



# **Research and Development in Education**

**1997–2002**

**Institute of Education**

**The University of the West Indies, Mona**

**2 0 0 3**

**40<sup>th</sup> anniversary year**

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## Foreword

This initiative to begin the process of consistently documenting the research and development work of the Institute of Education (IOE) is fittingly launched on the celebration of another milestone of the Institute—its fortieth anniversary. It is as good a time as any to acknowledge that making accessible the output of the Institute is invaluable in forwarding its mandate to act as a catalyst in the region's educational process through promoting excellence in teaching and undertaking indigenous research that will foster development of the education

sector. Publication of these brief but comprehensively written abstracts will serve to showcase to policy makers, educators, researchers, students, and the society in general, the range of material that is available to enrich the sector and to promote further research and development work.

It has become increasingly evident that in this globalized knowledge economy, where competition within the education sector is becoming as fierce as that within the business sector, we must take the crucial steps to publish our products so as to benefit financially from their use, as well as to safeguard our intellectual property against the competition. The Institute of Education is to be congratulated, therefore, for taking this bold step in compiling an impressive collection of abstracts that describes the Institute's projects, their findings and outcomes, including published and unpublished work, and which speaks to the overall research thrust of the University.

Congratulations to Ms. Joan Tucker and the staff of IOE for undertaking this commendable endeavour and for making the Institute's research and development work visible both in print and on the web. I hope the publication will be sustained in the years to come.

KENNETH O. HALL  
Pro-Vice-Chancellor & Principal  
UWI, Mona Campus

## Preface

*Research and Development in Education, 1997–2002* is a record of the published and unpublished research and development work of members of staff of the Institute of Education, The University of the West Indies, Mona. The book has been compiled to mark the 40th anniversary of the establishment of the Institute of Education at Mona.

Many members of the Institute's academic staff collaborated in the preparation of this publication. During much of the five-year period under review, Professor Errol Miller was head of department. Joan



*Joan Tucker, Head of the Institute of Education, 2002–present*



*Errol Miller, Head of the Institute of Education, 1996–2002*

Tucker, who became head of department in 2002, conceived the project and made it a priority. Other members of staff helped to further develop the concept and form. They submitted the abstracts, and the book evolved from meetings of small and large groups.

Ruby King designed, compiled, and edited the publication and wrote the introductory chapter. Lorna Down and Ceva McPherson-Kerr assisted in compiling the material. Earl Brown prepared the electronic version, which is available at <http://www.jbte.edu.jm:1104/ioe>





# Institute of Education

## Origins, Functions, and Goals

*This Institute is not only a department in the University—though it is one, with all the rights and privileges enjoyed by other departments. It has the special character of being also an association, in which the University, the governments, the training colleges and the teaching profession come together to pool resources and help one another to achieve the highest professional standards in the educational services we give to our several communities.*

*But over and above the function and the organization, the spirit of the Institute is important. It seeks to stimulate and inspire. Its activity is always **with** rather than **to** or **from**. It recognizes that its aims and intentions are the same as those of teachers and education officers everywhere and at all levels. But it has the advantages, on the one hand, of being free from the administrative preoccupation of the Ministries and the exhausting cares of the schoolroom, and, on the other, of being part of the University, with all that that implies in respect of standards and the accessibility of knowledge. It is able in consequence to concentrate its attention on professional quality and ways of achieving it, and to act as a catalyst in the educational processes of the region.*

Hugh Springer,  
First Director of the Institute of Education,  
Conference on Teacher Training, St. Augustine,  
Trinidad and Tobago, 1964

The Institute of Education, Mona, established in 1963 by the University of the West Indies at the request of contributing governments in the Caribbean region, celebrates its 40th anniversary in 2003. This publication seeks to record some of its achievements by

- Highlighting the research and development work of staff members during the past five years
- Celebrating the founding of the Institute forty years ago
- Commemorating the founders and first directors and staff members who laid the foundations and charted the Institute's course during its early years:

Hugh Worrell Springer

Elsa Walters

Reginald Murray

Dudley Grant



## **THE BEGINNING**

In 1945, the West Indies Committee of the Commission on Higher Education in the Colonies recommended that within the proposed University College, a strong department should be established to train secondary school teachers, granting them a postgraduate Diploma in Education. Although the department would not be able to train elementary school teachers as well (they were then being trained at pre-university level in teachers colleges throughout the region), it would support that effort by setting examination papers and conducting examinations, issuing a Certificate in Teaching to successful graduates of the teachers colleges. This certificate would be recognized throughout the Caribbean.

## **DEPARTMENT OF EDUCATION**

In 1952 the Department of Education was established and the training of university graduates for teaching (at the secondary level) began. Then in 1955, with funding from the Carnegie Foundation, the Centre for the Study of Education was established within the Department to carry out work with the teachers colleges, training teachers at the elementary level. During the nine years of its existence, the Centre laid the groundwork for the development of teacher education in the region. Among its achievements were the Boards of Teacher Training, established at the request of ministries of education in Jamaica and the other Caribbean territories, to advise the governments on the training of teachers and to administer teachers college examinations.

However, the Department of Education found it difficult to combine its work with the elementary school teachers in the teachers colleges with its main task of preparing teachers for the secondary schools. It soon became clear that the structural relationship between the Department and the Centre was hampering the work of both. In 1957, the Regional Conference on the Training of Teachers in the British Caribbean called for an Institute of Education to be established as part of the University College of the West Indies. The governments, by then clamouring for more assistance from the fledgling university college for primary education and teacher training, agreed in 1961 that an Institute of Education should replace the Centre for the Study of Education.

## **INSTITUTE OF EDUCATION**

Finally established in 1963 with funding from the Ford Foundation, the Institute of Education replaced the Centre for the Study of Education and was a separate entity from the Department of Education. The Institute's goal was to promote excellence in teacher training throughout the region and to undertake indigenous research. It was separately funded by the contributing territories, and enjoyed a close and special relationship with the governments through

- Ministries of education
- The Institute Advisory Council (established under University Ordinance 14 (3))
- The Institute Board of Teacher Training, established in 1965 under Ordinance 14 (4), which was later replaced by the Joint Board of Teacher Education.

## **CHANGES**

In 1972 the Faculty of Education, which had been created to embrace both the Department of Education and the Institute of Education, was reorganized to create a School of Education. The Department of Education became the Teaching Section, while the Institute of Education saw its resources carved up to create a Teacher Education Section to carry out the work with colleges, and a Research and Curriculum Development Section. The Extra-Mural Department, formerly a part of the Faculty of Education, was detached and made independent under the Senate.

Twelve years later, in 1984, the three remaining sections of the School of Education were replaced by two departments, the Department of Educational Studies and the Teacher Education Development Department. The experiment had failed. However, after another twelve year, in 1996, the Teacher Education Development Department reverted to its former name, Institute of Education, a name that it was felt, was more suited to its actual functions and role.

With the creation of the St. Augustine Campus in Trinidad and Tobago and the Cave Hill Campus in Barbados, the Institute is no longer required to serve the whole region. From time to time, however, the Institute and individual staff members provide services to other parts of the Caribbean at the request of governments and other organizations, as well as the other campuses. The Institute has endeavoured to respond directly to the needs of the teacher education systems in the territories that it serves.

This direct responsiveness is facilitated in part by the structural relationship (shown in figure 1) between the Institute of Education and the Joint Board of Teacher Education (JBTE). The JBTE is the certifying and accrediting body for nongraduate teacher education in the Western Caribbean, while the Institute carries out the activities which support these functions as part of its mission to promote excellence in teacher education. Through the JBTE, it is envisaged that the Institute of Education can have a positive impact on the quality of education in early childhood, primary, and secondary schools. Its strategic goal is—through teaching and research—to provide the population of the region, and in particular the teacher education sector, with access to high-quality academic programmes that are effectively delivered. These teaching and research functions are depicted in figure 2.



Figure 1. Institute of Education (IOE) and Joint Board of Teacher Education (JBTE) structural and functional relationships

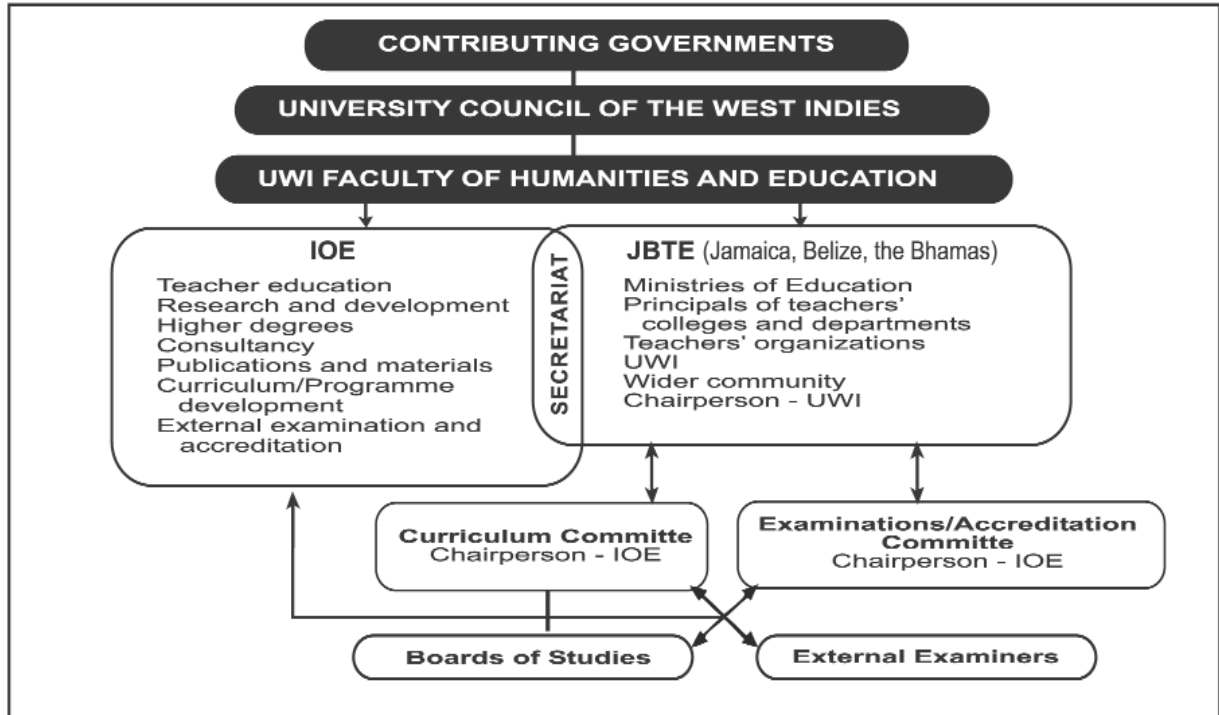
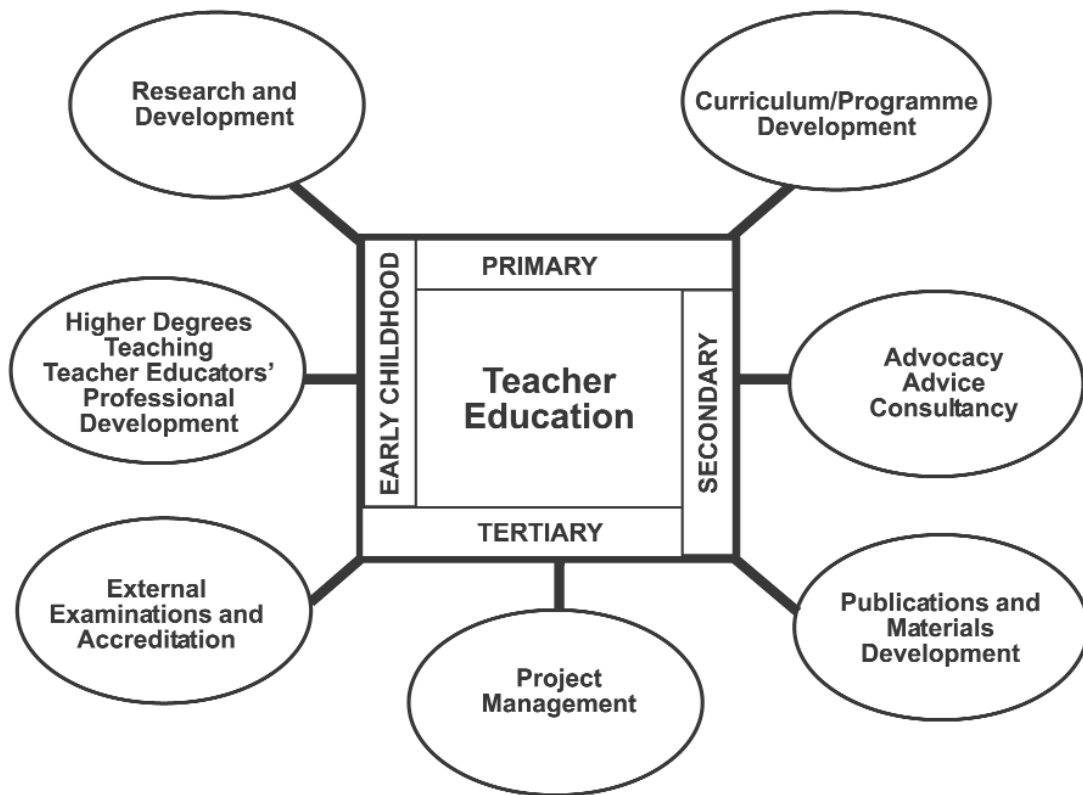


Figure 2. Functions of the Institute of Education



## Research and Development Projects

The Institute as a research and development department carries out a substantial research agenda even as it promotes and engineers development. Research and development are inextricably linked—research must inform development, even as development feeds research.

Much of the Institute's work is carried out through research and development projects, many of them funded. The projects described here have been placed in two categories. Research projects have as their primary objective, the investigation of various educational phenomena. Development projects, on the other hand, have as their main objective, development of a process or product for implementation in the school system or for teacher education, although even here, research is an essential component, both in designing the project, and later, in assessment and further development. Development itself is both the cause and result of research.

Members of the academic staff of the Institute of Education (whose names are listed in boldface) collaborated with consultants and researchers from other departments and agencies in some of the projects listed here.

### Research Projects

The research projects carried out by members of staff of the Institute fall into three main categories:

- Exploring the Context of Education—the investigation of contextual issues and problems related to the school system (7 projects)
- Investigating Curriculum Innovation and Development—study or evaluation of educational innovations and developments (16 projects)
- Supporting the Development of Teacher Education—the search for best practices in training student teachers and inducting new teachers and teacher educators (8 projects).



## EXPLORING THE CONTEXT OF EDUCATION

### A Study of the History of Schooling in Jamaica, 1866–1962

|                                   |  |
|-----------------------------------|--|
| <b>Researcher</b>                 | <b>Dr. Ruby King</b>                       |
| <b>Sponsor/Cooperating Agency</b> | UWI, Mona Planning and Estimates Committee |
| <b>Period</b>                     | Ongoing since 1990                         |

#### Project Description

The focus of the investigation has been on the purposes and characteristics, and growth and development of elementary education as it evolved and was practised in Jamaica during the period of Crown Colony Government. In addition to documentary/archival research, the content of reading books, syllabi, and examination papers used in elementary schools and teachers colleges during the late nineteenth and early twentieth centuries was analysed.

#### Findings

The roots of the present system were established during the period when the culture of the elementary schools and the teachers colleges was also being established, that is, 1892–1914. This confluence has been largely responsible for the intractability of the weaknesses in the system.

The research has been extended by research in the USA into how education for the ex-slaves there was structured and the substantial linkages between educators in Jamaica and the USA during the period. Indeed the research points to the existence of a community of educators in the North Atlantic during the late nineteenth century, with Jamaica playing a significant part.

#### Outcome

Several articles based on the research have been published in refereed journals or as chapters in books. The more recent publications are listed below. In addition, a book on the history of working-class education in Jamaica is being prepared.

#### Articles

- 1998. Educational inequality in Jamaica: The need for reform. In *Institute of Education annual*, vol. 1, ed. Ruby King, pp. 65–87. Kingston, Jamaica: Institute of Education, UWI, Mona.
- 2000. Violence and schools in Jamaica: Historical and comparative perspectives. In *Institute of Education annual*, vol. 3, ed. Hyacinth Evans, pp. 1–15. First read as a paper, “Violence in schools in Jamaica: Historical and comparative perspectives”, School of Education Forum on Education, November 1998.
- 2002. John A. Savage and the establishment of elementary education in Jamaica, 1863–1879. *Caribbean Journal of Education* 24 (1). April.

**Chapters in Books**

- 1998. Education in late nineteenth-century Jamaica: The American connection. In *Before and after 1865: Education, politics and regionalism in the Caribbean*, ed. Brian Moore and Swithin Wilmot, pp. 13–22. Kingston, Jamaica: Ian Randle Publishers.
- 1999. Education in the British Caribbean: The legacy of the nineteenth century. In *Educational reform in the Commonwealth Caribbean*, ed. Errol Miller, pp. 25–45. Organization of American States.
- 2000. History in the curriculum: Public elementary schools in late-nineteenth-century Jamaica. In *Dimensions of teaching and learning: The Caribbean experience*, ed. Monica M. Brown, pp. 95–113. Kingston, Jamaica: Institute of Education, UWI, Mona.

## **A Study of Gender Differences in Academic Achievement at the Secondary Level**

**Principal Researcher**

**Professor Hyacinth Evans**

**Second Researcher**

Dr. Rose Johnson

**Research Assistants**

14 research assistants

**Sponsor/Cooperating Agency**

The Government of the Netherlands, the World Bank, and the Ministry of Education and Culture, Jamaica

**Period**

1996–1998

### **Project Description**

Against the background of Jamaican boys' low level of academic achievement and the decreasing number of males pursuing education at the tertiary level, this study was commissioned to examine the problem, determine the ways in which the school as an institution contributed to the problem, and recommend interventions by the ministry. Based on a sample of over 3,700 students from all types of secondary schools, the study had two aspects: a survey in which students responded to questionnaires, and a qualitative investigation into school processes and student sentiments.

### **Findings**

There were gender differences in outcomes, including academic achievement (with girls more likely to do better), choice of CXC and GCE A-level subjects, and choice of jobs and careers. The type of school was related to these outcomes. There were also differences in girls' and boys' experiences in school. These included exposure to negative school practices such as corporal punishment and verbal abuse, and placement in streams, with boys more likely than girls to be exposed to negative practices or to be placed in lower streams. The type of school also had an effect on these outcomes. For example, girls in single-sex schools were least likely to be exposed to corporal punishment than boys or girls in other schools. There were also significant gender differences in some student background characteristics. Boys were more frequently absent from school, and less likely to do reading (school related or otherwise) outside of school hours. And though the majority of boys and girls regarded



education as useful and important for life chances, a higher percentage of girls than boys felt this way.

The qualitative aspect of the study showed major differences in boys' and girls' participation in academic activities in the classroom, with girls participating more in general—they focused on academic work, answered questions posed by the teacher, and completed their homework. Boys were more likely to be out of their seat, and talking among themselves, but this was seen more frequently in some types of school than others. Both boys and girls were aware of these differences in behaviour and in the teachers' perception of boys and girls. In most cases, the school structured gender separation and differences through their organization of academic and social activities.

## Outcome

### Reports

- Evans, Hyacinth. 1998. *Gender and achievement in education in Jamaica*. Kingston, Jamaica: Planning Institute of Jamaica. 113 pp.
- ———. 1998. *Gender differences in participation, opportunity to learn and achievement at the secondary level in Jamaica*. Final report presented to the Government of the Netherlands . 184 pp.
- ———. 1999. *Gender differences in education in Jamaica*. Paris: UNESCO. 53 pp.

### Papers Presented at Conferences

- Evans, Hyacinth. 1998. *Gender differences in education in Jamaica*. World Congress of Comparative Education Societies Conference, Cape Town, South Africa, July 10–18.
- ———. 1999. *How teachers and students construct gender inequality in secondary schools in Jamaica*. Fifth Biennial Conference of the Faculty of Arts and Education, University of the West Indies, St. Augustine, Trinidad, April 7–9.
- ———. 1999. *How teachers and students construct gender and achievement in the secondary school in Jamaica*. Comparative and International Education Society annual conference, Toronto, Canada, April 14–18.
- ———. 1999. *Streaming and its effects on boys and girls in secondary schools in Jamaica*. Comparative and International Education Society annual conference, Toronto, Canada, April 14–18.
- ———. 2000. *Issues in the education of girls in Jamaica*. Symposium on Girls' Education, Washington, DC, May 17–18.
- ———. 2001. *Issues in gender and gender equality in the Caribbean*. Regional Inter-governmental Committee of the Major Project, 7th meeting, Cochabamba, Bolivia, March 5–7.

### Articles

- Evans, Hyacinth. 1999. *Streaming and its effects on boys and girls in secondary schools in Jamaica*. *Journal of Education and Development in the Caribbean* 3 (1): 45–60.
- ———. 1999. *The construction of gender and achievement in secondary schools in Jamaica*. *Caribbean Journal of Education* 21 (1&2): 3–24.

- Evans, Hyacinth (with Rosemarie Johnson). 2001. Identity and academic achievement in single sex and coed schools in Jamaica. *Education and Society* 19 (2): 55–68.

## Gender Perspectives on the School Experience: What Are the Issues?

**Project Coordinators**

Dr. Barbara Bailey and **Dr. Monica Brown**

**Sponsor/Cooperating Agency**

CIDA – The Canada-Caribbean Gender Equity Fund – Jamaica

**Period**

1999

### Project Description

This study, carried out through the Centre for Gender and Development Studies, had two major objectives: (1) to establish patterns of male/female enrolment and performance at the primary and secondary levels of the education system, and (2) to gather perceptions from a sample of in-school and out-of-school males and females of their school experience and post-school aspirations.

Documents reporting on enrolment and performance of students at various levels of the education system were examined to identify sex differentials, and a survey was carried out using questionnaires that tapped the perceptions of in-school and out-of-school youth of demographic information, socialization experiences in the home, school experiences, and post-school aspirations.

The group consisted of 271 males and 283 females randomly selected from a stratified random sample from all school types from six parishes. Fifty-three males and 40 females who had dropped out of the school system were selected from the six parishes based on their willingness to participate in the study.

### Findings

- Survey of the enrolment rates, 1994–1995 and 1996–1997, showed that the phenomenon of low participation by boys in the formal education system becomes marked beyond the grade 9 level.
- Although girls accounted for a higher percentage of entries for the Common Entrance Examination (CEE) 11+ examination, boys obtained a higher percentage of the places awarded.
- Females performed consistently better than males in all subjects of the Grade Six Achievement tests. Results for both groups indicated a deficiency in communication skills, which in keeping with the expected gender norm, was more marked in boys.
- Males obtained better pass rates in the sciences and technical-based subjects.
- Primary data selected from the in-school and out-of-school youths did not support the hypothesis that size of the family unit affected school drop-out.
- Home factors such as family structure, socioeconomic status, and educational attainment influenced school participation by both sexes.
- The majority of both sexes in the out-of-school sample dropped out of school between



grades 7 and 9, but more girls than boys continued through to grade 11. Financial constraints were the main reasons for drop-out for both sexes, while pregnancy for the girls and violence in the communities for the boys were the two other frequently cited reasons.

Several other significant aspects of school experiences emerged which affected perceptions of schooling. A review of the aspirations shared showed that 90–95 percent of the out-of-school boys and girls indicated a strong interest in returning to the formal school system.

#### **Outcome**

- 1999. Report to CIDA—Canada-Caribbean Gender Equity Fund—Jamaica
- Seminar to present the findings to CIDA representatives and various stakeholders in education.

### **The Transition of Jamaican Students from Pre-school to Primary**

#### **Consultants**

Dr. Barbara Bailey and **Dr. Monica Brown**

#### **Sponsor/Cooperating Agency**

Government of Jamaica

#### **Period**

1997–1998

#### **Project Description**

The overall aim was to identify critical issues and problems in the transition of Jamaican students from pre-school to grade 1 classes. The study was designed to trace and study students, first in their pre-school classrooms, followed by their early years in the next stage, the primary level. The sample included a subset of 54 of the 169 in basic/infant/preparatory schools used in a 1995 evaluation study of early childhood education (Scott-McDonald).

Data were collected through observations and interviews with teachers in the exit classes, teachers of the primary-level grade 1 intake classes, and parents and guardians of the 351 children in the study. Curricula used in the final pre-school year and in grade 1 were analysed to assess the extent to which they were complementary. An inventory of learning materials was made, and the adequacy of space and facilities and the social climate of the classrooms in both types of schools were also examined.

#### **Findings**

- Parents, pre-school teachers, and grade 1 teachers held opinions in common as to what students should know, be able to do, and the social skills they should display at the end of pre-school.
- Grade 1 teachers indicated that they found evidence of inadequate visual/motor co-ordination and lack of appropriate communication and social skills in some incoming students. They felt that this indicated deficiencies in their readiness for primary education.
- Female students in the sample performed significantly better than males on three of the four sub-tests.
- A satisfactory level of correlation was found between curricula for the final pre-primary

year and for grade 1, although responses from grade 1 teachers suggested that incoming students would be required to make a radical shift from concrete means of operation to more abstract modes.

- A higher proportion of pre-primary teachers demonstrated desirable teaching strategies than primary teachers, and at both levels there were insufficient activities to stimulate students' self-expression and creativity.
- At both levels there was a scarcity of learning materials to create child-centred learning environments, but physical conditions in the pre-primary classrooms were more conducive to satisfactory teaching/learning outcomes than those in grade 1 classrooms.

### **Outcome**

#### **Report**

Bailey, B., and M. Brown. 1998. The transition of Jamaican students from pre-school to primary. Kingston, Jamaica: School of Education, UWI, Mona.

## **Interaction of Industrial Organizations with Educational Institutions**

|                                   |                             |
|-----------------------------------|-----------------------------|
| <b>Researcher</b>                 | <b>Dr. Halden Morris</b>    |
| <b>Sponsor/Cooperating Agency</b> | None                        |
| <b>Period</b>                     | September 2001–January 2002 |

### **Project Description**

A major concern of educators in technical and vocational education is the involvement of industrial organizations in planning, developing, and implementing technical and vocational courses at various levels of the education system. Many claim that too few industrial organizations are involved, and as a result, the products of the education system fall short of meeting the expectations of industries.

This study investigates the extent to which industries are interacting with educational institutions and the benefits derived from these interactions in Jamaica. Data were collected from 22 institutions in 5 categories: 7 technical high schools, 5 secondary high schools, 4 HEART Trust National Training Agency of Jamaica training institutions, 3 traditional high schools, 2 all-age schools, and 1 tertiary-level institution. The participating industries included bauxite-mining firms, consumer goods manufacturing industries, service industries/corporations, and automobile industries.

### **Findings**

In addition to philosophy, key factors influence industrial organizations to develop relationships and interact with educational institutions. These factors may appear trivial, but can significantly influence the industrial organization's decision to contribute. The extent of involvement of industrial organizations is also driven by their philosophy.



## Outcome

### *Chapter in Book in Preparation*

Reforming technical/vocational education curriculum through interaction with industrial and commercial organizations.

## Structure of Intellect Model among First-Form Students in Five High Schools across Jamaica

|                            |                      |
|----------------------------|----------------------|
| Researcher                 | Dr. Gagindra Persaud |
| Sponsor/Cooperating Agency | None                 |
| Period                     | Ongoing since 1997   |

### Project Description

This falls within the broad framework of an ongoing structure of intellect research programme that investigates the development of cognitive abilities of high school and college students. Research in industrialized countries has consistently supported the extraction of five broad factors of general intelligence—fluid intelligence or general reasoning (Gf), knowledge or crystallized intelligence (Gc), broad visual intelligence (Gv), broad speediness or speed in dealing with intellectual problems (Gs), and broad fluency or short-term acquisition and retrieval (Gr). A battery of 10 tests was used in this study, with two tests being hypothesized to measure each of the five broad factors of intelligence.

The aims were as follows:

- To investigate the nature of the factorial structure of cognitive abilities among first-form students, using a wide battery of author-designed psychometric tests suitable for the culture
- To compare the factorial structure of these students with those from the industrialized countries
- To infer from the factorial structure of cognitive abilities of these students the extent to which the differentiation hypothesis could possibly shed light on the reasons for the factorial structure of their cognitive abilities
- The degree of predictability of success of these students in subjects passed in the Caribbean Secondary Education Certificate five years after their success in the Common Entrance Examination (CEE)
- The degree of reliability between the tests used in this project and those that comprised the CEE, and their relative suitability in selecting students to pursue high school education.

### Findings

Several of the psychometric tests loaded significantly two or more factors at the same time. The result was that three of the factors were “occluded”. This made it impossible to identify pure factors. One explanation for this lack of factorial purity is overemphasizing the acquisition of cognitive product at the expense of process at the primary level, thus as it were,

overdeveloping the Gc factor and neglecting the development of the other four factors. This overemphasis on cognitive product and subsequent neglect of process could have caused the lack of adequate differentiation of the Gc factor from the other factors, which are more sensitive to maturation, cognitive intervention, and educative materials.

### Outcome

The project has been extended to include the relative stability/decline in the performance across cohorts of 364 applicants to the UWI School of Education undergraduate programmes. This aspect of the research has resulted in the following article:

1998. Age-related performance and intellectual abilities. *Institute of Education annual*, vol. 1, ed. Ruby King, pp. 177–93. Kingston, Jamaica: Institute of Education, UWI, Mona.

## Re-Analysis of the Factorial Structure of Psychometric Tests: A Preliminary Investigation

|                                   |   |
|-----------------------------------|---|
| <b>Principal Researcher</b>       | <b>Dr. Gagindra Persaud</b>   |
| <b>Second Researcher</b>          | Professor Jan-Eric Gustafson, Department of Education, University of Sweden |
| <b>Sponsor/Cooperating Agency</b> | None  |
| <b>Period</b>                     | 2002  |

### Project Description

The main objective was to re-analyse previous research data: 16 psychometric tests, purporting to measure the five broad factors of intelligence, administered to 222 first-form students in one of the more prestigious high schools in Jamaica. The initial analysis of data drew mainly on the exploratory factor analytic procedures of principal components and varimax rotation. Twenty-four significant factor loadings emerged from the first analysis, which were found to load four factors. This meant that some tests had significant loadings on two or more factors simultaneously. These results made it very difficult to isolate the broad factors of intelligence due to the lack of robustness of the exploratory factor analytic procedures. The four factors and their respective loadings from the initial analysis are presented below:

*Factor 1:* matrices, number series, prefix, synonyms, verbal odd man out, antonyms, verbal analogies, and remote associates test-2 (8)

*Factor 2:* matrices, number series, paper form board, coding-1, verbal analogies, embedded figures, and spatial analogy (7)

*Factor 3:* coding-1, prefix, suffix, remote associates test-2, uses, and embedded figures (6)

*Factor 4:* ideational fluency, uses, and closure (3)

Recently the data were re-analysed using the confirmatory factor analytic approaches of LISREL (Linear Structural Relations) Amos and Streams.



## Findings

The re-analysis produced 4 factors and 19 significant factor loadings when 15 of the 16 tests were used. One of the tests, namely, ideational fluency, did not load any of the factors and was therefore discarded. As in the initial analysis, the number of significant factor loadings exceeded the number of tests, but they were drastically reduced. The factors and their respective loadings from the re-analysis are presented below:

*Fluid Intelligence or Reasoning (Gf)*: matrices, number series, verbal analogies, verbal odd man out, and remote associates test-2 (5)

*Crystallized Intelligence or Knowledge (Gc)*: synonyms, antonyms, verbal analogies, verbal odd man out (4)

*General Visualization (Gv)*: paper form board, embedded figures, closure, spatial analogy and coding-1 (5)

*General Speediness (Gs)*: suffix, prefix, coding-1, uses and remote associates test-2 (5)

The following conclusions may be drawn from the comparison of the results of the initial analysis and from the re-analysis of the data:

- The four factors extracted by the initial analysis did not bear much resemblance to the four factors extracted by the re-analysis in terms of the tests, which loaded each of the factors.
- The confirmatory factor analytic procedures not only demonstrated the principle of parsimony but also their robustness in identifying tests that have common factor variance.
- The cognitive tests administered to different groups of students did not give rise to five independent factors of intelligence. There were varying degrees of overlap of tests across factors. This finding supports the findings on similar research projects.

These conclusions strongly support the view that in the course of schooling in Jamaica, there is not sufficient differentiation of abilities in the formative years and thereafter. There is too much emphasis on the acquisition of content/product rather than on the mastery of the cognitive processes.

## INVESTIGATING CURRICULUM INNOVATION AND DEVELOPMENT

### *Technology in Education*

#### **Technology in Education Project: A Set of Three Research and Evaluation Studies**

**Team Leader**

**Dr. Moses Peart**

**Other Researchers**

**Dr. Halden Morris and Dr. Samuel Myers**

**Sponsor/Cooperating Agency**

InterAmerican Development Bank (IADB)/IMF,  
The World Bank/InfoDev, and Jamaica Computer  
Society Education Foundation

**Period**

February 1998–August 1999

## Project Description

This project involved three research and evaluation studies designed to examine alternate models of computer-supported instruction and compare the gains from these interventions with the existing laboratory-type configurations of computer use.

