

Teacher education and training policies in the commonwealth Caribbean

Errol Miller*

The Caribbean as a region has always been variously defined. The most inclusive definition describes the region in geographical and cultural terms as that area bounded to the north by Bermuda and the Bahamas, to the west by Belize located on the Central American mainland, to the east by that arch of island extending to Barbados and to the south by Guyana, Suriname, Cayenne and Venezuela on the South American mainland and the islands of Aruba, Curacao and Bonaire. This definition of the Caribbean would include Dutch, English, French and Spanish speaking territories. Less inclusive definitions have grouped some Caribbean territories with other groups and left the rest as the Caribbean. For example, Cuba and the Dominican Republic are often classified with Central America or Latin America as a whole. Martinique, St Martin, Guadeloupe and Cayenne are officially a part of France. Puerto Rico and the US Virgin Islands are often not included in Caribbean conclave based on their relationships with the United States. Then again there are the Dutch and British dependences that sometimes get excluded on the basis that they are not independent countries. The point is that while using geographical criteria, the Caribbean can be defined in inclusi-

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Errol Miller: Director de1 Institute of Education. University of the West Indies, Mona Campus. Kingston, Jamaica.

ve terms, political, cultural and language factors often act as exclusive criteria to sub-divide the region.

While this paper would like to take the most inclusive definition of the Caribbean, the time available for its preparation precluded such an approach. This paper is therefore restricted to the English-speaking territories, or Commonwealth Caribbean as this sub-region is often labelled. This includes both the independent English-speaking countries and the British dependencies.

PURPOSE AND CLARIFICATION OF TERMS

The purpose of the paper is to identify and discuss policies and practices that have been adopted in teacher education and training in this sub-region. The primary focus will be on new policies, projects and programmes in teacher education and training since the beginning of the 1990s.

Focusing attention on the topic of teacher education and training represents renewed interest and emphasis on an old subject. Not only is teaching an old profession, but mass schooling in the Commonwealth Caribbean has a history that parallels that of the developed world. Hence, teacher education and training in the sub-region have long and strong traditions.

Given the close relationship that exists between schooling, teachers and the structure of society, it would be unwise to proceed to a full-blown discussion on new policies, projects and programmes in teacher education and training without taking note of a few salient social features of schooling and teaching as they have evolved in the Commonwealth Caribbean.

The first teacher colleges in the Caribbean were established in 1830 just around the time that similar institutions were established in England. While there are many similarities in both history and organisation, there are several differences in practice. One that has relatively unimportant differences in practice, but could be source of much confusion, is the use of the terms pre-service and in-service teacher training.

The term pre-service training is generally used for formal training before teachers enter the profession, while in-service training generally refers to non-formal training on the job. Commonwealth Caribbean practice does not conform to these neat distinctions. Many persons are employed as teachers before they are formally trained as teachers. In these cases the professional training of teachers follows employment. The term initial professional training more accurately describes the Caribbean situation than pre-service teacher training. Likewise, in-service training is one modality through which initial teacher training has been delivered. In the Commonwealth Caribbean, in-service training therefore, could refer to both initial and non-formal on-the-job training. For the purpose of this paper where the terms pre-service and in-service are employed, they are used with their Commonwealth Caribbean meaning.

BACKGROUND

From its inception in the 1830s until the 1950s pre-service teacher education basically followed the same pattern: -

Pre-service training was restricted to primary teachers. There was no indigenous capacity to train secondary school teachers. -

The proportion of teachers trained was very low compared to the teaching force in the schools. For example, in the Commonwealth Caribbean in 1955, the proportion of trained teachers in the primary school systems in the various countries ranged from 7 to 45 per cent. -

The vast majority of teachers in primary schools were recruited from the most able students of the primary school. They were recruited into the pupil teacher system and from that pool, into teachers colleges through an examination process. -

The teachers college programme was for two or three years and paralleled the high schools in terms of subject matter content but added pedagogic training. Secondary school teachers were recruited from among the most able student passing the Cambridge examinations that came at the end of high schooling and qualified expatriates, mainly from Britain. Where locals desired teacher training they went abroad to obtain it. Beginning in the mid-1950s and up to the end of the 1980s there were vast improvements and changes in the provision for the pre-service training of teachers. The most significant advances can be listed as follows: - Substantial expansion in enrolment of colleges training primary school teachers with the result that the vast majority of primary school teachers in the region currently is college trained. Indeed, all primary school teachers in the Bahamas and Barbados are trained through pre-service programmes. -

