

ABSTRACT

Three Environments - Three Experiences: The Reform of Secondary Education (ROSE)

Norma Mae Lee

The mathematics curriculum for the Reform of Secondary Education with its emphasis on teaching methodology was recently implemented on a phased basis in some Jamaican schools. To date there is little information that details teachers' experience in the classroom from their perspective, as they implement this curriculum, although the importance of feedback in the implementation process is well documented.

This study provides insights into the teaching strategies of teachers of mathematics on the ROSE Programme. It presents information on: (i) their perspective on the teaching methodologies of the ROSE mathematics curriculum; (ii) the teaching strategies they use at the Grades 7 – 9 level; and (iii) the factors that influence their classroom practices.

The study used a qualitative research design and incorporated ethnographic techniques of observations and interviews as the main methods for data collection. The three mathematics teachers, who were the main participants in the research,

were each from one of the three types of schools on the ROSE programme – junior high, comprehensive high, and traditional high schools.

Data analysis was done by identifying and coding themes, and then making assertions.

The findings indicate that while all the teachers say that they support the use of the teaching methods recommended in the curriculum, and believe this should lead to improvement in the quality of mathematics education in schools, there are outstanding variations in the extent to which these teachers use the teaching strategies. The study also identifies some issues and concerns these teachers have about the sustainability of the programme.

Recommendations for stakeholders, and for further research with respect to the sustainability of the reform process, are presented in the study.