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ABSTRACT

THE EXCELSIOR SIXTH FORM TEACHER TRAINING PILOT PROJECT 1970-1972 JAMAICA - A STUDY IN CHANGE

By

Colin Henderson Smith

The Excelsior Sixth Form Teacher Training Pilot Project was established in 1970 by the Jamaican Ministry of Education to offer students having passed four General Certificate of Education 'Ordinary Level' subject examinations the opportunity to continue sixth form studies concurrently with a teacher training program in a prestigious high school. The purpose was to encourage academically better qualified candidates to enter the teaching profession.

The problem of this study is twofold: to study the progress of the pilot project from September, 1970 to January, 1972, and to identify those of its features which triggered change by persuading the teachers' training colleges to adopt its essential components.

The descriptive method is employed to trace the pilot project's course through five regular terms of the Jamaican school system. Those events are isolated over which the coordinator had no control, yet which influenced the project. Actions taken by the coordinator, which in retrospect would have been directed otherwise, are analyzed.

Ronald Lippitt's model of planned change is used to isolate each phase of the planned change process in the development of the pilot project. Those activities are isolated which contributed to its success or failure in the attempt to recruit clients having similar qualifications. A summary

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of change and resistance forces is presented at the end of each chapter. Major change and resistance forces are summarized in Chapter VIII in order that trends be established and valid conclusions drawn. Recommendations are advanced to assist future change agents.

Images and plans of leading educationists were collected by means of a reconnaissance survey form, and employed where useful.

Major findings:

1. With reference to the pilot project clients:
 - a. Offering Advanced Level courses concurrently with professional courses in education constituted a powerful inducement for recruitment.
 - b. The Ordinary Level prerequisite was realistic in terms of availability of candidates.
 - c. Advanced Level and professional course requirements, taken concurrently, placed too heavy a burden upon most, but not all clients.
 - d. The work habits and punctuality of several clients were unsatisfactory.
 - e. Clients had to be taken beyond Excelsior for group teaching so that they would be perceived as teachers.
2. With reference to professional teachers who assisted:
 - a. The master teachers proved to be highly competent.
 - b. Professional tutors needed the experience of the first year before preparing final syllabi.
3. With reference to other educational agencies:
 - a. The British system of allowing each teachers' college to operate

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in isolation acted as a deterrent to sound educational planning by encouraging undue competition.

- b. Too many leaders of educational agencies failed to participate cooperatively.

4. With reference to administration:

- a. The project effectively contributed to Jamaica's drive to increase teachers' salaries.
- b. A secondary school is an inefficient base from which to launch such a project.

5. With reference to the coordinator's theoretical orientation:

- a. Selected constructs from the Lippitt model of planned change served as valuable aids.
- b. Continuous evaluation is essential.
- c. Clients performed their duties with more confidence as a result of being called 'teachers.'
- d. Dissonance between the pilot project clients and regular students at Excelsior was valuable in shaping healthier attitudes.
- e. The strategy of group teaching is most effective.
- f. The concept of both client and master teacher evaluations is sound.
- g. The use of small groups to produce attitudinal change is sound.

5. With reference to external assistance:

- a. Foreign advisers are "often no more than pawns in the local power situation."
- b. Support from abroad was crucial to the success of the summer course.

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THE EXCELSIOR SIXTH FORM TEACHER TRAINING
PILOT PROJECT 1970-1972 JAMAICA -
A STUDY IN CHANGE

By

Colin Henderson Smith

A DISSERTATION

Submitted to
Michigan State University
in partial fulfillment of the requirements
for the degree of

DOCTOR OF PHILOSOPHY

Department of Secondary Education and Curriculum

1973

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DEDICATION

To those Jamaican teachers who find time to study
as well as teach in order that they may help their
countrymen more effectively.

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The writer wishes to express his appreciation to various individuals and groups who have made important contributions to this study.

Dr. Carl H. Gross, Professor and Chairman of the Department of Secondary Education and Curriculum in the College of Education at Michigan State University, provided attention to detail, encouragement, and excellent advice as chairman of the doctoral guidance committee.

Dr. Melvin C. Buschman, Professor and Director of University Extension at Michigan State University, whose initial suggestion in Nigeria prompted me to enter a doctoral program, provided enthusiasm and support which greatly encouraged me to complete this study.

To Dr. Iwao Ishino, Professor and Chairman of the Department of Anthropology at Michigan State University, I owe a sincere debt of gratitude for providing the soundest possible advice about the process of planned change with relationship to this project.

Very deepest appreciation is directed to Professor Troy L. Stearns of the College of Education for taking a position on my guidance committee following the untimely demise of Dr. Hideki Kumata of the Department of Communications.

The writer wishes to thank all those Jamaicans as well as others from Canada, Great Britain and the United States who so kindly gave their time and best thinking to the pilot project during its development. This includes the principal and staff of Excelsior High School, particularly

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those who worked directly with the pilot project clients; Dr. Errol Miller, Miss Etta Whiteman, Mr. Gene Smith, Dr. Inez Grant and Mr. Chung Ching Wong, all of whom taught professional courses in education; those who participated in the reconnaissance survey and the Invitation to Teach Course; officers of the Ministry of Education who supported the project on a sustaining basis; the principals and master teachers in six nearby schools who enabled the pilot project to expand its operational base, and whose infectious enthusiasm and degree of commitment assured me constantly that this beautiful island has more than its fair share of dedicated teachers who strive to improve the lot of those whose education might otherwise have been denied.

Principals of teacher training colleges as well as members of the Pilot Project Board are to be thanked for the advice and constructive criticism they tendered. The members of the pilot project client systems deserve special thanks for acting as catalysts in their attempt to upgrade the quality of entrants to teacher training colleges by providing an example. Without their sustained support, the pilot project surely would have terminated.

The data compiled and the records kept could never have been collated without Mrs. Olga Tenn's secretarial efficiency. Special thanks are accorded Mrs. Heather Troche who typed the final draft.

In conclusion, I wish to express deep appreciation to my wife, Gloria, for her continuous professional encouragement and stenographic assistance.

While the writer acknowledges with pleasure all the help received, he takes full responsibility for this work, including any value judgments contained herein.

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CHAPTER I

INTRODUCTION

TEACHER SHORTAGE

By 1970 Jamaica was experiencing an acute shortage of teachers to serve particularly in its expanding chain of World Bank junior secondary schools. These institutions demanded teachers who were not only better academically qualified but also better professionally trained than most of those graduating from Jamaica's training colleges.

Well-qualified students appeared unwilling to enter the teaching profession, for many other middle-level manpower positions offered them higher salaries together with higher status and prestige. It was a paradox that those very institutions which had been established to solve such problems were themselves doing little if anything to encourage the recruitment of better qualified people.

The Minister of Education, who had been largely responsible for the creation of the new junior secondary schools, felt that he was being blocked by those educational institutions that favored preserving the 'status quo ante' in teacher preparation. Therefore, he initiated the Excelsior Sixth Form Teaching Training Pilot Project which was a device specifically established to circumvent those who had not succeeded in finding a means whereby to produce better qualified teachers to serve in the junior secondary schools. The Minister requested the Canadian

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International Development Agency to provide a coordinator for the pilot project. It was this writer's privilege to serve as the coordinator of the pilot project in its initial stages beginning September 1970.

The central purpose of this thesis is to describe the steps taken by the coordinator to recruit quality candidates for teaching secondary classes, and to 'unfreeze' the 'status quo' then existing amongst Jamaican institutions responsible for preparing teachers for the junior secondary schools.

HISTORICAL BACKGROUND

The sources of the shortage of quality teachers in Jamaica can best be understood by glancing at the historical development of Jamaican education and training of teachers.

Growth and development of education in Jamaica

Five eras encompass the growth and development of Jamaican education: before the abolition of slavery in 1833; the Negro Education Grant from 1835 to 1845; under the Jamaican Legislature from 1845 to 1865; under colonial rule from 1865 to 1958, and since self-government from 1958 to the present time.

Before the abolition of slavery in 1833

Prior to 1833 the planting aristocracy ensured that their 'property,' the slaves, received no formal education. In this they were supported by the Church of England with whom they were allied. Early Moravian and Baptist Christian missionaries, as well as members of other such sects,

by preaching man's equality in the sight of God, indirectly appeared to espouse man's equality with all men, and would like to have taught the slaves to read the Bible. However, the planters' power was supreme:

. . . there was no provision for the education of the negro. Education was considered to be incompatible with slavery; and although missionaries worked among the negroes their aim was to convert them not to make them literate. Even in this they were hindered by opposition from the planters; who attempted to pass legislation to make the instruction of slaves illegal.¹

The period of the Negro Education Grant, 1835-1845

The period of the Negro Education Grant from 1835 to 1845 followed the abolition of slavery in 1833. The British Government provided £30,000 per year for five years to educate the freed Negroes. The recommendation of the Sterling Report of 1835 that education should be provided by the religious agencies rather than by the legislature was adopted. Moral education was to form a major part of the Christian-oriented core curriculum. During this era the Mico Trust, valued in excess of £120,000 by 1835, was used to establish schools and training colleges in the British West Indies. Accordingly, Mico College in Kingston, Jamaica was opened in 1836 with twenty students. By 1841 economic recession forced the closing of many schools, but the Mico Teachers College in Kingston survived. Gradually the Negro Education Grant funds diminished until they disappeared in 1845.

¹Franklin A. J. Johnston, Education in Jamaica and Trinidad in the Generation after Emancipation (Oxford University, 1970, Unpublished D. Phil. thesis).

Under the Jamaican Legislature, 1845-1865

From 1845 to 1865 education was the sole responsibility of the Jamaican legislature. Secondary education for white and mulatto children received an undue proportion of public funds. Such students were being prepared to serve the middle class religious and business interests while elementary education for black children was practically ignored. By 1850 it had become obvious that the legislature could not afford to continue its provision of secondary education. Voluntary agencies such as the Church of Scotland with its elitist school in Montego Bay came forward to fill the gap.

Under colonial rule, 1865-1958

Colonial rule from 1865 to 1958 was invoked to strengthen Britain's hold on Jamaica. During the first decade of this period children attended parochial schools in ever-increasing numbers. Since teachers' colleges were so scarce, most teachers obtained their qualifications via the 'pupil-teacher system' whereby qualified teachers assisted new and unqualified teachers to prepare for their examinations. 'Payment by results' was also initiated to encourage pupil attendance and teacher efficiency in the 'management' and 'disciplining' of their students. During 1879 the establishment of the first truly effective agency to administer Jamaican secondary education was created. Public monies provided scholarships, and the Drax Foundation established Jamaica College to serve whites predominantly, together with some mulattoes. The colonial government remained unwilling to provide elementary education, and secondary education continued to receive more than its fair share of government funds.

This was an era of commissions of inquiry into education. The Crossman Commission of 1882 recommended a reduction of grants. By 1898 the Lumb Commission also supported retrenchment, recommending the elimination of aid to all secondary schools and a reduction in 'payment by results' scales to teachers. It held that first priority ought to be given elementary education, yet it reduced expenditures even there from thirty to ten percent, leaving voluntary agencies to carry the burden.

Following World War I some promising Jamaican graduates returned to serve their island. New secondary schools were built. Scholarships were increased. Jamaica's middle class was becoming better educated. By 1945 the Moyne Commission Report advanced some excellent recommendations for the West Indies. It proved itself to be:

. . . the biggest indictment of colonial administration that has been published in the West Indies.²

Mr. S. Hammond's report of 1941 was very far-sighted in its recommendations. Hammond, who was then Senior Education Commissioner to the West Indies, commented:

Jamaica has a pressing problem of middle-class unemployment and the opinion has been advanced that the secondary schools, so far from helping to solve it, are making it worse because their pupils enter only certain types of work and consider others to be socially beneath them. This factor is singularly powerful in the West Indies. I have known cases where it has been more powerful than starvation.³

² Shirley C. Gordon, A Century of West Indian Education (London: Longmans, Green & Co. Ltd., 1969), pp. 293-4.

³ Extract from S. Hammond's report accompanying colonial dispatch Jamaica No. 20, October 23, 1941, paragraph 112, cited in The Report of the Committee Appointed to Enquire into the System of Secondary Education in Jamaica (Kandel Report) (Kingston, Jamaica: 1943) (Mimeographed), p. 2.

One of Hammond's recommendations was to have far-reaching consequences:

I advised that an inquiry be undertaken by the Government as to the number of schools that are necessary, the selection of pupils best able to profit by them, their differentiation in aims (in particular the use of some for the training of teachers for the general school system . . .), the economical use of specialist staff, the training of secondary school teachers . . . and generally the relation of the whole to the genuine needs of the country.⁴

As a result of the above recommendation, a committee composed of educational leaders in Jamaica and under the chairmanship of Professor Isaac L. Kandel of Teachers College, Columbia University, issued an important report in 1943 on secondary education. This report reflected the progressive ethos of its chairman. Many, if not all, of its recommendations directly confronted the elitist ethos of traditional Britain: student decision-making was recommended to supplant the old prefect system; the discovery method was to replace rote learning; examinations locally set and marked which included Jamaican subject-matter were preferred to the control exercised by examinations externally set and marked; the ability of the student should become the criterion upon which selection into secondary schools would be based rather than the ability of the student's parents to pay; an enlarged scholarship system to accommodate the brilliant poor was suggested. Individual differences should be recognized and offered appropriate courses based on each student's interests and capabilities together with vocational counselling rather than treating all as mere recipients of a purely academic curriculum. The committee advised that the curriculum should address itself to the socio-cultural core values and needs of Jamaica. The Kandel Committee

⁴Extract from S. Hammond's report accompanying colonial dispatch Jamaica No. 20, October 23, 1941, paragraph 114, cited in The Report of the Committee Appointed to Enquire into the System of Secondary Education in Jamaica (Kandel Report) (Kingston, Jamaica: 1943) (Mimeographed), p. 2.

had set an image that was at war with that which had dominated the earlier colonial life of the island. It is hardly surprising that Kandel's report remained buried for almost two decades.

Self-governing Jamaica, after 1958

The first priority of self-governing Jamaica after 1958 was the provision of five years of primary education for every child in the island between the ages of seven and twelve years.⁵ 1958 also saw the introduction of the Common Entrance Examination at age 11+ to enable all primary school leavers to compete for scholarships to secondary school.

By 1962 Jamaica gained complete independence when she seceded from the Federation of the West Indies. In that same year U.N.E.S.C.O. was invited to study the island's educational needs and to make recommendations governing future development. In 1964 a four-man U.N.E.S.C.O. mission with C. L. Germanacos as Chief of Mission studied Jamaica's educational needs. The commission's report⁶ was published in 1965. Its major focus was upon students from six to fourteen years of age, and a junior secondary school construction program was the major recommendation. The final recommendation was that an appropriate and expanded teacher training program geared to Jamaica's needs should be established. By 1966 a white paper on Educational Development in Jamaica,

⁵ Report of the Committee on the Development of Teacher-Training in Jamaica (Kingston, Jamaica: Ministry of Education, December 1960), p. 1 (Mimeographed).

⁶ Educational Planning Mission, Jamaica, September-November 1964 (Germanacos Report) (Paris: UNESCO, January 1965).

Policy, Plans and Programmes, Implementation and Financing⁷ reviewed the implications of the philosophy of the Five Year Independence Plan for Jamaica (1963-1968).⁸ It acknowledged that the major points advanced by the Germanacos report were included. The first short term plan to extend from 1966 to 1970 was described in detail. Junior secondary places were to rise from 14,000 in 1966 to some 79,000 by 1970, while progressively eliminating selection at 11+ as sufficient places became available.

The new junior secondary schools were to become the capstone of the proposals advanced. They were to provide a 'flexible pivot of transition,' which could be reshaped by later thinking on the most appropriate structure for a Jamaican education system.⁹ The New Deal for Education in Independent Jamaica, published in December 1966 as Ministry Paper No. 73, embodied the major government policy. Jamaicans between the ages of twelve to fifteen were to receive free secondary education. An \$8,000,000 building program supported by World Bank, U.S.A.I.D. and Canadian funds was to begin at the earliest possible opportunity. Goals were explicitly stated to support the new philosophy which challenged elitism:

⁷ Proposed Ministry of Education Paper on Educational Development in Jamaica, Policy, Plans, and Programmes, Implementation and Financing. (Kingston, Jamaica: Ministry of Education, April 1966) (Mimeographed).

⁸ Five Year Independence Plan, 1963-1968 (Kingston, Jamaica: The Government Printer, 1963).

⁹ Proposed Ministry of Education Paper on Educational Development in Jamaica, op. cit., paragraph 60.

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Once the first junior secondary schools were built the chronic teacher shortage loomed as the top priority, for teachers then under training, both in qualitative and quantitative terms, would be inadequate to satisfy the need for teachers. Although the government did support the construction of the Church Teacher Training College in Mandeville which was opened in 1966, a shortage of good teachers would still block plans if immediate steps were not taken to produce enough suitable teachers.

Against this general background of the development of Jamaican education, let us now consider more specifically the development of teacher training over the same time span.

Growth and development of teacher training in Jamaica

Before the abolition of slavery in 1833 there were very few teachers in Jamaica; those who so served were practically all imports from Europe. Training was conspicuous by its absence.

During the period of the Negro Education Grant from 1835 to 1845, the establishment of Mico Teacher Training College in the year 1836 and its subsequent consolidation was the most significant achievement in the field of teaching training. Over the years Mico has occupied the vanguard and given the leadership in this sphere of professional development. As one writer has described this phenomenon:

¹⁰Publication Branch, Ministry of Education, New Deal for Education in Independent Jamaica (Kingston, Jamaica: Jamaica Times (Press) Ltd., 1966), p. 5.

The pioneer effort of the Mico Charity in teacher training is another high point in the development of education under the Negro Education scheme. As in their ordinary schools, there were indications of the beginnings of a modern professionalism among teachers. Their institutions epitomized the convictions that secular and religious education were diverse functions having separate performers.¹¹

Under usual circumstances a student in training would complete his work in such a college within a few months. As soon as possible he was sent unsupervised to take up his post in a classroom. Nevertheless:

The normal schools run by the Mico Charity were the most effective and efficient institutions in the West Indies.¹²

The principle of 'training to teach' was reinforced by the widespread use of primary or 'model' schools which lay near Mico College.

The predictable dichotomy between the European and native teachers became apparent during this era. Conditions of employment varied for each group. European teachers were most favored. Local white Anglicans were also a privileged group, as were Mico teachers. However, teachers from other Christian sects often found it very difficult to eke out a living.

Upon the conclusion in 1838 of the five-year apprenticeship period, which had been used as a bridge in the transition from a slave to a free society, it became clear that native teachers were even more valuable than those recruited from Europe because they were able to more easily cope with the Jamaican dialect, and consequently they felt little if any alienation from their pupils. Further, very keen competition

¹¹Johnston, op. cit., p. 212.

¹²Ibid., p. 364.

existed among native Jamaicans for teaching positions. However, native teachers had little opportunity to develop a liberal teaching profession because they were so closely supervised by their European colleagues and the clerics from their school's sponsoring agency. Individual professional development was scarcely if ever considered.

Nevertheless, teaching did provide the promising young negro a chance for upward social mobility. He could not afford secondary education; thus, teacher training assumed undue importance in a land where the teacher's college became the negro's secondary school:

These colleges were established, in the 19th century, to train native teachers for the mass education system. The main reason for this was economic. It was cheaper to train native teachers than to import English teachers. Although these colleges are designed to train teachers they have always functioned, in addition, as the "poor man's secondary school." People trained in these colleges have pursued careers in almost every field imaginable. These colleges have always served as a broker institution for the Black segment of the society. This was especially so during the late 19th century and the early twentieth.

Not only have people used their training college education for social mobility for themselves but they have also used it for social mobility for their children. It is a well known fact that in the first half of this century most of the relatively few Black children that were in high school were the offsprings of elementary school teachers who because of their education and expertise in teaching were able to successfully coach their children for the few scholarships that were available for secondary education.¹³

The period 1845 to 1865 under the Jamaican Legislature isolated two areas in teacher training demanding demonstrated competence: first, a written examination, and second, an oral public examination.¹⁴

¹³ Errol Miller, "Education and Society in Jamaica," Savacou, No. 5, June 1971 (Kingston: The Caribbean Artists Movement), p. 67.

¹⁴ Morning Journal, 3 August, 1858, cited in Johnston, op. cit., p. 365.

Teacher training at the mid-century followed European examples. The Lancaster System,¹⁵ the Bell (or Madras) System,¹⁶ and the Glasgow (or Stowe) System¹⁷ were all employed at various institutions in Jamaica. Religious sponsorship largely governed the system employed. To the credit of the last two-mentioned, the need to consider the actual art of teaching emerged.

During Colonial Rule from 1865 to 1958, the pupil-teacher system was introduced because of an acute shortage of funds and qualified teachers to train the new recruits. By 1882 the Pupil Teacher Examination system became law for all grant-aided schools. By 1900 it was modified by the Training College Examination. However, in all these examinations the failure rate was very high due chiefly to the fact that qualified teachers had little time to help those being trained. Nevertheless, the demand for more teacher training colleges arose. As late as 1939 the authors of the Moyne Report wrote that:

Teachers are inadequate in number, and are in most Colonies not well paid. Their training is largely defective . . . far too great reliance is placed on the pupil teacher system . . . all too often simply a measure of obtaining cheap staff.

Curricula are . . . ill adapted to the needs of the . . . population and adhere far too closely to models which have become out of date in the British practice from which they have been blindly copied.¹⁸

¹⁵The Lancaster System: See Appendix A1.

¹⁶The Bell (or Madras) System: See Appendix A2.

¹⁷The Glasgow (or Stowe) System: See Appendix A3.

¹⁸Shirley C. Gordon, A Century of West Indian Education (London: Longmans, Green & Co. Ltd., 1969), p. 293.

By 1943 Isaac Kandel wrote:

With the changing aims of education due to a better knowledge of the psychology of the child—his growth and development—and of the learning process--the scope of the teacher's professional task has been broadened. The teacher must have broader contacts with his world than those provided by the traditional ladder up which he passes as a pupil, a pupil-teacher, a student in a training college and a teacher . . . he must know how to teach in the sense of helping his pupils to learn for themselves.¹⁹

By 1957, of Jamaica's 4,500 teachers, only 44 per cent were actually trained.²⁰

Under self-government from 1958 to the present time, the two chief avenues open to students to qualify as teachers have been either to attend a one, two or three-year teacher training college course, or to write examinations over an extended period of time through independent study, sometimes by means of a system of correspondence courses specially prepared by the Ministry of Education.

Over the years the teacher training curriculum in each college became over-loaded with course offerings that provided little if any opportunity to introduce innovative practices, or even to modify those recognized as being outdated.

During these years the three-year teacher training course was shortened to two, plus one year's internship so as to cope with the urgent demand for more teachers for the rapidly expanding school system.

¹⁹ Report of the Committee Appointed to Enquire into the System of Secondary Education in Jamaica (Kandel Report) (Kingston, Jamaica: 1943), p. 18. (Mimeographed.)

²⁰ Report of the Committee on the Development of Teacher-Training in Jamaica, op. cit., p. 9.

The year of internship proved essentially to be but a year of almost unsupervised teaching, again because of the acute shortage of trained teachers to provide help.

Since teachers' colleges enjoyed a qualified degree of independence of action, the curriculum of each college often varied somewhat from those of its associates. However, all teachers were prepared in those subjects taught in the primary schools, and far too little regard was paid to those who would be teaching higher than Grade 6. There was certainly little room for complacency among teacher trainers, for even in terms of sheer numbers required, teacher training in Jamaica was in such a serious position to meet growing enrolments by 1960 that a crash program of training was requested:

By 1967 . . . on present plans, there is likely to be a deficit of . . . 1,280 trained teachers. To achieve the 1967 target of a 2:1 ratio of trained to untrained teachers, this number of extra teachers need to be trained (for all schools) by that year. We feel that this should be regarded as a special problem to be dealt with once and for all by an emergency "crash" program.²¹

As early as 1960, pre-requisites were defined to ensure that 'quality' teachers were recruited:

. . . the aim for entrance to regular training colleges should normally be four subjects (including English Language) at the G.C.E. 'O' Level . . . (Grade 11)²²

This standard was ultimately to become the benchmark for pilot project admission. As we shall see, New Deal planners' sights were pitched at a much higher level, that of the 'A' level (Grade 13). However, this was not realistic in terms of the realities of the day.

²¹Report of the Committee on the Development of Teacher-Training in Jamaica, op. cit., p. 40.

²²Ibid., p. 58.

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The authors of the New Deal for Education in Independent Jamaica, 1966, assumed that by 1980 all secondary education would be free to age 15.²³ The New Deal planners in 1966 were quick to recognize that in order to obtain competent staff, there must exist:

. . . conditions of service which will be attractive to young people of ability and which will be able to hold mature and experienced teachers . . .²⁴

The report isolated two critical factors necessary to ensure that the standard of recruitment to training colleges be raised:

One is that the students who are being trained to teach . . . in junior secondary schools should have a high standard of competence in their special subject. This standard should be in the vicinity of the Advanced Level G.C.E. Examination. . . . the second . . . that the College Education course has been reduced from three to two years.²⁵

Thus a barrier was lowered for recruitment of qualified people. It was also recognized that there were too few holders of good G.C.E. 'O' level passes, or even J.S.C. passes to serve the island's needs. On this point the writers of the New Deal were unequivocal. Four subjects at G.C.E. ordinary level including both mathematics and English, or five subjects at Jamaica School Certificate level including both mathematics and English were necessary for admission to a teachers' college.²⁶ Subsequently it was recognized that this much higher academic level of intake was unrealistic, for only those students having J.S.C. qualifications (Grade 10) as well as possibly one or two G.C.E. 'O' level passes

²³New Deal for Education in Independent Jamaica, op. cit., p. 4.

²⁴Ibid., p. 83.

²⁵Ibid., p. 84.

²⁶Ibid., p. 93.

at most, were willing to enter teacher training colleges because other middle level manpower opportunities offering better salaries and higher status and prestige were readily available for those possessing four or more good G.C.E. 'O' level passes.

College principals complained that because of the low academic level of their student intake, they were unable to produce a teacher well enough qualified to teach in the junior secondary schools. Furthermore, their over-crowded teacher training curriculum would not permit added academic and remedial work.

By 1970 only 510 of the more than two thousand teachers in training were being specifically trained to serve in the new junior secondary schools. Paradoxically, the New Deal's own recommendations for compulsory attendance as well as the reduction of the entry age from 6 1/2 to 6 years of age would also aggravate the shortage of qualified teachers.

In an attempt to bridge the gap between unqualified and qualified teachers since the publication of the New Deal's recommendations, several agencies initiated and conducted professional workshops.

To conclude, three important concepts appear to have permeated the thinking in the field of teacher preparation since the abolition of slavery in 1833. First, the apprenticeship idea reflected by the pupil-teacher system still is prevalent in the minds of many Jamaican educationists today. A second quite traditional belief was that teachers undergoing training required rather long periods of 'observation' before they themselves would be permitted to teach as they wished prior to their own certification. These two ideas are interrelated. Both are still current in today's Jamaica. A third concept was that educational

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maladies once recognized could be solved merely by instituting a 'crash' or 'emergency' program that would solve the problem in the shortest possible time. Instead of searching for root causes, there has been a persistent tendency to attack symptoms; this practice has continuously reappeared in educational planning. The idea that education involved a subtle process which demanded thinking in depth was never too popular. While Hammond, Kandel and the authors of the New Deal provided a goad to Jamaican intellectuals, they were never too popular with them, and many excellent recommendations born of the scientific method were by-passed by leading educationists.

THE CONTINUING TEACHER SHORTAGE

To fill the teaching positions created by the new junior secondary schools, both the quality and the quantity of teachers needed to be sharply increased. A paper prepared by the Institute of Education of the University of the West Indies declares that 'Five ordinary passes in the Jamaica School Certificate unquestionably are not good enough',²⁷ for entrance to teaching programs. The qualifications offered by the intakes to all colleges for the years 1968, 1969 and 1970 were as follows:

²⁷University of the West Indies Institute of Education, Teacher Education: An Analysis (August 1971), p. 10. (Mimeographed.)

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Table 1. Qualifications of Entrants to Teachers' Colleges 1968-1970²⁸

Year	Three J.S.C. Subjects (Grade 10)	One or More G.C.E. 'O' Levels (Grade 11)	Total
1968	530	245	775
1969	485	242	727
1970	630	262	892

Jamaica's shortage of teachers for secondary schools has been so acute that she has been forced to recruit from abroad, chiefly Britain. In 1970 a recruiting team to Britain, Canada and the U.S.A. secured 115 overseas teachers to serve in Jamaican secondary schools, and in 1971 a similar team recruited 160 teachers. Early in 1971 the Jamaica Teachers' Association called for an end to overseas recruitment by 1976. The need to satisfy Jamaica's requirements from amongst her own people is obvious.

A small group of educational leaders at the Ministry of Education, including the Minister of Education, realized that the needed reforms in teacher training would not occur unless some new approach towards instituting planned change were adopted.

