



WORK IN PROGRESS

MINISTRY OF EDUCATION

DRAFT POLICY FRAMEWORK FOR TRANSFORMING AND RESTUCTURING TEACHER EDUCATION AND DEVELOPMENT IN TRINIDAD AND TOBAGO

Preparing High-Quality Teachers for a Changing Society

DISCUSSION PAPER

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EXECUTIVE SUMMARY

Education is universally acknowledged to be an essential element in the process of national development. The fundamental purpose of investment in education is to empower people with the knowledge, skills, and attitudes to improve their quality of life, enhance their productivity and their capacity to learn new skills, and enable them to participate more fully in the development process. Accordingly, the Ministry of Education has aligned its Strategic Plan for the period 2000 to 2006 with the goals set by the Government of Trinidad and Tobago for national development. The designation therefore of "teacher education and professional development" as one of the National Education Goals in the Ministry of Education's Strategic Plan 2002 –2006 is genuine recognition of the importance of a policy framework to guide reform of Teacher Education in this country.

This discussion paper is arranged into seven main sections. Following this overview, the first part commences with the articulation and analysis of the current status of teacher preparation and development in Trinidad and Tobago. It suggests that if the Ministry of Education is to assure success for students at all levels of the education system, policymakers must address many practical issues influencing teacher preparation and development in this country.

In part two the changed and rapidly changing context of education and teacher education will be briefly described and analyzed. The paper goes on to provide the rationale for teacher education reform which is based on the premise that if the Ministry of Education is to achieve its goal of improving the quality of education at all levels of the system, teacher education has to change. The ways we have recruited, prepared, and supported teachers in the past are no longer sufficient. Society has changed, schools have changed, and so must teacher preparation and professional development.

The philosophy, vision, mission and goals found in part three of this document serves as the compass to chart the direction of the teacher education policy reform process. The mission assumes an approach to teacher education that is reflective of lifelong learning.

In part four policy recommendations for reform and improvement of teacher education will be presented. In this section, teacher education is conceived as open, dynamic and part of a continuous process of professional development. As such a cohesive and comprehensive approach is taken that aligns policies and incentives for recruitment, certification, initial preparation, induction, evaluation, career paths and professional development so they are coherent and complementary. In each of these components a rationale, status quo, challenges, goals and policy recommendations are presented.

It must be noted that this draft policy framework was discussed first with an informal internal working group representing key stakeholders, and then circulated internally for comments. Comments received have been incorporated to help ensure that the education policy reflects the views of as much of its diverse potential constituency as possible. The true test of any policy is, of course, the extent to which it is actually implemented and achieves its aims. Subsequent incorporation of the policy principles in operational strategies, and careful monitoring and evaluation of policy implementation are therefore, needed to ensure that the actual pattern of investment by the Ministry of Education reflects policy priorities and, above all, reinforces at every possible point the need to transform the system of teacher education if there is to be sustained qualitative changes in the education system at all levels. This policy framework should therefore be followed by specific actions, including systematic monitoring of policy indicators and project outcomes, to ensure that investment in education is achieving its aim of contributing to human resource development. It must be noted however that the achievement of the goals of this implementation policy plan will require a well planned, five -year, collaborative, and statewide effort.

BACKGROUND

Terms of Reference for the Teacher Professional Development Unit

The TPDU was set up in April 2004 with a mandate to formulate a policy framework for reform of teacher education in Trinidad and Tobago.

Cabinet Note E (2003)⁶¹ stated the terms of reference for the unit as follows:

- To develop a policy framework for Teacher Development in the education system.
- To develop recommendations for establishing in one year's time a single entity to coordinate the activities related to Teacher Education and Development which would take into account the issues of :
 - Teacher Education and Training
 - Continuous professional development
 - Retention
 - Incentives
 - Certification
 - Standards and requirements for teaching
 - Quality assurance
 - Recruitment
- To develop a rationalization plan for the existing Teachers' Colleges
- To develop a comprehensive programme for Continuous Teacher Development

Alignment with overall objectives of the Ministry of Education

This policy framework is congruent with the overall strategic initiatives of the Ministry of Education. The Ministry's Strategic Plan, 2002-2006, states as one of its major objectives, continuous alignment of the strategic direction of the education system with objectives set for national development. It is in this context that cognizance has been taken of vision 2020- the Government's goal of achieving developed country status in the shortest possible time and certainly by 2020.

Human resource development is an imperative for the realization of the national goal for attaining developed country status by 2020. Education is a most important vehicle for the development of human resources. Policies and strategies that attract, motivate, develop and retain good teachers are important if educational goals for schools are to be achieved. Improved pre-service and in-service teacher education would serve to promote excellent teacher quality.

This policy framework will provide support for the decentralization process. The transfer of power, responsibility and resources from the MOE to individual schools and districts means that schools and districts have to develop the capability for self-renewal and self-improvement. One essential component of self-managing schools is the capacity for determining professional development needs and the satisfaction of those needs. The improved capability for identification and provision of continuous professional development in the system overall is required to allow schools and districts to build capacity to enable continuous self-improvement.

The recommendations of this policy framework also constitute an intrinsic part of the quality assurance drive that the MOE is undertaking at present. All agencies within the Ministry are now expected to examine their inputs, processes and outputs and to set standards to facilitate internal and external assessment. The setting of standards for the performance of individual schools is to take place in the near future and so too the establishment of a school inspectorate. School initiated staff development and continuous professional development are required to allow schools to meet standards and improve standards.

DEFINITION OF SOME KEY CONCEPTS

Before proceeding further it is important to define some concepts which have been used in this report. These concepts have been used implicitly throughout this report.

Teacher Education

Teacher education refers to all arrangements for the preparation of teachers and administrators for the task of facilitating the educational process in schools. This includes that education which the teacher receives before being placed in the classroom, referred to as pre-service teacher education and the continuous education of the teacher throughout the career of the teacher, which is referred to as in-service teacher education. Initial teacher education is that preparation which makes the teacher fit for being placed as a classroom practitioner. This is most times synonymous with pre-service teacher education. In Trinidad and Tobago however this initial teacher education is offered in-service.

In the last three to four decades the field of teacher education has evolved as a field of study in its own right. Approaches to teacher education have shifted away from skills based training. Research in the field has made clear the complexity of the process involved in learning to teach as well as learning to teach specific subjects. More recent approaches see the education of the teacher as a “becoming” with the role of the teacher education institution being, to accommodate the growth and development of the teacher as an autonomous agent, able to adapt and self improve to deal with the changing nature of schools. This policy framework buys into this latter approach to teacher education as a potentially more productive approach to teacher education. This represents a different approach to knowledge and implies a radically different approach to curriculum design and delivery of teacher education programs than a skills-based approach. Some emphasis on skills development is quite compatible with this approach however.

Professional Development

The professional Development Quality Sub-Component March 2002 of the SEMP program described professional development in a way very compatible with our conception of teacher education. Professional development involves a process of continuous growth through which individuals develop and restore their capacity to function effectively in their vocation and in society. Professional development can involve programs organized for the teacher by other institutions. But, a large part of the potential for professional development implies engagement and volition on the part of the participant and involves interaction with colleagues and the various settings in which teachers may work. The notion of school based professional development illustrates this.

The notion of school-based professional development aims to engage teachers in continuous enquiry into practice. It views the teacher as a “reflective practitioner”, someone with a tacit knowledge base, who is constantly re-thinking and re-evaluating his or her own values and practices. That type of development best occurs in a collaborative culture in the school; one in which teachers are encouraged and supported to lead and learn from one another.

Education

The end purpose of all teacher education is to facilitate the education of children in classrooms. This policy framework eschews the notion of education as “the passing on of information”. The strong examinations culture of Trinidad and Tobago perpetuates this culture of information transmission. This policy framework therefore assumes the need for a more participatory approach to teaching and learning which emphasizes problem solving and creativity as well as deep understanding of subject matter and the development of individual potential. All these values are reflected in the SEMP reform program.

Teaching as a profession.

Professions are normally characterized by their knowledge base, the ability of the practitioners to set their own standards for entry and exit into the profession as well as the setting of standards for the delivery of service by members. Although these criteria for professions may be contentious, this policy framework acknowledges the weakness of teaching as a profession in Trinidad and Tobago.

It is hoped that the policy framework generates sufficient discussion to raise the consciousness of teachers as a professional body in the society. As well, a lot of the policy recommendations with regard to recruitment, selection, licensing and governance would serve to give more stability to teaching as a profession in Trinidad and Tobago. Given the problems being faced by institutions of primary socialization in Trinidad and Tobago it is imperative that the teaching profession plays a more vital part in national development by affecting the shaping of policy at all levels of the education system. This requires teachers with a self-consciousness, commitment, intellectual autonomy and a sense of responsibility that converts private professional commitments to national ends. The teaching profession here in Trinidad and Tobago requires missionaries for a post-modern era.

CHAPTER 1

THE PROBLEM

SITUATIONAL ANALYSIS

International scenario

In the last three decades of the 20th century a combination of factors changed the nature of the world economic environment. The world moved towards a free market type system of international trade. Information and communication technology revolutionized production, trade and exchange and all other aspects of our lives. The long overdue challenge to change the paradigm of teaching and learning away from knowledge transmission towards “learning to learn” became an imperative of survival for post-colonial societies like Trinidad and Tobago. Most countries have engaged in educational reform to deal with the challenges of the new knowledge society. These reforms emphasize education for change and renewal at the level of individuals and institutions. At the level of schools, the major concern is with building learning communities with the leadership capacity to self improve. At the level of teachers, the focus is on trying to promote a quality of instruction that encourages students to innovate and to function as independent thinkers and researchers.

Status of Teacher Education in Trinidad and Tobago

In Trinidad and Tobago there have been recommendations for teacher education reform since the Maurice Committee Report of the 1950’s to the Education Policy Paper 1993-2003. In teacher education at the primary level there has been no significant curriculum reform since the 1960’s. Teacher education for secondary began in the 1970’s and that too has seen no significant reform. ECCE teacher education is a fairly recent addition and is at present receiving attention. Special Education, historically, has focused only on the physically and mentally handicapped. However, presently, support systems are being structured to assist a wider population with special needs.

If teacher education is to be improved, it is necessary to examine and address the policies, regulations and institutional practices inherent in the system. Underlying these policies and practices, are the tacit assumptions about teachers and teaching, such as the bright person myth of teaching that teaching is easy and that knowledge of content prepares you to teach. These assumptions seem to have direct implications for the operationalizing of programs, structures and policy.

There is, or seems to be, no coherent policy with regard to teacher development. There exists a fragmented uncoordinated assortment of diversified programme offerings, policies and schedules; each of these functioning independently of each other and reflecting an unequal treatment of teachers in the various programmes. In addition to the

fragmentation, there is no knowledge about the professional accreditation of the programme offerings. For example, how does a post-secondary type programme match with a tertiary type.

These agencies responsible for teacher education operate independently of each other, with little or no collaboration. Although the objectives of all the programmes providing teacher education is common viz. to develop competent teachers who can make principled judgments and decisions on the students behalf and the required knowledge base and skills are applicable to all teacher education, yet the programmes' offerings, organization and scheduling differ. The initial teacher education programme offered at UWI, School of Education is optional, one (1) year part time in-service, and the corresponding programme offered at John Donaldson Technical Institute is two (2) years part time in-service.

This inconsistency of requirements for teachers at the different levels, and in the different programs creates a hierarchical structure among teachers at the different levels. For example, academic subject teachers having a feeling of high status relative to teachers at the technical vocational level. This betrays an approach to teacher development oriented to subject matter status rather than an understanding of teacher professionalism.

The recruitment of teachers is another example of the discrepancies in teacher education and the lack of professionalization of teaching. The hallmark of a profession is the responsibility it assumes for the competence of its members. Knowledgeable and competent members of the profession can serve their clients well. However, this cannot be done if people who know little about teaching are accorded full status as teachers. No professional standards for admission to practice are defined and enforced, so practitioners enter teaching without professional preparation and are accorded full status as teachers.

Entry to teaching is relatively easy. Payment of \$5.00 to the Ministry of Education allows registration as a teacher. The discrepancies are also evident in the different entry requirements for the different levels. Eligibility to teach at the primary level requires five CXC or GCE passes. A Bachelors' degree or two Advanced Level passes enables one to teach at the secondary level and a Technician's diploma, or craft certificate and industrial experience qualifies one to teach at the technical vocational level.

Present arrangements for teacher education in Trinidad and Tobago

Early Childhood Care and Education (ECCE)

In Trinidad and Tobago Teacher Education in ECCE is provided by non-governmental agencies. These include, the School of Education, UWI, St Augustine, SERVOL (Service Volunteered for All), as well as the School of Continuing Studies, an outreach arm of the University of the West Indies. Both SERVOL and School of Continuing Studies (SOCS) offer pre-service education for candidates requiring certification as early childhood teachers. Both follow the same harmonized curriculum. While SERVOL has its own ECCE centres for the one year internship component of the pre-service training

programme candidates at the SOCS have to be attached to a centre. The School of Education, UWI, and St. Augustine offers a Bachelor in ECCE. Candidates for admission to the B.Ed Programme in ECCE are required to be qualified teachers, who satisfy the matriculation requirements and possess a satisfactory level of professional experience in ECCE.

Teacher education has evolved largely through initiatives of non-governmental agencies with state support. In the last few decades the Government actually relied on the NGO's to provide ECCE services to the country. So the provision of teacher education today remains in the hands of these non-governmental agencies. The State is now attempting to influence the direction and governance of all aspects of ECCE as it leads in a process of reform at the level of ECCE. At present a Green Paper has been put out for public consultation, which proposes a set of quality standards for all aspects of ECCE including teacher education. All stakeholders have been incorporated in the process of setting these standards. And so the reform process is in full swing today.

Primary

At the Primary level there are two Teachers' colleges, Valsayn Teachers' College and Corinth Teacher's College. Both provide two-year programmes of teacher education for primary school teachers. These two Colleges are governed by a Board of Teacher Education set up by the Ministry of Education, which awards a Teachers' Diploma to those who successfully complete the programme. Caribbean Union College, a private university, also prepares a few students for the Teacher's Diploma. This Diploma programme, although offered in-service to teachers who are working in the school system, covers the full range of initial teacher education i.e. foundations, methods, curriculum, teaching practice.

No other institution attempts to offer programmes to qualify teachers to enter the teaching profession at the primary level. As such, one can safely say, that in Trinidad and Tobago teacher preparation for entry into teaching at the primary level is administered and controlled completely by the State and such programmes are offered free of charge. Teacher education has always been offered free of charge and teachers while at college receive full salary. There is no market for teachers' diplomas in Trinidad and Tobago and all programmes are offered by traditional face- to- face mode. There are no private providers. There are no alternative paths to acquiring professional qualifications for entry into the primary school system.

There is now a range of institutions offering teacher education to primary school teachers beyond the Teacher's Diploma and which require the Diploma as a prerequisite. The University of the Indies offers Bachelors and Masters programmes using face to face and distance modes. ROYTEC a private institution owned by Royal Bank offers a B.Ed Primary by distance. Caribbean Union College also offers a B. Ed programme for primary teachers. The University School of Continuing studies offers short in-services courses as well.

Secondary

The main institution offering professional preparation for secondary school teachers in Trinidad and Tobago is the School of Education, UWI, and St Augustine. The UWI offers a Post Graduate Diploma in Education to secondary school teachers employed by the State. This is an in-service program sponsored by the Government of Trinidad and Tobago. This program is free of charge and open to teachers employed by the government at the secondary level. It is however optional. Teachers are employed to teach at the secondary level based on their university qualification and professional qualification in teaching is still not a compulsory requirement.

Technical/Vocational

John S. Donaldson Technical Institute is today the sole provider of professional education for teachers in the area of technical/vocational education at the secondary level in Trinidad and Tobago. The Diploma in Technical Teacher Training is free of charge to teachers in the education system and is financed entirely by the Government. Teachers who are working in the system for a period for two years or more can apply to the Ministry of Education to do the program. It is an in-service program and lasts for a period of two years. The size of an intake averages around 140 students.

Special Education

Presently, the Teachers' Training Colleges offer an elective course in Special Education but this does not equip a teacher to deal effectively with the full range of students' diversity. Private teacher education institutions offer access to graduate and undergraduate degrees in special education. However, course work for these degrees are not structured for local needs and practices.

A critical issue for professionalizing teaching in Trinidad and Tobago

The entire approach to professional development of teachers in Trinidad and Tobago has to be informed by the contradictions teachers face as they perform in the school system after receiving professional training.

The dialogue about teaching is imbued with two powerful sets of contradictory ideas in Trinidad and Tobago (The MUSTER study dedicated an entire paper to this issue). On the one hand there is the belief articulated by some that teaching is a noble profession and requires commitment, dedication, selflessness and is a great opportunity to serve which can never be fully rewarded. On the other hand, there is the articulation among some of these same people about burnout, poor working conditions, over-crowded classrooms and little or no room for advancement. The preparation of teachers at the initial stage as well

as continuous teacher education has to be shaped to help teachers to cope with this contradiction.

Another contradiction involves the strong culture of certification and “exam-centeredness” historically entrenched in the education system of Trinidad and Tobago, at all levels of the education system. This is reinforced by the demands of parents, student, and some administrators by their exceedingly strong emphasis on the need for scholarships or high level of passes as the ultimate proof of good schooling. While high student achievement is a universal indicator of good schooling, where the competition to perform well in examinations becomes too strong, there can be negative feedbacks on the education process. The exam drive can subvert approaches to teaching based on inclusion and on the development of a range of critical skills not tested by examinations. Teaching can become associated inextricably with the passing on of information.

In such a context, where some schools use information transmission modes in sometimes poorly resourced teaching contexts, with teachers who are not professionally qualified and achieve good examination results, it is difficult to convince newly qualified teachers to implement more complex and demanding instructional strategies which they have been exposed to at teacher education institutions.

Newly qualified teachers therefore are immediately placed in a context of great tension, where there seems to be living proof that what they have learnt is not really necessary. Their colleagues and administrators may not always be supportive of the new approaches and the resources of the school may not facilitate the implementation of new methods. Parents and students may not be supportive either.

In addition the newly qualified teacher may not have come into the profession strongly motivated. If the new teacher sees teaching as a temporary job and intends to move on when something better comes up then the likelihood of institutionalizing new knowledge is less likely.

Furthermore those teachers who come into teaching with the intention of making a difference and who saw teaching as a noble profession to help people and improve society etc can lose that idealism when confronted by frozen career paths, poor resources, cramped physical conditions and difficult children.

In light of the current situation it is obvious therefore that a comprehensive approach that touches on each stage of a teacher’s career is the best strategy for improving teacher quality in Trinidad and Tobago.

CHAPTER 2

RATIONALE

This attempt, to develop a policy framework for teacher education and development takes place against the background of widespread attempts at education reform worldwide and here at home in Trinidad and Tobago as well. In Trinidad and Tobago we have been initiating reforms at both the primary and secondary level within the last ten years. Through the SEMP programme of reform we have been attempting to expand the number of secondary schools, change the curriculum at the secondary level to include eight (8) core subjects, improve teaching and learning strategies and improve the capabilities of administration at all levels. The Fourth Basic Education Project attempted reforms at the primary level. At the ECCE the reform process is in progress today as a green paper is at present in circulation, which proposes quality standards for all aspects of ECCE.

All countries today recognize teacher education reform as a necessary and intrinsic part of education reform. Quality education requires quality teachers and so quality teacher education and preparation is imperative. In times of education reform this truth is especially obvious, but it is important to note that even without official reform agendas the professional education of a teacher must always continue since the teacher always has to be able and willing to innovate to satisfy the needs of learners.

In Trinidad and Tobago we have not been successful at implementing the recommendations for teacher education reform, which have emanated both from official and unofficial sources in the past. While the North America and the UK have implemented continuous reforms in teacher education in the last three decades we have continued with the same arrangements over the last three decades. The unabated concern with teacher education reform in these richer countries today suggests that getting education and teacher education “right” is a continuous work in progress and that success in this endeavor is elusive.

Responding to the new world order

It is now standard fare for all educational planners to espouse the irrelevance of the established structures of schooling, which were fashioned for an industrial age. These institutions it is claimed were formed for the purpose of cultural reproduction and were relevant in places involved in nation building, where forming citizens and workers by passing on what were deemed to be important knowledge, skills and values was what mattered. The new information order removed the borders between nations, changed the nature of production and work, leisure, relationships, and what it means to be a person in the twenty first century.

While the old arrangements promoted education for a world of stability it is claimed that, today, schools have to offer an education for dealing with instability.

In the new information order young people's capacity to produce, read and interpret spoken language, print and multimedia will become their central means of livelihood, the survival skills needed for work and leisure, for citizenship and community participation and for personal growth and cultural expression.

Most of the countries across the globe take the above realities as the platform for reform of their education systems and consequently a central concern of education reform is to develop in learners the personal resources to work effectively within contexts of change, paradox and uncertainty.

Consequently, the roles of the teacher and the preparation of the teacher are being reconceptualized. Reid and O'Donoghue (2004) argue against conceptions of teacher as skilled technicians or deliverers of culture. They argue for teachers as enquirers into professional practice who understand teaching as an inherently non-routine activity and who are capable of investigating the effects of their teaching on student learning.

Darling-Hammond and Berry (1998) also deal with this issue. They argue that the kind of pedagogy required to help students think critically, create, and solve complex problems as well as master ambitious subject matter content is much more demanding than that needed to impart routine skills. Lieberman and Miller (2000) identified seven transitions that teachers need to make in the new social realities of teaching. These include from individualism to professional community, from teaching at the center to learning at the center, from technical work to enquiry, from control to enquiry, from control to accountability, from managed work to leadership, from classroom concerns to whole school concerns, and from a weak knowledge based to a stronger, broader one.

The Education plans of the Ministry of Education have taken all of these concerns on board in its programmes of education reform. These have now to be factored into a framework for teacher education and development. Certainly these ideas must impact on initial teacher education programmes But they will also impact on policies for recruitment and selection, monitoring, career paths, support systems as well as the conceptualization and implementation of continuous teacher education programmes, since a high level of talent should be attracted, developed supported and retained.

Trinidad and Tobago in the context of the New World Order.

In Trinidad and Tobago the challenge of transformation of economy, society and polity is a long outstanding work in progress beginning in 1838 and intensifying since independence in 1962. The present conditions of intense globalisation and the impact of information technology only change the character of the challenge of transformation.

In Trinidad and Tobago many commentators go so far as to say that the education system has to create a whole new generation of people so that we can build a new society. It is argued that we have to transform the society by producing young people who espouse values of integrity and honesty and feel a sense of commitment to the task of building the country to create a productive, just, equitable and inclusive society.

If education must work towards building a new and just and productive society then the schools have a critical role to play. Schools are the institutions that engage the young for a longer period of time than even their families. If schools are critical to the transformation process then the people charged with leading the transformation process are the teachers. Logically then, teachers must be convinced of the vital role they play in the building of a new society and the society must in turn organize for the preparation, remuneration, support, and recognition of teachers in a way commensurate with the importance of their task so as to attract and retain the best candidates. Teacher education then must be regarded as an enterprise worthy of serious attention and commitment from policy makers.

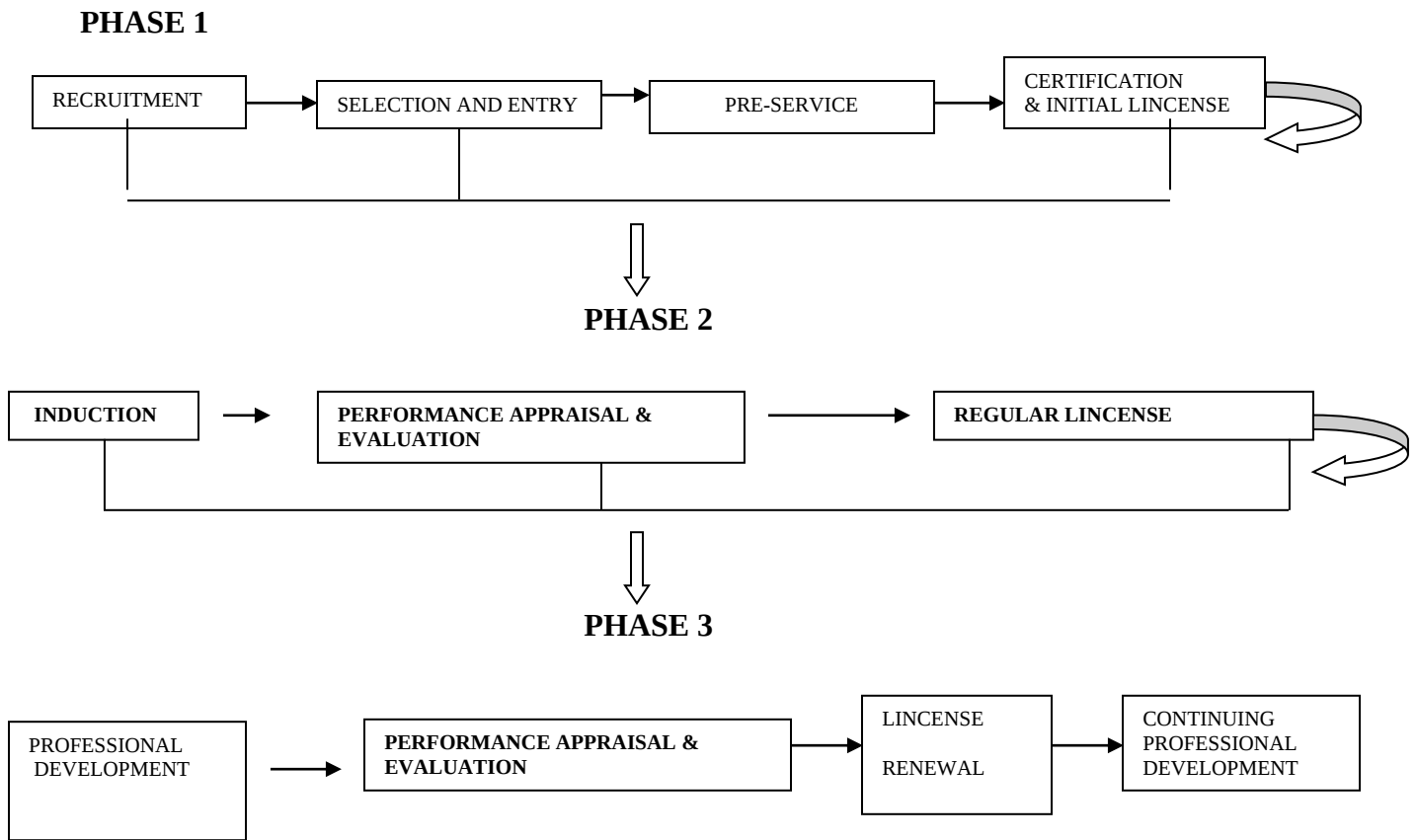
Education and teacher education which prepares people for transforming society which is now being advocated universally very much fits the needs of a post-colonial society such as Trinidad and Tobago seeking to transform to produce a sustainable society for future citizens. In our conditions as a post-colonial society while we must emphasize curriculum based on enquiry we must also emphasize finding out about self and valuing self. Teachers must be able to articulate the vision for the new society. Teachers have to be in the forefront of the discourse in determining what it means to be a Caribbean citizen in the new global order.

In light of the above discussion there is no question that upgrading and “retooling” the teaching profession is central to any restructuring reform effort. Indeed, these reforms will fail without skilled, well-trained, effective teachers who are able to teach according to the new student-centered and learning-centered vision.

Teacher Education as a lifelong activity

Accordingly, there is now a clear consensus in Trinidad and Tobago for a system of teacher education and professional development, which spans the entire lifecycle of the teacher and involves an articulation between initial teacher education and continuous teacher education. In this conception of teacher education initial teacher education is seen as equipping the teacher with enough professional expertise and skills to begin teaching. Continuous or in-service teacher education is then required to build on the platform set at the teacher education institutions. This policy framework is built on the model of teacher education as a lifelong activity. (See Figure 1)

FIGURE 1: TEACHER EDUCATION AS A LIFELONG ACTIVITY



In this model teacher education process begins with recruitment and selection, followed by initial teacher education, which is then followed by a path of continuous professional development that must be sustained throughout the working life of the teacher.

CHAPTER 3

PHILOSOPHY, VISION, MISSION, GOALS

In planning for changes in restructuring and transforming the system of teacher education and development, it will not be enough to simply address the current deficiencies in the system. The plan must also factor in understandings about new trends and developments in learning, in education, in society and the professional development of teachers in particular if we are to achieve developed country status in Trinidad and Tobago.

To this end we **believe that:**

- Ultimately, teaching in Trinidad and Tobago should become a graduate profession, with a first degree and professional teacher education being the pre-requisite for entry into teaching at all levels of the education system.
- There is need to recruit and select teachers with high ethical standards and personal attributes so they can be good role models to young people.
- Teacher education must be conceptualized as an ongoing, developmental process, beginning with pre-service teacher education and continuing throughout a teacher's career.
- The education of a teacher is seen as a joint enterprise between teacher education institutions, schools, Ministry of Education and Boards.
- Pre- service teacher education must be mandatory
- Beginning teachers must have the support and guidance of carefully selected mentors, during the first year of full – time teaching.
- Teachers must accept some responsibility for their own growth and development and schools also must accept greater responsibility for the professional development of teachers.
- Teacher development must be seen as growth in identity.
- A holistic approach to teacher education has to be encouraged at all levels- one, which caters to personal needs and allows for reflection and self renewal.
- Teacher education programmes must be responsive to change and must prepare professionals to teach in a pluralistic and multicultural society within a global community.

