



THE SCHOOL OF EDUCATION

Departmental Report August 2020 - July 2021

Dr. Marcia Rainford · **Director**
BA., MA., PhD, (UWI)

OVERVIEW

During the 2020-21 academic year, the School of Education (SOE) continued in the mode of online teaching and learning and a partial working from home policy, due to the COVID-19 pandemic. Consequently, there was greater dependence on technology to carry out routine activities and facilitate teaching. Staff and students encountered a few opportunities and several challenges as the SOE continued the execution of the 2019-22 strategic plan which was crafted in light of the UWI *Triple A Strategy* and the recommendations arising from the 2018 Quality Assurance (QA) Review Exercise. Specifically, the strategic plan sought to reposition the SOE along a path towards **progressive, sustainable, and consistent** growth as reflected in the:

- significance and impact of the research output.
- relevance of courses and programmes developed.
- quality of the services offered to students and other clients.
- access to programmes and hence the number of students registered; and
- collegial and professional environment in which to operate.

As such, the School focused on improving: (a) teaching, learning and student development, (b) research and publications, (c) curriculum development, (d) blended and online delivery, (e) col-

laborations with other faculties and institutions and (f) opportunities for staff to communicate research interests and activities.

ACCESS

The SOE continues to offer a range of programmes, targeting trained and pretrained teachers, school administrators and educational leaders. Through its offering of blended and online programmes, the SOE attracts students from Jamaica, across the Caribbean and Central America. A cohort of thirty-three (33) students from Belize completed the MEd in Inclusive and Special Education in 2020-21 through the MEd Summer and Online programme. Additionally on March 17, 2021, the Sam Sharpe Teachers' College (SSTC), Montego Bay and The UWI Mona signed a Memorandum of Understanding for the Delivery of The **M.Ed. Inclusive and Special Education** and the **M.Ed. Early Childhood Education** Programmes. The SSTC was responsible for targeting graduates from their undergraduate programmes to register for the two graduate programmes. The first cohort commenced in September 2021 for a duration of two (2) academic years. While there has been steady growth in the number of students enrolled in graduate programmes, the undergraduate registration numbers have declined. Approximately seven hundred and five (705) students were registered in all the face to face and online programmes combined while there were 151 undergraduate students registered. All graduate and undergraduate programmes were offered online using the Blackboard Collaborate via OurVLE or Zoom platforms.

Several initiatives were implemented to improve the quality of teaching, learning and student development.

- a. In keeping with the recommendation from the 2018 QA exercise to improve the delivery of programmes, two online **student exit-survey** instruments were developed to determine students' experiences with the programmes in the SOE. The instruments will be administered annually, and the 2020-21 final year undergraduate and graduate students served as the pilot sample.
- a. Revisions to the sequencing of **MA / MEd research courses**, procedures for submission of research proposals and assigning supervisors were enacted to enable M.Ed. / MA students to submit proposals for ethical review starting with students admitted 2020-21.
- b. Arrangements were made to ensure that the students registered for the B.Ed. and MAT practicum courses were prepared for online teaching and video recorded lessons were used as the basis for evaluation of teaching.

c. In the area of curriculum development, two new programmes - The professional doctorate Ed.D. programme – specialization Educational Planning and Social Development and the B.A. in School Librarianship and Education – [a joint programme between the (School of Education (SOE) and the Department of Library and Information Studies (DLIS)] were approved for delivery in September 2021. The School of Education Academic Quality Assurance Committee (SOEA-QAC), chaired by Dr. Carmel Roofe with administrative support from Ms. Althea Aikens, led the review of B.Ed. Programme and the revision of three graduate research courses. These should be submitted for approval at the start of the 2021-22 AY.

Through the EDLA3111 - Teaching Caribbean Poetry led by Dr Aisha Spencer, two Special Lectures were hosted in March 2021. The first which was held on March 8, 2021, featured guest lecturer, retired Professor Beverley Bryan, who engaged students on ***Black Britain during the Black Panther movement and the relationship between Caribbean Poetry and Black realities in the UK.*** The second held on March 22, 2021, featured Guest Lecturer and Poet Laureate Olive Senior who engaged students on ***Contemporary Caribbean Poetry and Ecocriticism.*** Ms. Senior interacted with students on creative writing, teaching Caribbean poetry and shared with them poems from her new collection ‘Pandemic Poems’.

