



THE SCHOOL OF EDUCATION

Dr. Marcia Rainford Director

BA., MA., PhD, (UWI)

OVERVIEW

The School of Education (SOE) continued to employ the mode of online teaching and learning for the 2021/2022 academic year due to the ongoing COVID-19 pandemic. Administrators were, however, required to return to the office. Taking into account the UWI Triple A Strategy and the recommendations emanating from the 2018 Quality Assurance (QA) Review Exercise, the SOE continued the execution of its 2019-22 strategic plan.

Among other things, the activities in the strategic plan were carried out in furtherance of the following objectives:

- Increased research and publications
- Enhanced advocacy, outreach and linkages
- Improved staffing and staff development
- Improved service to students
- Strengthened curriculum
- Strengthened image and branding

ACCESS

This year was particularly rewarding for five (5) MPhil/PhD students who successfully defended their PhD theses. The students, research titles, and supervisors are as follows

NAME	TITLE	SUPERVISOR
Kishi Anderson Leachman	Examining Inclusive Education at a Private School in Urban Jamaica: A Single Case Study (Degree Awarded with High Commendation)	Prof. Loraine Cook
Rohan McCalla	Towards an Explanation of Selected Jamaican High School Teachers' Emotion Management, Emotion Regulation and Classroom Management Strategies (Degree Awarded with High Commendation)	Dr. Susan Anderson and Dr. Saran Stewart
Joseph McKenzie	Transitioning from Teacher to Teacher Educator: A Phenomenology of the Experiences of Six Jamaican College Lecturers	Dr. Carol Hordatt-Gentles
Corey Williamson	A Evaluation of Jamaican Test-Takers' Performance Characteristics Based on their Responses to the CSEC Mathematics Test for the Period 2010-2016	Dr. Deon Edwards-Kerr
Denise Stoney-James	Exploring Factors Influencing Teachers' Use of Tablet Computers to Achieve Technology Integration	Dr. Carol Hordatt-Gentles

Programme Development

a.The MEd Leadership and Management was approved for online delivery. The programme was approved previously for blended delivery.

PUBLICATIONS

BOOK

- Down, L., & Ferguson, T. (2022). Education for sustainable development in the Caribbean: Pedagogy, processes and practices. The University of the West Indies Press.

EDITED BOOK

- Kinkead-Clark, Z., & Escagy, K. (Eds.). (2021). Reconceptualizing quality in early childhood education, care and development: Understanding the child and community. Palgrave Macmillan.

CHAPTERS IN BOOKS

- Cook, L. D., & Kamalodeen, V. (2022). The Utilization of Integration in the Caribbean. In J.
- Hitchcock & T. Onwuegbuzie (Eds.), The Routledge handbook for advancing integration in mixed methods research (Chapter 30). Routledge.
- Cook, L. D., Wigglesworth, M., Fletcher, B., Ferguson, T., Cole, S., & Mc-

Calla, R. (2022).

- Partnerships to deepen social and emotional learning in Jamaica to support Sustainable Development Goals 4 and 16. In W. L. Filho & C. R. Portela de Vasconcelos (Eds.), *Handbook of best practices in sustainable development at university level* (pp. 219-233). Springer. <https://link.springer.com/bookseries/13384>
- Kinkead-Clark, Z. (2021). Building on funds of knowledge: A basis for reconceptualising early childhood care and education in the Caribbean. In Z. Kinkead-Clark & K. Escayg (Eds.), *Reconceptualizing quality in early childhood education, care and development* (pp. 203-218). Palgrave Macmillan.
- Kinkead-Clark, Z. (2021). Examining early childhood development in the Caribbean: Working toward regional improvement. In E. Blair & K. Williams (Eds.), *Handbook on Caribbean Education* (pp. 159-176). Information Age Publishing, Inc.
- Roofe, C. (2022). Purposeful teaching and learning: Realities and possibilities. In D. Hucks, Sealey-Ruiz, V. Showunmi, & S. C. Carothers (Eds.), *Purposeful teaching and learning in diverse contexts: Implications for access, equity and achievement* (pp. 341-352). Information Age Publishing, Inc.
- Roofe, C. (2021). Instructional leadership during crisis: Jamaican school leaders' response. In C. Bissessar (Ed.), *Emergency remote learning, teaching and leading: Global perspectives*. Springer. https://doi.org/10.1007/978-3-030-76591-0_11 Roofe, C., Ferguson, T., Hordatt Gentles, C., Bramwell-Lalor, S., Cook, L., Sweeney, A.
- Thompson, C. S., & Cummings, E. (2021). Infusing Education for Sustainable Development (ESD) into curricula: Teacher educators experiences within the School of Education at The University of the West Indies, Jamaica. In W. Leal Filho, A. L. Salvia & F. Frankenberger (Eds.), *Handbook on Teaching and Learning for Sustainable Development. Teaching and Sustainable Development* (pp. 133-151). Edward Elgar Publishing.
- Thompson, C. S., & Wilmot, A. (2022). Trainee teachers' perspectives on sustainable development. In W. Leal Filho & C. Ruy Portela de Vasconcelos (Eds.), *Handbook of best practices in sustainable development at university level*. Springer.
- Wilmot, A., & Smith, M. W. (2021). Raising pre-service professionals' voices: Pre-service teachers' stances toward diverse youth literature and the power of post-colonialism. In D. Hartsfield (Ed.), *Handbook of research on teaching diverse youth literature to pre-service professionals* (pp. 378-397). IGI Global. <https://doi.org/10.4018/978-1-7998->