- Teacher education programmes should be designed to meet the current and emerging educational needs of our Caribbean society.
- Good teaching matters, and a high quality teacher in every classroom is the single most effective way to assure that all students achieve at high levels
- Standards that support high levels of teacher knowledge, skills, and effectiveness are essential.
- Compensation, working conditions, and opportunities to grow are key to building and maintaining a quality teacher workforce.
- Teacher education programmes must include a wide variety of school-based experience that serves as opportunities for practicing teachers to apply pedagogical knowledge and reflect on its application.
- Teacher education faculties must model ethical professional practices.
- Skilled and experienced teachers are the key assets of our school and we need to offer rewards and incentives to retain them in the profession.

VISION

An effective and integrated seamless teacher education system that will better assure teachers at all levels are professionally qualified and competent to provide high quality education for all.

MISSION

Our mission is to develop and implement a systematic state-level policy strategy designed to attract, develop and retain effective, professionally qualified teachers at all levels of the education system.

GOALS

The goals of the national reform of teacher education are:

1. Developing a policy framework to guide reform of teacher education.
2. Redesigning and restructuring the teacher education programs in order to meet the needs of changing society as well as contemporary educational paradigms.
3. Implementing the new learning methods and modes in teacher education
4. Establishing a Joint Board of teacher Training to coordinate, manage and oversee the delivery of pre-service teacher education at all levels of system.

5. Establishing a Professional Development Institute to coordinate and monitor continuous professional development of teachers and educational administrators at all levels of the education system.
6. Improving the Recruitment and selection of Teachers
7. Improving the Quality of Teacher Preparation Programs
8. Improving the Induction Process for Teachers
9. Expanding the Opportunities for Strong Professional Development
10. Increasing the accountability of the teacher training institutions by implementing new accreditation standards for teacher education programs.
11. Promoting and supporting research and development in teaching and learning.

CHAPTER 4

METHODOLOGY

In order to produce this policy framework the TPDU relied on relevant literature and reports available. The TPDU benefited from the MUSTER study on teacher education at the primary level, as well as a report produced by the Teachers' Colleges under the National Advisory representative, Mrs. Lynette Simmons and the Education Policy Paper 1993-2003.

We attended several meetings within the MOE on the issue of decentralization, organized by the Decentralization and Restructuring Action Unit (RDAU). We also attended several symposia on Quality Indicators and Standards for the Ministry of Education organized by the Quality Assurance Team. These were helpful in shaping our thinking on the way forward for teacher education.

We attended many seminars and workshops at Corinth Teachers' College and Valsayn Teachers' College to listen to views expressed by both staff and students. The formation of a stakeholder group consisting of representatives of all the teacher education institutions as well as some principals and teachers allowed us feedback and insights especially in the initial stages of our work. The simultaneous involvement of the MOE in the OAS Hemispheric Initiatives in Teacher Education allowed us to interact with teacher educators throughout the Caribbean for a two- week period to work on a harmonized policy framework for teacher education.

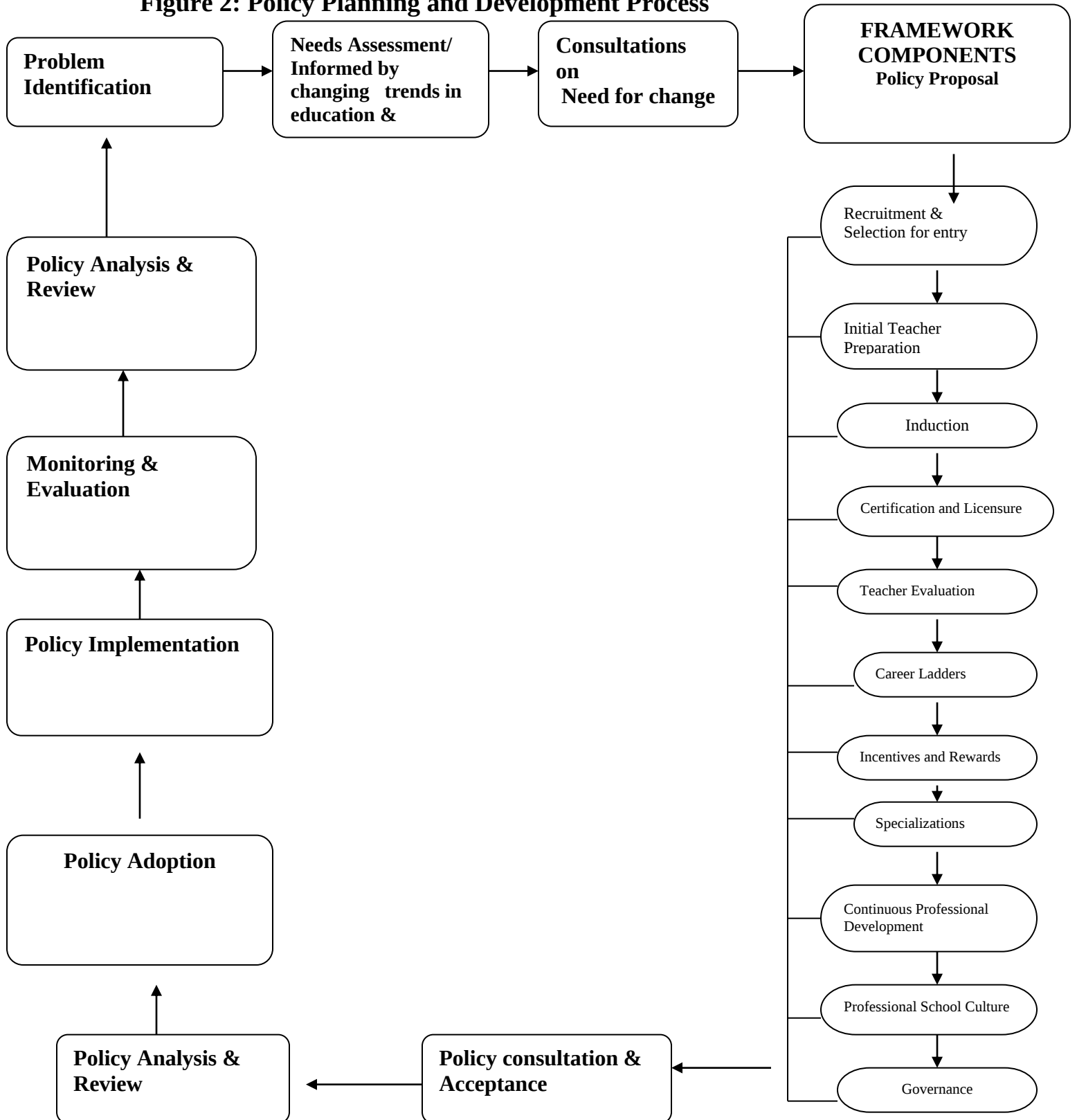
In addition the TPDU benefited from feedback from a two-day conference at Ambassador Hotel in Trinidad and Tobago, which involved all stakeholders in teacher education in Trinidad and Tobago. The theme of the conference was “Institutionalizing *learning from teacher education programmes into the classroom*” Figure 2 graphically illustrates the process used by the TPDU in the planning and development of this policy framework.

The report has been drafted to facilitate interaction with stakeholders. The key areas of policy are set out as separate components after the basic philosophical tenets are clarified up front. Each of these components provides the reader with brief insights into the current reality, the challenges, goals and policy recommendations for supporting high-quality teaching. Components are in sync with one another in certain important ways —the development of standards for teaching, new understandings of teacher learning, new standards for the accreditation of teacher. It is anticipated that if implemented this framework will help to guide the transformation of the teacher education system from one that is ad hoc and fragmented to a seamless system which is based on standards and best practices for what teachers at all levels should know and be able to do at different stages of their career. It is anticipated that this layout of the ideas should facilitate engagement of a wide audience.

The area of policy focus starts with the recruitment process for initial teacher education, and consists of the following closely related components:

- Teacher Recruitment and Selection
- Reform of Teacher Education at the ECCE level
- Reform of the Teachers' Colleges (Primary)
- Specializations
- Reform of Secondary Teacher Education
- Professional credentialing in teacher education
- Induction and Mentoring
- Professional School Culture
- Continuous Professional Development
- Career Ladders
- Incentives and Rewards
- Teacher Evaluation
- Governance

Figure 2: Policy Planning and Development Process



CHAPTER 5

AREAS OF FOCUS

1. TEACHER RECRUITMENT AND SELECTION

1: 0 INTRODUCTION

1.1 Too many of our students are being taught by unprepared teachers, unknowledgeable teachers and teachers who are learning on the job. We need to ensure that there is a qualified teacher in every classroom. We need to take a strategic systemic look at the way we organize and manage teachers and therefore we need to look at how teachers enter the teaching service, as an increasing number use teaching as a last resort when they are unable to get a job and so decide to teach. Recruitment and Selection into teaching has an impact on recruitment and selection into teaching education programs. The majority of entrants into the teacher education institutions come as untrained teachers who have been employed in the system. There is need to have a policy to attract superior candidates to the programs. If we are to achieve quality education, it is necessary that the teachers we employ in our schools are quality teachers and therefore we need to look at the teachers entering the teaching service. If the reform of schooling is to be successful and students are to meet the high standards targeted, teaching, as an occupation must be able to recruit and retain the best and brightest, those who see teaching as a career choice and are well prepared individuals for the classroom.

1.2 STATUS QUO

1.2.0 Selection and hiring of teachers are too often disconnected from a complex and rigorous image of quality teaching. There is no standard benchmark for entry into teaching. No professional standards for admission to practice are defined and enforced. No professional education is required for entry into the teaching service. Persons who wish to enter teaching can register as a teacher with the payment of \$5.00 for registration and are accorded full status as a teacher.

1.2.1 There are differentiated entry requirements. At the ECCE level it requires 4 –5 CXC/GCE passes. Eligibility to teach at primary level requires five GCE/CXC passes. To teach at the secondary level, it requires a 1st degree BA/B.Sc. or 2 ‘A’ level passes. At the technical vocational level, requires a technician’s diploma or a craft certificate and industrial experience. Even the criteria for appointments differ among the levels. At the primary and secondary teaching levels a teaching certificate is required for appointment while at the secondary level no teaching certificate is required.

1.2.2 The procedure for recruitment for entry is amorphous and disparate. The teaching service commission is responsible for conducting interviews for selecting and appointing candidates to teaching positions. The Ministry of Education is responsible for placement and hiring.

1.3 CHALLENGES

- Selection of entrants to the profession
- A framework for recruitment, preparation and support programs linked to national education goals
- Selection of suitable persons as teachers
- Standardization of entry requirements
- Ensure a supply of high quality teachers
- To change ad hoc methods of recruitment
- Attracting males to the profession (See appendix 1 Report)
- Denominational Boards

1.4 GOALS

- A policy for recruitment
- Sustained systemic approach to teacher recruitment
- Good recruiting strategies
- Need to market the profession to potential recruits as a preferred choice
- To encourage people to become teachers
- To recruit quality teachers-best and brightest
- To have a teacher education program to support special needs
- To have a quality teacher in every classroom
- To have successful reform
- To meet high school standards
- To link to human resource development
- Raise standards for teacher education
- Inform people of career paths and incentives
- To have teachers in every school in specialized training to support special needs

1.5 RECOMMENDATIONS

1.5.0 POLICY

Develop a comprehensive policy for teacher education, which would initiate a policy for teacher recruitment and selection

1.5.1 TARGET GROUP

High school leavers, students who show interesting teaching community college graduates, pre-university, university graduates, persons changing careers, early retirees and males.

1.5.2 Marketing of teaching.

Recruitment should address the following:

- The attractiveness of teaching as 1st choice, make recruiting appealing
- Teaching should be marketed as an honorable profession and one of importance
- A variety of marketing strategies offering competitive incentives should be used
- Competitive salaries with those of other jurisdiction and occupations
- Conditions of work should be competitive with those of other occupations e.g. adequate support to new teachers should be offered.
- Offer professional working conditions.
- Prospective teachers should be confronted with positive images of teaching
- Use aggressive measures for recruiting in shortage areas, e.g. Math. & Science
- Disincentives should be combated.
- The intellectual complexity of teaching and its challenges should be shown
- Career paths and teacher leadership in schools should be emphasized.
- Long-term commitment could be made to prospects.
- Recruiting for part time/ supply/ relief teachers
- Introduce a proactive outreach system for recruiting from university and high school

1.5.3 COST

- Students should contribute financially to their teacher education

1.5.4 SUPPORT

- Scholarships and forgivable loans should be made available
- Establish a support system- G.A.T.E.
- Introduce programs in schools designed to offer teaching, tutoring and mentoring experiences in a variety of settings e.g. apprenticeship activities
- Mature entry clause to encourage midlife career changes
- Initial orientation to the programme, access to special seminars and workshops

1.5.5 REQUIRMENTS FOR RECRUITMENT TO TEACHER EDUCATION PROGRAMME

- There should be established different pathways to teaching
- Need flexibility to allow people to enter at different levels and access a program to match their needs
- The target group should be high school leavers, pre university students, university graduates, and career changers
- Background check and record of good character
- Standards of entry to profession stated and criteria for selection into teaching should be clearly
- Teacher education must be a requirement for teaching

1.5.6 CRITERIA FOR ENTRY

- Five CXC level, Two Advanced level subjects, B.A. B.Sc.
- Dual system of qualification equivalence could be introduced
- Psychological profile assessment
- Character reference, and police records.
- Medical exam/ drug testing
- Establishment of a teacher profile

1.5.7 RECOMMENDATIONS FOR SELECTION TO TEACHING

- A standard body should be established to monitor entry and select to the profession that comprises Ministry of Education; school faculty; and school boards
- Teacher education must be a requirement
- Should be certified before assuming full responsibility as teachers
- Establish assessment centers to test prospective teacher in real life situations
- Knowledge and skills of subject areas of specific to be taught and programmes
- Education requirements should be professionally relevant and intellectually defensible
- Review of qualifications: academic and professional
- Physical and mental fitness
- Background check and record of good character
- Have a sincere desire for teaching
- Have strong recommendation
- Are capable of meeting the expectations of a good teacher.
- Completion of a satisfactory personal interview with a selection committee
- Demonstrate interest in education both primary and secondary
- Committed to children

1.5.8 RECOMMENDED INSTRUMENTS TO SELECT TEACHERS

- Examination on pedagogy and content
- Performance tasks e.g. demonstration of teaching lessons
- Test prospective teachers in real life situations; case study
- Interview
- Psychological profile
- Medical history/ drug testing
- Character reference/ police record
- References/recommendation/resumes

1.5.9 WHO SHOULD SELECT

- A standards body comprised of professional and technical persons in education
- Academic, clinical faculty
- Principals, supervisors, curriculum officers, district officers and local school boards

1.6 HIRING

1.6.0 PROCESS FOR HIRING

- System to project vacancies should be introduced by Ministry of Education
- Provide information about vacancies to candidates
- Streamline personnel system using IT.
- Review qualifications of applicants
- Conduct interviews

1.6.1 WHEN SHOULD HIRE BE CONDUCTED?

- After training, internship and certification
- Only effective/trained teachers should be hired
- Need timely decision that closely links teacher education, selection and hiring process

1.7 EXAMPLE OF DESIRED PROFILE OF A TEACHER

1.7.0 KNOWLEDGE

- Subject knowledge
- Pedagogy
- Pedagogy content
- How students learn and develop
- The curriculum
- Interest and needs of the learner
- The characteristics of students gender diversity, socio-economic background
- Knowledge re: teaching and learning
- Knowledge re: the range and use of teaching methods
- ICT- (use as a tool)

1.7.1 SKILLS

- Critical thinking
- Problem solving
- Reflective
- Instructional skills
- Management skills
- Communication
- Creative
- Facilitator of learning and a learner
- Team player
- Evaluation procedures
- Classroom management

1.7.2 ATTITUDES

- Intuitive, caring, committed, warm, sensitive, tolerable, listens
- Value system

- Engage in continuous professional development.
- Flexible and adaptive
- Code of ethics
- Enthusiasm
- Committed to student learning
- Demonstrate moral qualities which students may emulate
- Willing to take risks
- Encourage students to be responsible for their own learning

2 PROFESSIONAL CREDENTIALING IN TEACHER EDUCATION

2.0 DEFINITIONS

Credentialing: This is an administrative process for validating the qualifications of professional teachers and assessing their background. The process is an objective evaluation of an individual's current qualifications, training and experience, competence, and ability to provide particular services or perform particular tasks. The credentialing process generally occurs at commencement of employment and at regular intervals thereafter.

Certification: This is a written declaration which declares as certain that an individual is competent to practice as a teacher/educator (usually issued for a stipulated time frame).

License: This is a formal permission to practice as a teacher/educator (usually issued by an institution that provides teacher education programmes).

2.1 PREAMBLE

Over the years, public concern about the state of education has given thought to the economic and social consequences of teachers failing to keep pace with local and global societal needs. There continues to be consistent acknowledgement through media and other forums of the importance of establishing high standards for what teachers need to know and be able to do, albeit, the issue of teacher credentialing in Trinidad and Tobago has been met with strong resistance and promises of challenges.

In identifying teacher credentialing as an area for teacher education reform, it is important to have an awareness that the present culture and practice of teacher selection and service in Trinidad and Tobago are rooted in a unique historical background. Therefore, instituting a system for certifying teachers will require strategic collaboration and sensitivity to related issues.

2.2 RATIONALE

According to Darling-Hammond (1998) and Eggleston (1991), first and foremost among reform initiatives in education should be adequate teacher training leading to certification. Changes in curriculum and assessment can be beneficial, but these areas can be meaningless if teachers cannot use them well. Darling-Hammond (1998) states, "Policies can only improve schools if the people in them are armed with the knowledge, skills, and supports they need. Students' learning will improve only when we focus our efforts on improving teaching" (p. 12).

- Teaching is at the heart of education, so one of the most important actions a nation can take to improve education is to strengthen the teaching profession.
- A system of Teacher Certification shapes education reforms that build quality assurance and professional accountability into the teaching profession. Therefore,

if we are to have quality in our education system, there must be a system in place to ensure consistent quality in our teachers and school administrators.

In a study conducted by the National Commission on Teaching and America's Future, as cited by Darling-Hammond (1998), it was found that a teacher's competency - as measured by their possession of a master's degree experience, and scores on a certification exam - accounted for 40 % of measured variance in student achievement gains in math and reading. Ferguson (1998) repeated this study at another location and found 31% of the predicted differences in achievement were explained by teacher qualifications while 29% were explained by home life.

- Teacher certification and teacher competencies have been linked to student success.
- Teacher Certification sets standards related to content and pedagogical knowledge in specific fields, areas or specializations.
- Certified teachers provide for each student to be served by professional staff who possess the minimum essential knowledge and skills needed to achieve outcomes for public education, at all levels, as declared by the Ministry of Education.
- The introduction of a system of teacher certification/licensing will compliment other education reform actions because it will:
 1. redefine teaching as a career
 2. stimulate new incentive structures
 3. influence staffing patterns
 4. influence organizational arrangements.

If we are to assure the presence of excellent teachers for all children, there must be a comprehensive restructuring of the nation's system for teacher preparation, introduction of a certification process, and coordinated and integrated continuing professional development

2.2.1 RE-CERTIFICATION

There is also a direct connection between what teachers know and what students learn. Therefore, schoolteachers, like other professionals, must also be required to continue to learn throughout their careers to keep current with new knowledge and new technological developments.

Therefore, the following core propositions are considered in the formulation of a teacher credentialing system:

- Teachers are committed to students and their learning

- Teachers know the subjects they teach and how to teach those subjects to students.
- Teachers are members of learning communities.

2.3 STATUS

- Practicing teachers in Trinidad and Tobago are required to be registered only. A credentialing process involving the licensing and certification of teachers will be new to Trinidad and Tobago.
- In the thrust to reform and modernize our education system and to ensure quality, the current systems of teacher preparation, standards for practice, and professional development are not adequate for present and future challenges.
- The Ministry of Education has a list of institutions that are accepted for employment purposes. However, there are no standards for mandatory course requirements for teaching at the different levels, subject areas, or specialized areas. Therefore, there is no system in place for individuals wishing to join the education system in Trinidad and Tobago to demonstrate benchmark performance, knowledge and skills to a sufficient degree to perform important occupational activities effectively
- Presently, there are many different local education providers offering continuous professional development opportunities for in-service personnel. However, there is no structure or alignment to standards or certification requirements. A recent analysis conducted by the Teacher professional Development Unit of curriculum content of local teacher education providers showed wide differences in teacher education course contents.
- Requirements for entering the education profession are characterized by an emphasis on specific academic qualifications. However, the importance of the alignment of skills and pedagogical knowledge to content knowledge is underplayed.

2.3.1 CONTINUING PROFESSIONAL DEVELOPMENT STATUS

- A significant number of teachers entering the profession depend on longevity to qualify for promotion, increments, and retirement benefits. There are no stated requirements for professional development or continuous learning in order to maintain practice in the profession.
- Presently, there are many different local education providers offering continuous development opportunities for in-service personnel that are not necessarily aligned with the human resource needs of the Ministry of Education.

- Teachers and administrators are now accessing distance-learning opportunities or take leave of absence to pursue professional development for self-enhancement or career paths.
- The Ministry of Education conducts numerous in-service training in all areas but the importance and relevance of training is minimized because no records of such training are placed in teachers' files.
- There is no structured method of tying continuous professional development and in-service training to career paths, incentives, or certification.

2.4 GOALS

- To establish a form of occupational credentialing that will serve as a gateway to the teaching profession and focuses on an individual's current skills, knowledge, or competencies in a particular domain.
- To establish and impose national certification requirements for education practitioners to ensure that they possess knowledge and skills to a sufficient degree to perform important occupational activities effectively.
- To provide the public (parents and stakeholders) with a dependable mechanism for identifying practitioners who have met particular standards.
- To protect the profession by excluding who are deemed to be not qualified to do the work of the occupation of teaching.
- To coordinate continuous professional development for certification renewal.

2.5 CHALLENGES

- The argument that teacher certification requirements can prevent obviously well qualified people from the teaching profession
- Establishing the validity of credentialing tests will be dependent on judgements that certification tests adequately represent the content domain of the occupation or specialized being considered.
- The present system of recruitment, hiring, placements, and professional development will not align with a national certification system.
- To collaborate with Teacher Education Providers to provide a curriculum that will align with standards, pedagogical knowledge and subject content that will be assessed on certification exams.
- Resistance/ challenges from those affected by the new requirements for credentialing.

- The setting up of a structure for implementing occupational credentialing - e.g. Joint Board of Teacher Training.

2.6 Recommendations

In order to ensure successful practice, specific critical skills need to be effectively demonstrated by relevant assessments that determine an educator's effectiveness. Given the established culture and practices for teacher education qualifications at this time, it is recommended that the introduction of a credentialing system be gradually tactfully, strategically and gradually implemented over a stipulated time frame to support the vision for 2020.

- Establish a formal body responsible for establishing and overseeing certification and accreditation standards.
- Ensure formal dialogue/agreements with TUTTA on a credentialing process
- Initial steps should include establishing standards for the credentialing of teachers in the areas of early childhood, primary, special education, and secondary.

2.6.1 Short-term

- Successful completion of a recognized Teacher Education Programme (Teachers Training College - elementary education - will serve as a temporary certification for two (2) years. After successful completion of an induction programme for beginning teachers, certification will be issued for a period of five (5) years.
- Award temporary - 5 years - teaching certificates to teachers already in service based on an agreement/requirement to earn a stipulated amount of continuing professional development credits/hours for renewal of certification after the 5-year period. This may require negotiations with teacher representative bodies (TTUTA).

2.6.2 Long Term

- Establish (with teacher education providers), consistency in the content of course requirements for the different areas and levels – early childhood, elementary, secondary with subject areas, specializations, special education, and administrative - for all persons wishing to enter the education profession.
- Establish a process with local teacher education institutions where teacher education qualifications obtained from foreign countries can be assessed for local licensing for practice, and a programme of study be modified to assist such teacher applicants in satisfying local standards and benchmarks for becoming a teacher.

- Establish committees for the following:
 - a) job analysis
 - b) test development for teachers completing the induction process
 - c) test development in pedagogical knowledge for teachers at all levels
 - d) tests that are content specific to measure knowledge of core subject areas.
- Examine/research content-specific tests, pedagogical tests, and basics skills tests that are used by teacher credentialing agencies to inform decisions regarding teacher licensure, as well as specific categories of tests or portfolio assessments that correspond to different milestones in the career of a professional educator. (For example, the Praxis Series).
 - a) **Content-specific tests:** Design subject tests that measure knowledge of core subject areas and specializations, to be taken by prospective teachers who are ready to apply for national license to teach.
 - b) **Pedagogical Tests:** Design tests of pedagogical knowledge germane to all grade levels - Early Childhood, Primary School and Secondary School – to be taken by perspective teachers who are ready to apply for a national license to teach in Trinidad and Tobago.
 - c) A school administrator certification assessment – To provide certification to persons in administrative positions.
 - d) Record all in-service training in teacher’s files (or keep a database at the Ministry of Education) for conversion to points required for renewal of certification.

2.7 Re-certification

Requirements for certification renewal every 5 years based on evidence of continuous professional development on topics that relates to the practice of the profession of teaching.

1. evidence of continuous professional development in the area of certification from a recognized educational institution (minimum of 9 credit hours or 3 courses)
or
2. evidence of a specified number of hours of the Ministry of Education in-service training (as awarded by a point system) (60 hours)
or
3. A combination of relevant coursework from recognized education institutions and in-service continuous professional development points.
or
4. Continuing education in areas relevant to the support of teaching and learning strategies - e.g. computer education

Procedure and processes for designing assessments for Credentialing:

Job Analysis

A domain of job-related knowledge and/or skills is defined through reviews of education literature and disciplinary standards, and then is modified by one or more committees of educators, which typically include practicing teachers in the content domain and faculty who prepare teachers. Committee members are selected for their subject expertise, as well as their representativeness and diversity (regional/gender). A large-scale survey of educators is also conducted to collect independent judgements of the job relatedness of the defined content domain.

Test Development Committees

Additional committees of educators (practicing teachers and faculty who prepare teachers, are convened and work with Educator Licensure Assessment subject experts, using the results of the job analysis to create test specifications. The process of deriving test specifications from the job analysis creates the connection between the test content and job related knowledge and/or skills being measured.

Test Reviews and standard setting studies should follow in order to recommend a minimum score that a prospective educator needs to earn in order to enter the teaching profession in this nation.

INITIAL TEACHER EDUCATION

3. TEACHER EDUCATION REFORM AT THE EARLY CHILDHOOD CARE AND EDUCATION LEVEL

3:1 RATIONALE

3.1.1 A key component of a quality early childhood care and education system for young children is the early childhood workforce – the teachers, assistants, and other individuals who work directly with children and the manager/ administrator that plan and administers the programme. Research supports the contention that the professional preparation and on-going professional development of the early childhood care and education (ECCE) teacher is critical to ensuring high quality standards in ECCE settings (Bowman, Donovan and Burns, 2001).

3.1.2 The Ministry's of Education Proposed National Education for All Plan of Action for ECCE (2000-2015) therefore targets the identification and preparation of a National Standards Document on the Training and Accreditation of ECCE caregivers/pre-school teachers as one of its key priorities. A cabinet appointed body, the National Council for Early Childhood Care and Education (NCECCE), has also been targeted as the responsible agent to prepare this document.

3.1.3 It must be noted therefore, that although this policy document is aligned with and consistent with the Ministry of Education's thrust to create a seamless 0-20-education pipeline it is subjected to amendments by the NCECCE.

3.2 STATUS QUO

- ❑ Low status of ECCE in the education field and in society overall.
- ❑ Reported inconsistencies in the recruitment and selection processes.
- ❑ Lack of adequate standards for ECCE teacher preparation.
- ❑ Inconsistent teacher preparation at ECCE level among teacher education providers.
- ❑ Early childhood teacher retention rates are among lowest as compared to primary and secondary level.

- ❑ Many ECCE teachers are very dissatisfied with their pay, especially given the importance and complexity of their work. They are poorly paid compared to all workers and especially so compared to professionals with similar qualifications in the primary school.
- ❑ There is a serious mismatch between the preparation (and the compensation) of the average early childhood professional.

- ❑ Lack of policies for recruitment, selection and on-going professional development of ECCE personnel.
- ❑ Large percentage of caregivers and pre-school teachers in private ECCE Centres are not certified.
- ❑ Inadequate supervisory staff and curriculum facilitators to monitor and evaluate teacher performance at the ECCE level.
- ❑ There is uncertainty about accreditation of some of the training institutions that offer ECCE certification courses.
- ❑ There has been no review of the harmonized pre-service teacher curriculum programme since training commenced in 1996.