The principals of the teacher training colleges appeared to adopt a 'wait and see' attitude. The few who dared to innovate refused to do so beyond the ambit of their own sacrosanct institutions. As a result, an unhealthy competition between colleges developed instead of

²⁸ University of the West Indies Institute of Education, Teacher Education: An Analysis (August 1971), p. 11. (Mimeographed.)

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the healthy trends towards fuller cooperation that were so vital if solutions were to be found.

The Department of Education in the Faculty of Education at the University of the West Indies appeared unwilling to accept the fact that educational innovation could come from any other agency than itself. Yet it was an institution that represented a galaxy of fourteen colonies and quasi-independent and fully independent territories within the Caribbean that stretched over an island archipelago of 1,500 miles. As such, it was a brittle and rigid agency immune to change at the speed then required by Jamaica.

The Institute Board of Teacher Education should have provided the spark of change, but it was led by educationists who as traditionalists were too tied to the old colonial methods of quiet containment and inaction. Although when forced they might accept a few functional changes in education, they strenuously opposed structural changes of any type. U.N.E.S.C.O. teacher training specialists had come to work with them, but their radius of operation was very closely controlled.

The Jamaica Teachers' Association also feared to initiate meaningful change which might threaten the status of the majority of its members who were poorly qualified. Its short term courses were merely exercises in preserving the 'status quo ante.'

Even in the Ministry of Education itself the officers specifically in charge of teacher training found themselves locked into positions of inaction. Before initiating changes, they had to wait, as civil servants, until their superiors pointed the way. Many of the middle echelon bureaucrats had come up the educational ladder 'via' the pupil-teacher

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apprenticeship system. Modern educational thought bordered on sheer anarchy for many.

Faced by these far too many reactionary social systems, many of them in direct contention with each other, the Minister of Education said that in such a drastic situation he had been forced to introduce a drastic remedy.²⁹ Through his Chief Education Officer, and with the knowledge of at least one or two of his more progressive Ministry officials, he devised a plan to invoke change in the teacher education program to produce secondary teachers.

THE GENERAL PROBLEM OF THIS STUDY

The change program's mission was to establish a Sixth Form Teacher Training Pilot Project in one of Jamaica's more progressive secondary schools so as to unfreeze the deadlock then prevalent in teacher training agencies across the island. Students holding four or more 'good' G.C.E. 'O' level passes including English language would be enrolled to take two G.C.E. 'A' level courses plus the General Paper, as well as professional courses in education geared to their more advanced academic level. The Minister of Education intended to reinforce this endeavor by offering attractive salary scales for those enrolling in the project,³⁰ and thereby induce better qualified candidates to enter teacher training with a view to their service in the junior secondary schools.

²⁹ Statement by the Minister of Education, the Honorable Edwin Allen, at a Teachers' Seminar, University of the West Indies, September 1971.

³⁰ For these salary scales, see Appendix B.

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This study will attempt to trace the progress of the pilot project during those months in which the writer acted as its coordinator from September 1970 to January 1972. A statement of the specific problem, the methodology of the study and relevant literature will be discussed in the following chapter.

CHAPTER II

TECHNIQUE OF THE STUDY

STATEMENT OF THE PROBLEM

The concept of the Excelsior Sixth Form Teacher Training Pilot Project originated with the principal of Excelsior Secondary School in Kingston, who led that institution for almost forty years. He was regarded by Jamaicans and outsiders as one of the few island leaders favoring reform in teacher preparation. Feeling that not enough was being done by the teachers' colleges and other educational bodies to recruit and produce quality teachers, he advanced the idea of providing students having four General Certificate of Education Ordinary level subject passes including English language¹ an opportunity to take two General Certificate of Education Advanced level courses and the General Paper concurrently with a teacher training program. Candidates so recruited would be expected to spend two years on the pilot project as well as one year as interns in junior secondary schools prior to their full certification as teachers. They would then be bound to teach for a period of an additional two years so as to repay the government of Jamaica for the instruction which they had received free while on government scholarship.

¹This entry requirement approximates the pre-requisites for entry into the teachers' training colleges proposed in the New Deal for Education in Independent Jamaica, op. cit., p. 93.

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It was this basic concept that the Minister of Education supported when he sent his Chief Education Officer to Canada to request that government to provide a coordinator to articulate the pilot project. For a project such as this, Jamaica has found it wise to employ outsiders because of the neutrality they enjoy from Jamaican politics. Those who could coordinate such a project from the Jamaican community are often too well-known by other Jamaicans who might wish to oppose them. The role is a delicate one as has been indicated by Professor John J. Figueroa, dean of the Faculty of Education, University of the West Indies at Kingston:

Does the foreign expert ever realize that he and his advice are often no more than pawns in the local power situation--pawns often used by local ministers of education (or universities) to silence those whether within the ministries and universities or not, who dare to criticize the plans of governments, vice chancellors, and the establishment in general.²

The fact that the pilot project was to become operational within the confines of a secondary school must not be overlooked, for previously all such training occurred in a teacher training college. 'Inter alia,' the attraction of the 'A' level offerings given concurrently with professional courses in education, it was hoped, would tend to draw more 'quality' students into the teaching profession. For this reason, a prestigious secondary school, which had for several years offered G.C.E. 'A' level courses, was chosen. Within a Jamaican context a teachers' college does not rate as highly on a status and prestige scale as an institution that provides G.C.E. Advanced level courses, for the latter institution enables the successful students access to second year

²John J. Figueroa, Society, Schools and Progress in the West Indies (Oxford: Pergamon Press, 1971), p. 190.

university studies. Teachers' colleges all too often had become terminal for Jamaican graduates who had shown themselves over the years to be most eager to jump from one educational ladder to another in order to achieve rapid upward social mobility.

The problem of the pilot project was to make teacher training attractive to well-qualified high school leavers by offering:

1. Advanced level courses leading to university entrance.
2. A shorter yet more relevant professional course in teacher preparation.
3. Higher salaries to meet the higher entrance requirements established by the pilot project.
4. Certain fringe benefits that would appeal more directly to young adults rather than older 'boys' and 'girls.'

The Excelsior Sixth Form Teacher Training Pilot Project began to recruit entrants at Excelsior during September 1970. It offered those willing to study throughout a slightly longer school day and year, instruction in two Advanced level courses and the General Paper concurrently with the teacher training course.

The problem of this thesis is twofold; first, to study the progress of the pilot project from 5 September 1970 to 10 January 1972; second, to study those features of the pilot project which revealed that it acted as a trigger of change by persuading the teachers' training colleges to adopt its essential components with the support of other significant educational agencies.

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METHODOLOGY

1. The descriptive method is employed to trace the pilot project's course from 5 September 1970 to 10 January 1972. This time span is divided into five major segments, each falling approximately into a regular term in the Jamaican school system.³
2. Ronald Lippitt's model⁴ of planned change is used throughout this study where aspects of his four dynamic systems and the seven phases of the planned change model are relevant, so as more clearly to describe the processes invoked or encountered by the coordinator. (For a definition of Lippitt's model, see Definition of Terms which follows.)
3. An attempt is made to:
 - a. isolate those activities which contributed to the success or failure of the project in its attempt (i) to recruit quality entrants to teacher training, and (ii) to persuade the teachers' training colleges also to recruit candidates having similar or higher qualifications, and
 - b. to isolate those events over which the coordinator had no control, yet which influenced the pilot project either favorably or unfavorably.
4. Those actions taken by the coordinator that in retrospect would have been handled otherwise or not all had he enjoyed the benefit of hindsight are analyzed.

³For actual dates, see item VI of this Methodology.

⁴Ronald Lippitt, Jeanne Watson and Bruce Westley, The Dynamics of Planned Change (New York: Harcourt, Brace & World, Inc., 1958).

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5. A reconnaissance survey form was administered to a select group of leading educationists and controllers in education who were highly conversant with the history and the causes which contributed to the impasse encountered upon the coordinator's arrival. Comprehensive data from this survey are in the appendices.⁵ Specific data required to describe more fully the progress of the pilot project are utilized as required.
6. Descriptions of the pilot project over time are contained in the following chapters: Chapter III describes the initiation of the project, as well as its development from 5 September to 31 December 1970;
Chapter IV describes developments from January to March 1971;
Chapter V describes developments from 7 April to 30 June 1971;
Chapter VI describes developments during July-August 1971;
Chapter VII describes developments from September 1971 to January 1972;
this includes the period within which the pilot project was handed over.
7. A summary of change and resistance forces encountered during each of the above terms is presented at the conclusion of each chapter.
8. Chapter VIII consolidates the major change and resistance forces encountered in order that trends be established and valid conclusions drawn. Recommendations are advanced in order to assist future change agents who become involved in similar projects.

⁵For images and plans of leading Jamaican educationists, see Appendix D.

LIMITATIONS

The contents of this study are limited by the following necessary considerations:

1. The coordinator was not a completely free and independent researcher, but was employed by the Canadian International Development Agency, an arm of the Canadian government; he was sent to serve the government of Jamaica, and therefore has a responsibility to respect the trust vested in him by these two governments.
2. To explain fully every action taken within this complicated social network would demand a delineation of certain personalities which professional ethics prohibits.

DEFINITION OF TERMS

Certain technical terms employed in this study relating to Lippitt's model of planned change, Jamaican and British examinations, and terminology used for the pilot project itself require definition in order to facilitate reader comprehension.

Lippitt's model of planned change

The four dynamic systems presented by Ronald Lippitt are defined in order to show the relationship between each of these systems and designated individuals or members of varied social systems significant to the study. Further, the seven phases of the planned change process advanced by Lippitt are defined so that the reader may more easily understand the phase or phases reached by the project throughout successive terms.

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Lippitt's four dynamic systems⁶

1. The individual personality refers to the individual entrants to the pilot project.
2. The face-to-face group, or small group, refers to the members of each pilot project class as they related to their instructors, and members of their own class.
3. The organization refers to the students, teachers and administrators of the Jamaican school system.
4. The community refers to all other components that comprise the greater Jamaican community.

The seven phases of the planned change process⁷ presented in the

Lippitt model:

1. The development of a need for change;
2. The establishment of a change relationship;
3. The diagnosis of the problem;
4. Establishing goals and intentions of action;
5. The initiation of change efforts;
6. The generalization and stabilization of change;
7. Achieving a terminal relationship.

The usefulness and limitations of these phases are recognized:

We do not suggest that all planned change necessarily progresses in an orderly sequential way through each of these stages of change. Indeed, one can usually see more than one phase going on at the same time. Most change processes probably proceed by a kind of cyclic motion,

⁶Lippitt, Watson and Westley, op. cit., pp. 5-9.

⁷Ibid., p. 130.

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starting over and over again as one set of problems is solved and a new set is encountered; hence the different phases become mixed up and the final objective may be achieved by a process which seems rather muddled to the observer who is looking for a clear-cut developmental sequence. Nevertheless, we have found it helpful to review descriptions of change--in persons, groups, organizations, and communities--in terms of this sequence of phases. And we have found it very helpful to use these phases in separating and classifying the specific helping techniques.⁸

Examinations

Examinations referred to throughout the study require definition for those unfamiliar with the Jamaican and British examination systems.

The Jamaica School Certificate (J.S.C.) represents approximately Grade 10 standard in an American context. Five subjects including English and mathematics are required under this certificate for admission to a teacher training college.

The General Certificate of Education (G.C.E.) is awarded as a result of external examination by Cambridge and London Universities:

The Ordinary Level examination ('O' level) approximates Grade 11 standard in the American context if the holder possesses at least four good 'O' level passes including English language. ('O' level work is usually completed at the end of the fifth form, the fifth year of secondary school.)

⁸Lippitt, Watson and Westley, op. cit., p. 130.

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A 'good' 'O' level is a subject that will be accepted as a pre-requisite for the advanced level work which will prepare the candidate for university entrance. English language 'O' level is the compulsory 'O' level subject. Others such as mathematics 'O' level, history 'O' level, and chemistry 'O' level, for example, qualify as 'good,' while health science 'O' level and cookery 'O' level would not.

The Advanced Level examination ('A' level) approximates Grade 13 standard in the American context. Three 'A' level subjects plus the General Paper would be required to achieve this standard. The 'A' level subjects would have to relate to each other. Science students would be expected to take a combination of science 'A' levels, while arts students would take a combination of arts options. The related or 'good' 'O' level subjects constitute the pre-requisites for 'A' level work.

The General Paper is an essay-type examination required of all 'A' level students, testing their ability of English expression, and analysis and integration of information and ideas.

'A' level papers are usually written two years after the completion of 'O' levels. Consequently, the lower and upper 'A' level years (Sixth Form) might approximate Grades 12 and 13 (or first year university) in the U.S.A. Some brighter students pass 'A' levels one year after beginning their 'A' level work.

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Pilot project terminology

Terms used in describing the activities of the pilot project itself require specific definition to ensure clarity of understanding.

The teacher training program, for the purposes of this study, will mean any Jamaican teacher training program legitimated by the Institute Board of Teacher Education, University of the West Indies, and the Ministry of Education at Kingston.

Concurrently will mean that 'A' level subjects are taken during one half of the day, while the teacher training program is taken for the other half of the day in the same school.

The terms client and teacher are both used to refer to any students undergoing training on the pilot project. The term client is used when planned change constructs are employed or are being quoted. The more commonly used term teacher is employed to describe a pilot project student undergoing training for the teaching profession.

A micro-group, for the purposes of this study, is a group of not more than twelve pilot project 'teachers' doing extra work in a particular 'A' level subject area.

A macro-group comprises all, or nearly all, of the pilot project teachers in a given year taking enrichment courses together, such as art, music and drama.

A master teacher, as the term is used in this study, denotes professionally qualified teachers performing one or more of the following roles:

1. leader of a group of pilot project 'teachers' engaged in classroom observation and teaching;
2. leader of a micro-group:
 - a) to help pilot project 'teachers' diagnose their own 'A' level subject-matter difficulties and provide them remedial help where necessary; and
 - b) to provide extra tutorial assistance so as to ensure that the 'teacher' will be likely to pass his or her 'A' level course; and
 - c) to provide enrichment and opportunities for the promising 'teachers' who have exhibited innovativeness and creative potential;
3. leader of a macro-group of pilot project 'teachers' taking enrichment courses such as art, music and drama.

A tutor is any fully qualified professional who acts as a consultant, or teaches a professional course in education to the pilot project 'teachers.' (This includes those professional advisors who joined the pilot project from the University of the West Indies, the College of Arts, Science and Technology, the teachers' colleges, and from such overseas agencies as the Canadian Teachers' Federation.)

The philosophical foundation upon which rest such devices as the employment of the title 'teacher' to denote individuals on the pilot project is derived from Kenneth Boulding, while formations such as 'micro-groups' owe their origin to Kurt Lewin's field theory.

RELEVANT LITERATURE

Literature relevant to the problem of this study is concentrated in two areas: the need for more teachers with higher academic qualifications, and the philosophical rationale of the processes invoked by the coordinator of the pilot project.

The need for more teachers with higher academic qualifications

The central problem confronted in this study is how to increase the number of teachers possessing higher academic qualifications suitable to enable them to handle the teaching tasks demanded by Jamaica's junior secondary schools. Principals of teacher training colleges were complaining that they were expected to train J.S.C. students within only two years to perform tasks that were beyond them because of their poor academic background.

Data contained in the Performance Report of the Ministry of Education for the year 1970-71 reveal the small number of teacher training candidates with G.C.E. 'O' and 'A' level qualifications:

. . . the total enrolment of students in training was 2,104. Of that number, 510 were studying to become junior secondary teachers yet the quality of such candidates was low. For example, of the 1,071 students who entered in September, 1970 only 165 possessed passes in 2-5 G.C.E. 'O' levels and 5 in 'A' levels . . .⁹

The Sixth Form Teacher Training Pilot Project set as its pre-requisites for admission four G.C.E. 'O' level passes including English language. This was just short of the minimum desired in the New Deal

⁹"The Teaching Profession," p. 3, Performance Report, 1970-71, Chapter VI (Kingston: Ministry of Education). (Mimeographed.)

for Education in Independent Jamaica.¹⁰ A study completed by this writer of the destinations of fifth form leavers from six corporate area secondary schools who had completed three or more G.C.E. 'O' levels during 1970 and 1971 revealed that teacher training ranked low as a choice of destination for fifth form school-leavers. (See Table 2.)

Table 2. Destinations of Fifth Form Leavers with 3 and 4+ 'O' Level Passes¹¹

Destination	1970		1971		Total
	3 'O'	4+ 'O'	3 'O'	4+ 'O'	
A. Sixth Form	34	226	49	258	567
B. Unknown	33	18	27	20	98
C. Abroad	14	33	8	19	74
D. Technical & Vocational	11	14	8	37	70
E. Commercial & Clerical	15	9	13	12	49
F. Civil Service	4	9	12	9	34
G. Banking	2	11	8	10	31
H. Teacher Training	8	10	5	7	30
I. Nursing	6	1	1	1	9
J. University (U.W.I.)	-	5	-	1	6
K. Miscellaneous	4	3	1	1	9
Total	131	339	132	375	977

¹⁰ New Deal for Education in Independent Jamaica, op. cit., pp. 92-3.

¹¹ C. H. Smith, A Series of Monographs on the Recruitment Potential of 'O' Level Students for Teaching (Kingston: Ministry of Education, 1972), Number 2, p. 8.

Candidates possessing only three 'O' levels were included in the survey because the civil service would hire them if they had passed three 'O' levels including English or mathematics.¹²

The Thompson study found that fifth form school-leavers would not enter teachers' colleges because: (1) teachers were not well paid; (2) it makes no sense to enter with four 'O' levels (grade 11) when people with J.S.C. (grade 10) can enter; and (3) there is no opportunity to do 'A' levels (grade 13) in the regular teachers' college program.¹³

The Minister of Education stressed the importance of recruiting at a higher academic level for entry into teacher training colleges:

Our greatest need now is quality education in teachers' colleges. To achieve this we must recruit at a higher academic level so as to be able to graduate at a higher level. This, unfortunately has to be gradual for the present, since we do not have a sufficiently large pool of A-level and O-level students from whom to choose. If we fold our arms, recriminate and wait passively, the pace of the country's progress will slow down. We must induce as many as possible of our students with A-level and O-level qualifications to enter teaching. If they enter, chiefly to teach in junior secondary and high schools for the time being, this will be the quickest way to produce a larger pool of O-level and A-level students from whom we may recruit.¹⁴

In the same article the Minister explained his proposal to encourage better qualified students to enter teaching by paying them higher salaries.

¹² C. H. Smith, A Series of Monographs on the Recruitment Potential of 'O' Level Students for Teaching (Kingston: Ministry of Education, 1972), Number 1, page 5.

¹³ M. W. Thompson, "Attitude of High School to teacher training," The Daily Gleaner, 28 February, 1971, p. 8.

¹⁴ E. L. Allen, Minister of Education, Quality Education (Kingston: Ministry of Education, 5 April, 1971), p. 1.

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Philosophical rationale of processes invoked by coordinator

By requiring that entrants possess much higher entrance qualifications, the pilot project established a higher image of a student teacher. The higher image thus set, it was believed, would help to shape the behavior patterns of less qualified young Jamaicans hoping to become teachers. As Kenneth Boulding has stated:

We can only say that there are elements in the image which are capable of organizing the life and activity of the individual. It is these organizing elements which constitute faith: the faith of the experimental scientist in his method . . . the faith of the soldier in his nation. . . . All these are organizing images. . . . Where a faith is discovered that has this organizing power, it is likely to grow and prosper.¹⁵

It was the power of the four 'O' levels including the English language paper that the pilot project released.

The social psychologist Kurt Lewin's field theory, which has provided the inspiration of many social groupings where particular attention is accorded the individual as he relates to other members of a small group, is also employed:

The cognitive structure is deeply influenced by the needs of the individual, his valences, values, and hopes. These forces play an important role in the solution of any intellectual task. . . . All intellectual processes are deeply affected by the goals of the individual. . . . As noted . . . the individual's intellectual processes depend upon his emotional state, that is, tension, the degree of differentiation, the size and fluidity of the life space as a whole.¹⁶

¹⁵Kenneth Boulding, The Image (Ann Arbor: University of Michigan Press, 1956), p. 172.

¹⁶Kurt Lewin, Field Theory in Social Science: selected theoretical papers (New York: Harper, 1951), p. 69.

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Clients joining the pilot project came with a sense of frustration. What they had really wanted had been denied them, that is, unimpeded entry into sixth form studies which would prepare the way for their entry into a university without any significant loss of time. The small micro-groups established by the pilot project provided these young adults the security that numbers bring as well as the 'press' of the small group that Lewin often discussed. Once the affective domain became stabilized for the new entrants and their life space less threatening, and in the cognitive domain they were provided with insights to many of their problems and needs by other members of their micro-group, it was believed that in keeping with Lewin's general philosophy, their success would be much more readily predictable. Their valences, values and hopes would be given rational direction and thereby reinforced positively.

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CHAPTER III

ESTABLISHMENT OF THE CHANGE RELATIONSHIP AND WORKING

TOWARDS CHANGE - SEPTEMBER-DECEMBER 1970

The ways in which the coordinator, acting as the external change agent to the pilot project, approached the diagnostic task of forming his ideas about the dynamics of this system requiring help are herein described, as well as the ideas of others. As a product of this endeavor, an attempt is made to identify problems inherent in the pilot project itself. Continuous evaluation of each term's work begins with this term, September-December 1970.

ADMINISTRATIVE PATTERN

Excelsior High School by September 1970 enrolled approximately 1,500 students, of whom roughly 1,000 were regular day students in its secondary school, and about 500 were students in its extension school.

The regular school day began at 8 A.M. and concluded at 1:20 P.M. This feature enabled the administration to operate the extension school in the afternoons. This administrative pattern made it possible for the principal to conceptualize the possibility of administering the pilot project; its clients could gain admittance to selected regular day classes in the 'O' and 'A' level courses in the mornings and the

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professional and cultural enrichment courses in education during the afternoons.

CLIENTS

The pilot project is identified as a small group because from its 101 applicants, only 32 were admitted in September 1970. Of those who were accepted, 25 were female and 7 male. Only 18 possessed all the pre-requisites for full admission. Of the remainder, 7 lacked the crucial 'O' level English language credit. In spite of these deficiencies, all but one had passed at least three 'good' 'O' level courses. This placed the clients approximately two years ahead academically of the average student then enrolled in the teacher training colleges.

Essentially Jamaica was searching for entrants into teaching at the junior secondary level who could be classified as being either arts majors, or mathematics-science majors. Upon their admission as clients to this small group, 19 entrants lay roughly in the arts area, while 13 fell into the mathematics-science area. The line of demarcation was none too clear for one or two.

Clients as of 21 September 1970, when the pilot project began, ranged in age from sixteen to twenty-one years.¹ However, the oldest client was the first to leave this small group. All clients took the required two 'A' level courses and the General Paper in regular day school classes. (Successful completion of their education courses would

¹Ages of Pilot Project clients upon entry 21 September 1970, see Appendix E1.

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bring the clients credit for a third 'A' level course, the total required for full completion of the two-year sixth form academic program.) The seven clients requiring extra instruction in their 'O' level English language course were helped by the coordinator, who nevertheless tried as much as possible to free himself from teaching his clients so as to preserve a degree of detachment that would assure greater objectivity on his part:

. . . he does not allow a dependency relationship to spring up between himself and the client system, and he does not attempt to impose his own goals for change. From the beginning he tries to create situations in which the client system can learn by doing; he tries to encourage in the system a creative and successful independence.²

What the client system really wants is two change agents in one. It wants an agent who will identify himself with the client system's problems and sympathize with the system's needs and values, but who will at the same time be neutral enough to take a genuinely objective and different view of the system's predicament.³

To gain greater competency in their academic area of study, five clients took at least one extra 'O' level course, in spite of the fact that their timetable⁴ was most demanding, and had forced two of their colleagues to leave this small group. A third, a twenty-one year old male, entered the University of the West Indies.

Further analysis of the client system revealed that nineteen had come directly from Excelsior's classes, while twelve had come from

²Ronald Lippitt, Jeanne Watson and Bruce Westley, The Dynamics of Planned Change (New York: Harcourt, Brace & World, Inc., 1958), pp. 63-4.

³Ibid., p. 134.

⁴For Clients' Time Table, September-December 1970, see Appendix E2.

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other secondary schools on the island, and another from a secondary school in British Honduras. The thirteen non-Excelsiorans formed a sub-group in the pilot project that provided the coordinator opportunities for comparison.

ESTABLISHMENT OF RELATIONSHIPS WITH THE EDUCATIONAL ORGANIZATION

Shortly after the coordinator's arrival in Jamaica, a handful of leading Jamaican educationists attached themselves to Excelsior, upon the invitation of its principal, as advisers to the pilot project. This nucleus expanded to include many of the finest scholars in Jamaica, and became known as the Pilot Project Board.⁵ From his contact with many of these leaders the change agent was able tentatively to begin collecting information by means of a reconnaissance survey form designed to isolate the 'images and plans' of key education controllers in Jamaica.⁶ A full-scale survey could not be introduced during the first six months when the coordinator's credibility was not sufficiently well-established on the island. The need to work quietly but effectively was paramount at that time since the coordinator and the total scheme was relatively unknown at the time of his arrival. During this critical term the pilot project had first to use a table in the Excelsior staffroom for registration, and only by the end of that month did it move to the upper

⁵ For list of members of the Pilot Project Board, see Appendix F1.

⁶ For images and plans of Jamaican educationists, see Appendix D.

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cafeteria. No special desk, no filing cabinets, no typewriter, no black-board and no stenographer were available. Funds to operate the pilot project hinged merely on the good graces of Excelsior's principal who in turn resorted to the Ministry of Education for final support of the project it had authorized. During this term the coordinator deliberately kept a very low image because he fully appreciated what a precarious path was being followed. This approach largely contributed to the survival factor later enjoyed by the pilot project. During the mornings the coordinator availed himself of the time to talk with Excelsior teachers about Excelsior and their own perceptions of that institution, its controllers and Jamaica itself.

PILOT PROJECT GOALS

Largely because of the help received from key members of the Pilot Project Board, two of whom were important controllers at the Ministry of Education, the following set of general and specific goals was defined.

General Goals

Those defined by the Pilot Project Board

1. To provide teachers to serve in the junior secondary schools of Jamaica where the shortage of teachers is most critical.
2. To increase the flow of high school-leavers with four or more 'O' levels into accepting teaching as a career by combining sixth form academic work with professional teacher training.

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3. To bring future teachers more closely into relationship with their communities so that teaching will have greater relevance for their students.
4. To provide enrichment leading to a greater awareness and understanding of the socio-cultural core values of Jamaicans.

Those defined by the coordinator

5. To raise the image of 'teacher' in Jamaica so that more young people will choose teaching as their life's work.
6. To produce teachers with more competence and prestige.
7. To encourage research into assumptions about teacher training practices, so as to produce a teacher training program more relevant to the fundamental needs of Jamaica.
8. To provide as great a flow of information to the clients as possible on the local, national and international levels and thereby to introduce them to the ever-widening community of man.
9. To produce teachers with initiative, innovativeness and creativity.

Specific Goals

Those defined by the Pilot Project Board

1. The completion of two 'A' level courses and the General Paper by all students seeking full certification from the Teacher Training Pilot Project.
2. The successful completion of all professional courses required by the Statutory Board for Teacher Education (the Institute).
(For example, psychology, child development, and statistics.)

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Those defined by the coordinator

3. To provide opportunities for classroom observation and class teaching groups under the supervision of 'master teachers.'⁷
4. To provide 'A' level subject-matter specialists (also called 'master teachers') who, by acting as catalysts, engage in providing individual diagnosis and extra assistance, academic insights into the subject discipline, and enrichment leading towards academic excellence in the 'A' level subject taught.
5. To train students so that they will be able to engage in some field research undertakings related to community needs based upon a particular community's self-image and plans.
6. To provide summer vacation training courses for student teachers and potential recruits to the profession in order to enhance their awareness and interest in teaching as a profession.

The above goals did not constitute all the goals that the coordinator wished to achieve, nor did he at any time believe he could achieve any one of them fully. What he was essentially interested in was invoking a process directed towards change, a process that would unfreeze the 'status quo' revealed by his diagnosis. Let us now look more critically at that diagnosis of the individuals who comprised the client system, the small group pilot project, the educational organization, and the wider Jamaican community.

⁷For definition of 'master teacher,' see Definition of Terms, Chapter II, p. 32.

FOUR DYNAMIC SYSTEMS

Almost every individual client possessed a feeling of guilt and failure. The passing of examinations was the 'raison d'être' for those permitted entry into sixth form work in traditional Excelsior High School. Each student on the pilot project realized that had his fifth form academic standing been just slightly better, he would have been admitted directly to sixth form, and would then have taken three regular 'A' level subjects plus the General Paper, and proceeded directly up the ladder to university studies. This was the path of success in Jamaica. Taking any regular teaching course was regarded as inferior to university admission. Many individuals thus entered the pilot project as a second choice, yet realized they stood higher on the social scale than teachers' college students. They were frustrated, yet pleased to be given an opportunity of ultimately working their way to university, even if that path retarded their entry by some three years (the internship year plus the two years of compulsory teaching).