### Study #1      Researcher: Dr. Moses Peart

This was an ethnographic case study of four clusters of schools (geographically defined, and participating in IADB/WB/JCSEF Technology in Education Project). The clusters were involved in the introduction and collaborative use of computers in the schools. The research involved in-depth study/assessment of unique structures, processes, characteristics, experiences, and development dynamics of these clusters and assessed the effect of various community-related factors on the success of technology-based solutions for learning within these clusters.

### Study #2      Researcher: Dr. Samuel Myers

This study involved measurement and evaluation of possible learning gains from, and effects of the use of selected integrated learning systems software for improving literacy, numeracy, and problem-solving skills in primary-level learners. The performances of participating students and similar groups of nonparticipating students were compared.

### Study #3      Researcher: Dr. Halden Morris

This evaluation of two alternative instructional models of computer use in the school curriculum was to identify variables likely to be critical to their success. The two models were:

- (i) Use of laptop computers in a project-based (science) learning activity (explored at Ewarton Primary School)
- (ii) Computers on trolleys in multimedia instruction with various classes and subjects (explored at Mico Practicing (All/Age) School).

## Findings

### Study #1

This study revealed that the cluster concept, as defined, was successful, as responses by schools and communities were positive even though the technology facilities were not well utilized by the communities. Significant indicators of positive effects of the cluster concept include:

- Improved school-community relations
- The development and utilization of technology resource centers
- High levels of interest and enthusiasm displayed by students and teachers in the technology.

While two of the clusters showed significantly higher levels of outcomes (based on their own specified performance criteria), these factors were key to the successes of the cluster concept:

- Technology leadership
- Technology initiatives (interventions)



- Cluster activities (collaborations)
- Resources and support systems
- Level of technology/curriculum integration
- Adult education and training opportunities
- Transfer of knowledge and skills from training.

### *Study #2*

Analysis of the results of independent tests showed that students in the selected treatment groups, using any of the three software packages in the project, performed significantly better than their counterparts in similar grades who were not exposed to these software learning packages.

However, caution in interpreting the results was advised, since the three software packages differed in features and content coverage; the classes of users were intact groups—not randomly selected; and partial statistical controls were used to account for initial entry-level differences.

### *Study #3*

Implementation of the programme using these two models of computer use was behind schedule and the interventions have not developed to the point of full utilization of the technology. However, preliminary results showed high levels of enthusiasm, interest, and application by both teachers and students. Indicators of positive effects include

- Improved attendance at school, particularly of the participating students. This was generally true for all the schools.
- Some positive effects on students' reading and study habits have been reported.
- Positive effects on the teaching strategies of teachers—many of whom have become interested in getting ideas from sources through the computers.
- Positive effects on parents' interest in school, because of their children's involvement with the new technology. Fifty percent of students in the laptop model took the computers home on assignment.

Desktop computers appear more appropriate than laptops for use in schools.

### **Outcome**

#### *Report*

Pearl, Moses, Samuel Myers, and Halden Morris. 1999. Final Report: Research and Evaluation Component of the IADB/IMF/WB/InfoDev Technology in Education Project. Joint Board of Teacher Education/Institute of Education, UWI, Mona, 116 pp. July.

## Challenges Educators Face in Delivering Computer Instruction in “Equipped” Educational Institutions in Jamaica

|                            |                             |
|----------------------------|-----------------------------|
| Researcher                 | Dr. Halden Morris           |
| Sponsor/Cooperating Agency | None                        |
| Period                     | September 2001–January 2002 |

### Project Description

This study was designed to identify and examine the challenges faced by teachers/lecturers in institutions equipped with computers and other information technology facilities. During the last three years, several funded projects such as InfoDev, Jamaica 2000, and EdTech 2020 have outfitted several institutions in Jamaica with computer facilities, thus removing the usual barrier of lack of appropriate facilities and equipment. Other institutions raised funds on their own to provide these facilities. Although some of these institutions are now fairly well equipped, they face several challenges in using these facilities effectively to deliver computer training at the various levels.

### Findings

The challenges identified are as follows:

- Inadequacy or inappropriateness of the equipment/facilities in “equipped” schools
- Level of educators’ preparation to adequately deliver computer-related curriculum at the various levels
- Having teachers sufficiently familiar with equipment in the schools
- Accessing teacher training programmes that embrace technology
- Getting students ready to learn to use the computer
- Making the facilities adequate for learner-centred instruction
- Accessing appropriate literature and software to support computer training in the Caribbean
- Inappropriate or nonexistent policy for using computers in education
- The rapid rate of obsolescence of computer equipment
- Relatively high cost of purchasing and maintaining computers and related facilities.

### Outcome

#### *Paper Presented at Conference and Published*

2002. Challenges educators face in delivering computer instruction in “equipped” educational institutions in Jamaica. IEEE SoutheastCon 2002 Refereed Proceedings. Institute of Electrical & Electronics Engineers, Columbia, South Carolina, April 5–7.



## *Educational Reviews*

### **A Curriculum Evaluation Study of the Primary Education System in Jamaica**

|                                   |   |
|-----------------------------------|---|
| <b>Consultants</b>                | Dr. B. Bailey, <b>Dr. M. Brown</b> , and Dr. H. Löfgren |
| <b>Sponsor/Cooperating Agency</b> | Government of Jamaica                                   |
| <b>Period</b>                     | 1996–1998   |

#### **Project Description**

The Government of Jamaica decided to carry out an island-wide evaluation study of the primary education system in order to acquire data on which to base a major project, the Primary Education Improvement Project-2 (PEIP-2). The methodology used combined both qualitative and quantitative approaches. Relevant documents were studied, teaching/learning processes in a select sample of 51 schools were observed, and questionnaires and interview schedules were administered to 2,154 students, 350 teachers, 56 principals/school administrators, 30 education officers, and 150–300 parents.

#### **Findings**

The major findings of the study were analysed under three main themes:

1. *Capacity of the System to Deliver*  
Facilities, equipment, and instructional materials, availability of Curriculum Guides, teacher preparation, students with special needs
2. *Review of the Curriculum*  
Relevance and suitability, curriculum coverage, methodology, instructional materials, improvements to the Curriculum Guides
3. *Overall Performance of the System*  
Supervision of the curriculum, teacher performance, student performance, student experiences, characteristics of successful and less successful schools.

The overall results of the study suggest that the discussion of a new curriculum must be widened to determine and address certain frame factors, which are obstacles to good learning. It appeared, for the most part, that much of what was going on in the classrooms was not based on what was written in the curriculum. In addition, commonly used teaching methods (e.g., one-way communication, teacher talking most of the time, reading in chorus) seldom fostered development of higher order cognitive behaviours. The researchers concluded that many of these negative factors can be overcome when the principal assumes the role of instructional leader, and motivates staff, students, and parents to overcome these obstacles.

#### **Outcome**

##### **Report**

Bailey, B., M. Brown, and H. Löfgren. 1998. *From educational research to educational policy: A curriculum evaluation study of the primary education system in Jamaica*. Educational and Psychological Interactions, 119. Malmö, Sweden: Malmö School of Education.

## **A Review of Music Education in St. Lucia**

|                                   |                         |
|-----------------------------------|-------------------------|
| <b>Researcher</b>                 | <b>Miss Joan Tucker</b> |
| <b>Sponsor/Cooperating Agency</b> | Government of St. Lucia |
| <b>Period</b>                     | 1999                    |

### **Project Description**

Rapid development of music education in St. Lucia during the last decade led to the inception of teacher education programmes at the St. Lucia School of Music (SLSM) and several private and government initiatives in music teaching. The government of St. Lucia decided therefore to set up a commission to carry out a comprehensive analysis of the state of school music by looking at music teacher education, music in schools, and the work of government bodies established to develop music through ensembles and/or competitions. This study was part of the work of the Commission on Music Education. The study

- Evaluated and made recommendations on teacher education programmes offered by the St. Lucia School of Music.
- Examined whether graduates of that institution were competent to deliver the Ministry of Education's (MOE) music syllabuses, and whether these syllabuses were being delivered in schools.
- Examined the degree to which curriculum guidance, administrative support, and classroom resources were being provided for music in education.

Data were collected through questionnaires, interviews, classroom observation, and content analysis of site documents.

### **Findings**

The programme of teacher education at the SLSM, which is delivered by fully qualified music lecturers, adequately prepares teachers to teach the MOE music syllabus, but its content needs modifications. MOE officers and principals are pleased with the SLSM graduates' performance, and graduates are using the MOE syllabus in accordance with support materials. However, despite the graduates' good reputation, there is a general concern on how they should be deployed, because there is no documented or clear agreement between the MOE and school principals on the graduates' role and status, whether they are subject specialists or generalists. Concerning delivery of the subject, the lack of resources in schools is a major problem, which has resulted in underutilization of music teachers' skills and knowledge. The majority of the teachers and principals in the study see the MOE as providing little or no support, and as failing to monitor music teachers adequately or provide regular opportunities for professional development.

### **Outcome**

#### **Report**

1999. Music education in St. Lucia: A review of teacher education, teacher competence and curriculum support. 46 pp. April.



## Music in Jamaican Secondary Schools

|                                   |  |
|-----------------------------------|--|
| <b>Principal Researcher</b>       | <b>Miss Joan Tucker</b>                          |
| <b>Research Assistants</b>        | <b>Mrs. Lileth Sewell, Mrs. Shirley McDonald</b> |
| <b>Sponsor/Cooperating Agency</b> | None   |
| <b>Period</b>                     | 1996–1997  |

### Project Description

The aim was to collect data on music teaching in Jamaican schools before implementation of the first secondary music curriculum, developed as part of the Reform of Secondary Education (ROSE). The study included a sample of 30 teachers randomly selected. Like other secondary music specialists, these teachers had no Ministry of Education, Youth and Culture (MOEYC) curriculum to guide their practices, but relied on their college education and curricula they had personally developed. Using questionnaires and interviews, the study examined the teachers' views on the status of music and the support music had within schools and from the MOEYC. Through these data collection devices, teachers' opinions were also sought on their competencies and practices, and the sources from which they gained ideas for lesson planning. The observation of classroom practice provided data on the genres of music taught, the musical knowledge and skills on which lessons were based, and the teachers' methods of delivery.

### Findings

Overall, there were numerous problems in the management and delivery of music in these 30 schools. Where curricula were concerned, the majority of teachers operated within a traditional paradigm of music education—the theory of music and singing were the main items. Composing and listening/appraising, both central to the new curriculum, were seldom taught. Indicative of the lack of congruence between the musical culture of Jamaican society and the culture of these classrooms, popular music in any form was included in only two lessons. And although Jamaican folk music was the musical genre most prominent, it was poorly taught—only the simplest hackneyed folk songs were taught. They were introduced without reference to their historical or cultural significance, and in most instances taught without reference to the music's distinctive features.

Teacher morale was low. Teachers were deeply concerned about their subject's low status and saw school administrators and ministry officials as doing little to advance music in education. The group included teachers in the 50-plus age group, who had seldom attended workshops. Generally, the teachers' exposure to workshops was low, and there was no evidence that these 30 teachers had any knowledge of the type of content and classroom practices central to the ROSE music curriculum, which teachers will ultimately be required to deliver in all post-primary schools. Much of the teaching in these schools mirrored practices in primary schools and did little to stimulate and challenge adolescents.

**Outcome*****Papers Presented***

- 1997. Folk and popular music in Jamaican schools: Asset or drawback? International Conference for the Arts, Creative Arts Centre, University of the West Indies, St. Augustine, Trinidad.
- 2001. Music education in Jamaican post-primary institutions. Seminar for graduate students, Institute of Education, London University, October.

***Articles***

- 2000. Jamaican folk and popular music in secondary schools: What educational benefits do students derive? In *Dimensions of teaching and learning: The Caribbean experience*, ed. Monica M. Brown, pp. 114–30. Kingston, Jamaica: Institute of Education, UWI, Mona.
- Forthcoming. Before the national curriculum: A study of music education in Jamaican post-primary institutions. *Music Education Research* 5 (2): 157–67.

**Music Education in the Commonwealth Caribbean**

|                                   |                         |
|-----------------------------------|-------------------------|
| <b>Researcher</b>                 | <b>Miss Joan Tucker</b> |
| <b>Sponsor/Cooperating Agency</b> | None                    |
| <b>Period</b>                     | 1998–1999               |

**Project Description**

Site documents, observation data, and interviews were used to provide an overview of music education in six countries of the Commonwealth Caribbean following recent changes. The study examined provisions and management of music teacher education; staffing in primary and secondary schools; curricula recently developed and major orientations in curriculum practice; the impact of the newly established Caribbean Examinations Council (CXC) examinations in music; and the status of music in schools.

**Findings**

In some countries progress has been made in providing a more varied and challenging music curriculum that benefits students educationally, but music education is often impeded by its low status in school curricula, which relates to perceptions of its role and purpose. Where curriculum practice is concerned, music in primary schools centres on singing, recorder playing, and to a lesser extent, the playing of tuned and un-tuned percussion. Two curriculum orientations exist in secondary school music. In one, there is evidence of our British heritage, for listening/appraising, performing, and the theory of notation are included in a curriculum that is aimed at the general musical development of the child. In the other orientation, there is evidence of the influence of the American system of music education, in which the playing of band instruments is focused upon in extracurricular activities to develop performing ensembles, and timetabled lessons centre only on the theory of notation. Neither curriculum by itself constitutes an adequate provision for secondary school music.



Across the region indications are that new curricula are being developed for music, although they are at different stages and depend even more on the support of international funding agencies than other subjects. The subject's major weakness lies in the area of secondary school music specialists, for few countries in the Commonwealth Caribbean have established programmes for specialist music teachers. It is therefore not surprising that while music in primary schools seems to have progressed and embraces current trends in music teaching, music in secondary schools seems dependent on the newly established CXC examinations in music to be the catalyst for change.

### **Outcome**

#### **Article**

2000. Music education in the Commonwealth Caribbean: A period of transition. *Caribbean Journal of Education, Arts Education* (special issue, ed. Joan Tucker) 22 (1&2): 199–215.

#### **Keynote Address**

2001. Music education in the Commonwealth Caribbean: Can the Association of Caribbean Music Educators face the challenges? Delivered at the regional conference of the Association of Caribbean Music Educators, St. Lucia, July.

## **UNICEF State-of-the-Art Reviews**

**Team Leader**

**Professor Errol Miller**

**Other Researchers**

**Dr. Monica Brown, Dr. Clement Lambert,  
Mrs. Vileitha Davis-Morrison,  
Mrs. Marcia Stewart**

**Sponsor/Cooperating Agency**

United Nations Children's Fund (UNICEF)

**Period**

July 1, 2001–June 30, 2002

### **Project Description**

This project was undertaken in partial fulfilment of the UNICEF strategy to increase and enhance organizational capacity in education and related areas. The first phase of the project involved three state-of-the-art reviews of the literature on educational issues, particularly in Third World countries. The reviews were produced primarily for the UNICEF Educational Programme Officers (EPO) professional development web page.

### **Outcome**

A set of three state-of-the-art reviews on selected topics provided the following:

- Meta-analysis and synthesis of the most recent and relevant research
- Implications for international educational development policy and practice
- Implications for promoting quality education, with a focus on girls.

*TEACHER CHANGE***Researchers****Professor Errol Miller and Dr. Clement Lambert**

The review on teacher change entailed detailed explorations of the literature in both electronic and print forms. Research reports, position papers, and project documents formed the major sources of information. Logical themes were created, and studies were positioned within a framework.

The reviewers employed both deductive and inductive approaches to organizing the literature, since some sections of the review were predetermined while others emerged through the dictates of the literature examined. The areas emphasized in this review are presented below.

**Conclusions**

The literature on teacher change from within or endogenous influences on teacher change examined presents this facet as a crucial part of any attempt to effect change. Teachers are largely presented as important players in the change process, who are often described as the agents of change that determine the success or failure of any external innovation designed to effect teacher change. This section highlights insights from the literature on the dynamics that make teacher change inevitable and outlines strategies that teachers have employed for the effective and efficient management of change. Teacher change from within covers the boundaries of school clusters, individual schools, and also circumstances that cause change in teachers as individuals. The reasons for the success or failure of individual efforts from within are examined from empirical research reports.

Teacher change from without covers the organized efforts by policy makers and professional development sectors to influence teachers to change their perspectives on teaching and learning through various methods. Induction programmes in various developing and industrialized countries are examined along with their perceived influence on teacher change. Programmes examined vary from formal to informal and include orientation sessions, teacher meetings, workshops, observation of model classrooms, mentoring relationships, internships, peer probation, distribution of handbooks, and evaluation. The nature and purpose of professional development schools are examined in light of the range of expectations for these schools versus the measured realities of positive teacher change evidenced from research conducted on these schools.

*DECENTRALIZATION***Researchers****Mrs. Marcia Stewart and  
Mrs. Vileitha Davis-Morrison**

This review explored literature on decentralization of school management. The authors examined the concept of decentralized management, revealing the complex and multifunctional nature of the subject matter.

The paper discusses the rationale behind the implementation of decentralization, describing the varying models, structures, and implementation strategies across developed and developing countries, urban and rural areas, and the different levels of the education



system. The paper also examines decentralization as a means for school improvement within the context of curriculum innovation; school management and accountability; student performance; and school actors, including principals, teachers, and community; and the central authority.

### Conclusions

The paper cautions against viewing decentralization as a panacea for education reform. In fact, the literature shows that it is not enough to focus on structural and organizational change only; emphasis also has to be placed on curriculum and instructional changes. Often local school actors tend to be overwhelmed by the administrative demands of the model, and fail to address real issues concerning pedagogical matters. Another important factor cited for the successful implementation of the model is school and community culture, which is seen as an important determinant of stakeholder empowerment, creation of innovative financing strategies, and improved student performance, among other things. Several prerequisites for the effective implementation of the model are highlighted:

- A strong central leader, usually the principal, who is able to manage the change process and delegate power to subordinates
- Stakeholders who have clearly defined roles and a clear understanding of the goals of school-based management
- A comprehensive training programme where necessary skills are absent
- Provision by central authority of guidelines such as performance standards and curriculum frameworks. Central authority also should set parameters within schools for creation of their own vision for improvement.

### MEETING ADOLESCENT LEARNING NEEDS

Researcher

Dr. Monica Brown

The review covers some of the literature related to meeting adolescent learning needs. The overall discussion is pursued in the context of two basic questions:

- What are the most significant learning needs, given the global context in which adolescents now live?
- What formal and informal learning experiences will best contribute to the development of a physically, emotionally, and socially healthy adolescent, who is able to function effectively in a rapidly changing world?

### Conclusions

Elements important to successful participation in the new economic scenario are identified, and inferences for adolescent education have been drawn from these factors. Discussion centers on the concomitant learning needs of adolescents, which include necessary competencies such as self-esteem, self-reliance, teamwork/cooperation; respect for diversity and the rights of others; peaceful negotiation and conflict resolution; cultural/civic awareness, creative thinking/innovation; acquiring and using appropriate information; understanding interrelationships between systems; and choosing and using a variety of technology for a given situation.

There is evidence that in their values, attitudes, knowledge, and skills, adolescents can be also profoundly influenced by their learning experience outside the formal school system. The merits of structured civic education and the benefits of encouraging schools to model democratic practices are explored. Also given are the arguments for a new synthesis between the best school-based teaching and the motivating power of active, community-based learning together with information on recommendations for strengthening connections across learning environments.

### *Improving Literacy: Reading at the Primary Level*

#### **Reading Instruction: Allocated versus Engaged Time**

|                                   |                         |
|-----------------------------------|-------------------------|
| <b>Researcher</b>                 | <b>Dr. Samuel Myers</b> |
| <b>Sponsor/Cooperating Agency</b> | None                    |
| <b>Period</b>                     | 2000                    |

#### **Project Description**

This observational study was designed to examine the relationship between *allocated* and *engaged time* for teachers and students during reading instruction classes, and involved a stratified sample of 20 teachers and their classes. Stratification was based on grade level, with *four* classes represented at each of the grade levels 1 to 5. Engaged time measures for teacher and pupil behaviours were observed and recorded during regularly scheduled reading instruction periods, using an auditory frequency probe time-sampling device.

#### **Findings**

The results indicate variations on the percentages of teacher-engaged time, ranging from 64 to 94 percent of allocated time. Percentages of engaged reading time for the 20 classes vary from 57 to 90 percent. These variations were discovered to depend on teacher management skills, particularly of the extent to which reading tasks assigned to students were carefully monitored. Further, when time given to organizational and preparation activities, transitions, and “off-task” behaviours was not kept to a minimum, much of the allocated reading time was lost.

The data also suggest that what was important was not merely the quantity of engaged reading time for teachers and students but the quality. Indeed, the notion of academic learning time suggests student involvement with material having difficulty levels consistent with student abilities. Merely improving high percentages of engaged time is not enough if that time does not facilitate opportunities for student learning. Comparable proportions of teacher and student engaged time do not necessarily have comparable values. The findings support previous research, and carry important educational implications for policy makers, school administrators, and teachers.



## Outcome

### Article

2000. Reading instruction: Allocated versus engaged time. In *Dimensions of teaching and learning: The Caribbean experience*, ed. Monica M. Brown, pp. 157–90. Kingston, Jamaica: Institute of Education, UWI, Mona.

## Metacomprehension Strategy Awareness and Performance in Reading—Grade 6 Students

|                            |                  |
|----------------------------|------------------|
| Researcher                 | Dr. Samuel Myers |
| Sponsor/Cooperating Agency | None             |
| Period                     | 1998             |

### Project Description

This research project with grade 6 students supports other contemporary research findings which revealed that reading comprehension constitutes a strategic meaning acquisition process, necessitating awareness and control of involved reading processes, reported as metacomprehension. Evidence from this research project confirms that good readers are more disposed to use metacomprehension strategies to comprehend what they read than are poor readers. Two similar studies were conducted with undergraduate college students and preservice teachers college students.

The hypothesis was that if teachers evaluated their students' metacomprehension strategy awareness, the resulting information could provide the basis for instructional decision on these students' reading performance. The sample comprised six grade 6 students, aged 11 to 12 years. A Metacomprehension Strategy Index (MSI) questionnaire (Schmitt 1988) measured strategy awareness, and the Nelson Reading Test (1971) measured reading comprehension.

### Findings

The results indicated a definite positive relationship between metacomprehension strategy awareness and performance on reading comprehension tasks. In particular, good readers were more inclined to demonstrate awareness and use of strategies such as predicting, generating questions, recognizing text features, summarizing, and establishing purpose for reading. In contrast, poor performing readers demonstrated very minimal awareness of such metacomprehension strategies, and relied more on decoding strategies. The findings appear to support the hypothesis that if both teachers and students are aware of the metacomprehension strategies required for particular reading comprehension tasks, then this combined awareness would result in more meaningful instruction and improved student comprehension.

**Outcome****Article**

1998. Metacomprehension strategy awareness and performance in reading. In *Institute of Education annual*, vol. 1, ed. Ruby King, pp. 78–97. Kingston, Jamaica: Institute of Education, UWI, Mona.

***Supporting the Reform of Secondary Education (ROSE)*****Evaluation of the Implementation of the ROSE Curriculum in a Sample of Grade 8 Classrooms**

|                                   |  |
|-----------------------------------|--|
| <b>Researchers</b>                | <b>Dr. Monica Brown</b> and Dr. Winnifred Hall |
| <b>Sponsor/Cooperating Agency</b> | World Bank and Government of Jamaica           |
| <b>Period</b>                     | 1998   |

**Project Description**

The primary objective of the Reform of Secondary Education (ROSE) programme was to provide a common curriculum for the lower secondary grades. Several research projects were carried out as part of the main project. This research project was to discover how grade 8 teachers were interacting with the ROSE curriculum from two perspectives: their perceptions of different aspects of the curriculum and how they use it in classrooms; and grade 8 students' perceptions of the value of the curriculum.

The sample consisted of 69 grade 8 teachers and 349 students from 21 junior high schools in 14 parishes in Jamaica. The measures used were teachers' and students' questionnaires, and a teachers' observation schedule. Teachers were observed while they taught science, language, mathematics, and social studies lessons. A total of 58 lessons was observed.

**Findings**

- Great congruence between the philosophy underlying the ROSE programme and the personal professional beliefs stated by the teachers
- Overwhelming approval for the curriculum, particularly its user-friendliness, usefulness, and appropriateness
- Appropriate teacher behaviours in getting children ready to learn, engaging them in learning activities, and assessing their understanding
- Limited multilevel teaching.

The data also pointed to ambivalence between what teachers said about the programme and what they did in the classroom. For example, most of the strategies/methods observed in the teaching/learning activity were traditional, yet teachers gave high ratings to the effectiveness of nontraditional methods. For their part, students reported that they found the ROSE programme useful in developing knowledge, skills, and attitudes and values.



### **Outcome**

#### **Report**

Brown, Monica, and Winnifred Hall. 1998. Evaluation of the implementation of the ROSE curriculum in a sample of grade 8 classrooms. Kingston, Jamaica: Joint Board of Teacher Education, UWI, Mona.

### **Jamaican ROSE Students' Perceptions of Selected Psychological Aspects of Their Science Practical Activities**

#### **Researchers**

Dr. Kola Soyibo and  
**Mrs. Marceline Collins-Figueroa**

#### **Sponsor/Cooperating Agency**

World Bank and Government of Jamaica

#### **Period**

1997

#### **Project Description**

How grades 8 and 9 students exposed to the Reform of Secondary Education (ROSE) science curriculum perceived five psychological aspects of their science practical activities, namely, student cohesiveness, open-endedness, integration, rule clarity, and material environment. For data collection, a 35-item adapted version of the personal form of the Science Laboratory Environment Inventory (SLEI), developed by Fraser, Giddings, and McRobbie (1995), was used. The main study sample of 1,450 students consisted of 959 girls and 491 boys. 1,002 students were in grade 8 and 448 in grade 9. Of this sample, 1,250 students were from 21 rural schools, while 200 students were from 4 urban schools; 608 students were from traditional high schools, 467 from junior high schools, and 375 from comprehensive high schools. This study is an extension of the many studies that have demonstrated that students with favourable perceptions of their science classroom learning environment and practical classes tend to achieve better in science than students with unfavourable perceptions.

#### **Findings**

The students had fairly favourable perceptions of all five aspects except the material environment aspect; but the students' overall perception of the psychological dimensions of their science practical activities had no relationship to their gender, grade, school location, and school type.

### **Outcome**

#### **Report**

Soyibo, Kola, and Marceline Collins-Figueroa. 1997. Jamaican ROSE students' perceptions of selected psychological aspects of their science practical activities. Kingston, Jamaica: Joint Board of Teacher Education, UWI, Mona.

**Article**

Soyibo, K., and M. Figueroa. 1998. ROSE and non-ROSE students' perceptions of five psychosocial dimensions of their science practical activities. *Research in Science Education* 28 (3): 377–85.

**Curriculum Change and Development****Study of the Implementation of Resource and Technology**

|                                   |   |
|-----------------------------------|---|
| <b>Project Coordinator</b>        | <b>Dr. Monica Brown</b>   |
| <b>Other Researchers</b>          | Dr. Zellynne Jennings and <b>Miss Joan Tucker</b>                       |
| <b>Sponsor/Cooperating Agency</b> | Reform of Secondary Education (ROSE)<br>Sub-Project Implementation Unit |
| <b>Period</b>                     | 1998  |

**Project Description**

The Reform of Secondary Education (ROSE) programme in Jamaica sought to address concerns in the secondary education system (grades 7–9) related to equity, quality, and productivity. Providing a common curriculum was one of the methods proposed for achieving equity in basic educational opportunities. Resource and technology (R&T) was introduced as part of the general reform of secondary education in an attempt to provide a base for developing human resources with technological capability. R&T attempted to integrate five subjects by using a thematic approach.

The study sought data on the implementation of the R&T curriculum in a sample of rural and urban schools in the ROSE programme. More specifically, it sought the views of significant stakeholders about the attributes of R&T and explored the experiences of teachers in implementing the curriculum—what they said they believed and did and what they practised. The sample consisted of principals (15), teachers (85), and students (408) from 15 schools selected for easy access in four parishes in Jamaica. Other stakeholders were college lecturers (12), education officers (6), and ROSE trainers (4). Questionnaires, interviews, and observation were the data collection devices.

**Findings**

Some stakeholders have more positive views than others on the need for and relevance of R&T, and on its quality and practicality. A significant number of teachers, students, and principals find certain aspects of R&T difficult to understand and use. However, the teachers' guide, the workbooks, and guidelines for planning mini-enterprise projects were perceived as appropriate, given the nature of the subject. The study also revealed that implementation of the curriculum has been adversely affected by the absence of adequate materials and equipment.

The observation data revealed that many teachers were not using the thematic/integration approach effectively. There were insufficient instances in which the design process was in operation, as the majority were not using an R&T approach to teach the subjects. Group



work was seen to take place in some classrooms, but only the development of convergent thinking skills was facilitated. Attempts at collaborative learning did not result in meaningful interaction between peers. The problem-solving approach, central to R&T, was seldom seen in operation in classrooms.

The schools have not developed a policy on R&T, which is needed to facilitate implementation. Nevertheless, the evidence suggests that principals organized for the teaching of R&T in planning time, deploying staff, and to a limited extent, supplying instructional materials. As to infrastructure, the Ministry of Education and Culture should pay greater attention to providing competent staff, appropriate rooms, and other physical facilities. Suitable and adequate textbooks and materials are needed.

### **Outcome**

#### *Report*

Brown, Monica, Zellynne Jennings, and Joan Tucker. 1998. Study of the implementation of resource and technology (ROSE project). 115 pp.

### **Factors Affecting the Response of Jamaican High School Students to the NCTVET Non-modular Examinations**

**Researcher**

**Dr. Halden Morris**

**Sponsor/Cooperating Agency**

National Council on Technical and Vocational Education and Training (NCTVET), Assessment and Certification Committee

**Period**

September 1999–June 2002

#### **Project Description**

In 1994, the Ministry of Education requested assistance from the National Council on Technical and Vocational Education and Training (NCTVET) to assess and certify students who were taking technical and vocational subjects. (Of particular interest was the number of students in both comprehensive high schools and technical high schools who were interested in cosmetology.)

The ministry established an understanding with NCTVET that all the other occupational areas such as construction, hospitality, apparel, and commercial skills would be assessed on a phased basis by the NCTVET. The expectation was that by 1999 the Secondary School Certificate Examinations (SSCE), administered by the ministry, would be phased out, and in the technical and vocational subjects, NCTVET examinations would replace them.

SSCE is not yet completely phased out, but the experience of NCTVET in providing technical and vocational examinations in the comprehensive high schools and technical high schools suggests significant problems. One problem was the high attrition rate of candidates entered for the NCTVET examinations in the technical high schools and comprehensive high schools. Some candidates turned up for only one paper, while others turned up for none. Consequently, the assessment exercise has not been cost effective for the NCTVET.

This study was commissioned to determine the causes of this high attrition rate of students about to take these examinations.

#### **Outcome**

- The study provided information for the NCTVET regarding the implementation of assessment and certification procedures for secondary schools.
- Secondary school administrators were informed of the causes of failure in the delivery of technical and vocational subjects in the schools.
- Several papers are currently being prepared for publication.

### *Caribbean Examinations Council*

#### **Developing, Piloting, and Implementing a CXC Examination in Music (Longitudinal Study)**

|                                   |                    |
|-----------------------------------|--------------------|
| <b>Researcher</b>                 | Miss Joan Tucker   |
| <b>Sponsor/Cooperating Agency</b> | None               |
| <b>Date</b>                       | Ongoing since 2000 |

#### **Project Description**

The development and implementation of the CXC music syllabus are studied through the processes and issues as they emerge at three important stages. The research examined the first stage, the challenges posed by the region's cultural pluralism when the syllabus was being developed and agreement on its standard and content was being sought. At the second, the piloting stage, questionnaire data captured the participating teachers' opinions on the suitability of the syllabus and its standard, the challenges they would face in piloting it, and whether they felt professionally competent to face those challenges. Interviews with CXC resource persons, whose task was to support and assist teachers during this stage, provided another perspective on piloting.

The third stage of the study—covering the implementing now in progress—is to interview CXC students in three Caribbean countries on their perceptions of the syllabus profiles (composing, listening/appraising, and performing) and the musical repertoire to which they have been introduced, the skills and competencies to be developed, and the examination process.

The first-stage data point to the difficulty of agreeing on the syllabus standard, and therefore on the standard of the students' skills and knowledge that should be prerequisite to their beginning the syllabus. The difficulty of providing for the region's cultural pluralism also features strongly in these data, pointing to the complexities to be addressed in Caribbean and other societies that aim to remove colonialism's cultural hierarchies and give equal worth to the artistic utterances of the many groups that comprise those societies.



## Outcome

### *Articles in Progress*

Starting from scratch: Public music examinations for Caribbean schools.

Teachers' perceptions of the CXC music syllabus.