- Wilmot, A., & Thompson, C. S. (2021). Proposition MRM - A Paradigm for post-crisis organizational healing: The case of Fishlake primary school. In L. Byrd-Poller, J. Farmer, & V. Ford (Eds.), *Role of leadership in facilitating healing and renewal in times of organizational trauma and change* (pp. 206-229). IGI Global.

Online Publications

- Cook, L. D., & Weaver, S. (2021, June). *Caribbean Journal of Mixed Methods Research*, 2(1), 1-198. (Founding Editors/Co-Chief Editors).
- Douglas, L., Cook, L., & Smith, R. A. (2022). Practice exercise. Human-wildlife conflict: Assessing the complexity of stakeholder perspectives. *American Museum of Natural History, Network of Conservation Educators and Practitioners*. <https://ncep.amnh.org/index.php/Detail/objects/1095>

ARTICLES IN PEER-REVIEWED JOURNALS

- Abdul-Majied, S., & Kinkead-Clark, Z. (2022). Exploring the early years needs of Venezuelan migrant children in Trinidad and Tobago. *International Journal of Early Years Education*, 30(2), 216-234. <https://doi.org/10.1080/09669760.2022.2037075>
- Abdul-Majied, S., Kinkead-Clark, Z., & Burns, S. (2022). Understanding Caribbean early childhood teachers' professional experiences during the COVID-19 school disruption. *Early Childhood Education Journal*, 1-11. <https://doi.org/10.1007/s10643-022-01320-7>
- Agboola, B. (2022). Employers' assessment of graduates' utilization of employability skills:
- Influence on organizational growth and sustainable development in Nigeria. *Discourse & Communication for Sustainable Education*, 13(1), 63-76.
- <https://doi.org/10.2478/dcse-2022-0006>
- Berry, C., McCarthy-Curvin, A., Bramwell-Lalor, S., Moore, S., Newman, M., & Lambert, C.
- (2021). Massive Open Online Courses: A source of effective professional development for in-service teachers. *Journal of Education and Development in the Caribbean*, 19(2), 112-144. <https://doi.org/10.46425/j419028671>
- Bramwell-Lalor, S., & Ison, M. (2022). Exploring the value of an environ-

mental education course in Jamaica as a tool for promoting environmental action. *Caribbean Quarterly*, 68(1), 67-89.

