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TA/BRIGUIED 8

guyana
teacher training
(January - December 1965)
by E. EDUALINO

unesco

Paris, July 1966

WS/0766.30 - EDS

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Chapter One

INTRODUCTION

1. Terms of Reference

The terms of reference of this post are as follows:

1. To assist in the revision of the curriculum for both pre-service and in-service training of primary and secondary teachers and to advise on the introduction of modern training techniques.
2. To co-ordinate the work of the eight in-service training centres with special reference to the supervision of teaching practice.
3. To advise on the lay-out of buildings and the provision of equipment for the new training college to be opened at Port Mourant in 1965 and to assist the Principal on the organization of the courses.
4. To advise on the building and equipment requirements for the new buildings proposed for the training college in Georgetown and to assist in the preparation of an application for United Kingdom financial aid for this project.

2. The Goals of Teacher Education

Present-day literature in teacher education places emphasis on the personal development of the teacher as well as his professional training. This differs with the teacher training of the past which emphasized the teaching skills that a teacher was supposed to acquire. Teaching is a profession and, therefore, teachers should be educated and not just be trained, for a professional person is one who:

Is a liberally educated person;

possesses a body of specialized skills and knowledge related to and essential for the performance of his function;

is able to make rational judgements and to take appropriate action within the scope of his activities, and is responsible for the consequences of his judgements and actions;

places primary emphasis upon his service to society rather than upon his personal gain;

actively participates with his colleagues in developing and enforcing standards fundamental to continuous improvement of his profession and abides by these standards in his own practice;

practices his profession on a full-time basis;

is engaged in a continuing search for new knowledge and skill⁽¹⁾.

(1) M. Lindsey (ed.), New Horizons for the Teaching Profession, Washington, D.C.: National Education Association, 1961, p. 6.

Assuming that these statements imply the goals of a teacher education programme, a teacher education institution would next consider the behaviours that describe the achievement of each goal and the experiences that help develop such behaviours.

Generally, teacher educators agree that these experiences centre around two types of studies - general and professional education⁽²⁾. It would be difficult to draw lines between the two; it is equally difficult to say that a course listed under one category would necessarily be achieved in the manner that would truly classify it in that category. Much would depend on the way a teacher approaches the subject he is teaching and the student integrates his learnings.

It would be impossible for a teacher education institution to teach its students all things that need to be learned about teaching and how to teach. The most that it can do is to help develop a good beginning teacher. It is, therefore, important that definite provisions are made for the continuing education of teachers. This kind of education is included in what is usually called in-service education.

In-service education of teachers is planned to meet several needs such as:

To qualify teachers who are not yet qualified in the service.

To promote the continuous improvement of the staff.

To help new teachers and those who are entering a new responsibility or a new field of work within the profession.

To eliminate deficiencies in the background preparation of teachers and other professional workers in education.

These goals can be achieved through several means, the most common of which are regular attendance at planned courses, seminars, conferences, workshops, meetings, demonstration lessons, and participation in curriculum development. Of these curriculum development would be of most practical value to the teacher.

Chapter Two

DEVELOPMENT OF THE PROJECT

The problem of teacher education in Guyana came to the full consciousness of the government on the publication in 1963 of the report of the Unesco Educational Survey Mission headed by C.L. Germanaccs⁽³⁾. In 1964, only 21.6% of the teachers in the primary and all-age schools and 18.0% of those in the secondary schools were trained⁽⁴⁾.

(2) See Appendix A.

(3) Report of the Unesco Educational Survey Mission to British Guiana, BRIGUED 1963.

(4) A trained teacher in this context means one who has had one or two years of teacher training, either prior to appointment as a teacher or during the time he is on the job.

Today the Government Training College, the only teacher education institution in the country, is preparing new teachers, while eight centres located in densely populated areas, are giving in-service training to those actually on the job⁽⁵⁾.

1. Teacher Education in Guyana

1.1 Recruitment

Teaching has been attracting mostly those with just average school achievement. Generally, most students who are candidates for or who have General Certificate "O" level (G.C.E.) passes in at least four or five subjects would prefer to go into industry than to teaching. For years, the Ministry of Education in Guyana has been beset by applications for teaching jobs from those with lower than G.C.E. "O" level. Happily this year, less attention has been given to applicants with such qualifications. In fact, such applicants have been discouraged by the Ministry from going into teaching.

A big problem is the recruitment of better potentials for teaching. In some countries organizations like Future Teachers help a great deal in recruitment. In others, teams of teachers participate in what would be the Seniors Vocational Seminars to discuss with students the values of teaching and the need for teachers. Much can be accomplished by securing the co-operation of the school staff.