3.3 CHALLENGES

- Inclusion of ECCE in the seamless education system.
- Overlapping of responsibilities between the Ministry of Education and its Agent (SERVOL).
- Improving the status of ECCE teachers by negotiating better terms and conditions of service.
- Provision and funding of on-going professional development
- Governance at ECCE level is not solely in the hands of the state.

3.4 GOALS

- “Professionalize” the work that early childhood teachers do.
- Include ECCE in the proposed seamless teacher education system.
- Improve educational outcomes for all students.

3.5.0 POLICY RECOMMENDATION

3.5.1 In addition to recommendations made throughout this policy framework for transforming and restructuring teacher education and development, as well those contained in the Proposed Standards for Regulating Early Childhood Services document the following are specifically intended to address teacher education and development issues of the ECCE teacher:

3.5.2. ECCE should be respected as a specialized discipline and should be included as part of the seamless teacher education system articulated by the Ministry of Education.

3.5.3 The qualified teacher in early childhood education should be a licensed and/or certified professional.

3.5.4 Early childhood teachers should have well-planned laboratory experiences under the supervision of experienced and qualified teachers of young children, at a variety of levels throughout their initial teacher education programme.

3.5.5 Teacher preparation and professional development programmes at ECCE level should be aligned with children's early learning standards that address the holistic development of the individual.

3.5.6 The Ministry of Education should adopt a more proactive role in the recruitment and selection of ECCE teachers.

3.5.7 Information Communication Technologies should be integrated in teacher preparation and professional development programmes at the ECCE level to meet contemporary teacher and children's needs.

3.5.8 The curricula of the teacher preparation programme at the ECCE level should be reviewed and harmonized to reflect best practices in the field of ECCE.

3.5.9 All Early Childhood Professionals should be supported as professionals within a career ladder, ongoing professional development opportunities, and compensation that will attract and retain high quality ECCE teachers.

3.5.10 There should be substantial increases in ECCE teacher salaries and benefits in order to improve the educational effectiveness of government and government assisted ECCE programmes.

3.5.11 Standards for ECCE teachers should be developed to guide teacher preparation and evaluation process.

3.5.12 The ECCE Unit of the Ministry of Education should provide support services for ECCE teachers having difficulties with their performance through appropriate guidance, counseling and training.

3.5.13 In order, to ensure smooth transition of children from ECCE settings to primary school it is recommended that there be clear linkages between ECCE and primary teacher preparation programmes.

3.5.14 Those responsible for the education and development of ECCE teachers/ administrators/ caregivers and infant primary school teachers should have professional qualifications in ECCE.

3.5.15 Ministry of Education should find ways to partner with existing Teacher Education Providers (SERVOL, School of Continuing Studies, and UWI) to ensure that teachers at the ECCE level are provided with equitable access to high –quality teacher preparation programmes and opportunities for engaging in continuous professional development throughout their career.

3.5.16 Sponsorship to pre-service teacher education programmes should be provided to selected ECCE teachers from rural and disadvantaged areas and from Government Assisted and private ECCE centres .

4 .REFORM OF TEACHERS COLLEGES

4.1. 0 The push to reform education and teacher education today is motivated by concerns about equipping students with the necessary knowledge skills and values to function in a world of instability and change. Indeed the last decade or so can be seen as watershed in an educational divide across the globe as countries seek to reform education to cope with a new world order. It is claimed, that while the old arrangements of the twentieth century promoted education for a world of stability, today, schools have to offer an education for dealing with instability. In the new information order of today young people's capacity to produce, read and interpret spoken language, print and multimedia will become their central means of livelihood, the survival skills needed for work and leisure, for citizenship and community participation and for personal growth and cultural expression.

4.1.1 Most of the countries across the globe take the above realities as the platform for reform of their education systems and consequently a central concern of education reform is to develop in learners the personal resources to work effectively within contexts of change, paradox and uncertainty. They argue that the kind of pedagogy required to help students think critically, create, and solve complex problems as well as master ambitious subject matter content is much more demanding than that needed to impart routine skills.

4.1.2 If we are to educate children differently then teachers have to be prepared differently. In the literature on teacher education teachers are now seen as "enquirers into professional practice" who understand teaching as an inherently non-routine activity and who are capable of investigating the effects of their teaching on student learning.

4.1.3 Lieberman and Miller (2000) identify seven transitions in the new social realities of teaching that teachers have to be prepared to deal with to prepare children for the new era. These transitions include a shift from:

- Individualism to professional community
- From teaching at the center to learning at the center
- From technical work to enquiry
- From control to accountability
- From managed work to leadership
- From classroom concerns to whole school concerns
- From weak knowledge base to a stronger broader one.

4.1.4 The strategic development plan of the Ministry of Education advocates quality education for all. Quality education for all implies quality teaching and quality schools. Both of the latter require quality teacher preparation if the goal of quality is to be achieved. Lieberman and Miller's transitions noted above, give a sense of what quality teacher education has to achieve.

4.1.5 For us in Trinidad and Tobago the issue of responding to the world also requires a base of self- understanding. To respond adequately to the changing world also involves improving our grasp of our context and grounding ourselves in our own reality. We have to face the challenge of nationhood, nation building, and national identity in the context

of increased globalization. This factor must inform education of our young and more so the education of the teachers of the young and so must influence teacher education.

4.2.0 Other immediate factors promoting the need for teacher education reform today

Many factors combine to generate a serious concern with teacher education in Trinidad and Tobago today and make teacher education reform necessary.

4.2.1 Poor performance of students

4.2.2 Daily we are confronted by newspaper reports about the deteriorating standards of performance at both primary and secondary levels of the school system. Increases in repetition rates, especially at the primary level, the low level of achievement of a significant number of children at the SEA exams at the primary level and consequently a large cohort of children entering secondary school totally unprepared, low levels of achievement at the secondary level and the increase in school violence continues to worry all citizens. This has raised questions about the commitment and competence of teachers and consequently their preparation for teaching.

4.3.0 Curriculum reform in the school system

4.3.1. Under the Fourth Basic Education Project reforms were introduced at the primary level which emphasizes new approaches to the primary school curriculum. Under the Secondary Education Modernization Project a whole new range of subjects have been introduced at the first form level in the secondary school. At the Advanced level CXC has also introduced new subjects to replace the Cambridge offerings. These programmes emphasize non-traditional modes of teaching. This would have implications for initial teacher education as well as continuous education of teachers.

4.3.2 Decentralization

4.3.3. The Ministry of Education has embarked on a plan for the promotion of school-based management and local school boards. This would mean that more responsibility would be placed in schools for managing their own affairs. This would certainly mean that teachers would have to work differently and therefore have to be prepared differently.

4.4.0 Changing nature of the teaching profession

4.4.1. Given the fact that teaching is not a highly ranked occupation as it once was in Trinidad and Tobago the nature of the entrants and their motivations would differ from long ago. There is need therefore to adjust the preparation of teachers in ways to respond to the needs of the new entrants.

4.5.0 Changing technologies

4.5.1 The rising use and availability of ICT technologies have led to changes in the skills and learning styles of children who are exposed to these technologies. Children continuously exposed to these new technologies experience a shift in the community within which they think and experience life, as well as the things that interest them and the tools with which they think. The continued improvement in the application of these technologies to teaching and learning also means that teachers have to be differently prepared.

4.6.0 Universal Primary and Secondary Education and eminent institutionalizing of universal ECCE.

4.6.1. The recent implementation of universal secondary education in Trinidad and Tobago means that a wider range of abilities, interests, socio-economic backgrounds and learning styles are now present in the school system. The job of teaching has become more complex and challenging under such circumstances. Universal primary education was established a long time ago and the coming of universal ECCE would also prove a formidable challenge.

4.7.0 Teacher education as a system

4.7.1 The reforms proposed here for the Teachers' Colleges are part of a framework for overall reform in teacher education in Trinidad and Tobago. In this approach to reform teacher education is seen as a system.

The inputs of this system include; the teachers' colleges, principals of schools, heads of departments, teachers in schools, departments of the MOE, teacher educators, facilities and resources of all these institutions.

The processes include activities and experiences of participants in teacher education institutions as well as in schools. The methodology and delivery of programs at the teacher education institutions is as critical a part of this process as the organization of work and the evaluation of performance at the level of the school system.

The output of the system is the number and quality of graduates of the colleges and practitioners with enhanced competencies.

4.8.0. Implications of the systems model

4.8.1 In this approach teacher education is seen as a lifelong process involving many stakeholders. This means that initial teacher education is only the first stage in the preparation of a teacher, and the process of teacher preparation and development continues throughout life of the teacher. This involves the schools at which the individual performs as a teacher as well as other departments of the Ministry of Education. The continuous education of the teacher has to be planned as a supportive network of systems that relate to each other.

4.9.0. Systemic articulation

4.9.1. Consequently the reform of the teachers' colleges requires a supporting structure of policy reforms to ensure the coherence and continuity of the lifelong learning and professional development of the teacher. These include policies for:

- Recruitment and selection
- Teacher Induction and mentoring
- Monitoring and evaluation
- Accountability
- Continuous professional development
- Career paths
- Governance arrangements
- Recruitment, selection and remuneration of teacher educators
- Development of professional school cultures

4.10.0 Criticisms of the present arrangements for initial teacher education at the primary level in Trinidad and Tobago

4.10.1 The curriculum of the teachers' colleges in Trinidad and Tobago has been extended but not rethought or redesigned since the 1960's. The MUSTER report pointed out certain weaknesses of the present arrangements. Criticisms have also been made by students and staff of the two Teachers' Colleges. These include:

- Inflexible timetable requiring students to carry fourteen subjects for a two-year period.
- Too much emphasis on exams.
- Too much reliance on summative assessments which promotes anxiety in the learning in environment and inhibits teacher growth.
- Lack of integration between foundations and curriculum and teaching practice.
- Separation between theory and practice.
- Omits to capitalize on the past experiences of learners.
- Need for better preparation of staff at the Teachers' Colleges.
- Teaching practice period of twelve weeks seen as insufficient.
- Need for the integration of ICT into teaching and learning.
- Poor recruitment and selection policies.
- Weak articulation with the school system.

4.10.2. Consequently, there is need for curriculum reform at the Teachers' Colleges so that there is change in the nature of the learning experiences which student teachers are exposed to during their teacher education programme.

4.11.0. Curriculum as enquiry- the suggested model for curriculum reform of initial teacher education

4.11.1 Given concerns about the need to prepare teachers who can continue to grow and learn, who are able to understand the needs of a variety of children, who can prepare children for a world of uncertainty then the education of the teacher should be characterized by reflection, group work, belonging to community, interdisciplinary study, independent study and independent inquiry. Teacher education has to develop the capacity to enquire systematically into teaching and learning and the professional teacher has to be envisioned as one who learns from teaching rather than one who has learnt how to teach.

4.11.2. Curriculum as enquiry is based on strong constructivist, interdisciplinary and research orientations. This model provides a framework for the selection of content, the delivery of courses and the evaluation strategies to be used. Problem based learning involving research and projects and a greater reliance on alternative type assessment such as portfolios, journals and artefacts would be utilized. The background and identity of trainees can be easily built on in curriculum as enquiry. Foundations courses, methods and curriculum courses could be all be linked in one semester by one major research question derived from an immediate problem in the primary school system. Preliminary teaching practice sessions in a pre-service programme could involve periods of observation and data collection which form the basis of group discussion and analysis of classroom problems.

4.11.3 This model of curriculum is different from the traditional model now in place in initial teacher education in Trinidad and Tobago. The present model is linear, departmental and exam focused. The learning experiences of teachers in the proposed curriculum as well as the work of teacher educators would be far different to the traditional model now in place.

4.12.0 Choosing the optimal mix of courses

4.12.1 In choosing the optimal mix of courses for a reformed programme it is necessary to be guided by the following principles:

- Teachers have to be grounded in realities facing Trinidad and Tobago in the world context.
- Teachers' education continues after Teachers' College and so pre-service education cannot accomplish everything but must prepare the teacher to be a competent learner.
- The development of a human person is critical since all learning takes place in the context of a human relationship.
- The ethical factor is important in the preparation of the teacher.
- Teachers during their pre-service years are not ready to learn the same things as more mature teachers.

4.12.2 In addition teacher/trainees must achieve competence in some major domains such as:

- Subject knowledge
- Pedagogical knowledge and practice

- Planning
- Assessment and evaluation
- Classroom management
- Knowledge of student/school/environment
- Professionalism

4.12. 3 The OAS hemispheric project agreed on the following performance indicators for initial teacher education for the Caribbean region.

4.13.0 Subject Knowledge

Teacher trainees should demonstrate:

- Knowledge of central concepts, modes of enquiry, modes of enquiry and structure of the content/discipline.
- Knowledge of the national curriculum.
- Ability to link content across subject areas.
- A range of knowledge that addresses all areas of the curriculum.
- Reasonable facility with at least two aesthetic areas.

4.14.0 Pedagogical knowledge and practice

Teacher trainees should demonstrate:

- Research-based knowledge of the pedagogies of the subjects.
- Basic pedagogical knowledge and sometimes can anticipate student misconceptions.
- Willingness to utilize a variety of pedagogical approaches.

4.15.0 Planning

Teacher trainees should demonstrate the ability to:

- Design and implement lesson sequences using the national curriculum.
- Utilize knowledge of relevant aspects of students' knowledge and experience.
- Articulate clear learning goals appropriate for the students being taught.
- Select teaching methods, activities, instructional materials appropriate to goals of lesson and for the students.
- Select or create appropriate assessment tasks aligned to student level and goals of class.
- Select and use appropriate resources and materials to support learning.
- Use the environment and resources outside the school to support teaching and student learning.

4.16.0 Assessment and Evaluation

Teacher trainees should demonstrate the ability to:

- Design assessment tasks at the appropriate level of difficulty.
- Use both traditional and alternative methods of assessment which cover a range of instructional goals
- Utilize assessment for summative and formative purposes.

- Reflect on and evaluate the extent to which learning goals have been met and to utilize results for further planning.

4.17.0 Classroom management

Teacher trainees should demonstrate the ability to:

- Organize classes and lessons to ensure that all pupils are productively employed individually or in groups.
- Manage pupil behaviour fairly, sensitively and consistently by use of appropriate rewards and sanctions.
- Make the environment as safe as possible and conducive to learning
- Recognize when there is need for other interventions with respect to student behaviours and needs.

4.18.1 Knowledge of student/school/environment

Student trainees should demonstrate knowledge/understanding/awareness of:

- Typical stages of the physical, cognitive etc. development of students and exceptions to general pattern.
- Theoretical and practical knowledge of the different ways in which students learn.
- Alternative ways to enhance student learning.
- Socioeconomic, cultural, religious backgrounds and gender differences of students and ability to apply this knowledge to learning needs of students.
- Acceptable mores/values/attitudes of the society and promote the development of such values by students.

4.18.2 Professionalism

Teacher trainees should demonstrate:

- Willingness to undertake on-going self –improvement.
- Potential to undertake leadership roles.
- Understanding /awareness of policies and procedures which impact their employment and the rights of the child.
- Willingness to build professional relationships with colleagues and institutions in order to enhance teaching and improve the school environment.
- Awareness of, and willingness to abide by, the ethics and values of the profession and mores of the society.
- Loyalty and commitment to the ethos and vision of the school and the wider education system.

4.19.0 FOUNDATIONAL ISSUES GUIDING REFORM OF THE CURRICULUM.

4.19.1 The poor performance at the primary level especially in the areas of numeracy and literacy suggest the need to consider some new approaches and courses to equip teachers in these areas.

4.19.2 Curriculum reform at the primary and the secondary level suggests the need to prepare teachers so that students may be better prepared for the secondary level. Also research-based approaches to some subjects at the primary level such as the new social studies would be more feasible if teachers experienced that approach in their own education. It also means some amount of action research must be done at the Colleges.

4.19.3 The emphasis on constructivism and multiple intelligences rely a lot on alternative assessment strategies. Evaluation and assessment will have to become foundational rather than optional.

4.19.4 The rise of the new information society makes it imperative that teachers learn to use the ICT technologies to communicate to students. This suggests the need for technology courses for all teachers as well as the equipping of the Teachers' Colleges with the new technologies.

4.19.5 The emphasis on multiple intelligences implies that some subjects which were considered marginal may now be given greater significance. These may include music, dance drama, creative arts. These may now have to move from optional to compulsory status.

4.19.6 If the desire is to socialize teachers into more humanistic ways of relating to others and to the work of the teacher then a program of co-curricular involvement is necessary so teachers can be given credits for serving in clubs and community groups in and out of the Teacher's Colleges.

4.19.7 Academic deficits of new teacher trainees. Recently there has been concern about lack of sufficient numeracy and literacy skills among new teacher trainees. This suggests the need for initial courses to upgrade literacy and numeracy skills on the part of those who need to do so.

4.19.8 Varying abilities of new intakes. Some students enter the Colleges with Advanced level certificates and sometimes even with degrees. There is need for a modular and semesterised system to allow flexibility to accommodate these varying levels of certification and experience. This would allow some to be exempt from some courses.

4.19.9 Negative behaviours of children. The existence of a significant number in the population living below the poverty line and the existence of many unparented children, have given rise to problems and behaviours which teachers find challenging. Courses like HFLE are an attempt to cater to this need. But more teacher preparation needs to address this need.

4.19.10 Feminization of the profession and the need to improve the performance of males. There is need to prepare teachers to deal with issues of gender in the delivery of education since it is becoming clear that boys and girls learn differently in schools.

4.19.11 Reduced Status of the Teaching Profession. Unlike previous times the education of the primary school teacher now places her at a relatively low level of education relative to the rest of the community. It is necessary therefore to improve the education of the teacher by converting the two- year diploma to a three-year associate degree. This would also allow the inclusion of more courses to allow for more intense preparation of the teacher.

4.19.12 The reduced number of students for VTC and CTC in 2005. The anticipated reduction in numbers of in-service teachers requiring initial teacher education suggests the need to expand the responsibilities of the two colleges to include continuous professional development of experienced and trained teachers.

4.19.13 The development of an open and distance learning (ODL) capacity would enhance the ability of the teachers' colleges to offer a blended delivery combining distance with face- to- face classes. It would be possible then to offer professional in-service courses to teachers by distance. Participating teachers will then not have to be absent from their classrooms.

4.19.14 Specializations- There is need to introduce the possibility of tracks within the curriculum so that teachers may specialize in the teaching of language, music, physical education, special education. Specializations may also be offered in areas such as literacy and numeracy (for remediation) and counseling.

4.19.15 Continuous self -improvement for schools as well as individuals. Today this is a requirement given the rapid pace of change. This demands an understanding of action research and the ability to participate in collaborative research.

4.19.16 Articulation with UWI-The need to articulate the course of studies of the Teachers' Colleges with the Bachelors Programme offered at UWI.

4.19.17 Alternative tracks- In addition to the full day programme there is need for an evening programme for people who are working to acquire pre-service education. This may also facilitate people who for one reason or another end up functioning in the classroom and who cannot leave to acquire pre-service education.

4.19.18 Preparation of ECCE teachers. The eventual attachment of ECCE centers to primary schools would require the preparation of a large number of ECCE teachers. The Teachers' Colleges can begin to assist in the professional education of ECCE teachers.

4.20.0 Summary of key changes recommended

1. The introduction of pre-service education.
2. The diploma programme should be changed from a 2 year programme to a 3 year programme.
3. A modular system should be introduced instead of year-long courses.
4. The colleges have to develop the capacity for delivering in-service professional development courses.
5. The colleges have to integrate ICT into curriculum delivery.
6. Eventually the colleges have to develop the capacity for on-line delivery.
7. The colleges have to offer an evening programme.
8. The introduction of the preparation of ECCE teachers at the Teachers' Colleges.
9. Curriculum reform to implement the "curriculum as enquiry" model with clearly stated standards for exit competencies for graduating teachers.

4.20.1 These structural changes have been recommended by many stakeholders. The MUSTER report spoke of the need to involve the teachers' colleges in in-service professional development activities. As well, the MUSTER report recommended the development of the use of ICT in the delivery of instruction. A modular approach was suggested by some lecturers to make the curriculum more learner- friendly. Some courses could then be graded introductory or advanced and students given exemptions according to qualifications. The introduction of a three-year programme will lift the status of the primary school teacher. These changes would allow the flexibility to deliver teacher education in the primary school system.

4.21.0 Physical Resourcing of Teachers' Colleges

4.21.1 Both Valsayn and Corinth Teachers' Colleges were not designed as teacher education institutions. These institutions would have to be upgraded to satisfy the needs of an adult and largely female population. The facilities at both Colleges are rough and uninspiring for both staff and students. The addition of simple facilities like lunch-rooms, kitchenettes, showers, and the decentralization of toilets are required. The introduction of in-service and evening programmes would require some response to the needs of these prospective students in the future.

4.21.2 The Colleges would have to be appropriately resourced to facilitate delivery of the curriculum. There are not appropriate facilities for the teaching of physical education and music for instance. There is need for good audio-visual rooms and modern auditorium with modern facilities for teaching. New subject additions would have to be studied to determine other needs.

4.21.3 The increased use of ICT would require a whole new set of addition to space and equipment including the expansion of library facilities.

4.21.4 The introduction of pre-service would require facilities for micro-teaching which involves the taping and viewing of lessons on site. In addition, rooms especially built for the observation of lessons. To satisfy the need for practice teaching as well as research, the introduction of a model primary school on the grounds of the Valsayn Teachers'

College has been requested by the Principal of that institution. If space permits the same can be done at Corinth Teachers' College.

4.21.4 The introduction of ECCE may require continuous access to an ECCE centre.

4.21.5 The National Advisory Committee report (pp 29, 30, 31) developed by VTC and CTC gives a list of upgrade requirements.

4.21.0 Governance and Financing

4.21.1 If the administrators of the colleges are going to be called upon to handle three-year programmes, in-service programmes and ultimately on-line programmes with a range of staff, then the current system for governance and finance is inappropriate. At present the Colleges rely on the Ministry of Education for an annual subvention for finance which can vary, on the Human Resources Division of the MOE and the Teaching Service Commission to supply staff, on the Board of Teacher Training to set curriculum and on other agencies of the Government for expansion and upgrade of plant and equipment.

4.21.2 There is need to give more autonomy to the leadership of the colleges if the institutions are to be responsive to the needs of the teachers in the school system. If the planned reforms are implemented within the same structure of governance the institutions are likely to become inefficient.

4.21.3 It is necessary to set up a Joint Board of Teacher Education to set standards for all aspects of initial teacher education in Trinidad and Tobago. The Joint Board can be modeled on the Joint Board for Jamaica and the Eastern Caribbean. The Board sets examinations for all initial teacher education programs and determines the curriculum for initial teacher education (see section on Governance).

4.22.0 Staffing of the Teacher's colleges

4.22.1 In keeping with the requirement:

1. to deliver pre-service teacher education;
2. to handle recruitment and admissions for pre-service;
3. to offer in-service continuous teacher education ;
4. to develop competency in using ICT in the delivery of instruction ultimately; leading to a system of delivery based on a flexible mode of delivery incorporating a distance mode.
5. to prepare ECCE teachers;

there must be modification to the staff of the Colleges. In-service courses may require continued supervision in the workplace. This would require additional staff. The requirement of a longer period of supervised induction after graduation from the Teachers' Colleges as well as the introduction of a three-year programme involving the addition of new courses would require expansion in the staff structure. Also if the

colleges must involve itself in research as well as keep healthy relationships with the school system then staffing can respond to these needs.
Expansion of ICT and the eventual building of a distance mode would necessitate a range of people in this field. Entry into the field of ECCE will also require additional staff.

4.22.2 For the introduction of new subjects additional posts may have to be created at the Colleges. In cases where this is not possible or feasible evening classes can be made available and part-time tutors hired.

4.22.3 Many categories of staff must be identified for the Colleges with appropriate qualifications, requirements and teaching functions.

4.22.4 There should be room for PHD staff to lead in the research effort as well as share in the work of the teacher educators.

4.22.5 Another and perhaps the main category of personnel should be teacher educators qualified in the field of teacher education and able to deliver most of the basic professional and subject matter courses at the Colleges.

There should be a category for the inclusion of excellent teachers in the school system that can spend time at the colleges as assistants to the teacher educators. These people would have excelled in some subject area. Their stay at the college is to be temporary and their functions limited.

4.22.6 Visiting specialists should also be accommodated within the staffing structure. So for brief periods of time someone such as a materials production specialist can be employed temporarily at the Colleges.

4.22.7 Part time staff hired for evening programmes would help to add variety to what can be offered at the colleges.

4.22.8 The introduction of ICT and online delivery would also require a new range of specialist personnel.

4.22.8 Technical support staff for supporting the staff in the delivery of instruction.

4.23.0 Change in management structure.

4.23.1 The management structure has to be made more functional. The work of reformed Colleges may require the institution of heads of departments for different curriculum areas, coordinators for in-service professional development, as well as head for ICT. The post of director of curriculum, coordinator of teaching practicum, director of distance and a director for recruitment and admissions if the Colleges are allowed to handle their own recruitment programmes.

4.23.2 The idea is therefore a flexible management structure to facilitate a wide range of offerings to students in an economically optimal fashion.

4.24.0 Research and sources of data

4.24.1 There is a dearth of research on teacher education in Trinidad and Tobago. Only one respectable research study on primary teacher education was undertaken by the School of Education, UWI under the MUSTER project. This report has accessed findings of the MUSTER study. (More detailed studies in the field of teacher education are necessary for policy formulation). Data for this report was also taken from a number of reports and workshops which have taken place recently in Trinidad and Tobago. Teacher Education has become a focus of discussion and research over the last few years. These include:

1. A documentary analysis of different curricula used for teacher education by all institutions involved in teacher education by the Teacher Development Project Unit.
2. Findings from a symposium on teacher education entitled **“Institutionalizing learning from teacher education programmes into the classrooms”**. This symposium was preceded by focus group meetings with all stakeholders in teacher education in Trinidad and Tobago. These focus group meetings were also a source of rich data. All stakeholders were involved in organizing the symposium. Teacher educators from ECCE, Primary and secondary level were involved. The findings therefore have great validity. The symposium was organized by the Teacher Development Project Unit.
3. A report on Education for All (EFA) was produced by the Ministry and contained several recommendations for reform of teacher education which came out of consultations with teachers and teacher educators.
4. The two Teachers’ Colleges in Trinidad and Tobago, Valsayn Teachers’ College and Corinth Teachers’ College under the guidance of the National Advisory produced a joint report on the way forward for the reform of the two Teacher’s Colleges.
5. An analysis of primary teacher education in Trinidad and Tobago. Multi-site teacher education research. UWI St Augustine.

5 TEACHER EDUCATION REFORM AT THE SECONDARY LEVEL

5.1.1 Present arrangements for initial teacher education at the secondary level

5.1.2 Teacher education at the secondary level is more complicated than at the primary level. There are for instance, two separate institutions at the secondary level offering different programmes of initial teacher education. The School of Education, UWI, offers a post-graduate diploma for teachers who have already obtained a university degree in a subject area. The School of Education is part of the University of the West Indies.

5.1.3 John S. Donaldson offers the Teachers' Diploma to mainly post secondary graduates who have obtained Diplomas from Technical Institutes, Associate degrees from ROYTEC and Caribbean Union College, or individuals who have completed levels of studies from examining bodies such as ACCA. The teachers diploma is also offered to craft teachers who would have done their craft certificate at one of the technical institutes in Trinidad and Tobago. The academic qualifications for entering the craft field are generally lower than other fields. The entry level for the study of the craft level at the Technical institutes is three CXC level and post-industrial experience. John Donaldson is now governed by the Ministry of Science and Technology but the Diploma is awarded by the Ministry of Education appointed Board of Teacher Training.

5.1.4 At the secondary level like the primary level there is no provision for pre-service teacher education. All teacher education is offered in-service.

5.1.5. There is no provision for anyone who is not a practicing teacher to access professional teacher education in order to become a teacher at the secondary level.

5.1.6. There are limited routes to initial teacher education at the secondary level. Technical vocational teachers access a two- year diploma at the John Donaldson Technical Institute. This program lasts two years, is in-service and free of charge to teachers who are given release time to attend classes during the term. Entrants into this program have to have at least five O'levels, or Technical Diplomas from John Donaldson or San Fernando Technical Institute and be practicing teachers in Trinidad and Tobago.

5.1.7. For teachers who have academic degrees, initial teacher education is offered by the School of education, UWI, St Augustine. This program is a one-year post-graduate diploma in education. Teachers are given release time during the year and also use part of their vacation at Christmas, Easter and August to complete the program. This program is free of charge to teachers from the school system. A nominal fee has been recently introduced for Teachers in the Diploma program at John Donaldson Technical Institute.

5.1.8. Teachers are allowed to teach with first degrees from university. There is not adequate public information available to guide prospective teachers in their choice of undergraduate courses to equip them to teach in the various subject areas in the school

system. For example, if a university graduate had not included Production and Operations Management in his/her degree program that person will not be considered for a Teacher 111 position as teacher of Management of Business.

5.1.9. Professional teacher education for secondary school teachers is not compulsory. The diploma in education is not compulsory. Teachers with degrees access professional education voluntarily. Acquiring professional education allows the secondary school teacher to reach a higher salary scale at present but it is still not a compulsory requirement for remaining in the teaching service. However, achieving the Diploma in Education at UWI allows one to move from Teacher11 to Teacher 111 status and makes one eligible for administrative positions. Achieving the Diploma at John Donaldson is necessary to move from temporary teacher status to permanent teacher status.