- Ferdinand-James, D. (2021, December). Education 4.0. infusion into asynchronous teaching during a pandemic: A mixed-methods study of in-service TVET teachers in a Caribbean higher education context. *Journal of Emerging Technologies*, 1(1), 78-89. <https://journals.jozacpublishers.com/jet/article/view/96/92>
- Ferguson, T., Roofe, C., Cook, L. D., Bramwell-Lalor, S., & Hordatt Gentles, C. (2022). Education for Sustainable Development (ESD) infusion into curricula: Influences on students' understandings of sustainable development and ESD. *A Journal of Educational Research and Practice*, 31(2), 63–84.
- Ferguson, T., & Ellis, T. (2022). Developing master's level education students as researchers: Mentors' and mentees' experiences. *Mentoring & Tutoring: Partnership in Learning*, 30(2), 235-255. <https://doi.org/10.1080/13611267.2022.2057099>
- Gajparia, J., Strachan, G., Vare, P., & Ferguson, T. (2021). Identifying assessment opportunities in postgraduate learning for sustainability. *Discourse and Communication for Sustainable Education*, 12(1), 151-175.
- George, L., Gay, G. H. E., Cook, L. D., & Moore, S. (2021). University students' readiness for online learning in the context of emergency remote learning: A comparison of students' preparedness and lecturers' views. *Caribbean Journal of Mixed Methods Research*, 2(1), 192-215.
- George, L., & Dowdie, D. (2021). Investigating the prevalence of mathematics anxiety and its relationship to gender in high school students in Jamaica. *Journal of Education and Development in the Caribbean*, 19(2), 48-74. <https://doi.org/10.46425/j219026323>
- George, L., & Voutsina, C. (2021). Variations in partitive quotient strategy use by children who have been taught the part-whole fraction sub-construct. *Canadian Journal of Science, Mathematics and Technology Education*, 21, 400-423. <https://doi.org/10.1007/s42330-021-00147-5>
- George, L., Gay, G. H. E., Cook, L. D., & Moore, S. (2021). University students' readiness for online learning in the context of emergency remote learning: A comparison of students' preparedness and lecturers' views. *Caribbean Journal of Mixed Methods Research*, 2(1), 192-218. <https://www.bookfusion.com/books/2209938-caribbean-journal-of-mixed-methods-research-volume-2-issue-1-article-7>
- George, L., Riley, M., Findlay, S., & Rowe, A. (2021, October). An action research: Using clickers to bridge the formative-summative assessment

divide in an undergraduate mathematics course. *Caribbean Educational Research Journal*, 6(2), 1-31. [https://www.cavehill.uwi.edu/fhe/education/publications/past-issues/volume-6-number-2-special-issue-leveraging-dialo/articles/6_cerj-vol-6-no-2-george_riley_findlay_rowe-\(publ\).aspx](https://www.cavehill.uwi.edu/fhe/education/publications/past-issues/volume-6-number-2-special-issue-leveraging-dialo/articles/6_cerj-vol-6-no-2-george_riley_findlay_rowe-(publ).aspx)

- Henderson, A., White, L. A., Cook, L. D., Bravo, O., Barnes, C., & Rowe, Y. (2021). Applying
- Mixed methods research to inform broadcast media regulation: A reflection. *Caribbean Journal of Mixed Methods Research*, 2(1), 219-233.
- Kennedy, I. G., Whitehead, D., & Ferdinand-James, D. (2021). Serendipity: A way of
- stimulating researchers' creativity. *Journal of Creativity*, 32(1), 100014. <https://doi.org/10.1016/j.yjoc.2021.100014>
- Lewis-Fokum, Y., Moore, S., & Spencer, A. (2021). Talk the Poem: Re-positioning Poetry
- Recitation as Transformative Pedagogy. *Caribbean Journal of Education*, 43(1), 85-108. <https://doi.org/10.46425/c064301y823>
- Mandumpal, J. B., Ferdinand-James, D. S., Ziarati, P., Hussein, E. K., Umachandran, K., &
- Kennedy, I. G. (2021). Innovation-based learning (InnBL): Turning science and engineering undergraduate degree programmes towards innovation. *Journal of Creativity*, 32(1), 100013.
- McCarthy-Curvin, A., Buddo, C., & George, L. (2021). Problem solving within the mathematics
- classroom - Challenges and recommendations. *Journal of Education and Development in the Caribbean*, 19(2), 75-111. <https://doi.org/10.46425/j319021548>
- Mitchell, L., & George, L. (2022). Exploring mathematics anxiety among primary school
- students: Prevalence, mathematics performance and gender. *International Electronic Journal of Mathematics Education*, 17(3), em0692. <https://doi.org/10.29333/iejme/12073>
- Mohammed, P. S., Coy, A., Skerrit, P., Lewis-Fokum, Y., Mohammed, A., & Hosein, A. (2022). The importance of culturally-situated design on children's interaction with speech-enabled features in an online spelling tutor. In M. Rauterberg (Ed.), *Culture and Computing. Design Thinking and Cultural Computing. HCII 2022. Lecture Notes in Computer Science (LNCS)*. Vol 13324. Springer. https://doi.org/10.1007/978-3-031-05434-1_7.
- 2020 Ross, N., & George, L. (2021). Exploring the use of productive questions in mathematics classes with preschool stu-

dents: An action research. *Caribbean Journal of Education*, 43(2), 69-108. <https://doi.org/10.46425/c044302g8639>