## SUPPORTING THE DEVELOPMENT OF TEACHER EDUCATION

### **An Investigation into the Cognitive Abilities and Personality Characteristics of Students in the Teachers' Colleges**

**Researcher**

**Dr. Gagindra Persaud**

**Sponsor/Cooperating Agency**

Sam Sharpe Teachers' College

**Period**

Ongoing since 1997

### **Project Description**

Principals and tutors of the teachers' colleges believe although students entering the Three-Year Diploma Programme in Teaching fulfil the entry requirements, they do not possess the necessary academic prerequisites. Students' personality is also not taken into account in selection. The project seeks to remedy this deficiency by utilizing a broad range of putative measures of intelligence and of personality traits.

Recent psychometric research has identified five factors of general intelligence: Gf or broad reasoning, Gc or knowledge, Gv or broad visual intelligence, Gs or broad speediness, and Gr or broad fluency. Since school-based knowledge has consistently been found to be of the nature of Gc or knowledge, the research utilized a wide range of putative tests of general intelligence. First, a screening test comprising eight cognitive tests that purport to load the Gf and Gc factors was administered to all students who sought admission to the College. Students with high scores were then tested further. This included batteries of 10 to 14 cognitive tests that have been shown to be robust markers of the five broad factors of intelligence. Two measures of creative writing were also added to the battery of cognitive tests. Finally the comprehensive Cattell's Personality Inventory was used.

The following were investigated:

- The pre- and post-test reliability of the screening test, the cognitive tests, and the Cattell 16 PF Inventory
- The comparisons of the performance of the Years 1, 2, and 3 students on all the measures used in this project except creative writing
- The problem-solving skills of the Years 1, 2, and 3 students on selected items from three of the cognitive tests used
- The factor analytic structure of newly designed psychometric tests

### **Findings**

- Despite the many tests that were administered to different cohorts of applicants, the factor analytic solutions, whether based on exploratory or confirmatory procedures, did not yield the five broad factors of intelligence or the independence of the factors.

These findings have been consistent over the years, irrespective of the number of tests used and the age and qualifications of the students. The argument is compelling that the earlier years of education do not allow for the differentiation into five broad and independent factors.

- There is considerable discrepancy between the students' performance on the cognitive tests and their level of school-based knowledge based on their performance in the Caribbean Secondary Education Certificate Examinations. Performances on the tests that load the five factors were at a low level.
- The level of problem-solving skills and strategies was not significantly different from Years 1 to 2, and from Years 2 to 3. This suggests a heavy dependence on rote-learning rather than on problem-solving in the College curriculum.
- The results of the 16 PF confirmed that applicants to the College showed a profound tendency to rate themselves more socially acceptable than they really were on the one hand, and similarly so in relation to their counterparts already in college on the other hand. On a particular trait of the 16 PF, the majority of the students rated themselves as not conforming to the rules of social behaviour.

### **Outcome**

#### *More Effective Selection Process*

The College administration and faculty are satisfied that the tests have made the selection process more effective. This is reflected in the overall performance of the students and in their adjustment to College.

#### *Paper Presented at a Conference*

2002. The performance of applicants to a teachers' college on a screening test. International Conference on Problems and Prospects of Education in Developing Countries, UWI, Cave Hill, Barbados, March 25–29. 15 pp.

## **The Early Musical Education and Field Experiences of Jamaican Student Teachers**

|                                   |                         |
|-----------------------------------|-------------------------|
| <b>Researcher</b>                 | <b>Miss Joan Tucker</b> |
| <b>Sponsor/Cooperating Agency</b> | None                    |
| <b>Date</b>                       | 2002                    |

### **Project Description**

Student teachers enter college with considerable experience of the subject(s) that ultimately they will be qualified to teach. Those pre-college experiences have a discernible impact on student teachers' conceptions of knowledge and their conceptions of the methods by which knowledge is transmitted. To examine the musical knowledge that student teachers bring to their college years, this study looked at the musical background of a group of six third-year student teachers. Previous research showed that music students often entered tertiary institutions with an unstructured exposure to music, in which personal initiative substituted for organized study.



A case study approach was used to examine ways in which these student teachers developed their early musical knowledge and skills; the type of knowledge and skills that constituted their pre-college musical knowledge; why, how, and by whom they were motivated to learn music in the early years; and their reasons for choosing to specialize in the teaching of music. The study also examined the student teachers' field experiences to see the extent to which teaching in their assigned schools accorded with the practices to which the college programme speaks; to examine whether student teachers had opportunities to utilize the knowledge and skills gained in the college programme; and to see whether field experiences helped student teachers develop their knowledge and understanding of music education, and if so, in what ways.

### Findings

There are considerable variations in the musical backgrounds of these six student teachers. However, in general, few of them had regular lessons with a music teacher in childhood, and many were grappling with musical skills that they should have acquired before entering teachers college. Music teaching in their primary and secondary schools had been limited, often centring only on whole-group singing. During the three years of the college programme, these student teachers were being introduced to what was for them a totally new approach to music education. The schools in which they did their teaching practice provided them with little or no opportunity to observe, or be a part of, a music programme that reflected current approaches to music education. The hosting teachers in their schools were poor models; they delivered the ROSE music curriculum in a haphazard way, and rather than guiding the student teachers, relied on them for information on certain aspects of music teaching. In summary, most of the six teachers had gone from childhood to the brink of their careers as music teachers with only the three years in their college programme as a sustained period of learning music in an institution, and their only exposure to current practices in music education.

### Outcome

Articles in progress

### College Students' Metacomprehension Strategy Awareness and Performance in Reading Comprehension

|                            |                  |
|----------------------------|------------------|
| Researcher                 | Dr. Samuel Myers |
| Sponsor/Cooperating Agency | None             |
| Period                     | 1997             |

### Project Description

This investigation focused on assessing the metacomprehension strategy awareness of five college students who had completed their high school (grade 12) academic requirements, and gained admission to undergraduate university courses. It was anticipated that evaluating these students' awareness of strategic reading process would reveal important infor-

mation on their consciousness of the demands of particular “reading to learn” academic tasks at the college level. Data were available on all five college students’ performance on the “Form F” Nelson-Denny Reading Test (Brown, Bennett, and Hanna 1981) taken prior to their admission.

The instrument used as a measure of metacomprehension strategy awareness was the Content Area Metacomprehension Strategy Index (Content Area MSI), adapted from Schmitt (1990) by Myers (1999). The Content Area MSI tests strategies such as prediction/verification, self-questioning, attending to text features, and applying fix-up strategies.

### Findings

There was an overall positive relationship between college students’ awareness of the strategies specified in the Content Area MSI and their performance scores on the Nelson-Denny Reading Test. The college reading tutor’s comments on students’ reading behaviours during academic pursuits further supported this relationship.

The recommendation is that college tutors should be advised to assume responsibility for fostering metacomprehension strategy awareness among their students. They should also be encouraged to ascertain whether this awareness is subsequently applied to the “reading to learn” tasks so indispensable to academic success. This is important, as the research has shown that college students cannot be assumed to be aware of, and to apply, metacomprehension strategies during engagement in academic activities.

### Outcome

#### Article

1997. College students’ metacomprehension strategy awareness and performance in reading comprehension. *Journal of Reading Education* 23 (1): 18–27.

## The Effects of Additional Practice on Learning to Teach Physical Education

|                            |                          |
|----------------------------|--------------------------|
| Researcher                 | Miss Vilma Charlton      |
| Sponsor/Cooperating agency | The Multicare Foundation |
| Period                     | Ongoing since 1997       |

### Project Description

This project is designed to find out whether additional practice improves student teachers’ performance in the practicum and whether physical activities can improve interpersonal relationships among inner-city children. Physical education students from Mico Teachers’ College are provided with additional practical experiences through their participation in the recreational programme at the Multicare Breezy Castle Centre. Students attend the centre once a week for two hours in the afternoon, over a period of twelve weeks each semester. The Mico students organize the children into age groups ranging from 8 to 14 years and teach them the basic skills in five sports: basketball, hockey, netball/football, track and field, and volley ball.



The student teachers run mini-competitions between the schools which the children attend. The student teachers are also teachers and counselors in the summer camps held for the children at the Breezy Castle Centre.

### Findings

Generally speaking, student teachers who participated in the programme at the Centre approach the practicum with confidence and outperform their peers who have not had the additional practice. As a result, teaching practice grades have improved. Students also have had the opportunity to work with children from different backgrounds, age-groups, and abilities. Some students have become involved in work in the children's communities. Others work as counselors in an environmental summer camp run by Multicare. Others have become involved as teachers in the Multicare summer programme.

### Outcome

#### *Paper Presented at a Conference*

1997. Experiences and results of new teaching methods and activities that have been tried at the Breezy Castle Centre in Eastern Kingston. Conference on Professional Development, Kingston, Jamaica, July.

## Preservice Teachers' Metacomprehension Strategy Awareness and Teaching Performance

|                            |                  |
|----------------------------|------------------|
| Researcher                 | Dr. Samuel Myers |
| Sponsor/Cooperating Agency | None             |
| Period                     | 1998–1999        |

### Project Description

This research project was driven by the view that if college students need to be aware of and use metacomprehension strategies then this perhaps applies even more to preservice teachers. The necessity for teacher trainees to be in command of metacomprehension strategies takes on a special urgency, because they will later be expected to assume responsibility for instruction in "reading to learn" pursuits, which undergird performance in all college curricula.

The four Jamaican preservice teachers in this case study were randomly selected from a class of 35 preservice teachers completing the final year of a three-year teacher training programme. Primarily, the study attempted to determine whether the four teachers' metacomprehension strategy awareness was reflected in their instructional procedures during interaction with students in regular classroom sessions for the reading practicum.

Metacomprehension strategy awareness was measured by a Content Area Metacomprehension Strategy Index (Content Area MSI) questionnaire which addressed reading strategies such as previewing, self-questioning, prediction/verification, summarizing, and fix-up strategies. Performance on the reading practicum was assessed by an observational schedule, accounting for the frequency with which the trainee teachers

facilitated awareness and use of the strategies represented in the Content Area MSI questionnaire.

### Findings

The data suggest that levels of metacomprehension strategy awareness, as measured by preservice teachers' performance on the Content Area MSI questionnaire, were reflected in the reading practicum grades. The educational implications for classroom practice appear to be in accord: teachers in training not only need to be aware of those metacomprehension strategies identified in this study, but they themselves should be able to use the strategies. The combined awareness and use of such strategies by preservice teachers should equip them adequately for guiding students in the classroom to become more strategic comprehenders of written discourse.

### Outcome

#### *Paper Presented*

1998. Pre-service teachers' metacomprehension strategy awareness and teaching performance. Language Arts Board of Studies, JBTE, Mona, UWI.

#### *Article*

1999. Preservice teachers' metacomprehension strategy awareness and teaching performance. In *Institute of Education Annual*, vol. 2, ed. Ruby King, pp. 153–76. Kingston, Jamaica: Institute of Education, UWI, Mona.

## **UNESCO International Network: Reorienting Teacher Education to Address Sustainability**

|                                   |                       |
|-----------------------------------|-----------------------|
| <b>Researcher</b>                 | <b>Dr. Lorna Down</b> |
| <b>Sponsor/Cooperating Agency</b> | UNESCO                |
| <b>Period</b>                     | 2002–2004             |

The major purpose of the project is to reorient teacher education to address sustainability. A programme of the United Nations, its particular mandate is to develop guidelines to reorient teacher training. The guidelines are expected to emerge from the actual programmes and projects that members of the network undertake through their respective institutions.

The specific projects being undertaken are:

1. Infusing the concept of sustainable development into Caribbean literature at Mico Teachers' College—a pilot project aimed at producing a model of the infusion method
2. Applying the infusion method to other areas of the curriculum, in particular language arts
3. Coordinating a regional network of teacher educators to address sustainability
4. Designing a course in literature and sustainable development.



The project of infusing sustainable development into Caribbean literature began a year ago and has now been modified in order to build on its strengths as well as fill the gaps that had been identified. Because this project is still in process, the outcomes listed here have been identified as initial as well as expected.

#### **Initial Outcome**

- The development of a greater awareness of key issues of sustainability by lecturers and students in Caribbean literature at Mico Teachers' College
- The development of greater sensitivity to attitudes, values, and ethics that promote respect for others
- The exploration of responses to violence and the acquisition of skills to manage conflict
- The study of the texts in contexts more immediate and meaningful
- The development of a working model of the infusion method for sustainable education.

#### **Expected Outcome**

- A community focused on sustainable practices—demonstrated in their relation to the environment and to each other. Attitudes, values, and ethics that promote equity and respect for others
- Extension of infusion approach to other areas of the curriculum
- Development of evaluation measures for attitudes and values
- A vibrant regional network for sustainability
- The development of a course in literature and sustainability
- Report presented at Second Meeting of UNESCO International Network
- Article on literature and sustainability in progress.

### **Jamaica Primary Education Support Project (JA-0059)—Teacher Preparation and Professional Development Quality Sub-component**

**IOE Consultant**

**Dr. Monica Brown**

**Other Consultants**

I. Andrews and P. Grimmett

**Sponsor/Cooperating Agency**

Inter-American Development Bank (IADB) and  
Government of Jamaica

**Period**

1999–2000

#### **Project Description**

In its plans to implement a newly revised curriculum in all primary schools in Jamaica, the Ministry of Education and Culture (MOEC) anticipated several problems within the education system. The MOEC and IADB appointed consultants in several sub-component areas to examine the potential problems and make recommendations to assist implementation. The seven-person Teacher Preparation and Professional Development (TPPD) Quality Sub-component Team undertook to

- Analyse the situation with respect to the system of teacher preparation and professional development and develop a strategic plan in those areas

- Determine the technical and financial inputs needed to achieve effective implementation of a revised curriculum in all the country's primary schools.

The team's procedural and conceptual approach involved literature and documentation reviews; interviews and conversations during school and college visits; attending meetings and presentations by various interest groups; ongoing contact with other sub-component groups; reflection and "progressive focusing" in which ideas, possible courses of action, and recommendations became more specific.

### Findings

- The connection between the teachers colleges and curriculum planners in the MOEC needed to be strengthened.
- In the colleges the team observed a narrow pedagogical approach based primarily on lecturing as well as an overemphasis on factual content at the expense of educational issues. The team concluded that the appropriate training of teachers, including beginning teachers, is one of the best ways to ensure that the desired project outcomes are achieved and sustained.

### Outcome

#### Report

Andrews, I., M. Brown, and P. Grimmett. Teacher preparation and professional development—Primary Education Support Project (JA-0059) Report. Jamaica: Ministry of Education and Culture/IADB.

## A Study of the Development of New Teacher Educators

|                            |   |
|----------------------------|---|
| <b>Project Coordinator</b> | <b>Professor Hyacinth Evans</b>                                 |
| <b>Researchers</b>         | <b>Dr. Monica Brown, Mrs. Rose Davies, and Miss Joan Tucker</b> |
| <b>Sponsor</b>             | None  |
| <b>Period</b>              | Ongoing since 1998  |

### Project Description

This study grew out of the work of lecturers in the Institute of Education, whose mandate is to contribute to the professional development of college lecturers. The study was undertaken in response to the high turnover of college staff, which leads to the continuing need for new college lecturers to be inducted into the profession of teacher educator, whose learning then has to be planned and monitored over time. This project, a continuation of the Faculty Development Project, which ended in 1997, aims at understanding the learning needs of new college lecturers, the difficulties they experience during the first three years, and the nature of the transition from teacher to teacher educator.



## Findings

The college lecturers in the sample had different reasons for becoming a teacher educator, including encouragement by a significant other; desire to render service, or to make an impact on the education system, or to give back in some way; desire to teach adult students; desire for greater challenge and stimulation; opportunity to move to another level of the system, and discomfort with their present circumstances of teaching at the secondary level. In most cases, there was a combination of motivations. The college lecturers bring to their new role personal qualities or commitments, interpersonal skills, experience, and specialist knowledge in addition to their professional qualifications and experience. And in their teaching, they are guided by instructional themes such as the teacher educator as model for student teachers and as facilitator.

The results also show that new college lecturers' professional development needs are not always, or not always adequately, addressed by existing arrangements. The challenges that new college lecturers face include learning to teach at a new level of education, learning to teach subject matter with a new purpose, working with a new goal and programme structure, and working in a new institutional setting. These findings have been useful in identifying new directions for the professional development of new teachers college lecturers.

## Outcome

### *Papers Presented at Conferences*

- Brown, M., R. Davies, H. Evans, and J. Tucker. 1999. Becoming a teacher educator in Jamaica. Annual meeting of ISATT, Dublin, August.
- Evans, H. 2001. A framework for the development of the new teacher educator. Annual Conference of the CIES, Washington, DC, March.

### *Articles*

- Evans, H., M. Brown, R. Davies, and J. Tucker. 2000. Becoming a teacher educator in Jamaica: Some initial findings. *Journal of Education and Development in the Caribbean* 4 (2): 93–116.
- Brown, M., R. Davies, H. Evans, and J. Tucker. 2002. Orientation of the beginning teacher educator in Jamaica: An essential process. *Curriculum and Teaching Dialogue* 4 (2): 123–35.
- Evans, H., R. Davies, and J. Tucker. 2002. A framework for the preparation of new teacher educators. *Caribbean Journal of Education* 24 (2).

## Development Projects

Twenty development projects were undertaken by members of staff of the Institute. These can be divided into two main categories:

- Educational/Curriculum Development
- Faculty/Professional Development—of teacher educators from the member colleges of the Joint Board of Teacher Education (JBTE).

The majority of development projects were curriculum-based, perhaps because most members of staff of the Institute are curriculum specialists, whose first charge is to promote best practices in their discipline in the colleges. Many of these projects, which also included a research component, have resulted in new and revised courses and instructional packages that reduce the dependence on chalk-and-talk methods in teacher education and in the school system.

The most important project for which the Institute has provided leadership, the Caribbean Centre of Excellence for Teacher Training, was officially launched in 2003. However, the Institute became actively involved in planning, bidding, and selecting personnel in 2002.

As one of three projects established under the Summit of the Americas Initiative, it will serve the entire Caribbean region as together we tackle an important imperative—improving the teaching/learning of young pupils in disadvantaged communities. This project provides us with a glimpse into the future for, through it, the University will be empowered to make a difference in education in the region.

### EDUCATIONAL/CURRICULUM DEVELOPMENT

#### *Early Childhood Education*

##### **Child Focus I**

|                                   |   |
|-----------------------------------|---|
| <b>Directors</b>                  | Mrs. Janet Brown, Caribbean Child Development Centre, UWI<br><b>Mrs. Rose Davies</b> , Institute of Education |
| <b>Sponsor/Cooperating Agency</b> | World Bank  |
| <b>Period</b>                     | 1996–1999   |

##### **Project Description**

This project was intended to support development of integrated approaches to early childhood education. The activities included the development of a policy framework to support Jamaica's Early Childhood Education and Development integration thrust. This required revising/developing curricula for training all levels of early childhood development personnel, piloting a draft training curriculum for daycare centres and basic schools, developing a training and accreditation system with a competency-based approach,



designing alternative service delivery models for children birth–6, and establishing a regional information and resource network.

### Outcome

Notable achievements included the following:

- Daycare and preschool units have been merged under one umbrella.
- A manual of occupational standards for early childhood was developed in collaboration with the National Council on Technical and Vocational Education and Training (NCTVET) and HEART Trust/National Training Agency. This manual is internationally recognized and is being promoted as a model by the World Bank.
- A training and accreditation system for early childhood workers at levels 1–3 has been developed through NCTVET.
- An Early Childhood Resource Centre has been established under the Institute of Education.

## Child Focus II—Strengthening Early Childhood Development in the Caribbean

|                                    |   |
|------------------------------------|---|
| <b>Director</b>                    | Mrs. Janet Brown  |
| <b>Project Technical Director</b>  | Mrs. Sian Williams  |
| <b>Sponsor/Cooperating Agency</b>  | Inter-American Development Bank (IADB) and Caribbean Child Development Centre (CCDC), UWI |
| <b>Director/Training Component</b> | <b>Mrs. Rose Davies</b>   |
| <b>Period</b>                      | 2001–2004   |

### Project Description

The purpose of the project is to

- Strengthen regional capacity to implement the Caribbean Plan of Action for Early Childhood Education, Care and Development
- Provide financial and technical support to further the development initiatives of the Plan of Action specific to the areas of legislation and standards, sustainable sector financing, parent and public education, curriculum development, training, and regional networking.

A major aspect of the project is developing courses for the new master's degree programme in early childhood education and to offer a pilot programme at the School of Education, UWI, Mona. Ten tuition scholarships will be offered to candidates from IADB member countries during the pilot year.

The Institute of Education, UWI, with Rose Davies as coordinator, is responsible for the training aspect of the project, which involves development of a master's degree programme focusing on training leaders for the ECD sector.

### Outcome

The project is less than halfway through and appreciable outcomes have yet to be achieved.

## *The Arts and Technology*

### **Oracabessa Music Project**

|                                   |   |
|-----------------------------------|---|
| <b>Director</b>                   | <b>Miss Joan Tucker</b>   |
| <b>Project Coordinators</b>       | <b>Mrs. Lileth Sewell, Mrs. Marcia Lumsden-Ashley,<br/>Mrs. Gloria Walker</b> |
| <b>Sponsor/Cooperating Agency</b> | <b>Oracabessa Foundation/Island Communications</b>                            |
| <b>Date</b>                       | <b>1994–1999</b>  |

#### **Project Description**

The Institute of Education is constantly engaged in developing school subjects by providing consultative services and by coordinating and directing projects. The Institute developed, implemented, monitored, and evaluated this project as an essential part of its work to develop the arts in schools. Through the project, teachers in two primary schools in the Oracabessa area, Jamaica, were provided with regular, ongoing workshops that enabled them to develop musicianship skills and teaching strategies. In the two schools, leadership and guidance were provided in implementing music programmes (curricular and extra-curricular activities) suited to children of mixed abilities, and therefore beneficial to the entire school population of both schools. Workshops for basic school teachers were hosted, and a summer school for the arts combined with academic subjects took place over the five years of the project. Both schools benefited from the project, especially the weaker of the two, which had few resources and no Common Entrance Examination passes over the years that the project was in operation.

#### **Outcome**

- The music programmes in these schools brought two communities closer and provided children with opportunities to perform at school concerts, local events, hotels, and festivals. Most of these children came from poor homes, and their involvement in musical performance provided them with access to parts of their community that were previously unknown to them.
- The exposure that accompanied these opportunities enhanced personal confidence and laid a foundation in music on which children could build in their secondary school years. Musical and other artistic talents, previously unnoticed, were uncovered and developed.
- The weaker of the two schools developed a reputation for musical performance, and invited to participate in several community events, began to play a more visible role in community life. Because of its poor academic performance, staff and students valued this reputation.
- Most important, the project provided the University with the opportunity to work in rural communities, facilitating the development of teachers' and pupils' artistic abilities.
- The outcomes of this project are not easily quantifiable because they lie outside the ambit of traditional tests and examinations, and reside in the important but largely unmeasurable area of personal and community development.



## **CAPE Art and Design: A Resource Book for the Cultural Studies Module**

|                    |                                      |
|--------------------|--------------------------------------|
| <b>Director</b>    | <b>Dr. Nadine Scott</b>              |
| <b>Beneficiary</b> | Caribbean Examinations Council, CAPE |
| <b>Period</b>      | Ongoing since 2001                   |

### **Project Description**

The project aims at developing a resource textbook for the cultural studies component of the Caribbean Examinations Council's (CXC) Caribbean Advanced Proficiency Examination (CAPE), Art and Design. It entails collecting and compiling data related to the three components of the cultural studies area of the syllabus (Unit 1, Module 1). The content is organized under the following areas:

- Art History—explores the development of Caribbean art history during three major periods: (i) before 1500, (ii) 1500–1900, and (iii) 1900 to present as it relates to architecture, fine art, applied arts, and design
- Heritage Studies—explores regional architecture, artifacts, festivals, and monuments
- Critical Studies—explores principles and practices of art criticism as well as theories of and issues in aesthetics

The content is derived mainly from secondary sources, and to a lesser extent primary source data derived through ethnographic research. The research area for this publication is confined mainly to seven territories: Antigua, Barbados, Dominica, Grenada, Guyana, Jamaica, and Trinidad.

### **Outcome**

This work in progress has as its main purpose the publication of a resource textbook. However, individual publications based on aspects of the ethnographic research are to be developed, including

- Public sculptures: Icons of our heritage
- Cultural memory: Artifacts of the Caribbean.

## **Blueprint for the Introduction of Technology Education in the Curriculum of Primary and Secondary Schools in the Caribbean**

|                                   |   |
|-----------------------------------|---|
| <b>Director</b>                   | <b>Dr. Halden Morris</b>                  |
| <b>Sponsor/Cooperating Agency</b> | Caribbean Community Secretariat (CARICOM) |
| <b>Period</b>                     | 1997–1998                                 |

### **Project Description**

This project was designed to collect data and information to develop a blueprint for introducing a technology education programme into the primary and secondary schools of the CARICOM region. The CARICOM Secretariat initiated the project in response to member states' concerns about obstacles to achievement of their development goals—under-application of technology, lack of emphasis on research, and heavy reliance on foreign imports.

**Outcome**

A clear statement on the philosophy of technology emerged regarding objectives, delivery approaches, implementation strategies, competence, and specific areas of content. Through CARICOM, ministries of education in the region were advised on how to proceed in implementing technology education at both the primary and secondary levels of the education system.

**Report**

1998. Blueprint for the introduction of technology education in the curriculum of primary and secondary schools in the Caribbean: A CARICOM Project. 135 pp.

**Papers Presented at Conferences**

- 1999. Integrating technology into the curriculum of primary schools. Jamaica Computer Society Education Foundation Conference, Ocho Rios, Jamaica.
- 1999. Is technology education relevant in the primary schools' curriculum in the Caribbean? Educators' views. Fifth Biennial Conference, School of Education, UWI, Trinidad.

**Articles in Preparation**

- Critical ingredients for integrating information technology into the education system
- Is technology education relevant in the primary schools' curriculum in the Caribbean? Educators' views.

**Reform of Primary and Secondary Education****Improving Educational Quality, II**

|                                   |   |
|-----------------------------------|---|
| <b>Director</b>                   | <b>Professor Errol Miller</b>   |
| <b>IOE Consultants</b>            | <b>Mrs. Marceline Collins-Figueroa, Mrs. Vileitha Davis-Morrison, Dr. Clement Lambert, and Mrs. Ceva McPherson-Kerr</b> |
| <b>Sponsor/Cooperating Agency</b> | United States Agency for International Development (USAID)  |
| <b>Period</b>                     | May 2000–September 2002   |

**Project Description**

The Improving Educational Quality (IEQ/II) Project was a two-year joint initiative funded by the United States Agency for International Development (USAID). The project fell under the umbrella of the Improving Educational Quality/II Project managed by the American Institutes for Research (AIR) and was housed in the Joint Board of Teacher Education (JBTE).

The project's objective was to help create the tools for building skills and knowledge among preservice teachers that would allow them to successfully utilize the new primary school curriculum being implemented in Jamaican schools. The focus was on building capability in Jamaican teachers' colleges to train students in the principles, content, and



procedures associated with the new curriculum and to monitor their utilization of the new strategies.

JBTE was responsible for revising the curriculum of the four areas targeted by the project, viz., language arts, mathematics, science, and social studies. The project's collaborative approach utilized the expertise of lecturers in the teachers colleges and education officers, under the direction of Institute of Education lecturers in the subject areas.

#### **Outcome**

- The development of revised curriculum documents in the targeted subjects
- A series of workshops aimed at transforming the traditional approach to teacher preparation to one which more appropriately reflected the methodologies of the revised primary curriculum
- The strengthening of the assessment capabilities of teachers college lecturers.

The evaluation at the end of the pilot phase also revealed the following:

- Increased collegial collaboration and interface among lecturers, both at the inter- and intra-college levels
- Widened range of classroom strategies, which led to more practical and hands-on experiences for the student
- Greater use of computer-based media in the teaching/learning experiences.

### **Literature-Based Teaching of Literacy Skills in the Early Grades (1 and 2) of Children in Jamaican Primary Schools**

|                                   |  |
|-----------------------------------|--|
| <b>Project Coordinator</b>        | <b>Dr. Donald G. Wilson</b>                |
| <b>Deputy Coordinator</b>         | Dr. Norma Grant                            |
| <b>Research Fellow</b>            | Dr. Jossett Lewis-Smikle                   |
| <b>Sponsor/Cooperating Agency</b> | UWI, Mona Planning and Estimates Committee |
| <b>Period</b>                     | 1998–2000                                  |

#### **Project Description**

This project was a response to many children's inability to read and write even after six years of formal schooling. It sought to improve pupils' literacy skills in grades 1 and 2 by developing and implementing a programme that included a variety of stimulating children's books and meaningful teacher/pupil and pupil/pupil interaction. Throughout the various stages of the project, there was collaboration with officials in the Ministry of Education and literacy professionals throughout the education system.

Three schools were selected, and within each school, two grade 1 and two grade 2 classes (treatment and control groups) were used. A variety of multicultural children's literature, informational as well as fictional, appropriate for the specific grade level, was selected. Guide materials were written to accompany each title, and testing instruments were developed. Sessions included teachers and pupils reading aloud to the class. Interest in and understanding of texts were promoted—music, art, drama, and poetry were integrated into reading lessons, and books were integrated with topics in other curriculum areas.

**Findings**

Pre-testing and post-testing of project pupils were carried out in book orientation, reading attitude, word recognition, and comprehension. Quantitative analysis of the data and preliminary results indicated that participating pupils' reading and writing skills were enhanced. The pupils in the treatment group displayed positive attitudes toward reading—they were usually anxious to read along with their peers or by themselves, or to listen to their teacher reading aloud. They were also more aware of how words were used in different contexts and cultures.

**Outcome**

- Two newsletters were produced and circulated among literacy professionals in Jamaica.
- A videotape, showing teachers and students in the project class, was produced for use in teacher training institutions and at the Ministry of Education and Culture.
- A list of children's literature books suitable for grades 1 and 2 and teachers' guides to these books were produced.

**Reform of Secondary Education (ROSE)—Teacher Training Component**

|                                   |                                      |
|-----------------------------------|--------------------------------------|
| <b>Director</b>                   | <b>Professor Errol Miller</b>        |
| <b>Sponsor/Cooperating Agency</b> | World Bank and Government of Jamaica |
| <b>Period</b>                     | 1994–1999                            |

**Project Description**

The Joint Board of Teacher Education (JBTE) executed the Teacher Training Component of the Government of Jamaica and World Bank Reform of Secondary Education (ROSE) Project. This involved providing inservice teacher training to over 5,000 teachers of language arts, mathematics, science, social studies, and resource and technology in grades 7 to 9 in 124 project schools. The Teacher Training Component was executed through a Project Implementation Unit located at the JBTE Secretariat. The philosophy adopted by the JBTE was that of continuing professional development intended to foster voluntary commitment to the ideals and goals of quality education.

The basic elements of the inservice teacher training strategy were:

- The employment of subject specialists deployed in five regional teams and placed in teachers colleges across the country. Their responsibility was the inservice training of teachers to support the implementation of the ROSE reform in their schools.
- The deployment and delivery of 45-hour methodology courses taught over 10 days by the subject specialists in the summers during the five years of the project. The courses were designed to orient and prepare teachers to implement the defining features of the ROSE reform in each of the five subjects included in the project.
- Support to teachers implementing the new methodologies through regular school visits each school year by the subject specialists.
- Workshops for clusters of schools as a result of needs identified by subject specialists in their school visits and at the request of the teachers themselves.



- The development and use of self-study distance-teaching modules in both the content and methodology prescribed by the ROSE curriculum in the five subjects.

### **Outcome**

#### *Award*

In 1999 the Ministry of Education received the World Bank's Quality Award for its execution of the ROSE project. In each of the supervisory visits conducted during the life of the project, the Teacher Training Component was cited as the "star performer" of the six components of the project.

#### *Reports*

Brown, Monica, and Winnifred Hall. 1998. Evaluation of the implementation of the ROSE curriculum in a sample of grade 8 classrooms. Kingston, Jamaica: Joint Board of Teacher Education, UWI, Mona. 50 pp.

Brown, Monica, Zellynne Jennings, and Joan Tucker. 1998. Study of the implementation of Resource and Technology. Kingston, Jamaica: Joint Board of Teacher Education, UWI, Mona. 115 pp.

Soyibo, Kola, and Rosemarie Johnson. 1998. A comparison of ROSE and nonROSE grades 7 and 8 students' science knowledge, science attitudes and self-concept. Kingston, Jamaica: Joint Board of Teacher Education, UWI, Mona. 40 pp.

Soyibo, Kola, and Marceline Collins-Figueroa. 1997. Jamaican ROSE students' perceptions of selected psychological aspects of their science practical activities. Kingston, Jamaica: Joint Board of Teacher Education, UWI, Mona.

### **Curriculum Development Consultancy**

#### **Consultants**

Dr. Barbara Bailey (Leader)

**Dr. Monica Brown**

#### **Sponsor/Cooperating Agency**

Government of Antigua and Barbuda, Ministry of Education, Culture and Technology

#### **Period**

Ongoing since 2001

#### **Project Description**

The terms of reference of this project identified two main aims:

- To review and update core curricula at the primary and secondary levels of the school system
- To establish a Curriculum Development Unit (CDU), including orientation and policy in operating a CDU and the training of staff in preparing annual work plans.