5.1.10. The School of education, UWI, is also the main provider of continuous professional education at the post-graduate level. The School of education offers Med, Phil, and PhD programmes in education for secondary school teachers. TTUTA in conjunction with the University of Mt St Vincent offers a masters degree. The University of Sheffield offers diploma, masters and PhD programmes in education. Only the School of education, UWI and John Donaldson Technical Institute offer initial teacher education for the secondary level.

5.2.0Articulation with the school system.

5.2.1. Teacher education in order to be effective must articulate with the school system. At present that articulation is weak and what teachers learn in the teacher education institutions may not be transferred into the classroom and school environment. There are:

- no induction arrangements,
- no systems for monitoring and evaluation.
- a lack of professionalism in the culture of schools.
- Weak school curriculum /supervision arrangements at present due to lack of adequate personnel

5.3.0 Changing needs of teachers

5.3.1There are many factors which make the task of the teachers different to previous times and which require a response in the way teachers are prepared for teaching at the secondary level. These include:

I)Curriculum reform.

The new SEMP curriculum includes new subjects such as Visual and Performing Arts and Technology Education. CAPE has added new subjects such as Caribbean studies and Communication Studies to the school curriculum and therefore teachers will have to be prepared for the teaching of these new subjects.

II) Concern with low levels of achievement

At the secondary level there is concern with low levels of achievement by large numbers of students in the various subject areas across the board in the school system. The

situation however appears worse in the new sector schools. There is need to equip more teachers at the secondary level in the teaching of reading.

III) Special education and remediation

There exists a cohort of students within the secondary system now given the implementation of USE who have very low reading, writing and numeracy skills. These children form the 1s to 5s classes in some schools. Teachers have to be specially skilled to arrange learning opportunities for these children.

IV) Discipline problems

The secondary system is plagued by discipline problems especially the new sector schools but all schools face serious challenges where student behaviour is concerned. This has warranted enquiries into violence in the school system and a unit has been set up by the Ministry of Education to deal with building a culture of peace in schools. This is also an issue which teacher education must respond to at the secondary level.

V) Alternative Assessment

The new emphasis on multiple intelligences and constructivism rely a lot on alternative assessment strategies. Teachers have to become more skilled in moving towards alternative assessment strategies.

VI) ICT technologies.

The rise of the new information society makes it imperative that teachers learn to use the ICT technologies to communicate to students. This suggests the need for technology courses for all teachers as well as the equipping of the Teachers' Colleges with the new technologies.

VII) Humanizing schools

More emphasis has to be placed on preparing teachers for handling relationships with adolescents so that schools become a more humane place less threatening to young people.

VIII) Decentralization

The move to decentralization and school-based management means that administrators will include teachers in many aspects of school life besides instructional delivery. Teachers cannot be prepared solely as teachers of subjects.

5.3.0 Challenges

5.3.1. Need for clear policy

There is need for a clear policy on pre-service teacher education with clear dates set for compulsory professional teacher education to be considered necessary for those already in the system and who have not achieved such. Such a policy by the MOE would set a deadline for teachers without professional teacher education to access such. This would make it possible to plan for the removal of the backlog.

5.3.2 Planning problems

Because professional education at the secondary level is voluntary, it is difficult to anticipate the demand for professional certification in any given year. Unlike the primary level where initial teacher education is systematic, at the secondary level there are teachers who have been teaching for varying lengths of time who have not acquired initial teacher education. Because of the geographical dispersion of teachers entering the programme and the location of the practicum component in their attached schools, the logistics of teacher education at the secondary level become more complicated and difficult since staff from the teacher education institutions have to visit school sites all over Trinidad and Tobago. The practicum component is therefore especially difficult to organize at the secondary level.

5.3.3 Expansion of the diploma in education programme

Since the School of education UWI is responsible for the initial education of secondary school teachers more specialisations would have to be added to the Dip Ed. Program, such as information technology and visual and performing arts, among others.

5.3.4 Need for reform at Teacher Education Institutions

.Need to introduce pre-service at the Diploma level, School of Education, UWI, St Augustine as well as at the John Donaldson Technical Teacher Training Unit.

5.3.5 Need to reform and rationalize the operations and curriculum for teacher education at the John Donaldson Technical Institute.

5.3.6 Some reform required in teacher education at the School of education, UWI. There is need for a wider range of offerings to prepare teachers for the realities of the school system. The entire new sector schools need teachers to be prepared for teaching students with limited numeracy and literacy skills and from poor socio-economic backgrounds. Secondary schools need a cadre of support staff in the form of specialist teachers, social workers, literacy/ numeracy specialists, and psychologists. As we move towards such provision there the teacher education institutions must respond.

5.4.0 Need for quality assurance

5.4.1 There is an increasing number of providers of professional education with varied programs, course content and standards. This situation requires regulation since individuals who achieve postgraduate qualifications are likely to seek high positions in schools and the Ministry of Education.

5.4.2 Need for institutional arrangements to synchronize schools with teacher education institutions

5.4.3 Need to provide supports within schools for newly qualified teachers as well as teachers in pre-service teacher education programs.

5.4.4 Anomaly facing technical vocational teachers

5.4.5 Technical vocational teachers in the secondary school system are faced with a specific anomaly since they work in an environment staffed with teachers with graduate degrees. In order to place them on par with academic teachers it is necessary to set up a programme to offer degrees to technical vocational teachers, especially the craft teachers. Not having degrees, until recently they were not considered eligible for jobs as administrators in secondary schools.

5.5. 0 Recommendations

5.5.1. Need for systematic study of teacher education at the secondary level.

There has been no systematic study conducted on teacher education at the secondary level in Trinidad and Tobago. It is necessary to do such as to diagnose the impact of such arrangements on the school system. This would assist in assessing the structure and composition of the programmes offered.

5.5.2. There is need for an HR plan to be developed for the secondary school system. This plan should make clear the demand for professional education at the level of initial teacher education, for middle level staff in schools, for administrators, for all the supervisory and curriculum levels at the Ministry of Education. This would allow the School of Education as the main provider of professional education for the MOE to anticipate needs and set up programs at the post-graduate level to satisfy the needs of the system. In this way the human resource needs of the system for the implementation of future reforms would be attended to.

5.5.3 There is need for a clear policy on initial teacher education. Such a policy statement should set a clear date after which teachers will not be hired without pre-service teacher education and also a deadline for teachers already in the system to receive initial teacher education.

5.5.4 Given the issuance of a clear policy at the level of initial teacher education it would be necessary for the school of education to run a new pre-service program concurrently with the current in-service in-service program. This would eventually erase the backlog

in the system for initial teacher education. This arrangement would help to deal with the high rate of new entrants as well as the significant rate of attrition.

5.5.5 The idea of a B.A and B.SC with education was developed since the early 1980's at the UWI St. Augustine. Although some progress was made this idea never got off the ground. This option should be revisited.

5.5.6 There is need for the MOE to make clear the course requirements in various degree structures to make someone eligible for teaching in different subject areas. This information should be made available to the University of the West Indies to distribute to students choosing courses for their programs of study.

5.5.7 An accreditation system must be set up to assess and approve various professional courses and degrees offered by local as well as foreign bodies. This should include distance education programs. This would involve close collaboration between the University, Curriculum Division of the MOE.

5.5.8 There is need for basic reform of the program offered at the Teacher Training Unit of the John Donaldson Technical Institute. In keeping with the recommendations for reform at the Teachers' colleges, consideration must be given to:

- reform of curriculum to meet the needs of the new curricula of secondary schools as well as the general demands of the secondary school system.
- replacing the traditional model of teacher education to one based on curriculum as inquiry.
- improve the general subject competence of the teacher trainees.
- structure a more intensive teaching practicum .
- retool and upgrade teacher educators.
- improve plant and resources of the Unit.
- introducing a three year associate degree
- introduction of pre-service system.

5.5.9 Reforms at the school of education must include:

- The introduction of pre-service
- New arrangements for recruitment will have to be made since such candidates will not be employees of the MOE.
- Preparation of staff to function as teacher educators
- Introduction of new options and specialisations
- More use of distance mode
- Greater collaboration with schools is especially necessary for organizing practicum for pre-service teachers who would not be attached to schools.

5.5.10 Arrangements have to be made to offer the option of bachelor degrees to technical vocational teachers. Those who wish to access the route of the postgraduate in teacher education at the School of Education, UWI, may do so. Such a degree can be offered by the UTT.

5.5.11 With the introduction of pre-service teacher education, teachers entering university and wishing to enter the teaching profession can attempt a four-year degree programme which includes the diploma in education as the fourth year of such a programme.

5.6.0 For Better articulation with the school system

5.6.1 Induction systems

Teachers after receiving initial teacher education must experience a supervised induction into teaching in whichever school they are posted by specially trained mentors. There is need for the development of a specialist teacher with specialist qualification who may act as a cooperating teacher to the Teachers' College and UWI supervisors.

5.6.2 Systems for monitoring and evaluation

With some arrangements for accountability teachers will be held responsible for the integrity of their practice.

5.6.3 Mandatory continuous professional education.

After initial teacher education teachers should follow arrangements for continuous professional development to build on the initial preparation received at teacher education institutions. This has to be coordinated with career paths, career counselling for teachers and transparent requirements for various positions within the teaching service.

5.6.4 Professional school cultures.

The development of professional cultures in schools would be the biggest factor facilitating the professional growth of the teacher. This requires administrators conscious and skilled in facilitating professional development of staff.

6. RECRUITMENT, SELECTION AND CONTINUOUS EDUCATION OF TEACHER EDUCATORS

6.0 PRESENT STATUS

6.1.1 Recruitment and selection.

6.1.2 At present teacher educators are employed at the two Teachers' Colleges, the John S Donaldson Technical Institute and the School of Education, UWI.

6.1.3 The Ministry of Education hires teacher educators for the teachers' colleges and the John S. Donaldson Technical Institute. UWI hires its own staff. Nowhere in the system is there a requirement that teacher educators have some professional qualification in the field of teacher education. The requirement for employment as a teacher educator by the Ministry is a masters' degree in education or a related field and five years experience at the primary level.

6.1.4 At present there is an awareness that not all teacher educators in the system are fully prepared for their tasks.

6.1.5 Teachers are selected at an interview with the Teaching service commission.

6.1.6 There are not many people with qualifications in the field of teacher education in Trinidad and Tobago and if this was demanded as a prerequisite it would not be possible to fill the vacancies at the colleges.

6.1.7 At present there are many members of staff at the teachers' colleges who are on one-year contract which are renewed annually. This makes for an unstable situation where staff development and institutional growth is concerned.

6.1.8 The salary structure at the Teachers' colleges serves as a disincentive to potential candidates. While teacher educators at the Colleges receive salary at the Grade 5 level this is the same salary offered to Heads of Department and Deans of secondary schools and Senior Teachers and Vice Principals of primary schools. For the first two positions at the secondary level a masters degree is not required and for the two positions at the primary level only a Teachers' Diploma is required.

6.2.0 Continuous Education of Teacher Educators

6.2.1 At present there are no official arrangements for the continuous education of teacher educators. The same hiring practice employed for teachers in the school system is extended to teacher educators. People learn on the job. While for teachers there is the

opportunity for professional education at the colleges or at the School of Education, UWI, for teacher educators all learning is on the job. Teacher education is not a regular option offered at the School of Education, UWI.

6.3.0 The work of the Teacher Educator.

6.3.1 There does not appear to be an understanding of the knowledge, skills and competencies required for the job by the public at large and the policy makers of the education system as well. The teacher educator must understand how adults learn and in particular how teachers learn. There is a literature in the field of teacher education which deals with the concerns of beginning teachers and which issues are critical to them in the early stages of their practice and which issues they are more prepared to deal with at a later stage. Theory is now clearer on how difficult it is for teachers to develop pedagogical content knowledge. Teacher educators must understand the whole program of teacher education in order to help teachers integrate foundations, with curriculum and apply foundations to all the problems of teaching and learning. The teacher educator has to be skilled in observing and analysing instructions and deciding on the critical interventions required to assist individual teachers.

6.4.0 THE CHALLENGE

6.4.1 There is need to improve the public status of teacher education and convince policy makers in particular of the specialized nature of the work of the teacher educator.

6.4.2 To hire staff more suitably qualified to perform the work of teacher educators. The possession of a masters degree in education or some related field is not adequate preparation for the work of teacher education. The ideal should be certification in the field of teacher education.

6.4.3 To set up a salary structure and incentives which would attract the best staff at teachers' colleges in order to prepare teachers for the school system.

6.4.4 According to the Joint Board of Teacher Education, Mona, Jamaica, the ideal teacher educator should:

- Have pedagogical and subject competence in order to foster the intellectual development of the trainee teacher.
- Have knowledge of assessment processes and issues.
- Treat students with respect and dignity, valuing and utilizing the experiences they bring to the learning process and display tolerance to divergent views.
- Encourage autonomy and independent thought among students.
- Be able to contribute to growth of knowledge through research and periodic professional development. This should lead them to foster the desire for the quest for knowledge among their own students.
- Understand the culture and ethos of the teacher education environment and share in the vision of his/her particular institution.

- Provide a positive model for student's emulation through his /her personal and professional conduct and be a mentor to the trainee teacher.
- Be able to motivate the trainee teacher to strive for excellence.
- Be aware of the realities of the contemporary classroom and be able to prepare the trainee teacher to operate efficiently in it.
- Be a reflective thinker and in turn facilitate students in their engagement of reflective practice.

6.5.0 RECOMMENDATIONS

6.5.1 The University of the West Indies should be requested to re-introduce the M.Ed in teacher education to equip all those aspiring to be teacher educators to be so qualified and prepared. Present teacher educators who do not have this preparation would be able to access such.

6.5.2 Teacher educators should be remunerated in keeping with the level of skill and qualification required for the job of teacher educator.

6.5.3 International exchange programs should be organized for teacher educators with other Caribbean territories and the rest of the world to keep teacher educators in tune with the best practices across the globe. Also short study abroad or locally should be arranged to encourage continuous self-improvement.

6.5.4 Teacher educators have to be able to work competently in areas other than their area of specialisation. Programmes of continuous development must be organized by the colleges to facilitate the preparation of staff to work in a wide range of subject areas.

6.5.6 The teachers' colleges must organize their own internal program of staff development to facilitate the growth of teacher educators.

7. INDUCTION

7.1 Definition

- The process of support in early teaching experience that is being seen as necessary for a successful 1st year of teaching.
- A bridging period between initial and in service and therefore the foundation of continuing professional development
- Practices used to help neophytes become competent and effective professionals in the classroom
- An extension of practical teaching

7.2 Aim of induction

- To induct new teachers into knowledge skills and values that the education system promotes
- To equip neophytes to make informed independent professional judgments about a range of curriculum and pedagogical issues and about the worthwhileness of the current problems and practices of education system of their schools
- To enable close scrutiny of neophytes by experienced teachers
- To encourage and provide helpful imitation
- To establish and maintain program standards
- To provide adequate support system to help teachers in their induction year

7.3 Outcomes

- Senior teachers will be given the opportunity to demonstrate best practices and help new colleagues.
- Teachers will develop standards of professional practice that are transmitted to new entrants

7.4 .0 Status Quo

7.4.1 In spite of the demands of ‘good teaching’ the teacher in Trinidad begins to teach without professional education.

7.4.2 The untrained, inexperienced teacher receives neither help nor support on entry. The transition from student to teacher is abrupt and can be traumatic. Tasks are not added incrementally so that the teacher could gradually increase his knowledge and skills. Instead he is given a room (if he is a primary or junior secondary teacher), a timetable, texts and assigned responsibility for about eight classes daily of approximately thirty six students per class, if he is in secondary school and a class of thirty six students or more if he teaching at the primary level.

7.4.3 They are allowed to sink or swim on their own. The 1st year is usually traumatic, and they tend to undergo a culture shock. They are fully responsible for a group of students who may be hostile or uncooperative and have to learn to manage and solve problems on their own.

7.4.4 With certificate in hand, no training, no preparation, the neophyte is thrust into a complex demanding and difficult situation, with no adults with whom to share, grow and learn (Lieberman 1988). The neophyte is on his own. The culture of school does not facilitate professional dialogue, collaboration or collegiality. Behind the closed classroom door the teacher has to sink or swim. In order to swim, without having learnt 'how to' he tends to fall back on the way he have been taught in the student years. As the research findings by Jersild (1966) indicates, when such situations of isolation and non-support exists, teacher anxiety or stress results. This makes it difficult for the beginning teacher to make accurate perceptions and thoughtful decisions as they learn the job, for excess anxiety retards learning (Lortie 1985).

7.5 .0 School Culture: Isolation

7.5.1 Teacher isolation is one of the greatest obstacles to their professional development (Lortie 1975). Its effects on the beginning teacher is even worse than on the older experienced teacher with no training; the latter having already gone through 'their trial of baptism'. Because of the private and isolate nature of teaching, beginning teachers may be afraid to seek help and advice for fear it is viewed as an admission of their incompetence. The closed classroom door may be welcome to them for it can cover their mistakes and hide their inadequacies. This encourages trial and error learning to become a main mode of development for beginning teachers.

7.5.2 Lack of feedback on how well they are doing or how they could improve their practice, contributes to the inefficiency they experience. It also limits their effectiveness in the classroom and their professional growth, which depend solely on their ability to detect problems and discern solutions. In this isolated setting, the beginning teacher has to frequently work things out as best as he could. There seems to be an understanding that "sink or swim" one manages one's classes by one self. The consequence of not making the right choice could convince the beginning teacher that there is no solution to some classroom problems and retards further their professional development.

7.5.3 One adverse effect of the isolation of the beginning teacher that is seemingly overlooked is the effect on the students' learning. Although some students do learn in spite of teachers, others fail to learn because of ineffective practices of teachers. To realize our goals an induction process is necessary.

7.6.0 Goals

- Set standards of teaching quality at the beginning of a teachers' career
- To familiarize inductees with responsibility of teaching and the culture of the schools where they will teach.
- To assist new teachers in examining their teaching
- Increase the competency of the inductees by improving their professional skills
- Provide support and guidance to help smooth inductee transition from beginners to professionals

- Screen and assess inductees to ensure they can perform their duties of teaching
- That they are an effective match for their particular school
- To give every new teacher guided support during their first year of teaching

7.7.0 RECOMMENDATIONS

7.7.1 As part of its strategic plan, every school district is required to submit a plan for the induction of first-year teachers. These induction plans should be submitted to the Professional Development Institute (PDI) every five years but are not subject to state approval. The plans must include "a mentor relationship" between the first-year teacher and either an experienced teacher or an induction team. Each educational district may decide if new teachers to an institution with prior teaching experience must also take part in the induction activities.

7.7.2 Strategies to achieve goals

a) Participation

- Induction should be a formalized system of education
- Introduce well managed teacher induction systems
- Introduce well supervised and supported teacher induction systems
- Introduce teacher induction programs at the end of pre-service teacher training program
- Mandatory participation in induction activities- compulsory for all newly appointed teachers link- to become fully certified
- Duration: one academic year
- Activities instituted in earliest days/weeks during school hours
- Introduce a structured program of mentoring arrangements where a new teacher works with an experienced teacher
- Mentors must be trained
- Time to plan
- Reduce teaching load with practical help from colleagues for senior teachers
- Colleagues must have the skills, the time and they must earn their respect- function as mentors
- Mentors get released time for training inductees
- A hand book about the system and their functions must be available

b) Mentors

- Must have skills of classroom observation
- Clinical supervision
- Reflective practice
- Coaching
- Pedagogical expertise
- Expertise in subject knowledge
- Expertise in age range, especially in the primary schools
- Support systems introduced
- Mediated entry
- Placement should be done in vacancies congruent to teachers' qualification and interest
- Do not give to neophytes high risk and challenging classes

c) Functions of Mentors

- Provide information
- Conduct orientation
- Observe classroom teaching
- Give feedback
- Engage in discussion groups
- Conduct assessments and evaluation
- Guidance through workshops

d) Who should be Mentors?

- Senior teachers
- Teachers with years of experience
- Skilled subject teachers who can be paired with neophytes to offer guidance and support

e) Rewards

- Promotion
- Stipend
- Opportunity for professional growth

7.8:0 Methods and Strategies for Implementing Teacher Induction

- Workshops, in-service, seminars (teaching strategies, innovative education practices, instructional units)
- Orientations
- Teacher meetings/staff meetings
- Observation of classroom
- Peer probation

- Training and evaluation
- Internships
- Mentoring
- Informal guidance
- Handbooks
- Mentoring

7.9 Facilitators of workshops

- Department heads
- Principals
- Teacher educators
- Teachers

7.10 Programme

- Formalized
- Spread of staff development programs over days, throughout the year
- Mandatory for all beginners
- Observe other teachers teach
- Should state general goals of program
- Should state program content
- Should state length of training-suggested period 1 year
- Use mentor teachers
- Use relief teachers to ensure schools are adequately staffed to compensate for the time allocated to the training of new teachers

8 SPECIAL EDUCATION and SPECIALIZATIONS

Although we are forced to function together in communities and classrooms, one of the Most striking features of human beings are their dramatic degree of individual differences. (Darling-Hammond, 2000).

All children can learn but all teachers cannot teach all children to learn.

As students' learning needs change, the profile of the teaching profession must change in order to maintain the qualitative aspects of education. Today's teachers are required to work with increasingly diverse student populations and a significant number of these teachers are admittedly challenged by student differences. A recent analysis of current teacher education programmes in Trinidad and Tobago showed that there is clearly a mismatch between teacher education programmes and student needs.

- Intellectual and practical challenges of great national importance in education reform include equipping teachers to bring about literacy and an appropriate education for all students. Therefore, as new concepts in education are considered - such as magnet schools - specialized teachers will be needed to facilitate such reforms. This practice of specialization in the teaching profession is already established in developed countries as indicated by statistics of the majors of graduating teachers (US Department of Education, 2003).
- Specialization Curriculum offerings are a critical aspect of Teacher Education reform for the following reasons:
 1. To increase the quality of the Trinidad and Tobago's teacher workforce
 2. To provide an appropriate and quality education to all students
 3. To educate for mutual tolerance and respect for being different.

In Trinidad and Tobago, the following changes to the education system strongly suggest a present need for teacher education institutions to urgently consider the inclusion of curriculum for preparing specialist teachers:

- The introduction of "universal secondary education for all" requires teachers who are skilled in facilitating the delivery of educational services to students with exceptional needs, included giftedness.
- The new subjects being added at the secondary and primary level - Performing Arts (including Pan in Schools), Spanish, School Intervention Strategies, Life Skills, Family and Health Life Education Programme, Physical Education,

Computer Education, etc. require teachers who are themselves skilled in these areas and can deliver specific curricula.

- The increasing move towards the pos introduction of semi-specialization teaching positions at the primary level
- The policy reforms for Special Education and the establishment of schools' multidisciplinary child study teams (School Support Services)
- Alternative Education (For students unable to cope with the mainstream curriculum - Form 1-5 Specials)

8.1 Special Education

Definition:

Special education applies to the differences in the way students learn, behave, perceive, function and process in relation to their peers.

Children with special needs are a heterogeneous group and a large number of children with special needs do not complete high school.

- Special education students include those who cannot cope with their peers for reasons that cannot be easily identified by physical or mental challenges Special students are those who require special education and related services if they are to realize their full human potential. Special Education teachers are trained to designed or modify instruction to meet the unique needs of a child.

8.3 Rationale specific to Special Education:

- One out of every ten children in developing countries have special needs in education – WHO
- Approximately 28% of students taking the Secondary Level Assessment (SEA) exam in Trinidad and Tobago score under 30 percent and are unable to cope with the secondary level curriculum. These students are usually grouped into classes, referred to as "Special Forms", and given a remedial curriculum by teachers who are not specialized in working with students with special needs. Individual needs are not formally assessed for providing appropriate and relevant individual educational plans to facilitate each student achieving to his/her full potential.
- Article 23 – UNICEF 1993 – “ Disabled children have the right to special care, education and training that will help them to enjoy a full and decent life with the greatest degree of self-reliance and social integration possible”.
- One of the main issues identified in education is the quality of teachers for children with special needs. As inclusive education becomes the emerging trend in dealing with diversity in school populations, Teacher Education Programmes must provide the required human resource personnel with the understanding and tools to maximize benefits to all students.

8.5 STATUS

An assessment of curriculum offerings at the Teacher Training Colleges indicates the following:

- There is a need to better align the curriculum in Teacher Education Programmes to the Ministry of Education's academic content standards for Elementary schools.
- The structure of the Teacher Training Programmes offers only elective subjects and not opportunities for specializations. Therefore Teacher Education Programmes are not aligned to the human resource needs and curriculum offerings planned for elementary schools.
- Staffing at the Teacher Training Colleges has not been based on career specializations for teachers.
- At the secondary level, teachers function as content area specialists but the situation persists where there is only a narrow range of traditional specialists - Music, P.E. In the Technical Vocational area, new areas of subject area and specializations are beginning to emerge. Also, Visual and Performing Arts are now offered but others areas, such as Information Technology, Counseling, etc are not yet on stream.

A missing agenda in the reform movement at Teacher Education Programmes has been the improvement or preparation of faculty to assume roles in programmes that educate teachers in specialized areas - not as an elective subject in a general education programme, but rather to equip prospective teachers to function as Specialists. Special Education Teacher programmes offered in Trinidad and Tobago are not aligned with the Ministry of Education's structure and plans for student support services.

8.6 GOALS

- To enable students' personal development according to their abilities and aptitudes.
- To create career structures that treat teaching as a clinical practice profession
- To better match teacher skills with student needs
- To create instructional environments that maximize teacher effectiveness
- To allow teachers mobility within the teaching profession – teachers can move from being a generalist to a specialized area
- To maximize the utilization of individual skills and interests of teachers.

8.7 CHALLENGES

- Staffing of the Teachers' Training Colleges
- Adjustment by staff and the education community to a reformed Teacher Education curriculum that include specializations

- Resources and physical environment for accommodating new areas of Teacher Education Specializations at the Teacher Colleges
- The restructuring/redesign of programme offerings at the School of Education, University of the West Indies, to accommodate higher qualifications in specialization areas.
- The reorganization of school structures and scheduling designs: The vision poised for specialized teaching in the elementary schools affects school organization and management. Schools would now be required to organize themselves to foster increased interdependence and coordination of specializations.
- Change in the structure and curriculum offerings and the efforts to institutionalize
- Buy-in from decision makers in education

8.9 RECOMMENDATIONS

- Conduct a needs analysis (Human Resource Department) of the number of specialists needed for future positions so Teacher Education Providers can respond and plan accordingly.
- Restructure program offerings at the Teacher Training Colleges to include specializations that cater to the personnel needs of reformed schools.
- Redesign Teacher Education Specialization Programmes that require at least one (1) year of coursework above and beyond the time required to complete a general teacher's diploma.
- Remunerations for specialized teachers should reflect the advanced status of academics required for specializing.
- Regular education (generalists) teachers should be allowed to access training for specialization areas in order to facilitate teacher retention and career mobility.
- Implement and monitor effective specialization requirements, licensing and re-certification through effective governance.

Teacher Education Providers should be encouraged to consider offering the following specialization programmes:

- **Specialization in Physical Education**

This programme is designed to cultivate great teachers in the area of elementary physical education. It helps teachers to understand the basic theories of physical education and gain practical skills in promoting an understanding of the nature of physical science.

- **Specialization in Music**

The Music Education Programme focuses on the research of music education theory and practice for elementary school teachers. It provides such classes as the theory of music education, research of pedagogical knowledge, applied music lessons, and the theory of national traditional music and practice.

- **Specialization in Computer Education**

This specialization programme is designed to produce competent computer teachers who can teach in elementary schools. Courses in this programme include Computer Education, Research Methods in Computer Education, Computer Programming, Educational Authoring Tools, Data Structure and Computer Architecture. These courses were developed to help teachers acquire the fundamental computer education theories and practical skills in elementary computer education areas.

- **Specialization in Science Education**

The program is designed to help teachers understand fundamental concepts, principles of science education, as well as whole curriculum. The basic content of science education is generally taught throughout physics, chemistry, biology and earth science. Emphasis is placed on hands-on experiments in the classroom combined with the latest scientific theory to help student teachers understand and teach about future science education.

- **Specialization in Teaching Mathematics in the Elementary School**

This programme is designed to educate competent elementary mathematics teachers with the knowledge of pure mathematics (algebra, geometry, analysis, history of mathematics, foundations of mathematics, etc.) and mathematics education (philosophy of mathematics education, history of mathematics education, study of mathematics material, mathematics curriculum, evaluation of mathematics learning, didactics and methodology of mathematics teaching, etc.)

- **English Language Specialization:**

This programme aims to help student teachers acquire skills and learning strategies for the whole area of English Language education in elementary schools - including speaking, listening, reading and writing, linguistics and literature.

- **Specialization in Elementary Life Skills and Moral Education:**

This program aims to allow teachers to specialize in Life Skills and Moral Subject-matter Education at elementary schools. Teachers graduating from this programme are provided with theories, practice and content in life-skills and moral subject matter for specialized teaching at the elementary school.

