Increasing and improving research capacity in teacher education**

The group session on research and evaluation revealed, firstly, that there is a substantive interest on the part of many teacher educators in improving, and in some cases extending, their expertise in carrying out relevant research into teaching and learning. Secondly, that all teachers need to be given some basic training in research techniques and that this should begin during their initial training and continue during in-service. Training should embrace both quantitative as well as qualitative research procedures. But perhaps for teachers the ability to identify problems in the classroom and carry out simple methods of

enquiry in an attempt to solve their problems should be the basis from which training programmes are planned.

It emerged too that more effective and efficient means of communication should be available amongst teachers and teacher educators, about what research is being carried out in different parts of the region. While access to learned journals provides one way of informing the teaching community of recent developments in educational research, more informal means such as 'action research' newsletters, interschool networking and subject association journals, should have a higher profile.

### **In this book**

This document is a compilation of papers presented and the discussions which took place at the seminar on teacher education.

Part 1 consists of two papers, one being an overview of teacher education throughout the Commonwealth and other countries, the other presenting an overview of teacher education developments in the Eastern Caribbean and Guyana. These two papers outline issues in teacher education and how they are being addressed.

Specific developments in teacher education are given in the country papers in Part 2. Teacher education at the University of Guyana and the University of the West Indies, together with in-service activities undertaken by the Caribbean Examinations Council, are also described in this section.

Part 3 is on distance education. This section provides information on distance education activities at both universities and those initiated by the Commonwealth of Learning. It also highlights some of the issues that must be addressed in the development of distance education programmes for teachers.

Part 4 reports on the deliberations on topics that were identified as relevant to the Commonwealth countries of the Caribbean. The topics selected were values education, multi-grade teaching, school-based training and research and evaluation. This document concludes with a summary of group discussions, an evaluation of the seminar and proposed follow-up activities.

## *Part 1*

# ***General and Caribbean overview***

Issues and developments in teacher education in Commonwealth and other countries <i>Elwyn Thomas</i>	7
Overview of initial teacher education in Eastern Caribbean and Guyana <i>Earl Newton</i>	25

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# *Issues and developments in teacher education in Commonwealth and other countries*

*A major concern which affects the performance of teachers has to do with the relevance of teacher training programmes to the reality of the classroom situation.*

(The future of education in the Caribbean, CARICOM Secretariat, 1993)

## **Introduction**

All the key issues discussed in this paper are likely to arise in most countries whether they be member states of the Commonwealth or not. However, as this is a paper which specifically focuses on teacher education and teacher development in the Commonwealth, most of the examples cited in the discussion will arise from member states located in Africa, Asia, Australasia and the northern hemisphere as well as the Caribbean. At times, reference will be made to countries outside the Commonwealth where developments in teacher education have influenced some aspects of teacher training in the Commonwealth. New styles of teaching, new concepts about the role of teachers, challenging new concepts of teaching cultures, and school-based teacher training are among the areas which research and innovation in America, Europe and some Latin American countries have produced.

The present paper will be confined to the education and training of primary and secondary school teachers. Reference to developments in distance education will be made in passing as these are dealt with by specialists elsewhere in this volume.

The underlying thesis of this chapter is that to improve the quality of teaching and learning in schools, it is necessary to have an holistic approach to the education and training of teachers. This approach has to take into account the nature and organisation of teacher education, the long-term prospects for the professional development of teachers and their role as innovators and classroom researchers.

Recent research originating from both quantitative and qualitative studies, together with case study and secondary data sources, will form the main basis for ideas put forward in this paper. Many of these sources were researched by the author and some of his research students who have had direct experience in developing countries in the Commonwealth and elsewhere.

Teaching will be viewed as a process which involves both learner and teacher in an interactive and often continuous process resulting in changes in cognition and socialisation. Teacher education will be defined as a process of life-long training and personal development, during which teachers and teacher educators are exposed to new ideas and practices with the ultimate aim of improving their self-esteem and professionalism.

The paper will seek to answer three key questions:

- What is the background to the emergence of key issues in teacher education?
- What are the key issues that need to be identified which are likely to influence the quality of teacher education into the next millennium and how are they to be tackled?
- What role do international comparisons have in improving teacher education?

## ***The emergence of issues***

It is important at the start of a paper that is concerned principally with the subject of issues, and one which is about as complex and dynamic a field as international teacher education, to establish as far as possible the main factors that allow one set of issues to emerge over another. It is also important to ask who it is that decides that a particular issue needs to be considered and for what reasons. There are four main factors that may influence the way issues surface not only in teacher education but in education per se, namely: the process of change; innovation and technological advances; globalisation and mass communication; and human needs.

### **1 The process of change**

This process originates from several sources:

- Socio-political changes can easily be overlooked by educationists in their zeal for improving the quality of teaching and learning.
- Economic factors form an important source of change. These include at least two scenarios. Firstly, there are countries which lack sufficient funds to finance the most basic needs for the training of teachers. Secondly, there are countries whose economies are vibrant and growing but which have difficulty in making decisions about what they can afford and are not certain the changes are relevant.
- Cultural factors are another source of change; one which is slower in its impact when compared to political and economic changes. The rate of cultural change is determined principally by the amount of resistance or acceptance displayed by a particular group.
- Changes in the content and processes of education have been both massive and challenging over the last twenty years. These changes have presented educational policy-makers with difficult decisions. Their task has not been made any easier by the present drive to provide not only better access to schooling, but also to improve the quality of that schooling significantly. Issues emerging from this source include making decisions about the use of computer technology in school, individualised learning, new modes of pupil and teacher assessment and the changing nature of knowledge and skills for the future.

### **2 Innovation and technological advances**

The changes these technologies bring are beginning to have a decisive impact on the way pupils learn, teachers teach and educational managers manage and organise their day to day activities. While the majority of Caribbean countries are yet to feel this impact, there is a growing number of states in Asia

and a few in Africa and the Caribbean that are beginning to acquire this technology in their schools. Issues which have emerged as a result include the need for appropriate training of teachers in handling the technology, and also for careful planning to fit software appropriately into meaningful classroom learning.

Innovation does not only refer to educational technology but includes the use of alternative systems of teacher training which might involve distance education, mobile training, master teacher models and new styles of school management and administration.

### 3 Globalisation and mass communication

The impact which radio and television has, or has not had, on education is well documented and will not be discussed at any length here. However, it is necessary to point out that both radio and television have added significantly to the process of globalisation. These media, together with the increasing availability of the written word in many developing countries, have influenced education, be it through formal schooling or in its informal and non-formal modes. The more recent forms of rapid communication across the globe, such as the fax machine, E-mail (electronic mail) and the increasingly intricate developments arising from fibre optics, and the information highways, will have both positive as well as negative outcomes.

### 4 Human needs

Perhaps one of the most crucial of human needs as far as teacher education is concerned is the need to improve the quality of teachers. The need to improve teacher quality is at the heart of the process of teacher professionalisation. The issue of professionalisation is already a major policy issue in countries such as Canada, New Zealand, Australia and Britain.

The increasing role of INSET in the form of school-based activities has become a pivotal part of many countries' long-term policy on teacher education and training. In countries such as India, Sri Lanka, Malaysia and Singapore, where the teacher stock is reasonably sufficient, especially at the secondary school stage, improving teacher qualifications and exposing teachers through in-service courses to new ideas may soon be built into teachers' conditions of service.

Improvement and upgrading of teacher educators is another facet in the process of improving teacher quality. This is already a serious issue in many Commonwealth countries and is particularly acute at primary school level.

## ***Key issues influencing quality of teacher education***

The preceding section discussed how issues emerge in different situations and in different countries. What are issues in one country may not be so in another. For instance, language policy in Bangladesh is a relatively straightforward affair when compared to the situation in Malaysia or Sri Lanka. Providing adequately trained and experienced teacher educators is not such a burning issue in the United Kingdom and Australia as it is in the Caribbean and East African countries such as Kenya and Uganda.

As the issues are closely linked in this section of the paper to the concept

of quality, it is necessary to emphasise that like poverty, quality is a relative state and should always therefore be perceived in context. Quality in education may be seen as a meld between the best obtainable at a particular time and the highest aspiration in the future. Quality should never be seen as an absolute. It is a goal which is likely to change with time and within specific contexts, and, in the case of education, with the advantage of planned and often unplanned experiences.

From current information available in reports and other publications, and from recent research data collected by the author, it is possible to identify five kinds of issues, namely:

- philosophical and conceptual
- organisational and planning
- curricular
- professional
- research and evaluation.

### 1 Philosophical and conceptual issues

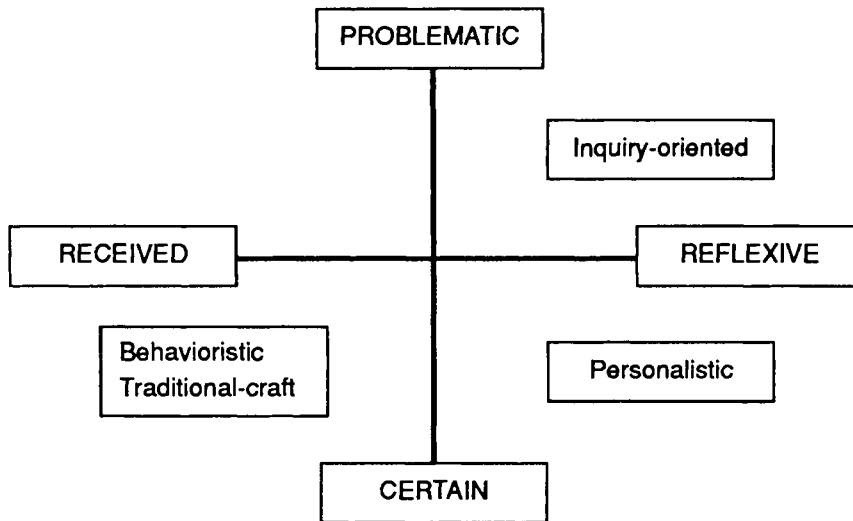
There has been a serious debate during the last decade or so about the outcomes of teacher education, especially in Australia, New Zealand and the United Kingdom. In the latter, some would say the debate was also a very bitter and acrimonious one. The crux of the problem is financial and professional accountability. Are teachers being trained sufficiently well to meet the changing demands of the world of work? It was perceived by some governments that most parents, many employers and a large body of the teaching profession felt that teacher education and training in the 1960s and 1970s had not delivered the basics that children need to have to function in an ever changing modern society.

The basics that seemed to be poorly catered for included reading, writing and numeracy. In addition it seemed that the aims and general philosophy underlying many educational systems had either fallen by the wayside or were too poorly defined to give a framework for the personal development of the teacher. We began to hear about non-effective schools and effective schools (Rutter, 1979, Mortimore and Sammons, 1987). The preoccupation in certain countries during the 1980s with consumer led change and market forces over-spilled into education and more recently into teacher education. The Competency Based Teacher Education (CBTE) movement that originated in America in the mid 1970s, began to emerge after a period of cold storage in most parts of the Commonwealth. The linking of behavioural objectives to outcomes, already a growing feature in many school curriculum subjects, had now finally reached the level at which teachers were trained.

It was the work of Zeichner on teacher education paradigms in the early 1980s which drew attention to the different polarities that exist in teacher education. The problematic-certain dimension illustrates that teaching needs to solve problems as well as present facts. The received-reflective dimension emphasises the need for teacher educators to train their students to think through their teaching on a regular basis, rather than to accept their tasks as part of the job of teaching; the 'thinking through' being an essential process in improving practice next time around. Figure 1 below shows the four dimensions or paradigms (Zeichner, 1983).

Zeichner's received-behaviouristic paradigm includes the CBTE mode I mentioned above. Personalistic teacher education is exemplified in

Figure 1 A summary of four paradigms of teacher education



(from Zeichner, 1983)

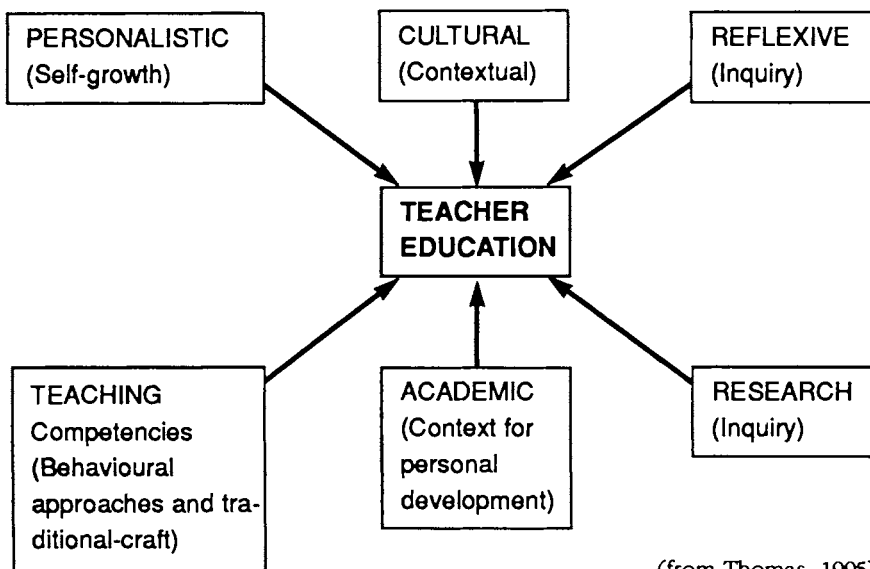
phenomenological epistemology and the principles of open education. Traditional-craft teacher education is based on learning through apprenticeship and the wisdom of experienced teachers (Floden and Lanier, 1979). Inquiry-oriented teacher education emphasises a reflective approach to teaching and also among teachers about their work (Dewey, 1933; Cruickshank, 1987; Schon, 1983).

When examining various teacher education programmes from different Commonwealth countries all four of Zeichner's paradigms were apparent and many more besides. There is a discernible trend in the majority of countries for a skill-based teacher education philosophy. This is understandable when there are undoubted pressures being exerted by parents and the world of work to equip school leavers with the skills and knowledge required for the work place. The danger is that skill-based training of teachers is not being balanced sufficiently, or at all in some instances, with the reflection advocated by those who support the inquiry-oriented approach to teacher education.

It is very important to establish a sound and clear philosophical rationale about why and how we train and educate teachers. To date, it would seem that more effort has been expended on training. However justifiable this may be, merely training teachers to carry out technical and mechanical skills without thinking about the *raison d'être* of educating children will increasingly impoverish the professional standing of teachers. To widen and emphasise this rationale, teacher education should pay attention not only to the four paradigms put forward by Zeichner but also to at least two more. Figure 2 below shows an extension by the author of the Zeichner model into a six paradigm structure, in which polarisation between paradigms is not a feature as all paradigms can play an important role in any teacher training programme.

These include cultural and academic contexts. The former enables teacher educators to pay particular regard to how the cultural context affects teaching and learning; the latter extends and reinforces the value and appeal of appropriate subject knowledge, thereby substantially assisting in the personal development of teachers. In this context, personal development means a teacher having an education (as opposed to having a training) which enables him or her to function intellectually above the level of the classroom.

**Figure 2** Six paradigmatic approaches to teacher education



What is needed is the development of strategies which embrace appropriate elements from each of the four paradigms, and which also include certain culture-related pedagogies characteristic of different Commonwealth countries and the different groups within them.

## 2 Organisational and planning issues

Quantitative and qualitative reasons have been behind many of the past and present policies put forward by Commonwealth governments in the organisation of teacher education.

After the Second World War, countries such as the United Kingdom, Canada, New Zealand and Australia, had to meet a severe teacher shortage as a result of a sharp increase in population. In the United Kingdom, various emergency schemes such as six month or one year crash training schemes, were put into operation to meet the demand. The situation worsened as large numbers of children reached the age for primary school entry by the early 1950s.

At a later date, and for rather different reasons, the newly independent countries of the Commonwealth faced similar problems, as schooling was regarded not only as a human right but as a necessity for the future development of the countries.

The organisation of teacher education in the older Commonwealth countries tended to follow a conventional pattern of mainly college or university-based training lasting from one to three years. In the emergent Commonwealth countries such as Ghana, India, Pakistan, Kenya and countries of the Caribbean, the numbers of children enrolling for entry first to the primary stage and then the secondary were so great that alternative patterns of teacher training had to be developed to cope with the demand.

This meant that those involved with the organisation of teacher education looked at various models of training, which could be used under different circumstances and in various countries. These various organisational models included:

- sandwich schemes in Nigeria and Malawi
- cascade training in Bangladesh and Malaysia
- master teacher programmes in Pakistan and Kenya
- peer teaching in West Africa.

Mobile training and distance education have also been used in teacher education in Uganda and Zimbabwe and several Caribbean countries.

Parameters such as the rapid increase in the school population, teacher preparation time and scarce facilities for training were major reasons for setting up alternatives to conventional teacher education. It seemed that contraction or modification of the teacher preparation stage (the time parameter) was a key criterion for deciding which alternative would be the most suitable.

When examining the way teacher education has been organised to improve teacher quality, it is apparent that many ideas which were developed to improve the quantity of teachers have been retained either in a modified form or without any change at all. The master teacher idea is being used in Australia at the University of Macquarie as part of teacher preparation programmes. Distance education packages for training teachers in the United Kingdom through the Open University are not such a far cry from the Zimtec scheme operated in Zimbabwe. Mobile teacher training coupled with distance education packages are not only being used in East Africa for training unqualified primary school teachers, but are also contemplated for upgrading the quality of those teachers who have been in service for many years.

### *Teachers' centres*

The original idea behind the setting up of teachers' centres was to improve the quality of teachers by setting up a local base where teachers who were in paid service could attend courses arranged by the local education authority. The centres also provided a resource service in the form of a small library and some teaching equipment and materials.

From an organisational point of view, teachers' centres could act as a mid-point between the schools' needs and the desire of employers for professional improvement during a teacher's service. The centres also gained much professional support from various teachers' associations. This concept was started in the United Kingdom but soon spread to many parts of the Commonwealth and became a means of not only providing in-service education, but also support for teacher preparation as in Kenya and Uganda. Teachers' centres, sometimes called teacher resource centres or teacher advisory centres, fell into disuse during the 1980s, mainly because of insufficient financial backing, inadequate professional support and poor physical upkeep. However, in the Gambia, Uganda, Kenya and more recently in the Cameroons, teacher resource centres are making a comeback. Many of the original buildings are still standing and, with the assistance of donor agencies, the centres are being refurbished and are being linked more effectively into national plans for both teacher preparation and in-service training.

From the above, it is clear that the way teacher education is planned and organised has a very crucial role to play in the overall attainment of quality teaching. It has become increasingly the case that the organisational strategies formulated to increase the number of teachers (the quantitative problem) contain features that can assist in solving qualitative problems. For instance,

distance education materials for increasing the capacity for primary school teacher preparation in Uganda, have proved to be more substantial and relevant than materials and methods used in the conventional college-based teacher training (Thomas, 1993).

It is worth mentioning here that the school as an organisational unit is being used more and more as a venue for both teacher preparation and in-service training. School-based PRESET and INSET are becoming the norm rather than the exception in several Commonwealth countries. In small island states in the Caribbean and the Pacific, and in the Maldives, school buildings have over the years acted as training centres for teachers in service (Lake, 1994). They are usually the secondary schools as they are generally larger and often better equipped. This use of schools is also apparent in various programmes to upgrade teacher education, such as in Anguilla (Lake, 1994), Montserrat (Fergus, 1994) and Vanuatu (Collingwood, 1991). In Australia and the United Kingdom, school-based teacher training has increased from between 14 per cent to 20 per cent of the total training period in the early 1980s, to between 40 per cent to 50 per cent in Australia and as much as 80 per cent in some cases in the United Kingdom by the 1990s. Several issues arise out of this:

- Do the headteachers and teachers have the appropriate training expertise?
- What time can they devote to the task of training?
- Do the schools have the equipment to undertake the costly role of training?

These are some of the unresolved questions on which there is at present no substantive data.

In any discussion on the organisation and planning of teacher education, mention should be made of teachers' pay and conditions of service. Problems arise when teachers are encouraged to improve their qualifications and enrich their experience through attendance at in-service courses only to find that there is little or nothing in the way of financial incentives. Unless there are clearly planned career pathways in place, linked to a system of fair rewards, there will be little motivation for teachers to improve themselves. In Singapore, there is an interesting system of incentives for all teachers. These are based on performance objectives assessed mainly by the heads of institutions and senior departmental staff as well as by staff self-appraisal. There are also clear career pathways, the promotional journey along which is dependent upon successful and effective service. This is linked to a system of monetary rewards and other professional compensations, such as paid leave for improved qualifications.

### 3 Curricular issues

It may be worth keeping in mind when discussing the teacher education curriculum, that there should be three fundamental aims in its organisation and planning.

- (i) The curriculum for teacher trainees should offer professional preparation that not only provides all the competencies necessary for operating in the classroom of today, but also the innovation and vision that should be a hallmark of the future.
- (ii) The curriculum for the training years should be targeted towards the personal and future career development of the trainee.

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- (iii) Teacher education should be planned within an holistic philosophy, so that all teachers, after their period of formal training, can engage in life-long teacher education.

All three aims are closely linked. Neglect of the first aim is very likely to result in the inability of the teacher to fulfil his or her role as a competent instructor and facilitator. Ignoring the second aim may result in teachers who are too task-oriented and who are likely to develop a narrow view of their role as professionals. Lack of vision concerning the third aim is a sure recipe for the development of a mundane, mediocre, unimaginative and non-reflective practitioner. The discussion that follows will be structured around the three aims outlined above.

### *Training for curricular competency, present and future needs*

In examining the numerous curricula for pre-service training of primary and secondary school teachers in several Commonwealth countries, it has been found that the time devoted to training for the humanities, mathematics and science subjects invariably outweighs the time given to other educational disciplines and subjects like physical education (PE), civics and values education (Thomas, 1955b). The weighting of teaching subjects is always going to be greater than the supporting and optional areas of study. However, there is a need in all countries for a careful situational task analysis of all the subjects taught in the school curriculum at both primary and secondary school level. This task analysis will need to come to terms with current and future problems.

Current problems include:

- multi-grade teaching
- the challenge of values and moral education
- environmental health and welfare issues
- improving basic skills education.

Future problems, for some countries at least, will include coming to terms with the latest technology, such as personal computers at home and in school, and the latest innovations of multi-media products.

### *Multi-grade teaching*

Turning to the current issues, the problems involved in training teachers for multi-grade situations are shared by many Commonwealth countries. Multi-grade schools are schools which combine students of different ages and different abilities in one classroom. In their investigation of the subject, Thomas and Shaw (1992) summarised a few key issues. These include making policy decisions about providing multi-grade schools as a cost-effective means of delivering schooling, developing an implementation strategy, and identifying building blocks which will assist the implementation process. It is clear from their analysis, that teacher support systems need considerable strengthening if multi-grade teaching programmes are to be successful. Thomas and Shaw also provide interesting arguments in support of multi-grade techniques being used in single-grade classrooms. There is much sense in this position, but to implement it teacher education programmes will have to be more adaptive and innovative in both the content and methodological parts of the curriculum.

### *Values education*

An issue which has emerged over the last ten to fifteen years and shows no sign of abating, is the need for a meaningful, relevant and effective values education programme for primary and secondary schools. Where values education has received considerable attention as part of curriculum reform, planning and implementation, as in North and South Asia, there are still very substantive problems that remain unsolved (Thomas, 1992a, 1995). Amongst the most crucial of these are defining the nature, scope and classroom ethos for values education, especially in multicultural societies. A closely-related problem is the way teachers are trained to deal with the sensitivities of the subject of values education.

### *Role of personal computers*

Turning to a more futuristic issue, although for some countries it is a current one, the role of personal computers in teaching and learning will need to be faced urgently. Learners are now faced not only with readily accessible encyclopedic knowledge, but also with the multi-modal possibilities that CD-Rom and other computer innovations are likely to bring. Along with these developments, there is the much wider access of children to personal computers in school and at home. It is likely that by the end of the millennium with miniaturisation aiding portability, and cheaper hardware, personal computers will be as common as a textbook or a calculator.

In preparation for this, the teacher will need to be trained increasingly as a facilitator, guide and advisor, as well as an instructor. Pedagogical training will need to select out knowledge, prioritise skills transfer, and analyse knowledge and skills into core principles and concepts. Some core concepts may be common across certain disciplines and others may be more subject specific. The teachers will need to be good at selecting knowledge and explaining its significance within a scheme of study guidance. This may be planned for a particular course of study which the learner accesses through a personal computer, and which may be used at home as well as in school.

To those countries which may perceive these problems as being some way off, it is worth pointing out that ten years ago, it would have been inconceivable that ministries of education in countries such as Sri Lanka, India and Bangladesh would now be using quite sophisticated computer technology to solve some of their problems with teacher supply and demand, distribution of salaries and monitoring conditions of service.

The changing nature of the world of work, and the need for different skills and attitudes, require that curriculum design and development should be based on the outcomes of a rigorous and on-going situational task analysis. This should be aimed at making what is taught in schools more relevant to the needs of a rapidly changing society.

Commonwealth countries that have not caught up with the impact of some of the new technologies have in many ways the advantage, for they are in a position to learn from the mistakes made by those countries who already have these innovations. Other points also need to be clarified concerning the use of modern technologies in the classroom.

- (i) It is highly unlikely that the profession of teaching will wane or disappear. In fact from what has been discussed above, the need for teachers seems to be even greater. However, the new technology does require a

- reorientation of a teacher's role from being mainly instructor to being guide and advisor also.
- (ii) Using technology satisfies the need to learn, understand, develop critical and creative thinking, especially with the help of the teacher.
  - (iii) No amount of modern technology can replace the vital role that teachers have in promoting values education and the need for teachers to empathise with and counsel their pupils.
  - (iv) In societies that have strong cultural traditions, pursuing educational quality by making space only for modern ideas may spell success from a technological standpoint but impoverishment from a cultural one.

### *Training for personal development*

The trend to devoting more time during initial teacher training to the practicum and less to the main subject study, and in some cases, even less on educational disciplines, raises serious issues about the 'personal development' of a teacher in training. While the extent of this trend varies from one country to another, it is discernible in the increased attention given to pragmatism and craft, and the decreasing focus on an academic and pedagogically scientific approach, which was a feature of teacher education in the 1960s and 1970s.

Much of the problem is linked to the need to develop meaning and relevance between theory and practice. The approach of Turney (1983) and others in Australia on the practicum curriculum, which used micro and macro-teaching methodologies to bridge the gulf between educational theory and practice, is an example of this. The so-called practicum curriculum was soon taken up by several teacher training faculties and institutes inside Australia and in Singapore and Malaysia (see Figure 3).

While it is necessary to try to achieve meaningful links between theory and practice wherever appropriate, the liberal arts tradition, so much a feature of conventional teacher education, does ensure that teachers in training are given depth and a critical insight into the subject which they teach, and also a thoughtful approach to pedagogy.

This is not to say that training in school curriculum subjects and educational disciplines in the recent past was not in need of a substantial overhaul. It clearly was. The problem really lies in the very difficult task of linking educational theory to classroom practice, and the inability of many teacher educators and educational researchers to recognise this.

It is necessary to start developing a series of strategies which provide alternatives for teachers of all subjects and of all ages. The practicum curriculum was really an attempt to do just this.

However, the over-emphasis on classroom teaching skills and the neglect of many vital theoretical reference points, especially in the philosophy and sociology of education, deprived the practicum curriculum of that necessary depth. This was also found to be the case for some subject disciplines such as science and aesthetics. Another factor which must be taken into account is that a very special training is required for teacher educators who wish to use the practicum curriculum. They must be competent in their own subject as well as in at least one educational discipline.

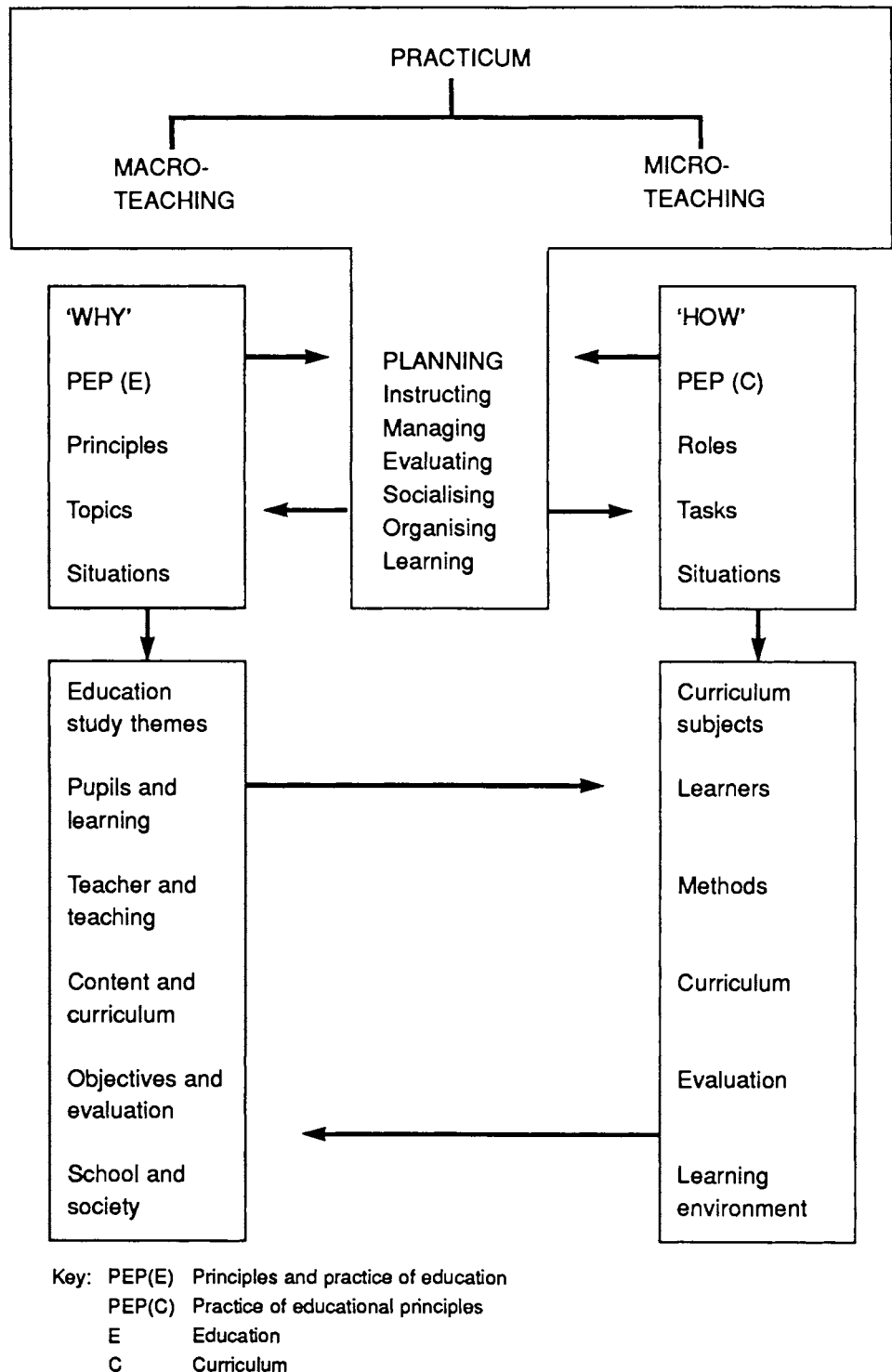
More important however, is developing the appropriate attitudes for wanting to integrate subject matter with education theories when and where necessary.

Any new strategies developed for the purpose of developing teachers into

educators should include the ideas and practices of the work of Schon on the teacher as reflective practitioner. Reflection coupled with sound training in content and pedagogical science (methodology) is, it seems, an essential part of any plan for teacher preparation.

This should be coupled with a wider choice of curriculum options for trainees, in such areas as environmental conservation, family welfare,

**Figure 3** Practicum curriculum, Turney (1983) (as adapted\* in Singapore)



\* This is a simplified version of the Singapore model for the purposes of clarity.

counselling, basic health concerns and global responsibilities for pollution and population control. A wider curriculum would hopefully ensure that not only educators will be produced, but persons who are equipped to guide and assist young people into the next millennium.

A notional teacher preparation curriculum is given in Appendix 3, comprising the following: the components of liberal education; curriculum theory and practice; pedagogical science; technological awareness in education; practicum; reflective methodologies; life issues; and personal development.

Such a curriculum would achieve a much needed goal for all societies, namely a lifelong concept of education, which would not only benefit the teachers but those they teach and advise. It is to this concept that we will briefly turn as a conclusion to the present section on curricular issues.

### *Educating teachers and teacher educators for life*

For any system of teacher education to provide long-term qualitative outcomes, it should be planned in such a way that the four phases in the process, namely, pre-training, preparation (or initial training), induction and in-service education need to be seen as a totality, as shown in Figure 4 (Thomas 1993a).

If this plan is accomplished, even if financial constraints are imposed from time to time as is often the case, at least the continuity of professional development has some framework. The continuous nature of a teacher's career development as far as the curriculum is concerned will focus on at least two areas. The first area concerns both the content and process of classroom subjects that are already being taught by the teacher; the second area concerns new fields of knowledge.

There are two approaches to this form of continuous teacher education. The first is really updating; the second is upgrading, an altogether more substantive process, leading to a higher degree or diploma. For the purpose of professionally updating changing knowledge and skills the need is to provide training for the newly trained teacher in his or her subjects. This can take place within two to five years after a teacher's initial training. However, in many developing countries of the Commonwealth, the gap may be ten or fifteen years and in some instances no updating may take place at all. The updating should affect all school curriculum subjects and so all teachers should be involved. This updating approach to continuous teacher education is not only important for the teacher but essential for pupils.

The second approach to continuous teacher education of upgrading is a longer and more intensive study of the teacher's subject specialisation, perhaps involving original research into a field of interest in the specialisation.

**Figure 4** The teacher education continuum

Phase A	Phase B	Phase C	Phase D
Pre-teaching preparation experience	Initial teacher training	Teacher induction	In-service training and education

Career Direction



Upgrading of this nature usually means the teachers attending universities or research institutions, and taking a number of taught courses. The duration of study may be three years or more. The benefits to pupils and even to the teachers of engaging in this type of continuous education may be more difficult to measure, especially for teachers who return to school teaching. For those teachers who enter higher education as lecturers and teacher educators, the advantages are more apparent as they will not only have more subject depth but also much needed research skills. The experience of being a learner again, although at an adult level, also assists teachers and teacher educators in being more perceptive and learner sensitive as a cadre of professionals.

Frequently, some school and college staff engage in the study of a new field of interest. For instance, a science teacher may wish to take up educational psychology or philosophy to improve his or her competence as an educator. In some cases, teachers of history or languages may want to pursue science subjects, in order to give them a more all round education. Another instance would be a need felt by teachers to study environmental health and welfare concerns. They may perceive this as enhancing their social and societal role as teachers. We can again apply the two approaches to this form of continuous teacher education, depending on whether the teacher or teacher educator wishes to update or upgrade. Whatever the choice and whether the field of interest is new or old, the continuous teacher education which provides such opportunities is more than likely to benefit not only the teachers who pursue their professional improvement but also their students.

#### 4 Teacher control and professional development

Ever since the seminal work of Etzioni (1969) on professionals and semi-professionals, and the insightful analysis of the subject of professionalism in relation to teachers by Hoyle (1980), and, more recently, Gordon (1983), the debate about whether teaching constitutes a profession in the same vein as doctors and lawyers still continues. However, if a professional is a person who has been admitted to a group that has defined for itself a system of credentials and code of conduct, after receiving a period of training in which proficiency in specialised knowledge linked to practice enables that person to carry out duties for the good of society, then a teacher would certainly qualify.

The principal issue in most countries, especially the newly emerging members of the Commonwealth, is about the nature of control and participation in decisions of vital interest to a teacher's conditions of service and career prospects.

Although teaching, whether at primary, secondary or college level, has the defining features of a profession outlined above there is little acceptance of the fact that, unlike the medical and legal professions, teachers are given little control and say in their conditions of service and job prospects. In many countries they may not even be consulted about changes and reform of the school or college curricula. Similarly, teacher selection criteria, accreditation as well as salary scales linked to qualification, job performance through appraisal and assessment, are usually decided exclusively by government.

In Ghana, Sierra Leone and Nigeria and to a lesser extent Zambia and Kenya, teacher subject associations such as a Science Teachers' Association or Teachers of English Association have in the past had some say in aspects of curriculum planning. In Malawi, there are strong subject panels which actively promote in-service education within particular subject areas like mathematics

or geography. However, in planning conditions of service and matters regarding salary, these bodies and their more powerful counterparts, the unions, have little control.

On the other hand, teachers' unions on the Indian sub-continent have always had a powerful political base. In India, Pakistan and Bangladesh, teachers' unions have usually played a strong role in salary negotiations, often disrupting teaching for many months at a time. However, in comparison to their African counterparts discussed above, teachers on the Indian sub-continent have had less impact on curriculum reform.

A similar trend can be discerned in Singapore and Malaysia, where governments have attempted to take teacher professionalisation seriously, seeing it has a crucial part to play in fostering teacher quality. In these two countries, regular seminars and workshops are held to examine various aspects of teacher involvement in curriculum and pedagogy. These are sometimes tentatively linked to reform and innovation. In Singapore the very successful Educational Research Association (ERA) invites all teachers who may be actively interested in classroom research to join its ranks. In both countries too, there are examples of newsletters to teachers informing them of recent developments in research and innovative classroom practice.

However, none of the above examples go further than teacher consultation. For teachers to be fully involved in total professional development, it is not sufficient that they be given opportunities to provide advice and assistance for solely classroom matters. There must be consultative structures in place which provide professional, organisational and administrative opportunities for the teaching profession to participate and share in decisions that count towards the present and future status of teachers. Except for a few embryonic instances in Canada, Australia, New Zealand and the United Kingdom, the concept of a balanced, responsible and shared decision-making process, between the policy and the plan, and those who implement both, is some way off.

## 5 Training teachers in research and evaluation

This paper has referred before to the need for an holistic approach to teacher education, which specifically mentions the place of research in the educative process. It is necessary, however, to clarify what is meant by research and how it differs from evaluation. As far as teacher education and training is concerned, including research into either teacher preparation and in-service programmes in most cases really means initiating teachers into the basic skills and attitudes necessary to carry out classroom-based research.

Research is basically a 'finding out' process which can be followed up by applying a scientific approach to a particular problem. It is hoped that this leads to the problem being solved. This approach can be used whether the researcher is using quantitative or qualitative methods (or a mix of both) to solve the problem.

Evaluation is closely linked to research in that both methods and techniques used in research can almost always be used in evaluation. However, the similarities begin and end there. If what is being evaluated consists of macro elements such as evaluating a new curriculum project, different types of research instruments may be used at different times and on different sections of the project. Evaluation is principally about measuring outcomes. In other words evaluation is assessment 'writ large' and usually includes

assessment of institutional programmes, international and national projects and courses of study.

In discussing research and evaluation in the context of teacher education, it is important to ask what are the aims and objectives of including these areas in a teacher education programme and whether the focus should be on initial or in-service training. While it has been pointed out above that research and evaluation are to some extent closely linked, ultimately they both serve different functions. Therefore, each area will be discussed separately.

### *Training teachers and teacher educators as researchers*

There is a strong argument for introducing some basic research skills to teacher trainees during their initial training. Newly trained teachers are then likely to be more observant about noticing actual and potential problems in their classroom teaching. Furthermore, a good basic training in observation, recording, data analysis and problem identification, followed up by remedial action, sets up a favourable ethos for inquiry and remediation. Another outcome in the longer term is that the teacher may develop the interest to find out more about the problems and achievements of their pupils. The teacher may be motivated to become better trained as a researcher by attending in-service courses in research or even reading for a higher degree, in which research training is a part of the programme.

For both teachers and teacher educators, research training that stems from practical educational issues originating in the class, school or out of school environment, sets a contextual and pragmatic *raison d'être* for wanting to become a teacher researcher. In the United Kingdom, Australia and the USA, it is fairly common for teachers to develop research interests in their day to day work. It has to be said, however, that recent bureaucratic pressures, the greater learning problems of pupils, the extra demands involved in managing ever more difficult classes, and teacher performance being judged mainly on examination results, have all meant that there is less action research being carried out.

