Handbook of Research on Professional Development for Quality Teaching and Learning

Teresa Petty
University of North Carolina at Charlotte, USA

Amy Good
University of North Carolina at Charlotte, USA

S. Michael Putman
University of North Carolina at Charlotte, USA

A volume in the Advances in Higher Education and Professional Development (AHEPD) Book Series

Information Science REFERENCE
An Imprint of IGI Global

Published in the United States of America by
Information Science Reference (an imprint of IGI Global)
701 E. Chocolate Avenue
Hershey PA, USA 17033
Tel: 717-533-8845
Fax: 717-533-8661
E-mail: cust@igi-global.com
Web site: http://www.igi-global.com

Library of Congress Cataloging-in-Publication Data

Library of Congress Cataloging-in-Publication Data

Names: Petty, Teresa M., editor. | Good, Amy, 1971- editor. | Putman, S. Michael, 1970- editor.
Title: Handbook of research on professional development for quality teaching and learning / Teresa Petty, Amy Good, and S. Michael Putman, editors.
Description: Hershey, PA : Information Science Reference, 2016. | Includes bibliographical references and index.
Identifiers: LCCN 2016003158| ISBN 9781522502043 (hardcover) | ISBN 9781522502050 (ebook)
Subjects: LCSH: Teachers--In-service training--United States. | Teachers--Training of--United States. | Effective teaching--United States.
Classification: LCC LB1731 .H198 2016 | DDC 370.71/1--dc23 LC record available at https://lccn.loc.gov/2016003158

This book is published in the IGI Global book series Advances in Higher Education and Professional Development (AHEPD) (ISSN: 2327-6983; eISSN: 2327-6991)

British Cataloguing in Publication Data
A Cataloguing in Publication record for this book is available from the British Library.

Chapter 25
Induction of Teachers in the English Speaking Caribbean

Ruth Baker-Gardner
University of the West Indies, Jamaica

ABSTRACT

This chapter examines the implementation of teacher induction programs to assist new teachers in the Anglophone Caribbean who, like their counterparts in other parts of the world, face a steep learning curve in the first five years of employment. The programs are part of a wider regional thrust to improve academic performance, and they are as varied as the territories in which they exist. A description of the programs implemented in each territory is presented. Information for the description was garnered directly from the ministries of education of each territory and also from their websites. This is followed by a summary of the findings of the research on induction available from Trinidad and Tobago, Jamaica and Belize. It was discovered that all territories have implemented some form of induction program, and that these programs are beneficial to new teachers. The programs also have shortcomings which can be mitigated by the implementation of the recommendations proposed in the Draft Framework of Generic Teaching Performance and Academic Standards.

INTRODUCTION

Teachers are the professionals vested with the responsibility of interpreting and delivering the curriculum to students daily. They are a critical element in the academic success of students who spend the better part of each academic year with them. Although most new teachers have been in training for a number of years before employment, they are in need of induction to effectively and efficiently ease into the profession. One of the recommendations presented to The Caribbean Community Task Force for Teacher Education (Mark, 2013) as part of its Draft Framework of Generic Teaching Performance Standards and Academic Standards states that teachers

who are on their first appointment, are considered to be interns …. Their professional development should be facilitated by providing them with … full and active participation in an induction program.…

DOI: 10.4018/978-1-5225-0204-3.ch025

designed to engage the intern teacher in a variety of professional learning experiences that may include formal lectures, seminars and workshops, observation of teaching by experienced teachers, and supervised teaching practice. (p. 19)

Bruns, Luque and Moreno (2014) in concurring with the necessity of supporting new teachers in the Caribbean state that the English speaking territories which have induction programs are an exception considering that there are few countries in Latin America with formal induction programs to support new teachers.

In seeking to define the Caribbean, one has to carefully examine the many definitions that abound. Based on Girvan's (2001) classification of the various definitions for this area, a socio-historical definition has been adopted for the geographical boundaries within which this discussion is situated. Girvan states among "scholars, 'the Caribbean' is a socio-historical category, commonly referring to a cultural zone characterised by the legacy of slavery and the plantation system. It embraces the islands and parts of the adjoining mainland" (p. 1).

This chapter focuses on the English speaking Caribbean territories considering that a shared historical background would result not only in a shared language, but in significant commonalities between the educational systems which have been influenced by the British colonial system. The English speaking islands were considered because of the on-going working relationships established between them facilitated through the Caribbean Community (CARICOM) and other such regional integration attempts. The countries included in this discussion are the mainland territories of Guyana and Belize; the islands of Jamaica, Trinidad and Tobago, The Commonwealth of the Bahamas, Cayman Islands, and Organisation of Eastern Caribbean States (OECS) member states which are: Antigua and Barbuda, Commonwealth of Dominica, Grenada, Montserrat, St. Kitts and Nevis, St. Lucia, and St. Vincent and the Grenadines. Anguilla, which is an associate member of the OECS is also included. The British Virgin Island is a member of the OECS, but was not included in this discussion. The map in Figure 1 shows the location of these territories.

The CARICOM Community Task Force on Teacher Education is a regional group that has designed a set of academic standards for educators in each territory "to guide programme development and gauge the quality of their programmes." (Mark, p. 6). An important consideration that should not be forgotten when information about the Caribbean is being discussed is that although this is considered one geographic area, the differences between the territories can be significant, and these differences have impacted the structure and implementation of the induction programs in each territory. Jamaica, which is the largest island in this group, has a teaching force at the primary and secondary levels which exceeds 24,000 teachers (Ministry of Education, n.d.). This contrasts strongly with small territories such as Anguilla which has 191 teaching positions at the primary and secondary levels combined (World Bank/OECS Secretariat, 2009, p. 18). Since the size of the teaching force is one of the factors which impact the design of the induction program, it is expected that there will be significant differences among the programs in each territory. Moreover, the differences in pre-service preparation of teachers, student related factors and the culture and climate of the school environment can also affect the design and outcome of the programs. It is also important to note that some of the smaller islands do not have new members joining the academic staff every year, so they will not need to conduct induction annually. The matter of how each territory adopts and adapts the regional guidelines to meet its particular needs is important as the region strives to improve its teaching force.

Figure 1. Map of the Caribbean showing the territories under discussion
Source: Interestingoceanfacts.weebly.com

But what makes induction such an important activity that it is being viewed as a strategy for improving teacher efficiency within the Caribbean? The Center for Public Education (2005) reveals that "research consistently shows that teacher quality—whether measured by content knowledge, experience, training and credentials, or general intellectual skills—is strongly related to student achievement: simply put, skilled teachers produce better student results" (para. 23). It is with this in mind that advocates of induction argue that assisting new teachers is vital in helping students to succeed as the teacher is critical to student achievement (Breaux & Wong, 2003). They also note that although it costs much to implement quality induction programs, these are worth the effort as they help new teachers to quickly gain competence so that they can positively impact students' achievement (Villar & Strong, 2007). The desire of education authorities within the Caribbean to implement induction programs can therefore be considered within this context.

New teachers in the Caribbean are also experiencing challenges. Research conducted in Jamaica by Ganser (2001) showed that new teachers encounter several challenges when they began their careers and that the greatest source of assistance in mediating these challenges was the support that they received from colleagues and other agencies during their early career. Research was also conducted in Trinidad by George and Quamina-Aiyejina (2003) and the findings reveal that although new teachers had clear ideas as to who was a good teacher, when they actually began to practise they experienced a mismatch

between their ideals and realities under which they must work. Induction has been shown to provide emotional and professional support to new teachers (Davis & Waite, 2006), is more beneficial to teachers without training than their counterparts who had gone through training programs (Duke, Karson & Wheeler, 2006), and positively impacts students' academic performance (Ingersoll & Strong, 2011). (These will be discussed in greater details further in this chapter). The emphasis being placed on teacher induction within the Caribbean is understandable considering the that induction has positive impact on teacher efficacy and student performance.

The objectives of this chapter are to:(a) provide an overview of induction programs in the English speaking Caribbean, (b) examine the push factors which have resulted in the implementation of induction programs in the region, (c) summarise the findings of five research studies on teacher induction in three of the larger islands, and (d) provide suggestions for the way forward for inducting Caribbean teachers.

BACKGROUND

Overview of Teacher Training and Early Experiences in the Caribbean

Teacher training in the Caribbean has gone through many changes as attempts are made to provide an education that is relevant to the needs of students, the employers, and the society at large. This section traces the history of teacher education in the Caribbean from Emancipation to the present. It then focuses on the findings of two studies conducted in the region which highlight the need for induction programs.

Historical Foundations: The ongoing partnerships between the education systems of the English speaking territory is a legacy of the shared history of being colonised by Britain. Prior to the Negro Education Grant, much of the teaching responsibilities in the Caribbean were carried out by white missionaries who also served as preachers. One provision of the "Act of Emancipation" of 1833 was the provision of money called the "Negro Education Grant" to provide education for the newly freed slaves. According to Whyte (1977) this money was used to construct buildings, pay a part of teachers' salaries and open colleges to train local teachers. The grant, which increased from £25000 to £30000, was provided for 10 years (Bacchus, 1990). The British parliament earmarked £5000 of this sum for training of teachers and this signalled the beginning of the journey to secure a cadre of native teachers for the islands.

Initially, teacher training was done in normal schools set up by the missionaries (Bacchus, 1990). The Mico Trust provided assistance which facilitated the establishment of normal schools in Jamaica, Antigua, Demerara, Trinidad and Barbados. The Mico University in Jamaica emerged out of this period. The students who attended these schools were mostly those untrained individuals who were already teaching. Entrants were expected to exhibit a combination of: piety and intelligence; decided Christian character; and a mastery of the rudiments of reading, writing and arithmetic (Bacchus, 1990, p. 312). Bacchus also records that the emerging education system was plagued with low academic performance which could be attributed to poor or lack of training of teachers. The challenges included: poor teaching methods; missionary societies did not encourage individuality in teaching; the content (British in nature) was disconnected from the local reality; lack of supportive home environments for students; inadequacy of teaching resources; the Bible being sometimes the only textbook; and limited time available for classroom instructions.