- Roofe, C. (2022). Caribbean orality as a method for teacher involvement in curriculum making in Jamaica. *The Curriculum Journal*, 33(2), 297-313. <http://doi.org/10.1002/curj.152>
- Roofe, C., & Price, T. (2022). Challenging curricular hegemony through international perspectives. *The Curriculum Journal*, 33(2), 151-155. <https://doi.org/10.1002/curj.115>
- Spencer, A. (2022). "The interior of that relationship": Navigating the heterosexual relational space in Erna Brodber's short fiction. In Suzanne Scafe & Leith Dunn (Eds.), *African-Caribbean Women Interrogating Diaspora/Post-Diaspora* (1st Edition, p96). Routledge.
- Spencer, A. (2021). Introduction. *Poetry Beyond Borders*. *Caribbean Journal of Education*, 43(1), 1-9. <https://doi.org/10.46425/c024301d332>
- Thompson, C., Ferguson, T., Knight, V., Bailey, D., Cole, S., Davis, N., Henry-Wilson, M., Johnson, V., McCarthy-Curvin, A., Montgomery, A., and Moore, S. (2022). The initial engagement and experiences of Caribbean educators with the reality of COVID19: Exploring the educational planning implications. *Educational Planning*, 29(2), 7-26.
- https://isep.info/wp-content/uploads/2022/06/220725-Journal-29-2_web.pdf
- Thompson, C. S., & Wilmot, A. (2022) Jamaican teachers' perspectives on their power and empowerment at their schools: A qualitative exploration. *Power and Education*, 14(2), 113-127. <https://doi.org/10.1177/17577438211070554>
- Watt-Douglas, T., & George, L. (2021). Investigating the impact of using manipulatives on grade 5 Jamaican students' mathematics achievement: An action research. *Caribbean Journal of Education*, 42(1&2), 1-39. <https://doi.org/10.46425/c142123702>
- Williams-McBean, C. (2021). Contextual considerations: Revision of the William and Thompson (2007) Formative Assessment Framework in the Jamaican context. *The Qualitative Report*, 26(9), 2943-2969.

TEXTBOOK

- Bramwell-Lalor, S., Ferguson, T., Ison, M., & Climate Studies Group Mona. (2022). *Let's Make a Difference: A Caribbean primer on climate change*. Climate Studies Group Mona, The University of the West Indies.

PUBLICATIONS UNIT

- Caribbean Journal of Education, Vol. 43 No. 2 (September 2021) was published. This is a special issue entitled "Early Childhood Education in Belize", edited by Drs. Schontal Moore and Zoyah Kinkead-Clark. Available online at: <https://doi.org/10.46425/4302649721>
- Caribbean Journal of Education, Vol. 43 No. 1 (April 2021) was published. This is a special issue entitled "Poetry Beyond Borders", edited by Drs. Aisha Spencer, Schontal Moore, and Georgina Horrell, with Zoe Jacques. Available online at: <https://www.mona.uwi.edu/soe/publications/cje/journal/cje-vol-43-no-1>
- Journal of Education and Development in the Caribbean, Vol. 19 No. 2 2020 (General Issue), was published in December 2021. Available online at: <https://www.mona.uwi.edu/soe/publications/jedic/journal/jedic-vol-19-no-2>

Both journals are accessible to UWI Mona Staff and Students through the SOE Publications website and via: <https://www.mona.uwi.edu/soe/publications/>

TEACHING LEARNING AND STUDENT DEVELOPMENT

The School re-introduced the SOE Research Briefs, an electronic newsletter focused on sharing M.Ed. research findings. Three (3) Research Briefs were produced and circulated to schools and other educational institutions. They are also hosted on the SOE website. This project is in its infancy but the intention is to share with our stakeholders the research that is undertaken by the School.