- **Specialization in Fine Arts Education**

This programme is designed for teachers with the relevant aptitude to acquire practical teaching skills by learning specific teaching approaches and knowledge of teaching materials. The programme aims to produce competent teachers equipped with excellent practical skills in fine arts mastery and theoretical knowledge.

- **Specialization in Social Studies**

This programme is designed to help student teachers understand the theories of social studies education, thus developing their practical teaching skills as well as produce elementary school teachers who can teach children good citizenship efficiently.

- **Specialization in ECCE**

This programme is designed to equip teacher trainees with the skills and competencies in ECCE to facilitate smooth transition of young children from pre-school to primary school reform initiatives in Early Childhood Care and Education.

8.10 Recommendations specific to Special Education:

- Programmes must be initiated to increase public and professionals' awareness and understanding of the manifestations and needs of children with special needs.
- Teacher Education Providers must offer a selection of appropriate programmes that equip teachers with a clear understanding of how children with special needs learn and perform.
- The Teacher Training Colleges and Teacher Education Providers have the responsibility of qualifying personnel so that students with special needs would have access to a range of programmes and service options that prepare them to make the transition from Early Childhood, to Elementary, to Secondary and post-secondary or vocational settings.
- Alternative programmes and services must be provided for students with special needs who are unable to cope with the regular curriculum.
- Curricula must be developed and incorporated in preparation programmes for professionals in such disciplines as special education, vocational and rehabilitative counseling, school social work, and school psychology, to inform teachers about the problems and needs of children with special needs.

Teachers specialized in Special Education function as members of support teams in schools for the assessment, identification, educational planning of students with individual needs. As a result, students possessing the following characteristics are provided an appropriate education to maximize their full potential.

- **Learning Disabilities:**

These are students with a disorder in the basic psychological processes involved in understanding or using language, spoken or written, which manifests itself in an imperfect ability to listen, speak, read, write, spell, or to do mathematical calculations. This includes such conditions as dyslexia. A child who exhibits a discrepancy of 50 % or more between expected achievement and actual achievement as determined on an individual basis (or two standard deviations between verbal and performance IQ) shall be deemed to have a Learning Disability). Students with learning disabilities may also be gifted.

- **Mentally Handicapped:** A pupil who, concurrent with deficits in adaptive behavior, consistently demonstrates general intellectual functioning that is determined to be 1.5 SD or more below the mean of the general population on the basis of a comprehensive evaluation which includes an individual psychological evaluation (below 70 IQ - EMH & below 50 IQ - TMH)

- **Hearing Impaired:** A student with a hearing impairment which is so severe that the student is impaired in processing linguistic information through hearing, with or without amplification, which adversely affects educational performance. Students with a hearing impairment may also be gifted.
- **Speech Impaired:** A student with a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment which adversely affects a child's educational performance. Students with speech impairment may also be gifted.
- **Emotional Handicap:** A student with the inability to learn which cannot be explained by intellectual, sensory or health factors and who persistently exhibits one or more of the following characteristics to a marked degree:
 - a) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers;
 - b) Inappropriate types of behavior or feelings under normal conditions;
 - c) A general pervasive mood of unhappiness or depression;
 - d) A tendency to develop physical symptoms of fears associated with personal or school problems; and,
 - e) Student with an emotional handicap may also have assessment results on an IQ test that indicates gifted.
- **Behavior Disorder:** A student who manifests a behaviorally defined syndrome, which occurs in children of all levels of intelligence. The essential features are typically manifested prior to 30 months of age and include severe disturbances of developmental rates and/or sequences of responses to sensory stimuli, of speech, of language, of cognitive capacities, and of the ability to relate to people, events and objects.
- **Gifted**
 Gifted children are in some way superior to a comparison group of other children of the same age (approximately 3 - 5% of the population). IQ is only one indication of giftedness. Creativity and high motivation are as important indications as general intelligence. The superior abilities and unusual advanced interests of gifted students demand teachers who themselves are highly intelligent, creative and motivated.

9 CREATING PROFESSIONAL CULTURES OF LEARNING WITHIN THE SCHOOL SETTING

9.0 Rationale

9.1.1 Most schools have their own tone, climate, or "ethos" that seems to permeate all activity in the school. This unique quality of each school, the *school culture*, affects the way people act, how they dress, what they talk about or never speak of, and whether or not they seek out colleagues for help. According to Peterson (2002) the *school culture* is a complex web of norms, values, beliefs and assumptions, and traditions and rituals that have been built up over time as teachers, students, parents, and administrators work together, deal with crises, and develop unstated expectations for interacting and working together. Ongoing research into school culture, educational change, and school improvement indicate that educational success is more likely when teachers are collegial and work collaboratively on school improvement activities (Levine and Lezotte, 1990; Fullan and Hargreaves, 1991).

9.1.2 According to Levine and Lezotte (1990) successful schools with positive school cultures share characteristics such as strong instructional leadership, a clear and focused mission, high expectations for students, a climate conducive to learning, opportunities to learn, regular monitoring of students and classrooms, and positive home-school relations.

9.1.3 In an effort to build collaborative schools cultures that will better meet the unique needs of today's students, many educators are therefore advocating the need to establish professional learning communities within the school setting. While the creation of professional school cultures may not be a panacea for dealing with all the issues that are currently eroding the tenets of our education system, it can be a foundation for change, improvement, and renewal. This policy is therefore consistent with the Ministry of Education's strategic thrust for teacher education aimed at supporting high quality professional development of teachers throughout their teaching career. It is also aligned with School Based Management thrust and policies of the Restructuring and Decentralization Action Unit of the Ministry of Education.

9.2Current Status

9.2.0 Isolation of Teachers

9.2.1 Today many schools exist as isolated workplaces where teachers work largely alone in their classrooms, interacting little with their colleagues and keeping problems of practice to themselves. In these schools, teachers feel separated from one another, seldom engaging their peers in conversation, professional sharing, or inquiry into practice.

9.2.2 Inside such schools, teachers are inclined to think in terms of "my classroom," "my subject," or "my children." In reality few schools in Trinidad and Tobago are structured to allow teachers to think in terms of shared problems or broader organizational goals. Instead, lack of a shared purpose, poor communication, and poor integration of curriculum and instructional ends are the norms. This non – collaborative culture existing in our school system often discourages the rich

interplay of ideas, solutions, and networking of practical knowledge that is characteristic of more collaborative settings.

9.2.3 Lack of opportunities for teachers to grow and develop as professionals within the work place

Within recent times there has been a growing realization on the part of educators and policy makers that the vision of practice that underlies the nation's reform agenda requires most *teachers to rethink their own practice, to construct new classroom roles and expectations about student outcomes, and to teach in ways they have never taught before - and probably never experienced as students* (Darling-Hammond & McLaughlin, 1995). Yet few occasions and little support for such professional development exist in teachers' working environments in our education system. Many schools are therefore not perceived to be professionally rewarding places for teachers. In such schools, good practice is not rewarded or acknowledged. Rather, those who value learning and seek out opportunities to develop themselves as professionals are often criticized and ostracized by their peers for implementing innovative practices in their classroom.

Essentially, most teachers participate in a very limited amount of staff development. They may attend a workshop or two during the year, as well as participating in their school's one or two annual staff development days. In all likelihood, the focus of the workshops and the staff development days are unconnected to each other. Workshops are usually centrally planned and either do not match the needs of most teachers, or consist of a brief, one-hour "sit and get" presentations. Moreover, teachers who attend these workshops are seldom encouraged to share new ideas and information with their colleagues on their return to the classroom. With respect to

staff development days, these are not significantly related to the instructional practices of teachers. In fact staff development days are characteristic of episodic narrow “training “activities that are fragmented with no follow up support for further learning.

9.2.4 Absence of well planned induction practices

In our system there is an absence of well –planned induction practices for new teachers entering the system. Novices are left on their own, either *to sink or swim* since no feedback regarding early performance or assistance in dealing with professional problems such as classroom management, or planning and preparing for teaching. Moreover, in cases where a newly qualified teacher does not seem to be performing to required standards the blame lies squarely on the Teachers’ Colleges. This scenario further discourages strong, enduring collegial relationships in the workplace. Such a situation places undue stress and alienation in the initial phases of a teachers’ career.

9.2.5 Leadership exists only at the top.

It is often the norm to find that accountability requirements in most schools are reflective of highly bureaucratic structures. Due to this situation teachers are seldom provided the opportunity to participate in shared decision-making practices on issues concerning the school.

Within these bureaucratic structures that exist in so many of our schools, teachers are seldom provided with time to work together or reflect on their own practice. Moreover, top down communication styles of many principals leads to formation of cliques and a culture of passivity and discontent within the school setting.

9.2.6 Low expectations for student learning

High drop out rates, low levels of literacy and the large percentage of students not performing at expected levels in national examinations is undoubtedly an indicator of the alarming degree of inefficiency in our education system. In many instances school failure is attributed to either the child's unwillingness to learn or lack of parental involvement. The traditional "teacher as expert" is usually the approach adapted to student / teacher or parent / teacher interactions.

9.2.7 Threatening School Environment

Indiscipline and school violence are social ills that have also manifested themselves within the education system. In a recent survey conducted by the Teacher Professional Development Unit it was found that out of three hundred and eighty one (381) secondary school students surveyed 84% perceived that teaching was a dangerous job. These students also believed that the increasing rates of student violence pose an ever present threat to the personal well-being of teachers and students.

If schools are to become effective learning communities, then the need for the creation of a safe and constructive social environment cannot be ignored. In order to facilitate learning both students and teachers must feel safe and secure at school.

9.3 CHALLENGES

- Changing old assumptions and patterns of practice might be a daunting task. It involves commitment and values. It calls for a change in practice and belief systems. Presently, strong norms of autonomy and privacy prevail among teachers.
- The process of shaping a collaborative school culture is neither easy nor quick. It requires attention to the relationships, structures, and norms of the school.

- Availability and access to resources and materials to support student and teacher learning in the workplace.
- Rethinking old norms requires a supportive community of practice inside schools to foster critical inquiry into teaching practices and student outcomes.
- Organizational structures within educational settings need be redesigned so that they actively foster learning and collaboration about serious problems of instructional practice. This requires rethinking schedules, staffing patterns, and grouping arrangements to create blocks of time for teachers to work and learn together.
- Creating conditions within educational settings conducive to staff and student learning

9.4 Goal

Encourage and sustain the development of supportive, professional cultures within educational settings that promote the continuous renewal of instructional methods and curricular offerings in an atmosphere of collegiality, trust, shared mission to support teacher and student learning.

9.5 Purpose

This policy is primarily aimed at the following:

- Reducing isolation in the workplace.
- Supporting teacher inquiry and collaboration.
- Empowering teachers to become sources of knowledge for one another and to learn the important roles of "colleague" and "learner."
- Nurturing and valuing high expectations for the success of teachers and students.

- Helping teachers, both beginning and experienced to be more reflective in their practice.
- Improving educational outcomes for all learners.

9.6 Recommendations

9.6.1 All members of school community should be involved in developing shared Mission, vision and goals for their respective school that are aligned with that of the Ministry of Education.

9.6.2 Educational settings should structure their organization and their instructional day in ways, which will promote collaboration, collegiality and mutual support. These values should be given high priority in the work of the school.

9.6.3 All schools should strive to establish a climate and policies in support of development of a professional school culture that values and reflect high expectations for teacher and students learning outcomes.

9.6. 4 The Human Resource Division, Curriculum Division of the Ministry of Education, ECCE Unit, the educational district offices of education, and the institutions of higher education should be targeted to assist schools in the development of learning communities. This should include the identification of schools which can serve as models and mentors for the development of learning communities.

9.6.5 Schools should adopt a participatory approach to decision making practices.

9.6.6 Mentoring and induction programmes should be embedded in school improvement plans. Special support systems and development efforts should be focused on the beginning teacher, both to quickly increase his or her effectiveness in the classroom and to increase the likelihood for long-term retention.

9.6.7 Administrators and principals should provide opportunities for members within the school community to share successes and tell stories of accomplishment and collaboration .

9.6:8 Schools should exploit the options afforded by technology to extend and support teacher and student learning.

9.6.9 All educational settings / schools should have a fully functioning staff professional library and student library that symbolically communicates the importance of learning in the workplace.

9.6.10 Ministry of Education should select, provide training and support to principals/ administrators in establishing a collaborative instructionally focused school environment.

9.6.11 Schools should be given the autonomy and support to create professional learning environments for teachers. Time and resources should be provided to teachers and administrators to collaborate on common goals, observe examples of best practice both within and outside the school and reflect on their practice.

9.6.12 Interdependent work structures, such as teaching teams and school based management teams that encourage collaboration should be established within the work environment.

9.6.13 **Professional development** should be viewed as an on-going process that is embedded in multiple ways in the daily life of the school and include follow up and support for further learning. (E.g., through action research, school-based study groups, peer observation, coaching, journaling, involvement in school improvement processes, joint lesson planning, collective problem-solving, collaborative critiquing of students' work, or collective student-oriented case conferences).

(b) The perceived relationship between professional development and teacher growth should not be left to chance and should be clearly articulated in school policies.

(c) Professional development activities should model effective pedagogy -professional development must be consistent with what we know about constructivist teaching and learning, and professional development must follow the principles of adult learning.

(d) Educational organizations should be cognizant of the relationships between professional development initiatives and other parts of the system. Time schedules, curricular goals, student and teacher evaluation, curricular materials, and expectations must all be brought in line with the focus of professional development initiative.

(e) When a specific curricula or instructional initiative is being implemented in a school, staff development should be supplemented by coaching and related follow-up support in order to produce sustained student achievement gains and teacher adherence to project methods and objectives.

(f) Professional development should focus on communities of practice rather than on individual teachers. They must be conducive to the formation of communities of practice that enable teachers to meet together to solve problems, consider new ideas, evaluate alternatives, and frame school wide goals to ensure whole school improvement.

9.6.14 **Parents** should be invited to be partners in the education process and this should be reflected in their involvement in a broad range of school affairs. This measure will ensure that all students receive the support they need to be successful in school and in life

9.6.15 Everyone in the school must be viewed as a learner: staff, students, principal, and community members.

9.6.16 School financing and budgeting should be revised to accommodate more extensive and sophisticated professional development efforts and showcasing of best practices.

9.6.17 Schools should be encouraged to collaborate with other schools at district level to maximize resources.

9.6.18 Habits and cultures inside schools should foster critical inquiry into teaching practices and student outcomes.

9.6.19 Professional **Development Schools (PDS)** in which university faculty, Teachers' colleges, and student teachers work collaboratively to enhance the student teaching experience and to improve the professional development of the PDS teachers and staff should be established within our education system.

9.7 Conclusion

Developing and sustaining a positive, professional culture that nurtures learning for all within the school community is the task of everyone in the school. By creating a strong, positive culture that supports professional development and student learning schools can become places where every teacher makes a difference and every child learns (Peterson 2002). Developing strong, trusting collaborative cultures in schools may also assist in building a foundation for attaining educational excellence in our nation's education system.

10 CONTINUOUS PROFESSIONAL DEVELOPMENT

10.1.1 Continuous professional development implies growth by practitioners in the knowledge base and skills required to function in that field. For teachers in the context of Trinidad and Tobago today, the institutionalization of continuous professional development would help to give greater recognition to the status of the teaching profession. Professional development has to respond to the set of reforms being introduced into the education system which require a different kind of performance from teachers.

10.1.2 In order to change the culture of teaching and learning away from transmission modes to one emphasizing “learning to learn” requires that an approach to teacher preparation be implemented which supports, organizes, monitors and rewards continuous teacher learning. Teachers have to continuously improve their knowledge base and skills. It is necessary to recognize the need for in-school and out- of- school arrangements for the continuous development of teachers which help to develop a sense of professional community within schools and with other teachers and organizations. This would help to create a culture of professionalism conducive to the effective implementation of education reforms. It is necessary to continuously support the reconstruction of practice as well as break the culture of isolation and individualism which tends to prevail in schools. Without the sense of support and community teachers revert to coping strategies which may not be educationally sound.

10.1.3 Some characteristics of promising professional programs identified today. (Source: Mission and Principles of Professional Development. US Department of Education. 1995)

- They focus on teachers as central to student learning yet include all other members of the school community.
- They focus on individual, collegial, and organizational improvement.
- They respect and nurture the intellectual and leadership capacities of teachers, principals, and others in the school community.
- They reflect the best available research and practice in teaching, learning and leadership.
- They enable teachers to develop further expertise in subject content, teaching strategies, uses of technologies, and other essential elements in teaching to high standards.
- They promote continuous inquiry and improvement in the daily life of schools.
- They are planned collaboratively by those who will participate in and facilitate that development.
- They require substantial time and other resources.
- They are driven by a coherent long-term plan.
- They are evaluated ultimately on the basis of their impact on teacher effectiveness and student learning, and this assessment guides subsequent professional developments efforts.

10.2.0 PRESENT STATUS

10.2.1 At present there are many different agencies offering continuous professional development opportunities for teachers in Trinidad and Tobago.

- **Curriculum Division/MOE.** The Curriculum Division of the Ministry of Education has traditionally been the main provider of continuous professional development in Trinidad and Tobago. The most consistent provider of short courses is the Curriculum Division. For instance, for the SEMP programme a wide range of workshops and short courses were offered in different subject areas. Recently a program for the preparation of Heads of Department was mounted by the Curriculum Division and is still being run for all secondary schools in Trinidad and Tobago. The continued preparation of teachers for the delivery of curriculum has long been the domain of the Curriculum Division of the Ministry.
- **School Based.** Schools offer internally arranged programmes to members of staff. These may range from one-day workshops or programs of longer duration which schools make available to their staff.
- **University Options.** Teachers through their own initiative and interest, access programs being offered at the University of the West Indies or by some other private agencies. These may be short workshops or recognized degree programmes. The Trinidad and Tobago Unified Teachers Association (TTUTA) in collaboration with the University of Mt St Vincent offers a masters degree in curriculum studies, the University of Sheffield offers postgraduate degrees, ROYTEC offers a B.ED by distance, Caribbean Union College offers a B.Ed in education. UWI offers the in-service diploma in education to secondary school teachers, undergraduate as well as graduate degrees in educational administration and post-graduate degrees in various fields for all teachers.
- **Other Agencies.** The University of the West Indies, the Trinidad and Tobago Unified Teachers Association, The School Leadership Center and the local arm of the ASCD arrange conferences, seminars and workshops independently or sometimes with the support of the Ministry of Education.
- **Subject Associations.** There have always been subject associations which have been instrumental in developing their members. These have existed in areas such as Geography, History, Science, Home Economics, and Economics.

10.2.2 The system of continuous professional education has been uncoordinated and without an overall guiding philosophy.

Frequently teachers complain about the relevance and integrity of the workshops and short courses offered as continuous professional development throughout the system. It is often felt that the organization of these programs leave a lot to be desired and the relevance to their needs not satisfactory. Sometimes the delivery is poor and there is no follow up evaluation. The absence of certification reduces the credibility of some of the offerings.

10.2.3 Lack of transfer into the classroom.

10.2.4 There is concern that the goals of professional education are not realized as teachers do not transfer the new knowledge into the classroom. For instance, it is felt that present classroom practices as well as administrative practices in Trinidad and Tobago, do not reflect the principles espoused in a host of workshops and courses offered to teachers in the last few years.

10.2.5 The following are some of the reasons offered in the literature and by teachers in our context for this lack of transfer.

courses may not be focused on the needs of specific school and staff context

- I. courses may be of too short duration of time
- II. there may be little follow on in the classroom
- III. unsuitable candidates are sometimes selected by schools
- IV. schools do not have the practice of making those returning from workshops share the findings with the rest of staff or implement what they learnt in the classroom.
- V. there are no structures in schools to support newly qualified teachers
- VI. school cultures are sometimes hostile to new ideas
- VII. absence of collaboration

10.2.6 Loss of teaching time

Frequently, there is the complaint from administrators that too much teaching time is lost by teachers being sent on workshops for in-service training while their classes are left unattended since principals have no extra personnel to replace them temporarily.

10.2.7 Lack of an accreditation system.

Teachers have already begun to access programs from a range of different providers without knowledge of the acceptability of the degrees awarded by these institutions. Some of the face-to-face offerings by various agencies are not accredited. There are many distance education providers whose programmes are not accredited. The introduction of the Caribbean Single Market Economy (CSME) will make it possible for teachers and other professionals in the field of education to work anywhere in the Caribbean. Making the standards for teacher education comparable throughout the Caribbean would make for ease of mobility.

10.2.8 No system of direct rewards for professional advancement.

At present there is no reward offered in our system for obtaining further professional qualifications above initial teacher education. Without the articulation of clear career paths with the required prerequisites and identifiable rewards for professional qualifications there is a lack of incentive to support continuous professional development of teachers.

In the present arrangements for increments, teachers are conferred with increases in salary upon the submission of confidential reports by their principals. These increments of salary are automatic once the teacher does not get a bad report. Bad reports are unusual.

10.2.9 Continuous professional education not compulsory.

After receiving initial teacher education, which is not compulsory at the secondary level, there is nothing that compels a teacher in the school system of Trinidad and Tobago to access any further professional education. Initial teacher education is seen, and wrongly so, as the strategy that prepares a teacher for life.

10.2.10 Anomalies in the system

Teachers in the primary system who obtain degrees opt to teach at the secondary level since that is the only path to a graduate teacher's salary. The reward and incentive structures therefore are stacked against the development of the primary and ECCE level. For instance teachers who win scholarships from the Teachers' colleges enter degree programs at the University of the West Indies and then secure teaching positions in the secondary system.

10.2.11 The present salary structure rewards administrators very highly and so this introduces a bias in the system towards the choice of administration as a career, as teachers attempt to access programs and courses which would make them eligible for positions in administration. There is need to modify the incentive structure to encourage good teachers to remain in the area of delivery of instruction.

10.2.12 There is need for a clear policy on continuous professional development. In the past Teachers who have been pursuing degree programmes have sometimes been seen as delinquents since the charge is frequently made that they miss classes to complete their studies. While there might be truth in the charge it suggests room for compromise and planning to facilitate teachers who wish to continue their education.

10.2.13 There is need for a rational incentive structure which encourages a cadre of good classroom teachers that reduces the brain drain from primary to secondary, which gives an incentive for all to pursue continuous professional development. This raises the issue of incentives and rewards, career paths, salary structures, sabbatical systems.

10.2.14 Lack of administrative structure

There is no record of in-service courses offered by the different agencies in the system or the participants of these programs. As such when teachers apply for positions and make claims to having participated there is no way of verifying these claims or to assess the nature of the programs.

10.2.15 Reward for good classroom performance

There is a lack of recognition and rewards for all personnel involved in the process of education. This includes all categories of workers who make schools function, from cleaners to administrators. Such rewards would also serve to improve the status of the profession in the eyes of young people.

10.3.0 CHALLENGES

10.3.1. Professional development must be seen as;

- collaborative
- lifelong
- aligned to needs
- nourishing to the growth of educators both as individuals, members of teams and schools and of wider communities.

10.3.2. To adhere to a relevant philosophy for continuous professional education where continuous professional development is articulated with initial teacher education. If learning to teach is a complex activity which develops over a long period of time, and if teachers go through stages of development, beginning with the need to cater to survival needs, the needs of teachers would change as they mature. Professional preparation of a teacher requires the development of skills and knowledge but since teaching takes place in the context of relationships with children and other members of staff in schools the preparation of the human person is also important. In addition to growth in knowledge and skills such as knowledge of subject, pedagogical content knowledge, classroom management and understanding learners, continuous professional education must therefore underline the uniqueness of the individual, the specificity of context and the primacy of the person.

10.3.3. For the purposes of promoting self-renewing institutions and self-renewing professionals the principles of curriculum as inquiry should be continuously applied during induction as well as continuous education.

10.3.4. To promote continuous professional development at the four levels:

- for the advancement of individual teachers,
- for the development of staff as a professional unit
- for the purposes of school improvement
- for the purposes of educational improvement.

This is necessary in order to build a sense of professional community, reduce teacher isolation and foster lasting school change. Professional development activities must combine resources and opportunities both inside and outside the school. These include teacher-researcher groups, peer review groups, teacher networks, organizational partnerships, and programs that involve teachers in national and district wide curriculum reform activities. Professional development should be planned therefore at the individual level, at the school level and at the district and national levels.

10.3.5. To ensure that arrangements for continuous professional development take place in the context of some overall policy initiatives such as; Career paths, Incentives and recognition, Accreditation systems, Salary structures, Performance appraisal systems.

10.3.6. To instill a culture of professionalism in the teaching service at all levels – parents, students, teachers, Boards and MOE officials- so that continuous professional education is valued as necessary for quality teaching.

10.3.7. To make schools sites of continuous professional development in the way work is conducted so that teachers learn by experience, research and reflection and supervision. In addition schools are in the best position to determine the training needs of various members of staff as well as the needs of fulfilling the requirements of delivering education for all in the particular school context. Teachers must work together to design and implement professional development based on shared concerns and strengths. Staff development is a rich zone of potential for the professional development of individuals. All this is more necessary in a context of decentralization and school based management.

10.3.8. To make teachers committed to their own personal and professional development and to see teaching as a way to their own self- actualization as human beings.

10.3.9. To make continuous professional education compulsory and to link such education to increments and career paths.

8.3.10 To set standards for continuous professional development courses so that teachers may achieve the requirements for certification, licensing and promotions through various providers, which could include the teacher education institutions, the Curriculum Division of the Ministry as well as other providers.

10.3.11. To set up a management structure to keep an inventory of the different courses and participants, to identify training needs in the system, to facilitate the availability of the relevant programs and workshops.

10.3.12. To improve the quality of in-service teacher education courses to facilitate transfer into the classroom.

10.3.13. To identify and implement programs of continuous professional development that respond to the needs of children, the needs of the system and the needs of individual teachers.

10.4.0 RECOMMENDATIONS

10.4.1. There is need for an HR plan to be developed for the school system-ECCE, primary and secondary. This plan should be based on research and should make clear the demand for professional education at the level of initial teacher education, for middle level staff in schools, for administrators, for all the supervisory and curriculum levels at the Ministry of Education. This would allow the School of Education UWI, Teachers' Colleges, and the Curriculum Division of the MOE and all other providers of teacher education to anticipate needs and set up programs to satisfy the needs of the system. In this way the human resource needs of the system for the implementation of future reforms would be attended to.

10.4.2 Given the introduction of career paths and evaluation systems the professional education paths for different careers in teaching have to be clearly articulated. The MOE has to clarify the requirements for different careers and the courses and programs required for eligibility.

10.4.3 Professional education paths must be made clear for those who wish to become expert teachers, school administrators or for those who aspire to work in the bureaucracy of the District or Central administration.

10.4.4. For more experienced teachers who may wish to become expert teachers continuous education paths must focus on clinical supervision and post graduate education in curriculum design, development and implementation.

10.4.5. For those willing to pursue the path of school administration the continuous education path will focus on leadership training, supervision, training as HOD's, and postgraduate education in educational administration.

10.4.6. During induction the newly qualified teacher must be exposed to a combination of school based as well as centrally determined and compulsory professional education. At this stage the professional education must assist the teacher to cope with the realities of context as well as continue the education which began during initial teacher education.

10.4.7. This compulsory strand may, for newly qualified teachers, focus on issues such as pedagogical content knowledge for specific subject disciplines, classroom management issues, and assessment and evaluation. The in-service professional education may be offered by the Teachers' Colleges, the School of Education UWI and the Curriculum Division of the MOE. Teachers may choose other approved options which satisfy the needs of the compulsory option. This must be done in a way to prevent the newly qualified teacher from slipping into "coping strategies" as well as to break the isolation and individualism which prevails in schools.

10.4.8. The site-based strand of professional education must become more intense. The personal and professional needs of teachers can more accurately be determined and dealt with at the school level. Heads of Department, Principals and Vice Principals have to be prepared to lead in staff development. Schools can be given incentives and professional support for executing action research.

10.4.9. Site based programmes must be developed for the development of individual teachers, for the development of the staff as a cohesive unit, for school improvement and for the improvement of education in the district or community. All levels are critical to break a teaching culture of isolation and individualism.

10.4.10. Plans for professional development have to be submitted annually by district, schools as well as by individual teachers.

10.4.11. The structuring of timetables for schools must reflect adequate time and opportunity for professional advancement.

10.4.12 Attempts must be made to use distance modes so as to diversify the variety of modes of delivery used for continuous professional development. This would make it possible for teachers to access further education without leaving the classroom. ICT can

facilitate schools sharing in instruction through arrangements such as SCHOOLNET as well as pooling resources for professional development of teachers.

10.4.13. Standards must be set to determine the suitability of programs of in-service development if these programs are to count for certification and promotion. A credit system can be used to award marks for participation in continuous professional development. This can be incorporated in a performance appraisal system and monitored at the level of the school.

10.4.14. Accreditation of all official undergraduate and graduate programs offered by all institutions. This must include face-to-face delivery or online delivery. This is to facilitate choice by teachers who wish to pursue self-improvement on their own initiative. There must be coordination with all teacher education institutions in the Caribbean to achieve a harmonized set of standards for teacher education.