The academic level of the programmes for primary teachers has been raised substantially, as the pre-service programmes require successful completion of secondary education as their starting point. Primary teacher training no longer overlaps with secondary education. - Indigenous capacity was established to train secondary school teachers and teachers for special schools. As a result, the majority of secondary teachers and teachers in special schools are professionally trained. - Initiatives were launched to prepare teachers for early childhood education within the formal system of teacher training and separate from the training of primary school teachers. A wide variety of models of delivery of pre-service education have been created. These include the two-year intramural plus one-year internship model that was developed in the Western Commonwealth Caribbean from the 1960s to the 1980s; the three-year intramural programme now employed in Jamaica; the two-year intramural model common in the Eastern Commonwealth Caribbean; the three-

year school experience model now being used in Belize and the Advanced Placement Model where trainees with Bachelor and Associate Degrees and GCE Advanced level can be credited with subject content and follow a one-year programme of professional training. Despite these fundamental quantitative and qualitative changes in teacher preparation in the Commonwealth Caribbean between the 1950s and the end of the 1980s, by the latter half of the 1980s it was clear that new imperatives had overtaken pre-service teacher education. Indeed, these new imperatives shifted the ground from celebration to dissatisfaction and demanded further change. These new imperatives could be briefly summarised as follows: - While teacher education had advanced over the period, teacher status had declined. One of the roots of this decline was the advance in the general level of education of the population. Teachers who in the past had commanded respect on the basis of their superior education compared to the vast majority of parents and the general community, no longer held such an overwhelming advantage. While the content of the teacher credential had improved, teachers were still being certified through certificates and diplomas in circumstances in which persons with degrees were becoming more numerous in the general population. - The rapid rise of global economy combined with the spread of democratic process throughout the society demanded workers who could be self-directed and citizens that participated in the apparatus of the states and the enterprises within civil society. These imperatives dictated changes in teachers' roles and relationships among themselves and with students and parents. Traditional authoritarian, teacher-centred sage on the stage teaching methodologies which gave priority to teaching, had to give way to teamwork and collaboration, greater networking with communities and parents, student-centred approaches and guide by the side teaching strategies which gave pride of place to learning. - Shrinking resources demanded that new modalities of delivery of training had to be employed in addition to conventional full-time face-to-face instruction. - Advances in information technology that had transformed factory and home production, entertainment, transportation, and communication, had made many approaches and processes used in colleges and schools obsolete. College and school processes had to be re-engineered to incorporate information technology in both management and instruction. - Increasingly greater economic and cultural linkages between Caribbean countries and across language groups have stimulated greater demand for foreign language acquisition.

POLICY RESPONSES IN PRE-SERVICE TRAINING BEGINNING IN THE 1990s

The innovations and developments in pre-service teacher training beginning in the 1990s a few of which started in the latter part of the 1980s have to be seen and interpreted as policy responses to the imperatives cited above. The scope of this paper only permits a brief description of the major policy responses.

UPGRADING THE ACADEMIC AND PROFESSIONAL STANDING OF PRE-SERVICE PROGRAMMES

Several Governments have decided to move to a fully trained graduate teaching force by the end of the first decade of this century. Associated with this policy decision is the upgrading of colleges training teachers to offer pre-service training through degree programmes, as is the case with the Bahamas. Indeed, all new teachers graduating from the teacher preparation programmes in the Bahamas since 1999 hold Bachelor degrees in Education. Bahamas therefore is well on its way to achieving the end of decade target. Consistent with this policy direction, several other tertiary institutions have joined the University of the West Indies (UWI) in offering first-degree programmes in teacher education. These include the College of the Bahamas, the University of Belize, Northern Caribbean University, The University of Technology, Church, Mica and Shortwood Teachers Colleges in Jamaica and the Sir Arthur Lewis Community College in St Lucia. These degree programmes are invariably follow-on programmes from certificate and diploma training previously received. The transition to the degree programmes, as the new modality for teacher preparation programmes, is associated with new status and standings for the teacher training institutions and new alliances with regional and foreign universities. The College of the Bahamas has been upgraded from a two-year to a four-year college. Belize Teachers College is now the Faculty of Education within the University of Belize. West Indies College has been upgraded to Northern Caribbean University and the College of Arts Science and Education has been upgraded to the University of Technology. Mica, Shortwood and Sir Arthur Lewis Community College have formed alliances with the University of the West Indies. Church Teachers College has formed an alliance with Temple University of the United States.