#### **Outcome**

1. A situation analysis has been completed, needs identified, and training of curriculum officers completed.

2. Evaluation of existing curricula has been completed.
3. Consultations with stakeholders on areas such as relevance and suitability of curricula, delivery capability, availability of resources, student outcomes at specific grade levels, and curriculum management.
4. A workshop has been conducted to analyse findings and implications of the evaluation.
5. The actual revision of the curriculum is in progress and will be followed by the establishment of the Unit.

## *Development of Curriculum Materials*

### **Materials Production Unit**

**Project Manager**

**Dr. Barbara Matalon**

**Sponsor/Cooperating Agency**

The Multicare Foundation and Joint Board of Teacher Education (JBTE)

**Period**

1995–1999; 1999–present

### **Project Description**

This project was intended to determine the feasibility of publishing low-cost, high-quality textbooks, pertinent to Caribbean culture, for students attending tertiary institutions, by establishing a small publishing unit, the Materials Publishing Unit (MPU). The publication of locally produced textbooks was considered necessary because of the prohibitive cost of the foreign textbooks required in different teachers college courses in Jamaica. The result was that many students lacked textbooks for their courses, so that tutors in the colleges had to rely on the “chalk-and-talk” or dictation methods of teaching. In addition, MPU was mandated to format, edit, and publish other educational materials, such as newsletters, fact sheets, brochures, magazines.

### **Outcome**

The publication of these peer-reviewed textbooks proved feasible, and to date, the MPU has published 11 textbooks and one monograph (see below for list of text publications) under The Chalkboard Press. The textbooks are used by students in Jamaica, but orders for these texts have also been received from the USA, Belize, the Bahamas, Guyana, and Trinidad.

We have fulfilled our mandate to provide “high quality, low cost” texts, and the price of our books range from J\$250 to \$800. From 1996 to 2001, our five bestsellers have each sold on average 1,000 texts a year. The Materials Production Unit is also an active member of the Caribbean Publishing Network (CAPNET) and has attended their conferences in Jamaica and the Book Fest in Trinidad.

### **TEXTBOOKS PUBLISHED BY THE CHALKBOARD PRESS (MPU)**

*Classroom testing and evaluation* (1st ed., 2nd ed.) by M. Richardson

*Classroom testing and behaviour management* by B. Matalon

*Exceptional students in the classroom*, ed. M. Dixon and B. Matalon



*Psychology of learning: An introduction* (1st ed., 2nd ed., 3rd ed.) by B. Matalon  
*Technology in education* (revised) by K. Allen  
*Social studies through discovery* (2nd ed.) by R. King, M. Morrissey, P. Morris, and P. Robinson  
*Computers in the classroom: An introduction* by P. Daley Morris  
*Español avanzado* by A. Bankay, P. Ramsay, and J. Williams  
*Español avanzado, Unit 2, Teachers' transcripts* by A. Bankay, P. Ramsay, and J. Williams  
*Glossary of literacy terms* by S. Myers  
*Jamaican primary education: A review of policy relevant studies* by E. Miller

**MANUSCRIPTS FORMATTED AND EDITED**

Sociology of education: Research in the Caribbean, ed. T. Bastick and A. Ezenne  
The Post-Certificate (Teacher Upgrading) Programme, 1987–1997, by G. Day  
JBTE/ProSoft Management Information System user's guide for schools and colleges  
Foundations for the future, by E. Miller  
Pillars for partnership and progress, by E. Miller

MPU also edited and formatted

- 110 modules for the ROSE project
- *The Pickney* (pediatrics newsletter)
- *Learning Possibilities* (JACLD newsletter)
- *Psi News* (Jamaica Association for Psychologists newsletter)
- A commemorative magazine for the UJCL
- 5 syllabuses for the IEQ/II Jamaica Project
- 4 science syllabuses

**Training of Curriculum Writers/Developers for Designing and Producing Self-Instructional (Courseware) Materials for the High School Equivalency Programme (HISEP)**

|                                   |   |
|-----------------------------------|---|
| <b>Director</b>                   | <b>Dr. Moses Peart</b>  |
| <b>Sponsor/Cooperating Agency</b> | HEART Trust/National Training Agency; National Council on Training and Vocational Education and Training (NCTVET); and JAMAL Foundation |
| <b>Period</b>                     | June–October 2001   |

**Project Description**

This programme design and development project, coordinated by NCTVET, was to train a core of writers/curriculum developers to produce the required training materials for the High School Equivalency Programme (HISEP). This adult education programme provided instructional support and high school certification for adult learners through independent study. The programme's primary purpose was to develop the "sovereign learner—an independent enterprising individual" who understands himself/herself and his/her role in

building the community, and “the role he/she has to play in lifelong learning and development”.

Specific objectives of the programme were to

- Fill the learning gaps of adult learners at varying stages of education acquisition
- Enable independent adult learners to obtain high school certification
- Provide an opportunity for adults who graduate from secondary schools to obtain formal qualifications and recognition
- Enable holders of the HISEP certificate qualification to continue their education in the education and training systems of Jamaica.

#### Outcome

- A Curriculum Writers’ Guide was designed and used in the training.
- Twenty-two writers have been trained to develop self-instructional materials.
- Writers have completed a significant number of the required materials in modules.
- Administrative arrangements for implementation of the pilot programme are progressing, albeit slowly.

### *Instructional Technology*

#### **Instructional Technology Institute English Proficiency Courseware Development**

|  |  |
|--|--|
| <b>Director</b>                        | <b>Dr. Clement Lambert</b>   |
| <b>Research Consultant</b>             | Professor Dennis Craig   |
| <b>Instructional Design Consultant</b> | <b>Dr. Moses Peart</b>   |
| <b>Language Consultant</b>             | Professor Dennis Craig   |
| <b>Sponsor/ Cooperating Agency</b>     | Institute for International Cooperation and Development (IICD), HEART Trust/National Training Agency, Joint Board of Teacher Education (JBTE), Jamaica Computer Society Education Foundation (JCSEF) |
| <b>Period</b>                          | 2000–2002  |

#### **Project Description**

The Instructional Technology Institute established by the cooperating agencies was intended to facilitate the effective development of information and communication technology (ICT) based educational and training programmes.

The first phase of the project was concerned with developing an ICT-based English proficiency course and to test its online delivery.

The project’s specific objectives were as follows:

- Develop and implement an on-site and online training programme for English language. The programme would serve both the public and private sectors;



address the needs of teachers and instructors at all educational levels and in the work force; facilitate collaboration and knowledge exchange between educators, trainers, and students; and encourage joint project activities.

- Train a cadre of “trainer of trainers” to become proficient in the delivery of the training programme

Major activities included linguistic analysis involving postsecondary students’ use of English, writers workshops, production of English proficiency curriculum and instructional modules.

#### Outcome

- A mode of collaboration between three discrete entities was created.
- Procedural lessons for implementing courseware development activities were provided.
- A draft specification of the curriculum coverage for the pilot course was completed.
- Follow-up needs assessment and validation of the course were conducted. The pilot course outline was produced and approved by participating agencies.
- Training/orientation of the writers/materials developers was conducted, and the design framework produced as a guide to the writers.
- Four modules of self-instructional materials in English language proficiency have been developed, produced, and reviewed by specialists from the participating organizations.

The project has been suspended due to funding concerns. The development of the technologically driven versions of the materials (CD-ROM and online learning) has not been completed.

### Supporting Sub-Regional Capacity for Harmonized Educational Management Information System (EMIS)

|                            |  |
|----------------------------|--|
| Director                   | Dr. Moses Peart  |
| Sponsor/Cooperating Agency | Canadian International Development Agency (CIDA) and Organization of Eastern Caribbean States (OECS) |
| Period                     | August–December 2001   |

#### Project Description

This project was a programme evaluation of the Educational Management Information System (EMIS), conducted in St. Lucia (the selected site) over a two-year period. The project, intended as a thorough evaluation of the EMIS pilot activities, utilized these approaches: observations, questionnaires, and interviews, targeted at Ministry of Education officials, and teachers and principals of the participating schools. The evaluation included three sub-processes: (i) Progress Assessment—of the pilot design and development through the project implementation; (ii) Status Survey—of the progress being made—from the perspectives of the participants and from observations through site visits and systems assessment; (iii) Formative Evaluation—a product assessment of the software being pilot tested—its technical quality, utility, and consistency with the criteria of the pilot.

**Findings**

- The pilot of the EMIS software was progressing too slowly: resources were inadequate and there was a lack of effective monitoring.
- Significant training and useful experiences were positive outcomes.
- Data entry of the school records was almost complete in most of the schools, but practical use was not yet being made of these resources.
- The evidence was insufficient for a conclusive comment/recommendation regarding the software's effectiveness.
- Valuable lessons were learned about design and scheduling of a pilot exercise; the type of support systems required for an EMIS; and about the essential need to integrate the EMIS into everyday classroom practices.

**Outcome****Report**

A comprehensive evaluation report, December 2001.

## **Information and Communication Technology (ICT) for Teachers Course Manual**

**Director**

**Sponsor/Cooperating Agency**

**Dr. Moses Peart**

Canadian International Development Agency (CIDA)  
and Organization of Eastern Caribbean States  
(OECS)

**Period**

April–August 2002

**Project Description**

This curriculum development project, coordinated by the OECS Education Reform Unit (OERU), was initiated to design and develop a course in information and communication technology (ICT) for teachers of the OECS sub-region. This training programme was seen as an essential prerequisite for the successful introduction and integration of ICT into the education systems of the Eastern Caribbean States. The training was intended to support the OECS ICT policy guidelines, which in Strategy 19 of the “Pillars for Partnership and Progress”, states that “there is the need for all students at all levels of the education system to be computer literate”. The OECS engaged the services of the instructional design consultant, along with ICT specialists and resource persons from across the sub-region to design and develop this course.

**Outcome**

- The ICT for teachers course manual was developed and validated through the support of ministries of education and inputs from resource persons in these countries.
- The participating countries of the OECS sub-region have been invited to present proposals for a pilot (trial) run of the course.



- The OECS is currently exploring possible funding support for the expected large-scale dissemination of the course materials; and possible collaboration with the universities of the Caribbean region and elsewhere to secure accreditation and articulation of the course in teachers professional development programmes.

## **FACULTY/PROFESSIONAL DEVELOPMENT**

### **Joint Board of Teacher Education/University of Alberta Teacher Education Project**

|                                   |   |
|-----------------------------------|---|
| <b>Project Directors</b>          | <b>Dr. Donald Wilson, UWI</b><br>Dr. Sharon Jamieson, University of Alberta |
| <b>Sponsor/Cooperating Agency</b> | Canadian International Development Agency and<br>University of Alberta      |
| <b>Period</b>                     | 1993–1998   |

#### **Project Description**

The project began in response to the need to upgrade the standard of teacher education by upgrading the qualifications of teacher educators in teachers colleges in Jamaica, the Bahamas, and Belize. Students were not performing as expected in mathematics, science, English language, and reading. The Joint Board of Teacher Education (JBTE) invited the Centre for Education and Development (CED), part of the Faculty of Education at the University of Alberta (UOA), to help. In the JBTE and UOA partnership, the JBTE was responsible for the local administration of the programme, and UOA, the financial administration.

The programme began with a four-day conference at the University of the West Indies (UWI) and had two major parts. The first part included more than 15 summer courses at UWI over a five-year period. These courses were UWI graduate-level courses taught by staff from the UOA, with the approval of UWI. The graduate scholars were from Jamaica, the Bahamas, and Belize, and included staff from the teachers colleges and UWI as well as officials from the Ministry of Education in Jamaica. Courses in mathematics education, language education, science education, measurement and evaluation, adult education, and information technology were offered in the Summer Institutes.

The second part of the project, the Research Development Programme, was itself divided into two parts. In the first part of the programme, selected participants were offered one-year scholarships to read for master's degrees at UOA. So successful was the programme that four of the scholars who were granted these scholarships were transferred to PhD programmes.

The second part of the Research Development Programme was done at the Mona Campus of UWI and involved 20 graduate scholars who came from the teachers colleges, the Ministry of Education, and UWI. They had completed their course work and were doing research for MEd or PhD degrees.

### Outcome

- All four of the scholars who had been admitted to PhD programmes at UOA—Dr. Clement Lambert (then of Passley Gardens Teachers' College, now of the Institute of Education), Dr. Lena Swire-Walton (of Passley Gardens Teachers' College), Dr. Enid McLymont (of Northern Caribbean University), and Dr. Donna Chin-Fatt (of St. Joseph's Teachers' College)—successfully completed their programmes and returned to Jamaica.
- When the project officially ended in 1998, almost all of the master's scholars had completed their degrees. Since then, two out of five who were in PhD programmes at UWI have completed their doctorates.
- Based on their experiences as directors and on their evaluation of the first development programme, Dr. Wilson and Dr. Jamieson fashioned a new model for the delivery of postgraduate programmes. The new model, the UWI MPhil/PhD Programme in Education—A Partnership Approach to Mentoring New Researchers, is a major breakthrough in the design of a graduate programme to suit local needs. It got under way with the first three-week course during the summer of 2002. This programme is offered for graduate students who have completed their master's degree in education and are interested in pursuing an MPhil/PhD programme in the School of Education. It is designed to allow the completion of a PhD degree in four years.

The four years include one year of full-time study in the third year of the programme and the opportunity to study abroad at an affiliated university in North America or the Commonwealth. The emphasis is on qualitative research, and a structured programme of workshops for credit, each lasting 2–3 days, is offered at key points in the programme to assist students with literature reviews, proposal writing, research design, data collection, interpretation of data, and thesis writing.

### Faculty Development—A Collaborative Project with Shortwood Teachers' College

#### Project Coordinator

**Professor Hyacinth Evans**

#### Researchers

Mrs. K. Allen, Dr. A. Beaumont, Mrs. O. Beckford Smith, Mrs. L. Buckle-Scott, **Miss V. Charlton**, Mr. C. Clarke, **Mrs. R. Davies**, **Mrs. V. Davis-Morrison**, **Mrs. M. Collins-Figueroa**, Mrs. Yvette James-Brown, **Dr. R. King**, **Mrs. Ceva McPherson**, **Miss J. Tucker**

#### Sponsor/Cooperating Agency

Joint Board of Teacher Education and Shortwood Teachers' College

#### Period

January 1996–December 1997

#### Project Description

This was a collaborative development and research project between six lecturers of the Institute of Education and six lecturers of Shortwood Teachers' College, which is one of the



twelve colleges that form part of the Joint Board of Teacher Education. The project, undertaken as part of the Institute's overall professional and staff development of the colleges, was also a research project on some aspects of teaching, learning, and the process of change. The overall aim was to improve college teaching, making it more participatory and reflective of the principles which teachers and teacher educators espouse. Collaboration between the Institute and the College implied joint, mutual problem solving and decision making. Another aim of the project was for the College and the Institute to learn about the process of change and of professional development and the ways in which these processes are linked to institutional development.

The need for such a project was identified in the Curriculum Committee—one of the administrative committees of the JBTE. Chairpersons of Boards of Studies had expressed lecturers' concerns about their methods of teaching and the constraints and conditions which made it difficult to use alternative approaches. The lecturers themselves were aware that as teacher educators they should teach in ways that allow for more student participation and opportunity for reflection.

The main focuses in the project, for professional development as well as for research, were the following:

- Improvement of teaching at the college level, through the use of participatory methods of teaching
- Use of alternative professional development approaches employed by Institute staff, including mentoring
- The process of collaboration between Institute and College staff.

### **Findings**

Participatory methods of teaching are effective. These methods enhance student acquisition of academic knowledge, the development of positive attitudes to self and to the subject as well as development of self-confidence. Students' achievement levels were higher than when traditional methods of teaching were used. However, students experienced several problems with participatory methods, such as insufficient resources to carry out the research. However, as this meant they had to learn to work in groups, these lecturers could now be better prepared for this kind of teaching activity. Lecturers also had to change their expectations for and interaction with students.

The experience of collaborating and mentoring also revealed many challenges. Although mentoring is an important model for professional development, many constraints and dilemmas have to be overcome by both mentor and the person being mentored. These include changing expectations and roles and developing trust. The process of collaboration also proved difficult within the Institute because of differences in conceptions of professional development and of research. These experiences and results were useful in challenging members of the Institute to reevaluate their role and their relations with college staff.

**Outcome****Conference**

A Conference on Faculty Development was held in July 1997. Eight participants in the project presented papers.

**Paper Presented at a Conference**

Evans, Hyacinth, and Joan Tucker. 1998. Collaboration between university and college lecturers: Issues to face. World Congress of Comparative Education Societies Conference, Cape Town, South Africa, July 10–18.

**Article**

Evans, Hyacinth. 1997. Linking research, teaching, and teacher education to improve practice. *Caribbean Journal of Education* 19 (2): 254–69.

**Book**

Evans, Hyacinth, ed. 1997. *Proceedings of the Conference on Professional Development*. Kingston, Jamaica: Institute of Education, UWI, Mona.

Besides the Introduction by Hyacinth Evans, this publication comprises six articles by members of the project: Hyacinth Evans, The Faculty Development Project: Background and purpose; Lena Buckle-Scott, Practising what we preach in social education; Yvette James-Brown and Ceva McPherson-Kerr, Using reflective teaching to enhance mathematics education; Christopher Clarke, Towards a more participatory approach to college teaching; Rose Davies, Reflections on the mentoring role; and Marceline Collins-Figueroa and Omeleta Beckford Smith, Challenges in implementing a collaborative faculty development project in science education at a teachers college.

**Teacher Training for Special Education**

|                            |                                   |
|----------------------------|-----------------------------------|
| <b>Project Coordinator</b> | <b>Professor Hyacinth Evans</b>   |
| <b>Sponsor/Funder</b>      | The Government of the Netherlands |
| <b>Period</b>              | January 1995–December 1998        |

**Project Description**

Although it is estimated that roughly 10 percent of Jamaican children have some sort of exceptionality, the vast majority of Jamaican teachers have not been trained to recognize such children or to devise ways of working with them in order that they may achieve their maximum potential. Against this background the project was launched to develop a training programme for teachers in the field as well as for student teachers in the teachers colleges.

The project included collaborating with special education lecturers and other lecturers in the colleges to determine the content and the methods of this training. The specific objectives included reviewing and revising the education programme to include a unit on exceptionality, developing a 15-hour unit which would be taught as part of the Education Programme, providing training workshops to education lecturers, and developing a handbook for teachers on exceptional children in the classroom.



### Outcome

- *Handbook on Exceptional Children* published and distributed in 1997
- Workshops for lecturers presented 1996 through 1998
- 15-credit Unit on Exceptionality developed and incorporated in the Education Programme.

### Primary Education Support Project (PESP)—Revision of Teachers' College Primary Curriculum

|                                   |  |
|-----------------------------------|--|
| <b>Director</b>                   | <b>Professor Errol Miller</b>  |
| <b>IOE Consultants</b>            | <b>Miss Vilma Charlton, Professor Hyacinth Evans, Dr. Nadine Scott, and Miss Joan Tucker</b> |
| <b>Other Consultants</b>          | Dr. Ambrose Findlay and Mr. Brian Heap   |
| <b>Sponsor/Cooperating Agency</b> | InterAmerican Development Bank and Government of Jamaica                                     |
| <b>Period</b>                     | July 2002–February 2004  |

### Project Description

The project's aim is to revise six subjects in Jamaican teachers colleges' primary curriculum to incorporate the knowledge and competencies demanded by the revised curriculum being implemented in Jamaican primary schools by the Ministry of Education. This entails revising the existing curricula for education, music, physical education, religious education, and visual art, and developing a curriculum for dance. As this project continues the activity initiated under the IEQ/II project, a seamless fit between the two is essential—for they speak to the same curriculum preparing teachers for the primary system.

Strategies include the following activities by college lecturers:

- Creating personal professional development plans that take account of the professional development scheme and the general and specific objectives for transforming teaching in their specialization
- Engaging in reflective practice through portfolios
- Videotaping and critiquing their own teaching.

Involving the staff of teachers colleges at all the strategic points of the revision process is crucial. These key stakeholders' acceptance and ownership are needed to create the environment for promoting this paradigm shift in teacher preparation.

The project processes and activities are intended to strengthen the climate for research within teachers colleges, foster a culture for integrating technology into the day-to-day activity of institutions, and improve lecturers' assessment and evaluation strategies and techniques. Accelerated learning strategies in the training of college lecturers is one important component. Accelerated learning is an umbrella term for an approach to learning that benefits from knowledge about how the brain functions, accessing different intelligences and learning styles in recalling and retaining information and creating participative, interactive learning environments.

**Expected Outcome**

- A professional development plan for training the primary teacher
- The development of revised curriculum documents
- The transformation of traditional approaches to primary teacher preparation so they more appropriately reflect the methodologies and content of the revised primary school curriculum
- Strengthening the assessment capabilities of teachers college lecturers.

### **Sustainable Teacher Environmental Education Project of the Joint Board of Teacher Education (JBTE) and the Environmental Action Programme (ENACT) of Jamaica**

|                                   |   |
|-----------------------------------|---|
| <b>Director</b>                   | <b>Mrs. Marceline Collins-Figueroa</b>  |
| <b>Coordinators</b>               | <p><b>Mrs. Rose Davies</b>, Institute of Education—review and implementation of JBTE early childhood education programme</p> <p>Mr. Lincoln Phipps, Shortwood Teachers' College—college environmental education coordinator</p> <p>Mrs. Doreen Parris, Church Teachers' College—college environmental education coordinator</p> |
| <b>Consultant</b>                 | Mrs. Janice HoLung, external examiner, JBTE   |
| <b>Sponsor/Cooperating Agency</b> | The Government of Canada, through Canadian International Development Agency (CIDA) and the Government of Jamaica  |
| <b>Period</b>                     | Ongoing since September 2000  |

The Joint Board of Teacher Education (JBTE) is implementing this project as part of a national environmental action plan aimed at developing citizens “who are prepared to participate in creating and maintaining a sustainable Jamaica”. The project has two aspects:

- Curriculum revision and implementation of secondary science courses and the early childhood education programme of the JBTE to infuse environmental education
- Support for approaches to institutionalize environmental education for sustainable development (EESD) in two pilot teachers colleges, Shortwood Teachers' College and Church Teachers' College. This demonstration project seeks to enhance the capacity of colleges to integrate ecological, economic, and social considerations in teacher education and campus stewardship activities; and to develop learner-centred, experiential, interdisciplinary approaches to teaching and learning in EESD.

Project activities include professional development workshops for all sectors of the college communities to vision, plan, and reflect on implementation; action projects and research; partnership building; and curriculum review and implementation.



### Outcome

- Revision and implementation of JBTE secondary science and early childhood education curricula
- College-wide stewardship activities to conserve water and energy; reduce waste, especially paper; and maintain and beautify college campuses
- Functioning, multi-sector environmental committees
- Student stewards who monitor the use of resources on the campuses
- Active environmental and gardening clubs
- Celebration of environmental calendar days through assemblies, talks, and classroom subject infusion
- Training in proposal writing which culminated in lecturers seeking to access funds to achieve their vision of developing resource centres for EESD and nature trails for teaching and learning
- Ongoing action research by some lecturers into their environmental teaching and student learning
- Representatives of all sectors of the college communities sensitized through workshops about EESD and the potential of EESD for attaining campus sustainability
- Partnership building with organizations such as RADA and the Forestry Department.

### Newsletter

M. Collins-Figueroa, ed. *Enviro Ed Link*. 2001, 2002.

### Reports

Collins-Figueroa, M., and J. HoLung. 2001. Report of visioning and action planning workshop: Church Teachers' College. Kingston: Sustainable Teacher Environmental Education Project, 30 pp. February.

Collins-Figueroa, M., and J. HoLung. 2001. Report of visioning and action planning workshop: Shortwood Teachers' College. Kingston: Sustainable Teacher Environmental Education Project, 30 pp. February.

## **JBTE/ENACT Subproject: Early Childhood Diploma Syllabus Review**

**Coordinator**

**Mrs. Rose Davies**

**Period**

March 2001–July 2002

### **Subproject Description**

The subproject was to review, revise, and update all syllabuses comprised in the Early Childhood Education Diploma Programme of the JBTE. Major activities of the project included:

- Project commencement consultation workshop
- Writers' workshop
- Syllabus peer review workshops

- Follow-up syllabus implementation workshops during pilot phase
- Pilot of revised courses later implemented in colleges during the academic year 2002–2003.

### **Outcome**

Newly revised syllabuses for the Early Childhood Diploma Programme in the following subject areas: mathematics, science, social studies, visual arts, music, physical education, religious education, language arts, theory and practice of early childhood education (four specialist courses—child development, teaching in early childhood education, strategies in early childhood education, working with parents)

## **Caribbean Centre of Excellence for Teacher Training (Caribbean CETT)**

|                                   |  |
|-----------------------------------|--|
| <b>Director</b>                   | <b>Professor Errol Miller</b>                              |
| <b>Sponsor/Cooperating Agency</b> | United States Agency for International Development (USAID) |
| <b>Period</b>                     | 2002–2005  |

### **Project Description**

The Caribbean Centre of Excellence for Teacher Training is one of three Centres to be established in Latin America and the Caribbean under a Summit of the Americas Initiative. The goal of the project is to provide innovative leadership to strengthen reading instruction in the early primary grades (1–3). Services are directed at schools that serve disadvantaged communities, especially Creole-dominant or multilingual communities.

The Caribbean CETT is composed of five mutually reinforcing components, viz.,

1. Diagnostic tools to assess student performance
2. Teaching and learning materials focused on addressing key reading problems
3. Teacher training to improve teachers' pedagogical skills, including training to utilize the tools and materials
4. Action research to enhance the tools, materials, and teacher training
5. Information and communications technology to support the other four components by improving linkages between institutions and by disseminating the training, materials, and best practices.

It is expected that the Centre of Excellence will (a) use a training-of-trainers approach to increase the number of teachers that it will impact, (b) provide a clearinghouse of teaching materials, and (c) use information and communications technology to facilitate information-sharing among institutions and to increase the scope of teachers' access to training.

In the first year the programme will operate in Jamaica, St. Lucia, and St. Vincent and the Grenadines, expanding to Belize and Guyana in year two. During phase two it is anticipated that the project will reach the seven remaining independent countries in the English-speaking Caribbean.



The project is managed by the Joint Board of Teacher Education, Mona, in collaboration with the Joint Board of Teacher Education, Cave Hill. The framework for implementing and operating CETT is guided by the following principles:

- A participatory design process
- A focus on practices rather than institutions
- Building on existing capabilities
- Working with educational innovators and change agents.



## Publications

Indigenous research in education and dissemination of research findings are integral to the work of the Institute. Members of staff publish in a variety of local, regional, and international journals and books, including those published by the Institute itself.

The Publications Unit of the Institute is responsible for the production of two journals and the monographs and theme books that the Institute has published over the years. The Institute began its career as publisher “modestly in 1968 with *Round-Up*, a four-page newsletter for the teachers colleges across the region”, Reginald Murray wrote in the inaugural issue of the *Caribbean Journal of Education (CJE)* in 1974. The Institute has continued to publish *CJE* jointly with, first, the other Education units on the three campuses, Cave Hill, Mona, and St. Augustine, and more recently, with the Department of Educational Studies, Mona Campus.

Besides *CJE*, the Institute also publishes another journal, the *Institute of Education Annual* (first published in 1998), as well as curriculum materials. These include the textbooks produced by the Materials Production Unit mainly for use in the teachers colleges. In addition, the Institute produces detailed reports on its many projects as well as research literature focused on teacher education.

The research, done on an individual basis and as a collaborative effort, is wide-ranging and reflects the research interests and skills of staff members. It has resulted in greater understanding of educational phenomena and suggested possible answers to educational questions and solutions to educational problems. Many studies have formed the basis for policy making.

Publications are listed under the following:

- Books and research reports
- Journals published or co-published by the Institute
- Articles and chapters in books
- Textbooks/Curriculum materials.

The articles and chapters in books are further categorized under the same heads as were used for the research projects.

Institute of Education members of staff are listed in boldface.



### *Exploring the Context of Education*

There is considerable interest within the Institute in how gender affects socialization and education of children from preschool to secondary level. One study found that young boys and girls learn to value themselves differently and learn different skills because they observe sex-typed behaviour at home, and at school are given sex-differentiated tasks. Later these children go on to secondary schools, where depending on the type of school, they may have differing achievement outcomes. Recent research found that the effect of single-sex schools on academic achievement is greater for boys than for girls. In coeducational schools, another study found that girls are more represented in high-stream classes while boys are more represented in low-stream classes. The low achievement of low-stream boys is linked to the negative practices to which they are subjected at school.

This conclusion, however, seems to be contradicted in another study in which the data suggest that socioeconomic rather than school factors and socialization may account for the underachievement of boys. The impact of these in-school experiences on the individual and society is discussed, and recommendations for creating a more gender-fair environment are made. This research helps to explain why males are underrepresented at the tertiary level.

The historical context of schooling in Jamaica is described in several articles, which attempt to trace the roots of present-day educational phenomena. The research shows that the culture of the primary and elementary schools and the teachers colleges evolved in the late nineteenth century. This research shows also how educational inequality was deliberately created at the outset to reflect and reinforce the gradations in society. Elementary schools were designed to produce an orderly, obedient, and docile working class, while secondary schools were to prepare middle-class children to fit their pre-ordained station in life. The strong educational links which existed between Jamaica and the USA and Britain are explored and described.

Another paper highlights significant developments in technical/vocational education since 1960. This provides useful background for understanding current developments in that area. The relationship of schools to the wider community is explored, particularly in relation to technical and vocational programmes, which are often seen as low-status options. One study captured and documented the interaction between business organizations and technical/vocational institutions in Jamaica and the benefits derived from that interaction.

### *Investigating Curriculum Innovation and Development*

The Institute was responsible to the Ministry of Education and Culture, Jamaica, for the design and implementation of the teacher education component of the Reform of Secondary Education (ROSE). Several research studies were undertaken to support this innovation. One aspect of the ROSE reform was the new emphasis on student-centred enquiry methods in the classroom. One study found that the quality of instructional leadership, and the allocation of time for planning and for the staff to collaborate were factors which determined the success of the innovation.

Other studies call for curriculum change or renewal. Several studies stress the need to make schools more child-sensitive by transforming the curriculum and the learning

environment. There is a call for greater emphasis on the arts in education. In addition, the non-inclusion of Jamaican popular music in the music curriculum, although folk music is often taught, is unacceptable. It is recommended, too, that the primary school curriculum should be enriched by including literature in the curriculum. The difficulties schools face in delivering computer instruction are explored, and procedures provided for integrating technology education at the primary level.

### *Supporting the Development of Teacher Education*

Several issues and problems in teacher education are confronted in the Institute's research. One major issue is the balance between theory and practice in the programme of training for teachers. One paper, an important background study, takes a historical look at the nature, place, and role of educational theory and practice in the teacher education programmes in Jamaican teachers colleges from the establishment of the first colleges in the nineteenth century to the present.

Several papers address the early phases of learning to teach. One study of reading in the colleges reported a disjuncture between teaching methods student teachers were being trained to use and the methods their tutors were using in the college classroom. This suggests that one opportunity to teach by example is being lost.

Learning to teach may begin in the teachers college, but it continues throughout a lifetime of teaching, and provision must be made to foster ongoing teacher learning at each phase. The new or beginning teacher phase has received some attention from the Institute, with studies of first-year teaching experiences. Research shows that both college factors and school factors impede new teachers' progress in this critical period. Knowledge of these factors helps college tutors prepare teachers for the classroom. A similar study has been done of new teacher educators' experiences. This is a new area of research since attention has hitherto been focused on new teachers.

The studies point to the need for more student-centred approaches in the teachers colleges themselves. One music paper calls on tutors to foster a learning environment in which students are encouraged to experiment with sound and are exposed to a broad musical repertoire. This emphasis is repeated in another paper, which argues that changes and commitments at the institutional level as well as at the level of the individual teacher are necessary if a more participatory, student-centred approach is to be effected. This change has become an imperative since participatory methods are central to the newly revised curricula for primary and secondary schools.

## Books and Research Reports

Andrews, I., **M. Brown**, and P. Grimmett. 2000. *Jamaica Primary Education Support Project (JA-0059)—Teacher Preparation and Professional Development Quality Sub-component*.

In its plans to implement a newly revised curriculum into all primary schools in Jamaica, the Ministry of Education and Culture (MOEC) anticipated a number of problems within



the education system. A seven-person Teacher Preparation and Professional Development (TPPD) quality sub-component team was appointed to identify potential problems in teacher preparation and professional development and make recommendations. The team found that

- The connection between the teachers colleges and curriculum planners in the MOEC needed to be strengthened.
- In the colleges lecturers utilized a narrow pedagogical approach based primarily on lecturing, and there was an overemphasis on factual content at the expense of educational issues.

The team concluded that the appropriate training of teachers, including beginning teachers, is one of the best ways to ensure that the desired project outcomes are achieved and sustained.

