



**RESEARCH
CONFERENCE**

**PREPARING GLOBAL CITIZENS:
21ST CENTURY BEST PRACTICES IN
EDUCATION**

Wednesday, November 27, 2019

**The Library Multifunctional Room
The University of the West Indies, Mona**



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Association of Graduate Researchers in Education (AGRE)
The University of the West Indies, Mona, Jamaica

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TABLE OF CONTENTS

ABOUT THE AGRE	4
MESSAGE FROM THE DIRECTOR	5
MESSAGE FROM THE AGRE FACULTY ADVISOR	6
MESSAGE FROM THE AGRE PRESIDENT	7
KEYNOTE SPEAKER PROFILE	8
CONFERENCE PROGRAMME	9
ABSTRACTS	14
AGRE'S SMARTBOARD	23
RESEARCH CONFERENCE PRESENTATIONS	24



ABOUT THE AGRE



**"Improving
educational
outcomes through
research."**

The Association of Graduate Researchers in Education (AGRE) was launched in 2006 by the School of Education at The University of the West Indies, Mona. Unfortunately, the association became dormant until 2016 when Dr. Carmel Roofe-Bowen and the executive team revived and re-launched the association. The revitalisation of the association was in an effort to promote the development of education practitioners as ardent researchers who will influence both policy and practice. Consequently, the AGRE seeks to:

- create a platform for discussing and addressing issues and concerns related to developments in education, locally and internationally;
- empower and promote the professional development of members of the Association;
- network with key stakeholders in addressing issues and concerns in the education system; and
- engage with the public on issues and practices in education.

The AGRE is currently led by the following executiveteam members:

- Dr. Carmel Roofe Bowen – Faculty Advisor
- Mr. Keriffe Clark – President
- Ms. Vestina Oates – Vice President
- Ms. Barbara Kamtha – Secretary
- Mr. Trevis Morgan – Treasurer
- Mrs. Marcia Thomas-Phillips – Administrative Assistant

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Message from the Director, School of Education, The University of the West Indies, Mona

Dr. Marcia Rainford
Senior Lecturer, Science Education



On behalf of the School of Education (SOE), I extend heartiest congratulations to the Association of Graduate Researchers in Education (AGRE) on this inaugural academic conference under the theme *Preparing Global Citizens: 21st Century Best Practices in Education*. Since the re-establishment of AGRE in 2016, the Executive Committee has embarked on a drive to increase and strengthen the research output of SOE graduate researchers by hosting a number of skills-building workshops, and facilitating and encouraging members' participation and presentation at local and international conferences, culminating in this significant event. The Executive Committee of AGRE, under the mentorship of their academic advisor Dr. Carmel Roofe-Bowen, must be commended for their dedicated and consistent efforts, focused on accomplishing the aims of the association, to highlight and hone the research skills of graduate researchers and to collaborate with members of staff in the School of Education in conducting research relevant to issues/problems of concern in the education system.

This conference is especially significant as it reflects the School of Education's strategic plan of 2019-2022 which among other things, is intended to give greater prominence to the research conducted by our graduate students and to foster a stronger culture of staff-student research collaborations. It is anticipated that this will not only improve the quality and increase the volume of research done by students, but will result in greater publication output and strengthen research and practice in critical areas in education. As such, the Publications Unit in the SOE

will on a biennial basis, dedicate one special issue of each of its journals, the *Caribbean Journal of Education* and the *Journal of Education and Development in the Caribbean* to the research of graduate students.

AGRE's conference is also timely as it seeks to stimulate discussion on how best to organise teaching and learning to promote the concept of "global citizenship" as articulated in the global indicator framework for the United Nation's Sustainable Development Goal No. 4, which targets equitable quality education and promotes lifelong learning.

I look forward to the outcomes of this conference as our graduate researchers make presentations and recommendations for promoting global citizenship education.

I commend the Conference Committee for persevering with the idea of hosting this conference and wish for the Association of Graduate Researchers in Education every success. The School of Education is very proud to be associated with this inaugural conference of the AGRE.

Message from the AGRE Faculty Advisor

Dr. Carmel Roofe-Bowen

Senior Lecturer, Curriculum and Instruction



There is no doubt that education remains foundational to the transformation of any society. It is through education that the critical consciousness of members of a society is stimulated and awakened to produce innovations in theory, policy and practice. The School of Education at the University of the West Indies, Mona believes that the ability to conduct and utilise research findings is an important component of the education that is provided to transform society. To this end, the Association of Graduate Researchers in Education (AGRE) was established to aid graduate students present and past, to hone the skills to conduct and publicise research. AGRE's work is built on the premise that oftentimes graduates of higher education programmes produce excellent research as capstone activity in their graduate programmes but not much use is made of the research once their grade has been assigned. Additionally, some graduate students having completed their programmes still lack the confidence to conduct, produce and disseminate research, and a cadre of teachers is needed who will consistently use research to derive solutions to problems faced in the Jamaican classrooms.

