



URD 2016 POLICY WALL: Mona Research: Managing, Guiding, Shaping the Region

A Selection of Seminal Research Work which has influenced

EDUCATION POLICY AND CURRICULA

UWI Mona's Influence on Early Childhood Teaching Standards and Qualifications Requirements



Policy Influenced:

Guidelines regarding placement of trained early childhood teachers in Grades 1 and 2 in primary schools

Year Implemented: 2010

Objective of the Policy:

- To improve young children's learning and literacy development through more effective early childhood appropriate teaching approaches and methods.

Summary:

Though Early childhood teacher training prepares teachers to teach children from birth through age 8 (includes primary Grades 1 & 2), there had been no specific policy of the Ministry of Education that required teachers at grades 1 and 2 to be qualified in early childhood education. It had therefore not been common practice to specifically employ early childhood trained teachers to work in primary Grades 1 and 2.

Dr. Davies' research examined the redeployment of early childhood teachers in Grade 1 classrooms. The findings revealed that placing early childhood trained teachers in the lower grades of primary school resulted in increased student achievement.

Impact of the Policy on Education:

The findings from this research were shared with the Senior Policy Group of the Ministry of Education, Jamaica, in support of a policy consideration related to teacher qualification and deployment in the lower primary school. The guidelines are currently used to influence practice in early childhood education.

Reference

- *Davies, Rose.* "Making a difference in children's lives: The story of Nancy, a novice early years teacher in a Jamaican primary school." *International Journal of Early Years Education* 16, no. 1 (2008): 3-16.
- *Davies, Rose.* "Who Should Teach at the Lower Primary School Grades". *Research for Development* 2011. University of the West Indies, Mona. Office of the Principal. (2011): 18-21.