Who should be taught to teach? A Review of the Recruitment of Teacher Trainees at The Mico University College in Jamaica.

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Abbreviations and Acronyms used in the thesis

B. Ed.	Bachelor of Education
CAPE	Caribbean Advanced Proficiency Examination
CaPRI	The Caribbean Policy Research Institute
CARICOM	Caribbean Community
CSEC	Caribbean Secondary Examination Certificate
CXC	Caribbean Examinations Council
EFA	Education For All
ESSJ	Economic and Social Survey of Jamaica
GDP	Gross Domestic Product
GFLT	Grade Four Literacy Test
GFNT	Grade Four Numeracy Test
GCSE	General Certificate of Secondary Education
IMF	International Monetary Fund
ITE	Initial Teacher Education
IUC	International University of the Caribbean
JBTE	Joint Board of Teacher Education
JTA	Jamaica Teachers' Association
JTC	Jamaica Teaching Council
MOE	Ministry of Education
NCU	Northern Caribbean University

NEI	National Education Inspectorate
NIE	National Institute of Education, Singapore
NTA	National Training Agency
OECD	Organisation for Economic Cooperation and Development
PATH	Programme of Advancement Through Health and Education
PDS	Professional Development Schools
PDU	Professional Development Unit
PIOJ	Planning Institute of Jamaica
PISA	Programme for International Student Assessment
PUMP	Pre- University Men's Programme
QTS	Qualified Teacher Status
STATIN	Statistical Institute of Jamaica
TEC	Teacher education candidates
TIMSS	Trends in International Mathematics and Science Study
UCJ	University Council of Jamaica
UTECH	University of Technology
UWI	University of the West Indies

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Dedication

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God is able to do exceeding abundantly above all that we ask or think.

ABSTRACT

This research is a qualitative case study which examines the recruitment of teacher education candidates at The Mico University College in Kingston, Jamaica (hereinafter referred to as The Mico). I have managed to profile the characteristics of 'ideal' teacher education candidates from the perspective of this institution. In addition, I have examined how the teacher recruitment programme is structured. Then, by taking the teacher education policy through the policy cycle (Bowe, Ball and Gold, 1992) from the context of influence at the macro level of government through to the context of policy text production at the Joint Board of Teacher Education (JBTE) to the context of practice at the Mico the interpretation of the policy and its implementation is evident. Thus, I was able to determine whether or not there was a gap between the policy of the JBTE and The Mico's practices and whether or not there was a gap between The Mico's policy and practices in terms of recruitment.

The research is guided by the epistemology of social constructionism and the theoretical considerations of symbolic interactionism. The data collection tools employed were semi-structured, in-depth individual interviews with staff members and a student and three focus group interviews with students at various stages of the teacher education programme. Additionally, I perused documents such as the Students' Handbook 2012-2014, the School's web site, newspaper articles and The Mico's recruitment video.

The findings of the research indicate that The Mico is seeking 'ideal' teacher education candidates with academic competencies similar to entrants for a Bachelor's Degree programme at the University level. Candidates should have minimum academic qualifications of 5 CXC-CSEC subjects and 2 units of CAPE / 2 A'Level passes. Applicants are accepted without the CAPE / A'Level qualifications, but have to pursue CAPE substitute courses which they should pass by the end of the second year. This high level of academic competence includes a high level of literacy and basic numeracy skills. In addition, the prospective entrant is expected to have a motivation / desire to teach, strong interpersonal skills / social skills, should communicate well and have positive values and attitudes. There are three programmes geared to attracting

experienced / mature professionals. The Pre-Early Childhood programme targets early childhood practitioners, the Programme for Mature Entrants assesses the prior learning of candidates through presentation of a portfolio instead of the academic qualifications aforementioned and The Advanced Placement programme targets professionals with a Degree but no teaching qualifications. Additionally, there is also a special programme geared towards recruiting young men into the profession. The primary reason for the implementation of this programme is to encourage more young men to choose to enter the teaching profession, since the ratio of female entrants to male entrants is almost 4:1(Economic and Social Survey (ESSJ), 2012; p. 22.17). Increased attention to the recruitment of males to the profession is part of an international trend to change the perception of teaching as an occupation mainly for females.

Teacher education candidates are recruited by a process involving different phases. In the first phase, their academic qualifications are assessed to ascertain whether or not they have adhered to the academic criteria according to the College's policy, first by the Admissions Department and again at the Department level. Having passed this scrutiny, successful candidates are then interviewed. These candidates also sit a Mathematics proficiency test and an English proficiency test; both are diagnostic. On acceptance to the Bachelor's Degree programme, candidates sit a Psychometric test which given the faculty an indication of the candidates' aptitude. This research did not find any significant gaps between policy and practice of the college. With regard to the Joint Board of Teacher Education's (JBTE) policy, however, the Mathematics criterion was not adhered to. The low level of passes in Mathematics, plus competition from other Universities that do not require Mathematics for entry to their teacher education programmes may have contributed to this.

The findings of the research indicate that the current economic situation threatens the viability of the teacher recruitment programme. In addition, substantive partnerships between the government and the teacher education institution are lacking. The status and professionalism of teaching and the affordability of the teacher education programme are all threats that The Mico has to deal with. Educators too are influential in the decision of prospective candidates to choose

teaching as a career. Whilst The Mico's recruitment programme is quite comprehensive, they could benefit from using audiovisual advertisements, having greater visibility at education and job fairs and improving the outreach to the High Schools, especially in hard to recruit areas. Other internal issues which emerged from the data were transition issues – changing from a Teachers' College to a University College and lack of funding for the recruitment programme.

Chapter 01: Introduction

> *People are always wanting teachers to change. Rarely has this been truer than in recent years. These times of global competitiveness, like all moments of economic crisis, are producing immense moral panics about how we are preparing the generations of the future in our respective nations…* (Hargreaves, 1994; p. 05)

1.1 Background

Jamaica is the largest island in the English speaking Caribbean. After centuries of slavery, which began in the 1600s and was finally abolished in the early 1800s, the island finally became independent from Britain in 1962. Since then the island has been struggling to achieve full 'emancipendence' or development of the country. The Jamaican government believes that transformation in education is crucial for the kind of development to become, 'the place of choice to live, work, raise families and do business' by 2030 (Vision 2030 Jamaica; 2009; p. vi). Thus, despite gains achieved in education, the Jamaican government established a Task Force on Education (2004) which consulted with various education stakeholders and key players in education in order to effect changes in the sector as a direct response to the challenges of globalization and development. Based on the recommendation of the Task Force on Educational Reform (2004), the Jamaican Ministry of Education decided to begin wide reaching transformations in education; one of the most important proposals from The Task Force (2004) was that all teachers should be certified with a Bachelor's Degree as the mandatory minimum qualifications for teaching. Previously, the mandatory minimum qualification for teachers was a Diploma. Based on this recommendation, The Mico Teachers' College in Kingston, Jamaica was accorded University College status by the Jamaican government and given the authority to grant degrees. These degrees are accredited by the University Council of Jamaica (UCJ). As referenced in the aforementioned quote, change is an ever present theme in education, particularly in teacher education. This thesis examines the teacher recruitment programme at The Mico in light of these changes. Since teachers are now required to hold a Bachelor's Degree, what are the characteristics of the teacher education candidates who are being profiled? What of the structure of the recruitment programme based on the types of candidates profiled? Are practices aligned to the recruitment policy?

1.2Outline of the Thesis

The thesis is organized into seven chapters. In this chapter, I begin by providing a general background to the research focus – the recruitment of teacher education candidates (TEC) in Jamaica. Following that, I outline how teacher recruitment policies and practices globally and in the Caribbean region have impacted policies geared at transforming recruitment of TEC in Jamaica. Then, I discuss the history of teacher recruitment in Jamaica and the implications of this on present recruitment practices. Next, I discuss the reforms which have been undertaken in the sector as part of the attempt to create a world class education system by the year 2030. I then discuss the significance of my research especially in a climate where education is seen as the primary driver of national development. I also state the research purpose/aims, the research questions and briefly describe the research setting.

Chapter II takes a critical look at the relevant literature on the research topic covered by the thesis.

Chapter III presents the research design of the thesis.

Chapter IV presents the findings and analysis of the first research question - What are the characteristics of the 'ideal' teacher education candidate from the perspective of this teacher education institution?

Chapter V presents the findings and analysis of the final research questions - How are these 'ideal' teacher education candidates recruited at this institution? Is there a gap between policy and practice in the recruitment of 'ideal' teacher education candidates at this institution?

Chapter VI discusses substantive issues affecting the teacher recruitment programme at The Mico.

Chapter VII summarizes the research findings and offers some recommendations for change.

1.3 Distinguishing between Teacher Training and Teacher Education

Even though teacher education and teacher training are sometimes used interchangeably, I feel it is useful for the purpose of this research to distinguish between both. Khan (1994) argues that training has a derogatory connotation which focuses on an acquisition of lower level comprehension skills; whilst education, encompasses more than training - it focuses on higher level skills, has a broader content base and utilizes a more developmental approach. Further Moore (1998) asserts that teacher education is viewed as developing teachers as professionals who are critical thinkers and problem solvers encompassing a more holistic development unlike training in which candidates are expected to follow prescribed activities and methods based on their instructions. Thus, I believe that even though training is an integral part of the teacher education programme, training is viewed as narrow in scope to education. As such, increasingly there is a trend for researchers not to use the terms teacher training and teacher education synonymously. Further, part of The Mico's mission is to be considered as the institution of choice for teacher education candidates. Hence, I will use the term teacher education candidates (TEC) when referring to recruits to the initial teacher education (ITE) programme at The Mico.

1.4 Description of the Research Focus

Education gets the lion share of the Jamaican budget. Between 2005 and 2010, investment in education as a percent of Gross Domestic Product (GDP) increased from 5.3 to 6.1 percent, more than the average for developed countries (Prisms of Possibility, 2012; p.06). However, Jamaica's GDP is only a fraction of these large developed countries. Notwithstanding this, 'low test scores at all levels of the Jamaican education system suggest that there are gaps in the system that negatively impact the learning outcomes of many students (Prisms of Possibility…, 2012; p.06). At the Grade 4 Primary Level (students aged 9-10 years), the MOE has set a target of universal literacy and 85.0 per cent for numeracy by 2015. In June 2012, approximately 74.0 % of students who sat the Grade Four Literacy Test (GFLT) achieved mastery whilst only 54.0 per cent achieved overall mastery at the Grade Four Numeracy Test (GFNT) (ESSJ, 2012; p.22.9). The underperformance stems from a range of factors which include under-resourcing, teacher quality, and inadequate facilities (Vision 2030; 2009). At the completion of secondary schooling

(students aged 16-17 years), according to the ESSJ (2012), the data indicated that even though Mathematics and English are compulsory for all students and exam entries for both are paid for by the government, 36.5 per cent did not sit English Language while 45.4 per cent did not sit Mathematics. Additionally, the performance of students in both subjects was way below the MOE targets. The national average percentage of students passing English Language was 52.0 per cent and for Mathematics 37.5 per cent. In 2013, the figures for English improved by 11% whilst the figures for Mathematics improved marginally by 5% (Jamaica Gleaner: August 12, 2013). According to the World Bank Report (2013) titled, 'Quality Education Counts for Skills and Growth,' the quality of education in the Caribbean remains low despite the strong commitment to education evidenced by government expenditure as a percentage of Gross Domestic Product (GDP) which comparatively speaking is on par with Organisation for Economic Cooperation and Development (OECD) countries. The report identified the inability to attract and retain qualified teachers especially in English, Mathematics and Science as a chronic challenge facing the region.

Whilst teachers are not solely responsible for the deficiencies in the education system, the research indicates that teacher quality is positively related to student achievement. In fact, researchers continue to point to the inextricable link between teacher quality and students' performance (Henry, Bastian and Smith, 2012; Hanushek, 2011; Garg, M. 2011; Rotherham, Mikuta and Freeland, 2008; Miller and Chait; 2008; Darling-Hammond, 2006; Skilbeck and Connell, 2004; Feiman –Nemser, 2001; Miller, 2000). Darling-Hammond (1997; p. 8) indicates '...that teacher expertise is one of the most important factors in determining student achievement.' Here teacher quality and teacher expertise are used synonymously. What then is teacher quality? My understanding of teacher quality is taken from Caribbean researcher Miller (2000;p.07) who believes quality teachers are '…teachers of high ability with some teaching experience, who are thoroughly versed in their subject matter, master their teaching methods and know their students well, (and, thus) should be most successful in promoting student learning.' Thus, quality teachers are not only teachers who know the content area, being able to deliver this content is also crucial to quality teaching. How is this teacher quality developed? Research indicates that recruitment, training and on-going professional development are at the core of

teacher quality (Darling-Hammond, 1997; Miller, 2000; Evans, 2003; Ewing and Manuel, 2005; Barber and Mourshed, 2007; Auguste, Kihn and Miller, 2010).

Both former and present governments in Jamaica agree that the cycle of underperformance in the Jamaican education system can be broken by improvements in teacher quality. According to the findings from the National Education Inspectorate (NEI) presented in the Chief Inspector's Report on December 13, 2013, based on three hundred and four (304) schools that were inspected between September 2012 and March 2013, 'Approximately 45 per cent or 140 of the schools inspected in this round were rated as effective, while 55 per cent or 164 were rated as ineffective.' The report indicated that teacher quality, one of the key determinants of school effectiveness was rated as good in only 4% of the schools, satisfactory in 49% and unsatisfactory in 46% (www.moe.gov.jm.) .The question is - how do we break this cycle of unsatisfactory teacher quality in the Jamaica education system? I believe that the move by the Jamaican government to formally make teaching a graduate career is an important move in the right direction towards this end. Additionally, whilst not systematic and wholesale, the MOE has embarked on a series of professional development programmes for teachers to enable their continuing professional development. This is another important part of the puzzle which must be considered. However, what of recruitment? Even though as highlighted above recruitment, training and on-going professional development are viewed as important to teacher quality, there has been no significant government led initiative to improve recruitment of TEC to the profession. Instead each teacher education institution has been left to continue with its own recruitment programme. A targeted and comprehensive teacher recruitment programme is important to ensure that the right type of candidates are profiled and selected to become teachers. Teacher recruitment should begin the conversation on teacher education.

1.5 My interest in this Research

This thesis which focuses on the recruitment of teacher education candidates (TEC) to a teacher education programme is being written at a critical time in teacher education in Jamaica. In 2013, in his contribution to the Sectoral Debate, titled 'A Call to Action' the Minister of Education noted that each year nearly 2,000 qualified teachers are graduating from teacher education

institutions in Jamaica, but they cannot find jobs in our education system. He stated that, '…a careful assessment of the functioning of the teachers' colleges will be undertaken to encourage closer articulation with local universities and to better align offerings to national need' (Thwaites, 2013: p. 32). Furthermore, noting that the cost of study leave for teachers was now unaffordable, costing the Government 2.5 billion dollars per annum, and in many cases teachers were being qualified in areas often unrelated to the needs of the school, the Minister decided to cut this entitlement stating that only under special circumstances would study leave be approved. Of note here is that teachers in Jamaica have been entitled to one year fully paid study leave after two years' of service. Whilst he did not expand on the special circumstances which may require study leave, he announced compensation for teachers who maintained satisfactory progress whilst undertaking a course of study directly related to their area of teaching or related to the systemic needs of the education sector. He then advised teachers who wanted to pursue further studies to do so via distance education and vacation time. He then announced a freeze on hiring new teachers for September 2013 as part of the agreement with the International Monetary Fund (IMF) to create a more efficient and effective sector. The Minister further stated that there were more teachers being trained than available teaching positions available in public schools (Jamaica Gleaner: May 02, 2013). Unlike other jurisdictions like the United Kingdom and Singapore, the Jamaican government does not control the number of spaces to ITE programmes based on demands in education, each institution recruits candidates based on their own capacity. At the beginning of the last school year in August 2013, the Ministry of Education (MOE) held two job fairs to assist the over 2,000 teachers who had failed to secure jobs in the education system. This job fair assisted them to gain employment in areas outside of teaching. Some teachers' colleges formed a consortium to discuss and assess the implications of the above statements on the viability of their institutions. Already two teachers' colleges, Bethlehem and Moneague, are multi-disciplinary colleges; that is, they now offer qualifications in education, professional programmes and community related courses. It could be argued that teacher education institutions, specifically teachers' colleges, are at a juncture where they have to redefine themselves as they face criticisms about their viability and importance in the education sector.

Within this context, there has been much national debate about the role of teachers' colleges, particularly since they educate most of the island's teachers. According to a Jamaica Gleaner article on February 09, 2014, Senator Wensworth Skeffery, a graduate of a teachers' college, called for a reorganization of teacher education institutions to focus on specific needs – Mathematics, Literacy and Science- which he believes will help the government to make better use of the country's scarce resources. According to the article,

> Skeffery's motion calls for the Government to undertake a comprehensive review of the functions of government-run teachers' colleges with a view to determining the effectiveness of teacher-training programmes; refining the teacher-training curriculum to maximise its effectiveness; and the streamlining and focusing teacher training to address current pressing national educational needs. (www.jamaica-gleaner.com/gleaner/20140209).

Garth Anderson, principal of Church Teachers' College, responded in a Jamaica Gleaner article on February 18, 2014 titled, 'Leave Teachers' College Alone'. In this article, Mr. Anderson defended the teachers' colleges ability to foster the holistic development of candidates which makes them marketable not only locally but for the overseas market. In addition, he questioned the data regarding the oversupply of teachers and the ability of private institutions to deliver the kinds of holistic development the colleges offer. He further outlined the history and contribution of teachers' colleges to Jamaica's development. Criticism of teacher education in Jamaica is not a new phenomenon. In 2009, the former Minister of Education, Andrew Holness, alleged that, 'poor quality intake into the teachers' colleges was one of the major problems attributing to the failure of education in Jamaica (Jamaica Gleaner – June 08, 2009). He further noted, 'In other words, for many years, teaching was viewed as the profession of second best. You know, you can't get into anything else, you go into teaching.' In the same article, Dr. Knight of the Planning Institute of Jamaica (PIOJ) agreed with Holness. She believed '…teaching no longer occupies the lofty position it once held among the professions.' However, she noted that the quality of the intake into teachers' college is only one of a multiplicity of factors affecting education. Not surprising, Dixon, the then President of the Jamaica Teachers' Association (JTA), chided the Minister for being misinformed and questioned the data, if any, that was used to draw such a conclusion. He pointed to information from Teachers' Colleges which would suggest that there was an influx of applicants, and the teachers' colleges have had to choose from the applications received.

I believe that public perception of the quality of teachers' college intake and the motivations of recruits may be influenced by the perception that the teachers' colleges are second rate institution. It is clear that this negative perception has to be confronted in any recruitment program. Previous research from Brown (1992) and Bastick (2003) has focused on the motivation of TEC. However, this research is an attempt to examine the recruitment programme of one teacher education institution. To determine whether or not there is any merit to the Minister's argument cited above about poor quality intake, or if this is just more teacher bashing, I believe I would need to look beyond the figures of the number of TEC and examine the process to understand their criteria for selection of the 'ideal' TEC and how do they actually conduct this selection. There have also been allegations that there is not much rigour associated with selection of TEC, and in some cases candidates do not meet the admissions criteria especially in hard to staff areas such as Mathematics and Science. Therefore, this investigation could actually reveal the policy versus practice. Finally, I believe that this thesis could provide a fresh perspective on teacher recruitment practices, documenting the challenges, gains and areas of concern. It could also provide a space for reflection on practice.

1.6 Research Purpose/Aims

The research seeks to examine one teacher education institution - The Mico University College in Kingston, Jamaica to examine its recruitment programme. This examination is to establish who from their perspective is an 'ideal' TEC and how do they recruit, that is, what criteria they use for selection. Additionally, the research seeks to determine to what extent the Government/ Joint Board of Teacher Education policy on recruitment is in accord with the practices of the teachers' college, and to what extent practices are in accord with their own policies. The aim of the study is not necessarily to generalise the research findings. 'We do not study a case primarily to understand other cases. Our first obligation is to understand this one case' (Stake, 1995; p.04).

1.7 Research Questions

- What are the characteristics of 'ideal' teacher education candidates from the perspective of this teacher education institution?

- How are these 'ideal' teacher education candidates recruited at this institution?
- Is there a gap between policy and practice in the recruitment of 'ideal' teacher education candidates at this institution?

1.8 Globalization and its Impact

Globally, teacher recruitment and retention issues are being constantly debated and transformed. Since Jamaica is a part of the global village, these developments have influenced the reforms locally. Responding to the desire to become more globally competitive, the literature is replete with examples of attempts by governments to improve teacher quality which is believed will produce the kinds of human resource needed to drive the knowledge societies. Examples of this type of intervention can be found in Finland (Sahlberg,2011; Barber and Mourshed, 2007); Australia (Manuel and Hughes, 2006; Ewing and Manuel, 2005; Skilbeck and Connell, 2003;); England (Ashby et al, 2008; Robinson, 2006; Taylor, 2006), Singapore (Sclafini, 2008; Tan, 2012) and the United States (Stewart, 2012a; Longview Foundation, 2008; Painter, Haladyna and Hurwitz (2007); Guarino et al (2006); Darling – Hammond, 2006); regionally these attempts at improving teacher quality have taken place in Trinidad and Tobago (Steinbach, 2012; Rohlehr, 2012). These reforms aimed at improving teacher quality have focused on recruitment, training and on-going professional development as the means to build teacher quality (Stewart, 2012a; Darling – Hammond, 2012; Tan, 2012). I will discuss some of the lessons from these reforms in the review of literature and possible implications for implementation in the Jamaican system.

Globally, education is being viewed as one of the key drivers of shaping countries. This is enshrined in the World Declaration on Education for all (Jomtien, Thailand, March 1990) supported by the Universal Declaration of Human Rights and the Convention on the Rights of the Child and re-affirmed in the Dakar Framework (2000) to which Jamaica is a signatory. In the OECD Report (2012; p.02), education is envisioned as a key strategy to drive growth and development in developing countries. One of the five policy recommendations to achieve this is to attract, support and retain high quality teachers. The Dakar Framework also notes that one of the key commitments to achieve the goals of Education for All (EFA) is to 'enhance the status, morale, professionalism of teachers' (p.09). Furthermore, teachers are viewed as 'essential

players in promoting quality education (thus) clearly defined and more imaginative strategies' should be enforced to attract, train and retain good teachers (p.20). Conversely, at the 2012 International Summit on the Teaching Profession, it was reiterated that highly successful education systems identified by the Programme for International Student Assessment (PISA) outperform others because they are highly efficient at recruiting, preparing, supporting and retaining talented teachers and school leaders. Furthermore, the OECD (2011) report makes it clear that it is impossible to achieve the type of learning needed in the twenty first century without quality teachers as discussed earlier. The kind of learning required for global competitiveness in the twenty first century requires not just providing world class education for a few, but providing an inclusive education system where each child is provided with a fair opportunity to realize his/ her academic potential. The success of the knowledge society is, therefore, highly dependent on teachers to train these highly skilled workers. As learning standards increase because of the need for '…greater knowledge and skill to survive and succeed' (Darling – Hammond, 2006; p.01), it is the teacher who is expected to make the difference in the learning outcomes of her students. It is teaching and teachers who are 'expected to create the human skills and capacities that will enable individuals and organisations to survive and succeed in today's knowledge society' (Hargreaves, 2003; p.09). Caribbean researchers Hickling – Hudson (2004) and Miller (2000) agree that teacher education is critical in the transformation of our education systems. However, Hickling-Hudson (2004) questions the term 'education for all' as in many cases in the Caribbean even though students may have access to education, all may not have access to the same type of education because of the inequities in the system. According to Hickling-Hudson (2004), it is important that when one thinks of quality in terms of education that that quality must also include a conversation on addressing these inequalities in the education system by removing the stratifications in the systems. Thus, any discussions on quality education must also discuss equity in the system. Improving teacher quality is important to addressing these inequities by providing the quality teachers discussed earlier and models of inclusive education not just for some students, but for all students.

1.9 Caribbean's Response to Globalization

Ying (2001; p. 01) intimates that since '…we are part of an interdependent global network, 'globalization will ultimately influence decisions made within the region. Therefore, the response of the Caribbean to the growing demand for knowledge workers both within the respective countries, the region and internationally, one may argue is what could decide their viability and existence. Hence, as early as the 1990's the importance of teacher education and upgrading were being discussed as important to realizing the human resource needs of the region. Towards the end of the 1990's, the Partnership for Educational Revitalisation in the Americas (PREAL) convened a task force to review the deficiencies in education in the Latin American and Caribbean Region. Their report titled – '*The Future at Stake and Tomorrow is Too Late*' proposed four steps to improve education. The third step outlined is to – Strengthen the teaching profession by raising salaries, reforming training, and making teachers more accountable to the communities they serve (Prisms of Possibility…, 2012; p.04).

At the eighteenth Caribbean Community (CARICOM) Heads of government meeting held in Jamaica in 1997, the delegates who represented the Caribbean countries concerned about the growing impact of globalization on our region, concluded that these advances could have a debilitating effect on the Caribbean region serving to further marginalize and isolate us, eroding social and economic gains and contributing to increasing levels of unemployment and poverty. The document from the CARICOM secretariat titled – Towards Creative and Productive Citizens for the Twenty-First Century presented the challenges and opportunities which globalization represented to the Caribbean. According to this document, the Caribbean faces threats from advances in technology and communication and the application of Science and Technology. These threats were seen as contributing to the widening gap between rich and poor countries. CARICOM determined that development of human capital was key to reducing these threats posed by rapid globalization. Jules (2008) concurs that for 'the small states of the region, globalization carries both peril and potential and the determining factor is education' (p.213). However, Hickling – Hudson (2004) criticizes the simplistic view that education by itself can fuel change in Caribbean societies; she argues that educational change may be thwarted by an economy weakened by the pressures from global financial agencies such as The World Bank and

the IMF and poor job opportunities for those who manage to acquire an education. Previously, I made reference to certified teachers who were unable to find jobs in the education sector. Hence, educational transformation cannot happen in a vacuum, what of the opportunities for job creation for these skilled workers, what of the stability of the economy? Indeed in the Caribbean, transformation in education is not as clear cut as we would like, it is highly contingent on many factors; educational transformation must be considered as a part of a functioning society. She also argues that whilst these knowledge workers are perceived to increase the economic well – being of societies, what of the social, political and ethical benefits to society. In other words, what are of the social responsibilities of the persons who are being educated? Is this sustainable development when many of the region's children even though they may have access to education are excluded from the opportunities to acquire a quality education? According to Hickling – Hudson (2004; p.299), 'The hallmark of educational quality is that teachers prepare people to appraise their system of governance, understand the implications of international and global change, address patterns of injustice, hold politicians accountable and experiment with problem solving, both nationally and in alliance with global civic movements.' This definition of a quality education system does not only view persons as human capital in terms of workers in the society, but also persons who are actively involved in creating a better society not just for him / herself but also concerned with the well-being of others. This is in line with the image of the Caribbean ideal person adopted at the CARICOM Heads of government meeting.