Graduate students represent the current leaders at various levels as well as those who are poised to become leaders within education and by extension the society. Hence, equipping them with the skills to utilise evidence in making decisions is important to them being effective leaders. The theme for the AGRE's inaugural conference "Preparing Global Citizens: 21st Century Best Practices in Education" suggests a call to action to unearth and share research that will help us to discern the best practices in education within the 21st century as we prepare global citizens.

As the faculty advisor for AGRE since 2016, AGRE has had a steady team of graduate leaders who form the executive and who have done an excellent job in enabling the mission of AGRE.

To them I owe a debt of gratitude for leading the work of AGRE. I also commend them for leading by example as they themselves are involved in conducting research, presenting their findings at conferences and publishing in newspapers and journals. To date, AGRE has supported over 25 members in writing conference abstracts and preparing presentations for local and international conferences, supported five members in writing papers for publication in the Journal of Education and Development in the Caribbean (JEDIC) and the Research in Education Administration and Leadership (REAL) journal. AGRE has also supported three members in writing and publishing newspaper articles in the *Gleaner* and the *Jamaica Observer*. These examples are testament to the fact that as a research organisation our members should be producers of research and not mere users of research.

It is my distinct pleasure to welcome you to AGRE's inaugural conference as we seek to discern 21st century best practices that will aid in improving the work of educators. It is my desire that as you participate and share with each other you will be catapulted to undertake the necessary actions to conduct research and seek opportunities to share your findings so that we can improve our work in education. It is my hope that you will find the conference professionally enriching and that you will be empowered, so that if you are not a presenter this year you can be one of the presenters at the next conference.

Thank you to all those who have submitted papers and volunteered to share their knowledge as we seek to empower each other and continue the work needed to assist in the transformation of education and by extension the society.

Message from the AGRE President

Mr. Keriffe Clark

The University of the West Indies, Mona



It is certainly a pleasure to be a part of this historical moment when the Association of Graduate Researchers in Education (AGRE) executes its inaugural research conference, under the theme *Preparing Global Citizens: 21st Century Best Practices in Education*. Like any successful and impactful organisation, despite challenges faced, the AGRE has triumphed and has charted the way into providing the platform for education practitioners to engage in robust and fulsome discussions on matters impacting practices and decision-making in the Jamaican education landscape. The AGRE is also elated to create a space within which ideas may be articulated, embraced, dissected, reconfigured and modified to suit the needs of students and other stakeholders.

I am pleased to see the abstract submissions and I look forward to critical discussions that will not only identify gaps within our local context but also the proffering of viable, context-relevant solutions. The AGRE is indeed proud of this achievement and confirms its commitment to educational research as we work together towards Sustainable Development Goal 4 (SDG4) and Vision 2030.

I would also like to express sincere gratitude to each person who has, collectively and individually, worked tirelessly and selflessly to contribute to the success of this conference, laying the foundation for many more to come.

Lastly, I encourage all of you, my colleagues, despite hierarchical structures, to engage in research as you lead reforms to the betterment of this nation so we may become the beacon of educational best practices to nations near and far.

I wish for you a productive conference.

Keynote Speaker

Dr. Aisha Spencer

The University of the West Indies, Mona



Dr. Aisha Spencer holds an undergraduate degree and graduate degrees in Literatures in English and a Post-graduate Diploma in Language Education. She has taught in the secondary school system for over 18 years and has been a lecturer in Language and Literature Education for 11 years. She has also lectured in the area of Literatures in English for over 8 years, facilitating students in the areas of Postcolonial Literature, Gender, National Discourse, Ecocritical Perspectives on Literature and foundational courses in the three literary genres.

Dr. Spencer has been heavily involved in the training of teachers for over ten years and has functioned in both professional and administrative capacities in the field of Education, and more specifically, Literature Education. She has been involved in both international and national projects which focus on the use of transformative, response-oriented literature pedagogy in both primary and secondary classrooms. She has presented at a number of workshops on Literature Pedagogy, often focusing heavily on the area of Poetry.

Dr. Spencer is currently Associate Editor for the Journal of Education and Development in the Caribbean (JEDIC) and Assistant Chief Examiner for the CXC Cape Literatures in English Examination. She is also the founder and director of Talk the Poem, Jamaica's first National Poetry Recitation Competition for secondary school students.

Dr. Spencer's current research interests include: Gender and nation in Postcolonial Literature; Caribbean Children's Literature; Poetry Pedagogy; Transformative and Response-oriented approaches to the teaching of Literature and The Caribbean female-authored Short Story.

CONFERENCE PROGRAMME

SESSION A: OPENING

8:30am – 9:00am	Registration
9:00am – 9:10am	Welcome & Opening Remarks Mr. Keriffe Clark President: Association of Graduate Researchers in Education (AGRE)
9:10am – 9:12am	National Anthem
9:12am – 9:15am	Greetings Dr. Marcia Rainford Director, School of Education The University of the West Indies, Mona
9:15am – 9:17am	Greetings Mrs. Vivienne Johnson Senior Director, Policy Analysis, Research and Statistics Unit Ministry of Education, Youth and Information
9:17am – 9:20am	Introduction of Keynote Speaker Mr. Trevis Morgan Treasurer, Association of Graduate Researchers in Education (AGRE)
9:20am – 9:40am	Keynote Address Dr. Aisha Spencer Lecturer, School of Education The University of the West Indies, Mona
9:40am – 9:45am	Question & Answer Session
9:45am – 9:55am	Announcements, Instructions, & Transition

