

Religious Education Cxc Past Papers

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the conventional literature on public administration is dominated by the patterns and concerns of large countries it does not address the needs of small countries which have very different organisational and managerial frameworks for example what degree of specialisation is possible in a ministry which has only a small group of professional staff and what are the implications for management of highly personalised societies in which everybody seems to know everybody else this book presents 14 studies written by people who are actually grappling with the issues about which they write the book thus has both authenticity and practical value the book is an amplification of a companion work and will be of value to academics as well as to administrators and trainers the companion book is also available from the commonwealth secretariat it is entitled making small practical the organisation and management of ministries of education in small states

serves as an index to eric reports microform

this book reviews current education and skills training options in the eastern caribbean and asks whether the prevailing education policies adequately prepare youth for the global economy it provides in depth analysis and relevant international cutting edge practices to guide policymakers educators and private sector leaders in fostering a creative productive and well paid workforce specifically it makes the case for why the oecs education and training systems need to be more responsive to changing labor market demands in the region and discusses how this could be achieved taking into c

the present work concludes the important and monumental undertaking of islanders in the stream a history of the bahamian people creating the most thorough and comprehensive history yet written of a caribbean country and its people in the first volume michael craton and gail saunders traced the developments of a unique archipelagic nation from aboriginal times to the period just before emancipation this long awaited second volume offers a description and interpretation of the social developments of the bahamas in the years from 1830 to the present volume two divides this period into three chronological sections dealing first with adjustments to emancipation by former masters and former slaves between 1834 and 1900 followed by a study of the slow process of modernization between 1900 and 1973 that

combines a systematic study of the stimulus of social change a candid examination of current problems and a penetrating but sympathetic analysis of what makes the bahamas and bahamians distinctive in the world this work is an eminent product of the new social history intended for bahamians others interested in the bahamas and scholars alike it skillfully interweaves generalizations and regional comparisons with particular examples drawn from travelers accounts autobiographies private letters and the imaginative reconstruction of official dispatches and newspaper reports lavishly illustrated with contemporary photographs and original maps it stands as a model for forthcoming histories of similar small ex colonial nations in the region

academic integrity meets artificial intelligence examines academic integrity practices in higher education institutions heis in the caribbean assessing the current and potential impact of generative artificial intelligence tools on academic integrity and how heis globally have been responding

this book offers educators who are increasingly faced with diverse multi cultural inclusive opportunity to find a place to start the process of revisionary pedagogical practices that validate and affirm the experiences of their students during the 1960 s the united states immigration laws were changed from one based on a quota system to a method that allowed for persons from virtually every country in the world to enter the united states as immigrants one of the by products of such a change in the laws was the increased numbers of persons entering the united states from the caribbean within this category a significant number of persons originated from the british commonwealth islands of guyana jamaica trinidad and tobago and barbados among others upon entrance into american schools these newly arrived immigrants have been often treated in the same manner as african american students there have been few accommodations made for culture or language differences despite the linguistic distance existing between the language they speak and that used in american schools as well as the cultural differences between the culture of home and school american this mishandling and incorrect assessment of immigrants from the british commonwealth islands is most likely due to false assumptions made about the language they speak since english is the official language of these islands the population of persons originating from them is assumed to consist of english speakers such assumptions do not reflect an understanding regarding the linguistic situation of the british west indies in these nations english is most likely reserved for

official domains in government and education while a patois is most likely the language of home church and friends the linguistic situation is further complicated by the many varieties of dialect that exist these language varieties range from those that are not mutually intelligible by english speakers to other varieties with a linguistic distance closer to the english spoken in countries where english is the native language for a significant segment of the population students is a by product of the degree and quality of the education that they have received in their homeland however many have not attended school on a regular basis or have attended schools that are not well equipped or staffed resulting in their not acquiring the necessary skills to do academic work in english as required in american schools it is this population of students in a school located in brooklyn new york that the study of teachers beliefs perceptions and pedagogical practices and their impact on the educational experiences of newly arrived immigrant students from the commonwealth caribbean focuses upon this is an insightful and thought provoking examination of middleschool students in the buxton intermediate school the purpose of this study as stated by the author is to examine teachers practices in working with immigrant students from the commonwealth caribbean in new york city public schools nonetheless the study goes beyond its goal informative but also necessary for every educator who is teaching in a community with a significant population of immigrants from the british west indies or is teaching in a linguistically diverse environment to reach its goal dr wendy hope studied a class of newly arrived students from jamaica guyana trinidad and tobago and barbados as well as other caribbean islands it was part of a transitional program this was a self contained class taught for most of the day by one teacher who was also a caribbean native ms jackson nonetheless students also went to other classes such as mathematics gym music and careers taught by other teachers by examining the teaching practices of these educators who work with caribbean students within this transitional program issues of race power pedagogy hegemony cultural conflict language and more emerged to reveal that oftentimes well intended and hard working teachers employ approaches that are counterproductive to their goals namely the education of their students two frameworks one drawn from henry giroux s 1993 theory of border crossings and a second jim cummins 1993 theoretical framework for intervention empowering minority students were employed both paradigms although distinctively different consider issues of power between students and teachers schools and the minority community and institutional structures impacting negatively on students furthermore pedagogical issues stemming from a dominant subordinate

relationship that include use of the minority students language s and culture are addressed study is beyond the purview of this introduction a few of the questions addressed include what is the role of the students language and culture in the classroom is the culture and language of the students used as a vehicle to teach or is it viewed as an obstacle in the learning process to what extent is the culture of these students included in the curriculum how much do teachers know about the culture of these students are parents of these students encouraged by teachers to be active participants in their children s education how do teachers see their role in relation to the transitional program where these students are housed for a significant portion of their daily schedules do teachers feel that different approaches should be used to teach these students observing of teachers it was concluded that little deviation from conventional teaching approaches was employed to teach these students despite teachers acknowledgement that these students were part of a transitional program and their level of english competency was substandard furthermore it was found that parental involvement was something that teachers considered to fall under the responsibility of school officials rather than their responsibility in addition most teachers had little knowledge regarding how students were assessed and placed in the transitional program furthermore most teachers admitted to working alone without much collaboration with any other of the teachers including the main teacher ms jackson the teacher in the self contained class who had these students for a significant segment of the day these findings a few of the many results yielded by this study stemmed from teachers who felt that they were good teachers with the best interest of their students in mind while examining the results yielded by this study a major concern regarding multicultural education emerged need to respond to racial linguistic ethnic and cultural diversity has been the advocacy of most schools of education in addition in reviewing the mission statements of five schools of education within the city university of new york issues of social justice acknowledgment and respect for what students bring with them to the classroom the need for collaboration among teachers and respect for the language and culture of students are a few of the many goals professed by these documents nonetheless there exists a disparity between what schools of education are advocating and what is occurring in the classroom thus other questions emerge regarding why such a divide exists between what is being taught and the actual practice of teaching could it be that the efforts to address the needs of a diverse population is one that is not really dealt by all but just a few teacher trainers who truly believe in such an approach while these issues are beyond the purview of

this study the fact that they have surfaced lends testimony to the fact that we as educators must look at what we are doing

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