A problem which is frequently encountered when trying to include a research element into initial training is the lack of time and space in the curriculum. In some training institutions in Malaysia and Singapore, opportunities have been built into the practicum which enable students to use some of the research skills they have acquired during their time at the faculty or college. In some cases, these small investigatory projects are followed up in more depth in subsequent practicums. For example, students might observe class management problems and experiment with new methods of coping with them, or compare the teaching of languages using more informal and direct methods with those being currently used in the school.

Perhaps the most difficult problem as far as research training is concerned, is the issue of research capacity. Research capacity involves human and material resources. Both are problematic in many of the poorer Commonwealth countries. There is a crying need for more in-depth training in research methods that can be applied to educational problems, especially for teacher educators and key ministry personnel. The training should provide a broad spectrum of skills and knowledge so as to enable the personnel to carry out both school-based qualitative research, and also be part of a team that would be responsible for macro-level quantitative research projects often financed by donor agencies. Appendix 4 provides an outline scheme of research training

for educationists and researchers with special interest in teaching-learning, training and researching in education.

The material resource part of research capacity is also important. To carry out educational research is not as costly as it is in physics, electronics or medicine where capital costs for equipment are high. However, any policy for improving research capacity should consider the administration and management of both physical and human resources, so that facilities such as schools and colleges are available as sites for research, and so that staff can be released to engage in the research process.

### *Teacher education and evaluation*

The lack of well-conducted macro-level evaluations of teacher education is patently clear when reading through the small amount of literature on the subject. There are several instances where alternative systems of teacher training such as distance versus conventional have been compared, in which evaluation techniques are incorporated (Mahlck and Temu, 1989; Perraton, 1993). However, for the most part evaluation of teacher education is confined to studies which examine an aspect of teacher education such as the nature of the practicum in the Caribbean, (Glasgow, 1993); teacher selection in Singapore, (Ho, 1994); the probationary year; sections of the college curriculum, such as the teaching of mathematics (Nunes, 1994); and cost effectiveness studies (Nielsen and Tatto, 1991). While micro-level studies are clearly necessary and desirable, they can only give a snapshot of the whole picture. Inevitably, this results in measures being taken to improve teacher education in a somewhat piecemeal fashion.

There is a need for large-scale evaluations of teacher education in all countries, as the drive to improve teacher quality gains momentum. The need is made even more urgent when governments embark on major reforms of teacher training without having the necessary data to substantiate change. For instance, there was in the late 1980s and early 1990s a far-reaching reform of initial teacher training in parts of the United Kingdom which was based on little or no large-scale research findings.

In order for successful small or large-scale evaluations to take place, it is necessary that the research capacity embracing both human and material resources discussed earlier is developed to the full. A sound start would be the preparation of teachers in basic research training followed by further substantive programmes later in the careers of teachers and teacher educators. This is likely to pay dividends if and when large changes in teacher education are ultimately evaluated.

### ***The role of international comparisons***

One is reminded of Shakespeare's warning: 'neither a borrower, or a lender be' when thinking about the use of international comparisons in education. This is particularly the case when examining the adoption of educational ideas and practice and their impact on future educational policy. The warning had particular import during the era of colonialism, where there was a transfer not only of ideas, but of a whole system of education from one society to another. However, educational comparisons can often have a positive side, provided that they are taken at face value. International comparisons may or may not be a relevant source of information. If the comparisons are worth

considering, the next step for the potential recipient is to work out a sound rationale for using ideas which are integral to a particular comparison.

As far as teacher education is concerned, there has been considerable exchange and transfer of ideas. In Caribbean countries it would seem that much of the originally British philosophy of teacher education has been superseded by American competency-based models. In the adoption of alternative teacher education structures to increase the capacity of qualified teachers, extensive comparisons have been made within the African continent. For instance, sandwich schemes for initial teacher training in Nigeria introduced in the late 1970s benefited from looking at similar experiences in Malawi (Hawes and Ozigi, 1975).

In some cases, however, the comparisons have not been as thoroughly researched as they might have been. The introduction of the University of Sydney Practicum Curriculum for the initial training of teachers first into some training institutions in Malaysia and then in the Singapore Institute of Education was not altogether successful. In both instances it seemed that policy decisions, organisational structures and certainly teacher educator attitudes were not conducive to making theory and practice coalesce in the way originally envisaged in Australia.

There are many instances from all over the Commonwealth where comparisons have been explored and action taken. These include areas such as teacher professionalisation, teacher assessment, teacher selection, research training, the use of curriculum designs and materials, and the setting up of institutional structures, such as teacher professional centres and research institutes. In many instances the outcomes might have been more effective had a thorough situational analysis been undertaken before the ideas had been accepted and implemented. The substantial literature on educational innovation acceptance and rejection shows the extent of the problem, with so many well-intentioned ideas failing to come to fruition.

Commonwealth countries should make greater use of their existing networks, to develop strategies that enable educationists to examine new ideas in education, and put in place action procedures concerned with assessing the prospects of acceptance or rejection of these ideas.

There is a very important role for international comparisons in education. They are often a much needed source of new ideas and practices. They enable the key issues outlined in the present paper to be examined from several different perspectives. They provide benchmarks from which improvements can be considered. Finally, international comparisons of issues make all of us re-examine our own problems in teacher education and are a guard against complacency. The problem lies in setting up effective structures and developing the expertise capable of assessing the worth or otherwise of these comparisons, from which might arise ideas and practices that would benefit a particular country.

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# *Overview of initial teacher education in the Eastern Caribbean and Guyana*

*Insufficient use has been made of a regional approach to the development of methodologies and programmes for teacher education. This represents loss of an opportunity to draw on excellent areas in various programmes across the region which have proven successful.*

(The future of education in the Caribbean, CARICOM Secretariat, 1993)

*Future directions:*

- (i) How to establish and maintain a core of competent and highly motivated educators, marked by the appropriate mix of skills, abilities, attitudes and cultural sensitivities needed for the preparation of a citizenry that must cope with the challenges of the twenty-first century?*
- (ii) What are the appropriate recruitment and selection strategies that would promote the objective implied in (i) above?*
- (iii) How to develop environments and institutional cultures in schools and other educational establishments that will nurture the skills, abilities, attitudes and cultural sensitivities referred to in (i) above?*

(The future of education in the Caribbean, CARICOM Secretariat, 1993)

## **Background**

In 1957, at the first regional conference on teacher education held in Trinidad it was revealed that none of the Caribbean territories had as many as half of its primary school teachers trained. The actual state of affairs is presented in Figure 5.

The conference agreed that the governments of the region should be urged to adopt the policy that all children should be taught by teachers who were fully trained. In the 1960s several governments adopted the policy as one of their goals for national education and teacher training colleges were established or expanded and their rolls increased.

Prior to 1957, many facilities for teacher training did not exist in the region as a whole. However, two important facts must be borne in mind. Firstly, the region has a relatively long history of teacher training. Miller (1993) states, 'the training of primary school teachers began in the Commonwealth Caribbean in 1830 and was institutionalised by 1850'. Secondly, small numbers of teachers from countries without training institutions were sent for training elsewhere in the region. In fact, even today, Anguilla and Montserrat (and until quite recently the British Virgin Islands) have no training college.

In the 1980s, Trinidad and Tobago became the first country in the region to

**Figure 5** Proportion of trained primary school teachers: 1957

Country	Per cent of teachers trained
Antigua	40
Barbados	25
Dominica	9
Grenada	8
Guyana	17
Jamaica	44
Montserrat	21
St Kitts and Nevis	20
St Lucia	6
St Vincent	6
Trinidad and Tobago	45

*Source:* Walters (1960) cited in Miller (1993).

achieve the goal of a fully trained primary school teaching force and promptly responded by closing one of its colleges in 1983. Barbados similarly achieved its target in the late 1980s but wisely decided to keep its lone college open and redefine its role. The situation as shown in Figure 6 has, as late as 1990, not been a particularly happy one in some of the other territories in the region.

In the early history of teacher training, individual institutions and later ministries of education, through their boards of teacher training, offered their own credentials. Gradually the recognition dawned that, 'the entire teacher training process needed to be monitored on an ongoing basis and research and development activities had to be linked to the monitoring mechanism' (Miller 1993, 14). Furthermore, the financial and human resource implications for each individual territory led to the conclusion that the best way forward lay in the pooling of resources in the interest of quality, regional standards, cost sharing and effectiveness.

After much discussion and negotiation between the governments and the University of the West Indies (UWI) it was agreed that ministries of education would devolve to the UWI their quality control and development functions in

**Figure 6** Proportion of primary school teachers trained: 1984-1990

Country	1984	1990
Antigua and Barbuda	80	74
British Virgin Islands	40	59
Dominica	44	43
Grenada	47	39
Montserrat	48	64
St Kitts and Nevis	72	64
St Lucia	53	61
St Vincent and Grenadines	36	28

*Source:* Miller (1991).

teacher education. The UWI would be responsible for syllabuses, the conduct of examinations and the awarding of credentials. The governments also agreed to provide the necessary resources for the UWI to undertake the relevant research and development activities necessary for supporting and strengthening teacher education and training in the region.

The Institute of Education was established in 1963 for this purpose. It assumed responsibility for the work of the teachers' colleges which at that time were primarily concerned with the training of primary school teachers but also did some training for teachers in the lower forms of the secondary school. The Institute, focusing on primary training, then joined the Department of Education, which had for a long time been training graduate teachers for the secondary system, to become the School/Faculty of Education. All the countries in the region implemented and still operate the full agreement with the exception of Guyana and Trinidad and Tobago. These countries retained their boards of teacher training within the ministry of education and offer their own credentials. The UWI certifies teachers in all other countries.

### **Current situation**

This survey of teacher training activities was carried out in the following ten West Indian/Caribbean countries namely Antigua and Barbuda, Barbados, British Virgin Islands, Dominica, Grenada, Guyana, St Kitts and Nevis, St Lucia, St Vincent and the Grenadines, and Trinidad and Tobago; all countries with teachers' colleges. Figure 7 shows how long there has been a teachers' college in each country.

The existence of teacher training colleges in most of the region postdates the regional conference of 1957 mentioned earlier. Prior to this, of the countries under discussion only Barbados, Guyana and Trinidad and Tobago had institutions for teacher training. It must be pointed out that the Rawle Teacher Training Institute, which was the first training institution in Barbados, was opened in 1912 and operated until 1945. It must also be noted that although the modern Valsayn Teachers' College in Trinidad and Tobago is only 15 years old, teachers' colleges had been in existence there long before this. It is also interesting to note that the Corinth Teachers' College, closed a few years ago, has just been reopened at the start of the 1994-95 academic year. No statistics on it are included here.

**Figure 7** Age of teachers' colleges in the region: 1994

<b>Country</b>	<b>Years of existence</b>
Antigua and Barbuda	36
Barbados	46
British Virgin Islands	1
Dominica	21
Grenada	31
Guyana	66
St Kitts and Nevis	25
St Lucia	15
St Vincent	30
Trinidad and Tobago	15

### Staffing and student enrolment

An examination of the staffing in the colleges reveals a number of interesting features. Not surprisingly, given the trend in the Caribbean today for women to out-perform and to outnumber men in many areas, women make up 60 per cent of the staff in the colleges. As would be expected in teacher training institutions, virtually all staff, 182 (98 per cent), are professionally trained. Except for Guyana where 47 of the 56 tutors (83.9 per cent) and St Kitts and Nevis where only 1 out of 9 do not have university degrees, all the colleges are staffed by tutors with at least a first degree. Although these 48 non-graduates represent a full one quarter of the total staff in the colleges of the region, they constitute a specific problem for Guyana. Postgraduate degrees are held by some 85 people (49 per cent) and again women (59 per cent) are in the majority. These figures are given in Figure 8. It is fair to say that on the whole the colleges in the region have a solid core of qualified staff.

The staff in the training institutions are, on the whole, experienced teachers, with ten or more years of teaching. Only an insignificant number have less than five years experience.

Figure 9 gives student enrolments by sex and type of training and shows a preponderance of women among both groups. In the initial training group, in every case except that of Barbados where the course being offered is a special one year technical teacher training course, women outnumber the men, in most cases by more than three to one and in St Lucia by more than six to one. These figures may be noteworthy against the general concern about the marginalisation of the male and the absence of male models for school age boys.

**Figure 8** Staff distribution in teachers' colleges by country, qualification and gender

Country	Professional qualification		No first degree		Postgraduate degree		Total		
	M	F	M	F	M	F	M	F	ALL
Antigua and Barbuda	3	5	—	—	—	1	3	6	9
Barbados	6	5	—	—	4	3	6	5	11
British Virgin Islands	2	5	—	—	3	6	3	7	10
Dominica	1	8	—	—	1	2	1	8	9
Grenada	6	4	—	—	2	1	6	4	10
Guyana	21	35	17	30	8	12	21	35	56
St Kitts and Nevis	3	6	1	—	2	2	3	6	9
St Lucia	8	14	—	—	3	7	8	14	22
St Vincent	6	6	—	—	3	3	6	6	12
Trinidad and Tobago	17	21	—	—	9	13	17	21	38
Separate M/F totals	73	109	18	30	35	50	74	112	186
Grand totals (M/F)		182		48		85			
Per cent of total staff		97.8		25.8		45.7	39.8	60.2	100

**Figure 9** Student enrolment, 1994

Country	Initial training			Further training		
	Male	Female	Total	Male	Female	Total
Antigua	11	39	50	–	–	–
Barbados	9	2	11	35	101	136
British Virgin Islands	12	56	68	–	–	–
Dominica	21	34	55	–	–	–
Grenada	21	68	89	–	–	–
Guyana	210	690	900	–	–	–
St Kitts and Nevis	21	44	65	–	–	–
St Lucia	26	171	197	1	31	32
St Vincent	39	111	150	–	–	–
Trinidad and Tobago	No breakdown		660	–	–	–
Total	370	1215	2245	36	132	168

### Programmes in the colleges

The training institutions in Barbados and St Lucia have moved beyond initial training programmes. They have both developed their own advanced programmes for the continued education of teachers and have also embarked on the teaching of programmes traditionally done by the University of the West Indies. In Barbados, when the primary teaching force had become a more or less fully trained one, Erdiston College took the initiative to develop programmes to meet the perceived needs of teachers in the system. In addition, in 1993, the government of Barbados decided to switch the funding for two programmes which it had provided for many years, from the UWI to Erdiston College. Erdiston therefore started the Diploma in Education course for the training of graduate teachers in secondary schools, and the Certificate in Educational Management and Supervision, in August 1994.

In St Lucia, in addition to its own advanced Home Economics Diploma, the College has been teaching the Bachelor of Education programme in educational administration for the past three or four years.

With the exception of Trinidad and Tobago which offers its own Diploma in Teaching and Guyana which offers its Trained Teachers' Certificate, Nursery, Primary or Secondary, training institutions award the UWI endorsed certificate. Courses are two years except for the Secondary Certificate in Guyana which is three years. The minimum entry requirement is normally four subjects, including English, at the General Proficiency level of the Caribbean Examinations Council (CXC) or equivalent. Trinidad requires five subjects at CXC level and specifies English, mathematics, a natural science subject, a social science subject and one other. Guyana does not indicate a required subject and accepts the College of Preceptor's Certificate Examination Foundation Course as an alternative to the four CXCs.

The likelihood of producing sound, effective teachers in a system that combines what may be regarded as relatively low entry requirements and a two year programme that overloads the curriculum and consequently the student, is now being questioned. But as Louis (1994) points out, even finding candidates with these qualifications who wish to become teachers is a big problem

in some countries in the region. To extend the duration of the programme will have serious implications for governments willing to provide quality education but already experiencing financial difficulties. This issue has to be addressed in innovative and creative ways.

The general goals of teacher education programmes have tended to focus almost entirely on the cognitive and the practical, expressed so as to:

- provide basic teaching skills
- provide effective and efficient teachers
- provide skills and content necessary for teaching at the primary level
- develop understanding of and practise those skills which make for effective teaching
- promote knowledge and experience in organising teaching and evaluation to upgrade content of teachers in core curriculum
- develop skills and knowledge of classroom skills.

Consideration of the effective interpersonal skills and environmental issues was less evident. Two statements on these issues were: 'to develop skills, knowledge, attitudes and values necessary for effective teaching' and more precisely 'to encourage teachers to perceive themselves as role models for pupils and to help them develop the self-confidence and other professional skills required to perform in such a capacity'. It would clearly be imprudent to conclude simply from this lack of prominence that these areas are neglected in the training of teachers. It is necessary, however, to stress their significance in the context of today's Caribbean, faced as it is with countless complex social, moral and environmental issues, and to suggest that they must be explicitly stated and treated in the training and retraining of teachers.

Examination of the components of the training programmes in the institutions reveals some common ground. There are three 'models': the Guyana model; the Trinidad model; and the common model used by countries which are linked to the UWI (Cave Hill). These are given in Figure 10.

To the extent that it can be assumed that common nomenclature is indicative of common curricular content and practices, the common ground can easily be seen. On the other hand, social studies, which is required in Guyana and the other countries, is absent from the Trinidad and Tobago context. Nevertheless, it is featured in the curriculum of Trinidad and Tobago's college but appears only as separate options in the UWI model, and does not seem to figure at all in the Guyana model. There is no obvious indication that moral education, values and valuing, environmental education and health education issues are given consideration. Currently, urgent questions need to be asked about the status of the creative arts to which so much lip service is paid across the region and about the colleges' response, and indeed the university's, to the impact of computers and computerisation in the region. These are vital issues globally and regionally.

There would appear to be compelling reasons why educators should seek to share and understand more of what is going on in the field of teacher training and education in their respective areas. The need for agreed standards and quality in teacher training, without seeking to achieve absolute conformity and uniformity, appears greater as the movement of professionals across the region continues to increase. Such sharing and discussion would also be helpful in challenging educators to critically review the curriculum, with a view to ensuring that it reflects and caters to the changing educational and national needs and aspirations of the region.

**Figure 10** The three curriculum models

Guyana	Trinidad	Others UWI
Education	Education – principles and practice, sociology/psychology	Education theory
English	Language studies – reading, literature	English language
Mathematics	Mathematics	Mathematics
Science	Science	Science
Social studies		Social studies
	Creative arts – music, dance/drama physical education, art/craft	
		Individual study (research methods)
Teaching practice	Practicum teaching practice	Teaching practice
		Plus one optional subject from subjects listed under (a) academic and (b) practical

### Teaching practice

The vital importance of teaching practice in the training of the teacher was emphasised by all the colleges. It was stressed that no student teacher could be certified without successfully completing this component of the programme. Students who passed the other parts of the course but failed the teaching practice were given the opportunity to repeat it after reviews and additional guidance. The normal duration of teaching practice was between ten and twelve weeks, arranged in three sessions of about four weeks in the first year and two sessions in the second year of three to four weeks each. The two early sessions are concerned more with practice and development while evaluation/assessment is the focus of the final session. Students are normally supervised by the college tutors but teachers assist with this role both formally and informally. The staff of the Faculty of Education at Cave Hill are involved as examiners in the final assessment of teaching practice in those colleges whose certificates have the UWI endorsement.

Classroom observation and micro-teaching have been cited as two preparatory activities for teaching practice. It appears, however, that neither is widespread nor generally well organised. The use of micro-teaching was not mentioned by five of the ten colleges under consideration. Where it is used, it is done for short periods, in normal classroom settings and except for a few cases, seems to be done in an *ad hoc* manner rather than as a structured and

organised activity. Classroom observation is more in evidence, but here too little time is devoted to it. In some colleges it seems to be planned and supervised with proper guidelines provided and class discussion on the visits. In others there are no guidelines and no follow-up.

### ***Concluding statement***

This survey of initial teacher training activity in the region shows the progress that has been made in the field and indicates some of the issues that must be dealt with in the future. The region as a whole still has some ground to cover in its effort to provide students with a fully trained teaching body. As the drive in this direction continues, teacher educators, educational leaders, planners and all interested in the promotion of quality education must seek to review curriculum, content and methodologies in the colleges to ensure that they are updated to conform to the rapidly changing social, moral, economic and physical environment. Questions must be asked about the value of different subjects on the curriculum in relation to subjects not now done or done as options given today's changed circumstance. We must consider the implications of the four CXC entry requirement for the curriculum of the colleges and the duration of the programme in relation to what end product we are seeking to produce to meet the challenges of today. Efforts must be made to modernise the approaches to the delivery of teacher training and education in the region so that new models can be devised to deal with our particular circumstances without compromising quality. Indeed our thrust should be for improved quality so that we produce teachers who are fully equipped and confident to meet the complex challenges of modern society.

## Part 2

# ***Regional and national education programmes***

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## Background

Since its inception in 1948, Erdiston College has mainly provided initial training to primary school teachers in Barbados. The institution reached its zenith in the 1970s and early 1980s. During this period there was a marked increase in the amount and types of teacher training conducted. By 1985, however, it became clear that Erdiston College was rapidly approaching the realisation of its original mandate which was to provide a fully trained teaching force for the nation. Measures were therefore instituted to embark on continuing professional education programmes. Programmes were introduced in areas in which there was a critical need for specialist teachers – early childhood education, physical education, remedial education and research and measurement. Initial training was nevertheless still being continued. In 1991, it became obvious that the continuing education programmes which were then being offered on a full-time basis, were too costly, especially in an environment of global economic recession. Furthermore, even though initial training was still being continued on a reduced basis, it was clear that new thinking was needed on the function and *raison d'être* of the College. The crucial period spanned 1991 to early 1993. By the beginning of 1993 the government was faced with three options. These were:

- closure of the College;
- amalgamation of the College with another tertiary level institution; or
- the continuation of the College, but with a new mandate.

In May 1993 therefore, the Cabinet of Barbados made the decision that Erdiston College would have a new mandate. Specifically the Cabinet decision states:

- Erdiston College should be restructured and mandated to deliver pre-service, in-service and continuing education programmes for the professional development of teachers and for other persons interested in education and training;
- the in-service programme currently offered by the in-service section of the Faculty of Education of the University of the West Indies, Cave Hill, would be provided by the College with effect from August 1, 1994.

It is also necessary to note that during the same period, the Government of Barbados was involved in discussions with the International Bank for Reconstruction and Development (IBRD) on a loan to help finance human resources development. The IBRD was especially concerned with the rationalisation of Erdiston College and negotiations took place on this issue.

This new mandate constitutes a departure from the primary focus of training and requires the institution to cater to a much wider clientele. This clientele includes educational administrators, graduate teachers, special education teachers, adult educators and even parents. Moreover, it is clear that there has been a shift in the level of programming to include university level programmes. The new mandate also places greater emphasis on retraining and upgrading to meet emerging system needs and economic development goals.

In the context of its new mission, Erdiston College is seeking to function as the premier teacher training institution in Barbados providing high quality pedagogical training, research and outreach services to teachers, schools and other institutions, local and regional, which are concerned with education and training at all

levels. The College aims to perform these functions through a strong focus on the new and emerging needs of Barbados as a developing nation, which, while seeking to develop the economic well-being and general level of education of its people, must also concentrate on the promotion of a sound value system especially among young people. This mission will be carried out in close collaboration with all education stakeholders and through the application of state of the art technology across all areas of the curriculum.

## **Programmes**

Erdiston College is currently offering three main categories of training programmes. These are:

- initial teacher training
- and continuing professional education
- trainer of trainers programmes (Appendix 5)

An outline of the programmes offered is given below.

- (i) Diploma in Education course which is at the post-degree level for untrained secondary school graduate teachers. It comprises courses in methods and educational foundation. The course is accredited by the University of the West Indies.
- (ii) In-Service Teachers' Certificate course for untrained primary and secondary non-graduate teachers. The course comprises educational foundations, methods and a research project.
- (iii) In-service training programme in adult education for technical-vocational teachers. This programme comprises courses in areas such as programme design; development and evaluation; training methodologies; evaluation techniques; resource material production; use of English; psychology of adult education; informatics; technology and society; and health and safety.
- (iv) Teachers' Advanced Professional Certificate for trained primary and secondary teachers. The programme comprises courses in educational foundation and specialist areas.
- (v) Certificate in Educational Management and Administration for prospective principals, deputy principals and senior teachers. This course is accredited by the UWI. Courses

are in the sociology of Caribbean education; social psychology; research and evaluation; and administration and supervision.

## **Issues and concerns**

### **1 Return on investment**

Training programmes in most areas, not only in teacher education, automatically assume that there will be application of the skill once the programme has been delivered. It is well known that there is no automatic guarantee that such application will take place. This is a priority area which must be accorded full consideration in the future planning and delivery of teacher education. The necessary follow-up systems must be put in place by the Ministry of Education and the College in full partnership to ensure that:

- teachers who have been the beneficiaries of training are assisted and supported in implementing the relevant strategies in their own classrooms;
- teachers exposed to training seek to engage in staff development activities at least at the school level in order to share new knowledge and skills with their counterparts in a training cascade context;
- school principals consider it to be one of their supervisory roles to ensure that the necessary collaboration, dialogue and support is provided to teachers re implementation of new strategies. Training programmes designed to help principals use strategies for empowering teachers and for facilitating change will be necessary in this respect.

### **2 Unnecessary duplication of efforts**

Apart from the Faculty of Education of the University of the West Indies, Erdiston College is currently the only institution in Barbados which has a clear and undisputed mandate for the delivery of teacher education. In the last five to seven years other providers, with no tradition in teacher education, have been attempting to address this mandate outside the stipulations of the agreed 1963 accreditation/licensing arrangements for teacher certification for the Eastern Caribbean. Such a situation

among other things, leads to the duplication of efforts and resources, for example, library resources and human resources such as curriculum specialists. Furthermore, these institutions or agencies fail to accord appropriate attention and importance to accreditation arrangements which are in place. This is likely to have a negative influence on quality and to contribute to a decline in standards.

### **3 Recruitment of appropriately qualified and experienced teacher educators**

Traditionally, teacher education has selected tutorial staff from within the ranks of the educational system. At times, however, the persons recruited, while possessing specialist skills and expertise in a specialist area, may have had no previous exposure to the teaching of adults or programme planning and delivery at the teacher training level. Furthermore, very few are multi-skilled and hence may not be as fully utilised as they could be. Many lack adequate managerial skills. More systematic attention has to be accorded to the preparation of teacher educators in the region and to the development of a cadre of teachers possessing such skills and expertise in specialist areas.

### **4 Quality control**

In higher education institutions, quality control is mainly addressed through credentialising and accreditation procedures. Serious consideration has to be given to procedure for credentials, especially in the two-year in-service programme where a teacher who is awarded a grade 'D' can effectively be considered to have successfully completed the teaching practicum. One of the main objectives of teacher education ought to be to help make the system more professional and to contribute to improved quality in the educational system. It is doubtful as to whether teachers who perform poorly, especially during the practicum, can consistently contribute to the two outcomes just mentioned.

### **5 Staff upgrading and retraining**

A good teacher education programme also aims to bolster the educational system by effectively

responding to system needs and, where possible, to some of the career aspirations of teachers through the delivery of appropriate programmes. Of course, teacher education should also attempt to keep teachers on the cutting edge of new developments in learning and instruction. Such objectives can only be effectively realised if upgrading and retraining of tutorial staff are accorded high priority and are fully and appropriately supported in the context of a wide variety of training options and mechanisms.

### **6 Availability of resources to support programme delivery**

One recurrent problem in teacher education is that educators in this field often fail to employ delivery strategies which correspond to the ones which teachers are exhorted to use. There tends to be too much emphasis on lectures. The new focus on continuing professional education has helped Erdiston College to shift from the lectures and to focus more on workshop type, 'hands-on' practical activities as a regular delivery strategy. However, the necessary materials and resources are not always readily available to support such a change. Time is needed to prepare resources especially those based on new technologies.

### **7 Difficulty in attracting highly qualified recruits**

When compared with other professions, teaching is accorded low priority and as a consequence does not attract highly qualified recruits. Such a situation exerts a negative influence on teacher education. Training time that could valuably be spent on exposure to the skills of the craft has to be spent on remedial programmes especially in mathematics and English. In addition, the quality of the output of many teachers is not commensurate with the level of resources invested at the college level.

### **8 High start up and maintenance costs in new developmental areas**

Information technology in education is perhaps the best example of a programme to illustrate this point. In the first instance, a strong

information technology thrust must occur throughout the region if governments are to capture a share of growth in this lucrative market in areas such as data processing and programming. Furthermore, there is the added imperative that all citizens be computer literate. In this respect teacher education has a significant challenge to which it must quickly respond. Colleges in the region must seek to:

- develop the skills of teachers in the production of original indigenous software for CAI (Computer Aided Instruction) teaching in areas earmarked for development such as remedial education, the education of gifted children, computer graphics and computer-aided design and creative writing;
- prepare a select cadre of teachers possessing programming skills who can in turn help their pupils develop these skills;
- facilitate the sharing of resources and skills among schools;
- generally pioneer the information technology thrust in schools;
- develop the competencies of teachers re the use of CAI/CAL (Computer Aided Learning) packages in a range of curriculum areas;
- promote the computer as an administrative tool in school decision-making and for management purposes.

However, acquisition of the relevant equipment is costly. Moreover, because of the rapid rate at which innovations are taking place in technology, the equipment becomes obsolete in a relatively short period of time. Problems are then experienced while using it to run some of the newer software programmes on the market. In addition, once the equipment has been in use for some time maintenance costs must constantly be addressed. These services are highly specialised and consequently expensive.

## **Future directions**

### ***1 Delivery of a Bachelor in Education programme in collaboration with the University of the West Indies***

The majority of the Barbadian teaching force is trained and relatively young. It is imperative that all efforts be made to address the concerns/aspirations of teachers at the same time that quality issues are being addressed. The

Ministry of Education has already signalled its desire to the University for discussions to take place, on a collaborative Bachelor in Education programme between Erdiston College and the University of the West Indies.

### ***2 Focus of values education***

Throughout Barbadian society generally, there has been a marked decline in social values. During the next two years the College will be offering a combination of certificate courses and short workshops designed to enhance the competencies of teachers in the area of values education. Principals, secondary and primary teachers will be targeted, as well as those currently pursuing training programmes.

### ***3 Greater emphasis on programmes to help teachers promote social and emotional development and creativity***

The performing arts have traditionally been sidelined in the local educational system. As a result, there are gaps in terms of the full development of such skills in children. It is also obvious that the deliberate enhancement of aesthetic appreciation and artistic talent can help to reduce various forms of antisocial and aggressive behaviour in children. In addition, the College will seek to help teachers effect a better balance between emotional, social and cognitive development of pupils by addressing training in other areas such as social learning, learning styles, integration across the curriculum and counselling techniques.

### ***4 Greater use of school-based training delivery modes***

This has already started. However it will be expanded to allow teachers who have benefited from retraining and upgrading programmes to mount staff development programmes in their schools for their colleagues. The College will provide training in clinical supervision and it will establish mechanisms to provide the necessary support at school level.

### ***5 Conduct of action-based research***

Very little action research takes place in local schools despite the fact that annually a number of school and teacher-initiated projects are

implemented which would lend themselves to such research. The College will seek to encourage such activities by providing technical advice and support.

### *6 Establishment of a resource centre*

Plans are currently underway to establish a resource centre for teachers at Erdiston College. The centre will provide both outreach and training services. More significantly the centre will seek to cater to the professional needs of teachers through activities such as:

- workshops
- production of teaching materials – written, audio-visual and manipulative – for piloting and for classroom use
- demonstration lessons
- the loan of a range of commercially and non-commercially produced resource materials
- provision of support for teachers while on teaching practice
- curriculum materials development
- reproduction of teaching materials.

## **Background**

### **Management of schools**

The establishment of the first school marked the introduction of the present system of governance of schools in Belize. The Honduras Free School was supported by voluntary subscriptions from the inhabitants and subsidised by public funds. It was managed by a committee consisting of His Majesty's Superintendent (the officer administering the government), seven magistrates, and all subscribers of £10 or more annually. The greater share of running the school fell on the government in those early years. By 1850, the Board of Education was set up and to it was entrusted the control and management of all government and government assisted schools. In 1896, the Board of Education was abolished and its powers transferred to the Executive Council of the colony. Throughout the years that followed, the question of the management of schools was often a topic for discussion with support for both sides of the argument. This partnership in education continued nonetheless. Today, the government contributes 100 per cent of the salaries of primary school teachers, a supplementary grant at a fixed rate per pupil, 70 per cent of capital costs and 50 per cent of the cost of maintenance. Churches are involved in the management of schools and the provision of the remaining capital and operational costs.

At the secondary level government contributes 70 per cent of the salaries of teachers in all government aided schools. The government also contributes 50 per cent of the capital costs for which approval was received.

### **The development of teacher education in Belize**

#### ***The pupil teacher system***

While the school system remained small there was no need to establish any kind of formal teacher training programme, but by the end of the century the need for a greater supply of local teachers was felt and this need called for some kind of preparation for recruits into teaching. In 1894, the Board of Education Rules introduced the pupil teacher system of recruiting and training of primary school teachers.

In its established form the pupil teacher system was operated as follows: a pupil teacher in conjunction with his parents or guardian, entered into a four year engagement with the manager or the head teacher of the school, free of charge from the date of the engagement. At least four hours of personal instruction from the headteacher or some qualified teacher on the staff was given during regular school hours each week. The pupil teacher was also allowed at least one hour of study each day. During his engagement a pupil teacher had to take two examinations: the First and Second Pupil Teacher examinations. If these were successfully completed, the pupil teacher went on to sit the Second Class and First Class Teacher's Certificate examinations.

This was not a satisfactory procedure for the professional preparation of primary school teachers. A few years after it was introduced, the system was criticised on the grounds that (a) the method of instruction was inadequate; (b) pupil teachers were required to teach as regular teachers and (c) the private study of pupil teachers was not properly supervised. Nevertheless, the pupil teacher system became the accepted route by which teachers moved through the ranks in teaching.

The pupil teacher system was later replaced

by the uncertified teacher system. Under this system, the First Pupil Teacher and Second Pupil Teacher examinations were abolished and the First Teacher's examination was introduced. Teachers then moved on to do the Second Class and First Class examinations. In 1951, the probationer system was introduced in an effort to recruit secondary school leavers into teaching. Under this scheme, candidates holding GCE qualifications or the equivalent were not required to become pupil teachers but were eligible for engagement as Grade 1 probationers. Such teachers were then required to take First Class Certificate examinations. A secondary school leaver who did not possess the GCEs but who successfully completed high school was classified as a Grade II probationer. Such a candidate was allowed to sit the Second Class examination, after which, if successful, he or she was allowed to sit for the First Class examinations. Preparation for these examinations was done on Saturday mornings. Classes were conducted by education officers and other selected lecturers and held mainly in the district town and in Belize City. Attendance at these classes was not compulsory.

This scheme continues but has met with only limited success because many rural teachers are unable to attend classes.

In 1962, the Intermediate Training Centre was inaugurated for the purpose of providing a twenty week in-service course for candidates preparing for the teachers' examinations (outlined above), as well as providing basic teaching skills to young teacher recruits who had just completed their secondary schooling. The Intermediate Training Centre was later merged with the Belize Teachers' College (established in 1965). In 1972 'INTERIM' was eventually phased out.

In 1964, the Roman Catholic management instituted a correspondence course which was open to all teachers regardless of the denomination of the school they were teaching in. When the Belize Teachers' College was inaugurated in 1965, the correspondence course was transferred to that institution. The scheme was eventually phased out because it was considered to be an unwarranted burden on the already strained resources and manpower of the Belize Teachers' College.

### **Full-time training of teachers in Belize**

The West India Royal Commission, appointed in 1938 to investigate the social and economic

conditions of the country, recommended that the pupil teacher system be replaced by a more systematic method of training teachers. The Moyne Commission followed shortly with a recommendation that teachers be trained in Jamaica. In 1941, the scheme was introduced and the first set of teachers left to take up studies in Jamaican teachers' colleges. In 1947, the Evans Commission recommended the establishment of a local training college. In 1954, two teachers' colleges were opened – one a government training college and the other a training college run by the Roman Catholics. The two colleges offered the Two Plus One Certificate Programme (two years of studies on campus, followed by one year of internship in schools across the country). The UNESCO Commission of 1964 recommended the merger of these two institutions and the stepping up of the teacher education programme to increase the output of trained teachers into the primary schools.

In 1965, the teachers' colleges were merged to form what is now the Belize Teachers' College (BTTC). In that same year, the Governments of Belize, Bahamas and Jamaica entered into an agreement and formed the Joint Board of Teacher Education (JBTE) with offices at the Mona Campus of the University of the West Indies. The main responsibilities of this board were to establish standards, to monitor the training programmes in the territories and to provide certification for teachers who pursued courses at the teacher training institutions in these territories. The Board continues to operate today and Belize Teachers' College continues to be a member. Besides acting as the accrediting body, the Board also provides support through various staff development efforts.

The college continued to offer the Two Plus One Certificate Programme except between 1966 and 1969 when a one year course was offered for more mature students and a course for teachers at junior secondary school level. Both these courses were discontinued in 1969.

Recognising the need to encourage pre-service education of teachers, and to address the issue of the percentage of trained teachers in the system, the government in 1988 approved the proposal to admit high school graduates into BTTC immediately after graduation. Since these students are not attached to any management, a bursary was approved to help candidates to meet the cost of board and lodging.

Teacher education is free. The government pays the salaries of all teachers attending the full time programme and also awards an annual book allowance.

Belize Teachers' College (BTTC) continues to be fully funded by the Government of Belize and has the training of primary school teachers as its main responsibility. From the time of its establishment in 1954 up to 1992 the College offered the Two Plus One Certificate Programme described earlier. The College currently offers the Certificate Programme with School Experience. The change came with the implementation of the Belize Primary Education Development Project. The Primary Education Development Project introduced in 1992 is a major initiative in primary education with teacher training as one of the main components of the project. It is hoped that with the recommended changes in policies and the programmes being developed, Belize will be able to achieve an 80 per cent trained primary teaching force by 1998.

For a brief period in the 1980s the College also ran a three year diploma programme for secondary school teachers. Sixth Form graduates as well as high school graduates were admitted. The length of the training programme was therefore dependent on the entry level. Secondary school graduates with four CXC's had three years in which to complete the programme. Sixth form graduates were able to complete the programme in one or two years, depending upon the number of 'A' levels they held as well as the programme they pursued at the sixth form or enrolment. This was a direct result of the establishment of the University College of Belize (UCB) which began offering an undergraduate degree programme in secondary education. The secondary programme requires two to three years of study for the award of a degree in secondary education. It is now generally understood that BTTC is responsible for primary teacher training while UCB is responsible for secondary teacher training.

## **Programmes**

Some of the current programmes being offered are outlined below.

### **1 The Certificate with School Experience**

This is a full-time programme offered at the

Belize Teachers' College for untrained teachers in primary schools. The programme is delivered at two levels. The first level consists of one year (two semesters and one summer) of academic work. Teachers then return to the classroom for one semester of supervised student teaching where they are required to teach a class independently. Teachers remain in the classroom for one to two years to obtain some experience before returning to Level 2 which is also one year of academic work.

A local Certificate in Teaching Level 1 is awarded to teachers who successfully complete the academic and the student teacher components of the Level 1 programme. A Certificate in Teaching awarded by the Joint Board of Teacher Education Level 2 is awarded to teachers who successfully complete the academic and student teacher components.

### **2 Certificate with School Experience Level 1 (part-time – distance)**

This distance programme is similar to the full-time Level 1 programme in its content. Because of the remoteness of some areas, and the unavailability of electricity, the print mode with some audio is the main medium by which the courses are being delivered. Teachers study two courses per semester and are visited twice monthly by a supervisor. The supervisor's main responsibility is to guide the teacher in his or her studies, and to help the teacher to transfer knowledge and skills learned to their teaching. Teachers are also expected to attend the face to face sessions which are held each summer for four to six weeks. Once per month, teachers are required to attend a workshop. At the workshops supervisors make presentations on topics of interest and concern and demonstrate some of the strategies outlined in the modules. These sessions are also tutorial sessions.

The programme is offered in three districts for untrained teachers currently serving in primary schools. The programme is for two and a half to three years. The content of the programme is the same as that for the full-time programme. The final semester is considered the practicum. Students are supervised on a weekly basis during this time. Assessment takes place at the end of the semester. A Certificate in Teaching Level 1 is awarded to teachers who successfully complete the academic programme and the practicum for the Level 1 programme. This is a local certificate.

### 3 Pre-college upgrading programme

This programme seeks to address the issue of content upgrading for teachers through in-service classes. Attendance at classes is voluntary. The programme is in-service and is offered in all districts, to teachers who need content upgrading and are preparing for admission to BTTC. Teachers take from one to three years to cover the material at each of the three levels.

