



**Changing Landscapes in
Caribbean Education:**

**Are Our Teachers Being
Adequately Prepared For This?**

**Zellynne Jennings
Lorraine D. Cook**

Foundation of pedagogical knowledge (Darling-Hammond)

- Skills in diagnosis
- Being to plan for varied backgrounds and children who have more diverse needs, including special education needs
- Child/Adolescent development ;motivation to learn
- Knowledge of differences amongst students on account of their gender, cultural context, language, family background, the nature of their communities, religious affiliation
- Range of teaching strategies
- Variety of assessment techniques
- Need to be Reflective Practitioners

Teacher Efficacy

- the teachers' expectations that they are able to influence students' learning and the teaching-learning process
- judgments or beliefs of their perceived ability to accomplish critical instructional goals among students who are difficult and unmotivated" (Wolters and Daughtery 2007: 182)

Problems peculiar to youth in the Caribbean (World Bank 2003)

- high levels of sexual and physical abuse of school children
- widespread use of corporal punishment especially amongst boys .
- early onset of sexual initiation
- extremely high incidences of rage - leads to high incidences of violence
- widespread social acceptance of the use of alcohol and marijuana



This very different landscape, argues Jules (2008) challenges educators to “be bold in their thinking and to be willing to question and rethink the foundations of education in small societies” .

Research Questions

- What are the views of the following on how teachers in the Pelican Academy were trained: current students, graduate students, practice teaching supervisors; principals /heads of departments of secondary schools?
- Is there a difference between Pelican Academy (PA) graduates and Non-PA graduates' teacher efficacy scores?
- Are the differences in teacher efficacy scores based on their year of graduation?
- What are stakeholders' views on how the quality of training could be improved?

SOME BACKGROUND INFORMATION

Components of Degree Programmes at Pelican Academy Courses

Degree	Core Education	Subject Specialisation	Practicum	Out of School	University Foundations	Total Credits
B .Ed (2yrs)	6	24	9	30	6	66
B. Ed (3yrs)	12	30	9	30	9	90

Specializations offered by Pelican Academy

- Early Childhood Education
- Primary Education
- **Subject specializations offered at secondary level**
- Language Education: English
- Language Education: Literacy Studies (primary and secondary)
- Language Education: Modern Foreign Languages
- Mathematics Education
- Science Education
- Special Education
- Geography/Social Studies Education
- History Education
- Computer Science Education

Core Education Courses

- Classroom Testing and Evaluation
- Introduction to Curriculum Studies
- Issues and Perspectives in Education
- Motivation and the Teacher
- Research Design in Education
- Educational Technology
- Integrating Computers in to the Curriculum
- Environmental Education
- Dealing with conflict and aggression in the classroom