Bailey, B., **M. Brown**, and H. Löfgren. 1998. *From educational research to educational policy: A curriculum evaluation study of the primary education system in Jamaica*. Educational and Psychological Interactions, 119. Malmö, Sweden: Malmö School of Education.

This project was undertaken to acquire data on which to base a major project, the Primary Education Improvement Project-2 (PEIP-2). The methodology used combined both qualitative and quantitative approaches, and questionnaires and interview schedules were administered to 2,154 students, 350 teachers, 56 principals/school administrators, 30 education officers, and 150–300 parents.

The major findings of the study were analysed under three main themes: capacity of the system to deliver, review of the curriculum, and overall performance of the system.

It appeared, for the most part, that much of what was going on in the classrooms was not based on what was written in the curriculum. In addition, commonly used teaching methods (e.g., one-way communication, teacher talking most of the time, reading in chorus), seldom fostered development of higher order cognitive behaviours. The researchers concluded that many of these negative factors can be overcome when the principal assumes the role of instructional leader, and motivates staff, students, and parents to overcome these obstacles.

Bailey, Barbara, and **Monica Brown**. 1998. *The transition of Jamaican students from pre-school to primary*. Kingston, Jamaica: School of Education, UWI, Mona.

This study was designed to trace and study students in their pre-school classrooms first, and then early in the next stage of their education at the primary level. The sample comprised a subset of 54 of the 169 basic/infant/preparatory schools used in a 1995 evaluation study of early childhood education (Scott-McDonald).

Major findings included the following:

- Parents, pre-school teachers, and grade 1 teachers held opinions in common as to what students should know, be able to do, and the social skills they should display at the end of pre-school.

- Grade 1 teachers felt that in some areas there were deficiencies in their pupils' readiness for primary education.
- Female students in the sample performed significantly better than males on three of the four sub-tests.
- Responses from grade 1 teachers suggested that incoming students would be required to make a radical shift from concrete means of operation to more abstract modes.
- At both levels there were insufficient activities to stimulate students' self-expression and creativity.
- Physical conditions in the pre-primary classrooms were more conducive to satisfactory teaching/learning outcomes than those in grade 1 classrooms.

**Brown, Monica.** 2002. *UNICEF state-of-the-art review: Meeting adolescent learning needs*. New York: UNICEF, Program Division, Education Section.

This state-of-the-art review of some of the literature focuses on adolescent health, learning needs for the world of work, and learning needs outside the formal school system. It highlights some of the significant policy and programme implications derived from the literature review.

The overarching conclusion is that to address the learning needs of adolescents—whether in the developed or the developing world—educational and human resource improvement projects must focus not only on personal fulfilment but also, more importantly, on equipping them to participate advantageously in the new world economic order.

**Brown, Monica,** and Barbara Bailey. 1997. *Appraisal of primary level teacher training programmes*. PEIP Curriculum Evaluation Component. Kingston, Jamaica: ICS Interconsult Sweden AB–ERC University of the West Indies. 100 pp.

This study was undertaken to determine the relationship between the teacher training programme and the existing primary school curriculum. It was expected that this knowledge was needed to determine what changes should be made in teacher preparation in light of the intention to revise the primary school curriculum. Research activities included observation, questionnaires, and review of the teacher education curriculum.

Teacher training institutions appear to have good course outlines, with practical, interesting, and wide-ranging activities. Much effort is being made toward preparing students to perform creditably in their practicum exercise.

A general problem was that the school Curriculum Guides were not readily available to tutors, student teachers, and beginning teachers, and the use of the Guides in teacher preparation was inadequate.

Other factors such as trainees' overall low academic entry qualifications inhibit the ability of many new graduates to perform effectively. Moreover, while expressing a high level of satisfaction with their content courses, College Diploma teacher trainees felt that



they had not been fully prepared for the teaching practice exercise. Of the new teachers, almost all reported that they were using the teaching/learning activities to which they had been exposed in college, but a few said that they could have been better prepared to develop children's thinking skills and to teach different ability levels in the same classroom.

The report ends with a list of recommendations.

**Brown, Monica,** and Winnifred Hall. 1998. *Evaluation of the implementation of the ROSE curriculum in a sample of grade 8 classrooms*. Kingston, Jamaica: Joint Board of Teacher Education, UWI, Mona.

The main objectives of this study were to examine how grade 8 teachers were interacting with the ROSE curriculum and to identify grade 8 students' perceptions of the value of the curriculum. The measures used were teachers' and students' questionnaires and a teachers' observation schedule.

The study found there was overwhelming support for the curriculum. Teachers found it user-friendly and interesting, and there were appropriate teacher behaviours in getting children ready to learn, engaging them in learning activities, and assessing their understanding. Nevertheless, there was little evidence of multilevel teaching and limited attempts by teachers to develop their own teaching/learning materials.

Most student responses were positive.

**Brown, Monica,** Zellynne Jennings, and **Joan Tucker.** 1998. *Study of the implementation of Resource and Technology*. Kingston, Jamaica: Joint Board of Teacher Education. 115 pp.

The introduction of Resource and Technology (R&T) as part of the general reform of secondary education is an attempt to provide a base for developing technologically capable human resources. R&T drew together five subjects that were integrated using a thematic approach. The study was to gather data on the implementation of the R&T curriculum in a sample of rural and urban schools participating in the Reform of Secondary Education programme (ROSE). The sample consisted of 15 principals, 85 teachers, and 408 students in 15 schools. Other stakeholders were 12 college lecturers, 6 education officers, and 4 ROSE teacher trainers. Questionnaires, interviews, and observation were the data collection devices.

The study showed that some stakeholders have more positive views of the need for and relevance and practicality of R&T. A sizable number of the teachers, students, and principals find certain aspects of R&T difficult to understand and use. However, the teachers' guide, the workbooks, and guidelines for planning mini-enterprise projects are perceived as appropriate. Implementation of the subject has been adversely affected by the absence of adequate materials and equipment. The data revealed that many teachers were not using the thematic/integrated approach effectively. There were insufficient instances in which the design process was in operation, as the majority was not using an R&T approach to teach the subject elements. The problem-solving approach, which is central to R&T, was seldom seen in operation in the classrooms. Attempts at collaborative learning did not result in meaningful interaction between peers.

The schools have not developed a policy on R&T, which is needed to facilitate implementation. Nevertheless, sufficient evidence suggests that principals organize for the teaching of R&T—in planning time, deploying staff, and to a limited extent supplying instructional materials. As to infrastructure, the Ministry of Education and Culture should pay more attention to providing competent staff, appropriate rooms, and other facilities. Textbooks and appropriate materials are also needed.

**Brown, Monica**, ed. 2000. *Dimensions of teaching and learning: The Caribbean experience*. Kingston: Institute of Education, UWI, Mona.

This collection of articles is based on research carried out by nine Caribbean educators, whose thinking has been influenced by recent developments in education in English-speaking Caribbean countries. With limited facilities and outdated technology usually, teachers often experience significant challenges in providing an environment conducive to learning. Inadequate pedagogical skills to deal with disinterested, unmotivated, or very bright students are another reality. Informal influences affecting how Jamaican teachers teach are also factors that may inhibit adoption of recommended, but unfamiliar, teaching methods.

Within that context, the focus of the articles is on two themes: teacher preparation and delivering the curriculum subjects. The authors see the need for new and improved approaches to teaching and learning if the educational reforms are to have the desired impact. The overall conclusion is that teacher educators need to increase the effectiveness of teachers graduating from training college programmes by doing more to

- Help new students articulate and examine the preconceptions they formed before entry into the college programme
- Teach/demonstrate theory and subject content in relation to desirable practices in real-life classroom situations
- Participate in developing and implementing a planned programme to provide new graduates with systematic and sustained guidance during the induction phase of their teaching careers.

Finally, the need for further research on each phase of the learning-to-teach continuum is discussed.

**Collins-Figueroa, Marceline**, and Joyce Glasgow. 1997. *Teacher professional development in environmental education for sustainable development: A baseline study*. Kingston, Jamaica: National Environmental Education Committee. 80 pp.

Based on interviews, document analyses, and discussions of a working group of the National Environmental Committee, this study documents opportunities, gaps, needs, and issues in teacher professional development in environmental education for sustainable development (EESD) in Jamaica.

While programmes in educational institutions and NGOs include ecological and social considerations that encourage the development of environmental awareness, the study



identified the need for strategies to include economic and governance concerns and values education in EESD, as well as the need to develop EESD policies, structured system support, and interdisciplinary, collaborative, action-oriented approaches to EESD. The study suggested system-wide, phased programmes for implementing EESD in teacher professional development and called for democratic whole-institution models of change. This study informed the professional development programme area of the National Environmental Education Action Plan for Sustainable Development.

**Davis-Morrison, Vileitha, and Marcia Stewart.** 2002. *UNICEF state-of-the-art review: The decentralization of school management*. New York: UNICEF, Program Division, Education Section.

See Stewart, Marcia, and Vileitha Davis-Morrison.

**Evans, Hyacinth.** 1998. *Gender and achievement in education in Jamaica*. Kingston, Jamaica: Planning Institute of Jamaica. 113 pp.

This research on gender differences in academic achievement, participation, and opportunity to learn in secondary schools in Jamaica was commissioned to determine why boys were achieving less than girls and what part, if any, the school played in this disparity. The research was thus designed to emphasize school-related factors and was primarily a survey of students in four types of secondary schools. An ethnographic study of a small number of these schools was also conducted in order to obtain more in-depth information on the variables being examined. In addition, a sample of grade 1 students was interviewed to determine the students' experiences and skills learned before they went to school.

The sample consisted of 3,719 grades 9 and 11 students in four types of secondary schools—high, comprehensive, technical, and all-age/primary and junior high schools. Approximately 700 of these students were interviewed individually and in groups; 661 grade 1 students in 22 primary and all-age/primary and junior high schools were interviewed on their experiences and skills learned prior to grade 1; 92 grades 5 and 6 teachers were interviewed on performance of grades 5 and 6 students. Various descriptive and inferential statistical analyses for each research question were performed. Interpretive methods of data analysis were used to analyse the qualitative data.

The study revealed that boys and girls exist in a gender-coded school environment and differ on almost every measure examined in this study. It was concluded that many factors contributed to the gender differences in academic performance.

The report ends with some recommendations for schools on the nature of teacher-student interaction, which in most instances favours girls; school practices such as corporal punishment and insults; the negative effects of streaming, including the negative experiences of being assigned to the low stream; the curriculum and teaching methods; and the emotional health and learning environment of boys and girls in the comprehensive high school. The primary school also appeared to be a major site for gender learning that resulted in boys feeling alienated from academic work, and overemphasis on testing and screening at the primary level.

———. 1999. *Gender differences in education in Jamaica*. Paris: UNESCO. 53 pp.

This report was prepared for UNESCO as part of its attempt to determine the issues and challenges Caribbean countries faced in meeting the goals of Education for All. This study, part of a larger one on gender and academic achievement, focuses on secondary education. The research was primarily a survey of students in four types of secondary schools. An ethnographic study of a small number of these schools also sought to obtain more in-depth information on the variables being examined.

The study revealed several factors that influence achievement at the secondary level, including teaching practices, students' perception of the value of education, teacher-student interaction, and school practices such as corporal punishment and verbal abuse. The study ends with some recommendations for policy and practice.

———. 2001. *Inside Jamaican schools*. Kingston, Jamaica: University of the West Indies Press. 154 pp.

Based on research conducted over 15 years, the book presents the experiences, perspectives, and ways of thinking typical of teachers and their students in these schools. In this up-close view of schools and classrooms, the book's purpose is to describe in an ethnographic way, the experiences of those who work and learn in schools. A second purpose is to show how educational theories can be used to understand what happens in schools. A third purpose is to illustrate the ways in which individual thought and action are linked, with each influenced by the structure or the institutional context of the school.

The different types of schools in Jamaica are described, but focus is on the ones that are disadvantaged or attended by students from the poorer classes. These schools and these students are described in detail, and how economic, social, and cultural factors influence their experiences is examined. Chapter 1, on education and schooling, examines the school as a social institution that exists for specific aims and functions, not all of which are educational; the historical legacy of education in Jamaica; and the diversity of schools. Chapter 2 discusses alternative theoretical frameworks for understanding schools and schooling, and their associated research methods. Chapter 3 looks at life inside the classroom, examining conceptually the nature of the relationship between teachers and students, particularly the delicate nature of teacher authority. Chapter 4 examines the curriculum and the processes of teaching and learning in the all-age schools, where materials and resources are limited.

Chapter 5 discusses the effects of streaming on students and presents an extract from research which contrasts the experiences of students placed in the high and low streams in two all-age schools and one primary school. Chapter 6 discusses attitudes to Creole language in the society and in the educational system, reporting on an experiment in the use of alternative teaching and learning strategies and materials in teaching standard Jamaican English to grade 7 students whose first language was Creole. Chapter 7 discusses gender in the Jamaican classroom. It illustrates gender-based differences in the treatment of low-stream boys and girls as well as some of the ways in which masculinity and femininity can be constructed in the school environment. Chapter 8 considers the possibilities for schools in Jamaica; it contrasts the vision of schools—what schools can be—with the stark realities



of schooling and the challenges of the early years of the twenty-first century. It ends with some possible directions for the immediate future.

**Evans, Hyacinth**, ed. 1997. *Proceedings of the Conference on Professional Development*. Kingston, Jamaica: Institute of Education, UWI.

This book is an edited report of papers presented at a conference on professional development held in Kingston in July 1997. The papers report some of the findings of the Faculty Development Project which was initiated with Shortwood Teachers College in September 1996. The aim of the project was to explore ways of improving college teaching and alternative ways of working with the colleges. It was also aimed at learning about and understanding the nature of the college environment that fosters quality teaching.

At the end of the first year, members of the project decided that it was time to take stock of what had been learned and to begin to plan for a method of dissemination to other colleges. A one-day conference was held in Kingston on July 1, 1997 to examine what each sub-project had learned and achieved, and to report to other members of the Shortwood and the Institute of Education community. At this one-day conference, seven papers were presented by members of the Institute and Shortwood Teachers College.

Some of the papers described the experiences and results of the new methods and activities which had been tried. Others reflected on the process in which we were engaged. At the end of the day, participants agreed that the results of the experiments provided evidence that participative methods of teaching are effective. They enhance student learning of academic knowledge as well as the development of positive attitudes and self-confidence.

The proceedings of this conference have been published as a means of disseminating the encouraging results of the first year of the project. Six of the papers presented at this conference are included in the volume: Hyacinth Evans, *The Faculty Development Project: Background and purpose*; Lena Buckle-Scott, *Practising what we preach in social education*; Yvette James-Brown and Ceva McPherson-Kerr, *Using reflective teaching to enhance mathematics education*; Christopher Clarke, *Towards a more participatory approach to college teaching*; Rose Davies, *Reflections on the mentoring role*; and Marceline Collins-Figueroa and Omeleta Beckford Smith, *Challenges in implementing a collaborative faculty development project in science education at a teachers college*.

**Lambert, Clement**, and **Errol Miller**. 2002. *UNICEF state-of-the-art review: Teacher change*. New York: UNICEF, Program Division, Education Section.

See Miller, Errol, and Clement Lambert.

**Miller, Errol.** 1997. *Jamaican primary education: A review of policy-relevant studies*. Kingston, Jamaica: Green Lizard Press, Materials Production Unit, Joint Board of Teacher Education, UWI.

Miller reviews 50 studies relevant to policies on primary education in Jamaica—how particular aspects of the education system work, and identifying strategies for improved access, efficiency, effectiveness, and cost reduction in primary education.

The studies organized under the categories inputs, context, process, and outputs, are first reviewed. Abstracts of each are provided later. Miller concludes that

- No single policy initiative can be expected to lead to dramatic improvement in most aspects of Jamaican primary education.
- Quality and values, important in policy interventions, had not been researched.

He suggests four perspectives from which to formulate education policies.

———. 2000. *EFA in the Caribbean: Assessment*. Monograph Series No. 14.

The document reviews the experience of the Education for All (EFA) movement in the Caribbean at the end of the 1990s. The movement responded to the World Declaration and Framework for Action affirmed at Jomtien in 1990. Data are drawn largely from the assessment reports of the Commonwealth Caribbean, the Dutch Caribbean, and Haiti. Efforts to implement EFA and issues involved in measuring progress are outlined. The assessment is carried out under the six target dimensions set out by the Caribbean as avenues for response. The review reveals the great effort made to expand and improve basic education, thereby providing access to universal education up to the secondary level. Miller observes, however, that lack of systematic monitoring and measuring the impact of interventions made it impossible to draw conclusions. The evidence available suggests disparities that put rural residents, boys, and children from poor families at a disadvantage. Miller suggests 10 challenges for the Caribbean in basic education for the twenty-first century. These include adapting the EFA framework to Caribbean reality and enhancing assessment and data collection capabilities across the region. He concludes that issues such as the economic indebtedness of territories and the vulnerability of the region to natural disasters will periodically stagnate and even reverse progress, rendering it impracticable to conduct assessment of the region in linear terms.

———. 2001. *Jamaica in the 21st century: Contending choices*. Grace Kennedy Foundation Lecture. Kingston, Jamaica: Grace Kennedy Foundation.

Miller presents three possible futures of Jamaica in the 21st century. The first is to continue repeating what he identifies as a paradigmatic Jamaican experience, one that is already three-and-a-half centuries old. The second is to regard the present circumstances as a state of transition. The third is his vision of the future. Miller theorizes that the factors driving change in modern society are not the relationship between labour and capital as perceived by modern scholarship. He describes the effects of demographic, ecological, and technological factors on society and on the concepts of power and culture in society. Changes in



power relations between and within societies are also examined, beginning with the existence of these factors in the earliest isolated communities through to the global and regional communities of modern times. Jamaica is then located within the global matrix of change, with the vision of its future projected from this perspective.

**Miller, Errol, and Clement Lambert.** 2002. *UNICEF state-of-the-art review: Teacher change*. New York: UNICEF, Program Division, Education Section.

In this state-of-the-art review of studies done, teacher change is defined as transformation in the professional lives of teachers caused by internal or external factors. The inadequacy of teacher training programmes is a major reason for subsequent interventions meant to effect change from without. A variety of mainly short-term interventions are reviewed. The factors of gender and teacher receptivity are shown to influence teachers' response to initiatives for change from without. Change from within presents teachers themselves as agents of the change process, determining the success or failure of interventions. The review presents insights into the dynamics which make internal change inevitable, and into strategies teachers employ for effectively managing change. The influence of the global environment and of globally driven educational imperatives for change both from within and without are also examined. Four general conclusions emerge:

- Sensitivity to the context of change as well as the prioritizing of the processes involved is as critical as the products.
- Time required to bring about meaningful change is often underestimated.
- Teacher change is more likely to succeed in a setting where it is part of a larger body of the change anticipated.
- Teacher training to promote change should be followed up by coaching.

**Stewart, Marcia, and Vileitha Davis-Morrison.** 2002. *UNICEF state-of-the-art review: The decentralization of school management*. New York: UNICEF, Program Division, Education Section.

The concept and essential components and rationale for decentralization: varying models of decentralization, the role of stakeholders in the decentralization process, an analysis of decentralization as a vehicle for school improvement, and lessons learned from practices and experiences. School, parent, and community linkages (intensity and forms of participation) are described.

**Tucker, Joan, Monica Brown, and Zellynne Jennings.** 1998. *Study of the implementation of Resource and Technology*. Kingston, Jamaica: Joint Board of Teacher Education. 115 pp.

See Brown, Monica, Zellynne Jennings, and Joan Tucker.

## Journals

### *Institute of Education Annual, vol. 1, 1998—Education and Society, Teaching and Learning in Schools, Issues and Problems in Teacher Education*

Ed. Ruby King. Kingston, Jamaica: Institute of Education, UWI, Mona.

The *Institute of Education Annual* is a refereed publication that showcases the research and development interests and work of members of the academic staff of the Institute. This inaugural volume celebrates the fiftieth anniversary of the establishment of the University of the West Indies, commemorates the thirty-fifth anniversary of the establishment of the Institute in 1963, and honours the first director of the Institute, the late Sir Hugh Worrell Springer.

#### *EDUCATION AND SOCIETY*

**Errol Miller's** paper analyses gender changes in the composition of the elementary school teaching force of the Commonwealth Caribbean.

**Ruby King** provides historical perspectives on educational inequality in Jamaica.

#### *TEACHING AND LEARNING IN SCHOOLS*

This section covers early childhood through to the secondary levels.

**Rose Davies** critically examines the experiences of Caribbean countries in achieving and sustaining quality in early childhood education programmes.

**Samuel Myers's** paper reports a case study of the awareness and performance of metacomprehension strategies of grade 6 students.

**Joan Tucker's** paper, the third in this section, describes the complexities of student-teacher interactions in an authoritarian classroom.

**Halden Morris** examines developments in technical and vocational education at the secondary level in Jamaica between 1960 and 1990.

**Vilma Charlton's** paper, the last in this section, provides an overview of physical education in Jamaican schools.

#### *ISSUES AND PROBLEMS IN TEACHER EDUCATION*

This section covers both preservice and inservice teacher education.

**Hyacinth Evans** examines the nature, place, and role of educational theory in the teacher education programmes of Jamaican teachers colleges since 1836.

**Monica Brown's** paper examines first-year teachers' assessment of their capabilities in the classroom.

**Gagindra Persaud's** reports on his investigation of sex-age differences in a sample of applicants to the Bachelor of Education programme of the School of Education.



*Institute of Education Annual, vol. 2, 1999—School and College: Educational Issues and Trends in the Commonwealth Caribbean*

Ed. Ruby King. Kingston, Jamaica: Institute of Education, UWI, Mona.

*Part 1* contains three articles dealing with aspects of primary education.

**Barbara Matalon** reports the results of an assessment of the reasoning abilities of students attending grades 1 and 4 in government primary schools and in private schools.

**Rose Davies** shows how existing classrooms and teacher behaviours hinder the implementation of curriculum integration.

**Halden Morris** reports on an investigation carried out in eight Commonwealth Caribbean countries designed to determine Caribbean educators' views concerning the integration of technology education at the primary level.

*Part 2* focuses on aspects of teacher education.

**Errol Miller** describes regional developments and innovations in preservice and inservice education in the 1990s.

Earle Newton examines the role of the University in teacher education.

**Clement Lambert** and Ruth Hayden analyse preservice teachers' interpretations of the reading beliefs of their lecturers.

**Samuel Myers** reports the results of an investigation into the relationship between meta-comprehension strategy awareness, strategy use, and teaching performance among four preservice teachers during a reading practicum .

**Joan Tucker** describes the major changes attempted in the colleges in music education and assesses the extent to which they have been effective.

*Institute of Education Annual, vol. 3, 2000*

Ed. Hyacinth Evans. Kingston, Jamaica: Institute of Education, UWI, Mona.

This volume addresses themes related to the curriculum, the school context, and gender. The first article by **Ruby King** examines the role of the school and society in combating violence. It begins with a historical look at violence in Jamaican society when the first elementary schools were being established, when the schools made a consistent effort to instill moral values. This aspect of the formal curriculum was abandoned after full internal self-government in 1957. King cites cross-national evidence to suggest that the individual school plays a key role in combating violence and antisocial behaviour.

In the second article **Clement Lambert** and Robert Jackson take a closer look at the curriculum of today's primary school and consider the role of stories in integrating the primary curriculum. They outline some approaches for addressing the challenges of selecting the right literature for classrooms, focusing especially on the use of literature-based programmes.

The third and fourth articles discuss issues related to gender. In the third article **Errol Miller** reports the results of an action research study designed to address the problems of low-income boys who are underachieving and alienated from school. On the basis of information obtained from school dropouts, an intervention programme was developed for boys

in similar circumstances who were at risk of dropping out of school. Miller concludes that the intervention model has promise for keeping low-income under-achieving boys in school.

In the fourth article **Hyacinth Evans** examines the benefits of single-sex and coeducational schooling. She reviews Caribbean and international literature on the effects of single-sex and coeducational schooling. Regarding academic achievement, the results suggest that the type of school carries no significant advantage when students' pre-enrolment characteristics are taken into account. Research carried out in Jamaica indicates that boys and girls in single-sex schools outperform their counterparts in coed schools. However, in these studies there was no control for pre-enrolment characteristics.

### *Caribbean Journal of Education (CJE)*

*CJE's* mandate is to stimulate thought and discussion about issues in education which affect Caribbean people in the region and worldwide. Defining education in the broadest sense, *CJE* publishes peer-reviewed papers that examine important and sometimes controversial issues from a sociocultural, historical, or philosophical perspective.

First published in 1974, 26 years after The University College of the West Indies was established, *CJE* "has emerged as the official journal for educational research in the Caribbean" (Kelvin Jarvis, *Caribbean Journal of Education: Short history and index for 1983–1999*, *CJE* 21 [1&2]: 149).

*CJE* is a publication of the Institute of Education and the Department of Educational Studies, and is published twice a year. Dr. Monica Brown, director of the School of Education, chairs the Management Committee, while Professor Hyacinth Evans chairs the Editorial Board. Special issues edited by Institute staff members between 1997 and 2002, the period under review, are listed below.

#### *ARTS EDUCATION, CJE, vol. 22, 2000*

Ed. Joan Tucker

In this issue contributors reflect on and critically examine arts education in Caribbean and other societies. Articles speak to four art forms—art, music, drama, and dance—contributing to the ongoing discourse on the status and value of the arts in institutions and their aims and content. In different ways contributors all speak to the importance of assisting all students (not only the talented) to establish relationships with the arts that will allow for creative self-expression and personal development and allow them to make informed and reasoned judgements both as creators and as audience.

#### *EDUCATION AND SOCIETY IN JAMAICA: CHALLENGES AND SOLUTIONS, CJE, vol. 23, 2001*

Ed. Donald G. Wilson

Highlights the papers presented at the Forum on Education, 1997–2001, sponsored by the School of Education, UWI, Mona. The forums focused on a range of educational issues affecting Jamaican society, and the presenters included educators and private and public sector individuals.



## Articles and Chapters in Books

### EXPLORING THE CONTEXT OF EDUCATION

Bailey, Barbara, and **Monica Brown**. 1999. Schooling and masculinity: Boys' perceptions of the school experience. *Caribbean Journal of Education* 21 (1&2): 42–57.

For the boys in this pilot study, financial constraints and community and school violence are the major factors contributing to their dropping out of the formal school system, and for their non-participation and resultant underachievement.

The data suggest that in the case of this group of boys, their underachievement results from the political economy of their situations rather than socialization or school factors. Socioeconomic factors have not been highlighted in much of the existing discourse on male underachievement, mainly because the focus has been on comparisons between the sexes rather than on intra-group factors, such as social class assignment, family form, income, and place of residence, and how these influence schooling and the school experience.

**Charlton, Vilma**. 1998. The challenge of teaching physical education in Jamaica. In *Institute of Education annual*, vol. 1, ed. Ruby King, pp. 128–40. Kingston, Jamaica: Institute of Education, UWI, Mona.

The problems and difficulties the physical education teacher faces. The benefits of physical education to the student and the value of a successful programme. The organization of physical education from infant and basic schools through to the G.C. Foster College of Physical Education and Sport. Suggestions are offered for overcoming the obstacles that teachers encounter in implementing the physical education programme in Jamaican schools.

———. 1998. Exercise, education and health. *West Indian Medical Journal*. Vol. 47, Supplement 1, p. 20.

Emphasizes the value of exercise to general health and well-being. It argues that physical education can help students make that commitment to promoting their own health by providing activities that instill the desire to be fit for life. Experience in other countries show that children can be taught to practise a healthy lifestyle that can reduce the risk factors for chronic disease. The paper describes the Community Nutrition Education programme initiated by the Caribbean Food and Nutrition Institute in 1988. The critical role of school and home is emphasized.

**Davies, Rose**. 1998. Striving for quality in early childhood development programmes: The Caribbean experience. In *Institute of Education annual*, vol. 1, ed. Ruby King, pp. 61–75. Kingston, Jamaica: Institute of Education, UWI, Mona.

Caribbean countries' experience in striving for quality in early childhood development

programmes: the needs of developing children and dimensions of quality in these programmes; factors affecting programme quality; issues of relative quality within different cultural, social, and economic contexts; examples of how developing countries can achieve relative quality in their early childhood programmes.

———. 2000. Investing in early childhood education in Jamaica: Perspectives, problems and possibilities. *Journal of Education and Development in the Caribbean* 4 (2): 75–92.

Investing in early childhood education in Jamaica as an important strategy for developing quality human capital to support nation building: national and Caribbean perspectives on early childhood education and development and the challenges of investing resources in ECED in the context of budgetary constraints and increasing social demands. Current developments that demonstrate the possibilities for progress in ECED in Jamaica are highlighted.

———. 2002. Developing children in Jamaican public primary schools: Experiences at grade one. *Caribbean childhoods: From research to action*, ed. J. Brown and R. Davies. Vol. 1 of *Contemporary Issues in Early Childhood*. Annual publication of the Children's Issues Coalition (CHIC), UWI, Mona. Kingston, Jamaica: Ian Randle Publishers.

The school and teachers and their roles in advancing and enhancing young children's development: the extent to which grade 1 classrooms in Jamaican public primary schools are organized and equipped to support and promote children's holistic development. Data are drawn from three Jamaican studies involving grade 1 classrooms, and findings are discussed within the framework of developmentally appropriate practice for the early primary grades. Schools need to become more child-sensitive by transforming curriculum and learning environments in synchrony with research findings on how young children learn.

**Davies, Rose, and Hyacinth Evans.** 1997. Overview of issues in childhood socialization in the Caribbean. In *Caribbean families: Diversity among ethnic groups*, ed. J. Roopnarine and J. Brown, pp. 1–24. *Advances in Applied Developmental Psychology*, ed. Irving E. Sigel, vol. 14. Greenwich, CT: Ablex Publishing.

See Evans, Hyacinth, and Rose Davies.

**Evans, Hyacinth.** 1999. Streaming and its effects on boys and girls in secondary schools in Jamaica. *Journal of Education and Development in the Caribbean* 3 (1): 45–60.

The article reports results of research on the effects of streaming on boys and girls in secondary schools in Jamaica, based on a sample of over 3,700 students from all types of secondary schools. There were two aspects to the study—a survey in which students responded to questionnaires, and a qualitative investigation into school processes and students' sentiments. The study found that girls were more represented in high-stream classes, while boys were more represented in low-stream classes. Streaming affected academic achievement, students' experiences of school practices such as being beaten or



insulted, and students' sense of alienation from school. There were gender differences in all responses, with low-stream boys most likely to do poorly academically and to experience negative school practices. However, low-stream girls were the group most likely to feel alienated from school. Implications of these results for equal opportunity and equal access to knowledge are discussed.

———. 1999. The construction of gender and achievement in secondary schools in Jamaica. *Caribbean Journal of Education* 21 (1&2): 3–24.

A sample of eight secondary schools was used in this qualitative study on gender and academic achievement in secondary schools in Jamaica. One grade 9 class in each school was observed, and students, teachers, and principals interviewed. How teachers and students interacted in classrooms, the gender differences in students' behaviour, and how these students constructed gender differences in academic achievement in the classroom are described. In ordinary discourse, in expectations communicated, and in teaching and learning activities, there was unequal participation in learning activities on the part of girls and boys, unequal access to knowledge as a result of gender-stereotypical choice of subjects, widening of the achievement gap between boys and girls resulting from the school's inadequate response to boys' reading difficulties, and in particular, some teachers' use of sarcasm, punishment, embarrassment. Recommendations for creating a more gender-fair environment are outlined.

———. 2000. A review of educational reform in the Caribbean since Jomtien. In *Nine years since Jomtien: Is Education for All a dream or a reality?* ed. W. J. Smith and C. Mitchell. Montreal, PQ: Office of Research on Educational Policy, McGill University.

This paper looks at Caribbean countries' efforts to implement the recommendations of the World Conference on Education for All (WCEFA), Jomtien, Thailand, 1990. Progress is categorized under two headings, identification of needs and achievement of targets developed for specific areas. For identification of needs, some Caribbean countries established task forces, working groups, or national commissions, whose plans have all been adopted. Other countries adopted a project-driven approach, directing interventions at specific aspects of education, often funded by international aid agencies. The CARICOM Secretariat also sponsored an initiative to develop a regional education development plan for long-term development. The main achievements included

- Expansion of early childhood care and developmental activities
- Universal access to and completion of primary education
- Improvement in learning achievement
- Reduction of the adult illiteracy rate
- Expansion of provisions of basic education and training in skills required by youth and adults.

The issues facing Caribbean education include contraction in expenditure, increasing numbers of youth at risk, continued inequality in access to quality education, non-support for

literacy programmes and lifelong learning, widening gender gap in achievement, and implementing student-centred methods of teaching.

———. 2001. What are the benefits of single-sex and coed schooling? In *Institute of Education annual*, vol. 3, ed. H. Evans, pp. 65–87. Kingston, Jamaica: Institute of Education, UWI, Mona.