There is no practicum as such. However, candidates taking the First Class examinations are required to write six lessons and be assessed in the teaching of one.

A certificate is awarded by the Ministry of Education for each level that is completed successfully. The First Class Certificate is the highest award and the First Teachers' the lowest.

### 4 Degree in Secondary Education

This is available in the following areas: biology, English, chemistry, mathematics and business education. It is offered at the University of Belize, Belize City Campus, for sixth form graduates with an Associate Degree. The programme is considered to be the final two years of a four year degree programme.

There is a practicum of ten weeks which is held in three phases:

Phase 1: Two weeks. During this period, the student teacher observes the co-operating teacher and becomes familiar with the routine of the co-operating school.

Phase 2: Six-seven weeks. During this period, the student teacher assists the co-operating teacher with lessons, and should teach for two to three days per week.

Phase 3: Two weeks. During this period the student teacher is timetabled for 10 to 15 hours per week and takes full responsibility for lessons.

## Issues and concerns

### Primary level

#### 1 Rate of increase of the trained teaching force and the quality of the intake

Although the rate of output from the College has increased over the years, the rate of

increase of trained primary teachers has been negligible (see Figure 11 below). The percentage of teachers in the system has not moved beyond an average of 50 per cent country-wide. The 1992 survey shows that 47 per cent were trained. Numerous attempts have been recorded over the years to address the percentage of trained teachers, including the introduction of the one year programme for mature teachers between 1966 and 1969 which was mentioned earlier.

**Figure 11** Percentage of trained teachers in the system 1963-1992

Year	1963	1968	1971	1975	1987	1990	1992
%	13	20	27	31	44	44	47

Several factors serve to undermine any efforts to increase the percentage of trained teachers in the system. Some of these are outlined below.

- The salary of primary school teachers was very unattractive until recently. With other government departments using the teaching qualification as an entry requirement for certain jobs, teachers used the profession as a stepping stone to these and other higher paid jobs.
- The practice of admitting unqualified teachers into the system continues. Attempts to address the problem are like trying to fill a bucket with a hole. While the College 'pours' out trained teachers into the system, church and government managers continue to hire untrained teachers.
- Government continues to pay the salaries of all teachers who are in training. It is to the teacher's advantage (financially) to find a job before seeking admission to the College since they continue to receive their salary while in training. The amount is substantially higher than the bursary awarded to high school recruits into the college.
- Teachers who fail the programme at the College are allowed to return to their schools to teach. The school regulations seem to protect these teachers even though many of them can be classified as incompetent teachers.

It is interesting to note that in the development of the recently introduced PED project,

mention was made of the paradox of admitting unqualified persons into teaching, while these same persons were not qualified for admission into BTTC's training programme because they did not meet the entry requirements. The College has been blamed for ignoring the very people who need training and there are recommendations from some quarters that perhaps the College ought to have a more open admissions policy to accommodate teachers in service. While the rate of increase of trained teachers has been slow, an open admissions policy would not solve the problem. In fact, it could serve to undermine any efforts to improve the quality of teaching. Teachers should have a good grounding in the subject matter they teach and they must be able to use a range of methods. They are also expected to acquire and develop social skills and attitudes with which to deepen an understanding of the communities in which they will serve. If the College is to put greater emphasis on the development of pedagogical skills as the PED project commends, then teachers need to come to the programme with the appropriate content background. It must also be noted that the Ministry of Education controls the employment of teachers, so correcting the paradoxical situation is within its power.

### ***2 The role of principals in the training of teachers***

There is greater demand for principals to act as instructional leaders in their schools. Principals tend to focus more on their administrative responsibilities than on staff development. The new training programmes at the College are currently addressing this issue with the introduction of a course in educational leadership and administration.

### ***3 The training programme and the primary school curriculum***

There is not always a desirable match between the methods taught in the College and those encouraged by principals. Tutors have tried to keep abreast of developments in their fields and have amended their courses accordingly. This has caused problems especially for teachers on student teaching. They have complained that principals are not often disposed to trying out new ideas. Principals want trainees to stick to familiar methods. This has been the cause of much frustration and sometimes teachers have requested deferral from the internship

programme or a transfer to another school. The Primary Education Project, introduced in 1992, is addressing the revision of the curriculum guides as well as the teacher training programme. A series of in-service workshops is being conducted countrywide to help teachers to understand and use the new guides. With the collaborative work of the Education Development Centre (EDC) and the College, teachers should be better prepared for teaching.

### ***4 Certification of teachers***

Certification of teachers is a joint effort between the JBTE and the College. While some teachers work diligently during internship, principals complain that most teachers relax once they have completed the training programme. What is needed is a system of continuous re-certification which would ensure that teachers take the necessary steps to upgrade themselves after they pass through the training college.

### ***5 The need for a clear teacher policy***

Teachers are posted by respective managers, but there are no clear policies to regulate how this is done. As a result it is often difficult to find teachers to serve in remote villages. The teachers who are willing to do so are often residents of the communities or untrained teachers from the area.

### ***6 Training teachers to meet the demands of teaching in multi-grade schools***

### ***7 The use of technology in the elementary classroom***

With the heavy emphasis on academic study, time is not available to give adequate treatment to this area.

### ***8 Meeting the needs of exceptional children in the classroom at both ends of the continuum***

More attention is being given to the slow learners and not enough to gifted children.

### ***9 The need for greater emphasis to be given to aesthetics***

The College's overcrowded timetable does not provide time for this.

*10 Teachers need to have a fuller understanding of assessment and evaluation processes*

*11 Addressing the need for training teachers in second language techniques*

With the current ethnic composition, the training programme will need to address the issue of second language teaching.

*12 The need to train school counsellors is increasing with the societal problems facing us.*

### Secondary level

1 Increasing the number of trained graduates teaching in secondary schools. Figures for 1991-92 showed 622 teachers in secondary schools. Of that number 41 per cent were university graduates and 35 per cent had pedagogic training.

2 Determining the content of the secondary teacher training programme to prepare teachers to face the challenges of a changing society.

### **Future directions**

1 To meet the needs of teachers who are preparing for admission to BTTC through the upgrading programme, BTTC has submitted a proposal to the Ministry to offer this programme by distance learning, using materials developed at the CXC level in other Caribbean territories.

2 An INSET programme for the training of primary school principals is being developed through the PED project to prepare them to be more effective instructional leaders.

3 In collaboration with the University College of Belize, BTTC is developing an undergraduate degree programme for teachers who have completed the programmes currently being offered by the College.

4 The focus of BTTC's programme has shifted to a more child-centred approach, with greater emphasis being given to development of teachers' pedagogical skills.

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# Dominica

*The society depends on teachers to mould the personalities of the youths so that they can contribute to the spiritual, moral, social, cultural and economic progress of the community. Teachers are not only the key element in the provision of good quality education and therefore critical to the success of any strategy for human resource development, but they are the chief standard bearers of the efficacy and chief agents of the effectiveness of the educative process. Who the teacher is and how the teacher is perceived in society, are as important as what the teacher does. How the teacher and the teaching profession are perceived is critical to the success of the educational enterprise. Recruiting and retaining good teachers who are appropriately educated and trained is vital to the provision of good quality education and for the development of human resources in the sub-region.*

(Foundation for the Future: OECS Education Reform Strategy, 1991, p. 86)

## **Programmes**

Primary teachers in Dominica follow a two year certificate programme designed by the University of the West Indies Faculty of Education, Cave Hill, in collaboration with Eastern Caribbean teacher training colleges.

Dominica faces severe constraints in the financing of its educational system. Consequently, teacher trainees spend only four terms in college, unlike most other countries where trainees attend college full-time for two years with eight weeks of teaching practice included. During the practicum which extends over two terms, trainees are teaching full-time in their respective schools. The individual study is also written during this period.

There are advantages and disadvantages to this system. One disadvantage is that trainees

are confined to one grade level throughout the practicum. The advantage is that trainees have the opportunity to see the education process as a continuum. They are able to diagnose and plan, to develop skills in constructing schemes and units of work and in lesson planning. At the end of each term they can realistically evaluate students' progress and the effectiveness of their instruction.

At secondary level an USAID funded programme enabled 49 secondary teachers to enrol in a two semester course of study in Education for Teaching at New Mexico State University (NMSU). Phase 2 of the programme involves a six month practicum in Dominica, successful completion of which will result in local certification. Most of the 49 teachers selected had already completed a two year programme at an 'A' level institution and had gained at least one 'A' level. All 49 trainees have returned home from New Mexico. Groups 1 and 2 have started the practicum.

## **Issues and concerns**

### **1 Multi-grade teaching**

About 49 per cent of our primary schools require multi-grade teaching. Declining rural population due to emigration as well as to rural-urban migration has signalled a need for rationalisation in the staffing of schools. Recent recommendations from World Bank consultants have indicated that multi-grade teaching will be around for a long while. Consequently the College has been asked to address this need specifically. The contention lies in determining whether the methodology and skills addressed in the current programme are adequate or whether there are additional theories, strategies and techniques required for multi-grade teaching which have yet to be addressed. Expertise

in the area of multi-grade teaching is therefore a concern, as is the financing for support materials which will be required for effectively addressing the problem.

## 2 The annual output of trained teachers.

Out of a total of 647 teachers in the primary system approximately 350 are untrained. On average, 22 teachers successfully complete the training programme each year. It is imperative that the rate of training be significantly increased if we are to improve the quality of education in schools.

In the secondary system about 186 out of 251 teachers are untrained. This figure includes 45 graduates. Even with the successful completion of the NMSU programme, there will be over 100 secondary teachers still to be trained.

## 3 Selection for college

There are a number of particular concerns here:

- The length of time in teaching before training begins. On average trainees are in the system for five to 10 years before a training opportunity becomes available.
- Public service regulations which insist that persons must be permanently appointed civil servants in order to benefit from teacher training.
- A number of persons with weak academic backgrounds and/or poor attitudes enter college and are unable to benefit fully from training. Trainees who fail to meet the standards required for certification remain in the teaching service.
- Entry requirements: English and any three other subjects. This should be changed to ensure a satisfactory academic background in the core subjects of mathematics, science and social studies.

## 4 University of the West Indies requirements

### *Time*

There is much pressure exerted on tutors and trainees to complete the UWI programme in four terms.

### *Content*

The College has difficulty with a programme requirement which compels trainees to devote time and effort to writing an individual study when basic teaching skills have not yet been perfected. The benefits of research skills to the teacher are unquestionable but the College would wish to see this aspect removed from the initial teacher training programme and incorporated into a higher level diploma programme which would allow for more meaningful research.

## 5 The legal status of the College

This problem is of local concern but is mentioned here only in so far as it affects the ethos of the College. The absence of a legal base prevents the College from enforcing rules and regulations apart from those of the Public Service. Consequently, there is not much latitude for cultivating the tone and atmosphere which the College deems appropriate.

## 6 Evaluation of the programme

The College has neither the time nor the human resources to monitor its graduates. The lack of a formal mechanism of linkage between college tutors and education officers, who supervise schools, further impairs effective evaluation of the quality of output from the College.

## 7 Training needs yet to be addressed

The College has recognised the need to expand training opportunities to include programmes for:

- teachers of pre-schools
- teachers of technical/vocational subjects in the JSP programme
- upgrading trained teachers in specialist areas
- the training of principals
- the professional training of graduates.

There are 45 untrained graduates in secondary schools. If trained, these persons could serve as clinical supervisors in school-based training programmes. Currently, there are at least three secondary schools where the principal is the only trained graduate on the staff.

Lack of finance, physical facilities and trained personnel are all constraints to the fulfilment of all these needs.

## 8 Additional pressures on the teacher training college programme

There is continuous demand from well-meaning agencies to have the teacher training programme address new areas, such as, tourism, drug education, AIDS and environmental concerns. Although these are real and serious issues, at the end of the day they must be addressed within the same four terms, with the same number of tutors and the same recurrent budget. This is a source of much concern.

## 9 Professionalism

Realisation has come forcibly that content upgrading and pedagogy are necessary but not sufficient conditions for producing effective teachers. There must be willingness, commitment, a genuine interest in children, a love of learning, positive self-concept and flexibility. Are teacher training programmes sufficiently catalytic to develop these qualities in two years? If so, then the programmes need to show evidence that issues of professionalism, social responsibility, values and attitudes are being addressed at the theoretical and practical levels. There must also be sufficient time to develop study skills, to promote the concept of lifelong learning and to inculcate social/communication skills.

At the national level there is a need to pay attention to the empowerment of teachers; to the development of a career structure within the education sector which can serve to motivate and to reward good teachers, to the development of a new image for teachers which allows them to enjoy parity of esteem with other professions.

Also at the national level is the need to ensure that entrants to the teaching service are recruited, not merely to fill a gap, but on the basis of their potential to develop into effective teachers.

## 10 The training of teacher educators

One direct implication of the issue of professionalism is the necessity to address the question of the training and professional development of teacher educators. In a rapidly changing environment, teacher educators must themselves be flexible, dynamic and willing to continue learning. Training programmes for teacher educators should include the upgrading of professional skills and knowledge and

the widening of work experience. Social skills and management styles are areas for consideration.

A moot point for academic consideration is whether positive, dynamic and creative persons should be recruited into teacher education or whether these skills can be acquired through training.

## Future directions

### 1 Multi-grade teaching

The College intends to address in the immediate future the problem of multi-grade teaching. Research material on the subject is being collected. If the literature supports the need for separate treatment, a workshop for tutors will be required. A summer workshop for qualified assistant teachers at multi-grade schools is planned for summer 1995.

### 2 Content upgrading programme

An upgrading programme for untrained primary school teachers is to commence in April 1995. The programme uses a distance education mode of delivery and seeks to upgrade teachers without removing them from the classroom. The modules were produced by the Canadian Organisation for Overseas Development through its CTPP project and are designed to prepare persons for CXC examinations in four core subjects – mathematics, science, social studies and English Language. The programme will be managed by the School of Continuing Studies of the University of the West Indies, Dominica.

### 3 Secondary teacher training programme

This programme is to be commenced by the summer of 1995.

### 4 Addressing the training needs

It has been recognised that the College can no longer confine its training activity to teachers who function at the primary level, when there is such dire need for training at all levels. Future activity must now include the challenge of planning for and implementing new training programmes with the limited resources available.

## Visions

The Dominica Teachers' College has visions of:

### *1 A pre-service teacher training programme*

It is felt that this model will allow latitude for ensuring quality output. However this programme must run alongside a school-based in-service programme which meets the needs of untrained teachers already in the system.

### *2 Teacher resource centres*

Centres at three rural locations will be linked with the College by interactive radio to

facilitate in-service training. There are visions also of a link-up with the University of the West Indies in order to tap the expertise there.

### *3 Technical assistance*

Short-term technical assistance is needed in the college from experienced persons in areas such as multi-grade teaching, the preparation of self-instructional materials, the use of audio-visuals in teaching and the inexpensive development of audio-visual aids. It is essential that such persons are expert teachers rather than 'advisors'.

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# Grenada

*Programmes of teacher education in the sub-region need to be re-examined with a view to making them more centred on student learning needs and on methodologies that promote student creativity, imagination, independent judgement, critical thinking and imitative.*

(Foundation for the Future: OECS Education Reform Strategy, 1991, p. 87)

## Programmes

### Pre-service

The only pre-service teacher education programme conducted in Grenada is a two week induction course which is aimed at orienting persons, mostly recent secondary school and college graduates, into teaching. The programme is held about three weeks before the commencement of a new academic year. The minimum entry qualification for the programme is four subjects including English language at CXC or GCE level.

During the two weeks (40 hours), the trainees are exposed to elements of classroom management, educational psychology, record-keeping and teaching methods. The programme is delivered by education officers, the Department of Teacher Education and principals of the schools.

### In-service

#### Primary

New recruits into teaching attend a one day per week in-service teacher education programme which is conducted in three centres: St George's; Grenville and Carriacou. The main objectives of the in-service programme are:

- to expose the new teachers to the basics in classroom management and lesson preparation, and

- to help in the development of positive attitudes to teaching.

The courses are delivered by the Department of Teacher Education, with assistance from a curriculum development officer.

Workshops and group activities are heavily utilised in the delivery of the programme. Classroom supervision is given to the teacher trainees by the tutors of the programme. During this supervision, emphasis is placed on lesson preparation, classroom management, classroom climate/environment and conferencing between supervisor and supervisee. The principal or his/her designate is expected to give regular supervision to trainees also.

Successful completion of the in-service programme is a pre-requisite for entry into the two year full-time teacher education programme. Consequently, teachers at pre-school level who wish to enter the two year full-time programme also participate in the in-service teacher education programme.

### In-service

#### Secondary

At present approximately 30 non-graduate teachers are participating in an in-service programme organised by EDF/UWI/Office of University Studies.

The modular programmes in the various subject areas are expected to enhance the performance of the teachers and prepare them to perform successfully in the UWI examinations for teachers' colleges of the Eastern Caribbean.

### Short in-service courses

The Ministry of Education, in conjunction with the Canadian Organisation for Overseas Development (OCOD) offers two week courses in a variety of subjects to teachers at

primary and secondary schools. Certificates are awarded to participants who successfully complete the three phases of the respective course undertaken.

Courses in various areas of the curriculum are offered to teachers by the Ministry of Education. The duration of the courses varies between one day and three weeks.

### **Full-time programme**

The College, in conjunction with the Faculty of Education of the University of the West Indies, Cave Hill, delivers a two year teacher education programme to primary school teachers. However, because of the absence of a similar programme for pre-primary teachers, some of these teachers are permitted to enrol.

The core areas of the curriculum – education theory, mathematics, English, science and social studies – are developed and assessed by UWI. The final practice teaching session and the individual study are also externally assessed. All the students must also pursue studies in agricultural science and health and family life education along with another subject selected from options offered by the College.

In addition to participating in the micro-teaching sessions, based on perceived needs of trainees, and delivered by the department, the trainees engage in three sessions each lasting three weeks of practice teaching, the final one of which is assessed externally.

Upon successful completion of the two year programme, trainees are awarded a College Certificate in Primary Education and/or a Trained Teachers' Certificate from the University of the West Indies, Cave Hill. Only those who were successful in the UWI Examinations for Teachers' Colleges of the Eastern Caribbean receive the latter.

### **Issues and concerns**

- The curriculum of the two year programme places too much emphasis on examinations and too little on the enhancement of classroom performance.
- The duration and organisation of practice teaching leans more towards teacher performance than pupil learning.
- The students often seem incapable of handling the level of individual study prescribed.
- The duration of initial teacher training seems inadequate for covering the work needed

for better teacher preparation.

- The two week induction course, though inadequate, is usually the only training received by secondary school teachers until they enter university if they ever do so.
- The current in-service programme caters for a limited number of non-graduate untrained teachers. The quality and quantity of supervision is inadequate because of several factors such as: the fact there are insufficient trained/qualified teachers in the secondary system to act as teacher partners or co-operating teachers; the method of staffing employed by the Ministry of Education and the insufficient time allocated for that purpose.
- Although teachers in primary schools are expected to teach the core areas, English, mathematics, science and social studies, the qualification for entry into teaching has only recently been unofficially upgraded to four GCE/CXC passes including English.
- Teachers who have received initial teacher training are not obliged to participate in further training. Participation in post-initial teacher training is usually initiated by the respective teacher.
- There is at present no formal training for specialists in special education and subject teaching areas.
- Insufficient emphasis is put on the training of trainers.

### **Future directions**

- New entry requirements are necessary for teaching at the primary level which would ensure that new recruits have the minimum competencies in the core areas of the curriculum.
- The Faculty of Education needs to consider the development of a programme which would focus less on external examinations and more on enhancing teacher competence.
- The intake of trainees must be increased so as to increase the percentage of trained teachers.
- More opportunities for training of tutors are required.
- Short-term and long-term post-initial training programmes should be developed.
- Training programmes for secondary teachers and other specialist teachers including teachers of infants and pre-school children are required.

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# Guyana

## **Background**

Teacher education in Guyana is fully institutionalised. Some 114 years ago an Act to establish and regulate an institution for the training of teachers for primary schools made it law 'that a college shall be established at which both male and female persons may be properly trained to become efficient teachers for primary schools'. The establishment of such an institution did not, however, follow promptly this Act of 1877.

Records reveal that for almost half a century teacher education and the establishment of a local training institution were characterised by a series of 'trial and error' procedures. However, in 1928 an institution known as the Teachers' Training Centre (TTC) was established. Fourteen years later, in 1942, the institution was named Government Training College (GTC). Some 34 years later, in 1976, the College was renamed the Cyril Potter College of Education (CPCE).

The main thrust for teacher education was the initial training of teachers to service the school system mainly at the primary level. Beginning in 1928 with an intake of 30 students biennially, the then TTC progressively grew. By 1978 the CPCE intake was 300 students annually. In 1994, the intake is 900 students. Now, an integrated CPCE fulfils a more progressive and demanding mandate, that of training teachers to service the school system at nursery, primary and secondary levels.

## **Diversity in teacher programmes**

While CPCE provided initial training of teachers to service the primary level, many other demands were made. There was the demand to train the large backlog of qualified but untrained teachers serving the school system. There was the demand for initial training of

teachers to adequately service the school system at the secondary level. Subsequently came the national policy for the training of teachers to service the newly institutionalised nursery programme. In response came the following teacher education institutions and programmes under the aegis of the Ministry of Education.

### ***1 In-Service Teacher Training Programme (ITTP)***

In 1963 the ITTP was instituted mainly to train the large backlog of qualified and, in many cases, mature teachers serving the school system. Several ITTP centres were established across Guyana. Today, only two ITTP centres remain in operation – the Linden and New Amsterdam Centres.

### ***2 The Lilian Dewar College of Education (LDCE)***

In 1968 this first secondary training programme was established. Its mandate was to provide undergraduate training for teachers to make them capable of teaching the first three forms of junior secondary, multilateral and community high schools as well as the upper level of primary schools with secondary departments.

### ***3 The Nursery In-Service Teacher Training Programme (NITTP)***

With the democratisation of education in 1976 through the national policy of free education for all from nursery to university came the institutionalisation of the Nursery Education Programme. In 1980 came the in-service training of teachers to service the school system at the nursery level.

### New CPCE and LDCE buildings

There was a need for appropriate accommodation for teacher training. Through the government's developmental thrust came the construction of the CPCE block of buildings in the early 1970s. Thus in January 1974, GTC moved from its Georgetown buildings into the new imposing buildings of the Turkeyen Campus. By 1983 the Lilian Dewar College of Education was housed in its new building also on the Turkeyen Campus. Consequently, all teacher education activities under the aegis of the Ministry of Education emanated from the Turkeyen Campus. The out-lying centres of the ITTP continued to operate in Linden, New Amsterdam and Anna Regina.

### Problems and approaches

During the early 1970s it was observed that teacher education was bedevilled by numerous problems which affected the quality of experience offered to the teacher trainee. There were problems relating to the academic competence of teacher trainees, the length of training and the continuous problem of identifying suitably equipped personnel to function effectively as teacher educators committed to nation building.

### The Mon Repos Conference

A conference of teacher educators held in 1972 at the Guyana School of Agriculture, Mon Repos, Guyana, gave much direction to teacher education. Opportunity was afforded for professionals, research fellows, teacher educators, teachers and Central Ministry of Education personnel to critically examine and analyse the state of teacher education, in terms of problems and relevance.

It was noted that, except on an informal basis, there had been few attempts in the preceding years to bring together all teacher educators as a group to discuss the philosophy and objectives of teacher education in Guyana. The conference was pertinent to the articulation of new directions in teacher education.

The conference theme was 'to rethink teacher education programmes along national perspectives and to establish directions for teacher education and the organisation of such programmes within the framework of educational policy'.

### Pooling of resources

Participants pooled their experiences and wisdom in the field in which they were engaged and were supported by the conviction that only through such a joint effort could a total reconstruction of programmes be proposed.

Then the institutions engaged in the training of teachers for the school system of Guyana met the CPCE, ITTP, LDCE and the University of Guyana (UG). The University of Guyana, through its Faculty of Education, trained university graduates leading to the Diploma in Education instituted in 1967 and 1972 and mounted a Certificate in Education programme for experienced trained non-graduate teachers. Arising from that conference were two volumes with directions and support for teacher education.

### Growth and development in teacher education

There have been many growth points in teacher education since the Mon Repos conference. Among these were the following:

- orientation and training of prospective teacher educators
- recruitment of teacher educators to satisfy staff needs within the then teacher education and training institutions and the Ministry of Education
- the institutionalisation of a meeting of heads and deputies of the teacher training institutions
- collaboration among the training institutions
- use of tutorial skills across teacher training institutions
- experimentation with different modalities for teaching practice
- revision of curricular materials used in teacher training institutions
- involvement of teacher educators for the teacher's college in curriculum development activities
- use of curriculum workers, ministry officials and university personnel in the final assessment of teaching practice
- staff development programmes for college staff
- focus on both pre-service and in-service strategies for formal teacher education and training
- involvement of college staff in the development of syllabuses for the newly established

Caribbean Examinations Council

- involvement of college staff in marking CXC scripts.

It was quite evident then that four discrete teacher training institutions under the aegis of the Ministry of Education were mandated and involved in training teachers for the school system.

### Rationalisation of teacher education

New issues came to the fore. How cost effective was it to finance four discrete institutions involved in similar activities?. How cost effective was it still to mount the secondary programme when numbers were decreasing? It was time for rationalisation of teacher education. This was quite easy since all formal teacher education and training activities were executed from the Turkeyen Campus.

In 1985 complete integration of the four discrete programmes was effected. All formal teacher education and training programmes including those at the outlying centres, Linden and New Amsterdam, came under one centralised administrative body, with one principal being the chief administrative officer. The name Cyril Potter College of Education has been retained.

### Programmes

Cyril Potter College of Education operates both pre-service and in-service modes of teacher education. Programmes offered at the Georgetown Campus are pre-service based. Those at the outlying centres are in-service based. (The teachers teach in classrooms and attend evening lecture sessions.) This on-the-job training affords the teachers opportunity to transfer theory from the lecture sessions into their classrooms almost immediately. College tutors visit to supervise teachers' classroom behaviours.

Programme offerings include:

- Pre and in-service nursery programmes of two year duration for nursery teachers
- Pre and in-service primary programmes of two year duration for primary teachers
- In-service secondary (academic) programme for teachers who specialise in one or two academic subjects which they will teach in Forms 1-3 of the secondary school
- Pre-service secondary (pre-vocational) programme for teachers who specialise in pre-

vocational subjects in Forms 1-3 of the secondary schools. From its inception in 1968 until 1988 the secondary courses were of a three year duration. From 1988 to 1993 the secondary programme was of two years duration. However, from the 1994 intake the programme has reverted to its three year duration

- A foundation programme of one year duration, designed to upgrade the knowledge and skills of under-qualified and untrained teachers to make them eligible for formal teacher training
- A hinterland and deep riverain foundation programme via distance education. This programme basically serves the same purpose as that mentioned above, but is especially offered to hinterland and deep riverain teachers who would not normally gain access to teacher education.

### Teaching and tutorial components

The college curriculum comprises four major components:

- Curriculum and enrichment studies
- Educational and professional studies
- Teaching practice
- Community service

The components are further sub-divided into the instructional, supervisory and evaluative activities offered by the various departments/programmes viz. education, enrichment studies, language, mathematics, science, social studies, nursery, secondary and pre-vocational programmes, teaching practice and examinations.

### Organisation and administration of the institution

The chief administrative officer is the principal who is supported by three vice principals, sixteen senior lecturers, each managing a department, an administrator, who is responsible for the support services and ancillary staff, a senior accounts clerk, a registry supervisor, a matron, resident tutors and librarian. The day-to-day administrative activities are generally managed by the vice principal (administration).

The academic and professional activities are organised through the operations of teaching and tutorial components managed by the vice principal (curriculum and instruction). The vice principal (development) supervises the outly-

ing centres, Linden and New Amsterdam, whose day-to-day activities are managed by the heads of centre. This vice principal also co-ordinates the activities of the regional foundation programmes.

### **Issues and concerns**

Over the past three years enrolment has increased astronomically: 588 in 1992-1993; 750 in 1993-1994, and 900 in 1994-1995. What has attracted these increases and more so, the much better qualified entrants? Is this a new trend? Will it be sustained? During the past ten years many major concerns have been raised about trends, practices and support systems in teacher education. These include the following:

- low intake for a number of years for all the programmes
- entry levels of recruits into the College
- low level of content acquired by teachers
- College having to mount upgrading/foundation courses in an effort to recruit the large numbers for training
- the duration of the training period for all students, especially since the entry levels had to be lowered in order to recruit reasonably large numbers into the College
- appropriateness of teaching practice models employed to supervise the secondary teacher trainees adequately
- deployment of tutors to supervise block periods of primary teaching practice
- appropriateness and adequacy of training of teacher trainees in industrial arts education
- adequate supervision of industrial arts teacher trainees
- shortage of staff for industrial arts programme
- serious staff shortages to man all programmes mounted by the College
- conditions of service for college staff
- lucrative remuneration of college staff to attract the best personnel in teacher training
- conflict of interests experienced by college staff who seek other employment because of pressing economic demands on their families
- high and heavy dependency upon part-time staff to service the professional programme
- conflict of interests resulting from constant requests for college staff to serve on other Ministry of Education programmes
- dwindling numbers of recruits for the nursery as well as the secondary programmes
- the cost-effectiveness of the secondary programme if it continues under the college administration
- absence of structured follow-up supervision of recent graduates from the College
- lack of structured networking between the College, the National Centre for Educational Resource Development (NCERD), the Central Ministry, the University of Guyana and the regional education system
- closer collaboration between CPCE, the agent for formal training of teachers, and NCERD, agent for the development of curricula materials for schools and also non-formal in-service education for large numbers of teachers, trained, and untrained across Guyana
- need for a more structured approach to teacher education and training to embrace pre-service – induction – in-service continuum
- need to use distance teaching to upgrade the teaching skills of untrained teachers in remote, riverain and hinterland regions
- need to use distance teaching to train teachers in the hinterland and deep riverain regions
- need to continue training and upgrading of college staff
- need to expand the in-service teacher training programmes to cater for the on-the-job training of large numbers of qualified teachers resident in the far flung coastal regions
- need to forge greater links between formal and non-formal education
- need to open up teacher education to cater for the non-formal education system.

Concerns have been voiced about the quality of the products of the College. The College has raised an alarm about the low level of qualifications of new recruits. Solutions are sought to these problems and concerns. An examination of the literature on teacher education would reveal the constant need for teacher educators, professionals, university personnel, ministry officials and school personnel to meet, identify and analyse problems and outline new directions for teacher education.

Hall (1985) noted that the national concern for the qualification and training of teachers had been consistently expressed by the state and federal policy makers, practitioners and media. He stressed, 'a series of special commissions and task forces have implied the way teachers are trained is inadequate and have

proposed an array of remedies'. Another critic, Hunt (1986), posited that it was quite easy to criticise teacher education. He said even those who knew about teacher education could identify weaknesses and propose change, but he declared, 'there is a major difference between criticising present practice and acting to improve future practice. By moving beyond reflective analysis, we can use this unprecedented window of opportunity to improve teacher education across the professional continuum, and, therefore, enhance teaching.'

Another observer, Lashley (1985), commented on the following areas in relation to teacher education, viz. collaboration, curriculum, modelling enquiry, induction and field experience. He issued the following recommendations and warnings:

- Professional collaboration must become a more dominant model for professional practice.
- A more coherent curriculum structure needs to be created for teacher education.
- Teacher educators must be capable of modelling the skills requisite for professional practice. To effect the modelling, many teacher educators will have to revise courses, re-examine their own teaching behaviours, and reassess the efficiency of instructional practice.
- More systematic inquiry is needed regarding the power of professional practice. Research by the teacher education research and development centres will help but may not be sufficient.
- Institutions must create, along with school districts, a better bridge between preparation and practice.

Bridging the pre-service – in-service gap will necessitate new paradigms and new working relationships.

By creating a pre-service – induction – in-service continuum, the teacher education process can be viewed as ongoing and evolutionary, not static and fractionalised.

Field experiences should be limited and specific.

- Every time a prospective teacher walks into a classroom, he/she should be gathering 'focused' data on the teaching process, or working purposefully with the children.

A third observation made was that teaching, teacher education and research on teacher education are interconnected. Improving pre-service teacher education without a concurrent

improvement in the status and work conditions of in-service teachers will lead to little change in teacher quality and quantity. The two are inseparably connected.

In the Guyanese context the time is ripe for change in teacher education. But this change must be informed by national policy statements. No one or two groups of teacher educators will be able to change teacher education; it is going to take all groups – CPCE, NCERD, regional education personnel, school personalities, researchers, university personnel and Ministry of Education officials and community-based interest groups – all pulling together with the same purpose.

In view of the concerns and issues raised and some observations made from the literature on teacher education, it seems necessary to examine the nature of pre-service and in-service strategies for teacher education.

The UNESCO/CARNEID volume on in-service teacher education referred to pre-service teacher education as the initial formal education of teachers before employment. Full-time teacher education programmes are excluded from the term in-service although some of the participants may be on leave from the job in the teaching service. In the Guyana context this description of pre-service teacher education is quite appropriate. Formal initial teacher education and training done by the Cyril Potter College of Education, Turkeyen Campus, is full-time.

On the other hand, in-service teacher education as described by the UNESCO/CARNEID volume, is an instrument or tool, like education itself. Caribbean states have used this tool to serve a number of different ends. Caribbean experiences would seem to suggest that the in-service tool is both flexible and sturdy and can be used to serve a multiplicity of ends. As has been the experience in Guyana, in-service teacher education can be used with varying degree of success to:

- orient unqualified teachers to their pedagogic tasks
- provide formal teacher training leading to certification as obtains at the in-service teacher training programme, Linden and New Amsterdam
- upgrade qualified teachers to higher level qualifications, for example, in preparation for administrative roles
- support changes, innovations and planned improvements in curriculum development and implementation as is done at the

National Centre for Education Resource Development (NCERD).

Non-formal in-service strategies are currently employed in teacher education in Guyana. These may include, as described by the UNESCO/CARNEID volume:

- the orientation of qualified and trained personnel to service non-formal programmes
- the orientation of unqualified and new teachers to their teaching responsibilities
- the introduction of teachers to new curricula as practised by the NCERD
- the elimination of weaknesses in the understanding of specific content as practised by the subject committees monitored by NCERD in collaboration with regional education officials.

In 1985, Ministry of Education developed, implemented and conducted a hinterland teacher foundation programme. This was intended to upgrade the content and skills of a number of underqualified and untrained hinterland teachers serving in schools in those deep riverain and remote hinterland areas. Subsequently 55 teachers entered the Cyril Potter College of Education to pursue the professional training course leading to a Trained Teacher's Certificate. The non-formal in-service strategy was successfully employed to upgrade the content and skills of those hinterland teachers.

Currently, a second foundation programme for hinterland and deep riverain teachers is in progress. This time it is via distance education – print and periodic face-to-face contact.

### **Future directions**

New approaches and programmes are necessary to satisfy the many needs of the school and community. So too new approaches and programmes are necessary to enhance teacher education to better equip the teacher trainees to meet the demands of the school system and the community in which the teacher functions.

The following needs have been identified:

- A mechanism for closer linkages and collaboration within and among teacher education agencies: Faculty of Education, University of Guyana; the National Centre for Education

Resource Development; the Institute of Adult and Continuing Education, regional education departments.

- A clearing house for ideas, concerns, issues and projections in teacher education.
- Expansion of in-service teacher education programmes to meet the wide-ranging needs of teachers, both trained and untrained.
- Alternative techniques/approaches to the delivery of teacher education for teachers on the coast as well as in the hinterland and deep riverain locations.
- Special programmes – special education, business education.
- Follow-up supervision for recently trained teachers.
- Expansion in training facilities for technical and vocational education.

### **Recommendations**

The following recommendations are made:

- Organise a conference on teacher education. (The last was held in 1976 in Guyana)
- Institute a Council/Board of Teacher Education which operates in an advisory/co-ordinating capacity for in-service and pre-service teacher education offered by Cyril Potter College of Education, In-Service Teacher Training Programme, Faculty of Education, University of Guyana, and the National Centre for Education Resource Development.
- Give greater commitment to and participate in the local chapter of the Association of Caribbean Tertiary Institutions (ACTI).
- Institute other in-service teacher training programmes in the far flung distant coastal regions.
- Introduce a modular approach to teacher education for greater flexibility in the delivery of teacher education.
- Produce distance teaching modules for use in teacher education for hinterland and deep riverain teachers.
- Institute distance education techniques to facilitate delivery of teacher education programmes to teachers in the more inaccessible regions.
- Intensify computer assisted learning for college tutors and teacher trainees.

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# Teacher education at the University of Guyana

*If one talks of educating a teacher to become a 'reflective practitioner', one needs to consider that the process may not be all that easy if the teacher trainee has come from a system of education that has not emphasised reflective thinking, if the teacher educators are themselves used to a fairly authoritarian mode of teaching and are weak in the knowledge and understanding of the subjects they have to teach, if the resources of the institution (books, aids) are inadequate and if the contacts with the schools are not well established. Changes on all these fronts are obviously difficult and costly, especially if the teaching conditions are such that capable students will not consider entering training because of what awaits them at the end of the road.*

(Initial Teacher Training: South Asian Approaches, 1993, Commonwealth Secretariat p. 61)

## **Background**

The only institution in Guyana which has been training teachers to graduate level is the Faculty of Education, University of Guyana. Within the first eight years of its establishment (1967-74), 200 teachers graduated with the Diploma in Education.

## **Programmes**

The Certificate in Education programme was introduced in 1972. In more recent times, the Faculty has also been offering the Bachelor of Education for teachers at the nursery, primary and secondary levels. Teachers may now specialise in the traditional school subjects as well as in administration and teaching, the teaching of reading, allied arts, business education, and measurement and evaluation. The postgraduate Diploma in Education offered by the Faculty of Education is of two years' duration, with classes held on Saturdays only, and with a one

week teaching clinic. The Bachelor of Education programme is of five years' duration for persons who hold normal university entrance requirements, but who are not trained teachers. Trained teachers may complete the programme in four years, since they are exempt from the first year. To graduate with B. Ed. a student must acquire a minimum of 120 credits. Roughly two-thirds of this number is made up of content courses, while the remainder comprises professional courses. Generally, students have to do an average of 14 hours of class per week. Science students usually have to do a higher number largely because of laboratory work. Supervised teaching practice experiences are worth ten credits. The Post-graduate Diploma in Education may be acquired after obtaining 30 credits from professional courses, including teaching practice. All of the programmes are part-time. Students normally carry out their teaching responsibilities in school when they are not at classes. The Ministry of Education grants official release for teachers to attend classes.

The goals of the Faculty's teacher education programme are, in summary, to expose teachers to an advanced level of content appropriate for their area of specialisation, to provide them with experiences which will enhance their professional growth, and to increase their ability to evaluate their own performance so as to give direction and quality to their professional interaction with learners. Much emphasis is placed on the development of research skills and on curriculum planning and evaluation within the context of the area of specialisation. The programme for school administrators devotes much attention to developing students' skills, knowledge, and attitudes regarding clinical supervision, staff development, and leadership.

Students of Administration also have to do teaching practice in a selected subject area.

Formerly, student-assessment was based on a combination of course-work, which was usually worth 40-50 per cent, and a final examination worth 50-60 per cent. However, from 1993, the Faculty began to follow the semester system. As a result, much more emphasis is placed now on a system of continuous assessment, with assignments of various kinds – quiz, book report, project, interview, in-class test, class presentation, research paper – spread out across the semester. There is generally no longer the heavy weighting on the final assignment.

The number of teachers who graduated from the Faculty of Education, 1982-1994, is shown in Appendix 10. An analysis of the numbers show that of the 709 who graduated between 1982 and 1994, 431, or approximately 60.7 per cent, were female while 278 (39.2 per cent) were male. The tendency in recent years has been for more females to seek entry for training. During this period 396 (55.9 per cent) graduated with the B.Ed. degree while 216 (30.5 per cent) graduated with the postgraduate Diploma in Education. The evidence reveals that in both cases females outnumbered males, more so at the B.Ed. level. The only programmes offered at the Certificate in Education level during this period were the Certificate in Technical Education and the Certificate in Special Education. The Master of Education programme was reintroduced in 1991, with the first graduates appearing in 1992 and, as can be seen, here too females outnumber males almost two to one overall. The Certificate in Education for all subject areas was introduced in 1993. The first graduates from this programme are expected in 1995. The programme is of two years' duration for persons who were already non-graduate trained teachers, and three years' duration for untrained teachers. Dividing the B.Ed. into two parts, with a Part I being the Cert.Ed., was an attempt to attract more students and to offer an incentive to persons who might consider four years too long to have to wait for a university professional qualification.