To increase the number of teachers the pupil teacher system was implemented in 1894 (Commonwealth Secretariat, 1996). Under this system, the most promising students were identified, and through

an informal system of apprenticeship they developed pedagogical skills aimed at assisting them to provide teaching support. They did not receive wages for their services and were expected to be aided in their professional development by headmasters through the provision of a minimum of four hours of instructions weekly. During the four years that they served, they were required to sit both the pupil teacher examinations and the second and first class teacher education certificate examinations (Commonwealth Secretariat). This system was gradually phased out although it persisted in some territories until the 1980s (Thompson, Warrican & Leacock, 2011).

By the 1930s a total of ten teacher training colleges were established in Jamaica, Barbados, Trinidad and British Guinea. These colleges also trained students from those territories which had no teacher training institutions. The four teaching training colleges in Jamaica were producing only an annual total of 40 trained graduates including some from the Cayman Islands and Bermuda. The practice of sending Bermudan teachers to Jamaica to be trained was discontinued and they were later sent to Canada (Bacchus, 2005). Trinidad, which was training teachers for Antigua, St. Vincent, Grenada and British Honduras had an enrolment of 133 students. These student teachers were enrolled in programs which lasted from one to three years. In addition to the normal college courses, training was provided to teachers during the weekends and after school. The Bahamas utilized correspondence courses to train teachers during this period.

According to Bacchus (1990) the Matthew/Mayhew Report of 1933 states that only approximately one sixth of the teachers in the region were trained. Some of the smaller territories, such as St. Lucia fell below this average since only one of its 249 teachers was trained and only 9% certified. The quality of teachers being trained in the Caribbean was given a boost with the increased access to secondary education, as some of the secondary graduates entered teaching, however their numbers were limited.

Teacher education improved over the next half century and Caribbean governments continued attempts to provide quality teachers. Among the most notable changes were: changes in the curriculum at the teacher training institutions to reflect the needs of the post slavery society (Walden, 2005); improvements in access to and quality of secondary education which provided a wider pool of candidates for the training institutions (Ministry of Education, 1991), growing numbers of local teacher educators; increased access to teacher training (Commonwealth Secretariat, 1996) and development of policies to guide the development and delivery of teacher education (Mark, 2013).

Teacher Training Now: In spite of these significant advancements, Mark (2005, p. 11) notes that teacher education in the Caribbean "has not evolved much from its colonial beginnings." She notes that various agencies are currently involved in providing initial and continuing education for Caribbean teachers. Steinback (2012) in working to change the program in Trinidad from the two-year in-service program to a four-year bachelor of education degree adds support to this view when she identified three obstacles to change. These are neo-colonist and hierarchical mentality; tradition within the society and political circumstances (p. 69). Another challenge that teacher education in the region face is funding. Walden (2005) states "capital outlay for teachers' colleges has not been made since the 1980s" (p. 265), and this is likely to have some impact on the quality of the training being offered and the readiness of graduates to perform their required functions. In 1995, the Commonwealth Caribbean Seminar on Teacher Education was convened in Trinidad and Tobago. Out of this venture, five main issues surrounding teacher education in the Caribbean emerged. These are: future modes of delivery of teacher education, the teacher education curriculum, providing better teacher educators, improving opportunities for teacher development, and increasing and improving research capacity in teacher education.

Mark (2013) in describing the current state of teacher education in the Caribbean, presents the findings of a survey conducted with funding from the Caribbean Knowledge and Learning Network. The purpose of the survey was to probe into the "practices, policies and approaches that are currently in use in the region, and the challenges faced by the region's teacher education institutions" (p. 9). The findings showed that:

- Programs of initial professional education are provided in a variety of institutions such as universities, teachers colleges, community colleges etc.;
- Teacher education institutions offer a variety of programs of initial preparation at different qualification levels. These range from a certificate in teaching to a post graduate diploma in education;
- Entry requirements for programs of initial professional preparations vary across institutions;
- Programs of initial professional preparation are delivered in different modalities (e.g. full time, part-time, online, face to face etc.);
- There is variation in the curriculum content of programs;
- The period of student teaching varies across institutions; and
- The duration of programs varies from one to four years.

These differences are reflections of the diversity that exists within the Caribbean islands themselves, and by extension the education systems.

One of the feature of teacher training in the Caribbean is a period of practise teaching, which in the majority of cases represent the only experience the trainee acquires before assuming the duties of a teacher. Walden (2005, pp. 263-264) notes that the purpose of this practicum is: socialisation; reality check; bridging the gap between college classroom and the schools; linking theory and practise; integrating the discipline; experimenting, demonstrating and modelling; and coming to grips with the culture of schools and societies. This practicum represents 15 of 135 credits for the bachelor of education program in Jamaica (Joint Board of Teacher Education, 2012). It is spread over four years with the greatest portion of the practicum being done in the final year before trainees are employed as teachers.

Early Experience of Caribbean Teachers: There are currently approximately 62,500 teachers employed both full time and part time at the primary and secondary levels in the English speaking Caribbean. Table 1 provides a breakdown of the number of teachers in each territory. Information was gathered from various online sources, and attempts were made to gather the latest information possible by conducting comprehensive searches using varying search strategies.

UNESCO (2015) reports that the pupil teacher ratio within Caribbean schools is comparable with the rest of the world since in 2010 it stood at 19:1 at the primary level and 16:1 at the secondary level. Overall, Jamaica's pupil teacher ratio was the highest of the countries under consideration (33:1) and the Cayman Islands was the lowest. At the secondary level, Guyana with a ratio of 23:1 recorded the highest ratio and the Cayman Islands was at the bottom with 9:1. Belize and the Cayman Islands occupied opposing ends of the spectrum as it relates to the percentage of trained teachers at both the primary and the secondary levels. Belize had only 45% of its teaching force at the primary level being certified, while the Cayman Islands had 95%. At the secondary level, the Cayman Islands had 98% of its teaching staff certified, while Belize had 38%. Again, this speaks to the education provisions and is likely to have implications for the experiences of novice teachers, and might also influence the kind of induction programs that are implemented in each territory.

Table 1. Approximate number of teachers in each English speaking Caribbean territory

Territory	Number of Teachers	Source
Barbados	2,935 (2011)	Trading Economies (2015)*
Belize	4,445 (2013)	Trading Economics (2015)*
The Cayman Islands	433 (2014)	Ministry of Education, Training and Development & Department of Education, (2014)
Guyana	8,314 (2012)	Trading Economics (2015)*
Jamaica	24,904 (2012/2013)	Ministry of Education (2013)
OECS	7,000**	World Bank (2009)
Trinidad and Tobago	14,482 (2010)	Trading Economies (2015)*
Total	62,513	(Author's addition of the numbers for each territory)

* Number based on data collected by the World Bank

**Data collected for each territory in different years.

The number of teachers in each territory is reflective of the population. Jamaica with a population of approximately 2.6 million inhabitants is home to almost 40% of the teachers.

Halford (1999) describes teaching as the "profession that eats the young" (p. 14) because of the various challenges which the new teachers have to cope with on entry to the classroom, and the lack of assistance provided in some cases to meet these challenges. New teachers are disadvantaged from as early as the hiring phase since they are often hired at the last moment (Breaux & Wong, 2003), and they are in most cases assigned the most difficult classes (Feiman-Nemser, Carver, Schwille, &Yusko, 1999; Howard, 2006; Villani, 2002). In addition, these new teachers may have no classrooms of their own (Danielson, 2002) and might be required to move from classroom to classroom (Howard, 2006). The new teachers begin their careers with a number of obstacles to overcome, but without the experience that would guide them to success, so in the interim, they need to be provided with necessary support.

Two studies have been conducted in the Caribbean which provide information on the challenges facing new teachers in the Caribbean. Tom Ganser, then Director of Field Experiences at the University of Wisconsin, Whitewater, conducted research in Jamaica as part of the university's Strategic Initiative Program in 2000. The purpose of the research was to investigate the perception of principals, teachers and teacher educators regarding the challenges encountered by new teachers and the sources of assistance they received to mediate these challenges. Twenty-eight teachers, 12 principals and 11 lecturers were interviewed.

The findings of the research were presented at the annual meeting of the Joint Board of Teacher Education in Kingston Jamaica in 2001. Ganser (2001) revealed that large class sizes and limited resources were primarily the concerns of new teachers, however 55.6% indicated that considerable support was provided by their colleagues. Assistance was also provided through professional development conducted at the school level, by tertiary institutions, the Ministry of Education and through the Jamaica Teachers' Association which is the union representing the majority of Jamaican teachers. Lecturers also cited lack of resources as a challenge facing new teachers. Both the lecturers and the principals agreed that new teachers in Jamaica were challenged by weaknesses in lesson planning, time management, student assessment and curriculum. Principals also noted that there was a lack of dedication to work, limited involvement and negative relationships with teachers, principals and the community.

A country report of the Multi-Site Teacher Education Research Project (George &Quamina-Aiyejina, 2003) provides a synthesis of the reports of sub-studies conducted in Trinidad and Tobago which focused on primary teacher education. The research was conducted by staff of The University of the West Indies, St. Augustine, School of Education, and was funded by the British Department for International Development. The overall findings of the report will not be discussed here, but the elements that are relevant to this chapter will be highlighted. Both qualitative and quantitative data for the research were collected through "semi-structured one-on-one interviews; focus groups interviews; autobiographies; analysis of data; analysis of data in students' files; classroom (school and college) observations; a survey questionnaire; and content analysis of documents" (p. x). The synthesis revealed that:

- "Teacher trainees enter their course of study at the college with well-defined views of who is a "good teacher," but experience tensions caused by a mismatch between what they perceive a good teacher to be and the realities of the under-resourced classroom settings in which they must work and the low status accorded to teachers in the society." (p. xi)
- Trainees enter the teachers' colleges with varying qualifications – nearly all (80%) have more than the stipulated 5 CXC/GCE O Level subjects. Some entrants also had at least one A Level subject.
- Teacher educators and trainees believe the curriculum is overcrowded and does not allow adequate time for each subject.
- Teaching practise is an important part of the experience although it is stressful.
- "There is no structured programme for the induction of newly qualified teachers, but rather an informal system of mentoring and help from other teachers and advice from principals."
- "Newly qualified teachers have been found to focus on survival strategies in their post-teachers' college teaching and to replace the recommended strategies they had learnt in college with practical solutions that provide some results" (p. xii).