CHANGING PEDAGOGICAL PRACTICES IN THE TRAINING OF TEACHERS

If teachers are to use less didactic approaches in the schools then it is imperative that trainees in colleges be taught using pedagogic practices that are student and learner centred. Several reform initiatives within the region have included components

addressing this objective. These include the DFIDKJWI project in the training of primary school teachers in colleges in the Eastern Caribbean, the EDUTECH Project in Barbados, the World Bank/GOJ ROSE, USAID/IIIEQ the IDB/GOJ PESP projects involving the training of primary and secondary school teachers in Jamaica and the IDB/GOG Basic Education Project in training primary school teachers in Guyana.

INTRODUCING NEW CONTENT IN TEACHER PREPARATION

The Organisation of Eastern Caribbean States (OECS) long term education strategy document Pillars for Partnership and Progress, which sets education targets for the nine member countries to achieve by 2010, is probably the most comprehensive policy paper in the Commonwealth Caribbean. In addition to the usual areas that educational policies routinely address, Pillars for Partnership and Progress identifies a category labelled 'urgent societal imperatives' facing the Commonwealth Caribbean. The category includes natural disasters, health promoting schools, gender inequities, improving the participation and performance of boys in schools, promoting partnerships between governments, civil society associations and non-governmental organisations and improving parenting. In all of these areas teachers and teacher preparation are seen as vital to the achievement of the targets set and the strategies to achieve them. In addressing the targets and strategies in the area of information and communication technology in addition to mastering the various skills involved, Pillars for Partnership and Progress sees it as essential for teachers to become producers of software and courseware that are derived from knowledge generated from Caribbean experience and that are rooted and embedded in Caribbean culture.

These are to subject areas of themes that are specifically addressed in teacher preparation programmes. The implication of these urgent societal imperatives for teacher education is the need to develop new content that in most instances cut across disciplinary boundaries. Currently, the urgent societal imperatives are addressed in an impulsive and ad hoc manner. On the other hand, Pillars for Partnership and Progress is requiring a planned and systematic approach that is fully integrated into the programmes preparing teachers. The exact way in which this is to be accomplished has not yet been determined.

EXPANDING THE MODALITIES USED IN THE DELIVERY OF TEACHER TRAINING

Several countries have launched policy initiatives that add distance education and school based modalities delivering teacher education and training. For example, in expanding access to prospective teachers from rural areas in 1994, the Belize Teachers College introduced its distance-teaching route to formal teacher training. This modality

of delivery included four elements: self study using distance teaching materials developed by the college and school-based group interaction, monthly supervisory visits of the trainers by college tutors, monthly workshops at regional resource centres and annual summer workshops held at the college [Thompson, 1999]. Another successful example is that of the use of the distance-teaching mode to upgrade teachers from a certificate to a diploma level in Jamaica. The Jamaican application used much the same elements as was used in Belize except for the monthly visits to the schools. A less successful but equally important innovation was that of the use of a school-based approach to training secondary school teachers in Grenada through the LOME III Project in Tertiary Education in the OECS countries. While the project did produce graduates, it was severely hampered by the limited number of master teachers that were available. In addition, the multiple involvements of the few that were available severely limited the quantity and the quality of the guidance given to the trainees in the schools. Another OECS initiative is the Secondary Teachers' Training Programme mounted by the OECS Tertiary Education Project. The project is designed to train secondary school teachers on the job using a combination of face-to-face instruction in summer and vacation classes, distance teaching modules during school time and clinical supervision of teaching in the classroom. The trainees are teachers in secondary schools in the OECS holding degrees, associated degrees or their equivalent or having passed two GCE Advanced level subjects.

PRE SERVICE TEACHER TRAINING AND THE USE OF INFORMATION TECHNOLOGY

Another major policy initiative starting in the 1990s is that of using information technology to modernise instruction and management in tertiary institutions training teachers. The assumption and assertion has been that teachers in training need to be instructed using modern information and communication technology if they are to use the same in teaching students in schools.