Apart from low numbers generally, some observations which are rather striking for the period 1990-1994 include the following:

- no male student graduated with the B.Ed. in English
- no male student graduated in home economics education
- only one student graduated in Modern Languages Education

- mathematics and science education only had eight graduates each
- there were no female students for technical education
- for 1993 and 1994, there were no graduates in agriculture
- home economics, social studies, and educational administration, in that order, were the options which produced most of the graduates.

The situation is generally very worrying, but perhaps more so with respect to modern languages. Over the last few years it has become very difficult to attract persons into this option. It appears that modern language teachers who graduate from the Cyril Potter College of Education opt to enter the Faculty of Arts where they do a straight content degree (with no professional courses). But the B. Ed., as can be seen from the Faculty regulations, constitutes a reasonably balanced combination of content courses and professional courses.

With respect to the Diploma in Education for the period 1990-1994, the majority of students (29) specialised in educational administration with female students outnumbering male students almost two to one. The next highest group of graduates during the period was science (12), again with females outnumbering males two to one.

Concern must be expressed again about the very low response received from modern language teachers. The subject does not seem to be popular at school. This is noticeable in the low number of students who take the Caribbean Examinations Council (CXC) examination in foreign languages. In view of such an undesirable situation, the Faculty of Education has introduced a Year I programme for students who might wish to enter the Cert.Ed. programme directly from school, that is, without first completing a programme at the CPCE. In addition, the Faculty has proposed to the Ministry of Education a project through which persons who are not teaching Spanish, but who are qualified to enter the university, may be recruited to a special intensive programme in the foreign language country for a three-month period and at the Institute of Adult and Continuing Education (IACE). Such courses would expose the prospective teachers to the professional aspects of teacher-training.

The Master of Education programme was reintroduced in 1991 as a specific attempt to meet the identified needs of the education

system. So far, courses have been offered in curriculum development, language education, management and supervision and, more recently, in measurement and evaluation, and guidance. It is normally a two-year programme. Apart from the fact that the number of graduates is low, it is of note that females again out-number males almost two to one and that graduates from the language education option are all females.

While the Faculty certainly hopes and expects that many more students will come forward for training as teachers, it is recognised that there will be a much greater need for teacher-educators to cope with the supervision of teaching practice or the practicum.

The Faculty has had some difficulty ensuring adequate supervision of teachers during teaching practice. The present model of supervision at the Faculty of Education involves, mainly, a supervisor going to the school, observing the lesson(s), making comments, and suggesting improvements. In addition, he/she asks for a log book or a journal at the end of the period of supervision, and a sample of notes of lessons. On the basis of this information, a grade is given. However, for a variety of reasons relating both to the schools' activities and to the supervisor's other commitments, timetables and responsibilities, the supervisor rarely ever sees the student as often as required. It is often difficult for the supervisor to relate the lesson fairly to the ongoing context in which the teacher finds himself or herself. It is also a problem to make clearly defined allowances for the disadvantages or advantages a teacher has at one school as compared to a peer at another school; the supervisor may also have no system for carefully monitoring the development of the teacher on a continuous basis; and, the student-teacher is rarely guided toward developing a method to monitor his or her own performance.

The Faculty of Education recognises that supervision should be geared towards monitoring and improving the performance of teachers during their educational and professional interaction with students. For the teacher, the expected outcome is increased acceptance of teacher accountability, recognition of the need for professional growth and teacher effectiveness, and an awareness of how to assess teaching performance. Clearly, the process can be significantly enhanced by strategies and by technology which allow the supervisee to

develop a reliable method of self-evaluation, and to contribute without reserve to the development of a personal teaching style which is both pedagogically sound and professionally acceptable.

With the above in mind, the Faculty of Education is planning to implement the following measures:

- conduct a survey to determine areas in which teacher-trainees need help and guidance, especially since most are already trained, and many would have been teaching for a number of years
- make peer teaching a required part of the methodology courses, and use the experience to help students develop a positive attitude to practice teaching, and a supportive attitude towards one another, as well as take feedback on performance in good spirit. Such sessions could be graded by the group alone, or by the group and the tutor
- require that teacher-trainees complete and submit weekly, for a specified number of weeks, a form or a document which describes their activities during the previous week, under headings such as: assessment of performance during that week (strong and weak areas of performance); plans to modify or improve teaching in the light of the assessment of performance; and time spent on various teaching-related activities.

Such a strategy allows the teacher to monitor his or her own performance, keeps the college tutor informed on a continuous basis without having to be actually observing all the lessons and ensures feedback in cases where, for one reason or another, the tutor could not reach the school. Communication is always maintained, a record is kept and the Faculty knows sooner which teachers need most attention, which methods discussed in class are being used, and with what success. The teachers also have the opportunity to develop a model of assessing themselves. This strategy does not rule out notes of lessons, or visits from the faculty tutor and works best if there is someone at the school level who will initial or sign the form to indicate that the information was noted. The Faculty believes that the strategy described above could become the basis for an organised, structured, system of peer supervision, with teachers serving both as facilitators and as observers of teacher-trainees. Data gathered could also be used for research into ways of making the teaching practice

experience more effective and more acceptable to the teachers.

The assessment of the practicum experience might also include assignments such as a report on an interview relating to teaching method, preferably with an experienced teacher in the field; findings from discussions with the head of department on the management of a department; how behavioural problems are dealt with; a staff development session, peer-teaching and lessons the teacher-trainee observed. Some of these activities are clearly more meaningful if the student teacher is placed in an unfamiliar environment.

Bearing in mind that schools vary in their hospitality, their climate, and their facilities, among other things, it is perhaps preferable that, in the interest of fairness, the practicum should not be given a letter grade, but should be assessed satisfactory or unsatisfactory. A student should be able to accumulate additional credits depending on the number of hours beyond the minimum he or she is willing to work. The assessment instrument would be one which is appropriately focused, and which allows for modification in accordance with the needs of the particular student. It has already become the norm for staff members to observe lessons and offer assistance in a wider range of areas outside their particular specialisation. Some degree of standardisation and communication among staff has of course been necessary in order to make comparisons across subject options. The Faculty is planning a handbook on the practicum which will give guidance and information to staff, student-teachers, and schools which co-operate in the teaching practice exercise.

Despite the constraints and the commitments alluded to above, future plans for the Faculty of Education include the formal establishment of distance teaching; expanding the range of options offered at the Masters level; continually reviewing the teaching-practice assessment procedures to include a significant input of school-based assessment; improving the quality of the Education Journal so that it meets international standards; upgrading the qualifications of staff so as to be able to offer a doctoral degree in the near future; and conducting research that is more meaningful in the national and regional context.

## **Issues and concerns**

Observers and analysts have commented repeatedly on the general state of crisis in which education in Guyana has found itself in recent times. For many, the crisis is noted in several areas: shortage of teachers who are competent in their subject areas and professionally qualified; poor physical conditions of school buildings; a lack of adequate books and other teaching materials; low morale of teachers; poor examination results at external examinations in some areas; overcrowded classrooms and inappropriateness of the curriculum for some schools. These seem to be the areas which are in need of most urgent attention. In 1990, for example, the Ministry of Education estimated that an average of 60.5 per cent of the teachers in the system were untrained. Although training institutions have been making every effort to increase the numbers of persons who come forward for training, they have not really been able to attract the numbers required to service the system adequately. Moreover, many teachers, especially at the graduate level, once trained, migrate to countries in the Caribbean or elsewhere to seek better salaries and working conditions. Others may opt out of teaching completely to take up more lucrative jobs in the private sector.

Efforts to accelerate the training and availability of teachers for the local education system have led to an increase in short intensive courses; the modification of entry requirements at teacher training institutions; the provision of upgrading programmes especially for prospective teachers at the non-graduate level; the move to more school-based training and, particularly for the purpose of reaching persons in outlying and remote areas of the country, the planning and preparation of distance education programmes and programmes which would allow persons to obtain higher qualifications through external studies. The Faculty of Education, for example, is currently working towards the launching of its Certificate of Education by a combination of distance education and intramural studies by 1995. The programme is aimed initially at teachers for the nursery and primary levels.

Perhaps it is useful to recognise at this point that one concern expressed by the Ministry of Education relates to ways of harmonising the training programmes being offered by the various teacher training institutions such as the

Cyril Potter College of Education, the National Centre for Educational Resource Development, the Institute of Adult and Continuing Education, and the Faculty of Education, University of Guyana. The purposes of the training which these various institutions offer may also have to be clarified. It is the view and concern of some teachers that the skill, knowledge, and training which they acquire are at times not relevant to the classrooms they encounter, particularly if the classroom is one which is dedicated to covering the syllabus and to ensuring high passes at external examinations as its priority, no matter what the cost to the student as a person. A related concern points to the unwillingness of classroom teachers to conduct action research which would inform them about events taking place in their classrooms, and about what strategies could be used to cope with the situation.

Problems relating to the environment in all its aspects have also raised concerns about the kinds of priorities which must guide the teacher education curriculum. Teacher effectiveness could be significantly hampered by behavioural and cultural patterns which are manifested in the school setting. Balancing the academic, the professional, and the interpersonal aspects of the curriculum becomes a matter of serious concern. Guidance and counselling, formally introduced in the early 1970s, and either de-emphasised or completely removed from some schools by the late 1980s, are to be re-introduced. The Faculty of Education had always been aware of the importance of guidance and counselling in the curriculum of teacher education. Although, mainly because of staff shortages, it was forced to discontinue studies in this option some years ago, the Faculty is again offering a specialisation in guidance at the Master of Education level. The programme is carefully tailored to meet the needs of the local situation.

Another area of concern within the general education system is literacy. Concerns in this area, which are clearly not restricted to Guyana, have influenced the Faculty of Education to offer a more structured and elaborate programme in the teaching of reading and in special education. These programmes have already been prepared and student teachers can now specialise in these areas. Currently, there is a project aimed at assessing the level of literacy across the nation.

## **Future directions**

The Faculty of Education recognises the need to prepare teachers for technical and vocational education. The Bachelor of Education programme in technical education, and in business education, are steps in the right direction. However, there is a need to organise and offer more sophisticated programmes that seriously recognise the full nature and extent of the use of modern technology in today's world of work. The Ministry of Education is sensitive to this issue when it calls for new and creative strategies which would address concerns of access, partnership arrangements with industry and the private sector, and career opportunities. The major questions which teacher education will have to address are as follows:

- How to establish and maintain a core of competent and highly motivated educators possessing the skills, abilities, attitudes and cultural sensitivities needed to prepare young people to cope with the immediate challenges, as well as with those of the 21st century.
- What are the appropriate recruitment and selection strategies that will result in the objective implied above?
- How to develop appropriate learning/working environments in schools.

Clearly, such considerations will inform the future directions and curriculum decisions of the Faculty of Education. Interestingly, many of the strategies which the Ministry of Education has proposed for achieving its major goals of improving the quantity and quality of teachers are compatible with the initiatives which the Faculty of Education has identified. These include the development of a relevant curriculum, use of distance teaching, mounting of appropriate intensive short courses, rationalising the relationship between the Faculty of Education and the Cyril Potter College of Education, and moving towards a more school-based form of teacher training and supervision. The Ministry of Education also plans to implement a pupil-teacher training programme immediately, a move which clearly underscores the urgency with which trained teachers are needed.

Although the general situation in education may not seem too encouraging as far as meeting the full needs of the system is concerned, the university is optimistic that having identified the areas where special attention is

needed, and having taken steps to reach many more potential teachers through distance teaching methods, and through alternative ways of entering teacher education, Guyana

will soon be moving much closer to meeting its objective of having at least 80 per cent of teachers trained by the year 2000.

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# *Jamaica: UWI, Mona Campus*

*Personal development programmes should be an integral part of the training of teachers. Included in these programmes should be components promoting the adoption of healthy life styles and encouraging teachers to be role models for their students and the communities with which they interface.*

(The future of education in the Caribbean – CARICOM Secretariat, 1993.)

## **Background**

The Faculty of Education, University of the West Indies, Mona is involved in all aspects of the preparation of teachers in Jamaica. The involvement is through two departments: the Department of Education Studies (DES) and the Teacher Education Development Department (TEDD). The former is responsible for training undergraduate (Certificate in Education and Bachelor of Education) and postgraduate (Diploma in Education) students; the latter supervises and moderates the training of non-graduate teachers in thirteen teacher training institutions in the island and in institutions in the Bahamas and Belize. The departments are jointly responsible for the preparation of postgraduate students for M.A. and Ph.D degrees.

While the above is an adequate description of the formal involvement of the Faculty it does not take account of the fertile outreach activity in which all members are involved. The staffs of schools regard the Faculty of Education as a group of reliable consultants in all aspects of their functioning and rely heavily on lecturers for in-house workshops and seminars and for projects having to do with education.

## **Programmes**

### **Department of Educational Studies**

The Department of Educational Studies is responsible for:

- The Diploma in Education
- The Bachelor of Education
- The Certificate in Education.

The Diploma in Education (Dip.Ed.) is the oldest of the programmes for which the department is responsible. In 1953, when the Faculty, then Department of Education, was created, the mandate was to prepare graduate teachers for the region. That meant offering a one year pre-service teaching diploma to graduates of the University of the West Indies and other universities in the subjects taught in the high schools.

During the seventies the Government of Jamaica funded a parallel course offering a two year in-service diploma to try to increase the number of trained teachers. While this was far more accessible to teachers than the pre-service diploma it was also far more costly to government. Financial considerations caused it to be discontinued after a few years.

The pre-service diploma, the oldest programme in the department, is now the least subscribed. And 'pre-service' has become a misnomer because very few of the subscribers are recent graduates. The diploma attracts teachers who are able to get a year's leave from their jobs to upgrade their skills and/or to qualify to follow a Masters course in education. Only 18 students graduated from the programme in the 1993/94 academic year.

The Certificate in Education, a one year certificate, was at first introduced to upgrade the skills of principals and senior teachers in the region. Administration was the only offering then. Later, certificates in the teaching of school subjects were offered.

It began as a full-time one year programme but in the last ten years has also been offered as an in-service programme by distance using the UWIDITE (University of the West Indies Distance Teaching Experiment – later Enterprise) system.

In 1993 the Cert.Ed. ceased to be offered as a full-time course and became an exclusively part-time programme offered through UWIDITE to Jamaica and the rest of the region. A total of 86 students graduated from the certificate programme in the 1993/94 academic year.

The Bachelor of Education was introduced to facilitate teachers who had been trained in teachers' colleges, had taught for a minimum of five years and wished to follow a degree programme. Initially the degree was in administration and chiefly served principals and senior teachers who wanted to upgrade their qualifications.

Later it was offered in the teaching of secondary subjects, intending to prepare teachers for secondary schools up to the third form (Grade 9) level. This ceiling was set because students were required to follow only two content courses and those were at the first year level in other faculties of the University. The thinking was that teaching above third form would be done by teachers with a Bachelor of Arts or Science and a Diploma in Education.

The Faculty offers a Bachelor's degree in special education jointly with Mico Teachers College and in the teaching of secondary subjects (English and history for now) with the College of the Bahamas (COB). At the end of the 1993/94 academic year 84 students from Jamaica, 13 from Mico and 26 from COB graduated from the programme.

The 1994/95 year saw reorganisation of the B.Ed. to include recruitment of untrained teachers ('A' level graduates) in an effort to recruit recent school leavers with strong content preparation. Further, in order to graduate, each student must now gain a minimum of 18 credits in the subject area of her/his choice. The intention is to supply the secondary school system with teachers competent in content as well as methodology and fill the gap created by the decreasing subscription to the Dip.Ed. programme.

## Teacher Education Development Department

The Teacher Education Development Department, through the Joint Board for Teacher Education (JBTE), is responsible for supervising the preparation and examination of teachers in teachers' colleges in the Western Caribbean: Jamaica, Bahamas and Belize. Prior to 1965 these territories each had teacher training boards which granted certificates and diplomas to teachers. In 1965, however, these boards ceded their responsibility to the then Institute Board of Teacher Education, later renamed the Joint Board of Teacher Education.

Members of Faculty in the TEDD supervise all aspects of teacher preparation in the teachers' colleges in the territories concerned. The department's services to 15 teachers' colleges and teacher education departments include staff development programmes, curriculum development and review, the development of learning materials and accreditation of programmes. Members of the department serve as external examiners on both the theoretical and practical aspects of a range of disciplines.

The department supervises the preparation of teachers at the following levels: early childhood; primary; secondary and special education.

In the year ending July 1994, the JBTE examined 4,394 students in Jamaica, 99 in the Bahamas and 145 in Belize.

## Issues and concerns

The quality and quantity of teachers being prepared for teaching in the nation's schools at all levels is a growing concern. The Faculty intends to play its part in improving both. The reorganisation of the B.Ed. to include 18 credits of content is a move towards improving 'quality'.

There is also concern for the upgrading of lecturers in the teacher training colleges. This is seen as inevitable if the product of the colleges is to improve. The higher degrees programme in the faculty speaks to this need but the fact that these postgraduate students hold full-time teaching jobs makes it difficult for them to complete any programme in a short time. The Faculty is aggressively seeking financial assistance for such students to allow them to study full-time.

The Education Research Centre which has been stepping up its activity intends to be able

to offer short-term assignments on projects to help students earn while they research and write up their projects or theses.

In collaboration with the University of Alberta Faculty of Education, the Department of Teacher Education offered graduate courses in four areas last summer. The population was teachers' College lecturers in primary education. The offer from the University of Alberta is for five summers during which a number of subject areas will be covered. The fact that these courses are given outside of the teaching months allows the participants to get maximum benefit from them.

With regard to the improved quantity of the courses, distance mode is the immediate answer. The university as a whole is moving towards a dual mode delivery. The Faculty of Education has been involved in distance education for a decade now. The increase in courses will begin in administration. There seem to be more takers waiting in technical provision for distance education.

Under discussion at the faculty level now is a proposal for a B.Ed., partly by distance in term time, partly face to face during the summer. The Jamaica Teachers' Association has long been lobbying for this. The proposed programme is under discussion.

### ***Future directions***

Future plans include greatly increased collaboration with the Tertiary Level Institutions (TLIs). Mico and COB, mentioned earlier, are already partners in degree programme courses. The Faculty is discussing with Shortwood Training College a degree in early childhood education. Increasingly the first year at least of degree programmes not only in this faculty but in the university as a whole, will be offered in the TLIs.

The College of Arts, Science and Technology is discussing with the faculty a Dip. Ed. in Business Studies to come on stream in 1995 and has recently initiated a discussion on a joint Masters programme.

Future plans also include closer collaboration with the Ministry of Education and the maintenance of a framework through the Faculty's Education Research Centre (ERC) within which the Faculty can initiate research and can be asked to undertake research on behalf of the government. The situation at the moment is that the ministries contract members of the Faculty on an individual basis. The

Faculty prefers arrangements through the ERC and is getting ready to process the increased numbers.

### **Some innovative projects**

The Faculty continues its work on projects in all aspects of education. The TEDD has historically, as part of its routine, undertaken projects in the region and through the JBTE specifically in the Western Caribbean. Mention should here be made, however, of a few particularly innovative projects within the Faculty as a whole.

The JBTE, with UNDP funding, has over the last three years, attempted to improve mathematics teaching, a particularly weak area in teacher delivery in Jamaica. The project tried to improve the mathematical competence of post-certificate teachers who have consistently failed final year mathematics in the teachers' colleges. The success has been phenomenal.

A project in early childhood education is reaching two neglected elements of society. A project for teenage mothers, now in its third phase, has been extended to include one for young fathers (male responsibility programme).

A member of staff of the DES has over the last two years (on a UWI Research Fellowship) been researching the conditions and processes of literacy acquisition in Jamaica. Her findings are particularly enlightening in an area which has been the cause of great frustration for successive governments of Jamaica – the low rate of functional literacy.

Another member of staff from the DES, (funded by the CIDA/UWI Institutional Strengthening Project) has been looking into concerns of special needs students in the mainstream of the secondary school system.

In addition a staff member of TEDD is leading a team which, jointly with Florida International University, is looking at beginning teachers and the extent to which the psychology and philosophy they learn in teachers' college, informs their performance in the classroom.

### **Conclusion**

The efforts outlined above speak of the concern of the Faculty of Education and its attempts to effect improvements in a system dogged by scarce resources. Some areas, however, are still inadequately provided for. There is a large population of teachers in Jamaica who need and want further education.

One example suffices to illustrate this. The Faculty, co-operating with the Jamaica Teachers Association (JTA) and the Ministry of Education, has since 1987 put on a three week summer session. During the first three summers, the course was in administration aimed at 'administrators, principals and teachers with posts of special responsibility'. From 1991-93 the target group was teachers of mathematics.

There are also a number of areas of need

that are grossly underserved. Children with learning difficulties within the general school population is one example. Two staff members of the DES have been particularly aggressive in their efforts to raise the level of awareness of teachers and parents and to find funding for relevant projects. The TEDD should be particularly congratulated for taking seriously the need for continuing the training of teenage mothers and more recently young fathers.

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# St Kitts and Nevis

*In recent years teaching has become less attractive as a profession. The moral rectitude is still required by society; the workload has increased as parents abdicate more of their responsibilities to the school; the salary and working conditions are unsatisfactory and respect and co-operation from the public are on the decline.*

(Foundation for the Future: OECS Education Reform Strategy, 1991, p. 87)

## Background

Teacher education in St Kitts and Nevis is offered primarily through the Division of Teacher Education, College of Further Education. The Division's main task is the training of full-time student teachers following the two year programme of the University of the West Indies, Cave Hill Campus.

Previously, teachers accepted into the programme had already had at least three years 'teaching experience' in the classroom. However, in recent years teachers have been accepted after one year or even less in the classroom, and in 1993 one student was accepted straight from the sixth form.

The Division also performs a supervisory role in classroom teaching/learning in primary and secondary schools. Supervision covers teachers' substitutes, untrained and trained. Through these sessions teachers are given on-the-spot assistance individually, mainly in relation to methodology and class control. In addition, weaknesses noted may be addressed in workshop sessions as necessary, whether at school, zonal, or national level.

## Programmes

The Division offers two training programmes – one for teachers at primary level, kindergarten to Grade 6 (ages 5-11+), and the other for

teachers at secondary level, Forms 1-3 (ages 12-14+). However, as from September 1994, the secondary programme is offered through an in-service arrangement, with student teachers attending the Division on a part-time basis.

## Primary programme

The courses offered are of two types – required courses and optional courses.

### Required courses

- Education theory
- English language
- Mathematics
- Science
- Social studies
- \*Health and family life
- Teaching practice
- Individual study (research)
- \*\*Library skills

\*First year course  
\*\*First term course

### Optional courses

Any ONE of:

- Art
- Music
- Agricultural science
- Industrial arts
- Home economics
- School librarianship

## Secondary programme

### Required Courses

- Education theory
- Use of English
- Social issues
- Two specialist subjects chosen from the subjects in the secondary curriculum: English, mathematics, science, social studies, French, Spanish, business education, industrial arts
- Teaching practice
- Individual study (classroom research)
- One optional subject (same as primary programme)

## Certification

The programmes followed in the Division are moderated by the Faculty of Education, University of the West Indies, Cave Hill Campus. Successful completion of the course is certified (a) locally and (b) by the University of the West Indies.

A local/national certificate is obtained by student teachers who have fulfilled local requirements. These include attendance over the two years of at least 80 per cent, completion of all major assignments and an overall grade of not less than D.

UWI certification is issued by that institution on successful completion of the written examinations and practical teaching examinations which are jointly assessed by the University and the Division. Candidates must pass as follows:

- 1 • Teaching practice
  - Education theory
  - English language
  - Individual study

In at least one of which the grade must not be less than C.

- 2 • Mathematics
  - Science
  - Social studies

In at least one of which the grade must not be less than C.

- 3 • In one subject from the programme of optional subjects.

## Issues and concerns

1 Generally, student teachers are admitted based upon the qualifications required by the UWI (four 'O' levels including English). However, with the wide range of subjects now being offered by the various examination boards, teachers entering the Division may or may not have the basic content in the subjects being offered in the Division's programme, even though they meet the requirements.

As a result, a considerable amount of time has to be spent upgrading the basic content which these teachers have to teach before the more advanced aspects of the prescribed programme can be tackled. This is the case particularly in the primary programme, where teachers have to teach all subjects on the curriculum, and must sit papers in the four core subjects for the final examinations.

2 In some cases student teachers have attained the necessary qualifications over a period of years. They therefore find it difficult to cope with the volume of work in the College programme, since they lack study and organisational skills as well as the discipline necessary for tackling all subjects of the programme simultaneously.

3 The time spent in the actual development of the 'skill of teaching' within the two year programme is very limited – twelve weeks including the final examination. The programme is heavily theory oriented, with very little opportunity for the application of theory into practice, within the classroom setting. In addition, there is very little space and no equipment for micro-teaching activities.

4 As a result of the heavy emphasis on the acquisition of the 'knowledge of teaching', in many instances the teaching practices of tutors themselves come into question, for even here theory is not always translated into practice.

5 On the return of 'newly trained' teachers to full-time classroom teaching, there is insufficient support given through supervision. There is the notion of 'having completed training' and yet their efficiency and effectiveness in the classroom in some cases decrease rather than increase after formal training. Given the limitation of tutors' time for supervision (a maximum of one day per week) and the fact that this is greatly hampered during the second half of the academic year, supervisory activities are not as effective as they could be.

6 Although the Division is involved in workshops and seminars organised by the Early – Childhood Division to address aspects of training for pre-school supervisors and teachers, there is no formal training programme offered by the Division of Teacher Education in this area.

7 There is a need for training and re-training of teacher educators, as well as opportunities for on-going development, for example, through sabbaticals and exchanges.

8 Indications so far suggest that student teachers are not coping well with the secondary in-service training programme. This may be due to poor time management, having to teach (albeit a reduced timetable) and study,

as well as to gaps in knowledge which result in difficulty in coping with some modules.

### ***Future directions***

A first phase of teacher education should address the knowledge base of teachers in the various subjects/disciplines of the curriculum which they are expected to impart to students. Some efforts have already begun through a distance teaching programme administered through the Ministry of Education, Adult Education. There is the possibility of using the modules developed to help trainees upgrade their knowledge and skills. Suggestions have been made to the University for reorganisation of the two year programme to facilitate an extended period of practice teaching, during which trainees can be systematically carried through a process of discovering or identifying relationships and connections between the theory learnt and the practice of teaching.

However, this reorganisation at the UWI level will take some time to be instituted, and thus at the division/local level plans are being made for more regular micro-teaching experiences whereby trainees can, through peer evaluation and self-evaluation, improve their skills and relate theory to practice.

The present secondary in-service programme has this component in-built; however this is not without its problems. Continuous evaluation of this programme, which has been running for approximately one term, shows the need for some intensive teaching of theory and content prior to the clinical supervision in schools. Plans are therefore being made for a reassessment of the programme and possible modifications to be made in terms of delivery.

Discussion is also taking place on the possibility of offering a programme for pre-school/early childhood teachers with certification by the University of the West Indies.

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# St Vincent and the Grenadines

*In the teaching service there is scope and incentive to move from an untrained teacher to a graduate professional teacher, but having reached that level, there is no promotional outlet except at the administrative level as principal. Consequently many trained teachers complain about stagnation and it is at this point that they try desperately to get out of the system. However, the service cannot really afford to lose this expertise and the original investment.*

(Foundation for the Future: OECS Education Reform Strategy, 1991, p. 88)

## Background

The Government of St Vincent and the Grenadines has teacher training as one of the top priorities in its Development Plan. With this in mind the Ministry of Education in its Planning Document of May 1994 acknowledges that the education system can only be effective and efficient if it can attract 'a well qualified and motivated teaching force in adequate numbers' and outlines the Government's strategy to provide such a force.

At present there are 1302 primary school teachers. Of this number, 1018 are in schools, 197 are on study leave and 284 are seconded to other departments of government. Of the 197 on study leave, there are 157 at teachers' college receiving professional training; and 40 in tertiary institutions abroad.

Of the 1018 primary school teachers, 45.5 per cent are professionally trained, 36.6 per cent possess the minimum academic qualifications – four CXC passes at General Proficiency I or II including English language – to be employed as teachers, while 22 per cent do not possess the minimum qualifications. These minimum qualifications became government policy in 1991 and since then the Government

has not employed anyone without the minimum qualifications. This policy is to ensure that all primary school teachers meet the academic requirements for admission to the Teachers' College and therefore can exploit the opportunity for training. The Government is now faced with the challenge presented by these teachers who do not meet the College's requirements and who, as noted earlier, constitute 22 per cent of primary school teachers. Since 1990, however, the percentage of trained teachers in the primary school system has risen sharply: from 28 in 1990 to 46 in 1994.

The Teachers' College is not autonomous; it operates under the control of the Ministry of Education and University of the West Indies, Cave Hill. The Ministry takes care of the College's administrative arrangements, staffing, financing and setting the quota of students to be admitted. The University, on the other hand, authorises the admissions requirements, curriculum, examinations and assessment procedures.

The College is staffed by a principal, deputy principal and 11 lecturers. Staff members all meet the Commonwealth Caribbean minimum standard for appointment to teachers' colleges: a bachelor's degree, professional training and five years teaching experience. Seven hold postgraduate degrees – six have Masters and one a Ph.D. The Caribbean standard is 1:15.

## Programmes

The St Vincent Teachers' College offers three types of programmes:

- An induction programme – for new recruits into the teaching profession
- A primary programme – for teachers in primary education who will be trained in the teaching of the 5-11 age group
- A secondary programme – for teachers in secondary education who will be trained in the teaching of the 12-15 age group.

### **The induction programme**

The induction programme is usually of one week's duration. It focuses mainly on child development, lesson planning, and methodology in the core areas: mathematics, language arts, science, and social studies. There is no certification for this programme.

### **The primary programme**

The primary programme is of two years' duration and is conducted full-time at the College. The programme includes content and methodology in the core areas (mathematics, language arts, science, and social studies), and educational psychology, research methods, twelve weeks practicum in the schools and the locally examined subjects: home economics, art and craft, music, physical education, industrial arts, family life education and agriculture.

During the first nine weeks of practicum which is spread over the two years and conducted in blocks of three weeks, each student is supervised by two lecturers drawn from two different subject areas. During the final three-week session, students are supervised by lecturers from the Faculty of Education, University of the West Indies, Cave Hill; representatives from the Ministry of Education; and lecturers from the Teachers' College.

At the end of the second year students sit the Eastern Caribbean Teachers' College Examination, a regional examination set by the Faculty of Education, University of the West Indies, Cave Hill, for moderation.

### **The secondary programme**

The secondary non-graduate teacher education programme was launched in January 1994.

The content is presented in modules prepared by the University of the West Indies and the pedagogy and practicum are presented and supervised by clinical supervisors who are graduate lecturers with professional training and curriculum organisers from the Ministry of Education.

The programme is certified by the University of the West Indies.

### **Issues and concerns**

These are the issues that are currently being addressed:

- The Government, along with other OECS governments, in collaboration with Organisation for Co-operation in Overseas Development, has begun a Comprehensive Teacher Training Project Phase Two, intended to provide academic upgrading to those teachers who do not meet the College's admission requirements. It is a distance teaching programme, the materials developed and pilot-tested in Phase One.
- The OECS governments and the UWI, Faculty of Education, assisted by the British Development Division Caribbean, are currently working on a project to determine how the backlog of untrained teachers can be eliminated.
- The Faculty of Education, Cave Hill is presently gathering information on changes that should be made in teacher education in the Eastern Caribbean.

### **Future directions**

The St Vincent Teachers' College is endeavouring:

- to work towards a fully trained teaching staff at the primary level by year 2000
- to increase and improve teacher effectiveness at the primary and secondary levels
- to significantly increase the percentage of trained teachers at the secondary level
- to provide training and become more meaningfully involved in the preparation of teachers/instructors at the non-formal level.

The Ministry of Education in its Planning Document May, 1994, states the Government's plan to:

- provide training programmes for teachers at the initial and in-service levels
- make compulsory the participation of new recruits and practising teachers in induction and on-the-job training programmes
- enhance the working conditions of teachers
- provide incentives for outstanding performance
- introduce opportunities for advancement and promotion through training awards and bursaries
- conduct reviews to ensure that salaries are in keeping with the demands of the job.

*Continuous upgrading of skills, knowledge, abilities and competencies should become a pattern for the teaching profession. All teachers at all levels should have the opportunity for professional development throughout their teaching career.*

(M. O. A. Durojaiye, 1995)

## **Background**

The guiding philosophy for the development of education in Trinidad and Tobago hinges on developing the human resource base in the educational institution, whilst involving the national community, and promoting their participation in the educational effort.

Options to produce these goals have been put in operation, and the Action Plan devised has identified mechanisms, strategies and procedures for the attainment of these goals and objectives within clearly defined time parameters.

The programmes of teacher education outlined below attest to the efforts being made by the Ministry of Education in the pursuance of these goals.

## **Programmes**

To ensure the availability of teachers at all levels of the system, on-going programmes are offered at specialised teacher training institutions including the Faculty of Education, UWI, St Augustine.

Where necessary and feasible, in-service training programmes are conducted for the emergent needs of teachers in the system. The following is an inventory of programmes currently offered.

## **On-going programmes**

- Teachers' Diploma Group for in-service teachers, which lasts two years. At the end of this programme the teachers receive a Teachers' Diploma.
- Bachelor in Education (B.Ed.) (Primary), UWI, for trained primary school teachers. The programme is for two years.
- Certificate in Education (Cert.Ed.), UWI, for trained primary school teachers lasting one year. Teachers receive Certificate in Education Science/Maths/Reading.
- Education administration, UWI, for trained primary school teachers (prospective administrators).
- Special course for senior teacher/vice principals/principals lasting six months. The content comprises the Better Schools modules developed by the Commonwealth Secretariat. The programme is supervised by the Ministry of Education, school supervisors/principals, and teachers' college lecturers.
- On-the-job training (OJT). Pre-service training for recruited assistant teachers for one year.

(See Appendix 8 for details of programmes and Appendix 9 for achievements in teacher education.)

## **Issues and concerns**

### **1 Recruitment**

- Recruitment practices need to reflect a resolve to attract and retain competent and motivated individuals in the teaching service.
- A significant number of applicants for the position of assistant teachers at the primary level, who meet the present basic minimum requirements for entry into the teaching

service, have qualified after several attempts at the CXC General/GCE 'O' Level examinations. This is a clear indication of the general weakness of such applicants.

Similar concerns also exist for the recruitment of quality graduates for the secondary level.

- The recruitment of sufficient teachers in the system for geography, art and craft, music and physical education remains a problem.

## 2 Co-ordination of teacher education

A well articulated and fully co-ordinated system of teacher education is lacking. This has implications for evolving a thorough plan for teacher training, setting standards for courses and programmes and establishing equivalence amongst courses and programmes.

## 3 Instructional leadership skills

Development of the instructional leadership skills of principals and vice principals for developing and implementing staff development seminars, workshops and programmes has not been sufficiently addressed.

Sustainability, in terms of cost, is a problem in maintaining the initiatives undertaken by the Ministry of Education within recent times.

## 4 Loss of instructional time

The loss of valuable instructional time for students as a result of withdrawal of teachers for workshops in curriculum areas and other professional development programmes has been on the increase.

Within recent times, the demands of properly co-ordinating the school based assessment component of the CXC examinations and the implementation of the NCSE Level One pilot programme have accounted for a significant loss of teaching time.

## 5 Effects of training

A general concern is that the effect of training through workshops is not adequately reflected in classroom practice. An observable trend is that those who are motivated for example, to practice what was learnt, tend to be progressive and are usually promoted by the system to administrative positions.

## 6 Inadequate supervision

School supervisors and curriculum advisers have been unable effectively to monitor and assess the delivery of the curriculum. As a result teacher support measures have not been put in place when they were needed.

## 7 Technology

In a changing technological environment, there is an increasing need to familiarise teachers and managers with up-to-date technology, computers, for example.

## **Future directions**

The initiatives of the Ministry of Education with respect to teacher education are guided by the Education Policy Paper (1993-2003) which recognises that 'the education system depends upon the commitment and performance and the quality of its personnel for the full realisation of its goals and objectives'.

The conditions which must be established if this goal is to be achieved include:

- Mandatory pre-service training before entry, and compulsory in-service training for upgrading, retooling, orientation and re-socialisation on a continuing basis throughout the service life of its members.
- The level of training which must ensure that members come to share systems of beliefs, values, understanding and technologies that will enhance the culture of the educational service.
- Provision of a compensation scheme that not only reflects the intrinsic value of the educator but also helps to establish the status of educators and to attract the best and most suitable persons to the profession.
- The development of a unifying structure in the system that will enhance professional collegiality among educational workers at all levels.
- The establishment and enforcement of a code of ethics that governs behaviour and enhances the status of the educational professional. (The Employee Assistance Programme (EAP) provides a professional counselling service.)

## Teacher education and teacher development

The importance of the system of resource management outlined in the policy paper cannot be over-emphasised. It is critical to the achievement and maintenance of an adequately trained teacher core.

The Education Policy Paper (1993-2003) recommends that in the short term or plan period and no later than 1995/96, a well articulated and fully co-ordinated system of teacher education must be developed. It must encompass programmes for the preparation of teacher educators, all in-service and pre-service programmes and courses for the professional development of administrators, teachers, teachers' aides and care givers.

This would facilitate the establishment of:

- standards for courses and programmes, and
- equivalence amongst courses and programmes.

### (Extracts from the White Paper)

3.45.1 For the system as a whole, a model for the quick determination of teacher supply and demand requirements should be established. Such a mechanism will allow the Educational Service to plan teacher education programmes with the lead time necessary for the effective implementation of such programmes and for the kind of smooth succession which prevents the loss of valuable instructional time.

3.45.3 A capability should be established within the curriculum division to administer in-service training programmes and where necessary to plan new programmes for emergent needs.

3.45.4 Registration and recruitment practices must reflect a resolve to attract and retain competent and motivated individuals. The current practice of registering teachers on the basis of five CXC/GCE subjects should be terminated forthwith. The present procedure should be considered merely as an application by the individual to become a teacher.

3.34.5 Short, intensive courses should be organised to meet the needs of beginning teachers who have no initial teacher training

and for teachers who re-enter the profession after a long absence.

3.45.6 Continuous training of primary and secondary school teachers should be firmly established through the following programmes:

- Certificate in Education (Special Areas)
- B.Ed. (This should involve three years of study and practice beyond the certificate).
- B.A./B.Sc. Dip.Ed. – a four year conjoint degree through which persons who wish to teach should attain their initial teacher training.

3.45.7 The Teachers' College programme should be reorganised on the basis of modules and units to allow for greater flexibility in organisation and delivery of its four major components. (See Appendix 8.)

3.45.11 The recruitment policies, staff development opportunities, career trajectories and compensation packages for teacher educators must be reviewed and revised so as to attract and retain individuals of the highest quality.

3.45.12 Over the period 1994-1998, priority should be given to the training, through the provision of at least 30 scholarships, (tenable at UWI), of geography teachers for the secondary system.

3.45.13 A 'Joint Board of Teacher Education' with representation from all institutions involved in teacher education should be established. It should have as its remit, the review, articulation and co-ordination of all teacher education programmes.

3.45.16 Teacher education should be rationalised. Teacher education programmes in the non-university sector should be articulated with the Bachelor of Education programmes at UWI. In the non-university further education sub-sector, the feasibility of merging the ECIAF Teacher Training Unit and the Technical/Vocational Teacher Training Unit at the John S. Donaldson Technical Institute, with operations at the Valsayn Teachers' College should be examined. Consideration should be given to the development of a rationalised teacher education organisation with technical and vocational programming as special departments.

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# Teacher education at the UWI, Trinidad and Tobago

*Teacher educators who have had the opportunities of training and career development, especially within the changing context of teacher education, are more likely to be prepared for the challenges of change. It may be, that in meeting these challenges, the promotion of quality in education will be initiated and at the same time will add to a better understanding of what the quality of education really means.*

(Policy and practice in initial teacher training, 1993, Commonwealth Secretariat, p. 18)

## Background

The Faculty of Education, which started as the Institute of Education in 1963, has always been concerned with teacher education, and the improvement of the quality of teacher education programmes in the contributing territories. Its activities, targeted mainly to primary school teachers, included approving syllabi, developing curriculum materials, conducting in-service courses and convening conferences and workshops.

