

DRAFT

**The University of the West Indies, St. Augustine
Campus
The Centre for Gender and Development Studies**

REPORT

**Creative Strategies for Making a Difference in the
Classroom: Alternatives to Corporal Punishment**

Series of Eight workshops for

PROJECT PEACE

Ministry of Education

Government of the Republic of Trinidad and Tobago

May 2003- April 2004



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CREATIVE STRATEGIES FOR MAKING A DIFFERENCE IN THE CLASSROOM

“ If *one* has changed, then over time quite possibly the majority will change in a positive manner”

1. Introduction and Background

In 2003, the University of the West Indies, (St. Augustine Campus), Centre for Gender and Development Studies, organized and implemented a series of eight workshops on the theme, **Creative Strategies for Making a Difference in the Classroom: Alternatives to Corporal Punishment**.” These workshops, conducted in response to a request from the Ministry of Education, formed part of the Ministry’s **Project Peace** aimed at eliminating violence in schools and creating a peaceful school. This request was based upon the success of a previous workshop on discipline in schools, “Creative Strategies for Making a Difference in Secondary Schools: Reclaiming the Classroom” carried out by the Centre and the Social Work Unit, Faculty of Social Sciences, in August 2002. ¹

The genesis of this earlier workshop lay in recognising that the pervasive problem of discipline in schools, situated within the wider issue of gender differentials in education, especially in our school system, calls for a rethinking of the approaches currently used in our education system if educators are to make a difference and to make an impact.

The phenomenon of escalating violence inside and outside our schools, mainly perpetrated by young males and to a lesser extent young females, needs to be examined and understood from a gendered perspective, analyzing the relationship between violence and perceptions of masculinity/manhood held in particular by our youth and the way in which this is played out in our classrooms.

¹ Due to this concern, the Centre for Gender and Development Studies in collaboration with the Social Work Unit, Faculty of Social Sciences conducted two very successful consecutive, one- week workshops on **Creative Strategies for Making a Difference in Secondary Schools: Reclaiming the Classroom**, from August, 19th - 23rd and 26th to 30th, 2002. The workshops were held at the UWI campus Sir Arthur Lewis Institute for Social and Economic Studies (SALISES) and the Staff Complex, BPTT, Mayaro respectively. Teachers, school administrators, and social workers of secondary schools were targeted with the aim of imparting the necessary skills to create alternative strategies to discipline in schools and overall strategies for managing and creating a peaceful classroom. The participants were also exposed to the role of gender in society and the ways in which notions of masculinity and femininity impacted learning.

Dr. Maud Blair, formerly an Advisor to the Department of Education, United Kingdom and lecturer at the Open University, UK, and an expert in gender and education and discipline and schooling together with Mrs. Jacqueline Padmore, lecturer in Social Work, Faculty of Social Sciences, facilitated the workshops.

As a follow-up to the work started in this workshop, and because of the overwhelming response they generated, the Ministry of Education, (Schools Intervention Strategies Unit) requested the Centre to develop a series of one-day training workshops for school personnel aimed at making a difference in the classroom.

The participants were to explore critical issues to better understand and come to terms with, the particular cultural, psycho-social and gendered nature of the problem, thus enabling them to be more creative in finding solutions to problems in the classroom. It was also felt that it was necessary to create a paradigm shift among educators and society to recognize youth as a wonderful resource with assets and for educators, in particular, to know how to cultivate a climate in the classroom to draw upon and develop this asset.

The workshop(s) therefore aimed to provide teachers with the knowledge and strategies to utilize the assets of young people towards the creation of positive and productive classroom relationships. In order to do so, participants had to understand and come to terms with, the particular cultural, psycho-social and gendered nature of youth behaviour and learning thus enabling them to be more creative in finding solutions to problems in the classroom.

In this regard participants were introduced to concepts of :

- Alternative Discipline (principles and strategies)
- Youth Development Assets
- Gender as a social and cultural factor

1.2 Workshop Aims and Objectives

Overall Goal

The overall aim of the programme is to empower teachers to reclaim the classroom by providing them with an understanding of the particular cultural, psycho-social and gendered nature of youth behaviour and learning, thus enabling them to be more creative in finding solutions to problems in the classroom.

Objectives:

- to provide participants with an understanding of youth development
- to explore the ways in which notions of masculinity and femininity contribute to the classroom and learning environment
- to develop alternative classroom management strategies based upon a re-analysis of young people's behaviours

Expected Outcomes

- A greater awareness among educators of the differential developmental patterns and learning
- An awareness among educators of their own gendered behaviours and biases and the way in which this impacts on the classroom

- Greater awareness among educators of the ways in which gender and socio-economic factors impact on student motivation
- A willingness among educators to utilize alternative strategies to corporal punishment in managing the classroom and motivating students
- More responsive educators who are equipped with the tools to analyse and strategise according to their need

2. Workshop Organisation

The workshops were organized according to the eight educational districts of Trinidad and Tobago, (St. George East, Victoria, South East, Central, Port of Spain and Environs,) targeting secondary school teachers and administrators within each district. They were designed according to a modular system and implemented over a period of eleven (11) months, complementing the school terms. To date, seven of the eight workshops have been completed with a total of one hundred and eighty (180) teachers being trained.

The series of workshops began and ended in the south of Trinidad. The first workshop was held on Friday May 9th, 2003 at the Siparia Senior Secondary School, Siparia, (St. Patrick Educational District) while the last workshop was carried out at the Princes Town High School in the South East Educational district on April 30th, 2004. Tobago, the last district, is expected to come on stream in the new school term. (See Appendix 1 for list of Participants.)

Workshops and Dates conducted

Workshop	Venue	Date
1. St. Patrick Educational District	Siparia Senior Comprehensive	May 9 th , 2003
2. Caroni Educational District	Waterloo High School	June 17 th , 2003
3. North Eastern Educational District	Matura High School	September 12 th , 2003
4. Victoria Educational District	La Romaine High School	March 5 th , 2004
5. St. George East	Bon Air High School	March 12 th , 2004
6. Port of Spain and Environs	Teacher's Credit Union	April 23 rd , 2004
7. South East Educational District	Princes Town Senior Comprehensive	April 30 th , 2004

The organization of the workshops followed a similar format throughout. At the first workshop a brief opening ceremony took place to mark the start of the series followed by an ice breaker, after which the facilitators made their presentations. Subsequent workshops

comprised the same content and form, but with only a brief introduction by the School's Supervisor 111 (SS111) in order to welcome and introduce the facilitators from the Centre.

Each session lasted one and a half hours. This was adjusted or retained accordingly if sessions began late for any reason but with participants' consensus. Given the comments from earlier workshops, efforts were made to cut down on the ceremonial proceedings, thereby the welcome and background information was very brief and more concrete examples were provided in the last session, *Managing the Classroom*.

The Team consisted of:

Facilitators

Dr. Dianne Douglas and Dr. Lincoln Douglas

Ms. Ramona Khan

Ms. Rowena Kalloo

Coordinator – Ms. Camille Antoine, CGDS

2.1 Workshop Design

The workshop was designed along three modules:

Youth Developmental Assets and Gender - Drs. Diane and Lincoln Douglas ²

Effective Instruction – Ms. Ramona Khan

Managing the Classroom – Ms. Rowena Kalloo

Methodology

The workshops utilized a hybrid of methods including presentations, games, sharing of personal experiences and group activity which were carried out in a highly interactive and participatory manner. Participants were encouraged to learn from each other and their various experiences. Participants received a package containing relevant handouts and reference readings as well as a bibliography.

2.2 Workshop 1 –Prototype 1

St. Patrick Educational District Workshop

Thirty- four participants attended the workshop coming from schools within the St. Patrick Educational District. A brief opening session started off the day's proceedings with the School Supervisor 111 for the district, Mrs. Joyce Barnett, welcoming the participants and presenters, impressing upon them the importance of these workshops. Also in attendance were Dr. Michael Alleyne, Director, Schools Intervention Strategies Unit, Mr. Mervyn Crichlow, Communications Specialist, Ministry of Education; Ms. Camille Antoine, Outreach Officer, Centre for Gender and Development Studies, and the facilitators, Ms. Rowena Kalloo, Dr. Dianne Douglas, and Ms. Ramona Khan, consultants with the Centre.

² Dr. Diane Douglas delivered the first three workshops, Dr. Lincoln Douglas, the last four.

After a brief welcome by the School by the School's Supervisor 111, Dr. Alleyne gave an overview of **Project Peace**, of which this workshop was but one of many intervention strategies, thereby contextualizing the current series of workshops. He explained the nature of the problem and the rationale behind the Ministry's thrust in training teachers in classroom management and alternative discipline strategies in view of the spate of violence in the nations schools.

Ms. Camille Antoine, Outreach and Research Officer of the Centre for Gender and Development Studies gave a few remarks on behalf of the Centre, and thanked the Ministry for providing the Centre with this opportunity. She expressed the Centre's commitment to being part of the national strategy for reducing violence in schools, especially through the training of teachers in alternatives to corporal punishment and in sensitizing them to the concept of gender, and the role that gender plays in education and in society. She underscored the need for teachers to recognize that boys and girls are socialized differently and learn differently. She gave a brief outline of the programme and then introduced the facilitators for the day.



Mrs. Joyce Barnett, School Supervisor 111 for the St. Patrick Educational District, Participating in the Reclaiming the Classroom workshop.

Ice-Breaker

Rowena Kalloo began the session with an icebreaker, asking the participants to select a word which represents them and which rhymes with their name. She then asked the participants to state their expectations of the workshop, after which a general discussion followed based upon their responses.



A cross- section of participants at the Siparia High School workshop – St. Patrick district. A scenic painting by a sixth form student hangs in the background.

Session 1 – Youth Developmental Assets

Objectives of Module 1- Youth Developmental Assets and Gender

The objectives of Module one were for participants to :

1. Have a theoretical understanding of youth development
2. See youth as people with tremendous potential and not as potential problems
3. Develop strategies for collaboration with parents
4. Increase personal awareness of their gender socialization

Dr. Diane Douglas presented the first session on Youth Developmental Assets. This was a very dynamic presentation in which participants were fully engaged in the process by asking questions, making comments, thereby making the session an interactive and meaningful one. Dr. Douglas took them through the various stages of youth development and the vulnerable points of each stage. She advised that teachers should view students as “people with tremendous potential and not as potential problems”. She demonstrated that young people are valuable contributors to society and that they as individuals also have many social and familial problems to deal with which often impact on their school interaction and school-work. She invited the teachers to imagine themselves as teenagers and to imagine some of the problems that teenagers face, their own responses to it and to understand the factors present that contribute to a violent confrontation. In asking them to “*walk in the students shoes*” many teachers admitted that they too contribute to a violent response because they themselves might also be reacting based on problems encountered elsewhere or that they do not stop to think about treating the student differently.



Dr. Douglas recommended that parents should be empowered and that teachers need to recognize their (the parents) efforts as well - even if they just attend a meeting. This showed that the parent(s) had an active interest in the child and his/her education. She gave concrete examples of giving solutions/helping parents with their children, one of which was to

rephrase the negatives in positive ways. For example, at a parent-teacher meeting, when speaking to a parent about a child who is untidy, disorganized and seldom completes homework, the teacher can alert parents to these weaknesses by telling them, (the parent) to pay attention to their child's grooming, presentation of work and general organizational skills. This states the problem positively, gets the message across as well as preserves the dignity of both the parent and the child.

Session 2 – Effective Instruction

Objectives and format of Module 2-Effective Instruction

At the end of this session teachers would have had the opportunity to analyse the impact of effective instruction on classroom management by:

1. Exploring the diverse learning needs of the students in their classrooms - learning styles and multiple intelligences.
2. Understanding the link between a psychosocial environment that is conducive to learning and students' behaviours.
3. Examining the role of the teacher in facilitating learning.

Agenda

1. **When do your students engage in inappropriate behaviours in their classrooms?**
Paired discussion, then shared with the plenary.
2. **Why do the students behave inappropriately at these times? –**
Paired discussion, then shared with the plenary.
3. **Are there times when your students do not display any inappropriate behaviours?**
Brainstorming activity.
4. **What kind of environment would hinder learning? What kind of environment would foster learning? How does learning take place?**
Group discussion on the psycho-social environment and reporting to plenary.
5. **What are your learning styles? What are the styles of the students in your classroom? How do we cater to the diverse learning styles?**

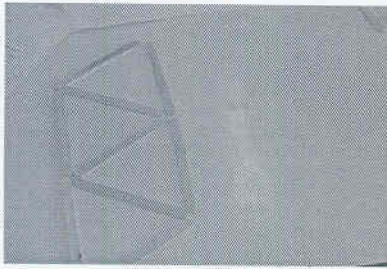
Identifying learning styles using evaluation instrument. Reflect on varying styles of students and the impact on learning.

6. What are multiple intelligences? Which ones do we focus on in T&T? Can we teach to the multiple intelligences? How? Can this be achieved in our classroom?
Identifying the multiple intelligences and examining how to apply them to classroom instruction and learning opportunities.
7. What is the role of the facilitator in the learning process?
Reflections on the role of the teacher in planning, preparing and facilitating learning opportunities for all students to be meaningfully engaged.