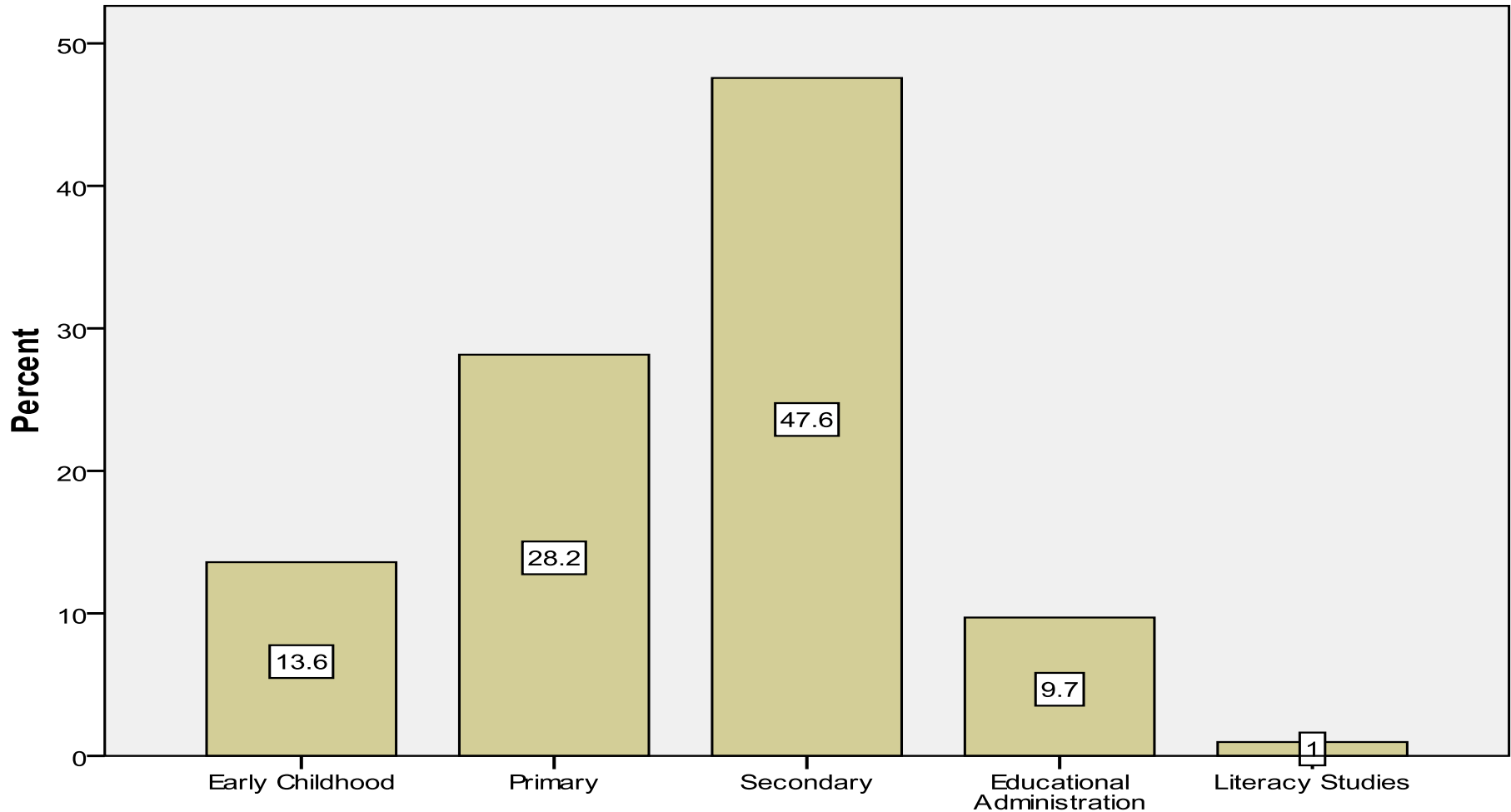


Method

Participants Position in Schools

	Frequency	Percent	Valid Percent	Cumulative Percent
Education Officer	2	.2	.2	.2
Principal	15	1.3	1.3	1.5
Vice Principal	34	2.9	3.0	4.5
HOD	56	4.8	4.9	9.4
Senior Teacher	227	19.6	20.0	29.5
Grade Coordinator	142	12.3	12.5	42.0
Subject teacher	658	56.9	58.0	100.0
Total	1134	98.0	100.0	
Missing	23	2.0		
Total	1157	100.0		

Content Specialization of Teachers Supervised by Participating Supervisors



content specialization of teachers supervised by Participating Supervisors

DATA ANALYSIS

Research Question	Technique for Data analysis
What are the views of the following on how teachers in the Pelican Academy were trained: current students, graduate students, practice teaching supervisors; principals /heads of departments of secondary schools?	descriptive statistics and pie charts
Is there a difference between Pelican Academy (PA) graduates and Non-PA graduates' teacher efficacy scores?	Mann –Whitney U test
Are the differences in teacher efficacy scores based on their year of graduation	Kruskal-Wallis test
What are stakeholders' views on how the quality of training could be improved?	thematic analysis