Figure 1.1: The Profile of the Ideal Caribbean Person (www.cxc.org.)

Based on this profile created at the Heads of Government meeting in 1997, CARICOM outlined a number of key strategies to bring about this transformation in education which would achieve

the quality of education needed by this ideal Caribbean person. Crucial to this, the main challenge affecting the education systems regionally was seen as the 'inability to attract and retain appropriately qualified staff.' They identified four areas directly associated with this:

i) Unattractive remuneration and unfavourable conditions of service
ii) Low status and lack of recognition for the teaching profession
iii) Societal problems affecting conditions in schools and attitudes towards education; and
iv) The effect of these problems on the quality of life of teachers and their ability to cope. (p. 18-19)

Following this, in 2003 at the third forum of Ministers of Education in the Americas held in Mexico, the need for a programme to address teacher quality and the challenges to teacher education was discussed. As a result, a Harmonized Policy Framework for Teacher Education in the Caribbean was developed which provided a new vision for Caribbean teacher education and policy direction in the areas of recruitment and selection, programmes relating to pre-service/ initial and in – service teacher professional development and teacher evaluation and certification (Marks, 2008).

1.10 Brief History of Teacher Recruitment Practices in Jamaica

Before I begin to discuss Jamaica's response to the international and regional transformations in teacher education, I believe it is prudent to discuss the history of teacher recruitment and education in Jamaica. The historical development of teacher education is important to understanding present practices.

The history of the teacher recruitment in Jamaica dates back to the nineteenth century. Prior to that, Jamaica was a British slave colony with the majority of the population being uneducated. Initially, teacher recruitment was focused on selecting teacher trainees, that is, persons who could be trained in particular disciplines to teach their fellow citizens. Following the abolition of slavery in 1838, there was a dual system of education to cater to the masses. As described by Miller (1999), the elementary or primary school system was centered mainly on the education of the black majority whilst the secondary school system catered to the privileged white minority.

Teachers' colleges were 'integrated into the elementary school system' (Miller, 1999) and established mainly to '…train the offspring of the formerly enslaved blacks to become teachers to serve that population' (Bailey, 2011; p.32). The aim of the programme was to ensure that the most able students in the elementary school were trained as teachers (Lawes, 1997). Thus, the trainees themselves possessed a low level of education (Gordon, 1963 quoted by Evans, 1998). Elementary schools were established alongside normal schools (teacher training institutions). These normal schools were fed mainly by the most able students from the elementary school who were then prepared as teachers and sent back to teach in the elementary schools. According to Miller (1999), this practice continued until the 1950s; the majority of teachers in the primary schools were recruited from the most able students within the school. These teachers were recruited into the pupil teacher system and from that pool into teachers' colleges through an examination process. Their training reflected what was taught at the elementary/ primary school level. D'Oyley (1963) provides further insight into the low qualifications of the teacher trainees of the period. According to D'Oyley (1963),

> The first pupil teachers did not begin their careers as a result of passing any qualifying examination. They were required only to have achieved the standard five in Reading, writing and Arithmetic at least six months before the appointment. There could have been no method of ascertaining whether standard five pupils in different schools in different parishes under the supervision of different inspectors had reached approximately the same level of education. It meant, therefore, that the pioneer trainees must have had varying standards of proficiency in the subjects that the government employed them to teach. (p.426)

At that time, the teachers' college was viewed as merely a means of obtaining a secondary education and a means of 'upward social mobility' (Bailey, 2011; p.24). This stemmed from the failure of the government to adequately fund teacher training and contributed to the quality of the students recruited and the deteriorating educational climate in that era (D'Oyley, 1963). Thus, the perception of teacher trainees with low qualifications existed from the outset of the system. Furthermore, because the aim was to 'train' and not 'educate' the low level of qualifications and the care in selection was not a factor since they were operating on the idea that teachers could be trained to deliver certain courses to students.

During this period, only the privileged few were afforded a secondary education. Most of the staff of secondary schools were teachers recruited from Britain; however, there were a few local teachers recruited from the most able students who had passed the Cambridge examinations.

Beginning in the mid-1950s there were improvements and substantial expansion in enrolment of colleges training teachers with the result that the vast major of primary and secondary school teachers were professionally trained. The rationale behind the reform centered on the idea that 'improving teacher quality was the key to improving the general quality of schooling' (Miller, 1999). Thus, subsequent reforms in teacher training beginning in 1957 required teachers to have successfully completed secondary education. The required entry level admission criteria was four Caribbean Examinations Council (CXC - CSEC) or four General Certificate of Education (GCE) passes including English Language. Teachers were prepared in the teachers' colleges for two years, followed by a one year internship, after which, they were awarded a Certificate in Education. Lawes (1997) argues that political independence from Britain which was achieved in 1962 may have also served as the catalyst for this change. With independence, there were higher expectations regarding the delivery of a quality of education thus, higher educational standards were instituted for teachers. In addition, the Joint Board of Teacher Education (JBTE) was instituted within this period with the responsibility to certify teachers in Jamaica, Bahamas and Belize (Jennings, 2001). Lawes (1997) indicates that since the college preparation period in the 70's was reduced to two years to meet demands for the expansion of the system, then quality had been sacrificed.

The 1980's saw a shift from an emphasis on teacher training to teacher education. Jennings (2001; p. 108/9) notes that the five year plan formulated by the Jamaican government (1978-83) believed that quality teacher education was '…the means for breaking the vicious circle of illiteracy, innumeracy and unnecessary remediation which plagued the system at that time.' This resulted in the extension of the training period to three years, higher entry requirements for recruits to initial teacher education (ITE) and greater academic content in the programme were implemented with the aim of facilitating improvements in teacher education. This included a 12

weeks practicum and on successful completion, candidates were awarded the Diploma in Teaching. Because of a shift to focus on teacher education instead of teacher training, thus the insistence on higher entry levels of qualifications and an extension in the duration of the programme.

However, even though teachers now required a Diploma to teach, Miller (1999) noted that the educational opportunities for the populace were expanded and other occupations required Degree trained professionals. This in turn negatively affected the perception of teaching as a low status occupation. In addition, Miller (1999; p.23) noted, whilst the teacher supply has expanded 'the basic structures and relationships that had traditionally defined the sector' have remained. This criticism was also echoed by Brown and Leo Rhynie (1989) who recommended that because of the '…uncertain position vis-à-vis the other educational institutions, there need(ed) to be a redefinition of its (teachers' college) relationship to both the secondary system and the University' (p.26). Thus, '…the positional inferiority of teachers' colleges have (had) roots in the development and purpose of teacher education in Jamaica' (Bailey, 2011; p. 24). As, even though teachers' colleges have been entrusted with the important task of educating the nation's teachers, and there have been several areas of reform '…the essence of the colonial system' has been retained (Miller, 1999; p.19). Hickling-Hudson (2004) warns that Caribbean countries may be at a disadvantage because of the models of education inherited from European colonial history which are dysfunctional for the types of improvements that we desire in our education systems. These models encouraged stratification and inequities in the education system. The type of quality in education that we desire cannot be realized with these outmoded systems.

Unfortunately, whilst an 'indigenous capacity' (Miller, 2000; p.03) to train teachers has been established which meant that '… in 1976 government was able to phase out the recruitment of secondary school teachers from abroad (Lawes, 1997; p.160), teachers' colleges are still perceived as 'second rate tertiary institutions' (Bailey, 2011; p. 30) which has impacted on how teachers are perceived. Furthermore, according to Miller (2000) one of the effects of local ITE is that salaries were reduced as the government did not see the need to maintain salaries which were paid in Britain. Miller (2000) argues that the genesis of the declining teacher status began

with the lowering of salaries. It is ironic that salaries were lowered even as attempts were being made to redefine teacher training as teacher education. One would think that if more is required of teachers, then salaries should be improved in line with the higher expectations required. How have these developments impacted recruitment? In outlining strategies for reforming the teaching profession, Miller, Jules and Thomas (2000) note that teacher recruitment was thwarted by low morale, declining status, low salaries, poor working conditions and the expanded educational opportunities for the populace.

1.11 Attempts at Reforming the Jamaican Education System

Based on the reforms globally and regionally in teacher recruitment and education, in 2004, the then Prime Minister of Jamaica appointed a Task Force on Educational Reform, '…to prepare and present an action plan consistent with a vision for the creation of a world class education system which will generate the human capital and produce the skills necessary for Jamaican citizens to compete in the global economy' (p.05). Similar to the profile of the Ideal Caribbean person, The Task Force created a profile of the educated Jamaican to guide the reforms in education.

The Educated Jamaican will be:

- A lifelong learner
- Well rounded, intelligent and responsible
- Bilingual; have minimum requirements to access tertiary education
- A productive citizen
- Contribute to nation building by being socially and culturally aware and responsible, committed to sustainable development, tolerant of differences, spiritually mature and being Jamaican.

Profile of the Educated Jamaican (Task Force on Educational Reform Final Report, 2004; p.34)

This report from The Task Force on Education (2004) chaired by Davies reflects another phase of the reform of teacher education in Jamaica. This reform was driven by the desire to improve the capabilities and performance of teachers in a bid to transform education and align the sector to deliver quality education based on the educated Jamaican profiled above. The primacy of education as a tool for national development cannot be underscored. In the present global climate, it is viewed as a means of transforming the country from 'dependence on lower forms of capital' to 'development of the country's higher forms of capital' and thus into a higher stage of development (Vision 2030, 2009; p.xxxiii). The findings and recommendations of the Task Force (2004) have served to inform the policies governing teacher education.

According to the report from the Task Force (2004), 'the majority of teachers (63%) have a teaching diploma but no subject-specific qualification whilst 13% have university degrees but no teaching diploma and only 20% of teachers in the public system are graduate-trained teachers' (p. 93). They recommended that, 'All teachers (are) to complete Bachelor's Degree in Education' (p.94). In an effort to realize the goals of having all teachers fully trained by 2015, the Jamaican government committed $J500 million dollars to training efforts (Prisms of Possibility…, 2012; p. p.31). At the time of writing (May, 2015), 59% of teachers in the system are Trained University Graduates / Degree Trained, an increase of 5% from the previous year (Education Statistics, 2012-2013; p. 37). The goal of the MOE is to have all teachers educated at the Degree level by 2020 (ESSJ, 2012).

1.12 Reform in Teacher Education in Jamaica

Currently, eleven teacher education institutions in conjunction with the Education Departments of the University of the West Indies, The University of Technology, The International University of the Caribbean and Northern Caribbean University, the Vocational Training Development Institute (HEART Trust NTA) and the Catholic College of Mandeville offer teacher education in Jamaica(ESSJ, 2012; p. 22.18). Teacher education institutions have phased out the Diploma programme to offer a four Year Bachelor's Degree programme. Since teacher expertise is positively related to student achievement (Stronge, Ward and Grant, 2011; OECD, 2012), I

believe that the move to formally make teaching a Graduate Profession is a strategic move to improve teacher expertise and the educational enterprise.

In Jamaica, there has been a push towards improving access to education, and much resource has been allocated to improving access at the Primary and Secondary Levels. As a result, we have achieved near universal enrollment at both levels (Vision 2030 Jamaica, 2009; p.60). Additionally, there have been reforms of the curriculum in the Primary and Secondary Schools through the Primary Education Support Programme (PESP) and the Reform of Secondary Education (ROSE) Programme and a reform of the teacher education programme offered in the teacher education institutions to respond to the changes in the Primary and Secondary curriculum (Evans, 2006). The Professional Development Unit (PDU) in the Ministry of Education has the responsibility to oversee professional development of the nation's teachers in Jamaica. Miller (1999) writes, '… there can be no question that the activities of these units have enhanced teacher development through the in-service programmes and opportunities to participate in the policy advice processes' (p.22). However, whist there have been attempts at reforms in teacher education and professional development, the government has remained silent on the subject of teacher recruitment. Since teacher quality is so important to the success of educated Jamaican, recruitment of teachers should be a well thought out and deliberate process. Thus, 'while the education system of any country must ensure that enough teachers enter the teaching profession, it must also strive to entice the most capable and appropriate people into the occupation' (Goh and Lourdusamy, 2001; p.01). Specifically, where there are so many elements competing for the 'top' candidates, teaching should be viewed as a career of choice for candidates not as a second, third or last option. Since teaching is now a Graduate profession in Jamaica, apart from a change of admissions requirements for teacher education institutions, the impact of this on the recruitment of TEC remains to be seen. I believe that it is imperative that in fostering transformation in education, there also needs to be a conversation on the recruitment programme to identify who should be selected and an examination of the programme of selection with an emphasis on improving these systems to attract the types of candidates profiled. Real transformation in education needs real transformation in teacher education, and recruitment is the beginning of that process.

1.13 The Research Setting – The Mico University College

This research was conducted at The Mico University College in Kingston, Jamaica. Initially, I had intended to use a pseudonym for The Mico; however, I came to a decision to use the name of the institution because it was proving increasingly difficult to use the pseudonym. Since The Mico is unique in terms of its history and contribution to teacher education in Jamaica and the Caribbean, much of what is unique about the recruitment programme hinges on The Mico brand. Thus, it was difficult to distance the brand – The Mico from the recruitment programme. After receiving permission from the Vice – President to use the name, I proceeded to do so.

The Mico is Jamaica's oldest and foremost teacher education institution. According to D'Oyley (1963; p. 544), 'Mico teacher training has occupied a unique place in the island's teacher education growth.' The Mico was founded in 1836 through the Lady Mico Charity, and is recognized as one of the oldest teacher education institutions in the Western Hemisphere. Furthermore, since its inception, The Mico has played a pivotal role in Jamaica's teacher education. In the 1920's and 1930's it was The Mico which was at the forefront of reforms in teacher training which saw a scheme of higher studies in teacher training (Lawes, 1997). Presently, The Mico boasts an enrollment of over 3,000 students and an academic staff of over 100. Granted University College status in 2006, it is now a full Degree granting institution offering part-time and full time Degrees to students. Whilst The Mico started offering Degrees in 2009 and has since graduated its first cohort of Degree graduates in 2013, the college had previously, since 1986 in conjunction with the University of the West Indies, offered Degrees Programmes in Special Education.

The Mico offers both the concurrent and the consecutive programmes (these programmes are discussed in the review of literature).There are two degrees offered in the consecutive programme- the Bachelor of Education and the Bachelor of Science Programme. A typical programme lasts for the duration of four years. Whilst most students are enrolled in the consecutive programme, The Mico does offer an Advanced Placement programme (See Appendix 9 for the matriculation requirements for this programme) which facilitates persons

with Degrees who need to obtain the Teaching Diploma. This programme is offered for two year duration and covers the Education courses. The Mico offers both pre-service and in-service teacher education programmes. Pre-service programmes target TEC who have not had any experience in teaching whilst in-service programmes target practicing teachers who have teaching experience and, or a degree in another Discipline but not teacher education.

The Mico prepares students to take up teaching positions in Early Childhood, Primary and Secondary Educational Institutions. Programmes are delivered through three faculties - Education, Science and Technology and Humanities and Liberal Arts. Additionally, The Mico offers its programmes island wide through seven campuses. Admissions figures show that 757 TEC were recruited for the academic year 2013/2014 (See Appendix 10 for admission figures for each Department). Based on the earlier discussion about the oversupply of teachers, the possible rationale for these high admission figures will be discussed in the findings on the recruitment programme.

There is also a Graduate School of Education which offers the following programmes – The Executive Master in Educational Management (EMEM), Master of Arts in Teaching (MAT), Master in Special Education and the M.Sc. in Counseling and Social Work.

To be admitted to The Mico, students are required to satisfy the basic academic requirements of the College which include 5 CXC- CSEC subjects including English A at the General Proficiency Level Grades 1 or 2 and, effective June 1998, Grade 3 or their equivalent, in addition to two CAPE Unit 1 or GCE A' Level Subjects. There are also specific requirements based on the course/s they wish to pursue. The Caribbean Examinations Council (CXC) administers examinations for students at the secondary and post-secondary levels. The Caribbean Secondary Education Certificate (CSEC) is a terminal examination for secondary education whilst the Caribbean Advanced Proficiency Examination (CAPE) is a post-secondary examination which can be used for entry to tertiary level education. CXC – CESC has a six point grading scheme. Candidates who have attained Grades 1 – 111 show a comprehensive to a fairly good grasp of the syllabus and are considered to have achieved satisfactory matriculation requirements for a

post CSEC programme. Whilst candidates who have attained a Grade 1V – V1 show a moderate to a very limited grasp of the syllabus requirements (www.cxc.org). In addition to the academic requirements, students sit a Mathematics Proficiency Test, an English Proficiency Test, participate in an interview with faculty from the Department they have applied to and take a Psychometric Test.

1.14 Significance and Implications of the Research

Research on the recruitment of TEC is lacking in Jamaica. I believe if we are to have a serious discussion about teacher education, then the conversation must also involve recruitment of TEC - a profiling of who the teacher education institution should recruit and the strategies which should be utilized to that end. Consequently, I believe that this thesis may serve as a mirror to reflect what is happening in teacher recruitment at this institution and may enable others to have a deeper understanding of the challenges faced by the teacher recruitment programme at this institution and teacher recruitment in Jamaica. It may also shed light on the roles of other stakeholders such as the government and educators who are important players in teacher recruitment.

The history of teacher education in Jamaica indicates that there have been many reforms in the sector. Where initially there was an emphasis on training of teachers, similar to reforms globally, there is now an insistence on teacher education. This has resulted in various changes to the qualifications of teachers, originally, teachers were certified through a Teachers' College Certificate, and then through a Teachers' College Diploma; presently, a Bachelor's Degree is the mandatory minimum requirement. However, many of the perceptions about teaching and teacher education may have persisted; hopefully, this thesis may shed even more light on the gains of the teaching profession and challenge some of the lingering negative attitudes towards teaching.

Chapter 02: Review of Literature

> Teaching is a matter of communicating and connecting, through the emotions, through care, trust, respect, rapport. It features a great deal of fun, excitement and enthusiasm (Woods and Jeffrey, 1996; p. 72 quoted by Hayes 2004; p. 39).

2.1 Introduction

Bearing in mind the research questions posed in the introduction, this review of literature is divided into three parts. The initial section focuses on the characteristics of teacher education candidates (TEC). The second discusses the importance of a comprehensive recruitment programme and examines recruitment programmes internationally and in the Caribbean region which have had varying degrees of success. As indicated in the introduction, changes in teacher education both internationally and regionally have impacted the policies governing teacher education locally. Even though there are marked differences between these systems and the Jamaican teacher education landscape, I believe it is still prudent to bear in mind some of the lessons which can be learnt from these systems in discussing reforms in the recruitment of TEC. In addition, some of the factors which may affect teacher recruitment are also discussed. The final section focuses on the literature on education policy and education policy analysis.

2.2 Teacher Quality

At the 2012 International Summit on the Teaching Profession, the sentiment that, 'Teachers are the single biggest in-school influence on student achievement and teacher quality is therefore central to improving education systems around the world' was reiterated (Stewart, 2012a; p.02). The sentiment has been echoed by Jules (2009); Malm (2009); Barber and Mourshed (2007); Cooper and Alvarado (2006); Darling- Hammond (2006); Alton-Lee (2003) and Darling-Hammond (2000). However, what is teacher quality?

Before I attempt to determine the characteristics of an 'ideal' teacher education candidate, I believe that it is necessary to look at the characteristics of an effective teacher; this I believe can

form a benchmark to determining the characteristics of a TEC in the Jamaican context. Even though it has been widely accepted that teacher quality is an important determinant of student outcomes, there is hardly consensus on what actually constitutes teacher quality (Wong and Wong, 2010). Notwithstanding this, I believe if teacher recruitment programs are to be effective, then it could be argued that should be some linkage between how they view teacher quality and the types of recruits they want to attract. Falkenberg (2010; p.2) indicates, 'When we select applicants, we have particular desirable outcomes in mind, for which we want to find candidates suitable to achieve those outcomes.' By teacher quality, I mean what are the characteristics that one expects in an effective classroom teacher in the Jamaican context.

Whilst acknowledging that there is no simple formula for characterizing quality in teaching, I will discuss how teacher quality has been defined and described to arrive at a definition of teacher quality. Ball and Forzani (2010; p. 41), describe teaching as 'one of the most complicated - human activity'. Darling - Hammond and Bransford (2012; p.01), liken teacher quality to a symphony conductor who to the uninitiated may feel that this skilled professional is simply waving his/her hand, but the 'kinds of knowledge' that the teacher has is what enables him/her to be able to effectively influence the performance of his/her students – that is quality teaching. This is similar to the definition of teacher quality proposed by Miller (2000) which I used in the introduction.

Wong et al. (2010; p.331) argue that, 'Quality teaching from a cognitive resource perspective is related to knowledge, beliefs, attitudes and dispositions teachers bring into the profession.' Haberman (2011; p. 933) further argues that subject matter knowledge is essential but insufficient. He believes that the essence of effective teaching is the '…willingness and ability to encourage students'. Cooper and Alvarado (2006; p.05) argue that, 'quality teachers are those who positively influence student learning.' Similar to Haberman (2011) cited above Hargreaves (1998) indicates that whilst subject matter knowledge is essential, good teaching is also an emotional practice. This means the teacher is emotionally linked to the success and performance of her students. Good teachers are described as 'emotional, passionate beings who connect with

their students and fill their work and their classes with pleasure, creativity, challenge and joy' (p.835). This is similar to the quote at the beginning of the chapter by Wood and Jeffrey (1996), which stresses the importance of the teacher as a not only having the requisite 'know how' about a particular subject but also one who is an effective communicator and facilitator of learning and this in turn positively influencing students' performance. As an educator, I can connect with this as I have noted in my own practice that knowing the subject matter is one part of effective teaching, being able to deliver and motivate your students to perform at optimal level is equally important. In addition, students work best when they are confident and know that you care about them.

Thus, unlike what others without a clear understanding of teaching may think, I believe that 'becoming a teacher is not just a matter of training in basic skills and classroom procedures' (Hargreaves, 1998; p.09). 'Being accomplished in a specific domain does not automatically include the capacity to break that domain down into its core components for someone who does not yet have that skill or understanding' (Ball and Forzani, 2010; p.41). Bearing in mind the literature above and based on my experiences, I believe that the following quote by Darling-Hammond (2006) summarizes my understanding of quality teachers:

> Teachers also need to understand the person, the spirit, of every child and find a way to nurture that spirit. And they need the skills to construct and manage classroom activities efficiently, communicate well, use technology, and reflect on their practice to learn from and improve it continually. (p.01)

Based on my own experiences teaching in Jamaica, whilst content area knowledge is essential to delivery, I have come to the realization that students respond in a more favourable way when they believe that I care about their well-being, value their input and am able to communicate with them at their level. Reflection on practice, whether through self-reflection, peer to peer, or formal observations, is also integral to improving my practice as an effective educator. Especially in Jamaica where teachers are sometimes required to perform so many social roles and foster the holistic development of pupils, the ability to care for the students' well-being and to treat each child specially bearing in mind the challenges they may face at home and in their communities is vital.

2.2.2 What characteristics should Teacher Education Candidates (TEC) possess?

The question of the knowledge, skills and attitudes teacher education candidates should possess is one of the questions which drive this research. In England, based on the Department of Education requirements, TEC at the Primary Level (Key Stage 2) must have attained at least a standard equivalent to a Grade C in the General Certificate of Secondary Education (GCSE) Mathematics and English and a pass in a Science Subject. TEC at the Secondary Level are expected to have the minimum qualifications of a pass in Mathematics and English (www.education.gov,uk). In addition, all TEC are mandated to pass skills tests in numeracy and literacy before they can be awarded qualified teacher status (QTS). Those who enrolled after July 1, 2013 were required to pass the skills tests prior to the beginning of their programme. These tests are in addition to the mandatory passes in English and Mathematics and are designed to ensure that all teachers are competent in numeracy and literacy regardless of areas of interest. These credentials form part of the high academic competence and the knowledge expected of TEC. These matriculation requirements are similar to qualifications in other highly developed countries and indicate that teachers in these jurisdictions are expected to have a higher level of academic competence synonymous with teacher education programmes.

Likewise in Singapore, all TEC are required to sit an entrance proficiency test. In addition, with regards to attitudes which relates to their perspective of teaching, TEC should have a passion for teaching, strong personal attributes and positive values. Entry qualifications include the following:

- University Degree
- Polytechnic Diploma, with 5 ‘O’ Level passes including Mathematics and English or
- 2 ‘A’ Level passes and 2 ‘AO’ Level passes (including General Paper) at 1/2 sittings, with 5 ‘O’ Level passes including English and Mathematics
- 2 ‘A’ / H2 Level passes and 2 ‘AO’/ H1 Level passes (including General Paper or K1) and where applicable, 5 ‘O’ Level passes including English and Mathematics; or
- A good overall IB Diploma score and where applicable, 5 ‘O’ Level passes (including English and Mathematics).
  (www.moe.gov.sg/)

In the USA, many states use results from standardized tests to admit TEC to their programmes - The Praxis 1- Pre-Professional Skills Assessment tests reading, writing and mathematical abilities (Casey-Childs, 2007). However, in the USA, there has been a proposal to have one common entrance examination instead of various programmes administering their own standardized test which is seen as a move to align teacher education across the states and also as a means of putting teaching on a similar track as first choice careers such as law and medicine (Mehta and Doctor, 2013).