Although these findings were specific to the two-year training program (which has since been upgraded to a four-year bachelor of education degree program), some of them are still relevant considering that training programs in the Caribbean still last between one and four years (Mark, 2013). One of the recommendations of this research was that a structured induction program should be implemented in receiving schools. George and Quamina-Aiyejina (2003, p. xiv) state that new teachers "must be eased into their jobs as full-fledged teachers through a carefully structured induction programme mounted at the level of the school."

Induction Defined

An in-depth examination of the various programs for new teachers in the Caribbean reveal a variety of ways of providing support. These include but are not limited to orientation sessions, stand-alone mentoring programs, and induction programs. The New Teacher Center (2012) notes that induction programs are a part of the "larger system of teacher development" (para. 15) and this is the case in some countries in the Caribbean context. There is a need to articulate a definition of induction to be adopted for the Caribbean which will guide the thinking of the individuals who are involved in carving out these programs. Induction can be defined as a comprehensive, systematic program of support provided for new teachers aimed at helping them to adjust to the demands of the profession, experience professional growth, and contribute to students' development.

It is impossible to write about teacher induction without giving attention to mentoring and its place in the teacher induction program. These two processes share a symbiotic relationship but the terms are not synonymous and should not be used interchangeably. Mentoring is the matching of the new teacher with a more experienced colleague or colleagues so that they can work together to simultaneously achieve developmental goals. Both parties benefit from the relationship as the new teacher develops pedagogical skills and techniques and may also learn behavior management strategies while the veteran teacher learns how to become an effective coach, conducting observation, providing feedback, and scaffolding the new teacher until she is able to achieve an agreed level of competence. Mentoring is the central component of the induction program (Arends & Regazio-DiGilio, 2000; Fideler & Haskelkorn, 1999; Fieman-Nemser, 1996; Moir & Gleiss, 2001;Robinson, 1998). Other elements of the induction program are: full or substantial release time for mentors, participation by all first and second year teachers, formal mentor orientation and training, ongoing professional development for mentors, professional standards used to articulate best practices, beginning teacher network for professional development, clear role for and communication with site administrators, participation by key stakeholder groups, linkages to preservice programs, and evaluation and beginning teacher advocacy (New Teacher Center as cited in Moir, 2009,p. 17).

Purpose of Induction

New teachers bring varying needs with them to their first job assignment and induction is one of the ways to help them meet these needs (Bartell, 2005; Beaux & Wong, 2003; Villani, 2003). Induction serves three basic purposes according to Breaux and Wong. These are:

1. To provide instruction in classroom management and effective teaching techniques;
2. To reduce the difficulty of the transition into teaching; and
3. To maximise the retention rate of highly qualified teachers.

Based on these, any system of education that has the students' welfare as the central focus, should be seeking to provide induction to assist new teachers.

Serpell (2000) posits that induction programs vary based on their goals. She states that some are designed to initiate teachers into the school culture, whereas others are geared towards developing the instructional practices of new teachers. There are still others designed to evaluate, assess, and weed out those who are not suited for the demands of teaching. Induction programs also differ in terms of content, organisation, management, and supervision. The goals identified previously can all be served by the same induction program as all these activities are essential and interconnected. According to Jonson (2002), instruction in classroom management and effective teaching techniques would have been covered in pre-service training for those who entered teaching through the traditional route. However, new teachers may experience difficulty putting theory into practice and modifying what was learnt during the pre-service sessions to meet the needs of their particular students. Induction will therefore provide the support needed to effectively modify and transfer these skills.

The Impact of Induction on Teacher Competence and Student Performance

In order to investigate the impact of induction on teacher competence and student performance, the researcher examined five studies conducted in the United States between 2006 and 2011, and one study from England. These studies focus on different aspects of the induction program using empirical data as the basis for the analysis. It was necessary to use research from outside the Caribbean since the body of research on induction in the Caribbean is just beginning to emerge. The use of information from the United States is justifiable due to its proximity to the Caribbean, which has resulted in a strong American influence on the various facets of Caribbean life including education (Campbell, 2004). The availability of research on induction from the United States was also critical to this decision. In reinforcing the view of availability of induction research from the United States Totterdell et al. (2008) in their review conducted in England shortlisted 10 studies, 80% of which were from the United States. Six of the 10 studies were chosen for the review, reflecting a strong influence of research from the United States. Another reason for using research predominantly from the United States in this section is that the information on induction used in the Caribbean is obtained mostly from the United States. This is evident when the list of references in the studies summarised in this chapter is consulted, or by looking at the theorists referred to in the Caribbean induction documents that were examined for this chapter.

The study from Britain was chosen due to its comprehensiveness, and because of the historical linkages between the educational systems of England and the Caribbean. Although there are significant differences between the education systems of developed and developing countries, the author believes that looking at these findings are relevant since the challenges being experienced by beginning teachers are somewhat similar (Ganser, 2001; Baker-Gardner; 2013)

Davis and Waite (2006) conducted a longitudinal, decade long, follow up study which investigated the long term effects of a public school/state university induction programme. The research which involved 215 participants in the Teacher Fellows Program sought to ascertain how many of these teachers remain in the education system, how many were still teaching and their perception of the impact of the induction program on their initial teaching experience. The participants in the programme were fully certified teachers pursuing a graduate program. This experiment was a collaboration between the university and the public school.

The results of the research revealed that the program was beneficial in five significant ways. It provided the opportunity for new teachers to receive professional and emotional support provided in the form of mentor teachers, program peers and university instructors. It resulted in the development of lifelong relationships between new teachers, and between new teachers and mentors. It also resulted in the development of knowledge and skills. Participants learnt how to "integrate curriculum, conduct action research, implement effective teaching strategies, and create a positive learning environment" (p. 7). In addition to the development of leadership skills, the program also helped participants to develop attitudes and dispositions such as confidence and becoming a lifelong learner. This research points out that induction has long term benefits for the individual teacher, and that these benefits are many and varied.

An investigation into the impact of mentoring and induction programs with a particular focus on the effects of these programs on teachers who lacked pre-service teacher education training was carried out by Duke, Karson and Wheeler (2006). The participants had first degrees, and were pursuing teacher education. The researchers used data from the School and Staffing Survey conducted by the National Center for Education Statistics and sampled 42,549 teachers. The findings of the research indicated that induction programs have a "greater marginal benefit" for teachers who entered the profession without

teacher training. This can be understood from the perspective that these pre-service teachers came to their positions lacking some of the knowledge and expertise that the teachers who had gone through teacher preparation programs acquired during training.

Wechsler, Caspary, Humphrey and Matsko (2010) of SRI International conducted rigorous research into the benefits of inducting new teachers in the state of Illinois. The goals of these induction programs were to stem teacher attrition and to improve new teacher competence. Triangulation was a strong feature of this research as data were collected through the use of surveys, case studies, retention and student achievement data. With reference to the effects of the induction program, the findings reveal that teacher induction makes "important contributions to new teachers' sense of efficacy and their professional growth" (p. ii). The findings also indicated that if induction is to be successful, it should not be left up to the individual teacher, but needs to be a whole school effort. While supporting the power of induction to impact teacher efficacy, this research also points to the conditions under which induction can actually achieve the intended benefits.

Ingersoll and Strong (2011) took a different approach to examining the impact of induction programs. Their research indicated that induction not only had benefits for the teachers, but it positively impacted students' performance. They conducted a meta-analysis of 15 empirical studies conducted from 1980 to the present. Their aim was to find out the effects of induction as presented in these studies. Based on the review, it was discovered that teacher induction programs have positive outcomes in three critical areas: teacher commitment and retention; teacher classroom instructional practices; and student assessment. They also discovered that teachers who were inducted "performed better at various aspects of teaching" (p. 1). With regards to academic achievements they found that students taught by beginning teachers who were inducted performed better on academic achievements tests, although this was not so in all cases.

One important variable in the impact of induction program is the length of the induction period, as was discovered by a large scale evaluation of induction programs commissioned by the United States Department of Education Sciences in 2004 (Glazerman et. al. 2010). This experimental research which was quite extensive, lasted for four years and was designed to evaluate the impact of comprehensive induction programs. The project involved 1009 teachers assigned to 418 elementary schools in 17 urban districts. Induction support was offered to teachers for a period of one to three years. The findings of the research revealed that:

- During the comprehensive induction program, treatment teachers received more support than control teachers;
- The extra induction support for treatment teachers did not translate into impacts on classroom practice, teacher retention nor student achievement during the first two years; and
- In the third year of offering induction support, there was a positive and statistically significant impact on student achievement.

The findings from the research by Glazerman et al (2010) might help us to understand why some induction programs do not seem to have any impact on teacher efficacy and student outcomes. It highlights the fact that the length of time that teachers are inducted seem to have implications for the outcomes of the program.

