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QUESTION

How has teacher education and training in primary schools change from its inception to present?

HYPOTHESIS

After preliminary research, we believe that teacher training has evolved to equip teachers with the necessary skills and knowledge to function efficiently and effectively as it continues to meet the demands of today's ever changing society.

HISTORY OF EDUCATION IN THE CONTEXT OF TRINIDAD AND TOBAGO

1823-1869

The development of teacher education in Trinidad and Tobago is closely linked to the development of the education system and, more specifically, to the development of primary education. Before the emancipation of the slaves in 1834, education was provided only to children of the free classes, and this usually involved the use of private tutors at personal expense. After that date, however, the educational system, with its provisions for teacher education, was constantly examined by key figures seeking to establish a broader system of education.

The first efforts at teacher education and training in Trinidad took place in January 1823 when six to eight young men were selected for training to man the first National School established by the Cabildo in Port of Spain. This marked the introduction of the monitorial system in teacher

training. The monitorial system of teacher training consisted of pupils from about the age of 12 being trained to become teachers.

However, it was after the abolition of slavery that the first sustained efforts at teacher education took place. The British government directed that compulsory Christian education be given to the children of the ex-slaves, under a scheme financed by a grant of 25,000 pounds from the British treasury called the Negro Education Grant. Trinidad, with over 22,000 emancipated slaves, received 800 pounds from this grant, to which was added another sum provided by the Mico Charity Fund. Mico Charity Schools were established in Trinidad, Guyana, The Bahamas, and St. Lucia in 1837. The first batch of teachers for the Trinidad schools was recruited in England. In addition, Mico Training Institutes were opened in Jamaica, Antigua, and Trinidad. They were called High or Normal Schools and their function was to train local teachers, effectively making them the first teacher training institutions in the region. Unfortunately, all Mico schools in Trinidad were closed in 1841 when the British government discontinued the Negro Education Grant. However, the Mico Training Colleges in Jamaica and Antigua continued to operate and, between 1840 and 1851, Trinidad obtained its supply of trained teachers mainly from the Mico Training College in Antigua.

Expectations of teacher training in 1930's

Apart from academics Teacher trainees were also expected to teach religious education based on the Holy Scriptures. The inculcation of Christian truths was a very important aspect at this time.

Proposals and Expectations of teacher training in 1950's

Systematic consideration of education in Trinidad began in 1851, when Lord Harris, then Governor of Trinidad, saw the need for a system of primary education. He outlined a system of free secular education, involving the establishment of ward schools. This system included plans for a training school for teachers, intended to give secular instruction without direct religious or doctrinal teaching, and a Model School close to the Training College, to provide necessary teaching practice for the student teachers. In January 1852, the Government Normal School was established in Port of Spain, primarily for educating teachers for the ward schools. Two model schools were also founded, which were attached to the Normal School for practice in the art of teaching. The Normal School entrance examination consisted of a written test but the standard of education required of applicants appeared modest.

The Lord Harris system, with its underlying principle of secularism, met with opposition from the Roman Catholics, but the opinion of the other religious denominations appeared to have been divided. In 1869, as opposition to Harris' system became more widespread, the Secretary of State for the Colonies in London appointed Patrick J. Keenan, who was Inspector of Schools in Ireland, to make a full inquiry into the state of education in Trinidad and to make recommendations.

The Keenan Report, 1869

Keenan found that students at the Normal School were also Assistant Masters at the Model School, for which they were paid a salary. Each day, except Wednesday, the student teachers

were fully engaged in teaching at the Model School. Only on Wednesdays, therefore, were they really students at the Normal School. The students appeared to be badly selected and of low academic quality, with quite humble qualifications. Teaching at the Normal School was unsystematic, and pedagogy as a subject was neglected.

Keenan severely criticized the system and made numerous recommendations, many of which were diametrically opposed to the system developed from Harris' proposals. Among Keenan's recommendations were that: 1) management of each ward school be vested in the clergymen of the same religion as the majority of the pupils; 2) the Government Training College be abolished; and 3) a system of monitors be re-introduced for providing highly qualified teachers.

A History of Education in Trinidad & Tobago 1870-1899

The History of Education in the context of the world early 19th century

England

Monitorial System - In the beginning of the nineteenth century there was no formal system of teacher training in U.K. The first crude attempt was made to produce teachers through the Monitorial System. Under the system, a number of senior pupils, called 'monitors', were first taught a number of elementary facts or words to be spelt by heart. Each of these then assembled in the great hall with a group of other children to whom he taught what he had just learnt. As the system suffered from a number of defects, it was abandoned and replaced by 'pupil-teacher system'.