Regionally, in Trinidad and Tobago, Rohlehr (2012) notes that for TEC who are pursuing a specialization in early childhood, primary or special needs education, the minimum entry requirements are five CXC –CSEC subjects at Grade 1-3. Similar to the examples cited above these must include Mathematics, English and a Science subject. Candidates who are pursuing a Specialization at the Secondary level are expected to have obtained A Level or CAPE passes in the subject area they wish to specialize in. Similar to candidates in the examples cited above, these high academic qualifications indicate that teachers are expected to be highly competent and is in line with the higher level of academic competence expected in teacher education programmes.

Rohlehr (2012; p.102) notes that because of the low level of entry requirements of some TEC in her research, they had '…some skill deficits especially the higher level skills of analysis, critical thinking and problem solving.' Thus, whilst I agree that academic qualifications are imperative, the question is still being asked -what other salient characteristics should TEC possess? Based on the characteristics of quality teachers discussed above, what characteristics should we be seeking in our selection of TEC based on the type of beginning teachers and quality teachers we expect to have? Skilbeck and Connell (2004;p.31), who conducted a study of Australian teachers in the first decade of their teaching career to inform policies for recruitment of new teachers, noted that based on the data collected from their surveys of these teachers:

> *While solid academic capacity is recognised by teachers as an important criterion for a career in teaching, it is widely viewed by them as insufficient. Seventy five percent of teachers surveyed believed that using*

tertiary entrance scores alone within a selection process for initial teacher education is insufficient. The three most important additional attributes identified which might be considered in selection were:

` *• ability to communicate;*

• working effectively with others; and

• exhibiting social responsibility

Initiative, problem-solving ability and creativity were also identified by practising teachers as relevant criteria.

Based on this understanding, whilst selecting prospective TEC with academic prowess would seem to be important, recruitment programmes may be better served by striking a balance between academic competence, emotional intelligence and the interpersonal and communication skills of recruits. These competencies are in line with the characteristics of quality teachers profiled earlier.

2.3 The Structure of Teacher Education Programmes

The structure of the initial teacher education programme may also influence the selection of TEC (Zeichner and Conklin, 2008) and is influenced by the institution's ideology of a quality teacher. Two models of initial teacher education programmes are the concurrent and consecutive models (Hobson, Ashby, McIntyre and Malderez, 2010; Casey and Childs, 2007). The consecutive programme, '… involves students receiving degree-level education in a particular subject (or subjects) before they then enroll on a programme of ITP;' whilst the concurrent programme, '…combines the study of a particular subject with theoretical and practical elements of teacher education and training' (Hobson et al., 2010; p. 10).

Professional Development Schools (PDS) and community oriented teacher education are two of the alternatives to the models of initial teacher education mentioned above (Boyle–Baise and McIntyre, 2008). Within the community teacher education programme, '…teachers are urged to blend school and community cultures' (Boyle-Baise and McIntyre, 2008). PDSs have been implemented mainly in developed countries such as in parts of the USA (Buzza, Kotsopoulos and Mueller, 2010). These PDS, which resemble the model of 'clinical practice' in medicine,

seek to integrate university based research with the practical experience gained in a school setting. TEC are immersed in a particular school community, and their professional knowledge is developed by the interconnectedness of theory with practice (Buzza et al., 2010). Castle, Fox and Fuhrman (2009) whose research compared teacher candidates educated in a traditional program with those educated in the PDS conclude that, '… the PDS program resulted in teachers who were able to think more deeply about their teaching; integrate planning, instruction, and assessment; and connect their reflections more directly and specifically to their daily practice and students.' Because of this, I believe these alternative models serve as a catalyst to attracting more talented TEC and the types of candidates which I have discussed who are seeking a programme which challenges them. Furthermore, these alternative models seem to encourage more of the holistic development synonymous with teacher education than a teacher training programme.

In Jamaica, initial teacher education operates through the traditional concurrent and the consecutive models outlined above. In the concurrent programme pre-service teachers enter and pursue a 4 year Bachelor's Degree towards attaining their teaching qualifications. Courses involve both the theoretical and practical aspects of teacher education. In the consecutive programme, entrants already have a Bachelor's Degree and focus on the pedagogical knowledge and skills they need to learn. One could argue that the structure of the Bachelor's Degree programme is essential in terms of the programme being viewed as a higher level programme of preparation which seeks to empower teachers as professionals and embody a more holistic development of teachers. This approach could be perceived as integral to attracting 'ideal' candidates to the recruitment programme.

2.4 The Importance of Strategic / Targeted Teacher Recruitment

This second part of the literature review is related to the second research question posed. In this part, I will look at the importance of a comprehensive recruitment programme. There is growing consensus among researchers that teacher quality is the most important school based factor which positively influences student achievement (Laine, Behrstock-Sherratt& Lasagna, 2011; Darling- Hammond, 2006; Darling- Hammond, 2000; Miller, 2000). According to Darling-

Hammond (2012) recruitment, training and continued professional development are all key in ensuring teacher quality. Luft, Wong and Semken (2011; p.264) argue that, '…recruitment should not be a separate part of the educational process. Instead, it should be as thoughtfully conceived as pre-service teacher education experiences, induction programs, and professional development opportunities.' Thus, recruitment should not be seen as a separate activity, it should be treated as an integral part of the strategic approach which '…ensures that all of the pieces and all of the players are strategically aligned and not working at cross purpose' (Laine et al, 2011; p.4).

Why is strategic recruitment so important? Research by Barber and Mourshed (2007) indicates that a poor selection may result in up to 40 years of substandard teaching. Moreover, when conceptualizing a recruitment programme, one could argue that it may be considered as more than just the process of identifying and selecting recruits. Luft et al (2011; p.464) further describe recruitment as '…a critical point at which people elect to enter the teaching profession.' Recruitment may be described as a critical entry point, since it is so important to carefully select the right kinds of people to be trained as teachers. Why? It may be viewed '…as a gateway to professional practice, not just a practice. As such, it must support the integrity of the teaching profession by ensuring the selection of those individuals who have the potential to become effective teachers' (Casey and Childs, 2007; p.02). One could argue that since teacher quality is so important to the success of education, recruitment of teachers which is the entry point to the profession should be meticulously planned. In countries such as Finland, Singapore and Canada teaching is considered a first choice occupation to which only top performing students aspire and recruitment is a strategic process (OECD, 2011). Thus, this strategic approach can be seen as part of what makes teaching so attractive to these candidates.

However, some teacher recruitment programmes are neither comprehensive nor strategic; recruiters simply wait on applicants to select to teach. Laine et al. (2011), argue that in the United States education system, there seems to be some passivity in terms of recruitment of teachers. Furthermore, they describe the field of education in the United States of America

(USA) as being '…subdued in its campaign for more high quality teachers and in its actions to meet this goal.' However, there have been reports of a revision of recruitment policies and a robust attempt to attract high quality recruits to the profession in Australia (Manuel and Hughes, 2006); England (May, 2012; OECD Report, 2011; Cockburn and Hayden, 2004); Finland (Sahlberg, 2011), Singapore (Stewart, 2012a) and in the USA through the RESPECT program – Recognizing, Educational Success, Professional Excellence and Collaborative Teaching (Tan, 2012). Moreover, initiatives such as Teach First in England (Ashby, Hobson, Tracey, Malderez, Tomlinson, Roper, Chambers and Healy; 2008) and Teach for America (Auguste, Kihn and Miller, 2010) have been designed to target top tier talent into teaching and place them in high-needs educational settings. However, the aforementioned programmes have been criticized for not solving the problem of teacher shortage. In the United Sates, Darling-Hammond (2006) argues that these alternative programmes are producing poorly prepared teachers with a high attrition rate. In England, Smithers, Robinson and Couglan (2012; p. ii) note that after five years only 40% of Teach First participants were still teaching. Whilst Smithers, Robinson and Coughlan (2012) agree that the programme has been effective in bringing well qualified graduates into teaching; they note that retention is low and the programme, '…is a catalyst, not a miracle cure.'

In Jamaica whilst the government has legislated that as of 2012 all teachers will have to be graduate trained, there has been no significant government led initiative to impact recruitment. Instead individual teacher education institutions have altered their recruitment programmes with the intent to attract high caliber applicants to teaching. Based on the argument above, the sustainability of this approach is questionable.

In the subsequent section, I will discuss examples of beginning teacher recruitment in successful systems identified by the Programme for International Student Assessment (PISA).

2.4.1 Teacher Recruitment Practices in Successful School Systems identified by PISA

The Organisation for Economic Cooperation and Development (OECD) has developed the Programme for International Student Assessment (PISA) which 'evaluates the quality, equity and efficiency of school systems in some 70 countries…' (OECD, 2010; p.03). Reportedly, these countries comprise 90% of the world economy (OECD, 2010). PISA was instituted because it is believed that countries cannot only look at national standards; the global economy requires international assessments. Jamaica has not participated in PISA to date; however, the recommendation from the Caribbean Policy Research Institute -CAPRI (2012) is that we should participate in international assessments. Regionally, Trinidad and Tobago participated in the PISA 2009 assessments. The PISA 2009 assessments compare the outcomes for 15 year olds on reading literacy, Mathematics and Science. In the PISA (2009) assessments, the most successful systems placed a high value on education and the quality of their teacher recruitment and education programme (OECD,2010). In their bid to 'deliver high quality learning' to benefit each student and provide 'excellent learning opportunities,' these systems manage to 'attract the most talented teachers into the most challenging classrooms, and they establish effective spending choices that prioritize the quality of teachers' (OECD,2010; p.04). Based on the OECD(2010) report of the PISA,2009 assessments, these successful systems are South Korea, Finland, Hong-Kong, China, Singapore and Canada. The question is how do these systems manage to attract talented young people to their teacher education programme?

In Finland, Singapore and South Korea, the world's best performing school systems, based on students' scores on PISA tests; one of the key drivers of their success is effective recruitment of teachers (Barber and Mourshed (2007)). According to Auguste et al (2010; p. 07), these countries 'use a rigorous selection process and teacher training more akin to medical school and residency...' These top performing systems believe that teacher recruits should possess certain characteristics which can be identified prior to teaching: 'a high overall level of literacy and numeracy, strong interpersonal and communication skills, a willingness to learn, and the motivation to teach' (Allington, Johnston, 2000 quoted in Barber and Mourshed, 2007; p.17). Whilst the lessons from their strategies may prove valuable in providing a benchmark for the

Jamaican teacher recruitment programme, the differences will be assessed to determine the implications for implementation in the Jamaican teacher recruitment system.

2.4.1.1 Finland

Finland has consistently emerged as the top scoring nation in the Programme for International Student Assessment (PISA) in Science, Math and Reading (Reimer and Dorf, 2011; Sahlberg, 2011). Darling – Hammond (2009) reports that teacher education reforms began in Finland from the late 1970s when policy makers decided to invest in skillful teachers. 'Prospective teachers are competitively selected... and receive a three year, graduate level teacher preparation program, entirely free of charge and with a living stipend' (Darling-Hammond, 2009; p.21). In Finland where on average only one in ten applicants is selected to teach, the selection process is quite demanding. 'People know that if you've been trained as a teacher, you must really be something special,' (Finnish education expert quoted by Auguste et al., 2010; p.18). Whilst salaries are described as moderate, teachers are accorded a high level of status which could be argued is one of the attractiveness of the profession for prospective candidates.

Firstly, candidates are given a national screening test which consists of multiple choice examinations designed to test numeracy and literacy and problem solving skills, then the top scoring candidates are passed through an assessment test at the University and interviews. At this phase, candidates are screened for their communication skills, willingness to learn, academic ability, and motivation to teach (Barber and Mourshed, 2007). Sahlberg (2011; p.35) indicates that teaching is still considered as 'the most admired profession' based on polls conducted with high school graduates. Thus, prospective recruits to teaching are expected to have 'a deep personal commitment to teach and work in schools.' During training, some candidates may be further deselected through teacher demonstration tests, test for communication and interpersonal skills. This statement by Sahlberg (2011; p.38) best summarizes the Finnish approach to teacher education:

> A smart strategy is to invest in quality at the point of entry into teacher education. The Finnish example suggests that a critical condition for attracting the most able young people is that teaching be an

> independent and respected profession rather than just a technical implementation of externally mandated standards and tests.

Finland has made teaching a sought-after occupation by raising entry standards and giving teachers a high degree of responsibility, including as action researchers to find effective educational solutions**.** Finland has raised the social status of its teachers to a level where there are few occupations with higher status (OECD, 2011; p.13). Most teachers now hold a Master's Degree in their content area and in education and are equipped to teach diverse learners (Darling-Hammond, 2009).

The question is - how did Finland manage to create such an excellent system? After gaining its independence in 1917, reforms in the Finnish education system began in the 1960's (Sahlberg, 2012) when Jamaica was just gaining independence. It would be safe to conclude that the Jamaican system is where the Finnish system was in the 1960's. However, whilst the fact that more than half of our teaching force has a University Degree is encouraging, it does not negate the fact that more can be done to improve the attractiveness of the profession in Jamaica. Moreover, Sahlberg (2012) notes that the success of the Finnish education system should be viewed as 'part of the overall function of a democratic civil society' (p.21). A perusal of the Finland's Ministry of Education- A National Strategy and Guidelines 2006-2014 for sustainable development notes the inclusiveness of their education policy and the importance of educational guidelines for sustainable development be drawn from 'the region's indigenous culture as well as from the local, social, economic and environmental circumstances' (p.05).This suggests an 'owning' of ideas and not necessarily copying from other sources. Thus, whilst assessing the Finnish system is a good start, I believe we should review our teacher recruitment systems and look at addressing the needs of our locale bearing in mind the socio-cultural, historical and economic factors that we face.

Finally, according to the Human Development Index (2014) the gross national income of Finland is almost five times that of Jamaica, and Finns spend on average more time in their education system than Jamaicans. Thus, even though Jamaica's spending on education as a percentage of GDP increased from 5.3 to 6.1% (CaPRI, 2012; p. 06) whilst Finland spends 5.8 % of their Gross Domestic Product on education (Finnish Conference Report, 2011; p.16), Jamaica's spending on

education cannot be compared with the percentage of GDP spent by Finland. Furthermore, a weak economy, insufficient resources, poor job opportunities, lack of equity in our education system and poor attitudes to education are all areas that would need to be addressed in order to 'fix' the education system. Even though Jamaica's HDI for 2013 is 0.715, because of the inequalities in the distribution of indices, the IHDI is 0.579 , a huge loss of human development compared to Finland's minimal loss because of greater equality in the distribution of indices.

2.4.1.2 Singapore

Singaporeans believe that their success in the PISA assessments is highly dependent on the quality of their teachers (Chong and Ho, 2009). In 2003, Singaporean 4^{TH} and 8^{TH} grade students received top scores worldwide on the Trends in International Mathematics and Science Study Assessments (Tan, Wong, Gopinathan, Goh, Wong and Ong, 2007). Furthermore, Singaporean students outdid their counterparts globally in Mathematics and Science on the Trends in International Mathematics and Science Study (TIMSS) in 1995, 1999, 2003 and 2007 (OECD, 2011; p.160). In Singapore, education spending as a percentage of GDP rose to 3.6 % of GDP in 2010 (OECD, 2011; p.165). After gaining independence in 1965, three years after Jamaica, Singapore began its transformation into an economic powerhouse by building a strong education system (Tan et al, 2007). Providing each child with access to high quality education delivered by talented teachers was seen as key; thus, the Institute of Education was created in 1973 to oversee teacher education and training in the country. By the 1990s, the education system underwent a series of reforms, and this body was renamed the National Institute of Education (NIE) and its mandate included 'increase(ing) the quality and attractiveness of the teaching profession' (Stewart, 2010; p.92). In 2009, with a bid to continue to be responsive to the challenges of globalisation and the technology driven economy, the NIE released its new Teacher Education Model for the 21^{ST} Century (Stewart, 2010). The NIE places special emphasis on teacher recruitment since 'the teaching profession in Singapore has enabled the nation to maintain a dynamic education system capable of delivering quality education to meet changing needs and demands for more than four decades' (Tan et al, 2007;p.72). This is the crux of the argument proffered in this research, teacher recruitment is an integral part of the conversation about teacher quality and more attention should be paid to strategic targeted recruitment of teachers.

According to Barber and Mourshed (2007), recruitment is highly selective as only one in six applicants is accepted to become a teacher. Applicants must first have their Curriculum Vitae screened. During this phase, academically all applicants must be in the top 30% of their age cohort. They should have completed relevant school and university education and show evidence of an interest in child care. This interest is assessed in the interviews based on experiences of the candidates. In terms of assessment, they have to score highly on a literacy test as the evidence shows that high score on the literacy test affects achievement more than any other variable. Then applicants are interviewed. In the interview process, which may include practical tests or activities and presided over by experienced head teachers, the candidates' attitude, aptitude and personality are assessed. According to Tan et al (2007; p.72), the information gleaned from interviews relate to the individual's '…passion for teaching, ability to communicate well with others, creative and innovative spirit, confidence, leadership qualities, good role model.' They are further monitored during their initial training at the NIE. Even at this stage, candidates may be asked to withdraw if they are deemed incompetent.

In the Singaporean teacher recruitment programme, whilst academic qualifications are important, equally important is commitment to the profession and the ability to respond to varying students' needs. Thus, an important part of their recruitment programme is teaching internship for high school students. Through this programme, they are able to ascertain if candidates have these qualities. According to Auguste et. al.(2010), 'Singapore offers internships for promising high school students who are thinking about applying for teaching scholarships to teach in a school for 6-8 weeks ….If they do well in the program, their odds of receiving scholarships are high' (p. 18).TEC are considered as full employees and their tuition fees are paid, and they earn full salary from the beginning of their recruitment (Sclafini, 2008; OECD, 2011). Furthermore, teaching is considered attractive because of the three different career tracks with continued professional development offered to teachers. These are the leadership track for those who want to assume position of leadership, the teaching track for those who are passionate about teaching and the specialist track for those who want to serve as curriculum specialist (Mourshed, Chijioke and Barber, 2010). Additionally, '...there is also a system for mid-career entry, which is seen as a way of bringing real-world experience to students' (Schleicher, 2011; p.15). The NIE offers a 1-

year Postgraduate Diploma in Education for those who are already degree holders without teaching certificates and a 4 year undergraduate teaching degree program – BA/BSc for other school leavers who have the drive to teach (www.nie.edu.sg/studynie/admissions/teacher-education-undergraduate-studies/university).

Singapore, at 09, is ranked as very highly developed on the Human Development Index (2014). According to the Human Development Index, Singapore's gross national income is over eight times more than Jamaica. Like Finland, the strength of their economy is a critical factor in enabling these transformations of their teacher education system. The cultural and political differences between the two countries are also noteworthy. Singapore is classified as a de facto one party state; it has been dominated by one party since its independence. Singaporeans are very strong on family, and the government has provided a system of social welfare to assist families in need. This is not a feature of the Jamaican system. Whilst there have been some attempts to assist needy families through a conditional cash transfer programme - the Programme of Advancement through Health and Education (PATH) programme, the programme is insufficient and has been widely criticized for not adequately meeting the needs of the most vulnerable. Even though a large proportion of the beneficiaries are poor, Ayala (2006) reveals that one fifth of the beneficiaries are classified as rich. Levy and Ohls' (2010) research which evaluated the PATH programme further reveals that coverage to the poor was only 20%. Indeed many parents are finding it difficult to meet the daily needs of children to send them to school causing erratic attendance (Levy and Ohls,2010).

Country	**Rank**	**Health (life expectancy at birth)**	**Education (mean years of schooling)**	**Gross National Income per capita**	**HDI, (IHDI: Inequality Adjusted HDI)**	**Population total (millions)**
Canada	08	81.48	12.26	41,886.82	0. 902 (0.833)	35.18
Singapore	09	82.32	10.2	72, 371.23	0.901 (n.a)	5.41
Finland	24	80.54	10.29	37, 366.07	0.879 (0.83)	5.43

Cuba	44	79.26	10.2	19, 844.1	0.815 (n.a)	11.27
Barbados	59	75. 37	9.36	13, 603.98	0.776 (n.a)	0.28
Trinidad and Tobago	64	69.87	10.76	25, 325.06	0.766 (0.649)	1.34
Jamaica	96	73.53	9.63	8, 170.21	0.715 (0.579)	2.78

Figure 2.1: Human Development Index for Selected Countries - Source Human Development Index (HDI) 2014 **(http://hdr.undp.org/en/countries/profiles/...)**

2.4.1.3 Canada

The OECD (2011) notes that Canada's decentralized education system is unique amongst developed countries, as the responsibility for education falls within the purview of its 10 provinces and 3 territories. However, the coordination of the Council of Ministers of Education (CMEC) is vital in the level of uniformity and commitment to high educational standards among provinces (OECD, 2011). The provinces all have access to equalized funding which is spent on needy students and in special areas of need. In addition to the high level of selectivity, Canada has only about 50 teacher education institutions which assist with monitoring the quality of education which teacher education candidates receive.

Gambhir, Broad, Evans & Gaskell (2008) indicate that because of the high status of teaching, it is easy to attract applicants to the profession. In their recruitment program, academic qualifications are important and coupled with 'non-academic factors such as background experience and evidence of interest in or disposition towards teaching' (p.13). This information is gleaned through the interviews, references and proof of relevant work or volunteer experiences. Gambhir et al (2008) also report that there has been a drive to recognise relevant non classroom based experience in admissions.

In Canada, similar to Finland and Singapore, teacher education takes place in universities (OECD, 2011). Also, similarly, Canada does have a strong national welfare state where residents are protected with a national insurance scheme and other benefits, which bodes well for citizens and creates a robust social safety network. This is one area in which Jamaica is lacking. Finally, '…teaching has historically been a respected profession in Canada and continues to draw its candidates from the top third of secondary school graduates' (OECD, 2011; p.76). This report also notes that teachers are respected and treated as professionals in Canada. These factors contribute to the high status of teaching and result in the strong ability to attract recruits from the top of their secondary class. Ranked at 08 on the HDI, with gross national income over five times that of Jamaica, Canada's financial resources are arguably key when interpreting their success in teacher education and their overall success in education. Similar to Finland, and unlike Jamaica, the IHDI is minimal, thus there is not a great loss of human development.

What lessons can be gleaned from these highly successful systems? Firstly, the status of teaching is the linchpin that makes teaching such an attractive career. Teacher education is a Graduate profession and takes place in Universities. Teachers are treated as professionals and paid accordingly. In these systems, the recruitment process is strategic, comprehensive and rigorous. Entry standards are high in all countries; candidates must not only show a high level of academic competence but must also demonstrate commitment to teach. Furthermore, utilizing multiple screening methods and providing secondary internships are important considerations. The commitment of the government to making teaching such an attractive career cannot be underscored. For example, in Singapore, recruits are paid a salary and teacher training is fully covered by the Government. Finally, in addition to political will to transform teacher education, the above are countries listed on HDI as very highly developed. The economic capability of these countries is key in funding the kinds of transformations they have been able to achieve.

2.4.2 Teacher Recruitment Practices in the Caribbean

I have also decided to look at the teacher recruitment programme of two Caribbean countries. Similar to Jamaica, there have been reforms in Trinidad and Tobago's teacher education programme. In this case, two teachers' colleges have merged to form a Teaching University the new University of Trinidad and Tobago (UTT). In the case of Cuba, based on the HDI, they are considered very highly developed. The Cuban education system is seen as the best in the Caribbean which has contributed to their overall high level of development (Breidlid, 2007; Hickling-Hudson, 2006; Evans, 2003). Furthermore, Breidlid (2007) indicates that Cuba has already reached the Millennium Development Goal of the Dakar Declaration on Education for all by 2015. Cuba has also demonstrated that a Caribbean country can have a high quality education. This quality and efficient delivery of education for all have eluded us in Jamaica, despite decades of programs geared towards achieving such. However, Cuba has been under communist rule since 1959, thus, I must concede that the political situation in Cuba makes it different from the Jamaican situation. Howbeit, there are elements of the teacher education programme that can be examined which transcends political differences and ideologies. Moreover, Cuban teachers and health professionals have worked in Jamaica as part of the South-South collaboration. Thus, bearing in mind their successes in education and more specifically since their education success has been attributed in part to their teacher education programme coupled with our history of collaboration with Cuba, it think it would be prudent to look at their teacher education programme.

2.4.2.1 Trinidad and Tobago

In Trinidad and Tobago, similar to Jamaica, teaching is now formally a graduate profession. As a result, there is now a greater emphasis on higher entry requirements for all TEC as indicated earlier in the review of literature. George, Mohammed and Quamina-Aiyejina (2001; p.09) report that as part of the criteria for selection, Trinidadian TEC, in addition to their academic qualifications are interviewed by the Ministry of Education (MOE) personnel who 'scrutinized applicants' deportment, knowledge of current issues in education, interest in teaching, and the suitability of their qualifications'. These characteristics are similar to those outlined in the

examples above in very highly developed countries. One could argue that based on the evidence from the review of literature, these traits are important to ascertaining the suitability of a candidate for teacher education. However, Rohlehr, (2012) notes that based on her research conducted in 2011, there was some indication that the entry requirements may not have been adhered to and in some cases may have been too flexible. Rohlehr (2012) also reports that the perception of some educators was that the MOE 'was too flexible in their selection of candidates by selecting some who were not fully qualified and who had low level grades' (p.101). In some instances, some of the recruits did not meet the stated criteria; furthermore, some research participants stated that the criteria had not changed much from the teacher's college even though they are now offering Bachelor's Degrees. Some lecturers also complained about the higher level critical thinking skill deficits they had observed in the student teachers.

Similar to Jamaica, both teacher education programmes seem to be in a transition mode. However, in the Trinidadian programme, the Ministry of Education has taken a more 'hands on' approach to recruitment; this is different from Jamaica where candidates are selected by each teacher education institution. Similar to Jamaica, Trinidad and Tobago is ranked as a country of high human development. However at 64, Trinidad and Tobago is ranked higher on the index and has a higher gross national income. However according to Steinbeck (2012) who assisted with the development of the Bachelor of Education programme in Trinidad and Tobago, one of the key factors affecting the twin island republic similar to Jamaica is a weak economy and lack of resources. As noted in the introduction, Hickling – Hudson (2004) points to this as a similar dilemma that Caribbean countries face. Hickling – Hudson (2004) further indicates that a weak economy with low job opportunities will likely mitigate against transformation in teacher education. The question is how can we fund teacher education without adequate resources to do so?

