

ABSTRACT

This study investigated **Teacher Thinking** advanced as a key determinant to the delivery of education. Twenty 'good' teachers purposively selected were interviewed using an author designed semi-structured interview schedule. The research was qualitative and sought to explore the notion and depth of **Teacher Thinking** within the current Barbadian education context. Questions presented and analysed sequentially, took note of any striking similarities or differences among the variables. Results reveal that **Teacher Thinking** embraces beliefs, values and attitudes that govern the nature of practice and are critical to educational outcomes. Responses emphasized common affective characteristics as paramount to the background to becoming a teacher, stressing that the major aims and purpose of schooling and learning are to produce a child, not only with academic qualifications but also with goodness of character. The school was presented as a moral institution, teaching students how to be good citizens. Issues of professional and social concern were raised, revealing the need for greater teacher input in the decision-making process. Respondents believe that the philosophy that all children can learn guides teaching in Barbados. They consider teaching to be the epitome of all professions and believe training should be done prior to or simultaneously with teaching. Respondents regard the reform process as an excellent idea but felt that teachers' role was too limited and implementation flawed. Overall respondents believe that the education system in Barbados is generally good, but needs readjustments to reflect a more teacher-led approach.

The findings are significant in that they would serve to inform partners in education and point to those areas in need of redress. The variables showed that males tended to be cerebral while the females were more affective; and teachers from the primary school dealt more with nurturing aspects while the secondary focused more on issues of status.

Key Words:

Affective
Change Agent
Collegiality
Decision Making
Learning
Methodology
Myrna Patrick
Self-efficacy
Stakeholder
Thinking