From 1969 discussions were held with the Ministry of Education on the introduction of an In-Service Diploma in Education. The need for this programme was emphasised following the social and political disturbance of 1971 and the University responded by initiating the programme in 1973. In 1972 the Institute of Education was renamed the School of Education. Collaboration with agencies which started in the late 1960s continued and the Caribbean Language Research Programme and curriculum development programmes in mathematics, science and social studies were of particular interest.

In a restructuring exercise at the University in 1984 the School of Education became a Faculty of Education which continues to respond to the various educational needs of

Trinidad and Tobago through its three functions – teaching, research, and outreach for the promotion of teacher education programmes.

## Programmes

Teacher education programmes at the Faculty are available to teachers at different levels in the educational system, with different levels of qualification, and at different stages of their teaching careers. The Faculty's two departments – Educational Foundation and Teacher Education, and Educational Research and Development – are involved in teacher education programmes; jointly for some programmes while for others each department carries specific responsibilities. There are six different types of programmes as follows:

- Outreach professional development programmes for serving teachers
- Continuing professional teacher education through research and development and publications
- Higher degree programmes of teacher education
- Certificate programmes of teacher education
- The Bachelor of Education programme
- The In-Service Diploma in Education programme

A brief description of each type is given below.

### 1 Outreach professional development programmes

The outreach professional development programmes of teacher education as practised at the Faculty of Education at St Augustine have three main goals. The first is to keep 'the gown and the town' in touch with each other by taking the staff of the Department of Teacher Education to teachers in secondary

schools or by bringing teachers from their schools into the Faculty of Education for the purpose of professional development experience. The second is to provide a modicum of professional skill and teacher education content for the many untrained graduate teachers (currently estimated as 30 per cent) who teach in Trinidad and Tobago secondary schools. The third is to provide opportunities for teachers in secondary schools throughout the country to participate in short refresher courses and update their professional knowledge, skills and attitudes.

Outreach programmes are mainly for teachers at the secondary level. They are usually of one half to one full day's duration, held in the school and attended by nearly all the teachers in the host school. Topics dealt with in the development programmes are usually suggested by the host school. Professional development day programmes of teacher education tend therefore to be tailor-made for the schools requesting such programmes. The Faculty benefits from this professional engagement with schools since it provides an opportunity for faculty staff to keep abreast of teachers' views and of activities in the schools. Evaluation of each outreach programme is usually carried out at the end of the professional development day. Invariably, participants find the workshop approach suitable and the content of the course appropriate. Suggestions are often made for future programmes. Some of the topics addressed at the different schools' professional day programmes included motivation for classroom learning, classroom management, and science teaching methods. Occasionally primary schools request professional development programmes on tests and measurement and on issues related to the Common Entrance Examination.

## 2 Continuing professional teacher education programmes through research and development and publications

The Department of Educational Research and Development has, as part of its main functions, research into and development of curricula for schools and teachers' colleges. The Department has been responsible for several curriculum projects, including those involving the process approach to teaching science in the primary school and the values and moral education projects in secondary schools. The Department facilitates publication of investiga-

tions in education, especially in the area of curriculum. Three publications are worthy of note: *The Social Studies Education* which reports curriculum development efforts in the field of social studies for schools; the *Caribbean Curriculum* – a journal of educational research and curriculum development activities; and the *Occasional Publications* of the Faculty of Education at St Augustine which report the more extensive accounts of research and curriculum development efforts of higher degree graduates and other scholars who have worked on topics judged to be of relevance and interest to practising educators in Trinidad and Tobago. All three publications are available for wide circulation among practising teachers. Professionally qualified teachers may find them useful as a means of continually updating and sharpening their skills and competencies and improving their knowledge and attitudes in the relevant area. Graduate teachers who have not been professionally trained may also find them helpful. A fourth publication, the *Caribbean Journal of Education*, is owned by the University's three campuses' Faculties of Education. It is an international journal of educational research, practices and theories.

The success of this aspect of the Faculty's teacher education function unfortunately depends on the resources and willingness of school administrators to make copies of these publications available in their staff rooms. Only seven out of 42 secondary schools visited by the writer during 1993/94 subscribe to one or more of these three publications.

## 3 Higher degree programmes of teacher education

Improvement in the quality of primary education through a specially designed Master of Education programme for experienced, professionally qualified graduate teachers was the aim of a special higher degree teacher education programme run by the Faculty from 1988-1990. The Government of Trinidad and Tobago entered into an agreement with the IDB to have some 80 graduate teachers pursue the Master of Education programme on various aspects of education, teacher education, curriculum development and supervision, educational planning, and measurement and evaluation which are of relevance to teacher effectiveness and the quality of education in the primary school. The hope was that after

successful completion of the programme which offered various concentrations, graduates would be equipped with the knowledge, skills and attitudes required to bring about improvement in the quality of primary education in the country. Efforts were made to focus principally on the primary education level. Graduates, on completion of the programmes, took employment at the teachers' college where they became teacher educators for primary school teachers; or at the Learning Resource Centre where they run in-service short-term courses for primary school teachers; or at the Ministry of Education as curriculum officers, planners, or officers in measurement. Some returned to teach in their schools.

In the current academic year there are 52 graduate students registered for higher degrees in the Faculty. Apart from the Master of Education programme, other higher degree programmes such as the M.A. Education, the M. Phil. and the Ph.D. are also teacher education programmes. These programmes invariably expose experienced graduate teachers, most of whom are also professionally qualified, to higher levels of discourse in the relevant educational disciplines; involve them in empirical research investigations, often on problems related to the practice of education in Trinidad and Tobago; and enable them to make a contribution to knowledge relating to the context of education in their own environment. A significant feature of the UWI, St Augustine, higher degree teacher education programmes is the demand they make on the teacher-researcher to engage in reflective practice. Most of these graduate student-teachers take courses in research methods and four other full courses in the field of education. A number of graduate students who have successfully completed their higher degree programmes of teacher education have subsequently joined the staff at the Faculty of Education, at the teachers' colleges, or have taken positions in schools and in the various departments of the Ministry of Education. Many higher degree holders have contributed articles to educational journals in the Caribbean and abroad. There is evidence that teacher education through the higher degree programme is a worthwhile venture and the dissertations, theses and research reports are valuable concrete outputs of these programmes.

#### **4 The Certificate in Education programmes**

Eight certificate programmes of teacher education have been offered by the Faculty since 1984. Five of these continue to enrol students annually. They are in early childhood education, educational administration, the teaching of mathematics, the teaching of science and in materials production. The other three were introduced for a period of two years for the purpose of preparing teacher educators for work as facilitators in primary and junior secondary schools in the special skills of teaching reading, teaching of mathematics and teaching of the hearing impaired.

The three programmes for the Certificate in Teacher Education, teaching of reading, teaching of mathematics and teaching of the hearing impaired, were intended to create a cadre of teachers competent to teach students at primary level. In addition to being competent as teachers in these special areas, the programmes enabled participants to function competently as teacher trainers. They were therefore equipped with the necessary professional skills to work in teachers' colleges, and in schools, as resource teachers and facilitators. The courses combined theoretical foundations of the specialisation with the principles and practice of being a teacher educator. These innovative 'train-the-teacher-trainer' programmes emphasised ways of providing participants with opportunities to develop their competencies as teacher trainers, to improve their skills in developing and implementing curriculum, and to improve their communication and managerial skills. They enabled teachers to enhance their leadership, guidance and resource roles with their fellow teachers; and to diagnose and prescribe appropriate strategies for solving problems encountered by students in the different aspects of their relevant special interests. A total of 121 participants successfully completed these three teacher educator programmes during 1984-1986. The majority of them still function as facilitators in schools or as tutors in teachers' colleges.

The five Certificate in Education programmes of teacher education which continue to be offered at St Augustine are designed to meet needs in each of the five areas: early childhood education; educational administration; material production; teaching of mathematics; and teaching of science. On successful completion of any of these programmes the

teacher would have acquired specific knowledge, skills and practices which are appropriate for competent and effective performance in the particular field. The five programmes focus at the primary level. Educational administration is usually chosen by senior teachers and vice principals of primary schools in preparation for possible appointment as a principal. The purpose of the mathematics and science programmes is to provide trained teachers with additional professional skills to enable them to function as facilitators of the learning of these subjects by primary school students who may have difficulties in mastering the curriculum. Familiarity with the concepts and processes of the relevant subject, with teaching methodologies and with remedial activities in the subjects are important aspects of the programme.

The Certificate in Materials Production is a teacher education programme designed to equip experienced professionally qualified teachers with the special skills to produce print and audio-visual educational media materials for facilitating learning in the classroom. Thus, in addition to the relevant aspects of foundations of educational technology, principles and practice of instructional design, and organisation and functions of learning resource centres, participants receive hands-on training in writing for print and for audio-visual media; in the local production of instructional materials – slides and video materials; interactive computer technology; and use of educational films and audio recordings. A total of nine courses are taught on the programme which is evaluated largely by practical assessment. Successful graduates work in educational broadcasting, in the learning resource centre and as schools' educational technologists.

The University ensures that all resources needed for the professional upgrading of primary school teachers with appropriate skills and knowledge to spearhead improvement in the quality of primary education are provided. Teachers who apply for these courses appreciate the quality of the programmes, as is evident in the fact that the programmes are virtually self-financing. Most of the 340 students who have successfully completed the different certificate programmes sponsored themselves. These certificate programmes may well be the forerunners of specialist teacher education programmes which the Faculty may wish to mount as its resources permit. Professional upgrading, updating, retooling and fine tuning of teaching skills in different areas of the

school curriculum constitute important aspects of the function of the Faculty.

All certificate programmes are evening programmes. Students attend three or four evenings a week, two hours each time, for 30 weeks. Practical teaching and practical assessments are carried out in the teachers' schools by faculty staff. Written assignments and project reports are assessed for final grades.

## 5 The Bachelor of Education (B.Ed.) programme

The Bachelor of Education is a professional teacher education degree which is normally intended for practising teachers. It is designed to serve two groups of teachers. First, teachers without a previous teacher training qualification who have the minimum qualifications for admission to a university's degree programme could be admitted for a period of three years, after which their Bachelor of Education degree serves also as an initial professional certification for teachers. The B.Ed. is also available to non-graduate, professionally qualified teachers who wish to improve their academic status and professional skills. The teachers usually serve for some years after graduating from teachers' colleges before applying to the Faculty at St Augustine for a one year Certificate in Education programme following which the teacher is eligible for admission, upon application, to a two year B.Ed. programme.

The B.Ed. degree comprises education courses and other academic courses in the Faculties of Arts or Science or Social Science. It is a requirement of the programme in each year that students must earn a specified number of credits from another faculty. Apart from common foundation courses in education, classroom testing and evaluation, curriculum theory and practice, and educational research, students choose education courses which are related to their cross faculty subjects. Assessment is by means of a combination of university examinations at the end of each semester, written assignments, practical assessment of teaching competence and assessment of students' reports of field research projects.

A third intake to this new programme began in August 1994, also focusing on primary education. The Bachelor of Education programme of teacher education is, however, designed to accommodate the needs of both primary and secondary school teachers' in initial teacher education and professional development. B.Ed.

teacher education programmes are envisaged pending availability of funds in certain areas, for example, educational administration, technical and vocational education, special education and guidance and counselling. It is noteworthy that 15 of the first batch of 34 Bachelors who came on two years study leave obtained First Class honours, 14 received the Upper Second Class honours degree, the remaining five, Lower Second. Such is the quality of the teachers awaiting further training that good use is made of the opportunity to participate in this programme.

## 6 The In-Service Diploma in Education

During the period 1987-88, there were 4,884 secondary school teachers in Trinidad and Tobago of whom 1,293 or 26.47 per cent were trained teachers. That was 14 years after the In-Service Diploma started at St Augustine, during which time 1,113 teachers were trained in the diploma programme. By July 1994, a total of 1,732 secondary school graduate teachers successfully completed the In-Service Diploma in Education. In this, the 21st year of the In-Service Diploma 102 graduate teachers have again enrolled. The In-Service Diploma in Education programme is cost-effective. It requires the minimum of release time for secondary school teachers and helps them to function more efficiently and effectively in their schools, while undergoing training. Thus student teachers are engaged in supervised practice in their schools during the school year and in addition attend the university during school vacations and on Fridays of the school term. Some characteristics of this programme are given below.

- The teacher education programme for the In-Service Diploma consists of two elements: the theory of education and the practice of education.
- There is no examination: instead continuous assessment and formative evaluation take place throughout the course. A letter grade system is used for each of three assignments and for school practice. Outstanding students would be awarded a pass with distinction either in theory or in practice or in both.
- The first assignment assesses competencies in theory such as the foundation areas of philosophy, psychology and sociology of education, and language in education. Each area is treated for its relevance to the prac-

tice of education and especially the classroom applications of relevant concepts. Students also participate in discussion in theme groups which enable them to draw together the relevant insights from the foundation areas as they relate to perceived needs of teachers and students in Trinidad and Tobago schools. Six themes which allow for cross disciplinary links are chosen.

- The second assignment assesses competencies in a curriculum area. Each teacher is expected to be able to teach some subject well. Subject choices include English; foreign languages; mathematics; science; and social science. The teachers meet in separate curriculum groups, with specialist lecturers to study both the content and methods of teaching the relevant curriculum area and to acquire, develop and sharpen the necessary skills, competencies and attitudes needed for effective teaching of the particular subject in the secondary school. The main course of each group is the curriculum process relevant to the teaching of the subject of the group. Other ancillary courses are measurement and evaluation in education, the use of media in instruction and arts in education. The assessment takes the form of a curriculum study.
- The third assignment is a dissertation on a particular education topic demanding extensive reading and analysis in foundations and curriculum under the supervision of a tutor with interest and expertise in the field chosen by the student. The extensive in-depth reading of a topic of interest is intended to motivate teachers to read more, to read more critically, to discuss and reflect on what they read, and to think critically about education and their own role in the education process.
- School practice is supervised by specialist tutors. The focus is to equip the student teacher with skills and competencies which they will manifest by the way they select and manage suitable learning classroom experiences for their own students at school. Student teachers are expected to put into practice the theory acquired, especially in the curriculum areas. Assessment seeks evidence of competence in the teaching of a chosen subject to an appropriate group in the secondary school, of ability to set appropriate objectives, manage learning experiences and situations and stimulate pupils' positive learning outcomes.

### Certification and recognition

All degree, diploma and certificate programmes of teacher education receive the award of the University of the West Indies. The Ministry of Education of Trinidad and Tobago recognises all these awards. Teachers with the qualifications for which the appropriate certificates or degrees or diplomas have prepared them are given relevant duties in the educational service of the country. However, better qualification does not necessarily mean better status or better grading or greater financial benefit; it enables those who hold such qualifications to become eligible for posts with better remuneration and for promotion whenever such posts become available.

### Administrative arrangements

All teacher education programmes offered by the Faculty enjoy the full co-operation of the Ministry of Education and the schools. For the In-Service Diploma in Education, the Ministry of Education releases teachers who have been selected for admission by the Faculty. On admission, the Ministry approves and permits the student teachers' attendance at the University for one full day each week. The Ministry requests principals to take into account the fact that some teachers from their schools have been admitted to the diploma programme. The schools in turn co-operate with this request from the Ministry.

Co-operation and links between the Faculty and the schools take dynamic and productive forms. Faculty staff go to the schools to see student-teachers on school practice. School principals are, from time to time, invited to the Faculty to discuss with staff, ways and means of making the relationship continually functional.

### Organisation of courses

All teacher education programmes: certificate; diploma; and degree, have similar patterns of course organisation. A one year course is organised around a 300 contact hour teaching time. In addition, practicum of the equivalent of at least six weeks duration is required during the year of the course.

Course delivery takes the form of lectures, seminars and tutorials for the theory part of each course. The practicum is supervised by one or two tutors who have expertise in the particular subject area. Each lesson is followed by full discussion between the student teacher

and the supervisor about the events in the teaching experience which the supervisor observed, and about the lesson plan for that particular lesson.

### Issues and concerns

The Faculty of Education at St Augustine continues to emphasise the need for adequate provision of training of teachers. The concern is that there has not been a greater political will and a policy on the professional preparation of graduate teachers for secondary schools are required. As present there are over 1,000 graduate teachers in secondary schools who are not professionally trained. It is necessary that a plan of action be put in place which would enable all these teachers to receive professional training through the In-Service Diploma in Education programme. At the same time, in order to ensure an adequate supply of qualified graduate teachers, the Faculty is of the view that it is necessary that a Pre-Service Diploma in Education programme be started for graduates to receive professional training before embarking on their teaching careers.

The quality of secondary level education available to the nation's adolescents is in large measure a function of the quality of the teaching force in the nation's secondary schools. The Faculty therefore views with great concern the fact that some 1,900 teachers attached to secondary schools have no university degree and considers that it ought to be a matter of policy that non-graduate secondary school teachers should have an opportunity to upgrade their knowledge, skills and abilities through teacher education programmes such as the B.Ed. (secondary education).

Continuous upgrading of skills, knowledge, abilities and competencies should become a norm for the teaching profession. All teachers at all levels should have the opportunity for professional development throughout their teaching career. It is, however, not sufficient to provide upgrading programmes of teacher education and to encourage teachers to avail themselves of the opportunity so provided. It is important that government should provide financial incentives by upgrading salaries for teachers who have successfully completed a programme of professional upgrading. It is indeed commendable that hundreds of teachers who undergo professional upgrading and achieve higher levels of teaching efficiency continue to work in their schools without any salary increments.

## **Future directions**

Future plans of the Faculty for Teacher Education include the following:

- 1 The gradual provision of a full range of Bachelor of Education programmes: primary and secondary to include offerings in the special areas of early childhood education, education administration, guidance and counselling, technological studies, technical and vocational education, and special education. The aims of the expanded and diversified B.Ed. programme are to afford the opportunity for the upgrading of the knowledge, skills and abilities of teachers and educators at all levels of the education system; to meet existing needs in specialised areas; and to provide initial training for those who need it.
- 2 Full-time Diploma in Education programme which untrained secondary school graduate teachers could take during a one year study leave, and also which graduate would-be teachers could take as a pre-service requirement.
- 3 The provision of teacher education programmes for teacher educators. Hitherto, teachers for the teachers' college have been recruited from primary and secondary schools. Sometimes the teachers recruited may not have been trained teachers themselves. The assumption has been that such teachers would teach the academic subjects which their degree qualifications indicate. The unity of the teacher training activities, in content and in method, has not always been appreciated. The Faculty believes that not only should all teachers of teacher training students be trained teachers themselves, but ideally, they should have received training in how to teach would-be teachers. Professional education of teacher educators in non-formal educational institutions is also of concern to the Faculty.
- 4 Provision of a teacher education programme available for teachers of adults; not to prepare students for adult education work *per se*, but rather to meet the need for equipping teachers of adult students in tertiary institutions and industries' shop floors with the knowledge, skills, and attitudes for the facilitation of learning by the adult learner.

5 The establishment of teacher education through distance learning, as part of the University-wide effort to reach a wider audience of students. The Faculty plans to begin a programme of teacher education through distance learning directed to student-teachers in Tobago and other parts of the country far away from the University. The Diploma in Education would therefore become more easily available to graduate teachers in these places. The Certificate in Education would also be available to teachers in the primary schools who desire upgrading in the various subject areas. It is intended that the proposed teacher education programmes through distance learning should also be available through the UWIDITE network to reach teachers in the neighbouring islands of the Eastern Caribbean. The faculty's multi-media and printing departments should be of great help in the production of teaching materials for this purpose.

6 Extension of training opportunities for educational administrators, planning and policy makers.

7 Improvement of the delivery capacities of trained educational technologists for schools and tertiary institutions to accelerate the production of educational materials.

8 Strengthening of research activities.

### **Innovative programmes**

Economic circumstances have forced the Faculty to deliver programmes that can be considered to be innovative. The In-Service Diploma in Education – with its school-based school practice four days a week for most of the year, day release system during the school year, and a faculty-based theory session during the vacations – is an innovative programme which started long before current discussions on the benefits of school-based teacher education programmes. (The Faculty's advocacy for a full-time pre-service programme does not preclude the school base element.)

The establishment of the Caribbean Educational Research Information Service (CERIS) is an innovative attempt to make information on teacher education in the Caribbean accessible to all in the Caribbean region. The existence of the experimental laboratory school for early childhood care and education activities is another innovation.

## Conclusion

Teacher education programmes began in 1963 with curriculum development activities for serving teachers. Starting with the In-Service Diploma in Education in 1973, the Faculty's programme of teacher education added to its task the preparation and accreditation of professional teachers who hold graduate qualifications. From 1984 the scope included various specialists and semi-specialist teacher education programmes and upgrading certificate programmes for primary school teachers. The higher degrees programme of teacher education also provides scope for further upgrading. In 1992 the B.Ed. programme took in the first group of qualified primary school teachers. Future plans include diversification of B.Ed. intake, the start of a full-time Pre-Service Dip. Ed. programme and teacher education by distance teaching.

Augmentation and improvement of the Faculty's programme for teacher education for all levels of the educational system is a continuing objective. Research into new methods, new educational technologies and new theories is encouraged. Systematic investigations of the different problems encountered in schools are undertaken from time to time by staff and students.

In conclusion, the present state of teacher education at the Faculty of Education, St Augustine can be characterised by:

- Growth and stability – objectives, focus, vision, direction and sense of purpose
- Institutional identity – in form, pattern and diversity of programmes
- Coherence within each programme and between theory and practice – with emphasis on the production of reflective teacher practitioners and educators
- Integration between programmes – each programme leading to a stated end qualification, yet some measure of articulation can be perceived among the programmes
- Effectiveness – not only do most of the products of the different programmes achieve a desirable level of competence, they express satisfaction with their professional education, they hold responsible professional positions and reports about their work are often satisfactory
- Resilience – the programmes offered by the Faculty have survived difficult conditions of financing and staffing
- Relevance – each programme is relevant to the nation's needs.

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# *Teacher education activities by the Caribbean Examinations Council*

## **Background**

The Caribbean Examinations Council (CXC) was established 'to conduct such examinations as it may think appropriate and award certificates and diplomas on the results of examinations so conducted'. It was also the generally accepted view, well articulated by Mr William Demas in his address at the inaugural meeting of the Council in 1973, that:

'The establishment of the Council should not be seen as just a change of examining bodies but as part of a conscious effort on the part of regional Governments to restructure, redirect, and remodel the school systems of the Caribbean with a view to relating them to the environment, the problems and needs of our societies'.

The Council, in order to discharge that mandate, had first to take into account the symbiotic relationship between the assessment and reporting of students' examination work based on its published syllabuses and the national curricula delivered to students in the classroom. Teachers, the Council recognised, would likely feel threatened by the new system of examination which involved fundamental changes to the educational philosophy and to their classroom practices. It was therefore obligatory (and prudent) that the Council put into effect strategies to sensitise teachers to the new philosophy which would involve them in a significant way in assessing students' performance through the School-Based Assessment (SBA) component, as well as provide practical hands-on training in making the linkage between the teaching of the syllabus and the assessment of SBA.

## **Teacher training components in secondary school curriculum development projects**

In 1979 the Council entered into agreement with the United States Agency for International Development (USAID) to undertake a regional project concerned with secondary school curriculum development. Included in that project were specific objectives in respect of teacher orientation, as well as the production and/or procurement of a variety of teacher-learning materials and reference materials. The latter, the evaluators of the project noted, were useful not only in the classroom setting but also in the improvement of the instructional capacities of the teachers. The success of the project was due to a large extent to the efforts of teachers who assembled in a series of workshops at the regional, sub-regional and territorial levels to make full use of the opportunity provided to expand their knowledge of the subject matter and the delivery of the content through appropriate teaching techniques, and actually participate in the development of the teacher-learning materials for use in the classrooms. Between 1979 and 1983, the evaluators of the project reported that approximately 4,500 secondary school teachers and other educational personnel were trained in the 264 workshops conducted in subject development and in psychometric techniques. Survey data indicated that the teachers demonstrated improved competence in the selection and use of teacher and student material, and in test development and construction.

The overall impact of the project on teachers, was judged to be 'varied and considerable' with the following successes noted:

- 'an increased number of teachers became familiar with CXC syllabuses, their content, and methods of teaching related to the specific subject fields;

- many teachers gained the invaluable experience of developing and writing curriculum materials;
- large numbers of teachers showed evidence in their classroom of the use of new and varied teaching methods and strategies;
- many teachers utilised improved and varied SBA techniques. Almost 800 received training to achieve this goal in psychometric workshops;
- through participation in workshops teachers had the opportunity to meet and talk with colleagues from other territories and schools in an important exchange of professional experience and knowledge;
- although many teachers have not had the opportunity to participate in workshops, the values gained by those who did participate have been extended to their colleagues through both formal and informal means of communication and sharing.'

The CXC/USAID Project was followed up in November 1985 with a CIDA/ACCC/CXC Project which was intended specifically to support CXC in strengthening the delivery of technical, vocational and science education in the region and in so doing strengthen CXC itself as a regional examining body. The activities directly concerned with teacher-orientation and training under this project were:

- the modularisation of ten technical/vocational and science subjects, and the distribution of the modules to the CXC participating territories for use by the teachers; and
- workshop training of teachers/educators in the principles of module development and use of modules.

Over the life of the project, modules were developed for the CXC syllabuses in agricultural science, biology, building technology, chemistry, electrical engineering technology, integrated science, mechanical engineering technology, office procedures, physics and technical drawing. Nearly 4,000 sets of modules were produced, printed and distributed to schools, teacher training institutions, technical and community colleges, the Universities of the West Indies and Guyana and ministries in the participating territories served by the Council.

The major objective of the module writers' workshops was to provide extensive training for science and technical/vocational subject specialists in the development of a modu-

larised curriculum. More specifically it was intended that after being trained these module writers would be able to conduct local workshops which would orient teachers to the CXC syllabuses, to use the modules developed and the techniques within them. This objective was achieved to a significant extent, with many persons in certain territories who received the training continuing to share the knowledge/expertise with colleagues at the local level. Admittedly, this activity has not been sustained at the levels anticipated when the project was conceived, for reasons which are mainly related to the problems of funding, organisation and professional commitment which have affected ministries/departments in varying degrees across the region.

The survey conducted by the evaluators at the end of the project indicated that teachers generally expressed positive feelings about the utility of the modules. The interest in obtaining the modules and using them is still currently very high. Feedback suggests that teachers perceive that the modules are closely related to the CXC syllabuses and adequately tailored to meet their needs. They provide teachers with a working tool which allows them to fulfil the objectives and aims of the CXC syllabus in classroom activities.

## **Other CXC teacher training activities**

### **Workshops in SBA**

In addition to the activities described above, the Council has been involved in teacher training in support of other aspects of its work, either at the request of participating territories or in response to particular needs identified by the Council, its examining committees and subject panels through research into the candidates' performance. The Council has in the past funded fully workshops at the sub-regional or national level to assist teachers with the implementation of SBA, usually when a new syllabus with this component is introduced or the component is added to an existing syllabus. More recently, the Council has been encouraged by the agreement of participating territories to co-operate in the delivery of these training sessions by providing funds to cover the local expenses.

A three year action plan for further work throughout the region on the development of the SBA and practical components of the

syllabuses was approved at the December 1994 meeting of the Council. The successful implementation of the plan will depend greatly on the willingness and ability of participating territories to share the cost of regional workshops by funding the attendance of their nationals and to put in place arrangements for the resource persons trained at the workshops to conduct workshops at the local level on an ongoing basis for colleagues in the school system. The arrangements for the programme, which is projected to begin in 1995, have been based on the following assumptions:

- 1 The Council will, within the limits of its resources, share with participating governments the cost of providing SBA support services for teachers.
- 2 The Council's contribution will include:
  - organising regional and sub-regional workshops for teachers from all participating territories
  - identifying suitable resource persons and facilitators to conduct the regional and sub-regional workshops
  - meeting the costs of travel, fees and subsistence for regional resource persons and facilitators
  - providing materials for use in the workshops.
- 3 The participating territories' contribution will include travel and subsistence for participants attending the regional or sub-regional workshops and all costs associated with subsequent workshops convened at the local level.
- 4 The participating territories will organise and conduct similar workshops under the direction of the CXC-trained local resource persons.

The objectives of the programme will be to:

- 1 plan and construct instructional kits for use by the resource persons and teachers at the national level
- 2 develop a cadre of resource persons in each territory who will organise and conduct workshops and provide assistance to teachers in the delivery of the SBA programme
- 3 enable schools and their teachers to appreciate the curriculum benefits of the SBA

4 establish, in the long term, schemes for certifying certain teachers as accredited assessors of SBA, and for moderating SBA at the local level.

### **SBA moderation feedback**

An invaluable service provided to the teachers of subjects with SBA components since the inception of the examinations has been the moderation reports which the examiners prepare for and issue to each teacher. The conditions for SBA require the teachers' SBA to be moderated either through a process of remarking a sample of the work of each teaching group by the Council's examiners or by an external moderator visiting the school periodically to inspect and report on the quantity and quality of the assessment being undertaken.

A typical report issued to the teacher indicates the examiners' judgement of the extent to which the syllabus requirements have been met, the general trend of the standard of the assessment, the extent to which the CXC standards were achieved in the assessment conducted, and, where applicable, suggestions for improving the quality of SBA assignments set in terms of their relevance and appropriateness. Principals and teachers look forward to receiving these reports, recognising that they offer valuable insight into the standards expected by the Council, the preparedness of their candidates for the examinations, and how the teachers' own knowledge and skills in the subject might be improved.

Since the majority of the examiners who are trained to provide SBA feedback are classroom teachers themselves, they constitute an excellent resource for locally arranged workshops to help teachers to report accurately and fully on students' SBA work.

### **Conclusion**

The Council will continue to work in collaboration with ministries and teacher training institutions in the region in initiatives to develop teaching and assessment skills required to ensure the success of the examinations at all levels.

It needs, however, to be emphasised that the teacher training role which CXC continues to play in order to ensure the success of its examinations can only be supplementary to the work of other institutions in the region mandated to provide such curriculum services.

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# *Joint Board of Teacher Education (UWI) in the Bahamas, Belize and Jamaica*

## **Background**

Prior to 1965, certification in the teacher's colleges in the Bahamas, Belize and Jamaica was the responsibility of teacher training boards established by ministries of education. In 1965, these ministries passed over the responsibility to the Board of the Institute of Education at the UWI (later to become the Joint Board of Teacher Education). Each territory dismantled its own teacher training board.

Thus, the JBTE is a regional body; its head is the Dean of the Faculty of Education at UWI, Mona, Jamaica, or his or her nominee. Members of the JBTE come from the Teacher Education Development Department (TEDD) of this Faculty, teacher education institutions (mainly the principals), ministries of education and teachers' organisations. The UWI, relevant ministry of education and teacher education institutions are all signatories to the diplomas or certificates awarded.

The JBTE is housed at the Mona Campus of the UWI and the Secretariat carries out the executive and development functions of the Board. The Chairman of the Curriculum Committee and the Examinations/Accreditation Committee, the two standing committees through which the JBTE operates, are both members of TEDD. This department is, therefore, intimately concerned not only with teacher assessment, but with staff development in the teachers' colleges. Staff development and research are regarded as prime responsibilities of the department.

## **The Bahamas**

### **The education system**

The Bahamas is a former British colony, and its educational system is based on the British model. Proximity to the United States of

America, and easy social interchange, have meant, however, that the American influence is strong, especially at the tertiary level. Two parallel systems of schools exist. One system is the private fee paying schools, both primary and five year high schools. Entry to the latter is through examinations set by the schools themselves. These private schools, which are often run by religious bodies, are entirely self-financing. External examinations at the end of high school are the norm. The second is the government school system; students in government primary schools may pass unselectively to three year junior secondary schools. At the end of this period, students may sit the Bahamas Junior Certificate Examination. Passes in five subjects in this examination, including English language, represent the minimum qualifications for entry to teacher training locally. The curriculum in the government schools is directed by the Ministry of Education, which also assumes total financial responsibility for the institutions. Students pay no fees.

### **Teacher education**

A problem for teacher education arises out of the geography of the country. A terrain of small land masses, separated by relatively large stretches of ocean, is inimical to easy and cheap communication. Teachers in the islands outside of New Providence, which are collectively known as the Family Islands, are somewhat isolated from the central administration, although they are visited on a regular basis by ministry officials. The result is a shortage of teachers in these islands, which is often filled by non-Bahamians, many from other Caribbean islands, who are attracted by the relatively high salaries. All teacher education in the Bahamas is carried out at the College of the Bahamas, located in the capital, Nassau.

## Programmes

In collaboration with the Joint Board of Teacher Education (JBTE), the College offers teacher certification in three areas:

- Early childhood (Grades infant – 2, ages 4–8)
- Primary (Grades 1–6, ages 6–12)
- Secondary, in specific subjects (Grades 7–12).

The programmes are each three years, full-time. Admission requirements to year 1 of the programmes are five subjects in the Bahamas Junior Certificate or three passes at Cambridge General Certificate (GCE), 'O' level or three passes at the General Proficiency Level 1 or 2, Caribbean Examinations Council (CXC) Certificate, all including English language. In addition, for students in the early childhood programme, passes must include mathematics; for those opting for the secondary programme, passes in GCE/CXC must include passes in their chosen teaching subjects. Students with an associate or bachelor's degree in appropriate subject areas, may be allowed to complete their programmes in a shorter time.

## Practicum

The *Teaching Practice Handbook* of the College of the Bahamas states that at the end of the practicum, students are expected to have:

- developed a refined philosophy of education
- applied theory in a functional and effective manner
- confirmed a value system which will be demonstrated through interactions with students in every class.

Thus the experience is intended to be more than just about the acquisition and practice of pedagogical skills.

## Eligibility

In order to register for teaching practice, students must have:

- completed and submitted their research paper
- completed their theory courses (an allowance is made for two courses to be outstanding, provided they have completed an education tutorial type course, which is

designed to be directly relevant to the teaching practice exercise.

Topics covered in this course include: the general model of teaching practice; classroom management; schemes of work, lesson plans and evaluation; assessment by supervisors, moderators, co-operating teachers; classroom observations.

## *Pre-teaching practice exercises*

Teaching practice begins in January each year. In the term preceding this students visit the schools selected for them for one to two hours per week for four weeks, for assimilation, observation and induction. During this time, student teachers are expected to observe their co-operating teachers, familiarise themselves with the organisation of the schools, obtain schemes of work and reference materials needed to develop schemes of work, and collect timetables (which require them to teach 75 per cent of the timetable of the co-operating teacher).

Students are provided by the College with a written outline of the things for which they should be looking during this period, and the information they should have collected by the end of the period (see Appendix 11).

Supervisors and co-operating teachers share in this exercise.

In early January, in a seminar session, prospective student teachers have the opportunity to discuss the teaching practice exercise with students of the previous year, college supervisors and a Ministry of Education member of the JBTE external moderation team.

## *Stages in the practicum*

The 12 week practicum may be seen as comprising four 'blocks'.

- Weeks 1-2: Preparation of detailed schemes of work, which outline objectives, content, methods/activities, assessment of lessons to be taught. Such schemes are developed in conjunction with subject tutors, who are responsible for their approval
- Weeks 3-5: Diagnostic evaluation of students. Supervisors visit, advise, and guide on an individual basis; weekly individual and group discussions at the College.
- Weeks 6-10: Summative evaluation of students. Students are observed by their own and other supervisors. Supervisors submit a grade for each student's performance in

Week 8. Cross moderation teams visit students from the fifth week onwards, and a final grade is awarded after dialogue.

- Week 11-12: External moderation of College grades by JBTE organised teams.

### Collaboration with the Ministry of Education and co-operating schools

The College makes its own arrangements with selected co-operating schools, and activities within the schools begin in the semester preceding the practicum. As already pointed out, students make weekly visits to the schools chosen for them, for four weeks, usually during November. Co-operating/class teachers are expected to have student teachers observe their classes, provide them with the necessary information to make up their timetables, and be helpful generally in assisting the prospective teacher to 'get ready.'

In December, the College holds a meeting for all principals, co-operating teachers, supervisors and student-teachers to discuss concerns in the exercise. As outlined in the *Teaching Practice Handbook*, co-operating teachers in essence are expected to:

- assist in the control and management of the class
- allow students to utilise their own ideas in developing instructional and visual aids, and to reorganise the room if desirable and practical
- make a progressive assessment of students' capabilities, gradually giving more scope with the class
- work along with the College in making sure that students receive help when in difficulty and a fair evaluation of their performance; have their plans inspected
- be flexible to new ideas and assist student teachers in planning their instructional programmes, obtaining materials and conducting any field trips.

Principals are asked to:

- integrate student teachers into the staff, and place them with the more experienced teachers and better classes
- avoid putting undue stress on student teachers
- allow students to utilise available materials, and audio-visual equipment
- make periodic visits to students' classroom and assist supervisors in evaluating students' progress, making recommendations as seen fit

- ensure that students are cognizant of school rules and regulations, and are conducting themselves as professionals.

Thus, co-operating teachers and principals are a recognised integral part of the training process.

The Ministry of Education is aware of the College's activities in a general way, but in the main, its contribution lies mainly in student evaluation. Ministry officers are always a part of the team organised by the JBTE for external moderation. Not only is their experience of invaluable help, but this strategy provides ongoing feedback to the Ministry on the standards expected by the certifying board. In turn, Ministry officials are able to help to clarify for new student teachers what is expected of them. These officials are made available to new practice teaching students in a meeting before these students begin the exercise.

### Appraisal and feedback

Several mechanisms exist for appraisal and feedback during the training period.

1 Supervisors bear the brunt of this component. They are required to:

- make two lesson observation/evaluation visits per week, to submit a written evaluation report after each visit and have discussions with the student as often as is practicable
- meet with their students each Friday at the college for individual/group feedback
- submit a final comprehensive report and a grade to the College for internal moderation.

They are also required to give at least one demonstration lesson for each student during the diagnostic three week period of teaching practice.

2 Student teachers have the benefit of advice from the Chairperson (head) of the Teacher Education Division, and the Teaching Practice Co-ordinator in two arranged meetings. The first takes place during the very early stages of teaching practice, and the second just before student teachers are graded overall.

Students also receive input from supervisors other than their own, when cross-moderation teams visit them.

3 Co-operating teachers and principals assist the supervisor in giving advice and assistance as the day to day need arises, both in lesson content, related matters and in professional behaviour.

4 External moderation teams do not necessarily see every student, since their purpose is to ensure that the college meets the required standards in its grade awards. Their comments are, however, passed on to student teachers in a general way in a symposium held after the teams have had their final meeting with College staff, and finalised grades. For the records, a written report embodying these comments is always prepared by these JBTE teams for the College.

Although student teachers are well provided for in terms of appraisal and feedback during the training period, upon graduation, little support exists. The College itself has no official policy or guidelines concerning this, although some members of the Teacher Education Division on an individual basis, maintain links with students. Some students seek the links.

Ministry of Education officials do provide some support, but this is limited, especially in the Family Islands, where communication is a problem.

## **Belize**

Teacher education in Belize takes place at the Belize Teachers' College (Roman Catholic) and St George's Training College (government). Both these courses pursued a programme modelled on a two year intra-mural programme, followed by a one year probationary period. BTC continued this model, but added another, namely a one year intra-mural programme followed by the one year internship period. Between 1966 and 1969, the latter programme was emphasised in an attempt to address the shortage of trained teachers. As well, a one year intra-mural programme was introduced for junior (lower) secondary teachers. Both these programmes were discontinued in 1970 in favour of the earlier two plus one theme; here the school experience is increased from one to two years. From time to time, in an attempt to increase the proportion of teachers with some training, the College, on the authority of the Ministry of Education, has mounted special programmes, outside the aegis of the Joint Board of Teacher Education

(JBTE), but these are short-lived. For example, in 1990 a sixteen month programme in primary education was mounted, but has since been discontinued.

## **The present model**

This leads to the Certificate with School Experience. Basically, there are three phases to the programme.

- Level 1 (one year): courses plus a practicum of 14 weeks
- Two years of school experience
- Level 2 (one year): courses plus a practicum of three weeks.