2.4.2.2 Cuba

Ranked at 44, on the HDI, Cuba is seen as a country that is very highly developed. Cubans attribute their success to a robust education system with an effective teacher education system at its core. Evans (2003) reports that Cuban TEC have excellent academic qualifications and have

ample opportunities to be engaged in teaching prior to actually embarking on the teacher education course. In many instances, this has even provided them with the motivation to become teachers. Evans (2003) reports that in Cuba, prospective teacher education candidates are also given many opportunities to experience teaching prior to making a career decision. They may work as teaching assistants and act as monitors helping other students in their own classroom with assignments. This, engagement in teaching opportunities often assists them in making a decision to teach. However, in Cuba, teacher status is high and salaries are on par with other professionals such as doctors. Moreover, their education program is centralized and related to state policies. Notwithstanding this, the lessons of excellent academic qualifications and affording potential candidates a base from which to make a decision to choose teaching as a career are valuable. Furthermore, these two regional examples show that pairing excellent academic qualifications with non-academic qualifications are important considerations for selecting TEC.

2.5 Factors Affecting Recruitment of TEC

In this section of the literature review, I will examine various factors which have the potential to impact on the teacher recruitment programme. In the introduction, I referred to some of these factors from Caribbean researchers Miller, Jules and Thomas (2000). Thus, in the subsequent section, I will review these factors which may affect recruitment.

2.5.1 Teacher Status and Recruitment

Whilst addressing Caribbean countries at the Finland Conference in Jamaica, the Finnish Ambassador to the Caribbean (2011) noted that in Finland, teachers enjoy a certain level of prestige. She then suggested that because teachers are not given similar prestige / status in the Caribbean, it has affected the success of education. One of the implications of the low status of teaching in Jamaica is that teaching is not viewed as a profession of choice. This low status of teaching may have impacted negatively on attracting ‘ideal’ recruits to the profession. But why

does teaching have a low status in Jamaica? Miller (2000) notes that when secondary teachers were hired from Britain the teaching profession had a high status, but, now that most of the teachers both at the primary and secondary level are educated locally, locally educated teachers are not accorded the same status. In addition, the government took the decision to decrease teachers' salaries, since training teachers locally meant there was no need to keep teacher salaries on par with teacher salaries in Britain (Miller, 1999). Furthermore, with an increasingly educated populace many of whom now have higher degrees than teachers; the teaching profession no longer holds a lofty position. How has this affected recruitment in Jamaica? Miller et. al. (2000) noted that declining teacher status was one of the chief factors affecting the teacher recruitment programme. Miller (2000) argues that where there is low status, it further results in teacher bashing.

Researchers Barber and Mourshed (2007) agree with Miller (2000) that it is difficult to attract the 'right people into teaching' if the status of the profession is low. Barber and Mourshed (2007; p.22) note that in school systems where '…teaching became a high-status profession, more talented people became teachers, lifting the status of the profession even higher.' The opposite happens when the status of the teaching profession is very low. '… it attracts less talented applicants, pushing the status of the profession down further and, with it, the caliber of people it is able to attract' (Barber and Mourshed; 2007; p.22). This further explains the cyclical relationship between low teacher status the perception of teaching as a second or third option for TEC and the types of TEC attracted to teaching in Jamaica.

But, why does teaching suffer from these 'status anomalies'? (Lortie, 2002; p. 10). According to Labaree (2008; p.298) teacher education's status problem is understandable mainly because teachers associate with stigmatized populations 'defined by gender, class, and age. In first choice careers such as architecture, law, medicine and accounting they are dealing with adult clients; a teacher's clients are children. Thus even within the profession, status increases based on the age of students, with early childhood educators at the bottom of the ladder and professors occupying the top rung. In addition, teaching looks simple even though it is a difficult job; furthermore, it is

difficult to define success and the identity of clients. Labaree (2008) concludes that because teachers demonstrate to students how they should learn on their own unlike other professions which '…rent their expertise…This makes the skill of the teacher seem transparent and ordinary, whereas the skills of other professionals seem obscure and remote' (Labaree, 2008; p. 299). These factors have contributed to depressing the status of teaching.

2.5.2 Teacher Professionalism and Recruitment

According to The Australian Council of Professions (2004),

> A profession is a disciplined group of individuals who adhere to ethical standards and who hold themselves out as, and are accepted by the public as, possessing special knowledge and skills in a widely recognised body of learning derived from research, education and training at a high level, and who are prepared to apply this knowledge and exercise these skills in the interest of others (Australian Council of Professions, (ACP) 2004, p.1 cited in Macbeth, 2012; p.16).

The above definition gives an indication of the professional standards expected of Australian teachers and speaks about the intrinsic and altruistic nature of teaching. Whilst there has been much debate as to whether or not teaching should be considered a profession by researchers such as Macbeth (2012), Hollins (2011), Invargson (2011) and Darling- Hammond (2010); researchers such as Null (2010) believe that the main way to raise the status of teaching and attract quality recruits is to make teaching a profession with the profile of medicine, law and engineering. Similarly, Williams (2002; p.57) argues that '… the professionalization of teachers' is the only way to attract quality teachers to the profession. Furthermore, Williams (2002; p.57) indicates that we need 'to treat teachers as the experts they are and confer upon them the rights, as well as the responsibilities, of professionals.' However, Cochran-Smith (2001) believes that this drive to professionalize teaching is another phase in teacher reform driven by the desire to achieve certain outcomes. Similarly, Burbles and Densmore (1991) believe the '… rhetoric of professionalism is (an) ineffective' way to achieve status, better working conditions and other characteristics associated with traditional professions.

Burbules and Densmore (1991; p.51) contend that previously society's classifying of teaching as 'women's work' contributed to teaching's lack of professional status. The presence of females in education is '…often associated with their traditional nurturing role' (Fortin and Huberman,

2002; p.S21). Labaree (2008) concurs that classifying teaching as 'women's work has never helped the status of teaching. Labaree (2008) noted that teaching was transferred from men's work to women's work since nurturing the young was perceived as a feminine role and furthermore, women willingly worked for lower wages than that which was demanded by men. Lortie (2002) indicates that when men decide to enter teaching, it costs them more than women. He argues that this is as a result of income and the social positions that they may have foregone had they chosen a career as a business executive or a professional in a high status career. Lortie (2002) concludes that this sense of loss may even have a debilitating effect on young male applicants whom these male teachers can dissuade from entering teaching because of their actions. However, Sedlak and Schlossman (1987) and Rowe (2002) believe that encouraging male applicants to enter teaching may have opened the doors for the 'professionalization of teaching' since it is no longer viewed solely as 'women's work'. Furthermore, Lortie (2002) believes that if compensation continues as it has historically, then teaching will continue to be more attractive to women than men. Lortie's (2002;p.10) argument that teaching '…is permeated with the rhetoric of professionalism, yet features incomes below those earned by workers with considerably less education' would seem to indicate that if teachers' salaries were comparable to first choice careers then this may improve the professionalization of teaching. However, researchers such as Guarino, Santibanez, and Daley (2006) argue that salaries are just a part of the equation; they suggest a range of measures which include improving working conditions and the intrinsic rewards of teaching. These arguments would seem to indicate that the professionalization of teaching hinges on many factors. Thus, whilst the definition of a professional at the beginning of this section is a good starting point for discussion, these varying factors ought to be a considered in the professionalising of teaching.

In the USA, there is also much debate about how to're-brand' or re-image teaching so that it may be considered a profession of choice. Recognizing the importance of strengthening the professionalizing of teaching to attracting top talent, in 2012, the USA launched the RESPECT-Recognizing Educational Success, Professional Excellence and Collaborative Teaching – a programme announced by President Obama in February 2012. The goals of the programme include attracting top- tier talent into the profession, quality preparation, a career continuum with competitive compensation and supporting evaluations and professional development of all

educators (Stewart, 2012a). This is similar to the range of measures used by the Singaporeans to professionalise teaching (OECD, 2011).

Jules (2009) indicates that in order to professionalise teaching in the Caribbean, standards should be reviewed which include '…higher academic benchmarks for employment, scrutiny of the ethical disposition of entrants to the profession, and institutions of licensing regime that will ensure continuous professional development and performance based appraisals.' In Jamaica, teaching is now a graduate profession, the Jamaica Teaching Council (JTC) was established in 2012 and its main objective is, 'To cause the teaching profession to continuously strive for excellence in raising aspirations and achievements that lead to beneficial educational outcomes for all learners' (p.02). The Professional Development Unit of the Ministry of Education is responsible for the professional development of teachers. However, induction is virtually non – existent in certain schools and professional development is not mandatory for all teachers. Whilst salaries have been increased to within eighty percent of counterparts in the private sectors, and more teachers are acquiring Bachelor's Degrees, compensation is not comparable to other professions like lawyers, doctors and engineers. In addition, many teachers still operate under poor working conditions. The report from the Caribbean Policy Research Institute (CAPRI) Report Card on Education in Jamaica – 2012 gives the Teaching Profession a C grade which is an average grade. The report notes that the profession is improving and legislated teaching standards will continue to have a positive impact on the profession. This positive impact may influence teacher professional status and thus recruitment. However, this may be delayed as the bill giving the Jamaica Teaching Council the powers to license teachers, following the JTA's submission, is presently being reviewed by the National Council on Education. Whilst policy can make a difference in transforming teacher education and recruitment, it may be argued that teacher professional status is of equal importance. However, improving teacher status is a difficult task which requires more than just legislation; it is equally important to address factors relating to history, culture and attitudes to education. One of the concerns for any recruitment program is how teacher status and professionalism impact recruitment. It would seem that the recruitment programme cannot work in a vacuum to attract talented recruits; the other parts of the puzzle must be in place to have a highly effective programme.

2.5.3 Working Conditions and Recruitment

Working conditions may act as a deterrent to those who want to teach in Jamaica. Prospective teachers may be deterred by the lack of autonomy in the system and the physical conditions in the work place. It is almost foolhardy to improve teacher quality without 'professionalising their work organisation' (OECD, 2011; p. 18) since the kinds of graduates that you want to attract are unlikely to be stifled by bureaucratic red tape and organizational structures which repress their creativity and prevent them from adapting their teaching styles to be creative and relevant to the classroom. According to the OECD (2011; p.18) '…these systems need to transform the work organisation in their school to an environment in which professional norms of control replace bureaucratic and administrative forms of control.' Even though these recommendations are relating to the US, similar kinds of organizational structures exist in Jamaica. Similarly, it may be a deterrent to recruits seeking for a career in teaching who may be not want to be stifled by hierarchical structures which repress creativity and career advancement. Furthermore, in the Singaporean system, there are three different tracks for the teaching career; in Jamaica this type of career mapping is non-existent.

In Jamaica physical working conditions may deter recruits as there have been many instances of hot and overcrowded classrooms, poor equipment such as desk and chairs, lack of technology such as smart boards, computers , and even basics such as paper, markers in some instances have to be purchased by the teachers (Miller et al., 2000). The CaPRI (2012) report notes that school resource is a challenge since schools servicing students from the lower socio-economic areas of society have '…a bare minimum number of computers, no library and severe overcrowding' (p.06). Besides, the standard number of pupils at the Primary Level to one teacher is 35 (Education Statistics, 2012-13; p.35). However, there have been reports of classes with more than forty students. I have taught over forty students in one class.

2.5.4 Teacher Compensation and Recruitment

Guarino, Santibanez and Daley (2006) note that recruits will choose to enter the profession only if it is the most attractive option available to them. Attractiveness is determined by compensation which includes salary, benefits, working conditions and personal satisfaction (Guarino et al, 2006). Barmby (2006) agrees that adequate compensation is important for attracting recruits. He refers to research done by Thornton et. al. (2002) who interviewed 148 prospective primary school teachers in England about factors which could deter recruits from becoming teachers. Based on the findings of this research, Barmby (2006) noted that pay could discourage recruits from applying to become teachers. Perhaps this is why in Singapore, teacher recruits are paid as civil servants during their training (Tan, 2012). Eraut (2000; p.453/4) notes, 'Economic circumstances determine the level of teachers' pay and whether it competes with private sector or even other public sector jobs. Where pay is low, teaching may become a career of last resort, with all the problems of entry level, retention and morale that brings.' This observation aptly describes how teaching is treated in Jamaica. Teacher salaries are not comparative to careers in law, medicine or engineering. Furthermore, in 2013, in a move to rationalize the sector, the MOE decided to discontinue wholesale study leave for teachers. As Eraut (2000; p. 454) further argues when remunerations are low, '…trainees will be seeking opportunities to transfer to other career routes with better financial prospects.' In this situation initial teacher education programmes are merely a means of gaining a tertiary education (Eraut, 2000). Unfortunately, in the Jamaican teacher education programme, this has become the norm instead of the exception.

2.5.5. Teacher motivation and recruitment

Watt, Richardson, Klusmann, Kunter, Beyer, Trautwein and Baumert (2012) applied the Factor Influencing Teaching (FIT) Choice Scale which was developed in the Australian context across international samples from Australia, the United States, Germany and Norway. This scale was developed to determine the motivations for pre-service teacher's choice of teaching as a career. Based on the data collected in these international contexts, Watt et al (2012) conclude:

> Understanding influential motivations for individuals who choose teaching as a career has important implications to enhance the effectiveness of recruitment and retention efforts, which can then target those

> motivations that are most relevant, rather than relying on traditional messages such as the desire to help children and make a social difference (p.800).

Watt et al. (2012; p. 792) further argued that '…choosing teaching as a fallback career correlated negatively across all five later measures; personal utility values (job security, transferability, time for family) related negatively to later planned persistence and career choice satisfaction.' Thus, it is important to ascertain the motivation of TEC, as candidates who are not motivated to teach may leave the profession after just a couple of years. This knowledge, one could argue, may reduce attrition and improve retention.

Kyriacou and Coulthard (2000) believe that intrinsic, extrinsic and altruistic reasons are universal reasons why students choose teaching as a career. Research conducted by Brown (1992) on the motivations of Caribbean and Jamaican teacher trainees, shows their motivations were similar to their North American counterparts, who were mainly motivated by intrinsic and altruistic desires. However, a decade later, Bastick (2003) reports that Jamaican teacher recruits are motivated by extrinsic factors, whilst their counterparts in metropolitan countries 'tend to report an emphasis on intrinsic and altruistic motivations' (p.346). Intrinsic motivations include viewing the activity of teaching students as important and becoming an expert in teaching; altruistic motivators include viewing teaching as making a worthwhile contribution to society and the well-being of students. Whilst, extrinsic factors include providing candidates with access to holidays, affordable fees, ability to earn extra money, manage, offering job security and adequate salary. Brown (1992) argues, 'altruism as a motive is more likely in situations where salaries are more adequate.' Thus, one could argue that these may still influence recruits who enter the profession in Jamaica, especially in light of the economic downturn. Based on the knowledge that Jamaican TEC are influenced by extrinsic factors, recruitment programmes can design their marketing and advertising strategies bearing this in mind. Knowledge of the motivation of recruits is important in designing a comprehensive recruitment program and complements my research which focuses on the process of recruitment, that is, what is actually happening during the recruitment process.

2.6 Discussion

Education is seen as a great equalizer; however, without excellent teachers we cannot have a quality system. A strategic and comprehensive beginning teacher recruitment programme, one could argue, is an intrinsic part of the dialogue which informs this quality in education. Whilst it is important to consider recruitment practices in other jurisdictions, it would seem beneficial for Jamaican stakeholders in education to continue to review their own recruitment practices with the aim of creating an approach which attracts top tier talent to our education system. Based on the literature, it is imperative that strong academic competence is paired with commitment to the profession, and a range of skills including communication and interpersonal skills. There are a number of factors that may negatively impact recruitment, however, knowledge of this is important to mitigate against the impact. Compensation including low salary and benefits and deplorable working conditions may act as a deterrent to attracting TEC. Furthermore, it would seem that raising the standards of the teacher profession and raising teacher status are critical areas which need to be addressed to positively influence teacher recruitment efforts. In addition, improving teacher competencies and creating pathways for professional development are equally important in transforming the status of the profession and sending the message that teaching should be considered as a profession of choice. This approach is viewed as integral to attracting top tier talent to the profession.

2.7 Education Policy

The third part of this review of literature will examine the literature on education policy and policy analysis. Rizvi and Lingard (2010) define policy as:

> …actions and positions taken by the state, which consists of a range of institutions that share the essential characteristics of authority and collectivity. … A policy expresses patterns of decisions in the context of other decisions taken by political actors on behalf of state institutions from positions of authority. Public policies are thus normative, expressing both ends and means designed to steer the actions and behaviour of people. Finally, policy refers to things that can in principle be achieved, to matters over which authority can be exercised (p.04).

Based on the aforementioned definition, policies are not only made by government but by other institutions as well based on how they interpret the policy made at the national level. National Policy which is made at one level tends to influence decisions made at other levels of the state. Thus, education policy is influenced by other policies of the state. Based on Rizvi and Lingard (2010) even though the aims and expected outcomes of a policy may be clearly stated; the policy is open to reinterpretations at various phases of implementation. Ball (1994) describes policy at the macro, meso and mico levels. In applying Ball's conceptualization to this research, policy at the macro level relates to the policy made at the level of government, in this case represented by The Ministry of Education. Whilst policy at the meso level refers to the policy made at the national programme level, in this case The Joint Board of Teacher Education. At the final level of the framework, policy at the micro level relates to the local / school level, in this case – The Mico. Ball's conceptualization may also be applied to the school level with the school being the macro level, departments being the meso level and the individual classroom teacher the micro level. Ball (1993) refers to policy as text and policy as discourse.

2.7.1 Policy as Text

Educational policy texts do not just take the form of legal documents; there are other types of texts such as speeches and press releases and papers presented by policymakers (Rizvi and Lingard, 2010). This textual representation refers to the words on the paper and how language is used to communicate meaning. In referring to policy as text, Ball (1993; p.11) argues that these texts are '…not necessarily clear or closed or complete. The texts are the products of compromises at various stages…' This indicates the interpreting policy is a complex process since the policy is never complete; the policy document as written is only a part of the story created from discussions and compromises with stakeholders and other key players in education. Additionally, the researcher has to consider this policy in relation to other education policies and the various interpretations to the policy. This would suggest that the process of policy formulation is a complex process, as there are many factors at play to be considered in this formulation. Rizvi and Lingard (2010) describe this as 'attempts to appease, manage and accommodate competing interests.' In addition because of changes in key interpreters of the

policy, the policy may be interpreted differently. In the case of Jamaica, the government has changed at least twice since the policy was formulated to have all teachers Degree trained by 2015. There is no guarantee therefore that these key representatives in the Ministry of Education have all followed the policy in a similar fashion. Ball (1993; p.11) further argues that in addition to having an 'interpretational and representational history… The text and its readers and the context of response all have histories.' Thus, the text lends itself also to various readings and interpretations constructed by its readers. For the purpose of this research, I too will reinterpret this policy.

2.7.2 Policy as Discourse

In relation to policy as discourse, Ball (1993) argues,

> Discourses are about what can be said, and thought, but also about who can speak, when, where and with what authority. Discourses embody the meaning and use of prepositions and words. Thus, certain possibilities for thought are constructed (p.14).

Thus, discourse relates to how those who interpret the policy carry out the policy that is what is said and done. Thus the text of the policy is located within these discourses which need to be understood in relation to policy implementation. In discussing policy as discourse, Ball (1993) refers to Focault who uses the term 'policy ensemble' which means that policies are located in relation to other policies which must also be considered. Hence, a particular policy would be best understood by examining the discourses which frame the policy text and the policy ensembles. In applying, policy as discourse in my research, the aim is to examine how the text is created aiming to show the difficulties associated with change as the issues get represented in implementing the policy.

2.7.3. Policy Cycle Analysis

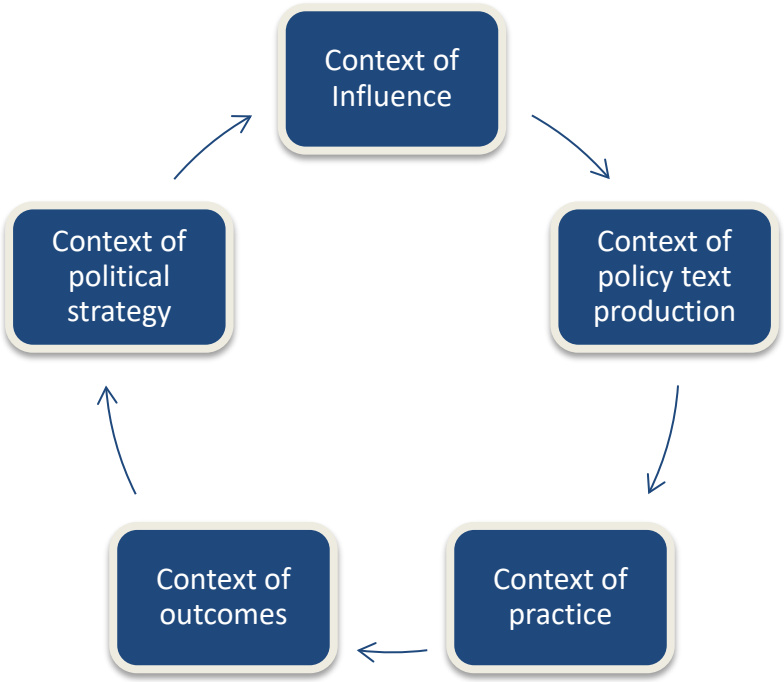


Figure 2.2 : Policy Cycle (Bowe, Ball and Gold, 1992)

The 'Policy Cycle' developed by Bowe, Ball and Gold (1992) is a conceptual and theoretical framework developed to understand how policy is formulated and implemented. By using the policy cycle to analyse a policy, the various contexts indicate how the policy was created, who influenced its creation and how the policy has been interpreted in the implementation of it. Bowe, Ball and Gold (1992) describe three contexts in the policy cycle.

- *Context of influence*. This is at the macro level of government and represents powerful and dominant groups in society. However, this context of influence could also embody multilateral agreements and multinational corporations (TNCs) (Ball, 1998). According to Rizvi and Lingard (2010; p. 30) '… public policy, including education, is now increasingly required to serve the interests of global capitalism.' Rizvi and Lingard also note that the OECD, the World Bank, UNESCO and other intergovernmental organizations (IGOs) are increasingly influencing educational policy. In addition, in the

introduction, I referred to agreements both internationally and regionally which have influenced policy.

- *Context of policy text production*. This is where the text is produced to represent the policy which was formulated. As mentioned above a text has be read bearing in mind the particular environment, time in which it was formulated and other policy text which influences it.
- *Context of practice*. This now happens at the micro level where the policy is implemented. As the text is put in practice, it is subject to reinterpretations and reproductions. Generally, policy in action does not necessarily reflect what was originally thought.
- *Context of outcomes*. This is where the impact of the policy is reviewed to determine its impact on social inequalities. This looks at the fairness of the policy and whether or not it promotes social justice and equity.
- *Context of political strategy*. This acts as feedback loop to the context of influence. After examining the inequities in the outcomes, this is where one identifies how government action may tackle the inequities identified.

The final two contexts were added by Ball (1994) and feeds back from the micro level to the macro level of government. Utilizing the policy cycle will enable me to ascertain the gap between policy and practice in the recruitment policy from the macro level of government to the micro level at The Mico. By using the policy cycle, one can trace the varying ways how the policy is being implemented and the effectiveness of the implementation. Bowe et al. (1992) argue that at each phase there is power struggle and compromises as the policy is being produced, reproduced and implemented at each stage. Hatcher and Troyna (1994) have critiqued the policy cycle especially in terms of the powers it allocates to the state in influencing policy decisions. However, this thesis is not necessarily concerned with how the policy is formulated but the implementation, thus utilizing the policy cycle analysis will aid towards understanding if there is a gap between policy and practice.

Chapter 3: Research Design

> The idea of theory, or the ability to explain and understand the findings of research within a conceptual framework that makes 'sense' of the data, is the mark of a mature discipline whose aim is the systematic study of particular phenomena (May, 2001;p.29).

3.1 Introduction

In the previous chapter, I reviewed the literature on the characteristics of teachers and teacher education candidates (TEC). Additionally, the characteristics of teacher recruitment programmes which have managed to recruit 'ideal' candidates were reviewed with the aim of ascertaining how and why these systems have been successful. Following that, I explored some of the issues which may impact recruitment of TEC. Then I reviewed the literature on educational policy and policy analysis. This chapter will explore the research design for the thesis. I have utilized the framework by Crotty (1998) which has provided me with a guide to think about decisions made in the research.

3.2. Crotty (1998) Research Framework

Denzin and Lincoln (2011; p. 13) referenced Guba (1990, p.17) who describes the decisions the researcher has to make regarding the research design as embedded within a paradigm which is defined as, 'The net that contains the researcher's epistemological, ontological, and methodological premises.' The paradigm will determine the decisions the researcher takes to guide the research. However, Crotty (1998) extends this by describing a framework for thinking about doing research which he bases on four questions that are essential to undertaking research in social settings. These four fundamental questions are as follows:

> What methods do we propose to use?
>
> What methodology governs our choice and use of methods?
>
> What theoretical perspective lies behind the methodology in question?
>
> What epistemology informs this theoretical perspective? (Crotty, 1998; p. 02)

Based on this framework, epistemology in other words the researcher's view of knowledge forms the basis of the research design; the theoretical framework is built on the particular epistemology adopted. The methodology is then selected and then the methods of collecting data are chosen. Taking the view that the social world is socially constructed will tend to lead towards particular methodological approaches. Crotty's (1998) framework is somewhat similar to the paradigm mentioned above and it provides the researcher with an outline to conceptualise and justify the decisions made in conducting the research. Ontology relates to the researcher's view of social reality. Crotty (1998) believes that epistemology and ontology tend to co-exist and both help to determine the particular theoretical framework that the researcher will use. Thus, there is no need to differentiate between epistemology and ontology since the researcher's view of reality will be similar to the researcher's theory of knowledge. Hence, based on Crotty's (1998) framework, diagrammatically, the decisions taken in this research are outlined as follows:

Epistemology	**Theoretical Perspective**	**Methodology**	**Methods**
Social Constructionism	Interpretivism Symbolic Interactionism	Qualitative case study	Document analysis Interviews Focus Group Interviews

Figure 3.1. Research Framework

3.3. Epistemology

Crotty (1998) notes that epistemology may be defined as the theory of knowledge which is the foundation of the research design. Decisions regarding epistemology basically focus on how the researcher believes that knowledge is generated. Crotty (1998) differentiates between various research frameworks on the basis of their epistemologies. The three frameworks mentioned by Crotty are: objectivism, constructionism and subjectivism. If research is conducted using the epistemological position of subjectivism, then '…meaning does not come out of an interplay

between subject and object but is imposed on the object by the subject' (Crotty, 1998;p.09). This would mean that the research participants have no say in the creation of meanings in the research. It is as if meaning exists in a vacuum to be interpreted by the researcher. If research is conducted based on objectivism, then the researcher believes that knowledge exists independent of the research participants and participants have no control over the construction of knowledge. Thus, through research one can uncover 'the truth'. In contrast, constructionism rejects this view of objective truth. The epistemological position of constructionism lies in the belief that, 'Truth, or meaning, comes into existence in and out of our engagement with the realities in our world'(Crotty, 1998; p. 08). Based on this understanding of knowledge, researcher and research participants work together in this construction of meaning. Research participants construct meanings in various ways even about the same event. In trying to understand the social world, when an individual assigns a label based on his / her understanding, then he / she is constructing a particular meaning about that thing.