In Guyana, a system of student loans and scholarships has in some way helped a number of students. Much can be done by way of recruitment if scholarships are made available to students with exceptional admission qualifications, and if more of these are made available.

The in-service education programme, being tailored especially to meet the needs for unqualified teachers, needs no motivating factor other than that of qualifying. The Ministry has set minimum requirements for admission to this programme. These are similar to those of the pre-service education programme⁽⁶⁾. Teachers who are not quite 24 years of age are also encouraged to seek admission to the Pre-service Programme⁽⁷⁾. Then there are those who are too old and do not have the desire for better status and therefore do not make any special efforts to qualify in the two programmes. A number of education officers and headmasters give help to those teachers who need to qualify by giving them special lessons.

(5) For 1964-1966, the In-service Centres are located as follows: Georgetown, Anna Regina, Vreed-en-Hoop, Buxton, Bush Lot, (West Berbice) New Amsterdam, Port Mourant, and Skeldon.

(6) See Appendices B and C.

(7) See para. 3.1.2.1

1.2 Admission

Admission to both pre-service and in-service are by number of passes at the G.C.E. "O" level or better, and age⁽⁸⁾.

The number satisfying the requirements for admission to the pre-service has been low; in the past school year, there were fewer than the expected 180 students admitted for this programme⁽⁹⁾. This year, with in-service admitting only those who are at least 24 years of age, it is hoped that more will seek entrance to the pre-service. The present needs of the schools will require an output of at least 300 teachers a year⁽¹⁰⁾.

1.3 Facilities for Training

Facilities for training are generally poor. The pre-service centre in Georgetown has been able to organize make-shift science laboratories which are nevertheless poorly equipped. The in-service centres other than that in Georgetown suffer from equally bad conditions⁽¹¹⁾. There is hardly any equipment for history, geography, mathematics, etc. The libraries are poorly equipped, too. What are available in books are old editions. Unicef has come in with \$50,000 (US) aid in the form of materials and equipment. As soon as these are installed and seminars on how to use them effectively held with lecturers, this problem will have been partly solved.

1.4 The Curriculum

The curriculum in both the pre-service and in-service programmes have been altered greatly to meet the growing demands of an emerging nation. In the in-service programme, especially, a broader base of general education and an improved sequence of professional courses have been achieved⁽¹²⁾. Frequent seminars to discuss course syllabi have helped the lecturers organize the courses besides providing basis for discussion of the important aspects of the courses, like goals, behaviours expected, and practical work.

In the pre-service programme, better organization of both the general and professional courses needs to be achieved⁽¹³⁾. There is a need for courses like social sciences and history of Guyana for all students for obvious reasons. More emphasis should be placed on music education to meet the needs of the student himself and for his professional preparation.

Courses offered in both programmes should be parallel and there should be frequent dialogues among the lecturers for purposes of improving the offerings, both in content and in manner of presentation.

Efforts should also be taken to have these courses credited towards a degree at the University of Guyana⁽¹⁴⁾.

(8) Ibid.

(9) The Germanacos Report estimated an output of 540 from the Government Training College and Branches (See Table XXI, App. G, p. 3 of this Report).

(10) See Appendix D.

(11) The in-service centre in Georgetown uses the facilities of the Government Training College.

(12) See Appendix E.

(13) See Appendix F

(14) See paragraph 3.1.

2. Brief Review of Work Done

2.1 The First Assignment (August-December 1964)

Most of the work done during this period was with the pre-service and in-service centres. The problem of these centres on curriculum and materials were thrashed out and the following were achieved:

- 2.1.1 The teacher education curriculum was revised along lines suggested(15).
- 2.1.2 Course syllabi were prepared and discussed with more attention to functions served by the courses and elimination of duplications.
- 2.1.3 Libraries were organized in all centres and steps were taken to purchase more books.
- 2.1.4 Courses on foundations of education and supervision of student teaching were offered.

Some attention was given to the schools, for if changes did not take place in these, much of what would be discussed in the teacher education courses would remain theories. The following were attended to:

- 2.1.5 Organization of pilot schools to demonstrate newer and more effective ways of using space and materials. Work was done with the teachers in these pilot schools.
- 2.1.6 Organization of seminars and conferences with headmasters, teachers and education officers on newer ideas in teaching and supervision and administration.
- 2.1.7 Securing assistance for books and equipment from outside agencies like the United States Information Service, book publishers, libraries, and the Canadian Overseas Book Centre.
- 2.1.8 Organization of a Curriculum Library which can be useful for curriculum workers and for teachers who needed assistance in what books are available.
- 2.1.9 Discussion of plans for supervising teachers enrolled in the in-service courses as they work in their own classrooms.
- 2.1.10 Development of awareness and interest in curriculum improvement programmes.