SESSION B: CONCURRENT SESSIONS

10:00am – 11:00am	MODERATOR: Trevis Morgan	MODERATOR: Ruth Ann Edwards
	<p>Towards a Framework for Teacher Competence: Validating the Interpretations and Uses of Test Scores in a Teacher Training Institution Presenter: Sandra Richards</p> <p>Catering to the Minority: The Expectations of the Curriculum by Undergraduate Males Presenter: Shanique Walker-Carty</p> <p>The State of and the Need for Multilingual workers within the Maritime and Logistics Industry in Jamaica Presenter: Michael Leon</p>	<p>Journeying to Principalship: Experiences and Perceptions of Aspiring Principals Presenter: Keriffe Clark</p> <p>Emancipating Ourselves from Mental Slavery through Self-Regulated Learning: Curriculum Implementation in Education for the 21st Century and Beyond Presenter: Taneisha McLean</p> <p>From Students to Teachers: A systematic review of the induction experiences of beginning early childhood teachers Presenter: Jacqueline Chen</p>
11:00am – 12:00pm	MODERATOR: Krystal Williams	MODERATOR: Elsa Burton
	<p>Influence of Self-Perceptions of Mathematical Ability on Mathematics Performance: Insights from a Grade 9 Cohort in Jamaica Presenters: Richard Barrett & Lois George</p> <p>ICT Integration in Curriculum Implementation – Grade 7 English Language Presenter: Kamla S. Anderson</p> <p>The Coin: A Transformational School Leader Leaves a Legacy Presenter: Tesha M. Thompson</p>	<p>Reforming the Format of the Formative Assessment in Science Presenter: Elaine Williams</p> <p>The Social Media Experience: Curriculum Implementation Case Analysis Presenter: Theresa Easy</p> <p>Gender Differences in Mathematics Anxiety and the Relation to Mathematics Performance Presenters: Damiel Dowdie & Lois George</p>

SESSION B: CONCURRENT SESSIONS (CONT'D)

12:00pm – 1:00pm	LUNCH	
1:00pm – 2:00pm	MODERATOR: Gaye-Leon Williams	MODERATOR: Vestina Oates
	Gender Differentiated Instruction: A Necessity or Fallacy? Classroom Teachers' Perceptions of Gender Differentiated Instruction Presenter: Ava-Marie Reid	The Junior Centre Visual and Performing Arts After School Programme: Impact and Lessons Learnt Presenter: Denise Lloyd
	STEAM Education for Children in the Early Years Presenters: Camille Berry, Miguel Ison, Zoyah Kinkead-Clark	Modernising Education in Jamaica through Effective Curriculum Implementation Presenter: Kadian Collins
		Designing a Comprehensive Youth Service System for At-Risk Youth: Issues, Strategies and Best Practices Presenter: Olivia McFarlane

SESSION C: CLOSING

2:10pm – 2:30pm	CLOSING ADDRESS: Teacher Leadership in a Post-Truth Era Presenter: Dr. Carmel Roofe-Bowen Faculty Advisor for AGRE & Senior Lecturer School of Education, UWI Mona
2:30pm – 3:00pm	Presentations Ms. Ruth-Ann Edwards Member, AGRE
3:00pm – 3:10pm	Announcements & Closing Remarks Keriffe Clark, President, AGRE

ABSTRACTS

Emancipating Ourselves from Mental Slavery through Self-Regulated Learning: Curriculum Implementation in Education for 21st Century and Beyond

Taneisha McLean | tanemac@yahoo.com

In today's globalised world, social media has infiltrated all facets of people's lives, minds and actions to the point where the drive for independent thinking and self-motivation has proven futile in the educational system. Self-motivation, reflection and sustaining the drive and ability to learn are evidently lacking for all genders, and will be realised through the inclusion of self-regulated learning in the teaching and learning atmosphere, including the curriculum. The proposed research will be qualitative and will be employing grounded theory. Fifteen participants will be randomly selected from two classes of forty students at a tertiary institution, as well as their lecturers, administrators and Programme Coordinators and Curriculum Developers. It is the hope of the researcher that this study will shed new light on self-regulated learning and will also raise awareness to the fact that self-regulated learning in the curriculum will increase independent thinking, learning behaviour and belief that attaining one's goal is within one's control. The three research questions that will be used as a guide are:

1. What is Self-regulated Learning and how has it been a driving force for people in the 21st century Social Media Era?
2. How can Self-regulated Learning be implemented and executed in and through the Curriculum?
3. What are the implications of executing Self-regulated learning in the Curriculum?

The feasibility of including self-regulated learning in Jamaican educational institutions and its implications, and recommendations will include providing ongoing support, encouraging teachers and peer dialogue, consistently using goal setting and practicing strategies for self-awareness.