With evidence of gender differences in academic achievement and choice of subjects at the secondary level, and decreasing participation of males at the tertiary level, the issue of the benefits of single-sex and coed schools has resurfaced in the debate on education in Jamaica and some countries of the Caribbean. The paper reviews the research on the effects of single-sex and coed schools in Jamaica and other countries, and considers implications for policy and action within the Jamaican context. The research is discussed under the following: effects on academic achievement; classroom interaction; attitudes to and choice of subjects; self-esteem and self-confidence; and masculinity, femininity, and gender roles. The research reviewed relates primarily to industrialized countries such as the UK, New Zealand, Australia, and Jamaica, where there is a tradition of single-sex schooling, as well as to the USA.

Although pre-enrolment characteristics such as student socioeconomic status must be considered, since single-sex schools are usually selective in admission, it was concluded, based on the research, that in general the effect of single-sex schools on academic achievement is greater for girls than for boys. In choice of school subjects, much evidence is cited to show that girls in single-sex schools are more likely than their coed counterparts to take certain subjects traditionally considered masculine. While the international literature shows that boys are more likely to dominate classroom interaction than girls, the same could not be said of the Caribbean. And the research also suggests that boys and girls in single-sex schools develop different concepts of masculinities than their counterparts in coed schools.

———. 2002. How teachers and students construct gender inequality in secondary schools in Jamaica. *Educational Practice and Theory*.

The paper presents results drawn from a qualitative study on gender and academic achievement in secondary schools in Jamaica. The sample for this aspect of the study was eight secondary schools, with one grade 9 class from each of the schools observed and students, teachers, and principals interviewed. The ways in which teachers and students interacted in classrooms, the gender differences in students' behaviour, and how these students constructed gender inequality in the classroom are described. These gender differences were constructed in ordinary discourse, in expectations communicated, and in teaching-learning activities.

Specific discourse and behaviours are described. It was found that gender differences are constructed through routines and rules, sports activities, and curricular choices as well as students' classroom behaviour and response to the curriculum. Interviews revealed that boys and girls felt that teachers treated them differently and that there was much unfairness in the treatment—especially toward boys. Teachers, however, reported that they were



gender fair in their interactions with students. Specific ways in which gender differences are constructed are outlined. The paper ends with some recommendations for creating a more gender-fair classroom.

———. 2002. Issues in gender and gender equality in the Caribbean. In *Gender equality in basic education*. Santiago, Chile: UNESCO Publications.

The paper was one of several state-of-the-art papers on gender equality and basic education in Latin America and the Caribbean intended to complement UNESCO's working document, *Gender equality in basic education: Strategic framework*. The paper is organized around three areas: a general overview of basic education with special reference to gender issues, policy responses, and trends in the past 10 years, and suggested strategies for realization of gender equality in basic education. The general overview described access to and enrolment in early childhood education and primary education, repetition and completion rates, learning and achievement, and social class differences and access to the secondary level.

The range of programmes implemented as policy responses to the existing situation was also described, as governments in the region had adopted different approaches. Most had implemented projects aimed at expanding educational provisions and improving learning and achievement, with the aid of international donor agencies. Some targeted programmes were described such as the New Horizon Project in Jamaica, and programmes for disadvantaged and at-risk youth, such as the YEAST programme in the Bahamas and the Uplifting Adolescents Project in Jamaica. Some successful practices across the region were examined, such as the Coalition for Better Parenting as well as the Baby Fathers Programme administered by Woman, Inc. Some suggested strategies for realizing gender equality in basic education are given.

**Evans, Hyacinth, and Rose Davies.** 1997. Overview of issues in childhood socialization in the Caribbean. In *Caribbean families: Diversity among ethnic groups*, ed. J. Roopnarine and J. Brown, pp. 1–24. *Advances in Applied Developmental Psychology*, ed. Irving E. Sigel, vol. 14. Greenwich, CT: Ablex Publishing.

An overview of modes of socialization within the family and the school: dominant child-rearing practices, such as the salience of corporal punishment and a punitive attitude toward children; and recent changes in the family and family structure. Significant factors include parents' lack of knowledge regarding the child's optimal development; the prevalence of child shifting and mother absence in many Caribbean countries; sex-typed behaviour at home and in community settings along with gender-differentiated tasks that result in boys and girls learning different skills and valuing themselves differently.

Day care, pre-school, and school settings and their influence on children's learning are examined: the absence of good quality day-care provisions; aspects of the pre-school and school settings, such as the formal nature of the curriculum and the formal methods of teaching; and implications for children's long-term development. The paper ends with recommendations for further research.

**Evans, Hyacinth**, and Rosemarie Johnson. 2001. Identity and academic achievement in single-sex and coed schools in Jamaica. *Education and Society* 19 (2): 55–68.

Differences in academic achievement and other outcomes between single-sex and coed schools in Jamaica are examined. Girls have long surpassed boys in academic achievement at all levels of the educational system. The data are drawn from a larger study of gender differences in academic achievement at the secondary level. The paper begins by describing the educational context in Jamaica, outlines some theoretical perspectives on gender differences in educational achievement, and presents a general discussion of single-sex and coed schooling. Mainly qualitative data from the study that shows the differences in outcomes between single-sex and coed students on a range of dimensions are presented, and social, historical, and in-school factors are cited as the main explanations for these results. The paper ends with a call for a study of single-sex schools, which are those usually described as “traditional”, as well as other schools that are performing well in order to understand the features of these schools that lead to their relative effectiveness.

**King, Ruby**. 1998. Education in late nineteenth-century Jamaica: The American connection. In *Before and after 1865: Education, politics and regionalism in the Caribbean*, ed. Brian Moore and Swithin Wilmot, pp. 13–22. Kingston, Jamaica: Ian Randle Publishers.

Educators in Jamaica and in America were in direct contact with each other in the late nineteenth century, and in their search for models and materials they studied developments in both countries. Jamaican educators were particularly interested in Thomas Mann’s ideas as they evolved in Massachusetts, while American educators involved in the education of former slaves in the southern states were interested in elementary education in Jamaica. This interchange of ideas enriched both sets of educators and ultimately influenced the practice of education in Jamaica as well as in America.

———. 1998. Educational inequality in Jamaica: The need for reform. In *Institute of Education annual*, vol. 1, ed. Ruby King, pp. 43–58. Kingston, Jamaica: Institute of Education, UWI, Mona.

The historical roots of educational inequality in Jamaica as manifested in inequity in access and gross disparities in allocation of available resources, particularly at the secondary level, are described. The paper argues that the origins of educational inequality in Jamaica can be traced to the post-emancipation period, when separate systems of education were established along class lines—elementary education for the working class and secondary education for the middle and upper classes. The patterns established at that time have not changed significantly despite interventions by succeeding administrations.

———. 1999. Education in the British Caribbean: The legacy of the nineteenth century. In *Educational reform in the Commonwealth Caribbean*, ed. Errol Miller, pp. 25–45. Organization of American States.

The origins of the education systems of the British Caribbean are examined, particularly



their achievements during this formative period. Formed and developed along class lines, the systems of elementary and secondary education were closely related to social structure and deliberately fashioned to preserve the status quo. The paper discusses major developments in education during the period. While the period's greatest achievement was that systems of education were established, opportunities for schooling were not universally available. Educators since independence have had to grapple with the negative aspects of the legacy.

———. 2000. History in the curriculum: Public elementary schools in late-nineteenth-century Jamaica. In *Dimensions of teaching and learning: The Caribbean experience*, ed. Monica M. Brown, pp. 95–113. Kingston, Jamaica: Institute of Education, UWI, Mona.

In the development of history in the curriculum, it shows how feelings of pride in England and the Empire and loyalty to the Crown were prime objectives of history teaching. The content, method, and learning resources of history teaching and provisions for training teachers of the subject are examined. The effects of history teaching in shaping the minds of students are assessed.

———. 2000. Violence and schools in Jamaica: Historical and comparative perspectives. In *Institute of Education annual*, vol. 3, ed. Hyacinth Evans, pp. 1–15. Kingston, Jamaica: Institute of Education, UWI, Mona.

The nature of violence as often manifested in schools is discussed, followed by a historical look at violence and its containment in nineteenth-century Jamaican elementary schools. Vandalism of school buildings was unknown because the schools were community schools. Schools also consciously tried through the curriculum to curb violence and inculcate socially desirable attitudes, values, and behaviours. This, however, was discontinued after 1957. Evidence from the American experience suggests that schools can play a key role in combating antisocial behaviour.

———. 2002. John A. Savage and the establishment of elementary education in Jamaica, 1863–1879. *Caribbean Journal of Education* 24 (1): 1–22.

John Savage was Her Majesty's Inspector of Schools at a critical period. Savage implemented the new system of education known as Payment by Results designed by Governor Grant in keeping with Colonial Office directives. The intention was to regulate and control the system of state-aided education for elementary schools. Schools, teachers, and teaching in Jamaica before and after the introduction of the system, Savage's role in establishing and developing the system, and its impact are all examined. Savage's reports document significant quantitative improvements in schools and teachers. The most significant development in education of the period was the recognition and acceptance of government's involvement not only in financing the schools but also in prescribing the curriculum, training teachers, and supervising the work.

**Matalon, Barbara.** 2000. Are culture-fair tests really fair to Jamaican students? In *Institute of Education annual*, vol. 2, ed. Ruby King, pp. 3–20. Kingston, Jamaica: Institute of Education, UWI, Mona.

General reasoning abilities of 800 students, aged seven to nine years, were assessed by means of the Columbia Mental Maturity Scale, a culture-fair test. The students lived in a large urban area of Jamaica, and attended grades 1 and 4 in government and private schools. Results showed that children from families of low socioeconomic status (SES) who attended government schools scored significantly lower than children from families of middle, high-middle, and high SES who attended private schools. In addition, scores by students in grade 1 compared with those in grade 4 were similar across grades for students attending government schools, but scores increased marginally across grades for students attending private schools. Results are discussed in terms of the failure of culture-free tests to adequately assess mental abilities of children from low SES families, the inadequacies of standardized intelligence testing in general, and the seemingly inadequate primary education in government schools.

**Miller, Errol.** 1997. Education for All in the Caribbean. *Caribbean Journal of Education* 19 (1): 1–35.

A review of progress in the Caribbean context in achieving the goals specified in the Framework for Action of the World Declaration of Education for All (EFA), Jomtien, Thailand, March 1990. It identifies the constraints faced by the region in the effort to implement programmes and projects to achieve the EFA goals, and further, determines if there were unanticipated developments since Jomtien to which the Caribbean had to respond. In light of the progress, constraints, and new developments, the review identifies issues facing the region and examines these in relation to the outcomes of the mid-decade review sponsored in 1996 by the International Consultative Forum on Education for All, which was charged with overseeing the implementation of EFA.

———. 1998. Feminization of elementary school teaching in the Commonwealth Caribbean. In *Institute of Education annual*, vol. 1, ed. Ruby King, pp. 3–42. Kingston, Jamaica: Institute of Education, UWI, Mona.

Miller analyses and attempts to explain gender changes since emancipation. In the immediate post-emancipation period, the public elementary teaching force was predominantly male while the private system was exclusively female. Generally, between the late 1800s and the middle 1900s, the pattern across the region shifted to a female public teaching force. The system has since remained feminized.

Miller presents the Caribbean situation against the backdrop of a similar pattern of feminization in Western Europe and North America at roughly the same time. The feminization process was achieved by altering the structure of opportunity in the society, a dominant-group strategy to maintain its status when threatened by a subordinate group. The males of dominant groups form alliances with younger women of the subordinate



groups, promoting them in the public sphere over their male counterparts, thereby delaying fundamental change in the relative positions of dominant and subordinate groups.

Despite changes in the composition of the ruling elites in the Caribbean and greater access of the marginal majority to public education, Miller sees the strategy of manipulating the structure of opportunity still in operation. It is embedded in the policies and strategies shaping access to social mobility opportunities through education.

———. 1999. Commonwealth Caribbean education: An assessment. In *Educational reform in the Commonwealth Caribbean*, ed. Errol Miller, pp. 291–315. Washington, DC: Organization of American States.

In this the final chapter of the book, Miller:

- Assesses educational reforms in the Commonwealth Caribbean in the independence period (defined as the 1950s to mid-1970s)
- Classifies the majority of the reforms of the 1990s
- Relates the trajectory and content of reforms to the global wave of educational reform
- Draws conclusions about the reform process in Jamaica.

The independence period reforms were aimed at removing discrimination and equalizing all opportunities for upward social mobility. Favourable economic circumstances facilitated truly impressive achievements, but the goal remained distant for a majority of the poor in the changed economic circumstances of the late 1970s. The reforms of the 1990s responded to fundamental global changes: Caribbean territories largely followed their own imperatives, either developing comprehensive reform programmes or addressing particular aspects of the system through externally funded projects. For the twenty-first century, the greatest hope for the Anglophone Caribbean seems to lie in restructuring its reforms around information technology and human resource development.

———. 1999. Commonwealth Caribbean education in the global context. In *Educational reform in the Commonwealth Caribbean*, ed. Errol Miller, pp. 3–24. Washington, DC: Organization of American States.

Miller begins with the historical context, noting that the Caribbean region was not bypassed in the waves of global educational reforms in the last two decades and that a steady stream of reforms also characterized the pre-1980s period. For education in the region, inaugurated by Britain, the major ideas were derived from the Protestant Reformation. Education has evolved over four major eras: education as endowment, as denominational, as state/church, and as national systems. What has emerged from the impact of a British-based education on a culturally mixed and predominantly black population is peculiar to the Commonwealth Caribbean, defying attempts to fit it neatly into the global definition of third world, its educational achievements and perspectives sometimes appearing to fit more comfortably into the first world. Its inauguration and subsequent reforms have left enduring institutions within the system. In the meantime, educational reforms in each country have been used to

serve as means to different ends. A major issue remains the outcome that education and schooling are likely to have at the end of the twentieth century and the beginning of the twenty-first.

———. 1999. Educational reform in independent Jamaica. In *Educational reform in the Commonwealth Caribbean*, ed. Errol Miller, pp. 199–253. Washington, DC: Organization of American States.

The period of Jamaican independence is divided into two eras, the populist era and the era of structural adjustment, each with its own achievement. The populist refers to government by elected representatives of the mass of the people operating under new constitutional powers, 1953–late 1970s. Reforms addressed the agenda for social change of the marginal majority, focusing on nation building, expanding access, equality of opportunity, and nationalism/regionalism. Miller concludes that progress was substantial even though the strategy in several areas was to retain the essence of the colonial system, substituting nationals for colonials. Structural adjustment, 1977 to the present, sees elected representatives constrained by external bilateral and multilateral agencies. Reforms addressed the interests of the reconstituted minority groups. (An exception was one reform initiated by a solely private organization, the Jamaica Computer Society.) Reforms of the populist era were predicated on positive values, while those of the structural adjustment era suffered from the negativism of the period. Economically and politically, the uncertainty that marks the period makes it difficult to predict future educational direction.

———. 1999. Out-of-school youth: A review of Jamaican studies. In *Caribbean adolescents and youth: Contemporary issues in personality and behaviour*, ed. Arthur G. Richardson, pp. 189–229. New York: Caribbean Diaspora Press.

The review focuses on studies of Caribbean youth and investigates concerns common to youth worldwide and on the relationships between these concerns and being out of school. Out-of-school youths are broadly defined as youths of school age who are not in school. The 23 studies identified are grouped and reviewed under the headings:

- Determinants of schooling and dropout
- Drug usage and abuse
- Youths and the labour market
- Adolescent sexuality and fertility
- Street children.

The findings taken together reveal that major factors contributing to youths being out of school are the high cost of schooling for poor families, low achievement of adolescents, and the failure of the school to meet students' needs. The majority of out-of-school children desire to return to school. A strong link exists between the high fertility rate of adolescent girls and depressed economic circumstances. These young mothers are the main source of children at risk.



———. 2000. Access to tertiary education in the Commonwealth Caribbean in the 1990s. In *Higher education in the Caribbean: Past, present and future directions*, ed. Glenford D. Howe, pp. 117–41. Kingston, Jamaica: University of the West Indies Press.

Tertiary education is defined as the level of education requiring mastery of basic and general education as a prerequisite. The chapter gives historical sketches of schooling universally, and then of tertiary education in the Commonwealth Caribbean during the post-war and post-independence periods. Despite substantial progress in correcting the historic under-provision of access to tertiary education since the 1940s, gains have been modest compared with the rest of the hemisphere. Only Barbados achieved 20 percent or more access in the following decade, the goal set by CARICOM prime ministers in their Montego Bay Declaration in 1977, which was, however, below the norms for the hemisphere. Affordability, class or race, place of residence, and gender create the greatest barriers to access for lower-class black and Indian males from rural areas, out islands, and multi-island states.

Miller assesses Caribbean efforts up to 1996 to achieve Education for All (EFA), the mandate of the World Conference on Education for All, Jomtien, Thailand, March 1990. He

- Reviews progress made in achieving the goals set
- Identifies constraints to the implementation of programmes and projects, while determining any unanticipated developments
- Identifies and examines issues facing the region in the 1996 mid-decade review.

Sixteen of the twenty points the Caribbean submitted as concerns of the region were incorporated in the EFA documents at Jomtien. Six years later, Caribbean countries had not only engaged in massive educational reform and planning but had also begun implementation, setting their own goals and targets within the context of previous achievements. Miller argues that this impetus came from the Caribbean region's own conviction that educational reform was crucial for survival.

Major constraints were the internal and external indebtedness of the region states, which severely restricted substantial new investments in education, and failure to pool ideas and resources across the region.

———. 2001. Gender, power and politics: An alternative perspective. In *Gender, peace and conflict*, ed. Inger Skjelsbaek and Dan Smith. London: International Peace Institute and Sage Publishers.

This theoretical study conceptualizes gender as the sexual division of power, embedding it in other social structures which form society, including patriarchy—and it undergoes change along with these structures. Patriarchy, the organizing principle of civil society in antiquity, with the family the unit, saw political power vested in the older male, rooted in genealogy. Political and social understandings were transformed as civil society emerged as the nation state, with the individual as citizen becoming its unit of social organization. Constant tension exists between the old values of civil society and the new values of the nation state, and the dominant group manipulates patriarchy in specific ways to maintain

its dominance. Gender becomes less important than political and social superiority now, as men and women act in solidarity to maintain dominance of their particular group.

———. 2002. Education/Training and the new workplace: Some introductory remarks. In *Human Resource Development and workplace governance in the Caribbean*, ed. Noel Cowell and Clement Branche, pp. 37–43. Kingston, Jamaica: Ian Randle Publishers.

Miller claims that the relationships between education and the new workplace are neither simple nor straightforward. Job and workplace no longer necessarily share common locations in the new, globalized economies in which workers can be simultaneously hired by several employers and work from untraditional places, including their homes. While the dichotomy between education and training appears to be receding, environmental factors might fuel the development of rival institutions challenging schools. The Caribbean could enhance its position in the new workplace by catching up with the rest of the world in the provision of tertiary education, which Miller posits as having the highest social rate of return in the twenty-first century.

———. 2002. Retaining boys in school: Developing a model of intervention. In *Institute of Education annual*, vol. 3, ed. Hyacinth Evans, pp. 29–64. Kingston, Jamaica: Institute of Education, UWI, Mona.

The results of action research to address the problems of (at-risk) underachieving, inner-city boys who drop out of school. Information gained from at-risk boys who had attended a two-year YMCA Youth Development Programme, from their teachers, and from contrasting their school programmes with that of the YMCA, was used to develop strategies for a model of intervention in the formal school system. Six strategies addressing the six major factors identified were developed.

The model was implemented in two inner-city schools and the outcome assessed, using the dropout rate of the boys selected. Several problems affected the intervention, creating the impression that it was unsuccessful. Some of these enabled the researcher to gain insights into the serious and sensitive nature of the difficulties that need to be addressed before any attempt is made at providing solutions.

**Morris, Halden.** 1997. Technical and vocational education in Jamaica: Development and democratization. *Caribbean Journal of Education* 18 (2): 264–75.

The importance of technical and vocational education is outlined along with some of the problems it faces and how these problems have been addressed. One significant problem was the attitude toward technical and vocational education: it was stigmatized because students who entered these programmes were those not selected by the Common Entrance Examinations for a place in a traditional high school. Recommendations for improving technical and vocational programme effectiveness conclude the paper.



———. 1998. Technical and vocational education at the secondary level in Jamaica. In *Institute of Education annual*, vol. 1, ed. Ruby King, pp. 110–27. Kingston, Jamaica: Institute of Education, UWI, Mona.

The history of technical and vocational education at the secondary level in Jamaica from 1960 to 1998, highlighting the 1960s technical and vocational thrust, which saw several technical high schools established in Jamaica. This momentum continued through the 1970s, when grades 10 and 11 programmes were introduced into the junior secondary schools.

In the 1980s and 1990s, significant developments were the introduction of technical proficiency examinations, expansion of the technical teacher training facility, and formation of technical/vocational associations. A synopsis is given of the types of high schools and associated entities such as HEART/NTA and the Technical/Vocational Unit at the Ministry of Education.

———. 1999. Integrating technology education: The primary school curriculum. In *Institute of Education annual*, vol. 2, ed. Ruby King, pp. 37–56. Kingston, Jamaica: Institute of Education, UWI, Mona.

An investigation in eight Commonwealth Caribbean countries to determine Caribbean educators' views on integrating technology education at the primary level. Respondents were unanimous that technology education should be introduced at the primary level, with the majority feeling that it should be integrated into the curriculum at this level. Suggestions are offered for implementing technology education as a component of the primary curriculum.

**Myers, Samuel.** 1997. Perspectives on schema and reading comprehension: Content or formal schema? *Yearbook of the American Reading Forum*, vol. 17.

The analytic review of the research literature on the schema-interactive views of reading comprehension underscores how much the more recent perspectives about reading have shifted from a simple process of lifting information from a text to an interactive, sophisticated process. The research findings on separate effects of both content and formal schemata on comprehension suggest at least one useful reminder—that although the principal variable influencing whether students comprehend a particular text appears to be background content knowledge, familiarity with the author's organizational pattern (formal schema) also assists comprehension.

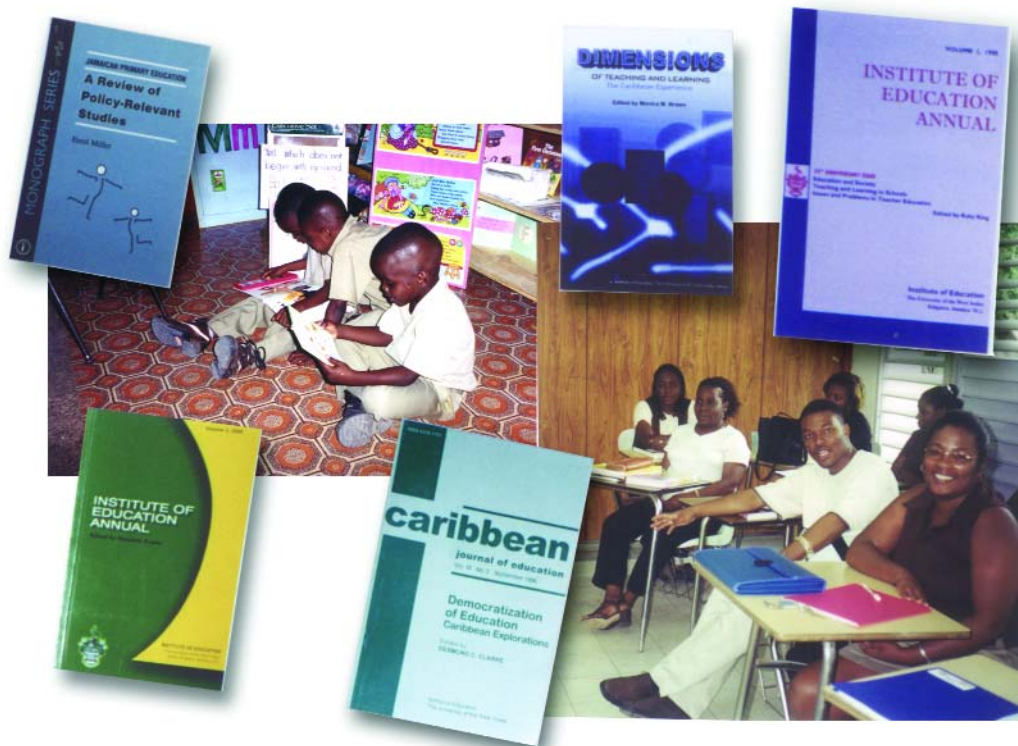
The research findings on the simultaneous effects of content and formal schemata promise more informed instructional practice in reading comprehension for both native English-speaking classes and ESL classes. Teachers, always responsible for improved instruction, must take into account the conceptual difficulty and organizational discourse patterns of text in relation to their students' knowledge of both.

**Persaud, Gagindra.** 1998. Age-related performance and intellectual abilities. In *Institute of Education annual*, vol. 1, ed. Ruby King, pp. 177–93. Kingston, Jamaica: Institute of Education, UWI, Mona.

The paper sought to investigate the relative stability/decline in the performance across cohorts of 364 applicants to the School of Education (Mona, UWI), undergraduate programme on four cognitive tests, namely, Spatial Analogy (Gf), Matrices (Gf), Number Series (Gf/Gc), Paper Form Board (Gv), and Coding (Gs). Gf abilities decline earlier and relatively more steeply, while the other abilities decline more slowly and over a longer period. The score of older students of both sexes showed significant declines on the Matrices (Gf) and Spatial Analogy (Gf); the scores of older females only showed significant decline on Coding (Gs); however no such declines were found for either sex on Number Series (Gf/Gc) and Paper Form Board (Gv).

**Tucker, Joan.** 1998. “What you are going to do today is behave!” Teacher-pupil relations in a Jamaican classroom. In *Institute of Education annual*, vol. 1, ed. Ruby King, pp. 177–90. Kingston, Jamaica: Institute of Education, UWI, Mona.

The processes and interactions in a classroom in which a music teacher’s main concerns are to maintain authority and control students. Questions arise as to how teachers will embrace the student-centred and participatory classroom teaching methods central to the Reform of Secondary Education, and the challenges for inservice and preservice teacher education.



## INVESTIGATING CURRICULUM INNOVATION AND DEVELOPMENT

Bailey, Barbara, and **Monica Brown**. 1997. Reengineering the primary curriculum in Jamaica: Improving effectiveness. *Caribbean Journal of Education* 19 (2): 147–61.

In Jamaica, educators' and stakeholder groups' dissatisfaction with the primary-level education product has resulted in pressure on the system to change. The major areas of concern are the rigid discipline-based approach to curriculum structure as well as the highly didactic pedagogical strategies used to deliver the curriculum.

The call to reengineer the curriculum is to allow for a trans-disciplinary approach, and therefore, a greater level of horizontal organization of concepts and the use of constructivist pedagogical approaches in classrooms. The theoretical foundations and the philosophical underpinnings of these paradigm shifts are discussed. The process approach to reengineer the curriculum is presented, and critical moments in the process are highlighted.

**Collins-Figueroa, Marceline**. 1998. Solid waste management and environmental education in the school curriculum. In *Solid waste management: Critical issues for developing countries*, ed. E. Thomas-Hope, pp. 87–109. Kingston, Jamaica: Canoe Press.

A framework of 15 topics in solid waste management and environmental education in the school curriculum was validated through a survey of solid waste managers. This framework was used to analyse the extent to which solid waste was addressed in Jamaican school curricula. Safety, collection, disposal, recycling, and pollution caused by waste were addressed. However, waste management and related economic, social, and political issues were not addressed in the curricula studied. The chapter makes a case for issue investigation and action learning about solid waste in school curricula.

Easton, C., and **Marceline Collins-Figueroa**. 1998–1999. A National Environmental Action Plan in Jamaica. *Green Teacher* 57: 34–36.

This article describes the participation of representatives from government institutions, private sector, and NGOs in developing a vision and a National Environmental Education Action Plan for Sustainable Development in Jamaica.

**Davies, Rose**. 1999. The integrated curriculum in the lower primary school in Jamaica: Theory vs. practice. In *Institute of Education annual*, vol. 2, ed. Ruby King, pp. 21–36. Kingston, Jamaica: Institute of Education, UWI, Mona.

This paper identifies and addresses potential conflicts in Jamaican lower primary school curriculum practices arising from a curriculum reform initiative of the Ministry of Education, Youth and Culture—revising the grades 1–3 primary curriculum from a subject-based to an integrated model. How existing classroom and teacher behaviours, already adapted to subject-based teaching, hinder the practice of curriculum integration is examined. Suggestions are made for supporting effective child-centred teaching/learning in the

integrated classroom environment, addressing specifically the training of teachers, the design of the learning environment, and the formulation and implementation of educational policy.

**Evans, Hyacinth.** 1997. Transforming policy into action: Facilitating teacher change in a Jamaican innovation. *Journal of Education and Development in the Caribbean* 1 (1): 1–20.

Results of research into teachers' implementation of the ROSE (Reform of Secondary Education) curriculum. One major aspect of this innovation was the use of enquiry-oriented teaching methods that required major changes on the teacher's part. Because research had shown that such innovations had met with only partial and limited success in other countries, and that success depended on local factors at the school level, the research was undertaken to identify the local factors in the Jamaican context. The study combined ethnographic and survey research methods and was carried out in the 1993–94 academic year.

The results indicated that teachers' willingness to implement the new methods depended on their perceptions of the programme's quality and its benefits to their students. However, these perceptions varied by type of school. Traditional high school teachers did not think the programme had many benefits, or would benefit their students. On the other hand, all-age and new secondary schools believed the programme would benefit their students. There were also some school-related administrative factors associated with a propensity to successfully implement the programme. These included the school's attention to teacher planning and teaching, supportive instructional leadership, time allocated for planning and collaboration as well as staff development for new teachers. Implications of these findings for the improvement of the change process are discussed.

**Lambert, Clement,** and Robert Jackson. 2001. "Mek blood owta stone?" Integrating children's literature across the Jamaican primary school curriculum. In *Institute of Education annual*, vol. 3, ed. Hyacinth Evans, pp. 17–28. Kingston, Jamaica: Institute of Education, UWI, Mona.

Children's literature is rapidly becoming the keystone to literacy development. Besides a strong influence in reading and writing, literature contributes to the development of oral language, which is central to children's oral and cognitive growth. This paper discusses possibilities for incorporating literature into the Jamaican primary school curriculum. A sustained effort must be made to provide literature-rich experiences for children.

**Miller, Errol.** 1997. Partnership for computer-assisted instruction in Jamaican schools. In *Paths of Change*, ed. Alvares and Ruth Casares. Washington, DC: United States Agency for International Development (USAID).

Miller presents a case study on the introduction of computer-assisted instruction in primary and secondary schools in Jamaica. An NGO, the Jamaica Computer Society, utilized the Jamaican government's policy of partnership with the private sector in providing and



reforming education in the 1990s. It is a bottom-up reform, as schools, their communities, and the private sector, became involved entirely on their own initiative, since the government and the international agencies had placed a low priority on computer-assisted instruction in primary and secondary schools.

The information was collected through interviews with key representatives of the reform, group sessions with teachers and students, visits to the educational institutions, and reviewing documents. The study provides a background for analysing the reform effort, discusses the development and characteristics of the reform, and interprets the case within the framework of different theoretical perspectives. Strengths and weaknesses learned from the reform as well as recommendations follow. The evidence points to characteristic leadership at school community and group levels of the reforms, yet the evolution and implementation face several challenges, including the Ministry of Education's role.

———. 2000. Reading achievement: The impact of two projects. In *Dimensions of teaching and learning: The Caribbean experience*, ed. Monica M. Brown, pp. 131–56. Kingston, Jamaica: Institute of Education, UWI, Mona.

The study being reported on sought to ascertain whether two projects, the Reform of Secondary Education (ROSE) and the Jamaica Computer Society Education Foundation (JCSEF) Jamaica 2000 Project had made any positive impact on reading achievement in six selected rural schools. A summary of previous research is followed by a description of the current study's methodology and administration.

The intervention clearly indicated that

- The method of administration of a test is critical to results. The application of two different methods of test administration can produce significant and substantial variations in results.
- Computer-assisted instruction was not effective at the remedial reading level but was more effective in raising the reading levels of functionally literate students.

**Morris, Halden.** 1998. Technical and vocational education at the secondary level in Jamaica. In *Institute of Education annual*, vol. 1, ed. Ruby King, pp. 110–27. Kingston, Jamaica: Institute of Education, UWI, Mona.

Developments in technical and vocational education in Jamaica, 1960–1990: the paper advocates the development of a technical/vocational education programme, which would provide for a more general understanding of applied science and mathematics, rather than the current emphasis on the development of occupation-specific skills.

———. 2000. Integrating technology education: The primary school curriculum. In *Institute of Education annual*, vol. 2, ed. Ruby King, pp. 37–53. Kingston, Jamaica: Institute of Education, UWI, Mona.

An investigation carried out in eight Commonwealth Caribbean countries to determine Caribbean educators' views on integrating technical education at the primary level. The

respondents were unanimous that technology education should be introduced at the primary level, and a majority felt that it should be integrated into the curriculum at this level. Suggestions are given for successfully integrating technology education as a component in primary education.

———. 2000. Organizing practical experiences in technical and vocational education. In *Dimensions of teaching and learning: The Caribbean experience*, ed. Monica M. Brown, pp. 191–209. Kingston, Jamaica: Institute of Education, UWI, Mona.