10.4.15. The establishment of a permanent organization for the management of continuous professional development. This should be staffed with personnel to do the continuous needs analysis at all levels of the school system, maintaining a data base on all courses and participants, keeping a skills bank of competent personnel, accreditation and approval for in-service programs which satisfy the compulsory requirement. (See section on Governance)

10.4.16. Preparation of the Teachers' Colleges and School of Education, UWI to offer continuous teacher education programmes. The eventual development of a distance mode for the delivery of in-service teacher education programmes.

10.4.17. The need for a pool of substitute teachers to replace teachers who have to leave the classroom for short periods of time to attend workshops and short courses.

10.4.18. Support and encouragement for the existing subject associations which still exist as well as the revitalization of those which have ceased to function effectively.

8.4.19. Rewards and incentives for good performance by principals, heads of departments and teachers. Such incentives and recognition should emphasize innovation. This could be done by subject levels, by district levels. Rewards should involve meaningfully educational experiences and objects, such as trips to foreign conferences, subscriptions to journals, computers, paid short study leave at home or abroad.

10.4.20. The institution of school associate positions whereby innovative or exceptional teachers are allowed for temporary periods to work as demonstrators at the Teachers' Colleges or School of Education or as visiting support staff to teachers in other schools.

10.4.21. Evaluation systems are a critical device in the whole process of professional development. Assessing the capabilities, skills, knowledge of teachers at all stages of their careers is necessary in the proper management of a co-ordinated system of continuous professional development. It is necessary in a system which seeks to empower teachers to commit to their own professional development, that the devices used for assessment are formative and collaborative and not only top down and summative. The use of portfolios for instance is appropriate for this type of assessment.

10.4.22. Special attention to the needs for refresher courses for mid-career and older teachers so as to invigorate them intellectually. This must be tied to career paths as well. Sabbatical arrangements are important at this stage. The present arrangements for sabbatical must be improved to allow for full payment rather than 55% payment while on sabbatical, which now exists.

10.4.23. More direct links with the Learning Resource Center for the instructional supports in the classrooms

10.4.24. The setting up of a Fund for the financing of school based professional development and action research. This fund can be administered by the Professional Institute set up to manage continuous professional development. Resources such as skills banks can also be made available by this institute.

11 .CAREER LADDERS

11:0 Rationale

11.1.1 All of the evidence reviewed to date signals that teachers are more likely to remain in teaching when their working conditions indicate to them that they are performing a role that is valued by society, that they have support from colleagues and school leaders, that their workload is manageable, and that there are opportunities for career growth (Allen, 2002). The development of career paths within the teaching profession further provides stronger incentives for all teachers to engage in long term professional development focused on student learning and guided by challenging profession-defined teaching standards.

11:1 Career ladder programs can generally be placed in one of three categories:

- ***Performance-based ladders:*** as teachers demonstrate increased competence, they progress to different or more complex levels of work - e.g., novice teacher license to career teacher license, career license to master teacher;
- ***Job-enlargement ladders:*** these include progression to activities outside of the classroom such as curriculum development, supervising and mentoring new teachers, serving as a professional development trainer or lead teacher; and
- ***Professional development ladders:*** advancement is based on obtaining more knowledge or skills through credit, staff development activities, and advanced degrees.

1:3 These career ladders primarily focus on providing a sense of promotion and career advancement to practicing educators without teachers having to leave classroom instruction. The concept of career ladders is based on the assumption that changes in teacher roles could lead to changes in classroom practice, and hence, increased student achievement. The recommendations for expansion of career paths for teachers at all levels of the system is therefore in keeping with the thrust of this policy document geared towards attracting , developing and retaining professionally qualified teachers in the system . In addition recommendations are aligned with decentralization and school based management reform initiatives proposed by the Ministry of Education.

11.2. 0 STATUS QUO

11.2.1 In Trinidad and Tobago teaching as an occupation at one time was highly prized. In the 1940's and 1950's the "best and brightest" chose to teach. Today teaching as a career with its flat career path does not have the range of career options to provide occupational mobility within the profession. Any diversification of opportunities would serve to make teaching into a more sustainable career compared to other professions. The teaching profession would then be able to attract and retain more individuals and also individuals of a higher caliber. This situation is currently being addressed, as the Ministry in its reform initiative is taking steps to institutionalize Heads of Departments, Deans and Senior Teachers.

11.2.2 There is great opportunity for the creation of career ladders given the future plans for reform in the education system. The proposals for teacher education reform contained in this document and the proposals of the Education Policy Paper (1993-2003) offer tremendous possibilities.

11.3.0 CHALLENGES

11.3.1 New career paths have to be planned, new posts identified and the requirements for the new posts stipulated. This would involve collaboration between the MOE, TTUTA and the Chief Personnel Officer.

11.3.2 This would provide a great opportunity for marketing of the teaching profession in Trinidad and Tobago.

11. 3.3 This would require study of the system to determine how the new career paths line up with the traditional patterns. This would facilitate implementation. The implication may be that teachers have to re-orient their career expectations and approach to career planning.

11.3.4 There would be implications for the recurrent budget of the MOE.

11.4.0 GOALS

1. Support the retention of competent, experienced teachers in duties directly related to teaching and learning;
2. give status and recognition to the commitment of teachers to the development of their colleagues and school communities, as well as their own ongoing professional development;
3. expand career paths for teachers who do not want or who do not wish or are not able to move into the administrative role;
4. Create career paths for educational personnel / teachers / administrators who aspire to serve in managerial or supervisory posts both at the divisional (regional) or central administration levels of operations.
5. enhance student outcomes through the retention of competent, experienced teachers in duties directly related to the classroom.

11.5.0 RECOMMENDATIONS

11.5.1 Introduce career ladder systems that are designed to promote such things as permanently expanded teacher roles, demonstrated growth, improved skills, and significant additional training and education.

11.5.2 The career path should involve salary improvements. Teachers should be promoted one level at a time and must remain on a given level for at least one year before requesting promotion to the next career level.

11.5.3 Suggested career paths within the teaching profession are as follows:

a) Level 1 : Beginning teachers must hold a provisional license, have completed a teacher preparation program and participate in a beginning teacher mentoring and induction program which participating schools are required to offer. Teachers must complete successfully the mentoring program and a comprehensive evaluation in order to move to the next step.

b) Level 2 / SENIOR TEACHER – A career 1 teacher must have successfully completed mentoring and induction and a comprehensive evaluation, holds a license and demonstrates the competencies of a Career teacher as noted in the list competencies of Teaching Standards. The comprehensive evaluation, which is generally given at the end of five years, includes classroom observation, demonstration of progress in teaching skill,

successful completion of the teacher's career development plan and supporting documentation in the form of a portfolio. It is suggested that salary be placed at one grade level above the beginning teacher.

c) Level 3 / HOD / DEANS– The expectation is that teachers will move from Career to Career II within five years. Level 3 teachers may become mentors, heads of department or supervisors of student teachers. The Ministry of Education shall establish a minimum salary for a Level 3 teacher that is at least one grade level greater than the minimum Career teacher.

Selection of Level 3 Teachers should be determined by the development of a competency framework and the use of portfolios and performance-based assessment exercises to assess these competencies.

Level 3 Classroom Teachers should, therefore, be able to: provide leadership in the school environment through modeling high standards of teaching practice, and by developing and supporting initiatives aimed at improving teacher and school effectiveness.

d) Level 4 Advanced/ HEADSHIP – A level 4 teacher seeking to move to advanced teacher status will submit a portfolio of work aligned with the teaching standards to a review panel. A majority of evidence in the portfolio must be classroom based. If the teacher demonstrates superior teaching skill, she or he will attain advanced designation. Each review panel shall contain at least one member from the professional Development institute, director or representative of Human Resource Division and a school district administrator. An Advanced teacher serves as both an administrator and a teacher leader. The teacher may become a teacher educator or have responsibility for leading various projects, or assume other leadership position such as vice principal, principal in the school or educational district.

Other Career Paths

Many other career paths are now feasible in the teaching profession given the move towards unification and de-inking of the teaching service, the implementation of decentralization and the proposed introduction of licensing and induction systems.

The Education Policy paper (1993-2003) stated emphatically that;

“This policy paper proposes clear career ladders for educational personnel existing within Teaching; as well as supervisory or managerial posts both at the Divisional level

or at central administration level of operations. For example, teachers may aspire to such jobs as Educational administrators in Personnel; Finance, Business and Budgeting, on the basis of competencies within a unified educational service.” With decentralization many more positions are possible at the District level. At the level of schools there will be need for mentors, school associates who liaise with the teacher education institutions as well as assessors and evaluators to assist in the performance appraisal system.

12. INCENTIVES, REWARDS AND SANCTIONS FOR ATTRACTING AND RETAINING HIGHLY QUALIFIED, COMPETENT TEACHERS.

12: 0 Rationales

12. 1.1 Within recent times teachers have been viewed as central to both the problems of education and their solutions. Clearly, therefore education leaders and policy makers need to find ways to keep teachers in the profession and keep them motivated. A motivated teacher, as described by (Frase 1992), is one who not only feels satisfied with his or her job, but also is empowered to strive for excellence and growth in instructional practice

12.1.2 Today, both policymakers and educators are therefore taking a new look at incentives, rewards and sanctions.

12.1.3 According to Keller (2000) measures developed to boost teacher motivation are based on three theories of motivation and productivity:

- *Expectancy theory*. Individuals are more likely to strive in their work if there is an anticipated reward that they value, such as a bonus or a promotion, than if there is none.
- *Equity theory*. Individuals are dissatisfied if they are not justly compensated for their efforts and accomplishments.
- *Job enrichment theory*. Workers are more productive when their work is varied and challenging.

12.1.4 Research on performance-based incentives in education further reveals that if properly designed and implemented, performance - based compensation schemes can be a powerful tool for influencing job performance, job satisfaction, motivation and retention of teachers.

12.1.5 Since one the major goal of the teacher reform efforts as set out in this policy framework is to attract and retain effective teachers at all levels of the education system, this component suggest measures that will best motivate teachers for sustained and improved performance.

12:2:0 Status Quo

12:2:1 Seniority preferences and skewed pay scales

Unfortunately teaching—unlike other white-collar occupations— in Trinidad and Tobago is one of the few professions where salaries have little or nothing to do with competency,

demand, or performance. Teachers are paid according to a union-negotiated, one-size-fits-all, seniority-based and degree attainment salary schedule. This means that high-performing teachers are paid the same as mediocre or incompetent teachers.

This traditional single salary schedule for teachers provides no incentive for teachers to exert extra effort to engage in professional development activities largely because all teachers are essentially paid the same.

Concerns about the recent increase in attrition rates of experienced teachers especially at the primary level may well be attributed to the typical salary schedules, which require teachers to have many years of experience before they can be promoted or receive significant salary increases. In addition there are limited promotional opportunities for the majority of teachers. Consequently, if an experienced teacher decides to remain in the classroom they can only hope to gain rewards from remuneration through salary increases negotiated by TTUTA. If one is interested in promotion within the system, the average teacher has to leave the classroom and become an administrator since there are no alternative career paths within the profession by which experienced teachers can make more meaningful contributions toward qualitative improvement of the system.

12:2:2 Unattractiveness of Teaching as a Career Choice

In addition, the unattractiveness of teaching as a career for young people as compared to better-paid and less stressful occupations is of utmost concern to policy makers today. Findings from a recent national survey carried out by the Teacher Professional Development Unit of the Ministry of Education on *“the perception of secondary school students towards teaching as a possible career”* reveal that only nineteen (19) out of three hundred and eighty one (381) secondary school students surveyed chose teaching as First career choice. From this survey it is evident too that teaching repels the most ambitious young people and disproportionately attracts those who prefer security. Unquestionably, therefore if we are to ensure quality education we need to do more to attract and retain high quality candidates to teaching.

12:2:3 Discrepancies in salary structures

Presently, there are also discrepancies and anomalies in salary structures, which results in frictions between different groups of teachers. For instance, teacher educators are required to earn a Masters Degree to teach at the Teachers’ Colleges, yet their salary structure is the same as that of a vice principal in a primary school (Grade 5) whose only qualification is a Teachers’ Diploma and five years teaching experience. With respect to the secondary school system a similar situation prevails in that a teacher with a first degree is entitled to the same salary as a vice –principal in a primary school.

12:2:4 Complexity of Teaching

In addition, new expectations demanded by a knowledge society, poor working conditions, stress, violence in schools, the changing role of the teacher further compound the already complex nature of professional challenges faced by teachers today. Given these new challenges it is imperative that incentives be offered to encourage and retain

good teachers in the system. However, in our local context, the perception is that individuals are rewarded for leaving teaching, but not for staying and getting better at it.

12:3:0 Challenges

12:3:1 Need for an effective compensation scheme for teachers at all levels of the system

- Developing an effective compensation scheme for teachers requires: (a) close collaboration between Ministry of Education and the Trinidad and Tobago Unified Teachers' Association (TTUTA) in setting the goals of the plan; (b) clear and objective measures to determine rewards (for example, objective measures of standards for teacher performance); (c) a strong and apparent connection between rewards and high performance; (d) ongoing support structures, including financial and administrative resources to carry out the plan and ongoing professional development to help teachers reach the goals; and (e) close alignment with other organizational changes, especially other standards-based reform efforts.

12:3:2 other challenges include:

- Unanticipated costs, teacher opposition, inadequate evaluation methods
- Addressing the issue disparities in salary structures.
- Providing incentives to retain good teachers in the system especially in remote, disadvantaged areas.
- Provision of resources to make teaching attractive and competitive to other professions.

12:4:0 Goals

- Develop an incentive policy aimed at attracting, developing and retaining effective teachers, particularly in the classrooms where their skills are needed most, thus maintaining a quality teacher workforce.

12:5:0 RECOMMENDATIONS

Any discussion of compensation reform should involve a comprehensive approach that encompasses monetary incentives but also counseling, health care and other benefits for active teachers, as well as pension and health care security for retirees. Additionally, such reform efforts should focus on creating a career compensation programme for teachers that will allow the Ministry of Education to recruit top-level college graduates into the profession and retain them by rewarding service in the profession; professional development in subject matter and pedagogy; advanced certification and degrees; and willingness to teach in high need subjects or remote areas in the country. Some of the following recommendations have been informed by **UNESCO's Recommendations Concerning the Status of Teachers** .

12:5:1 Scholarship and loan forgiveness programmes to prepare high-ability candidates for teaching especially in shortage fields.

Scholarships that function like forgivable loans will assist in attracting well-prepared candidates into high-need subject areas and locations. Government should therefore be willing to invest and annually underwrite the teacher education of high-ability students. In return these high ability students, who receive special supports as they prepare, must agree to commit to teach for at least four years in the public school system, especially in areas of shortage. Such a measure would increase the supply of male teachers as well as individuals in shortage fields such as mathematics and science.

All individuals desirous of entering pre-service teacher education should also be provided access to GATE.

12:5:2 Monetary Incentives

Competitive base salaries to attract and retain competent teachers

Teachers' salaries should:

- a) Be at a level high enough to attract better than average young people making their career choice and more experienced professionals planning a career change.
- b) Provide teachers with the means to ensure a reasonable standard of living for themselves and their families as well as to invest in further education that enhance their professional qualifications and competence.
- c) Change Teacher Compensation to Include Pay for Knowledge, skills and performance.
- d) The salary structure should be planned so as not to give rise to injustice or anomalies, which tend to lead to friction between different groups of teachers.
- e) Salary scales for teachers should be reviewed periodically to take into account such factors as rise in cost of living, general upward movement in wage or salary levels.
- f) Establishment of a salary schedule for teachers' aides that rewards individuals who move into teacher-certification programmes and become classroom teachers

12:5:3 Promotions: Promotions should be computed on the basis of objective criteria such as:

- Level of qualification
- Professional Competence / Experience
- Assessment of Performance
- Degree of responsibility
- Active participation in educational organizations, education and school based research.

12:5:4 *Introduction of Career ladders such as mentor teacher and master teacher programmes and differentiated staffing reform designed to enrich work and enlarge teachers' responsibilities*

- a) The implementation of a performance-based career ladder that rewards teachers with increased pay for years of professional experience, additional professional duties, attainment of professional training and performance evaluation scores. This would include paying expert teachers at levels comparable to those of administrators; and allowing teachers to take on other professional roles such as mentoring, curriculum development and leadership roles. By having the compensation system focus on professional training and performance, teachers will know they need to work on developing the knowledge, skills and abilities that allow them to improve student achievement. Professional classifications (such as "beginning," "mentor," and "master" teacher) can also provide a framework through which to implement performance-based compensation.
- b) To cater to the needs of effective teachers wishing to remain in the classroom, we recommend the provision of differentiated pay above each step of the salary schedule for advanced professional development coursework, training and certification. This measure will inevitably reduce the large numbers of experienced teachers seeking promotional opportunities or leaving the education system at mid-career or later.

12:5:5 *Teacher Educators* should be re- classified and given a salary commensurate with their status as professionals.

12:5:6 Given the supervision component of teacher educators necessary arrangements should be made to treat teacher educators as traveling officers.

12: 5:7 *Special Incentives designed to retain teachers of high quality and get teachers to hard-to-staff schools.*

- a) Additional material incentives / bonuses for responsibilities, low cost housing loans, traveling allowance, and medical care should be provided for teachers and their families in rural and disadvantaged areas in Trinidad and Tobago.
- b) Decent housing at a subsidized rental should be provided for teachers and their families in areas remote from population centers.
- c) The use of differentiated pay to attract applicants in high need subject areas should be provided where the supply of skilled teachers is limited.
- d) Professional self-renewal should be catered for through funding and such features as study leave to travel to, attendance at and participation in conferences, workshops, teacher exchange visits, and research and study tours.

12:5:8 Social Security

General Provision

- a) All teachers regardless of the type of school in which they serve and the level at which they operate should enjoy the same or similar social security protection. Protection should be extended to periods of probation and of training to those employed in regular teaching activity.
- b) Teachers should be protected by social security measures included in the International Labour Organization Social security (Minimum Standards) Convention, namely by medical care, sickness benefit, old-age benefit, employment injury benefit, maternity benefit, survivors' benefit and disability benefit

12:5:9 Leave Provisions

- a) In addition to leave stipulated in the Education Act Education Act Chapter 39:01 page 66, standard/base benefits should include:
 - *Study/ sabbatical Leave* - teachers should be granted study leave on full or partial pay at intervals. The period of study leave should be counted for seniority and pension purposes.
 - *Family responsibility leave*
 - *Newborn/Adoption leave* - in addition to maternity leave benefits already established in Education Act 39:01, women teachers, at their request should be entitled to additional unpaid leave of up to one year after childbirth without loss of employment. Adoptive parents should also be entitled to this leave.
 - *Sick / Casual / Extended Medical Leave* – in addition to arrangements made in with respect to granting of sick and occasional leave to teachers it is recommended that such leave should be cumulative and convertible to address the issue of teacher absenteeism.
 - *Leave of absence without pay* - teachers should be granted leave of absence without pay for adequate personal reasons.

12:5:10 Health Benefits

None will dispute the fact that health care benefits are critical to any discussion of public school employee compensation reform as such we recommend that:

- a) Active public teachers and retirees should benefit from a statewide health insurance plan for both themselves as well as their families, with high-quality benefits that are partially -funded by the Government of Trinidad and Tobago.

12:5:11 Employment Injury Benefit

- a) Teachers should be protected against the consequences of injuries suffered not one when teaching at school but also when engaged in school activities away from the school premises.

- b) Certain infectious diseases prevalent among children should be regarded as occupational diseases when contracted by teachers who have been exposed to them by virtue of contact with their students.

12:5:12 Old Age Benefit

- a) Funding of a pension scheme should be established at levels that ensure current and future retirees feel secure that they will receive the benefits they have been promised and have earned.
- b) Pension credits earned by teachers should be portable should the teacher transfer to any other organization/ company within the country.
- c) Teachers that in case of duly recognized teacher shortage who continue in service after qualifying for a pension should receive credit in the calculation for the additional years of service.
- d) Old -age benefits should be renewed and calculated periodically to ensure that the retiree may continue to maintain an adequate living standard.

12:5:13 Invalidity Benefit

- a) Invalidity benefits should be payable to teachers who are forced to discontinue teaching because of physical or mental disability.
- b) Invalidity benefits should be so related to final earnings that the teacher might continue to maintain an adequate living standard.
- c) Provision should be made for medical care and other benefits with a view of restoring or improving the health of the disabled teachers.

12:5:14 Survivors' Benefits

- a) The condition of eligibility for survivors' benefits and the amount of such benefits should be such as to enable survivors to maintain an adequate standard of living and as to secure the welfare and education of the survivor's dependent children.

12:5:15 Provision of a safe and healthy working environment

Monetary incentives alone cannot compensate for the disincentives created by a work environment that virtually guarantees failure.

To ensure good working conditions, it is therefore necessary to:

- Ensure that the working life of a teacher leaves space for family life and leisure time
- Provide a good physical, safe, healthy working environment in inspiring and well-equipped school buildings with up-to-date teaching aids
- Ensure a good mental working environment, counseling support and respect for the teaching job and the teachers' professionalism
- Ensure that working hours represent a balance between demands and means, necessary time for preparation, fixed maximum teaching hours and good co-operation opportunities

- Ensure school premises are properly maintained so as not to threaten the health and safety of teachers and students.

12: 5:16 Opportunities for Professional Growth

-Provide professional development opportunities, including in-service training, induction programmes for teachers to learn on the job. Professional learning during service provides a tool both for improving the quality of teachers who are already in the classroom and for keeping them in the classroom.

12:5:17 Security of Tenure

Security of tenure should be earned through continuous dedicated and committed service within a classified level of operation in which appraisal procedures have verified and certified one's competence. It is recommended that certified personnel should serve at least one-year contractual period at a level to qualify minimally under experience for the next higher level. Contract personnel may either be in tenure or engaged for a specific time to provide a service in a project or programme.

12:5:18 Improving Teacher Quality, Increasing Teacher-Related Resources

As Government asks more of its teachers, it must also do more to help teachers reach higher goals. To that end we recommend:

- That the Ministry of Education increases funding for teacher education at all levels to facilitate the flexibility of teacher education providers to improve teacher quality while ensuring accountability.
- Establish a tax deduction for teachers, allowing the deduction of up to one thousand (\$1000.00) dollars in out-of-pocket classroom expenses (purchasing of educational resources, books, teaching aids, and internet fees).
- Undertake a national pilot project as the basis for establishing a national network of learning centres to support open learning at all levels. Learning centres should be located in existing educational buildings and accessible to all teachers.
- To further encourage integration of technology in the classroom teachers at all levels should be entitled to interest free computer loans.

12.5.19 Creating and sustaining this improved status for members of the teaching profession will undoubtedly require substantial investment of time and energy on the part of teachers and substantial investment of funds by the government of Trinidad and Tobago in ongoing professional development. We need to recognize however, that the quality of education depends upon the effectiveness of those who teach and as such any investments made to improve their status will ultimately result in better student outcomes.

12:6:0 DISMISSAL FROM THE TEACHING SERVICE

In addition to clauses stipulated in the Education Act 39:01 dismissal or the demotion of a teacher should only be as a result of the following:

- 1) Demonstrated incompetence or dishonesty in professional activities related to the fulfillment of assigned duties and responsibilities associated with the position.
- (2) Substantial neglect of properly assigned duties.
- (3) Personal conduct that substantially impairs the individual's fulfillment of properly assigned duties and responsibilities.
- (4) Substantial incapacity (physical or mental) to perform properly assigned duties, but due consideration shall be given to the nature and duration of the incapacity.
- (5) Violation of the Code of Conduct of a serious nature.
- (6) Excessive or unreasonable absence from the performance of duties imposed by the employment.
- (7)** Conviction of a felony or any crime involving relationships with minors, or plea of a guilty to a felony or any crime.
- (8) Persistent violation of or willful refusal to obey laws or policies relating to the schools.

13 QUALITY ASSURANCE: TEACHER EVALUATION

13.0 Rationale

13.1.1 The recent policy initiative by the Ministry of Education to ensure the delivery of *quality education for all* brings with it heightened awareness of the importance of monitoring and evaluating the effectiveness of teachers at all levels of the education system. It further suggests need for a new human resource based strategy that will ensure that teachers are made accountable for students' learning.

13.1.2 According to Boyd (1989) teacher evaluation can determine whether new teachers can teach, help all teachers to improve, and indicate when a teacher can or will teach effectively. Consequently, a well –designed teacher evaluation system should be geared towards giving teachers useful feedback on classroom needs, the opportunity to learn new teaching techniques, and counseling from principals and other teachers on how to make changes in their classrooms that will result in positive student outcomes.

13.1.3 Danielson and Mc Greal (2000) further adds that evaluation systems designed to support teacher growth and development through an emphasis on formative evaluation produce higher levels of satisfaction and more thoughtful, reflective practice while still being able to satisfy accountability demands. Unfortunately, the teacher evaluation process in Trinidad and Tobago has operated in a culture of isolation, individualism and little support for professional growth. In this culture assessment of performance by principals was viewed by teachers as an imposition. Peterson (1995) calls for a new direction in teacher evaluation that will bring better results more allied to the goals of comprehensive professional development and the goals of education reform.

13.1.4 The Ministry of Education is cognizant of the need to reform teacher evaluation system and is in the process of preparing for the implementation of a Performance Management Appraisal Process. For teacher evaluation to be effective however, it must be part of the whole process of teacher education, fully integrated into a whole approach to the way teachers are recruited , selected , inducted , mentored developed and rewarded. This policy is therefore, not only well –aligned with the other components of this policy framework but is also designed to support the quality assurance thrust of the Ministry of Education to safeguard and improve the quality of instruction received by students

13.2 Status Quo

13.2.1 Many educators and policy makers would probably agree that the present teacher evaluation system is fraught with numerous, serious problems which pose an ever present threat to the well-being of professional relationships and, in turn, to the effectiveness of the educational system as a whole.

At the same time, the instrument, (confidential report) used for assessing teacher performance annually does not provide an accurate record of teacher performance since reports are rendered in general terms. They reveal little about:

- the coherence of the curriculum
- the depth and breadth of content covered
- the range of teaching techniques used
- the quality and variety of materials employed

- the types and frequency of students ' assignments
- the quality of instruments used for student assessment
- the kinds of feedback students receive in their work
- or the appropriateness of any of these things for individual students and for the classroom context as a whole.

13.2.2 Consequently, feedback suggests that the present teacher evaluation system is therefore deemed by most school administrators and teachers to be extremely stressful, of little or no value, and a recurring occasion to heighten anxiety and distance between teacher and administrator. It is looked upon as actually being opposed to facilitating a culture of accountability in our nation's schools.

13.2.3 This outmoded teacher evaluation criteria often work against the kind of teaching needed to reach new student standards because of the following reasons:

- Most administrators are not qualified or possess the necessary competencies or training to assess the performance of their staff. This robs the evaluator of the credibility needed to carry out an effective evaluation.
- Results of the appraisal are not utilized to ensure the personnel growth and development.
- Confidential report lacks validity and is not job related since it is not based on actual classroom performance.
- Little shared understanding of what constitutes good teaching.
- No constructive feedback provided to teachers on performance.
- No performance based standards to identify what teachers at all levels and stages in their career are expected to know and be able to do to effect quality student learning.
- Low levels of trust between teachers and administrators have led to a culture of passivity and defensive behavior.
- The criteria for evaluation of teacher performance are often vague, subjective, and inconsistent.
- Results of evaluations are not used to further teacher development. For many teachers, the evaluation process is usually a dead end. The results do not figure into salary increases, promotions, or any meaningful programme for professional development.

13.2.4 The above findings with respect to the present casual , haphazard , unsystematic , highly subjective system for evaluating teacher performance in Trinidad and Tobago brings into clear perspective the need for effective teacher evaluation policy. There is also a need for the Ministry of Education to examine

policies with a view to improving student achievement and teacher effectiveness at all levels of the education system.

13.3 CHALLENGES

- Establish agreed upon hierarchy of professional teaching standards for teachers at all levels of the system that reflect the continuum of teachers' professional experiences throughout all stages of their career.
- Changes in the way performance appraisal is viewed and administered.
- Develop and implement a fair, non-threatening, valid, and comprehensive evaluation system which offers an unprecedented opportunity for teachers to learn and develop in a situation which benefits the individual and the school; a system that meets the major aim of evaluation which is to improve the quality of teaching and learning.
- The need for better-trained evaluators is more evident in our education system since evaluators are now required to be collaborative, collegial, and dialogical and less directive in implementing a growth oriented approach to teacher evaluation.
- Making the teaching fraternity more accountable for student learning.
- Need to establish a governing body to monitor and evaluate the process.
- There might be need for establishment of assessment centres.

13.4. GOALS

- Develop a comprehensive teacher performance management appraisal policy for ensuring teacher quality and accountability.
- Make the teacher evaluation process a meaningful experience geared towards improving the quality of teaching and learning in our nation's schools.
- Ensure strong and explicit accountability for principals and teachers for the quality of practice and the level of student performance, through direct appraisal of classroom practice by principals and district personnel.
- Enhanced personnel decisions such as retention, transfer, tenure, promotion, and dismissal through an effective teacher evaluation process.
- protecting students from incompetent teachers by bringing structured assistance to marginal teachers.