A research conducted by the Newly Qualified Teacher (NQT) Induction Review Group of the Institute of Education, University of London examined the effects of the roles of mentors and inductors on the professional practice of new teachers (Totterdell et. al, 2008). The review which focussed on teacher

performance, professional learning and retention rate was conducted as an accountability measure since teacher induction was now required by law. A total of 3,827 studies were examined, however only six met the rigid selection criteria. Three out of the six studies showed that the performance of inducted teachers exceeded expectations, and that induction positively impacted teacher performance as it assisted them to address "issues of student motivation and assessment" (p. 1). The findings from the six studies indicated that new teachers "welcomed and valued" induction especially in cases where it provided emotional support. In addition, five of the six studies showed that "professional learning was enhanced where serious considerations had been given to matching NQTs with appropriate induction tutors" (p. 1).

The research indicated that while induction programs impact positively on teacher efficacy and student performance, different programs are likely to have different impacts, and some individuals such as preservice teachers seem to benefit more from these programs. In conducting an international review of exemplary induction programs, Howe (2006) notes that there are some characteristics that are common to successful programs. These are "extended internship programs, specially trained mentors, comprehensive in-service training and reduced teaching assignments for beginning teachers with an emphasis on assistance rather than assessment." (p. 287). Induction seems to be a viable way of improving teacher performance and student outcomes, but the extent of the benefits is dependent on several variables such as time, in addition to those variables identified by Howe.

Need for Induction in the Caribbean

The current performance of Caribbean students in relation to that of other students worldwide is one indicator that it is now mandatory that the region develop a high calibre teaching force. Conclusions drawn from a comparative research by Hanushek and Woessman (as cited in Bruns et al., 2014) unearthed the following findings based on the performance of international students (including some from the Caribbean) on a test. They discovered that:

- Relative to its level of economic development, the region as a whole performs badly academically;
- There is substantial performance gap within Latin America and the Caribbean;
- Despite Latin America and the Caribbean's poor performance, some countries are making substantial progress; and
- No country in the region has room for complacency with regards to its academic performance.

Given these findings, it is important that Ministries of Education in the region take all the possible actions with respect to improving teacher quality so as to advance educational achievement.

Another factor that has to be taken into consideration when discussing the importance of implementing induction programs in the Caribbean is the variety of paths into teaching and the fact that some individuals enter teaching without formal teacher training. For example, the average percentage of untrained teachers in the OECS was 40.4% of the teaching force. This varied from a low of 11% of the teachers in the primary school system in St. Lucia to a high of 58% in the secondary school system in St. Kitts and Nevis (World Bank/OECS Secretariat, 2009). In Jamaica, the number of pre-trained teachers working in the public education system at both the primary and the secondary level is 11% (Ministry of Education, n.d.).

Some teacher educators in the Caribbean are of the view that this high number of untrained teachers is a challenge to providing quality education in the territories. This was one of the findings of a report

that sought to explore the challenges schools had in promoting the democratic ideals. Information for the report was collected from 10 teacher educators from seven Caribbean countries. Fifty percent of these noted that the lack of trained teachers is a problem for the region (Williams, 2012). The governments of the Caribbean are not satisfied with this high number of untrained teachers. To combat this problem, the Ministry of Education in Guyana had as its major objective in its strategic plan for 2008-2013 to "increase the proportion of trained teachers in the system to 70% by 2013 and to upgrade the knowledge of teachers in their specialised areas at the secondary level" (Ministry of Education, Guyana, 2015, p. 10).

Although the number of untrained teachers working at the primary level is decreasing in territories such as Jamaica (which has seen a 3.6% decrease over the period 2007 to 2013), the challenge of equipping schools in some territories with suitably qualified personnel still persists. Every teacher is important to student learning and so, whereas measures need to be taken to ensure that the practice of employing untrained teachers is discontinued, in the short term, induction can help to assist these new entrants to the classroom to acquire some of the vital skills needed to do the job (Duke, Karson & Wheeler, 2006). This induction would have to be planned, taking into consideration the lack of formative training received by these teachers.

Another related factor that makes induction so critical in the Caribbean is the need for support systems to assist teachers in sustaining change in their teaching practice (Williams, 2012). Bartell (2005) notes that induction is important because the teacher is most easily influenced in the early years and new "ideas, approaches and practices learnt during these early years will often be those that the teacher continues to rely on" (p. 24) for the rest of her career. A mentor teacher is vital to this process of acquiring new skills during this entry level period as he/she will serve as coach and mentor for the fledgling teacher. An examination of the Joyce and Showers (2002) training model shows the importance of support in the transfer of a new job skill. Mentors are in a position to offer the kind of feedback that is essential to the growth of the new teachers.

Teacher education varies significantly across the Caribbean. Within the larger territories such as Jamaica, there are a variety of training programs. Teachers may be trained full time or part time. They may pursue a diploma in teaching, an associate degree, a bachelor's degree or a post graduate diploma. Entry qualification into these programs may differ, and so may the length of time individuals spend in training. Based on these variations, induction is necessary as it would serve to ensure that teachers who need support receive this as early as possible so that they are able to effectively perform their duties. Induction will also help to bridge the gap between the variety of training received and create common, relevant, on the job experiences and support.

Push Factors Impacting the Implementation of Induction Programs

Research presented previously shows that new teachers, even those in developed countries, experience severe challenges at the beginning of their service, and that induction can help them to overcome these challenges. Within the Caribbean region, several factors have impacted on the desire to implement induction programs to provide support for new teachers. Some of these have come from the international arena, and others have emerged from within the Caribbean itself. Both the international push factors and those emanating within the Caribbean will be discussed in the following paragraphs.

The Caribbean Task Force for Teacher Education (Mark, 2013) states that there are some international educational initiatives which impacted educational provision within the Caribbean. Two of these are the Education for All and the Millennium Development Goals. These initiatives were specifically aimed

at reducing poverty through educational provision. As these initiatives focused on "education for all," there was a focus on equitable provision and therefore teacher quality was affected as it was a variable in this equation. One action that emerged from the Education for All initiative was that the Caribbean signalled its commitment in 2000 by becoming a signatory to the Regional Framework for Action which is a part of the Educational for All in the Americas. This initiative focused on teacher quality, career development, and performance assessment (Mark, 2013). Any focus on these areas will mean that all possible alternatives to improve teacher quality will be explored. Induction was explored as a favourable option to achieve the desired educational outcomes.

Induction programs have been implemented in the United States since the 1960s. They gained popularity and rose to prominence so that by the 1990s only two states (Nebraska & Rhode Island) were without policy to address the needs of beginning teachers (Serpell, 2000). The popularity of such programs in North America, the proximity of the Caribbean to North America, and the purported benefits of these programs, meant that it was only a matter of time before they were evaluated for implementation within the Caribbean.

There was a growing dissatisfaction within the Caribbean region with the educational outcomes at all levels of the system. According to the Organisation of American States/FEMCIDI (2008), policy makers across the region began discussing the possibility of reforming educational and training enterprises in order to better develop human resources for the current job market and to take advantage of new job opportunities. CARICOM member countries were therefore encouraged to attend to the matter of improving the quality and effectiveness of the schools within the system. Calls for improvements in teacher training were also coming from teacher unions which were advocating for "their members to assist beginning teachers by being prepared to offer advice and assistance particularly to those beginning their career or in training" (p. ix).

In addition to the regional and international factors, individual territories were also being encouraged to implement their own induction programs, and this was being fuelled by researchers and consultants from both inside and outside the region who were providing expertise and conducting research within the Caribbean. Tom Ganser, conducted a research in 2001 which highlighted the challenges of new teachers and began to create an awareness of the need for new teacher support in Jamaica. Three years later, a recommendation was made by George and Lynda-Quamina (2003) to the government of Trinidad and Tobago for the implementation of an induction program to support teachers in their transition from training to the classroom. This came out of a country report of the primary education system which was undertaken as part of the Multisite Education Research Project which was coordinated by the Sussex Institute of Education.

The earliest evidence of an established induction program in the Caribbean came from The Commonwealth of the Bahamas. Education officials in that territory were seeking a way to stem the attrition of teachers which stood at 30% during the first three years of their employment (Organisation of American States/FEMCIDI, 2008). In 2001-2002, a pilot mentoring project was launched by the College of the Bahamas and the Department of Education, Science and Technology. The purpose of this project was to "assist teachers to adjust to the school environment and staff, become oriented to the policies/procedures of the education system, familiarize themselves with curriculum and instructional strategies favoured by the system, and establish their own classroom management procedures" (p. viii).

This initial effort by The Bahamas was followed by a more concerted unified attempt at implementing formal induction programs in the Caribbean as part of a wider effort to improve teacher quality. A

meeting of the Ministers of Education in the Americas in 2003 was held in Mexico City. At this meeting these ministers agreed that they would focus on "initial formation, recruitment and selection policy, ongoing professional development and evaluation systems for teacher performance" (Mark, 2013, p.7). The outcome of this meeting was the formation of The Organisation of American States Teacher Education Hemispheric Project. This was later amended by education officials from the CARICOM Secretariat who agreed that the Caribbean region would focus on addressing the quality of teacher education.

The year 2004 represented the defining year for induction programs in the Caribbean, as three significant events took place in that year. Firstly, the pilot project in The Bahamas was followed by a full scale implementation of the induction program through assistance from the Organisation of American States. By the time the consultations began in the rest of the Caribbean, The Commonwealth of the Bahamas had already launched a two-year program. The purpose of the Bahamian induction program was to improve retention of teachers, improve the performance of teachers and students, increase teachers job satisfaction, grow productive school environments, and positively transform the teaching profession (Organization of American States/FEMCIDI, 2008, p. viii). Secondly, in that same year an induction program was launched in Jamaica, the largest of the English speaking islands being discussed in the chapter. The thrust for induction came as a result of The Primary Education Support Project which sought to "improve the quality of the delivery of management of educational services at the primary level" (Ministry of Education and Culture, 2004, para. 1). The website of the Ministry of Education (2004) states:

A beginning teacher induction program has commenced. The activity started with the identification of schools for Year 1 of the program, the selection of mentors, and a one-day training exercise for 133 mentors from all regions was conducted. These teachers will work with 73 beginning teachers. (para. 2)

This program was extended to all primary and secondary schools across the island within the next five years.