Considerable time was spent by the coordinator in collecting information about each client in order that records could be established, and that each client could receive continuous individual counselling. The coordinator was disturbed by several factors that emerged from these sessions. Among them were the extended Jamaican family, the broken homes, the very great distances to be travelled by so many new to Excelsior, the poverty of a few that made it almost impossible for them to remain on the pilot project without some government help to defray room and board expenses, and the difficulty of finding suitable homes for some of the female clients. The landlady-client relationship often

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went to ridiculous lengths; some clients were treated almost as house-servants by landladies.

Client lateness and absenteeism was an ongoing problem that could well have destroyed the pilot project. This the coordinator attempted to correct by instituting a late-slip attendance procedure applicable in Canada. Since it was not possible to work in isolation from the regular Excelsior school system, this procedure indirectly disturbed some of the regular teaching staff, particularly those who were themselves somewhat slow about getting into their classrooms. In retrospect it was realized that introduction of the late-slip procedure was a blunder which was abandoned at the end of this first term. However, for the clients on the project it did have its value.

Within the small group pilot project there were two distinct rival factions. The nineteen who had entered via Excelsior stood juxtaposed vis à vis their thirteen colleagues from the other schools. The nineteen could compensate psychologically for their status by stressing their seniority at Excelsior. The prefect system to which many of them belonged, enhanced their position in Excelsior. Their greater number, school uniform, Excelsior tradition and training all combined to put them in a position they scarcely deserved, for professionally, of those thirteen probationers who had passed the English language requirement together with three or more 'good' 'O' level subjects, eight came from among the thirteen outsiders, while only five of Excelsior's nineteen were equally qualified. This dichotomy constituted the root cause of many of the coordinator's difficulties in attempting to develop a team.

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Within the educational organization, other secondary schools realized that Excelsior was the only one with the authority to innovate in teacher training by being allowed to enrol and prepare students for the teaching profession. Initially some teacher training colleges polarized against Excelsior for daring to invade their field. So, too, did the Jamaica Teachers' Association. Certain components at the Ministry of Education itself polarized against the pilot project, chiefly because their officers felt they had been bypassed when the pilot project was being planned and implemented. The same held true for significant officers in the Institute Board of Teacher Education and the Department of Education, both at the University of the West Indies.

In the wider Jamaican community the pilot project enjoyed greater support for the belief was widespread that Excelsior's principal was essentially for the forgotten masses, and was trying to give them a chance to improve themselves. He was viewed as a 'liberal,' a man who would give students a second chance. By elitists he was regarded as being too permissive; by the masses, as a humanitarian. Almost everyone of any importance was aware that the principal himself had been screened out by elitists in his youth; he had fought the traditional system of selection for secondary school, and had later proved his point by establishing and administering a successful secondary school that in time became one of Jamaica's most renowned. Although he had been its head almost forty years, and notwithstanding the fact that he had officially represented Jamaica at five major world education conferences, he was a victim of the generation gap. Research annoyed him. He often spoke of his Jamaican heritage which respects the oral, more than the written

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word. This complex personality was a product of his age. He had been preeminently successful at gaining recognition from those three great cultures that wrought their impact upon colonial Jamaica. From the African perspective, he had at one time been private secretary to Marcus Garvey, now one of Jamaica's national heroes; from America he earned an M.A. at Columbia University during World War II; from England he was awarded the Order of the British Empire. In many respects he was the prototype of the successful islander of his times.

COORDINATOR'S DIAGNOSTIC ORIENTATION, OR POINT OF VIEW

Change agents must know what it is they are trying to change:

We were dismayed by the large number of cases we encountered in which the change agent was not explicit in stating what he wanted to change and how he expected his help to function in the change process.⁸

The coordinator adopted an eclectic orientation. He viewed his role as preparer of the soil for change, and then hoped that significant Jamaicans would come forward to trigger change. Essentially he was oriented to an all-out battle to be fought on many fronts so as to 'unfreeze' the 'status quo.' When one salient appeared to yield he would spend more time and energy with his Jamaican colleagues to advise him in developing the breakthrough. The institutionalization of the pilot project was not a major goal 'per se.' Rather the coordinator hoped to so act that the teacher training colleges would be persuaded to establish courses more relevant to the needs of teacher trainees hoping to serve in Jamaica's

⁸Lippitt, Watson and Westley, op. cit., p. 65.

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junior secondary classrooms. Thus, the following basic orientations serve as examples of his eclectic approach:

1. The Thompson study⁹ had shown that successful 'O' level graduates felt that there was little in teaching for them, both from a salary and a status and prestige point of view. It was obviously necessary to pay 'O' level graduates salaries commensurate with their abilities so that they could justifiably choose teaching in preference to other middle-level manpower opportunities. To this end, the Minister of Education began to prepare a set of salary scales to provide much higher salaries to those students having four or more good 'O' levels, plus extra benefits for those who had passed one or more 'A' levels. To reinforce the upward revision of salaries, the coordinator at once set up a salary scale for his tutors and master teachers much higher than the then existing salary scales. Special emphasis was accorded those professionals who were not only university graduates but also certified teachers; they were paid five Jamaican dollars per hour (six American dollars), while graduates or those holding simply a teaching certificate received four Jamaican dollars (\$4.80 U.S.A.). These rates compare favorably with the standard rates then prevailing of \$3.50 and \$2.50 Jamaican respectively.

The setting of these higher rates was an innovation introduced directly by the coordinator. In this he received initial support from the principal. From his experience, the coordinator had found that one of the most effective methods for upgrading the image of

⁹ M. W. Thompson, "Attitude of High School to teacher training," The Daily Gleaner, February 28, 1971, p. 8.

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teacher was to insist that only professionally qualified teachers be attached as helpers to the pilot project, and that they be very well paid.

The coordinator realized from his reconnaissance survey that once the pilot project won its freedom of action by escaping from the traditional pull of Excelsior, and its 'teachers' became involved in nearby schools, the 'master teachers' recruited from those schools would not themselves possess such high qualifications, and that a second scale of payments would have to be established to accommodate 'master teachers' having only a degree or certificate, but not both.

2. The coordinator also felt that:

. . . values and behavioral goals of the client system are at variance with its own best interests and that the client can be led to adopt more appropriate goals and values by undertaking new modes of behavior and new experiences.¹⁰

To this end, the coordinator invoked a pilot project students' council to combat the elitist effects of the secondary schools' insistence upon the prefect system. He felt that his 'teachers' should be provided every opportunity to become participants in the decision-making process. He also felt that they should be allowed to wear clothes of their own choosing rather than Excelsior uniforms, complete with badge, when they were teaching in Excelsior's junior secondary classrooms. Each new shift in their behavioral patterns was studiously fought by the traditionalists on Excelsior's very large staff. They made it most difficult at times for the clients to move freely back and forth from the pilot project to

¹⁰Lippitt, Watson and Westley, op. cit., p. 64.

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the traditional school. The 'teachers' realized their dual position, and deserve credit for not revolting.

3. The coordinator's orientation also focussed upon:

. . . the skills and strategies which the client system may use to solve the problems which are presented either by the external environment or by the patterns of human interaction within the system.¹¹

To that end a cadre of a few exceptionally intelligent teachers of psychology, child development and statistics was assembled together with a large, well-qualified group of part-time tutors from Excelsior's regular staff.

In the three orientations presented above, the indispensable autonomy of the client system as a participant in the change process was stressed. The dual position of the pilot project 'teachers' vis à vis the project and as members of traditional Excelsior reemphasized the caveat:

. . . that the change agent may not identify himself with the environmental forces which confront the client system. Instead he makes himself helpful to the client system in whatever way he can, but leaves the responsibility for understanding and dealing with the environment squarely up to the client. Hence, when change occurs the client can justify it in terms of his own experience and cannot shift the responsibility for it to the change agent.¹²

Administratively it was most difficult to get both the coordinator and clients together for regular periods. However, a schedule was finally devised whereby he met them for five minutes every morning

¹¹Lippitt, Watson and Westley, op. cit., p. 64.

¹²Ibid., p. 64.

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(7:55 to 8:00 A.M.), and on two of these mornings he met them for twenty minutes (7:55 to 8:15). These two periods helped him better administer the pilot project. One was used by the project's students' council, and the other by the coordinator to acquaint the clients with new modes and outlooks in their profession. The coordinator also taught his clients in two weekly forty-minute periods in the late afternoons, during which time he was able to assess their self-perceptions, strengths and weaknesses. Excellent feedback about each client and his or her evaluation of the term's work was received during individual counselling sessions. This was most essential:

Often the client system holds well-established, not to say hidebound, views of itself; these views are hard to change, yet they must be changed if any lasting improvement is to occur. Thus, much of the change process may consist of interaction between the change agent and the client system, directed towards a questioning of the client's self-image and an acceptance of some of the diagnostic insights offered by the change agent.¹³

One client might see that only a specified 'O' level subject was holding him back, and that to correct this deficiency the coordinator was providing information on how to prepare for such a task, was providing a special 'master teacher' to help him locate his weaknesses, to study for the test and develop a deeper appreciation for the subject. In this manner, short-term goals for each client were established, and diagnostic and remedial aid provided when requested.

The coordinator knew that his clients must receive an enriched flow of information coming from many sources. He knew that his clients must become much more heavily involved in the solving of problems,

¹³Lippitt, Watson and Westley, op. cit., p. 66.

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particularly those that related to their drive for subject-mastery and social acceptance. The clients were fully aware that the coordinator hoped to obtain the full cooperation of other agencies involved in preparing students to become teachers. In these ways, plans to promote change were clarified for both the coordinator and his clients.

STRATEGIES AND TACTICS INTRODUCED TOWARDS ACHIEVEMENT OF GOALS

Some strategies and tactics introduced by the coordinator during the first term to achieve some of the designated goals will now be presented. In order to raise the image of teacher in Jamaica (General Goal number 5), the coordinator decided to call all students on the pilot project 'teachers' instead of interns, practice teachers, student teachers or trainees. Both Kenneth Boulding and Kurt Lewin indicated that if you set a high standard, people are more likely to work towards that standard. Similarly, top professional teachers at Excelsior who were asked to help clients in a variety of roles on the pilot project were called 'master teachers' to present to the clients an image of an excellent teacher; the image of 'master teacher' was further enhanced by the fact that they were paid well above scale for their services to the pilot project. Aspects of their role included leading micro-groups of clients in their particular 'A' level subjects two to four periods each week, giving diagnostic and remedial help, advising on how best to study in order to pass the 'A' level subject examinations, and providing opportunities to more talented clients for enrichment.

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To encourage initiative, innovativeness and creativity (General Goal number 9), those clients who displayed such qualities in their teaching were singled out for praise, not a usual Jamaican practice.

To provide a flow of information to the clients on local, national and international levels (General Goal number 8), lesson aids, books and magazines were obtained from many sources including the Jamaica Information Service, The Jamaica Teachers' Association, American community colleges, and the British Columbia Teachers' Federation. Worthwhile opportunities were provided to identify and interpret 'slanted' writing and reporting including a comparison of the manner in which others interpreted the development of the Caribbean area.

To provide opportunities for classroom observation and class teaching groups under the supervision of 'master teachers' (Specific Goal number 3), clients were sent in groups of four whenever possible to the junior secondary classrooms of 'master teachers' in Excelsior to observe and teach for a maximum of four forty-minute periods per week as the 'master teacher' saw fit. During this 'group teaching' it was hoped by the coordinator that the clients would be allowed to do more teaching than observing.

In order to train 'teachers' so that they would be able to engage in some field research undertakings related to community needs based upon a particular community's images and plans (Specific Goal number 5), the coordinator had them help him collect and collate data of significance to the pilot project:

. . . involvement in the processes of gathering data creates a desire in the members of the self-survey team to use the data which they have collected. They want, so to speak, to get their money's worth or effort's worth. This is one of

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the psychological meanings of involvement; it is one of the change agent's most useful tools.¹⁴

As well, the client teachers were given many tasks normally considered outside the role of the regular Jamaican teacher. Each had to serve one forty-minute period each week in the book room or in the school's offices where they were expected to help, learn to operate office machines, file, and perform other duties. The central purpose of the coordinator in requiring this kind of participation was to curb elitist tendencies.

RESISTANCE AND CHANGE FORCES - A SUMMARY

The process of change was impeded during this term by several resistance forces, and stimulated by change forces.

The major resistance forces isolated were the following:

1. The Ministry of Education's denial of room and board allowances to the clients of the pilot project. All students in government-sponsored teacher training colleges and the pilot project received scholarships to cover their professional courses in education. On average, teachers in training on the island had approximately nine to ten years of formal education while the pilot project clients entered with qualifications of at least one to two years more. Furthermore, these clients continued to upgrade themselves academically by taking courses on the Grades 12 and 13 levels.

¹⁴Lippitt, Watson and Westley, op. cit., p. 204.

Yet all students in government-sponsored teacher training colleges received a room and board allowance of fifty American dollars per month and many colleges provided boarding accommodation, while pilot project clients received no room and board allowances, and had to commute over long distances to Excelsior. This omission was paradoxical, keeping in mind that the project was an institution created by the same Ministry.

2. The non-participation of the significant teacher training colleges in pilot project planning. Although this was not true of Church Teacher Training College, it was particularly true of Mico and Shortwood Colleges in Kingston. All had been invited to assist in the coordinator's first report issued during this term.
3. The non-participation of the Institute Board of Teacher Education. This was also paradoxical, for a U.N.E.S.C.O. teacher training team joined the Institute during this term, yet its members at no time visited the pilot project. When queried about their absence, members stated that they were reluctant to go where they had not been directed to go by their governing agency, the Institute.
4. The non-participation of the Jamaica Teachers' Association. This was sincerely regretted; the coordinator could not comprehend this agency's reluctance to become involved.

The aloofness of the above agencies merely delineated some of those areas in which a sound diffusion of pilot project information had to be accomplished.

5. Attrition of pilot project clients. While this was not too significant, of the two clients who left this term, one was overage and the other felt she could not cope with all the work required.

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The first subsequently entered the University of the West Indies. His departure revealed another viable option for a few clients on the project. All realized that their 'A' level subjects might well be much more important to them than their professional courses, for the former opened the university doors to them, and might even entice them away from the project.

6. The request to have clients sign a bond. The planners of the pilot project recognized the threat posed by clients leaving to attend university, and therefore wanted all clients to sign a bond ensuring that after having received their training scholarships for two years on the project, they would definitely spend their next year as teaching interns, and the two subsequent years as fully-certificated teachers in Jamaican classrooms. The coordinator recommended that the bond-signing be deferred until the clients received the room and board allowances.
7. The final resistance force was a conflict between the dean of the Faculty of Education, University of the West Indies, and the principal of Excelsior High School over the granting of permission for the employment of university lecturers as lecturers or consultants on the pilot project.

Many of the above resistance forces were perfectly understandable. It was only natural, for example, that teacher training principals might view the coordinator as an uninformed outsider intruding into an area over which they felt that they enjoyed complete sovereignty.

The major change forces encountered were the following:

1. Pilot project clients could take 'A' level courses concurrently with professional courses in education. This powerful change force acted throughout as a leverage point of the greatest importance because it opened the door to university studies while preparing clients for the teaching profession.
2. 'A' levels were offered in conjunction with professional courses in education at a prestigious secondary school rather than at a teacher training college. This unique factor acted to hold clients on the project even when they did not receive their room and board allowances, because of the additional prestige they derived from attending such a school rather than a teachers' college.
3. Dr. Errol Miller's presence as lecturer in psychology to the pilot project was most important as a change force for it set a popular image for the youthful clients of a successful Jamaican. The coordinator was convinced that some clients remained on the project chiefly because of Dr. Miller's work. Complementing his contribution was the fact that all Excelsior 'master teachers' and tutors held excellent qualifications for the tasks assigned them as members of the pilot project staff.
4. The Pilot Project Board also acted to promote change. It attracted many of Jamaica's most brilliant educationists; many were controllers in various social systems throughout the island. Their mere presence on the board added a degree of legitimation. While one or two members appeared to remain hostile throughout, their opposition was insignificant when placed against the support of others including

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Dr. Edith Dalton-James, Excelsior's principal, and Ministry of Education officials.

5. Up-to-date information in the coordinator's reports also acted as a factor promoting change. These were received by principals of all schools enrolling fifth form students, principals of leading institutions including the teachers' colleges, and key controllers in the Ministry of Education, the Institute and the University as well as all members of the Pilot Project Board.
6. Tentative plans for the Invitation to Teach course for the summer of 1971 were announced during this term. Since it was planned to have the clients act as pilot project leaders and interpreters to fifth form leavers, this also supported change by raising the level of positive expectancy for the clients of the project.

A factor must be mentioned which possessed ingredients both favoring and resisting change. This was the concept of an area school called EX-ED 71. Its intention was to transform the almost forty-year old Excelsior High School into a superschool serving the island as an experimental complex for children and adults. It was to comprise the following seven components: 1) a preschool for four to six year-old children; 2) a primary school; 3) a junior secondary school; 4) a senior secondary school; 5) an industrial arts school; 6) a community college (to include 'A' level studies, the pilot project, and adult education components); and 7) the Excelsior training plant.

This revolutionary proposal would mean the end of old Excelsior School. Some of its senior teachers deeply resented such changes. They felt that this new concept would siphon off all the extra resources

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Excelsior possessed, and that they and their students would be neglected in their ill-provided classrooms. Therefore, some adopted the attitude that the principal must be blocked in his attempt to introduce such innovations. To this end, they took their stand in confrontation to the pilot project 'per se,' feeling that it represented merely the first link of a chain that would destroy the school. Some admitted that they rather liked the pilot project, but because of EX-ED 71, they must oppose it on principle. Only time would tell whether EX-ED 71 would reinforce the pilot project as one of its major change factors, or would, as a potential resistance factor, contribute to its demise.

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CHAPTER IV

GROUP TEACHING AND WORKING TOWARDS CHANGE

JANUARY - MARCH 1971

The second term of January to March 1971 was an extremely busy one for the Excelsior Sixth Form Teaching Training Pilot Project. Efforts centered on six major endeavors: group teaching in Excelsior's classrooms, field trips, counselling and reorganization of individual 'teacher' timetables, the administrative viability of the pilot project, preparation of new course outlines, and evaluation of the first two terms. Each of these endeavors will now be described in some detail.

SIX MAJOR ENDEAVORS

Group teaching at Excelsior

This second term, all 'teachers' in the pilot project were involved in group teaching; one 'master teacher' and four 'teachers' comprised a group which was directly involved in classroom observation and teaching. By means of group teaching, individual 'teacher' differences can be used to maximum effect, and emotional support is provided the individual by his group members who enjoy the safety that numbers bring. 'Master teachers' were told that they alone would articulate their own groups as they saw fit, forming smaller groups if necessary, and that

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evaluation would be expected from both themselves and the 'teachers' concerned.

In part, the processes invoked in group teaching emanated from the coordinator's previous experience at one of Canada's instant universities;¹ both the Canadian and Excelsior group teaching programs followed somewhat similar lines. They inserted the 'teacher' into existing schools to observe and particularly to teach almost from the outset of their entry into the program. Further, both aimed to produce teachers who would become experimentalists, equipped with enough knowledge of basic research tools to participate in planned change. However, the Canadian professional development program was funded by the provincial government, and therefore permitted those articulating the program ready access to the schools, while in the case of the Excelsior pilot project, only qualified government approval had been secured, and therefore entry into Excelsior classrooms and later into classrooms of nearby schools hinged solely on the consent of the principals of those institutions. (Authority was never sought from controllers more highly placed, because of the 'ad hoc' and potentially explosive nature of the project.)

Field trips

The tutor of the statistics and measurement course was the first to mention that greater course relevance could be obtained if the 'teachers' were provided opportunities to translate into action many of the theoretical ideas gleaned in his classroom. To that end he shifted the emphasis

¹Simon Fraser University, Burnaby, British Columbia, Canada, opened in 1965.

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from statistical theory to more meaningful measurement constructs so that the young 'teachers' could more effectively cope with their field study assignments. During this term his 'teachers' completed field assignments and submitted reports. These preliminary forays into the greater Jamaican community prepared them to undertake later more sophisticated community research.

Counselling and reorganization of 'teacher' timetables

Each individual received some form of counselling from time to time. To accommodate the growing complexities of the project as full-scale group teaching was implemented, each teacher's timetable had to be reorganized and more critically assessed. In the necessary changing of timetables to incorporate group teaching, it was possible that a 'teacher' might drop a course, and thereby jeopardize his chances later of becoming certificated. In order to avoid such errors, the coordinator spent considerable time counselling the individuals.

Administrative viability of the pilot project

The administrative viability of the project became most critical as the process of change became more dynamic. For example, the coordinator still had no office, no secretary, and only minimal help from Excelsior. The school's administrative office staff was most cooperative, but it was overwhelmed by all the demands put upon it by the school itself as well as the EX-ED 71 proposals. The coordinator, therefore, had to do his own secretarial work.

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Financial viability was hazardous, too, for the few expenses that were incurred had to come initially from Excelsior's greatly over-taxed budget. The coordinator had no allocated budget with which to ensure the project's continued existence; his every move was merely on sufferance. In many instances he had to finance basic necessities himself, hoping to be repaid upon the conclusion of his assignment.

Further, the coordinator continued to be in a sensitive administrative position because of the propinquity of the Excelsior secondary school itself. As the project's 'teachers' council became more dynamic, the gulf between 'teachers' elected to office by their own members and those appointed by the principal as prefects to Excelsior widened. Often, too, the prefects would use as excuses for not being present or not turning in assignments on time the fact that as prefects they were busy performing recognized roles in serving Excelsior. They appeared to delight in their seniority at the school at the expense of the new arrivals from other schools.

Administrative viability was greatly assisted by the willingness of Excelsior's more modern professionals to offer their services as 'master teachers.' However, all this aid had to be recruited, paid for, and listened to in order that the pilot project could maintain a professionally sound course.

Preparation of new course outlines

New courses to accommodate the pilot project 'teachers' over two years of professional study were recognized as indispensable by the members of the ever-expanding Pilot Project Board. These courses had

to be prepared by top professionals, otherwise the all-important ratification by the certificating body, the Institute Board of Teacher Education, University of the West Indies, would be withheld. Again, Excelsior's professionals came forward and drew up the necessary preliminary syllabi without any cost whatsoever to Jamaica; this was an exhibition of support and professional dedication. The syllabi were preliminary and tentative, representing initial thinking into a new 'image field.'

Evaluation

'Teachers' and 'master teachers' were requested by the coordinator towards the end of this second term to evaluate the following aspects of the pilot project: the 'A' level courses, the professional courses in education, the micro-groups, group teaching,² and home study. A representative sampling of 'teacher' and 'master teacher' evaluations follows.

Teachers' evaluations

'A' level courses

The 'teachers' pointed out the following strengths of the 'A' level courses which they attended with the regular sixth form classes at Excelsior: "Excelsior's regular sixth form teachers seem to be really concerned—they go out of their way to clarify issues for us." "These classes have forced us to pay closer attention to detail." One teacher felt that his chances of success in passing 'A' levels were good,

²See Appendix G for the Evaluation Form completed by 'teachers' and 'master teachers' at the end of the second term.

particularly since he could reinforce his study of them in the afternoon micro-groups.

Comments on the weaknesses of the 'A' level courses included such remarks as: "the course started too late"; "one textbook is inadequate for such a difficult subject"; "too many people in each class--especially in the science courses where insufficient laboratory space exists for us to do our practical work without which we'll automatically fail the course"; "I lack an adequate background to handle 'A' level Botany and Chemistry"; "some teachers are going a little too fast in our first year when we should be getting a sound grounding"; "I need more help in knowing how to answer 'A' level questions, and I would like fuller explanations given my questions."

Professional courses in education

There was overwhelming support and approval expressed for the psychology and child development courses. 'Teacher' remarks pertaining to the strengths of the professional courses included: "Psychology has encouraged me to adopt a searching behavior in my studies"; "It helps me to realize what I am about and why I am what I am"; "I think psychology and child development are the two more relevant courses for a good understanding of the children and their behavior"; "They are new and stimulating to me. They increase my knowledge of others. These teachers make sure you grasp everything--excellent examples are given. We are given a chance to apply what we have learned"; "Statistics and Measurement has opened my eyes and given me insights into some of my low marks"; "It has developed my critical powers"; "Statistics helps one to determine whether or not his pupils are actually grasping a particular lesson--it helps me to set and mark tests."

Weaknesses mentioned included: "I am at a loss with statistics. The 'mean,' 'mode,' and 'histograms' are all just Greek to me--I can't see its value to me as a member of the pilot project. Some of us are baffled by it due to our varying degrees of mathematical competence"; "Hardly any of it sticks because of my weakness in Mathematics and because of the time of day during which it is given" (the late afternoon). "Short spicy periods instead of laborious double periods would be better."

Micro-groups

"Individual and small-group help is valuable for A level work"; "develops my creative powers"; "this is excellent, no other sixth formers are exposed to the individual attention and special help we get from these extra classes"; "we use a different approach to our subject in these smaller groups and we are able to understand the work more clearly"; "I gain a more comprehensive grasp of these subjects"; "these groups are very good"; and "a closer working relationship is built up and more individualized help is given."

Weaknesses included: "The master teachers do not understand this section of the program. Because of this we are unable to add anything to our 'A level' courses"; "the things we do are more relevant to teaching and do not help us gain mastery over our 'A' levels"; "these take place in the afternoons when we are tired"; "in small group work one group loses sight of what the other groups are doing."

Clients were encouraged to study together in small groups. The micro-groups headed by 'Master teachers' provided them with opportunities to become involved and assess the value of group work. Positive comments were the following: "In history and Spanish we pool our ideas. This is

a very good way of learning more about a subject because each person brings different ideas, and so we finally get a wider picture of the topics than if we had done it on our own." "I am able to learn more from each person's opinions. I can express myself better and thereby gain greater confidence." "I have noticed recently that when I work with my classmates in small groups, I understand the topic involved more clearly, and I can always remember what we did." "I feel that I am learning to cooperate with some of my classmates. This is most noticeable in the 'A' level subjects." "In Chemistry, A level, another student and I ask each other questions." "It's a real pleasure to work with the members of the group to which I've been assigned. In reasoning out our points--though we may not all agree--we learn." "It helps give an extra push to anyone who is lagging behind."

Negative comments were the following: "I feel that I learn better when I study by myself, or when two of us study together"; "I find that I work better with a certain student who is not on the project"; "some classmates want you to bear the brunt of the work whilst they sit back and enjoy the rewards. Others want you to think for them."

Group teaching

"Group teaching is very good because it exposes us to many experiences"; "Here I get my courage--very enlightening and spirit-lifting"; "After the period we all discuss how the class went. It is most interesting and profitable. It helps us to improve our teaching methods"; "It is easier to help students as individuals this way. It's valuable that the class can be subdivided"; "Very enjoyable and interesting and the children are cooperative and pay attention"; "I feel relaxed with

a group"; "People of our age can relate to each other's problems more freely"; "We learn from each other's mistakes and gain confidence and self-assurance. Our group members can criticize and correct us. In this way we learn"; "This gives us very good practice for it reveals to us where we fall short in our attitude towards children."

Weaknesses included: "This hinders our A level course studies due to the fact that we teach subjects unrelated to them"; "Some of my pupils told me that they find it difficult to accept me as a teacher since I wear a school uniform just like their own"; "It puts added stress on our 'Master Teachers' who work extra hard to help us"; "We are not getting enough teaching practice"; another: "This method can be weak at times, as in the case when one of the team members is missing or late. The progress then is retarded and the other members of the group are left in confusion"; "It is more difficult to keep the pupils quiet and hold their attention than if only one teacher taught the class." Two 'teachers' stated categorically that there were no weaknesses in group teaching as they perceived it.

Most satisfying aspects of the total program

'Teachers' indicated that they most particularly enjoyed becoming involved as teachers in the classrooms. Constantly, the fact that some 'master teachers' hesitated to give their 'teachers' some rein in teaching contrasted sharply with those who put more faith in their group members by providing them teaching opportunities. The 'teachers' were all aware that most of their colleagues were involved in teaching and enjoying their work while others felt denied. This created a valuable dissonance from which it was expected healthier attitudes would accrue.

The clients knew what they liked. "Teaching a first form class gives me the greatest satisfaction"; "I get a chance to accomplish something without feeling too frustrated. I was involved in helping them (pupils) find out facts for themselves--I was helping them to find out what geography is all about"; "I like the teaching part best because then I feel I am doing something worthwhile"; "Classroom teaching--I'm always glad to impart knowledge"; "Geography group-teaching is best" replied another; "Classroom teaching has made me more patient and courteous. I see the need to hold attention"; "Group teaching makes you feel wanted."

A few clients indicated that their greatest satisfaction came from other facets of the project. "Psychology is most interesting because it gives me the clearest definition of what I'm doing"; "Psychology and statistics are new subjects for me. They help me understand more about people and their behavior"; "I feel more like an intellectual doing psychology along with my A levels." One respondent replied "Working in the bookroom, I get a chance to work on my own and accomplish something without getting too frustrated." Mathematics gave another the greatest satisfaction, ". . . when I become a teacher I will be teaching new mathematics which is far more exciting than the ordinary mathematics--and also because if I work hard enough I will be able to write the new mathematics in the June 'O' level examinations." Another replied "music is relaxing, and frees my mind from problems of the day. I enjoy group teaching classes and psychology, yet don't truly know why they interest me so." Another respondent remarked "The friendly and frank discussions with the co-ordinator."