Minimum qualifications for entry to Level 1 of the programme are a First Class Teachers' Certificate of Belize or passes in three subjects at CXC general proficiency levels, 1 or 2, including English language or the equivalent in a comparable examination. Additionally, applicants must have a satisfactory score in the entrance examination set by the College.

## **The practicum**

The practicum component of the programme at the College carries approximately 25 per cent of the total instructional and credit hours in the intra-mural programme, more than any other 'subject'. Although it has been intimated that requests are recorded for fewer hours, no suggestion has been made that the practicum should be reduced. Additionally, there is the mandatory two year period of school experience, which may be regarded as an extended practicum. The skills honed during this period are externally assessed for certification towards the end of the Level 2 period.

## **Preparation for the practicum**

Students for the 14 week Level 1 practicum will have completed their course work for the year. Methodology inputs employ role-play, peer teaching, micro-teaching, teaching of actual classes, with follow-up critique as instructional tools. During the first semester, student-teachers make seven observational visits, with a supervisor; discussion seminars are held after the visits. In the second semester, students work with classes one day per week for two to three weeks. This latter provision is experimental, and has yet to be evaluated.

## Stages in the practicum

### *Level 1*

At the end of the first intra-mural year, students are required to do a 14 week practicum. In time, this represents the first term of the following school year, and student teachers return to their base schools. The College has little control over their placement.

### *School experience*

The programme requires that students with less than two years classroom experience prior to admission to the College, gain two years of such experience before being allowed to proceed to Level 2 of the programme. Students with two years or more teaching experience, may, at the College's request, be assessed by the JBTE at Level 1. If they gain a grade of B, or better, they may be allowed to proceed directly to Level 2.

In an attempt to accommodate promising students, provisional arrangements are also in place to allow students without pre-college teaching experience to proceed to Level 2, if they gain the B grade on assessment.

### *Level 2*

During May of their final year, students do a four week practicum, when they are externally assessed by the JBTE for certification. For this shorter placement, the College has some choice, and attempts to have student teachers assigned either within Belize City, or as near as is possible, for easy access to the College.

## Collaboration with the Ministry of Education and co-operating teachers

This is mainly in the assessment process. Belize is divided into five geographical districts. Education officers are assigned on a district basis, and these officers are always a part of the teams which assess classroom teaching. Additionally, when they visit schools to which student-teachers are assigned, they assist. Principals should also be helping the students, but this is more in the theory than in the practice, especially in the more rural areas.

## Appraisal and feedback

Full-time college supervisors are allocated on a district basis. Students should be visited twice per month during the 14 week Level 1

practicum. The hope is to increase these visits to once weekly, to afford students sustained appraisal and feedback. The terrain, and concomitantly transportation, make it very difficult to achieve these goals. This is unfortunate, since these visits are the main opportunities available to student teachers for advice. Recently, the appointment of selected resource teachers in some schools as supervisors, was found to have a positive influence on student teachers' work in these schools.

No official arrangements are in place for the College to provide support for teachers once they have graduated, but if teachers seek assistance, staff accommodate as best they can. The Ministry of Education maintains, at varied levels of efficiency, district resource centres, where there is a small library. The centres are also available for workshops, and the District Officers may be found there. The Curriculum Development Unit of the Ministry supplies curriculum guides for the primary level, and periodically arranges workshops to facilitate their use.

## **Jamaica**

In Jamaica the listed minimum requirements for the teacher education programmes accord approximately 18 per cent of programme time to the practicum. It is interesting to compare this with the Belizean situation where the comparable allocation is approximately 25 per cent in addition to the two year school experience stipulation. Perhaps this reflects two sides of the circular enigma in any teacher education programme: where should the emphasis be, on content or on methodology? The diploma programme now in use in Jamaica succeeded one in which students were required to spend one full year on teaching practice; the call for a revision came out of comments that teachers had not a good enough grasp of content. On the other hand, in Belize, the complaint was about teaching methodology.

In practice, when lesson preparation and supervisor interview time are taken into account, students spend far more time than is recorded on teaching practice.

## Stages in the practicum

To meet the requirements of the JBTE, each college must organise the practicum in three stages, namely:

- Year 1: 1 week

- Year 2: 4 weeks
- Year 3: 8 weeks

Timing and general arrangements in these autonomous colleges vary in Years 1 and 2, but some uniformity is imposed on the third year experience by the necessity for the external assessment exercise, and for students to have time to complete other programme assignments. In practice, the principals, by consensus, within the JBTE forum, decide on the dates.

The focus of teaching practice at each stage, is, however, specified in the regulations. In Year 1, students are introduced to the classroom through a week of guided observations early in the year. No actual teaching is done, but evaluatory discussions with supervisors follow the observational visits.

In Year 2, the regulations stipulate that practice teaching should be integrated with the methods courses. This means that team and/or individual teaching in schools extends the peer teaching exercises in the college classrooms. Three colleges actually have practising schools to facilitate these exercises. Sessions are followed by discussion with peers and supervisors.

One model pursued devotes week one of the second year practicum to preparation for the other three weeks; lectures, peer teaching, discussion and sessions on lesson planning are among the experiences provided. Team teaching follows in the remaining three weeks. Three students are attached to one school; each is required to teach one class per day. Follow-up discussions with the supervisor provide feedback and guidance.

In Year 3, students are working very closely on an individual basis with their supervisors. The first week of the final practicum is largely spent in orientation exercises, meeting the staff of the school, getting timetables and the content to be taught over the period. Students are externally assessed by the JBTE in the last two weeks of the period, in late March/April each year, to allow them time for their final written examinations in June.

### **Collaboration with the Ministry of Education and co-operating teachers**

Collaboration with the Ministry of Education is largely in assessment in the third year. Subject officers are made available to be part of the assessment teams, as a part of their duties;

very often, they assume, with the members of TEDD, team leadership roles in this exercise.

The system of co-operating teachers is not well developed. Teachers in the selected schools 'hand over' their classes to student teachers. Any assistance given varies with the class teacher, the relationship of the school with the college, the attitude of the principal and of the student teachers themselves. No real structured reporting is expected by the college from the class teacher.

### **Appraisal and feedback**

During the first two years, feedback is mainly through class discussions with peers and supervisors/lecturers. In the third year, regular visits by the supervisor allow continuing dialogue. Colleges select the schools used, and try for easy accessibility and proximity to the college to facilitate frequent visits. Supervisors will aim at weekly visits, but this is often not possible, because of other teaching commitments. It is a problem of the Jamaican situation that third year supervisors, are, at the same time, teaching first and second year classes.

After approximately a month of teaching, the college grades the student; the supervisor makes the main judgement, but the JBTE requirement for cross-moderation makes it possible for students to have the benefit of the input from other supervisors.

Support from the Ministry of Education after graduation is mainly in the form of in-service workshops arranged by the curriculum division. Such workshops are not specially structured to help the new graduate, but rather will be planned on an *ad hoc* basis to meet special needs as they arise, for example, to facilitate new emphases decided on by the Ministry. Subject officers are also available for advice in the regional offices of the Ministry.

Teachers may also get help from the members of TEDD; again this is mostly on request, unless that department runs a special series, for example, to assist teachers with the school-based component of various subjects children will need for the CXC examinations, or to infuse environmental education.

The Faculty of Natural Science has also, over the past two years run summer workshops for the Ministry of Education to upgrade teachers' content in science. The subject teachers' associations, for example, those for science, geography/geology and language arts also periodically put on workshops to satisfy particular needs.

## *Part 3*

# ***Distance education***

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# *Principles of distance education*

Participants at the seminar considered the issues involved in teacher education through distance education methodologies. Several innovative programmes are being developed and implemented by the University of the West Indies, the University of Guyana and the Commonwealth of Learning. Participants benefited from a panel discussion. Panel members were Dr Keith Harry (International Centre for Distance Learning, Open University, UK); Dr Dennis Irvine (COL Caribbean Regional Representative); Dr Hilary Perraton (UWI); and Dr Alan Persico (University of Guyana).

## ***Distance education for teacher training in the Caribbean***

In many islands of the Caribbean the training of teachers cost-effectively is a concern. The geography of the region makes distance education look an obvious technique for raising the quality of the teaching force. And there have been some beginnings. The Canadian agency OCOD has used distance teaching to raise the basic education of teachers in the Eastern Caribbean. Jamaica has begun to use distance education within its World Bank project for the reform of secondary education (ROSE). The University of the West Indies has some experience of distance education, with programmes available for the Certificate in Education, and will expand its work in this area in the context of its shift from being a single-mode to a mixed-mode university.

Before expanding distance education, it is necessary to ask how effective it can be for teacher education. One caution is necessary here. Distance education has been defined as 'an educational process in which a significant proportion of the teaching is conducted by someone removed in space and/or time from the learner' (Perraton 1982, p.4). The word 'proportion' is important; distance education is no substitute for classroom practice and it is no part of the case for its use that it should replace all other forms of teacher education. Rather it is argued that distance teaching methods can be used alongside more conventional forms of education and are of particular value for reaching scattered audiences like the teachers of the Caribbean region.

### **The effectiveness of distance education**

Distance education has been used for teacher training in many parts of the world, including both industrialised and developing countries. Enough evaluation has been undertaken to make it possible to answer questions about effectiveness. The evidence is summarised in a recent publication from the

Commonwealth Secretariat (Perraton, 1993) where the outcomes of distance education for teacher training are examined along three main dimensions, considering the audiences reached, the effects on learning, and the effects on classroom performance.

The first measure – of reach – is the simplest, and, while of restricted value, of some significance both for planners and for researchers. When Pakistan wanted to teach a large proportion of its 155,000 primary school teachers about a new curriculum it called on the Allama Iqbal Open University to run a Primary Teachers' Orientation Course which used correspondence lessons and radio programmes. Over ten course-cycles it enrolled 83,000 teachers (Robinson, 1993), a larger number than would have been possible through any other method. Similarly the Department of Education and Science in Britain called on the Open University to develop a training pack about new national examinations which was distributed to all secondary schools in England and Wales (Prescott and Robinson, 1993). Many programmes of teacher education have been smaller than this: African programmes run in the 1960s and 1970s typically had between 600 and 3,000 students and the Tanzanian programme with 45,000 enrolled between 1976 and 1981 was very much the exception (cf. Perraton et al., 1986). The evidence is limited but clear: distance education can reach students in significant numbers both in industrialised countries with sophisticated communication systems and in developing countries with simpler systems and fewer resources.

The evidence that students learned effectively is more limited and is of two kinds. First, a small number of studies have tested samples of students in order to measure the learning gained at a distance. Comparative research in Sri Lanka and Indonesia found evidence of learning gains for trainee teachers studying at a distance but suggested that learning in mathematics and the sciences posed greater problems than in other subjects (Nielsen and Tatto, 1993, pp 126-7). Second, we have evidence from examinations. Where trainee teachers have taken similar examinations to those taken by students following regular, face-to-face courses it is possible to compare the two groups. Similarly there is evidence of examination success from open and bimodal universities offering degree programmes. The evidence is consistent: where distance students follow their courses to the end they tend to achieve as good examination results as other part-time students. Many teacher training programmes have guaranteed their students enhanced status and improved pay on completion and, in consequence, have also achieved high completion rates. Given a supportive environment, students working at a distance can reach examination success levels that are comparable with alternatives (cf. Perraton, 1993, p. 393).

The evidence that teacher education at a distance is translated into improved classroom practice is limited. But it is not much worse than the evidence on conventional teacher training. Schiefelbein and Simmons (1981, p.25) found quite limited effects of conventional training in their review of teacher training and classroom performance. A more recent World Bank review found that 'in many countries, teacher training provides few teaching skills' (Lockheed and Verspoor, 1991, p.99). Avalos (1991, p.30) concluded that, 'there is little evidence about which approaches work best in training teachers to undertake the variety of roles required of them'.

In some cases evidence of effectiveness has not been sought. When the government Department of Education and Science commissioned the British Open University to get training materials into all secondary schools, it was

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content to know that they had been distributed and conducted no research on their impact on teachers' behaviour. A small amount of research has been conducted on two of the large-scale programmes in Africa. Two studies in Tanzania looked at the performance of teachers trained at a distance and were able to compare them with those trained face-to-face (cf. Chale, 1993; Mählcck and Temu, 1989). Both studies found that there were few differences in effectiveness between the groups. Students learning at a distance seemed to be at a disadvantage in teaching science (a finding echoed in later studies) and the distance programmes were 'relatively less successful in reinforcing self-confidence among female teachers' (Mählcck and Temu, 1989, p.126). In Zimbabwe limited evidence suggests that teachers trained at a distance were at least as effective as those trained conventionally (Chivore, 1993, p.56). In both these cases trainee teachers were deployed in the classroom while they were training so that they inevitably had more classroom practice than their contemporaries who were attending conventional teachers' colleges. We can conclude that the integration of such extensive classroom practice within a centrally organised programme of distance education appears to be effective.

### The costs

As the evidence on effectiveness is reasonably encouraging we can go on and ask about costs. There are theoretical reasons for expecting distance education to cost less than the conventional alternatives; where teaching materials are prepared in large enough quantities it may be possible to achieve economies of scale that are not open to education with fixed class sizes. But, at the same time, an effective distance education programme requires the commitment of adequate resources for the production of those materials and for the processes of enrolment, administration and tutoring of students.

The empirical evidence is clear:

*'In ten of the 11 cases (of training teachers at a distance) where data are available, costs for distance education appear to have been lower than the alternative; where we have detailed figures it is reasonable to conclude that distance education programmes can be designed for teachers at a cost of between one-third and two-thirds of conventional programmes.'*

(Perraton, 1993, p. 385)

In part this is because conventional teacher training is relatively expensive. Even where its curriculum is broadly comparable to that of regular secondary education, for example, its costs are often higher. In part it is because some distance education programmes require students to pay fees, reducing the cost to public budgets, or have opportunity costs which again fall on the student. But, to a large extent, it is because distance education allows for economies of scale and reduces the need to build additional colleges of education and housing for students.

### The conditions of success

Analysis of international experience makes it possible to go beyond measures of effectiveness and of cost and to reach some conclusions about the conditions of success for programmes that use distance education to train teachers. The first 'has to do with the structural relation between distance education and

the educational service generally' (ibid., p.399). Successful programmes have needed close integration with the rest of the education service and appropriate political backing. If they are to lead to qualifications, then those qualifications need to be recognised for status, pay and promotion. If they are to survive they need the steady backing of their ministry of education. Integration between a distance education programme and the rest of the work of a ministry of education is needed, too, in order to put in place arrangements for the supervision and examination of classroom practice. Thus the foremost condition of success is that distance education is built into the fabric of the education service, not a peripheral add-on.

Then it is necessary for those running distance education to ensure that the programmes can be sustained. Some of the early programmes in Africa, for example, were run as one-off solutions to a critical shortage of teachers and based in teachers' colleges wholly dedicated to distance education. Generally, ministries of education abandoned programmes of this kind once their immediate objectives were reached and they tended not to be built into the national system of tertiary education. They seem to have been operating at too small a scale and to have been insufficiently integrated with the rest of the education system of their countries. (The major exception here is the National Teachers' Institute of Nigeria – a country so large that there is an obvious case for a dedicated institution of this kind.) In contrast, programmes based in both bimodal and open universities appear to have demonstrated their robustness across a wide range of countries.

Successful programmes have also been marked by a developing expertise in distance teaching: materials have been developed of a quality and with a professionalism that has become steadily greater as the international education community has come to make greater use of distance education. Many programmes now are successful in producing 'materials which are sensitive to the linguistic needs of their students, which incorporate teaching devices to stimulate effective learning, and which maintain their students' interest' (ibid., p.400). Successful programmes, too, are sensitive to the social and individual needs of their students and of the circumstances under which they are working; programmes of distance education, like other programmes of continuing education, need to take account of all the other pressures on their students' lives as well as those that come from their programmes of study ensuring that the detail of implementation runs with the grain of students' lives. Finally, programmes need to give their students both intrinsic and extrinsic rewards; to be interesting and rewarding in themselves but, as a result of their close integration with policies for teacher advancement, to bring tangible benefits to their students.

### Conclusion

To sum up, distance education has particular logistical advantages for groups like the teachers of the Caribbean who live at a distance from a university or college centre. It has obvious advantages for continuing education. While it demands integration with other forms of teacher training, including face-to-face sessions and the organisation and supervision of classroom practice, the complications of doing this are no greater than they are for students studying through more conventional means. The evidence on effectiveness is reasonably encouraging. The evidence on costs demonstrates that there is an economic as well as an educational case for the use of distance education.

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Conditions of success can be identified; among the most significant are the need to tie the work of distance education closely to the regular work of ministries, schools and colleges, to be sensitive to the needs of students, and to bring appropriate expertise and professionalism to the design and implementation of distance-education programmes.

### ***Distance education at the UWI***

The University of the West Indies has several years experience of teacher education through the UWIDITE system. The UWI, in its efforts to expand facilities and programmes for distance education, has set up a Distance Education Unit which reports to the Pro-Vice Chancellor for Academic Affairs. The *Distance Education Newsletter* (April 1995) lists five roles of the Unit.

- To work with and guide academic staff as they develop and edit distance education materials, providing a pedagogical input to that process, and to arrange the production and distribution of teaching materials
- To set up, supervise and monitor student tutorial and support services in co-operation with campus and non-campus academic staff. The Unit will manage all aspects of this work including the use of UWIDITE
- To act as the first point of reference for distance education students, ensuring that any student difficulties are resolved as rapidly as possible by academic or administrative staff as appropriate
- To have responsibility for the quality of all University distance education activities
- To undertake formative evaluation on distance education activities.

New distance education courses that are being planned by the UWI include first year courses in English; preliminary courses in mathematics, biology, chemistry and physics; a new certificate in educational administration, articulating with an eventual B.Ed. available through distance education.

Training is being planned in the development of teaching materials; the techniques of tutoring and counselling; the production of print and audio-visual materials; and skills development for effective delivery of distance education.

Some of the lessons learned from the projects to date are as follows:

- more attention should be given to putting in place appropriate administrative structures
- greater use should be made of non-print media in so far as this is feasible
- countries could benefit from information on and sharing of materials, especially materials developed in third world countries
- considerable scope exists for training in distance education techniques
- communication infrastructures (audio-conferencing, computer networking) can greatly enhance teacher education by distance and at the low technology end of the scale are not a costly investment.

Teacher educators were asked to consider the following:

- regional and Commonwealth co-operation in teacher education by distance (especially sharing of experiences, expertise and materials)
- the potential for off-shore distance education programmes for those countries lacking the tertiary education infrastructure

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CARIBBEAN ISSUES  
AND DEVELOPMENTS

- production of quality materials cost-effectively, including non-print materials
- sustainability of programmes
- accreditation of teacher education programmes
- the teacher education curriculum – the need for a change to match the realities of the present and the future
- continuing and professional education.

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# *Distance teaching at the University of Guyana*

For some three decades the Ministry of Education of Guyana conducted by radio a programme called Broadcast to Schools. It was aired daily for about one hour, and was focused at the primary school pupils level. It was voluntary for schools, and teachers who listened with their pupils were asked to complete an evaluation questionnaire on the programme.

More recently there was Spanish by Radio in the mid-80s which sought to improve teacher effectiveness in the teaching of Spanish. Each programme was in two parts. The first part focused on foreign language methods, and on feedback on students' performance at CXC. During the second part a beginners' Spanish course was taught, so that teachers could note how to apply certain teaching techniques, and also to teach those persons who were interested in learning Spanish. Homework was given and, at times, students who listened turned in their assignment through the mail. It was marked and returned by mail. Participation of students was totally voluntary.

Round about 1987, the Institute of Adult and Continuing Education (IACE) took the initiative to get into distance teaching. There were several radio programmes aired with a view to sensitising the general public about the nature and function of distance teaching, and the role it could play in improving the availability of education across the nation.

It was very appropriate for IACE to move in this direction since the institution already had centres in various parts of the country, where face-to-face teaching was generally done. Taking on board this new initiative was the natural thing to do. With significant assistance from the Commonwealth of Learning (COL) and the British Council, in the form of teleconferencing equipment, books, manuals, computer diskettes, IACE was able to launch its first formal distance teaching course in December 1993 – the pre-university English course. A number of course writers were trained through a series of workshops, with resource persons drawn from external agencies, and from the University of Guyana itself. A resource person from the Educational TV Unit of the Ministry of Education, Trinidad and Tobago, conducted a workshop on scripting and producing materials for television and video.

The Distance Teaching Project at the University was also enhanced by the visit and subsequent report to the Commonwealth of Learning, of a consultant brought into Guyana to advise on distance teaching. In addition there was collaboration between IACE and UWIDITE and TEXTBOOKS FOR ALL project.

Such background information is important for understanding the role which IACE is competent to play in the development of distance teaching at the University of Guyana.

Recently, an ideal situation presented itself to the Faculty of Education, one

which would make the Faculty take a very firm decision to offer programmes by distance teaching. Some trained teachers from a remote region took the initiative to approach the Ministry of Education, asking for a distance teaching programme which would help them to obtain the Cert. Ed./B.Ed. degree from the University of Guyana. This was an important development since it was the target group that was taking the initiative, an important factor in a successful distance teaching project. This development added impetus to a decision the Faculty had made earlier to offer the Nursery and Primary Cert. Ed. programme by distance education to another group of teachers in another region. The University plans to begin with three core courses on issues in education, classroom testing and measurement, and English grammar, comprehension and composition skills. The model is to be a combination of distance teaching and face-to-face teaching.

The Faculty will be holding a series of workshops to increase the number of staff members who have skills in writing texts for teaching at a distance. The steps to be followed in the production of materials are those which have been used elsewhere:

- determine structure of course from existing curriculum
- identify objectives
- prepare course outline in units
- select media for unit
- decide on format
- make prototype
- test and revise as necessary
- reproduce material in bulk
- make use of materials (through students)
- evaluate and assess feedback
- use information from feedback to inform programme/course planning

The range of materials which are to be considered for inclusion in the 'packet' (and which are to be phased in if necessary) include: audio cassettes; instructional kits; radio programmes; self-instruction kits; study guides; and video tapes.

The delivery system is to be very closely examined. Decisions have to be taken whether to post, take, broadcast, telephone, use teleconferencing, or present material at study centres etc. These decisions influence not only the nature of the learning materials, but also the kinds of assignments and assessment procedures to be employed. In preparing its materials, the Faculty has to take into consideration what the research says about learner drop-out.

- Course factors – content not being what was expected, or overloaded with too much material to be covered in too little time by what is mainly self-directed learning
- Institutional factors – not enough tuition/counselling available, inadequate facilities, disorganised schedules
- Learning environment – illness, accident, job change, unemployment, different responsibilities
- Learner's approach to learning – learner perceives self as not clever enough, or being too old to learn; he/she may have difficulty using tests, writing assignments; there may be lack of confidence in ability to pass examinations
- Motivational factors – coursework is associated with a goal which is no longer desirable or necessary, or which has been achieved in a

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different way; another goal may have taken priority, or better opportunities to fulfil the need may have been provided or offered elsewhere.

With all the foregoing considerations in mind, there is need for formative evaluation at every stage in the production of materials – planning, development, dissemination and implementation, and summative evaluation. The University is working towards launching the programme by the academic year 1995. Although some funding is available through the Faculty's own budget, there is definitely a need for much additional funding.

Areas for close attention as the University implements the programme include:

- the kinds of 'entry requirements' which will be advocated. Will these be only or purely academic, or will factors pertaining to maturity and self discipline be included?
- the possible effects of the distance teaching route for obtaining the Cert.Ed. or B.Ed.
- movement of materials, and communication systems
- competing courses offered by other institutions in Guyana
- designing appropriate 'global' evaluation procedures
- organisation of the practicum – school-based/institution-based combination.

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# *The Commonwealth of Learning and teacher education*

## **Background**

Many countries have begun to experience the effect of a shortage of adequately trained teachers to meet effectively the expanding educational needs of their citizens. This phenomenon is by no means confined to developing countries although it is undoubtedly encountered with the greatest intensity there. As Perraton (1993) so aptly sums it up, 'public pressures to widen opportunities for schooling, and the very success of ministries in opening new schools in response to this pressure, mean that demands for schooling have run ahead of the supply of teachers. Teacher shortages have been compounded by attrition as teachers have left a profession whose relative status and income have declined in many countries over the last two decades'. Faced with this problem governments, to quote Perraton further, 'have adopted a variety of strategies for expanding the supply of teachers, raising the morale, supporting their work and improving their skills. One of those strategies involves using distance education'.

By the time the Commonwealth of Learning (COL) came into being in September 1988, several Commonwealth countries were already employing distance education techniques in teacher education. Examples abound. One has only to turn to *Distance Education for Teacher Training*, the publication edited by Perraton to which COL contributed both financial support and professional advice, for confirmation of this. In electing to include teacher education among its top priorities in its first strategic planning period, COL was thus doing no more than responding to a critical and urgent need that had been cited as such by many developing countries of the Commonwealth, who had come to realise that conventional methods by themselves were no longer capable of coping, not only with the issue of quantity of teachers but also with their quality.

The capacity of distance education to address quantity is perhaps easy to comprehend, and indeed its credentials in this regard are pretty well acknowledged. On the other hand it is not often recognised how much distance education is also capable of addressing the issue of quality in teacher education. The ways in which this can be achieved have been summarised in the COL brochure, *COL and Teacher Education*, but they are reproduced here for ease of reference.

'First: the use of centrally produced distance education materials, that can be updated quickly, ensures that all teachers receive the same standard materials. This strengthens general academic background and improves the subject

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matter competence of the teachers ensuring that they have the capacity to perform well during training and in the classroom.

Second: the application of distance education in teacher training introduces prospective teachers to key learning and teaching skills associated with the educational media and technologies which they themselves can use in their own classrooms.

Third: with more academic theory and content taught through distance education, teachers in training (will) have more time to emphasise face-to-face practice teaching. The teacher will also have more opportunities to focus on the content instruction, to organise and manage learning, and to evaluate and motivate learners in a manner that promotes self-reliance in learning.'

From both a quantitative and a qualitative perspective therefore, the emphasis which COL chose to accord teacher education from its inception was clearly justified. Nonetheless, the assistance which COL could provide had to conform with the declared objectives and functions of the organisation as contained in the *Memorandum of Understanding* establishing its existence.

On this basis, it was decided that COL's assistance would include, *inter alia*:

- establishing and strengthening the necessary infrastructure to support distance education systems
- facilitating the production and exchange of course materials
- planning and development of materials for the training of science and mathematics teachers by distance
- facilitating inter-institutional links and co-operation
- acquisition and use of modern technology.

## ***Interventions and assistance from COL***

In what follows, some of the interventions that COL has made in support of teacher education in the Caribbean and elsewhere in the Commonwealth are described, issues and concerns in delivering teacher education by distance which these experiences have revealed are discussed, and a few observations made about the challenges and opportunities for the Caribbean region.

### **The Jamaica pilot project**

Perhaps the most varied and extensive support given by COL to a project concerned with teacher education by distance is that provided to the pilot project in Jamaica, designed to upgrade from a UWI certificate to diploma qualification some 170 primary teachers. The Jamaica pilot commended itself on several grounds. Relative to the population, the size of the teacher cohort to be trained was considerable, one estimate putting it at around 7,000, and so it was critical to find an alternative and complementary approach to the conventional method, which by itself was obviously inadequate to address a task of such magnitude. Secondly, the particular project, starting as it was with certificate holders, avoided the issue of accreditation, which could well have been a factor to contend with had one been starting with untrained teachers. This starting point also meant that there was already an approved curriculum on which to base distance teaching materials. Thirdly, the pilot involved students who had elected to do the diploma by distance, so one could be

assured of a fairly high level of motivation. Fourthly, the Ministry had on its staff a few people who were familiar with distance education, so a nucleus existed to build on for purposes of implementation. Finally, and not least of all, the Ministry of Education was committed to the project which could thus count on moral and logistical, even if not necessarily financial, support.

The pilot project was the subject of a special consultancy sponsored by COL, and was designed with the full participation of Jamaican educators. It was launched in 1991, and during the period 1991-1993 COL's assistance to the project included, *inter alia*:

- professional assistance with the development, production and printing of learning materials in English, science, mathematics, social studies, art and craft, and music (the actual writing of the materials was done by Jamaicans)
- provision of desktop publishing equipment
- training for tutors and distance education managers
- provision of reference texts and course materials including a complete video series on effective teaching
- support services for students.

A detailed evaluation of the project is yet to be undertaken, but on the surface it appears to have been modestly successful. Of the 170 students who began the programme, 141 presented themselves for the UWI examination in 1993. Ninety one were successful at the first attempt with one obtaining honours and 43 credit, a result which compared favourably with that for the conventional students. Based on this outcome, the Ministry has enrolled a further batch of students, and intends to incorporate distance education as a permanent feature of its teacher education programmes.

### **University of Makerere, Uganda**

Perhaps more extensive from a financial point of view has been the support given to teacher education at the University of Makerere. With COL's help a B.Ed. programme was launched at Makerere in 1992. COL's assistance took the form of facilitating the transfer of the materials of the entire B.Ed. programme at the University of Nairobi to Makerere, and in providing training for course editors, writers and tutors using resource persons from the University of Nairobi. The training programme, aimed at developing self-reliance, has already begun to yield results, and Makerere personnel have been adapting the Nairobi courses, where necessary, in order to improve their appropriateness to the Uganda environment.

### **Zimbabwe**

COL's intervention in helping to strengthen the in-service teacher education programmes for the secondary school system in Zimbabwe is typical of the systematic stage by stage and participatory approach that it considers essential for the success of such projects. In April/May 1992, two COL consultants worked with two Ministry officials to prepare a report and a 5-year implementation plan regarding in-service teacher training by distance in Zimbabwe. The report, 'Distance Learning in Zimbabwe: An implementation report on the establishment of external degree courses for secondary school teachers and of a programme on educational management training and supervision' was

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adopted by the Ministry, and in November/December 1992 a COL staff member worked with Zimbabwe officials in formulating plans for a series of training and orientation workshops as a prelude to launching the project. The Zimbabwe project began in 1993, and once again the University of Nairobi is playing a crucial role in the provision of materials and resource persons for training.

### Establishing infrastructures

COL's assistance in teacher education, as earlier stated, can range from establishing and strengthening the necessary infrastructure to support distance education systems to simply facilitating inter-institutional links and co-operation. Sometimes it is as small as providing desktop publishing equipment and associated training so as to facilitate the local production of learning materials, or as large as putting in place a network of audio-teleconferencing units. In Guyana, COL is in the final stages of linking up eight audio-teleconferencing sites in different parts of the country. In Kenya an audio-graphics teleconferencing system has been installed which links several learning centres of the University of Nairobi. The Solomon Islands Distance Education Network (SIDEN) is an audio-teleconference system established by COL which links the College for Higher Education and the USP University Centre with seven provincial centres on the outer islands of the Solomons. Local personnel in Mauritius have installed a conference bridge and equipment supplied by COL for several audio-conference sites there.

Except in the case of Kenya, where the installation of the audio-conferencing network was specifically geared towards improving the efficiency of course delivery in the B.Ed. programme, these infrastructures were not specifically established for the purposes of teacher education. This is of course immaterial. What matters is that in Guyana, Mauritius and the Solomon Islands, with St Lucia soon to be in a similar position, an infrastructure exists for enhancing the delivery of teacher education programmes by distance. What is more, the equipment, which was designed especially for COL for use in Third World countries, is robust, reliable, easy to operate and inexpensive to run.

The training of persons as course writers and editors, as instructional designers, as tutors, and as distance education administrators is crucial to any attempt to establish distance education programmes and, even more importantly, to sustain them in a self-reliant manner. The training of distance education personnel, several in the specific context of projects dealing with teacher education, has been one of three top priority functions of COL during its first years of existence. Overall, 16 regional training workshops have been held at which approximately 300 distance educators were trained as potential trainers, in addition to 15 national workshops involving some 375 distance education trainees. In the Caribbean, all told 87 persons have so far been trained through regional workshops and 64 at the national level. The regional workshops focused largely on 'training the trainer' and topics included course adaptation, course design and development for audio-conferencing, student support services, and computers in distance education. National workshops have included course design and development in both Guyana and Jamaica where materials were being developed locally, desktop publishing in Guyana and St Lucia and the use of computers in management in St Lucia. Although there has been no direct attempt made to measure the impact of these

training initiatives in the Caribbean, there are at least two instances where training workshops have been convened by national institutions, in Guyana and Jamaica respectively, using local resource persons. One can perhaps infer from this that there now exists at least a small cadre of persons capable of helping distance education to advance in the Caribbean, whose expertise can be drawn upon by countries in the region.

An important contribution that COL has always seen itself making is in facilitating access by institutions/countries to available learning materials, thus sparing them the often unnecessary and expensive task of developing materials from scratch. A good deal of teacher education lends itself to transfer of materials from one country to another. Such transfers serve a number of useful purposes. They can be a stop-gap while a country or institution develops its own materials, enabling this latter exercise to be carried out in an orderly, more leisurely and professional manner. On the other hand, the materials may be so close to the recipient country's/institution's requirement that only a certain amount of relatively inexpensive adaptation is needed. Often this adaptation can be reinforced by the use of carefully prepared study guides to accompany the materials. But even if they are not used for either of these purposes, transfer materials can serve effectively as models for the inexperienced course writer/designer, or as reference and resource materials to complement the local product.

Surprisingly, not many countries that COL has worked with in the delivery of teacher education by distance have elected to use existing materials from other countries, preferring on the whole to develop their own even where the resources were clearly lacking to produce materials of the kind of quality that was desirable. To a large extent, therefore, COL's role in materials acquisition and development in teacher education, as exemplified by our interventions in Guyana and Jamaica, has focused on helping to improve the quality of local production, through training of course personnel, external review of materials, and provision of exemplars.

There have been a few notable exceptions in relation to the use of external materials, due in large part to the pro-active approach the organisation has taken regarding assistance towards improving the teaching of science and mathematics, particularly at primary level.

Thus COL has in recent times purchased the rights for resource materials developed in the UK for helping to improve the teaching of primary science. The materials 'Success with Primary Science' and 'Success with Managing Primary Science' have been distributed to ten selected sites in the Commonwealth for use and feedback. Among these are the Rudranath Capideo Learning Resource Centre in Trinidad and Tobago, the College of the Bahamas, Belize Teachers' College, and the Dominican Ministry of Education. In addition 70 science videos produced by Encyclopedia Britannica (USA) have been sent to some ten different locations in the Caribbean. Most recently COL has entered into an agreement with Canterbury Christ Church College in Kent, UK to enable the College's Diploma 'Managing Primary Science' to be reproduced and used in developing countries. It is anticipated that at least one Caribbean country will be supplied with the material for trial.

No teacher education programme these days can be regarded as complete if it does not include at the very least an orientation on distance education and its associated technologies. Materials for this purpose are not easy to lay hands on, and as a consequence, in 1992, COL embarked on a project to develop a series of training modules, 'Communication for Trainers'. Initially

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there was to be an introductory generic module, serving as a common introduction, and a series of case studies designed to help trainers choose communication modes appropriate to their own circumstances and those of their students. The case studies were to be developed on a regional basis.

In the event, because the cost involved was beyond COL's limited resources, it was decided that COL would produce the introductory generic module only, leaving the responsibility of developing the particular case studies to the respective regions. The module, which has now been completed, was developed for COL by a consortium of Adelaide College of TAFE, the University of South Australia and Queensland Distance Education College, under the co-ordination of a COL consultant. It is expected that it will find a place in, and make a needed contribution to, existing and planned teacher education programmes, whether of a distance or face-to-face nature.

Reference has already been made to the tendency for countries to embark on developing their own teacher education programmes from scratch. Some of this can be attributed to the not-made-here syndrome, but one suspects that lack of information on existing initiatives elsewhere is also a major contributory factor. For this reason, and because of the conviction that several heads working along the same lines are invariably better than one, COL has sought to emphasise the promotion of inter-institutional links and co-operation, especially South-South co-operation.

The benefits that teacher education at the Universities of Uganda and Zimbabwe are deriving from the co-operation these institutions are receiving from the University of Nairobi with COL's help have already been mentioned. Both universities were able to launch, without delay, a B.Ed. using University of Nairobi materials, while employing expertise from the latter university to help to modify the materials and develop others more finely tuned to the circumstances and environment of Uganda and Zimbabwe respectively.

A more ambitious co-operative project, which has sought to capitalise on the experience and expertise of the National Teachers' Institute in Nigeria in delivering teacher education by distance, is the establishment of a satellite communication link between the Gambia, Ghana, Nigeria and Sierra Leone, and the COL headquarters in Canada. The link is to be used to facilitate the sharing and exchange of ideas and materials related to the administration and operation of teacher education programmes by distance. To establish the communication link, COL has been working in collaboration with the Volunteers in Technical Assistance (VITA), and in co-operation with the SATELIFE organisation, to provide the equipment for a satellite network based on pocket radio and low-earth-orbiting satellite (LEO) technologies. Approval of licensing for the respective ground stations, especially in Nigeria, has severely delayed completion of the project, but to date installation of the ground station serving COL headquarters has been completed and through SATELIFE, which already has licensed ground stations in the Gambia and Ghana, COL is equipping terminals to link with SATELIFE's stations for joint access to the satellite. Despite the delay, the link when established will be worth it and will provide an efficient and inexpensive means for the four West African countries to pool resources in teacher education and other fields, and to be able to draw on the resources available from COL as well.

A totally different kind of co-operation which COL has been trying to promote is exemplified by the pilot project being worked out with the Seychelles for offshore delivery of teacher education. The project foresees the

Open Learning Agency (OLA) of British Columbia assembling a menu of appropriate modules in teacher education, drawn from different institutions in accordance with the requirements of the Seychelles, and delivering these courses offshore under COL's auspices backed up by periodic tutorials in the Seychelles. Accreditation would be provided by OLA. The project was inspired by the *ad hoc* distance education degree programme offered in St Vincent and the Grenadines by the University of Waterloo which was successful while it lasted, but could not be maintained when the University of Waterloo found it could no longer subsidise it. In principle there is no reason why in the Caribbean, for instance, UWI or UG could not provide a similar service to the small islands of the region, and the lessons learned from the COL pilot will be useful in this regard.

There is no longer any doubt in education circles in the Caribbean and elsewhere of the immense potential of distance education to address the problems of training and re-training of teachers. Jamaica, Guyana and Belize have already embarked on this course, and several other Caribbean countries have plans on the drawing board. A similar enthusiasm to apply distance education to teacher education exists in other parts of the Commonwealth, and Perraton (1993) describes case studies of programmes in Tanzania, Zimbabwe, Sri Lanka, Nigeria, Pakistan, Australia and the UK, representing a select cross-section of some of the endeavours in this field.

### **Issues and concerns**

While as advocates of distance education COL are understandably encouraged by its rapid adoption by so many newfound adherents to the cause among developing countries of the Commonwealth, the experiences on the whole of where it has been used in these countries have raised certain issues and signalled some concerns. Some of these derive from the failure to appreciate that distance education is not synonymous with correspondence education; others from a lack of the systematic planning and organisation that are important to all educational endeavours, but absolutely critical to a system whose essential characteristic is a separation of the student from the teacher.

Foremost among the concerns is the inadequate time and resources being devoted to the development and production of learning materials, a situation that is more often the norm than the exception. Yet good quality learning materials are the fundamental requirement of good distance education. Writing in the special issue of the *International Newsletter on Chemical Education* devoted to chemistry and distance learning, Ashmore and Taylor emphasised the important feature of self-instruction written materials as prompting students to interact with it rather than allowing passive reading. This they observe can be achieved 'by telling students the objectives of the material, using an interactive friendly style, asking questions and setting problems with answers that reassure students and help them to identify weaknesses in understanding. Other media such as computer-assisted learning, video and audio tapes, home laboratory kits and compact disc technology should be similarly interactive.

It is obvious that more is required in distance learning material than the mere transcription of a lecture onto paper. The element of design is crucial, and the concern is the scarcity of good instructional designers in many developing countries of the Commonwealth, the Caribbean being no exception,

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and the lack of any urgency to build up a cadre of such persons. In the Caribbean, as elsewhere in the developing Commonwealth, training in instructional design and in course writing and editing should be high among the list of priorities for teacher education. Furthermore, where materials are produced locally without the benefit of good instructional design inputs, the mechanisms of external review of the materials should be considered obligatory. Here, the Commonwealth of Learning can be of great assistance, as was the case when it supplied a consultant to review some of the materials prepared locally for the teacher education programme in Jamaica.