Thirdly, The Organisation of American States (2008), as part of its project "Responses to the Challenges of Improving the Quality of Recruitment and Selection, Initial Formation, Professional Development and Evaluation of Teachers in Countries of the Hemisphere" was required to develop policies for teacher education, a framework for teacher education programs, and recruitment and selection policies. To advance this agenda, two meetings were held with teacher educators and Ministries of Education officials for the countries under discussion. The first of these meetings was held in Port of Spain, Trinidad in 2004, and the other was held in The Commonwealth of the Bahamas in April 2005. The meetings resulted in "shared experiences, discussion and dialogue among teacher educational professionals in the effort to provide a framework for policies to improve the quality of recruitment and selection, initial formation, professional development and evaluation of teachers in Caribbean states" (p. 7). Out of this meeting a policy document was developed entitled "A Harmonized Policy Framework for Teacher Education in the Caribbean". One of the recommendations was to improve post training experiences of teachers by "the establishment of a strong mentoring system to support the progress of novice teachers" (p. 28).

The influence of these various initiatives signalled the region's desire for and preparation to establish induction programs for new teachers. Each action was significant in a different way, but collectively they indicated the region's desire to improve students' academic performance and education ministers and other stakeholders seemed convinced that induction was one way to proceed.

Induction Programs in the Caribbean

Induction is practised in most of the territories. The programs in St. Lucia and Grenada have been discontinued because of lack of participants and lack of financial resources respectively. Information for this section was gathered from online sources including: official documents published by international organisations such as United Nations Educational Scientific and Cultural Organisation (UNESCO), research conducted at the graduate level in three territories; official websites of the Ministries of Education; and online newspaper reports. Information was also solicited directly from the Ministries of Education. Information garnered through this last method was given priority over that located elsewhere as it was likely to be most current. The request was made to the Ministries of Education for induction policies and/or related documents, and a variety of information sources were received. These include induction policies, orientation programs, and induction program outlines. Although a request was made to all territories for information, no information was received from Tobago, St Vincent and the Grenadines, and there was no information online regarding induction in these territories.

Cayman Islands: The Cayman Islands government has indicated as one of its strategic objectives in its five year education plan for 2012-2017 (Ministry of Education, 2013)that it intends to establish a mentoring program for newly qualified teachers (NQTs). By 2013, the Cayman Islands Government reported that 15 NQTs who joined the teaching force were to be inducted for one year (Cayman Islands Government, 2013).The current induction policy for these islands was approved in 2015, and is part of an overall framework of professional and legal resources provided for the education system. The program falls specifically within the New Educator Support and Training (NEST) Program. This induction program which lasts for two years includes: mentorship support, individual professional development plans, observation of and by the new teacher, and coaching and professional development opportunities. Induction is compulsory for all new teachers engaged to work in the government service.

The policy contains terms and conditions to be met by these NQTs. New teachers entering the system with Bachelor's degrees will be offered an open employment contract, however those possessing either a post graduate certificate or diploma in education will be granted a two-year contract initially. After participating in the program and obtaining the required score on the performance evaluation, they will then be offered an open contract. Teachers who fail to meet the requirements will be provided with an additional year of induction. Teachers who are contracted to work in Little Cayman and Cayman Brac will be assigned to a school in Grand Cayman for the first year of the induction period.

The induction policy clearly sets out the roles of all stakeholders. The Ministry of Education is responsible for establishing policy, educating other stakeholders about the program, establishing the framework for program delivery, and providing orientation and induction programs. The Department of Education Services is required to implement, monitor, and report on the policy. School administrators will distribute policy documents to staff, provide school based support, and monitor the program impact. School staff is required to identify and record developmental needs, engage in performance management processes, and reflect on pedagogy and the impact of professional growth on student outcomes.

Belize: The teacher induction practices in Belize differ significantly from those in other Caribbean territories. The Ministry of Education, Youth and Sports states that the purpose of the teacher induction program is "to strengthen the quality of teacher preparations at all levels" (Government of Belize, n.d. para. 9). The Policy Framework for the Ministry of Education (Belize) Primary School Induction was first developed in 2006, but was revised two years later. This program is not mandatory for new teachers, but those teachers who successfully complete receive financial compensation. Induction is provided for

one year to teachers who have completed an Associate Degree or University of Belize Level II Certificate in Teaching. The policy emphasises that the purpose of the program is not to assess the knowledge of the new teachers, but "to provide newly qualified teachers with the opportunity, support and structures to apply what was learnt during college based study and to refine it" (p. 2).

The teachers who participate in the program are required to pay a program fee and meet seven objectives set out in the policy. The attainment of these objectives are verified through lesson observations, record of plans, students' work, and teachers' records; performance appraisals; documentation of lesson evaluations; professional portfolios; completion of classroom projects, community service, and a small scale action research. The program begins with a one-day orientation, usually held before the middle of October. Participants receive a manual which outlines requirements, standards, and the performance review process. The manual also describes the support newly qualified teachers will receive from their tutors and the Teacher Education and Development Unit in the Ministry of Education (Teacher Education and Development Service, 2008).

A tutor is assigned to the NQT who periodically visits the school to offer advice and support, and to monitor the progress of the protégé. The newly qualified teacher is informed of the date of the visit and tutors are compensated for their services from the fees paid by the newly qualified teacher. At the school, the novice is required to select a trained, experienced teacher to act as mentor at the school. The mentor is expected to offer site based support. The tutor liaises with the principal and the mentor who works with the new teacher.

The NQT has to attend seminars planned by the Teacher Education and Development Service Unit (TEDS) and must meet other program requirements (portfolio, reflective writing, action research, and community service). At the end of the year the NQT is assessed by a performance review team consisting of a representative from the TEDS Unit, an officer from the Ministry of Education who is familiar with the school setting, and the tutor assigned to the new teacher. The ratings for the final review are distinction, proficient, or deferred. Deferred means that the individual did not meet program standards or was not available for the assessment.

Trinidad: The twin island republic of Trinidad and Tobago operates separate induction programs. The document for Trinidad which sets out the rationale and objectives of the program is called a "proposal". The proposal shows evidence of research and a strong theoretical background as it makes reference to some of the experts in the field. These include Darling-Hammond, Danielson, Ingersoll and Strong, and Fieman-Nemser. Based on the proposal, it can be concluded that the program is firmly focussed on student outcome, and it establishes this from the outset and makes several references to it throughout the document. The rationale for the proposal states that one of the purposes of induction is to "level the playing field" so that all students are given the opportunity for success. Induction is provided to the new teachers for a period of two years.

The objectives of the proposal for inducting teachers focus on lesson planning, professionalism, and professional development, and state that the program intends to: welcome the new teachers into the Ministry of Education teaching population, facilitate transition into teaching, create an awareness of the critical role of the teacher in the life of the student, encourage an examination of the importance of the role of the teacher in the implementation of the curriculum, help the teacher to gain an insight into the code of ethics and the consequences of misconduct, and provide the opportunity for teachers to note the possibility of infusing information communication technology into lesson planning.

The induction program commences with a one-day orientation session convened by the Ministry of Education which introduces teachers to its operations and priorities. The session focuses on teacher

related concerns such as code of conduct and educational laws. It also emphasises student related topics such as understanding the learner and classroom management. New teachers are provided with a sample classroom management plan and the outline of an attention plan. The second stage of the induction is done at the school and district levels. Within the school context, the new teacher is provided with psychosocial and career development guidance through "peer support, coaching, or any other form of professional relationship" (Proposal for the Orientation Session, n.d., p. 1). The expected outcomes for the program are better prepared, committed teachers and improved student outcomes.

Jamaica: Jamaica is one of the three territories which has a formal induction policy to guide the process. The other territories which have formal policies are Belize and the Cayman Islands. Prior to its development and implementation, the head of the Professional Development Unit (PDU) and an officer from the Tertiary Education Unit of the Ministry of Education visited the United Kingdom for one month to learn about teacher induction. They returned and trained the staff of the PDU. In 2008, officers attended a conference held by the Association for Supervision and Curriculum Development (ASCD) in the United States to further cement their understanding of induction practices, policies, and procedures. The program is currently under the auspices of the Jamaica Teaching Council, which has responsibility for teacher certification, licensing, and professional development. The Jamaican policy identifies four sets of teachers to be inducted: beginning teachers, teachers from overseas who are entering the Jamaican education system, teachers returning to the system after an absence of over five years, and teachers with developmental needs. By 2009, all government primary schools and 50% of the secondary schools had trained mentors on staff to assist new teachers. The Ministry of Education reported that by the end of 2010, all public schools at both the primary and the secondary levels had trained mentors. The one-year program is continued if more time is needed for the new teacher to complete the transition.

The policy identifies the stakeholders in the induction process and outlines their roles. There are guidelines set out for selecting and training mentor teachers who are responsible for providing support to protégés such as assisting them to identify and prioritise needs and providing lesson observation and feedback. The latter is to be facilitated through the use of a classroom observation checklist provided by the Ministry of Education. Mentors are required to complete 32 hours of training over the period of one year. Mentees are also required to take part in 32 hours of training provided by the Ministry of Education and this is supplemented by sessions which should be planned and executed by the schools.

Schools are expected to produce local induction policies based on the policies of the Ministry of Education and this forms a part of the Principal's appraisal process as a rating is given for the availability of the policy, and the principal's participation in the induction process. The role of principals is clearly outlined in the policy. They are provided with a one-day orientation to the induction program by the Ministry of Education and are required to: oversee the selection of mentors, maintain documentation of the program, establish a school culture built on collegiality, and ensure reasonable working conditions for the beginning teacher, among others.

Guyana: The *Guyana Review* in 2010 published an article by Mason which outlined measures to improve teacher education and training in Guyana. In this article, the value of an induction and mentoring program for new teachers was explained, and the reasons this program was necessary were clearly presented. This shows that there is a consciousness of the need for the program and the advantages to be gained from it. In the article, Mason mentioned that induction is an important feature of teacher development.