Home study schedule

To the question, "Is the pilot project helping you to organize yourself on a sound home study schedule?" 'teachers' replied: "No, one is too exhausted on certain days of the week to continue the time table at home." Another replied, "Yes. Because I realize the need to organize; if not, I'm lost where the project is concerned." "Yes, because I have adopted a system to go to bed at 9 o'clock and get up four hours later and try to stay awake for at least two hours--I can study the third hour during the day at school." "It is helping me to organize myself." "Yes, it shows the principles of learning and I try to practise some of them on myself when doing homework." "Yes, formerly I just studied when I felt like it, but now I have to organize to get through everything." "The homework is not evenly distributed so it throws me off schedule." "No, it is too noisy to study in my home." Another wrote, "The different aspects entailed by the project makes one look at things from a different point of view. By this your study period is enlarged and therefore more time is needed. Seeing the need for time, you are bound to organize yourself fully to achieve a well-planned home study schedule."

For those close to the school, it was easier to organize sound study habits at home. The long trip for some caused very great anxiety. A few had to catch three buses and the bus service was a disgrace.

Additional observations

"The time table is too tight to allow us to do the research we must do if we are to pass." "I think if the pilot project continues

as it is going now, with a few slight improvements, it will be a success and Jamaica will have taken a giant step up the ladder." "I want to reach home one afternoon before 4 o'clock or have one afternoon free." "I would like extra help in botany and zoology. I would like the science classes to provide remedial help." "My only disappointment is that one cannot go directly to university after the two years, but must spend one more year of internship plus two years teaching." "A 15-minute break should be given before teacher training begins. The master teachers are lovely to work with." "It's time for the brighter students in the regular A level classes to stop mocking the weaker ones." "We need identity in our dress. This would make us stand out. Outsiders could obtain information from us more easily then about the project."

Master teachers' evaluations

From a staff of approximately eighty, over thirty participated in at least one 'master teacher' role; they made the following comments on the first two terms' work.

'A' level courses

"Spanish A level work has been quite encouraging. All three 'Spanish trainees' have been consistent in their efforts and are among the more articulate in their class." "The teachers have taken their places in the A level class, and are doing the work required and keeping up with the level of the class. One or two are a little behind because of absence, late or slow starts, and even laziness. The majority, however, are keen and interested students." "One student in my chemistry A level class was improving rapidly to a state of awareness and was developing

a good, critical approach. However, he left at Christmas to enter the university."

Professional courses in education

"Attendance is fairly satisfactory. . . . The class in child development has no text books and I have not yet recommended any. This is a lack. . . . The time barely allows for lecture and hardly any discussion. This too is a weakness. I gave a test. Twenty-six took part. One did exceptionally well, five did very well, two poorly and the rest mediocre work." "Going fairly well--but there are areas which need re-thinking. I suggest that the first term (September to December inclusive) be restricted to observation. Their timetables need to be organized so that the 'teachers' will have more time to concentrate on specific areas of the teaching process. It seems unwise for them to continue the present trend of diversification."

Micro-groups

The A level micro-groups drew the following comments from the master teachers in charge of them: "Late arrival of the group results in wasted time at the start, may be due to lack of clarity as to where they should be"; "The students are responsive and cooperative and the discussions have helped them to gain a little insight into the background and thought that influenced Shakespeare. It is hoped this will not only enrich their background, but will also enable them to understand the particular plays they are studying"; "An ideal opportunity is provided for developing a good 'rapport' with the students whose general level of intelligence seems to be reasonably high--and more

important perhaps—they show an alert, lively approach to their work. I think this may well be in response to the 'new' approach, content and bias of their curriculum; it is to be hoped that their enthusiasm can be maintained—it is vital that they remain extremely interested and very useful if the feeling of privilege persists." "The small group course is going very well. The students are very involved and enthusiastic and seem to enjoy the work set them. I encourage individual expression through personal involvement. An open experience is offered." "Unfortunately, I have not been able to devote as much time to this aspect as I would have liked. Nevertheless, I have noted progress within the group in academic matters. Although full confidence has yet to emerge, at this stage I feel confident in saying that the students in this group are good A level candidates." "The teacher training course has been stimulating and helpful"; "The 'methods' section of this course has proven invaluable as the teachers are given a chance to discuss various methods of teaching, and at the same time arrive at conclusions about other aspects of teaching--i.e. the importance of the curriculum, the relation of the curriculum to the environment, and values in the school situation."

Group teaching

"This has been very successful. The student teachers have taken an active part this term. All have made good progress in teaching techniques and class handling. Groups have taught both first and third form students. One group successfully taught a fourth form class. This is good, because it has encouraged the student teachers to look into the academic side in greater depth." "Time tabling difficulties are immense."

"On the whole very successful both for the teacher training students and the day school students. With first year the students helped organize a successful field excursion." "Most of the student teachers circulate well and are a tremendous help to the younger children (to the extent that they now call the 'Prefect' for help rather than me)."

"This is a valuable exercise, but my group tends to be individualistic, so need more practice in group planning. All the students need to THINK more so as to be able to relate methods to subject-matter."

'A' level mid-term examinations

The coordinator took the opportunity to compare the 'teachers' results on the 'A' level mid-term internal examinations with those of the regular Excelsior sixth form students enrolled in the same class, and taught by the same tutor, who also marked the examination papers. While not all tutors were willing to send in their comprehensive examinations results, the following results which were submitted may be considered representative:

Table 3. 'A' Level Mid-term Examination Results

Subject	Total no. candidates	No. 'teacher' candidates	'Teachers' rank order in class
Chemistry	28	4	7, 12, 15, 26 [*]
Economics	34	5	5, 8, 11, 28, 34 [*]
Geography	26	3	2, 7, 8
Mathematics	16	1	4
Zoology	22	3	3, 4, 20 [*]

^{*} Candidate failed examination.

The above evidence clearly illustrates that the 'teachers' were able on average to equal, and in some cases surpass their sixth form classmates, in spite of the fact that the 'teachers' were taking a much heavier course.

The 'teachers' self-confidence began to grow. To add to these successes, one 'teacher' learned that she had passed English language 'O' level written for the London Overseas Examinations Syndicate in January 1971. This success also raised teachers' hopes of achieving academic proficiency.

In summary, both 'teacher' and 'master teacher' evaluations expressed predominantly positive reactions to the varied components of the pilot project. The major strengths indicated by 'teachers' appeared to be their first direct involvement in teaching junior secondary pupils at Excelsior as well as their enjoyment of classes in psychology and child development. The major weaknesses appeared to be their overcrowded timetable, and the fact that they had to travel such great distances to reach Excelsior. The major strengths noted by 'master teachers' were the group-teaching and micro-group experiences, while the major weakness was the overcrowded timetable which exhausted their 'teachers' by the late afternoon. The teachers' 'A' level examination results gave them greater confidence in their own ability to master academic studies.

RESISTANCE AND CHANGE FORCES - A SUMMARY

Resistance forces

1. A few 'master teachers' refused to let their 'teachers' teach, but rather insisted that they observe during group teaching periods.
2. A handful of 'master teachers' stressed methodology at the expense of the purposes intended for the micro-group sessions. (Diagnostic and remedial assistance in 'A' level subject-matter; help to pass the 'A' level examinations; enrichment).
3. Some Excelsior tutors tried to coerce the 'teachers' into behaving as Excelsior students rather than as young 'teachers in embryo.' Some 'teachers' were harrassed over their dress and their attendance at morning assemblies. This pull or dissonance seriously disturbed the smooth functioning of the pilot project, yet it was necessary if attitudes were to change.
4. A few tutors refused to submit the comprehensive standings of all their 'A' level candidates on the mid-term examinations.
5. There was a lack of sound administrative support from Excelsior, and some undue interference. Financial support was far too parsimonious.
6. Two more clients left the pilot project at the end of this term. One left for the United States to continue her studies; the other, a probationer, returned home to help her family.

Change forces

1. Well-qualified 'master teachers' were involved both as group teaching and micro-group leaders.
2. Some tutors cooperated by submitting the record of all their candidates' results on the mid-term 'A' level examinations.
3. 'Master teachers' and other professionals helped in preparing syllabi to accommodate the pilot project. These very well qualified resource leaders lent high credibility to the project.
4. 'Teachers' successes on the 'A' level mid-term examinations, and the fact that one had passed her crucial 'O' level English language paper stimulated others to prepare to sit other 'O' level subjects in June 1971.
5. Evaluative supper meetings held at Excelsior greatly stimulated support for the pilot project. They also helped the coordinator isolate major resistance controllers.
6. The reconnaissance survey initiated earlier by the coordinator was continued during this term. Its aim was to collect the images and plans of important controllers in the Jamaican education system.

Systems containing both resistance and change forces

1. The Ministry of Education still provided no financial support for room and board; yet it provided excellent advisors to assist with curriculum and planning. Its political polarity against Excelsior's principal was known, yet it also made it possible for him to start both the pilot project and EX-ED 71. The significance of this ambiguity was most difficult to assess.

2. Excelsior's traditional outlook including its prefect system were powerful resistance forces, yet the cooperation of its leading tutors as 'master teachers' helped to legitimate pilot project endeavors. Without their help the project would have failed.
3. The area concept of EX-ED 71 involved risk taking. Had it failed, the pilot project probably would have failed; if it succeeded, the project would inevitably succeed.

CHAPTER V

EXTENSION OF GROUP TEACHING TO NEARBY SCHOOLS

APRIL -JUNE 1971

The extension of group teaching to six nearby schools was the major undertaking of the pilot project during the third term. The transition from the second term's work to the third was none too smooth because forces of resistance were becoming more sharply aware of the threat posed to their vested interests. As a result, the cooperation that the coordinator had hoped to receive from the Institute Board of Teacher Education and significant teacher training colleges was not forthcoming. One advantage gained from this lack of cooperation was that the coordinator enjoyed a free hand to articulate the pilot project as he saw fit. Had those agencies accepted his invitation to cooperate, they would have been in an ideal position to destroy it:

This is the point at which vested interests . . . are likely to become aware of the threat which is posed by change, and their defensive reactions may smash the whole mechanism of collaboration between the system and the change agent.¹

Realizing, too, that the quality of his working relationship with his 'teachers' was so crucial, he went beyond his role as change agent by actually teaching the seven probationer 'teachers' who still

¹Ronald Lippitt, Jeanne Watson and Bruce Westley, The Dynamics of Planned Change (New York: Harcourt, Brace & World., Inc., 1958), p. 137.

lacked the 'O' level English language credit. He thereby gained their support and confidence by helping them in the area of their greatest need.

The success or failure of almost any change project depends heavily upon the quality and the workability of the relationship between the change agent and the client system, and many aspects of this relationship are established very early in the helping relationship.²

Four major tasks encompassed pilot project activities during this third term: the extension of group teaching to nearby schools and its evaluation, the further development of the two-year professional program, the continued preparation of syllabi, and administration which included planning for a summer teacher-recruiting course.

INVOLVEMENT OF 'TEACHERS' IN NEARBY SCHOOLS

The previous term's experience had shown that the pilot project had been unable to establish a 'cultural island for change'³ at Excelsior without some serious interferences. The logical consequence was to remove 'teachers' from undue pressure in their group teaching experiences to a new climate where all of them could more fully realize their capabilities instead of spending so much time in classroom observation, as some of them had done:

. . . often the individual or group of individuals needs to be removed to a helping climate where the forces are designed and applied to encourage change.⁴

²Lippitt, Watson & Westley, op. cit., p. 135.

³Ibid., p. 111.

⁴Ibid., p. 219.

Further, to function more efficiently, the 'teachers' needed to gain experience by being involved in other secondary schools. By sending them to six nearby schools, the coordinator hoped that they would become involved and more independent:

. . . he tries to create situations in which the client system can learn by doing; he tries to encourage in the system a creative and successful independence.⁵

The coordinator also realized the importance of acquainting other schools about the pilot project by having 'teachers' working within them.

The procedure adopted to insert the 'teachers' into nearby schools was as follows. The 'teachers' were told to form themselves into groups of not more than four with an emphasis on either arts or mathematics-science areas. Groups were given a choice of teaching at either primary or junior secondary schools. Each group was then given the freedom to find a school of its choice that would be willing to receive it for group teaching practice for the whole term. Where possible teams were established along coeducational lines.

The coordinator then visited the schools selected to assess the desirability of the proposal with the principals. If the proposal were accepted, he would then ask the principal to name a master teacher from his own staff to coordinate the group's work over the duration of the term. The principal was assured that the manner in which the team's participation was articulated would be left entirely to the designated master teacher's discretion, and that evaluation would be comprised of reports on each client's progress by both the master teacher and the

⁵Lippitt, Watson and Westley, op. cit., p. 64.

'teacher' concerned.⁶ While the coordinator expressed the intention to visit the school on a weekly basis, he would come only to ensure that the school was not being inconvenienced by the group's presence, not to inspect. Only in the case of an impasse between the master teacher and a 'teacher' would he be willing to intervene, and then only upon the request of the principal.

Three home economics members of staff at Excelsior volunteered to discuss dress and grooming with the female 'teachers' in order that they might appear more professional to their pupils in the new schools.

Each group of 'teachers' served four forty-minute periods per week in one of the following schools: Vauxhall Junior Secondary, Holy Trinity Junior Secondary, Kingston Junior Secondary, Mountain View Primary, St. George's Girls Primary, and St. Theresa's Preparatory.

It was difficult to maintain the desired 'mix' of one master teacher to four 'teachers' because of the complicated timetabling required to ensure that no 'teacher' was deprived of his 'A' level or education classes.⁷ In a few cases, groups consisted of only two or three 'teachers.'

Radio and television coverage

Towards the end of this term, representatives of the Jamaica Information Service arrived at Excelsior to prepare both radio and television programs on the pilot project. As well as photographing the

⁶The same evaluation form was completed by both master teacher and 'teacher.' For a copy of this evaluation form, see Appendix G.

⁷For sample arts and mathematics-science teachers' timetables during this term, see Appendix E 3 (a) and (b).

project's new quarters which were nearing completion, they televised group teaching involvement in a junior secondary and a primary school, and interviewed principals and master teachers in these schools. The result was the production of effective half-hour programs which were transmitted over both radio and television.

Evaluation

Two means were employed to evaluate the performance of the 'teachers' in group teaching during this third term:

1. the completion of the same evaluation instrument by both master teachers and 'teachers';
2. expression of opinion at a buffet supper meeting attended by headmasters and headmistresses from the six schools and Excelsior, master teachers who had supervised groups of 'teachers,' selected pilot project board members, and a board member representing the Ministry of Education.

Evaluation form

The evaluation form⁸ essentially embraced three general areas:

- a. teacher lesson preparation, grooming, classroom organization and blackboard use;
- b. lesson development, class questioning and discussion, clarification of concepts, and meaningful and pleasant learning situation;
- c. 'teacher' awareness of the group situation, relationships with master teacher and group colleagues, acceptance of criticism, and searching for more efficient ways to transmit knowledge.

⁸ See Appendix G.

Both master teacher and 'teacher' were requested to complete the same form on which they were to rate the teacher's performance three times: once only for each of the three general areas described above. The rating scale was marked from 5 to 1 designating excellent, very good, good, fair and poor.

The essential aims in having an evaluative instrument of such a general nature were threefold: first, to provide the coordinator with a general assessment of the teacher's competency in the classroom; second, to provoke discussion between the teachers and their group leader, and among the group members; third, to enable the master teacher to isolate those facets of teaching which he considered most important.

Self-rating was employed for two reasons: first, it encouraged the individual teacher to critically assess his own performance; second, extreme self-ratings towards either end of the scale helped to reveal their over-confidence or under-confidence.

Five 'teachers' failed to turn in their evaluation sheets, and five left the project. Master teachers evaluations of the twenty-seven 'teachers,' and self-evaluations of twenty-three 'teachers' are contained in the following table.

Table 4. Evaluation of 'Teacher' Performances in Group Teaching - Third Term

Rating	Source of Rating	
	Master teachers	'Teachers'
Excellent	0	2
Very good	4	10
Good	14	7
Fair	9	4
Poor	0	0
Total	27	23

A glance at the data in Table 4 reveals that 'teacher' self-ratings were generally higher than the ratings of master teachers. In fact, of the twenty-three 'teachers' who rated themselves, fourteen gave themselves a higher rating than their master teachers, according to the following pattern:

Table 5. 'Teacher' Self-rating Higher than Master Teacher Rating

Master teacher rating	'Teacher' self-rating	No. of 'teachers'
Very good	Excellent	2
Good	Very good	8
Fair	Good	3
Fair	Very good	1
Total		14

All but one of the above differences in ratings involved only one step upwards; one case appeared too self-assured, that of the 'teacher' whose master teacher rated her performance 'fair,' but who rated her own performance 'very good.'

The confidence of the 'teachers' in their own performance was the most outstanding finding of this evaluation. This high self-rating was probably due to two major factors: first, a feeling of some insecurity when faced with the problem of evaluating themselves thus tending to overrate; secondly, a conceit that led them to think that because they, in most cases, held higher academic qualifications than most of their master teachers, they therefore were better teachers 'per se.'

Three teachers only gave themselves a lower rating than that of their master teachers:

Table 6. 'Teacher' Self-rating Lower than Master Teacher Rating

Master teacher rating	'Teacher' self-rating	No. of 'teachers'
Very good	Fair	1
Very good	Good	1
Good	Fair	1
Total		3

Only one of the above cases appears seriously lacking in self-confidence, that of the 'teacher' who rated her performance only 'fair' while her master teacher considered it 'very good.'

The five 'teachers' who failed to submit self-ratings received the following ratings from their master teachers, and left the project for the following reasons:

<u>Master teacher rating</u>	<u>Reason for leaving pilot project</u>
Good	Enrolled in a teacher training college because room and board provided.
Good	Took employment in a bank.
Fair	Took employment in a bank.
Fair	Financial and domestic problems.
Nil	Entered U.W.I. - had failed professional courses.

Buffet supper meeting

Following the group teaching experience, a combined evaluation session and buffet supper was held in Excelsior's staffroom on June 16, 1971.

The participating principals and master teachers commented on various aspects of the pilot project teachers' performance in their schools. They expressed overwhelming commendation for the quality of 'teacher' involvement. The following aspects particularly drew their praise: punctuality and neatness of dress, sound lesson development, involvement of the pupils in the learning process by means of interesting projects, high professional behavior and pleasantness. Unfortunately, though constructive criticism was welcomed, they advanced none at all. Some principals even expressed a desire to obtain certain 'teachers' who had taught in their schools as staff members once they had completed their course.

DEVELOPING THE PROCESS OF CHANGE

The coordinator hoped to invoke a process of change that would raise the level of teacher preparation in Jamaica specifically as it related to the needs of the junior secondary schools. In this endeavor he recruited, with the aid of others including Excelsior's principal, individuals and agencies willing to cooperate and contribute professional inputs towards the development of a two-year professional program which was to be designed and sustained by Jamaicans. Due to the inchoate nature of the pilot project even by the third term, the program that began to take shape in the minds of its contributors could only be regarded as tentative.

While in the final analysis only a program fashioned by Jamaicans would survive, the coordinator did not hesitate to isolate and advance program patterns that began, in this very 'ad hoc' situation, to take form. For example, the teaching experiences appeared to fall logically into five distinct terms' work:

The 'teacher' not only observes his master teacher at work, but he also teaches himself and together with the other members of his group:

- 1st term: in a junior secondary classroom at Excelsior under the guidance of an Excelsior master teacher;
- 2nd term: in another junior secondary classroom at Excelsior, this time under a different master teacher;
- 3rd term: in a primary or junior secondary school under the guidance of a master teacher from that school;
- 4th term: in a different primary or junior secondary school (if a primary school was chosen in the third term, then a junior secondary school would have to be

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selected in the fourth term, or 'vice versa').

The 'teacher' teaches alone during the 5th term either at Excelsior or in another school under the supervision of a master teacher. One of the few directives that the coordinator received from the Pilot Project Board members was that during the 6th term, 'teachers' must be allowed the full term to prepare for their final examinations. No teaching was therefore planned for that term.

Other contributors to the process of change were the following:

1. Tutors who taught the professional education courses: psychology, child development, and statistics and measurement. Without their sustained professional help and advice the pilot project could not possibly have survived. They provided the firm base from which project development could be launched.
2. The ever-expanding cadre of master teachers both from Excelsior⁹ and the six schools¹⁰ who directly guided and encouraged the 'teachers.' For example, at Excelsior one master teacher of history was able to show 'teachers' why a new interpretation needed to be given the teaching of West Indian history as it retreated from the colonial past with its undue emphasis on mercantilism; at one of the six schools a master teacher was able to explain to them the wide disparity that existed in the composition of a primary six group of pupils 'vis à vis' a grade seven group, and the need for them to always keep in mind the difference.
3. Almost all members of the expanding Pilot Project Board contributed something of value to the project. Dr. Edith Dalton-James, an

⁹For a list of master teachers from Excelsior, see Appendix F2.

¹⁰For a list of master teachers from six nearby schools participating during the third term, see Appendix F3.

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honored retired educationist, emphasized that the socio-cultural core values of Jamaicans must be included in any forthcoming program which the project may effect. Mr. D.R.B. Grant, Jamaica's expert on early childhood education, also stressed the vital transition from primary to junior secondary levels. Professor John Figueroa warned against drawing faulty conclusions from the 'A' level results of pilot project trainees who may have been forced-fed in their micro-groups.

4. A handful of key controllers at the Ministry of Education advised the coordinator on curriculum, and were able to point out to him possible pitfalls and possibilities inherent in this change process. They were fully aware of the prerequisites deemed sufficient to constitute certification for other teachers in training in Jamaica by the Institute Board of Teacher Education, and therefore could assure the coordinator when planning was proceeding along lines of positive growth that it could not then be effectively challenged.
5. The principals of the six schools helped by adding their approval of the quality of team teaching, and by discussing educational issues with the pilot project 'teachers,' such as, 'Should pupils receive free lunches at school in low income areas of Kingston?'
6. The master teachers in the nearby schools provided examples of the type of teacher which the pilot project 'teachers' could expect to find in their first school during their internship year. They also showed the 'teachers' such things as how they prepared science experiments, how they provided for slow learners in reading, and how they assisted the pupils in their transition from the

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dialect to standard English. The empathy, information and encouragement provided the 'teachers' by members of these cohorts greatly enhanced the survival capacity of the process of change initiated.

PREPARATION OF SYLLABI

Tutors as well as selected master teachers and other professionals at Excelsior began to prepare syllabi for the pilot project in their teaching subjects. It was recognized that before the Institute of Teacher Education would certify the pilot project 'teachers,' it would have to have a clear idea of the courses, course content, and achievement of each 'teacher.'

Each professional was placed in a difficult position when requested to consider writing such a syllabus, for each was very busy and in almost every instance hard-pressed to take time out to teach and lead pilot project groups, much less prepare a syllabus. Furthermore, these requests were directed to volunteers who could not be paid for their labors, for the pilot project was almost destitute financially. Nevertheless, the preparation of syllabi did begin, though slowly. It was not easy. For example, the psychology tutor wrestled with such problems as, 'Should psychology be divorced from child development or not?' 'How great an ambit should the psychology syllabus embrace?' The decisions to such questions, when once taken, would help govern other syllabus writers' actions. Such problems occupied the third term.

The following syllabi were prepared: 'Educational Psychology'; 'Child Development'; 'Measurement and Statistics'; 'Music'; 'Art'; 'Typing';

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'The General Reading Course'; and 'The Teaching Course'; as well as master teacher micro-group reports in social studies, geography, and mathematics, and a general science methods course. All syllabi were viewed merely as tentative; as the process of change continued, it was expected that some of the syllabi might provide valuable base-line data from which further syllabi may be prepared. The micro-group reports were requested so as to facilitate a clearer conception of the function of micro-groups as interpreted by master teachers.

ADMINISTRATION

By 1 May, 1971 the pilot project acquired its first secretary, Mrs. Olga Tenn, a highly competent lady who came for only four hours each week day. Keeping in mind the prolixity of demands now being placed upon the project's administrator, her presence was a number one priority if syllabi were to be typed and general administrative demands met. Financial estimates and staff projections for the year 1971-72 had to be prepared for submission to the Ministry of Education. In addition, many administrative forms pertaining to the payment of master teachers, the recording of teachers' academic and citizenship progress and evaluation were prepared so that the coordinator's successor, still unnamed, would be able to effect a smooth takeover.

The Pilot Project Board continued to expand with the addition of three new members: a master teacher from Excelsior, a representative of the Jamaica Teachers' Association, and Dr. Franklin Johnston, a recently returned young Rhodes scholar who was deeply interested in the pilot Project's progress.

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The coordinator's earlier suggestion of establishing future teacher clubs throughout Jamaica in order to induce better qualified third, fourth and fifth form students to consider teaching as a future profession appeared to remain dormant.

CHANGE AND RESISTANCE FORCES - A SUMMARY

Resistance forces

1. Interference from Excelsior continued; some 'teachers' were being interviewed by the principal without the coordinator's knowledge; this drained their attention and energy.
2. Far too much time, attention and energy were being spent by the coordinator on purely administrative matters, including preparation for the summer course.
3. No room and board allowance had yet been paid the 'teachers' by the Ministry of Education. This omission seemed to augur the doom of the project.
4. Attrition of 'teachers' continued; five left during this third term. One entered a teacher training college; one subsequently entered the university, and two found employment in banks. One, a probationer, returned home explaining she could no longer afford to remain on the pilot project without financial assistance.
5. A counterpart had still not been assigned to the coordinator so as to ensure pilot project continuity when the Canadian coordinator left.
6. The suggestion of future teacher clubs had still not been effectively acted upon.

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7. Sound financial provision to promote the pilot project was inadequate.

Change forces

1. 'Teacher' involvement in the nearby schools greatly enhanced the influence of the 'teachers' themselves in helping to shape the dynamic of the project:

The client system must willingly accept the influence of the change agent. . . . this means that the client system must believe that it also possessed influence over the change agent and over the course of the helping process. Change agents seem to agree that the client must never feel that it is the object of a one-way power relationship.¹¹

2. The 'teachers' were given the freedom to resolve many problems that arose. They were allowed to choose their own team members as well as their schools before going out as groups to teach. They were given freedom to wear either their school uniforms or street apparel. Finally, they were permitted to evaluate their own performances, in conjunction with their master teachers. By means of this process, they became proponents of the project.
3. Prestige and status was being conferred, for the first time since the pilot project began, upon experienced classroom teachers with approximately the same academic qualifications as the pilot project 'teachers,' yet whose competence and experience as professionals placed them far ahead. Through these master teachers' behavior with their respective groups, their understanding and attitudes

¹¹Lippitt, Watson and Westley, op. cit., pp. 172-3.

towards the pilot project were increased and strengthened. In this process active promoters of the project were recruited; the beneficial effects of their support would be diffused throughout the educational organization. (In some schools in which pilot project groups had participated, teachers in training from teachers colleges had also been present, and fair comparisons could be made. In the instance of the pilot project, the master teacher controlled the process and the evaluation; in the case of the teacher training colleges, outside examiners from the college and Ministry of Education controlled evaluation.)

4. Television and radio coverage of the pilot project during May and June 1971 greatly increased 'teacher' morale, and acted as a very powerful change force. A few positive newspaper articles reinforced this trend.
5. The ongoing construction of the new five-roomed pilot project unit acted to promote stability and positive change. By this time the 'teachers' were perceiving themselves as true pioneers for Jamaica, with something to protect and promote.
6. The increased Pilot Project Board reinforced the concept that Jamaicans desired to solve their own problems once an opportunity presented itself.
7. A community survey for the proposed EX-ED 71's community college was conducted by a university research unit.¹² Eleven pilot project 'teachers' collected the required data from a house to house survey

¹²Preliminary Report, XLCR Community College Survey 1971 (Kingston: Research Unit, S.D.C., 1971). (Mimeographed.)

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within a two-mile radius of Excelsior. This activity, which took the 'teachers' into the greater community, helped them to see the relevance of the pilot project for the greater community, for the pilot project was to become a component of the community college.

8. The planning of an 'Invitation to Teach' course, which was conceived by the coordinator, acted as a positive force for change because of the many attractive components that comprised it. The 'teachers' were pleased to think that they would be acting as interpreters of the pilot project to many fifth form school-leavers during this summer course, which also brought together professionals from Jamaica and Canada.
9. During the same summer of 1971 the World Conference of the Teaching Profession (W.C.O.T.P.) was to meet in Jamaica. To prepare the island for the conference, a very large-scale diffusion of articles and ideas pertaining to education, both within Jamaica and throughout the world, was launched by both the mass-media and face-to-face encounters. Thus, the soil was prepared for the consideration of innovative ideas and practices such as the pilot project and EX-ED 71.
10. A most interesting phenomenon was noted during June 1971 when 'teachers' sat both 'O' and 'A' level examinations for the Cambridge Overseas Examinations Council. Of the twenty 'teachers' who wrote examinations at this time, two wrote 'A' levels one year ahead of time, and eight wrote 'O' levels which need not have been written to satisfy pilot project requirements. This exhibition of confidence in themselves and their willingness to impose their own structure on their studies reflected one of the major qualities the project most wished to

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impart. It established a valuable dissonance between their behavior and that of the odd 'teacher' who intended merely to make perfunctory efforts at being a pilot project 'teacher.'