The titles of the Research Briefs are as follows:

Adult Educators and their experiences promoting active citizenship by Stacy Plummer (Feb., 2022)

An Exploration of Teachers' Experiences Implementing the National Standards Curriculum (NSC) at Riverbank High School by Deandrea Scott (March 2022)

A qualitative inquiry into Social Studies teachers' experiences with teaching global climate change in the classroom by Camille A. Clarke (April, 2022).

Student: - M.Ed. Education for Sustainable Development, Global Citizenship and Peace

ALIGNMENT

CONFERENCES| INVITED LECTURES| WEBINARS| PRESENTATIONS|WORKSHOPS

CONFERENCES

- Ferguson, T. & Down, L. (2022, April). 'Infusing education for sustainable development into curriculum delivery: The 3Cs approach'. Shortwood Teachers' College Research Conference, Kingston.
- Ferdinand-James, D. (2022, May 13) "Serendipity: A way of stimulating researchers' creativity". FHE Virtual Symposium: Keep Calm & Research – Recognizing Human Creativity and Caribbean Responsiveness in Problematic Times.
- Ferdinand-James, D. (2021, December 4). Ed. 4.0. Infusion into TVET during a Pandemic: A Sample Caribbean Higher Education Response to Industry 4.0. International Conference on Emerging Technology and Interdisciplinary Sciences (ICETIS 2021), JFP Publishers, South Africa in partnership with A2Z Edu-Learning Hub, India and University Malaysia Kelantan (UMK), Malaysia.
- Bramwell-Lalor, S.; Ison, M. & Berry, C. (2021, Nov. 24), Poetry as a Research Tool in Science and Technology Education. Association of Graduate Researchers in Education, Virtual Conference.
- Ferdinand-James, D. (2022, March 10) 'Competency-based Digital Assessment Practices in Secondary Education' Annual Conference of National Committees, Caribbean Examination Council, Kingston, Jamaica.
- Roofe, C. (2022, March, 8) Exploring Understandings of Curriculum Caribbean Association for the Advancement of Curriculum Studies, Webinar.
- Roofe, C. and members of her team from the Caribbean association for the advancement of Curriculum studies presented two papers at the American Association for the Advancement of Curriculum Studies conference held in San Diego, California April 19-21, 2022. entitled: The Windrush Generation "Voices Across spaces": Disrupting Anticipated Tensions and The Role of Curriculum in Creating Understandings of Jamaican Maroons in a Time of Seeming Dislocation and Miseducation
- Wilmot, A. (2021, November). 'Planning Strategies for Surviving and

Excelling During the Crisis of an Unwelcoming School Culture: Insights from one School Principal's Journey'. Paper presented at the 51st Conference of the International Society for Educational Planning.

- Cole, S. & McCarthy-Curvin, A. (2022, June). 'Guidance Counsellors' Perceived Sense of Preparedness for the Job' Paper presented at the 6th Canadian International Conference on Advances in Education, Teaching & Technology 2022 (EduTeach2022) & 4th Canadian International Conference on Humanities & Social Sciences 2022, June 25-26, 2022. Researchers: Sharline Cole, Avalloy McCarthy-Curvin, Verna Knight, Canute Thompson, Therese Ferguson, Allison Montgomery.

INVITED PRESENTATIONS / LECTURES

Dr. Therese Ferguson was invited to deliver a keynote presentation as part of the UNESCO Caribbean Sub Regional Consultation on the Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms, which took place on April 6th and 7th, 2022. Her presentation focused on the key challenges in the Caribbean region.

Prof. Dale Webber, Principal of the Mona Campus of The UWI invited the School of Education, to make a response to a Joint Select Committee of Parliament on the Jamaica Teaching Council Bill, 2022, on behalf of The UWI, Mona. The JTC Bill, 2022 is intended to regulate entry into the teaching profession and to develop and monitor the professional standards of teacher competence and practice. Dr. Marcia Rainford represented The UWI and presented a response to The Jamaica Teaching Council (JTC) Act, 2022, on Thursday, April 21, 2022.

SEMINARS AND WEBINARS

In support of External Stakeholders

INSIGHTS Plus facilitated a trainer of trainers' webinar in Social and Emotional Learning for Guidance Counsellors in Region 1 on behalf of the Ministry of Education and Youth. The webinar was conducted on August 31, 2021, prepared, and facilitated by Professor Loraine Cook and Sharline Cole (Manager and Deputy Manager of INSIGHTS Plus, respectively). One hundred (100) Guidance Counsellors attended.