2.2 The Second Assignment (1965)

This was a busy year - full of multidirected activities directly related to teacher education. Most of the work was on the improvement of the curriculum as a technique in the in-service education of teachers. It was thought that one of the most direct means of helping the teacher was by involving her in curriculum development, including determination of goals, content and materials, methods and evaluation. In line with this idea:

(15) See Appendix A.

- 2.2.1 Curriculum study groups which included teachers, headmasters, education officers, and teacher educators, were organized to revise the old curriculum guide and to write out booklets on how to teach the different subjects.
 - 2.2.2 Ideas developed in these curriculum study groups were tried out and demonstrated in the pilot schools.
 - 2.2.3 Professional books and teachers' manuals that came in as donations to the Curriculum Library were circulated and ideas gained were tried out and demonstrated in the pilot schools.
 - 2.2.4 A country-wide workshop conference and observation of demonstration lessons was held for two weeks in August to discuss implementation of the recommendations of the curriculum study groups(16).
 - 2.2.5 The organization of school libraries through self-help was encouraged.
 - 2.2.6 A teachers' quarterly journal to further stimulate discussions on problems of teaching was published(17).
 - 2.2.7 A children's monthly magazine to provide schools with reading materials at all primary levels was published(18).
 - 2.2.8 District and school-staff conferences on newer programmes (with emphasis on science, mathematics, social studies, language arts and reading) were held.
 - 2.2.9 A course on the teaching of the social studies was offered.
 - 2.2.10 The Curriculum Library was expanded. More donations from various sources came in.
 - 2.2.11 Books from various sources were distributed to schools.
- 2.3 The Third Assignment (January-April 1966)

Most of this period was devoted to visitation of schools, holding of seminars, workshops and demonstration lessons, and conferences with school staff, both individually and in groups. The main purposes were: (1) to see actual conditions after more than a year's work with teachers, (2) to show teachers how to implement more effectively the theories being gained in various conferences, and (3) to work with teachers on curriculum organization, methods and evaluation.

The first half of this period was devoted to discussions and demonstrations. Discussions were held with all headmasters, headmistresses and key teachers in each school on the district level. Emphasis was placed on curriculum organization and methods and materials. The rest of the period was devoted to classroom visitation, staff conferences and demonstrations. Emphasis was placed on implementing suggested course sequences and use of materials. The end of the period saw:

- 2.3.1 Much improvement in the way teachers organized their schemes of work.

(16) See Appendix G; also Appendix H.

(17) See sample copy, enclosed.

(18) See sample copy, enclosed.

- 2.3.2 Increased understanding of how children learn.
- 2.3.3 Greater implementation of theories discussed in the teacher education courses and in conferences.
- 2.3.4 Greater teacher participation in curriculum improvement programmes, especially in the preparation of teaching units and units of work.
- 2.3.5 More effective use of materials and equipment.
- 2.3.6 Production of teaching materials in reading. (These are still unavailable to teachers because of lack of finances for printing them).
- 2.3.7 Increased interest in the use of libraries and books, and of the community, as sources of materials.
- 2.3.8 More use of the curriculum library by teachers in the preparation of their teaching units.

3. Teacher Education and University of Guyana

The establishment of the University of Guyana is an important milestone in the future of teacher education in Guyana. Among other things, the Ministry will look toward this institution for leadership in educational research and in teacher education, both pre-service and in-service. At the moment, the personnel of the university have been asked to serve as consultants and lecturers in the fields of mathematics and science at district and school conferences, and seminars. They most welcome such opportunities for involvement. These also give opportunities for discussion between them and the staffs of the pre-service and in-service centres.

It is hoped that as the university is able to recruit personnel in other fields such as the social studies, history and languages, more help can be provided for the Ministry of Education, especially in curriculum development.

3.1 Other Plans of the Ministry (19)

The University of Guyana is also being involved in the plans of the Ministry along other phases of the teacher education programme.

- 3.1.1 The Government Training College is moving towards concentrating on the training of only teachers for the primary school. The university will take over the responsibility of training teachers for the secondary school.

The Government Training College will retain its two-year curriculum leading to the Teachers Certificate. Plans of the university are still to be drawn up.

In-service training will be only for untrained teachers who fulfil certain requirements among which is the minimum age of 24⁽²⁰⁾. Teachers below this age limit will be encouraged to go on leave and enrol at the Government Training College for full-time study.

(19) Summarized from an unrecorded discussion with the Minister of Education.

(20) See Appendix B. The minimum age limit will be raised to 24 (See Item A 2).

Chapter Three

CONCLUSIONS

Teacher education, as in education in general, has not arrived. In fact one begins to wonder if it has started at all, and if it has, how far ahead it has progressed. And since one would not be presumptuous as to set up limits, no venture would be made to determine how far more it has to go in Guyana.