11. The process of developing a professional program acted as a strong change force, for those who prepared syllabi or gave advice and guidance during this term began to perceive that there was something at stake that should not be allowed to disappear.
12. The key education controllers whose 'images and plans' of Jamaican teacher training were collected this term by means of the coordinator's reconnaissance survey, also began to draw closer to the pilot project and support it. Some even joined the Pilot Project Board, and thereby gave its operations a higher credibility.

Systems containing both resistance and change forces

1. On one hand, the Ministry of Education failed to provide room and board allowances to the 'teachers' and thereby forced some 'teachers' to resign after a year's good service. On the other hand, the Ministry did provide counsel and help with curriculum, and by its mere presence provided a semblance of legitimation, thus promoting change.
2. On one hand, Excelsior's principal failed to make it crystal clear that he was primarily interested in promoting a higher form of teacher training, even if that occurred in the teachers' colleges and resulted in the demise of the pilot project itself. The observer could harbor the feeling that the pilot project, as a component of EX-ED 71, had to succeed, for EX-ED 71 had to become

institutionalized at all costs because its creator had so decreed. As a force for change, on the other hand, it was the principal who had promoted the idea of such a project being housed in a prestigious secondary school; thereby he was able to provide it with the valuable human resources of his staff.

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CHAPTER VI

INVITATION TO TEACH COURSE AND THE GENERALIZATION AND SPREAD OF CHANGE

JULY - AUGUST 1971

Support and guidance to the 'teachers' had been the central focus of the pilot project during the initial steps of the change process. Methods now needed to be implemented to extend the process of change to those other institutions preparing teachers for Jamaica's junior secondary schools. Although six nearby schools had participated, it is important to note that significant teachers' training colleges, the Jamaica Teachers' Association and the University of the West Indies stood aloof; it now remained for the change already affected to be diffused and to be generalized to those agencies.

The central purposes of conducting the vacation 'Invitation to Teach' course during the summer of 1971 were threefold: first, to persuade promising fifth form school-leavers to consider entering the teaching profession; second, to provide pilot project 'teachers' with opportunities for leadership and responsibility; third, to invite representatives of significant teachers' training colleges, the Jamaica Teachers' Association and the University of the West Indies to participate in the campaign to recruit fifth form school-leavers for teaching.

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The process of diffusion demanded: that the pilot project 'teachers' and professional leaders be given a certain prominence or visibility; that a continuous flow of information about the 'Invitation to Teach' course be easily transmitted to the significant teachers' training colleges, the Jamaica Teachers' Association, and the University of the West Indies so as to solicit their participation; and that those who declined to participate be provided with sufficient current information so that they might fairly evaluate the course for themselves.

A large-scale mass-media campaign was launched to invite applications for the course. It was expected that those fifth form leavers recruited would more easily be able to communicate with the pilot project 'teachers' who were on average but one year their senior on the theory that 'youth relates to youth.' Through direct face-to-face encounters with the fifth form leavers over a period of four weeks, the pilot project 'teachers' would be better able to persuade them that the teaching profession was a worthy one .

The 'Invitation to Teach' course will now be discussed in the following sequence: description of the course, its evaluation, and resistance and change forces encountered.

INVITATION TO TEACH COURSE

Staff

Dr. Errol Miller, tutor in psychology for the pilot project, agreed to act as director of the 'Invitation to Teach' course on condition that the pilot project coordinator administer the program.

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One of the earliest decisions made was that Jamaicans should, wherever possible, lead every aspect of the course, and that only when necessary Canadians should be sought to assist. The Canadian Teachers' Federation sent a team of three professionals to assist in the areas of diagnostic and remedial education, science and language arts. Jamaican professionals led both the science and language arts areas assisted by Canadian specialists. The Canadian team leader led diagnostic and remedial education, while a locally recruited Canadian led the mathematics area.

Clientele

An invitation was sent to all principals of schools enrolling fifth form students to forward the names of promising leavers who might be expected to pass four 'O' level examinations and might wish to consider the teaching profession as a career. Since the G.C.E. 'O' level examination results would not be announced until late September 1971, some affirmation of the candidate's competence was required. To reinforce the invitation, newspapers carried advertisements describing the areas to be studied, and inviting fifth form leavers to attend as well as mature students. Almost two hundred inquiries were received from the fifth form school leavers, and when the course began on July 12, 1971, fifty-six enrolled. Four mature students also joined; these were people in their late teens or early twenties who had completed at least three or more G.C.E. 'O' levels.

Questioning of fifth form school leavers and mature students at the beginning of the course revealed the following information. They first learned about the course from the following sources:

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Table 7. Source of Information about Invitation to Teach Course

	Source of Information	No. of Participants
Mass media:	Newspaper	23
	Radio	1
Face-to-face contact:	School principal	14
	A classmate	8
	School teacher	5
	Pilot Project 'teacher'	5
Other sources:	(Including parents)	<u>4</u>
Total		60

It is evident that newspaper releases were most effective in soliciting participation in the course. It must be noted that mass media releases of any nature were very expensive, and that the cost of television releases was prohibitive.

Of the sixty who enrolled in the course, fifty-one had no teaching experience; nine had some part-time teaching experience in primary and all-age schools, including one in a 'basic school' or kindergarten.

Upon entering the course, twenty-four of the participants indicated that they intended to enter a teacher training institution that year; twenty were undecided; sixteen did not intend to undertake training as a teacher.

When asked why they decided to attend the course, thirty-five indicated that they thought the course would help them because they wanted to become teachers, with or without training, immediately or at some later date. Nineteen said they wanted to find out what a

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teacher's job was like. Five indicated they wanted to make some profitable use of their summer vacation; one did not respond to the question.

Of the twenty-three pilot project 'teachers' remaining on the project, twenty-one also decided to join this course, though it was not compulsory. Thus, the total of all clients enrolled was eighty-one. The numbers would have been much higher if the coordinator could have assured applicants at least one month beforehand that room and board emoluments would be paid. Confirmation of such emoluments was received only one week before the course began.

The course

The program was designed to provide insights into some aspects of teaching. Four subject areas were chosen which were deemed to be among the most important to satisfy Jamaica's needs: diagnostic and remedial education, language arts, mathematics and science. The intention was that during the first week all clients would attend demonstration plenary sessions in each of the four areas. At the end of the first week each client would choose two of the four areas for intensive study over the remaining three weeks. After the first week, enrolment in each of the four areas was as follows:

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Table 8. Invitation to Teach Course - Enrolments in Four Areas of Study

Clients	Areas of Study			
	Diagnostic & Remedial Education	Language Arts	Mathe- matics	Science
Fifth form leavers and mature students	43	49	18	10
Pilot project 'teachers'	15	9	8	10
Totals	58	58	26	20

A timetable for the first week's activities was organized, as well as one embracing the three-week period.¹ Provision was made in timetabling to allow all clients ample time for individual study as well as group field trips. Classes began at 8:30 A.M. with the taking of the roll, and terminated at 3:00 P.M. after which clients could return home or remain to study or participate in sports or games.

The course was held at Excelsior where classrooms and science laboratories were readily available for demonstrations whenever area leaders chose to avail themselves of such resources.

Pilot project 'teachers' organized themselves into a library committee to facilitate a comprehensive use of the school's library by all members on the course.

¹For timetables covering: (a) the first week, and (b) the last three weeks of the Invitation to Teach course, see Appendix H1(a) and (b).

Supporting agencies

The Minister of Education officially welcomed those participating in the course on opening day, 12 July, 1971. His Ministry had provided moneys covering the fees of the director and the Jamaican professional leaders, as well as rather substantial room and board allowances for all clients on the course.

The president of the Jamaica Teachers' Association also welcomed those in attendance, and extended her association's regrets at not being able to do more since the Jamaican teachers were hosting the twentieth annual World Conference of the Teaching Profession (W.C.O.T.P.) at the same time.

The deputy principal of Mico Teachers' Training College, as assistant director of the course, also extended a few words of welcome and mentioned that the head of his college's English department would lead the language arts area of study supported in part by a colleague from Shortwood Teachers' College.

The College of Arts, Science and Technology provided the Canadian area leader of mathematics. Other outside resources included the Canadian team of three specialists sent by the Canadian Teachers' Federation which also was instrumental in forwarding approximately seven hundred dollars worth of textbooks in the new mathematics for grades 7, 8 and 9, together with instructors' manuals. The British Columbia Teachers' Federation sent a new ditto machine complete with all necessary supplies including paper to serve the course for its duration.

Role of the pilot project 'teachers'

Since the pilot project 'teachers' were, on the average, but one year older than the fifth form leavers, it was expected that the 'teachers' would be able to communicate most effectively with them. The 'teachers' could enlarge and interpret the pilot project to them, for example, and in so doing introduce them to some insights and appreciations leading to their possible entry into the profession.

Furthermore, as leaders of both the fifth form leavers and the handful of 'mature students,' the 'teachers' would be provided with opportunities to develop their own leadership skills. The coordinator ensured that these 'teachers were placed as chairmen in charge of all activities such as library coordination, field trips, games, and outdoor sports, as well as the farewell party and dance.

EVALUATION

At the conclusion of the course, the following submitted their evaluations: fifth form leavers and mature students, pilot project 'teachers,' subject area leaders, the director, and his assistant. Each of these evaluations will now be considered separately.

Fifth form school leavers and mature students

An evaluative questionnaire,² completed by all invitees to the course, revealed the information which follows.

²For the evaluative questionnaire completed by fifth form school leavers and mature students, see Appendix H2.

Evaluation of the course

Fifty-four invitees indicated that after the course, they had a better idea of teaching, and what was involved in becoming a teacher. The six who replied negatively all had some teaching experience. Typical responses were:

During this course we have been informed of the pros and cons of the teaching career and also the compensations of teaching as compared to other occupations. We had two films dealing with this subject in particular, and a discussion also, which proved to be very interesting and enlightening. All in all, I learnt a lot more about what is involved in becoming a teacher, much of which I had not thought of seriously before.

The various lecturers were particularly enlightening. They made me think and think again. Do you think you want to be a teacher? My final conclusion is yes and always will be yes.

The following aspects of the program were selected as most interesting and enjoyable by individual invitees:

<u>Most enjoyable aspect of the program</u>	<u>No. of invitees</u>
Diagnostic and remedial education	23
Extra-curricular activities	12
Language arts	10
Mathematics	5
Science	5
Science field trips	4
Meeting others	1

Typical comments were the following:

Diagnostic and remedial methods were to me a most relevant and necessary field of involvement. It revealed to me many problems that I would meet in the classroom which I had formerly been unaware of. Thanks to the programme, I now feel I'm adequately prepared.

Extra-curricular activities: being able to make friends and have a game or two with them.

English classes were always interesting. This seemed so boring before lectures started but I am now thinking strongly of teaching English.

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I enjoyed doing my mathematics project and then teaching it to the class.

I found science most interesting, especially arranging materials brought back from trips proved to be very exciting for me.

Some of my dark areas were brightened plus I know now where I can take my classes to get practical experiences on field trips.

Fifty-nine invitees expressed the opinion that it would be worthwhile to conduct a similar program the following summer; one disagreed. Positive statements included: "This course is really an introduction to the teaching profession. It helps many people to clear their minds and also helps them to make early decisions." "It shows that teaching isn't all smooth sailing, there are storms at times." The one negative respondent wrote, "Most of the work done at this course was a repetition of my previous school work. If another such course was organized the schedule should be arranged differently."

The following changes and improvements were recommended by individuals for any similar subsequent course:

<u>Changes suggested</u>	<u>No. of invitees</u>
None;	14
All four areas to be covered, not just two;	6
Course should be longer;	4
More money should be allowed for room and board;	4
Pilot project 'teachers' should not dominate;	4
There should be more men on the course;	3
There should be more games;	3
There should be class attendance checks;	2
There should be more group work;	2
Start later in the day;	2
The day should be shorter;	1
The class periods should be shorter;	1

continued . . .

<u>Changes suggested</u>	<u>No. of invitees</u>
The course should be held before August so they can earn money that month;	1
Participants should be more effectively introduced to each other;	1
Room and board should be arranged for rural participants;	1
They should all eat and sleep in the same place;	1
They should all have to participate in extra-curricular activities;	1
They should be treated as adults, not children;	1
Money should be paid weekly, not monthly;	1
There should be a preview of the course beforehand;	1
There should be recapitulations on Fridays;	1
There should be more individual involvement;	1
All should have a chance to go on field trips;	1
No response.	<u>3</u>
Total	60

Influence of pilot project 'teachers'

It was the intention of the coordinator to include pilot project 'teachers' in the Invitation to Teach course as opinion leaders for two main purposes: (1) to encourage and persuade fifth form school leavers to consider teaching as a worthwhile professional goal, and (2) to acquaint them with the Excelsior Sixth Form Teacher Training Pilot Project.

As a part of the end of course evaluation, the coordinator wanted to know the effectiveness of the pilot project 'teachers' interaction with the sixty invitees. Forty-five (75 percent) of the invitees reported that they had become friendly with at least three pilot project 'teachers,' four had become friendly with two 'teachers,' and one with only one 'teacher.' Ten invitees had made friends with no pilot project 'teacher.' The social interaction thus indicated appears encouraging. Some of the

older invitees appeared reluctant to interact with pilot project 'teachers,' and the deportment of some younger ones left something to be desired. However, there was some justification in the accusation of four invitees that some pilot project 'teachers' tended to flaunt their authority.

Reported efforts of pilot project 'teachers' to encourage and persuade fifth form leavers to become teachers were less encouraging. Only thirty-three (55 percent) of the invitees indicated that one or more pilot project 'teachers' actively encouraged them to become teachers. Five pilot project teachers did not try to persuade anyone. However, these facts may indicate discrimination on the part of pilot project 'teachers,' since there was no need to attempt to recruit those with previous teaching experience, nor the few who were obviously ill-suited for the profession.

The chief attractions of teaching pointed out by pilot project 'teachers' were the following:

<u>Chief attractions of teaching</u>	<u>No. of 'teachers'</u>
Joy of having helped mankind;	6
Satisfaction of working with children;	4
Enjoyment of Excelsior pilot project;	4
Promise of better starting salary;	4
Professional opportunities;	3
Working with people;	2
Jamaica's great need for teachers;	2
Opportunity for later university scholarship;	2
Satisfaction when pupils are successful;	1
Helping children aged 7-13; after that, damage is irreparable;	1
Helping individual child; all have special needs;	1
'A' level opportunities;	1

Decision to undertake teacher training

Invitees were asked whether they planned to enrol in a teacher training course during the coming year. Thirty-one (52 percent) indicated they did so plan. Eleven said "no," and eighteen were undecided. In comparison with responses of invitees to the same question upon entry to the course, these figures indicate a modest gain of seven recruits to teacher training.

Of the thirty-one planning to enrol in a teacher training course, fifteen expected to go to the Excelsior Sixth Form Teacher Training Pilot Project, eight to Mico Teacher Training College, seven to Shortwood Teacher Training College, one to the teacher training pilot project at the College of Arts, Science and Technology, but none to Church Teacher Training College.

The above expressions of intention may perhaps be explained in part by the fact that: (1) all institutions with the exception of Church had actively participated in the Invitation to Teach course; (2) upon the opening of the course on 12 July, only Excelsior offered a teacher training course concurrently with 'A' level courses; (3) on 22 July, Mico Teacher Training College announced that it would provide a training course concurrently with 'A' levels for the first time in September 1971. This same plan was subsequently adopted by Shortwood Teachers' Training College.

Decision not to undertake teacher training

Some of those not undertaking teacher training immediately stated their plans as follows: fifteen expected to return to school to do more 'O' level studies; two of these then planned to take teacher training.

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Four expected to do 'A' level studies, after which three wanted to go to university and one to teacher training. One intended to teach without teacher training. One hoped to find a job; another planned to get married; and still another planned to leave Jamaica.

Pilot project 'teachers'

As previously stated, the first important purpose of the Invitation to Teach course was to persuade fifth form leavers to consider entering the profession; therefore, the course was primarily designed for them. The secondary purpose was to provide pilot project 'teachers' with opportunities for leadership and responsibility; their evaluation therefore centers on such activities.

The coordinator provided pilot project 'teachers' with leadership opportunities in forming the summer executive, and chairing the library, recreation, sports and banquet committees. Five of their members were elected by the 'teachers' to the summer executive. This body performed its role effectively as interpreters of the pilot project and as the transmitters of invitee suggestions for course clarification or modification; it also added some invitee members to its own group. The library committee of ten took complete responsibility for making the resources of Excelsior's library available to all participants on the course. The three members of the recreation and sports committee organized games and supervised equipment daily at noon and after classes; as the course progressed they increased these opportunities at invitee request. A banquet committee of seven organized the farewell banquet, prize-giving ceremony and dance. Those who assumed these quite heavy

responsibilities fulfilled them very creditably. It must be pointed out, however, that several 'teachers' volunteered for two or more of these tasks, while approximately one-third volunteered for none.

Members of the executive were most effective in bringing invitees' problems to the coordinator's attention. This proved to be the most effective communications network during the course. Because of their dedication and ability at bringing the right parties together, they greatly strengthened many aspects of the course, including professional matters raised by the invitees which were relayed to the director and his staff.

One-third of the 'teachers' had very little association with the invitees, though that was their major function. In fact, some invitees indicated that some 'teachers' maintained a cold social distance, and that a few holding executive positions gave the impression that they considered themselves superior to the invitees.

The course revealed excellent leadership on the part of at least five of the 'teachers.' Nine others rose to the challenge and acquitted themselves quite commendably, including two young ladies who had seemed retiring, but worked effectively and sociably among the invitees; it was they who were most active in describing the virtues of the profession and in explaining the pilot project to the invitees.

All 'teachers' attended courses along with the invitees, but unfortunately did not spread themselves out evenly among the four areas. In fact, there was a distinct trend on the part of one-third of them to concentrate on the science course because they were aware of the attractions of its field trips.

Subject area leaders

Of pilot project teachers' leadership in class, subject area leaders commented:

It was not difficult to discover that the Pilot Project 'teachers' were people of more experience than the others of the group.

Some participated in discussions. Some acted as leaders for group projects. Some requested that the instructor cover certain areas in the subject field.

Pilot project teachers demonstrated, on the whole, a greater depth of understanding of concepts in discussions. Their participation brought ideas to the surface. As a result, the class programme was strengthened by their presence.

The outlook for their future in teaching is bright. I am amazed by their enthusiasm for learning and cooperation. Certainly, the leadership is there.

Subject area leaders made the following comments about invitees' leadership in class:

They are good students but need time and training to achieve this goal. They are less fortunate than the pilot project students in this respect.

No particular leadership was noted. However, over the 4-week period a significant improvement in the quality and quantity of their involvement was obvious. Pilot Project teachers are now noticing the opinions of the non-pilot project students and reacting to them - a healthy development.

At least ten non-pilot project students show great promise. I sincerely hope these youngsters will enter the profession.

Of pilot project teachers' leadership observed in out-of-class activities, subject area leaders commented:

The organization of out-of-class activities was mostly done by this group.

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Several pilot project teachers appeared to enjoy their active involvement in organization and administration of the extracurricular activities. The communications network seemed spotty at times.

They knew their way around and were of great help to the others. Some were very gracious.

Subject area leaders made the following comments about invitees' leadership observed out-of-class:

They need more involvement. I am sure the ability demonstrated by the other group will help them.

They helped with the end-of-course party.

They all seemed greatly relaxed, found their way around, and were really at home here.

Two subject area leaders made the following insightful comments:

Although we were requested to use pilot project students as junior leaders as it were I, in my particular role, found it somewhat difficult to carry out this direction. . . . the keen students to my mind were a mixture of pilot project and non-pilot project members and therefore I was inclined to use both categories for leadership roles. I question also whether the pilot project students were actually motivated from the outset of the course for this extra responsibility.

I sensed that, in the first two weeks of the programme, the pilot project teachers were regarding the non-pilot project students with a certain amount of disdain. The non-pilot project students, I felt, were unsure of their roles and tended to hold back and be withdrawn. Age was probably a factor. Initially I was of the opinion that the pilot project teachers were 'too conscious' of their special status. Because of this I was very careful to avoid placing them in leadership roles within the class. At the same time, the pilot project teachers 'made' the classes. Unfortunately (now that the course is ending), the relationship between the two groups has strengthened such that the pilot project group could undertake an active leadership within the class for the benefit of all; I say 'unfortunately' because I'm now ready to build on this relationship!

Assistant director

The following is the end-of-course report submitted by the assistant director of the Invitation to Teach course, who was also the vice-principal of Mico Teachers' College:

The first planning session for the summer challenge for would-be-teachers - "Invitation to Teach" - was held in the Board Room of Mico Teachers' College. Those from Canada who were to share in the course were introduced to local participants by the Coordinator, Colin Smith and the Director of the "Invitation to Teach Course," Dr. Errol Miller of the Department of Education, University of the West Indies.

After a very spirited period of discussion, the guidelines of the course were agreed on, also the part that each member of the discussion group would play in the conduct of the course.

I had the pleasure and good fortune, not only to be a member of the discussion group, but to attend some of the sessions at Excelsior School. The cooperation of Canadians and Jamaicans was wonderful, the young recruits were responsive and grateful, and I am pleased to say that those who came to Mico College as a result of the Invitation to Teach Course are more than justifying the cost of the Course, both in money from the Ministry of Education and in human contribution.

It was a pleasure to participate in the administration of this undertaking.

Director

The Director's Report may be found in Appendix H3. A very short evaluative comment of the director will suffice here:

At the end of the Course, there were evaluation sessions both with staff and students. Both groups gave expression to the opinion that the programme had gone off smoothly and well and it was an exercise that should be repeated in the future as a means of recruiting teacher trainees.

CHANGE AND RESISTANCE FORCES - A SUMMARY

Resistance forces

Resistance forces during the summer term included the non-participation of Church Teachers' Training College, the Institute Board of Teacher Education, and the Faculty of Education of the University of the West Indies, as well as the reluctant participation of the Jamaica Teachers' Association and Shortwood Teachers' Training College.

1. Non-participants. Although the coordinator had invited Church Teachers' Training College, the Institute Board of Teacher Education, and the Faculty of Education to cooperate in the Invitation to Teach course, they remained aloof. Church Teachers' Training College could plead geographic remoteness, while the Faculty of Education could plead that its invitation had not been properly formalized; however, the Institute could raise no defence, for surely such a course lay directly within the ambit of its major area of interest. The Institute Board of Teacher Education continued to ignore the pilot project as well as the Invitation to Teach course. It did not even suggest that the U.N.E.S.C.O. team looking into teacher training in the English-speaking Caribbean territories visit the Invitation to Teach course, notwithstanding that the U.N.E.S.C.O. team operated under its aegis at the University of the West Indies.
2. Reluctant participants. The Jamaica Teachers' Association raised the plea that it was over-committed as a result of its hosting the World Conference of the Teaching Profession, and did not have

time for the Invitation to Teach course. While its president did attend the opening ceremonies of the course, the association's almost total abstention was most difficult to reconcile, particularly at a time when it was so loudly condemning overseas recruitment of teachers, and stressing the need for Jamaica to find quality teachers locally for the island's classrooms.

Shortwood Teachers' Training College entered the program in a most reluctant manner. It played no part in preparing for the course. However, as recorded in the evaluation reports already presented, its representatives cooperated in the language arts area.

Change forces

1. Mico Teacher Training College's entry into the Invitation to Teach course. This crucial institution was also heavily involved in preparing for the World Conference of the Teaching Profession, yet it found time to focus some of its attention on issues directly relevant to Jamaica's current programs. By its participation it added a significant degree of legitimation to the Invitation to Teach course, and indirectly helped to shift the forces favoring change towards even the pilot project itself. Mico's announcement that it would provide 'A' level subjects concurrently with professional courses in education was published during July 1971. This single act greatly enhanced the major leverage point behind the pilot project with the single important exception that one institution was a teachers' college while the other was a subsystem of a secondary school.

2. Valuable outside resource utilization:
 - a. The Canadian Teachers' Federation
 - 1) three experts
 - 2) seven hundred dollars worth of new mathematics texts for Grades 7, 8 and 9.
 - b. The British Columbia Teachers' Federation
 - 1) a new ditto machine
 - 2) all required materials including paper to support the four-week course.
 - c. Fifth form and mature student involvement in the Invitation to Teach course provided an opportunity for them to learn specifics about the pilot project, thus arming them to become opinion leaders throughout Jamaica.
 - d. The fortunate coincidence that the World Conference of the Teaching Profession was to meet in Jamaica that summer placed education daily on the front page of Jamaica's excellent newspaper, enhancing all activities for that summer having educational components.
 - e. Some teachers and master teachers from the six nearby schools which had earlier participated in the pilot project visited and inquired about the Invitation to Teach course. These activities reinforced all that the pilot project had done.
3. Mr. A. W. Powell's timely winning of the Manley Award of Excellence in Education on 3 July 1971 also helped to tilt the balance of forces favoring change. The Excelsior Sixth Form Teacher Training Pilot Project was listed as one of Mr. Powell's important contributions to Jamaican education.

4. Because of Mr. Powell's award, EX-ED 71 was given high exposure, and since the pilot project was an inherent part of EX-ED 71, pilot project survival appeared much more possible. At this stage it became apparent that the institutionalization of the pilot project to the greater glory of Excelsior seemed to have a prior claim on the principal's mind. This revealed the following problem which emerged during this summer:

Should the pilot project serve first the greater interests of Jamaica or the interests of Excelsior? Should the pilot project be institutionalized within EX-ED 71 at Excelsior to serve Excelsior's goals, or should it simply exist as a process long enough to trigger change in the teachers' training colleges?

5. Information flow to the principals of all schools in Jamaica enrolling fifth form students from the pilot project coordinator reinforced the move towards change.
6. Dr. Errol Miller, by consenting to serve as director, strongly reinforced the shift towards change for it was well-known that he had served in one of the most important professional positions on the pilot project.

A system containing both change and resistance forces

The Ministry of Education funded the Invitation to Teach course one week prior to its start on 12 July 1971 by providing \$40 (Jamaican) per month to each invitee and 'teacher' for living allowances, and professional fees for the subject area leaders locally recruited.

However, the Ministry's tardiness at declaring that it would provide these funds substantially reduced the number who attended the course, and put a damper upon the enthusiasm of those who did attend.

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Invitees from remote rural areas could never have afforded to attend without the prior knowledge of such support. Further, the Ministry of Education still showed not the slightest sign that it would provide room and board emoluments to the pilot project 'teachers' as members of the project. As a result, two young 'teachers' were forced to leave the project to seek employment, a third initiated steps to enter the university, another left for the United States and a fifth returned home. (It is important to note that these five were those mentioned in the previous chapter.) Thus, of the thirty-two who had joined the pilot project in September 1970, only twenty-three remained one year later. Of that number, several indicated that they were reluctant to join the Invitation to Teach course unless the government paid them room and board emoluments. As a result, two abstained from attending the course.

By welcoming the invitees, the Minister of Education added a greater credibility to the endeavors engaged in by the controllers of both the Invitation to Teach course and the pilot project itself. The Minister reemphasized the need to obtain quality teachers, and he added a few words about his own proposals to increase teacher and teacher trainee benefits for those holding good 'O' and 'A' level subject passes.

By failing to provide financial support when required by both the Invitation to Teach course and the pilot project, the Ministry of Education almost destroyed both. In the next chapter it will be shown why the pilot project survived in spite of these defaults.

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CHAPTER VII

ATTEMPTS AT STABILIZING CHANGE TO EFFECT TRANSFER

SEPTEMBER 1971 - JANUARY 1972

Four major aspects of the pilot project's development during the autumn term September to December 1971 included the possibility of comparing the entrants of September 1970 and 1971, administrative problems, the process of legitimating the project, and the transfer of the pilot project's direction from the Canadian International Development Agency's coordinator to Jamaicans.

ENTRANTS

By September 1971 a valid comparison could be made of the academic qualifications of the 1970 and 1971 entrants. Sex distributions could be assessed to assist in determining whether or not Jamaica was becoming better able to recruit the much needed males. Feeder schools supporting the project could be identified so as to discover whether or not those who had sent clients the first year continued to send them, and whether or not more institutions supported the project in its second year. In this way the rate of diffusion could roughly be assessed. Among the feeder schools were, of course, both Excelsior's traditional school and its extension school. Earlier in this study, reference has

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been made to the dissonance established between the traditionalists who opposed innovations at Excelsior such as EX-ED 71 and the innovators who helped to develop the pilot project link of EX-ED 71. Now it would be possible, by comparing the flow of entrants from Excelsior's schools to the project, to assess the extent of that dissonance if it in fact existed at all.