From Students to Teachers: A Systematic Review of the Induction Experiences of Beginning Early Childhood Teachers

Jacqueline E. Chen | jacqueline.chen@stjtc.edu.jm

Early childhood teachers are expected to help children achieve their fullest potential during what is considered to be their most critical stage of human development (Akdag, 2014). For the beginning teacher, meeting such expectations can be challenging particularly when they are learning to survive in a profession that has been known to eat its young (Fantilli & McDougal, 2009; Halford, 1998; Katz, 1972; Veenman, 1984).

The purpose of this conceptual paper is to use existing literature, inclusive of seminal studies, to garner a better understanding of the needs of beginning teachers and to determine the best practices of teacher induction programmes. A meta-analysis of over 20 scholarly written articles reveals that induction, especially when given in the first three years, assists with the positive integration of novice teachers in the profession and often impacts the learning outcomes of the students placed in their care (Glazerman et al., 2010; Temiz, 2017; Wong & Breaux, 2004). Additionally, the data demonstrates the need for further research on experiences of the beginning early childhood teachers, especially within the Caribbean context. Furthermore, the literature indicates several best practices of induction (Kearney, 2014; Baker-Gardner, 2016) which may prove to be fundamental in framing an induction programme for the Jamaican early childhood teacher. Insights into beginning teachers' experiences may be the impetus needed for policy makers and programme planners to review how well early childhood teachers are being prepared for the realities of the classroom.

Towards a Framework for Teacher Competence: Validating the Interpretations and Uses of Test Scores in a Teacher Training Institution

Sandra Richards | sandramrichards@gmail.com

Preparing students to achieve the goals and objectives of the state-issued curriculum is the central function of the classroom teacher. Important to that function is first the preparation of teachers to adequately carry out this role. Student assessment is a critical part of this preparation as assessment supports learning and provides data used to make high-stakes decisions about students, teachers, programmes, and schools. It is assumed that the results of the certification tests administered in Jamaican teachers' colleges, provide a true indication that graduates possess the competencies that are important for fulfilling their roles in the classroom. This assumption must be validated to determine whether it is supported by evidence. The purpose of this research, therefore, was to determine the extent to which evidence supported that assumption in regard to a classroom assessment course delivered at a teacher training institution. The research was guided by the questions a) What are the intended interpretations and uses of test scores at a teachers' college? and b) To what extent does the evidence support the intended interpretations and uses of the scores? An alignment study was conducted to determine performance centrality, and the level of congruence between syllabus constructs and items on the final examinations. A quantitative analysis was also conducted to further determine the quality of the exam. The findings suggest that the evidence does not support the intended interpretations and uses of the test scores and provide the basis for a call to establish a framework for teacher competence in the local context.

ICT Integration in Curriculum Implementation: Grade 7 English Language

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The curriculum is the backbone of the education system or the DNA of the education system. It is driven by the needs of the society and it drives the quality and the relevance of the offerings provided. Curriculum reform is an ongoing process and this is no different for Jamaica. The call for curriculum reform in Jamaica stemmed from multiple failings within the system, one of which was the ROSE Curriculum. The National Standards Curriculum (NSC), which was designed to target the gaps that existed in the education system from grades 1-9, is Jamaica's most recent attempt at curriculum reform. The goal of the NSC is to transform the education system by encouraging greater levels of communication, critical thinking and problem solving and encouraging a greater emphasis on Science, Mathematics and Technology. The NSC is underpinned by the constructivist approach, which emphasises a competency-based approach which seeks to provide learning through experience. This presentation will seek to review ICT integration in the implementation of the grade 7 English ROSE curriculum and the National Standards Curriculum. A document analysis of both sets of curriculum was conducted with special focus on the inclusion of ICT integration in the curriculum. The results of the analysis indicate sparing reference to ICT in the ROSE curriculum and a more deliberate attempt to include ICT in the breakdown of the NSC curriculum. The presenter will discuss the implications of the results for the implementation of the NSC and how this can potentially impact students and teachers.

Modernising Education in Jamaica through Effective Curriculum Implementation

Kadian Collins | kadiancollins@gmail.com

If 21st century educators are to facilitate the transformation of learners into independent thinkers and problem-solvers, their involvement in curriculum implementation will undoubtedly be the sine qua non of this feat, given their value in the complex educational ecosystem. Notwithstanding, a successful curriculum implementation programme recognises several actors, whilst managers of the process enlist key players who function at the various stages to ensure ease of coordination. To this end, a suitable model for implementation is often prescribed, which is expected to bridge the gaps between acceptance of a new or modified curriculum, and enactment. Can education then be sustained if the implications of curriculum implementation are not adequately addressed? This paper seeks to deconstruct some of the issues present in the curriculum implementation process especially at the local level (the Jamaican situation) and juxtaposes them against the best practices in education as recognised by international benchmarks. It aims not only to shed light on procedural nuances within the ambit of curriculum implementation, but to highlight the experiences of pupils within a controlled learning environment (such as a school) and how the “government” of their learning affects their general perception of self in a globalised world. Certainly, it is not enough for educationists to apply sound pedagogical practices to their routines only to utilise the curriculum in a linear fashion, as there is a gamut of learning experiences to be had from it. Stakeholders in education must therefore implement the curriculum such that it provides equitably for diverse individuals who have unique inputs in the negotiation of knowledge.