The importance of organizing practical experiences in technical and vocational education cannot be overemphasized. The paper outlines the benefits of practical experiences organized through demonstrations, field trips, laboratory exercises, workshop projects, industrial experiences, among others, and includes tips for conducting successful practical experiences.

———. 2002. Challenges educators face in delivering computer instruction in “equipped” educational institutions in Jamaica. *IEEE SoutheastCon 2002 Refereed Proceedings*. Institute of Electrical & Electronics Engineers, Columbia, South Carolina, April 5–7.

The usual barrier of lack of appropriate facilities and equipment was removed in several institutions in Jamaica during the last three years through funded projects such as InfoDev, Jamaica 2000, and EdTech 2020, which equipped these institutions with computer facilities. Other institutions raised their own funds to provide these facilities. But although now fairly well equipped, these institutions are facing several challenges in using these facilities to effectively deliver computer training at various levels. These challenges are identified and examined.

**Myers, Samuel.** 1998. Metacomprehension strategy awareness and performance in reading. In *Institute of Education annual*, vol. 1, ed. Ruby King, pp. 78–97. Kingston, Jamaica: Institute of Education, UWI, Mona.

This paper reports the findings of a study of grade 6 students’ awareness and performance of metacomprehension strategies, which confirm previous research that good readers have high levels of awareness and apply these strategies appropriately, while the obverse is true of poor readers. The need for teachers to guide students in metacomprehension strategy awareness to improve student performance in comprehension is emphasized.

———. 2000. Reading instruction: Allocated versus engaged time. In *Dimensions of teaching and learning: The Caribbean experience*, ed. Monica M. Brown, pp. 157–90. Kingston, Jamaica: Institute of Education, UWI, Mona.

In a study designed to determine the relationship between allocated time and engaged time, it was discovered that the variations were a function of teacher management skills and instructional strategies. Reading instruction periods in 20 elementary classrooms were observed. A structured observation schedule was used to account for both academic and



nonacademic pursuits during the allocated reading time. It was also found that when the time given to in-class task transitions and “off-task” behaviour was not kept to a minimum, much of the time allocated to reading was lost.

**Peart, Moses.** 2002. Infusion of technology in education: Issues and challenges for the Caribbean. In *Human Resource Development and workplace governance in the Caribbean*, ed. Noel Cowell and Clement Branche. Kingston, Jamaica: Ian Randle Publishers.

The impact of rapid developments in information and communication technologies (ICT) on organizational changes is not yet fully appreciated by most educational institutions, some of which boast longstanding traditions and cultural practices. Some of the challenges posed by the infusion of technology into Caribbean educational systems are examined, beginning with “critical success factors”. Three models for introducing ICT into education are explored, including important issues in the Caribbean experience such as needs assessment, cost effectiveness, and sustainability. The paper ends with brief comments on the role of ICT in Caribbean education.

**Tucker, Joan.** 2000. The arts for living. *Journal of Education and Development in the Caribbean* 4 (2): 123–28.

This paper looks at the growing attention that arts education is gaining in North America, and the place and role of the arts in Jamaica. Despite the prominence of the arts in Jamaican society, comparatively little has been done to establish the arts in the education system since the country gained independence in 1962. Despite the value of the arts, if they are to become tools for living they must enter the educational arena as curriculum subjects; they must be taught by reference to the structures and elements central to each art form, and arts criticism and analysis should gain prominence.

———. 2000. Jamaican folk and popular music in secondary schools: What educational benefits do students derive? In *Dimensions of teaching and learning: The Caribbean experience*, ed. Monica M. Brown, pp. 114–30. Kingston, Jamaica: Institute of Education, UWI, Mona.

Based on research carried out in 30 post-primary institutions, this paper examined the musical repertoire taught in schools. Despite the post-independence emphasis on teaching Jamaican music, popular music was not included in music curricula; and although folk music was often taught, teachers selected the more simple and hackneyed songs, narrowly taught through repetitious drills. A broad repertoire that includes popular music is important, although concerns with cultural identity should not override concerns with students’ educational and musical development.

## SUPPORTING THE DEVELOPMENT OF TEACHER EDUCATION

**Brown, Monica M.** 1998. Self-assessment among first-year teachers. In *Institute of Education annual*, vol. 1, ed. Ruby King, pp. 162–76. Kingston, Jamaica: Institute of Education, UWI, Mona.

The questions that this article poses and seeks to answer are:

- How do teachers rate their capability in dealing with specific tasks after a transitional period of entry into the profession?
- Do these teachers' rating of themselves differ from their supervisors' evaluation of their performance during the teaching practicum?

A sample of 150 was randomly drawn from a cohort of 420 Jamaican teachers who had graduated less than a year earlier from teacher training programmes. Respondents, the majority of whom were in the age group 20–29 years, were asked to rate their capabilities on 38 items within five composite variables, namely, preparation for teaching, delivery of instruction, classroom management, interpersonal relationships, and administrative matters.

The study reveals a tendency toward consistently high self-assessments that do not correlate with the grades earned during final teaching practice. A major recommendation is that teacher educators should use metacognitive strategies routinely in their classrooms, so that student teachers are better prepared to critically analyse their own classroom practices.

**Brown, Monica, Rose Davies, Hyacinth Evans, and Joan Tucker.** 2002. Orientation of the beginning teacher educator in Jamaica: An essential process? *Curriculum and Teaching Dialogue* 4 (2): 123–35.

Findings concerning on-the-job orientation of newly recruited teacher educators. The underlying data were derived from responses obtained as part of an ongoing longitudinal study that sought to determine the profiles, attitudes, and practices of a small sample of these practitioners, with a view to formulating suggestions for increasing their effectiveness and professional development as teacher educators. One objective had been to ascertain what had been done to give them an orientation to their new duties and how effective those efforts might have been. Discussions with the eight teacher educators revealed that in most instances, orientation was limited to the sharing of course syllabuses and the rules and regulations governing the college program. Some participants, however, felt they needed help in knowing how to teach at the college level, setting assignments, managing time, and generally, felt that peer support was important to give guidance when it was needed.

**Brown, Monica, Hyacinth Evans, Rose Davies, and Joan Tucker.** 2000. Becoming a teacher educator in Jamaica: Some initial findings. *Journal of Education and Development in the Caribbean* 4 (2): 93–106.

See Evans, Hyacinth, Monica Brown, Rose Davies, and Joan Tucker.



**Collins-Figueroa, Marceline**, and Omeleta Beckford-Smith. 1997. Challenges in implementing a collaborative faculty development project in science education at a teachers' college. In *Proceedings of the Conference on Professional Development*, ed. Hyacinth Evans, pp. 55–64. Kingston, Jamaica: Institute of Education UWI, Mona.

This chapter documents the challenges college and university lecturers faced in implementing a project to develop student teachers' investigative skills: differing educational cultures, role perceptions, and theoretical orientations of the college and university lecturers; lack of time for collaboration; curriculum overload; and student preferences and learning styles.

**Davies, Rose**. 1997. Reflections on the mentoring role. In *Proceedings of the Conference on Professional Development*, ed. Hyacinth Evans, pp. 45–54. Kingston, Jamaica: Institute of Education, UWI, Mona.

Mentoring represents an important model for providing professional development for teachers and teacher educators—and in this paper, the constraints and dilemmas of being a mentor in the Faculty Development Project are described.

**Davies, Rose, Monica Brown, Hyacinth Evans, and Joan Tucker**. 2002. Orientation of the beginning teacher educator in Jamaica: An essential process? *Curriculum and Teaching Dialogue* 4 (2): 123–35.

See Brown, Monica, Rose Davies, Hyacinth Evans, and Joan Tucker.

**Davies, Rose, Hyacinth Evans, Monica Brown, and Joan Tucker**. 2000. Becoming a teacher educator in Jamaica: Some initial findings. *Journal of Education and Development in the Caribbean* 4 (2): 93–116.

See Evans, Hyacinth, Monica Brown, Rose Davies, and Joan Tucker.

**Davies, Rose, Hyacinth Evans, and Joan Tucker**. 2002. A framework for the preparation of new teacher educators. *Caribbean Journal of Education* 24 (2).

See Evans, Hyacinth, Rose Davies, and Joan Tucker.

**Evans, Hyacinth**. 1997. Linking research, teaching, and teacher education to improve practice. *Caribbean Journal of Education* 19 (2): 254–69.

The paper describes the objectives and activities of the Faculty Development Project, a collaborative project between the Institute of Education, UWI, Mona, and lecturers in one teachers college, launched in 1996. Project participants sought to link research, teaching, and teacher education to improve teaching at the college level, which served as a model for the student teacher. The first section of the paper discusses research on teaching at the

primary/secondary and college levels. The second section describes action research, reflection, and collaboration as ways of conducting research and learning about teaching. The third section outlines the background and purpose of the project, its activities during the first 18 months, and the results.

Some of the project's goals were met: for example, the Institute lecturers worked with the college lecturers to use alternative teaching strategies and to develop teaching/learning materials. However, the project did not succeed in obtaining information on the lecturers' own perspectives and their learning. Nor did it study the process of change at the individual and institutional level. Some aspects of the culture of teaching at the college level remained unexamined. The paper ends by outlining goals of the project for the next phase, including obtaining the lecturers' thinking—their assumptions, definitions, and typical ways of teaching, as well as the culture of teaching and the ways in which it is perpetuated within the college setting.

———. 1997. Making the transition from college to classroom: What knowledge do teachers use and why? *Caribbean Journal of Education* 19 (1): 73–87.

The experiences of 20 graduates of teachers colleges during their first year of teaching were examined in order to understand the nature of the teachers' learning during these first years on the job and the ease with which they were able to use the knowledge and skills learned in college. Their learning was of special interest because teachers in Jamaica often lack the planned induction, orientation, and mentoring shown to be beneficial to new teachers. The survey data showed the usefulness of courses and why teachers found the knowledge useful. When teachers used ideas learned in college, factors related to the school and the college impeded their initial efforts. In-school factors included the reaction or preference of students, the amount of time required to carry out the "teaching idea", the difficulties encountered in implementation, and the physical features of the classroom.

———. 1998. Theory and practice in teacher education: Jamaican teachers colleges. In *Institute of Education annual*, vol. 1, ed. Ruby King, pp. 143–61. Kingston, Jamaica: Institute of Education, UWI, Mona.

The place of theory and of practice in the preparation of the teacher has always been a contentious issue in teacher education. They have assumed more salience recently in Jamaica, with recommendations that the content of the teachers college programme be restructured to devote more time to supervised practice. These issues have also assumed importance in other countries such as the UK, where policy now is that a major portion of initial teacher preparation be carried out in the schools. The chapter takes a historical look at the nature, place, and role of educational theory and practice in the teacher education programme in Jamaican teachers colleges, from their inception to the present. Some underlying assumptions on the role of theory are examined and compared with alternative approaches to and views of the nature and use of theory in teacher education.



———. 2000. Learning to teach, learning from teaching. In *Dimensions of teaching and learning: The Caribbean experience*, ed. Monica M. Brown, pp. 3–28. Kingston, Jamaica: Institute of Education, UWI, Mona.

Using a framework for learning to teach that assumes that learning to teach occurs over time and in various contexts, and is not limited to what occurs during the college years, the paper examines the sources of influence and the ways in which this learning occurs. It posits four phases in the process—pretraining, preservice college programme, induction, and inservice. These phases are outlined, compared with the provisions for preparing teachers in Jamaica, and implications for practice and change considered.

The paper recommends that teacher educators adopt a comprehensive approach to teacher learning—one that encompasses the influences of beliefs, perspectives, and expectations; considers the various sites and settings where learning takes place; and bears in mind the influence of significant individuals, good or bad, on the teacher. Teacher educators and policy makers should take a long-range, temporal perspective on learning to teach—and thus avoid unrealistic expectations for the outcomes of the college. A comprehensive approach to teacher learning emphasizes the connections in the learning-to-teach continuum and highlights existing gaps, particularly the absence of structured opportunities for teachers to learn at the workplace, because of the prevailing view that the teacher is fully prepared after graduating from college.

———. 2002. Implementing student teaching on a school-wide basis. *Educational Policy and Practice*.

The paper argues that reforms that focus on changing teaching from one that is primarily expository and teacher centred to one that is more participatory, activity oriented, and “student centred” requires changes and commitments at the institutional level as well as at the individual teacher level—especially in fundamental beliefs about teaching and learning. It also requires a different model of change and implementation. Research on a primary reform in Jamaica is presented to examine the nature of the change at each level. In this study, two teachers in two primary schools were chosen for study. The two urban schools served mainly children of low-income families. Both teachers taught a grade 3 class, and both were observed and interviewed.

The two teachers differed significantly on many dimensions—including attitude to and knowledge of the curricular innovation, their conception of teaching, their views of and interactions with children. It was concluded that one teacher’s punitive and controlling ways of interaction were based on deeply held views of children, especially those from a low socioeconomic background. Some institutional arrangements supported the innovation in one school but were absent in the other. These institutional arrangements included teachers’ planning sessions timetabled during the school-day, coordination of teachers involved in the project, the principal’s involvement and support, and regular seminars and training for teachers. The paper ends with a discussion of curricular change and what is required at an individual and institutional level.

**Evans, Hyacinth, Monica Brown, Rose Davies, and Joan Tucker.** 2000. Becoming a teacher educator in Jamaica: Some initial findings. *Journal of Education and Development in the Caribbean* 4 (2): 93–116.

This study of new teacher educators was grounded on the assumption that teacher educators—new teachers in the college—have to learn to teach at a new level of education, and at the same time have to unlearn some practices and assumptions more appropriate for the primary and secondary levels. However, while interest in the process of becoming a teacher has been increasing, the process of becoming a teacher educator has received very little attention. The paper presents the findings of an ongoing study of new teacher educators, their motivations, their needs, and the sources of influence during the first years in the college, and their ways of teaching. The reasons and circumstances in which they became college lecturers, the skills and attitudes they brought to their role, and their perspectives on the process of preparing teachers are described.

———. 2002. Orientation of the beginning teacher educator in Jamaica: An essential process? *Curriculum and Teaching Dialogue* 4 (2): 123–35.

See Brown, Monica, Rose Davies, Hyacinth Evans, and Joan Tucker.

**Evans, Hyacinth, Rose Davies, and Joan Tucker.** 2002. A framework for the preparation of new teacher educators. *Caribbean Journal of Education* 24 (2).

This paper assumes that the preparation, orientation, and induction of new teacher educators, who teach prospective teachers, is as important as the preparation of prospective teachers, and is thus worthy of careful scrutiny and analysis. Drawing on the literature on new faculty development, an analysis of the task and role of being a teacher educator, knowledge of the contextual features of teacher education institutions, as well as a longitudinal study of new college lecturers at the University of the West Indies, the paper lays out a framework for conceptualizing the preparation of teacher educators and the various factors that need to be considered when new persons assume the role of teacher educator.

**Lambert, Clement,** and Ruth Hayden. 1997. Teacher-educator perspectives on preparing effective language arts teachers: The Jamaican experience. *Brock Education: A Journal of General Inquiry* 6 (1–2): 70–82.

———. 1998. College reading instructors' reading beliefs and practices: A Jamaican case study. *The Reading Professor* 11 (1): 9–25.

———. 2000. Jamaican student teachers' interpretations of reading lecturers' beliefs and practices. In *Institute of Education annual*, vol. 2, ed. Ruby King, pp. 137–52. Kingston, Jamaica: Institute of Education, UWI, Mona.

Reports on a study conducted in Jamaica of student teachers and their lecturers in reading methods courses. While student teachers agreed with their lecturers' views on the



inadequacy of current approaches to teaching reading in Jamaica, there was no agreement between the teaching approaches the teacher educators expected their students to employ and the methods which student teachers reported their lecturers used. The paper calls on teacher educators to practise what they preach.

**Lambert, Clement,** and L. Fraser. 2001. Modernizing teacher education through curricular change. In *Case study anthology: Country-based implementation activities*, ed. Jane Schubert, pp. 62–85.

The case study article charts the curriculum revision processes involved in revising four primary teacher education courses. Lessons learned from the project are documented, with the expectation that they can guide further initiatives.

**McPherson-Kerr, Ceva,** and Yvette James-Brown. 1997. Using reflective teaching to enhance mathematics education. In *Proceedings of the Conference on Professional Development*, ed. Hyacinth Evans, pp. 26–32. Kingston, Jamaica: Institute of Education, UWI, Mona.

The work of two teacher educators seeking to improve teacher quality in mathematics. Educators recommend various methods for teaching mathematics, and teacher reflectivity emphasizes the critical examination of teaching, for teaching is a highly intellectual process requiring continuous decision-making. The measures taken focused on teacher reflectivity, the acquisition of skills for reflective practices, the use of inquiry in the teaching of mathematics, and student teachers working collaboratively in an activity-based environment.

**Miller, Errol.** 1999. Teacher development in the 1990s. In *Institute of Education annual*, vol. 2, ed. Ruby King, pp. 57–91. Kingston, Jamaica: Institute of Education, UWI, Mona.

Reviews 1990s developments in preservice and inservice teacher education. Gains had been made in teacher development during the last half of the century, particularly in preservice teacher education, resulting in a large indigenous force of generally better educated teachers than in previous decades. Teacher evaluation and supervision had, however, lagged behind the strides in training.

There were several challenges to the preparedness of the teacher to spearhead the education reform demanded for the 1990s. The status of the teacher had declined. Governance and conditions of service varied in schools across the region. Educational reforms, generally sponsored by international agencies, targeted individual territories and introduced international models rather than developed Caribbean approaches to the region's needs. UWI should play a facilitating role in enabling fresh approaches to teacher development seen as a medium- or long-term initiative involving pooling of efforts and resources across the region.

**Myers, Samuel.** 1999. Preservice teachers' metacomprehension strategy awareness and teaching performance. In *Institute of Education annual*, vol. 2, ed. Ruby King, pp. 153–76. Kingston, Jamaica: Institute of Education, UWI, Mona.

The results of an investigation of the relationship between metacomprehension strategy awareness, strategy use, and teaching performance during a practicum among four preservice teachers indicated that for three of the student teachers, levels of metacomprehension strategy awareness were reflected in their instructional procedures, as well as in their reading competence as measured. For the fourth student, there was no correspondence between metacomprehension strategy awareness and either teaching performance during the practicum or strategy use.

**Peart, Moses.** 1998. Essential skills for teachers in the age of information technology and interactivity. In *Institute of Education annual*, vol. 1, ed. Ruby King, pp. 194–204. Kingston, Jamaica: Institute of Education, UWI, Mona.

Some implications for education of significant developments in information and communication technologies are examined, particularly the demand for new skills for teachers to manage in technologically enhanced classrooms. Some essential skills for teachers are suggested and validated by 22 teacher educators in Jamaica; and observations made on the results of their assessment. The challenge to identify critical skills for teachers, though not simple, is very important.

**Peart, Moses,** and Caryl J. Sheffield. 2001. Technology training for teacher education in Jamaica: A case for needs assessment. *Evaluation and Assessment in Educational Information Technology* 18 (2/3 and 4), ed. Liu Leping, D. Lamont Johnson, D. Cleborne Maddux, and Norma J. Henderson.

The major challenges facing education systems in the information age include how to prepare for and capitalize on the technological revolution, and how to integrate computer technology into the curriculum. The approach, particularly with teacher educators in Jamaican colleges, is to begin by assessing the computer-related professional development needs of the college faculty. Recommendations are made for developing a technology training programme based on needs assessment. Additional recommendations are offered for formulating a national policy to coordinate the country's efforts to integrate information technology into teacher education.

**Tucker, Joan.** 1999. Breaking the vicious cycle: Can Jamaican teachers colleges change the face of music education? In *Institute of Education annual*, vol. 2, ed. Ruby King, pp. 177–90. Kingston, Jamaica: Institute of Education, UWI, Mona.

This paper examines recent changes in music teacher education and assesses the extent to which they have been effective. The deficiencies in one part of the system are seen to have a major impact on what happens in another. The article calls on colleges to break the cycle by



fostering a learning environment in which experimentation with sound and the inclusion of a broad musical repertoire are central to music teacher education.

———. 2000. Music education in the Commonwealth Caribbean: A period of transition. *Caribbean Journal of Education, Arts Education* (special issue, ed. Joan Tucker) 22 (1&2): 199–215.

This overview of music teacher education and music in primary and secondary schools discusses government policy, the status of music in schools, curriculum practice, and staffing. An underlying concern is that music has yet to be established in Caribbean schools, backed by an understanding of its educative value; and that music continues to be dealt with spasmodically as a hastily prepared embellishment for school and community events.

**Tucker, Joan, Monica Brown, Rose Davies, and Hyacinth Evans.** 2002. Orientation of the beginning teacher educator in Jamaica: An essential process? *Curriculum and Teaching Dialogue* 4 (2): 123–35.

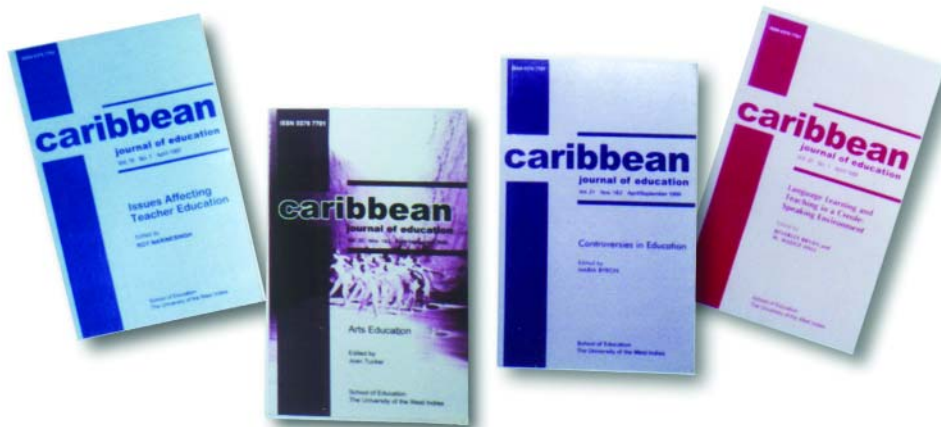
See Brown, Monica, Rose Davies, Hyacinth Evans, and Joan Tucker.

**Tucker, Joan, Hyacinth Evans, Monica Brown, and Rose Davies.** 2000. Becoming a teacher educator in Jamaica: Some initial findings. *Journal of Education and Development in the Caribbean* 4 (2): 93–116.

See Evans, Hyacinth, Monica Brown, Rose Davies, and Joan Tucker.

**Tucker, Joan, Hyacinth Evans, and Rose Davies.** 2002. A framework for the preparation of new teacher educators. *Caribbean Journal of Education* 24 (2).

See Evans, Hyacinth, Rose Davies, and Joan Tucker.



## Textbooks/Curriculum Materials

Members of staff of the Institute of Education have also produced textbooks for children in the school system and for student teachers in teachers colleges. These materials are often based on the author's research or exemplify current knowledge in the field. As applications of knowledge they contribute to curriculum development in schools and colleges and promote relevance in education.

### PRIMARY LEVEL

Pottinger, R., **M. Collins-Figueroa**, and V. McClenan. 1997. *First steps in science: Activity book*, 4. Kingston, Jamaica: Carlong Publishers (Caribbean). 83 pp.

This activity book is intended for use by grade 4 primary school children. It fosters the development of pupils' scientific knowledge and process skills through reading, writing, investigating, making models, and completing puzzles and games. Plants, rocks and minerals, force, machines, and gravity are the topics covered.

**Wilson, D. G.**, I. Mitchell, and P. Coy. Caribbean Language Arts Series. Reading and language arts texts for primary schools.

An exciting new series, the Caribbean Language Arts Series utilizes carefully researched vocabulary for beginning readers. It integrates concepts, themes, and skills of the primary school curriculum while exposing the young child to a variety of language arts skills. The series captures and holds the interest of children by introducing high-interest topics relevant to the child's experience.

- *Starting off*: Primary level 1A  
*Going further*: Primary level 1B  
1997. Kingston, Jamaica: Carib Publishing.
- *All about me*: Primary level 2A  
*All about caring and sharing*: Primary level 2B  
2002. Kingston, Jamaica: Carlong Publishers (Caribbean).
- *Other times, other places, other people*: Primary level 3  
Forthcoming. Kingston, Jamaica: Carlong Publishers (Caribbean).

### SECONDARY LEVEL

**Collins-Figueroa, M.**, R. Ghosh, M. James, H. Morgan, A. Sutton, L. Szentpaly, et al. 1998. *Exploring the world*. Book 3, Secondary Textbook Project, Science for Grade 9. Kingston, Jamaica: Ministry of Education, Youth and Culture. 160 pp.

This textbook covers the grade 9 Reform of Secondary Education science syllabus. It encourages students to explore their environment, and to think and work scientifically, using readily available resources and equipment. It fosters discussion and activities that



will enable students to make decisions and develop positive lifestyles. Investigating matter, living systems, healthy living, energy and forces, electronics, and the universe and the earth are the topics covered.

## TERTIARY LEVEL

**Brown, Monica.** 1998. *Teaching practice handbook*. Kingston, Jamaica: Joint Board of Teacher Education, UWI, Mona.

The external assessment of student teaching, conducted by the Joint Board of Teacher Education in association with teacher education institutions in Jamaica, The Bahamas, and Belize, seeks to ensure that final-year students certified as teachers are sufficiently competent to perform their expected classroom duties. This handbook is a source of practical information and advice for all participants in the assessment process—the Joint Board of Teacher Education, teacher education institutions, student teachers, host schools—on the regulations, procedures, relationships, roles, and responsibilities involved in the external assessment of student teachers' classroom performance.

**Brown, Monica, Y. Yusuf-Khalil, and Barbara Bailey.** 2000. *Gender issues in Caribbean education: A module for teacher education*. Kingston, Jamaica: Centre for Gender and Development Studies, UWI, Mona/CARICOM Secretariat.

The publication was designed as a training module for teacher-training institutions. It was developed in response to the growing worldwide commitment to gender equity, and in recognition of the formal education system's influential role in societal change.

The module, therefore, seeks to sensitize teacher educators and teacher trainees to gender issues. Content includes Concepts of Gender Differences, Socio-Cultural Influences on Gender Socialisation, Gender Inequality in Social Systems, and Controversial Gender Issues.

During the process of developing the module, a diagnostic survey was carried out in the Caribbean Community (CARICOM) member states directly involved, and several teacher educators, representing many of the training colleges in the region, participated in workshops to develop the module outline and provide feedback at the pilot testing stage.

**Collins-Figueroa, Marceline,** ed. 1997–2000. *Science Modules: JBTE/ROSE Teacher Training Project, Distance education component*.

- Year 1: #10 R. Pringle, *Classification and structure of living things*
- #11 R. Pringle, *Microscopic cells and organization within living things*
- #12 M. Roache, *Food and diet in man*
- #13 M. Roache, *The digestive system*
- #14 J. HoLung, *Reproduction, growth and development -1*
- #15 L. Swire-Walton, *Reproduction, growth and development in plants*
- #16 L. Swire-Walton, *Reproduction, growth and development in animals*

- Year 2: #01 B. McKenzie-Briscoe, *Response and coordination*  
 #02 J. HoLung, *Respiration*  
 #03 J. HoLung, *Excretion*

These modules were prepared in support of the teachers college single-option science curriculum.

Dixon, Mary, and **Barbara Matalon**, eds. 1999. *Exceptional students in the classroom*. Kingston, Jamaica: JBTE-MPU Chalkboard Press. 248 pp.

The major objective of this text is to present an introduction to the diverse characteristics of students who may be thought of as exceptional or special, to provide information on how to identify these students in the regular classroom, and provide specific information on educational methods, approaches, and techniques that can be used to help students with special learning needs.

**Evans, Hyacinth**. 1997. *Handbook on exceptional children*. Kingston, Jamaica: Joint Board of Teacher Education Publications, UWI, Mona.

This handbook provides guidelines for dealing with special children in the classroom. It was developed to support a unit on exceptionality for youth in teachers colleges in Jamaica.

**Evans, Hyacinth** (with H. Beaumont and R. Johnson). 1997. *Introduction to educational research*. Kingston, Jamaica: Joint Board of Teacher Education Publications, UWI, Mona. 71 pp.

Designed as a self-instructional reader for students in teachers colleges, this book aims to help the student teacher understand why one conducts research and why research is important to teaching and to the teacher. It introduces the student to the process of conducting research—from asking research questions and designing the study, to writing up the report and communicating the findings.

Each of the book's six parts is divided into study sessions. Part 1 introduces the basic concepts of research. The role of research in education is described, and students are shown how teachers use research in their practice of teaching. Part 2 looks at different educational research methods, outlining those most frequently encountered. Part 3 describes different methods of collecting data. Part 4 looks at planning the research and writing a research proposal. Part 5 describes the procedures for analysing quantitative and qualitative data. Part 6 takes the student step by step through the writing of the research report.

**King, Ruby**, Pam Morris, Mike Morrissey, and Pansy Robinson. 2000. *Social studies through discovery*. 2d ed. Kingston, Jamaica: JBTE-MPU Chalkboard Press. 138 pp.

Substantially revised and specially designed to help Commonwealth Caribbean student teachers and teachers in service plan for and provide more effective social studies lessons, the text is based on the inquiry approach to learning. It guides teachers through the processes required to use the teaching strategies that facilitate this method of learning. Each



chapter includes activities that encourage the reader to try out or reflect on the strategies as they are introduced. Practical illustrations and realistic settings are major features.

The book explores the nature of social studies and provides a rationale for its inclusion in the school curriculum. Users are enabled to

- Explore concepts and values
- Teach problem-solving skills
- Organize group work
- Stimulate learning through a variety of activities
- Use a variety of learning resources
- Plan units and lessons
- Evaluate learning through different methods of assessment.

**McPherson-Kerr, Ceva**, ed. 1997–2000. *Mathematics Modules: JBTE/ROSE Teacher Training Project, Distance education component.*

These modules were prepared in support of the teachers college single-option secondary mathematics curriculum.

Year 1: Number Systems

- #1a Sandra Holgate, *Numeration, Part 1*
- #1b Sandra Holgate, *Numeration, Part 2*
- #2 Mercelyn Bellamy, *Rational Numbers and Equivalent*
- #3a Constance King, *Number Patterns, Part 1*
- #3b Constance King, *Number Patterns, Part 2*
- #4a Bryan McLean, *Consumer Arithmetic, Part 1*
- #4b Bryan McLean, *Consumer Arithmetic, Part 2*
- #5 Lurline Bannister, *Number Relations, Part 1*
- #6 Constance King, *Number Relations, Part 2*
- #8a Bryan McLean, *Functions, Part 1*
- #8b Bryan McLean, *Functions, Part 2*
- #9 Norma Lee, *Matrices, Part 1*
- #10 Norma Lee, *Matrices, Part 2*
- #11 Norma Lee, *Matrices, Part 3*
- #12a Constance King, *Graphs, Part 1*
- #12b Constance King, *Graphs, Part 2*
- #13 Constance King, *Inequalities*

Year 1: Measurement and Statistics

- #2a Norma Lee, *History of Measurement*
- #2a Norma Lee, *Units and Attributes of Measurement, Part 1*
- #2b Norma Lee, *Units and Attributes of Measurement, Part 2*

- #3 Dahlia Robinson, Measurement of Length and Distance
- #4a Lloyd Plummer, Area, Part 1
- #4b Lloyd Plummer, Area, Part 2
- #5a Lloyd Plummer, Volume, Part 1
- #5b Lloyd Plummer, Volume, Part 2
- #6a Lloyd Plummer, Distance-Time-Speed, Part 1
- #6b Lloyd Plummer, Distance-Time-Speed, Part 2
- #7a Bryan McLean, Theoretical and Experimental Probability, Part 1
- #7b Bryan McLean, Theoretical and Experimental Probability, Part 2
- #8a Bryan McLean, Data Collection and Presentation, Part 1
- #8b Bryan McLean, Data Collection and Presentation, Part 2
- #9a Bryan McLean, Measures of Central Tendency, Part 1
- #9b Bryan McLean, Measures of Central Tendency, Part 2
- #10a Bryan McLean, Measures of Dispersion, Part 1
- #10b Bryan McLean, Measures of Dispersion, Part 2

Year 2: Geometry and Trigonometry

- #3a Bryan McLean, *Constructions, Part 1*
- #3b Bryan McLean, *Constructions, Part 2*
- #7 Bryan McLean, *Trigonometry Ratios and Applications*

Year 2: Mathematics Education

- #6 Juliet Tam, Classroom Management
- #7 Juliet Tam, Mathematics and Technology

**Matalon, Barbara A.** 1998. *Classroom and behaviour management*. Kingston, Jamaica: JBTE-MPU Chalkboard Press.

This text for classroom teachers presents an overview of various theories and demonstrates techniques that will help teachers improve their teaching behaviour. Part I covers how to manage conditions and become effective managers of classrooms in the Caribbean. Part II examines fundamental principles of effective behaviour management, and Part III introduces the planning necessary to avoid unacceptable behaviours in the classrooms.

———. 2000. *Psychology of learning: An introduction*. 3d ed. Kingston, Jamaica: JBTE-MPU Chalkboard Press. 162 pp.