13.5 Purpose

This evaluation policy has five (5) major purposes:

- 1 Support the induction of the probationary teacher into the teaching profession
- 2 Promote the professional growth of teachers and administrators.
- 3 Prompt an improvement in unsatisfactory performance.
- 4 Provide criteria for making responsible personnel decisions with respect to promotion, career movements, salary increases and tenure
- 5 Improve the quality of the teaching / learning experience.

13.6 Key Principles

The staff is the school's most important resource and the successful operation of this policy is essential for maintaining and improving the quality of education.

The following are therefore key principles on which this policy should be based:

- *Fairness* - Evaluators need to be aware of the potential for unconscious discrimination and to avoid assumptions about individuals based on stereotypes.
- *Honesty* - Effective evaluation depends on trust and communication that should exist in the organization.
- *Consultation* is a prerequisite for the development of an appraisal system
- *Equal Opportunity*. All staff irrespective of gender, ethnic grouping, and religion, social and cultural background should have equal opportunity to achieve their potential through agreeing objectives, accessing professional development and assessing performance.
- *Commitment*. Administrators and evaluators must be committed to ensuring that all staff is given timely and constructive feedback on their performance, guidance to facilitate growth and improvement and have their contributions and achievements recognized.
- *Confidentiality* - Evaluation comments and feedback should be shared in private by the evaluator and the person being evaluated.
- *Self Improvement* –An effective performance system will provide feedback to personnel that will guide self-improvement.

Definitions as indicated on the Ministry of Education proposed instrument for Teacher Evaluation.

- *Performance management appraisal* is a system of annual performance review that involves professional dialogue about goals and achievements between teachers and their team leaders and the administrator and the governing body.
- *Evaluation Instruments:* the approved evaluation form(s) containing the performance criteria.
- *Performance Standards:* indicators of stated job responsibilities used to evaluate the performance of an employee.
- *Teacher Evaluation:* the process of collecting data on the employee's job performance to make informed decisions.
- *Classroom Teacher:* For the purposes of this policy, classroom teacher is defined as the professional educator who has a direct instructional relationship with students.
- *Administrator:* For the purposes of this policy, administrator is defined as the professional educator whose title includes but is not limited to the following: central office administrator, supervisor, principal, and/or vice principal, head of department.
- *Supervision* - in this policy is defined as “monitoring and facilitating the achievement of standards of performance.
- *Portfolio for Teachers:* a collection of materials assembled and selected by the teacher to document commendable job performance. The compilation of this documentation is optional. The teacher may use the portfolio during the observation or the evaluation conference.
- *Portfolio for Administrators:* a collection of materials assembled and selected by the administrator to document goal attainment. The compilation of this documentation is required. The administrator may use the portfolio during the observation or the evaluation conference.
- *Professional Growth and Development Improvement Plan:* a plan designed and developed by teacher and his/her supervisor for continued professional growth.

13.7 Policy Recommendations

The following recommendations have been informed by publications and current literature and trends in Teacher Evaluation:

13.7.1 Clearly defined and research based performance-based standards

- Teacher evaluations should be dialogical rather than hierarchical.
- The overall performance management appraisal process (PMAP) should be structured, standardized and made as objective as possible.
- Responsibilities, duties or tasks of each job description should be translated into standards of performance, which represents measurable outcomes to be, achieved which are attainable. Professional based standards that are agreed upon by all stakeholders provide defensible criteria for the development of assessment instruments that would help administrators and teachers gain a better understanding of their roles in the classroom and beyond.
- Funds should be made available by the governing body for staff development, training of evaluators and support services for those involved in the appraisal process.

13.7.2 Broaden participation in evaluation design

The Trinidad and Tobago Unified Teachers' Association, other departments of the Ministry of Education, teacher education providers, principals and teachers should be consulted and involved in the design and oversight of teacher appraisal process to ensure its legitimacy, fairness, and effectiveness

13.7.3 Training.

- Evaluators should know the subject matter, pedagogy, and classroom characteristics of the teacher being evaluated (McGeachy, 1992). The governing agency therefore should ensure all supervisors and evaluators throughout the education system receive training in a) conducting observations and conferences, b) completing evaluations, and c) writing, monitoring and facilitating improvement plans for the achievement of standards of performance.
- Each evaluator should be trained in management and evaluation skills to ensure they are capable of working with teachers in a collaborative, collegial, and dialogical fashion.

13.7.4 Principles of Operation

Focus evaluation policy on improving teaching practice

- Each school district's administrative procedures should be implemented in conformity with current grievance and other due process requirements, as set out by the Ministry of Education.
- Administrative procedures at the school level for conducting employee evaluations should include a) the identity of the immediate line supervisor who conducts the observations and evaluations, b) the time frame for conducting and completing the evaluation process, c) the procedures for sharing the results with

- the employee, and d) the process to be used in improving an employee's performance based on the evaluation results.
- All employees should have a full understanding and confidence in of the evaluation policy and procedures, an orientation should be convened for all employees at the beginning of the employment period to ensure its long-term sustainability. Employees should be provided a copy of the job description, instruments and procedures.
- A classroom teacher or administrator whose performance evaluation is rated unsatisfactory should be given an opportunity to correct the deficiencies.

13.7.5 Evaluation Process

Professional accountability

- Assessment and evaluation procedures should fulfill formative as well as summative purposes, enabling teachers to develop by reflecting on and adjusting their practice to meet the learning needs of their students.
- Evaluations should address all levels of teacher responsibilities as outlined in job descriptions. Commendations may be included and may be based upon data obtained from the portfolio or other sources.
- Evaluators should identify deficiencies, and should provide written recommendations for meeting performance criteria and characteristics. Evaluations may be completed at any time before the end of the academic year.
- Teacher appraisal and evaluation should be viewed as an informational, diagnostic tool to help evaluators identify teachers who need additional or specialized assistance and to help individual teachers improve their instructional practices.
- The evaluator should share the evaluation with the teacher during a scheduled conference.
- The teacher should sign the evaluation form denoting that the evaluator has reviewed the evaluation with the teacher and the teacher has received a copy, but the signature shall not imply concurrence with the findings.
- Teacher evaluation processes should be continually monitored for consistency and fairness as they address organizational and individual interests.
- The appraisal processes should be implemented within the resources and time made available to evaluators and teachers. School divisions should grant evaluators and teachers sufficient time, unburdened by competing administrative demands, for evaluation activities. This may mean, for example, providing a substitute teacher on a mandated regular basis.

13.7.6 Improvement Plan for Classroom Teachers

13.7.6.1 If a teacher does not meet minimal accountability standards, he or she Should be referred to an improvement team within the school setting. The improvement team shall be comprised of the administrator, vice principal, head of department preferably in the content area, and one other senior teacher in the same or related specialization.

13.7.6.2 The improvement team should be responsible for the following:

- Helping the teacher to develop an improvement plan
- Monitoring the improvement plan and may: a) conduct observations and conferences, b) provide training to assist the teacher in meeting the performance criteria outlined in the plan, and c) identify additional resources to support professional growth of teachers / administrators.

13.7.6.3 The professional growth and development improvement plan should designate how the teacher intends to meet the criteria. The improvement plan shall:

- Identify the deficiency (ies)
- Specify the corrective action to remediate the deficiencies
- Contain the time frame for monitoring and deadlines for meeting criteria but in no case shall an improvement plan be for more than one (1) semester in length
- Describe the resources and assistance available to assist in correcting the deficiency (ies).
- After a teacher has successfully corrected deficiency (ies) the teacher should continue to meet standards.

5:4 if a teacher transfers to a school in any other educational division during the implementation of an improvement plan; the plan should be transferred to the new district supervisor for continuation.

13.8.0 Quality Assurance at all levels of the Education System

13.8.1 If a teacher evaluation system is to succeed accountability must be demanded at every level of the organization. Given the fact that researchers often identify the performance of the principal as a critical factor in the effectiveness of a school, we believe that each administrator should be accountable for effective implementation and ensure that the evaluation process facilitates a high level of performance.

13.8.2 Evaluation Process for Administrators

To this end we recommend the following:

- The administrator's immediate Reporting Officer should be responsible for monitoring performance and for preparing the written evaluation.
- The purpose of the evaluation should be to improve the administrator's performance and professional growth. The administrator and the immediate Reporting Officer should mutually establish annual written goals for the administrator's performance evaluation on or before October 1. The goals should be related to the administrator's job responsibilities. In addition to the goal setting conference the administrator and his / her immediate Reporting Officer will meet at least once annually to review progress toward meeting the

established goals. The Reporting Officer should schedule an evaluation conference with the administrator to share findings and prepare the written evaluation. The administrator should receive a copy of the evaluation within five (5) working days.

- The primary data source for the performance evaluation should be information and documentation related to the mutually established goals. The administrator should maintain a portfolio that validates progress or completion of the mutually established goals. The administrator's immediate supervisor may also collect documentation relating to these goals. The supervisor should evaluate the administrator's performance using a narrative description to document the progress made toward goal attainment or to document unsatisfactory performance. Because the mutually established goals should be unique to each administrator, it follows that the evaluation narrative should focus on the administrator's demonstration of those skills identified in the performance characteristics. Therefore, the evaluation should be goal directed and may incorporate the performance characteristics in the narrative description. The supervisor may include those performance characteristics appropriate to the mutually established goals. The performance characteristics should be identified during the goal setting conference. The portfolios maintained by the administrator and the supervisor should be included as part of the evaluation documentation.
- The administrator's signature on the evaluation form would denote that the supervisor has reviewed the evaluation with the administrator. The administrator's signature does not imply concurrence with the evaluation and/or its rating. The administrator should receive a copy of the evaluation. The administrator has the right to include a written statement as an addendum to the evaluation. An addendum and the signature of the administrator must be affixed to the evaluation not later than five (5) working days following receipt of the written evaluation.

13.9.0 Evaluations of Teacher Educators

13.9.1 The performance of teacher educators should come under biannual review as an aspect of quality control / assurance.

13.9.2 Teacher Educators should be held accountable for performing at a high level

13.9.3 We further recommend that Teacher Education faculties should systematically evaluate programmes and graduates to assure their continued high quality. This should be done by an external assessment agency appointed by the Ministry of Education.

13.10.0 Assessment Appeal

13.10.1 Evaluatees should also have the right to appeal their evaluation report. We therefore recommend that:

- An assessment appeal committee should be established in every educational division to attend to grievances, which arise out of the evaluation process.

As part of its mandate the committee will intervene when an employee believes that his / her work has not been fairly appraised.

13.10. 2 Procedures

Prior to initiating the appeal the employee should first go through the following procedures:

1. Request a conference with the immediate supervisor (evaluator), after reading the assessment, in order to resolve concerns.
2. Submit in writing, a statement of dissatisfaction with the current assessment.
3. Sign the assessment report as required.
4. Request that his/ her assessment be reviewed by school supervisor and an official rating given which support or downgrade the immediate supervisor's rating.
5. File a written notice of appeal within seven (7) days of notice of the decision of the school supervisor attached to district's office to human resource division of the Ministry of Education.
6. Provide written documentation in support of the appeal.
7. Present his/ her case before the appeal committee when requested to do so by the Human Resource Division of the Ministry of Education.
8. Dismissal mode should only be reached after effort has first been made to remediate the individual's performance because unemployment detrimentally affects the welfare of an employee and his/her dependents

13.10.3 Performance Assessment Centres

Performance assessment centres should be established to continually monitor the teacher evaluation process to ensure consistency and fairness.

Conclusion

We expect that this performance management appraisal policy, with its clear expectations and appropriate support will go a long way towards identifying and handling any weaknesses in teacher performance thus facilitating quality assurance at all levels of the education system in Trinidad and Tobago. The true test of approaches to evaluation will be whether or not they contribute to the needed reforms of teaching and teacher education. If evaluation does not become part of the solution, then it surely will become part of the problem (Shulman, 1987).

14 Governance in Teacher Education

The present policy paper on teacher education developed by the Teacher Professional Development Unit advocates some far reaching changes in the areas of:

- Reform of initial teacher education at the level of ECCE, Primary, Secondary and Technical Vocational levels.
- Induction of teachers at all levels.
- Continuous professional development.
- Recruitment and selection of teachers.
- Career paths.
- Incentives and rewards.
- Teacher licensing and re-certification.
- Development of professional cultures in schools.

The final step in the development of this policy framework is the design of institutions of governance for managing the new sets of arrangements recommended for all the areas mentioned above. This requires the identification of new functions stated or implied by the policy framework and the design of new institutions or the modification of old institutions to fulfil these functions.

Appropriately designed institutions are critical in the implementation of the new reforms. Such institutions must be vested with the legal authority, clearly defined responsibilities, management structures and personnel. Such institutions in our context must be proactive since the combined changes of the policy framework involve a change in the culture of professionalism in teaching. The design of such institutions is always influenced strongly by the new roles and responsibilities identified in the reformed system as well as the initial conditions under which the new institutions are developed.

The policy framework comes against the background of decades of stasis in teacher education and a lack of commitment to improvement on the part of all stakeholders in teacher education. Many of the changes required for improvement in the past required the collaboration of many stakeholders who held responsibility for different aspects of the whole process. Where responsibilities are shared, action for change always proves more elusive.

Arrangements for governance must accommodate and support the move towards a decentralized system of education where knowledge, power and authority are shifting to the individual schools and districts. Such arrangements must also concur with the thrust to streamline the central operations of the MOE and outsource activities that can be more efficiently performed by other providers.

Emerging from the policy framework are three necessary areas of governance which must be dealt with.

- Firstly, there is need for a Joint Board of Teacher Education to manage initial teacher education at all levels of the system.
- Secondly, there is need for a Professional Development Institute to manage continuous professional development.
- Thirdly there is need for the introduction of an institution to replace the Teaching Service Commission which is no longer relevant to the needs of the education system.

Present Status-management of teacher education

Lack of coordinated approach to initial teacher education

At present initial teacher education is a much divided zone of activity. At the secondary level it is conducted by the School of Education, UWI, and is offered through a post-graduate diploma. Entrants into teaching at the secondary level must have university degrees.

At ECCE level the traditional approach has been that anyone can teach infants. Most practitioners in this area are not qualified. At present the plans for ECCE by the MOE are attempting to enforce standards at all level of ECCE delivery. SERVOL and the School of Continuing Studies as well as the School of Education UWI are involved in the preparation of teachers for ECCE.

At the primary level there are two state owned and state run teachers' colleges offering initial teacher education for primary school teachers. The entrants into the primary system need only five CXC level passes. There is one private agency Caribbean Union College offering initial teacher education. A Board of Teacher Training (BOTT) appointed by the MOE is charged with managing initial teacher education at the primary level.

At present the Board of Teacher Training (BOTT) headed by the Chief Education Officer of the Ministry of Education has the responsibility for managing examinations and determining curricula for the teachers' colleges at the primary level. The BOTT has no permanent staff of its own and its role is limited to maintaining the status quo.

There are no clear policy guidelines on the skills, competencies and required education for someone to qualify as a teacher educator. Consequently there are no realistic career paths or remuneration policies for teacher educators.

At the technical vocational level initial teacher education is conducted by the Technical Teacher Training Unit of the John S. Donaldson Technical Institute. The requirement for entrants for this program is post secondary qualifications such as associate degrees, technical diplomas, or success in professional examinations such as ACCA. The program for technical vocational teacher education is a two-year in-service part time program.

The John S. Donaldson Technical Institute operates under the supervision of the Ministry of Science and Technology.

This picture of initial teacher education therefore shows great variation among the different levels of the system. While at the primary level there is a two- year scholarship and full time release for two years, at the secondary and technical vocational level there is only part time release and the programmes are offered full time and free.

There are no clear standards set for teacher education at the different levels of the system and for comparing the standards pursued by different institutions. Mechanisms have not yet been put in place to

Challenges

There is need to create one umbrella body for managing teacher education. Such a body must encompass all the stakeholders involved in teacher education. This would facilitate;

- The setting of standards for teacher education across the board.
- The collective focus on generic teacher education issues.
- Setting of standards for the employment and education of teacher educators.
- The transferability of credits between different sectors of the education system and so facilitate the possible movement of teachers between different levels of the system.
- The continuous improvement of curriculum at teacher education institutions.

Such a body combining all the stakeholders at all levels would be a positive step towards the formation of a seamless teacher education system.

In order to deal with the conditions for free trade in services implied in the arrangements for Free Trade Area of the Americas (FTAA), World Trade Organization (WTO), and Caribbean Single Market and Economy (CSME) it is necessary to set standards for initial teacher education. Unless standards are set and harmonized with other countries then the movement of teachers across boundaries would be hampered because of the inability to assess comparative qualifications. In addition, standards and accreditation are necessary to govern the influx of online programs offered to teachers at all levels of the system.

Recommendations

(These recommendations for the structure and function of a JBTE are patterned on the JBTE of Jamaica)

There is need to study other Caribbean examples of Joint Boards to assist us in designing this Joint board.

The membership of a Joint Board for Trinidad and Tobago must include at the ECCE level- SERVOL, School of Continuing Studies, UWI and the Early Childhood Unit.

At the Primary Level it must include the representatives of the reformed Teachers' Colleges, Caribbean Union College, MOE. At the Secondary level it must include School of Education, UWI. At the level of Technical Vocational education the Board must include representatives of the Technical Institutes and the Ministry of Science and Technology. In addition the Joint Board must include representatives of School Boards, principals, the Trinidad and Tobago Unified Teachers Association and the National Parent Teachers Association.

The Director of the PDI will also be a member of the Governing Board.

The MOE must enter into discussions with the School of Education, UWI with a view to constituting a Joint Board of Teacher Education using the JBTE Mona as a model. Provisions exist in Ordinance 14 of the University for the establishment of Joint boards, for the determination of membership and for the functioning of these bodies.

The MOE and the University will have to agree to the financing and constituting of the JBTE in a way suited to the conditions in Trinidad and Tobago.

The MOE can request the University to adopt the responsibility for the management of the two teachers' colleges and the JBTE can be so constituted so as to carry out this function. A management Board can be set up for the teachers' colleges.

The Joint Board of Teacher Education shall operate through two Standing Committees- namely the Examination/Accreditation Committee and the Curriculum Committee.

The composition of the Examinations/Accreditation Committee shall consist of a chairman and representatives with the relevant capability from key stakeholder institutions.

The Examinations/Accreditation committee shall have the following key functions;

- To organize and arrange all external examinations each year in the various subjects and to make annual reports to the JBTE on these examinations.
- To make recommendations to the JBTE on the appointment of external examiners.
- To deal with appeals, objections, complaints by different institutions and individuals.
- To advise the JBTE on policies and procedures related to examinations and accreditation.
- To arrange and organize the accreditation exercise.

The Curriculum Committee will consist of a chairman and representatives with the relevant capability from all the stakeholder institutions. The Chairman of each Board of Study shall be a member of the Curriculum Committee.

The Curriculum Committee shall have the following key functions;

- To coordinate the work of the Boards of Studies.
- To make regular and periodic reports to the JBTE on the work of each Board of Studies and to make an annual report on the functioning of all.

- To ensure that the syllabuses and curricula in the various subject areas are integrated and well articulated in each programme area.
- To make recommendations to the JBTE on staff development programmes for the colleges.
- To examine and refer to Boards of Studies innovations proposed by the colleges.

A Board of Studies is the plenary body for each subject offered under the aegis of the JBTE. It is the mechanism which brings together college tutors, external examiners and accreditation panelists in a given subject.

The Boards of Studies shall constitute subject tutors from every teacher education institution offering that subject in its curriculum, the external examiner appointed for that subject area, the curriculum officers of the Ministries of education in that subject area, panelists carrying out the accreditation exercise and other experts in the field of teacher education the JBTE may appoint.

The Professional Development Specialists of the PDI shall be members of the respective Boards of Studies.

Boards of Studies shall perform the following key functions;

- Develop and recommend new syllabuses for the subject area in each programme offered by the JBTE.
- Consider and recommend amendments to existing syllabuses.
- Keep abreast of the latest developments in the teaching of the subject and ensure that members of the Board are informed about these developments.
- Develop and recommend criteria for determining the academic qualifications required for those staff members who are teaching the subject in the different programmes.

SECTION TWO

Managing continuous professional development

This policy framework advocates that teacher education be considered a lifelong process with the initial part beginning in the teacher education institutions. Consequently, there must be mandatory continuous professional development as the teacher grows in the career of teaching. Continuous professional development must be articulated with pre-service. Another strand of continuous professional development must be site based and must respond to the needs of individual teachers and the specific contexts of individual schools. With the introduction of career ladders as recommended by this policy framework continuous professional development attains greater significance since qualifications and experience required for promotion must be transparent and public. A system of licensing and recertification also makes the management of the system of professional development more necessary.

Present status

At present there is no system in place to record and coordinate programs for in-service professional development. The main provider of continuous professional development is the Curriculum Division of the MOE. Other agencies offer continuous professional development to teachers but not in any systematic fashion. There is no official recognition and certification for a lot of these programs and they are sometimes of dubious relevance.

Challenges

There is need to conceptualize and develop a framework of programs for teachers after they have graduated from pre-service education. These courses must include a combination of courses which build on what was done at the initial period of preparation. These courses may be subject-specific as well as they may deal with generic skills and competencies. Such courses will be designated as mandatory in order to achieve licensing and recertification.

Such courses may be offered through different modalities and by different institutions such as the Teachers' colleges or School of Education or any other recognized provider. These courses would have to be approved by some central agency.

Schools have to be encouraged and supported to offer more site-based programs for professional development. Administrators and teachers have to be prepared to collect tangible evidence of teachers' participation in continuous professional development through the use of portfolio's.

There must be strong collaboration for professional level at the district level with HR departments, curriculum and supervision and individual schools.

Therefore three strands of professional development must be recognized, supported and developed.

- One strand must articulate with pre-service and the requirement for induction, licensing and recertification.
- A second strand must articulate with the need for promotion and advancement within the framework of career ladders identified.
- A third strand initiated and implemented by individual schools has to be developed and supported.

The management of continuous professional development in the context of the reforms proposed by this policy paper will prove a significant challenge.

- For each level of the system ECCE, Primary, Secondary, Technical vocational, Special Education the required courses and programmes would have to be identified, developed, approved and delivered.
- Courses and programmes would have to be designed to suit the requirements for stages of induction and licensing and recertification at each stage of a teacher's career.

- For each career path, whether as administrators, classroom specialists, specialist teachers, the professional requirements must be clearly identified and made available.
- Information must be readily available to all teachers on the programmes/courses available as well as the requirements for pursuing different career options.
- A credit system for recording and evaluating the professional development achievements of teachers.
- A management information system is necessary to keep records of all courses offered and teachers who successfully completed such programs/courses. This means keeping continuous records of the twelve thousand teachers in the school system.
- Quality assurance is required to ensure that all professional development programs conform to certain requirements which make for effective transfer into the classroom and are based on sound understandings about teacher education pedagogy.
- A support system for site based professional development is required. This involves the provision of skills and resources, funding and general information about continuous professional development options and strategies. This involves communication with the more than five hundred schools in the education system of Trinidad and Tobago.
- The efforts of all the providers of continuous professional development would have to be coordinated. These agencies would include the Curriculum Division of the Ministry of Education, School of Education, UWI, TTUTA and other private agencies.

Recommendations

It is necessary to set up a professional development Institute (PDI) to manage continuous professional development.

This Institute would have to;

- Approve, organize and provide courses considered part of the mandatory requirement for teacher certification.
- Set standards for the provision of compulsory professional development.
- Build and maintain an information system to record programs offered and list of teachers participating in the various courses so that there is a permanent record available and credits attained by teachers.
- Develop a skills bank to support school based professional development.

- Manage a fund to support school based professional development, which schools can access upon submission of professional development plans.
- Implement research to determine the professional development needs of the system.
- Liaise with all providers of continuous professional development.

The PDI shall be set up as an autonomous body with its own funding.

The Professional Development Institute (PDI) can be staffed by professionals specialized in different levels of the system (ECCE, Primary, Secondary, Technical Vocational, Special education) Specialists in the field of distance education and educational administration would also be required.

Staff must also have a capability in curriculum design for teacher education courses. This would enable the PDI to design programmes which other educational institutions may then be invited to deliver. This capability would allow the PDI to assess courses and programmes which institutions and agencies may offer.

These specialists must be qualified in the field of teacher education in addition to their other general qualifications.

The PDI should have representation on the Joint Board of Teacher Education.

The PDI must liaise with the Curriculum Division, TTUTA, Denominational Boards, Teachers' Colleges, School of Education and all other possible providers and beneficiaries of continuous professional development. There must be some mechanism in its structure to facilitate this process since these agencies would have to agree to operate in a coordinated fashion to prevent duplication and deficits in the system of continuous professional development.

An IT capability is essential in the designing of a PDI given the task of managing information on all the teachers in the system as well as all the programs offered. This involves personnel as well as hardware and software. If the PDI is conceptualized on a District level and all schools are linked up then the transfer of information to individuals and to schools could be made from a central database.

An efficient IT system would assist the PDI in making all its information available to the Human Resources Division of the Ministry.

The PDI could have a physical presence at a District Level to facilitate some of its functions with individual schools.

The PDI must have a public relations capability. The PDI would have to continually dispense information and handle queries from teachers throughout the education system.

SECTION THREE

Reform of TSC/MOE arrangements for recruitment, appointment, promotion and disciplining of teachers.

Present Status

At present the responsibility for recruitment, appointment, promotion and disciplining of teachers is shared between the Ministry of Education (MOE) and the Teaching Service Commission. In the case of denominational schools this power is also shared with the Denominational Boards. This arrangement has evolved due to specific historical circumstances of Trinidad and Tobago. Trinidad and Tobago institutionalized the dual system in 1879 and by the concordat of 1960 denominational boards was entrenched in the education system.

Since the Independence of Trinidad and Tobago, the Teaching Service Commission has been the key state institution with the power to appoint, promote, and discipline teachers. The education system of Trinidad and Tobago has expanded and grown in complexity since independence. While the MOE as the agency responsible for delivery of education at primary and secondary level may recognize the need for adjustments in the approach to recruitment, appointment, promotion and transfer of teachers, the final authority in these matters lies with the TSC. By this arrangement the MOE is dependent on the TSC to facilitate the plans of the MOE for the school system.

Appointments

At present teachers are appointed by a simple process. Firstly the prospective teacher is registered by the MOE if her academic qualifications are suitable. The prospective candidate's application is then considered by the TSC at an interview. If the person passes the interview that person can then be allocated to a school by the MOE. In the case of denominational schools while the final legal power lies with the TSC, the Boards are involved in the process of appointment of teachers, administrators and middle level personnel.

In terms of staffing schools with appropriately qualified teachers on a timely basis this present system has not been working efficiently as schools are frequently without staff for long periods of time.

Discipline

In the case of disciplinary proceedings the TSC has the legal power to dismiss or discipline teachers. The MOE must however request the TSC to initiate proceedings against the teacher and provide valid evidence to the TSC of the need to take disciplinary action against a teacher. The TSC may then appoint an independent tribunal to adjudicate in which case the teacher can access legal representation.

The reporting system is not conducive to the disciplining of teachers. The main reporting instrument used for supporting disciplinary proceedings is the confidential report. This system of reporting becomes ineffective as the support systems are not in place for principals to offer support to teachers who may be under-performing. As a result administrators feel at risk by giving bad reports to teachers. The system therefore does not lend itself to honest reporting. Also the disciplinary process is time consuming and bureaucratic and so administrators are reluctant to give any teachers bad reports on confidential forms.

Consequently very few teachers are successfully disciplined through formal process in Trinidad and Tobago and administrators use other devices for punishing teachers. This serves to foster patterns of perceived victimization that negatively affect the work ethic of schools.

In addition the present arrangement does not allow the various beneficiaries of the education system, parents in particular, to bring official complaints against teachers and schools.

Promotions

In the case of promotions and appointments to higher positions in the teaching service such as HOD's, Deans, Senior Teachers, Principals and Vice Principals this function is shared between the Denominational Boards, Teaching Service Commission and MOE. This has always been a zone of contention since the Denominational Boards do not adhere to the same professional standards as the MOE and TSC where appointments and promotions are concerned. There are frequent disagreements between MOE, TSC and Boards over the selection of suitable candidates for promotions.

The disagreements occur when the Boards have identified loyal and committed teachers for promotions who do not have the professional qualifications required or have lower qualifications than candidates from non-denominational schools. This leads to inequity in the system since some within the denominational system may access promotions with lesser qualifications than their peers within the government system. The present transitional arrangements for promotion to HOD's and Deans reflect this problem.

The process of selection for promotions, as well as the institutional arrangements, is inadequate for the selection of appropriate individuals for the different positions. Firstly, suitability was determined solely on the basis of a single interview with the TSC.

Secondly, the evidence used includes the confidential reports issued by past principals which do not always reflect the truth about the individual's past performance. Thirdly, the responsibility for the interview was shared between the TSC and the MOE. An official of the MOE, either a curriculum officer or supervisor participates in the interview as the person with technical competence. In the entire process of selection for promotion therefore those most familiar with the performance of the teacher are not involved in the process of selection. While there is need to retain objectivity and impartiality in the process, the present system lacks the familiarity with the school system and also lacks application of a full range of screening methods and mechanisms to determine competence to fulfill the requirements of the promotional posts. Fourthly, requirements for promotion to various positions are not always clearly worked out so as to achieve the objective of hiring the best personnel for the job and to leave rejected candidates satisfied with the fairness of the process.