This has not been without controversy. There has been a heated debate concerning feasibility and appropriateness of introducing information technology in school systems in the region especially in circumstances where basic provisions are lacking or inadequate. At the beginning of the 1990s, most governments did not make the introduction of information technology in schools a priority. However, by adopting policies that invited communities and the private sector to become partners in the delivery of education, the way was opened for information technology to be introduced in schools. The position generally taken by communities and the private sector is that the Commonwealth Caribbean will not be competitive in the world of the future if school leavers cannot competently use information technology. By the end of the decade, all governments formulated information technology policies for schools and colleges and included corresponding components in reform projects. Further, international donor

agencies that had taken a stance similar to governments at the beginning of the 1990s, had changed their stance in the same manner as governments.

The first efforts involved the donations of computer labs to colleges by various interest groups and foundations and also through grants from Ministries of Education. Examples are donations of computer labs from the Ashcroft Foundation to the Belize Teachers College, IBM Bahamas to the College of Bahamas, the Jamaica Computer Society Education Foundation to several teachers colleges in Jamaica and government assistance to establish labs at Erdiston College in Barbados. The most comprehensive and spectacular initiative, however, is that of the EDUTECH 2000 policy initiative by the Barbados Government which proposes to spend US\$175 million to modernise all schools and colleges in information technology over the ten years. The training of teachers and education officers in the use of information technology in education is one of the four main areas of focus of this programme launched in 1998. An interesting innovation in this regard is the linking of teachers colleges with a cluster of primary and secondary as is being done in the case of Bethlehem and Mica Colleges in Jamaica. The colleges provide leadership, technical support and training to teachers and members of the school communities in the cluster and in return gain access to the schools with respect to the teaching practicum and action research by staff and students. Another aspect is that of upgrading teacher trainers in the use of educational technology in their teaching in the colleges as is being done through the JCSEF/Multicare Foundation project in Jamaica.

Over the course of the 1990s almost all colleges have acquired computer labs by means of donation from some elements of the college community. They have engaged in the training of students and staff in computer literacy, particularly with respect to productivity applications and the Internet, particularly e-mail. One college, Bethlehem in Jamaica, requires all its teacher trainees to enter the college computer literate. Such students that are not computer literate are required to take a pre-college course, organised by the college, to acquire the requisite skills. The MULTICARE Project plans to provide all colleges training teachers in Jamaica with computer labs for their staffs to be trained in information technology and to allow them access to the Internet.

More recently, several colleges have established web-sites setting out their programmes and activities thus making it easier for students and the general community to access information. However, over the last three years, attempts are being made to use information technology in relation to the core business of teacher training and the operations of the colleges. Probably the most systematic approach has been that of the Joint Board of Teacher Education of the University of the West Indies in conjunction with the 14 colleges training teachers in the Western Caribbean.

The Joint Board has been using information technology in the operations of its Secretariat since 1982. However, the 1990s brought new challenges. These can be listed briefly as follows:

- The demand to modernise instruction to bring schools and colleges in line with technology now common in homes, offices, factories, commerce and entertainment. In this regard it is imperative that teachers learn through these new technologies. - The need to improve the quality of teacher education in the light of the higher

education standards required by the information age. - The need to provide continuing professional development to teachers in-service.

The rapidity and profound nature of the changes taking place dictate career- long professional development by teachers in order to keep abreast of the transformations in progress. - Shrinking resources as structural adjustments and the financial woes of the country continue to threaten, and actually impede, the flow of resources to the education sector. - Globalisation, especially with the rapid growth of the Internet. - The necessity to become not only a consumer but a producer of knowledge.

In response to the demand to meet these educational objectives as well as to find solutions to these very real problems as they affect teacher education, the Joint Board has embarked upon the following initiatives: - Developed a management information system, College Manager, which will allow colleges to manage their operations more effectively. The range of operations stretch from student admission, registration, examinations, financial management, plant management to all personnel matters related to staff. College Manager also allows colleges to carry out on-line transactions with the Joint Board and the Ministry of Education. While the technology has been put in place to achieve these objectives, the transformation from manual and paper based systems to the electronic system, with the attendant change in culture, has proved extremely challenging and has slowed implementation. - Established a web site that will be at the hub of many of the JBTE operations in

the future. The site has been designed to: - Provide information about the JBTE programmes, courses, regulations,

personnel, publications, curriculum, examinations and events - Provide training and technical support for School and College Manager - Host the JBTE on-line conference capability - Host the JBTE distance teaching operations - Host the tutorial system planned to assist students - Introduced on-line asynchronous web conferencing among the staffs of colleges in the 24-subject disciplines that comprise the teacher-training curriculum. Using Virtual U, developed by Simon Fraser University, the intention is to give Boards of Studies additional means of collaboration, knowledge building, sharing best practices, sharing Internet and other resources, and conducting routine Board of Studies business on-line.