Educational Regions of Jamaica



SOME MAIN FINDINGS

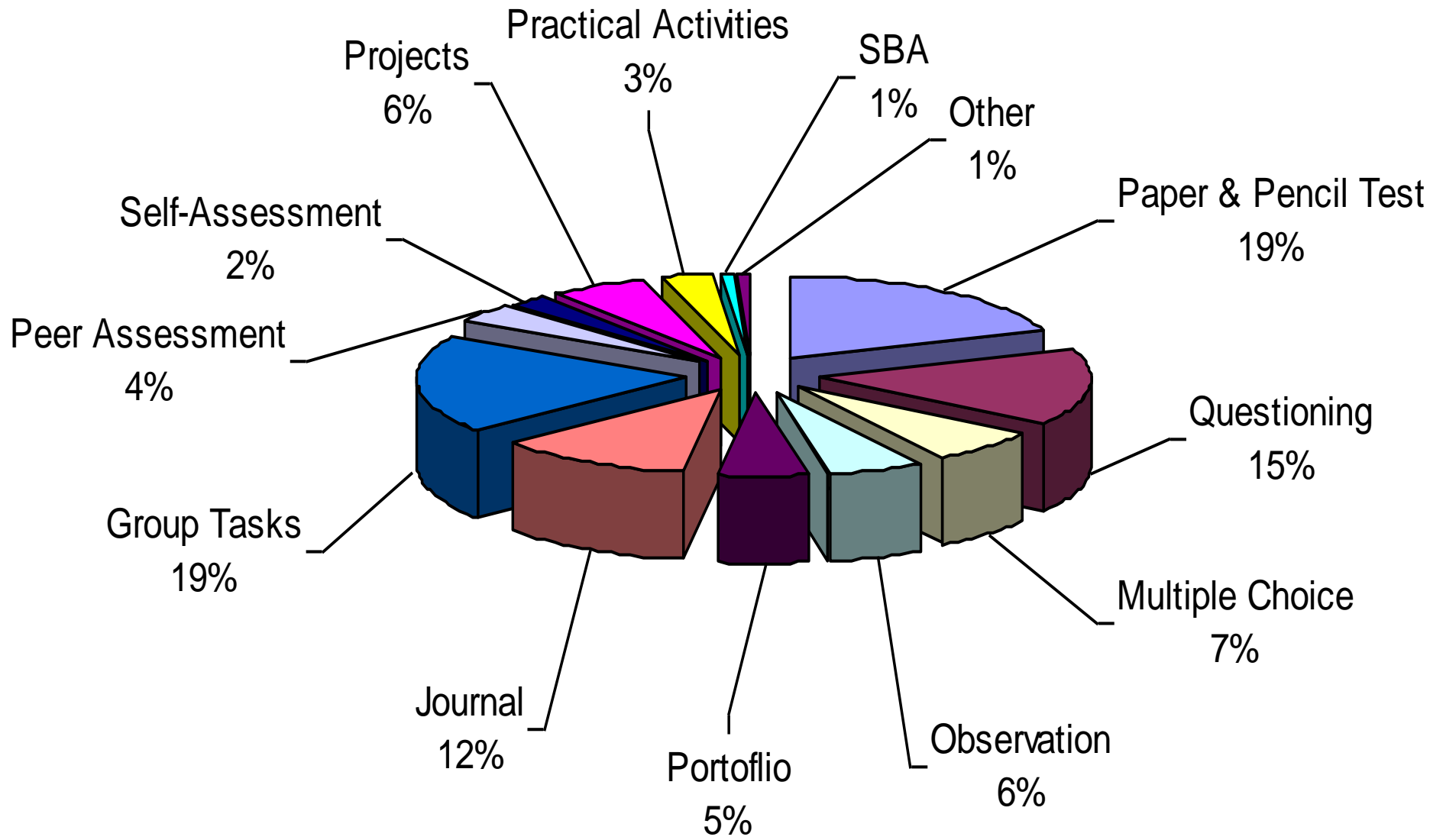
Graduates' rating of aspects of training which require improvement

		Course Content Overload	Managing Learning Difficulties	Dealing with Violence and aggression	Articulation with work done at Teachers' College	Lecturers need to be more facilitating	Lecturers need to be more technologically oriented	Preparation for and organization of the Practicum	Delivery of Lecturers	Accessibility of lecture notes	Supervision of research project
N	Valid	400	338	341	202	320	192	198	228	158	183
	Missing	240	302	299	438	320	448	442	412	482	457
Mean		3.24	3.51	3.50	3.01	2.78	2.81	2.84	2.56	2.66	2.92
Mode		5	4	5	3	3	3	2	1	1	1
Std. Deviation		1.494	1.271	1.397	1.268	1.298	1.297	1.345	1.325	1.487	1.447