The State of and need for Bilingual Workers within the Maritime Transportation and Global Logistics Corridors

Michael Leon | mleon@faculty.cmi.edu.jm

A sustainable maritime and logistics workforce, competent in the use of English and Spanish, possesses the requisite linguistic skills to aid in connecting Jamaica’s economy with the Hispanic world. This paper will investigate the current challenges inherent in the lack of bilingual workers in the market, examples of economies that have developed bilingual logistic and maritime workers, and how Jamaica may benefit from a similar programme and a model for creating a robust bi-linguistic programme and the areas of focus for such a curriculum. An industry based Spanish course has long-term developmental effects upon the human capital of the logistics and maritime sectors within Jamaica. Internationally accredited industry based Spanish courses will fuse the communicative objectives of various maritime and logistics professions along with the Hispanic culture in which they will interact. This approach will create a culture of globalised citizens who can function at the highest standard within any culture in the region and beyond. The future of transportation and global logistics requires a bilingual workforce who can resolve problems within the industry and communicate effectively in Spanish within a particular field. Industry based Spanish courses, along with their complementary downloadable applications, will aid the long-term development of the Jamaican economy and its competitiveness. Given the international nature of drugs, arms, and human trafficking, our professionals need to be equipped with the linguistic skills to communicate effectively and resolve problems with their Hispanic partners.

STEM Education for Children in the Early Years

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Zoyah Kinkead-Clark, PhD | zkinkeadclark@gmail.com

Camille Berry | camilleaberry@gmail.com

This theoretical paper explores the possibility of using integrated STEM education at the early childhood level to facilitate the preparation of students for completely new jobs, some of which are not yet in existence. The job market has changed considerably over the past two decades, with the advent of digital technologies, artificial intelligence, 3D printing, nanotechnology and biotechnology. Hence, as educators, we must change the way our students are prepared to become citizens who will tackle the ethical, environmental, economic, and social challenges. The authors argue for a pedagogical focus that fosters the development of 21st century skills such as creativity, collaboration, communication and problem solving and contend that the best place to start is at the early childhood level. Therefore, the authors propose the implementation of integrated STEM education — a pedagogical approach that intentionally incorporates several academic disciplines and focuses on connecting students and academic content to real-world problems.

The Junior Centre Visual and Performing Arts After-School Programme: Impact and Lessons Learned

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The purpose of this study was to determine if there is a relationship between attendance at the Junior Centre and academic achievement of students as measured by overall school semester average and attendance rate, and to explore the factors that influenced attendance at the Junior Centre. Specifically, this study examined students who have been attending the Centre over a year. Demographic data, semester grades, interview responses, consents and assents were collected from 23 students and 18 parents over the phone and in person. A mixed method research design was used for this study. A Pearson product moment correlation coefficient was used to find out if there was a relationship between students' attendance and academic achievement. The results showed that academic achievements were positively related to attendance of students at the Junior Centre Visual and Performing Arts After School Program. After parents were interviewed, the results indicated that due to exposure to the arts parents have seen improvement in their children's academic performances, social skills, behaviours and self-confidence. The results of this study will be used to encourage stakeholders and private organisations to invest in the Junior Centre programmes (for example providing funding for more resources, improving the infrastructure, certifying programmes and providing scholarships). The results will also be used to enlighten persons about the benefits of the arts programme at the Junior Centre.

Gender Differentiated Instruction: A Necessity or Fallacy? Classroom Teachers' Perceptions of Gender Differentiated Instruction

Ava-Marie Francis Reid | ava-marie.francis-reid@stcoll.edu.jm

This paper presents the results of a study concerning the necessity or fallacy of gender differentiation in the classroom. For the purpose of the study six teachers from three secondary schools in Kingston, Jamaica were approached and asked to participate in the research. The gender composition of the participating schools were: an all-girl, an all-boy and a co-educational institution. The study provides evidence about the views of teachers as it relates to their understanding of differentiated instruction. It also presents evidence suggesting that gender differentiation is necessary and not a fallacy, but is more talk than actuality. This multi-case study was conducted using semi-structured interviews, classroom observations, as well as document analysis, in which the lesson plans of teachers were investigated. Findings revealed that the teachers viewed gender differentiated instruction as a teaching strategy. To some teachers, gender differentiated instruction poses tremendous challenges, both in the planning and execution stages. Still, there are others who expounded on the fact that there is also some amount of joy and satisfaction to be derived from employing gender differentiated instruction. Finally, from the research it was gleaned that the ways in which differentiated instruction is implemented in classrooms varied based on context. Based on the results of the study presented, the main target is to discuss how gender differentiated instruction can promote excellence in our Jamaican classrooms.