The Pupil-Teacher System - Criticizing the Monitorial System Mr. Kay Shuttleward advocated a new arrangement, called pupil-teacher system. According to this arrangement "Pupil-teachers" were chosen at the age of thirteen from among the most promising pupils in an elementary

school. They were formally apprenticed to the headmaster for a term of five years, and were examined on a prescribed graded syllabus at the end of each year. If they acquitted themselves creditably, the Government paid the headmaster a grant of 5 pounds for one pupil-teacher, 9 pounds for two, and 3 pounds for each additional one. At the end of the apprenticeship i.e., at the age of eighteen, the pupil-teacher could appear for departmental examination. The successful candidates were awarded the Queen's Scholarship, which entitled them for a three-year course at a training college. At the end of it, they qualified as "certificated teachers".

The Bursar and Student-Teacher System - According to this system the pupil in a secondary school was allowed to remain there up to the age of seventeen or eighteen as a 'bursar' and then proceed direct to a training college or alternatively he could become a 'student-teacher' spending half of his time in actual practice in an elementary school and continue his studies in the secondary school. This system of preliminary training of teachers has been continuing even these days with some modifications.

The United States

In the United States, during the first half of the nineteenth century, the requirements for entry into teaching were modest: new teachers had to persuade a local school board of their moral character, and in some districts, pass a test of their general knowledge. In 1834, Pennsylvania became the first state to require future teachers to pass a test of reading, writing, and arithmetic. By 1867, most states required teachers to pass a locally administered test to get a state certificate, which usually included not only the basic skills, but also U.S. history, geography, spelling, and grammar.

During the nineteenth century, different states adopted different approaches to training future teachers. In some, like New York, the state subsidized private academies to prepare teachers for its schools. Massachusetts supported "normal schools" for teacher training, which offered short courses in educational methods, mainly for elementary teachers. In western states, normal schools offered longer courses, both academic and professional, which prepared future teachers and administrators. In rural areas, local school boards ran teacher institutes, where their teachers could brush up on academic and pedagogical subjects. Some large school districts, like New York City, organized their own teacher training programs, led by experienced teachers, well into the 1930s.

TEACHER EDUCATION AND TRAINING 1870-1899

How has teacher training evolved in Trinidad and Tobago over the years?

In the period between 1851 and 1869, nearly all training colleges' candidates had been employed in some other occupation. It was found that of the seven in residence at the Government Normal School in 1868, four had been overseers in sugar estates; one had been a teacher in a private school; another a tailor; and the last a shoemaker.

As a result of Keenan's recommendation to abolish the Normal School, the monitorial or pupil teacher system was re-introduced in Trinidad in 1870. The pupil-teacher system was supported by a series of external examinations in a large number of subjects. Additionally, teachers were required to pay for their training on receiving their result in the school.

Prior to the re-instating of college training, the pupil-teacher system continued to be the only source of teacher education training for many teachers and the source of the best teachers to be admitted into Training College.

Despite the existence of the monitorial system, qualified teachers were in short supply and excellence in teaching was not readily apparent. Improving the quality of the teacher, therefore, became a matter of grave concern, the solution to which appeared to lie in improving the quality

of teacher training. Therefore, when the Ordinance relating to Elementary Education was passed in 1890, provisions were made for establishing additional training colleges, both government and denominational.

The following colleges were established in the nineteenth century: Government Teachers' College (1851) Cor. St. Vincent & New St., Naparima Teachers' College for men (1894) established by the Canadian Mission, Roman Catholic Woman's College (1895) and the Catholic Men's College (1902)

Recruitment

After 1870, the training college recruited from the pupil teacher system almost exclusively. The candidates' formal education consisted of a primary school education. Any secondary education acquired came largely from the candidates' individual efforts, aided by occasional instruction from a primary school teacher.

At the end of approximately five years, monitors were deemed qualified to enter a teacher training college. Prior to this, monitors had to successfully complete the following examinations to be eligible for college. It comprises a School Leaving Certificate at age fifteen, Part 1 of a Preliminary Examination, Part 2 of a Preliminary Examination and Teacher's Provisional Examination.

Practical Teaching	Art	Handicraft
Teaching Theory	Nature Study	
English language	Arithmetic	
English Literature	Hygiene	
Geography	Mathematics	

The last Teachers' Provisional Certificate examination was held in August 1968, marking the end of the monitorial or pupil teacher system recommended by Patrick Keenan.