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
Avalloy McCarthy-Curvin	AN EVALUATION OF THE INSTRUCTIONAL SYSTEM FOR PRIMARY MATHEMATICS TEACHERS IN SELECTED TEACHERS' COLLEGES IN JAMAICA	<i>Dr. Camille Bell Hutchinson</i>
Olato Sam	FACTORS CONTRIBUTING TO VARIED OUTCOMES REALIZED IN SELECTED EXTERNALLY FUNDED EDUCATION PROJECTS IN GUYANA: A GROUNDED THEORY STUDY	<i>Dr. Canute Thompson</i>
Steven Kerr	CONSTRUCTING A MODEL FOR CREATING HIGH QUALITY SECONDARY SCHOOLS IN JAMAICA USING GROUNDED THEORY METHODOLOGY	<i>Prof. Stafford Griffith and Dr. Mairette Newman</i>
Sheele-Ann Thaw	SEXUAL OBJECTIFICATIONS: A QUALITATIVE ENQUIRY IN ADOLESCENT STUDENTS' EXPERIENCES IN URBAN, POST-SECONDARY INSTITUTIONS	<i>Dr Susan Anderson</i>
Cynthia Allen-Pearson	PROFESSIONAL LEARNING THROUGH COLLABORATIVE INQUIRY: A CASE STUDY OF THE EXPERIENCE OF A GROUP OF TEACHERS IN ONE DEPARTMENT IN A SECONDARY HIGH SCHOOL IN JAMAICA	<i>Dr. Carol Hordatt-Gentles</i>

The SOE Publications Unit published a Special Issue of the *Journal of Education and Development in the Caribbean Vol. 19* focused on Curriculum Reform in Jamaica in December 2020; and *Caribbean Journal of Education Vol. 42 Nos. 1&2* in April 2021. Both journals have been made accessible to UWI Mona Staff and Students through the SOE Publications website <https://www.mona.uwi.edu/soe/publications/>.

Prof. Michael Taylor led a team from the Faculty of Science of Technology and the SOE to develop the **Building Out Our Science Teacher (BOOST)** scholarship programme designed to enhance the STEM teacher cohort in Jamaican High Schools. The Programme is funded by the Continental Baking Company Limited and Dr. Sharon Bramwell-Lalor from the SOE was a member of the project team. This is a 6-year pilot that was officially launched on April 27, 2021, open to final year students from the Faculty of Science and Technology (FST) and the SOE for placement in schools to teach Math and Science. A team from the SOE led by Dr. Marcia Rainford spearheaded the design and delivery of a four-week Summer Programme for scholarship holders and collaborated with colleagues from The Mico University to facilitate the workshop sessions. The SOE will also participate in a mentorship programme to support the scholarship awardees during the first year.

PUBLICATIONS

The research output of staff of the SOE continues to be supported by the services of a research assistant assigned to different research projects during the year. This initiative has been in place for the last 4 years and has assisted in bolstering the publications of some staff members.

Books and Monographs

Thompson, C.S. (2020). *Education and Development: Policy Imperatives for Jamaica and the Caribbean*. Foreword by P.J. Patterson: Kingston: The University of the West Indies Press. **(150 pages)**.

Thompson, C.S., Prescod, G., & Montgomery A. (2020). *An Exploration of Philosophical Assumptions that inform Educational Policy in Jamaica: Conversations with former and current Education Ministers*. Kingston: Arawak Publications. Available at https://www.amazon.com/s?k=an+exploration+of+the+philosophical+assumptions+that+inform+educational+policy+in+jamaica&i=digital-text&ref=nb_sb_noss

Refereed Book Chapters

Chung Thomas, S., Roofe, C., Bailey, L. & Bennett-O’Meally, T. (2021). In E. Blair and K. Williams *The Handbook on Caribbean Education* (pp 89-108). Information Age Publishing

Spencer, A. T. (2020). ‘Let Every Child Run Wild’: Cultural Identity and the Role of the Child in Caribbean

Children’s and Young Adult Fiction in *Caribbean Literature in Transition, 1970-2020* Volume 3. Eds. Alison Donnell & Ronald Cummings. Cambridge: Cambridge University Press.

Spencer, A. & Darvin, J. (April 2021) “Until You Too Have Journeyed”: Empowering Teachers Through a cross-Cultural Online Collaborative Learning Space. In E. Blair & K. Williams (Eds). *The Handbook on Caribbean Education*. North Carolina: IAP.

Refereed Journal Articles

Bramwell-Lalor, S., Kelly, K., Ferguson, T., Hordatt Gentles, C., & Roofe, C. (2020). Project- based learning for environmental sustainability action. *Southern African Journal of Environmental Education*. 36(57-71).

Ferguson, T., Gordon, T., Steele, S., & Samuels, D. (2020). Changing school cultures from within. *Social and Economic Studies*, 69(1&2), 165-188.

Ferguson, T., Roofe, C., & Cook, L. D. (2021). Teachers’ perspectives on sustainable development: The implications for education for sustainable development. *Environmental Education Research*. Advance online publication.