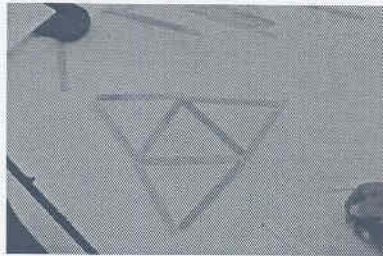
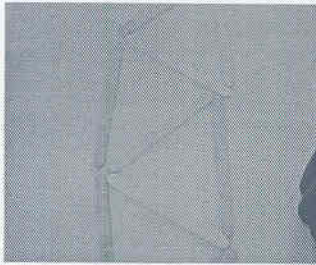
Ramona Khan, consultant and trainer, then took the participants through the elements of what constitutes Effective Instruction in the classroom. Using an effective mix of the theoretical and the practical supported by the use of interactive learning games, Ms. Khan touched on the different types of learning as well as the different types of learners. She showed that there were four basic types of learners (hand out), and gave the participants a self-assessment questionnaire in which they were able to identify their own learning patterns.

Another interesting and interactive exercise which clearly demonstrated the different ways that people learn was the “building the dog house” exercise. In this activity, the facilitator first asked the participants to imagine three dog houses, using palette sticks joined together in triangles. The task was to add one more kennel without breaking the sticks. She then asked who was able to figure it out simply through hearing her and visualization. Only one participant answered positively. She then issued nine (9) palette sticks per group/person, instructing participants to try and add the extra kennel. Some were able to do so through discussion but most felt it necessary to physically manipulate the sticks, as well as discuss with their group the best possible strategies. This demonstrated among other things, that one learns by doing.

She also spoke on the role of the classroom environment in learning - factors which hinder learning and factors which help learning. These encompass: teacher-learner relationships; the tone/physical expression of the teacher, the psychological security of the student; the physical arrangement of the classroom; the need for two-way communication between teacher and student, and teacher interaction as factors which could help provide an environment conducive to learning.



Samples of participants work on the attempt to add an extra doghouse during the session Effective Instruction. This activity formed part of the discussion on differential learning patterns.



Session 111 – Managing the Classroom

Objectives and format of Module 3 – Managing the Classroom

At the end of this session teachers should have been given the opportunity to:

1. Define and understand the role of classroom management in developing a productive learning environment.
2. Describe teacher behaviours and techniques which can enhance classroom management.
3. Analyze students' behaviours to identify underlying social issues and psychological motives which may be influencing actions.
4. Suggest alternative “humanistic” strategies towards developing self-disciplined and responsible students, and creating an orderly and productive classroom.

Agenda

1. What are the management problems teachers face in their classrooms? –
Compilation of a list of perceived “inappropriate” student behaviours.
2. What has been teachers' childhood experiences of classroom management?
Reflections on our experiences of schooling during our teenage years

3. **What are the behaviours of effective managers?** – defining the goal of classroom management - comparing experiences and research to identify effective management behaviours

4. **How can effective management behaviours be categorized?** – distinguishing proactive and immediate interventions - categorizing behaviours under

- a. Effective Instruction
- b. Bonding and community building
- c. Creation of effective rules and humane consequences
- d. Communicating with students

5. What are the techniques involved in developing effective rules and consequences and communicating with students? (**The CAN Principle; restitution; disciplinary ladder; communication modes**)

6. **What motivates student behaviour?**

Reflections on the deeper social issues and psychological motives governing behaviour

7. **What techniques can we apply in real life situations to manage effectively?**

Re- thinking the motives underlying common classroom behaviours of adolescents, and suggesting appropriate intervention techniques.

The final session for the day was facilitated by Rowena Kalloo on the topic Managing the Classroom. In this session Ms. Kalloo delivered a very intensive, highly participatory and interesting module. She focussed on providing participants with practical skills to problem solving without the use of corporal punishment. She began the session with a discussion on effective classroom management strategies by asking participants to reflect on their experiences of their most and least effective teachers. Teachers were also given the task of analyzing a series of cartoons which showed different ways of handling classroom situations and then to discuss the issues raised by the cartoons.

One of her activities consisted of dividing the participants into groups of 5 in which she gave each group strips of bristle board and asked them to itemize what they considered punishable acts, according to severity of the deed. The groups then presented their lists and what they considered suitable punishments followed by a discussion on appropriate discipline.

Another set of activities took the form of a game which served a dual purpose – as an after lunch “wake up” as well as a learning game demonstrating how to establish team work, and agreement on rules in an enjoyable way. Participants were divided into two even groups, given 5 pieces of flip chart paper, after giving an example of one strategy they had learnt then they were allowed to move up the room on one sheet of paper. The group that finished first won. This meant that participants had to stand on one leg as they jumped from sheet to sheet. Although in the end there wasn't a declared winner participants learnt some thing more about themselves, as well as another technique to use in the classroom.



Rowena Kalloo engages participants during her session, "Managing the Classroom."



The Minister of Education, Mrs. Hazel Manning shares a table with one of the participants at the Port of Spain workshop.

2.3 Summary of Workshop Evaluations

In summarizing the set of evaluations conducted after each of the separate workshops, it was found that there was a common thread running through the evaluation comments. Overall participants found that the content of the workshops was excellent, appropriate and timely (Question 1) and that the objectives had been met. Overall, they rated the presenters' style and delivery highly especially in the use of interactive, participatory methodology and their professionalism. Participants generally found that the training could be improved by organizing more regular sessions especially at the school, rather than district, level. Participants also recommended that the duration of the training should be longer than one day, with suggestions ranging from two days to one week. However, the overriding concern was that a one - day workshop did not do justice to the topics covered. (Question 4).

Questions 5 and 6 sought to gauge the impact of the workshop on the participants as it related to their willingness to utilize the information gained, as well as their views on the use of corporal punishment. Most participants indicated that they had been exposed to new ideas and strategies, which they would seek to implement in their schools - such as the use of games, greater communication with students and exposure to the use of alternative forms of discipline within the classroom structure. They also indicated that they would pass their knowledge to colleagues who did not participate in the workshop.

In terms of corporal punishment, most participants were of the opinion that corporal punishment should not be used. The majority who were of this view, indicated that they already held this view before the workshop, but that the workshop solidified their views. Others indicated that the workshop had impacted on the views they previously held by giving them concrete alternatives to the use of corporal punishment. Out of the seven workshops only a small percentage indicated that they would still use corporal punishment - but only as a last resort and this should involve explaining to the student why they were being punished in this way. They also indicated that it was useful to have alternatives to utilize.

In conclusion, it can be seen that participants from all seven workshops felt that it was a very useful and practical exercise that should be offered to teachers and administrators on an ongoing basis. The workshops revealed that the majority of teachers/administrators who attended were not in favour of corporal punishment and did not use it. There was a minority who felt that corporal punishment should be used/or had its place, but indicated that exposure to alternatives made them re-think their position.

It can be ascertained therefore that the workshop had a positive impact by providing participants with skills and alternative strategies to the use of corporal punishment. Participants were generally of the opinion that they were now able to think differently with the realization that there were alternative forms of discipline.

2.4 Workshop Recommendations

Recommendations arising from the seven (7) workshops included:

- more teachers should be exposed to this type of training.
- teacher training programmes should be modelled after the workshop in design and methodology.
- Workshops should be *at least* two days or longer
- Workshops should be school specific and implemented on a more regular basis
- Should target principals /administrators as well
- Teachers should be notified ahead of time

2.5 Review and Conclusions – Lessons Learnt

Strengths

The workshop structure, facilitation and content were judged to be excellent by participants and the Ministry officials. Participants who attended – principals, teachers, deans, school supervisors, Ministry Officials indicated they all benefited. Because of the interactive nature, learning took place both ways – from organizers to participants and vice versa. At each workshop everyone learnt something new from each other's experiences and about each school's realities.

The presence of the School Supervisor during the course of the workshop in some cases, made a difference to ensuring that participants stayed all day. It was found that the

principals care in selecting participants was crucial to their commitment to staying for the entire workshop after school hours.

Another strength which can be built upon is that a cadre of teachers is being built up, who have begun to understand the role of gender in learning and education, and who have been exposed to different skills for managing a classroom in a changing environment, without the use of corporal punishment. This pool of teachers have already indicated their enthusiasm in following up on more professional development courses and can be further trained.

The workshops were also useful in sensitizing participants and the public to the fact that there are alternatives to corporal punishment; that boys and girls learn differently, that the school culture is important and can be changed and that teacher attitude and understanding of youth development is an important part of managing classrooms.

Weaknesses

Communication and Attendance

One major weakness identified by the organizers was that the line of communication between Ministry officials, principals and teachers was not always effective. Different districts experienced various levels of effective communication from School Supervisor to principal and principal to teacher. This was probably based on priority given to the workshop; competing activities, levels of commitment and enthusiasm for these workshops. This often resulted in poor teacher turn out and sometimes teachers sent had competing responsibilities at school and therefore left early.

Based upon perceived importance of the workshops, some Districts were better mobilized with greater attendance rates than others.

Another weakness was in the return and collection of evaluation forms. In many of the workshops, participants either left early or simply did not hand in their evaluations, although some gave "verbal" evaluations before leaving. The rate of return differed among the workshops, but in those collected, there was a similarity of views and recommendations.

Opportunities

Opportunities exist for the development of further workshops for teachers and administrators. Opportunities also exist for further inter-agency collaboration and for a coming -together of all the providers involved in Project Peace, for the Ministry to have a comprehensive overview of the impacts of the various programmes. With this, consultants and the Ministry can see which areas can be targeted and for gender to be infused into other programmes.

Threats/Challenges

The challenges that face courses of this nature lie in their sustainability and the available funding to deliver these programmes. A challenge lays in whether participants actually utilize the information or whether they engage in follow-up courses to sustain their learning. Clearly there is need for continued contact and monitoring and tracking of the participants to fully evaluate the impact of the course, if the workshops are to have any long ranging impacts.

It must be noted that some of the comments from the participants evaluations pointed to lack of resources in schools, to do with catering for the differently -abled as well as general conditions of work. These issues, while not falling under the ambit of the modules were brought up during discussions, and clearly are issues which must be dealt with if teachers are to teach effectively.

3. Workshop Summaries

3.1 Workshop 1 - Siparia High School, St. Patrick Educational District

This was the first in a series of eight workshops conducted by the Centre for Gender and Development Studies, U.W.I on behalf of the Ministry of Education. Held at the Siparia High School, St. Patrick Educational District, thirty-four participants attended from various schools including Point Fortin Senior Secondary, Palo Seco Government, Holy Name Convent, Point Fortin, Iere High School, Fyzabad Composite, Vessigny Government and Cedros Composite among others.

Evaluation

Participants were given a brief questionnaire to evaluate their responses to the delivery and content of the workshop. Overall participants rated the workshop very highly and praised the facilitators for their interactive, participatory yet very useful course content as well as their dynamism. Most of them indicated that although the workshop was very intensive and they left equipped with many examples of new strategies and new knowledge, one day was not enough to do justice to the content of the workshop. They felt however, that it was a good start in the right direction.

In answering question 2 on whether they felt that they objectives of the workshop had been met all the participants said yes and that that the information they received was very useful.

On the question of the presenters' styles and content delivery (question 3) participants felt that the styles were unique and interactive and lively and informative, facilitating maximum participation by the participants, and keeping their interest throughout.

In asking how the training could be improved,(Question 4)the overall opinion was that the workshop needed to be longer, at least over the course of two days.

Question 6 tried to ascertain the participants' feelings/attitudes on the use of corporal punishment (in schools) and to assess whether the workshop had engineered a change in

those who had previously advocated for the use of corporal punishment. Nineteen participants said they had always been against corporal punishment; Nine indicated that they had changed their attitudes toward the use of corporal punishment after the workshop, identifying that they were now equipped with the necessary tools or alternatives to corporal punishment which they previously had not had; while the remaining seven indicated that they still felt it was necessary. Among this group at least two felt that it should be used but only when absolutely necessary or in rare circumstances, (not for minor problems), three were of the opinion that it was necessary, that it should be used because children need to be punished and that the lack of corporal punishment contributed to the rise of indiscipline; one agreed with its usefulness but admitted that it was not a permanent solution to the broader problem of societal indiscipline and two felt that while it wasn't the best solution it was part of the discipline process – but that there were alternatives.

From the evaluation above, the workshop succeeded in providing participants with alternative strategies to corporal punishment and helped create a paradigm shift in about nine of them, while about seven still felt that corporal punishment should be used, among this group can be seen the view that it should not be first choice and other methods should be used – a view which facilitates a shift away from corporal punishment.