Remuneration

During this period teachers' salaries were low because the world was experiencing an economic depression. The panic of depression in 1873 and the serious economic depression of 1893 in the United States skyrocketed unemployment rates and crippled the financing of teacher training. As a consequence a number of better teachers left the teaching service. Moreover, Tobago became a ward of Trinidad in 1899 which placed an additional burden on financing teacher training.

TEACHER EDUCATION AND TRAINING 1900 – 1960's

In Trinidad and Tobago, primary school teachers were generally secondary school graduates who may or may not have been trained at a teachers' college. In 1918 the Code of Elementary Education made provisions for the employment and education of pupil teachers. The Code, in essence attempted to provide external secondary education for untrained teachers, this was scheduled to be conducted by head teachers and inspected by government.

Also outlined in the Code were the paths to be undertaken in order to obtain a Teachers' Certificate. Student Teachers at this time wrote a series of annual examinations for a period of four to five years, after this they were allowed to write Part 1 of a Preliminary Examination. Once they passed this examination they were recruited to a training college and they were then allowed to write Part II of the Preliminary Examination after the first year. On completion of the resident training college course they were able to write the final Certificate Examination.

Unfortunately though, the Mayhew-Marriott Commission 1931-32 found serious weaknesses in the pupil teacher system. It was found that the student teachers were working with master teachers of questionable proficiency; therefore they were receiving very little guidance in the art of teaching.

In 1938 over 15% of the pupils who completed the highest class in primary schools became pupil teachers and in 1943 pupil teachers constituted approximately one third of the teaching staff of primary school in Trinidad.

In 1944, Sir Frank Stockdale, the Comptroller for Development and Welfare in the West Indies recommended the expansion of the pupil teacher system. 1938-39 the government implemented a recommendation of the Moyne Commission, relating to the appointment of supervising teachers for the training of pupil teachers. 1946 saw the appointment of two supervisors to systematize the training of the young teachers studying for government examinations.

Trinidad, despite all efforts appeared to be unable to provide adequate facilities for teacher training, which saw a large number of teachers actively teaching before entering training college and many were still unsuccessful in gaining entry. As a result of this the government the Code of

Regulations, granting full Teachers' Certificates to untrained teachers who were successful in a practical teaching test. These teachers were paid the maximum salary for at least three years and had to show they were unable to gain entry into a training college through no fault of theirs. The government therefore granted a full teachers' diploma to many untrained teachers without the benefit of further academic or professional studies.

January, 1958 saw the inauguration of a one year non-residential Emergency Training Course, the objective of this scheme was to reduce the backlog of untrained teachers and to bring the annual output nearer the annual rates of demand. Eventually however this one year course which lasted for a period of five years was replaced by a two year course of study in 1963.

During the period prior to independence, teacher training colleges functioned as surrogate sources of secondary education for many primary school teachers. The colleges however, through the post - independence period were involved in a long uphill struggle in their attempts to upgrade the educational qualifications of the primary teaching corps.

Training Institutions

18 Centers of Instruction - 1948

The four existing Training Colleges – one government and three denominational

Caribbean Union College - 1960

Enrolment

1401 pupil teachers and monitors at the Centers of Instruction

Entry Requirements

Primary School Leaving Certificate – appointment as pupil teacher

Part 1 and Part 11 of Teachers' Lower Certificate

Grade 111 Cambridge School Certificate

Provisional Certificate – qualify for entrance to training college

Grade 11 or 1 or Higher School Certificate – automatically eligible

Minimum of Five O level passes including English

All students were full time teachers for years before receiving formal systematic training

Remuneration

Considerable financial assistance from the government when they entered training college.

Curriculum

The curriculum was the same at all the training colleges except for religious instruction which was taught at the denominational colleges. Two year courses offered.

Three year courses were introduced in 1928 at the training colleges.

1937 saw the introduction of a new syllabus, providing a special one year course for certified but untrained teachers.

1950, there was the introduction of a new syllabus consisting of two parts – compulsory and optional.



Mausica Teachers' Training college retrieved from:

- <http://www.personaltrainingprograms.com/mausica/gallery/mtc-pgoss.jpg>

MAUSICA TEACHERS' COLLEGE
PIONEER GROUP OF STAFF AND STUDENTS
JULY, 1964



The pioneer group of staff and students retrieved from:

- <http://www.personaltrainingprograms.com/mausica/gallery/mtc-pgoss.jpg>

TRINIDAD AND TOBAGO



MINISTRY OF EDUCATION AND CULTURE
THE BOARD OF TEACHER TRAINING

EXAMINATION STATEMENT

This is to certify that

CARLTON ARRINDELL

was successful in

THE TEACHERS' PROVISIONAL CERTIFICATE EXAMINATION

at the 1968 Examination of the above Board.