In the performance of every key function- appointments, promotion, discipline- there is the combined involvement of the MOE and TSC which leads to bureaucratic delays and lack of a holistic approach to the whole human resource process.

Challenges

Experience has shown that the work of the TSC moves slowly, is over-centralized, legalistic, is not by orientation responsive to the needs of the system, and does not suit the needs of building and supporting a professional teaching service.

It is clear today that the present arrangements are inadequate to deal with a modern education system. One agency (MOE) has responsibility and another agency has authority. While the system was set up to achieve impartiality it is not an efficient arrangement. The human resource functions become tied up in great bureaucratic detail.

The TSC was appropriate to a time where there were fewer schools both at the primary and secondary level. The demands now, with the implementation of universal primary and secondary education makes the staffing, resourcing and modus operandi of the TSC inadequate to carry out the function of appointments, promotions and discipline.

The TSC was not constituted as a pro-active body with a human resource management outlook. It was constituted as a body that acted as a referee applying rules to govern a system. What is needed today is a professional organization with a human resource management outlook. The TSC is not continuously in touch with the needs and priorities of the MOE and therefore has to be informed of such on a continuous basis.

The TSC is now a constraint on the development of the education system since it cannot deal with the volume of work in a timely fashion. The HR requirements of the MOE for the success of the reform process now being undertaken by the MOE, cannot be efficiently dealt with if the TSC waits to be officially informed about the needs of the MOE.

Introducing more modern devices for assessing and evaluating the capability of individuals requires a professional capability that goes beyond the conducting of interviews. The TSC lacks the professional capability to implement these more complex evaluation strategies. With the introduction of proper recruitment policies, induction systems, career ladders and licensing systems in teacher education, the work involved in implementation of the recruitment function, the promotion function and the licensing function requires a tremendous capacity on the part of the MOE and the TSC. Not only does this entail a greater volume of work in the future but also requires less reliance on one-shot assessment strategies of teaching personnel and the use of more complex strategies for the assessment and evaluation of teachers.

For example a proper recruitment policy requires a lot more instrumentation and information gathering when the recruitment policy requires, character assessment, criminal records, health checks etc. Staffing and resourcing for implementing such policies would be far greater than is presently possessed by the Teaching Service Commission and the HR department of the MOE. The complexity of the new process will be more demanding on the agencies involved than was the practice in the past.

The introduction for instance, of HOD's, Deans and Senior Teachers in all the primary and secondary schools of Trinidad and Tobago increases the work of the TSC and the MOE tremendously. Given more than five hundred schools in the education system of Trinidad and Tobago and an average of three or four applicants for these positions in every school, there could possibly be need to process approximately 2000 applicants. If the process for selection involves interviews, examinations of portfolios and assessment of qualifications, then the staffing and resources required for the carrying out the work of selection of individuals for these positions would be beyond the capability of the present resources of the TSC and MOE.

In addition, with the de-linking and unification of the teaching service the functions of appointments and promotions will increase significantly.

Recommendations

There is need to set up a new institution to manage the human resource needs of the entire teaching service. This organization would deal with the HR needs of the unified teaching service. Such an organization would gather data and predict the needs and priorities of the education system for different categories of teaching personnel and prepare an HR plan. The organization would also study the system to clarify career paths and make requirements for different positions transparent. In this way the filling of vacancies will not be separate from the other human resource functions. Responsibility and authority would reside within one institution.

This is absolutely necessary if justice and efficiency is to be achieved in the area of appointments and promotions. The creation of a single institution with the responsibility and authority to manage the human resource functions would create the conditions that would reduce the anomalies caused by the present arrangements. The determination of clear career paths and clear requirements for different posts as well as the speedy and timely filling of vacancies would reduce the need for so many acting appointments, some

of long duration. When the same agency is planning the HR needs as well as controlling appointments then there is greater likelihood of efficiency in hiring suitable staff in required numbers within the necessary time frame.

Such an organization was recommended in the Education Policy Paper (1993-2003). The policy paper recommended the replacement of the Teaching Service commission by an Educational Services Commission (ESC). There is need to study this concept further.

Such an organization can become proactive in terms of gathering data on the HR needs of the education system and having continuous access to a management information system. It can be proactive in terms of taking action to anticipate needs of the system and recommending strategies for satisfying those needs in good time. The present arrangement with an MOE that has responsibility and a TSC that has power is not appropriate for managing an education system professionally.

The new ESC would have to monitor a system of continuous credentialing of personnel to determine fitness for promotion and liaise with an assessment center for evaluating the suitability of someone for a position.

There is need to get Boards to share the same professional standards in the determination of appointments and promotions as the ESC.

IMPLEMENTATION PLAN

Guidelines for Implementation of Policy Framework

This policy framework for teacher education has the potential to impact on the entire education system. The successful implementation of these proposals would require collaboration and support from a number of key stakeholders in the education system. The proposals when implemented would impact strongly on the way teachers work, on the way schools and districts are managed, the way the MOE education functions and most importantly on the way students learn. These proposals attempt to formalize structures and policies to support a culture of professionalism in teaching in a sustainable way. This culture of professionalism in teaching is intended to support an attempt to support a change in the paradigm of instruction at the level of the school: to promote instruction that is more inclusive and which responds to the needs of a wider variety of learners.

Successful implementation requires a number of complex considerations.

Collaboration and consultation is critical. Some key stakeholders in the education system have to be consulted. These include the Trinidad and Tobago Unified Teachers Association, Teaching Service Commissions, Chief Personnel Officer, Teachers colleges, University of the West Indies, School Boards, Principals and various departments of the Ministry of Education as well as teachers, parents and students. This is essential since recommendations for reform in teacher education introduce new institutions, change the functions of principals and districts, make different demands from teacher education institutions and have budgetary implications as well.

Marketing is a necessary requirement for success. Given the recommendations for induction, licensing and continuous assessment the work of being a teacher changes significantly under the new dispensation. The possible rewards also change. There is need to sell a new conception of the profession to teachers especially young teachers and new entrants to the profession. The work of the administrator of the school is changed significantly when the school is recognized as a site of teacher education. There is need to win national support for new policy framework both within the profession and in the wider national community.

Collaboration and marketing is necessary to deal with possible resistance. The impact of the policy framework since they are likely to be far reaching would inspire some resistance. Additional responsibilities for some, loss of power for some, alteration of relative status and income disparities can naturally engender some amount of anxiety. But the great advantage offered in this policy framework for teacher education in Trinidad and Tobago is the improvement of the teaching profession as an option for a lifelong and a life-enhancing career.

Legislative change is required to implement the recommendations of this policy framework. The introduction of new institutions such as a Joint board of Teacher

Education (JBTE) to manage pre-service teacher education and a Professional Development Institute (PDI) to manage all in-service teacher education, as autonomous entities with separate staff and funding requires legislative change. Legislative changes may be required for the introduction of induction systems and licensing systems.

New institutions and consequently additions to the occupational structure are required to support the introduction of new policies for pre-service and in-service teacher education. New institutions have to be carefully operationalized and well supported in the preliminary stages if they are to survive. A Joint Board of Teacher Education (JBTE) and a Professional Development Institute (PDI) are critical for supporting the new policies. This institutional support is necessary since the changes recommended represent nothing short of a change in the culture of the teaching profession. Education is one field that is always very resistant to change. Supporting structures within schools and districts are important to the implementation process. The appointment of paid and qualified mentors and cooperating teachers are necessary for the success of induction systems and for pre-service teacher education.

Some policy recommendations require financial commitments on the part of the State. The staffing and functioning of a JBTE and a PDI would imply certain fixed and recurrent expenditures. The appointment of paid cooperating teachers and mentors would also have financial implications. Reformed pre-service teacher education for ECCE, Primary, Secondary and Technical Vocational would involve great financial commitments for both fixed and recurrent expenditures.

Preparation of the various stakeholders for the implementation of the policy proposals is required. At each policy level: the MOE, Districts, Principals, TTUTA, Teachers, it is necessary that the adjustments needed for new responsibilities are understood and systematically institutionalized since the education of the teacher is seen as a joint enterprise in the new dispensation.

Given the trend towards teacher empowerment and school based management the reform proposals support the notion of schools as a potential site of continued teacher education. Districts are expected to organize professional development for teachers. Some Boards may offer professional development for their teachers. Private providers both local and foreign may offer professional development for teachers. The policy framework supports the evolution of the system in the direction of decentralization. This however means that the regulatory, monitoring and standards function are critical for the new policy framework. The active support and encouragement of a range of local providers is part of the long- term outlook fostered by this policy framework. It is extremely important that the institutions set up for management of pre-service and in-service teacher education as well as the process of consultation which precedes implementation treat with all providers and stakeholders with transparency and equity.

Timing and sequencing of activities are critical for facilitating the reform proposals. The setting of legal dates for the beginning of pre-service and the beginning of induction and licensing are necessary dates around which the implementation process would be organized. These dates would also serve to prepare all teachers in the education system for career planning as well as all schools for institutional strengthening. The implementation of pre-service teacher education is a necessary requirement for the

beginning of induction and licensing systems. Legal frameworks and enabling conditions such as need for an HR plan can be commenced as soon as possible.

A three to five year span of time is sufficient for the full implementation of the policy framework.

APPENDICES

Appendix 1

Report on the Interest of Graduating Secondary School Students in the Teaching Service

Introduction

The Teacher Professional Development Unit of the Ministry of Education has been mandated to develop a plan for the Implementation of Pre-Service Teacher Education in the education system of Trinidad and Tobago. In an attempt to deliver on this mandate, the unit set about to determine the perception of secondary school students, of teaching as a career in Trinidad and Tobago. It was postulated that the general interest of graduating secondary school students will certainly speak to this need as this segment of the soon to be employment worthy population will undoubtedly form the relevant pool of potential teacher recruits. With this focus outlined, and under the guidance of the various Specialists on the unit, the Research Assistant set about to design and tests a survey that would assess the general interest of the graduating secondary school student population in the teaching service.

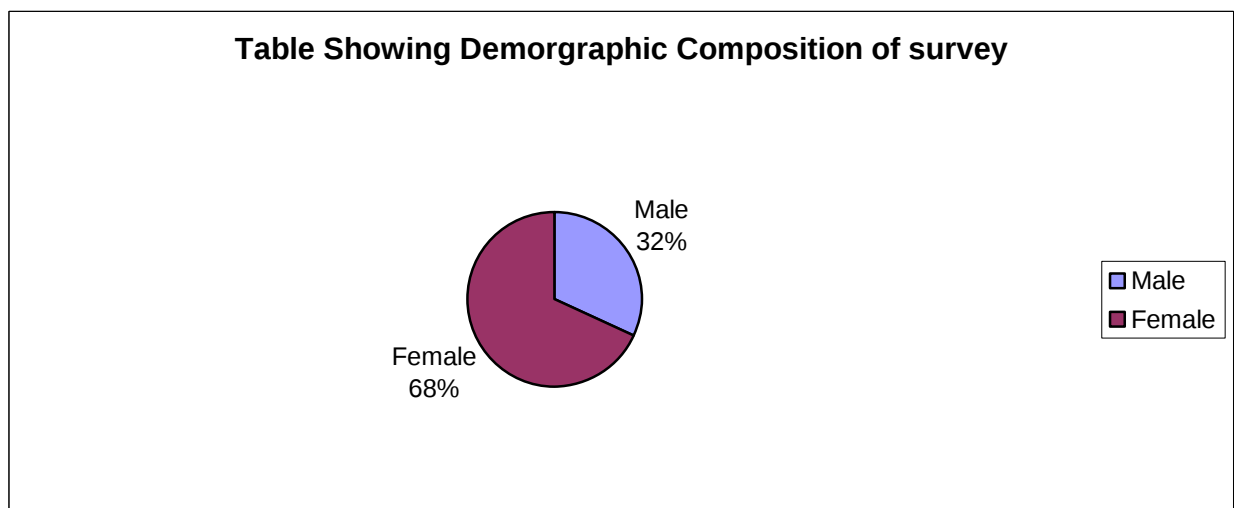
The Survey was designed to primarily encompass five hundred (500) students in some twenty (25) schools throughout Trinidad and Tobago. The schools were selected based on geographic location, as well as demographic composition and overall academic performance, as it was the intention of the unit that the results of the study should reflect the opinions of the entire Diaspora. The survey design targeted form 5, and form 6 final year students as these are defined as the graduating classes of the Secondary Education system. Of the five hundred (500) students initially targeted, the Unit received three

hundred and eighty one (381) successful responses. This was achieved through the extensive efforts of the various unit members in the administration of the survey instrument. Indeed the willingness of the Unit Manager and the various Specialists on the unit to make full use of the resources available to them aided in the speed of acquisition of the data for analysis.

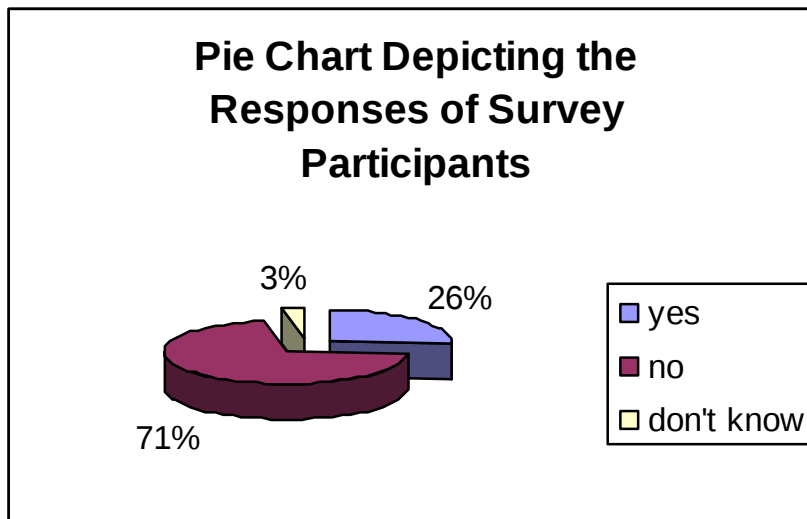
Survey Findings

Of the five hundred (500) surveys distributed, three hundred and eighty one (381) were returned with responses, this represents 76% of the target group. It is this 76% or three hundred and eighty one (381) student that will form the sample size used as the basis of all conclusions made.

This survey encompassed a total of three hundred and eighty one (381) students of which one hundred and twenty three (123) were male and two hundred and fifty eight (258) were female. This amounted to 32% and 68% of the population sample respectively and is shown in the Pie chart below.

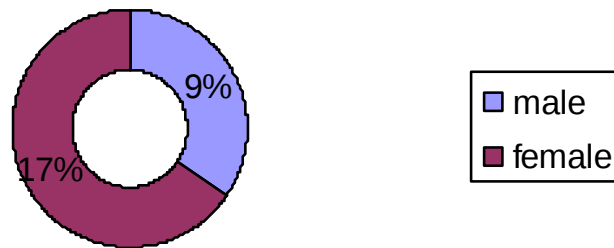


When asked if they would choose teaching as a career 26% or ninety nine (99) students said yes, 71% or two hundred and seventy one (271) students said no and 3% or twelve (12) said that they did not know. This is illustrated in the following pie chart.



Out of the 26% of the population that said they would choose teaching, as a future career 9% was male and 17% female. This is illustrated in the following chart.

Chart showing Demographic composition of students who said yes



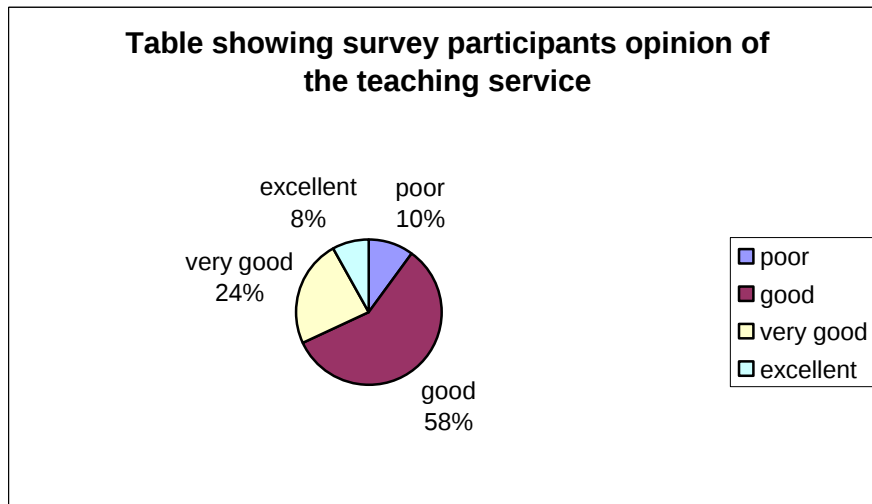
The top reasons given for choosing the teaching service were:

- To participate in nurturing young minds
- The apparent financial security and stability that the service offers
- The amount of holidays available to teachers
- Among the females interviewed the freedom to raise a family and still have a career was sighted as the main reason for joining the service.
- Among the males who said that they would choose teaching the top reason was to work while looking for another job.

The top reasons given for not choosing the teaching service were:

- The growing personal risk to ones self
- The personal inability to be patient and nurturing
- The lack of interest in the job

When asked to rate the teaching service as a job compared to other occupations, 10% or thirty nine (39) students rated it as being poor, 58% or two hundred and twenty one (221) students rated it as being good, 24% or ninety two (92) students rated it as being very good, and 8% or thirty five (35) students rated it as being excellent. This is shown in the following pie chart.



The sample population was asked to indicate whether they agreed or disagreed with the following statements. The results are shown in the accompanying table.

<i>Statements</i>	<i>Agree</i>	<i>Disagree</i>
Teaching is a mode of employment with satisfactory income earning potential.	65%	35%
Teaching is a mode of employment with adequate opportunity for promotion and career enhancement	62%	38%
Teaching is personally rewarding form of employment	75%	25%
Teaching is a high stress activity	80%	20%
Teaching offers good working conditions	41%	59%
Teaching is dangerous work	84%	16%

Of the 26% of the students surveyed who said that they would choose teaching as a career, only 5% or nineteen (19) students said that it was their first choice of employment, while 18% or sixty nine (69) students said that they would teach while looking for a better job, and 3% or eleven (11) students said that they weren't really interested in teaching it is just a job. Of the ninety nine (99) students who said that they

would choose teaching 73% or seventy two (72) students chose to teach at the primary level, while 18% or seventeen (17) and 9% or ten (10) students, chose secondary and early childhood care and education respectively.

The survey attempted to identify, a correlation between the survey participants having a relative in the teaching profession, and his/her choice of career. No relationship was identified, as often it did not matter whether the student had a relative in the teaching service. Question six, which asked this specifically was often ignored or answered no.

The more popular positive aspects of teaching as a job were listed as being:

- The amount of holiday time given
- The relative job stability and surety of being paid
- The personal reward attached to success of the student

The more popular negative aspects of teaching as a job were listed as being:

- Stressful and boring
- Violence
- The personal risk

The participants were asked to rate the importance of the following in terms of a choice of career. The table shows the results obtained.

Categories	Very Important	Important
Money	100%	N.A.
Status	92%	8%
Promotional Opportunities	90%	10%
Training	87%	13%
Satisfaction	93%	7%

Conclusion

The evidence seems clear that greater interest in the teaching service must be generated in the minds of our youth, as out of a sample population of 381 only nineteen (19) students are really driven and motivated to teach. Clearly while the interest in the teaching service is quite slim the figures show that more females are interested than males in the profession, this is reflective of the situation as it currently exist, female teachers in active service currently outnumber their male counterparts. It therefore can be concluded that despite the low interest in the teaching service it is still recognized as a comparatively respected field, with its own intrinsic advantages and disadvantages. However it seems that while the respect for the profession is not lacking, it is the perception of the value of the contribution of the teaching service that needs to be improved.

APPENDIX 2

Transition to Pre-service teacher education at the Teachers' Colleges

The Case for Pre-Service Teacher Education

The case for pre-service teacher education is based on the idea that teaching is a complex activity, the skills and understandings for which cannot be acquired by simply having succeeded in some area of academic study. In addition, the position of authority and trust held by the teacher over the minds of young children suggests the potential for great abuse even when motivated by good intention. No modern profession allows its practitioners to begin work without adequate professional training.

The second argument for pre-service teacher education has to do with “contamination”. It is felt that those who have already spent time on the job and then enter professional training programs are likely to have become socialized in certain negative ways which may set up a pattern of resistance to ideas emanating from the teacher education institution. It is felt that uncontaminated trainees may be more open to new ideas.

The third idea for pre-service is that it performs a selection role in that those who are not suitable may be identified before they enter the profession and may be encouraged to pursue other occupations.

Preparation for the transition to Pre-service

The following actions/policies are necessary steps in the process of implementation of Pre-service teacher education in Trinidad and Tobago. A study of these requirements suggests that the Colleges and the Ministry would require some lead time to put these requirements in place. The report from the national Advisory council suggested a period of one academic year.

For the introduction of Pre-service teacher education at the primary level to be successful it is necessary to undertake reforms at these levels;

1. Recruitment and admissions
2. The overall articulation with the school system
3. Staff development and retooling of teacher educators
4. Reform of the curriculum at the Teachers' Colleges
5. Reform of teaching practice arrangements
6. Reform of the final evaluation system

Recruitment and admissions

With the new arrangements for pre-service education prospective candidates will be called upon to pay for professional education before being considered for recruitment into teaching. This would represent a radical shift from the past tradition over decades whereby teachers were immediately placed in classrooms and received salaries. In addition they received scholarships to attend the two-year program at the Teachers' Colleges.

If the colleges are given the task of conducting their own recruitment and admissions then it will be necessary to hire and train additional office staff and prepare the necessary forms and documents to process applications.

An incentive package would have to be made available to encourage teachers to access pre-service teacher education. A marketing strategy must be conceived to suggest a new beginning in the teaching profession with features attractive to young people. Decisions have to be made as to:

- How recruitment and selection will be handled.
- Arrangement for helping students to bear costs.
- Legal status of new students after qualifications.
- Recruitment and selection policies to determine suitability of candidates for the teaching profession.

Articulation with the school system

Stronger commitment is required from schools as partners in the teacher education process when pre-service teacher education is implemented. These will include:

- The identification and preparation of paid co-operating teachers and mentors within the school system.
- The arrangement of a proper induction system for the newly qualified teacher.
- The active involvement by the administration of schools in the process of teacher preparation.

Curriculum Reform

Given the deficiencies identified with the present curriculum at the Teachers' colleges by the lecturers and administration at the Colleges as well as by the MUSTER study it is necessary to begin the reform of the curriculum if the pre-service teacher education is to begin successfully. Numerous recommendations have been made for new modes of delivery, new kinds of learning experiences, new assessment and evaluation strategies as well as the addition of new courses.

Staff Development and retooling of teacher educators.

Teacher educators, administrators, as well as library staff, administrative and other support staff must be prepared for the new intake as well as for the delivery of a modified curriculum. There will be need for staff development activities to ensure that the new approach to delivery is understood and accepted.

The needs of pre-service teachers who have never functioned as teachers in classrooms are far different from the needs of teachers who have spent three years working as teachers in the school system. Staff must be conscious of the advantages allowed by the institution of pre-service for the preparation of teachers. Teacher educators may require retooling to deliver the new curriculum.

Teaching Practice Arrangements for pre-service

The MUSTER study made some critical observations on Teaching Practice. One issue was the lack of consistency in support from schools during practice. Lecturers were said to vary in the demands they made from students during practice. Students felt that they were evaluated too early and found teaching practice very stressful. Students felt they lacked the lesson planning and unit planning skills required for the first practice.

All these problems of the present system will be compounded when teachers are pre-service and have absolutely no classroom experience. In the case of pre-service teacher education the teaching practice will have to be arranged differently to what obtains at present.

With a three-year programme there will be time for a longer practice in school. Practices will have to be more gradually intensified and organized in such a way as to encourage reflection on action. Pre-service practice can begin by visits to schools, attachments to cooperating teachers for observation and study of classrooms. Trainees can graduate slowly into handling classes for single lessons and eventually unit planning and lesson planning. Trainees can work in pairs and eventually alone. Micro-teaching at the colleges would be necessary with pre-service teachers.

Teaching practice must be very well articulated with school principals, colleges, cooperating teachers and teacher trainees if it is not to be traumatic for pre-service teacher trainees.

Final Evaluation

The legal arrangements for final examinations now administered by the BOTT will require adjustment as the governance arrangements for the Teachers' Colleges change and new examination requirements are put in place.

APPENDIX 3

History of Teacher Education in Trinidad and Tobago.

(Most information in this section taken from the Maurice Committee Report)

The history of teacher education in Trinidad and Tobago until the 1970's is all about the primary system since preparation for secondary and ECCE have a very late beginning.

The Mico Era

The very first instance of organized teacher education took place between 1835-1845 when the Mico Charity ran a teacher training institution in Trinidad. This was financed by the British Government under the Negro Education Grant. As a protestant charity this agency met with opposition from the Roman Catholics as well as the Church of England. Not more than 20 to 25 teachers were trained during the life of the Mico Training School.

Carl Campbell (1992) argues that in the 1830's and 1840's the general pattern was for very poor general education to co-exist with no professional training at all, or with poor informal in-service training provided by clerics outside specialist institutions. The teachers attending the Mico School in Trinidad combined an inadequate professional training with a poor general education.

First Government Training School

In 1852 the government started, as part of the proposal for a ward school system, a training school as well as a model school for boys. A model school was later started for girls and this became a base for the training of female teachers. In the 17 years between 1852 and 1869 both training institutions could not have produced more than 50 male and 6 female teachers. By the 1870's when there was a commission of enquiry under Patrick Keenan, he was not impressed by the standards at the Training Schools and advised that they be closed. He recommended the pupil teacher system, which incidentally, was being rejected in England at the time.

Pupil Teacher System

This system was based on apprenticeship as young students between 12-17 could become unpaid teacher assistants and be trained by the headmasters of the schools over a five-year period. This system was only discontinued in the mid-twentieth century. This was therefore a strong precursor to site based training.

The Dual System

After the dual system was instituted in the 1890's the religious bodies set up training institutions of their own. The Roman Catholics set up two residential training institutions in Port of Spain, one for males and one for females. The Presbyterians also set up a residential institution in Naparima. The Church of England while they used the Government Training College provided their own hostel.

The idea of teacher trainees residing within their training institutions was highly cherished by the Churches, since character training and religious commitment were thought essential requirements of teachers.

The Bursar System

Around 1916 a bursar system of training teachers was instituted. By this arrangement specially chosen youths in the primary school system were given financial assistance to acquire secondary education and then go on to the Government Training College to be trained as teachers. Up till then primary teachers did not enjoy the benefit of secondary education. We do therefore have an instance in our early history when special incentives were used to attract capable people.

The upgrade of the Government Teachers' College

Throughout 1920's and 1930's the Government Training School under Marriot and Cutteridge was converted into a reputable training institution whose graduates could claim a higher status than those teachers who had merely passed the teacher certificate examination without attending the government training college. The Government Training College adopted higher standards of general education and higher standards of professional training. Some university-trained people were now employed at the college. In the 1950's some emergency training schools were set up to train a backlog of teachers who had been monitors and had never acquired professional training. In the 1950's and 1960's the main concern was preparing sufficient numbers of qualified teachers. Throughout this period the pupil teacher system continued and teachers sought opportunities for accessing professional training at the Colleges. The pupil teacher system was abandoned in 1959.

The Mausica experiment in pre-service

Mausica Teachers' College was opened in 1963 as a residential pre-service teacher training institution. Candidates were drawn from the secondary school system and had to be between the ages 18-25 and in possession of five ordinary passes. This institution was terminated around 1978. It stands out as the most significant instance of pre-service teacher education in Trinidad and Tobago.

Pre-service on The Job Training (OJT)

Since 1993, a specially designed pre-service teacher training programme was established for providing some measure of pre-service training for primary school teachers. This programme has since been discontinued. While this programme had some positive effects, its organization and delivery did not involve the Teachers' Colleges. The actual practice component in the school suffered because of unpredictable quality of school liaisons. The availability of proper mentors proved scarce. The programme involved some foundations, some skills and a supervised practicum.

By the 1960's all the denominational training schools had ceased to exist. Since 1978, two state-run Teachers' colleges became responsible for the professional preparation of all primary school teachers and this has been done on an in-service basis. Valsayn Teachers' College and Corinth Teachers' College prepare nearly all primary school teachers in Trinidad and Tobago. Caribbean Union College prepares a few teachers using the same curriculum as the other teachers' colleges. The curriculum for teacher education at the primary school level is determined by the Board of Teacher Training (BOTT) appointed by the Ministry of Education.

Since the 1970's secondary school teachers have been able to access professional teacher certification at the School of Education, UWI, and St Augustine. The Diploma in Education program at UWI is financed by the Ministry of Education. Technical vocational teachers are able to access teacher education certification at the John S. Donaldson Technical Institute. The diploma in teacher education for TVET is awarded by the BOTT which awards diplomas to primary school teachers.