New entrants, September 1971

Enrolment of new entrants began on 13 September 1971, when thirteen 'teachers' were added to the pilot project. This low enrolment did not disturb the coordinator, for almost the same phenomenon had occurred the previous year. Clients were reluctant to join until they had received their G.C.E. 'O' level examination results from Britain which usually were received during the latter half of September. Further, Mico and Shortwood were also now enrolling candidates for 'A' level courses offered concurrently with professional courses in education, and diffusion had occurred with a predictable loss to Excelsior. However, Excelsior's principal was greatly agitated, for by now the pilot project had a degree of high visibility and the intake appeared less than enthusiastic. Nevertheless, when enrolments closed on 30 September 1971, thirty-three new 'teachers' had joined the project.

The trauma experienced by the principal raised the following highly salient crucial issue: was the pilot project established by the government to serve the institutionalized goals of Excelsior via EX-ED 71, or was it established to stimulate the process of encouraging teachers' training colleges throughout Jamaica to adopt the innovation

of offering 'A' level courses concurrently with professional education courses?

Comparison of 1970 and 1971 entrants

The academic qualifications of pilot project entrants for both years 1970 and 1971 are presented in Table 9 below. So as not to compromise the 'teachers' who now possessed all entry prerequisites to the pilot project, those lacking the required four good 'O' level subjects including English language were classified as 'probationers.'

Data in Table 9 reveal the following information. The total numbers of entrants in 1970 and 1971 were almost equal. The number of fully qualified entrants rose from eighteen in 1970 to twenty-six in 1971, while the total number of probationers declined from fourteen to seven. Very promising is the doubling of fully qualified male entrants from three to six, and the increase of fully qualified females by a third, from fifteen to twenty. Thus, the new entrants of 1971 appeared to be of higher academic quality than those who had entered a year earlier.¹

Data in Table 9 also reveal a modest gain of three male entrants to the pilot project from seven in 1970 to ten in 1971, and a decline of two female entrants from twenty-five to twenty-three. Female enrolment was nevertheless promising keeping in mind that young ladies could now receive room and board accommodation at the teachers colleges while

¹For a detailed account of the academic credits held by each entrant for the years 1970 and 1971, see Appendices E4(a) and E4(b), respectively.

Table 9. Academic Qualifications of Pilot Project Entrants 1970 and 1971

Academic Qualifications	1970			1971		
	Male	Female	Total	Male	Female	Total
<u>Full participants:</u> 4 or more good 'O' level subjects including English language	3	15	18	6	20	26
<u>Probationers:</u> a) 4 or more good 'O' level subjects not including English language	3	3	6	2	1	3
b) Fewer than 4 'O' level subjects but including English language	1	6	7	2	2	4
c) Fewer than 4 'O' level subjects not including English language	-	1	1	-	-	-
TOTALS	7	25	32	10	23	33

they could only come as day scholars to Excelsior at very great travel inconvenience and expense to themselves. This fact particularly affected female enrolment from rural areas, because parents were reluctant to send their daughters to board out in Excelsior's rather dangerous neighborhood. (One female 'teacher' transferred from the pilot project to Mico at the beginning of the second year for these specific reasons.)

Schools providing entrants to the pilot project in September 1970 and 1971 together with the number of entrants contributed are listed in Table 10.

Three major trends are evident from the data presented in Table 10. First, there was a very significant drop in enrolment from both Excelsior and its Extension School, from ten to four in the day school, and from nine to four in the evening extension school. This decline may be attributed, in part, to the dissonance raised by those opposing innovations such as EX-ED 71 at Excelsior. It may also be attributed, in part, to the non-payment of emoluments to assist those undergoing training. Fifth form school leavers from Excelsior were very well informed about the pilot project, and by September 1971 they knew that Mico Teachers' Training College would provide room and board allowances while the pilot project might not.

Second, the loss of ten clients from nine previous feeder schools was, in part, due to the emoluments to be paid at the teachers' training colleges but evidently not to be paid by the pilot project.

Third, the admission of twenty-two clients from twelve new feeder schools reflects, in part, the extent of the diffusion of the central innovative feature advanced by the pilot project by means of the Invitation

Table 10. Schools Contributing Pilot Project Entrants - 1970 and 1971

School	Year	
	1970	1971
Excelsior High School	10***	4
Excelsior Extension	9**	4
Immaculate Conception High School	2	0
Merle Grove High School	2*	1
Ardenne High School	1*	0
Camperdown High School	1*	1
Ferncourt High School	1	1
Meadowbrook High School	1	0
Montego Bay High School	1	0
Oberlin High School	1	0
St. Hugh's High School	1	0
Wesley College, British Honduras	1	0
Wolmer's High School	1*	0
Queen's High School	0	6
Alpha Academy	0	3
St. Catherine High School	0	1
St. Mary's College	0	3
Frankfield High School	0	2
Holy Childhood High School	0	1
Knox College	0	1
Mt. St. Joseph's Academy	0	1
Manchester High School	0	1
Manning's High School	0	1
Titchfield High School	0	1
Waulgrove College	0	1*
TOTALS	32	33

Note: Each asterisk indicates an entrant who left the pilot project during his or her first year (survey only valid until January 1972).

to Teach course and the coordinator's reports sent to all schools enrolling fifth form students, as well as newspaper advertising. The question may be raised why, in the light of the payment pattern established by the government, would these clients choose the pilot project rather than a teachers' training college. In this writer's opinion, the balance of forces favored the pilot project because of the status and prestige conferred on one attending a prestigious secondary school rather than a teachers' training college.

Original entrants of 1970

Of the original thirty-two entrants, eighteen were fully qualified clients, having passed at least four good 'O' levels including English language, while fourteen entered as probationers. During the first year, eleven 'teachers' passed a good 'O' level paper. Nine of these had been probationers who thereby became fully qualified clients. They had been strongly motivated to erase their probationary status, and half were successful.

It should be noted that a greater proportion of 'teachers' holding poor academic standings tended to remain with the pilot project. By September 1971 nine of the original intake had left. Of that number, four had joined as probationers while five had entered as fully qualified clients. Of the four probationers who dropped out, one entered banking and three returned home because of the government's failure to provide room and board allowances. Of the five qualified who left the project, two entered the university, one left for the United States to continue

her studies, one entered Mico College, and the fifth entered banking. Apart from the three who returned home, five appeared to have left either to advance academically or to take up employment in a fairly well paid area of the business sector. The one who transferred to Mico was obviously hoping to receive room and board accommodation together with her training as a teacher. This trend is directly attributable to the fact that these well-qualified 'teachers' felt that they had been denied by participating on the pilot project for they had never received any room and board allowances. In fairness, it must be pointed out that two or three of these 'teachers' might simply have been using the pilot project as a ladder assuring them access to university while studying in a school providing sixth form studies.

ADMINISTRATION

Major administrative concerns during the fall term 1971 included the signing of government bonds by 'teachers' and inadequate financial support.

By September 1971 new buildings were completed to house the fifty-six pilot project 'teachers.' In early October the coordinator had all 'teachers' who were willing to do so sign the bond.² Only two

²For a copy of the proposed bond to be signed by pilot project entrants, see Appendix E5.

or three declined. Those who signed the bond were to be paid at the rate of \$40 Jamaican per month for September-December 1971 and every regular school month retroactively to 1 September 1970. During October new rules pertaining to absentee and tardy 'teachers' were invoked by the coordinator with the principal's permission. For each day a 'teacher' was absent in any month he would lose \$2 Jamaican, and for each late beyond the first five in any month he would lose \$.50. The new rigor so infused into the program did not please those 'teachers' who had enjoyed 'dragging their feet.'

The budget for the new year had been submitted by the coordinator in mid-August 1971. It included the ordering of new desks, chairs, blackboards, teaching supplies, and the costing of additional staff members. As late as January 1972 when the coordinator turned over the pilot project to Excelsior's principal, no tangible signs were received to show that the budget had received official approval. The only set of textbooks ordered, psychology texts for the tutor of that crucial course, were most unwillingly paid for by Excelsior's principal, though it was he more than anyone else who felt Excelsior could mount a teacher training program.

LEGITIMATION OF THE PILOT PROJECT

During the fall term of 1971 efforts were initiated to prepare for the coming of representatives from the Institute Board of Teacher Education who were expected to assess the pilot project and advise the Ministry of Education about the certification of its 'teachers.' The

assurance of certification could be delayed no longer in fairness to those who now embarked on their second year.

The coordinator believed that the pilot project would be legitimated 'de facto' once the Ministry of Education provided room and board allowances together with additional funding to provide furniture and teaching materials for the project, since the government had appointed the coordinator, had provided free scholarships to all 'teachers' on the project, paid their tutors, and provided new pilot project buildings. (By September 1971 the pilot project 'teachers' in both first and second years occupied the new buildings which lacked furniture, blackboards and teaching materials. Rundown desks and chairs were promoted from Excelsior; the contrast of such furniture in such new rooms was ludicrous.)

The principal of Excelsior, on the other hand, felt that legitimation would only be accomplished when the Institute Board of Teacher Education examined all aspects of the pilot project and agreed to certify those in second year who successfully completed their requirements by the summer of 1971, for it was the Institute Board that held 'de jure' the sole right to certificate.

This divergence of perception raised the problem: Where in fact does ultimate authority for legitimation vest: in the Ministry of Education or in the institution created by it known as the Institute Board of Teacher Education?

On 30 September 1971, following a visit by the coordinator to the permanent secretary at the Ministry of Education, the Ministry provided room and board emoluments for all pilot project 'teachers' for the fall term of 1971 as well as emoluments for the survivors of the

first year (1970-71) retroactively to 1 September, 1970. On 12 October, 1971 the prime minister also announced the gift of a large block of land lying adjacent to Excelsior to support the EX-ED 71 concept. (This land was worth well over \$300,000 Jamaican.) The government had also provided a few advisers who had fairly regularly advised the pilot project coordinator and Excelsior's principal on curriculum and budgetary matters. Once the government provided financial assistance for room and board, it immediately demanded that all 'teachers' be required to sign a bond assuring the government that they would teach for two full years following their internship year so as to repay the government for the 'teacher training scholarship' they now received. Collectively speaking, all these acts constituted legitimation to the coordinator who fully realized that his students were academically far better qualified than the great mass of their peers receiving certification via teachers' colleges.

To the principal of Excelsior, the ratification for certification purposes by the Institute Board of Teacher Education constituted the 'sine que non' of legitimation. As a result, in early September 1971 he joined to his staff a professor Shirley Gordon who had formerly been a British colonial education officer, and a member of the Institute Board of Teacher Education, and had just completed a two-year U.N.E.S.C.O. posting to Brazil. The professor was to help the principal until her next U.N.E.S.C.O. posting. As a result she was not perceived by the coordinator as a counterpart for him. She occupied an office in the Excelsior office complex and not in the pilot project though one was set up for her there. Her role was described as one of helping the principal meet the Institute Board in search of its validation for certification purposes.

This became an unresolved issue between Excelsior's principal and the coordinator of the Sixth Form Teacher Training Pilot Project.

TRANSFER PATTERNS THAT EMERGED

Miss Gordon remained in Excelsior's administrative complex almost exclusively. During September it was finally agreed that she and an Excelsior master teacher would be in charge of the second year's program so as to prepare the ground prior to the visit of the certificating body. The coordinator cooperated with this from the outset even though it immediately entailed the superimposition of Miss Gordon's perceptions as to what should be done. Four basic changes were instituted:

- (a) Groups sent out to an increasing number of nearby schools were told to 'observe' and 'listen' rather than become directly involved in teaching.
- (b) Macro-group involvement in art, music and drama for these 'teachers' came virtually to a halt, as well as micro-group studies in the 'A' level subjects.
- (c) All 'teachers' of the second year were admonished not to take any additional 'O' level subjects beyond those required to move them out of the probationer category.
- (d) The coordinator ceased advancing moneys to cover transportation and lunch for those groups in the second year proceeding to the outside schools, for he already was out-of-pocket a substantial sum which has still not been reimbursed him.

These changes did not solve the problem of the first year 'teachers.' Their curriculum had to be so rearranged by Jamaicans as to harmonize with the new curriculum being organized for the second year 'teachers'; further, there had been a general tardiness of Jamaicans to draw up a comprehensive course program in such areas as the history of Jamaican education to satisfy the desire for a new approach to professional education courses. In the midst of this vacuum, dissonance was bound to set in, particularly in view of the fact that more well-qualified professionals had joined the project, one to teach audio-visual methods and one to teach the new mathematics. The former had headed the schools broadcasting service of the Jamaica Information Services for the Ministry of Education, while the latter was a Canadian employed at the College of Arts, Science and Technology who had led the mathematics area for the Invitation to Teach course.

During the late fall of 1971 the new intakes were becoming quite restless as they realized they occupied a halfway house between two administrative networks. The intrusion of Miss Gordon and her co-worker into the total program, though by indirection, was most awkward. First, the coordinator's secretary indicated that she wished to resign, then the mathematics tutor, and finally the cleaning lady. All were encouraged by the coordinator to remain until at least the end of term.

The Institute Board of Teacher Education together with Ministry of Education officials and the leader of the U.N.E.S.C.O. teacher training team from the University of the West Indies came to assess the pilot project for purposes of certification towards the end of this term. No official release of its findings were ever seen by the coordinator,

but it is assumed that the 'teachers' would be assured of certification upon the successful completion of additional requirements by the Institute.

The coordinator had often stated that once Jamaicans felt they could take over the project he would immediately leave. So it was decided that the transfer should occur on 10 January 1972. The coordinator turned in his accounts and all administrative files to the principal of Excelsior. From Excelsior he proceeded directly to the planning unit at the Ministry of Education where he began researching areas that had grown out of his experience at Excelsior.

RESISTANCE AND CHANGE FORCES - A SUMMARY

Resistance forces

1. The principal's ambivalence at effecting sound transfer.
2. The failure of Jamaicans to obtain a counterpart to the C.I.D.A. coordinator, although many top professionals applied for the position.
3. Miss Gordon's willingness to redirect the pilot project without fully appreciating what had previously transpired.
4. The Ministry of Education's failure to provide desks and teaching materials for the pilot project by September 1971. Possibly it felt that the project would die once its central innovation was adopted by the teachers' training colleges.

Change forces

1. The government's most generous gift of land which reinforced the validation of the EX-ED 71 concept which contained the pilot project as one of its major components.
2. The government's provision of room and board allowances for all 'teachers' on the pilot project to 31 December 1971, as well as retroactively to 1 September 1970.
3. The new pilot project buildings provided by the government.
4. The bond of service that bound 'teachers' to honor the free tuition they were receiving while on scholarship to the pilot project.
5. The admission of new entrants to the pilot project.
6. The preparation of the budget for the new year.
7. The new schools that were joined to pilot project activities by those in charge of the second year 'teachers.'
8. The Minister of Education's continued pronouncements in the press and on public platforms of the need for well-paid quality candidates to enrol for teacher training.
9. The continued support of Dr. Errol Miller and Miss Etta Whiteman from the inception of the project, providing continuity and stability.
10. The support of well-qualified professionals added to the pilot project staff in the areas of audio-visual methods and new mathematics.
11. 'A' level subjects offered concurrently with professional courses in education at a prestigious secondary school. This crucial leverage point attracted candidates to Excelsior this term rather than

to the teachers' training colleges despite the fact that the latter institutions could and did offer so many additional attractions such as room and board accommodations, the payment of emoluments, and safety from the dangers of the greater Kingston community.

12. At this time the original entrants began strongly to support what the pilot project represented, for they felt that they had an investment in it which they did not wish to lose. They asked very insightful questions about the bond provisions, the internship year and certification.

CHAPTER VIII

SUMMARIES, CONCLUSIONS AND RECOMMENDATIONS

SUMMARIES

Summary of the problem

Jamaica's shortage of well-qualified teachers for her new World Bank junior secondary schools was acute by 1970. Most graduates of the teacher training colleges were not well enough qualified academically to teach at the secondary level. The teachers' colleges were doing little to recruit better academically qualified candidates to the teaching profession in competition with the many opportunities in the private sector which offered better salaries and prestige.

The Minister of Education, who was largely responsible for the creation of the junior secondary schools, initiated the Excelsior Sixth Form Teacher Training Pilot Project in conjunction with the principal of Excelsior High School in an effort to recruit well-qualified fifth form school leavers to teaching by offering them the incentive of scholarship opportunities to study 'A' level subjects concurrently with professional courses in education. The Ministry of Education requested the Canadian International Development Agency to provide a coordinator for the pilot project; it was the privilege of this writer to serve as coordinator from the inception of the project in September 1970 until January 1972.

Essentially the pilot project attempted to demonstrate that students having passed four or more good 'O' level subjects including English language could cope with two 'A' level subjects and the General Paper concurrently with a teacher training program. Establishment of this higher academic level for teacher trainees involved the process of change which some educational components supported and others resisted. The central problem of this study was to trace the progress of the pilot project during those months in which the writer acted as its coordinator in its attempts to persuade teacher training colleges to adopt its essential components and to gain the support of other significant educational agencies.

Summary of forces supporting and resisting change

Essential ingredients required to sustain the pilot project were first, the idea of studying 'A' level subjects concurrently with professional courses in education at a prestigious high school which would attract well-qualified fifth form leavers; and second, the Ministry of Education and Excelsior High School upon which the pilot project depended for financial support, accommodation and competent staff to implement the total program.

The concept of 'A' levels and teacher training undertaken concurrently attracted thirty-two entrants initially to the pilot project in September 1970; sixty fifth form school leavers and mature students to consider the teaching profession at the Invitation to Teach course in 1971; and thirty-three new entrants to the pilot project in September 1971. Thus, the central innovation constituted a change force. During

the first year, eleven 'teachers' were able to pass 'O' level examinations, and three completed 'A' level examinations. During the first year nine probationers were able to complete requirements to enjoy full status on the pilot project; four remained probationers. Further, the pilot project was able to recruit a better quality entrant during its second year; the number of probationers dropped sharply from sixteen the first year to seven the second year. More males were recruited the second year, and diffusion resulted in a larger number of schools supplying 'teachers' the second year, despite the fact that the number from Excelsior decreased significantly. However, attrition was a constant resistance factor; at the end of the first term two 'teachers' left, two at the end of the second term, and five during the summer of 1971; one of the new entrants left in December 1971.

The Ministry of Education's support of the pilot project was continuously ambiguous. On the one hand the Ministry's help with advice on curriculum planning, though minimal, proved very valuable, and the Ministry initiated a building program to house the pilot project. The Minister loudly proclaimed his support for the goals of the project, and conducted a campaign supporting higher pay scales for quality entrants into teacher training institutions thus contributing positively to the search for quality entrants. Further, the Ministry of Education funded the Invitation to Teach course including the provision of room and board allowances for participants. On the other hand, the Ministry failed to provide room and board emoluments to pilot project 'teachers' until the fifth term although it was providing such allowances to trainees in teachers' colleges who were on average much more poorly qualified

academically. This delay almost destroyed the project the Ministry had created, and acted as a powerful damper against the recruitment of quality candidates to both the pilot project and the Invitation to Teach course. On 7 October 1971 the prime minister announced a generous gift of land to support EX-ED 71; yet when the new project quarters were ready, the Ministry failed to provide them with desks and other necessary equipment. Further, although the Ministry was presented in August 1971 with a comprehensive budget including personnel requirements for the second year, no action was taken, with the result that planning was inhibited.

Excelsior High School's support of the pilot project was also consistently ambiguous. The principal had conceived of an area school complex for Excelsior called EX-ED 71; which if implemented, would mean the demise of the traditional secondary school, and its replacement by seven educational components catering for all ages from preschool to adulthood. The first operational component of EX-ED 71 was the teacher training pilot project which was later to form an integral part of its community college. Excelsior provided the pilot project an institutional base, classrooms, minimal administrative and financial support, and well-qualified master teachers to supervise group teaching in their classrooms and to teach professional courses in education. Approximately one-third of the teachers at Excelsior were actively involved in the pilot project, and one-half remained neutral; many of the remaining teachers actively opposed all that the pilot project stood for as they knew it was the first link of the EX-ED 71 proposal which they opposed because they felt it was getting too large a share of the

attention and resources of the school at their expense. They viewed themselves as the true pioneers who had built up a good traditional grammar school, and now to their displeasure it was being changed.

Most of the Excelsior master teachers who participated in the pilot project consistently contributed enthusiastic, creative direction to the 'teachers,' provided feedback to the coordinator, and helped shape the project. Very great care was taken to ensure that well qualified master teachers were chosen from Excelsior's staff of approximately eighty. By selecting a large cohort of university graduates holding teaching certificates, added credibility was given the pilot project, and the possibility of effecting sound change was enhanced. Unfortunately, a few who supervised group teaching stressed observation and methods instead of allowing 'teachers' to teach from the outset.

Excelsior was able to provide three of the six tutors of the major professional courses, and because of its prestige, was able to recruit other well-qualified tutors from other educational institutions. The professional courses in education during the first year included psychology, child development and statistics and measurement, as recommended by the Ministry of Education. According to the British practice, each teacher training college devised its own course outlines, and so the pilot project had to develop its own courses. Since the teacher training colleges courses were designed for candidates having Jamaica School Certificate academic qualifications (Grade 10), and since the courses of the Department of Education, University of the West Indies were designed for university graduates, neither of these provided adequate guidelines for pilot project 'teachers' who held 'O' level qualifications

(Grade 11) and were proceeding with 'A' level studies (Grade 13). Thus, while working with the 'teachers,' the tutors began to develop syllabi appropriate to their academic level. Unfortunately, because all tutors were employed full time in other regular teaching duties, their employment on the pilot project was an additional task, and they did not have sufficient time to finalize their syllabi by the end of the first year. However, through their participation in preparing the preliminary syllabi they became strong proponents of the pilot project, and were prepared to discuss the components required for meaningful syllabi in the courses they taught.

The establishment of the Pilot Project Board, a British-type institution, proved to be an effective agency in attracting the Jamaican community of scholars interested in teacher training. Members provided some valuable advice and guidance which positively contributed to pilot project development. For example, Dr. Edith Dalton-James insisted upon including the socio-cultural core values of Jamaicans in any pilot project curriculum; further, Mr. D.R.B. Grant suggested that pilot project 'teachers' experience some teaching in primary level classes so as to better appreciate the background from which their junior secondary pupils came.

Continuous evaluation of the pilot project was conducted by all those 'teachers,' tutors, principals, and professional educationists who were involved with it. These evaluations acted as a change force, reinforced by a continuous flow of reports from the coordinator to significant educational institutions.

The principal of Excelsior's timely winning of the Manley Award for excellence in education on 3 July 1971 helped to tilt the balance

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of forces favoring change. EX-ED 71 which included the pilot project was listed as one of his most important contributions to Jamaican education over a period of forty years.

As a subsystem of the traditional school, the pilot project experienced conflict with Excelsior at several points. First, many of the 'teachers' had formerly been regular students at Excelsior, and had been appointed prefects. As such, many of them 'flaunted' their authority over elected executive officers of the pilot project students' council, and some used prefect duties as an excuse to avoid attendance at early morning meetings of the 'teachers' with the coordinator. Second, some Excelsior staff members disturbed the pilot project 'teachers' repeatedly by insisting that they wear the school uniform and badge while teaching, and by declaring that they should regularly attend morning devotions though their timetable was so full. Further, the principal of Excelsior was unable to resist trying to run the pilot project by remote control; he continually consulted with prefects and 'teachers' without the coordinator's knowledge.

Excelsior's principal's failure to effect sound transfer became a major resistance force to change. Despite several officially stated requests for a counterpart to the coordinator, and despite the fact that the post was advertised and several promising professionals had applied, no counterpart was named until after the handover. Further, the principal's operating ambivalence was evident in his introduction of an adviser to take charge of the second year 'teachers' from his own administrative offices in an effort to satisfy the requirements of the Institute Board of Teacher Education for certification. This new

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adviser's precipitate resistance to the pilot project's major line of development also constituted a major resistance force.

A primary aim of the pilot project was to persuade the three significant teacher training colleges who were training teachers for junior secondary schools to adopt the pilot project innovation of 'A' levels concurrently with professional courses in education, so as to accelerate the recruitment of academically well-qualified teachers. The three colleges preparing the largest number of teachers for junior secondary schools were Mico, Shortwood and Church. From the outset of the project, the vice-principal of Church Teachers' College, which was geographically remote from Kingston, served as a member of the Pilot Project Board; Church played no other part in the pilot project innovation, and there was no indication that Church intended to adopt the innovation. During the first three terms, both Mico and Shortwood abstained from any participation in the pilot project, though both the principal and vice-principal assured the coordinator that Mico would cooperate in the Invitation to Teach course during the fourth term. Mico subsequently gave whole-hearted and sustained support to the Invitation to Teach course, during which time on July 22, 1971 Mico advertised that it would offer 'A' level courses concurrently with courses in education, and recruited candidates from the Invitation to Teach course. Shortwood participated reluctantly in the course; however, by September 1971 it, too, had adopted the major pilot project innovation, and it too recruited candidates during the course. Thus, the major resistance forces of Mico and Shortwood Teachers' Training Colleges were transformed into change forces and thereby, from a national point

of view, shifted the balance of forces in favor of change. An important factor influencing their decision was that recruitment of candidates to their colleges had been declining, many places remained unfilled, and they no doubt feared that the best qualified candidates would go to Excelsior.

The College of Arts, Science and Technology, which was conducting its own pilot project for the training of industrial arts and home economics teachers, cooperated in advancing the central innovation by providing a mathematics tutor for the Invitation to Teach course and for the pilot project during the succeeding fall term 1971. The Jamaica Information Service also contributed by providing valuable radio and television coverage. Unfortunately, three major educational agencies, any one of whose support would have lent high credibility of the pilot project, abstained from any form of cooperation, and therefore must be considered resistance forces throughout; these were the Institute Board of Teacher Education, the Jamaica Teachers' Association, and the Faculty of Education at the University of the West Indies. This was true notwithstanding that the president of the Jamaica Teachers' Association welcomed those in attendance at the Invitation to Teach course, and that the dean of the Faculty of Education attended some meetings of the Pilot Project Board. On the other hand, overseas agencies greatly stimulated the advancement of the pilot project innovation by providing professional specialists for the Invitation to Teach course, textbooks, and a ditto machine together with supplies.

The writer's experience as coordinator of the pilot project has led him to formulate the conclusions which follow.

CONCLUSIONS

1. Those pertaining to the pilot project 'teachers':
 - a) The 'A' level offering with professional courses in education acted as a powerful inducement for recruitment to the pilot project.
 - b) The four 'O' level baseline including English language was a realistic entry point for attracting candidates to teaching, particularly those who were not able to gain admission to regular sixth form programs.
 - c) The 'A' level, General Paper and professional course requirements, when taken concurrently, placed too heavy a burden upon most of the 'teachers' undergoing such training, particularly when they had transportational difficulties and duties to perform at home.
 - d) Probably due to Jamaica's historical past, several pilot project 'teachers' displayed a very bad habit of 'dragging their feet' both when coming to school and when actually engaged in studying. This trait is highly disconcerting to outsiders.
 - e) The coordinator was correct in taking his 'teachers' beyond Excelsior to participate in group teaching experiences in nearby schools, for there they could appear as teachers instead of students of the school in which they taught.
2. Those pertaining to master teachers and tutors:
 - a) The master teachers who were recruited from Jamaican classrooms proved themselves to be highly competent and capable of

training teachers in their classrooms. Without their valuable assistance, the pilot project would have failed.

- b) Professional tutors and master teachers preparing syllabi in subjects lying in the areas of their own fields of expertise needed the experience of the first year to conceptualize the level of the 'teachers' and their pupils before they could prepare final syllabi.

3. Those pertaining to other educational agencies:

- a) the traditional British system of allowing each teacher training college to operate in isolation from the others acted as a deterrent to sound educational planning by encouraging competition instead of cooperation.
- b) Too many leaders of educational agencies failed to participate cooperatively because of either personal, philosophical or political polarity or competition. These agencies included the Institute Board of Teacher Education, the Faculty of Education at the University of the West Indies, the Jamaica Teachers' Association, the Ministry of Education and Excelsior. This conclusion is supported by statements made to this writer by controllers of education in Jamaica.¹ This lack of cooperation was reflected in the reluctance of the Institute Board of Education to work meaningfully with the pilot project towards certification of its 'teachers.'²

D. ¹For images and plans of Jamaican educationists, see Appendix

²Ibid.

4. Those pertaining to administration:

- a) By setting much higher payment scales for the master teachers both at Excelsior and in the nearby schools, the pilot project effectively contributed to the Minister of Education's drive to obtain higher salaries for Jamaican teachers and teachers in training with higher academic qualifications.
- b) A secondary school base is an inefficient one from which to launch a pilot project for teacher preparation, because of the conflicting values of the social systems involved.

5. Those pertaining to the coordinator's theoretical orientation:

- a) Constructs taken from Ronald Lippitt's planned change model acted as valuable aids for the coordinator during this period of planned change.³

The four dynamic systems helped to conceptualize the pilot project in terms of the individual client, and his position in a small group such as group teaching, as well as the master teacher's position in the educational organization, and voluntary agencies and individuals drawn from the greater community of Jamaica. This study has placed particular emphasis on the small group.