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Pilot tested the delivery of UWI Masters in Education courses on-line, starting with courses in teacher education. Pilot tested a wireless system of connecting colleges to each other and to the UWI and primary schools to colleges. This wireless network permits the transfer of voice, video and data between the nodes in the system. At its core, this network allows a group of trainee teachers in a college to observe and interact with a teacher or colleague teaching a class in a school. This pilot test has formed the basis for the information and communication technology component of the USAID sponsored Caribbean Centre of Excellence in Teacher Education and has as its principal focus the improvement of the teaching of reading in the early grades of primary schools. The intention is that over the next five years each of the eighteen tertiary institutions training primary school teachers will be linked to approximately six primary schools in ways that will promote a learning community devoted to achieve excellence in the teaching of reading in Grades One to Three. Information and communication technology will be used to support diagnostic and performance testing, the development and exchange of materials, teacher training and action research.

POLICY INITIATIVES IN IN-SERVICE TEACHER TRAINING

In-service teacher training in the Commonwealth Caribbean in the 1990s, and to the present, has largely served and has been supportive of the educational reform agenda being implemented in the various countries. Accordingly, in-service teacher training policies have been intricately bound up with policies to improve the quality of education and policies to reform the curriculum. Invariably, in-service teacher training has been included as a component of reform projects supported by bilateral and multilateral donor assistance.

Educational reform projects that have been implemented in the sub-region include the Government of Belize/World Bank Primary Education Project in Belize, The EDUTECH Project in Barbados, the Government of Guyana/World Bank Secondary School Reform Project, the CIDA In-Service Teacher Training Project in Guyana, the IDB/Government of Guyana Basic Education Project in Guyana, the Government of Jamaica/World Bank Reform of Secondary Education Project, the IDB Primary Education Improvement and Primary Education Support Projects in Jamaica, the World Bank and IDB Projects in Trinidad and Tobago and the World Bank Projects in Dominica and St Lucia. The Government of Jamaica/World Bank ROSE Project was the earliest. The first phase of the reform was implemented in 1993 and completed in 1998. This project was one of two that received the World Bank's Quality Award in 1999. Within the limited scope of the paper, it is not possible even to give a brief synopsis of each of these projects. The ROSE project will therefore be

used as an example of Government curriculum reform policies implemented through donor assistance that include an in-service teacher training component in support of the curriculum reform.

The defining features of the ROSE curriculum and teacher training aspects of the reform can be summarised briefly as follows: -

A common curriculum in Grades 7 to 9 in all types of secondary schools and all students -

Mixed ability grouping and multi-level teaching among these groups -

Students taking responsibility for their own learning -

Co-operative learning among students - The teacher as a facilitator and guide in promoting student learning - Team planning and collaboration among teachers -

Integration across subject areas - The infusion of career guidance in all subjects in the curriculum

The Joint Board of Teacher Education (JBTE) implemented the In-Service Teacher Training Component of the ROSE Project. The philosophy adopted by the JBTE in the execution of the In-Service Training was that of continuing professional development and not of teacher supervision. The latter implies universal compliance of all teaching in meeting minimum standards set out in regulations or guidelines laid down by the Ministry of Education. The essence of the former is voluntary commitment to strive to realise the ideals prescribed by the ethics of the teaching profession and to achieve the goals set for quality education.

The basic elements of the in-service teaching training strategy were as follows: - The employment of 25 subject specialists, in both content and methodology,

whose sole full-time responsibility was the in-service training of teachers to support the implementation of the ROSE Reform in their schools. These subject specialists were deployed in five regional teams located in five strategically placed teacher colleges across the country. -

The development and delivery of 45-hour methodology courses taught over ten days by the subject specialists in the summers during the five years of the project. These methodology courses were designed to orient and prepare teachers to implement the defining features of the ROSE Reform in each of the five subject areas included in the Project - Language Arts, Mathematics, Science, Social Studies and Resource and Technology. -