From the overall responses, it was clear that this workshop and exposure to training of this nature was able to initiate a positive change in participants especially through empowering them by providing the necessary tools and knowledge with which to manage a peaceful classroom and school free without resorting to corporal punishment. While a one -day workshop cannot be expected to engineer immediate change, it did provide participants with the theoretical support as well as practical examples upon which they could reflect and begin the process of creating

Some of the main concerns emanating from the workshop were that teachers needed more time and that the workshop should be for more than one day. There was also a concern that not enough teachers were being reached.

Recommendations

Overall participants recommended that

- workshops be conducted at a school level instead of district
- should be at least two days

3.2 Workshop 2

Waterloo High School Caroni Educational District, June 27th, 2003 Evaluation

The second workshop conducted by the Centre for Gender and Development Studies, U.W.I on behalf of the Ministry of Education was held at the Waterloo High School, Caroni Educational District, June 27th, 2003. Seventeen participants attended from various schools including the ASJA boys College Charleville, Arranguez Junior Secondary, Miracle Ministries Pentecostal High, Carapachaima Senior Secondary, Couva Junior Secondary, Vishnu Boys Hindu College, Barataria Secondary Comprehensive School, Sarawasti Girls' Hindu College.

The format for the workshop was similar to the first workshop. Although attendance was small, participants' interest in the workshop was very high, with similar recommendations to those in the first workshop. These ranged from, "informative, well delivered content but more time needed for sessions", to recommendations for a two day workshop with the same sessions.

EVALUATION

The questions for the evaluation were designed to capture participants' feelings about the process, mode of delivery as well how useful they thought these workshops were for their profession. It was also designed to gauge the impact of alternative discipline strategies in their daily job; how they felt about corporal punishment and whether the workshop had caused a paradigm shift in those who were previously in favour of the use of corporal punishment. Overall, participants indicated that the workshop was well organized, informative and timely. They indicated that because of the amount of information covered in the individual sessions, the one-day time period allocated for the workshop was not sufficient.

In answer to the first question on their views on the content of the workshop, comments ranged from good, very good, very appropriate and well planned and focused. One person said it was very educational and eye opening. One person indicated that it was good but too rushed while another indicated it was very helpful in understanding the child and home environment and that it was a necessary workshop.

Question 2 sought to elicit comments on whether the workshop met the participants' objectives. All the participants except two said their objectives had been met. Two participants indicated that their objectives were partially met.

Question 3 solicited responses about the style and delivery of the facilitators. Responses ranged from very concise, creative, informative and effective , interesting and varied to suit multi-intelligences.

- Excellent but too much information with not enough time for discussion.
- Excellent, made me feel comfortable as a participant
- Overall participants found that the delivery and content of the individual sessions were of a very high level, stimulating and intense.

Question 4 sought to elicit responses on ways in which the training could be improved. Overall, participants indicated that more time was needed for the sessions with

recommendations that the workshop be extended over two days, especially given the quantity and content of the sessions. One person said that the Principal should attend all the sessions while another recommended that the workshops be held on an ongoing basis. One participant indicated that it should be open to more people while another stressed the need to provide teachers with more opportunities to look at new research findings which would benefit both students and teachers. One person also suggested that the workshop focus on one topic (only) which could then be explored in greater depth. There was one non-response.

Question 5 asked about the ways in which participants would be able to utilize the knowledge they gained.

Question 6, sought their views on corporal punishment and on the impact of the workshop on their views. Nine participants indicated that they were against corporal, two indicated they would still use it but after experiencing the workshop, felt it should be a last resort and with explanations. Two indicated that they were previously in favour of its use but had now changed their opinions. Some comments were:

- "It was an accepted norm in the schools but now I do not agree with it."
- "Corporal punishment is a no-no, it gives the impression that it is ok to beat up on others"
- "I always thought corporal punishment would work but now I know it only stops the behaviour"

Question 7, (further comments) provided an opportunity for recommendations and further comments. Generally, participants indicated that the workshop was enjoyable and useful, but most indicated that more teachers should be exposed to this type of training. It was recommended that workshops be done at a school level and that teacher training programmes should be modeled after the workshop methodology. One person commented that they had learnt to be more sensitive to parents.

Overall, based on the responses to the evaluation, the workshop had a positive impact on teachers present with many of them enthusiastic about sharing their knowledge with colleagues and students as well as willing to try new and different methods of stimulating learning in their students based on the strategies they were taught. On the question of corporal punishment, based upon the responses it would seem that teachers were more inclined to try alternative methods to corporal punishment, recognising that corporal punishment was not an effective way of instilling lifelong discipline in students.

3.3 Workshop 3

North Eastern District

Matura High School - Toco Main Rd.

Evaluation

The third workshop of the Creative Strategies for Making a Difference: Reclaiming the Classroom series was held on September 12th, 2003 at the Matura High School, Toco Main Rd. This workshop targeted teachers and administrators from the North Eastern Educational District.

Approximately 40 teachers were carded to attend but for reasons unknown no one attended the workshop when the facilitators arrived. This led to some quick negotiations and the Principal of the school rearranged classes to allow teachers from the school to attend the workshop, due to this, seventeen teachers from the Matura High School benefited from the training. Because of this, some teachers mentioned that it would be useful for invitations to be issued to them earlier.

Evaluation Summary

Overall participants felt that the workshop was informative, appropriate and well prepared. Presenters scored very high on their interactive and professional approaches which were conducive to the different learning styles of the participants. Generally participants indicated that the workshop was successful in imparting new ways of thinking and learning as well as giving them insight into new approaches and ideas which they could incorporate in their classroom teaching. In terms of impact on participants' views on corporal punishment, overall, participants were of the view that corporal punishment should not be used in schools.

Content of Workshop

In answering the question on workshop content, (Question 1) most participants said the workshop content was informative, interesting and appropriate as well as clear and fun. One person said it targeted the needs of teachers but should be extended to include parents and others. It was noted that the topics were "well discussed" under the time constraint.

Question two asked whether the workshop objectives were met. The majority of participants said yes. One indicated that since it was impromptu they were unable to ascertain and one indicated that the workshop had met some of the objectives.

Some comments were:

- my objective was to learn some new strategies to implement in my daily professional routine and I believe it was fulfilled.
- Well initially my objectives were vague but once I found out what it should be , I found the discussions and information quite relevant.
- Some objectives were met but the period of time was too short.
- Being impromptu and not having prior knowledge to the workshop to the workshop, I would still say that it has been very informative and objectives have been met.

Question 3 Presenters' Styles and Delivery of material

Participants indicated that even though each presenter used a different style, they were all effective in delivering the specific topics in a very professional and interactive manner. It was noted that the use of games and participatory activities added an element of fun and excitement to the learning process. One participant indicated that the light hearted atmosphere created aided her receptiveness because she did not like to "talked down" to and another participant indicated that the facilitators' styles were examples of what could be used in teaching.

Question 4 asked for suggestions on improving training. Overall, participants noted that the training time was short and suggested that it be at least a week long, that it should be school specific and more regular(3). Three participants noted that the training should be school specific focusing on the actual situation in the specific school with material being handed out a week before the workshop. A suggestion for more practical work was given as well as a greater focus on the gender area.

Question 5 sought to solicit information on how participants would utilize the information they gained at the workshop. One indicated they would try using the games, in particular the "pallet stick". Most of the participants indicated they would try to incorporate the strategies they used in improving their classroom delivery; in their lesson plans as well as they would be able to use it to enhance student learning-make the students more receptive to learning as well as to continue to seek more information on the topics hereby building their knowledge base towards making teaching more effective. Overall participants indicated they the information they gained would go towards more effective classroom management. Three persons did not respond.

Question 6 sought to gauge the workshop's impact on the participants' views on Corporal Punishment. In asking their views on the use of corporal punishment, only three participants indicated that they were for its use before the workshop and still felt it should be used but with in limits. The majority of the participants felt that corporal punishment should not be used in schools.

Question 7 provided a space for other comments the participants may wish to make. Most participants indicated that the time spent at the workshop was well spent and that the workshop was appropriate and necessary, and thanked the participants for their time and sharing of knowledge. One person said the workshop was extremely useful to her/him as a young /relatively new teacher, providing guidance for the do's and don'ts of teaching and indicated that the workshop should be carded for another time. One participant noted that the workshop emphasized the need for a more positive attitude, which was particularly the case at Matura High School. It was noted that this wasn't easy but referred to Dr. Douglas's session and her comment: "If one has changed, then over time quite possibly the majority will change in a positive manner."

3.4 Workshop 4

Victoria Educational District
La Romaine High School, La Romaine, March 5th, 2004

Victoria Educational District

This workshop was held on March 5th, 2004 at the La Romaine High School, La Romaine. Twenty-seven (27) participants attended out of an expected forty-two (42), a disappointing turnout. Some of the participants indicated that they had been informed on the same day. The school was a fairly new one which lent a particular ambience to the workshop with the principal joining the sessions later on in the day. He expressed his disappointment with the turn out, indicating that he could have brought his entire staff (since it was a new school with only form ones and fours.) A number of good cases were solicited from among the teachers when the issue of what constitutes “bad behaviour” came up during the session on Managing the classroom.

In keeping with the organization of the workshop, at the end of the sessions participants were asked to complete an evaluation form with seven (7) questions ranging from workshop organization, content to evaluation of content delivery by the facilitators. Fourteen evaluation forms were completed and returned. Overall, as in the previous workshops, participants felt the workshop was informative, pertinent and well-delivered. Generally, recommendations were in line with recommendations from the earlier workshops, such as carrying out longer workshops or school level workshops. In terms of corporal punishment, it can be ascertained that at the end of the workshop those were previously tolerant of the use of corporal punishment had changed, or begun to change their view because they were now provided with workable alternatives. Examples of responses were as follows:

1. Workshop content

What did you think about the content of the workshop?

All of the participants responded positively to this question, with sample comments as follows:

- very informative
- professional
- creative
- quite extensive
- thought provoking
- all presenters were instructional and provided many insights and food for thought

2. Did the workshop meet your objectives?

Four indicated they were met to some extent, one to a great extent, two indicated it exceeded their expectations while the remainder said yes it was met. Comments noted were

- To some extent. I would like to have learnt more /been given more insights specifically in the area of violence among students – towards breaking the culture of violence.

- Many, and more than expected
- Reaffirmed my teaching style. I believe that I teach children /young adults . Teach them how to think not what to think.
- In some ways. What of the special – needs children (even though I believe all children have special needs) ie physically challenged. How do we work without resources

Question 3

Most participants indicated that the facilitators were very good or excellent. There was one no-response and two commented on what they thought they were trying to achieve, such as:

- They modeled the behaviours they expected us to adopt. Some of it was a bit rushed.
- I believe they were really trying to model effective teaching and it did go a long way.

Question 4

In asking for ways to improve the training offered, a range of suggestions were provided ranging from a longer period – from half day longer to a week's duration (3) to holding it at the school rather than regional level. One indicated that it could be more problem- specific and another that it should be held on a continuous basis. There were four non-responses. One respondent said that parents should be educated on their role and sensitize them on their role as encouraging learning.

Question 5 asked participants how they would utilize the information gained. All the responses indicated a shift in how they viewed children and an increased understanding in the need to involve children in learning. They also indicated a willingness to try new and more innovative methods to teaching as well as imparting their knowledge to both teachers as well as pupils. One person said they would try and understand that children are individuals and deal with them differently.

Question 6 asked participants to give their views on corporal punishment before and after the workshop. Overall participants felt that corporal punishment was not useful or desirable, but in the absence of alternatives was sometimes necessary. Seven indicated that the workshop had changed their views on its use. Out of this seven, four said with alternatives there was no need, one said that it was always as a last resort and with the strategies presented became more of a last resort, another said he/she would try to develop more strategies and another indicated it was one of several ways. The others indicated they had changed their mind about its use. There was one no comment. Six participants said they were always against it.

Question 7 asked for further comments. One participant said it was hoped that the Ministry would continue to make every effort possible to provide the resources necessary to truly move education forward. One person said a workshop for junior teachers should be organized, one made a comment about implementing the strategies in classrooms of 35 or more students and the required support resources needed for this, two reiterated the need for longer workshops and the excellent job done. Most did not give additional comments.

3.5 Workshop 5

St. George East Educational District
Bon Air High School, Arouca
12th March, 2004

The fifth workshop was held at the Bon Air High School on March 12th in the St. George East District. The educators who attended this session showed their commitment by staying for the day in spite of a lack of water at the school's compound. Nine completed evaluation forms were collected. Three participants from the same school left before the scheduled time because of prior commitments. The organizers made a note to ask the SS111s to tell principals to select participants more carefully in order to have the real benefits of the exercise.

EVALUATION

The questions for the evaluation were designed to capture participants' feelings about the process, mode of delivery as well how useful they thought these workshops were for their profession. It was also designed to gauge the impact of alternative discipline strategies in their daily job; how they felt about corporal punishment and whether the workshop had caused a paradigm shift in those who were previously in favour of the use of corporal punishment.

Overall, participants indicated that the workshop was well organized, informative and timely and they were pleased that they attended in spite of the water situation. They indicated that because of the amount of information covered in the individual sessions

In answer to the first question on their views on the content of the workshop, comments ranged from good, very good, very appropriate and well planned and focused. One person said it was very educational and eye opening. One person indicated that it was good but too rushed while another indicated it was very helpful in understanding the child and home environment and that it was a necessary workshop.