3.3.1. Social Constructionism

Based on Crotty's (1998) framework, the epistemological stance of this research can best be described as social constructionism. Social constructionism is multidisciplinary since it is influenced by a number of disciplines namely – philosophy, linguistics and sociology (Burr, 2015). With the understanding that my philosophical assumptions about the world are the basis of my theoretical assumptions, I believe it is imperative to state my philosophical assumptions to illustrate my stance as a researcher. Social constructionists believe that reality is a social construct which can be negotiated and it may be altered by the individual's own background which is socio economic, cultural, and historical. According to Crotty (1998; p.55), 'The 'social' in social constructionism is about the mode of meaning generation…' Hence, knowledge is viewed as a social construct created by the researcher and research participants. The researcher in this instance works towards interacting closely with research participants while focusing on acquiring an understanding of the participant's perception of reality. These perceptions are from the interpersonal relationships and social interactions of the research participants with other members of the society.

Social constructionism emphasizes the importance of socio-cultural background in providing individuals with the tools to construct meanings about their reality. Burr (2015) argues that there are four assumptions underpinning social constructionism. These assumptions are outlined below:

1. The first assumption encourages the researcher to approach the understanding of the world from a critical viewpoint.
2. Secondly, social constructionism stresses that knowledge is culturally and historically situated. Thus labels, classifications, meanings related to social identity are related to a particular time in history. Furthermore, individuals rely on the ideology of the day to create categories and assign meaning to social identity. In constructing these social identities, individuals rely heavily on socio – historical and political forces in the society.
3. The third assumption is that social processes preserve knowledge. Language is crucial in reproducing this knowledge as the individual take on various roles in different contexts. It is through language that the individual is able to comprehend the world and share experiences. Language, also serves an important function in internalizing socially constructed meanings and objectifying subjective meanings.
4. The final assumption is that knowledge and social action are interrelated. The individual comes to a decision or acts in a particular way based on the knowledge he/she has acquired.

Social constructionism is important to my research because it encourages me to review the sociocultural contexts of the institution and to study what seems to be a routine social practice – the recruitment programme with a critical gaze. Thus, in this research, in trying to understand perceptions of the research participants, I understand that each participant based on their interactions in their environment – The Mico and the wider Jamaican society construct their own reality. These multiple realities were captured through the interviews and focus group discussions with participants. Further, the methodology and methods chosen reflect the importance of the research participants' perspective in this research.

3.4.Theoretical Framework: Interpretivism

The second part of Crotty's (1998) framework looks at the theoretical perspective used in the research thesis. The theoretical perspective is the researcher's philosophical stance about the social world; thus it provides the context for the research. Crotty (1998) cites Max Weber (1864-1920) who believes that research in the social sciences is more concerned about understanding (*Verstehen*) than explanation (Erklaren) as is the case in the natural sciences. Thus**,** Weber emphasizes that with regards to research conducted in the social sciences, the interpretive aspect of understanding should be privileged. According to Crotty (1998),

> For Weber, as far as human affairs are concerned, any understanding of causation comes through an interpretive understanding of social action and involves an explanation of relevant antecedent phenomena as meaning-complexes (p. 69).

Weber further contends that this understanding must be corroborated by empirical evidence. Furthermore, the constructions of meanings are heavily dependent on the particular socio-cultural and historical contexts of the research participants and researcher. Hence, meaning is not only a human construct it is also contingent on the aforementioned factors. The aim of this research is to understand from the perspective of research participants how they characterize ideal TEC and how these TEC are recruited. Thus, this research falls within the interpretive paradigm. Symbolic interactionism stems from this interpretivist approach to understanding the social world.

3.4.1 Symbolic Interactionism

Based on the purpose of the research, the research questions posed and the use of social constructionism, the theoretical perspective which best describes my philosophical position is symbolic interactionism which stems from an interpretivist theoretical perspective. Symbolic interactionism deals with meaning making and explores the socio-cultural and historical contexts for these meanings. Symbolic interactionism is linked to social psychology and can be attributed to the work of George Herbert Mead (1934). These ideas have been developed by one of his students Blumer (1969). According to Blumer (1969; p.02) there are three basic tenets of this theoretical perspective:

- That human beings act towards things on the basis of the meanings that these things have for them;
- That the meanings of such things is derived from, and arises out of , the social interaction that one has with one's fellows;
- That these meanings are handled in, and modified through, an interpretive process used by the person in dealing with the things he encounters.

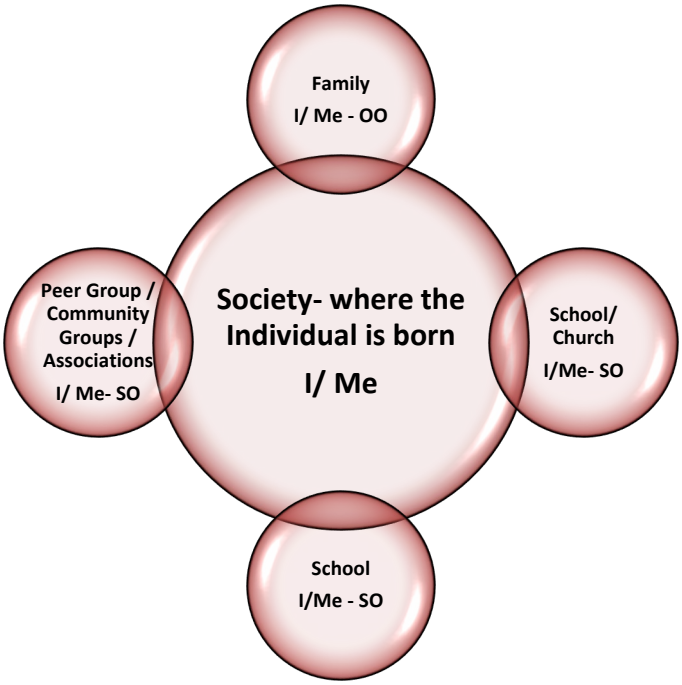


Figure 3.1. Conceptual Framework for Symbolic Interactionism.

SO: Significant Other

OO: Orientational Other

- Symbolic Interactionism

Figure 3.1 shows a conceptual framework to explore Symbolic Interactionism (SI). This framework shows the society which the individual is born into. This society already has various established norms and ways of operating through various cultural symbols. The individual goes through a process of construction of social reality through his/ her interactions with significant

others and orientational others. Referring to the diagram, the family unit is important. The individual is primarily influenced by the family members who are referred to as orientational others (OO) because of their close links emotionally to the individual. However, in some cases, this may extend outside of the family as the individual may become closely linked to others. According to Blumer (1969), the family unit is important in transmitting societal norms and values. Following this units of secondary socialization are encountered – significant other (SO) such as the school, church, peer groups and other community affiliations. All of these various groups help to shape the individual's construction of meaning. As the diagram indicates symbolic interaction takes place in various ways as these persons or groups that the individual interacts with are also been influenced by others.

Symbolic interactionism operates in three phases; first the individual identifies or has a particular perception about an object. According to Blumer (1969), previous interactions assist the individual with understanding how to interpret newer situations. Then the individual assesses the situation it and makes an interpretation based on the assessment made. Language is important in symbolic interactionism as the meaning of an object is negotiated through language. Language is both verbal and non-verbal communication constructed based on one's expectations of how others may react. This process of symbolic interactionism helps the individual to understand how the social world which they are a part of operates which is referred to as Mead's generalized other of society (Charon, 2009). Also through these interactions, the individual develops a sense of themselves (I) and their role/s in their society (Me).

3. 5. Aligning the Thesis with Social Constructionism, Symbolic Interactionism

Bearing in mind the research questions posed, the purpose of the study which is to examine the recruitment of TEC at the Mico in Kingston, Jamaica, the research is firmly placed within an epistemology of social constructionism and the theoretical perspective of symbolic interactionism. The epistemology of social constructionism has its base in the social construction of meaning. Thus it encourages me to analyse the particular socio – historical context in which teacher education in Jamaica has been framed. The socio-historical background of teacher

education institutions is critical in understanding decisions regarding recruitment policies and practices; thus, the history of teacher recruitment and education forms a back drop to this research which cannot be ignored and is a part of how I have been able to understand present practices in teacher training. Furthermore, Lee (2010; p. 63) cites Appadurai (2001; p.13) who challenges researchers 'to globalise the research imagination in education and thus to de - parochialise educational research.' This calls for a greater understanding of the 'socioeconomic realities' and 'other knowledge domains and forms of cultural practice' within research communities (Lee, 2010; p.67). In the introduction, I have provided an account of the historical development of teacher education in Jamaica. Additionally, in presenting the findings, I have assessed how the context in which the institution operates may impact on practices.

In using the theoretical perspective of symbolic interactionism, I understand that research participants have constructed meanings about the social world through their interactions with other members of their society. These meanings are also culturally and historically situated. Hence, the perspective of the research participants may be influenced by the socio-cultural and historical factors of The Mico and the Jamaican society. Holloway and Wheeler (2010; p. 11) encourage qualitative researchers to '…be sensitive to the context of the research and immerse themselves in the setting and situation.' It is imperative that this is done since the context affects the participants' behaviour. Holloway and Wheeler (2010; p.11) further conclude, 'If researchers understand the context, they can locate the actions and perceptions of individuals and grasp the meanings that they communicate.' Teaching is not an occupation of choice in Jamaica and even though teaching is now a graduate profession, teachers are still struggling to gain professional recognition as a body. How the society views teachers, the lessons about teachers and teaching that have been transmitted to these participants from their interactions with other members of their society are all important in understanding their perspective. However, I am aware that whilst participants' perspectives may be influenced by the social interactions within the social world, change does not just happen from the outside; the individual also shapes his/ her culture. As the researcher, these are all factors I have to consider in terms of understanding the participants' perspectives and how the recruitment programme has been developed.

3.6. Positionality

Schwandt (2000) argues,

> Beginning researchers have almost too many choices and must therefore examine their own beliefs in order to lay the foundations for their research. That this is necessary is nowhere more evident than in the field of education where much research is carried out in an apparently uncritical way that takes for granted a naively realistic view of the world and/or assumes that the arguments surrounding qualitative research have been settled in a way that makes interpretation unproblematic (Schwandt, 2000 cited by Watson, 2005).

Before I discuss the third section of Crotty's framework, I believe that it is important to outline my positionality. Increasingly, researchers are encouraged to practice reflexivity which '…demands transparent articulation of researcher positionality and the significance of this to data collection and analysis' (Rizvi and Lingard, 2010; p.48). Hence, this reflexive stance enabled me realize how my own background as an educator and my own perceptions may impinge on my perceptions during the research.

Who am I? I am a Jamaican educator aspiring to become a teacher educator. I have been an educator for over two decades; I have spent twelve years in the Jamaican secondary education system and twelve years teaching in the Cayman Islands. I believe that as a teacher for so many years, I have a wealth of experience and insight that I could share with teacher trainees, thus I have been considering a career change to teacher education. In Jamaica, teaching is now a graduate profession; however, I am convinced that more strategic/ targeted recruitment may be needed to encourage prospective candidates to choose teacher education. I have always been concerned that there is a kind of 'wait and see' approach to recruitment instead of profiling who the institution wants to attract and using targeted marketing strategies to recruit them. As indicated in the introduction, many Jamaicans still hold the perception that 'quality' applicants are not being selected to teach. As an educator, I believe it is an indictment on the profession that this negative perception still exists. I was initially drawn to this issue of recruitment because of statements made by the former Minister of Education about poor quality entrants to teachers' colleges (www.jamaica-gleaner.com/gleaner/20090608). I know that teacher bashing is a common phenomenon in Jamaica, but I think that in light of the push to make teaching a

graduate profession, then there should also be an examination of who should be recruited and a continuous examination of present recruitment practices to determine how to improve them.

As an educator, I believe I have a firm understanding of teachers and their impact on students in the classroom. Teaching involves more than having content knowledge. I want to show that teaching is not as simple as it looks from the outside, that it involves many skills and qualities which extend beyond the academic. Most times in the conversation on recruitment of TEC, there is the tendency to focus solely on academic qualifications. I realize the importance of choosing candidates with high academic grades which may help to develop pedagogical content knowledge. The OECD report (2011) argues, 'To provide high quality education to the broader population, education systems must recruit their teachers from the top of the education pool' (p.17). However, I do believe that qualities such as possessing good communication, social and interpersonal skills and the motivation to teach are important. I am not saying that one should consider these skills above academic qualifications or vice versa; I am simply trying to show that teaching is a multi-faceted activity and thus the conversation about recruits must also include a conversation about these other skills, thus the question – What are the characteristics of the 'ideal' TEC? Furthermore, whilst I agree that some of the responsibility for attracting recruits must rest on the teacher education institutions, the responsibility cannot be laid solely on them. What of the role of other stakeholders? What of the role of government policies and practices? What of the role of educators?

In conducting the research, utilizing multiple sources of data in my research enabled me to cross reference stories and helped me to seek clarifications instead of jumping to conclusions.

3.7. Methodology

I will now look at the third section of Crotty's frameowork – the methodology. Methodology relates to the overall research strategy that the researcher adopts with regards to conducting the research. Krauss (2005; p.764) believes, 'The goal of a qualitative investigation is to understand

the complex world of human experience and behaviour from the point of view of those involved in the situation of interest.' I have chosen to employ qualitative research because the research problem requires hearing from the participants themselves as to how do they recruit and what characteristics they look for in a recruit. Research conducted using qualitative approaches allows the researcher to work towards creating a kind of closeness between researcher and participants to share / create knowledge. Furthermore, a primary concern was to gain a better understanding of the recruitment practice. Therefore, giving participants a space to reflect on practice is important which is what I am trying to do through using this approach. I wanted to reveal the perspective of the institution on who is an ideal candidate and how they are selected, that is, to examine the recruitment practices of the institution. According to Hitchcock and Hughes (2005), 'A qualitative research orientation places individual actors at its centre, it will focus upon context, meaning, culture, history and biography'(p.25).

Krauss' (2005) argument regarding the use of qualitative research and its importance, especially in facilitating the constructions of meaning sums up the approach which was used in this research. Krauss (2005) believes,

> In order to discover this subjectively intended meaning, researchers have to empathise with social actors and appreciate the purposes, motives and causes that underlie these actions …Thus, the nearer the researcher gets to the conditions in which they (participants) actually do attribute meanings to objects and events the more opportunity researchers and respondents have to engage in meaning making together…A hands off approach where the researcher attempts to distance him or herself from the research setting will never be able to achieve this goal (p.765).

3.7.1 Research Strategy – Case Study

Before I discuss my rationale for utilizing the case study design, I will discuss other research designs which were considered. An ethnographic research design is used to learn about the socio-cultural life of an institution, to comprehend and document what is happening in a particular program, to complement quantitative data and to identify new trends; it is used in situations to define a problem when the problem is unclear, complex and situated in multiple

systems (LeCompte and Schensul (2010). However, in this case, the research problem is clearly stated, the focus of the research is not on the sociocultural background of the institution , even though that is important to place the research problem in context , furthermore, the research is not complementing quantitative data nor identifying new trends. Hence, based on the research questions posed, this research falls outside of the scope of ethnography. On the other hand, a survey may be limited in focusing on how many students are recruited whilst a historical study would not capture what is happening presently in the recruitment programme. Thus, after reviewing the available options, based on the types of questions posed, I have utilized a case study research design. Yin (2009; p.4) notes that case studies are used, 'to contribute to our knowledge of individual, group, organizational, social, political, and related phenomena.' I have chosen to use this approach since, Yin (2009; p.02) notes that 'case studies are the preferred method when (a) 'how' or 'why' questions are being posed, (b) the investigator has little control over events, and (c) the focus is on a contemporary phenomenon within a real-life context.' This research addresses questions relating to who is selected and how candidates are selected for teacher education. The phenomenon – the recruitment process, cannot be studied outside of its context, that is, the teacher education institution. A case study is particularly useful because I would like my readers to have an in depth understanding and appreciation of the work involved in recruiting teachers and utilizing this design gave me the leverage to do so.

Chadderton and Torrance (2011; p. 54) note, 'the major epistemological issue to be addressed by case study is where to draw the boundaries-what to include and what to exclude and, thus, what is the claim of knowledge that is being made-what is it a case of?' A qualitative case study design was chosen, with the case being the teacher recruitment programme at the Mico, to capture the perceptions of the research problem from the perspective of the research participants. Further, whilst doing this research, my emphasis was on trying to see the story through the lens of the participants in the research.

Stake (1995) describes three types of case studies; these are the intrinsic case study, the instrumental and the collective case study. Based on Stake (1995) the intrinsic case study is used

when the researcher needs to learn about that particular case while the instrumental case study is used when the research believes that he /she may obtain further insight about an issue by researching a particular case. With collective case studies, the researcher uses multiple cases to research an issue. This case study leans more towards the instrumental case study because in this particular situation, there is the need for a general understanding of recruitment of teacher education candidates in Jamaica. I believe that I may get further insight into this by studying this particular case.

3.8. Methods of Data Collection

I will now turn to the fourth part of Crotty's framework – the methods of data collection. Holloway and Wheeler (2010) describe qualitative researchers as story tellers. In implementing a case study design, '…the researcher tries to locate the 'story' of a certain aspect of social behaviour in a particular setting and the factors influencing the situation' (Hitchcock and Hughes, 2005; p.317). Thus, the use of the case study design facilitated the collection of data from a variety of sources to locate the 'story'. My data collection instruments were document analysis, in-depth interviews with staff and one student and focus group interviews with students.

3.8.1. Document Analysis

Yin (2009; p.103) advises, 'Because of their overall value, documents play an explicit role in any data collection in doing case studies.' I reviewed documents such as The Mico's policy on teacher recruitment and the Joint Board of Teacher Education policy on recruitment, admissions requirement and The Mico's application form. Most of the information about The Mico's recruitment policy is to be found in The Mico's Handbook (2012-2014). Furthermore, I watched the recruitment video from the college posted on YouTube which was uploaded on August 28, 2012. This video provided additional information about The Mico and its recruitment programme. I also used a newspaper article taken from the Jamaica Gleaner about the Pre-University Men's Programme (PUMP) at the College. Since, 'Documentary evidence …provide(s) guidelines in assisting the researcher with his inquiry during interview' (Noor,

2008; p.1604), I perused the documents first to give me a greater understanding of the process and then used this information when conducting the interview to seek greater clarification or understanding of issues. The policy documents provided useful information about how or to what extent the teacher education institution has followed the policy or to what extent there is a gap between policy and practice. Yin (2009; p.103) further advises, 'For case studies, the most important use of documents is to corroborate and augment evidence from other sources… If the documentary evidence is contradictory, you need to pursue the problem by inquiring further into the topic…' Thus, I perused policy on recruitment from the Joint Board and the policy at the College to see the correlation between both. Additionally, documents such as application forms and the criteria for admission found in the Students' Handbook 2012-2014 further added to the information gleaned from the interviews regarding why certain candidates are chosen.

However, Yin (2009; p.105) warns, '…important in reviewing any document is to understand that it is written for some specific purpose and some specific audience other than those of the case study being done.' I realized that the video posted on YouTube is an advertisement meant mainly to persuade prospective applicants that this is the best teacher education institution to attend. Thus this was borne in mind when using the information as a source of data. The news article was also another document used mainly to corroborate the primary data from the participants interviewed.

3.8.2 Semi-Structured Interviews

The interviews conducted were in-depth interviews using a semi-structured format. I used this format since I believed it would be useful to explore the participants' perceptions of the research problem as it allowed me the flexibility to probe answers given by each participant. Yin (2009; p.107) intimates that in an in-depth interview, participants may be asked '…about the facts of a matter as well as their opinions about events.' Since I wanted to focus on The Mico's perceptions of the recruitment of teacher education candidates, I used purposive sampling in my selection of interview participants who were close to the process. I conducted in-depth interviews with the Vice-President, the Registrar, Head of Admissions, the Deans of the two Faculties, and a Head of

Department in one Faculty. These staff members were each given an assumed name to mask their identity. These aliases do not necessarily reflect the gender of participants. The pseudonyms given were Samuel, Ron, Michael, Sharon, Winsome and Pedro (Kindly view Appendix 14 which provides a list of research participants). I interviewed these participants in order to learn of the recruitment process from their perspective as leaders in the institution and also directly in charge of the recruiting. Department Heads are responsible for checking academic qualifications and selecting candidates for the next phase of recruitment. One of the Deans was also a Head of Department and the other is in charge of one of the Pre-University Men's Programme at the College. I returned to the research site in September when I was able to interview the Head of one Department, since the Dean for that Department was unavailable. These interviews were conducted in the participant's office at a mutually convenient time. Each interview lasted approximately 50 minutes.

The President of the Guild of students was the only student interviewed. This in-depth interview with the President of the Guild of Students followed a similar semi-structured format that I took with staff. The interview was unexpected as he should have been part of a focus group interview. However, he was unavailable for the focus group, but consented to be interviewed afterwards. The interview lasted for approximately 45 minutes.

According to Chadderton and Torrance (2011; p.54) '...interviews offer an insight into respondents' memories and explanations of why things have come to be what they are, as well as descriptions of current problems and aspirations.' However, Meyer (2001; p.336) advises that '...the issue of building trust between the researcher and the interviewees becomes important.' Bearing the above statements in mind, I received official permission from the Vice-President to conduct the research, and then following that I met with each participant separately and sought his or her permission. During this initial meeting, I explained what the research was about and gave him/ her copy of the Information Sheet to peruse. I also answered questions or concerns that he/she had about the research. Thus, I received both oral and written consent before proceeding with the interviews. Through this, I was trying to begin the rapport with each

participant and establish a level of trust. All of the staff interviews, except one, were done during the summer of 2013. I chose this time because I was on my two months summer break. Yin (2009) argues,

> Interviews are an essential source of case study evidence because most case studies are about human affairs or behavioral events. Well-informed interviewees can provide important insights into such affairs or events. The interviewees also can provide shortcuts to the prior history of such situations, helping you to identify other relevant sources of evidence (p.108).

Through these interviews, I gathered detailed information to describe how The Mico selects candidates; what are their perspectives on the characteristics of the 'ideal' recruit; what factors affect recruitment and issues surrounding policy versus practice. During the interview with one staff member, she recommended another person who was not on my list but who was instrumental to the recruitment programme. I then spoke to her and received her permission for an interview. For the interviews the major categories of questioning were based on the socio-historical background of the institution and the cultural context in which it operates, characteristics of 'ideal' recruits, development of the recruitment program, how it functions, policy versus practice, external and internal factors which impact the recruitment programme. I used open ended questions to 'probe and expand the respondent's responses' (Hitchcock & Hughes, 1995; p.157). Stake (1995) advises,

> Trying out the questions in pilot form, at least in mental rehearsal should be routine. During the actual exchange, the interviewer needs most to listen, maybe take a few or many notes as fits the occasion, but to stay in control of the data gathering, thinking about what form the account will take in writing. Main questions should be kept in mind, probes carefully created, occasionally asking the dumb question assuring that what was said was said, or asking if they meant what clearly was not meant (p.65/66).

Bearing the above statements in mind, prior to the interviews, I perused the College's Students' Handbook (2012-2014). This already provided information on the College and the policy regarding admissions requirement for each Department. Furthermore, I did pilot the interview questions with a colleague and I also rehearsed the questions prior to each interview. I realized that the data gathered would be dependent on my skill as an interviewer, thus during interviews, I strove to have a firm grasp of the issues, researched and prepared questions and tried to be a

good listener. I used an interview guide (Kindly see Appendix 5 for interview guide), however, often based on the responses given, I asked other questions which were not a part of the guide to get more insight and detailed information on the issues discussed. Based on the participant's response, I was able to further probe answers given. I did the interviews as part of the final phase of data collection, that is, after I had gathered information on the recruitment programme from the documents analysed.

Semi-structured interviews are important in qualitative research which encourages a more open ended type of interview. Since I wanted to gain an understanding of the perspective of research participants about TEC and the recruitment programme, I used a semi-structured interviewing. Semi-structured interviews are a way of exploring participants '…interpretations and meanings of events and situations, and their symbolic and cultural significance' (Punch and Oancea, 2014; p.185). In this case, through these semi-structured interviews, I was able to capture the participants' perceptions of the recruitment programme and examine how the recruitment programme operates.

3.8.2.1. Interview Participants

In this section, I will provide brief demographics and background information about the research participants who were interviewed.

Pedro is the Vice-President of Academic Affairs. He has held that position for the last four years. Prior to that, he was a Department Head. An alumnus, he holds a PhD in education. He has been lecturing at The Mico for over twenty years. He suggested that I interview Sharon who is the Director of Admissions. He was considerate and helpful throughout the research process.

Winsome is the Registrar. She was the first person I interviewed. She has a friendly disposition and was very accommodating in our interview. A former teacher and Miconian, she has been on staff for over twenty years.

Sharon is in charge of the Admissions Department. She provided useful information regarding the figures for Admissions and the role of her Department, Student Services and Lecturers in the recruitment process. She was extremely accommodating in agreeing to be interviewed at such short notice.

Michael is the Dean of Education. He holds a Doctorate in Education. He has been the Dean since 2007. Prior to that, he was a Head of one of the Department he now oversees. We established a rapport pretty easily and I was very comfortable in the interview.