Ferguson, T., & Roofe, C. (2020). SDG4 in higher education: Challenges and opportunities. *International Journal of Sustainability in Higher Education*, 21(5), 959-975. McCallum, D. (2021). Turning conventional teacher education clinical practice assessment on its head: A Covid-19 inspired response to practicum assessment. *UWI Quality Education Forum*, 25, 216-236.

Roofe, C. (2020). Curriculum as place: The social relevance of curriculum in Jamaica. Paper published in the *Curriculum Journal* (Vol-ahead-of-print). DOI: 10.1002/curj.70

ALIGNMENT

RESEARCH

As part of the strategic plan the SOE took steps to encourage research that has national and regional impact. Several staff members engaged in research that examined the effect of COVID-19 on aspects of the education system.

- Five (5) faculty members, Drs Carol Hordatt Gentles, Tashane Haynes Brown, Sharline Cole, Schontal Moore and Yewande Lewis-Fokum are conducting research *Supporting Jamaican Teachers through COVID-19*. A Study of five hundred (500) teachers.
- A Collaborative Research Project is underway between The UWI Mona and The UWI Cave Hill Campuses, entitled “Students’ Online Readiness for E-Teaching and E-Learning at The UWI in the Moment of COVID-19”. Participating researchers are Drs Schontal Moore, Loraine Cook and Lois George from The UWI, Mona Campus, and Dr Glenda Gay from The UWI Cave Hill Campus.
- The Caribbean Journal of Mixed Methods completed the publication process and was able to share its very first volume with the university. The Journal was published by The University of the West Indies Press and released on Monday, September 14, 2020. Dr Loraine Cook and Dr Steve Weaver are the Editors-in-Chief.
- **The Education Quality Improvement Project (EQUIP)** – is being carried out on behalf of the Government of St. Lucia, Department of Education to review and revise of the curriculum to incorporate special educational needs and TVET. The project started in 2019-20 and is ongoing and is valued at approximately US\$ 129,000. The team members are Deon Edwards-Kerr, Joan Spencer-Ernandez, Halden Morris, Lois George, Zoyah Kinkead-Clark, Doreen Faulkner and Michele Meredith. So far, the researchers have completed a comprehensive review of the national curriculum from K to Grade 9 and submitted a technical report which was given a non-objection from the Ministry of Education and the Caribbean Development Bank. The team is currently working with education officers, curriculum officers and subject area specialists to modify the curriculum to embed special education and TVET pedagogies.

CONFERENCES

(i) **Fifth International Conference on TVET in the Caribbean**

The UWI School of Education, Mona partnered with The UWI- St. Augustine Campus; University of Technology, Jamaica; HEART/NSTA Trust; The United Nations Educational, Scientific and Cultural Organization (UNESCO); Colleges and Institutes Canada (CICan); International Labour Organization (ILO) Decent Work Team & Office for the Caribbean; and the Inter-American Development Bank (IDB) to deliver the 5th staging of the conference May 12-14. The conference was held virtually and seemed to facilitate wider participation than previous conferences as six hundred and eighty-three (683) were documented.

The conference theme was '*TVET – Creating Opportunities in a Global Pandemic*'. The keynote address was given by the Minister of Education, The Republic of Trinidad and Tobago, Dr. the Hon. Nyan Gadsby-Dolly and the guest speaker was Mr. Wayne Chen, President, Caribbean Employers' Confederation. Regional government ministers presented their vision for TVET in their countries, these include: The Honourable Emmalin Pierre, Minister of Education, Human Resource Development, Religious Affairs & Information, Grenada, and Dr. the Honourable Natalio D. Wheatley, Deputy Premier & Minister for Education, Culture, Youth Affairs, Fisheries & Agriculture, The Virgin Islands. The conference featured forty (40) presentations from the Caribbean, Africa, Europe, Asia and the Middle East who represented governing bodies, tertiary and training institutions along with industrial organizations.

(ii) **The Transformational Research Conference;** The School of Education collaborated with Operation Save Jamaica (OSJ) (A Non-Profit organization) to organize and execute an online conference, the **Transformational Research Conference from March 25-26, 2021** which advanced the sharing of research that has facilitated or challenged community transformation in various countries. The conference was multidisciplinary and included different sectors (education, security, business, governance, and health). This conference targeted local, regional, and international communities and attracted researchers and participants from thirty-one (31) different countries including some from the Caribbean, Canada, the Philippines, Nigeria, Ghana, United Kingdom, Spain, and India.

Presentations at Major Conferences and Seminars

Staff made presentations at several local and international virtual conferences on a range of issues related to teaching, learning and research. A strong feature of the presentations is the collaborations among colleagues internal and external to the SOE. The major presentations are listed.