Influence of Self-Perceptions of Mathematical Ability on Mathematics Performance: Insights from a Grade 9 Cohort in Jamaica

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This study used an explanatory sequential mixed-methods design to examine students' gendered self-perceptions of their mathematical ability; and how these perceptions affect their mathematical performance. The research sample consists of 89 Grade nine students (33 male, 56 female) who were selected through the employment of stratified random sampling techniques. The quantitative data was collected using a mathematics self-efficacy questionnaire and a mathematics diagnostic test instrument. The qualitative data was obtained through a series of semi-structured interviews, conducted with five students along with their parents and teachers. The study revealed that the students' gendered self-perceptions of their ability to learn mathematics are developed through the interplay of multiple sources, such as students' mathematics learning experience, past experience of proficiency, vicarious experience, social persuasion and physiological affection. The study further revealed that students' self-perception is a highly individualised process which appeared to be mostly impacted by social persuasions through teacher-student interactions. The study also found that there was a moderate positive correlation between students' self-perceptions of their mathematical ability and their mathematical performance. However, the contribution that gender made to this relationship was indiscernible. One major implication of this study is that teacher-student interactions in the mathematics classroom should be targeted and carefully planned because of their associated potential to significantly influence the development of students' self-perceptions of their mathematical ability.

Mathematics Anxiety: Gender Differences and the Relation to Mathematics Performance

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Mathematics anxiety (MA), a feeling of tension, fear, or apprehension that accompanies carrying out mathematical tasks has been found to affect a sizeable proportion of students at all educational levels. MA has also been found to negatively impact mathematics achievement. In Jamaica, this issue has never been previously explored. This paper presents findings from a quantitative, survey research design that investigated MA levels and gender differences in MA among 468 Grade 7 (276 females, 186 males; age 11-13) students from two high schools in Jamaica. It also explored the relationships between math anxiety and mathematics performance. The data was collected using a validated questionnaire and analysed using descriptive statistics, an independent sample t-test and ANOVA. The results showed that on average, students reported a slight level of mathematics anxiety. The findings also revealed that females reported higher levels of MA than their male counterparts, although there was no statistically significant difference in these levels. There were, however, statistically significant differences in the Exam Scores of students based on students' MA levels. Students who reported high math anxiety levels generally had low mathematics scores. One key implication of these findings is that efforts to improve mathematics achievement in Jamaica should expand beyond structural and teacher-related interventions, to include student-related ones focused on affective aspects such as feelings and perceptions related to mathematics.

Journeying to Principalship: Experiences and Perceptions of Aspiring Principals

Keriffe Clark | kerclark@gmail.com

For a number of years, school leadership in Jamaica was treated as an unimportant aspect to student outcomes by a number of individuals. Consequently, the 2004 Task Force Report on education indicated that weak leadership and poor management were negatively affecting the performance levels of students. In a response to this crisis, Cabinet gave approval for the establishment of the National College for Educational Leadership (NCEL) under the auspices of the Ministry of Education, Youth and Information (MoEYI). The NCEL has therefore been mandated to enhance and develop the skills, knowledge base, competencies, practices, dispositions and standards of educational leaders, inclusive of in-service and aspirant school leaders. Offered in collaboration with the University of the West Indies, Mona, the Aspiring Principals' Programme (APP) seeks to expose participants to critical leadership modules, professional development sessions, and a field experience where they demonstrate newly acquired leadership dispositions, competencies and knowledge. This programme has thus far trained five cohorts of participants. This qualitative study sought to capture the experiences and perceptions of 18 of the participants from the fifth cohort of the APP. Collectively, participants posit that the training has adequately equipped them for the post of principalship. However, they speak of, inter alia, their fears, levels of anxiety, triumphs and successes having undergone training with the NCEL.

The Coin: A Transformational School Leader Leaves a Legacy

Tesha M. Thompson | teshamthompson@gmail.com

This study explored the practice of transformational leadership as a lifestyle in school growth and sustainable development and examined how the consistent practice of several transformational leadership perspectives like servant leadership, incarnational leadership, calling-based leadership and reflective leadership may lead to engaged, entrepreneurial staff, who experience joy at work and see work as both pleasurable and purposeful. Additionally, the study underscores primary and high school students' social and academic performance as well as college students' GPA performance. The 70 participants are a mixture of new and seasoned teachers, senior teachers as well as vice principals and principals of one high school, one preparatory school and one teachers' college. Participants include adult learners (known also as teachers in training) from a teachers' college. The participants were all from the corporate area. Participants were given a survey and were interviewed for qualitative responses and objective assessment of leadership styles of their principals, head teachers and management team. There was also participant observation. Results showed that the use of the transformational leadership model by school leaders positively correlated to engaged, happy, productive staff, social as well as academic and behavioural change in teens and adult learners. Results are discussed in terms of implications for sustainable development, and creation of new leaders to carry on the legacy. In congruence with the fact that a coin cannot be legal tender without "head" and "tail", so then school leadership should go hand in hand with sustainable development.