The results are as follows :

PRACTICAL TEACHING	- CREDIT	NATURE STUDY	- CREDIT
TEACHING THEORY	- PASS	ARITHMETIC	- PASS
ENGLISH LANGUAGE	- CREDIT	HYGIENE	- CREDIT
ENGLISH LITERATURE	- CREDIT	MATHEMATICS (Opt.)	- DIST.
GEOGRAPHY	- PASS	HANDICRAFT (Opt.)	- DIST.
ART	- CREDIT		

Lucy J. Sophie
Secretary

Government Printery

Examination Certificate of Mr. Carlton Arrindell who was interviewed

TRINIDAD AND TOBAGO TEACHERS' REGISTER



REGISTRATION CERTIFICATE

NAMEARRINDELL, Carlton Stanley (Mr.).....

DATE OF BIRTH 12th Nov. 1946..... REGISTRATION NO.10915.....

This certifies that the above named person has been duly entered in the Register of Teachers required to be kept under section 48 (1) of the Education Act No. 1 of 1966 and that he/she is now eligible to teach in schools of Trinidad and Tobago.

L. L. L. L.
Permanent Secretary,
Ministry of Education and Culture

NOTE: This Certificate is the property of the Ministry of Education and Culture and must be produced on demand. A charge of \$5.00 is payable before receipt of the Certificate or any replacement of a lost Certificate.

Government Printery

Mr. Carlton Arrindell's Teachers' Registration Certificate

TEACHER EDUCATION AND TRAINING 1970's TO PRESENT

Requirements

The change of requirements for entry into teachers' colleges was made in 1985. This was introduced with the hope of producing more effective teachers in the profession. Change in the minimum entrance requirement of a Teachers' Provisional Certificate which was acquired by taking a teachers' examination, was made. It was required that all pre-service persons had to achieve at least five O Level passes including English, Mathematics and a Science, grades I and II passes. This requirement changed in the year 1998 and a grade III pass in the subjects were accepted.

There were some changes from the dominant pre -1962 pattern of in-service training to a new model of predominating pre-service training, in addition, the re-introduction of complete in-service was implemented in the period 1975-1981.

In 1993, in partnering with the National Training Board, the Ministry of Education Pre-service Teacher Training Programme, which was later known as the O.J.T. programme was introduced. The purpose of this initiative was to better equip successful graduates with certificates from the Caribbean Examination Council (C.X.C.) appropriate skills with the hope of them becoming future teachers.

At first, students were trained for one year in the subject areas of Reading and Mathematics. Subsequent to this training, students were then placed with mentor teachers and were expected to receive training in the three levels in the school (infant, junior and senior).

After two or three years of service, students were selected by the Board of Teacher Training and sent to college on a two year scholarship. These students were selected based on seniority. Teacher Trainees who had C.X.C/G.C.E. Ordinary Level only were called Assistant Teacher II and received a salary.

Many of these teachers were then sent back to schools following the successful completion of their Teacher's Diploma which was awarded by the Ministry of Education. A contract was signed on the students' entry whereby they were obligated to serve the Government of Trinidad and Tobago for a minimum of two years after completing Training College.

The last set of teachers to participate in this training went to college in 2005. While studying to attain a Teacher's Diploma, both the Valsayn and Corinth colleges were taken over by the University of Trinidad and Tobago (UTT) and the two year programme was changed to a four year programme. At the end of this period, successful students gained a degree in Bachelor of Education.

It is now required that persons desirous of entering the teaching service be trained prior to their application, thus possessing a degree in education. This training can be done at UTT's Valsayn and Corinth campuses or the University of Southern Caribbean. This programme is G.A.T.E. approved and students are no longer given a stipend while studying.

Courses Offered

A new syllabus was introduced for teachers' college in 1970. The courses offered were

Psychology of Education	Social Studies
Art/Craft	Sociology of Education
Language Arts	Music/Movement
Philosophy of Education	Science
Mathematics	Organization and Administration of Education

The courses listed above were approved by the Board of Teacher Training and at the end of the programme; they were assessed by a final examination.

After being taken over by UTT, the Valsayn and Corinth Teachers' Colleges are currently offering the following courses.