On the basis of the discussions in the preceding sections and in consideration of present-day thinking on teacher education, the following recommendations are being presented:

1. Recruitment, Selective Admission and Retention

- 1.1 Efforts should be made to recruit for teacher education, students who show promise of becoming effective students of education and of children and how they learn. New ways of recruitment may have to be devised and tried out. Scholarships should be increased and the number be extended to include fresh men with the highest qualifications upon admission in order to attract the high quality applicants.
- 1.2 Only applicants with the best qualifications should be admitted. In the effort of the Ministry to turn out more teachers to meet the need for teachers in schools, there is a danger of lowering standards. On the other hand, such a need should be an opportunity to make better selection.

There may arise a problem of availability of candidates with the required number of G.C.E. "O" level passes⁽²¹⁾. This might necessitate a second look into the secondary school curriculum in order to provide more opportunities for students to qualify in more subjects. The comprehensive school, provided it is not streamed, and with its balanced emphasis on the academic, vocational and arts curricula, may be a solution to this problem⁽²²⁾.

- 1.3 Students who, while in training, do not show evidence of success as a teacher should be guided out of the profession into other lines of work. There should therefore be an adequate guidance programme in the Government Training College, to help students better understand themselves and the profession they are getting into.

2. The Curriculum

- 2.1 Staffs should frequently review their goals and the ways they are getting about to achieve these.
- 2.2 The education of a teacher should be general and liberal. The curriculum should be constantly reviewed and improved. Today's thinking emphasizes among other things the inclusion of social sciences, natural sciences, and the arts in addition to languages and mathematics in the general education of the teacher.

(21) Present enrolment in the OTC has fallen short of the estimates given in Appendix O, Report of the Unesco Survey Mission to British Guyana, 1963.

(22) See Appendix K of the same report previously cited.

2.2.1 The programme should also include the preparation for teaching specialized curriculum areas in the fields of vocational and technical, in addition to the academic.

2.2.2 All students should have an adequate knowledge of the history and Government of Guyana for obvious reasons. These courses should therefore be included among those required.

Eventually, the Ministry should look forward to a four-year teacher education programme. This programme should meet the needs of primary and secondary school teachers and of headmasters and education officers. Today's demands on teachers cannot be adequately met by a two-year teacher training programme. The co-operation of the University of Guyana should be sought in meeting this need. However, the present two-year programme should continue until most, if not all teachers, have been brought up to this level.

2.3 The professional education of the teacher should be carefully planned. Research on teacher education has shown that the organization of the professional courses into a sequence has advantages over the traditional unorganized offerings. Experience has also taught us that one or two continuous periods of practice teaching are more effective than several short periodic visits for practice. Practice teaching does not take the place of the frequent periodic visits of students to classrooms to find applications of principles being discussed in theory classes.

2.4 Student lecture loads should be limited to provide time for research and independent readings. A maximum load of 18 lecture hours a week for full-time students and nine for part-time students (those in the service) is recommended.

3. The Staff

3.1 The staff of the pre-service and in-service centres should continuously seek opportunities for self and professional improvement. Colleagues all over the world are busily engaged in knowing more about teaching. Everyone engaged in teaching should make use of the findings of these researchers. They should be provided opportunities for such improvement.

3.2 Teaching load should be limited. Full-time lecturers who perform administrative duties or engage in special research, writing project, or any other responsibility in addition to classroom lecturing, should be given reduced loads commensurate with the time they spend on these extra jobs.

4. Services

The need for guidance services has already been mentioned in paragraph 1.3.

4.1 The library services should be improved and adequate guidance should be given to students in the use of the library and in self-study methods.

5. Other In-service Education Activities

The education of teachers is a continuous process. Plans for in-service education should therefore provide for professional readings and self-study, seminars, conferences and staff meetings, attendance at vacation courses and participation at curriculum and child study groups. Full use should be made of the resources of the University of Guyana and the staffs of the in-service and pre-service centres.

- 5.1 A special short-term programme designed to meet the needs of teachers in the secondary departments who are not qualified to teach their specialized subject fields should be planned immediately. Intensive one-term courses, where teachers devote all their time to their fields of specialization should help to make them better qualified to teach in these fields⁽²³⁾. It is further recommended that government seek assistance from outside agencies in carrying out this programme.
- 5.2 Provision should be made for those teachers who have been teaching for a long time but are not able to qualify themselves for admission either in the in-service or the pre-service programmes. A special curriculum should be designed for them, the major purpose of this is to keep them abreast of the newer curriculum developments including methods and materials in schools.
 - 5.2.1 Curriculum development programmes should keep pace with the growing needs of an independent country. The curriculum should be sensitive to these problems and should reflect the traditions and ideals of the people. It is recommended that a Curriculum and Instructional Services Section of the Ministry be created to take the leadership and major responsibility for this very important task⁽²⁴⁾.
 - 5.2.2 More professional reading materials should be provided to teachers. One of the problems of teachers is unavailability of good professional literature. A number of pamphlets on methods of teaching certain school subjects have been written by education officers and lecturers in the in-service and pre-service centres, but not⁽²⁵⁾ all teachers have been provided with these for financial reasons⁽²⁵⁾.