The seven phases of the planned change process quite accurately predicted the pilot project's development over time. When each phase was studied in terms of its interplay with the four dynamic systems, the writer gained rich insights. For example, during

³Ronald Lippitt, Jeanne Watson and Bruce Westley, The Dynamics of Planned Change (New York: Harcourt, Brace & World, Inc., 1958).

each phase it was possible to analyze in depth the position within which each client was placed. Further, the coordinator's confidence was enhanced because phenomena encountered, particularly resistance forces, could more easily be tolerated and understood when their appearance was not completely unexpected.

- b) Continuous evaluation is essential when such a program of planned change is undertaken.⁴
- c) Kenneth Boulding's concept of the 'image' proved valuable in that candidates undergoing training on the pilot project performed their duties with more confidence and effectiveness as a result of being called 'teachers' rather than pupil-teachers, practice-teachers, trainees or interns.⁵
- d) Dissonance between pilot project 'teachers' and regular pupils at Excelsior was valuable in shaping healthier attitudes, for by comparison 'teachers' could easily recognize the values of their more maturely oriented social system.⁶
- e) The strategy of group teaching under the complete control of master teachers is most effective.⁷
- f) The concept of both 'teacher' and master teacher evaluations of teaching performance is sound particularly because of its

⁴Lippitt, Watson and Westley, op. cit.

⁵Kenneth Boulding, The Image (Ann Arbor: University of Michigan Press, 1956).

⁶Festinger and Kelley, "Baytown," referred to in Lippitt, Watson and Westley, op. cit., p. 44.

⁷This concept was developed by the Professional Development Program, Simon Fraser University, Burnaby, B. C., Canada, from 1965-67.

self-evaluative features.⁸

- g) The consistent use of small groups as a device to produce attitudinal change is sound. For example, 'teachers' serving in micro-groups indicated that they learned from their peers and were encouraged by them, and in group teaching they developed greater confidence because of their colleagues than they would have had they taught alone.⁹

6. Those pertaining to external assistance:

- a) Professor John Figueroa is correct in stating that foreign advisers are "often no more than pawns in the local power situation."¹⁰ A Jamaican could have done all and more than this coordinator from abroad, but a Jamaican would have been involved more immediately with the local conflicts involving personalities and politics. While the external adviser experienced many of the stresses and strains of such forces, but did not understand them fully, he persisted in his attempts to gain support and cooperation for the pilot project, and succeeded in some areas.
- b) Support obtained from agencies abroad was crucial to the success of the Invitation to Teach course. Jamaican support of this course appeared forthcoming only because of the support from abroad.

⁸This concept was developed by the Professional Development Program, Simon Fraser University, Burnaby, B. C., Canada, from 1965-67.

⁹Lippitt, Watson and Westley, op. cit., p. 260.

¹⁰John J. Figueroa, Society, Schools and Progress in the West Indies (Oxford: Pergamon Press, 1971), p. 190.

After a careful assessment of the conclusions presented above, the following recommendations are advanced.

RECOMMENDATIONS

1. Those pertaining to teachers in training:
 - a) What is really desired is to attract good fifth form leavers into teaching; they are attracted by the incentive of 'A' levels. It is the writer's experience that some 'teachers' on the pilot project were able to cope successfully with two 'A' levels and the General paper concurrently with teacher training, while others were not. It is therefore recommended that the incentive of 'A' levels be provided, but that the number of these academic courses taken be left to the discretion of the student in training and his advisers.
 - b) It is further recommended that students in training be permitted to take additional 'O' levels where both they and their advisers deem it desirable in order to strengthen their subject teaching areas.
2. Pertaining to master teachers:

It is recommended that teacher training college administrators accord more authority and evaluation responsibility to good classroom teachers supervising practice teachers so that the practice teachers will have more continuous supervision in the schools, and so that the regular classroom teacher will feel more confident in giving his best to the practice teacher.

3. Pertaining to syllabus preparation for professional education courses:

It is recommended that syllabi appropriate to the academic level of fifth form leavers be organized in a manner similar to that in which the junior secondary syllabi were prepared, with participation from interested teacher training colleges, junior secondary schools, and representatives from other levels of the educational ladder including the Ministry of Education and the Institute Board of Teacher Education. Sufficient time must be provided those charged with the responsibility of preparing syllabi as well as frequent opportunities for exchange of ideas and feedback from the field.

4. Pertaining to administration:

If such a pilot project were to be established in future, it is recommended that it be set up as an independent agency, free from the influence of such institutions as secondary schools; yet it should be close enough to secondary schools so that it could avail itself of their professional and material resources. The director of such a project should be funded by government, given a budget, and be free to administer it under the supervision of a widely representative board of Jamaican educationists. In this way it would be assured that the project would have as its sole objective the serving of national goals rather than those of one particular institution.

APPENDICES

APPENDIX A

EARLY BRITISH TEACHER PREPARATION SYSTEMS

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EARLY BRITISH TEACHER PREPARATION SYSTEMS*

Appendix A1 - The Lancaster System

Founded upon Quaker beliefs, the Lancaster system rested on the assumption that properly trained monitors could transmit their knowledge and skills to younger children. Punishments and rewards were encouraged. This system gained the widespread support of Non-Conformists.

Appendix A2 - The Bell (or Madras) System

Dr. Andrew Bell's system, at times called the National or Madras System, was used chiefly by the Anglican-sponsored schools, enabling them to infuse the Anglican creed to their adherents.

Appendix A3 - The Glasgow (or Stowe) System

The Presbyterian and Church of Scotland schools used either the 'Glasgow System' or the 'Stowe System.'

The main distinction between the above-mentioned systems rested on the transmission of the 'credo' of the sponsoring agency. The Lancaster system was far more liberal in its interpretation. It shunned the use of sectarian teaching. Protestant schools used either the

* Franklin A. J. Johnston, Education in Jamaica and Trinidad in the Generation after Emancipation (Unpublished D. Phil. thesis, Oxford University, 1970), pp. 392-3.

Lancaster or Bell systems as they chose, while Roman Catholics stressed their own form of dogma and reinforced their teaching by employing catechisms.

One of the most important concepts that Lancaster and Bell stressed was the folly of attempting to train teachers without considering the complexities inherent in the actual art of teaching itself. It is important to note that all these systems were rather dull and authoritarian.

APPENDIX B

PROPOSED INDUCEMENTS FOR BETTER QUALIFIED ENTRANTS

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PROPOSED INDUCEMENTS FOR BETTER QUALIFIED ENTRANTS

The Minister of Education (Edwin Allen) advanced the idea that promising young people who had passed at least four Ordinary Level courses should be paid an extra inducement increment of \$96 Jamaican per annum, and that those who in addition had passed Advanced Level courses significant to their teaching task should be paid an additional \$96 Jamaican for each course so passed. This proposal was brought into direct contention by those 'trained teachers' who held lesser academic credits.

Mr. Allen appealed to the principals of high and technical schools, the parents of students of these schools, and the country at large to encourage the brighter students to become teachers.

The Ministry of Education was making a special effort to entice these students and so those with four Ordinary Level subjects would start as probation teachers at a salary of \$1,464.

Those students with two or more Advanced Levels supported by Ordinary Levels would begin at \$1,884. They would get a higher starting salary than the trained teacher but would not be able to move through the scales to the very top.

If the students were able to teach Mathematics, Physics, Chemistry and other Science subjects they would be given free teacher-training.

On graduation from college they would be paid at a rate which would be four increments higher than those with lesser qualifications. As soon as they had taught long enough to earn study leave, they would be encouraged to get a degree at * the University and this should not take longer than two years.

*"Free Junior Secondary education proposed for all by 1980 - Allen," The Daily Gleaner, July 1, 1971, p. 8.

APPENDIX C

PROFESSIONAL CAREER OF A. W. POWELL,
PRINCIPAL OF EXCELSIOR SCHOOL

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PROFESSIONAL CAREER OF A. W. POWELL, PRINCIPAL OF EXCELSIOR SCHOOL

Aston Wesley Powell, M.A., B.Sc., O.B.E., Headmaster and Founder, Excelsior School 1931. Educated: Calabar Primary; S.D.A. North St. Primary; Normal, Tutorial Private Secondary Schools; Columbia University; Teachers' College. Former Chairman, Joint Excecutive Teachers' Association; First President, Jamaica Teachers' Association; former Chairman, Jamaica Youth Club Council. Represented Jamaica at five world education conferences. Winner of the Norman Manley Award for Excellence in Education 1971. Founder of EX-ED 71 - an area school concept for Excelsior School to serve the wider community of Jamaica.

APPENDIX D

IMAGES AND PLANS OF JAMAICAN EDUCATIONISTS

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IMAGES AND PLANS OF JAMAICAN EDUCATIONISTS

Method Employed

A reconnaissance survey form was employed to facilitate the process of data collection. (Apart from an initial request for the respondent to describe the historical background, all subsequent questions put are those included herein 1-16.) The writer was attempting to identify the 'images' and 'plans,' both past and present, of teacher educators and controllers within the educational system. Focus was brought to bear particularly upon those involved in preparing teachers to serve in Jamaican junior secondary schools.

Only a few of those asked to cooperate in this endeavor failed to do so. Some of those selected were chosen because of the positions they occupied; others were chosen because of their age group. For example, most of those asked came within the fifty to sixty year age range; to avoid such a homogeneous sampling, others were asked. The ultimate age range of all respondents was from twenty-nine years to eighty. One or two 'outsiders' to the teacher training system itself were polled in order that greater objectivity might be gained. Only one non-Jamaican was included; that person, however, has been working in Jamaican education for several years and is indigenous to the Caribbean. The writer has exercised the greatest care to include remarks

that in no way compromise any of the respondents; the need for confidentiality is obvious.

Historical Images and Plans

From the respondents' replies it appears that the British colonial system ensured that the decision-making process was exercised only by the senior civil servants in each department of government. Jamaicans took little, if any, part in influencing that process. As time passed and power began to devolve upon Jamaicans, many of those have themselves become stumbling-blocks to progress for they seemed to reveal a tendency to perpetuate the old colonial practices. Progress, it was then felt, was contingent upon the recruitment of white overseas personnel - preferably from England - to occupy leadership roles. Persistently, Jamaicans had been indoctrinated in the belief that they, acting for themselves alone, could in no way hasten progress.

Formerly, the parish councils were councils in name only. Formerly, the village squires controlled everything on the local plane. It was a one-man show. However, in recent times, they have become much more highly democratized. Today, the common man has shown that he can do bigger things. There had always existed a reluctance to show appreciation to men who could not use the King's English, even though their ideas were sound.

Sharp trade union strikes in 1938 polarized the forces for and against change. The progressives were forced to take their stand with the workers. At that time, the small, yet powerful middle-class was found to be a significant barrier to progress.

Because change did not occur by means of public participation but was rather superimposed upon Jamaicans from the top, many young teachers became disaffected and were 'alienated' from the educational system. Others, more courageous, remained to work out more appropriate means to facilitate change during the era, 1938-1956. The new way to invoke change, so they felt, was to ensure that Mr. X knew what Mr. Y was doing. Teacher cells were established. Within those cells people were educated into the concepts and processes inherent in social change. Small verandah committees and groups prepared the ground for change. Common-sense and group-participation lay at the core of this new outlook. It was future-oriented; it denied that things should continue in a state of apathy and inaction; it denied the traditional belief that fatalism governed man's world. Cooperation helped to unfreeze the lock of secrecy that had held so fast for so long.

Once Professor Death (pronounced Deeth) became head of the Department of Education at the University of the West Indies in 1955, change was triggered by means of widespread discussions on teacher education. The Professor established a British pattern of teacher training upon his arrival in Jamaica, and by January 1956, he brought into existence Jamaica's first Teacher Training Board and became its first chairman. Some respondents to this survey were members of that Board. For the first time, it brought together the principals of the teacher training colleges as well as two representatives from the Department of Education. The respondents reported that the exchange of ideas was wonderful to experience.

Formerly, the curriculum used to be set rigidly. It was drawn up by the Department of Education; staff members of the teachers' training colleges played no role in shaping it. From the many discussions now permitted, teacher training tutors finally acquired the right to prepare their own syllabi without being impeded by needless red tape.

Another personality who greatly influenced teacher training around that time was Dr. Elsa Walters. She was a free-lance professional from England who was even more dynamic than Professor Death. Dr. Walters became vice-chairman of the Board. She introduced the concept of 'self-help' into the teachers' colleges. She assisted in establishing the crucial training college at Moneague as well as the Board itself. At that time, this lady was a senior researcher in the Department of Education. Previously, Dr. Walters had been vice-principal of the Froebel College in England.

Mrs. Ruby Meredith of Shortwood became Jamaica's first female school inspector, following in her father's footsteps. Her major interest was in child psychology. She promoted the idea that children should be given the freedom to think for themselves rather than becoming merely rote memorizers. She was a Baptist. Mrs. Meredith took an active part in the Jamaica Union of Teachers, accepting and performing executive positions. Like other early progressives, she joined in the struggle to improve education for everyone.

Reverend Jones, a former principal of Church Teachers College, was very successful in being able to attract a certain type of person in the mid-60s, who would not normally have gone into teaching. He had the ability of establishing fine relations with people. He rehabilitated the concept of teaching in the eyes of the young who had a choice.

Moneague Teachers' College was established just after the creation of the Teacher Training Board in 1956. It offered an institutionalized form of in-service training. More than half of the teaching force needed the services offered by Moneague. Some credit the Minister of Education (1953-55) with the idea. Its prime task was to provide further training for teachers almost fully trained. Enrolment then stood at one hundred; by 1970, it had tripled. Moneague organized a one-year course, and in 1962, added a two-year course as well.

The first Regional Conference in Teacher Education in the British Caribbean was held at St. Augustine's, Trinidad, in 1957. One of the respondents to this survey attended on behalf of Jamaica so as to explain the goals inherent in the Moneague experiment. That Conference was important for two main reasons: first, because it was the first time educationists studied the supply position of teachers (at that time, 44% of Jamaica's teaching corps was trained, compared with 45% of Trinidad's); second, because other territories adopted the Moneague one-year program, e.g. Guyana and several of the British Caribbean island territories.

Jamaica's goal was to have two-thirds of her teaching force trained by 1970. However, by that time only slightly more than 52% were fully trained.

Truly, there was very little change in the pattern of training teachers for "a very substantial period of time," one respondent remarked. "Many of us had been trained by means of the old pupil-teacher system. There had been a conspicuous lack of new ideas and imaginative thinking directed towards teacher training." One reason for such inaction appeared

to be the strenuous drive to hold on to institutionalized autonomy by maintaining an isolation of each teacher training college from other colleges. The perpetuation of institutions seemed to constitute the main excuse for being as well as the perpetuation of certain false and outdated assumptions about teacher training. Though many of the main actors involved were well-intentioned, their thinking processes were too rigid. To maintain the ritual of preparing teachers, it was felt that certain customary practices had to be taught while others were to be shunned. This myopia bordering on smugness ran as counterpoint throughout the thinking of many of those who could have improved matters yet failed to do so simply because of their own insistence on preserving the 'status quo ante.'

As at least one respondent has stated, Jamaicans were reluctant to take control of their environment and impose their own structure upon it for their common advantage. Colonialism, it is held, is partly responsible; it has led Jamaicans to believe that they are but victims of circumstances over which they have little, if any, control. The authoritarian tradition persists in attitudes of inferiority and guilt, coupled with feelings of resignation that their destiny is determined by fate, and that in essence, the learner is to approach a body of knowledge already tried and true, rather than as a discoverer or a manipulator.

One respondent adds that Jamaica has been trammelled by tradition. She has suffered the same type of teacher training for almost a century. Even during the decade 1950-1959, some respondents held that almost nothing was accomplished.

By 1957, with the rise in secondary places, the hope was that sufficient teacher applicants having 'a sound basic education' would come forward to enrol; far too few did. Other much more attractive middle-level manpower occupations siphoned off those promising few who decided to end their formal schooling at the end of Fifth Form.

In the past, cooperation between leaders was difficult to obtain. There was a marked tendency 'for everybody to better everybody else's ego.' A great deal of scapegoating went on as a substitute for sound development. Previously, too, everything but the child was considered as a possible factor of importance to the study of the education process.

Even the churches could have done very much more. For example, the 'director of youth' representing one church in Jamaica, paid only one visit annually from his base in England. Much more than a token visit was necessary to help in the process of training a young teacher. As one respondent said, echoing others, "If you leave everything to the student, she can only improve herself to the extent of her own knowledge. What she really needed was for someone to open horizons for her, in religion as well as in the area of general education."

As independence neared, Jamaican elites polarized against their countrymen's best interests. However, some of the island's leaders were followers of Marcus Garvey (now one of Jamaica's five national heroes) who had espoused a 'back to Africa' cause, and the idea that Africa should be controlled by and for the African. Norman Manley, also a national hero, continued to perpetuate the tradition of progressive Jamaicans who implicitly believed that Jamaicans, acting solely upon their own resources, could become the shapers and leaders of their own destiny.

The era of greatest expansion in the development of teacher training colleges was in the decade of the sixties. Enrolments of three hundred teacher-trainees in 1958 soared to almost two thousand by 1970. In many respects, the U.N.E.S.C.O. team, headed by C. L. Germanacos, acted as a catalyst to raise the level of teacher preparation to a higher plane due to the many discussions held with University, Ministry and lay officials and representatives. In view of the recent decisions to build a network of World Bank junior secondary schools, the problem of a teacher supply to serve in those schools had to be studied in depth. It was readily seen that the supply could not be met if the period for training teachers remained at three years. Consequently, it was decided to reduce the period of training to two years, and pave the way for a one-year period of internship in which the young trainee would serve as a full-time supervised teacher in Jamaican classrooms.

Current Images and Plans

Before one can hope to grasp the complexities behind the educational social systems of Jamaica, it is of paramount importance that he discover what leading educators and controllers of those systems perceive to constitute their strengths and weaknesses. Specific focus is accorded those systems that have been established to promote and develop the training of teachers to serve within those systems.

In search of Jamaicans' images of potentiality for development in teacher training, the following sixteen specific questions were directed to thirteen respondents. The very act of putting the questions, it was hoped, would serve as a catalyst to quicken men's minds and stir

their hearts towards more effective ways of solving problems. In this respect, the interviewer's function was as a recorder and liaison between those queried. The gulf between what respondents say they believe and what they come to realize constitutes their current mode of behavior, could itself constitute a trigger promoting growth and development.

Question 1: What are some of the important changes that occurred in teacher training during the decade 1961-1970?

Responses 1:

- a) Shortening the teacher training course from three years to two in 1965 and adding the Internship Program as a complement in 1967 to provide more classroom teachers.
- b) A marked increase in in-service-training since 1967 at both the primary as well as junior secondary levels. These were chiefly run by the Jamaica Teachers' Association on behalf of the Ministry of Education, and included the 'Teach Corps' which began in 1965, was not run in 1966, and has been run ever since. The Moneague in-service-training program offered a one-year course from 1956-1961. In 1962, it added a two-year course.
- c) The establishment of a Teacher Training Board in January 1956. Subsequently, its name was changed to the Institute Board of Education in 1965.
- d) The introduction of the Jamaica School Certificate exams to act as entry prerequisites for admission to teacher training colleges in 1967.

Question 2: Which organizations are contributing the most in improving teacher training?

Responses 2:

- a) The Jamaica Teachers' Association could do a lot more. Actually, its 'Teach Corps' isn't very dynamic. Properly motivated, this Association holds out great promise for healthy change in teacher training. Some of its summer in-service-training courses are excellent. In a sense, however, this is where the life is.
- b) The churches could do very much more in mass persuasion campaigns to excite the young about the teaching profession. In 1965, they did a fine job in inducing promising Fifth Form recruits to enter the profession so as to later serve in Jamaica's junior secondary schools. (If the one hundred dollar annual subsidy were raised to three hundred dollars, many churches would move into the domain of the basic schools.)
- c) The teacher training colleges essentially have been too inbred to provide the quality of leadership required by Jamaica. Some of their individual programs are excellent but the concepts behind them are not diffused.
- d) The business community showed its willingness to help when it supported the Jamaica Teachers' Association's program for training teachers for service in private schools. In that instance, 15-20 of the island's largest corporations provided financial support. However, business could do very much more to assist education in the public sector.

Question 3: Which organizations could be of greater help?

Responses 3:

- a) There is a tendency in Jamaica to write the University off. It has still been unable to organize evening and summer school credit courses for students though the need for same is probably greater in Jamaica than it is in the United States. "The University is necessary to set standards vis à vis the Ministry of Education."
- b) The Institute Board of Teacher Education may not be geared to fulfil the functions intended for it. It is far too short-staffed. It has done very little to affect teacher education in Jamaica. "The positive imprint as the product of enlightened investigation is missing." It has not been a force. It has merely carried out its allotted ritual. It has done nothing positive in searching for new variables pertaining to the question of quality.
- c) School boards, unless in denominational control, have failed to perform their role. "The influential community is largely unaware of its primary schools."
- d) The Extra-Mural Department of the University has shown that it can provide excellent help, as it did in the social studies area. Its obvious flexibility in outlook should encourage it to become far more deeply involved in the education of Jamaicans from early childhood education to continuing education.

Question 4: Who has helped to finance teacher training?

Responses 4:

- a) The Ministry of Education bears all recurrent costs.

- b) International agencies. A. U.S. AID grant of \$4.64 million technical aid was provided for teacher training. The Colonial Development and Welfare agency in Britain has helped by providing technical assistance, as has the Canadian International Development Agency, the United States Peace Corps volunteer agency, and the Canadian University Service Overseas. U.N.E.S.C.O. has provided significant assistance. In late 1970, it initiated a team survey in the Caribbean in teacher training. Its gift coupon scheme has also been of assistance in providing much needed materials.
- c) Private business firms helped to underwrite a teacher training conference held during the summer of 1970 in conjunction with the Canadian International Development Agency. The latter agency has sent many technical personnel to serve as teachers in Jamaica's teacher training colleges since the early sixties.

Question 5: Describe problems inherent in Jamaican teacher training systems - past and present.

Responses 5:

- a) The recruitment level is crucial here. Why should a promising youngster train for two or three years when he can enter Bauxite with two or three G.C.E. 'O' levels? Teacher training colleges have been expanded but the recruitment area has NOT expanded. There has been no high school expansion to correlate with teacher college expansion.
- b) We are turning out an insufficient number of qualified school leavers.

- c) The standard achieved by the teachers' college graduates is too low due to a failure to clarify goals. Instructional objectives are often far too vague. As a concomitant to this, student-teachers have "a large amount of inferiority foisted upon them; for example, they are repeatedly told by some tutors in the colleges that they entered the college with an inadequate background and that they are now leaving the college upon graduation unable to do the tasks expected of them."
- d) It is a myth that things are not going well because of the training. The teacher is blamed for faults imposed on him by society. We assume that the teachers are no good; yet we never put that assumption to the test. Jamaican educationists are beginning to realize that there is no one formula for training teachers - that many other ways exist to do the task. Why should there be a fixation upon a two- or three-year approach to teacher training?

Question 6: Are there other aspects of teacher training that impede the profession from full development?

Responses 6:

- a) No sound program exists for training agricultural, home economics, music, art, or arts and crafts teachers, nor early-childhood teachers.
- b) Bonding has acted as a deterrent. Primary teachers are bonded to teach for six years after they complete their training.
- c) Isolation and poor communication in rural areas adversely affect the internship program there. At least two teachers' training colleges, Moneague and Bethlehem, have no phone connections with the Ministry.

Question 7: Looking ahead ten years, in which areas
do you feel teacher training can be improved upon?

Responses 7:

- a) The preparation of teachers for service in the practical areas of the curriculum such as Industrial Arts and Arts and Crafts. Heads of major departments in teachers' colleges ought to be released to work in the curriculum field in their special areas so as to cross-fertilize ideas with their co-workers and the community at large.
- b) The preparation of teachers for early childhood training - ages 4-6.
- c) The change must come in quality. The J.S.C. prerequisites will be replaced by G.C.E. 'O' level requirements.
- d) The quality of tutors in training colleges must be improved upon. They must become experts in their tasks.
- e) The curriculum must be rationalized to suit the demands of modernity. A module approach to it must be employed that assumes continuous explosion and growth.
- f) The fulcrum of power is the Ministry of Education. It must identify and establish priorities.
- g) Summer schools must be more frequently used.
- h) "The University of the West Indies should introduce its blueprint for credit course offering."

Question 8: What changes in present leadership will have to occur before development efforts can be effective?

Responses 8:

- a) The inclination towards an autocratic approach will have to go. The old colonial system tied its successors to its own way of doing things, thus perpetuating the indigenous leadership elites. This must change.
- b) "A better working arrangement between the University of the West Indies and the Ministry of Education is needed."
- c) The function of the Institute Board of Teacher Education is not understood by 'controllers' at the Ministry of Education.
- d) There have been significant changes since 1970. Nevertheless, the system will have to become much more open. Leaders must work more cooperatively in the future, and they will have to learn how to bridge the 'generation gap.'

Question 9: What changes in plans will have to be made?

Responses 9:

- a) Wealthier members of the community should be educated into the realization that their less-favored socio-economic neighbors in training colleges are not "just so many hundreds of rude Jamaicans."
- b) Our teachers' colleges curriculum ought to facilitate the movement of at least the top 15% of their graduates to the University at the end of their second year of training so that upon graduation, they could return to their college to complete their third year.
- c) "The teachers' colleges serve the subordinate subculture and the superordinate culture blocks." However, the wealthy can effectively

stifle new ideas. They must be educated into an understanding of the people's trust.

- d) The tutors in teachers' colleges will have to update themselves and become more modern and cooperative in outlook. Some become real stumbling-blocks once they are faced by innovation and change.

Question 10: What principal opposition has occurred over teacher training programs?

Responses 10:

- a) The Jamaica Teachers' Association as well as many schools and colleges strongly opposed the Ministry of Education's shift from a three to a two year period of training. Later, some of those same critics asked if they could get 'interns' to staff their schools. Expediency took over.
- b) The Ministry of Education is so bureaucratically structured that it doesn't have to listen. There is a feeling that the Ministry often goes through the motions of placating its critics; this exercise draws their sting. Coupled with this is the belief that since the Ministry provides all the money to cover recurrent costs, opposition should not be countenanced in any serious sense.
- c) It was too hard to promote ideas because of the polarization of positions taken by J.T.A. and the Ministry of Education. Critics of the Institute also felt that they were simply "run in a circle" by that body when they raised issues focussing on the constructive criticism of the teacher training process.
- d) Scapegoating and self-hate were to be seen among some members of the college teaching staff. Secrecy instead of healthy cooperation

among professionals was too prevalent. Channels of communication were not respected, while controllers of information flows often manipulated the messages to their own advantage. The mere act of either truly relaying a message to its intended receiver or denying its flow, critically influences the pace and direction in which change will occur. Training must become much more important than the mere act of preserving a tutor or a principal's dignity. Teachers in training must become exposed to various areas of study in education and to a constant flow of new ideas. The system of training teachers is far too 'closed-structured.'

Question 11: Should innovative pilot projects be headed by Jamaicans or outsiders?

Responses 11:

- a) One respondent said, "I couldn't care less."
- b) Most respondents said, "Get a Jamaican if at all possible; otherwise, get an outsider and provide counterpart training."
- c) It depends on the availability of those 'experts' having the know-how to do the job.
- d) As long as we have outsiders, helping with child guidance, for example, then Jamaicans will feel denied and will rapidly become disaffected with the system.

Question 12: Should counterpart training always occur?

Responses 12:

- a) Many respondents said that counterpart training of Jamaicans was absolutely necessary.

- b) Education is the heart of the people; if you allow outsiders to stay on as highly paid 'stop gaps,' you weaken that heart by alienating the indigenous aspiring subelites in the system. It is "only and largely through the Education system where one comes to grips with all the people - this is the milieu where Jamaicans are made."
- c) Recipient nations should budget for it before they ask outsiders to come in and help us.

Question 13. Should we be preparing a 'core' or 'subject-matter specialist' teacher? Why?

Responses 13:

- a) "We are preparing an 'all-purpose teacher' at the primary level now. It is not such a good idea but it is a British practice. There is a strong feeling at the Ministry of Education that it should be a 'core of subjects.'"
- b) The junior secondary schools demand subject specialists. At that level the techniques employed are vastly different from those used at the primary level.

Two subject areas are required, e.g.: Maths and science or, English and Social Studies. (This is good in theory but in practice it doesn't always work out so neatly.)

- c) The emphasis really should be placed on the fact that the person wants to become a teacher, and that therefore, he should know how to alter the student's behavior so that the student is armed with attitudes, outlooks and appreciations that will genuinely help him cope with life. This can be done through subject areas.

- d) "The correct answer to the issue is that neither 'core' nor 'subject-matter specialist' is right. This is too mechanistic."

Question 14: To what extent do you believe that the teacher should pass on to his students the socio-cultural core values of Jamaican society?

Responses 14:

- a) The trend towards bilingualism is noted. The masses have been reared in the dialect; now standard English is aspired to by the 'upward mobiles' from all sectors of Jamaican society.
- b) A remarkable difference of opinion was noted here; some leaders said, "the dialect could die tomorrow; it handicaps our children." One former teacher of English said that "the greatest enemy in teaching was the dialect." Another remarked that reference should never be made to Anancy stories and quoted a leading Jamaican educationist who wrote that "there is no West Indian literature." Another held that reggae (Jamaican popular dance music) ought to be prohibited; others said bilingualism was important and that at teachable moments, Anancy sayings, for example, "don't throw away your stick until you're sure you're across the river" provided the best method of effecting clear communications with young teachers. There exists the danger that "your students might feel that you are talking down to them if you use the dialect." "We are not a reading society," replied several respondents. Another replied that "West Indians are extremely vague though they speak with such facility."