Of course the materials produced for distance education will only be as good as the curriculum on which they are based. Later in this paper some suggestions for innovations in the teacher training curriculum are offered, but at this point a general observation can be made which is best captured in the words of the Paul Hamlyn Foundation's National Commission on Education in Britain, published under the title *Learning to Succeed* – 'By the beginning of the 21st century no curriculum will be regarded as acceptable unless it can be shown to make a contribution to the teaching of thinking'. If we are to improve the quality of education in schools, teachers will have to be able to respond creatively to the particular challenges which each classroom presents, and not be guided solely by a rote procedure learned in the process of acquiring a certificate or diploma. This means the teacher education curriculum will have to teach them to think. The implications of this type of curriculum for the design of distance learning materials are beginning to be recognised.

Kevin Smith has put forward the view that designing distance education programmes is about choosing between alternatives, 'getting the right blend of elements or finding a balance between extremes on a continuum'. He identifies at least five such continua of choice:

- choosing between institutional control of the teaching-learning process and student autonomy
- providing opportunities for both interactive and independent learning
- combining traditional and new forms of teaching to make the most of the technology that is now available and will be available to us in the future
- using the media for the dual purpose of delivering the 'message' and providing the message, that is, giving support to students
- soliciting the 'best' media-mix available to us.

Another concern has to do with the application of distance education in many developing countries where often little attempt is made to use a mix of media in the design of learning materials. The concern stems from the fact that it is now well established that learners benefit from having information presented to them by more than one medium, so where this feature is absent one could argue that students are in some way being short-changed.

There are now a wide variety of media for distance education, many of which are in the affordability range of the majority of developing countries. Apart from printed material of different kinds, there is audio-cassette, audio-vision, teleconference, radio, television, interactive radio, interactive video, computer-aided learning, and computer-mediated learning, for example, electronic mail. If use is to be made of the various media available to enhance distance learning, then there clearly has to be an adequate cadre of persons trained in the use of media for this purpose. The reality to date is that only a few developing countries seem to be making a systematic attempt to build up

a capacity to exploit the potential of the media for education generally, and for distance education in particular. Training in the use of the media is one of COL's priority objectives, but the magnitude of the task facing countries taken altogether is such that COL can only scratch the surface of the problem. It can promote research and demonstrate good practice, but countries will themselves have to commit resources of their own, or seek to access other sources of support, if any serious impact is to be made.

If the quality of learning materials is often a concern, the quality of student support in many distance education programmes gives even more cause for alarm. Despite the fact that the experience of the Open University, and further research since then, have shown the critical importance of good student support in distance education, examples abound of distance education programmes with inadequate levels of tutorial support both qualitatively and quantitatively. Access to library facilities is often minimal; and opportunities for students to meet with lecturers/teachers, as well as with other students, are generally scanty. Often the infrastructure to permit interactivity is lacking, but even where it does exist, teachers and students alike lack the necessary orientation and instruction to make the best use of the medium.

The issue of sustainability of distance education programmes and systems is one which our experience suggests is not being given the degree of consideration it deserves. Newcomers to the distance education scene in particular, who often rely initially on assistance from multilateral and bilateral aid agencies, generally fail to make the necessary provision for taking over programmes of systems established with outside aid. In cases where programmes are started with local funding, the latter is often grossly inadequate for the purpose. The notion that distance education is a cheap option tends to influence the allocation of resources to it. Advocates of distance education sometimes unintentionally leave the impression that distance education should be embraced because it is a good deal cheaper than conventional face-to-face delivery. Distance education is certainly cost-effective, and in some cases it is perhaps the only route to quality education. But the initial investment in materials and communications infrastructure is invariably high even if it does not often match the cost of constructing new conventional education facilities.

Finally, in this list of issues and concerns, which is by no means exhaustive, there is the matter of accreditation of distance education programmes and the associated matter of parity of esteem. Within an institutional framework efforts to address these issues are taking the form of integrating distance education into the conventional system, and creating what is now being described as 'mixed mode' institutions. At the University of Waterloo, for instance, students' transcripts do not indicate whether courses were taken conventionally or by distance, and many institutions are going in that direction.

The problem of accreditation usually arises where courses are taken by distance from one institution and recognition is being sought from a different one. In teacher education, a case in point would be courses offered by the Ministry of Education through the teachers' colleges for which accreditation is sought from the local or regional university. It is easy to say that a situation of this kind should not be a problem if, before the courses are given, there is full consultation between the colleges and university, and the latter's agreement to accredit is obtained. But there are a number of factors that may make agreement difficult to achieve. There can be differences of opinion about the

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curriculum, and the ministry and teachers' colleges may well be better placed to determine what is appropriate. The university may not yet have accepted distance education as a valid alternative. And even where it has, questions could arise about the quality of materials and support mechanisms for students being provided by the colleges.

The Caribbean is seeking to address the issue of equivalencies and accreditation generally through the establishment of The Association of Caribbean Tertiary Institutions (ACTI), and the model is one which other regions might well emulate to advantage. ACTI's work understandably has been confined initially to equivalencies and accreditation in the conventional system, but with rapid growth of distance education in the region it is obvious that this will have to become a critically important part of its agenda. Its work will be considerably simplified when all courses/programmes at tertiary level in the region are modularised, and when, in the case of distance education, there exists a sufficient cadre of trained persons to produce as well as review distance learning materials.

### ***Future directions***

In keeping with the 'guidelines' under which this paper has been prepared, the final section deals with challenges and opportunities for the region in connection with teacher education, and with the use of distance education in this regard. The order in which the challenges and opportunities is presented is in no way a reflection of their importance or priority.

Distance education is now generally accepted to be a cost-effective means of addressing the issue of quantity in teacher education, and this largely accounts for its rise to prominence in this field. A big challenge now is to use distance education to achieve quality, and some of the inputs needed have already been alluded to, such as the quality of the learning materials (and in this context the use of multimedia to the extent that resources will allow) the quality of student support, the quality of communications infrastructure, and the mechanisms in place for assessment and accreditation. The challenge is magnified if one puts it in the context of achieving quality at the same time as reducing cost. There is clearly scope in the Caribbean in this regard for a greater level of regional co-operation. Similarities in the curriculum at all levels mean that materials produced by one country can be shared with others, costly materials can be produced co-operatively, and resources generally can be pooled where goals and objectives are similar.

Co-operation in teacher education by distance in the Caribbean could be enhanced were the region to adopt a regional strategy in distance education which would seek to rationalise the use of resources, both human and financial. Such a strategy would encompass co-operation in three main areas: communications infrastructures for distance education; materials production; and training of distance education specialists. Of these, perhaps the most critical from the perspective of co-operation, and the one with the potential of yielding the highest dividend from a joint approach, is communications infrastructures. The success of UWIDITE, by definition a regional endeavour, is an indication of what can be achieved through regional co-operation, and the experience can be built on to exploit the potential of video-conferencing which promises to be the major vehicle for communication in the nineties. A study commissioned by COL has demonstrated the economic and technical feasibility of a regional telecommunications network in the Asia-Pacific region,

and the conclusions from that study are just as applicable for the Caribbean. Not the least advantage of a shared, multi-user network such as that proposed for the Asia-Pacific is the collective negotiation it permits with the 'carriers' over the question of tariff. If developing countries like the Caribbean are to derive full benefit from the application of communications technologies to education, then a more favourable tariff structure (one might even say a concessionary tariff structure) is needed for educational purposes. This will only occur if the volume of traffic exceeds a particulate threshold, hence the case in the Caribbean for a regional approach.

It is not only in regard to the medium that there are challenges and opportunities for the Caribbean. Challenges and opportunities also exist in respect of the message. As distance education's role in the different levels of education expands, and the use of communications technologies becomes an accepted part of the teaching/learning process, it will soon be apparent that the teaching profession requires more than the uniform cadre of persons being churned out at the present time. Different persons will be required to be trained to assume responsibilities for different tasks which the new system will demand. Some persons will be course writers, some instructional designers, while others will be specialists in educational technology. Everyone will need to have some introduction to distance education, and be conversant with the techniques of facilitating independent learning among students. All will have to be computer literate. This means then that a significant change will have to be made to the conventional teacher education curriculum to enable these areas of study to be encompassed.

All professionals run the risk of obsolescence, and this is as true of the teacher as of the doctor or engineer. Lifelong learning for teachers as an essential means of maintaining the quality of education in schools should be a declared objective of the Caribbean as of elsewhere. Difficult as it would be to enforce, one can speculate on the desirability of introducing a practice of licensing teachers, with the renewal of license being conditional on the teacher having undergone one or other of various refresher courses on offer, after a given time period. The operative words here are 'on offer', for it would be incumbent on ministers of education to ensure that appropriate courses and the opportunities to take them existed for teachers.

Various strategies for making the continuing education of teachers a reality need to be explored, and the Caribbean should take the lead in pioneering some of them. It goes without saying that distance education has a crucial role to play, and in particular greater use of television and video in addressing a mass audience could be of considerable advantage. Improving how to teach by using video recordings for illustrating good and bad practices is both inexpensive and effective, and much wider use of this technique is advocated. The development of a cadre of 'resource' teachers to enable each school to have in situ professional advice and on-going teacher training, as well as to serve as distance education tutors and conduits for ensuring that the conclusions of research are incorporated into classroom practice, is an innovation that Caribbean countries ought seriously to contemplate.

To reinforce the importance of continuing professional development for teachers, the following suggestions put forward by the National Commission on Education in Britain (loc.cit) are worth considering. The authors of *Learning to Succeed* recommend that:

- all schools, as part of their school development plan, should have a policy for staff development

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- all teachers should have a personal development file in the formulation of which they should have had an active role
  - every teacher should be entitled to two days each year for INSET outside the school for personal development.

The Caribbean as a region, and through the various mechanisms for regional co-operation in education that it has established, has the capacity to pioneer innovative ways of improving the quality of teachers and teacher education. It is well placed to exploit collectively the potential offered by distance education and its associated technologies in this regard. What is needed is the humble but courageous acceptance of the limitations of the nation state in the region in managing the enterprise of education in the approaching dawn of the 21st century and, on the other side of the coin, of the immense potential of regional co-operation to make the whole more than just the sum of its parts in this dynamic and rapidly changing area of endeavour. The Commonwealth of Learning will, of course, always be ready to be a part of the pioneering process.

In conclusion, educators owe it to the teachers of the region to work together creatively to try and provide them with the knowledge and skills they need to tackle a job that is becoming increasingly more complex and difficult. They are, to quote from the talk given to the Royal Society of Arts by Alan Benjamin, '... the unsung heroes and heroines of society today. They are blamed for many things outside their control; they work with outdated resources; they have been asked to conform with prescriptive curriculum which at present stifles innovation and enquiry; they are increasingly surrogate parents. In the best of circumstances they can devote only a minimum of time to each student and the system obliges them to "mass educate" because it is simply impossible for each student to learn at his/her own pace'. Alan Benjamin was describing the situation of the teacher in Britain, but it is a sign of the commonality of the problems of teacher education worldwide that he might well have been alluding to the state of affairs in the Caribbean. In conclusion, it is not only regional co-operation from which the Caribbean can benefit in tackling the problems of teacher education, but also international co-operation and, more particularly, Commonwealth co-operation. This is the *raison d'être* of agencies like the Commonwealth Secretariat and COL. The Caribbean should be in the vanguard in ensuring that these agencies are not merely kept alive but given the necessary wherewithal and support to do the kind of job which the future health of education in the region will increasingly need for its sustenance.

## *Part 4*

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# *Values education*

## **Introduction**

Values and their transmission through education could certainly be classified as an issue, and one which is world-wide. Most societies see the need to have a value system in order to give meaning to peoples' lives, and to ensure some measure of stability and predictability in their relationship with other persons and the environment. A problem, however, is that values and their transmission have often been used by those in authority such as governments, heads of industry and commerce, or religious leaders as a means of controlling the lives of others.

It might be better to consider the subject of values and their transmission through education, as encompassing a series of dilemmas, which if not checked might sow the seeds for future conflict. A contemporary dilemma in many developing countries is the perception that traditionally-held values are being eroded as a result of rapid modernisation. Another dilemma is fear of losing ones national and cultural identity, and with it one's value system, which is often the case in pluralistic societies. In some countries the dilemma tends to centre around the question: what role, if any, should school have in the transmission of values and if so should it be more covert than overt? As countries join into economic and political union, changes in or even erosion of previously held cultural values could also emerge as a serious issue if not a dilemma. It might be pointed out, however, that dilemmas should not only be seen in a negative light as they may generate action to promote positive outcomes some of which will be mentioned later in the paper.

The proximity of values with culture and the commonality which both have with education as an agent of transmission provides a valid basis for considering values education in the present conference. It might be useful to think of values education as part of a larger process of intercultural transmission, and that formal schooling and the ways teachers are trained have a necessary but not sufficient role to play in the personal development of both learners and teachers.

As a working statement, values may be considered to be centrally held sets of enduring pre-dispositions which can determine both deep seated and peripheral attitudes which have the propensity to motivate a person's behaviour. However, there are other notions of the meaning of values which cross philosophical, cultural, religious and other boundaries. These will be briefly discussed below.

## **Values, values education and interculturalism**

### **1 What are values?**

In addressing the case for values education and the question about the nature of the subject, as far as the school curriculum is concerned, it is worth reminding ourselves that in the first place there are different approaches to the study of human values. Secondly, there are differences in approach to the place of human values in the educational process. There is considerable variation in the way different authors interpret what they mean by values.

To social psychologists, the nature of values is a central core of generalised attitudes which have a salient role in motivating and thereby directing a person's behaviour. Peripheral to centrally held values would be one's specific attitudes to more contemporary and less enduring events and situations. Human values can be perceived at a series of levels. At the highest level we have value orientations which guide behaviour, (Kluckhohn and Strodtbeck, 1961). At the next level we have the construct of attitude, as an expression of our value systems and sometimes called attitudinal syndromes, (Yang, 1986). At the third level, we have the extent to which an individual perceives he is able to control his environment, believing either he can be mainly responsible (internality), or that factors such as luck and people power are the determinants (externality). This level psychologists call locus of control (Rotter, 1966).

Milton Rokeach (1960, 1967) whose seminal work on the nature and understanding of human values has provided a classification which distinguishes between terminal values such as love of freedom and instrumental values like trust and obedience. For a more detailed account of the nature of values the reader is referred to the work of authors cited above and to Thomas (1994). The developmental approach to the study of values by Dewey (1963), Piaget (1932) and Kohlberg (1976), suggests that our understanding of values and the decisions we take which involve judgements about values, go through a sequence of phases from childhood to adulthood.

A more philosophical approach to the study of values and values education is that of McPhail (1972, 1982) who focuses on moral values in the context of others and how they interact with one another. McPhail sees moral education solely in terms of consideration for others. The essence of moral behaviour is consideration, care and mutual respect. McPhail works on the assumption that moral behaviour is a direct consequence of what we take from our environment and the people that make up this environment.

The work of Wilson (1967, 1977) also provides an interesting philosophical framework for introducing moral values into school. Rather than using indoctrination to teach a particular set of values or moral code, he uses a problem-solving approach to the inculcation of values. For Wilson there are four basic components to moral education: consideration of others in the light of valued moral principles; awareness of people's emotions as well as one's own; knowledge of facts relevant to moral education; and an ability to make moral decisions and act upon them.

### **2 Why values education?**

There have been many attempts to introduce values into the formal educational process in most countries and in the main, the results have not been

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very successful. Moral values have been the most targeted values, due to the fact that moral values are sometimes identified with national goals and where applicable to the aims and objectives of an established national religion as in the United Kingdom.

This becomes reinforced especially where national goals are closely associated with a religion or national philosophy that predominates in a particular country. For example, Islam in Malaysia and Pakistan, Christianity in many western countries, Pancasila in Indonesia, Buddhism in Thailand and Myanmar and Confucianism for overseas ethnic Chinese, as in Singapore and Taiwan, are all instances where national governments have identified the school curriculum as the place for the learning and inculcation of values.

In many countries, the school curriculum embraces not just moral values but a whole spectrum of secular values, for example, thrift, obedience and the hard work ethic which are systematically taught, not only for the purpose of inculcation, but to reinforce national aims and a national identity. In the case of multi-cultural and multi-religious societies, the introduction of programmes of values education or values learning have often been planned with the aim of promoting national cohesion. These programmes make a selection from different cultural values and belief systems represented in a population, this selection then becomes part of a moral education or values education curriculum.

An example of a particular response by government to the awareness of values erosion and what role education might play, is exemplified by the case of Singapore. The Singapore Government introduced Confucian Ethics into Moral Education for ethnic Chinese students in the secondary schools of the Republic in the mid 1980s (Tu, 1984). This is an example of an injection of traditional values into the school curriculum. The Confucian approach to values recognises that, though cognitive structures shape the kind of feelings an individual has, the factors that eventually determine moral conduct are fundamentally affective not cognitive. Confucian morality is not just about sentiments but about carrying out life in terms of good conduct. To promote Confucian values, the role of education is seen as providing an atmosphere of learning through example and providing ample opportunities for teachers and pupils to reflect upon.

Moral education programmes that therefore make pupils and teachers think and talk about issues of right and wrong, and are concerned with how people behave in real situations, is what the Confucian Values Programme in Singapore attempted to deliver. It tried to provide an answer to the erosion of traditional values by putting education in the forefront to reinforce an ethnic Chinese value system which was perceived to be under threat by the secular and intensely materialistic effects of modernisation. The jury is still out on the matter. However, the example from Singapore does show that attempts are being made to emphasise how education could play its part as a broker in the transmission of values, especially values that are held to be part of a greater cultural identity and which are in danger of being eroded.

It is clear from the various approaches to the study of values discussed above, that a distinction is made between a general value system and morality. This is because values tend to be an individual's preference from a spectrum of human goals and described as secular, while morality relates mostly to an *a priori* human view and is in many cases strongly linked to a religion like Christianity, Islam or a humanistic philosophy like Buddhism.

### 3 Values education and interculturalism

The values dichotomy discussed above should be seen to be part of a dynamic intercultural matrix, of which language, religion, customs and traditions are also a part. One may need to add to this matrix, cultures of entrepreneurship, economic success, empowerment and greening (environmental awareness). Education has an important role in intercultural transmission of values, in not only maintaining a balance between the retention of desirable traditional values, but promoting conditions for acceptance of new and alternative ones. The task of embedding values education into an intercultural system which allows for a straddling of different cultural, linguistic and religious influences will not be an easy one. A totally new way of thinking about values education will be required by the architects of this approach and by its users. This applies especially to those responsible for implementing any intercultural values programmes. Recent attention given to the process of teacher development and research on teaching as a culture or constellation of cultures, point to ways in which both balance and transmission of values may be achieved. This is discussed below.

#### **Values education and cultures of teaching**

A discussion about values education is really about cultural transmission, which is closely related to the act of teaching, Teaching is increasingly being perceived as a culture or set of subcultures in which values transmission is part and parcel of a wider pedagogical cultural process. Teaching does not only involve teachers and their pupils in a one way process, transmission invariably involves interaction between teachers, between pupils, teachers and administrators and frequently between teachers and parents and other members of the community. To date, there has been little research which focuses on all these intercultural relationships. It is, however, necessary to bear in mind that any policy concerned with improving values education must take into consideration the complex matrix of intercultural links described above.

It is interesting to note that in the third and most recent edition of the *American Educational Research Association Handbook on Research on Teaching* (Wittrock, 1986) space was given to the culture of teaching. Since then, although not necessarily related to this event, interest has intensified in the subject and there has been a considerable amount of research generated on teaching as a culture or set of subcultures.

It appears that teaching is a suspension of subcultures having a common matrix of pervasive features like individualism, a need to have pedagogical space and the development of collaboration with peers to meet the needs of collegiality. This profile of teaching could be seen as part of a process of intercultural transmission, which is characterised by the existence of active interfaces. Values which make up so much of peoples' cultural identity become the obvious interfaces during intercultural transmission. Teaching, and for that matter learning which usually accompanies it, are essentially part of an intercultural process. Values education alongside the various cultures of teaching enables a rich cultural exchange to take place between teachers and learners. This is likely to result in individuals being exposed to new values, the reinforcement of traditional values which they may wish to preserve but also their replacement. This, however, inevitably leads to a series of dilemmas, some of which will be outlined below.

The literature worldwide in the field of values and moral education over the last ten years indicates a number of issues exist for educators when governments draw up a blueprint for a values education policy. Four principal issues are identified below taking examples from a number of programmes of values education.

### 1 Values old and new

In Singapore, Confucian Ethics was introduced into the secondary school curriculum. The introduction of such a value system is part of a number of attempts by the Singapore Government since independence, to provide its pupils with a programme of values education (Eng, 1989). The economic success of the country, while enabling it to flourish and achieve full employment and an improved standard of living for its citizens, was perceived by the government to have attendant detrimental effects which could lead to the erosion of family values, less filiality and lack of consideration for others. Programmes of values education entitled *Being and Becoming* and *The Good Citizen* were meant to counteract the more undesirable effects of modernisation for all ethnic and religious groups in the Republic. They also pre-dated the introduction of Confucian Ethics.

For the Singapore Government, values, be they old or new, western or eastern, should have a place in the school curriculum. The move towards including Confucian Ethics and the introduction of the religious teaching of Christianity, Islam and Hinduism aimed specifically at targeting cultural and religious diversity in a way which *Being and Becoming* and *The Good Citizen* did not and were not meant to do.

### 2 Values public and private

An issue that does not emerge very often in the rhetoric and print associated with programmes of values education, is that of one's own personal values and how they relate to a public system of values which are reflected in the curriculum of the school or college. One usually comes across this issue in discussion with teachers and pupils, for they are at the interface of a values education programme. There are a number of problems which are associated with this issue. One problem is that teachers and pupils may agree with much of what a programme of values education is trying to achieve, but find the subject difficult and its presentation boring. This was certainly the case for most of the Singapore programmes. The teaching of, and the teacher training for most programmes were inadequate and unimaginative.

However, a more disturbing scenario is one where a values education programme contains political motives dressed up as moral values. This causes an inner conflict within the person between the official line and the individual's private beliefs. Observations by a number of educators from the Republic of China have commented on how values education in schools and colleges, since 1977, still have strong political overtones. The message, it seems, is that values education in China in the 1990s is really for the benefit of the government. Until this situation is changed, both teachers and pupils will have considerable problems of cognitive dissonance reconciling their private values with those dictated by government.

### 3 Consensus and diversity

The introduction of the Integrated Curriculum for Secondary School (ICSS) in 1989 in Malaysia reflects the issue of consensus and diversity. Malaysia has its National Philosophy which is further elaborated as a statement of National Education Philosophy. Of the seven principles of ICSS, two specifically mention the word 'values' and one the word 'spiritual'. One reference to values is to the word 'inculcation', and another reference is linked to the phrase 'emphasis through incorporation'. The word 'integration' is linked with the word 'spiritual'. It is clear after reading the ICSS that there is a concerted effort to produce a consensus, not only in the form of a programme which specifically deals with values, but as values incorporation into the teaching of other subjects in the curriculum like science and languages.

The issue of consensus and diversity is not only about values, it is also about identity and identity does not necessarily mean national identity. Identity can also refer to one's ethnicity, to one's religion, one's heritage, cultural roots and language. The issue of consensus and diversity is also about empowerment of one group by another. The inability of societies to tackle satisfactorily this issue is probably the single most influential factor in the failure of many programmes of values education. Education if it has an answer to these problems only has a partial one, for there are many other factors at play, for example, political and religious factors.

### 4 Dreams and realities

In reading through the numerous statements on what values should be included in a programme of values education, one is struck by the long lists that have been compiled and the meticulous way that the values have been categorised. Some categories relate values to national goals, some include values that are thought to be universal, other values may be more culture- or religion- specific. One gets the impression that educators genuinely want to play a useful role in making values education part of a student's personal development. The results, however, after more than a quarter of a century, have been generally disappointing. Perhaps the most imponderable factor which is related to this disappointment, is that educators who have spent much time designing and teaching values education have never been sure of the outcomes of their efforts.

Another factor is that listing, identifying, selecting and classifying values is the easy part. When it comes to values teaching not only is this the most difficult part but it is often the most controversial. This is especially the case when moral values (often linked to a religion) are emphasised as part of a values education programme. These difficulties become especially acute when it comes to training teachers. The curricula for most teacher preparation programmes give little or no place for training in values education, and where training is given, the subject is presented and taught with a strong emphasis on inculcation which invariably means large doses of didacticism.

The issues identified above have not gone unnoticed. Recently, representatives from over 40 countries in Asia examined alternatives to programmes in values education already in existence in their own and other countries, under the auspices of UNESCO. It was clear from the collaboration between these countries that an alternative in the form of affective development education might be an answer. In producing a *Guidebook on Programmes and Practices*

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*for Affective Development Education* (UNESCO, 1992), an attempt was made to make a dream come true. Reference to the guidebook, which is the result of a workshop on affective development held in Japan in 1989, shows what a difficult task it is to develop a viable programme of values education and how much more difficult to provide an alternative. Apart from finding great difficulty in arriving at a meaningful definition of affective development, the authors of the guidebook sketch out a conceptual map which includes domains such as intellectual, aesthetic and social. The social domain is further divided into seven sub-domains including family, school and the individual.

If affective development were to replace existing programmes of values education in these countries, the strongly eclectic nature of affective development, coupled with the problem of training and educating teachers to teach it, would be a more formidable task than at present.

### ***The way forward for values education in the Caribbean***

The issue of values education was discussed by four groups whose deliberations ranged over most of the ground covered in the lead discussion paper. However, there were other issues raised as well and these are covered in the following distillation of the discussions which took place in the four groups. Two main issues emerged in the course of the discussion about values education and these are examined below.

#### **1 The need to explore the nature and meaning of values for the Caribbean school context**

All the discussion groups spent some time attempting to define the nature of values in terms of the Caribbean, and generally the feeling was that while the various notions put forward in the lead paper provided a useful framework which could act as a basis, more time needs to be spent by teachers and other educators to explore the extent to which specific values systems exist within Caribbean culture.

The discussions showed that there was a considerable degree of common agreement that a values education programme should include religious, civic values as well as so called terminal values such as freedom and world peace. As expected, most participants were keen to put forward their list of values, for example, being honest and hard working. In some instances group participants put forward various classifications and categories of values. A well thought out classification, it was thought, would enable the study of values to be part of curriculum planning and provide appropriate designs for values teaching. One classification put forward the possibility of examining values in terms of moral, ethical, and social categories.

It was clear from the discussion that the whole subject of what constitutes values and values education needed to be thought out more thoroughly than had hitherto been the case. There was clearly a need for greater consultation between governments and the educational community, including parents, to be involved with this issue.

## 2 Approaching values education in schools and colleges

While much time was spent on discussing the nature of values from a universal and specific cultural viewpoint, a substantial amount of the discussion centred around how values could be taught. The general consensus was that 'values are caught rather than taught' and this thread wove its way through most of the discussions. It was accepted by most participants that values would have to be located somewhere in the curriculum and that subjects like social studies, moral education or citizenship might be useful repositories. There was a lot of support for values education to be presented either overtly or in some hidden fashion across the curriculum. This means, presumably, that values would appear in several subjects of the curriculum, not only those mentioned above. The teaching of values was hotly debated in all four groups but no consensus was arrived at as to how teaching was to be carried out. However, it was suggested that the role of INSET and, to some extent, PRESET should be exploited in this area. It was argued by some that values education should either be a subject in its own right or part of philosophy in any teacher education curriculum. Some group members thought that values could also fit well into a sociology course. However, whatever and wherever values education might finally end up there was a strong feeling by all participants that values education should be taken seriously as a school curriculum issue and that training teachers in presenting values in as informal and meaningful a way as possible would be essential for the success of any values education programme.

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# *Multi-grade teaching*

*The key to successful mixed ability teaching and multi-grade teaching is to move responsibility for learning from the teacher to the pupils.*

(C. Berry, 1995)

In many of the small islands of the Caribbean and in remote areas in the larger countries, teachers are required to teach multi-grade classes. These teachers often do not receive any special training and teacher educators at the seminar expressed the need for the inclusion in teacher education programmes of a component that will enable teachers to develop the special skills required for multi-grade teaching.

## **What is multi-grade teaching?**

This refers to a situation where one teacher has two or more year groups (grades) in one class. It is described by a variety of names, including:

- multi-class teaching
- multi-level teaching
- composite class teaching
- vertical group teaching
- family class teaching
- unitary schooling (where there is a one teacher school).

Multi-grade teaching should be distinguished from mono-grade teaching (one teacher – one grade). However, it is useful to bear in mind that in most mono-grade situations, classrooms contain students of a wide range of abilities. Also, where repetition is common, mono-grade classrooms can contain students of a wide age range. It is therefore true to say that good multi-grade teaching approaches are also good classroom practice in general.

Consequently, many of the comments relating to effective classroom practice which follow can be applied equally well to both multi-grade and mixed ability classrooms. The 1993 Caricom Report, *The Future of Education in the Caribbean*, recognised a fundamental weakness in teaching practice when it stated:

‘The use of “chalk and talk” in teacher dominated classrooms, a situation which is perpetuated by traditional approaches to the training of primary school teachers, diminishes opportunities for pupil-initiated questions and the development of thinking skills.’ (p. 10)

The key to successful mixed ability teaching and multi-grade teaching is to move responsibility for learning from the teacher to the pupils. This is

difficult to achieve in classrooms dominated by teacher-led content. Some of the ways in which practice can be improved will be explored later.

### ***Attitudes towards multi-grade organisation***

Three basic positions can be identified towards multi-grade situations:

- 1 Strong positive – Multi-grade teaching is the best approach to grouping children for both pedagogical and social reasons. It is superior to non-grade grouping. This position is taken by the Escuela Nueva Project in Colombia.
- 2 Weak positive – Multi-grade classes can be organised so as to achieve results at least comparable with mono-grade classes, at less cost and with an increase in student access. This characterises the Zambian approach to multi-grade teaching.
- 3 Negative – multi-grade classes are an unfortunate demographic necessity which lower quality and are difficult to teach. This is probably the most common view, particularly in developing countries.

Although it must be treated with caution, research evidence does not tend to show that multi-grade organisation lowers quality. In the Turks and Caicos Islands, for example, a 1994 review of the education system concluded that an analysis of data from the Transfer Test did not 'support the commonly held notion that multi-grade schools offer poorer quality education compared to other types of school organisation' (p.58). In fact, some research indicates that multi-grade organisation, when accompanied by effective classroom practice, can produce superior results to mono-grade classrooms.

However, the negative perception of multi-grade organisation, which is often held by educational administrators, teachers, and the public alike, is both persistent and pernicious. It needs to be seriously challenged, not least because attention to classroom effectiveness in multi-grade settings can also have a positive spin-off in mono-grade classrooms, for example, in terms of classroom organisation and resource provision.

### ***The situation in the Turks and Caicos Islands***

It is probably fair to say that multi-grade organisation is seen as a demographic necessity in the Turks and Caicos Islands. Some multi-grade schools historically have excellent reputations depending on the particular teacher in charge, but by and large the prevailing view is that a multi-grade setting is inferior to a mono-grade one.

There are multi-grade schools on two islands, both with declining populations, and in one small community with a relatively stable population according to the 1990 census. The populations on the two islands involved have both shown a steady decline since 1960. This can be seen in Figure 12.

At present, the government is committed to retaining primary schools on these islands, but if populations continue to fall, this may not be feasible. Presently (1994), Salt Cay Primary School has 27 students in Grades 1-6 with two teachers and Middle Caicos has 30 with two teachers. The third school involved currently has an enrolment of 59 pupils with three teachers. The overall position as regards multi-grade teaching in the Turks and Caicos

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**Figure 12** The population of Salt Cay and Middle Caicos: 1960–1990

Island	1960	1970	1980	1990
Salt Cay	448	334	284	211
Middle Caicos	532	362	396	272

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Islands can be seen in Figure 12. Although the incidence of multi-grade teaching is not high in the Turks and Caicos Islands (as compared, for example, to Kiribati in the Pacific where approximately 50 per cent of the student population is in multi-grade classes), it still merits attention because the poor image of multi-grade schools makes it difficult to recruit teachers for them and these schools are likely to continue in the foreseeable future.

### ***The problems and advantages of multi-grade teaching***

In the recent survey of multi-grade teachers in the Turks and Caicos Islands, several advantages and problems were identified. These are basically in accord with the problems and advantages outlined by Collingwood in his 1991 book *Multiclass Teaching in Primary Schools*. As such, they are probably common to all teachers in multi-grade settings. Many of the problems stem from the common teacher perception that multi-grade classes are best taught as two or more separate grade levels. As will be seen, this is not necessarily the case.

### ***The teacher***

The teacher can adopt a number of techniques which will enhance his/her performance as a multi-grade teacher. Some of these are as follows:

#### ***1 Careful lesson planning:***

Many teachers complain that they have problems with classroom organisation and discipline. Often, these problems arise from 'dead time' in the classroom when students are not engaged on a task. Dead time can be minimised if teachers plan rigorously. Teachers need to be attentive to allocating sufficient time to the achievement of objectives, maximising student time on task, and dividing their time equitably among student groups.

#### ***2 Timetabling***

Different timetabling options need to be explored for multi-grade teaching. Some of the options include: subject staggering (subjects which require more teacher-pupil interaction are grouped with those which require less); subject grouping (subjects which lend themselves to vertical grouping are presented to all grades at same time); common timetable (same subject is presented at same time, but at different grade levels); integrated day (pupils work independently on what interests them).

### *3 Type of task*

Some activities lend themselves better to pupils with a wide range of abilities than others. Such activities tend to be open-ended and can be tackled at different levels of sophistication. Also, multi-grade teachers should be aware of the value of graded exercises which become progressively more difficult.

### *4 Self-directed learning*

In a multi-grade class, it is essential that students work independently some of the time to allow the teacher time with individuals or another sub-group. In order to do this, students need access to self-instructional materials, exercises prepared by the teacher, and an adequate classroom library.

### *5 Peer tutoring*

Students can act as teacher both within and across grade levels. Such tutoring can either be structured or incidental. One example of peer tutoring is paired reading. Peer tutoring gives the teacher an opportunity to give attention to a sub-group or to monitor progress of individual students.

### *6 Assessment and feedback*

It is important for the teacher to monitor closely individual student progress in key subjects. Otherwise, it will be difficult to set self-directed learning tasks at an appropriate level. Monitoring could take the form of pupil profiling or pupil self-assessment. However, close monitoring may not be easy to implement in some systems. In the survey of primary teachers in the Turks and Caicos Islands, for example, less than half of those questioned said that they regularly kept a record of individual pupil progress in Mathematics.

### *7 Learning environment*

Teachers of multi-grade classes often complain that it is difficult to proceed because of distractions and interruptions. Multi-grade teachers need to create an environment in which pupils know exactly what is expected of them at different stages in a lesson. Establishing set routines is very helpful in this regard.

## **The classroom**

### *1 Space*

Because good multi-grade teaching is characterised by a variety of grouping techniques, it is important that the classroom environment allows the teacher sufficient space to move pupils and furniture and to monitor group activity. Space allocation of 1.5 square metres per student has been suggested (as reported in Thomas and Shaw).

### *2 Classroom library*

In a successful multi-grade classroom, some students need to work independently while the classroom teacher works with another group. A classroom library is a vital tool to promote independent learning. Libraries should contain both fiction and non-fiction. In order to minimise the workload for the teacher, classroom libraries can be organised by the pupils themselves.

These can be an appropriate textbook, materials produced by the individual teacher, or materials produced at in-service workshops. Worksheets can be laminated to make them durable.

### *4 Groupings*

Different pupil arrangements are essential if a multi-grade classroom is to be successful. Some possibilities are: same ability; mixed ability; same age/year group or social groups. A variety of groupings may be required within one lesson for example, whole class presentation, followed by small group activity, followed by whole class discussion.

## **Regional initiatives**

Depending on the country concerned, regional and national initiatives may be conflated. In the Turks and Caicos Islands, for example, scale and centralisation have meant that there are very few regional initiatives. Also some of the national initiatives may be more appropriate to Caribbean regional action.

### *1 Resource centres*

These can be a useful support for multi-grade teachers who will need to meet frequently to share ideas. Resource centres can also provide the base for materials production and in-service training. Resource centres should contain teacher reference books as well as facilities for materials production. If possible, a resource centre should be managed by someone who can give instructional leadership.

### *2 Pedagogical advice*

A system should be in place whereby advisors visit schools on a regular basis to offer methodological and pedagogical support to teachers. This should not be confused with inspection visits, which, while important, should be kept separate where possible from advisory support.

### *3 Administrative support*

Ensure that remote multi-grade schools have proper administrative support, for example, maintenance for/and delivery of textbooks.

### *4 Community/school ties*

Encourage schools to develop effective Parent Teacher Associations (PTAs). Because multi-grade schools are usually in the smallest communities, a successful school is one which involves the public.

## **National initiatives**

### *1 Teacher training*

Where necessary, teachers should be prepared for the realities of multi-grade and mixed ability teaching through courses in multi-grade teaching on pre-service teacher training courses.

Few training programmes prepare teachers for working in a multi-grade environment. The result is too often that when faced with a multi-grade class, teachers perform as though they were teaching several independent classes – lecturing to one grade while the others remain idle. Time on task is reduced, achievements fall, discipline degenerates, the teacher becomes frustrated and feels overworked. Inclusion of multi-grade teaching techniques in training programmes can give the teachers the skills they need to effectively manage a complex classroom environment. These skills can be useful for the large numbers of teachers who will find themselves in multi-grade classrooms, as well as for single grade teachers, who will find that many multi-grade techniques will improve their own teaching. (Thomas and Shaw, p.27).

In addition, because multi-grade teaching is particularly challenging, it is important to ensure that all teachers in multi-grade schools are trained teachers.

### ***2 Curriculum development***

Curricula are also required to enable multi-grade teachers to adopt more innovative teaching techniques. Such curricula should be flexible enough to allow pupils to work at different levels in the same class. One possibility is a modular curriculum, in which one module is completed at the pupil's own pace before moving on to the next one. These curriculum development activities can also be of benefit to mixed ability classes in mono-grade schools.

### ***3 Self-instructional materials***

Publishers should also be encouraged to produce textbooks which can be accessed easily. In addition, the production of teacher-made materials should be promoted.

### ***4 In-service support***

A national programme of in-service support for all teachers, ensuring that the needs of multi-grade teachers are not overlooked, is also desirable.

## **Conclusion**

Knowledge of the incidence of multi-grade teaching in the Caribbean as a whole, and the measures that are currently in place to support teachers in multi-grade settings would be useful in informing further work in this area. If implemented fully, measures to improve multi-grade teaching can result in significant improvements in student achievement. However, a successful programme of multi-grade development needs support at all levels of the educational system and needs to be consistently applied. In addition, a concerted effort is required to convince some administrators and teachers, and the public that multi-grade teaching is not a second class option. This is critical if effective administrative and classroom approaches are to be adopted and implemented in multi-grade classrooms.

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# *Institutional and school-based training*

## **Introduction**

The term institutional means here a place of higher education which provides education and training for the preparation of future teachers. Such institutions invariably provide continuing education for those already in the teaching profession. School-based training is not a new concept. In the latter part of the nineteenth century and the early part of this century in Britain, most primary school teachers learnt the skills of their art on the job as pupil teachers. It was only when teachers' colleges and university faculties were set up for the specific aim of training teachers that teacher education became institutionalised.

The process of institutionalisation eventually led to teacher education being included within the formal structures of higher education alongside law, medicine and engineering. Apart from some differences amongst European and American systems of teacher education, institutionalisation in terms of higher education has provided both the training and means of accreditation for teachers in primary and secondary school. In developing countries, institutions of higher education such as university faculties or institutes act as loci for the training of secondary school teachers, while primary school teachers are trained in government colleges. This situation is changing slowly as more primary teachers are being trained in affiliated colleges and institutes.

However, the process of institutionalisation of teacher education has come under attack from the teaching profession as well as government. It has been felt that students spend too much time out of school during their training period and too much time studying theory at college and university. In England and Wales, institutionalisation of teacher education has been halted since the early 1980s for both political and professional reasons. From the political standpoint, moving more of teacher education to the schools would provide for greater accountability and may even be more cost effective. From a professional point of view, more time spent in school during training would mean that teachers would derive better experience from being on the job. What follows is a brief discussion of the changes that have taken place in England and Wales over the last ten to twelve years, in which progressively more time has been spent by students in school as part of their preparation for teaching.