The Value of Courses Taken in Other Faculties

Contribution of Cross Faculty Courses	Frequency	Percentage
CFC gave in-depth understanding of the Content	134	30%
CFC complemented the education courses	248	56%
CFC were not relevant	63	14%

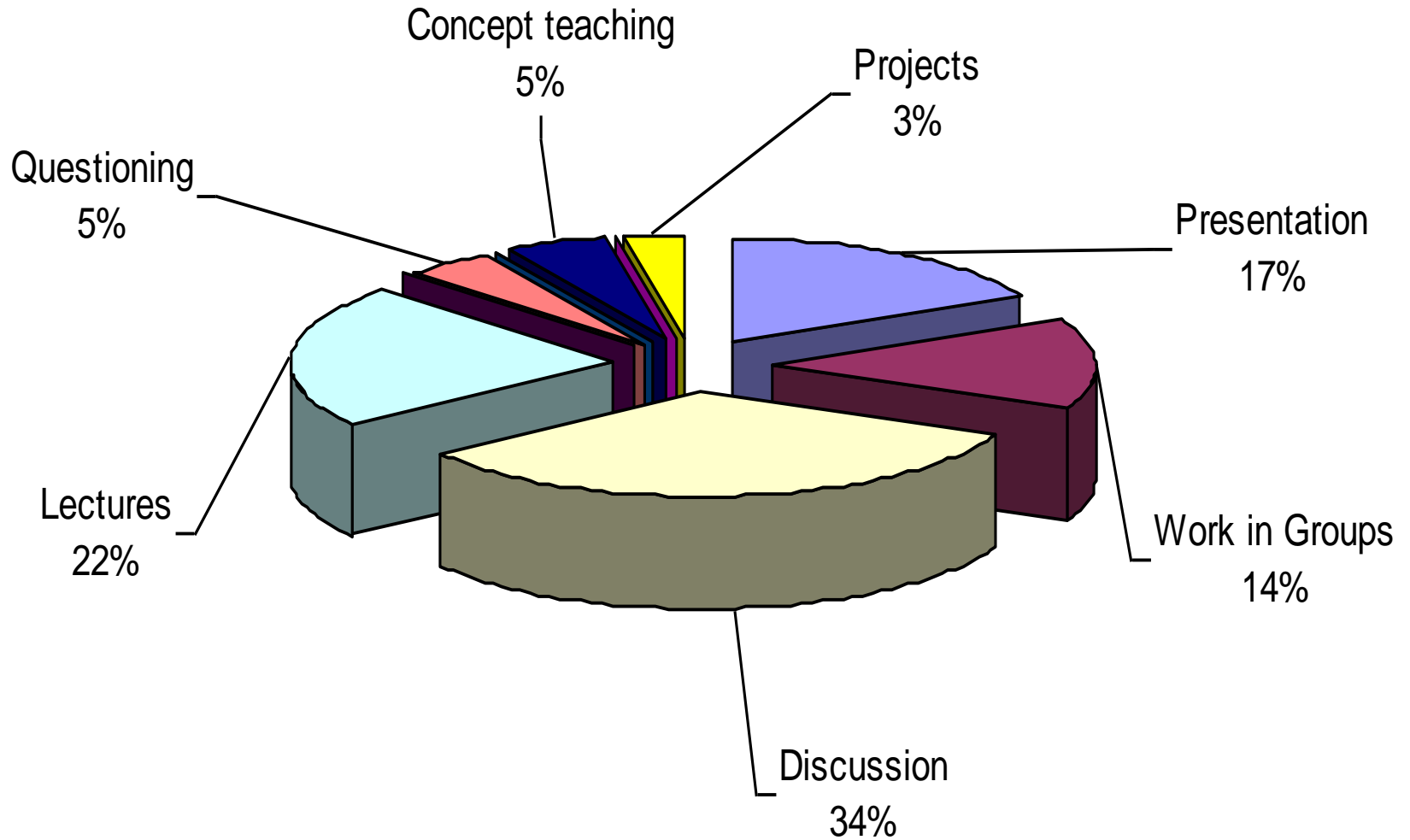
Assessment Techniques Mostly Modelled by the Lecturers