Under its Improving Teacher Education Project, Guyana obtained a loan of US $4.2 million to assist with improving the "effectiveness and efficiency in the delivery of teacher education" (The World

Bank, 2015). The total project cost was expected to be US $5.12 million. The project was approved by the World Bank in 2010 for implementation between 2011 and 2015. Funding for the teacher induction program was allocated from the funds provided for the project. In 2012, consultations were conducted for the program. It was implemented and two cohorts of teachers have already completed their induction. The program was deemed successful as it

improved the quality of teacher education through the implementation of a 1-on-1 mentoring program, in which each student teacher is assigned a mentor, and continues to use the classroom observation tool from the practicum as a means for improving the instructional quality in the first years. (The World Bank, 2015, p. 2).

The researcher was unable to determine whether this program would continue.

Barbados: The Barbados Advocate (2011) noted that "A mentorship program should be implemented in each of the country's schools to help new teachers upon entry" (p. 2). The induction program in Barbados is called a "Teachers' Introductory Programme" and is specifically targeted to untrained teachers engaged to work at both the primary and the secondary levels. It lasts for a period of four weeks and its aim is to help these teachers acquire some of the skills and knowledge that are essential to their success in the classroom. The induction is delivered through lectures, small group discussions and problem solving exercises. In keeping with the needs of the target group, the program objectives focus on human resources information, lesson planning, approaches to teaching, integration of information communication technology across the curriculum, and professional development.

The program outline is very detailed as it has sections for each subject, outlining the content to be covered, and the strategies that are appropriate for delivery of the content. In addition to the subject focus of the training, there is also a strong focus on integrating technology, which constitutes a topic on the outline. Inductees are also provided with background information on pedagogical concepts such as what is education, and information on various teaching styles. Attention is also given to special education to provide inductees with an understanding of how to develop individualized education plans and the procedures for assessment of students who may require this kind of intervention. New teachers are also provided with human resources information and this includes information on the Education Act, school procedures and professional development.

The Bahamas: The Commonwealth of the Bahamas can be considered the forerunner of induction in the Caribbean. The document that was provided indicated that induction was conducted over two days for the academic year 2014 – 2015. The orientation which was divided into seven sessions was conducted by officials from the Ministry of Education. The orientation exercise was focused chiefly on providing human relations information to new teachers, and this was done in both days of the orientation. Topics covered include an overview of the Ministry of Education, Science and Technology; human resources matters; special services section; financial management; and Colinda Medical Group Insurance. Some of the topics on the program were specific to teaching in the Bahamas. The curriculum officers facilitated a session titled "subject specific break out group session" which focused on particular subjects.

The Organization of Eastern Caribbean States: Territories within the OECS that practice teacher induction have no written policies to support their programs. However, some territories responded to the request for information by providing a written description of their programs and/or outlines of their latest orientation sessions. Table 1 displays the summary of the information for each territory and the similarities and differences between these orientation practices are discussed in the following paragraphs.

Table 2. Induction programs for new OECS teachers

Territory	Duration of Program	Key Program Aspects	Notes
Anguilla	4 months	Lesson planning; Teaching children with special needs; Classroom management; Teaching literacy and numeracy.	Makes special reference to the induction program as a means of helping untrained teachers to adjust to the requirements of teaching
Antigua and Barbuda	Approximately 1 week	Roles and responsibilities of teachers; Assessment and evaluation; Classroom management; Curriculum delivery/teaching strategies; Communication skills; Preparing unit/lesson plans; Preparing tests and examinations; Knowledge of civil service regulations.	Conduct an evaluation which asks participants to rate content, delivery and value of the workshops.
Dominica	2 days	Human resources and pedagogical topics	Mentoring provided at the school level
Montserrat	2 years	Education policies and acts; Teaching and learning; Classroom management; Special education needs; Teaching of Mathematics at primary and secondary levels; THRASS (A method of teaching phonics)	
St. Kitts and Nevis	2 weeks	Classroom management; Teacher professionalism; Work preparation; The teacher as a professional; Work ethics and morals; Work preparation and lesson planning; Differentiated instructions; The Teachers' Manual, and Child Friendly School Initiative.	Program focus: decreasing attrition and providing support to weak teachers. No mentoring currently included in program, but this is on the agenda for the upcoming academic year Has an in-service component which lasts one academic year

Induction in the OECS typically consists of orientation workshops that last from two days (Dominica) to two years (Montserrat). The range of topics covered during the orientation shows significant similarities across territories, and also reflects what is given priority in the literature. These include lesson planning and classroom management. In a meta-analysis conducted by Veeman (1984), 77 of the 83 studies provided evidence that new teachers had challenges with classroom discipline. Sixty-four percent of the teachers in the study conducted in Jamaica by Ganser (2001) also indicated that this was a concern for them. Because teachers are required to monitor and manage students' behaviour during lessons and at other times during the school day so that it does not negatively impact on teaching and learning, and because the ability to deal effectively with these inappropriate behaviours develops over time, new teachers needs help in this area. Providing them with assistance during the induction phase should prepare them to begin to develop strategies to cope within the classroom. A focus on lesson planning should give the new teachers the opportunity to get "hands on" experience that is going to be valuable as they develop lessons. Attention is also given to critical areas such as literacy, numeracy, and differentiated instructions. Two territories (Anguilla and Montserrat) also have sessions devoted to assisting students with special education needs. Some territories also include human resources information in their orientation sessions and this is important as teachers need to have an understanding of their conditions of service and also their roles and responsibilities. This aspect of the program also includes a focus on education policies and professionalism.

There are no significant differences in the content of the programs. However, St. Kitts and Nevis has "The Child Friendly School Initiative" which is peculiar to that territory. Anguilla indicates that its orientation is aimed at helping untrained teachers adjust to teaching demands, whereas St. Kitts and Nevis which has an in-service component lasting for one academic year, is focused on stemming attrition and providing support to weak teachers. The programs in the OECS are not static, as St. Kitts and Nevis are in the process of implementing a mentoring component.

Based on the information collected from each territory, the following conclusions can be drawn:

1. There is a strong awareness of the benefits of teacher induction within the Caribbean region.
2. Induction programs in the region are guided by theory and research emanating out of developed countries particularly the United States of America. This is evident in the references to the literature from that country.
3. There is not yet a substantial body of knowledge about induction from the Caribbean.
4. There are a variety of programs of support implemented across the Caribbean, but there are few programs that could be classified as comprehensive. The most prevalent form of "induction" is the orientation workshop provided to new teachers.
5. There is a general lack of procedures for program evaluation even within the territories which have formal induction policies. The most common form of evaluation is usually that conducted at the end of a workshop, and this evaluates the workshop and not the entire program.
6. Educators in the Caribbean display a strong understanding of the needs of new teachers, and this understanding reflects what is presented in research findings on the challenges facing new teachers.
7. There has been a decline in induction programs for various reasons as two countries have suspended their programs indefinitely.

Howe (2006) in his international review of effective induction programs noted that one feature that makes induction programs effective is that they are uniquely tailored to the peculiarities of the geographic location. This is especially so of the programs in the Caribbean which have been adjusted to meet the needs of the territories which vary based on factors discussed previously.

SUMMARY OF RESEARCH ON TEACHER INDUCTION IN THE CARIBBEAN

Teacher induction in the Caribbean is an emerging trend, with most territories implementing their programs 2004 and after. The first research on induction in the Caribbean was conducted in 2001 as part of the MUSTER project in Trinidad. This section presents a summary of the findings of the five qualitative studies conducted in three of the larger territories namely Belize, Jamaica and Trinidad.

The strategy that was used to locate studies on induction initially involved a search of the internet generally to see if any studies could be located on this theme. This was then followed by a search of the databases of university libraries in the Caribbean. Three limitations must be mentioned here. Firstly, it was not possible to search some of the databases due to issues of access. Secondly, Caribbean students pursue post graduate studies at universities outside of the region, with popular destinations being The United Kingdom, Canada and the United States. If they conducted research into induction in the Caribbean, and information about these was not placed online, then the researcher would not be able to locate them. Thirdly, due to the scarcity of information, the five studies that were found were included in this

summary. There were no selection criteria, and consideration was not given to the quality of the studies. In spite of these short comings, the studies can be used to begin to lay a foundation for understanding induction practices in the Caribbean. However, due to the limitations they might not provide the readers with a complete understanding. The findings of the study done in Trinidad is presented first, then the findings from the other four are summarised and presented.

Morris and Joseph (2001) faculty members of The University of the West Indies' School of Education at St. Augustine in Trinidad conducted a research involving eight teachers and three principals. They sought to examine experienced teachers' perception of the value of teachers' college programs, investigate how new teachers were socialized into the schools' culture, and determine what happened to the knowledge and skills they acquired during training. The findings reveal that principals were generally satisfied with the positive outcomes of training as evidenced by attitudes to work, relationship with children, and grasp of content, but they were dissatisfied with teaching methods. The researchers found that there was an informal system of mentoring which assisted protégés with methodology, classroom management issues and specific problems related to the syllabus. The principals also provided assistance. Even before formal induction programs were introduced in the Caribbean, colleagues were supporting new teachers. The research conducted after formal programs were implemented are summarised in the following paragraphs.

Baker-Gardner (2011; 2013) described the induction practices in Jamaica and developed a model for induction in the primary schools. The research was conducted in two parts. Firstly, a pilot study was initially done to check the feasibility of investigating induction in the primary schools. This included 12 teachers, four mentors, three program administrators and two principals. Data to examine mentor availability was collected from 42 schools in one education region. For the second part of the research data was collected through interviews and surveys from seven new teachers and four mentors. Two studies focused on induction in Belize. Garbutt (2010) examined how 40 Belizean novice teachers perceived the level of support they received from their mentors and tutors. A survey was administered, and 12 novices were interviewed. Samuels (2011), while enrolled at the University of North Florida, conducted research which focused on evaluating the primary school teacher induction training in Belize. His aim was to discover the extent to which the induction program supported mentoring activities and action research of new teachers, and the factors which impacted the Belize Induction Training Program. A survey was administered to 54 teachers, 48 mentors and 44 principals.