Dr. Therese Ferguson delivered a presentation entitled 'Being an Effective

Change Manager' to two (2) groups of Education Officers and school Principals on July 14 and 16, 2021 as part of the Caribbean Centre for Educational Planning (CCEP) and Ministry of Education, Youth and Information (MOEYI) training programme for these stakeholders.

Drs. Lorna Down and Therese Ferguson delivered a presentation on their new book - Education for Sustainable Development in the Caribbean: Pedagogy, Processes and Practices - as part of the ESD Innovate Live Conversations on May 24th. They offered an overview of their book and then focused particularly on ESD and teacher education in the Caribbean, sharing progress, work in teachers' colleges and challenges in this area.

Dr. Sharline Cole organized a series of presentations for youth from the Jamaica National Children's Home who will be transitioning to other institutions and entering the world of work. These presentations addressed grooming and hygiene, dealing with loneliness, sexuality, contraceptives and completing forms.

Dr. Zoyah Kinkead-Clark presented at the Re-Imagining Play Virtual Webinar hosted by the Early Childhood Commission, Jamaica (February 2022).

Dr. Therese Ferguson delivered a presentation on 'Research and Publications' to the Department of Language, Literacy, and Literature at The Mico University College on Thursday, February 10, 2022 as part of an effort to foster a culture of research and publication at the institution.

Dr. Therese Ferguson delivered a presentation entitled, 'Reflecting on Students' Reflections: One Qualitative Teacher's Exploration to Enhance Course Delivery' at The Qualitative Report 13th Annual Conference, January 19-21, 2022.

Dr. Debra Ferdinand James presented at the Cybersecurity Workshop, World Resources Webinar, EAT, Section of Electronics, Automation and Telecommunications Engineers, FBiH Chamber of Engineers, Bosnia and Herzegovina on April 10, 2022.

https://youtu.be/XMOMHlc77_0

Dr. Debra Ferdinand-James presented a paper on Adapting assessment in preparation for teaching and learning in a virtual mode at the Innovative Assessment Strategies Series (Virtual Summit), Murray State University, Faculty Development Center, Kentucky, U.S.A. in January 2022.

Curriculum support of staff from various schools

January 5, 2022 - Dr. Marcia Rainford, and Dr. Sharon Bramwell Lalor presented on Inquiry-Based Instruction: Exploring Possibilities to the Academic Staff of Kingston College.

September 16, 2021 - Dr Sharon Bramwell-Lalor, Mr Miguel Ison and Dr Marcia Rainford presented on Facilitating Conceptual Learning in Biology to the Biology Department at Kingston College.

December 13, 2021 - Mrs. Pauletta Chevannes and Dr. Therese Ferguson facilitated a webinar entitled 'Resolving Conflicts Peacefully: Change from Within's Use of the Restorative Justice Circle'. The webinars were delivered as part of a collaboration with INSIGHTS Plus Jamaica.

Internal Operations

Dr. Debra Ferdinand-James facilitated a virtual seminar for Graduate Students of the SOE on the Extended Literature Review rubric, supporting it with explained examples from existing best practice resources on how to satisfy the grading criteria. Approximately forty-five (45) students attended the 2-hr session on May 18, 2022.

Professor Loraine Cook and Dr. Vimala Kamalodeen (Lecturer, Mathematics and Computer Science Education), presented a paper entitled: "Definition, Paradigms, Design and Integration", at the UWI STA-School of Education Research Day on December 8, 2022.

The Practicum Unit organized a series of professional learning workshops for Practicum Supervisors. The three sessions were:

- i. Clinical Supervision, presented by Dr. Carol Hordatt Gentles on Wednesday, October 13, 2021.
- ii. Repositioning the Clinical Supervisor in the Student Teaching Triad, presented by Dr. Dian McCallum on October 27, 2021
- iii. Reflective Practice: Modelling, Supporting and Facilitating Reflective Practice for Student Teachers, by Dr. Marcia Rainford on November 24, 2021.

WORKSHOPS

The SOE continued its collaboration with the Faculty of Science of Technology to provide orientation to teaching for scholarship recipients of the Building Out Our Science Teacher (BOOST) scholarship programme. The programme is intended to enhance the STEM teacher cohort in Jamaican High Schools. SOE staff participated in several at the professional development workshop sessions held during the summer - July 12 – 30, 2021.