Regular school visits over the course of each school year by the subject specialists to support the teachers in the implementation of the methodology courses in their classes. - The mounting of one and two-day workshops among clusters of schools as

dictated by the subject specialists' observations and teachers' requests resulting from the school visits. - The development and use of self study distance-teaching modules for teachers in

both content and methodology as prescribed by the ROSE curriculum in Grades 7 to 9 in the various subject areas. - Continuing professional development for the subject specialists through regular workshops and other collaborative exercises. Some of the lessons learned from the implementation of the In-Service Teacher Training Component of the ROSE Project can be listed as follows: - Teachers and students alike overwhelmingly support the pedagogical shifts

prescribed by the ROSE reform, [Brown, 19981. - While teacher and student behaviour do undergo some change in the directions

intended by the Reform, the extent of the change is much more modest than the level of expressed acceptance and support. - The changes required in teacher and student behaviour are by no means cosmetic. The fundamental nature of the shifts demand concerted, co-ordinated and sustained effort in order to bring about the changes to the desired behaviours among the vast majority of teachers. - The desired changes in teaching and learning strategies are most evident where supporting elements of the reform have been implemented. Hence the prescribed shifts are more evident where curriculum materials have been supplied and are used, buildings have been refurbished, more teaching materials have been provided, and the prescribed textbooks have been supplied. - Teachers tend to revert to the traditional teacher centred approaches in circumstances where the in-service teacher training was the only element of the reform that was implemented in the school and where that support was scaled down or withdrawn. - The support of principals for the reform, and heads of departments in large schools and their instructional leadership within the school, is critical to the desired transformation. - Success in effecting the shift in the teachers' roles and relationships as prescribed

by the Reform not only varies considerably between schools but also within schools. - The development of quality self-instructional distance teaching materials is a slow process.

INTEGRATION OF PRE-SERVICE AND IN-SERVICE TRAINING

An important feature of the ROSE Project was the links established in pre-service and in-service training. One link was that the methods courses developed and delivered in the in-service training summer workshops became the prescribed methods courses for teaching Grades 7 to 9 in the five subjects in the pre-service programme. Hence, all graduates from the pre-service training programme since 1995 had been trained in the

teaching of the five subjects in Grade 7-9 using the strategies that defined the ROSE reform. Another link was the subject specialists of the Project were employed to, and operated from, five teachers colleges strategically located across the country. In effect, during the course of the Project, these regional teams were de facto In-Service Departments of the Colleges.

An understanding between the Ministry of Education and Culture and the JBTE was that if this model of integration of pre-service and in-service training proved successful, then steps would be taken to institutionalise the links. On reviewing this element of the Project, the Ministry of Education and Culture was sufficiently satisfied with the achievements to establish in-service departments in the five colleges and to retain the teams of specialists in permanent posts. In this new arrangement these colleges will work in close collaboration with the Regional Office of the Ministry in their area to continue to carry out in-service training in support of the reform. Further, colleges will organise to rotate tutors between teaching the pre-service programmes in colleges and in-service training in schools. Such rotation, it is envisaged, should strengthen the pre-service training of teachers through the closer links with schools.

Another example of the integration of pre-service and in-service training through colleges training teachers and collaboration with the Ministry of Education, is the case of Belize. In the World Bank and DFID project, the in-service training of teachers to support the reforms to primary education was carried out by the Belize Teachers College, which established regional centres across the country. College tutors responsible for the delivery of the pre-service programme played a critical part in the delivery of the in-service training related to the reform of the National Curriculum. Likewise, supervisors employed in the regions to deliver in-service training, undertook some of the supervision of student-teachers, normally done by College staff.

The essential elements of the approach to integrating pre-service and in-service training in both Belize and Jamaica can be identified and listed as follows: - The synchronisation of the reform of the National Curriculum being delivered in the school system with consequential reform of the curriculum in the pre-service teacher training programmes. - Organising the teacher-training curriculum in the various subjects in units and

writing distance-teaching modules that corresponds to the curriculum units. - Using the distance teaching modules to deliver systematic and sequential

instruction to those teachers who are being formally trained in-service. - Using the distance teaching modules on a cafeteria basis to deliver in-service

training in support of the reform process. - The use of regional teams to provide school based assistance in the implementation

of the new teaching strategies. - Close collaboration between the territorial education officers of the Ministry of

Education and the colleges. The anticipated outcomes of this integration of pre-service and in-service teacher training are as follows:

- The teacher preparation programmes of colleges will keep abreast of educational reforms in the school system. Consequently, teachers emerging from colleges will be adequately prepared for the challenges being addressed in the schools. - Colleges will become intimately involved in the continuing professional development of teachers. Pre-service teacher training will therefore not be conceived in terms of being a one-shot event but rather as the commencement of life-long continuing professional development. -