Question 2 sought to elicit comments on whether the workshop met the participants' objectives. All the participants said their objectives had been met.

Question 3 solicited responses about the style and delivery of the facilitators. Responses ranged from creative, informative and effective, interesting and clear and refreshing.

Question 4 sought to elicit responses on ways in which the training could be improved. Overall, participants indicated that more time was needed for the sessions with recommendations that the workshop be extended over two days, especially given the quantity and content of the sessions. One person said that the Principal should attend all the sessions while another recommended that the workshops be held on an ongoing basis. One participant indicated that it should be open to more people while another stressed the need to provide teachers with more opportunities to look at new research findings which would benefit both students and teachers. One person also suggested that the workshop focus on one topic (only) which could then be

explored in greater depth. One participant suggested that the student's interpretation of teachers behaviour and attitude towards them be included in (school) evaluations.

Question 5 asked about the ways in which participants would be able to utilize the knowledge they gained. Some of the responses included "more interaction with students, share with others, and try to implement after.

Question 6 solicited their views on the use of Corporal Punishment. Out of the nine forms, all the respondents disagreed strongly with the use of corporal punishment. All indicated they were of this view before the workshop but were pleased that the workshop stressed this. There were two non-responses.

Question 7 provided a space for additional comments and /or suggestions. A common theme was that the workshop should be delivered at a school level and that more teachers should be present. One person noted that students rating and assessments of teachers should be part of an overall evaluation.

Overall, based on the responses to the evaluation, the workshop had a positive impact on teachers present with many of them enthusiastic about sharing their knowledge with colleagues and students as well as willing to try new and different methods of stimulating learning in their students based on the strategies they were taught. On the question of corporal punishment, based upon the responses it would seem that teachers were more inclined to try alternative methods to corporal punishment, recognising that corporal punishment was not an effective way of instilling lifelong discipline in students.

3.6 Workshop 6

POS AND ENVIRONS Teachers Credit Union, Maraval Rd. Pos 23rd April, 2004

The Minister of Education, Mrs. Hazel Manning and the Head of the Centre, Professor Rhoda Reddock attended the Port of Spain and environs workshop which was held at the Teachers Credit Union, Maraval Road, Newtown on Friday April 23rd. Forty teachers, including principals and vice principals attended. During her visit, the Minister mingled with the teachers, participating in the workshop activities such as the small group activities during the session, "Managing the Classroom". She then gave a speech giving her (Ministry's) vision for the education sector and the important role of the teacher, as well as some of the plans carded for implementation. She referred at length to implementing the recommendations of the White Paper on Education (1994). Professor Reddock then gave brief remarks on the Centre and the origins of the Centre's involvement and interests in this project, previous workshops in the area and the wider implications for gender and education and violence.

Out of forty participants thirty-eight evaluation forms were collected. Overall, participants indicated that the workshop was well organized, informative and timely and they were pleased that they attended in spite of the water situation. They indicated that because of the content and the amount of information covered in the individual sessions, more time should be allotted to conduct the workshops was needed.

In answer to the first question on their views on the content of the workshop, comments ranged from good, very good, very appropriate and well planned and focused. One person indicated that it was good but too rushed while another indicated it was very helpful in understanding the child and home environment and that it was a necessary workshop.

A sample of the comments were:

- Most interesting, a deeper insight into each area would be beneficial
- The workshop started on time which was admirable.
- The presenters were very organized and well equipped in executing their points

Question 2 sought to elicit comments on whether the workshop met the participants' objectives. All the participants said their objectives had been met. One said objectives were met but "needed to be applied in a more realistic way dealing directly with examples in schools today."

Question 3 solicited responses about the style and delivery of the facilitators. Responses ranged from creative, informative and effective, interesting and clear and refreshing.

Question 4 sought to elicit responses on ways in which the training could be improved. Overall, participants indicated that more time was needed for the sessions with recommendations that the workshop be extended over two days, especially given the quantity and content of the sessions. One person said that the Principal should attend all the sessions while another recommended that the workshops be held on an ongoing basis. One participant indicated that it should be open to more people while another stressed the need to provide teachers with more opportunities to look at new research findings which would benefit both students and teachers. One person also suggested that the workshop focus on one topic (only) which could then be explored in greater depth. One person suggested

“Don’t put something as important as classroom management so late in the evening. We were tired and didn’t do justice to session 3.”

Question 5 asked about the ways in which participants would be able to utilize the knowledge they gained. All stressed that they would share the information with staff and students and try to implement the strategies to which they were exposed. Some of the responses included

- “more interaction with students,
- share with others, and try to implement after;
- tell other members of staff to come up with suggestions to improve our own school.”

Question 6 solicited their views on the use of Corporal Punishment. Overall, participants were not in favour of corporal punishment. There were some exceptions but these indicated they would not use corporal punishment if they had alternatives. Some comments were:

- teenagers should not be flogged
- Before (the workshop, I thought) it is sometimes necessary, After – there are effective alternatives which can be realistically implemented.
- I am not in favour of corporal punishment ever. I feel strongly that man’s behaviour can be modified by providing the correct measures
- I have always maintained that there are ways other than physical measures to punishment
- I felt that it was outdated and that new strategies ought to have been developed to cater for the changing needs of students
- They were more or less needed in certain situations but I am willing to try either before I return to that belief.

Question 7 provided a space for additional comments and /or suggestions. A common theme was that the workshop should be delivered at a school level and that more teachers should be present. One person noted that students’ rating and assessments of teachers should be part of an overall evaluation. One person recommended that there should be a follow-up workshop. Another participant indicated that the (thirty-two) participants who stayed were a testimony to its effectiveness and that the supervisors will ensure that participants implement what they learnt.

Overall, based on the responses to the evaluation, the workshop had a positive impact on teachers present with many of them enthusiastic about sharing their knowledge with colleagues and students as well as willing to try new and different methods of stimulating learning in their students based on the strategies they were taught. On the question of corporal punishment, based upon the responses it would seem that teachers were more inclined to try alternative methods to corporal punishment, recognising that corporal punishment was not an effective way of instilling lifelong discipline in students.

Main recommendations arising from the workshops

- More frequent workshops
- Workshops should be of a longer duration – from two to five days
- Conduct workshops at a school, rather than district level.
- Follow-up workshop is necessary with the same group to ensure that implementation is taking place

3.7 Workshop 7

**South East Educational District
Princes Town High School
April 30th, 2004**

South East Educational District

The workshop for this district was the last of the seven workshops delivered in Trinidad and was held on April 30th at the Princes Town High School. Twenty-eight (28) participants attended the workshop, out of this eighteen evaluation forms were collected. Overall, the evaluations followed a similar pattern to the previous ones pointing to the timeliness of the workshops. In general participants recommended that the workshops be continued but on a more regular/school basis or of a longer duration.

Question 1

All the respondents indicated that the workshop content was very informative, relevant, down to earth, appropriate and very wide. One comment noted that it was well worth the effort to “come all this way”. Two persons commented that the sessions/discussions on gender were and on classroom management were very good with one indicating that more was needed, while another indicated the sessions were relevant but a bit hurried.

Question 2 asked participants whether the workshop met their objectives. All participants responded positively with responses ranging from “yes to “exceeding”. One participant indicated that the session on Classroom Management was too short while another indicated that the workshop met his/her objectives “to a point”.

Question 3 elicited responses about facilitators’ delivery and styles. They all indicated that the styles were extremely good, very effective, participatory, lively and enabled information sharing and effective learning. Responses pointed to the use of poetry, music and games as highly effective methods which prevented boredom.

Question 4 sought to elicit responses on ways in which the training could be improved. Overall, participants indicated that more time was needed for the sessions with recommendations that the workshop be extended over two days, especially given the quantity and content of the sessions. One person said that the Principal should attend all the sessions while another recommended that the workshops be held on an ongoing basis. One participant indicated that it should be open to more people while another stressed the need to provide teachers with more opportunities to look at new research findings which would benefit both students and teachers. One person also suggested that the workshop focus on one topic (only) which could then be explored in greater depth.

Question 5 sought to find out how participants would utilize the information gained at the workshop. There were three no responses. Some responses indicated were:

- By identifying problems and utilizing guidelines
- Reading the resource materials
- Gradually to infuse the strategies in the classroom and to attempt to avoid problems
- Sensitize other teachers and improve classroom performance

In answering the question on the use of corporal punishment, (Question 6) five persons indicated that it could be used but mainly as a last resort, other methods should be explored first. Five gave no response while eight indicated they did not advocate its use.

Question 7 which provided a space for additional comments had 10 non-responses. Out of the remaining 8, comments ranged from the venue allocated to the length of the programme. Two persons indicated that the venue was not appropriate and two indicated that the programme was too long. Other comments pointed to making the workshop available to more teachers. One person indicated that the workshop could provide information that would enable teachers to identify students with behavioural, medical or physiological problems which could result in indiscipline.

APPENDICES

ANNEX 1 - Participants' Lists

THE UNIVERSITY OF THE WEST INDIES
 ST. AUGUSTINE, TRINIDAD AND TOBAGO, WEST INDIES
THE CENTRE FOR GENDER AND DEVELOPMENT STUDIES
 &
THE MINISTRY OF EDUCATION

CREATIVE STRATEGIES FOR MAKING A DIFFERENCE IN THE CLASSROOM

PARTICIPATION LIST 2004 – VICTORIA DISTRICT

Friday 5th March, 2004

NO	NAME	POSITION	DISCIPLINE	SCHOOL	ADDRESS	CONTACT
1.	Ali Ishmael	Teacher III	Science	ASJA Boy's College	#19 – 21 Park Street, SF'do	657-8373
2.	Ramasir Lynette	Act Vice President	Languages	ASJA Girls' College	33-35 Park Street, S'Fdo	657-8402
3.	Sharma Ismeine	Teacher III	Geography	ASJA Girls' College	33-35 Park Street, S'Fdo	657-8402
4.	Ferguson- Harewood Marge	Teacher III	Geography	Corinth Sixth Form College	Corinth Rd via S'Fdo	652-3646
5.	Mohammed Zalina	Teacher III	Business Studies	Corinth Sixth Form College	Corinth Rd via S'Fdo	652-3646
6.	Mohammed Raffie	Teacher III/Dean	Science	Debe High School	M2 Ring Road Debe	647-2405
7.	Mohan Ramaish	Teacher III	Spanish	Gasparillo Composite	Bonne Aventure Rd, Gasparillo	650-2657
8.	Sookdar Louise	Teacher III	Spanish	Gasparillo Composite	Bonne Aventure Rd, Gasparillo	650-2657
9.	Narine Shameem	Teacher III	Science	La Romaine High	# 30 Riverside Drive, SF'do	697-0579 (s) 652-2364
10.	Scobie Loris	Teacher	Information Technology	La Romaine High	Church St., La Romaine	691-00579
11.	Jervis Jefferson	Vice Principal II	History/Geography	Marabella Junior Secondary	Corner Tagore Ave & Battoo Lands, Marabella	658-3772
12.	Neaves Nicholas	Teacher I	Mathematics	Marabella Junior	38 Enid Village, Rio	685-7030

Symposium Participant Evaluation Form

Please take a few minutes to provide us with some feedback about your experience at the Centre for Gender and Development Studies' Symposium on Gender, Sexuality and the Implications for Substance Use and HIV/AIDS. This information will be used to examine the effectiveness of this symposium and to improve future symposiums. The information you provide will be confidential and remain anonymous. The data will be evaluated for reporting purposes.

Thank You.