Ron is the Dean of Arts. He has an MA in English and is a PhD candidate. An alumnus, he has been Dean for a year but prior to that he was Head of the Literacy programme. He has been lecturing at the Mico for over twenty years. In addition, he oversees the PUMP programme. He is extremely friendly and passionate about teacher education.

Samuel is the Head of Mathematics. He has been lecturing at The Mico since 2006 and has been Head of the Department since 2010. He is presently a Doctoral Candidate. Samuel was quite generous in agreeing to be interviewed on the same day I approached him. Initially, I had intended to interview the Dean of the Faculty and the Head of the Science Department.

Adam is the only student who was interviewed. He is the president of the Guild of Students at The Mico. He was instrumental in setting up an interview with other members of the Guild. However, he was unable to be a part of the focus group. When I asked if I could interview him separately, he agreed.

3.8.3. Focus group interviews

According to Creswell (2009; p.181) focus group interviews '…involve unstructured and generally open-ended questions that are few in number and intended to elicit views and opinions from the participants.' I used three focus group interviews with students. Each group had 4-5 students. These discussions lasted approximately 50 minutes. Krueger (2009; p. 02) believes that during a focus group discussion the researcher 'creates a permissive environment' which serves

to facilitate the discussion and encourages research participants to share their perspectives. Prior to each focus group discussion, I introduced myself to the students, told them about the research and asked for their participation. I also gave them copies of the information sheet which provided additional information about the research. Holloway and Wheeler (2010; p.14) advise that, 'The researcher should answer questions about the nature of the project as honestly and openly as possible without creating bias in the study.' I answered questions that the participants had about the research and its objectives. I believed that this was important to demonstrate transparency and establish some level of trust. They were also told that I could not force them to participate and thus they had the option to decline from participating. They agreed to be interviewed and to be taped (except the Continuing Students). After signing the consent form, I proceeded with the interview.

3.8.3.1. Focus Group Participants

Initially, I had planned to speak with first years alone, because I thought that they had recently experienced the Programme and thus would be able to give an accurate interpretation of the Programme they had just been through. However, prior to visiting the College in September 2013, I wrote emails and made telephone calls to Deans asking for their assistance to identify students for the research. Initially, I received no response; however, after my persistence, I was able to contact one of the Deans who contacted the Guild President. The Guild is the body of student leadership. He arranged a meeting with four students mainly from the Guild; the group consisted of one final year student, one third year student, and two second year students. As with the staff, students were all assigned pseudonyms to mask their identities. Pseudonyms assigned to participants in this group are Alex, Pam, Lloyd and Leroy. They are the members of focus group 1 (Kindly view Appendix 14 for a list of research participants).

The other focus group interview took place later on that same day with four first year students from one Department. A faculty member identified the students who agreed to meet with me about the research. As with the other groups, I introduced myself and explained what the research was about. I made it clear that I was asking for their participation in the research. One student declined from participating whilst four consented to participate in the discussion.

Pseudonyms assigned to these participants were Mary, Roy, Petal and Kerry. They comprise focus group 2 (Kindly view Appendix 14 for a list of research participants).

During the summer, I had also spoken with the Director of Continuing Studies who arranged for me to meet with and interview five students in the Continuing Studies Programme. I spoke with the Director and enlisted his assistance in identifying the students. I explained the research to him and gave him a copy of the information sheet. He gave me a suitable date and time. I returned on that date and I met with the students. The Continuing students refused to be taped as they were concerned that the statements they made may be traced back to them. Thus, I had to write notes during the interview. It was a little distracting and as a result the discussion was sometimes interrupted as I had to ensure that I was taking accurate notes while facilitating the discussion. Pseudonyms assigned to the participants in this group were Sylvia, Erica, Susan, Lenny and Andrew. They were the first group of students which I interviewed and they comprise focus group 3 (Kindly view Appendix 14 for a list of research participants).

Kamberelis and Dimitriadis (2011; p. 559) indicate that, '…focus groups often produce data that are seldom produced through individual interviewing and observation and thus yield particularly powerful knowledge and insights.' I interviewed students from all three faculties and who were at various stages of their training. These interviews were convenience samples conducted based on the students' availability, access and their consent. The focus group provided me with an opportunity to review the ways the participants make sense of the recruitment process and construct meanings about it (Bryman, 2008). From this, I was able to glean what are the students' perceptions of the 'ideal' teacher recruit and their evaluation of the recruitment program. Kamberelis and Dimitriadis (2011) argue,

> Acting somewhat like magnifying glasses, focus groups include social interactions akin to those that occur in everyday life but with greater intensity. More than observations and individual interviews, focus groups afford researchers access to social-interactional dynamics that produce particular memories, positions, ideologies, practices, and desires among specific groups of people. … If taken seriously, these dynamics help us to avoid premature closure on our understandings of the particular issues and topics we explore (; p. 559).

During the focus group discussions with the students, my role was mainly as facilitator in the discussion probing the issues when required. There were issues identified which enabled me to have a greater understanding of the factors affecting the recruitment programmes from the perspective of the students. I also felt that it provided greater balance to the research, and I was able to clarify / further probe comments the students raised with staff. 'In order to gain access to the true thoughts and feelings of the participants, researchers adopt a non-judgemental stance towards the thoughts and words of the participants' (Holloway and Wheeler, 2010; p.14). During these interviews, I strove to listen and learn from the participants as they discussed their perceptions.

Kamberelis and Dimitriadis (2011; p. 560) cite Clifford (1998) who argues that, 'With no guarantees, focus groups must operate according to a hermeneutics of vulnerability.' According to Clifford (1988), one of the strategies to achieve this is through self- reflexivity which involves the researcher being transparent to research participants about the research. The second way this self-reflexivity works is to have both researcher and research participants being engaged in 'self-defamiliarization in relation to each other.'

In the choosing of methods, I decided to peruse cogent policy documents and interview decision makers and students close to the recruitment programme which proved useful in examining the recruitment practices at The Mico. Additionally, a review of the socio historical setting/background of teacher education in Jamaica which I have done in my introduction along with a brief background of this institution provided valuable insight as to what influences practice.

3.9. The Insider – Outsider Continuum

One of the concerns that I had as a researcher was whether or not being an outsider in the research process would impact heavily on the research. Thus, I wrote a letter to the Vice President of Academic Affairs asking for his permission to conduct the research at that site. The

letter set out the research topic, the purpose of the research, participants I expected to interview and by what methods. I also enclosed the Information Sheet which provided further details about the research and the consent form to be used. To provide additional information about myself, I included my resume which set out my academic qualifications and teaching experiences. I was particularly concerned about the fact that that I was an outsider at this institution which is why I did this. I wanted the participants to have a clear understanding of the research and also to feel comfortable to disclose information about the research. Even though I am Jamaican I reside overseas, however, I wanted to show participants that I was trained in Jamaica and had spent considerable time in the Jamaican education system albeit not at that level. I believed that my position as a Jamaican educator provided me with some leverage and moved me closer to being considered as an insider.

As mentioned before the fact that I am a Jamaican educator positioned me as somewhat of an insider, but I do not teach at this level and, furthermore, I teach outside of Jamaica. I did not want this research to be perceived as more teacher bashing, nor did I want it to be perceived that what the teachers' colleges have been doing for many years is wrong or out of place or has contributed to the profession falling into disrepute. I was aware that if this perception persisted, it may hinder participation in the research.

However, being initially perceived as an outsider may have had some advantages as, my outsiderness may have facilitated a richer discussion with participants and greater ease in telling their story. The '…stranger does not share the in-group's basic assumptions. He (sic) becomes essentially the man (sic) who has to place in question nearly everything that seems to be questionable to the members of the approached group' (Schutz, 1976; p.104 quoted by Le Gallais 2008; p.147). Furthermore, participants may feel freer to divulge information to me that they perhaps would not divulge to a colleague. According to Coghlan (2007), 'The insider may find it difficult to obtain relevant data, because as a member they have to cross departmental, functional or hierarchical boundaries or because as an insider they may be denied deeper access, which might not be denied an outsider'(p.297).

Having an understanding of the insider - outsider continuum and the possible impact on the research process is important '…since relationships are organic rather than static, trust is a slippery concept; human beings (can) never reveal all that is in their minds and with this realization has come an increasing emphasis on the negotiation of the research contract' (Somekh and Lewin, 2011; p.4). This understanding helped me to be better able to negotiate this contract. I engaged in the searching process which was crucial to the findings of the research and the establishment of 'the story', and as the research progressed, the relationships established moved me closer to 'the story'. I was able to occupy an in between space in order to have a better understanding of the issues to be considered in this research.

Moreover, as a researcher, I realized that I '…have a responsibility to adopt a standpoint that will counter the bias ingrained in society' (Somekh and Lewin, 2011; p.4). However, I am convinced that the steps taken to liaise with gate keepers and participants in the research ensured them that the research was not another form of teacher bashing or an attempt to further any negatives about teachers ' colleges as second rate institutions.

3.10. Data Recording Procedures

I used my I Pad to tape the interviews. I downloaded an application called Quick Voice to record the interviews and focus group interviews so that I could focus on the responses given and have a more engaging discussion. However, I took notes as the equipment could fail. Prior to each interview, I checked to ensure it was fully charged and the volume on the speakers was fully turned on. Furthermore, I sought the participants' permission to tape the session. I converted to transcript form and provided feedback to participants for clarification and verification within a week. I also checked and rechecked the transcripts to ensure there were no mistakes made during transcription. Each interview was transcribed verbatim. However, in some cases I have edited the scripts of participants to ensure that it is readable; this does not detract from or change the meaning of what was said. For example, where an abbreviation was used I have written the whole word and also where the participant may have used the vernacular, I have written in

Standard English. For confidentiality, I did not allow anyone else to have access to recording, notes and other data collected.

3.11. Evaluating the Research - Trustworthiness Criteria

Bryman (2008) referenced Guba and Lincoln (1994) and Lincoln and Guba (1985) who propose trustworthiness and authenticity as criteria for judging qualitative research. Trustworthiness has four criteria which include credibility, transferability, and dependability and confirm ability. I met with participants, discussed the research and answered questions prior to conducting interviews. Each participant read the information sheet and then agreed to participate by signing the consent form. I also fedback findings for them to verify what had been discussed. Denscombe (2010; p. 189) describes transferability as, 'a process in which the researcher and the readers infer how the findings might relate to other situations.' Even though I am not specifically concerned about generalizations, I am aware that others may want to transfer the research findings, thus I have provided a detailed description of the socio-historical and cultural context in which the College operates in the final report so it could be judged for transferability.

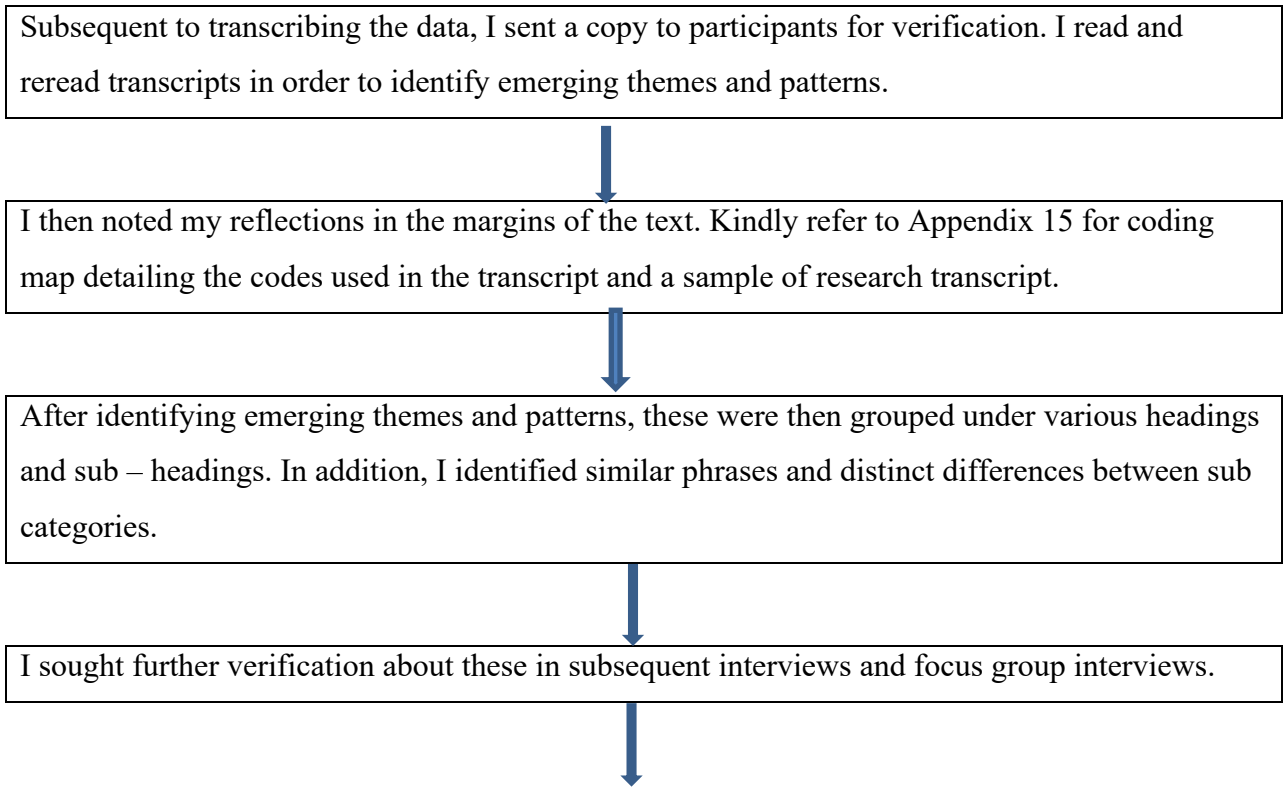
Dependability would ensure that, '…complete records are kept of all phases of the research process' (Bryman , 2008; p.378). Even though, it was not possible to have another researcher audit the findings, the participants themselves had access to the transcripts and findings and acted as auditors. Denscombe (2010) believes, 'Triangulation provides social researchers with a means of assessing the quality of data by coming at the same thing from a different angle' p.147). I utilized various data collection tools which included documents, interviews and focus group interviews. Additionally, I believe that there was balance in the participants selected. I selected both staff at various levels connected with the programme along with students at various levels of the teacher education programme to be interviewed.

To develop trustworthiness and authenticity (Bryman, 2008), I tried to establish a good rapport and built a relationship of trust with participants whilst gathering data on the research problem. I

did this by discussing the research with each participant and answering their questions about myself, the purpose of the research and other questions they had before proceeding with the interview. Additionally, I was able to feedback results to participants for discussion and verification.

3.12. Approaches to Data Analysis

Miles and Huberman (1994; p.12) contend that data analysis is, 'a continuous, interactive enterprise' as the researcher 'shuttles among reduction, display, and conclusion drawing/verification.' It may also be described as iterative as, 'there is no particular moment when data analysis begins' (Stake, 1995; p.71). In this research, document analysis, and transcripts from both the focus group and interviews were analysed simultaneously and have contributed to the research findings. The following illustrates Miles and Huberman's framework of analyzing qualitative data which was used in this research.



I began to draw conclusion / generalizations based on the consistencies I saw in the data. Quotes were selected from the responses of research participants and the documents analysed to answer the research questions posed. Participants' responses are italicized to make it easier for the reader to identify them.

I used the theoretical framework discussed earlier to verify conclusions drawn. Additionally, I also utilized findings from the different sources of data and the review of literature in my analysis.

3.13. Ethical Implications

Denzin and Lincoln (2011) reference Jan Morse (2006; pp. 415-416) who argues, 'Evidence is not just something out there. Evidence has to be produced, constructed, and represented. Furthermore, the politics of evidence cannot be separated from the ethics of evidence.' Denzin and Lincoln (2010; p. 10) further conclude that, 'Objective representation of reality is impossible. Each representation calls into place a different set of ethical questions regarding evidence, including how it is obtained and by what means.' I gained informed consent from each participant in the interviews. This ensured that confidentiality was maintained throughout the research. Participants were provided with information about the research, and invited to participate in the research. Somekh and Lewin (2011; p. 4) note, 'Knowledge confers power, so in collecting data, researchers need to be sensitive to the possible ways in which participation in the research may have an impact on participants.' Therefore, pseudonyms were used instead of actual names to make it difficult to trace actual participants. Participants were reminded that their participation was voluntary and they could choose to withdraw their support without fear. Participants were fairly treated; their names were not passed on to others neither was information published without their consent. Transcriptions were emailed to each participant interviewed and he / she was asked to check the accuracy of the information.

Additionally, Somekh and Lewin (2011; p.09) caution:

> Constructing research as 'educative' has ethical implications and has effects in terms of the quality of outcomes, for example through its ability to fine tune findings to the field of study and increase their impact on practice, perhaps with less emphasis on producing generalizable findings.

I believed that it was important to establish relations of trust with participants. I did this by enclosing my resume in the formal letter addressed to the institution. I was informed that the documents were then passed to all proposed staff to be interviewed. However, when I finally met with each, I again introduced myself as a Jamaican educator and tried to answer questions about myself and the research that each had. I fully explained the research to participants and encouraged them to ask any questions about what they are unsure of or whatever needed verification before voluntarily participating. I ensured that they understood that they would not be coerced into participating and will be treated with respect. In data analysis and interpretation, I respected the rights of participants by providing an accurate account of the information and by not disseminating the data collected without the consent of participants.

With regard to perusal of documents, the Students' Handbook and application forms are public documents. Thus, I did not have to obtain permission to view them. The Joint Board of Teacher Education Policy is also a public document.

Bridges (2001) notes that as a researcher one should be committed to '…sensitive and reflexive understanding of the experience of others; respect for others as persons; listening to others in conditions of respect and care; mutuality of benefit and gratefulness for giving relationships; openness to criticism and the exposure of prejudice…' Furthermore, he indicates that the phrase 'nothing about us without us' ought to be an ethical and epistemological truism which should reflect the 'the kind of relationship which should obtain between researcher and participants.' The theoretical considerations and approaches used in this research indicate that this has been considered throughout this research.

3.14 Problems Encountered During Data Collection

I experienced some difficulties with scheduling the interviews and focus group interviews. After receiving Ethical Clearance to conduct the study in October, I was unable to contact the Administrator until April. When he finally granted the permission to conduct the study, it was almost the end of the academic year. I live overseas which created another issue as I was unable to get the leave from my present job to visit Jamaica to conduct the research. Therefore, I conducted the interviews with the staff members over the summer. I had hoped to interview the President of the Institution, but he was unavailable. However, I believe that the persons interviewed provided sufficient information for the research.

It was also quite difficult to schedule the focus group interviews with the students in September. I wrote a number of emails and sought to contact staff members via telephoning. I was assisted by one Dean to interview some students. Eventually, though I ended up speaking to students from all years which I think provided a wider pool and an even richer data.

The transcription was a lengthy and time consuming process which I undertook to do by myself. However, this enabled me to familiarize myself with the data collected while transcribing. I was able to compare the stories of the different participants in the study and I began to identify emerging themes. I transcribed the information and typed it into Microsoft Word. However, transcription was difficult and time consuming. According to Bryman (2008), 'This is because you need to take account of who is talking in the session, as well as what is said. This is sometimes difficult, since people's voices are not always easy to distinguish' (p. 476). Additionally, during the focus group discussion with the first year students, the room was noisy and while transcribing I had to replay multiply times since some of the participants' voices were inaudible.

The Administrative Assistant was helpful in providing the names and contact information for the participants and even introducing me to them where possible. I found this useful in terms of speeding up the process of getting access to the participants.

3.15. Limitations of the Research.

Case studies are not considered as a good source of generalization (Stake, 1995). This particular case may not necessarily be representative of what is happening in other teacher education institutions in Jamaica. Whilst the aim was not necessarily to generalize, I do understand that readers may want to be able to draw from the information in the study which is why I have provided much contextual detail about the research, so the reader may determine the points of comparison. Additionally, since other teacher education institutions are in the process of becoming full degree granting institutions, the information may prove useful in their transformation.

As an educator, my own values and attitudes may affect the way how I interpret and analyse the data collected.

Even though the student participants represented a cross section of students in the College from first to final year, the data collected will not necessarily represent the views of all students at this institution.

3.16. Discussion

Using Crotty's (1998) framework, I have outlined the decisions taken in this research. The research aims to capture the characteristics of 'ideal' TEC from the perspective of the institution – The Mico, to examine how these 'ideal' TEC are recruited and asks whether or not there is a gap between policy and practice in the recruitment of TEC at the institution. The research is framed in the social constructivist paradigm and the theoretical perspectives of symbolic interactionism. It is important to consider the sociocultural and historical background of the research participants since this impact how they have come to have a particular perspective. Thus, I have utilized this theoretical framework to foster a richer understanding of the

perspectives of the research participants regarding selection of ‘ideal’ TEC through The Mico’s recruitment programme.

Outlining my positionality has helped me to examine how my own viewpoint may influence the research findings. This has enabled me to utilize the data collected as the basis for my findings and tell the story of the recruitment programme from the perspective of the participants in the research. Utilizing qualitative research has given me the leeway to ‘write’ the story of the recruitment programme at The Mico. The use of the case study research design was the most appropriate method for carrying out this research. The use of multiple methods of data collection ensured a rich data set. Even though there were problems encountered during the data collection process, this did not influence the research findings. Using the ethical guidelines laid down by the University of Sheffield gave me the confidence to conduct the research.

Chapter 04: Findings and Analysis – What are the characteristics of 'ideal' teacher education candidates from the perspective of The Mico?

Improving the quality of teaching is a complex task, in part because teaching is a complex task. It is a profession that requires both technical and emotional intelligence, the ability to be flexible and respond to new demands all the time, and the courage and commitment to help young people find and fulfill their potential every day (Department of Education and Early Childhood Development - Victoria, Australia: 2012; p.06).

4.1 Introduction

In this chapter I will be presenting the findings and analysis of the first research question - *What are the characteristics of 'ideal' teacher education candidates from the perspective of this teacher education institution?*

After perusing the Students' Handbook 2012-2014, watching the recruitment video, conducting interviews with members of staff and facilitating focus group discussions with students on the topic, I believe that I have gathered sufficient data to characterize teacher education candidates (TEC) from the perspective of this institution. Additionally, while analyzing the data, I have sought to use the themes which emerged from the data to characterize teacher education candidates (TEC) from the perspective of The Mico. There were three themes which emerged from the data – Profile of teacher education candidates, Attracting Males to the Profession – The Mico's Experience and Attracting Experienced / Mature Applicants. These themes and sub – themes related to each are summarized in the table below.

Research Question	Theme	Sub-Themes
1. *What are the characteristics of 'ideal' teacher education candidate from the perspective of this teacher education institution?* **(Chapter 4)**	Profile of the Teacher Education Candidates	▪ Academic competencies similar to students entering other Universities in Jamaica who are pursuing a Bachelor's Degree programme. Mandatory minimum qualifications of 5 CXC-CSEC or its equivalent and 2 units of CAPE / A'Level. Students who do not

		have the requisite CAPE / A'Level qualifications are accepted provisionally. They are expected to complete CAPE substitute courses by the end of the second year of the Degree programme ▪ Strong interpersonal and communication skills. ▪ Possess positive values and attitudes to self, others and the profession. ▪ Possess the motivation / desire to teach.
(Chapter 4)	Attracting Males to the Profession	▪ The Pre-University Men's Programme (PUMP)
(Chapter 4)	Attracting Experienced / Mature Professionals	▪ Pre- University Early Childhood Programme ▪ Programme for Mature Applicants ▪ Advanced Placement Programme

Figure 4.1: Table summarizing the findings of the first research question - *What are the characteristics of 'ideal' teacher education candidates from the perspective of this teacher education institution?*

4.2 Profile of 'ideal' Teacher Education Candidates

This section will discuss the profile of teacher education candidates (TEC) at The Mico. Based on my data analysis, the characteristics that The Mico is seeking in its TEC include a high level of academic competency, strong interpersonal and communication skills, the desire / motivation to teach, and positive values and attitudes to self, others and the teaching profession.

4.2.1 Academic Competencies of The Mico's TEC

The Mico's academic requirements can be found in the Students' Handbook 2012-2014 (Kindly view Appendix 6 for The Mico's matriculation requirements). The general matriculation requirement of 5 CXC-CSEC subjects and two Advanced Level (A Level) or CAPE (Caribbean

Advanced Proficiency Examination) passes is similar to the requirements for the Bachelor's Degree programme at other Universities in Jamaica. A perusal of the admission requirements for the University of the West Indies (UWI), Mona shows that the candidates are required to have similar qualifications of ' …5 subjects (grades 1-3, including English Language) of which two(2) should be at the advanced level. CAPE (2 units each) at grades 1-5, to be eligible for the full time 3 year degree programmes.' (www.mona.uwi.edu/). At The Mico, students who do not have the requisite CAPE / A'Level qualifications are required to complete CAPE substitutes by the end of the second year of the Degree programme (Students' Handbook 2012 -2014).

This indicates that The Mico believes that TEC should have similar academic competencies as other students entering university to pursue the Bachelor's Degree Programme. However, whilst CAPE substitutes are used at The Mico, the University of the West Indies does not accept the students without the CAPE / A'Level qualifications to matriculate into their Bachelor's Degree programme.

When I asked about the characteristics of TEC, the responses of the participants showed that they believed that TEC should have a high level of academic competence as indicated by the matriculation requirements.

As Sharon, an administrator, noted:

> *Academics is important because they would have to obtain a background in the subject area (Sharon).*

Samuel, a faculty member, believed that the academic qualifications are important since it helps the College to determine whether or not the recruit is, '*…trainable, tractable, if they will take the training' (Samuel).*

One student, Adam, also stressed/ summed up the importance of high content area knowledge, he noted:

> *To be honest with you because teachers are so important in our society and the education and development of our country, I believe that those who are recruited to become teachers should be the very best. It will make it easier for them to be trained and then*

> *they will have smart minds to know how to teach children. Persons who are selected to teach should be the very best academically, those who have the highest passes in CXC-CSEC and CAPE. Academic qualifications are very important* (Adam).