- c) The folk festival and particularly the work done by Miss Olive Lewin were excellent conductors of the Jamaican culture.
- d) Miss Louise Bennett's stories and jokes given in the dialect help to add a new dignity to Jamaican dialect. She has been courageous enough to attempt to put the dialect in a written form. Essentially, the dissonance created between the purists espousing only standard English as against those favoring the dialect is founded in Jamaica's three hundred year history of slavery and colonialism. As a nation seeks to establish homeostasis and a more acceptable image for its own 'raison d'être,' social conflict touching the sensitive chords of socio-cultural core values is bound to emerge.

Question 15: How does change take place?

Responses 15:

- a) "By very autocratic means from the top down. There is no popular consensus present to determine the place or nature of change. The 'movers' and the 'shakers' are just that."
- b) On a one-to-one or face-to-face basis only. It is a slow process. We don't let our people talk enough. Discussion is vitally essential if the society is to survive.
- c) Change depends on the leadership function. Leadership has appeared in isolated sectors of the Jamaican society. But the need to coalesce society's needs has only rarely been adequately recognized.
- d) Planned change in Jamaican education needs the support of all levels of the Jamaica Teachers' Association; it needs the full support of the Ministry of Education - particularly of the Minister (in

the past, all departments of the Ministry have written memoranda to 'run people in circles'); it also needs University cooperation which has been conspicuously lacking (possibly because the University represents a conglomerate of fourteen separate territories including at least two independent countries and two British colonies, and therefore innovation and planned change can easily be stifled even though those in positions of authority are so well-intentioned).

Question 16: What are the major problems inherent in the Jamaican teacher training program?

Responses 16:

- a) "The low educational attainment of a large percent of recruits. About sixty percent have only the Jamaican School Certificate. Many of the student-teachers in our colleges possess only reading levels of grades III and IV. We try our best to get them to grade IX, if at all possible."
- b) The shortage of college places and the demands forced upon us by the expanding junior secondary schools forced us to reduce the training period from three years to two with the internship year.
- c) A rapid expansion in training college places will have to come as an urgent necessity.
- d) It is particularly hard to find the right calibre of recruits. This is most noticeable in the teaching of practical subjects like industrial arts and home economics. "We are not turning out enough qualified school leavers," replied another respondent.

- e) College staffs should become more flexible in their thinking processes; the lecture method is overused. Their rigid hold on outdated methods is tenacious and unrelenting.
- f) Many college timetables are overloaded with trivial courses that ought to be extracted so as to provide for a greater flexibility to cope with the demands of change.
- g) Four to six week summer courses would help upgrade the profession.
- h) "Now and then individual tutors and college departments do some things a little differently and achieve spectacular results in an area, but in the final analysis, it is the interaction of all people concerned that constitutes the key to progress." (This respondent emphasized that this opinion was based only upon a private supposition.)

INTERVIEWEES

Mr. R. G. Chambers - Assistant Under-Secretary, Ministry of Education, Kingston.

Dr. Edith Dalton-James - Executive Member of Jamaica Teachers' Association, Member of Board of Teacher Training (over the years), Kingston.

Mr. Glen A. Day - Senior Education Officer, Teacher Education - Head of Teacher Training, Ministry of Education, Kingston.

Miss Trixie Grant - Senior Education Officer in Guidance and Testing, Ministry of Education, Kingston.

Father Louis Grenier S.J. - Deputy Director for Education for the Archdiocese of Kingston, Executive Member of the J.T.A., Vice-Chairman of the Guild of Graduates, U.W.I.

Deaconess W. M. Hoilette - Vice-Principal (since the College's inception), Church Teachers' Training College, Mandeville.

Dr. Franklin Johnston - Senior Officer, Planning Unit, Ministry of Education, Kingston.

Dr. Errol Miller - Lecturer, Department of Education, U.W.I. Psychology. (Psychology tutor for Sixth Form Teacher Training Pilot Project since its inception.)

Miss Marjorie Myers - Principal, Shortwood Teachers' Training College, Mandeville. J.T.A. Executive President.

The Honorable Glen H. Owen - Principal, Mico Teachers' Training College, Kingston. J.T.A. Executive President.

Dr. Aubrey Phillips - Assistant Head, Department of Education, U.W.I. Senior Lecturer.

Miss Elizabeth Ramesar - Education Officer, Child Guidance, Ministry of Education, Kingston.

Mr. R. A. Shirley - Vice-Principal, Mico Teachers' Training College, Kingston.

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APPENDIX E

PILOT PROJECT CLIENTS

APPENDIX E

PILOT PROJECT CLIENTS

Appendix E1

Ages of Pilot Project Entrants - 21 September 1970

The range of ages ran from 16 years 3 months to 21 years 1 month. No client fell into the 20 year category, while 5 were to be found among the 19 year olds; 10 among the 18 year olds; 9 among the 17 year olds, and 7 were to be found in the 16 year old category. The average entrant's age stood at 18 years 1 month. To accommodate the drive to obtain talented young people for teaching the Ministry chose to ignore the statutory age requirements for students enrolling in lower six A Level studies.

Appendix E2

Table 11. Clients' Timetable - September-December, 1970

Period	Time	Mon.	Tues.	Wed.	Thurs.	Fri.
8	1:40/ 2:20	Free	P. Project form period with Coor- dinator	Teachers' profes- sional period with Coor- dinator	Miss McKoy English Lit. "A"	Miss E. Whiteman - Child De- velopment
9	2:30/ 3:10	Math. Hist.	<u>Music</u> All with Mr. Fairweather	Mr. Gene Smith Statistics	Science History	Music Math
10	3:10/ 3:50	Math. Hist. Geog.- Geol.	Dr. Miller Psychology	Mr. Gene Smith Statistics	Science	<u>Eng. Lang.</u> Remedial with Coor- dinator Geol.-Lab Spanish
11	3:50/ 4:30	Geog.- Geol.	Dr. Miller Psychology	Miss E. Whiteman Child De- velopment	Science Free for others	Geol.-Lab Free for others Spanish

- NOTE: 1) Each student spends one additional period per week working in the Book Room, Main Office (filing), or the Gestetner Room.
- 2) Field trips are arranged outside these periods.
- 3) Teachers are learning to teach the New Mathematics.
- 4) Teachers are being taught Community Development prior to their active field involvement.
- 5) Group teaching sequences are not included in the above.

Appendix E3(a)

Table 12. Arts Client's Timetable - Spring Term 1971 - A sample

Period	Time	Mon.	Tues.	Wed.	Thurs.	Fri.
1	8:20/ 9:00	History	General Paper	History	Library	-
2	9:00/ 9:40	History	General Paper	Library	Literature	-
3	9:40/ 10:20	Litera- ture	History	Litera- ture	Miss McKoy	Mt. View Prim.
4	10:20/ 11:00	Litera- ture	History	Litera- ture	History	Mt. View Prim.
5	11:40/ 12:20	-	-	History	Litera- ture	Art
6	12:20/ 1:00	Mt. View Prim.	-	Lecture period	-	Art
7	1:00/ 1:40	-	Mt. View Prim.	Lecture period	-	-
8	1:40/ 2:20	-	Form period C.H. Smith	Teachers P.P. C.H. Smith	Miss McKoy	-
9	2:30/ 3:10	History	Music	(Statis- tics) and Measure- ment	History	-
10	3:10/ 3:50	History	Psychology	Statis- tics) and Measure- ment	-	-
11	3:50/ 4:30	-	Psychology	-	-	-

Appendix E3(b)Table 13. Mathematics-Science Client's Timetable - Spring term 1971 -
A sample

Period	Time	Mon.	Tues.	Wed.	Thurs.	Fri.
1	8:20/ 9:00	Botany	General Paper	St. Georges School	Zoology	Zoology
2	9:00/ 9:40	Botany	General Paper	St. Georges School	Botany	Zoology
3	9:40/ 10:20	Study	Chemistry 'O'	St. Georges School	Botany	Botany
4	10:20/ 11:00	Study	Chemistry 'O'	St. Georges School	Botany	Botany
5	11:40/ 12:20	Music	-	Zoology	Study	P.E.
6	12:20/ 1:00	Zoology	-	Lecture period	Chemistry 'O'	P.E.
7	1:00/ 1:40	Zoology	St. Georges School	Lecture period	Library	Typing
8	1:40/ 2:20	Zoology	-	Teachers P.P. C.H. Smith	-	-
9	2:30/ 3:10	Typing	Psychology	(Statis- tics) and Measure- ment	Science	-
10	3:10/ 3:50	Typing	Psychology	(Statis- tics) and Measure- ment	Science	-
11	3:50/ 4:30	Typing	-	-	Science	-

APPENDIX E 4(a)

Table 14. Individual Academic Standings of Pilot Project Entrants - September 1970

Symbols	Entrant	Sex	Good 'O' Levels										Additional 'O' Levels					Total subjs passed		
			Eng Lang	Lit	Sp	Fr	Hist	Geog	Art	Ma	Add Ma	Bio	Ch	Ph	Subjs passed	RK	HSc		Cook	Com
#	A1	F	1	6	6	6	6+			5				6	3				1	7
	A2	F	5		6				5	6			5	4					1	4
	A3	F	6							6+			5	4					1	5
	A4	F	4	6			5	3					5+	4	5	4			1	5
	A5	M	5	4			2						5	4						4
#	A6	M	6	5			5						5	4						4
	A7	F	4	4	5		6+	3	3	4			6	6						6
	A8	F	3		6		6						4	4						4
	A9	F	6		6		5		6				5	3						4
	A10	M	6		6		6	4	6				4	7	6	5	3		1	8
# *	A11	F		6			6						5	2			3		2	4
	A12	F	5	3	6		6						5	5						5
	A13	F	3	6	5		5						4	4						4
	A14	F	3				6						4	4						4
	A15	F	6	6						6			6	4	3				1	5
++	A16	F	3		6					6			4	4						3
	A17	F	6+	4			3	6					5	5						5
	A18	M	4+				3	3					6	4						5
	A19	M	5+				5	3					3	4	5				1	5
	A20	F	6		3		6						6	6						6
++	A21	F	6	3						5+			6	2	3				1	3
	A22	F	3				5						6	4						4
	A23	F	3	3			5	3					6	3			5			5
	A24	F	3		4		6						6	4	3	3			2	4
	A25	F	6+	5			3						6	3	6					4
*	A26	M					3						6	2						5
	A27	F	3		4		2						6	3					1	4
	A28	F	3	6			6	6					6	4	3				2	4
	A29	F	6				4						4	3						5
	A30	F	4				3						6	3		4			1	4
#	A31	F	3+	3			6						3	3	5	5			1	6
	A32	M	4	6			6		5				6	5					1	6

Notes: * Lacking English Language.
 # Left program.
 ++ Less than 4 'O' Levels.
 + Passed subject during this year.

APPENDIX E 4(b)

Table 15. Individual Academic Standings of Pilot Project Entrants - September 1971

Symbols	Entrant	Sex	Good 'O' Levels										Additional 'O' Levels					Total subjs passed			
			Eng Lang	Lit	Sp	Fr	Hist	Geog	Art	Ma	Add Na	Bio	Ch	Ph	Subjs passed	RK	HSc		Cook	Other	Subjs passed
++	B1	M	3	6			4		6					4							4
	B2	F	3	4	6		4			5		6		4							4
	B3	F	6	6										4							4
	B4	F	3	6										2		5				1	3
*	B5	M	6	3			2					4		2		3				2	6
	B6	F	6	3			3							4		3				2	4
	B7	F	6	3			6					6		3		3				1	4
	B8	F	4	5			6							4		6					4
++	B9	M	6				4							4					1	3	
*	B10	M					6			4		3	4	4							4
	B11	F	3	3		6	3					3	6	6							6
	B12	F	3	6			1					3	5	7							7
	B13	F	6	4			5			6		3	4	6							6
	B14	F	6	4	4		2			5		6	3	7							7
	B15	F	6	6			6							4							4
	B16	F	3	3			5			6		6	4	4							4
	B17	F	1	3			6							4						1	5
	B18	F	5	6			6					6		5					6 Com		5
	B19	F	6	6			6			6				4							5
	B20	F	6	5	6		3					5		2		6	5	6 N	3		5
	B21	F	3	6			6					4	6	6							4
++	B22	F	3	3			6							3		6	6			1	6
	B23	F	2	3	6							4		2		6				1	4
	B24	M	6											3		6				1	4
	B25	M	4					6			3			4		4				1	4
*	B26	F	6	6			6					5		4						1	5
	B27	M	6	6						3		6	6	6							6
	B28	M	3	6			5			4		3		3				5 AgSc	1		5
	B29	F	6				6					6		3						1	4
	B30	F	3				3			5				3						1	4
	B31	F	6		6		6					6		3		6				1	4
	B32	M	3				5							2		6				2	4
	B33	M	1				6	3	6					1+	5			3 Com	1		6
++														3						3	

Notes: * Lacking English Language.

Left program.

++ Less than 4 'O' Levels.

+ Passed subject during this year (includes results till early 1972).

A mark of '1' indicates high honors;
a mark of '6,' a pass.
N = Needlework.

Appendix E5Proposed Bond for Pilot Project Entrants

I, _____ a Sixth
 Form Teacher Training Pilot Project 'teacher' at Excelsior School,
 realize that:

1. I have agreed to attend the Pilot Project for TWO consecutive years on SCHOLARSHIP provided by the Ministry of Education, Jamaica.
2. I know that I am then expected to serve a third period on INTERNSHIP for which I expect to be paid at the rate of a certificated teacher less one increment.
 Following this period, I will be certificated if my professional grades and teaching experience warrant it.
 During this period, I expect to be paid:
 - a) TWO ADDITIONAL INCREMENTS for the 4 or more good 'O' levels which I have passed. (One must include English Language 'O' level.)
 - b) AN ADDITIONAL INCREMENT for each 'A' level subject completed during my Pilot Project years (including Internship).
3. For making this professional training available to me, I solemnly undertake to serve immediately in Jamaica's junior secondary schools (or other, as designated) FOR A PERIOD OF TWO ADDITIONAL AND CONSECUTIVE YEARS.
4. Should I fail to carry out the responsibilities outlined above, I accept responsibility to refund to the Government of Jamaica, through the Accountant General's Office, immediately before, or after securing special written permission to refund the appropriate amount within one calendar year after breaking the bond without Government's prior consent or approval.

Witness: _____

Entrant: _____

Date: _____

Date: _____

APPENDIX F

PROFESSIONAL GROUPS ASSISTING THE PILOT PROJECT

APPENDIX F

PROFESSIONAL GROUPS ASSISTING THE PILOT PROJECT

Appendix F1

Members of the Pilot Project Board

Mr. A. Wesley Powell, Chairman, Excelsior.

Miss Berna Barnett, Excelsior.

Professor John Figueroa, Dept. of Education, U.W.I., Mona Campus,
Kingston 7.

Mr. Neville Gayle

Mr. D.R.B. Grant, Deputy Chairman, Inst. of Education, U.W.I., Mona
Campus, Kingston 7.

Deaconess Winnifred Hoilette, Church's Teachers College, Mandeville.

Mr. Ian Isaacs, Jamaica Teachers' Association Representative,
Dept. of Education, W.U.I., Mona Campus, Kingston 7.

Mrs. Patricia Isaacs, Excelsior.

Dr. Edith Dalton-James, 17 Geranium Path, Mona, Kingston 6.

Dr. Errol Miller, Dept. of Education, U.W.I., Mona Campus, Kingston 7.

Miss Pearl Morgan, Secretary, Excelsior.

Miss Doris McPherson, Excelsior.

Mr. Ross M. Murray, Chief Education Officer, Ministry of Education,
East Race Course, Kingston 4.

Father W. J. Raftery, Champion College, Kingston.

Appendix F1 - continued

Mr. Colin H. Smith, Excelsior.

Reverend Keith Webster, Excelsior.

Mr. Lindo Wong, Excelsior.

Mr. Neville Ying, Ministry of Education, East Race Course,
Kingston 4.

Dr. Franklin Johnston, Ministry of Education, Kingston.

Miss Cynthia E. Fuller-Phillips, Jamaica Teachers' Association,
Church Street, Kingston.

Miss Margaret Allen, Ministry of Education, Kingston.

Appendix F2Excelsior 'Master Teachers'

Mr. A. Alexander	B.Sc., Cert Ed. Lond., Assoc. Memb. Inst. of Gas Engineers.	Chemistry
Miss B. Bennett	B.A. (Emmanuel Col.), Dip Ed. (U.W.I.)	English
Miss M. P. Daley	B.A., Lond (U.W.I.), Dip Ed. (U.W.I.)	History
Mrs. D. I. Davis	B.Sc., Dip Ed. (U.W.I.)	Science
Mr. J. E. Dwyer	B. Sc. (U.W.I.), Teachers Cert.	Economics
Mr. D. Garcia	B.Sc. (U.W.I.)	Mathematics
Mr. G. Griffith	Int. Dip. Art & Craft, Nat'l Dip. Design, Art Teachers' Dip. (Liverpool)	Art
Mr. G. Fairweather	M.A. (S.J.S.C.); B.A. Lond. (U.W.I.); L.R.S.M.; F.T.C.L.	Music
Mr. S. Fenton	B. Sc., Lond. (U.W.I.)	
Mrs. R. D. Harvey	M.Sc., (Tor); B.Sc. (Hons.) Lond. (U.W.I.)	Biology & Botany
Mr. R. D. Harvey	B.A. (U.W.I.)	Spanish
Mrs. P. Isaacs	B.Ed. (U.W.I.), Higher Dip.; Cert. Ed. (U.W.I.)	General Science
Miss G. Josephs	B.A. (N.Y.U.), Teachers' Cert. (N.Y.U.) Graduate Work (Columbia)	English
Mrs. Lee DeCosta	Dip. Com., Matric (N.Y.U.)	Commerce
Mr. D. Lincoln	B.Sc. (Hons.) Lond.; P.G.C.E. Lond.	Biology & Zoology
Mr. E. Loague	B.Sc. (Hons.) Lond.; P.G.C.E. Lond.	Biology & Zoology
Miss P. McKoy	B.A. (Hons.) Lond. (U.W.I.), Prof. Cert. Ed. (Lond.); Higher Dip. Ed. (U.W.I.)	English

Appendix F2 - Continued

Mr. H. Pike	B.Sc. (Southampton)	Chemistry & Physics
Mr. R. Sigsworth	B.Sc. (Nottingham); Dip. Ed. (Not.)	Mathematics
Mr. C. Smith	M.A., B.Ed. (Brit. Col.); B.A. (Dal.); Prof. Adv. Cert. (B.C.)	Pilot Project Coordinator
Mr. G. Smith	B.Sc. (U.W.I.)	Statistics Mathematics & Physics
Miss A. Vernon	B.A. (Hons.) (Reading); Dip. Ed. (U.W.I.)	History & Sociology
Mr. P. J. Wardle	B.A., P.G.C.E. Merit Award (South- hampton)	Social Science
Miss E. Whiteman	B.A. (Tor.); P.G.C.E. (Lond.); D.E.G. (Reading)	English, French, Guidance, Child Development
Mr. L. A. Wong	B.A. (Hons.); P.G.C.E. (Lond.); Dip. Ed. (Lond.)	Geology & Geography

Appendix F3'Master Teachers' in Six Nearby Schools -
Spring, 1971

<u>School</u>	<u>Master Teachers</u>	<u>Level Taught</u>
1. Holy Trinity	Mrs. Reynolds	Grade 7
2. Kingston Junior Secondary	Mrs. Thompson	Grade 8-9
	Mrs. DePass	Grade 7
3. Mountain View Primary School	Miss Murray	Grade 6
	Mrs. Campbell	Grade 6
4. St. George's Girls & Infants School	Miss Picart	Grade 1
	Mrs. Anderson	Grade 1
5. St. Theresa's Prep.	Mrs. McKenzie	Grade 1
	Sister Ann Elizabeth	Grade 6
6. Vauxhall Junior Secondary School	Miss Rodney	Grade 8-9

APPENDIX G

EVALUATION FORM FOR PRACTICE TEACHING COMPLETED

BY BOTH 'TEACHERS' AND 'MASTER TEACHERS'

APPENDIX G

EVALUATION FORM FOR PRACTICE TEACHING COMPLETED

BY BOTH 'TEACHERS' AND 'MASTER TEACHERS'

1. The teacher comes well prepared. Lesson plans, if requested, are logically and neatly presented. The teacher is well groomed and dresses befitting a young professional. The teacher's classroom organization and administrative procedures are meaningfully related to the lessons conducted. Blackboard work is readable and well laid out.

5	4	3	2	1
0	0	0	0	0
Excellent	Very Good	Good	Fair	Poor

- 2 - The teacher develops the lesson clearly and asks questions at critical learning points. The lecture method is not slavishly adhered to; room is allowed for dialogue and class discussion.

The teacher insures that the discussion contributes to a clarification of the concept or concepts being taught. Lessons have a varied approach. The learning situation is made meaningful and pleasant. Monotony is avoided.

5	4	3	2	1
0	0	0	0	0
Excellent	Very Good	Good	Fair	Poor

3. The teacher exhibits an awareness of the sociometric network of each classroom and group situation. At times brighter students are encouraged to help their slower fellows. Routine marking is sometimes entrusted to the most promising students.

The teacher relates well to fellow teaching members within the classroom.

The teacher accepts criticism willingly and searches for better ways of transmitting knowledge. The teacher has become an active catalyst in the process of enhancing the learning situation.

APPENDIX G - continued

The teacher has learned the secret of delegating authority at judicious 'teachable moments.'

5	4	3	2	1
0	0	0	0	0
Excellent	Very Good	Good	Fair	Poor

Name of Pilot Project Teacher _____

Name of Master Teacher _____

School _____

Term _____

Year _____

Instructions:

1. Indicate with an "x" in one of the appropriate circles of each of the three scales above where you believe the Teacher's performance belongs.

Signature

2. This form is to be completed by the appropriate Master Teacher and the designated 'Teacher.'

APPENDIX H

INVITATION TO TEACH COURSE - SUMMER, 1971

Appendix H1(a)

Table 16. Timetable - Invitation to Teach Course - First Week

Time	Mon.	Tues.	Wed.	Thurs.	Fri.
8: 30-9:10	Free day to allow participants to gather	Dr. Errol Miller	Admin.	Session No. 3	Discussion of experiences
9:10-9:50		Keynote address	Session No. 1	" "	" "
9: 50-10: 30		"The Teacher and his Teaching"	" "	" "	" "
10: 30-10:45		B R E A K			
10:45-12:00		Group discussion	Session No. 1	Session No. 4	Sign for electives
		N O O N			
1:00-1:40	Forum	Session No. 2	Session No. 4		
1:40-2:20	Unresolved questions raised	" "	" "		
2:20-3:00	in discussion	" "	" "		

continued . . .

Appendix H1(a) - continued

Note: Sessions No. 1, No. 2, No. 3, and No. 4 delineate the competencies a Teacher should have in coping with Diagnostic & Remedial Education, Mr. Lockyer, CTF leader (Library), Language Arts and Reading, Mrs. L. Brown, Mico, and Prof. Maisie MacRae, CTF (Upper New Science Building), Science, Mrs. Patricia Isaacs, Excelsior and JTA, and Mr. Alexander Liutec, CTF (Downstairs New Science Building), Mathematics, Mr. C. C. Wong, "CTF," CAST, (Upper Cafeteria).

Appendix H1(b)

Table 17. Timetable - Invitation to Teach Course - Last Three Weeks

Time	Mon.	Tues.	Wed.	Thurs.	Fri.
8:30-8:40	Roll Call and Administration				
8:40-9:40	English	Maths	English	Maths	Diagnostic and Remedial
9:45-10:45	Maths	Diagnostic and Remedial	Maths	Diagnostic and Remedial	English
10:45-11:15	B R E A K				
11:15-12:15	Science	Science	Science	Science	Science
12:20-1:20	Diagnostic and Remedial	English	Diagnostic and Remedial	English	Maths
	L U N C H				
2:00-3:00	Free choice options to be announced				

Appendix H2Evaluative Questionnaire - Invitation to Teach Course

1. Do you think you have a better idea now of what Teaching is and what is involved in becoming a teacher? Give a few reasons for your answer.

2. What aspect of the program did you find most interesting and enjoyable?

3. a) Do you think that it would be worthwhile to run another program like this next summer?

☐

Yes

☐

No

Indicate with an "x" in appropriate space.

b) Why?

continued . . .

Appendix H2 - continued

4. a) If we had such a program, would you recommend it to a friend as something worthwhile that he should attend?

☐

Yes

☐

No

Indicate with an "x" in appropriate space.

5. If we were holding it again next summer, what changes and improvements would you recommend?

6. Please make any other comments you would like to make which the questions did not ask for.

7. For 'invitees' only

- a) Are you going to sign up to enter a program of teacher training?

☐

Yes

☐

No

Indicate with "x" in appropriate space.

- b) Why?

Appendix H2 - continued

8. Your College of preference:

1) Pilot Project, Excelsior

☐

3) Shortwood

☐

2) Mico

☐

4) Church

☐

Indicate with an "x"

Appendix H3The Director's Report - Invitation to Teach Course

AIM: The purpose of the exercise was that of inviting, encouraging, and persuading High School students, who had just completed G.C.E. 'O' level, to enter teaching and to offer themselves for training in September. While the Teach Corps is directed to a similar set of students, its aim is to prepare them for teaching in school come September, while in this program, the aim was that of getting them to enrol in Teacher Training come September.

STRATEGY: In order to accomplish this aim, the strategy employed was that of giving them an overall idea about teaching and teacher training and that of developing their interest in teaching by way of the academic subject area to which the student had some liking and commitment.

Also, part of the strategy was that of having students in the Pilot Project at Excelsior take a leading role in various formal activities and at an informal level. The fact that these, their peers, were already engaged in such preparation would, we hope, act as encouragement and incentive to the others.

The duration of the course was four weeks and they were organized in a 1 + 3 sequence. That is, in the first week after the formal opening, there were general sessions dealing with different aspects of teaching and teacher training in Jamaica and the need for teachers. Also included was preparation for the activities that they were to engage in for the remaining three weeks.

The curriculum of the program for the three weeks consisted of four areas of interest, (1) Teaching of Mathematics, (2) Teaching of Science, (3) Teaching of Language Arts and (4) Remedial Education. Each student by his own free choice opted for two of these areas. Students were encouraged to become involved in extra curricular activities that were planned in the afternoon after the formal program ended. Every effort was made to make the experiences interesting and exciting in order to capture the imagination of the students for teaching.

PERSONNEL: The team charged with the responsibility of effecting this program consisted of Mrs. Brown, Mr. Shirley, Vice President of Mico, Mrs. Isaacs of Excelsior, Mrs. Moore and Mrs. Galloway from Shortwood, Professor Maisie MacRae, Mr. Donald Lockyer and Mr. A.

continued . . .

Appendix H3 - continued

Liutec of the Canadian Teachers' Association, Mr. Wong of C.I.D.A., and Mr. Colin Smith, Coordinator of the Excelsior Pilot Project.

It was indeed pleasing to have a team that worked together as easily and as pleasantly as this team did. Specially mentioned Canadian team fitted in perfectly with the aims, objectives and strategy of the program. They were well accepted by local staff and students alike. Personally, I have worked with several teams on different occasions from different countries; however, none has been as pleasant and mutually rewarding as this one.

STUDENTS: The students on the Course were tired after a hectic term but appeared very interested in the program. Operationally, there were no serious problems of any kind that arose. They displayed a good level of sophistication in their participation. Their end of session party did indeed manifest that they had indeed established good rapport with one another.

MINISTRY SUPPORT: The Ministry gave generous financial support for the program and the Minister, the Hon. Edwin Allen personally appeared and addressed the students at the formal opening. His positive and sincere remarks concerning his interest in having the students enter Teaching and Training Colleges were well received by the students and did give official recognition and approval to the whole purpose of the project. The students did indeed form the impression that they were needed in the profession. Nothing more could be desired of either the Minister or the Ministry.

EVALUATION: At the end of the Course, there were evaluation sessions both with staff and students. Both groups gave expression to the opinion that the program had gone off smoothly and well and it was an exercise that should be repeated in the future as a means of recruiting teacher trainees.

Students were asked to indicate whether they were prepared to enter college and to sign up for the college of their choice. 34 out of 58 answered in the affirmative.

CONCLUDING COMMENT: It was indeed my honor and privilege to have been able to participate in this project in the role of Director. I would like to record my thanks to Mr. Colin Smith for his untiring efforts to take care of all the operational details. His efforts did indeed contribute greatly to the smoothness of the entire

continued . . .

Appendix H3 - continued

operation. I think it also appropriate to record on behalf of the Invitation to Teach Course appreciation to Mr. Powell and the J.T.A. and Mrs. Saunders for their support.

Dr. Errol Miller.

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