1. Was the Symposium relative to your interests?

2. Were the sessions very informative?

3. Will the materials shared be useful to you?

	Cooper			Secondary	Claro	
13.	Ali Roger	Teacher III	BSc. Economics	Naparima College	Independence Ave, SF'do	652-2415
14.	Bachan Vidya	Teacher III	Mathematics	Naparima College	2 Bennet Drive, Palmiste (h)	652-2415
15.	Rampaul Sita	Teacher III	Maths/IT	Naparima Girls' College	4 La Pique Road, S'Fdo	652-2049
16.	Singh-Theodore Giselle	Teacher II	Biology/Integrated Science	Parvati Girls' Hindu College	S.S Erin Road Debe	647-0007
17.	Jaikaransingh Errol	Acting Principal	Biology	Presentation College- S'Fdo	32-34 Carib St. San Fernando	652-2311
18.	Brahim Krishna	Dean	Science	San Fernando Secondary Comprehensive	Farah St, S'Fdo	657-8505
19.	Brown Marilyn	Teacher III	Spanish	San Fernando Government Secondary	Todd Street San Fernando	657-7169
20.	Frioas Edmie	Principal		San Fernando East Junior Secondary	Pleasantville 200 Pleasantville	657-7384
21.	Griffith Marilyn	Senior Teacher		San Fernando East Junior	Pleasantville, 200, Pleasantville	657-7384
22.	Dass Sita	Teacher III	Spanish	St. Benedict's College	Southern Main Road La Romaine	657-7006
23.	Searle Pascall Roger	Head of Department	History, Sociology, Social – Studies	St. Benedict's College	C/o South Trunk Road, La Romaine	686-3060
24.	Barban-Sookhai Dianne	Dean	English	Ste. Madeline Secondary	Corinth Road St. Madeline	653-3056
25.	Roberts-Branker Pamela	Vice Principal		Ste. Madeline Secondary	Corinth Road, Ste. Madeline	
26.	Davis-Brown Judith	Teacher III	Spanish	Union Claxton Bay Senior Comprehensive	Southern Main Road, Claxton Bay	659-2222
27.	Jaggernauth Vashti	Teacher III	English	Union Claxton Bay Senior Comprehensive	Southern Main Road, Claxton Bay	659-2222

4. Were the sessions of a high quality?

5. Compared to other Symposia you have attended, please comment on the following features of this symposium:

Overall organization:-----

Opportunity to discuss and reflect upon the main theme:-----

Opportunity to network with others in my field:-----

Desirability of Conference location:-----

THE UNIVERSITY OF THE WEST INDIES
 ST. AUGUSTINE, TRINIDAD AND TOBAGO, WEST INDIES
THE CENTRE FOR GENDER AND DEVELOPMENT STUDIES
 &
THE MINISTRY OF EDUCATION

CREATIVE STRATEGIES FOR MAKING A DIFFERENCE IN THE CLASSROOM

PARTICIPATION LIST 2004 – PORT OF SPAIN

23rd April, 2004

NO	NAME	POSITION	DISCIPLINE	SCHOOL	ADDRESS	CONTACT
1.	Peters Gillian	Teacher III	Social Studies	Belmont Junior Secondary	Belmont Circular Rd Belmont	624-1717
2.	Alexander Mary	Teacher III	English	Bishop Anstey High	145 Abercromby St Port of Spain	623-6591 mary388@hotmail.com
3.	Elcock Sharla	Teacher	Social Studies	Bishop Anstey High	28-30 Roberts St Woodbrook Port of Spain	628-6609 sase_sweet@hotmail.com
4.	Marshall Geneisa	Teacher		Bishop Anstey High	28-30 Roberts St Woodbrook Port of Spain	624-9053 gm-always@hotmail.com
5.	Small Candice	Teacher III	Business Studies	Bishop Anstey High	28-30 Roberts St Woodbrook Port of Spain	623-6591
6.	Sammy-Pierre Lisa	Teacher III	Mathematics	Belmont Junior Secondary	Belmont Circular Rd Belmont	624-1717 640-5645
7.	Charles Roseann	Guidance Officer II	Guidance/counseling	Central Guidance Unit	Ministry of Education 66 Pembroke Street Port of Spain	625-7935 Fax:625-7935 cguminofed@hotmail.com

(ibid: 5). Like Naranjana, Handa emphasizes the connections between regulations around “appropriate” femininity and notions of cultural authenticity that establish the rules relating to sexuality, marriage and family which a true member of the cultural group will follow properly (ibid: 5). For South Asian girls, particularly in the competing context of the West, these rules emphasize “purity”, “virtue” and “modesty” for girls as representatives of a “pure” East versus “degenerate” West. They also mobilize myths of “homeland” to “hold onto a notion of protection, “purity”, and propriety associated with the East” (ibid: 12).

Handa argues that regulations and sanctions are strategies of identification and a means by which “community” is imagined and produced. For girls, behaviour deemed inappropriate by the rules of femininity/community positions them as ethnically “other”, locates them in a terrain of “temptation”, “impurity” and “looseness”, attributes to them an absence of (defiance to and rejection of) culture and values, and coalesces these into a “bad reputation”. In this sense, South Asian girls “negotiate” and “manage” their bodies, movement, adornment and consumption to avoid these becoming “indicators of a sexual reputation” (ibid: 29). They do this while also challenging and subverting the demands of “purity”, asexuality and colonial notions of South Asian femininity which (still) define the boundaries of ‘their’ community in Canada.

						m
8.	Burris-Thomas Heather	Teacher III	Maths & Science	Corpus Christi College	Church Street, Diego Martin	637-6234 637-6224
9.	Bedeau Pauline	Teacher III	English A & B	Diego Martin Junior Secondary	#791 Jacaranda Blvd, La Horquetta, Arima	780-4049 paulinenb@yahoo.com
10	Beharry Ian	Teacher III	Geometry & Mechanical Drawing	Diego Martin Government Secondary	Wendy FitzWilliam Blvd, Diamond Vale Diego Martin	637-3419
11	Khan Gayle	Teacher III	History	Diego Martin Government Secondary	Wendy Fitz William Blvd, Diamond Vale Diego Martin	637-3419
12	Ragbirsingh Joel	Teacher II	Agri-Science	Diego Martin Junior Secondary	#126 Southern Main Road, Edingberg, Chaguanas	684-6527
13	Stewart-de Sliva Rosanna	Teacher III	Social Studies	Diego Martin Junior Secondary	22 Hibiscus Circle, St. Claire Gardens, Trincity	775-6652
14	Lewis-Leiba Susan	Teacher III	Spanish	Excel Composite School	Main Street, Beetham Gardens	625-5363
15	Mahelal Shameela	Teacher III	Geography	Fatima College	Mahelal Street, Boundary Road, San Juan	675-4902
16	Alleyne Yvonne	Teacher III	Business Studies	St. Francois Girls' College	St. Francois Valley Road, Belmont	624-3468
17	Cassie Thakurani	Teacher III	Biology	St. Francois Girls' College	St. Francois Valley Road, Belmont	624-3468
18	Steele Glendon	Teacher III	Mathematics	St. James	#15 Panka	622-4350

RESEARCH DAY SEMINAR PRESENTATIONS

CENTRAL RESEARCH DAY DISPLAY
AT THE UWI SPORT & PHYSICAL EDUCATION CENTRE

MONDAY APRIL 7, 2003

**THE CENTRE FOR
GENDER AND DEVELOPMENT STUDIES**

VENUE: AUDITORIUM C, LEARNING RESOURCE CENTRE

- 9:00 - 10:15 am Graduate Students Panel:
The Ordination of Women in the Seventh Day
Adventist Church by Wayne Riley
- Settling Down? The Dynamics and Dilemmas
of Single Indo-Caribbean Trinidadian Women
at the turn of the Century by Renuka
Maharaj
- Men at work: A Study of the Construction of
Young Masculinity in Trinidad & Tobago by
Cecilia Smith
- Domestic Violence: Why Men Batter by
Raquel Sukhu
- 10:20 - 11:00 am Breaking the Taboos: Shaping a Research
Agenda on Gender and Sexuality and
Implications for HIV/Aids in the Caribbean
by Professor Dorothy Roberts and Dr. Diane
Douglas
- 11:15 am - 12:15 pm How is Globalisation Defining and Re-
defining Caribbean Gender Ideologies by
Professor Rhoda Reddock
- 12:15 - 1:00 pm Researching Gender through Images of the
Caribbean by Dr. Patricia Mohammed

				Government Secondary	Street St. James	
19	Sylvester Sheila	Teacher KKK	Language-English	St. James Government Secondary	20 Albert Lane, Belmont	627-4626
20	Sinnette Claudette	Vice Principal	Science	St. Martin's Girls' High	#59 Belle Eau Road	624-7103
21	Dardine – Oliver Carina	Teacher III	Geography/Social Studies	Holy Name Convent – POS	Lot 58, Hillview Drive, Five Rivers, Arouca	623/8168
22	Alexander-Jackman Glenda	Teacher III	Agri-Science	Mucurapo Junior Secondary	Mucurapo Road, St. James	628-2807
23	Allard-Seales Genevieve	Teacher III	Agri-Science	Mucurapo Junior Secondary	Mucurapo Road St. James	682-2807 622-7751
24	Kareem Patrice	Teacher III	Science	Mucurapo Junior Secondary	Mucurapo Road St. James	622-6446
25	Ramnathsingh Indra	Principal	General Science	Mucurapo Junior Secondary	Mucurapo Road St. James	628-2807
26	Smith Richardo	Teacher IV	Industrial Arts/Technology	Mucurapo Junior Secondary	Mucurapo Road St. James	643-8533
27	Waterman Edghill	Teacher	Science	Mucurapo Junior Secondary	Mucurapo Road St. James	682-2807
28	Watson Rufina	Teacher	Reading	Mucurapo Junior Secondary	Mucurapo Road St. James	622-8965
29	Toney Tricia	Teacher III	French/Spanish	Providence Girls' High	48 Mahogany Drive, Oton Trace, Arima	646-1092 tricia_toney@yahoo.com
30	Pierre Kern	Teacher III	Art Teacher	Russell Latapy Secondary	#1 Cipriani St. Morvant	626-5359 626-5359
31	Raphael Cindy	Teacher III	Management of Business	Sixth form Government	Ethel Street, St. James	622-2186
32	Carrington Claire	Teacher II	Business Studies	South East – Port of Spain	Nelson Street – POS	623-8616 645-6007
33	Pierre Sheldon	Teacher III	Spanish & French	South East – Port of Spain	Nelson Street – POS	643-1810
34	Greenidge Brenda	Teacher III	Principles of Accounts	Success Laventille	Success Village,	623-2534

RESEARCH DAY SEMINAR PRESENTATIONS

CENTRAL RESEARCH DAY DISPLAY
AT THE UWI SPORT & PHYSICAL EDUCATION CENTRE

WEDNESDAY APRIL 9, 2003

**THE CENTRE FOR GENDER
AND DEVELOPMENT STUDIES**

VENUE: CONFERENCE ROOM,
SIR ARTHUR LEWIS INSTITUTE OF SOCIAL & ECONOMIC STUDIES

- 12:00 noon - 1:30 pm Roundtable on Gender, Science and the Environment by Dr. Grace Sirju-Charran and Dr. Jill Schneiderman
- 1:40 - 2:45 pm Post-Graduate Student Panel:
Gender and Entrepreneurship in Trinidad & Tobago by Camille Samuels
- Towards a New Approach to Financing Business Enterprises in Trinidad & Tobago with special reference to women in enterprise by Gloria Rolingson
- Alta and the Literacy Crisis in Trinidad & Tobago: A Gender Perspective by Donna Drayton
- Rape: the Law on Trial by Sharlene Sarafat
- Women and Political Leadership in Tobago by Cheryl Clarke

THE CAMPUS LIBRARIES

VENUE: MAIN LIBRARY, 3RD FLOOR, AUDIO-VISUAL ROOM

- 9:00 - 9:30 am Developing the Virtual Health Library: Initiatives from The UWI Medical Science Library by Mrs. Ernesta Greenidge
- 9:40 - 10:10 am Faculty of Medical Sciences Knowledge and Use of Electronic Resources at The University of the West Indies, St. Augustine: A Survey by Mrs. Shamin Renwick

				Composite	Laventille	
35	Harper Donette	Teacher III	Social Studies	Tranquility Gov't Secon	Victoria Ave – POS	625-4771
36	Phillip Damton	Assistant Teacher	Music	Tranquility Gov't Secon	Victoria Ave – POS	625-4771
37	Arneaud-Gibbon Jill	Assistant Teacher III	Spanish	Trinity College	Moka, Maraval	689-2078 629-2073
38	Murrell Joanne	Teacher III	Science	Trinity College	Moka, Maraval	689-2078 629-2073 trincall@tstt. net.tt
39	Persad Meera	Teacher III	Biology/Integ Science	Woodbrook Gov't Secondary	41-45 French St, Woodbrook	628-7468
40	Tomwing Anne Marie	Teacher III	Spanish & French	Woodbrook Gov't Secondary	41-45 French St, Woodbrook	628-7468

Examining the concepts of respectability and reputation¹

There have been various attempts to understand the interaction between value systems and everyday decisions, desires and social interaction in Caribbean societies. Earlier theoretical approaches emerged from structural-functionalist (Smith, 1956; Henriques, 1968; Rodman, 1971; Brathwaite, 1987), pluralist (Smith 1965; 1965a; 1984), and Weberian and neo-Marxian frameworks (Stone, 1973; Cross, 1979). These were critiqued for excluding individual perspectives and motives and centering the structure as the point of reference. In response, the “personal choice” and “adaptive response” approaches attempted to further structural-functionalist analysis by incorporating the idea of individual choice. These approaches were also critiqued for decontextualizing “choice” and the relationship between ideals and practices (Barrow, 1996). Ideology and culture approaches (Smith, 1988) were equally problematised for enforcing gender dualisms.