Catering to the Minority: The Expectations of the Curriculum by Undergraduate Males

Shanique Walker-Carty | w_shanique@yahoo.com

Not much research is done about how males feel about the curriculum in higher education. Gone are the days when males dominated higher education. In lieu of this paradigm shift, it is important that the issue be looked at through a qualitative lens in order to better understand how males feel about the curriculum used in Jamaican higher education classrooms, and to build a bridge between curriculum and male enrollment. The purpose of this qualitative study is to understand the expectations and experiences of a sample of undergraduate males from two tertiary institutions in Jamaica as it relates to the content taught and the teaching methodologies employed by faculty. The study was undertaken using non-participant observations, face to face interviews and focus group interviews with males who were enrolled in two major higher education institutions in Jamaica. The main findings revealed that undergraduate males expected the curriculum to challenge their intellectual abilities, but they were dissatisfied with the overall curriculum. In addition, undergraduate males ascribed little relevance to the content and found the teaching methodologies monotonous and ineffective. It is imperative that the pedagogies and didactics employed in higher education be revised to fit the changing culture of males in higher education. as they are slowly being pushed out of higher education. This can be achieved through curriculum reform that goes beyond the traditional "lectures to examinations" and by promoting community colleges as they are 'responding to today's challenges and creating tomorrow's opportunities' for males in Jamaica.

Designing a Comprehensive Youth Service System for At-Risk Youth: Issues, Strategies and Best Practices

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This study explored the various avenues necessary to design a framework for a comprehensive youth service system for at-risk youth ages 15 to 25 in Jamaica. One of the greatest challenges facing governments is how to provide opportunities for at-risk youth so that they can be prepared to meet the challenges of adolescence and adulthood, and achieve their full potential. Approximately 150,000 of Jamaica's youth population are deemed to be at-risk. This number continues to increase, with an estimated 2,130 young persons being added to the at-risk population annually. In an attempt to stem the growing tide of the at-risk youth population, a number of youth development programmes have been embarked upon by both government and non-government organizations. These programmes, instead of providing the youth with on-going support and opportunities, "inoculate[s] them with curricula and short-term programs aimed at fixing a problem" (Pittman et al., 2003). This methodology fails to address critical shortfalls in the youth system, as Jamaica's youth continue to suffer or struggle as a result of violation of their rights to health, education and protection from all forms of violence (UNICEF, 2018). Unless this trend is cauterized soon, through a youth service system developed on the basis of bringing cohesion to a severely fragmented sector, Jamaica will continue to suffer from stymied growth and development. In order to design this comprehensive youth service system, data will be gathered using a two phased sequential mixed methods approach. The first phase will be a qualitative exploration of youth development techniques used in Jamaican youth development programmes with at-risk youth participants ages 15 to 25. Findings from the qualitative phase will then be used to develop an instrument to survey youth practitioners and programme participants.

Reforming the Format of the Formative Assessment in Science

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There are different types of assessment used to ensure that grades are a true composite of different levels of students' competencies. The Caribbean Examinations Council (CXC) Science School Based Assessment (SBA) encompasses mainly formative and summative assessments. The question always arises among educators how to balance both of these main types of assessment. Based on the extensive requirements of each Science syllabus, educators try to strictly adhere to the basic guidelines. However, there is the tension of how much formative assessment will be adequate throughout the two year CSEC programme. The individual investigative project was introduced in 2015 as an additional component of the SBA to ensure that at least one planning and design lab was carried out to improve student self-efficacy through extended authentic inquiry. The project, however, has challenges associated with it, as many teachers and students experience difficulties finding novel ideas or authentic problems relevant to their areas of interest to study. Through an embedded mixed methods design using open-ended questions on a modified self-efficacy questionnaire, interviews, and student project reflections, this study seeks to determine whether the introduction of the investigative project in the School Based Assessment has indeed influenced student self-efficacy and to propose a recommended format for the student portfolio.

Teacher Leadership in a Post-Truth Era

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Teacher leadership represents an opportunity to change both the quantity and quality of teachers' work (York-Barr & Barr, 2004). However, in order for the benefits to be derived from teacher leadership, teacher leaders must possess research knowledge and skills to lead. Research knowledge and skills are needed to lead effectively in an era where the populist view seems to be taken for fact. The populist view is based on a lack of evidence to drive decisions. This approach poses a threat to all areas of teachers' work and may lead to misplaced priorities and inappropriate strategies employed to achieve desired outcomes. This presentation draws on qualitative research conducted with 12 teacher leaders across different schools in Jamaica to demonstrate how teacher leaders can use research to improve the quality and quantity of teachers' work. The author argues that research is needed to identify root causes of challenges to teachers' work and to derive solutions. Furthermore, guided by the findings of the study, the author believes that a research based approach will improve support for teachers' work from administrators, colleagues, and students.

The Social Media Experience: Curriculum Implementation Case Analysis

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Despite the pervasiveness of the use of social media for connectivity and networking among university students, and despite the growing number of studies that have lauded the value of social media as a tool to enhance learning, 21st century educators in Jamaica have not embraced it in any significant way. The purpose of this research is to examine the efficacy of incorporating multiple social media platforms in the instructional process of a single educational module during one semester at the University of Technology, Jamaica. The social media platforms used are: Facebook, WhatsApp, Yahoo groups and YouTube. A qualitative case study design has been adopted. The sub areas examined are: 1) The instructional approach; 2) Students' description of their engagement; 3) Student satisfaction with the learning process and 4) Students' academic performance: Comparative analyses. The data was analysed using Creswell's (2014) five-stage qualitative case study data analysis model. Students reported high levels of engagement and satisfaction with the learning process. Findings also reveal that the mean score (73) of students' academic performance was the highest for the module in five years. This study's significance extends to stimulating further studies in social media in education, its application to instruction and increased interest in education by Jamaican and Caribbean learners.