An abstract for a study on induction by Foster (2012) from Trinidad was available on the website of The University of the West Indies, St. Augustine, but attempts to obtain a copy of the research were unsuccessful. Based on the abstract, the purpose of this research was to evaluate the impact of the mentoring program on three teachers in a rural Trinidadian school. Data was collected through observations, questionnaires, interviews and journal entries (Foster, 2012).

The finding from the four studies show that:

- All new teachers in the programs were mentored;
- Programs were guided by formal policies in some territories;
- Induction improved the classroom management practices of new teachers;
- New teachers developed research and reflective skills;
- New teachers were able to set goals to benefit the learners;
- The programs helped novices to build better relationships with colleagues;
- Mentors and new teachers shared a confidential relationship;

- Mentors indicated that there was increased student achievement (assessment was not based on empirical data);
- Mentors indicated that they benefited from the program;
- Inducting Caribbean teachers did not have any impact on teacher attrition/retention;
- Mentors and new teachers did not teach at the same grade level so there were challenges with providing adequate support;
- Mentors and new teachers were not provided with reduced teaching load so quality of support was compromised;
- Mentors and new teachers felt they received low levels of support from school administrators;
- Level of supported provided by the program was rated as low to moderate;
- Not all mentors were provided with initial training and there was no evidence of ongoing training;
- Lesson observation was expected but was not adequately performed for a number of reasons;
- There was little modelling and coaching; and
- School administrators indicated that they needed additional training in order to provide support to the program.

The findings point to the positive contributions of induction programs in Belize, Trinidad and Jamaica. This information is valuable in terms of understanding the likely effect that induction can have on novice teachers in the Caribbean, and the areas of the programs that might need to be strengthened during implementation.

The Commonwealth Secretariat (1996) states that one of the issues coming out of the 1995 seminar is that there needs to be an increase and improvement in the research capacity in teacher education. This is needed to in the field of induction to: investigate the viability of current induction programs; help educators arrive at a better understanding of what works and what does not in our environment; and develop a body of literature on induction for the region which reflects its diversity and challenges. Some areas which need to be investigated are the impact of mentoring on new teachers; the training required by mentors to provide adequate support for new teachers; the knowledge and skills that principals need in order to contribute to the success of the induction program; features of effective schools which support new teacher growth; and models that facilitate better opportunities for collaboration between mentors and new teachers. Ministries of Education also need to evaluate the programs in each territory as adopting frameworks from abroad might not satisfactorily meet the needs of the Caribbean.

CONCLUSION

The research from the United States and England indicate that teacher induction is beneficial not only to protégés, but also to students and mentors. An examination of the current induction practices across the Caribbean shows significant possibilities for providing support to new teachers which could translate into improved student outcomes. The induction programs that are operating in the territories are as many and varied as the territories themselves, and based on the findings of the studies examined in this chapter, these are beneficial to students, new teachers, and mentors. The larger territories have more formalised systems of induction, while the smaller territories more frequently use orientation sessions to induct their new teachers. Only three of the territories examined have formalised policies for induction and mentoring is provided to teachers in some programs.

The region is making strides as CARICOM has become an integral part of the process by providing the framework within which these territories can develop programs of support for new teachers. The involvement of CARICOM in the process signals the priority that is placed on teacher induction within the region. The Draft Framework of Generic Teaching Performance Standards and Academic Standards identifies induction and internship as integral components of the standards to improve the quality of teachers within the Caribbean. It points out that entrants to the profession should be provided with a period of internship during which they are required to participate in an induction program, and it provides recommendations for the development of such programs. These are:

- Reduced workload for interns;
- Engagement of the intern in a variety of professional development activities such as formal lectures, seminars and workshops, observation of teaching by experienced teachers, and supervised teaching practice;
- The period should vary from one to three years;
- Interns should be assigned to mentors;
- Interns who do not meet professional standards after this period should be given an additional year; and
- Those who fail to meet the standards after the additional year should be counselled out of teaching.

Whereas Caribbean territories have not yet moved to embrace all the recommendations, three of the six are already being practised which suggests that strides are being made in the right direction.

REFERENCES

Arends, R., & Rigazio-DiGilio, A. (2000). Beginning teacher induction: Research and examples of contemporary practices. *Paper presented at theannual meeting ofthe Japan-United StatesTeacher Education Consortium*, Tokyo, Japan.

Bacchus, M. K. (1990). *Utilization, misuse and development of human resources in the early West Indian colonies*. Ontario, Canada: Wilfrid Laurier University Press.

Baker-Gardner, R. (2011). *A proposed model for the induction of teachers in Jamaican primary school: A pilot study. (Unpublished work)*. Mandeville, Jamaica: Northern Caribbean University.

Baker-Gardner, R. (2013). *A proposed model for the induction of new teachers in Jamaican primary schools* [Unpublished doctoral dissertation]. Northern Caribbean University, Mandeville, Jamaica.

Bartell, C.A. (2005). *Cultivating high quality teaching through induction and mentoring.*

Breaux, A., & Wong, H. (2003). *New teacher induction: How to train, support and retain new teachers*. Mountain View, CA: Harry K. Wong Publication.

Bruns, B., & Luque, J. (2014). *Great teachers: How to raise student learning in Latin America and the Caribbean*. Retrieved from http://www.worldbank.org/content/dam/Worldbank/document/LAC/Great_Teachers-How_to_Raise_Student_Learning-Barbara-Bruns-Advance%20Edition.pdf

Bruns, B., Luque, J., & Moreno, M. (2014). *How good are teachers in the region in great teachers: How to raise student learning in Latin America and the Caribbean* (pp. 55-96). Retrieved from http://elibrary.worldbank.org/doi/abs/10.1596/978-1-4648-0151-8_ch1

Campbell, C. (2004). Education in the Caribbean, 1930-90. In B. Breteton (Ed.), General history of the Caribbean, Volume 5. The Caribbean in the Twentieth Century (pp. 606-626). Paris, France: UNESCO Publishing and London: Macmillan Publishers.

Cayman Islands Government. (2013). *Newly qualified Caymanian teachers inducted.* Retrieved from [REMOVED HYPERLINK FIELD]http://article.wn.com/view/2013/09/04/Newly_Qualified_Caymanian_Teachers_Inducted_Cayman_Islands_G/

Center for Public Education. (2005). *Teacher quality and student achievement: Research review.* Retrieved from http://www.centerforpubliceducation.org/Main-Menu/Staffingstudents/ Teacher-quality-and-student-achievement-At-a-glance/Teacher-quality-and-student-achievement-Research-review.html

Council for Integral Development (FEMCIDI) & Organisation of American States (OAS). (2008). *Implementation of a teacher mentoring program (2004 – 2006).* Bahamas: Commonwealth of the Bahamas.

Danielson, C. (2002). Foreword: The need for mentoring. In S. Villani (Ed.), *Mentoring programs for new teachers: Models of induction and support* (pp. i–v). Thousand Oaks, CA: Corwin Press.

Davis, B. H., & Field Waite, S. (2006). The long term effects of a public school/state university induction programme. *Professional educator online, 2*(1). Retrieved from http://www.auburn.edu/academic/societies/professional_educator/articles/archives/fall2006.pdf

Duke, L., Karson, A., & Wheeler, J. (2006). Do mentoring and induction programs have greater benefits for teachers who lack preservice training? (pp. 61–82)., Retrieved from http://www.princeton.edu/jpia/past-issues-1/2006/4.pdf

Education in Barbados. (2015). *Wikipedia.* Retrieved from https://en.wikipedia.org/wiki/Education_in_Barbados

Feiman-Nemser, S., Carver, C., Schwille, S., & Yusko, B. (1999). Beyond support: Taking new teachers seriously as learners. In M. Scherer (Ed.), *A better beginning: Supporting mentors and new teachers* (pp. 3–12). Alexandria, VA: Association for Supervision and Curriculum Development.

Fideler, E., & Haskelkorn, D. (1999). Learning the ropes: Urban teacher induction programs in the United States. Belmont, MA: Recruiting new teachers.

Fieman-Nemser, S. (1996). *Teacher mentoring: A critical review*. Educational Resources.

Foster, G. (2012). *The impact of a mentoring programme on novice teachers.* Retrieved from http://www.uwispace.sta.uwi.edu/dspace/bitstream/handle/2139/12154/Glen%20Foster%20Abstract.pdf?sequence=1

Ganser, T. (2001). *Beginning teaching in Jamaica: Challenges and assistance.* ERIC Document Reproduction Service No. 452189.

Garbutt, J. (2010). Bridging the gap between training and practice: Beginning teachers' perceptions of their induction program experience [Unpublished Master's thesis]. The University of the West Indies, VU.

George, J., & Quamina-Aiyejina, L. (2002). *An analysis of primary teacher development in Trinidad and Tobago*. Retrieved from http://www.eldis.org/vfile/upload/1/ document/0708/DOC12844.pdf

Girvan, N. (2001). *Reinterpreting the Caribbean.* Retrieved from http://www.normangirvan.info/ wp-content/uploads/2007/09/reinterpreting-the-caribbean-2001.pdf

Glazerman, S., Isenberg, E., Dolfin, S., Bleeker, M., Johnson, A., Grider, M., et al. (2010, June). *Impacts of comprehensive teacher induction: Final results from a randomized controlled study executive summary.* Jessup, MD: US Department of Education.