From a different perspective, Wilson’s (1973) dualistic framework of “reputation” and “respectability” sought to resolve the debate over shared or separate European and indigenous value systems and to propose a different way of understanding the groups of values and goals that guide the way that women and men act, behave and associate with each other. According to Wilson (ibid: 98-103), respectability is associated with moral superiority and positions of power and prestige. Sexual propriety, “manners”, religiosity, pre-marital chastity, honesty, considerateness, discretion and demeanor are values

¹ **personal accountability** from Afrocentric and feminist values. Gilligan (1982) suggests there is a female model for moral dev whereby women are more inclined to link morality to responsibility, rels and ability to maintain social ties – dimension of an alt epistemology
women’s reputation is significant to values of patriarchal control and Indian masculinity: mo (gender ideo for females), reddock (discs of masc), puri (on eg) druptee

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 &
THE MINISTRY OF EDUCATION

CREATIVE STRATEGIES FOR MAKING A DIFFERENCE IN THE CLASSROOM

PARTICIPATION LIST 2003 – ST. PATRICK DISTRICT
9th May, 2003

NO	NAME	POSITION	DISCIPLINE	SCHOOL	ADDRESS	CONTACT
1.	Khan Shero	Teacher I	Mathematics	Cedros Composite	Bonasse Village, Cedros	690-1382
2.	Sinanan Ash	Teacher I	Agriculture	Cedros Composite	Bonasse Village, Cedros	690-1382
3.	Holder-Browne Hazel	Dean	Beauty Culture	Fyzabad Composite	Guapo Road, Fyzabad	677-7357
4.	Telesford Glen	Technical Vocation, Teacher III	Welding	Fyzabad Composite	Guapo Road, Fyzabad	677-7357
5.	O'Connor Natalie	Teacher III	French, Spanish	Fyzabad Anglican Secondary	Guapo Road, Fyzabad	677-7439
6.	Ramoutar Trudy	Teacher III	Caribbean History	Fyzabad Anglican Secondary	Guapo Road, Fyzabad	677-7439
7.	Cook Carol	Teacher III	Mathematics	Holy Name Convent, Point Fortin	#1 Tulip Drive, Clifton Hill, Point Fortin	648-0232
8.	Dwarika Nicola	Teacher III	Science	Iere High School	Bayanie Street, De Gannes Street, Siparia	649-2228
9.	Grannum Angela	Teacher II	Mathematics	Point Fortin Junior Secondary	Egypt Village, Point Fortin	648-3232 pfjs@tstt.n et.tt
10.	Sucre Rudolph	Teacher	Mathematics	Point Fortin Junior Secondary	Egypt Village, Point Fortin	648-3232
11.	Villafana Shelly-Ann	Acting Teacher III	English Language & Literature	Point Fortin Junior Secondary	Egypt Village, Point Fortin	648-3232

associated with respectability and upheld by institutions such “the white churches, the European institution of marriage and Eurocentric educational systems” (Besson, 1993: 16). In comparison, reputation is “an indigenous counter-culture based on the ethos of equality and rooted in personal, as opposed to social, worth” (ibid: 16). It is connected with resisting hegemonic, hierarchical power structures and “is a response to colonial dependence and a solution to the scarcity of respectability” (ibid: 16). In Wilson’s work, reputation and respectability “draw boundaries” and are associated respectively with men and women, “poor people” and elites, and young and older men. Thus, the dualism is also used to delineate the contours of Caribbean masculinity and femininity.

Besson (1993), in her case study of a Jamaican peasant community, argued that this gendered dualism “has obscured our understanding of Afro-Caribbean women” (ibid: 15). She challenged Wilson’s characterization of Afro-Caribbean women as “passive imitators of Eurocentric cultural values of respectability” and non-participants in a “counter-culture of reputation” and “cultural resistance to colonial culture” (ibid: 30). In doing so, she points out the Eurocentric assumptions and male bias in Wilson’s thesis and instead situates her analysis within a context where “independent thought and action by the powerless (both men and women) is only constrained, rather than destroyed, by dependency and hegemony” (ibid: 31). Her analysis exemplifies that while Afro-Caribbean women value ‘reputation’, it is conceptualised according to their own indicators. Thus, imposed colonial cultural values can and have been transformed by male and female social practices, interpretations and alternatives.

12.	Abdool Cindy	Technical Vocational Teacher IV	Food and Nutrition	Point Fortin Senior Secondary	Egypt Village, Point Fortin	677-2878 (t) 648-2234(f)
13.	Ragbir Daryll	Teacher III	Economics	Point Fortin Senior Secondary	Egypt Village, Point Fortin	648-2234
14.	Toussaint Leonise	Teacher III	English	Point Fortin Senior Secondary	Egypt Village, Point Fortin	677-2878 (t) 648-2234(f)
15.	Bisson-Mycoo Kathleen	Teacher III	Biology, Integrated Science, Agri. Science & Computer Literacy	Palo Seco Government	S.S Erin Road, Palo Seco	649-5600
16.	Honore Claude	Technical Vocational Teacher IV	Building Technology	Palo Seco Government	S.S Erin Road, Palo Seco	649-5600
17.	Nicome Sesine Joanne	Teacher III	English A & B, History	Palo Seco Government	S.S Erin Road, Palo Seco	649-5600
18.	Watson Asha	Acting Teacher III	Mathematics	Palo Seco Government	S.S Erin Road, Palo Seco	648-0974
19.	Seenath Ramdaye	Assistant Teacher III, Special Teacher I	Maths, Physics, Chemistry, Information Technology	Penal Junior Secondary	Oliverie Drive, Clarke Road, Penal	647-8467
20.	Lutchman Shane	Teacher III	History, Social Studies, POB	Shiva Boy's Hindu College	Clarke Road, Penal	647-2525
21.	Thomas Vickey	Teacher III	English	Siparia Junior Comprehensive	La Brea Trace, Siparia	649-2352
22.	Adams Courtney	Head	Electrical/Draughting	Siparia Senior Comprehensive	La Brea Trace, Siparia	649-2352
23.	Blades Pamela	Head of Modern Studies Dep't	History/Social Studies	Siparia Senior Comprehensive	La Brea Trace, Siparia	649-2352
24.	Persad Sudesh	Head	Business Studies/Maths	Siparia Senior Comprehensive	La Brea Trace, Siparia	649-2352
25.	Siew Ramchand	Technical Vocation	Building	Siparia Senior	La Brea Trace,	649-2352

Miller (1994) has also critiqued Wilson and asserted values of “transience” and “transcendence” are apolitical, stable, essential and neutral principles that are then “objectified in social distinctions” (ibid: 16) such as gender, class and ethnicity in Trinidadian society. Transience is associated with ideals of freedom, individualized expression and female sexuality whereas transcendence is associated with religious observance, nostalgia, roots, property and the reaffirmation of an older, established moral order (ibid: 135-6). Essentially, Miller departs from Wilson in arguing that different festivals and temporal spaces give heightened expression to the values of transience and transcendence that are submerged in everyday life (ibid: 13) and are embodied, in tension, in most people’s lives (ibid: 164). Additionally, in desiring to constitute themselves as “transcendent”, ethnic groups such as Indo-Trinidadians self-consciously preserve those symbols and festivals associated with this quality in order to have it associated with the ontology of the ethnic group itself and its legitimacy (ibid: 142).

According to Miller, this happens in truncated and homogenized form despite (and because of) decreasing distinctions in family life, consumption and mating patterns among different ethnic groups. The salience of gender in Miller’s thesis is exemplified by the way that changes to Indo-Trinidadian girlhood are seen as a medium for transient values and new interpretations of Indo-Trinidadian femininity. Such “dynamics of fragmentation” and “flux” undermine attempts to construct stable identities and totalities (ibid: 70). Thus, for Miller, transience and transcendence have opposing symbolic meanings that are claimed by those constructing and contesting group and individual identities.

		Teacher IV	Technology	Comprehensive	Siparia	654-1980
26.	Sonnylal Sookoo	Teacher III	Maths/Science	Siparia Senior Comprehensive	La Brea Trace, Siparia	649-2352
27.	Ramchand-Du Quesnay Helen	Teacher III	French/Spanish	Vessigny Government Secondary	Vessigny Village, La Brea	759-3628
28.	Sookdeo Shoba	Teacher III	English	Vessigny Government Secondary	Vessigny Village, La Brea	649-1405
29.	Sookoor Salena	Teacher III	English	Vessigny Government Secondary	Vessigny Village, La Brea	648-7474

Laitinen's (1997) study of Afro-Tobagonian women critiques both Wilson's and Miller's theses. With regard to Wilson, Laitinen asserts that while women voice values of respectability, their everyday choices and behaviour suggest that the relationship between ideals and practice is complex, changing, fluid and context-dependent. Similarly, with regard to Miller's stable and essential dual principles, she argues instead for a focus on "processes and acts of construction" rather than causal relations (1997: 49). Further, she advocates examination of how groups and individuals become who they are and continue to be constructed, produced and lived (ibid: 49). For Laitinen, these theses miss the constraints within which (Afro-Tobagonian) women negotiate and, thus, fail to accurately elucidate the nuanced operationalization of reputation and respectability in female choice, desire, opinion, appearance and behaviour.

Examining the concepts of purity and pollution²

I raise Laitinen's critique here to highlight the approach that best suits an understanding of purity and impurity as it operates in Indo-Trinidadian girls' lives. The literature on Indo-Trinidadians emphasizes how complex notions of purity and impurity dominate identity options and moral imperatives for Indo-Trinidadian young women. Aisha Khan (1995) posits that the "trope of purity" and "piety" establish the moral boundaries or

² the non-material sphere associated with family and spirituality became crucial for retention. gender within the notion of 'belonging', 'belonging' located within the idea of resistance. - "Indian womanhood" symbolised a re(constructed) "Indianness" that appeared "seamlessly continuous" with a religious and cultural past.² It was defined by the patriarchal myths and rules of (racial) 'purity', sexual morality and 'traditional' gender roles.

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CREATIVE STRATEGIES FOR MAKING A DIFFERENCE IN THE CLASSROOM

PARTICIPATION LIST 2003 – CARONI EDUCATIONAL DISTRICT

27th June, 2003

NO	NAME	POSITION	DISCIPLINE	SCHOOL	ADDRESS	CONTACT
1.	Babwah Zahirra	Assistant Teacher III	Geography	ASJA Boys College	76 La Plaisance Road, La Romaine	697-7029 (H) 671-0408 (W) zabs21wb@yahoo.com
2.	Deoraj Ashram	Vice Principal	Administration	Aranguez Junior Secondary	Boundary Road Ext., San Juan	638-3229 ajsdoo@yahoo.com
3.	Persad Mala	Teacher III	Social Studies	Aranguez Junior Secondary	Boundary Road Ext., San Juan	638-3229
4.	Ramkissoon Ramrajee	Teacher III	Social Studies	Aranguez Junior Secondary	8 Roystonea Drive, Penco Gardens, Chaguanas (H)	665-5377
5.	Noel-Punnette Marilyn	Technical Vocational Teacher III	Typewriting and Office Procedures	Barataria Secondary Comprehensive	12 Soursop Crescent, Santa Rosa Heights, Arima	667-1375 marilync@ts.tt.net
6.	Heerah Gemma	Teacher III and Dean	Language and Social Studies	Carapichaima Senior Comprehensive	Mc Leod Trace, Freeport	673-0036

“communicative signs” (ibid: 46) for organizing and ‘othering’ specific aspects of multi-faceted and overlapping affinities and constructions of identity (ibid: 46). Thus, the dualities of sacred and profane mediate the disparate pulls of distinctive religious and culturally based ethnic identities, and appeals to the common values of “living good with people”. Essentially, the “sacred” is synonymous with the realm of religious authenticity and helps to define the boundaries and symbols of “pure” ethnic group identity and to protect the distinctiveness that acts as a vehicle for demanding rights and recognition from the state (ibid: 39). Khan (ibid: 55) writes,

Linked most directly with genotype/ phenotype and religious belief and practice, the purity/ impurity trope also signals a concern with boundaries, authenticity, assimilation and subsumption. For racial considerations, ethnic “mixing” threatens the identity of distinct groups, leaving room for jeopardized political viability and aesthetic/phenotypical unpredictability which point to social-cultural boundary transgression...Purity is linked with morality in part through piety...Purity is also the point of convergence between religious and racial/ethnic identities.³

Thus, for Indo-Trinidadians, “the power of the sacred is inherently political” and “provides a legitimate space for a discourse on identity and ultimately cultural resistance” (ibid: 475). This has consequences for females for whom piety is specifically marked by appearance, dress and asexuality in ethnic “contests for visibility” (ibid: 375) and for the younger generation whose “task” is to make choices between “different foundations of knowledge” (ibid: 430). In this regard, Khan writes that when “actions and behaviours are kept within the general domain of the sacred, multiple identities are socially useful and pose no problem for the maintenance of moral imperatives” (ibid: 45). However,

³ Check exact language in this quote!!!