(23) It is suggested that only one teacher be removed from each school during one term for these intensive courses. If a mathematics lecturer is available, the mathematics teachers should be removed and the whole term be devoted to the study of mathematics.

(24) See Appendix I.

(25) Titles so far written are as follows: Chomondeley, Guidance in Schools; Bone, Hints to Teachers of Primary Mathematics; Chase, Grouping in Schools; Doorgasingh, Science in the Primary Schools; Jones, Reading in the Primary School; Korchuk, Teaching the New Mathematics; Locke, Art in Schools; Sukku, Social Studies in the Primary School; Talbot, Health Education in Schools; and Trotman, The Language Arts in the Primary School.

More of these should be prepared and every school should be provided at least one copy of each pamphlet. These should be discussed at staff meetings and suggestions contained in them be demonstrated should the staff find a need for doing so.

- 5.2.3 The publication of the teachers' journal and the journal of the science teachers association should be put more on a regular basis. The same should be true of the children's journal which, beside providing instructional materials for children, also offer suggestions as to their use.
 - 5.2.4 More effective use should be made of the materials in "Learning by Radio", the Schools Broadcast Programme notes. Materials in these are worth keeping and teachers should be shown how these can be used at other times of the year for instructional purposes.
 - 5.2.5 Research should receive a major emphasis in curriculum development. Any curriculum revision programme should include among other things study of the results of research being done in the fields of social and economic needs, child growth and development, and cultural anthropology.
 - 5.2.6 The newly organized Curriculum Library for the Ministry of Education should be made functional. A trained librarian should be appointed and a request for technical assistance in this area should be made.
 - 5.2.7 A number of books have come from Canada and the United States of America. They should be distributed discriminately and where they can be used most effectively. Several schools have started libraries; a number of these have teachers with little experience in library work. The teacher education programme should provide special course work designed to meet this need in schools.
- 5.3 Courses should be especially designed to help headmasters and other educational leaders exercise their functions more effectively. Such courses should develop their leadership potentials and help them become better aware and more sensitive to the results of researches in the field of education(26).
 - 5.4 The high quality of work done by students in the pre-service and in-service centres should be maintained to merit recognition at the University of Guyana. Primary and secondary teachers should be given equal opportunities to pursue further studies at this institution along their fields of specialization (either primary or secondary education). This will avoid undue loss of good primary teachers.

(26) See Appendix J.

APPENDIX A

RECOMMENDED TEACHER EDUCATION CURRICULUM

A. Professional Sequence

Foundations of Education

Child (or Adolescent) Psychology

Principles and Methods of Teaching

Teaching the English Language (Optional for Secondaries)

Primaries only

Teaching Reading in the Primary School

Teaching the Social Studies in the Primary School

Teaching Mathematics in the Primary School

Teaching Primary Science

Secondaries only

Methods of Teaching Special Subject (Specialization 1)

Method of Teaching Special Subject (Specialization 2)

Guidance and Counselling

Measurement and Evaluation

Preparation and Use of Curriculum Materials

Practice Teaching

B. Academic Courses

Social Sciences

Natural Sciences

English and Literature

Mathematics

Music

Arts and Crafts

Health

General Psychology

Physical Education

C. Specializations (every student is required two specializations)

History

Geography

Natural Sciences

Mathematics

English and Literature

Foreign Language (French or Spanish)

APPENDIX B

In-service Teacher Education Programme
Criteria for Selection 1964-1966

- A. Four G.C.E. Ordinary Level subjects; School Certificate (Overseas) with four credits; end of fourth year; class I, II or III (Teachers' Certificate) or any other equivalent qualification.
2. Age 19 and over with a limit of 45 years.
 3. Three years and over for teaching experience.
- B. 1. School Certificate (Overseas) with or without credits; end of third year (if it was passed when there was no fourth year P.T. examination).
2. Age 19 to 48 years, where the applicant will be able to give at least five years' service to government after training.
 3. Three years and over of teaching experience.
 4. Discretion to be used for those who do not meet the total requirements, e.g. elderly teacher in remote areas.
- C. (a) Teachers who were born on or before 5 October 1934 but not earlier than 1916.
- (b) Hold the end-of-third-year qualification, or
 - (c) the Junior Cambridge Certificate with at least four credits and at least two subjects at the G.C.E. Ordinary Level.
 - (d) Have been teaching since or before 1954.
 - (e) Are now permanently employed.