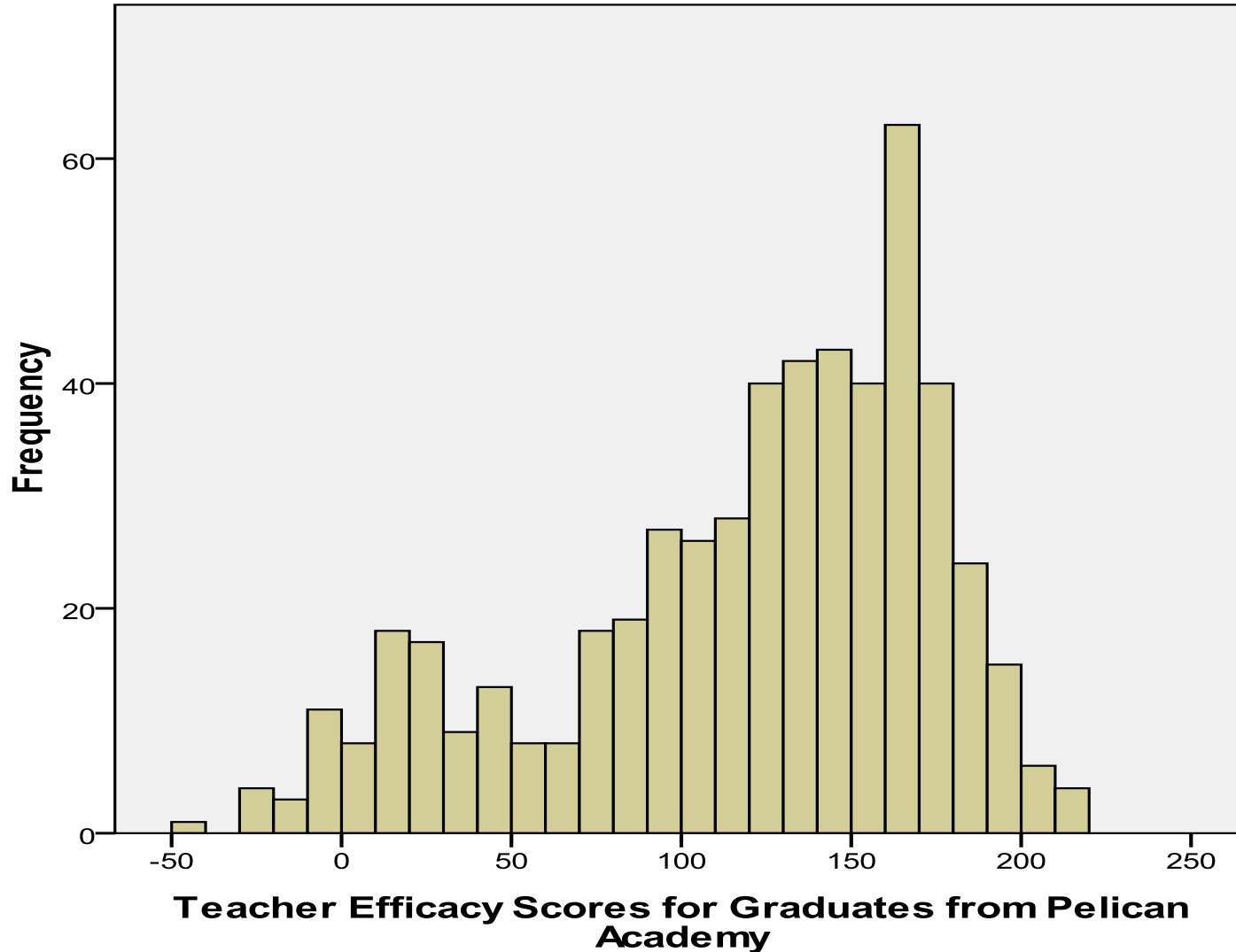
Perspective of Final Year Students: Aspects of Training that Teachers Found Good (1 =Poor & 5= Very Good)