7.	Samaru, Richard	Technical Vocational Teacher IV	I.A./Tech. Ed./Ed. Admin.	Carapichaima Junior Secondary	Kleinsworth Street, Perseverance Road, Carapichaima	673-0003 673-1021
8.	Pierre Joan Carry	Language Arts Facilitator	Language Arts	Caroni District	302 Mac Naughton Jones Street, Plaisance Park, Pointe-A-Pierre	659-4354
9.	Lalbeharry Sharon	Teacher III	English	Couva Junior Secondary	Balisier Street, Couva	636-2552
10.	Paul Helen Maria	Teacher II	Science – Chemistry	Couva Junior Secondary	Balisier Street, Couva	636-2552
11.	Persad-Ali Madhuri	Teacher III, Head Of Department	Social Studies	Couva Government Secondary	Church Street, Couva	636-2585
12.	Thompson Donica	Teacher III	English	Cunupia High School	Hasarat Road Ext., Cunupia	665-5583
13.	Dottin George	Teacher I	Visual, Arts, Drama and Dance	Miracle Ministries Pentecostal High	Southern Main Road, Chase Village	672-0250
14.	Prerattan Ceronne	Curriculum Co-ordinator		R.C. Learning Resource Centre	Couva	636-1057
15.	Persad Kavita	Teacher III	English Language and English Literature	Saraswati Girls' Hindu College	Caroni Savannah Road, New Settlement, Chaguanas	672-1987 persad@lycos.com
16.	Maharaj Bharat	Teacher II	Science	Vishnu Boys Hindu College	Southern Main Road, Caroni	645-7506
17.	Rahaman-Ali Zenobia	Vice Principal (Acting)	Science	Waterloo High School	Waterloo Main Road, Carapichaima	673-0644

what is also clearly implied is “incorrect” or “improper” behaviour (appearing to lack piety) is “othered” to the realm of the profane and impure and does pose a problem for the way that identity and belonging are defined. Thus, moral imperatives are linked to authenticity discourses and purity tropes by “moral panics” which “act as sentinels against transgressions” (ibid: 214) and regulate feminine identities in particular through notions of honour and shame⁴. These concepts of piety, purity and shame are the principles framing girls’ negotiation. They lend moral significance to challenges to those boundaries demarcating a distinctive Indo-Trinidadian ethnic group identity. For Indo-Trinidadian females, these concepts establish (the appearance of) obedience to moral imperatives as the criteria for both femininity and belonging.

Niranjana (19???: “The Indian in me”, 6) also understands the “purity narrative” as one which establishes the boundaries of authenticity and Indo-Trinidadian ethnic identity through assertions of “racial similarity in relation to the “mother country” and a racial difference in relation to the culturally and politically dominant group in their nation-state” (ibid: 6). This narrative highlights “indivisibility” and “unruptured continuity with the motherland” as the dominant ways of making a “claim to Indianness” (ibid: 9). Somewhat paradoxically, this positions Indo-Trinidadian cultural practices as “derivative” or “hybrid” and, thus Niranjana argues, “in addition to the anxiety of the colonial subject vis-à-vis the metropolis, the Trinidadian East Indian is also caught in the anxiety of the diasporic person vis-à-vis the mother country” (ibid: 8). Naranjana asserts that rethinking “East Indian” identity and detaching “Indianness” from claims to purity “could unsettle for us the sense of who is “Indian” and why” (ibid: 9).

⁴ Cf. Patricia Mohammed (1989)

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CREATIVE STRATEGIES FOR MAKING A DIFFERENCE IN THE CLASSROOM

PARTICIPATION LIST 2003 – NORTH EASTERN EDUCATIONAL DISTRICT

12th September, 2003

NO	NAME	POSITION	DISCIPLINE	SCHOOL	ADDRESS	CONTACT
1.	Thomas Renee	Assistant Teacher III	English A	Matura High	Toco Main Road Matura	681-8394
2.	Charles Alicia Tricia	Assistant Teacher III	Spanish	Matura High	Toco Main Road Matura	668-3135
3.	Hanooman Lester	Teacher I	Physical Education	Matura High	Toco Main Road Matura	668-3135
4.	Lewis Natalie Karen	Teacher II	Histo ry/Social Studies	Matura High	Toco Main Road Matura	668-3135
5.	Bridgewater Algernon	Teacher III	POA/POB	Matura High	Toco Main Road Matura	642-5319
6.	Williams Betty-Ann	Teacher I	Art & Craft	Matura High	Toco Main Road Matura	668-3135
7.	Espinet Peter	Reading Instructor	English	Matura High	Toco Main Road Matura	798-0070
8.	Davidson Tamara	Teacher I	Science	Matura High	Toco Main Road Matura	668-2362
9.	Horrell Marissa	Teacher III	English A and B	Matura High	Toco Main Road Matura	668-3135
10.	Dimsory Errol	Assistant Instructor	Mathematics	Matura High	Toco Main Road Matura	755-7017
11.	Lobai-Kistow Sheriza	Teacher III	Social Studies	Matura High	Toco Main Road Matura	668-2392
12.	Fuentes Christopher	Remedial Instructor	Mathematics	Matura High	Toco Main Road Matura	668-2392
13.	Mohammed Shazaro	Vice Principal	Chemistry, Int	Matura High	Toco Main Road	668-3135

It is gender, Naranjana suggests, that seems “to interrupt the dominant Trinidadian narratives of Indian culture, demanding a rethinking of what the claim to Indianness involves” (ibid: 12). Why gender? She posits that the struggle over “culture” and “authenticity” is heightened by debates over Indo-Trinidadian female behaviour and appearance on public stages. Where visibility and performance are important markers of community presence and legitimacy, Indo-Trinidadian female “vulgarity” and “obscenity” are seen as denials of “culture” and authenticity. As Naranjana concludes, ““Indianness” is seen...to be inextricable from cultural purity, which in turn is seen to hinge on questions of female propriety and morality” (ibid: 13). According to Naranjana, colonial discourse and nationalist discourse from India frame conceptions of Indo-Trinidadian womanhood and debates around Indo-Trinidadian women’ participation in Indo-Trinidadian cultural spaces such as the soca-chutney or chutney music venue. These type of spaces are seen as “breaking up homes and bringing disgrace” (ibid: 12), and encouraging (both cultural and racial) “douglarization” (ibid: 14) or impurity.

Rather than making a “defensive” claim to India, Naranjana advocates that Indo-Trinidadians make an “assertive” one that is delinked from orientalist narratives of purity and can thus rearticulate both Indo-Trinidadian claims to India and to Indianness in the Caribbean context. Naranjana argues that female purity and the embodiment of ethnic identity in women, negotiated through, for example, (simultaneously Indian and Trinidadian) chutney-soca spaces inscribes the “continuity/discontinuity” of Indo-Trinidadian identity. It also clears space for “an insistent new visibility” and “might also

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CREATIVE STRATEGIES FOR MAKING A DIFFERENCE IN THE CLASSROOM

PARTICIPATION LIST 2004 – St. George East District

13th May, 2004

NO	NAME	POSITION	DISCIPLINE	SCHOOL	ADDRESS	CONTACT
1.	Ali-Hosein Shabanna	Teacher II	Chemistry	A.S.J.A Girls's College	#78 Back Street, Tunapuna	662-3447 Fax: 662-3447
2.	Khan Aleeya	Teacher II	Social Science	A.S.J.A Girls's College	#78 Back Street, Tunapuna	662-3447
3.	McKenzie Dirk	Teacher II	Information Technology	Blanchisseuse High School	La Filette Main Road La Fillette	669-5549 699-5552 email: dirkmack@lycos.com
4.	Emmons Baptiste Nadienne	Teacher II	Business Studies	BonAir High School	Corner Priority Bus Route & Bonair Junction	646-5207
5.	Harris Cassius Patrick	Teacher III	Mathematics	BonAir High School	Corner Priority Bus Route & Bonair Junction	646-5207
6.	La Borde Gillian	Teacher II	English	BonAir High School	Corner Priority Bus Route & Bonair Junction	646-5207
7.	Paponette Anthony	Teacher III/Dean	Social Studies	El Dorado Secondary School	Target Road, El Dorado, Tunapuna	663-7738/667-6124 (h)
8.	Persad Geeta	Head	Physics, Integrated Science	Lakshmi Girls' Hindu College	Eastern Main Road. St. Augustine	663-1380

			Sci, Admin		Matura	
14.	Mohammed Toy	Remedial Instructor	English A	Matura High	Toco Main Road Matura	
15.	Lall Ruth	Remedial I	English A	Matura High	Toco Main Road Matura	668-3135
16.	Estrada William	Teacher III	Music Teacher	Matura High	Toco Main Road Matura	669-4146 Wei5gkdz@hotmail.com
17.	Beharry Shellyne	Assistant Teacher	Info Technology	Matura High	Toco Main Road Matura	668-3135 shellyne_tt@yahoo.com

be seen as the ground for the contestation and transformation of that claim” to Indianness (ibid: 16). Currently, narratives of purity manage Indo-Trinidadian participation in “modernity” and Naranjana contends that “the female chutney-soca performer helps create an “Indian modernity” in Trinidad that could be profoundly subversive of available modes of negotiating modernity in postcolonial locations” (ibid: 16).

Eschewing “tradition” and “modernity” as viable analytic tools for understanding South Asian girls’ sexuality, culture and femininity, Amita Handa (1997) focuses on how “South Asian women, the sites of contested meanings, have become enmeshed in a series of protective discourses” (ibid: 1). She draws parallels between assertions of Indian identity during the colonial period and current South Asian attempts to demarcate the boundaries of cultural difference and ethnic identity through the regulation of women’s bodies and sexuality. Particularly for adolescent South Asian girls, the spheres of reputation and respectability also align with the separate spaces of Canadian “freedom” and South Asian “control” and South Asian girls who “sneak out to do what most teenagers do all the time” are seen as wanting to “smoke, drink and get pregnant” (ibid: 3). Essentially, concern about girls’ participation in aspects of Canadian culture, such as the day dances which Handa explores, centers around

the erosion of “moral” (read traditional) values and conduct that possible “dangerous” sexual behaviour could bring. It is not male activities that are central here but “mini skirts”, “make-up” and “whores”, behaviours and appearances associated with women (ibid: 5).

This is because the public sphere of day dances offers girls “a space where women can possibly engage with their sexuality and threaten categories of appropriate femininity”

9.	Ramdeen Vashti Karena	Teacher III	Mathematics	Malick Secondary Comprehensive School	Coconut Drive, Morvant	751-0044
10.	Steele Richard	Teacher IV	Technical Drawing	Malick Secondary Comprehensive School	Coconut Drive, Morvant	626-5356/ 755-9600 fax: 6265356
11.	Joe Ellis	Teacher III	Economics	San Juan Secondary	Bourg Mulatresse , Lower Santa Cruz	638-3574 642-8610 lisi960@tsstt. net.tt
12.	Mohammed-Khan Rabia	Teacher III	Social –Studies	Tunapuna ASJA Girls' College	78 Back Street Tunapuna	662-3447
13.	Ramdial Renee	Teacher III	History/Social Studies	San Juan Government Secondary	Moreau Road, Off Saddle Road, San Juan	638-2271 Fax: 638-2271
14.	Rudder Yukita	Teacher III	Business	San Juan Government Secondary	Moreau Road, Off Saddle Road, San Juan	638-3574 yukitarudder @hotmail.co m
15.	Springer Tamia	Teacher III	Physics/Maths	San Juan Government Secondary	Moreau Road, Off Saddle Road, San Juan	638-3574
16.	Sorzano Linda	Teacher IV	Business	Tunapuna Government Secondary	El Dorado Road Tunapuna	646-0746 (h 662-4718
17.	Thomas Teckler	Teacher III		Tunapuna Government Secondary	El Dorado Road Tunapuna	662-4718

THE UNIVERSITY OF THE WEST INDIES
 ST. AUGUSTINE, TRINIDAD AND TOBAGO, WEST INDIES
THE CENTRE FOR GENDER AND DEVELOPMENT STUDIES
 &
THE MINISTRY OF EDUCATION

CREATIVE STRATEGIES FOR MAKING A DIFFERENCE IN THE CLASSROOM

PARTICIPATION LIST 2004 – PORT OF SPAIN

23rd April, 2004

NO	NAME	POSITION	DISCIPLINE	SCHOOL	ADDRESS	CONTACT
1.	Peters Gillian	Teacher III	Social Studies	Belmont Junior Secondary	Belmont Circular Rd Belmont	624-1717
2.	Alexander Mary	Teacher III	English	Bishop Anstey High	145 Abercromby St Port of Spain	623-6591 mary388@hotmail.com
3.	Elcock Sharla	Teacher	Social Studies	Bishop Anstey High	28-30 Roberts St Woodbrook Port of Spain	628-6609 sase_sweet@hotmail.com
4.	Marshall Geneisa	Teacher		Bishop Anstey High	28-30 Roberts St Woodbrook Port of Spain	624-9053 gm-always@hotmail.com
5.	Small Candice	Teacher III	Business Studies	Bishop Anstey High	28-30 Roberts St Woodbrook Port of Spain	623-6591
6.	Sammy-Pierre Lisa	Teacher III	Mathematics	Belmont Junior Secondary	Belmont Circular Rd Belmont	624-1717 640-5645
7.	Charles Roseann	Guidance Officer II	Guidance/counseling	Central Guidance Unit	Ministry of Education 66 Pembroke Street Port of Spain	625-7935 Fax:625-7935 cguminofed@hotmail.com