APPENDIX C

Pre-service Teacher Education Programme
Criteria for Selection - Courses beginning October 1965

Categories in which training is offered:

- A - Primary or Secondary Department (2 years)
- B - Handicraft Department (3 years)
- C - Home Economics Department (3 years)

Criteria

1. Age: All applicants must have completed their sixteenth year on or before 30 September 1965.
2. Qualifications:
 - (1) For A - Four G.C.E. Ordinary Level subjects; of four credits at School Certificate examination (Overseas). Where the four subjects in either case do not include English language, applicants are required to take a special test in English.
 - (11) For B* and C - College of Preceptors' Certificate with passes in five subjects including English language; or Junior Cambridge Certificate; or three G.C.E. Ordinary Level subjects.

* The subjects held by applicants for handicraft courses must include:
(1) arithmetic, and (2) algebra or geometry.

APPENDIX D

Projected Number of Teachers in All-age Schools resulting from different Programmes of Teacher Training and different Assumption of School Population, 1961-1975

1 September

Year	Assumption A			Assumption B			
	Trained Teacher	Qualified Teacher	Unqualified Teacher	Pupil Teacher	Total	Additional ^(a) Requirements	Total
<u>Suggested Training Programme</u>							
1961	761	796	987	637	3,138	-	3,138
1962	860	720	1,096	680	3,356	-	3,356
1963	1,036	730	1,185	690	3,641	66	3,707
1964	1,398	625	1,282	645	3,950	145	4,095
1965	1,902	472	1,321	585	4,280	240	4,520
1966	2,384	330	1,123	550	4,387	263	4,650
1967	2,895	208	999	395	4,497	287	4,784
1968	3,371	125	863	250	4,609	313	4,922
1969	3,835	50	719	120	4,724	340	5,064
1970	4,235	36	569	-	4,840	370	5,210
1971	4,454	27	451	-	4,932	378	5,310
1972	4,731	19	276	-	5,026	386	5,412
1973	5,026	13	82	-	5,121	395	5,516
1974	5,211	7	-	-	5,218	404 ^(b)	5,622
1975	5,320	-	-	-	5,320	410 ^(c)	5,730

(a) Additionally required teachers for the pupils, five to five years and nine months, have been added to the group of unqualified teachers, for 1974 and 1975 in the suggested programme under which more of the unqualified staff will be trained. The other groups under assumption B are of the same number as under assumption A.

(b) 287 still unqualified.

(c) 94 still unqualified.

Assumption A is that the admittance age remains at five years and nine months. Assumption B is that the admittance age is lowered to five years.

APPENDIX E

In-service Teacher Education
Programme, Programme of Studies

<u>FIRST YEAR</u>				<u>SECOND YEAR</u>		
First Term	Second Term	Third Term	August Vacation	First Term	Second Term	Third Term
A. Study of Education (Philosophical) (Sociological) (Historical) (Psychological) (ideas)	Introduction to Child Study Study of Education (continued)	Adol. Psych. (Secondary) Child Dev. (Prim.) Principles and Methods of Teaching	Seminars on (a) Adolescence (s) Childhood (P) (b) Preparation and use of Curriculum Materials (c) Music Art (d) Physical Education	Teaching of Arith. (P) Teaching of Reading (P & S) Measurement & Evaluation (half term)	Teaching Eng. Language Teaching Environmental Studies Discussion Groups (P & S)	Guidance and Counselling (half term) Group discussions (P & S) Teaching Science (P) Teaching Opt. I Teaching Opt. II (S) Org. & Admin.
B. Gen. Psych. Social Science English lang. Mathematics Natural Science Health	Natural Science Social Science English lang. English lit. Mathematics Health	Social Science English lang. English lit. Mathematics Health	Including movement (3 weeks)	Nat. Science Soc. Science English lit. English lang.	Nat. Science Soc. Science English lit. History (P) (i) Geography (P) English lang.	Nat. Science English lit. History (P) Geography (P) History
C. Option I Option II (Secondaries) Art & Craft Option II Primaries	Option I Option II (Secondary) Art & Craft Option II Primaries	Option I Option II (Secondaries) Art & Craft Option II Primaries		Option I Option II (Secondaries) Drama (Primaries)	Option I Option II (Secondaries)	
12 periods	12 periods	12 periods		12 periods	12 periods	12 periods

The course to be followed will be:

1. Principles of education
 - (a) Child development (primaries only)
 - (b) Educational psychology
 - (c) Adolescent psychology (for secondaries only)
 - (d) School organization and administration.
2. Practical teaching
3. English language
4. English literature
5. General science
6. Health education
7. Community development