AGRE's SMARTboard

For the academic year 2018-2019, the AGRE successfully organised and executed the following professional development sessions for its members.

DATE	SESSION	PRESENTER
September 2018	Building Bridges between Development, Research and Education	Dr. Sharline Cole
December 2018	Building Bridges between Development, Research and Education: Researching in my School Context	Dr. Canute Thompson & Dr. Saran Stewart
April 2019	Publishing: Method, Feasibility and Wow Factor	Dr. Therese Ferguson-Murray
June 2019	Research for Publication: Overcoming the Fear	Mr. Trevis Morgan

PUBLICATIONS

TITLE	AUTHOR	SOURCE	DATE
Use Creole to Teach Foreign Languages	Gay-Leon Williams	<i>The Gleaner</i>	October 2019
Teaching: The Past, Present and Future	Keriffe Clark	<i>Jamaica Observer</i>	October 2019
Solving the Teacher Crisis	Keriffe Clark	<i>The Gleaner</i>	August 2019
Male Educators Needed	Keriffe Clark	<i>Jamaica Observer</i>	April 2019
Leadership Strategies for Turning around Underperforming Schools: An Examination of the Experiences of Two Schools in Jamaica	Canute Thompson, Tabika Burke, Kerry-Ann King, Shelley Wong	<i>Journal of Education and Development in the Caribbean</i> , 16(2), 42-76	August 2017
Exploring Beginning Teachers' Perceptions of Their Experiences: Insights for Teacher Learning and Development	Gilean Neil-Johnson, Carmel Rooft	<i>Journal of Education and Development in the Caribbean</i> , 16(2), 105-126	December 2017

RESEARCH CONFERENCE PRESENTATIONS 2018-2019

1) 15TH ANNUAL CARIBBEAN AREA NETWORK FOR QUALITY ASSURANCE IN TERTIARY EDUCATION (CANQATE) RESEARCH CONFERENCE

The CANQATE conference was held at the Magdalena Grand Resort in Tobago during the period November 13-15, 2018, under the theme *Quality Higher Education: Making it a Reality*.

- Catering to the Minority: The Expectation of the Higher Education Curriculum by Undergraduate Males – *Shanique Walker Carty*
- Males in Higher Education: Lessons Learnt – *Shanique Walker-Carty & Trevis Morgan*
- Un-Penned HeArts: A Performance Ethnography Transforming Students' Lives Through Theatre Arts – *Vestina Oates*

2) COUNCIL OF COMMUNITY COLLEGES OF JAMAICA (CCCJ) CONFERENCE

- Un-Penned HeArts: A Performance Ethnography Transforming Students' Lives Through Theatre Arts – *Vestina Oates*

3) INSTITUTE FOR EDUCATIONAL ADMINISTRATION AND LEADERSHIP JAMAICA (IEAL-J)

The IEAL-J conference was held during the period March 7-8, 2019 at the Knutsford Court Hotel in Kingston, Jamaica. Four members of the association presented at this conference and financial support was provided. The conference was held under the theme *Educational Leadership for Social Justice: Policy, Practice, Community*. The following papers were presented.

- Scrapbooking as a Useful Tool in Foreign Language Teaching and Learning within Jamaican Primary Schools: A Teacher's Perspective – *George McCaulsky*
- The Use of Language Awareness Strategies in the Teaching of Foreign Languages to Creole Speaking Students – *Gaye-Leon Williams*
- A Teachers' Protest: A Call to Action – *Michael Maxwell*
- Un-Penned HeArts: A Performance Ethnography Transforming Students' Lives Through Theatre Arts – *Vestina Oates*

4) THE JAMAICA TEACHERS' ASSOCIATION/TEACHERS' COLLEGES OF JAMAICA (JTA/JTC) RESEARCH CONFERENCE

This conference was held during the period April 23-25, 2019 at the Hilton Rose Hall in Montego Bay, Jamaica. The conference was held under the theme *Gender and the Teaching Profession: Implications for Teaching and Learning*.

- Giving a Listening Ear: Male Student Teachers' Experiences and Perspectives of Practicum Supervision – *Keriffe Clark*

5) THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION (AERA)

Held during the period April 5-9, 2019 in Toronto, Canada, this conference's theme was *Leveraging Education Research in a "Post-Truth" Era: Multimodal Narratives to Democratise Evidence*.

- Un-Penned HeArts: A Performance Ethnography Transforming Students' Lives Through Theatre Arts – *Vestina Oates*

6) THE UNIVERSITY OF THE WEST INDIES, ST. AUGUSTINE'S BIENNIAL CONFERENCE

This conference was held during the period February 19-21 in Trinidad & Tobago. The theme for the conference was *Education Beyond Borders: Breaking Barriers Building Bridges*.

- Un-Penned HeArts: A Performance Ethnography Transforming Students' Lives Through Theatre Arts – *Vestina Oates*
- Catering to the Minority: Narratives of Undergraduate Males in Jamaica – *Shanique Walker-Carty*

NOTES