Bramwell-Lalor, S., Ferguson, T. and Ison, M. (2021, April). The Jamaican National Standards Curriculum (NSC): A Content Analysis of its Readiness to Support Climate Change Education. *EECOM Research Symposium*.

Ferguson, T. & Ellis, T. (2021, January). Developing master's level education students' identities as researchers: Mentors' and mentees' experiences. *The Qualitative Report 12th Annual Conference*.

Ferguson, T., Bramwell-Lalor, S., Cook, L.; Hordatt-Gentles, C. & Roofe, C. (2021). 'Infusing ESD into Curricula: Influences on Students' Understandings of Sustainable Development, ESD, and their Roles as Educators'. *Environmental Education and Communication (EECOM) Research Symposium*, April 2021.

Roofe, C., Ferguson, T. & Stewart, S. (2021, January). Provoking reflection: A photovoice exploration of non-traditional adult learners' experiences in higher education. *The Qualitative Report 12th Annual Conference*.

Roofe, C. (2020, July and August.) Teacher Involvement in Curriculum Making in Jamaica: A Framework for a Deliberative Democratic Process. Recorded presentation made to the *BERA Research Methodology in Education SIG*.

Roofe, C., (2021, March). Instructional leadership during crisis: Principals and Vice Principals Response Paper *Caribbean Association for the Advancement of Curriculum Studies*.

Spencer, A. and Darvin, J. (2021). "Widening the Unfamiliar": The value of global classroom engagement in promoting deeper understandings of the use and politics of language". *The Stylistics, Critical Discourse Analysis & Language Use in the Caribbean (SCDA) Conference* from April 2- 3, 2021 at the University of Trinidad and Tobago.

Specially Invited Presentations

- Drs Moore and Haynes-Brown, School of Education-The UWI Mona & Dr Maggie Beukes-Amis, Department of Information and Communication Studies-University of Namibia were invited as panelists for the College of Online Learning (COL), to present a workshop on "**Digital Assessment: Designing for Authenticity and Reliability**". They identified and discussed a range of strategies that have worked reliably in other countries for coordinating, designing and implementing authentic assessment activities for online learners.

- Dr. Carol Hordatt Gentles, in her capacity as Chairperson of the Board of the International Council on Education for Teaching, together with Professor Marilyn Leask (MESHGuides, UK) led a global research project titled *Teacher Experience and Practice during COVID-19: Valuing Teacher Voice*. Data have been gathered from teachers in forty (40) countries. The Interim Global Report was presented at two (2) Virtual Symposia to two hundred (200) international participants. The final report will be shared with UNESCO, the International Teachers Task Force and other similar organizations.
- Dr Roofe was invited and participated as panelist in a panel discussion entitled “*Principles into Practice: supporting practitioner research*. Webinar held August 21, 2020 by the British Education Research Association Research Methodologies SIG.
- Drs. Therese Ferguson and Carmel Roofe were invited to deliver a seminar presentation as part of the SDG for Business Webinar Series hosted and organised by Dublin City University in Ireland. Their presentation, which was delivered on November 11, 2020, was entitled ‘The Role of Higher Education in the Realisation of SDG4: A Case Study’.

PUBLIC SERVICE

The SOE continued its efforts to raise awareness on a range of academic, social, and psychological issues promote greater activism and public advocacy both at the level of the individual and the department through several webinars and workshops.

The staff members listed below serve as follows:

- **Dr Marcia Rainford** Board Council of Community Colleges in Jamaica (CCCJ)
- **Dr Aldrin Sweeney** Member, Board of Governors, Montserrat Community College (2014-present)
- **Dr Carol Hordatt-Gentles** UWI Representative – Board for Edna Manley Collage of the Visual and Performing Arts

AGILITY

INCOME GENERATION

The self-financed graduate programmes offered by the School of Education continue to be the primary sources of income generation. These include seven (7) Masters Programmes and the Post Graduate Diploma in Education Programme delivered via the M.Ed. online unit as well as six (6) Masters Programmes offered face-to-face. The School also earns from (a) the B.Ed. in-service (66 credits) programme for upgrading diploma trained teachers, (b) the B.Ed. Literacy done in collaboration with the Moneague College and (c) the B.Ed. programme offered by the Open Campus. With respect to the programmes offered by the M.Ed. online unit and based on the income and expenditure report from the Bursary, the combined/consolidated year-to-date gross income from August 01, 2020, to March 31, 2021 is J\$55,668,237.56 and the net income is J\$21,104,289.77. The School also realized income from self-financed face-to-face graduate programmes with year-to-date gross income of J\$14,078,144.89 and net income of J\$10,553,262.95. The year-to-date gross and net income from the undergraduate programmes is J\$6,915,100.99 and J\$4,623,910.83, respectively. All programmes are showing a surplus in income.