Primaries

8. Art and craft
9. Environmental studies

Secondaries

8. Continuation of two options from)
9. first year, i.e. 8-14 and above)

APPENDIX G

The August Conference

From: Chief Education Officer

To: All Headmasters/Mistresses and Members of Staff of Primary, All-Age and Secondary Schools

Dated: 29 April 1965

Circular no. 12

Subject: August Vacation Conference

1. A two-week conference sponsored by the Ministry of Education, Youth, Race Relations and Community Development, is to be held at the Bishops High School, Georgetown, between Monday, 26 July and Friday, 6 August 1965.
2. The aims of this conference are:
 - (a) To acquaint teachers with some of the latest developments in the field of education.
 - (b) To secure greater participation from teachers in the discussion of curriculum problems.
 - (c) To help teachers to develop simple materials and equipment, and to understand how these may be used effectively in teaching.
 - (d) To demonstrate more effective uses of available books and materials and newer techniques of teaching.
3. The work of the conference will include:
 - (a) The study of scope and sequence charts for each curriculum area.
 - (b) Discussion of booklets on various subjects taught in local schools.
 - (c) Discussion of problems.
 - (d) Development of simple materials and teaching aids.
 - (e) Observation and criticism of demonstration classes, and exhibition of children's work, books and teaching aids.
4. Applicants are invited from interested teachers, 20 of whom will be selected from each education district, the distribution being as follows:
 - 5 headmasters/headmistresses
 - 6 primary teachers choosing to specialize in the following areas:

primary science1 teacher	language arts2 teachers
reading1 teacher	mathematics1 teacher
social studies1 teacher		

- 1 teacher interested in guidance (from an all-age school)
- 1 English teacher (all-age or secondary)
- 1 mathematics teacher (all-age or secondary)
- 1 music teacher (all-age or secondary)
- 1 art teacher (all-age or secondary)
- 1 health and physical education teacher (all-age school)
- 1 home economics teacher
- 1 handicraft teacher
- 1 social studies teacher (all-age school)

5. Application forms which may be obtained from the District Education Officer, should be returned to him on or before 31 May 1965. Successful applicants will be informed by 30 June 1965.

6. Travelling and subsistence, where necessary, will be paid, at the regular rates.

7. Attached is a specimen application form. Further information may be obtained from district education officers.

(signed) Agnes Jones
for Chief Education Officer

APPENDIX H

Highlights of the August Vacation Conference

(Based on the Group Reports)

Discussions of Groups arising out of the Study of the Teaching Pamphlets

The short time allotted to the study of these pamphlets did not make it possible for the participants to go into the details of the contents of each. However, a number of vital questions arose, such as:

1. What is the final purpose of teaching reading?
2. When should the teaching of phonics begin?
3. What are the purposes of the social studies programme?
4. How may the concepts in social studies and science be developed?
5. How may the teaching of health be made more functional?
6. What are the major goals of the physical education programme?
7. How may an integrated social studies programme be planned for the secondary school?
8. What guidance needs to be given to foster creativity?
9. How may mathematics be taught more meaningfully?
10. What is the rôle of the teacher in the guidance programme?
11. How may science be taught with very little apparatus?
12. What approaches may be used in teaching English where Creolese is the spoken language in the home?

These were discussed and references to them were made as other aspects of the conference programme were executed.

Study of the Scope and Sequence Charts

The groups approached the study of the scope and sequence charts in different ways. One group spent much time on the preparatory and lower divisions, as its constituents were from these levels. In another group, the members worked on the levels they hoped to teach the following September. In all the groups, however, time was devoted to the study of the total programme as suggested in these charts.

The study gave the participants an idea of what the goals meant and how these may be achieved. The scope of the work can only be suggestive and of a general nature, except in the social studies, where specific topics were suggested for each grade level, and in mathematics where specific problems were included. Specific topics were also suggested in primary science. Even in these areas, as in the others, the teachers still needed help in organizing their schemes of work and in planning units of study. These could only be shown but partly in the demonstration lessons. More work on these needed to be done.

The Demonstration Lessons

These were taught by selected classroom teachers from the pilot schools. Much interest was shown as evidenced by the nature of the post-demonstration discussions. Many observers saw for the first time that children had potentials which were never tapped because of the mistaken function of teaching as purely transmitting and not developing, guiding and fostering.

Reactions to the Conference

The groups were unanimous in declaring the conference successful and worthwhile. It provided an opportunity for teachers from various areas to come together to examine problems and to discuss ways and means of attempting solutions. It was a time for sharing knowledge and experiences.