		Lecturers are well organize	The courses were interesting	Insights gained from Practicum	Knowledge gained from the Specialist areas	Teaching strategies
N	Valid	27	21	11	9	12
	Missing	7	13	23	25	22
Mean		3.81	3.52	2.73	4.11	3.42
Mode		4	5	1	5	5
Std. Deviation		.786	1.401	1.555	1.054	1.621

Teaching Strategies Most Modelled by Lecturers



Teacher Efficacy Scores for Graduates from Pelican Academy



Mean = 118.82
Std. Dev. = 55.702
N = 535

Descriptive: *Pelican Academy*
Graduate & Non- Pelican
Graduate Teacher efficacy scores

	Pelican Academy Graduate	N	Mean Rank	Sum of Ranks
Teacher Efficacy Score	Yes	640	536.91	343620 .50
	No	451	558.90	252065 .50
	Total	1091		

Is There a Difference Between Pelican Academy (PA) Graduates and Non-PA graduates' Teacher Efficacy Scores?

Table

T-test : Pelican Academy Graduate & Non- Pelican Graduate Teacher efficacy scores

	Teacher Efficacy Score
Mann-Whitney U	138500.500
Wilcoxon W	343620.500
Z	-1.136
Asymp. Sig. (2-tailed)	.256

a. Grouping Variable: Pelican Academy Graduate

Are the Differences in Teacher Efficacy Scores Based on their Year of Graduation?

Descriptive: *Teacher Efficacy Ranks*

	Year of Graduation	N	Mean Rank
Teacher Efficacy Scores	Before 1995	28	190.39
	1995 -2000	193	267.17
	2001-2007	301	264.48
	Total	522	

Are the Differences in Teacher Efficacy Scores Based on their Year of Graduation?

Kruskal Wallis Test

	Teacher Efficacy Scores
Chi-Square	6.614
df	2
Asymp. Sig.	.037

b. Grouping Variable: Year of Graduation

Teacher Efficacy & Year of Graduation

Dependent Variable	Test Variable	Ranks	N	Mean Rank	Level of Significance (Alpha-.05)
Confidence to Deliver	Year of Graduation	Before 1995	55	393.44	$(H(2) = 8.31, p. 016 < 0.05)^*$.
		1995-2000	295	432.29	
		2001-2007	560	473.82	
		Total	910		
Ability to use variety of assessment	Year of Graduation	Before 1995	55	364.22	$(H(2) = 10.04, p. 007 < 0.05)^{**}$.
		1995-2000	295	442.45	
		2001-2007	562	472.95	
		Total	912		
Competence in delivering alternative explanation	Year of Graduation	Before 1995	55	372.30	$(H(2) = 9.35, p. 009 < 0.05)^{**}$.
		1995-2000	295	440.45	
		2001-2007	563	473.95	
		Total	913		
Competence to provide exceptional students	Year of Graduation	Before 1995	55	435.56	$(H(2) = .311, p. 856 > 0.05)$.
		1995-2000	293	455.48	
		2001-2007	560	455.85	
		Total	908		
Ability to cope with violent and aggressive students	Year of Graduation	Before 1995	55	425.18	$(H(2) = .766, p. 682 > 0.05)$.
		1995-2000	295	458.61	
		2001-2007	555	452.77	
		Total	905		

Is PA adequately preparing teachers for the changing landscape of Caribbean education ?

It provides a foundation of pedagogical knowledge to some extent, but needs to give more attention to:

- ❖ Learning difficulties/special needs
- ❖ teachers' skills in conflict resolution
- ❖ Teaching strategies (broader range).
- ❖ Variety of assessment techniques
- ❖ Sociological and cultural issues related to youth (e.g. sexual/physical /substance abuse/early sexual initiation/HIV AIDS etc.)
- ❖ Teacher efficacy



THANK YOU