LOCAL AND INTERNATIONAL SERVICE

Virtual Study Abroad - University of Saskatchewan (USASK)

The School of Education in collaboration with the International Students Office facilitated a virtual Study Abroad experience for students and staff from the College of Education, University of Saskatchewan on August 16 and 17, 2021. The sessions were to support research being done by the College of Education, University of Saskatchewan on colonial/post-colonial educational developments in Ireland, Jamaica and Aotearoa-New Zealand.

The students from the University of Saskatchewan were 75% K-12 teachers aspiring to become administrators and 25% post-secondary teachers. Perspectives on aspects of the Jamaican Education System – (Early Childhood Education, School Administration and Secondary Education), were presented by Drs Thompson, Haynes-Brown, Kinkead-Clark and graduate students who are also practitioners and leaders in the Jamaican education system. The following graduate students participated in the sessions:

Ms Carlene Creary, Mr Omar Neil, Ms Stephanie Lloyd, Ms Tameka Edwards, Ms Paula Rennalls, Ms Tameka Edwards, Alex Hepburn, Adli Lewis, and Tamika Henry, Ms Millicent Douglas, Ms Kerry-Ann Porter-Palmer, and Ms Tiffany Small. CCEP Launch of Survey in Digital Competence in collaboration with The Inter-American Development Bank The Caribbean Centre for Educational Planning, in Partnership with The Inter-American Development Bank (IDB); the UNIVERSIA network of Universities in Latin America, Caribbean, and Europe (Spain and Portugal), launched a study on Friday October 29, 2021, on the digital proficiency levels of tertiary educators across the Caribbean using the European Competence Framework for the Digital Competence of Educators (DigCompEdu). The Keynote address was delivered by Dr Pedro Miguel Ruiz, Vice-Rector of IT Strategy in the University of Murcia and Executive Chief of IT Section of Crue (Conferencia de Rectores Universidades Españolas).

World Resources Webinar

Dr. Debra Ferdinand-James partnered with World Resources Webinar, India to freely host a simulation workshop for graduate students in the MA LT-VET/WFD Programme. This workshop exposed future leaders in TVET/WFD to the digital transformation taking place in industry around the globe. (January 14, 2022). <https://www.youtube.com/watch?v=GBukg2dviFY>

Education for Sustainable Development (ESD) Working Group
Members of the ESD Working Group hosted colleagues from Daugavpils University in Latvia at The University of the West Indies Mona Campus from January 26-28, 2022, as the first part of an exchange programme under an Erasmus + Programme Mobility Agreement. Over the three-day period, colleagues engaged in various meetings and seminars. Two of the seminars delivered were:

1)'ERASMUS+ Opportunities in the Higher Education Sector for Promotion of Cooperation and Innovations' presented by Liene Leikuma-Rimicane (Senior Specialist of Cooperation Issues) on Wednesday, January 26, 2022.

2)'Good Practices of Education for Sustainable Development in Latvia' presented by Dzintra Iliško (Professor, Institute of Humanities and Social Sciences, Center of Sustainable Education) on Friday, January 28, 2022.

The USAID/LAC Reads Capacity Program

The School of Education collaborated with the LAC Reads Capacity Programme to offer the foundational course "Application of Open Educational Resources" to teacher educators in the field of Early Literacy. Teachers Colleges were invited to nominate staff in the Early Childhood and Language Arts (Primary) Departments to participate in the 6-hour online introductory professional development workshop over a three (3) week period from March 22, 2022 to April 7, 2022.

The USAID Representative, Dr. Melody Williams facilitated the workshop. There were approximately thirty-six (36) representatives in total from St Joseph's Teachers' College, Shortwood Teachers' College, College of Agriculture, Science & Education and the UWI Mona.

It is anticipated that the Teacher Educators will adopt the training module and proceed to offer the workshops in their institutions. Further discussions with USAID will guide the roll-out processes.

NCEL - Aspiring Principals' Programme – Online Graduation for Cohort 7

In her capacity as Director of the School of Education, Dr Marcia Rainford was invited to give remarks at the graduation ceremony for the 7th cohort of students enrolled in the Aspiring Principals' Programme (APP) held virtually on Thursday, March 31, 2022. The APP is managed by the National College for Educational Leadership (NCEL) in collaboration with the School of Education, Mona.