English Language: Written Communication	History of Education in Trinidad and Tobago
Academic Reading, Writing and Research	Educational Technology
Reading Foundation	Psychology of Learning
Student-Centred Pedagogy	Survey of Exceptionalities
Language and Literature	Foundations of education
Curriculum Studies	Psychology of Human Development
Visual Arts Education	Spanish
Dance Education	Agricultural Science
Music Education	Classroom Management

Physical Education

Classroom-Based Assessment

Mathematics

Health and Family Life Education

Action Research

Practicum

Contemporary Issues in Education

Social Studies

While examining the present list of courses offered, it was evident that our curriculum is planned to address societal issues and concerns. I would like to make specific reference to the courses, “Survey of Exceptionalities and Educational Technology”.

In the global society, UNESCO is seeking to promote the inclusion of learners with diverse needs into our education system. The purpose of this is to create an environment whereby students feel a sense of belonging. As a result of this, teachers in training are required to complete pre-service training in this area to ensure that they are equipped with the necessary skills and knowledge to sustain a comfortable, inclusive environment for all students.

As we look around, the use of technology is very present. The introduction of Educational Technology furnishes teachers with the skills required to integrate technology into their lessons. This is extremely important because students come to the classroom knowledgeable about the computer and it is easier to channel their energy into something they are interested in. This will certainly make learning more fun and interesting

Enrolment

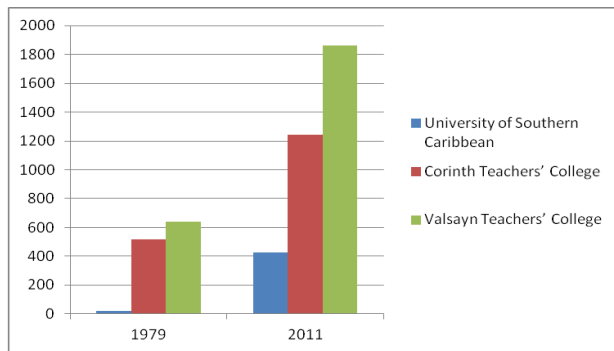
The establishment of two teachers’ colleges Valsayn and Corinth in the 1970’s reduced the backlog of untrained teachers. This was a mile stone in history and it was done through centralization and concentration of untrained teachers in these government institutions. Around this time as well, Caribbean Union College now named University of Southern Caribbean expanded its teacher training programme which also eased the backlog of persons desirous of becoming teachers.

The present enrolments of the training colleges are as follows:

University of Southern Caribbean – 425

Corinth Teachers’ College – 1242

Valsayn Teachers’ College – 1860



Comparison of enrolment from inception to present



Corinth Teachers' College

- Photo was taken by Michelle Mc Knight - Regrello



Valsayn Teachers' College

- Photo was taken by Michelle Mc Knight - Regrello



The University of Trinidad and Tobago.

- http://www.google.tt/search?q=photos+of+utt+building&hl=en&rlz=1C2SKPL_enTT425TT456&prmd=imvns&tbn=isch&tbo=u&source=univ&sa=X&ei=D-5yT96CBcTV0QGlt9HYAQ&sqi=2&ved=0CB0QsAQ&biw=1178&bih=688



University of The Southern Caribbean

- <http://www.usc.edu.tt/campus-tour.html>

CONTINUITY AND CHANGE

Teachers are the heart of the education system, they are responsible for help shape and molding young minds, being great role models as a result of this their actions can strongly affect the students in their care. Therefore, throughout the years there was the need to modify teacher training and education. With its sustained emphasis on quality education The Ministry of Education has set up a Teacher Development Unit, with the responsibility for upgrading the standard of teacher education at all levels of the system. The major task is to coordinate activities related to teacher education and development which would take into account teacher training, recruitment and quality assurance. (National Report on the development of education in Trinidad and Tobago 2004)

DISCUSSION OF SOURCES

In researching The History of Teacher Education and Training in Trinidad and Tobago from 1834 to the present, we consulted a number of Primary and Secondary resources. We visited the National Archives of Trinidad and Tobago, consulted a resource personnel and various web and secondary resources.

Primary Sources

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Secondary Sources

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IMAGES AND MEDIA

The images and media examined and reproduced here come from the following sources:

- <http://www.personaltrainingprograms.com/mausica/gallery/mtc-pgoss.jpg>
- <http://www.usc.edu.tt/campus-tour.html>
- Photos of the Corinth and Valsayn Teachers' Colleges were taken by Michelle McKnight- Regrello.