Involvement in continuing professional development of teachers in the schools by college tutors will enrich pre-service training by virtue of keeping the tutors abreast of the current realities in the school system. Probably the most comprehensive approach to the integration of pre-service and in-service teacher education and training is that of Barbados through the Erdiston Teachers College. For the past six to seven years Erdiston has been offering a full range of pre-service and in-service teacher education and training programmes. There are about eleven different teacher training programmes and courses being offered by the college, which can be classified as follows:

Full-time pre-service training of primary school teachers -

Initial training of secondary school teachers through the in-service Diploma in Education Programme. Entry to this programme is limited to persons who have first completed at least a bachelor's degree in their subject area of specialisation. - In-service training of school principals through the in-service Certificate in

Education programme. - Non-formal in-service courses for school principals and guidance counsellors. - Non-formal in-service teacher training courses designed to promote the continuing professional development of teachers at all levels of the education system. -

In-service teacher training courses in support of the educational reforms being implemented through EDUTECT.

UPGRADING THE TEACHER TRAINERS

In addressing the issue of teacher education and training, especially as it relates to policies to reform the primary and secondary school systems in the Commonwealth Caribbean and also of reforming teacher preparation, a recurring concern has been that of transforming and upgrading the teacher educators. For example, if teachers are to be prepared through programmes at the bachelor's degree level, then it is imperative that the teacher educator should have higher degrees. Also, if new curricula require new pedagogical teaching strategies and approaches then teacher preparation programmes should include these strategies. However, if teacher educators have not mastered and used these strategies, then it is hardly likely that these strategies will be successfully incorporated in the teacher preparation programmes.

The traditional route for such upgrading has been scholarships, bursaries and fellowships to overseas universities. This is an expensive proposition that many individuals and governments cannot afford. In addition, the overseas offerings sometimes are not appropriate or relevant to Caribbean needs,

Over the last 30 years, Commonwealth Caribbean universities have begun to address this need through higher degree programmes, especially at the Master's level, offered in the region. In this regard, the University of the West Indies has been the leader but not the sole provider. The University of Guyana has developed its own programmes at the higher degrees level.

The first efforts of Commonwealth Caribbean universities in providing higher degree programmes that have addressed the need to produce teacher education have been largely confined to full-time or part-time face-to-face programmes. The limitations of this approach is that colleges training teachers cannot afford to release most of their staff to enter full-time programmes, and part-time programmes are restricted to those who can come to university campuses to attend evening classes.

An interesting innovation approach was that the collaboration between the University of the West Indies and the University of Alberta through the JBTER/University of Alberta KIDA Project for the staff of colleges training teachers in the Western Caribbean.

The elements of this Project were as follows: -

UWI Masters courses taught by University of Alberta staff during the summer. By taking these summer courses, college staff enrolled in the UWI Masters in Education programme could accelerate their completion of the programme. -

Twelve scholarships to the University of Alberta to pursue higher degree courses. - Several Bursaries to undertake one-semester programmes at the University of Alberta. Over the five years of the Project, over 250 staff members (about half) from the 14 colleges and Ministries of Education in the Bahamas, Belize, and Jamaica, participated in the courses either for credit or on a non-credit basis. While not originally included in the Project, six tutors went on to enrol in the doctoral programme at the University of Alberta. By 1998 when the Project ended, one had already graduated and since then four others have successfully completed the doctoral programme and returned to their posts. The JBTE/University of Alberta KIDA Project provides a model that is both feasible and applicable for staff development within and outside of teacher education.

More recently, the School of Education, UWI, Mona, has begun to offer Master's programmes through summer and on-line courses. This innovation started in September 2001 with 33 students enrolled in two programmes: Educational Administration and Teacher Education. This modality of delivering masters programmes allows students to do two courses, face-to-face in the summer and one or two on-line during the semester. A student could therefore complete the Master's programme over two aca-

demographic years while still remaining in full-time employment. This is a very important feature both to the students, who could not be released from their employment and the institutions that could not afford to release them.

An important feature of this modality of training teacher educators is that not only the students but also the tutorial staff can be drawn from all countries of the Caribbean. Indeed, both students and the staff teaching the courses have been resident in different countries including Cayman Islands, Barbados, Jamaica, Japan and Turks and Caicos Islands.