Many felt that the conference brought to the fore the need for more work on the district and school levels and on every curriculum area. Conferences should be scheduled for a longer period of time to give participants time to study in greater detail the content and materials of teaching and to work out their own curriculum materials. Need was expressed for more emphasis on primary science which was a subject newly introduced to replace the nature study aspect of the environmental studies, and the social studies which presented some problems as far as teacher preparation was concerned. New mathematics was also a subject that met with much interest and discussion.

Participants became more aware of the use of resources available in the community for enriching learning and making it more meaningful. All participants hold that country-wide conferences of this nature would become a regular summer activity.

APPENDIX I

Proposal for a Curriculum and Instruction
Section of the Ministry of Education

Memo:

To the Ministry of Education

1. One of the areas of educational activity at which attention needs to be given immediately is the area of curriculum and instructional services. This activity should go simultaneously with the provisions for adequate accommodation and supply of trained teachers. The three reinforce each other in the achievement of an effective educational programme.

. There is a need for a basic and constant re-examination of the school curriculum, both at the primary and secondary levels. This work has just been started through seminars and conferences with teachers and education officers. Much more needs to be done - studies on child growth and development and sociological researches, discussion of goals of education, work on content and materials of learning, and evaluation. A more important consideration is the fact that this is an ever-going process, for society is rapidly growing and changing and if the curriculum is to reflect these changes, it would be in constant need of revision.

3. It is appreciated that the Ministry has constituted a body called Curriculum Committee. Its membership is drawn from people in various educational fields. Since these persons have their own individual responsibilities, the committee can function at best only on an advisory capacity, such as, to recommend ways of determining needs and examine the suitability of the curriculum.

4. There is a need for a special body of qualified persons which will take the major responsibility for leadership in curriculum improvement and for translating into education programmes the recommendations of the Curriculum Committee. It is, therefore, recommended that a Curriculum and Instructional Services Section of the Ministry be created for the purposes just stated. This section should be headed by a senior education officer who has had some basic training in curriculum development and experience in this kind of work. In the absence of one so qualified, it is recommended that one of the education officers who has been working along this field be appointed and possibly be given opportunity to better qualify himself for this work through a scholarship grant. It is also recommended that a curriculum specialist be requested from AID or Unesco to help organize this section of the Ministry.

5. The Curriculum and Instructional Services Section would need the services of several departments, among which are the Curriculum Library, the Publications Branch, the Audio-Visual Section, the Schools Radio Broadcast Section and the Research Division.

The Schools Radio Broadcast Section

6. The Schools Radio Broadcast Section is now in operation and there would only be a need for better co-ordination of the work of this section with the total educational programme.

The Audio-Visual Section

7. The Audio-Visual Section is also being organized. (See the Development Plan). The most important job here is, again, co-ordination, and the appointment of a capable personnel for this section.

The Curriculum Library

8. The Curriculum Library had made its beginnings. A few professional books and magazines and many children's books have been donated to this library from various sources. Many teachers have come in to examine these books. There is a need for a trained librarian and adequate help to put this library on a more functional basis. There should also be adequate accommodation for these books. At present they are just being kept in three rooms in the Kingston Branch of the Ministry.

The Publications Section

9. This section will take care of the publication of local materials which are very much needed in schools. At present, two magazines are being planned - the Teachers Journal and El Dorado, a children's magazine. Unless these are made the responsibility of a trained personnel, their publication can become very irregular. This section can also look into the publication of supplementary reading and work book materials and references on local conditions which are also very much needed in schools. It will also take the responsibility of publishing all other educational materials like curriculum guides, courses of study and units of work.

The Research Division

10. Any curriculum revision programme should be based on the results of research. Today, very little research in the field of education has been done in Guyana. Whatever these researches are, fewer still know about them. A research division to study these researches, plan more researches, and translate the findings in terms teachers can use is a very important aspect of the Curriculum and Instructional Services Section.

11. It is recommended that each of these divisions be headed by junior education officers who should possess special qualifications for executing their jobs.

Curriculum development is a very important aspect of educational planning and it should not be left to chance. It is at the very heart of the programme and therefore needs to be properly guided and supervised. It is hoped that the Ministry recognizes its importance and takes immediate steps to create the Curriculum and Instructional Services Section.

A copy

(Signed) Emilio Edualino
Unesco Expert

January 1965

APPENDIX J

Tentative Professional Course
Work on Educational Leadership

6 terms

Rural sociology
Adult education
Educational engineering (supervision)
Curriculum development
Administration
Educational leadership
Human relations
Research techniques
Testing and evaluation
History of education
Philosophy of education
Field work on administration and supervision

Note:

Each course except field work will meet four hours per week for one term. Papers will be required.

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(C.G.P. & S. 2490/67.)