This book introduces teachers to the theories that describe, explain, and predict conditions under which learning does or does not take place. It covers several basic areas on how to approach learning: intelligence, behavioural, developmental, and information processing.



## NON-FORMAL EDUCATION

National Environmental Education Committee. 1999. *Life-Line: An environmental education resource kit to promote sustainable development in Jamaica*. Technical ed. M. Collins-Figueroa and N. Douglas. Kingston, Jamaica. 112 pp.



# Papers Presented at Conferences 4

## **Dr. Monica Brown**

SCHOOLING AND MASCULINITY—BOYS' PERCEPTION OF THE SCHOOL EXPERIENCE

Fifth Biennial Cross-Campus Conference on Education. UWI, St. Augustine, Trinidad, April 7–9, 1999. (with B. Bailey)

TELLING VS. MODELLING: A CRITICAL LOOK AT THE TEACHER PREPARATION PROCESS IN JAMAICA

Fifth Biennial Cross-Campus Conference on Education. UWI, St. Augustine, Trinidad, April 7–9, 1999. (with B. Bailey)

BECOMING A TEACHER EDUCATOR IN JAMAICA

International Study Association on Teachers and Teaching (ISATT) Conference. Dublin, Ireland, July 27–30, 1999. (with R. Davies, H. Evans, and J. Tucker)

ADDRESSING THE DISCONNECT: A CONCEPTUAL FRAMEWORK FOR PRACTICING INTEGRATION IN A DISCIPLINE-BASED TEACHER EDUCATION PROGRAMME

International Conference on Problems and Prospects of Education in Developing Countries. UWI, Cave Hill, Barbados, March 25–28, 2002.

## **Miss Vilma Charlton**

EXERCISE, EDUCATION AND HEALTH

University Diabetes Outreach Project and the American Diabetes Association Fourth International Postgraduate Conference. Ocho Rios, Jamaica, March 5–8, 1998.

EXERCISE—THE WEST INDIAN EXPERIENCE

University Diabetes Outreach Project and the American Diabetes Association Fourth International Postgraduate Conference. Ocho Rios, Jamaica, March 5–8, 1998.

THE IMPORTANCE OF PRACTICE IN LEARNING TO TEACH PHYSICAL EDUCATION: A CASE STUDY

Conference on Faculty Development. Shortwood Teachers' College, Kingston, Jamaica, April 1998.

THE STATUS OF WOMEN'S ATHLETICS IN JAMAICA, AND THE ROLE OF WOMEN IN OUR FEDERATION

International Conference. San Juan, Puerto Rico, October 22–25, 1998.



ORGANIZATION OF PHYSICAL EDUCATION AND SPORT IN JAMAICA

Pan American Conference on the Current Status of Women in Physical Education and Sport in the Americas. Montreal, Canada, May 14–15, 2002.

**Mrs. Marceline Collins-Figueroa**

PERSONAL REFLECTIONS ON PROFESSIONAL DEVELOPMENT

Annual Conference of the Association of Science Teachers of Jamaica. Kingston, Jamaica, November 26, 1997.

REPORT ON THE ASSOCIATION OF SCIENCE TEACHERS OF JAMAICA

7th Assembly of the International Council of Associations for Science Education. Liverpool, UK, January 6, 1998.

SCIENCE EDUCATION FOR A SUSTAINABLE ENVIRONMENT

Annual Conference of the Association of Science Teachers of Jamaica. Mandeville, Jamaica, November 1998.

COMMUNICATING SCIENCE IN PRINT

Jamaican Society of Scientists and Technologists panel discussion, Communicating Science in a Non-scientific society. Kingston, December 1998.

DEVELOPING AND IMPLEMENTING A NATIONAL ENVIRONMENTAL EDUCATION

ACTION PLAN IN JAMAICA

28th Annual Conference of the North American Association for Environmental Education. Cincinnati, Ohio, August 26–30, 1999.

WORKING TO IMPROVE STUDENTS' PERFORMANCE IN SCIENCE EXAMINATIONS

Annual Conference of the Association of Science Teachers of Jamaica. Kingston, Jamaica, December 1999.

**Mrs. Rose Davies**

REFLECTIONS ON THE MENTORING ROLE

Conference on Professional Development. Kingston, Jamaica, July 1997.

THE INTEGRATED CURRICULUM: THEORY VS. PRACTICE IN JAMAICAN LOWER PRIMARY CLASSROOMS AND IMPLICATIONS FOR THE IDB/PEIP II PROJECT

Fifth Biennial Cross-Campus Conference on Education. UWI, St. Augustine, Trinidad, April 7–9, 1999.

EDUCATIONAL POLICY AND CHANGE IN EARLY CHILDHOOD EDUCATION CARE AND DEVELOPMENT PROGRAMMES AND SERVICES: A CHALLENGE FOR THE 21ST CENTURY

Keynote Address, National Symposium on Early Childhood Education. St. Lucia, April 19, 1999.

BECOMING A TEACHER EDUCATOR IN JAMAICA

International Study Association on Teachers and Teaching (ISATT) Conference. Dublin, Ireland, July 27–30, 1999. (with M. Brown, H. Evans, and J. Tucker)

INVESTING IN EARLY CHILDHOOD EDUCATION AND DEVELOPMENT IN JAMAICA: PERSPECTIVES, PROBLEMS AND POSSIBILITIES

World Bank Human Development Week Conference. Washington, DC, February 28–March 1, 2000.

INVESTING IN OUR CHILDREN'S FUTURE

World Bank Early Childhood Development Conference. Washington, DC, April 10–13, 2000.

UNLOCKING THE POTENTIAL OF THE STUDENT TEACHER: FACING THE CHALLENGES OF CHANGE FROM A SUBJECT-BASED TO INTEGRATED CURRICULUM MODEL

Tomorrow's Classrooms—The Challenges for Teacher Education. Belize, July 2000.

THE IMPORTANCE AND ROLE OF EARLY CHILDHOOD EDUCATION IN NATIONAL DEVELOPMENT

Early Childhood Education Summit. Northern Caribbean University, Manchester, Jamaica, July 2000.

SECURING THE LEADERSHIP BASE FOR EARLY CHILDHOOD DEVELOPMENT IN THE CARIBBEAN: DEVELOPMENT OF THE MASTER'S IN LEADERSHIP PROGRAMME

4th Caribbean Early Childhood Development Conference. Georgetown, Guyana, July 22–26, 2002.

**Mrs. Vileitha Davis-Morrison**

CURRICULAR CHANGE IN JAMAICAN TEACHER EDUCATION: PERSPECTIVES FROM LANGUAGE ARTS AND SOCIAL STUDIES METHODS COURSES

International Conference on Problems and Prospects of Education in Developing Countries. UWI, Cave Hill, Barbados, March 25–28, 2002. (with C. Lambert)

EDUCATING FOR VALUES AND CHARACTER: MYTH OR REALITY IN THE FORMAL CURRICULUM?

International Conference on Problems and Prospects of Education in Developing Countries. UWI, Cave Hill, Barbados, March 25–28, 2002. (with D. McCallum)

CITIZENSHIP EDUCATION, CURRICULUM DESIGN, AND DEVELOPMENT IN SMALL STATES: THE JAMAICAN EXPERIENCE

Pan-Commonwealth Roundtable on Citizenship Education in Small States. Marlborough House, Pall Mall, London, 2002.

**Professor Hyacinth Evans**

TEACHER EDUCATION POLICY AND PRACTICE IN JAMAICA SINCE INDEPENDENCE

33rd meeting of the Comparative and International Education Society. Mexico City, March 1997.



THEORY AND PRACTICE IN TEACHER EDUCATION: ALTERNATIVE APPROACHES TO  
THE TEACHING OF THEORY

Biennial Conference of the Faculty of Education, UWI, Mona, 1997.

THE FACULTY DEVELOPMENT PROJECT: BACKGROUND AND PURPOSE

Conference on Professional Development. Kingston, Jamaica, July 1997.

COLLABORATION BETWEEN UNIVERSITY AND COLLEGE LECTURERS: ISSUES TO FACE

World Congress of Comparative and International Education Societies. Cape Town, South Africa, July 1998. (with Joan Tucker)

GENDER DIFFERENCES IN EDUCATION IN JAMAICA

World Congress of Comparative and International Education Societies. Cape Town, South Africa, July 1998.

EDUCATION AND EQUALITY IN JAMAICA

Fifth Biennial Cross-Campus Conference on Education. UWI, St. Augustine, Trinidad, April 7–9, 1999.

HOW TEACHERS AND STUDENTS CONSTRUCT GENDER INEQUALITY IN THE  
SECONDARY SCHOOL IN JAMAICA

Fifth Biennial Cross-Campus Conference on Education. UWI, St. Augustine, Trinidad, April 7–9, 1999.

STREAMING AND ITS EFFECTS ON BOYS AND GIRLS IN SECONDARY SCHOOLS IN JAMAICA

Annual meeting of Comparative and International Education Society. Toronto, April 14–18, 1999.

HOW TEACHERS AND STUDENTS CONSTRUCT GENDER AND ACHIEVEMENT IN THE SECONDARY  
SCHOOL

Annual meeting of the Comparative and International Education Society. Toronto, Canada, April 14–18, 1999.

A REVIEW OF EDUCATION REFORM IN THE CARIBBEAN SINCE JOMTIEN

Comparative and International Education Society (CIES) panel discussion on the Education for All Initiative. Toronto, April 18, 1999.

BECOMING A TEACHER EDUCATOR IN JAMAICA

International Study Association on Teachers and Teaching (ISATT) Conference. Dublin, Ireland, July 27–30, 1999. (with M. Brown, R. Davies, and J. Tucker).

RETHINKING AND REFORMING TEACHER EDUCATION IN JAMAICA

Meeting of the Joint Board of Teacher Education. September 1999.

THINKING AND REASONING IN AN ONLINE LEARNING ENVIRONMENT

Comparative and International Education Society annual meeting. San Antonio, Texas, March 2000.

ISSUES IN THE EDUCATION OF GIRLS IN JAMAICA

Symposium on Girls' Education. Washington, DC, May 7–18, 2000.

TEACHER EDUCATION IN JAMAICA: TOWARDS NEW KNOWLEDGE

8th Annual Seminar on Education. Havana, Cuba, February 2001.

ISSUES IN GENDER AND GENDER EQUALITY IN THE CARIBBEAN

Regional Inter-governmental Committee of the Major Project, 7th meeting. Cochabamba, Bolivia, March 2001.

A FRAMEWORK FOR THE PREPARATION OF NEW TEACHER EDUCATORS AND IMPLEMENTING STUDENT-CENTRED TEACHING ON A SCHOOL-WIDE BASIS

Comparative and International Education Society, annual meeting. Washington, DC, March 2001.

**Dr. Ruby King**

VIOLENCE IN SCHOOLS—HISTORICAL PERSPECTIVES

School of Education Forum on Education. UWI, Mona, November 1998; and Shortwood Teachers College, Kingston, Jamaica, January 21, 1999.

EDUCATION AND EMANCIPATION: JAMAICA AND THE USA IN THE LATE NINETEENTH CENTURY

First American Studies Conference, UWI, Mona, 2000.

**Dr. Clement Lambert**

THE ROLE OF STAKEHOLDERS IN PROMOTING LITERACY IN JAMAICA

Ministry of Education Literacy Improvement Initiative Conference. Jamaica Conference Centre, Kingston, Jamaica, 1999.

ACCESSING AND DESIGNING SUPPLEMENTARY MATERIALS FOR DELIVERING AN ICT-BASED COURSE IN A DEVELOPING NATION

International Institute for Communication and Development (IICD), Train-the-Trainer Programme, The Hague, Netherlands, June 2000. (with F. Laureys and R. Kamunga)

INTERACTIVE SOFTWARE: IMPLICATIONS FOR INFORMATION AND COMMUNICATION TECHNOLOGY TRAINING

International Institute for Communication and Development (IICD), Train-the-Trainer Programme. The Hague, Netherlands, June 2000. (with D. Lubowa)

AN EXPLORATION OF JAMAICAN TEACHER EDUCATORS' READING BELIEFS AND PRACTICES

A Symposium. UWI School of Education Lecture Theatre, May 2001.

VALUING JAMAICAN CREOLE

Keynote Address for the Jamaica 2000 Conference. Newman College, Birmingham, UK, May 29, 2002.



MAKING READING EXCITING FOR THE STRUGGLING READER

Keynote Address, workshop of the Jamaica Reading Association (JRA)/International Reading Association (IRA)/ International Development in the Caribbean Committee (IDCC). Kingston, Jamaica, April 2002.

CURRICULAR CHANGE IN JAMAICAN TEACHER EDUCATION: PERSPECTIVES FROM LANGUAGE ARTS AND SOCIAL STUDIES METHODS COURSES

International Conference on Problems and Prospects of Education in Developing Countries. UWI, Cave Hill, Barbados, March 25–28, 2002. (with V. Davis-Morrison)

**Mrs. Ceva McPherson-Kerr**

USING REFLECTIVE TEACHING TO ENHANCE MATHEMATICS EDUCATION

Conference on Professional Development. Kingston, Jamaica, July 1997. (with Yvette James-Brown)

PROBLEM SOLVING IN MATHEMATICS AT THE PRIMARY LEVEL

National Conference of Teachers of Mathematics. Kingston, Jamaica, 16 October 2000. (with Lorna Thompson)

DEVELOPING THINKERS IN MATHEMATICS FOR THE 21ST CENTURY

National Conference of Teachers of Mathematics. Closing Plenary Session. Kingston, Jamaica, 18 October 2000.

MAKING MATHEMATICS FUN

National Conference of Teachers of Mathematics. Kingston, Jamaica, 18 October 2000.

USING CONTEMPORARY METHODS IN THE TEACHING OF MATHEMATICS

Second Annual Institute for Mathematical Pedagogy. Wadham College, Oxford University, August 4, 2002.

EMPOWERING TEACHERS TO BECOME SELF-DIRECTED

National Conference of Teachers of Mathematics, Jamaica. Kingston, Jamaica, October 22, 2002.

BEGINNING LESSONS/STARTERS/SET INDUCTION

National Conference of Teachers of Mathematics, Jamaica. Kingston, Jamaica, October 22, 2002.

**Dr. Barbara Matalon**

THE EFFECTS OF SPECIFIC LEARNING DISABILITIES ON CHILDREN AND ADULTS IN JAMAICA

Adult Dyslexia First Annual Conference. Westmoreland, 2001.

DYSLEXIA OR SPECIFIC LEARNING DISABILITIES? WHO CARES AND WHAT ARE WE DOING ABOUT IT?

Adult Dyslexia Second Annual Conference. Montego Bay, 2002.

**Professor Errol Miller**

QUALITY EDUCATION: AN INVESTMENT IN HUMAN POTENTIAL

Keynote Address, Jamaica Teachers Association Annual Conference. Ocho Rios, Jamaica, August 1997.

ARE THE TRADITIONAL ROLES OF TEACHERS UNIONS CHANGING?

Education International and Caribbean Union of Teachers Symposium. Castries, St. Lucia, April 1998.

GLOBAL INITIATIVES IN HEALTH EDUCATION, WITH PARTICULAR REFERENCE TO THE CONTRIBUTION OF THE EDUCATION FOR ALL FORUM

World Conference on Health Education and Health Promoting Schools. San Juan, Puerto Rico, June 1998.

THE RIGHTS AND RESPONSIBILITIES OF TEACHERS

The Second World Congress of Education International. Washington, DC, July 1998.

THE USE OF INFORMATION TECHNOLOGY IN TEACHER EDUCATION IN THE WESTERN CARIBBEAN

USAID Conference on Interactive Technology. Kingston, Jamaica, September 10, 1998.

DEFINING THE CARIBBEAN BY ITS CONTRADICTIONS

Department of History Conference on Caribbean Intellectual Traditions. UWI, Mona, Kingston, Jamaica, October 31, 1998.

THE REFORM OF SECONDARY EDUCATION IN JAMAICA: A SECOND LOOK

Ministry of Education/World Bank Conference on Secondary Education. Jamaica Conference Centre, Kingston, Jamaica, January 26, 1999.

TEACHER DEVELOPMENT IN THE CARIBBEAN

World Bank Conference on Improving Caribbean Education. Port-of-Spain, Trinidad, April 21, 1999.

FOUNDATION FOR THE FUTURE: THE OECS STRATEGY IN EDUCATION REVISITED

Ministry of Social Security Conference. Castries, St. Lucia, May 12, 1999.

NEW CONTENT FOR THE TRAINING OF TEACHERS

Colloquium on New Content for Basic Education, Sponsored by the UNESCO National Commission of France. Paris, July 1, 1999.

TEACHER EDUCATION IN THE CARIBBEAN: FACING THE CHALLENGES OF CENTURY 21

Keynote Address, Eastern Caribbean Standing Conference on Teacher Education. Castries, St Lucia, November 1999.

EDUCATION FOR ALL IN THE CARIBBEAN IN THE 1990S: AN INTERPRETATION

Caribbean Subregional Conference on Education for All. UNESCO, Kingston, December 1999.



APPROACHES TO TEACHER EDUCATION: A THEORETICAL PERSPECTIVE

Keynote Address, *Tomorrow's Classrooms: Challenges for Teacher Education*, Joint Board of Teacher Education Conference 2000. Belize City, Belize, July 2000.

MODELS IN USE IN DISTANCE TEACHING IN TEACHER EDUCATION IN JAMAICA

*Distance Education in Small States*, UWIDEC and Commonwealth of Learning. Ocho Rios, Jamaica, July 2000.

EDUCATION/TRAINING AND THE NEW WORKPLACE: SOME INTRODUCTORY REMARKS

Mona Academic Conference. September 2000.

AN ASSESSMENT OF FOUNDATION FOR THE FUTURE

The OECS Ministers of Education Meeting. St. George's, Grenada, October 2000.

ACHIEVEMENTS AND CHALLENGES IN CARIBBEAN EDUCATION

Conference on the Future of the Caribbean. Wilton Park, Sussex, England, October 2000.

ISSUES IN COMMONWEALTH CARIBBEAN EDUCATION

Caribbean Union of Teachers and Educational International Regional Conference. Ocho Rios, Jamaica, March 2001.

TEACHER PROFESSIONALISM AND ACCOUNTABILITY

Jamaica Teachers Association Teacher Development Conference. Ocho Rios, Jamaica, May 2001.

ADDRESSING MALE MARGINALIZATION: VIOLENCE, SELF, AND THE YOUNG MALE

Port-of-Spain, Trinidad, September 13 and 14, 2001.

FUTURE DIRECTIONS FOR TEACHER EDUCATION IN THE CARIBBEAN

Munster Conference, Port-of-Spain, Trinidad, January 10–12, 2002.

FROM BOYS TO MEN: ADDRESSING THE GENDER DIVIDE

Ministry of Education Conference. St. George's, Grenada, January 14, 2002.

QUALITY ASSURANCE IN HIGHER EDUCATION IN THE CARIBBEAN

InterAmerican Development Bank Seminar on Higher Education in Latin America and the Caribbean. Fortelaza, Brazil, March 8, 2002.

THE PROSPECTS OF EDUCATION IN DEVELOPING COUNTRIES

International Conference on Problems and Prospects of Education in Developing Countries. UWI, Cave Hill, Barbados, March 25–28, 2002.

ACCOUNTABILITY IN SCHOOL MANAGEMENT

Jamaica Teachers Association Conference for School Principals. Montego Bay, Jamaica, April 3–5, 2002.

TEACHERS AND THE CONSTRUCTION OF THE FUTURE

TUTTA Education Conference. Port-of-Spain, Trinidad, May 16–18, 2002.

THE USE OF INFORMATION AND COMMUNICATION TECHNOLOGY FOR THE  
ELECTORAL PROCESS IN JAMAICA

The Association of Electoral Organisations of Central America and the Caribbean  
Conference. Kingston, Jamaica, July 11–12, 2002.

**Dr. Halden Morris**

IS TECHNOLOGY EDUCATION RELEVANT IN THE PRIMARY SCHOOL'S CURRICULUM IN  
THE CARIBBEAN? EDUCATORS' VIEWS

Fifth Biennial Cross-Campus Conference on Education. UWI, St. Augustine, Trinidad, April  
7–9, 1999.

INTEGRATING TECHNOLOGY EDUCATION INTO THE PRIMARY SCHOOL'S CURRICULUM IN THE  
CARIBBEAN

Jamaica Computer Society Education Foundation and Caribbean Computer Education  
Association Conference, 1999.

THE INTERNET LABORATORY: A NEW PARADIGM FOR TERTIARY ENGINEERING EDUCATION

Institute of Electrical and Electronics Engineers, JamCon 2000 Conference, Technology for  
Economic Development. August 2000.

A NEW PARADIGM FOR DISTANCE EDUCATION

Tools for Sustainability in Small States: Distance Education in Small States, International  
Conference on Distance Education. July 2000.

PREPARING FOR THE WALL-LESS CLASSROOM

Jamaica Computer Society Education Foundation. TechVision 2000: International  
Technology in Education Conference, April 2000.

CERTIFICATE OF PRIOR LEARNING—BENEFITS FOR THE LABOUR FORCE

International Vocational Education and Training Conference. July 2001.

CHALLENGES EDUCATORS FACE IN DELIVERING COMPUTER INSTRUCTION IN "EQUIPPED"  
EDUCATIONAL INSTITUTIONS IN JAMAICA

Institute of Electrical & Electronics Engineers, Southeast Conference. USA, 2002.

**Dr. Moses Peart**

SOFTWARE EVALUATION FOR CLASSROOM USE

2nd Annual Conference of Caribbean Computer Educators Association (CCEA) and 6th  
Annual Expo of the Jamaica Computer Society Education Foundation. April 29–May 1,  
1999.

EQUIPPING SCHOOLS TO DELIVER SCIENCE AND TECHNOLOGY

Annual Conference of the Caribbean Association of Principals of Secondary Schools. July  
28, 1999. (with A. Crawford)



THE RELEVANCE, VALIDITY, AND COST-EFFECTIVENESS OF COURSEWARE  
Telisphere99: An International Conference on Technology in Education. Barbados, 1999.

INTEGRATING COMMERCIALY DEVELOPED SOFTWARE INTO THE SCHOOL  
International Technology in Education Conference of the Ministry of Education and the  
Jamaica Computer Society Education Foundation. Ocho Rios, Jamaica, April 2000.

INTEGRATING COMPUTER TECHNOLOGY IN THE CURRICULUM  
Joint Board of Teacher Education Conference 2000. Belize City, Belize, July 2000.

EMBRACING INFORMATION TECHNOLOGY: A NATURAL FOR QUALITY EDUCATION  
Keynote Address, Jamaica Teachers Association Conference. 2002.

**Dr. Gagindra Persaud**

CONTROVERSIES SURROUNDING INTELLIGENCE TESTING AMONG PRE-SCHOOL CHILDREN  
Fifth Biennial Cross-Campus Conference on Education. UWI, St. Augustine, Trinidad,  
April 7–9, 1999.

THE PERFORMANCE OF APPLICANTS TO A TEACHERS' COLLEGE ON A SCREENING TEST  
International Conference on Problems and Prospects of Education in Developing Countries.  
UWI, Cave Hill, Barbados, March 25–28, 2002.

**Miss Joan Tucker**

FOLK AND POPULAR MUSIC IN JAMAICAN SECONDARY SCHOOLS: ASSET OR DRAWBACK?  
International Conference of the Arts. Creative Arts Centre, UWI, St. Augustine, Trinidad,  
August 1997.

COLLABORATION BETWEEN UNIVERSITY AND COLLEGE LECTURERS: ISSUES TO FACE  
World Congress of Comparative and International Education Societies. Cape Town, South  
Africa, July 1998. (with Hyacinth Evans)

THE PHILOSOPHICAL UNDERPINNINGS OF CXC MUSIC  
Association of Caribbean Music Educators Regional Conference. Jamaica, July 1999.

BECOMING A TEACHER EDUCATOR IN JAMAICA  
International Study Association on Teachers and Teaching (ISATT) Conference. Dublin,  
Ireland, July 27–30, 1999. (with M. Brown, R. Davies, and H. Evans)

THE VALUE OF ARTS EDUCATION  
School of Education Forum, The Arts in Education. UWI, Mona, October 1999.

MUSIC EDUCATION IN THE COMMONWEALTH CARIBBEAN: CAN ACME FACE THE CHALLENGES?  
Keynote Address, Association of Caribbean Music Educators Regional Conference. St.  
Lucia, July 2001.

MUSIC EDUCATION IN JAMAICAN POST-PRIMARY INSTITUTIONS

Seminar for graduate students, Institute of Education, London University. October 2001.

MUSIC EDUCATION IN JAMAICA AND THE COMMONWEALTH CARIBBEAN

UNESCO International Conference on Arts Education. Brazil, October 2001. (with Clive Bowen)

**Dr. Donald G. Wilson**

QUALITY PRIMARY EDUCATION

Jamaica Teachers' Association Conference. Kingston, Jamaica, 1997.

ISSUES AFFECTING THE DEVELOPMENT OF READING TEXTS

17th World Congress on Reading. July 21–24, 1998.

TEACHING LANGUAGE ARTS IN THE CARIBBEAN

International Conference on the Power of Language. University of Warwick, England, July 7–10, 1999.

SITUATIONAL REPORT ON THE CARIBBEAN

SERI (South East Research Initiative) Conference. Kuala Lumpur, November 9–12.

OFFICIAL PRESENTATION AS UNIVERSITY REPRESENTATIVE

at the UNESCO-sponsored Regional Meeting on Education for All: Year 2000 and Beyond. Santo Domingo, Dominican Republic, February 2000.

OFFICIAL PRESENTATION AS UNIVERSITY REPRESENTATIVE

OAS Conference for Peace in the Hemisphere. Cartagena, Colombia, October 1999.





## Institute of Education Academic Staff (1997–2002)

**Dr. Earl Brown** was recently appointed lecturer in information and communications technology. He chairs the Institute's Technology Committee, and is especially involved in the development and implementation of computer technology in the management of educational systems.

**Dr. Monica Brown**, recently retired senior lecturer in education psychology, is currently director of the School of Education and deputy dean of the Faculty of Humanities and Education. Her research interests are beginning teacher classroom experiences as well as curriculum evaluation and development.

**Miss Vilma Charlton** is lecturer in physical education. A major focus of her current research and development work is the role of practice in the preservice preparation of teachers.

**Miss Sonia Chin** is publications officer. Her research interest is scholarly publishing within the setting of a university in a developing country with a large diaspora.

**Mrs. Marceline Collins-Figueroa** is lecturer in science education. A special area of interest is the environment, and she is currently director of a major project, the Sustainable Teacher Environmental Education Project.

**Karl "Jerry" Craig**, recently retired senior lecturer in art and crafts education, is himself an internationally renowned artist, whose paintings have been exhibited in Jamaica and overseas.

**Mrs. Rose Davies** is lecturer in early childhood education. Her research interests lie in the area of teacher preparation for the early childhood level.

**Mrs. Vileitha Davis-Morrison** is lecturer in social studies education. Her interests include teacher education, social studies/citizenship education, geography and curriculum development.

**Dr. Lorna Down** recently joined the staff of the Institute as lecturer in language education. Her research is concerned with the infusion of issues of sustainability in the teaching of literature.



**Professor Hyacinth Evans** is professor of teacher education. Her research interests lie in teachers' professional learning and the process of teacher change.

**Dr. Ruby King**, recently retired senior lecturer in social studies education, is now a consultant. She has published on several aspects of Caribbean education, particularly its history.

**Dr. Clement T. M. Lambert** is lecturer in language arts education. His interests include teacher education, literacy studies, and curriculum change.

**Mrs. Ceva McPherson-Kerr** is lecturer in mathematics education. She is interested in investigating factors affecting performance and achievement in mathematics.

**Dr. Barbara Matalon** is a research fellow and part-time lecturer. Her research interests include different aspects of special education and teaching and learning styles.

**Professor Errol Miller** is professor of teacher education; former head of the department; and chairman of the Joint Board of Teacher Education. He has published on several aspects of education, including its history and sociology.

**Dr. Halden Morris**, lecturer in technical/vocational education, is also region 3, area 9, chairman of the Institute of Electrical and Electronics Engineers. His recent research work is concerned with technology in education and school/society cooperation in technical and vocational education.

**Dr. Samuel Myers**, education consultant, was formerly senior lecturer in language education. His recent research centers on metacomprehension and its implications for instructional and learning strategies.

**Dr. Moses Peart** is a lecturer in instructional design and technology. His research centers on the infusion of technology into the education system, with particular emphasis on teaching competencies and delivery strategies.

**Dr. Gagindra Persaud** is lecturer in psychology. He is currently engaged in ongoing research in psychometric theory.

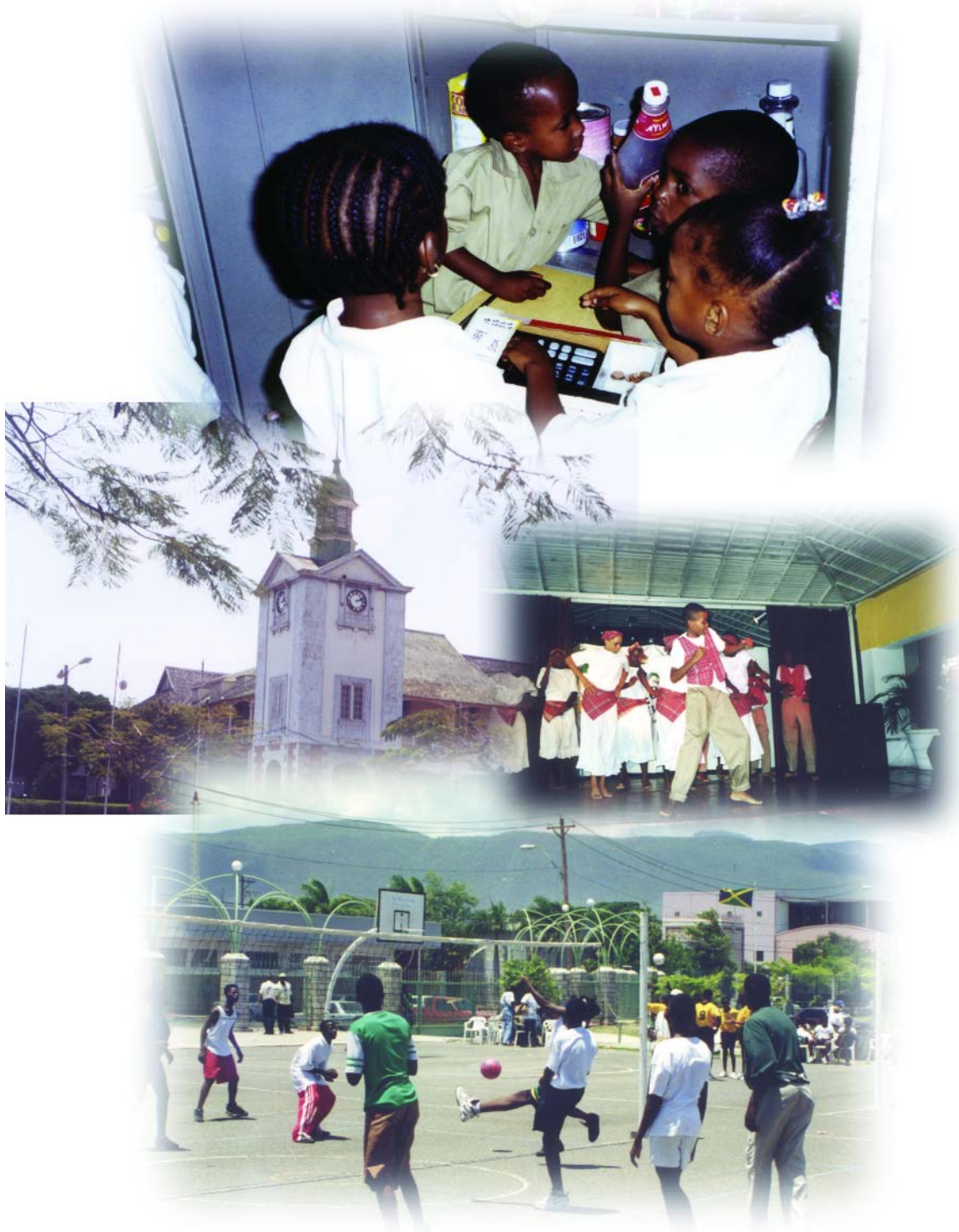
**Dr. Nadine Scott** recently succeeded Karl "Jerry" Craig as lecturer in art and crafts education. She is currently developing a resource textbook for the cultural studies component of the Caribbean Examinations Council (CXC), Caribbean Advanced Proficiency Examinations.

**Mrs. Marcia Stewart** is Administrator of the Joint Board of Teacher Education. Her major research interest is quality assurance in higher education.

**Miss Joan Tucker** is head of department and senior lecturer in music education. Her research interests include curriculum practice in Jamaican secondary schools and the preparation of teachers of music.

**Dr. Donald G. Wilson**, education consultant, was formerly senior lecturer in language arts education. On the basis of his research he has published several series of readers for the primary school and language arts textbooks for the secondary level.





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