Government of Belize. (n. d.). *Government of Belize teacher education and development service.* Retrieved from http://www.moe.gov.bz/index.php/education-services/teacher-education-development-services-teds

Halford, J. M. (1999). Easing the way for new teachers. In M. Scherer (Ed.), *A better beginning: Supporting mentors and new teachers* (pp. 13–18). Alexandria, VA: Association for Supervision and Curriculum Development.

Howard, L. (2006). *Ready for anything: Supporting new teachers for success*. Inglewood, CO: Advanced Learning Press.

Howe, E. R. (2006). Exemplary teacher induction: An international review. *Educational Philosophy and Theory*, *38*(3), 287–297. doi:10.1111/j.1469-5812.2006.00195.x

Ingersoll, R., & Strong, M. (2011). The impact of induction and mentoring programs for beginning teachers: A critical review of the research. *Review of Educational Research*, *81*(2), 201–233. doi:10.3102/0034654311403323

Jonson, K. F. (2002). *Being an effective mentor: How to help beginning teachers succeed*. Thousand Oaks, CA: Corwin Press.

Joyce, B., & Showers, B. (2002). *Designing training and peer coaching: Our needs for learning*. Alexandria, VA: Association of Supervision and Curriculum Development.

Kazim, B. M. (2005). *Education for economic, social and political development in the British Caribbean economies from 1896 to 1945*. Ontario, Canada: The Althouse Press University of Ontario.

King, R. (n. d.). *Education in the British Caribbean: The legacy of the nineteenth century.* Retrieved from [REMOVED HYPERLINK FIELD]http://www.educoas.org/Portal/bdigital/contenido/interamer/BkIACD/Interamer/Interamerhtml/Millerhtml/mil_king.htm

Mark, P. (2013). Standards of practice for the teaching profession in the Caribbean Community: Draft Framework of Generic Teaching Performance Standards and Academic Standards. Retrieved from https://www.oas.org/cotep/

Mark, P., Joseph, R., & Remy, C. (2005). *Responses to the challenge of improving the quality of recruitment and selection, initial formation, professional development and evaluation of teachers in countries of this hemisphere: A harmonized policy framework for teacher education in the Caribbean Sub-Region*. Trinidad and Tobago. Retrieved from http://www.mona.uwi.edu/cop/sites/default/files/1832.HARMONIZED%20POLICY.pdf

Mason, L. (2010). *Education… Some imperatives for teacher education and training in Guyana.* Retrieved from http://www.stabroeknews.com/2010/guyana-review/01/28/education-some-imperatives-for-teacher-education-and-training-in-guyana/

Ministry of Education. (2013). *Cayman Islands strategic plans for education 2012-2017.* Retrieved from http://www.education.gov.ky/pls/portal/docs/PAGE/MEHHOME/ EDUCATION/STRATEGICPLAN/CAYMAN%20ISLANDS%20STRATEGIC%20PLAN%20FOR%20EDUCATION%202012-2017%20-%20FINAL_31.01.13.PDF

Ministry of Education. (2014). Training & Employment. The national education data report 2013 Cayman Islands. Retrieved from http://www.education.gov.ky/pls/portal/docs/ PAGE/MEHHOME/EDUCATION/NATIONAL-EDUCATION-DATA-REPORT-2013/THE-NATIONAL-EDUCATION-DATA-REPORT-2013.PDF

Ministry of Education Guyana. (2015). *Improving teacher education and training.* Retrieved from http://www.education.gov.gy/web/index.php/education-strategic-plan-2008-2013/item/463-improving-teacher-education-and-training

Ministry of Education. (n. d.). *Education statistics 2012-2013.* Retrieved from http://moe.gov.jm/__o/sites/default/files/Education%20Statistics%202012-13.pdf

Ministry of Education. (n. d.). *Education strategic plan 2008-2013: Improving teacher education and training.* Retrieved from http://www.education.gov.gy/web/index.php/education-strategic-plan-2008-2013

Ministry of Education. (n. d.). *Newly qualified Caymanian teachers inducted.* Retrieved from http://www.gov.ky/pls/portal/PORTAL.wwv_media.show?p_id=7571831&p_settingssetid=1&p_settingssiteid=0&p_siteid=3901&p_type=basetext&p_textid=7571832

Ministry of Education and Culture. (2004). P*rimary Education Support Program (PESP).* Retrieved from http://www.moec.gov.jm/projects/pesp/components.htm

Moir, E. (2009). Accelerating teacher effectiveness: Lesson learned from two decades of new teacher induction. Retrieved from http://www.ode.state.or.us/opportunities/grants/nclb/title_ii/a_teacherquality/accelerating-teacher-effectiveness.pdf

Moir, E., & Gleiss, J. (2001, Winter). Quality induction: An investment in teachers. *Teacher Education Quarterly*, (28): 109–114.

Morris, J., & Josephs, A. (2001). *Newly qualified teachers in Trinidad and Tobago impact on interaction with the system*. St. Augustine, Trinidad & Tobago: The University of the West Indies.

New Teacher Center. (2012a). *The big picture: Comprehensive systems of teacher induction.* Retrieved from http://www.newteachercenter.org/blog/big-picture-comprehensive-systems-teacher-induction Newly Qualified Teachers in Trinidad and Tobago Impact on/Interaction with the System Organisation of American States/FEMCIDI

Organization of American States. (2008). *The Caribbean community task force for teacher education.* Retrieved from https://www.oas.org/cotep/

Robinson, G. (1998). *New Teacher induction: A study of selected new teacher induction models and common practices.*

Samuels, S. J. (2011, December). *An evaluation of the primary school teacher induction training program in Belize* [Doctoral dissertation]. University of North Florida, Jacksonville, FL.

Serpell, Z. (2000). *Beginning teacher induction: A review of the literature*. Washington, DC: American Association of Colleges for Teacher Education.

Steinbach, M. (2012). Obstacles to change in teacher education in Trinidad and Tobago. *The International Education Journal: Comparative Perspectives,* 11(1), 69–81.

Steward, L., & Thomas, E. (Eds.). (1996). *Teacher education in the Commonwealth Caribbean: Issues and Development*. London, UK: Commonwealth Secretariat.

Teacher Education and Development Services. (2008). *The Ministry of Education (Belize) Primary School Induction Program: Policy Framework*. Belize: Teacher Education and Development Services.

Teachers Colleges of Jamaica. (2012). *Teachers colleges of Jamaica handbook of regulations Bachelor of Education*.

The Advocate (2011, June 28). Mentorship would ease new teachers. Retrieved from http://www.barbadosadvocate.com/newsitem.asp?more=local&NewsID=18414

The World Bank. (2015). *Implementation status & results report improving teacher education.* Retrieved from [REMOVED HYPERLINK FIELD]http://www-wds.worldbank.org/external/default/WDSContentServer/WDSP/LCR/2015/06/29/090224b082fa76e6/3_0/Rendered/PDF/Guyana000Impro0Report000Sequence009.pdf

Thompson, B. P., Warrican, S. J., & Leacock, C. J. (2011). Education for the future: Shaking off the shackles of colonial times. In D. A. Dunkley (Ed.), *Readings in Caribbean History and Culture: Breaking Ground*. Lanham, MD: Lexington Books.

Trading Economics. (2015). *Pupil teacher ratio in Trinidad and Tobago*. Retrieved from http://www.tradingeconomics.com/trinidad-and-tobago/pupil-teacher-ratio-secondary-wb-data.html

UNESCO and International Bureau of Education. (2010). *World data on education* (7th ed.). Retrieved from http://www.ibe.unesco.org/fileadmin/user_upload/Publications/WDE/2010/pdf-versions/Belize.pdf

United National Educational Scientific and Cultural Organisation Regional Board of Education. (2015). *The state of education in Latin America and the Caribbean: Towards a quality education for all.* Retrieved from extension://pnhplgjpclknigjpccbcnmicgcieojbh/pdf/viewer.html?file=http://www.unesco.org/new/fileadmin/MULTIMEDIA/FIELD/Santiago/pdf/state-of-education-in-LAC-towards-2015.pdf

Veeman, S. (1984). Perceived problems of beginning teachers. *Review of Educational Research*, *54*(2), 143–178. doi:10.3102/00346543054002143

Villani, S. (2002). *Mentoring programs for new teachers: Models of induction and support*. Thousand Oaks, CA: Corwin Press.

Villar, A., & Strong, M. (2007, Summer). Is mentoring worth the money? A benefit cost analysis and five year rate of return of a comprehensive mentoring program for beginning teachers: ERS Spectrum. *Journal of Research and Information*, *25*(3), 1–17.

Walden, C. (2005). *The teacher education curriculum: programmes and programming to meet the needs of the teacher and the nation in revising tertiary education policy in Jamaica: Towards personal gain or public good?* (R. Holding & O. Burke, Eds.). Kingston, JA: Ian Randle Publishers.

Whyte, M. (1977). *A short history of education in Jamaica*. London: Hodder and Stoughton.

Williams, D. A. (2012). *A report on issues in teacher education in the Caribbean sub-region: Understanding the challenges to promoting democratic ideals in schools.* Retrieved from http://scm.oas.org/pdfs/2012/CIDI03574E01.pdf

World Bank/OECS Secretariat. (2009). *Attracting and retaining qualified teachers in the OECS.* Retrieved from http://siteresources.worldbank.org/EDUCATION/Resources/ WB_OECSTeacherReport.pdf

KEY TERMS AND DEFINITIONS

CARICOM: The organisation comprising 15 Caribbean nations with a view to promoting economic integration among members.

Induction: A comprehensive, systematic program of support provided for new teachers aimed at helping them to adjust to the demands of the profession, experience professional growth and contribute to students' development.

Mentee: A new teacher who is engaged in a mentoring relationship.

Mentor: An experienced teacher who is providing support to a mentee in an institutionally recognised program.

Mentoring: Mentoring is the matching of the new teacher with a more experienced colleague or colleagues so that they can work together to simultaneously achieved developmental goals.

New Teacher: A teacher who has been in the profession for less than four years.