## ***The system reformed and still changing***

In describing the pattern of teacher education in England and Wales, it is important to stress from the outset that this is an area of rapid change. Thus this description concentrates on the reforms that have taken place since 1984.

It is only now that most of the reforms have been completed and it is likely that more changes to the system of teacher education will take place during the decade. The Secretary of State for Education (i.e. the Minister of Education) has the power to approve modes of entry into the teaching profession for state schools in England and Wales. Since 1984, successive Secretaries of State have used this power to control and monitor the content of teacher education courses. In 1984, the Department of Education and Science (DES), now the Department For Education (DFE), and the equivalent of a Ministry of Education in other countries, set down tight guidelines for both PGCE and B. Ed. courses. The DES specified that a degree awarded to students must be relevant either to the secondary subject which they intended to teach or, in the case of primary teachers, to an important area of the school curriculum. Whilst this specification might seem uncontentious, it has had the effect of reducing, in particular, the number of social science and other graduates eligible to become teachers. In the case of B. Ed. courses, the DES specified that at least half of the course should be spent on degree level subject studies related to subjects in the school curriculum. In the case of courses for primary school teachers, this was later changed to allow more time to be spent on the application of subject studies to the primary curriculum.

The detailed stipulations by the DES in 1984 about the curriculum of higher education courses was a marked change from previous policies and practice. It is worth specifying some of the details of these stipulations. All tutors involved in the education of student teachers were required to spend the equivalent of half a day per week teaching in school themselves. The amount of time that primary students should spend studying English and mathematics was specified, as was the minimum amount of time they should spend in schools. The ways in which schools should be involved in course planning and in the arrangement for admission of students to courses were also specified.

In addition to these stipulations on courses, the DES set down new arrangements to formalise the Secretary of State's powers with regard to the official approval of awarding Qualified Teacher Status (QTS). This involved the establishment of a quasi-autonomous non-governmental organisation (QUANGO) called the Committee for the Accreditation of Teacher Education (CATE). The members of CATE are appointed by the Secretary of State. The Committee is responsible for advising the Secretary of State as to whether specific courses should be approved as being allowed to award QTS. There followed an extensive monitoring exercise whereby all teacher education courses in institutions concerned with teacher training had to be submitted to CATE for approval. This monitoring was all the more rigorous in that each submission to CATE had to be previously approved by a local sub-committee of CATE. (This procedure was discontinued in 1992.) Furthermore, every institution submitting its courses to CATE had to be inspected by Her Majesty's Inspectors (HMI) and their report was considered by CATE alongside the institution's submission.

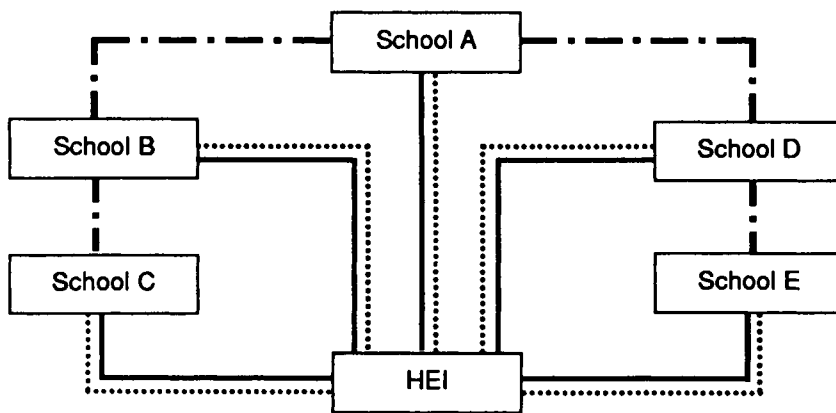
The moves made by the DES in 1984 had two key outcomes. Firstly, it led to a much greater uniformity among teacher education courses in England and Wales. Secondly, it increased the power of the Secretary of State over the curriculum of teacher education.

The CATE criteria and the CATE apparatus remained unchanged until 1989, when the DES brought in changes which were eventually to lead to initiatives in shifting much of teacher education from universities and colleges to

primary and secondary schools, thereby reducing the role of higher education in the training of teachers, (DES 1989). The DES in 1992 issued directives for this shift to take place at first in secondary teacher education only. Parallel changes for the primary phase have now been introduced. It is the intention of the government to shift all secondary teacher education to being school-based and this is virtually complete.

Many institutions are already attempting to make their courses more school-based. This involves not only more time spent on school practice but also teaching activities 'on site' that had previously been offered within the teacher

**Figure 13** A five school cluster and relationships within the cluster and with the higher education institution (HEI)

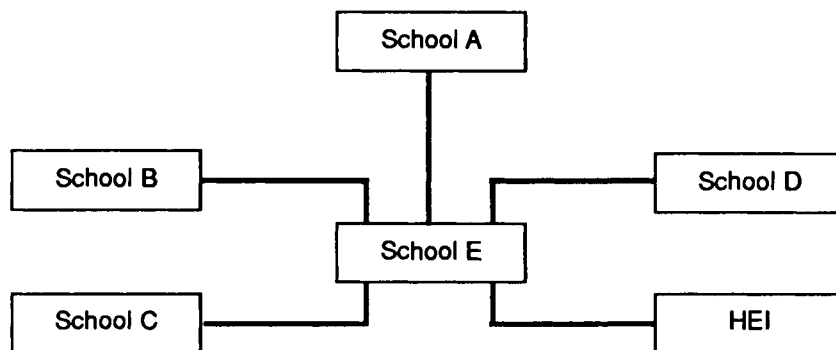


Source: Thomas, E. (1993)

*Key*

- Flow of student teachers and HEI staff into schools from HEI
- ..... Use by schools of HEI services and facilities
- - - Reciprocal use by cluster schools of their services and their facilities

**Figure 14** School E of a cluster used as a venue for some aspects of school-based training involving student teachers from all five schools with possible inputs from HEI



Source: Thomas, E. (1993)

*Key*

- Flow of student teachers and HEI staff to a cluster school for some aspects of training

education institutions. For example, a group of four primary schools might be clustered within an area; five or six students are then placed within each school for various forms of teaching experience (see Figures 13 and 14).

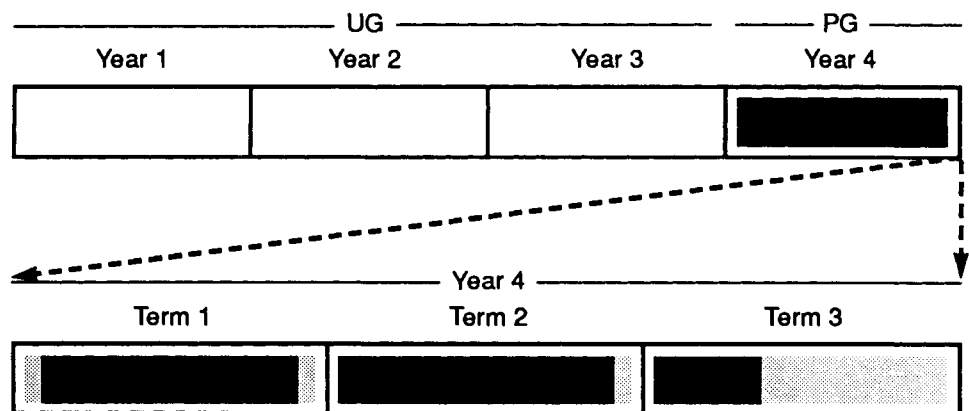
It is then possible to locate the students together in one of the schools or at the higher education institution for instruction. Tutors from the schools and the higher education institutions could then hold seminars and more formal discussions. In this way, the education of teachers is increasingly taking place in schools. As this partnership between schools and institutions develops, a larger proportion of the responsibility for the teaching and assessment of the PGCE course will shift to the schools. Schools receive additional resources for this provision.

For the last 30 or so years, the PGCE for secondary school teachers has been a one year course, run and validated by either a university or by the Council For National Academic Awards (CNAA) now defunct, which validated teacher education courses in polytechnics or colleges. The broad outline of the secondary school PGCE course has remained substantially unchanged. It has been school subject-based in the main, meaning that the principal focus of the course was on how to become a teacher of a secondary school subject. Figure 15 below shows the organisational structure which most PGCE training courses follow.

In broad terms, the 36 week PGCE course has consisted of three main elements:

- Supervised teaching practice (variously known in other countries as teaching practice [TP], school experience, practicum)
- Methods or curriculum element, relating to the teaching of the chosen school subject

**Figure 15** Mainly school-based postgraduate initial teacher training with 70% school practicum allocation in Year 4 (projected below)



**Key**

UG = Undergraduate study

PG = Postgraduate study

▨ College or faculty-based studies

■ School-based practicum

**Note:** Duration of a term is 12 week

Source: Thomas, E. (1995)

- 
- Foundation or education element, relating to broader educational issues and sometimes studies of the educational disciplines, for example, psychology, philosophy.

Although methods of assessment varied considerably, most courses had at least two elements in the final assessment, namely a formal assessment of teaching practice and an assessment of a range of written work done in relation to the other two elements of the course. Up to the present, higher education institutions develop and use their own modes of assessment for teaching practice and course work.

There has never been a consensus amongst teacher educators in England and Wales as to the optimum time allocation of teaching practice. Although there is a statutory minimum time of 15 weeks of supervised teaching practice, this may occur in four six weekly blocks or even a 12 week term block. Some teaching practice is from Monday to Friday and some takes four days of a week with the remaining day being spent in the teacher training institution.

During teaching practice the student observes lessons as well as teaching, and in most cases is involved in the total life of the school, for example, taking part in school in-service education and training (INSET) days or working in the pastoral care system of the school. (Most secondary schools in England and Wales have two parallel administrative structures, each headed by a deputy head. The first is an academic structure, based on subject departments and the second is a pastoral care structure, based on a house or year system. In practice, a major preoccupation of the pastoral care system is discipline.) The lessons that the student teaches are observed by teacher trainers as well as by the teachers in the school. The final report on the student is a joint product, both the school and the training institution giving judgemental reports. Students who are clearly failing are given considerable support by both school and training institution but if success seems unlikely the student will be encouraged to withdraw, avoiding formal failure.

The other two elements, curriculum and educational studies, used to take place mainly within the teacher education institution but are increasingly becoming school-based. Curriculum studies concentrate on giving students, with a formal academic background in their chosen subject, further skills that will enable them to teach the subject in a secondary school. Thus, for example, intending English teachers would deal with issues such as teaching children to read, meeting the needs of bilingual learners in the classroom, studying how children develop language skills and looking at the wide range of children's literature available for use in the classroom.

Education, foundation or professional studies are some of the names given to the third element in the course. Some foundation studies include philosophy of education, psychology of education, comparative education and so forth. However, many institutions prefer a more issue or thematic basis to the study of the Foundations. Issues such as intercultural education, teaching and learning and inner city education could be among those issues being studied by the students.

In the new school-based model all three elements are merged in the course, with the aim of making a more coherent and relevant whole. Much of the content of the older style of course is likely to remain, but there is a major restructuring in course delivery. In addition, the parties to that restructuring have changed; the schools are now formal partners in the process. Of course,

schools always were in partnership with teacher education institutions, but it was an unequal relationship, in which the partnership was mainly controlled by the higher education institution. Now, it is a more equal and formal partnership, with the likelihood that schools will be the senior partner in the future. The key to the partnership is, of course, resources. Unless the nature and distribution of resources both human and material are properly financed and planned, any form of partnership will suffer. The concept of partnership involves a number of key changes. These are discussed below.

### *1 Partnership and course structure*

Negotiation of the school-based course is between the schools and the teacher training institution. Some of the possible consequences of this institution-to-institution negotiation will be discussed later. What it currently means is that the methods and foundation elements of the course are within the constraints set by government (CATE) guidelines. This is increasingly being set as a result of lengthy discussions between teachers in schools and staff in ITE institutions. Seminars and investigative work are now more often than not, done in the school, often with school staff participating.

### *2 Partnership and teaching practice*

Although the model of supervised teaching practice remains, PGCE students are in school and classrooms for much longer periods of time, not necessarily teaching their subject[s] but producing materials, assisting children with learning difficulties, assessing whole school policies in relation to computer use or equal opportunities, engaging in discussion with staff and other students, preparing assessment assignments and so on.

### *3 Partnership and assessment of beginning teachers*

More flexible modes of assessment are evolving to meet the changing nature of the courses.

### *4 Organisational and administrative aspects of partnership*

In the near future schools will be responsible for most of the training, and may 'buy in' courses and other expertise from teacher education institutions. The latter institutions will still validate the qualification, though validation without academic control is likely to be problematical.

It is clear the developments discussed above are dramatically changing initial teacher education institutions, and will, in the long run, change schools as well. It is likely that this period of profound change and its effects will last for the foreseeable future.

## **Current and future issues**

There are at least five main issues which preoccupy those given the task of administering and planning teacher education in England and Wales in the next few years. These are discussed below.

On the surface, it might appear that what is happening to initial teacher education in England and Wales is that changes which were already taking place, as a result of initiatives taken by the training institutions and schools, are now being speeded up by central government. It would appear, from this perspective, that all sides want a closer relationship between the schools and higher education institutions and that the best type of training is one that is well structured and school-based.

This may not be strictly the case. There are differences between government policy and the thinking of many teachers and teacher educators over the content and perhaps the very purpose of teacher education, and the motives behind schools and higher education institutions being brought into a closer partnership. In the Government's view, teachers should be experts in their academic subject and learn how to teach 'on the job'. Thus, universities should give intending teachers academic expertise in their first degree, with the 'on the job' training being done in the schools. Only academic validation and some professional assistance would come from the teacher education institutions. If schools are given responsibility for educating teachers, they will ensure that classroom and subject related training is provided. If the school requires any extra expertise they would contact a higher education institution and 'buy in' the services they need from the higher education institutions. The system already operates in relation to INSET and other forms of professional development for teachers.

The teachers' and the teacher educators' view is that they also want a closer relationship with schools, but in their case, it is to provide a more coherent course that brings educational theory and practice into a mutually illuminative relationship. Thus both sides want more school-based work, one to make it more practical and less theoretical, the other to seek a more productive unification of theory and practice.

How this will be resolved is not yet certain, for although the Government is clearly in control of teacher qualification, the teaching profession as a whole is wary of any initiative which they see as de-professionalising their work.

This is because many teachers will find the loosening of the links with higher education in their training to be a downgrading of the qualification, given the status of universities within education in England and Wales.

## 2 The school as a venue for teacher education

A further potential issue that relates to this is that although schools will be given a major responsibility for educating, there is no strong feeling that schools want this role or have the resources adequately to fulfil it. Thus, that which is a major professional concern of teacher educators can never be of equal concern to a school, whose primary mission is the education of children.

## 3 Financing the partnership concept

In relation to finance, the intention is to channel the majority of the finance for ITE to schools, although whether it is administered from the school or the ITE institution remains to be decided. The issue for both sides is that the real cost of educating teachers has always been hidden. If training is to be done

at full cost, the amount of government resourcing is not sufficient. For example, an ITE institution has normal academic running costs, such as libraries, which take a considerable portion of the student's fee. If 80 per cent of the fee goes to the school, as has been suggested, how can libraries, of importance to all in education, be preserved? Similarly, as a result of the financial delegation of budgets (LMS), schools are now having to cost activities which were previously uncoded. (LMS – Local Management of Schools which involves the devolution of finance and general administration from LEAs to schools. This was a major element in the 1988 Education Act.) For example, a teacher observing and commenting on a class taken by a student may now need costing, particularly if the commenting part takes place after the lesson has ended. If the more senior staff, such as heads of departments or deputy heads are to spend more time on teacher education, who will pay for this? Even if the student fee covered the real cost of these people's time, which it would not, schools may argue that such senior staff have other more important things to do with the time that is not spent teaching children.

Even if this broader staffing/resource issue is resolved, the teachers in charge of students will need their involvement in ITE costing, as doing this type of work can take up a lot of expensive time. If the member of staff is senior enough to do this job, they probably have other skills which the school is much more keen on using, for example in staff development. Yet a school can see real benefit in relation to staff development which is less obvious in relation to ITE. In other words, benefit to the education service generally, and benefit to an individual school are two different things from the perspective of many schools.

#### **4 Partnership and school management issues**

The issue of responsibility is equally complex. Changes in education and especially school management practices consequent upon the implementation of the 1988 Education Act have meant a decline in the autonomy of curriculum departments in schools. In addition, because of the funding issues involved, school management increasingly takes a major part in school-based teacher education often giving responsibility for this to a member of the senior management team. This is leading, in turn, to an erosion of the dominant position of curriculum departments in initial teacher education institutions. The effect of these changes in the long term for the future of the curriculum departments in ITE institutions remains obscure at present.

#### **5 Partnership, course validation and accreditation issues**

Mention should again be made of issues of validation and accreditation, and decisions about which partner is responsible for working out the overall framework of the course and its validation. Unless the issue of validation and accreditation is resolved, the whole concept of partnership is seriously threatened. The danger is that schools may control the resourcing of ITE but only colleges and universities control the course approvals and the awards.

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## **Implications of the British reforms for the CARICOM advisory task force**

The CARICOM advisory task force set out a number of advantages in having most of ITE switch from colleges to schools along the lines that are outlined above for England and Wales. The task force listed seven key advantages were ITE to become a mainly school-based model. These appear below:

- (i) Schools will not have to find substitute teachers in order to release teachers for training.
- (ii) Student teachers will be able to attend classes at the colleges during vacation time and avoid any disruption at the school.
- (iii) Teacher training will be taking place in the same context in which the teacher has to operate.
- (iv) More teachers can be trained since a training environment will be created within the school.
- (v) The teacher trainers would be assisted by experienced teachers in the school who can serve as master teachers and by the principal and education officers who can assist with the supervision of trainees.
- (vi) Trainees will be challenged to evaluate their own performance and so will be developing skills that are necessary to monitor their professional development after the training period.
- (vii) Trainees would be able to develop research skills since their interactions with supervisors and teacher trainers will be based on data collected by them using the classroom as a laboratory.

However, it would be worth the task force bearing in mind that if school-based ITE is to be adopted as a model of Caribbean teacher education, a number of cautionary points need to be taken into account by those who make the final decisions about using the model.

- Epistemological considerations related to training teachers mainly in schools raises serious questions about the capacity and expertise of school teachers to carry out the so-called educative role of teacher training. Unless there are well planned strategies for sound liaison between higher education institutions and schools to maintain staff expertise and awareness in fields such as psychology, philosophy, sociology, subject knowledge and up to date research findings, newly trained teachers will be the poorer. It is not sufficient for school-based training to focus only on day to day school teaching and learning tasks, teachers need to be stimulated to think above the level of the classroom as well.
- Pedagogical practice in general benefits from trainees being in day to day contact with classroom teaching, although the quality of this contact does depend on the motivation, commitment and competency of a particular school staff. However, unless school-based ITE is organised in such a way that trainees and their mentors have the opportunity to widen their experience by sharing expertise and being exposed to new ideas about delivery and communication, like epistemology, pedagogy will be limiting and too narrow. School cluster arrangements with inputs from higher education could be a way of overcoming this problem.
- Accreditation is clearly a very sensitive issue and it is unlikely that in developing countries certification decisions will be left entirely up to

schools. However, it is important that the views of experienced school staff concerned with ITE are represented on whatever awarding body is chosen for accreditation. A committee of senior teachers and school principals of ITE schools needs to be set up and have strong representation on the main accreditation agency.

- Financial incentives are an extremely important part to any ITE scheme. Unless those staff responsible for training are remunerated for their role as trainers, the system will not work effectively. Similarly, school principals will need to have additional finance to cover extra expenditure relating to training. In some situations in the United Kingdom, staff are offered time off from their duties in lieu of extra salary. This time is usually spent in following in-service courses or in marking and preparation.
- Training for both mentors and principals would be essential if the system is to work successfully. For mentors, continuous and up-to-date training in monitoring, assessment and supervision would be a necessary part of any programme of ITE staff development. Principals would also need training in management training, budgeting and developing expertise in training trainers.
- Organisation and management of school-based ITE is probably one of the main keys to the success of the scheme. This is especially the case when schools are liaising with higher education institutions, other schools and, where necessary, regional and national education offices and personnel.

# ***Other materials***

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# Research and evaluation

*Teacher educator training in research skills should not only aim to introduce basic quantitative research procedures, but should also include substantial 'action type' research training, employing interpretive and other qualitative methods in collecting, observing, comparing and analysing data in schools and classrooms. Identification of the relevant research problems in primary education and selection of the most appropriate research methods for use in solving the problems are skills which a teacher educator needs to have and be able to pass on to her trainees.*

(Policy and practice in initial teacher training, 1993, Commonwealth Secretariat, p. 15)

The workshop was planned to address several issues during group discussion and a final plenary session. These included the nature of research training, the problem of developing research capacity and the need to evaluate the process of teacher education in part or in total. The main objective of the workshop was to gather thoughts as a sounding board for a number of blueprints concerned with one or more of the following areas:

- Initial teacher education (ITE) and in-service programmes (INSET)
- Development of research capacity amongst teachers and teacher educators
- Development of a plan for evaluating teacher education.

A number of key questions were posed to assist the various groups in the discussion of issues. Groups were encouraged to choose one or two of the questions for discussion or to modify any of the questions as they wished.

## 1 Possible programmes for trainees

- What has been accomplished in ITE and INSET previously in the region as far as research training is concerned and how effective has it been?
- Why is it necessary to have research training?
- What type of research problems should be studied?
- What should be included in a training course?
- How should the training take place in the programme?
- When should it take place in the course?
- What follow up, if any, should take place?
- How would ITE differ from INSET as far as research training is concerned?

## 2 Developing research capacity

- Why is it necessary to build up this capacity?
- Who should be trained?
- When should it take place?
- What type of training is required most?
- Who will be the trainers?
- What would be the aims and objectives of building up this type of capacity?
- How should capacity building be organised?
- What about further training?

## 3 Evaluation and teacher education

- What needs evaluating and why?
- Who would be the evaluators?
- What models of evaluation could be considered?
- Who would be ultimately responsible for making decisions?
- What type of training is required for the personnel?

## 4 Main reactions of the working groups

There was no lead paper presented for this seminar, as most of the participants had sufficient expertise to know what the key problems are concerning research and evaluation. However, the above workshop guide was disseminated between group members to act as a catalyst for discussion between participants. Several of the underlying issues reflected in the guide raised questions which appeared in the comments of the various groups, as can be seen from a perusal of the main reactions of the groups. What follows is a summary of the main points that arose from the various group discussions.

### *1 The need to demystify the notion of research was a call from most group members.*

One way suggested was to get teachers to talk to each other about intra and extra-classroom problems. To do this, focus groups need to be set up in school clusters, and arrangements should be made for regular meetings amongst teachers and teacher educators to discuss ways in which problems relating to learning, teaching, management and other perceived classroom situations can be addressed. The emphasis should be on promoting action research underlining particularly the use of simple research methods. Training in observation, recording, problem identification and ways of trying out new methods and solutions without jeopardising pupil achievement are basic prerequisites in a demystification process.

The role of well-trained teacher educators is crucial here, which raises the issue of providing sound research expertise and therefore research capacity at the training college or university faculty level. The training which this cadre of educators receives should have a strong grounding in action research applied to in-class and out-of-class situations with which teachers often have problems. Any demystification process must make it clear that engaging in research is a necessary, natural and rewarding activity which should be an essential part of a teacher's role.

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**2 *The nature of research training programmes was another area which all groups discussed.***

Basic research skills and methods were generally not treated in any detail in many teacher training (PRESET or INSET) programmes. While it is unlikely that there would be much space in the curriculum of teacher preparation for a course on basic research skills to be added to the already crowded period of training, opportunities should be accorded for research training in INSET. However, there have been instances in other Commonwealth countries where some simple research techniques have been introduced for trainees during their initial training at the practicum level and this could also be done in the Caribbean. What is crucial is the need to develop a research attitude not only amongst teachers but amongst teacher educators, headteachers and administrators as well. This could only be accomplished if there was a higher profile given to research training during INSET. There is an important task of drawing up a detailed curriculum, which would identify appropriate research skills and types of research needed by those wishing to engage in researching various aspects of teacher education.

**3 *Possible research areas were discussed by all groups.***

They put forward a number of subjects which they thought could be a focus of research activity for many Caribbean countries. These included assessment of teacher effectiveness in the light of self-directed learning; medium and long-term effects of training; developing better teacher selection criteria; assessing the effects of multi-grade teaching and implications for teacher training; effects of using media in the classroom; and, the status of reflective techniques in training. Research which examined the interaction of culture with the use of computer technology in teaching and learning was also put forward. At the macro-level, research is needed into the restructuring of teacher education programmes to meet changing demands of technology and educational change in general. A sound attempt at evaluating present teacher education programmes in the region, with special reference to certification and accreditation, was also cited as a possibility.

**4 *Resourcing and support for research into teacher education was another subject that was discussed in several groups.***

There was a wish expressed to develop a journal or newsletter which would be a means of communication between professionals on subjects of mutual interest relating to classroom research. Research which is being carried out as well as that being planned could be the subject of such a newsletter. The sharing of potential research problems affecting classroom learning and teaching could be another example of a subject being included in a newsletter. Providing support for greater interaction between professionals was also voiced during the group meetings. The need for more regional seminars on research training and priorities, as well as follow-up activities from such meetings could be part of a coherent plan for professionals interested or already engaged in educational research. Training in writing up research reports both short and more extensive, could form the subject of a series of workshops which would be an essential part of any support for all professionals.

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## *Group discussions*

During the seminar, four working groups were formed to discuss quantity considerations in teacher education; issues of quality in teacher education; the teaching/learning process; and, the status of teachers and teacher educators. A summary of the discussions is provided below.

### ***Quantity considerations in teacher education***

Participants noted the need for more trained teachers in some of the Commonwealth Caribbean countries. The shortage of teachers is inextricably linked to a wider concern about the management of human resources and is, therefore, affected by policy decisions.

Training needs and the number of teachers required are determined by policy decisions on class size, amalgamation of schools, and expansion of the education sector. Also the policy on expenditure on education will affect the expansion of teacher education activities and recruitment of teachers.

Quantitative considerations in teacher education also include recruitment and retention of teachers which are affected by policy decisions on selection procedures and terms and conditions of service of teachers. Participants agreed that education policies and those related to teacher education in particular should be developed in a consultative process that involves all stakeholders and should take into account the changes in the environment in which education is taking place.

### ***Quality issues in teacher education***

Participants addressed the following questions that are related to quality of teacher education:

- What is the governance framework in which teacher education takes place?
- What opportunities exist for on-going professional development of teachers?
- What kind of 'instructional leadership' obtains at the teachers' colleges?
- What are some of the conditions for effective organisation and planning?
- What kind of professional development activities are required for teacher educators?

With respect to governance, participants suggested that all countries should have policy guidelines that provide direction for teacher education development. These guidelines are essential since teacher education is funded

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through public funds. Furthermore, decisions about what is taught, how it is assessed and what kind of product is produced by the institutions cannot be left solely to teacher educators. Participants cautioned, however, in the use of legislation and tight control on the colleges that will constrain them in their attempts to innovate and to provide quality teacher education.

The group considered mechanisms for developing the teacher education curriculum and recommended the establishment of national committees comprising various stakeholders to advise on content and to monitor developments in teacher education.

The group also recommended that the teacher education curriculum should have the following:

- an appropriate balance between content and pedagogy
- the opportunity for development and practice of skills and competencies
- the relevant content to enable teachers to meet the needs of children in a modern environment
- a mix of learning experiences for the cognitive, affective and personal development of the teachers
- options to cater for the special need of countries and for training in specialist areas.

Further, the group recommended the establishment of mechanisms for motivating and retaining teachers in the profession and arrangements for reflection on practice.

The practicum in teacher education was also considered in discussing quality of teacher education. Participants agreed that the arrangements for the practicum in many of the Commonwealth Caribbean countries were inadequate. The purpose and duration of the practicum should be reviewed. The group suggested that the practicum should provide teachers with the opportunity to develop and practise skills and to reflect on their teaching. Some participants agreed that an internship year at the end of two years at the teachers' colleges might be beneficial in helping teachers to acquire desirable skills and attitudes for the teaching profession.

The group also noted the importance of on-going professional development in ensuring quality teacher education. In order to develop and implement appropriate activities there should be close collaboration between the institutions and the schools. Retraining in some areas, such as clinical supervision, was also considered necessary.

With respect to instructional leadership, concern was expressed about the demands made on teachers' college principals who find that they have to devote a great deal of time to management concerns. Many of the principals do not have training in management. The group recommended courses in management for the principals to help them to deal with the complex issues involved in the teacher education system.

On staff quality considerations, recommendations were made for the following:

- professional development activities through collaboration between the university and the colleges
- on-going staff development activities at the colleges
- school-based sessions for the teacher educators
- establishment of performance standards for teacher educators.

## ***Teaching/learning issues***

In the deliberations related to teaching and learning, the group recommended a research activity to investigate what constitutes an effective teacher in the Caribbean context. The group suggested that the steps in such a research project could include identification of the stakeholders; seeking and analysing their views on desired outputs; and, developing and adopting appropriate means of measurement in relation to how such outputs are achieved. Means of measurement could, for example, relate to student academic progress, personal and social development, and to teachers' observations of classroom behaviours.

In discussing teaching/learning issues the group also focused on technology in the classroom. Technology was defined as the full range of aids that teachers can use in the delivery of education. The use of technology in the classroom was another area recommended for research in order to obtain data that would inform the selection of appropriate technology to enhance learning experience.

## ***The status of teachers and teacher educators***

This group noted that current views on the status of teachers were mixed and ambiguous. Society has very high expectations of teachers and it is acknowledged that teachers have an important role to play in the development of the country. Yet teachers are not valued. This results in many qualified young people opting for other professions and getting into teaching as a last choice.

Teachers and teacher educators must assume some responsibility for improving their status. Greater attention must be given to professional behaviour which is manifested in the interest the teachers take in the students, and the way in which they assume the responsibility for the development of those in their charge. Teacher educators also need to help the teacher trainees to develop those skills and attitudes that are required for them to behave responsibly in the teaching profession.

The group also noted the importance of establishing career paths for teacher and teacher educators. There are few opportunities for promotion in the existing structure. There is need, therefore, for consultation involving teachers, teacher educators, teachers' unions, policy makers and other stakeholders to review existing arrangements so that there is opportunity for teachers to grow in the profession.

Rewards and incentives are also necessary. These can include monetary incentives or increments; sabbaticals; scholarships; special leave; special allowances; library resources; and provision of journals.

The group recommended the following:

- an in-depth study of career paths for teachers and teacher educators
- the establishment of a system for professional development
- the development of appropriate performance appraisal schemes for teachers and teacher educators
- clarification of the profile of a teacher educator
- the development of a code of ethics for the Caribbean teacher
- clarification of the roles of personnel at different levels in the teaching profession
- support services to deal with problems of 'burn-out' stress and anxiety among teachers and teacher educators.

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# *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.

# *Appendices*

- 1 List of participants
- 2 Seminar programme
- 3 A notional weighted teacher preparation curriculum
- 4 Outline research training
- 5 Objectives of teacher education programmes in Barbados
- 6 Teacher education model – Belize
- 7 Teacher education model – St Kitts and Nevis
- 8 Teacher education programmes in Trinidad and Tobago
- 9 Achievement in teacher education in Trinidad and Tobago
- 10 Faculty of Education graduates – University of Guyana
- 11 Notes for the student teacher – Bahamas
- 12 International Centre for Distance Learning

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# Appendix 1

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

### **List of participants**

<b>Country/ organisation</b>		<b>Country/ organisation</b>	
Antigua and Barbuda	Ms Jessie Kentish Head, Teacher Training Antigua State College Tel: 462-0413		Dr Alan Persico University of Guyana P.O. Box 101110 Georgetown Tel: 54841
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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.)

#### **16 January**

#### **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

#### **17 January**

#### **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

#### **18 January**

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## Appendix 3

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

<b>Fields of study and practice</b>	<b>% weighting</b>
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	
	<hr/>
	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)

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# *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.

Elwyn Thomas (1995)

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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,

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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**

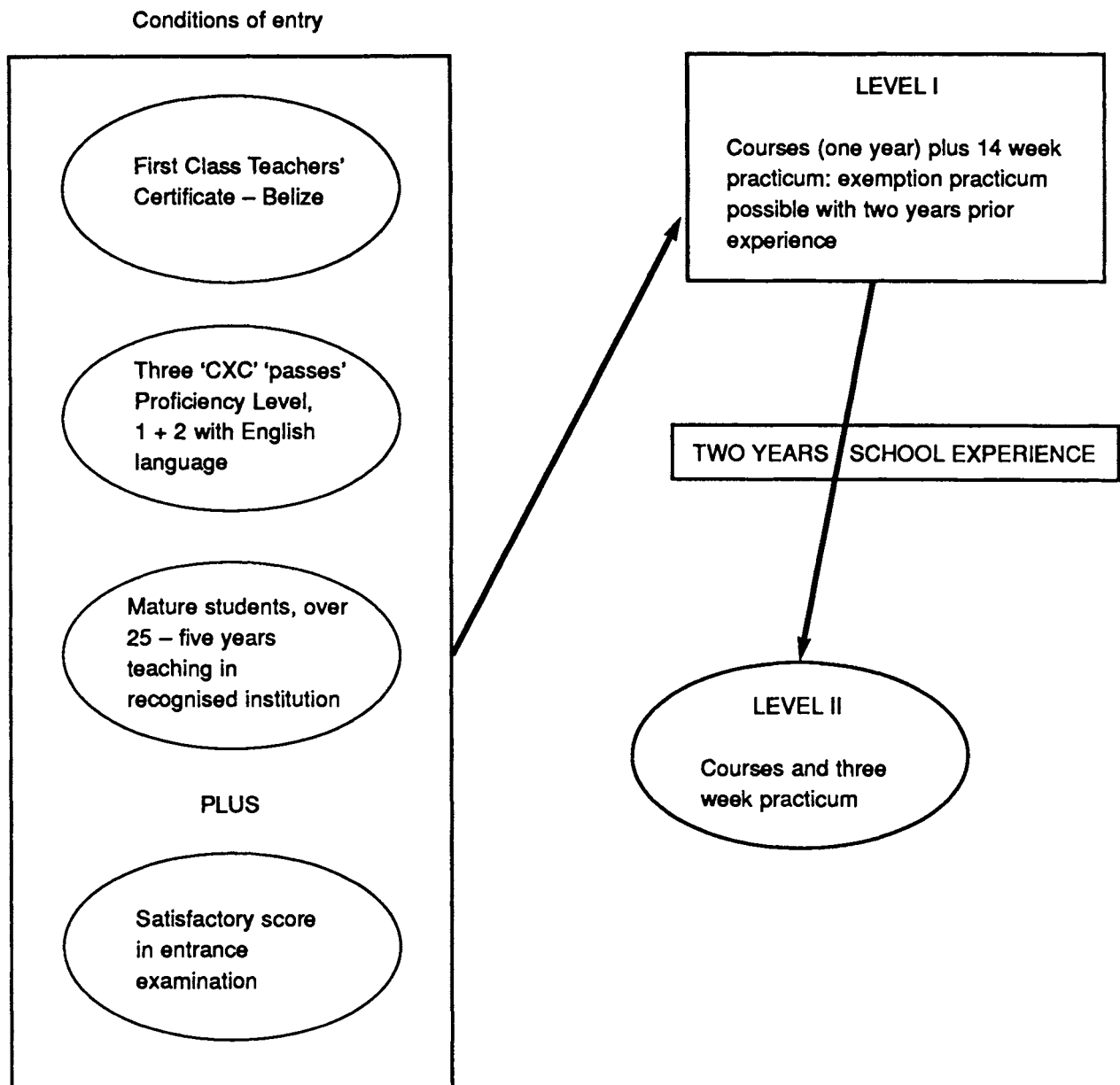
The Certificate in Educational Management and Administration is intended primarily for experienced practitioners in the field of primary and secondary education who hold, or are likely to hold, posts of special responsibility. It is designed to equip participants for effective leadership roles in the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

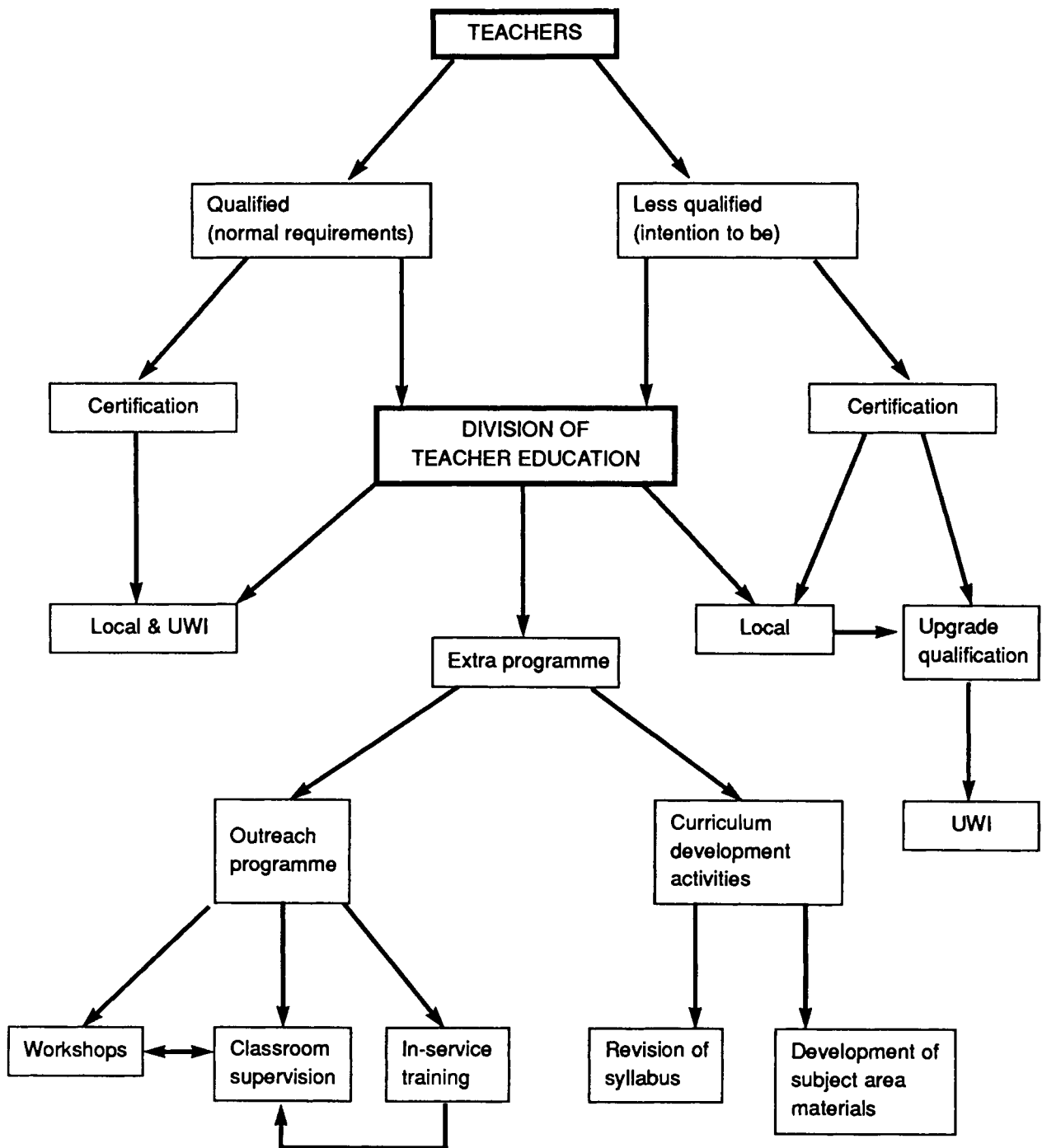
## Teacher education model – Belize



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# Appendix 7

## Teacher education model – St Kitts and Nevis



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## 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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APPENDICES

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)

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## Appendix 9

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

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

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

#### **In-service programmes (primary) IDB sponsored**

<b>Courses</b>	<b>No. of participants</b>
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

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# 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*

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## *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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The Secretariat's work programme on improving basic education is targeted to teacher education in Commonwealth countries. It is widely recognised that teachers are central to quality education. A well prepared and motivated teaching force is essential for effective teaching and learning. The Secretariat is engaged, therefore, in a range of measures which include seminars, workshops and development, as well as the publication of resource materials for the training and professional development of teachers.

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