Strong academic competence similar to the competencies expected of students pursuing a Bachelor's Degree programme at the University Level seems to be the main requirement for entry to The Mico. Additionally, there is an emphasis on literacy skills as a pass in CXC-CSEC English A (Language) is a mandatory requirement for entry. Prospective students also sit a mandatory English and Mathematics Proficiency Test. These tests are, however, diagnostic in nature. The following statement by a faculty member sums up the rationale for the test:

> *The English proficiency test is an indication of where you are at. It helps us to plan for them some more, because the weeding out is really at the matriculation stage- the 5 CXC-CSEC subjects. The Proficiency test gives us an indication of where they are at (Ron).*

Based on the information from the Students' Handbook 2012-2014, Primary Education candidates should possess a pass in English, Mathematics, a Science subject and a Social Science subject as part of the general requirements. These requirements are similar to the requirements for Primary TEC in other jurisdictions as discussed in the review of literature.

Secondary TEC should have within their general requirements passes in their specialist areas CXC - CSEC General Proficiency Grades 1 or 2 or GCE 'O' Level Grades A or B.

When I spoke with the Head of the Math Department, he revealed that they are very strict on the intake and may even refuse students who want to do a Major in Mathematics, but have a Grade 2 pass in Mathematics. According to Samuel:

> *For students coming into The Mico in general they are supposed to have 5 CXC – CSEC and 2 CAPE Units. We'll look at the CSEC Math passes and we take either a Grade 1/ 2 but if they have a 2 we focus on the profile. We expect at least a B profile for all the areas Reading, Comprehension and Knowledge. It does not necessarily mean that they are good in Mathematics. It means that we expect them to be at a certain level and to*

> *understand and learn and access what we are trying to teach them here. If they have CAPE wonderful, but for those who don't have CAPE, it is a requirement that in your first semester you have to take two Cape substitutes, we call it, and you have to pass them in the first semester or you can't continue (Samuel).*

The requirements for TEC specializing in Mathematics seem to be high even though as indicated below many of the students may not have the CAPE subject. Samuel further explained:

> *More than 50% of the students need the CAPE substitute because they are coming in without the CAPE. They may have CAPE in another subject and may even have passed two or three other subjects. However, as long as you don't have CAPE Mathematics, you will still have to do that. They will have to pass it by the first semester in order to get into the programme (Samuel).*

When I asked about the reason for the CAPE substitutes for TEC who matriculate into the Bachelor's Degree programme without the requisite CAPE / A'Level passes, Pedro explained the rationale for the CAPE substitutes:

> *We know that there are many schools which don't offer CAPE, so in our drive to get students here we do not want to actively discriminate. Many of the technical schools do not offer CAPE, and we want to train them. So we offer what we call CAPE equivalents. You have your 5 CXC-CSEC; you don't have CAPE we will take you. You have three semesters to get those equivalents so that you can really matriculate into the Degree Programme… Sometimes, the students who have excellent CAPE qualifications may get a scholarship from another institution for example UWI or they may go abroad (Pedro).*

Based on the statement above, there are two major reasons for the CAPE substitutes. One is to remain competitive since most students with their CAPE / A 'Level subjects may opt to attend another university because these are already established Universities, not a University College. The other is to assist students without the CAPE / A 'Level qualifications to acquire the qualification. However , another issue which may be at the heart of utilizing these CAPE substitutes was mentioned by another faculty , Michael whom I asked - Do you foresee a time when you may not need these substitutes? Michael shared his opinion:

> *I would think so. However, I have found that most of the students who have the CAPE don't want to teach so based on that I am not so sure (Michael).*

His response corroborated Pedro's statements regarding a lowering of the admissions to accommodate students who may want to teach but have not yet attained the CAPE / A Level qualifications. This also indicates that students with the highest qualifications may not choose to teach. However, the fact that the College is requesting CAPE or A Level qualifications and providing substitute courses indicates that they recognise that like other Bachelor's Degree programmes at the University Level, TEC need more than just the basic Secondary qualifications obtained at CSEC. They need to have the A Level or CAPE which shows they are now ready to be trained at University Level. Of note is that, The Mico's matriculation requirements are ahead of the requirements of the Joint Board of Teacher Education (JBTE) and requirements of other teacher education colleges (Kindly see Appendix 11& 13 for the matriculation requirements for both). The JBTE requirements ask for 5 CXC – CSEC subjects.

Pedro was quick to indicate the following:

> *The typical college might ask for 5CXC-CSEC subjects. We ask for 5 CSEC and 2 CAPE Units. The Mico is always ahead (Pedro).*

Additionally, the College is now a Degree granting institution, thus in order to raise the profile of graduates, their matriculation requirements for the Bachelor's Degree programme is similar to that of the Bachelor's Degree at other local Universities. The issue of competition both internally from local universities and externally from online and off shore universities which operate locally is also at the forefront of decisions made.

However, since so much flexibility is given to students without CAPE/ A'Level, it does indicate that there is in some ways a lowering of the academic standards. The CAPE substitute is a means of providing some advanced level knowledge; however, it is a substitute. Usually, the CAPE Unit is done for the duration of at least a year. What guarantee is there that this substitute has covered what is needed in just one semester? Furthermore, students who are majoring in Mathematics have the first semester to pass the substitute courses, however, in other

Departments students fail and they are given up to their second year to obtain the pass depending on the Department.

4.2.2 Interpersonal and Communication Skills

Whilst strong academic qualifications are important, and are used as part of the criteria to judge entry, the college is also seeking candidates with good interpersonal and communication skills. When I inquired about the characteristics of TEC, most participants also noted that in addition to having high academic qualifications, interpersonal and communication skills are also deemed important. This would indicate that TEC are expected to have an aptitude to communicate and interact well with others. As Sharon noted:

> *They should be well groomed, well spoken, plus the academics of course. I think that the academics complement the social skills. We cannot discredit the academics, but they need some of those other skills. We need the balance (Sharon).*

As noted by Winsome, in the interview process students are asked questions which seek to ascertain social skills and level of involvement in various co-curricular activities. Additionally, the College asks each student to submit two references as part of their application. These references are used mainly to ascertain the aforementioned skills. She explained the following:

> *We're looking to see how many clubs you were involved in, what sort of community activities you were involved in. Were you a part of Boys' Scout, Girls' Scout, are you involved in Sport, are you involved in your church and how are you involved, what were you doing?(Sharon)*

> *All of these organizations in addition to having their prescribed organizational structure and work, most of them have some outreach, and if you are going to be involved in these we are looking for that and how do you mesh, how do you get on with people. We also use the recommendations to help us to determine this (Sharon).*

Her colleague Ron gave a further indication of the importance of these skills which are assessed during the interview. He explained:

> *For the interviews, we ask questions like - Are you a member of any community organisation? Involvement in your community is very important, whether it is the school community or the wider community. We are now looking towards something called volunteerism - you need to move outside of your immediate environs. Secondly, living with other people – Would you want to share and live with others or are you so insular so you would not want to share? We believe in community, we believe in our students becoming involved in the community. This is an effective quality for a trainee teacher (Ron).*

The importance of these skills is summed up by one of the Deans – Michael. He added:

> *We see a teacher not just as someone standing before a class but a teacher as someone involved in outreach activities, someone involved in leadership in his/her community. In dealing with students, we think these skills are very important (Michael).*

When I spoke with the students, they also agreed that interpersonal and communication skills are important and gave rationale as to why. Susan, from focus group 3, described the importance of having these skills. She stated:

> *Social skills are important and a good attitude because we have to deal with parents and the wider community* (Susan).

Another participant in focus group 2, Mary, agreed and believed that the college should place more emphasis on these types of skills. In response to the question of whether academic qualifications were more important than the aforementioned skills, she suggested:

> *...perhaps fifty percent should involve social skills. (Candidates) need people skills and the knowledge of how to communicate effectively (Mary).*

Another student participant in focus group 1, Leroy, believed social skills are important. He added:

> *You need to be able to work with others; you have to work with diverse personalities (Leroy)*

4.2.3 Positive Values and Attitudes

According to Vision 2030 Jamaica (2009), in 2002, The Values and Attitudes Secretariat in Jamaica conducted a series of consultations and identified a number of core values which it believed its citizens should possess. This was based on the belief that these values will continue to build social capital which in turn could translate to a better quality of life for the citizens and the country. These values have been widely discussed and publicized. Research participants made references to positive values as one of the characteristics of TEC. In Jamaica, since schools are seen as socializing agents and teachers as significant others with whom the child will interact, TEC are expected to have these values which are summarized in the diagram below.

Core values identified by the Values and Attitudes Secretariat (2002) **(Vision 2030Jamaica (2009; p. 90))**	▪ **Respect** ▪ **Honesty and Truthfulness** ▪ **Forgiveness and Tolerance** ▪ **Fairness** ▪ **Discipline** ▪ **Responsibility** ▪ **National Pride** ▪ **Love / Compassion** ▪ **Cooperation** ▪ **Punctuality** ▪ **Good work ethic**

Figure 4.2 Core Values identified by the Values and Attitudes Secretariat (2002)

Positive values and attitudes were deemed seen as important because of the impact of the teacher on the students in his/her charge and the influence he/she has in the wider community. The core values noted above were referred to in discussion with participants as one of the characteristics which TEC should have. In describing teacher education candidates, a student, Adam, stated:

> Persons *must have good moral standards and high values. You will need to incorporate those high standards and values into your teaching (Adam).*

Ron, an educator, added:

> *We are looking for academics, the desire to serve, ambition to become something, not to remain where you have started because for us it is not where you have started but where you are going. …we look for the person whom we think somehow will make a difference in the classrooms (Ron).*

When I asked a faculty member – *Pedro:* Have you had a situation where you have had to refuse a student with high academic qualifications, but values that clashed with yours? He was adamant that values are important to selection. He stated:

> *Of course, is not only about academics. We know when you come here you are good; we don't send you off because of bad attitude because people can be trained, but some persons because of their attitude appear to be untrainable. If you do not wish to learn, to grow or to change even if you are a genius we are going to have a little problem with you. We are sending you out to teach, and we have our values when it comes to who is a teacher, who is a Miconian who is a teacher (Pedro).*

Most of these values and attitudes are gauged by the interviews. However, academic qualifications seem to the main determinant as to whether or not to accept a recruit. As Samuel indicated:

> *We really have never had to turn down someone with good academics from the interviews. If a student is very good academically more than likely they will know what to do. They will put themselves together and try to speak properly (Samuel).*

Adam, a student, agrees that the College emphasizes more on academics. He believes that the College should put more emphasis on positive values and attitudes for trainees. He noted:

> *We have students who lack certain necessities as it relates to becoming a teacher. For example, they lack certain values. They fail to conform to rules and regulations. If we continue to do this, we will not train the types of teachers that we want because we are not taking the persons of high standards. I would not accept persons based on academics, I would also need to look at morals. We should not only focus on academics (Adam).*

When I tried to ascertain from one educator, Ron, what was most important in selecting recruits, that is whether in some cases, the recruiter may have selected based on interpersonal skills or values and attitudes, notwithstanding low academic qualifications or vice-versa, he indicated:

> *Within departments, what you might find is that people look to see what the recruits come with, so what you might find is that there is a judgement call which is not necessarily written on paper, but yet it is there so there is a level of flexibility where that is concerned. You make this call based on your experience (Ron).*

Furthermore, the College offers support to students through a Writing Centre and a Mathematics Centre of Excellence. In addition, in the first semester, there is a Professional Enhancement Course with four components designed to assist students to develop better social skills, communication skills and instill values and attitudes that one would want to see in a teacher education candidate. These components include Voice and Speech which is designed to equip students with better oral communication skills and a course in Personal and Professional Development which focuses on improving self-esteem and encourages students to become active learners. The Art and Science of Happiness designed to help students manage stress and thus become less vulnerable to negative behaviours which decrease their happiness and a Student Volunteer Programme which is designed to help students to interact with and provide assistance to members of the wider community are the final components of the course. Through the volunteer programme, students also have an opportunity to address societal needs, liaise with key education stakeholders and build brand Mico.

4.2.4 Motivation to Teach

The motivation / desire to teach is another important characteristic which TEC are expected to possess. Sharon's description of these candidates speaks to the motivation or desire of the individual to teach. According to Sharon:

> *We are looking for someone who loves the profession and has a passion for it (Sharon).*

Thus in the interviews, prospective applicants are asked questions about their motivation to teach.

> *For the interviews, we ask questions like – 'Do you really want to teach/Is teaching just a stepping stone'(Ron).*

Another educator, Samuel, agreed that in the interview process, as part of the interview schedule, applicants are asked about their motivation to teach. He added:

> *We ask students open ended questions and questions about their goals what they plan to do, do they really want to teach (Samuel).*

When I spoke with the students, Adam's response shows that he is intrinsically motivated to teach. In the following statements, he speaks of his love for teaching and commitment to the profession:

> *Yes, I love teaching. I love to have an impact on those around me. I believe that teaching is a perfect career for me to do so. It also contributes to society and helps to develop people's lives (Adam).*

However, of the students in focus group one none wanted to teach initially. When I asked the students if they believed they had the characteristics of TEC, Alex, from focus group one, noted that he does not believe that he is the perfect recruit because he lacks the motivation to teach. He revealed:

> *No, if they had found out where my interest lies they would probably not have taken me in. I think that teachers should be in this wholeheartedly (Alex).*

Alex is interested in becoming an engineer, but since he is on a scholarship, he is planning to teach for the number of years as stipulated by the scholarship or repay the loan. He continued:

> *I am interested in engineering but this opportunity came up for me to do Mathematics and basically one of the only reasons I am here is because I was able to get a scholarship. I had to pay for the first year and then based on the performance in the first year then that determined whether or not I am eligible for the scholarship for the remaining years. ... I am thinking of using the Teaching Degree to go over to the sciences (Alex).*

His motivation to teach is extrinsic. As discussed in the review of literature, research by Bastick (2003) shows that most Jamaican TEC show an extrinsic motivation to teach. These are the types of TEC who may not go into teaching after training and even if they do they have a low retention rate. This type of motivation was echoed by another participant in that focus group.

Pam wanted to pursue a career in medicine, however having done a teaching stint since at the college, she is considering teaching for a few years. She said:

> *I wanted to do medicine originally, but I didn't like sixth form. I got the requirements to go to UWI, but my mother said that The Mico would be more ideal based on the stage that I was at the time. Well I started my own tutoring service, and I think it is going good so I plan to use teaching, but I don't want to do it long term probably two years after graduating and then I move on to something else (Pam).*

Lloyd is doing a Degree in Family and Consumer Science, however he is from a family with a tradition of excellence in teaching, thus he plans to teach but may go into Hotel and Tourism. This shows the importance of orientational others in his perception of TEC and his decision to become a teacher. Lloyd explained:

> *Well it is a family tradition, my grandmother, my mother, my sister, aunts are all teachers. So they influenced me to come here (Lloyd)*

Leroy plans to use his Degree to go into Guidance and Counseling. He may also be practicing in the classroom as he has plans to lead the College. He continued:

> *I consider myself the ideal recruit. Having me here is probably one of Mico's best decisions. I have made my plans; I see myself being President of the Guild and later President of this institution. I see myself lifting the face of The Mico, and these plans are what I had prior to coming here. Now that I am here I can only build on that(Lloyd).*

From focus group two, two students were intrinsically motivated to teach. Mary has been interested in teaching from she was a child and doing role play. She explained what influenced her decision to choose teaching as a career:

> *Yes, From I was small I always played dolly house, and I always wanted to be the teacher. At school anybody who does not understand anything I would always be the one to explain something to them. I love children (Mary).*

Kerry, another recruit, also thought that she had teaching skills from pretty early in her life. This is her explanation of her motivation to teach:

> *For my cousins most of the things that they know I am the one who taught them. I think I have some of the skills of teaching already (Kerry).*

These two participants show an intrinsic motivation to teach which, based on the research cited in the review of literature, is the more preferred TEC to recruit as they have a higher rate of retention than those who are extrinsically motivated to teach. However, the other participants in this group are extrinsically motivated.

Roy, the only male in the group, was interested in Business, but had problems with Accounting. His mother who is a teacher introduced him to the course – Special Education because special educators are in demand. He also thinks that his gender places him in an advantageous position. He said:

> *My first choice career was Business. In my first year of Business, Accounts was on the timetable… I did not go to the classes. My mother suggested teaching, and she said that Special Educators are in demand, plus I am a male so there is more demand (Roy).*

Petal, the other female recruit, is interested in pursuing a law degree. She explained what led to her decision to enter the programme:

> *I wanted to do law. I have not made a switch (to teaching). I plan to use the teaching Degree as a stepping stone to venture into that area (Petal).*

Of the students in focus group three, none wanted to teach initially. However, they were placed in different situations which gave them some teaching experience and influenced their decisions to teach. Sylvia indicated:

> *I had a concern for the children at a day care. I attended a church with an early childhood institution. The teacher was negative, and sometimes the children were left unattended. I started to assist with class. Then I was asked to teach at the school.'*

Susan's story is similar in that her mom operated a day care and she assisted her. She explained what influenced her decision to choose a career in teaching:

> *My mom has a home based day care. I assist her with the running of the day care so I know child care (Susan).*

For Susan, she did not get to do her chosen career of nursing; however, teaching is a good substitute. She added:

> *I did not get a chance to start off nursing (Susan).*

Andrew, who is doing a Degree in Industrial Technology, plans to use the teaching degree as a stepping stone into that area. He explained:

> *I want to be an architect. I will use this as a ladder to architecture* (Andrew).

These mixed responses indicate that Jamaican TEC are for the most part still extrinsically motivated to teach as indicated by the review of literature (Bastick, 2003). Even though the motivation to teach is one of the characteristic identified by the College and the interview process is used to select students with the desire to teach, there are instances where students are not intrinsically or altruistically motivated to teach. However, in speaking with some of the students, they did indicate that sometimes over the course of the programme, students may change their perspective based on the influence of colleagues or their experiences during the programme.

4.3. Programmes for Experienced / Mature Professionals

The Mico is also interested in attracting mature and experienced applicants to its Bachelor's Degree programme. There are three programmes geared to attracting these professionals. The three programmes geared towards tapping into this niche are the Pre- Early Childhood

Programme, the Advanced Placement Programme and the Programme for Mature Entrants (See Admissions Requirements in Appendix 7 -8). These recruitment programmes and the characteristics of the TEC targeted for each programme are described below.

4.3.1 Programme for Mature Entrants

The Mico has a programme for mature entrants or those who may have been working in the education sector but may not have the academic qualifications for matriculations to the Bachelor's Degree programme for example in fields such as Fine Arts and Music. Prior to being accepted to the Bachelor's Degree programme, candidates are asked to present a portfolio of their work for assessment by the Faculty Board, following that the candidates are also interviewed. As described by Ron, the programme for mature entrants came out of reviews of the teacher education programme. He explained:

> *There have been some reviews in terms of recruitment. Initially, they were looking just at academic matriculation; now there are other things that they are considering, for example, mature entry. This means relevant experience, for example if you are getting into Visual Arts, you may have only 4 CXC -CSEC but you have a portfolio which would make others pale in comparison. People who have the skill, who for years they have been working in the service, are the kinds of persons we are targeting (Ron).*

Pedro described this programme by stating:

> *We know that there are many persons out there who would not matriculate in terms of the academic credentials to get into our programme, but they have life experience; they have other things to offer so we provided them with the option of applying through that means. They present a portfolio instead of academic qualifications. We assess the portfolio based on what they come to the table with. Few persons apply, but most times those who apply are accepted. It takes courage to do that. It is a lot of diligent work. It has to be authentic work, and it takes time to put together in a particular order. You have to speak to everything that is there; it has to be dated. It is a process. There is a particular criterion for the portfolio. They present the portfolio instead of their subjects. They are interviewed and everything else. These are people who know how to manage their time and lead in their own rights. There is nothing wrong with them intellectually; it is just that they were*

> *not given a chance. They come and they make very good students. They understand what it means to keep deadlines and they help to mentor the younger students (Pedro).*

This alternate method of judging a candidates readiness for the Bachelor's Degree programme by assessing prior learning shows that The Mico is responding to the need to review and look at alternate models in its recruitment programme. In the review of literature, Gambhir et al. (2008) and Casey and Childs (2007) report similar recruitment strategies being undertaken in Canada to recruit TEC. Additionally, Hobson et. al. (2010) report similar strategies in England. This shows that in its bid to be a Teacher Education University of choice, The Mico's programmes are benchmarked against international teacher education programmes.

4.3.2 Pre- Early Childhood programme

The other pre-university programme is an in-service programme designed to attract Early Childhood practitioners. These TEC are given a one year preparation programme before they are accepted into the Bachelor's Degree Programme. The programme is offered on a part – time basis to accommodate these practitioners. These practitioners are given a preliminary course to prepare them for the Bachelor's Degree programme. Applicants are accepted with 3 CXC – CSEC subjects or 3 GCE O' Level subjects including English Language. Candidates are also required to sit the English Proficiency Test. Applicants may do only the one year certificate programme, but many opt to continue on to complete the Bachelor's Degree programme which is completed over four years. Michael provided some information on the rationale for the Pre-Early Childhood Programme. He described it as follows:

> *I think that came out of a research which showed that many of the persons teaching Early Childhood students did not have the qualifications and were not able to matriculate into a Degree programme. They wanted to study, but they weren't able to matriculate into a Degree Programme. This programme was created to help them to matriculate into the Degree Programme (Michael).*

Pedro expressed similar sentiments in describing the programme:

> *The Pre-Early Childhood Programme was also speaking to the need. We noticed that many of our teachers at the Early Childhood Level are women, many times not young women. They do not have the skills to teach; they have the heart to teach, but they are not qualified. They might have few CXC-CSEC qualifications or other external examinations qualifications. They love children, they might have been operating a Home school teaching their hearts out but not doing it right. We thought that if we could make a difference in their lives by training them. It may take a little longer; for some it may take a two or a one year stint to get them up to matriculation. Many of them have continued to do the Degree because they also have the option where they could terminate at that level (Pedro).*

Susan, a student, who had benefitted from the Pre-Early Childhood Programme stated:

> *Experience may be more important than academic qualifications because you come to teaching with some knowledge of what to expect in the classroom (Susan).*

Another student from that group, Lenny, agreed and further indicated the importance of experience in helping him to opt to teach. He noted*:*

> *My experience in the classroom led me to teaching (Lenny).*

The Jamaican Ministry of Education MOE) has been placing more emphasis on early childhood education and also the certification of early childhood practitioners who do not have formal certification. This is part of the government's education transformation programme. Recognizing the deficits in Early Childhood education, The Minister of Education (2013) announced an increase in government expenditure in early childhood and special education from 3% to 14.6% (Thwaites (2013;p.09). Thus, The Pre-Early Childhood programme indicates The Mico's response to the mandate to have these practitioners certified.

4.3.3 Advanced Placement Programme

The Advanced Placement Programme encourages professionals who have a Degree but no teaching qualifications to obtain a Diploma in Teaching (Kindly see Appendix 09 for

matriculation requirements for this programme). Candidates are given advanced placement through credits; the programme duration is two academic years (4 semesters). Similarly in Singapore, there are recruitment programmes designed to encourage and support mid-career entry into teaching. Likewise candidates are certified through a one year Diploma programme (Schleicher, 2011).

These three programmes indicate The Mico's commitment to teacher education in Jamaica by providing various avenues for both mature and experienced professionals to be certified as teachers. The review of literature supports the use of portfolios to assess prior learning of TEC and describes recruitment programmes which encourage experienced persons and mid-career entrants to be educated as teachers.

4.4 Attracting Males to the Profession – The Mico's Experience

As discussed in the review of literature, the thrust to recruit more males into the profession is also an international trend to remove the stigma of teaching as women's work. Researchers (Richardson and Watt, 2005; Labaree, 2008) indicate that this stigma has contributed to the lowering of the status of teaching. However, Mills, Martino and Lingard(2004) note that whilst there has been an initiative to recruit more male teachers to the Australian system in order to provide boys with role models, there is no evidence of a positive correlation between more male teachers and improving male achievement. In England, like Australia, Skelton (2009) observes that this initiative, driven by the underachievement of boys in schools has been met with minimal success.

The Mico has a Pre-University Men's Programme (PUMP) to attract young males into teaching (Kindly see Appendix 8 for the matriculation requirements for this programme). This Programme was conceptualized by the President of The Mico who believed that not enough young men were choosing teaching as a career. The figures from the Economic and Social Survey (ESSJ) (2012; p. 22. 17) indicate that in 2012, there were 653 male teacher graduates versus 2,399 female teacher graduates. This is almost at a ratio of 4:1. The ESSJ, 2012 figures

for this college shows that enrollment in 2011/2012, of 548 males and 1, 952 females which is closer to a 3:1 ratio.

Candidates for PUMP are required to pursue a preliminary course for the duration of a year before entry to the Bachelor's Degree programme. This preliminary day programme prepares the students for entry to the Bachelor's Degree programme and the teaching profession. Minimum entry requirements include 3 CXC – CSEC or GCE O'Level subjects including English Language. Candidates are also required to be interviewed by the Coordinator of the programme. Having successfully completed the one year programme, they are then accepted to the Bachelor's Degree programme of choice.

Even though the figures from this programme are low, between 20-30 graduates, the success of the programme is significant, especially in a country where young men in the age group 14-24 are recording unemployment levels of 30.1% compared to 27% for females (The Statistical Institute of Jamaica (STATIN) Labour Force Press Release – April 2013). Furthermore, based on figures from the ESSJ (2012; p. 24.6) in Jamaica, the crime rate is highest among young men aged 15-30 who are both the victims and the perpetrators of violent crimes and murder. Young men in that age group committed 2,406 crimes in 2012 that is 72% of the total crimes committed by men. Thus, PUMP is a model which I believe may be replicated by other colleges in a bid to engage young men and provide them with a worthwhile career opportunity in the teaching profession.

Whilst this is not one of the characteristics of the teacher education candidate, I thought the programme was unique in its bid to attract young men to the profession and discussed the rationale with the coordinator of the programme.