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8.	Burris-Thomas Heather	Teacher III	Maths & Science	Corpus Christi College	Church Street, Diego Martin	637-6234 637-6224
9.	Bedeau Pauline	Teacher III	English A & B	Diego Martin Junior Secondary	#791 Jacaranda Blvd, La Horquetta, Arima	780-4049 paulinenb@yahoo.com
10	Beharry Ian	Teacher III	Geometry & Mechanical Drawing	Diego Martin Government Secondary	Wendy FitzWilliam Blvd, Diamond Vale Diego Martin	637-3419
11	Khan Gayle	Teacher III	History	Diego Martin Government Secondary	Wendy Fitz William Blvd, Diamond Vale Diego Martin	637-3419
12	Ragbirsingh Joel	Teacher II	Agri-Science	Diego Martin Junior Secondary	#126 Southern Main Road, Edingberg, Chaguanas	684-6527
13	Stewart-de Sliva Rosanna	Teacher III	Social Studies	Diego Martin Junior Secondary	22 Hibiscus Circle, St. Claire Gardens, Trincity	775-6652
14	Lewis-Leiba Susan	Teacher III	Spanish	Excel Composite School	Main Street, Beetham Gardens	625-5363
15	Mahelal Shameela	Teacher III	Geography	Fatima College	Mahelal Street, Boundary Road, San Juan	675-4902
16	Alleyne Yvonne	Teacher III	Business Studies	St. Francois Girls' College	St. Francois Valley Road, Belmont	624-3468
17	Cassie Thakurani	Teacher III	Biology	St. Francois Girls' College	St. Francois Valley Road, Belmont	624-3468
18	Steele Glendon	Teacher III	Mathematics	St. James	#15 Panka	622-4350

				Government Secondary	Street St. James	
19	Sylvester Sheila	Teacher KKK	Language-English	St. James Government Secondary	20 Albert Lane, Belmont	627-4626
20	Sinnette Claudette	Vice Principal	Science	St. Martin's Girls' High	#59 Belle Eau Road	624-7103
21	Dardine – Oliver Carina	Teacher III	Geography/Social Studies	Holy Name Convent – POS	Lot 58, Hillview Drive, Five Rivers, Arouca	623/8168
22	Alexander-Jackman Glenda	Teacher III	Agri-Science	Mucurapo Junior Secondary	Mucurapo Road, St. James	628-2807
23	Allard-Seales Genevieve	Teacher III	Agri-Science	Mucurapo Junior Secondary	Mucurapo Road St. James	682-2807 622-7751
24	Kareem Patrice	Teacher III	Science	Mucurapo Junior Secondary	Mucurapo Road St. James	622-6446
25	Ramnathsingh Indra	Principal	General Science	Mucurapo Junior Secondary	Mucurapo Road St. James	628-2807
26	Smith Richardo	Teacher IV	Industrial Arts/Technology	Mucurapo Junior Secondary	Mucurapo Road St. James	643-8533
27	Waterman Edghill	Teacher	Science	Mucurapo Junior Secondary	Mucurapo Road St. James	682-2807
28	Watson Rufina	Teacher	Reading	Mucurapo Junior Secondary	Mucurapo Road St. James	622-8965
29	Toney Tricia	Teacher III	French/Spanish	Providence Girls' High	48 Mahogany Drive, Oton Trace, Arima	646-1092 tricia_toney@yahoo.com
30	Pierre Kern	Teacher III	Art Teacher	Russell Latapy Secondary	#1 Cipriani St. Morvant	626-5359 626-5359
31	Raphael Cindy	Teacher III	Management of Business	Sixth form Government	Ethel Street, St. James	622-2186
32	Carrington Claire	Teacher II	Business Studies	South East – Port of Spain	Nelson Street – POS	623-8616 645-6007
33	Pierre Sheldon	Teacher III	Spanish & French	South East – Port of Spain	Nelson Street – POS	643-1810
34	Greenidge Brenda	Teacher III	Principles of Accounts	Success Laventille	Success Village,	623-2534

				Composite	Laventille	
35	Harper Donette	Teacher III	Social Studies	Tranquility Gov't Secon	Victoria Ave – POS	625-4771
36	Phillip Damton	Assistant Teacher	Music	Tranquility Gov't Secon	Victoria Ave – POS	625-4771
37	Arneaud-Gibbon Jill	Assistant Teacher III	Spanish	Trinity College	Moka, Maraval	689-2078 629-2073
38	Murrell Joanne	Teacher III	Science	Trinity College	Moka, Maraval	689-2078 629-2073 trincall@tsst. net.tt
39	Persad Meera	Teacher III	Biology/Integ Science	Woodbrook Gov't Secondary	41-45 French St, Woodbrook	628-7468
40	Tomwing Anne Marie	Teacher III	Spanish & French	Woodbrook Gov't Secondary	41-45 French St, Woodbrook	628-7468

				Government Secondary	Street St. James	
19	Sylvester Sheila	Teacher KKK	Language-English	St. James Government Secondary	20 Albert Lane, Belmont	627-4626
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33	Pierre Sheldon	Teacher III	Spanish & French	South East – Port of Spain	Nelson Street – POS	643-1810
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40	Tomwing Anne Marie	Teacher III	Spainish & French	Woodbrook Gov't Secondary	41-45 French St, Woodbrook	628-7468

ANNEX 2 - NEWSPAPER CLIPPINGS

Newsday

Established September 20, 1993

TACKLING VIOLENCE

MINISTRY OF Education workshops designed to train teachers on how to improve classroom management as part of the Ministry's ongoing effort at reducing violence and indiscipline in schools will, hopefully, in the long term reduce these vexing problems in the wider society.

There is too much violence and indiscipline in the country today, with *Newsday* headlines attesting to this. But the problems, as the Education Ministry recognises, have their origins in childhood and if detected and properly handled, for example, in the classroom by specially trained teachers may help avert later antisocial explosions.

This does not mean that the responsibility for tackling incipient social ills rests wholly or largely with the schools and with the teachers. Indeed, parents have a critical role to play, and in the well ordered home, the dominant role. A teacher, however, who has received special training in classroom management and in identifying and dealing with problem children is favourably positioned to treat with awkward classroom situations. These are situations, which if not tactfully and effectively handled can impact negatively on the community.

Where the parent fails because he/she may be wholly indifferent or refuses to accept responsibility for raising his/her children properly, the teacher who, is exposed to workshops, not only in classroom management, but in remedial education as well, can make a difference.

This includes being in a position to determine that some of the pupils, who are backward in class are not necessarily so because they are slow learners, but because of the environment in which they live. All too often, in the past, there have been teachers who have tended to openly categorise children, who because they were backward in class as "duncey." And, depending on the lack of tact of the teachers, this has tended to result in classroom ridicule of the children.

The children, feeling a sense of rejection, mistakenly see bullying or the use of violence as a means of redressing the imbalance and "proving" their "superiority." This can be taken a step further to being violent to their peers "on the block" to give them a sense of leadership in the neighbourhood.

Very often the violence of adults has its genesis in violent behaviour in school and in their environment as young children and/or teens. An added ingredient has been a lack of anger management.

The workshops, "Train the Trainer," which were coordinated by Dr Michael Alleyne, a former Director of Educational Planning of the Ministry of Education, and held in different areas of the country, were aimed at preventing delinquent and disruptive students from "taking over the classroom from the teacher."

Reclaiming the Classroom Workshops

The Centre for Gender and Development Studies, UWI, St. Augustine recently completed a series of seven one-day workshops conducted on behalf of the Ministry of Education, Schools Intervention Strategies Unit, entitled, “**Creative Strategies for Reclaiming the Classroom in Secondary Schools: Alternatives to Corporal Punishment**”.

Forming part of the Ministry’s ongoing **Project Peace**, aimed at creating peaceful schools, the workshops were organized along the eight educational districts in Trinidad and Tobago. Participants came from among secondary school teachers and administrators within each district. The workshops aimed at providing secondary school teachers and administrator with new skills and knowledge, especially in understanding the dynamics of gender in learning, in order to effectively manage their classrooms. The ultimate goal of the overall project is to eliminate incidents of violence or disruptive behaviour in the classroom and in the school and to provide teachers with creative alternatives to corporal punishment.

To date, a total of one hundred and eighty (180) teachers from seven districts have been trained in the following:

- Youth Developmental Assets and Gender (Dr. Diane and Dr. Lincoln Douglas)
- Effective Classroom Instruction (Ms. Ramona Khan)
- Managing the Classroom (Ms. Rowena Kalloo)

Based upon responses from evaluation forms collected after each workshop, it was clear that the workshop was timely and the methodology interactive, participatory and interesting. Participants indicated that they would put the knowledge and skills gained to good use and share the information gained with other teachers as well as students.

Recurrent recommendations included suggestions that the workshops be held at a school level, rather than district level and that they should be organized more often be of a longer duration, ranging from 2 days to a week. This showed clearly that teachers felt strongly about the topics discussed and the need for training workshops of this nature to assist them in understanding and coping with the diverse problems encountered in the school environment.



photography: C. Antoine

A cross- section of participants at the first workshop held at the Siparia High School , St. Patrick district. A scenic painting by a sixth form student hangs in the background.

The Ministry and organizers of the workshop also wanted to find out teachers' views about the use of corporal punishment in schools and whether the workshops made a difference to those who used, or advocated the use of, corporal punishment. By the end of the seven workshops held across the country, it was found that most of the teachers who attended did not in fact approve of corporal punishment and never used it but were glad to be shown new approaches to classroom management and instruction which would make their teaching more effective and reduce incidents of disruptive behaviour. A minority used corporal punishment or advocated its use, however they indicated that given alternative strategies they would not use corporal punishment. Some indicated that they would still use it as a last resort.

All in all, the workshops engendered high interest with educators asking that they be repeated. The last workshop takes place in Tobago.



MINISTRY OF EDUCATION

Communications Unit
Hayes Street, St. Clair.

News Release:

TEACHERS DISCUSS STRATEGIES FOR RECLAIMING THEIR CLASSROOMS

Alternatives to corporal punishment for disciplining students and techniques to improve classroom management were among several issues discussed by 45-teachers in the St Patrick Educational District as the Ministry of Education and the Centre for Gender and Development Studies held the first in a series of one-day workshops at the Siparia Senior Comprehensive today (May 9) on the topic "creative strategies for making a difference in the classroom."

Dr. Michael Alleyne of the Ministry's School Intervention Strategies Unit said the workshops, which will be held throughout the nation, are designed to train teachers in anger and stress understanding and management. Techniques in Conflict Resolution were explained to help teachers build up their own confidence, address conflict and indiscipline in their schools and to create a climate in the classroom more conducive to teaching and learning.

The workshop, with the theme of "*Reclaiming the Classroom*" – *Alternative Strategies for Transforming Secondary Schools*," was conducted by representatives of the Centre for Gender and Development Studies of the University of the West Indies.

At the end of the workshop the teachers were unanimous in the view that the session was invaluable, that it provided new insights and "alternative humanistic strategies" towards developing self-disciplined and responsible students and that it identified creative strategies to create an orderly and productive classroom.

Dr. Dianne Douglas, a clinical community psychologist with the Centre for Gender and Development Studies began the workshop with an interactive session that looked at alternative discipline principles and strategies, youth development and gender issues. "See your students as people with tremendous potential and not as potential problems," she emphasized. The need for parents and teachers to work in a more collaborative effort and in partnership to strengthen students and the pivotal role of teachers and parents in a child's development was discussed. She identified several strategies for teachers, parents and other adults to become more active in helping young people succeed in school.

Romana Khan, a consultant and member of the School Intervention Strategies Committee, provided teachers an opportunity to analyse in group and role play sessions the impact of effective instruction on classroom management. Teachers explored the diverse learning needs of their students – learning styles and multiple intelligences – and they examined the link between a psychosocial environment that is conducive to learning, student behaviours as well as the role of the teacher in facilitating learning.

Rowena Kalloo, a Motivational Speaker and Science Educator at the Valsayn Teachers' College, described teacher behaviours, techniques that enhance classroom management and their role in developing a productive learning environment. She told teachers that rules must be enforceable and stated in the positive. "Make clear to your students the consequences of misbehaviour, work to instill a sense of self-discipline in your students and create opportunities for your students – particularly those with behavioral problems – to experience success in their learning and social behaviour," she stressed. The use of humor, cooperative learning groups and the need to work with students who seem to lack a sense of personal efficacy was also emphasized.

2003 May 9.

Annex 3 -List of Readings

LIST OF READINGS

1. Bailey, Barbara, "Sexist Patterns of Formal and Non-Formal Education Programmes, The Case of Jamaica" in Elsa Leo-Rhynie et al, (ed), *Gender: A Caribbean Multi-Disciplinary Perspective*, Ian Randle Publishers, 1997, Kingston
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The University of the West Indies
The Centre for Gender and Development Studies

One day Workshop
Creative Strategies for Making a Difference

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