The point to note is that the summer and on-line courses are but another modality of delivering the Master's programme in Teacher Education at the School of Education, Mona. Students follow the same curriculum, do the same assignments and sit the same examinations as students being taught through the face-to-face modality. As such, the summer and on-line modality is subject to the same quality assurance mechanisms and standards as the face-to-face modality. The results to date have shown no difference in standards.

An interesting facet of the summer and on-line modality of delivering the master's programme is that it is self-financing. Moreover, the fees charged are very competitive with respect to overseas universities currently offering programmes in the region. In other words, programmes customised and tailored to meet the developmental needs of teacher education are being offered on a competitive basis in the market place of international competition in the region.

Based on the success of this initiative, the three Schools of Education located on the three campuses of the University of the West Indies, have begun to explore the possibilities and to make plans to jointly and cooperatively offer all UWI Master's Programmes in Education through the summer and on-line modality. The first steps in this direction are the plans to mount the Master's programme preparing Caribbean leaders in the Early Childhood Education, starting in the summer of 2003. Development financing for this effort has come from a grant from the Inter-American Development Bank through the Caribbean Child Development Centre.

In the Primary Education Support Project (PESP) being implemented by the Government of Jamaica through a loan from the Inter-American Development Bank there is a component that addresses the reform of the curriculum of colleges training primary school teachers to make the pre-service teacher education programme consistent with the new National Curriculum being implemented in primary schools. This component not only includes the reform of the primary teacher education programme but also the upgrading and in-service training of the college lecturers in the new methodologies prescribed by the curriculum. The training programme for college lecturers include workshops in the new methodologies, visits to primary schools to observe the implementation of the new curriculum, workshops in utilising techniques being developed from brain research and the application to advance learning, and clinical supervision of the college lecturers as they implement the new teacher training curriculum in their college classrooms.

CONCLUDING DISCUSSION

When teacher education and training policies, programmes and projects in the Commonwealth Caribbean are taken as a whole over the last fifteen to twenty years the following trends can be clearly identified: -

All countries have moved to the policy position that admission to teacher education programmes is based on successful completion of secondary schooling. Because the Commonwealth Caribbean has a common standard for successful completion of secondary schooling, admission criteria are written in terms of numbers and types of passes in the Caribbean Examination Council (CXC) exams or their equivalents. The policy shift has been made possible by the significant expansion in secondary schooling that took place in the decades of the 1970s and 1980s. - Most countries have moved to the position where the vast majority of primary

school teachers are college trained in two or three-year programmes and substantial initiatives have been mounted to achieve similar goals with respect to the professional training of secondary school teachers. It is no longer accepted that mastery of subject content is sufficient for secondary school teaching. -

Several countries have been raising the academic and professional standard for teachers to the bachelor's degree level and setting timeframes for achieving this. In this regard the Bahamas leads the sub-region. -

In-service teacher training has invariably become a part of educational reform programmes. Almost all loan and grant programmes from multilateral and bilateral agencies have supported in-service teacher education programmes. -

Governments have largely carried out pre-service teacher education programmes with little direct support from multilateral and bilateral agencies. Where such agencies have supported pre-service teacher training it has been most indirectly through in-service training initiatives. Put another way, pre-service teacher training in the Commonwealth Caribbean has for the most part gone out without many major capital investments over the last twenty years. - Several countries have implemented measures to expand the modalities through which teacher education is delivered. Modalities implemented include part-time face-to-face programmes, vacation courses, distance education programmes and combinations of these. - Over the last ten years almost all countries have moved to include the use of information and communication technology in teacher education. The degree of funding such efforts has varied considerably in the sub-region. - Over the last two decades several initiatives have focused on upgrading teacher trainers in the tertiary institutions preparing teachers. Over the last five years several of these initiatives have begun to include measures to transform the pedagogy being employed in colleges.

While these policy directions have all advanced teacher education and training in the sub-region, invariably they have had at their core the assumption of the teacher as an agent of change and transformation. However, in the current socio-cultural context of the Commonwealth Caribbean concentration on the professional development of teachers, especially as this relates to mastery of subject content and pedagogy, is not sufficient. Teachers need to understand themselves in relation to their societies and the changes taking place locally and globally in order to effectively relate to themselves and their students. The increasing complexity of the social and cultural issues facing teachers in schools is bewildering to many of them who do not perceive themselves to be equipped to address the challenges presented. Teacher education and training policies now address the personal development of teachers especially as this relates to the rapid social and cultural changes occurring in the sub-region and globally.