When I asked the coordinator of the programme how they were recruited, this was his response:

> *Recruits (male) come through the regular application process; there is a place on the form for PUMP. They have not matriculated for the regular programme so they come*

> *with that in mind. Before, we have some of our stakeholders who know of the Programme. We have recruits in Music, Visual Arts, Physical Education and those areas and even Home Economics. Most of them come through our partners out in the field for example, politicians and the CSJP – Citizens Security and Justice Programme. We decide mainly through the interviews; we look at their attitude. We are looking for people who can be trained, people who want it, not just because they have been sent but because they want it and have a desire to do well. We have a high success rate. The programme lasts for five years, a preliminary year and then four years to do the Degree(Ron).*

Pedro, another faculty member, described the programme, the rationale for the programme and spoke about the high success rate of the programme. This was her description of the programme:

> *The PUMP was the brain child of our President – a Miconian. He was concerned about the diminishing number of men in our programmes., Some Departments would have no men at all in the Programme, some would have very few. He was equally concerned that many of these young men sitting on the corner were bright young men but just disengaged. We knew that they would not fulfill the matriculation requirements. The idea was to go into not just the inner-city but rural Jamaica and let us see if we could entice some young men to come. Let us give them a year of intensive work not just in content but in mentorship. Many of them are leaders in their own rights; they have the skills for leadership. ...In fact, the coming President who will meet this batch is a graduate of the PUMP programme. It validates what we have been saying that PUMP can offer leadership (Pedro).*

One male student in an interview carried in the Jamaica Gleaner, Blackstock said, 'Definitely, males in the system bring balance to the lives of the children. Many have no other male influences in their lives, and in the school system they should be seeing males as well as females. It helps them to develop balanced interpersonal relationships and positive influences.' In the same article the Minister of Education, Thwaites underscored the importance of more men in the profession, 'Our boys are in need of more positive male role models to help with changing their values and attitudes so they can achieve their full potential.' This call is amidst the background of a culture where many women are raising their sons single handedly, and in some cases, there is disconnect between boys and the male figures in their lives. Winsome Gordon of the Jamaica

Teaching Council agreed that young men are bereft of positive role models as, 'We do not have enough men to be models for our children.'

However, whilst the decision of The Mico to recruit more males to the profession to help to provide good role models in our classrooms is noteworthy, I do not believe that this should be seen as the sole answer to societal problems. There are serious societal issues in terms of parental roles and support systems in place for boys in schools. The teacher or more specifically the male teacher alone cannot be burdened with the task of reducing the deficits of proper parenting. Schools and education cannot be the panacea for the dysfunctions in society.

4.5 Data Analysis: Application of Symbolic Interactionism

Having taken a symbolic interactionist, I have come to an understanding that the participants' perspectives may be influenced by the way how the society views teachers and TEC. In many instances, student participants made reference to members of their family -orientational others who have influenced their views of teaching. Research participants also made reference to their interaction with members of the society who regard teachers highly and spoke of the high standards expected of graduates of The Mico in the society. These expectations have in turn influenced their view of prospective TEC. Even though Jamaican teachers are not accorded a high social status, they are still respected and are expected to be models in the society. Thus, certain characteristics relating to positive values and attitudes and demonstrating good interpersonal skills which include communication skills are expected of TEC. With regards to the academic competencies of TEC, the architects of Vision 2030 (2009) believe that a quality education system is an integral part of Jamaica achieving developed country status by 2030, thus it is not surprising that higher educational standards are being expected of TEC. Interestingly, as previously mentioned, the research participants' interpretation of the characteristics of TEC is highly similar to international expectations of TEC. That The Mico's perception of TEC, is similar to international expectations is not surprising especially in light of The Mico's mission to be the University of choice for Caribbean for students pursuing degrees in Teacher Education. Furthermore, as indicated in the introduction, The Mico has a history of almost two centuries of teacher education in Jamaica. Thus, the institution has been at the forefront of teacher education

reforms locally. Furthermore, as discussed in the review of literature, developments in teacher education in Jamaica are very much in line with international developments in teacher education.

4.6 Further Discussion and Analysis

A review of the literature on teacher recruitment indicates that countries with the most successful education systems based on the PISA assessments are highly selective in admitting TEC to their teacher education programmes (Barber and Mourshed, 2007; Hobson, Ashby, McIntyre and Malderez, 2010). The literature on Finland and Singapore demonstrates that selection is highly rigid and focuses on academic competence, communication skills, and the motivation and commitment to teach.

In reviewing the academic requirements of The Mico, all applicants must have a pass in CXC-CSEC English A (Language) as part of the 5 CXC-CSEC subjects. Additionally, all applicants sit an English proficiency test which indicates particular weaknesses that students may have in their writing skills. However, the purpose of this is to refer students who are weak to their Writing Centre.

With regards to the numeracy skills of prospective students, the College does not require students to have a pass in Mathematics for general entry requirements and even in courses such as Special Education where students are required to have a Mathematics and a Science subject, students who do not have Mathematics and Science may also enter by doing the Foundation Mathematics and Science Courses. Based on the descriptions of the CXC-CSEC profile grades (See www.cxc.org) Candidates who fail this exam or are awarded a Grade 4 – 6 show a moderate to very limited grasp of the key concepts, knowledge, skills and competencies required by the syllabus. This grading scheme would, therefore, indicate that students who are selected without a pass in Mathematics show a moderate to very limited grasp of key concepts, knowledge, skills and competencies in Mathematics. Thus, they do not have a high level of numeracy. However, The Mico does have a basic Mathematics equivalency course. This is described as a Pre-

University Course which is administered to all students without a pass in CSEC Mathematics. Those who are unsuccessful in the screening test will have to do this Mathematics course in order to matriculate into the University programme. The question is – Is the basic Mathematics course enough even as international standards demonstrate that high Mathematical competencies are important for TEC? Benjamin (2012) whose research evaluated the mathematical component of the initial teacher education programme in primary education at a teacher education institution in Jamaica between 2008 and 2010 concluded that matriculation requirements for Mathematics were not adhered to. She further concluded that this could severely limit the primary TEC from becoming an effective learner and thus an effective teacher. Of note, is that this is in relation to primary TEC, as discussed in the review of literature a high level of numeracy and literacy is expected for all TEC in other jurisdictions which have successful teacher education programmes.

An analysis of the examination results for Jamaica may further enlighten as to why The Mico accepts students without a pass in CXC – CSEC Mathematics. Based on the ESSJ, (2012, p. 22.11/12), in 2012; a total of 37,499 students were registered at Grade 11. However, of this figure, 45.4 per cent did not sit the Mathematics exam; of those who sat the exam only 37.5 per cent passed the examination. The average pass rate in the Sciences was also lower than the previous year. Of the cohort of 37, 499 students, only 5,598 sat the Biology exam and 75.4 % passed; for Human and Social Biology only 10, 126 sat the exam, 59.8 % passed; Chemistry – 5, 073 sat the exam and 63.3% passed; in Physics 4, 589 sat the exam and 76.5 % passed; Integrated Science 7, 344 sat the exam and 72.6% passed (ESSJ, 2012; p. 22.13). Based on these figures, The Mico may be seen as justifiably accepting students who have a low or failing grade in Mathematics as both the number of students sitting the examination as a percentage of the cohort and the average pass rates are extremely low.

The Mico's acceptance of students without the Mathematics qualification may be also be based on other factors. The Mico is constantly competing with on- line and other local Universities – UWI, UTECH, IUC and NCU which are seen as full-fledged Universities with programmes that are already fully accredited. Accreditation does affect the students who choose to study at the institution. Furthermore, when I perused the matriculation requirements of the UWI, their TEC are not required to have a pass in Mathematics.

Strong social or interpersonal and communication skills were also identified by both staff and students as a means of determining 'ideal' TEC. Positive values and attitudes are also deemed important and are judged by interviews. The College does a psychometric test which provides Departments with some indication as the types of TEC and their aptitudes. The use of the interviews also gauges these skills and attitudes.

Research from Bastick (2003) indicates that Jamaican teacher education candidates are mainly motivated by extrinsic means. Even though this research was conducted over a decade ago, prior to teaching being formally recognized as a degree entry profession, I do not believe that motivations have changed as many of the students with whom I spoke expressed an extrinsic motivation to teach. TEC who are extrinsically motivated responded to the question of motivation by stating that teaching was the only choice; there was nothing else available, and they were undecided about their future. Bastick(2003) indicates that TEC who are intrinsically or altruistically motivated to teach show a higher retention rate than those who are extrinsically motivated. Paulick, Retelsdorf and Moller (2013) also conclude that intrinsic motivation is positively related to student teachers becoming effective teachers. Persons, who are intrinsically motivated love working with children while those altruistically motivated want to serve the nation, further the knowledge of others and want to contribute to society. The responses from the students show that in a number of cases, they are extrinsically motivated to teach. However, Thomson, Turner and Nietfeld (2012) whose research used a typological approach to investigate the motivations and beliefs of prospective TEC conclude that the socioeconomic contexts of a country will influence the motivation of TEC. They determined that TEC show a combination of motivations. Based on these observations, Thomson et. al. (2012) recommend that teacher education programmes should be knowledgeable of '…the diversity of prospective teachers' goals prior to or early in their teacher preparation programs so they can counsel the prospective teachers into richer understandings of teaching, and further provide robust field – based experiences'(p.333). The Mico does provide a series of Professional Enhancement Courses geared towards this end along with counselling offered by the Student Services Department. Student participants made references to these courses and services as guiding them and their colleagues in their decision making and commitment to the profession.

The Mico has created three programmes to attract prospective TEC who are experienced / mature professionals. Creating pathways for in-service education of teachers/ other professionals desirous of entering the profession is credible as these professionals have the experience, skills, values and attitudes that The Mico is looking for in TEC. It also shows that The Mico is responding to the needs of the society to prepare and certify teachers. 'Indeed, it is unclear why we would expect young entrants to be the most attractive pool of new teachers, given that effective teaching entails qualities such as leadership, mentoring, guidance, life experience, organisation, commitment and knowledge – with respect to many of which age may be an asset' (Hess, 2009; 452). As indicated in the review of literature, Gambhir et. al. (2008) note that in Canada, in addition to academics, considerations are given to background experiences in teaching or social work. Candidates are recruited based on reference letters presented, proof of work and volunteer experiences and the interviews (Casey and Childs, 2007). The use of the portfolio by The Mico to judge entry for mature applicants is also used in other programmes such as Teach First in England (Hobson et. al.,2010). Further, Evans (2003) intimates that in Cuba, prospective TEC are given ample opportunities to experience teaching. This practice has further enabled many to consider teaching as a career.

As the quote at the beginning of this chapter indicates, teaching is a complex task. Thus, the question of the characteristics of 'ideal'teacher education candidates is multifaceted; there is no simple answer. The draft Admissions and Registration Policy of the College, disclosed by Winsome and quoted below, speaks to the complexity of the characteristics of TEC. According to the Policy:

> *In addition to academic qualification, consideration shall be given to the candidates who are involved in social activities involving school club, church involvement, community activities etc. In general the applicant should be of good character, have sound values and be of good moral standing, be active in school, church or community affairs. The University College will, therefore, review and consider the recommendations from persons known to the student as supporting evidence.*

This research set out to characterize the characteristics of 'ideal' TEC from the perspective of The Mico. The study profiled TEC generally; however, there is the recognition that different skills set may be sought for various faculties and, or disciplines. I have concluded that from the perspectives of this institution, 'ideal' TEC should possess academic competencies similar to students entering Universities for a Bachelor's Degree programme. All candidates must have minimum qualifications of at least 5 subjects passed at the CXC – CSEC level or its equivalent and two units of CAPE / A'Levels. Persons are accepted without the requisite passes in CAPE / A'Levels but are required to complete CAPE substitute courses by the end of the second year of the Bachelor's Degree programme. Additionally, this academic competence should include a high level of literacy – a pass in English Language is mandatory and basic numeracy skills. Candidates should be persons who not only have high academic competencies, but also a motivation / desire to teach. TEC should demonstrate the ability to communicate well and have good interpersonal or social skills so they can relate to the various stakeholders in education, including those directly in their charge as well as the wider communities that they serve. In addition, prospective TEC should possess positive values and attitudes with regards to self, others and the teaching profession. Experienced / mature professionals are being targeted through programmes carefully designed to encourage them to gain requisite qualifications at the Bachelor's Level through the Pre-University Early Childhood programme and via the use of portfolios to assess prior learning in the Programme for Mature Entrants. Additionally, attracting mid-career entrants to teaching is being done through an advanced placement programme. Furthermore, the benefit of having young men educated as teachers is clearly a part of the discussion at The Mico. The PUMP programme has been designed with this in mind.

Finally, the information gleaned from this research shows that the characteristics identified by this teacher education institution are similar to characteristics outlined in Finland and Singapore with successful educational programmes identified by Barber and Mourshed (2007), in Canada by Gambhir et al (2008) and internationally (Hobson et al, 2010). However, it is imperative that the academic requirements relating to numeracy skills be reviewed and benchmarked against international standards to ensure that only applicants with the highest mathematical competencies are selected. Notwithstanding this, the low status of teaching in Jamaica, the transition phase The Mico is presently in and with competition from Universities both locally and internationally, The Mico may be encouraged to continue to review its programme to profile

TEC and design the kind of recruitment programme that will best attract the kinds of teacher education candidates identified. Recommendations towards this end will be discussed in the final chapter.

Chapter 05: Findings and Analysis - The Recruitment Programme

> One of the few uncontested areas of education policy is the importance of attracting and retaining well motivated, able and intelligent graduates into teaching (Cockburn and Hayden, 2004; p.01).

5.1. Introduction

In the previous chapter, I concluded that based on the data collected through perusing documents, conducting interviews and facilitating focus group interviews, The Mico is seeking the following characteristics in its teacher education candidates (TEC): academic competencies reflective of students pursuing a Bachelor's Degree at the University Level, the desire or motivation to teach, social/ interpersonal and communication skills and positive values and attitudes to self, others and the teaching profession. There are three programmes designed to attract experienced and mature professionals to the teaching profession. These programmes are – The Pre-University Early Childhood Programme, The Programme for Mature Entrants and The Advanced Placement Programme. In addition, there is also a thrust to recruit young men through a special recruitment programme – The Pre-University Men's Programme (PUMP). Based on this information, the research will now turn the spotlight on the recruitment programme to examine how the programme operates to attract the type of TEC profiled.

This section of the research seeks to answer the second research question posed - How are these teacher education candidates recruited at this institution?

5.2 Theoretical Application

Having taken a symbolic interactionist approach, I have come to understand the following about how the recruitment programme at The Mico operates. The branding of the institution is important to the recruitment programme. The name of the College is a brand synonymous with quality in teacher education. When I asked the students – *Why did you decide to attend this college more than another?* The students' responses indicated that this is the teacher education University of Choice for them. In a number of instances, they heard about the College through past students, some of whom are orientational others such as close family members and friends and significant others in the wider community with whom they interact. The Mico's reputation as

an outstanding teacher education institution not only in Jamaica but also regionally and internationally has acted as a magnet to attract prospective applicants. Many of the students made references to the prestige of the college, its distinguished alumni and programmes, and its place in the history of teacher education not only in Jamaica but in the world as part of what persuaded them to apply to the institution. The Mico understands the importance of the branding as the responses from research participants indicate that the profile of the college is a 'pull' factor, part of the attractiveness of the institution.

From a social constructionist perspective, since there is an interrelationship between knowledge and social action (Burr, 2003), that is, prospective TEC will make particular decisions based on what they know about The Mico brand; the branding of The Mico as the teacher education institution of choice is a central means by which the recruitment programme operates in its bid to encourage prospective TEC to apply to the institution.

5.3 An examination of the Recruitment Programme.

Below is a diagrammatical representation summarizing how the recruitment programme is structured.

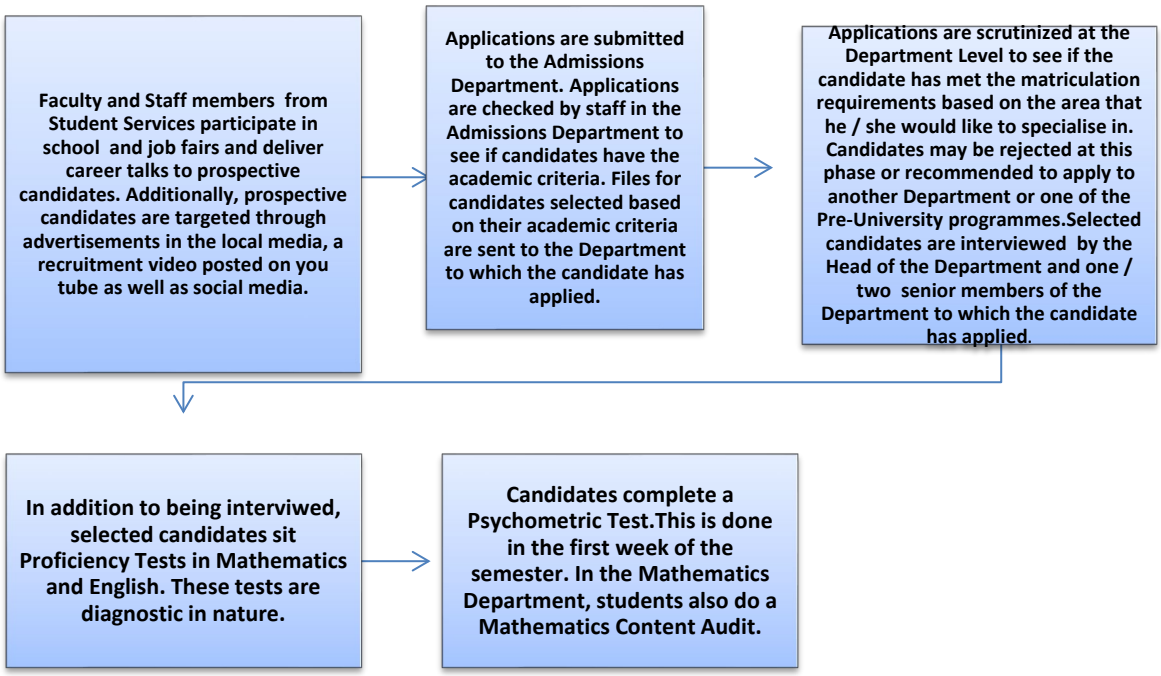


Figure 5.1: Diagram showing the recruitment programme at The Mico

In the examination of the recruitment programme, I will look at how the recruitment programme is structured and why certain decisions are taken in its bid to attract prospective TEC.

5.3.1 The Role of the Student Affairs Section

The College has a Student Affairs Section which is responsible for attending career fairs and managing community outreach, which is one of the means by which the College attracts prospective applicants. This work takes place between January and April of a given school year. When I asked members of faculty to describe the recruitment programme, Michael explained the outreach undertaken by the Student Services Department:

> *The Student Services Department go out to High Schools and do some recruitment. They will send information via a schedule and tell us which schools have requested us to visit. A school may say we are having Careers Day so the Student Services will use that as an opportunity to recruit, or they will plan recruitment drives. They will send the schedule, and depending on what areas we are short in, they will ask a Department to send a*

> *representative with the team going to recruit. For example, we may be short of Music students (Michael).*

In responding to the question regarding how the recruitment programme operates, other faculty members noted the importance of engaging faculty as part of the recruitment drive undertaken by the Student Affairs Section. Samuel explained the importance of this:

> *We have Student Services who go to schools and engage in their career days. Many times lecturers are invited to go because they need someone to speak to the specific discipline especially scarce areas like Geography (Samuel).*

The aforementioned comments indicate that The Mico is actively seeking out prospective candidates to enter its programmes. The Mico also enlists the support of students in its recruitment drives. One of the research participants - Lloyd had actually participated in a recruitment drive to workplaces in the vicinity of the College. He described a recruitment drive that he participated in*:*

> *When I was in first year, we went out in different schools and we did ventures of theMico …courses offered and all of that. Actually we went to St. Andrew Technical and the National Water Commission and ... We went to these places to advertise. The reception was good, persons have applied, but they are mainly evening students (Lloyd).*

5.3.2 Use of Media as part of the Marketing Strategy in the Recruitment Programme

The Mico has a website which provides information about The Mico and its programme offerings. Prospective students may also access and download application forms from this site. The Mico uses social media such as Face book, Twitter, Flickr, and Blogger to get its messages especially to young people as they are their main target market. When I questioned the use of these media, one staff member Winsome disclosed:

> *Those have come on stream fairly recently because we have to adapt to the environment in which we are in. We tend to target young people. We do have some room for the more*

> *experienced, more mature, but we have to use the tools that we know will pull young people (Winsome).*

Additionally, the College has a recruitment video on line which provides information about the College and the various programmes offered. This video which was posted on YouTube on August 2012 speaks to the prestige that The Mico occupies, distinguished alumni of the College, programmes offered and support services. Students from the recruitment video also spoke about the branding of The Mico.

Sharon further described how students were encouraged to apply to the College through different media. This was her description of the use of these media:

> *We send out print advertisements. We have not been using the television, we also use the internet and we have the application process online, word of mouth and recommendations (Sharon).*

Additionally, college students do teaching practice in the community. Through these teaching practice activities, the college maintains a presence in the community, and this has also served as a means of promoting the institution in the local community. These interactions with significant others in the wider community are important in increasing knowledge about The Mico brand and its programme offerings.

5.3.3 Admissions Procedures – *Application Forms*

In the first phase of the recruitment programme, students complete the application form which may be accessed from the institution's web site or at the Admissions office. After completion, these forms are checked by the Admissions Section to ascertain whether or not students have the academic requirements for general admissions and the specific requirements for admissions to particular programmes (See Appendix 6 for admission requirements). When I asked staff members to describe the recruitment programme, Sharon, Director of Admissions, described the

application process as the first phase of selecting applicants based on the academic qualifications set out in the Student Handbook 2012-2014. This is her description of the process:

> *We short list them, we check to make sure that they are qualified for the area for the first option. They have a second choice, if they don't meet the requirement for the first option; we refer them to the second area. We call them because sometimes they do not necessarily want to do the second area. We call and ask them if they are sure they want to do this area, we may advise them about another area/s that they can choose (Sharon).*

This would indicate that the academic qualifications of the TEC is the most important criterion as this is the first area which is checked by The Mico. Students who fail to meet this criterion are either rejected or recommended for the Pre-University programme ; they are not accepted for matriculation into the general Degreee programme. In addition, this would indicate that there is some rigour in the recruitment programme as applications are scrutinized to ascertain if students have qualified for the courses they have applied for. This was also verified by students who spoke about the rigour of the process.

5.3.4 Interviews of Selected Candidates

The files of candidates who are selected at the first phase are then sent to the Head of The Department to which the candidate has applied to see if the candidate meets the requirements for the specialist area to which he / she has applied. Even at this phase, candidates may be rejected or recommended for another area or the Pre-University course. All participants stressed the importance of the interview as one of the important tools to select candidates. Interviews are usually conducted by the Head of Department and two or three other lecturers from the Department. When I queried the purpose of the interview and the format it takes, Samuel in the following statements describes the interview process and the purpose of the interview in his department. This is his description of the process:

> *The Department goes through the files, determine if there are some persons who should not be interviewed. The ones that you don't interview, those will not be taken at all. The Department Head and another person will go through them and then you set up the*

> *interviews, and then send a list to Admissions. They call them and invite them in. We complete a form to say who is recommended to be here. If we recommend somebody for somewhere else we put that on the form and send that to another Department or Pre University Programme…We interview students about their study habits, how they handle pressure and organization skills. We ask students open ended questions and questions about their goals what they plan to do, do they really want to teach (Samuel).*

One of the strengths of the interviews is that the Department is very much involved in it. Samuel further added:

> *The Department makes that decision (The decision which determines who is accepted). The fact that we interview them, it is important that we meet them, we meet all of them. It is very time consuming and sometimes very inconvenient. We have general and specific questions. General questions are asked about their extra curricula activities, community service and whether or not they want to be a teacher. We talk about their experience with the subject why they consider it to be so (Samuel).*

Winsome also discussed the importance of the interviews. She noted:

> *The interviews are done by departments. …it is in the interviews that you really get a feel for some aspects of their character, and you can get more details about socialization and character and the community involvement and all of that (Winsome).*

When I asked the students from each focus group about the strengths of the recruitment programme, some students identified the interview as one of the strengths and also discussed the importance of the interviews.

Alex described his experience as follows:

> *Well I think the interview is done in the Departments so it gives the interviewers, who are normally lecturers, an opportunity to see who they will see coming into their classes so they will have the opportunity to get to know who they are (Alex).*

Leroy described his experience with the interview in this way:

> *For my interview, we were asked to select either fire or water and liken yourself to that element. You were supposed to explain by writing a one page essay. I think it provides an opportunity for your interviewers to psychoanalyze you before you are even interviewed based on your description (Leroy).*

However, one student questioned whether or not the interview was not just mere formality. He believes that once students have the academic qualifications, they are accepted, and the interview is actually just a rubber stamp more than a tool for selection of candidates.

Adam proffered a different perspective from his peers. According to him:

> *The interview process is mere formality. We have students who lack certain necessities as it relates to becoming a teacher. For example, they lack certain values. They fail to conform to rules and regulations. If we continue to do this, we will not train the types of teachers that we want because we are not taking the persons of high standards. I would not accept persons based on academics, I would also need to look at morals. We should not only focus on academics (Adam).*

When I spoke to one faculty member about the use of the interview, his response indicated that academic qualifications may be the deciding factor in most cases. This was his response:

> *We really have never had to turn down someone with good academics from the interviews. If a student is very good academically more than likely they will know what to do. They will put themselves together and try to speak properly (Samuel).*

However, another faculty member, Pedro, was adamant that persons with poor values and attitudes were not accepted. According to Pedro:

> *Of course, The Mico is not only about academics. We know when you come here you are good; we don't send you off because of bad attitude because people can be trained, but some persons because of their attitude appear to be untrainable. If you do not wish to learn, to grow or to change, even if you are a genius, we are going to have a little problem with you. We are sending you out to teach, and we have our values when it comes to who is a teacher, who is a Miconian who is a teacher (Pedro).*

Moreover, when I spoke to another faculty member, Michael, I asked him whether or not the recruits this year possessed the qualities he described, he discussed with me the difficulty of sometimes using the interviews to gauge motivation and other aptitudes. He made an interesting observation based on his experience:

> *It is difficult when you interview students to find out what skills they have. You can only ask questions sure you can observe and so on but it is difficult to tell. Sometimes, it is after they are here that you discover a number of problems. Students in interviews will tell you what you want to hear (Michael).*

Another faculty member, Ron, echoed similar sentiments in response to this question:

> *Sometimes, some people have the best responses for you in an interview; they may have spoken to some other people and they know what to say (Ron).*

The aforementioned comments indicate that seeking prospective TEC is not as simple as it looks from the outside. However, by utilizing checks at the Admissions and Department levels and conducting interviews the Mico is to ensure that there is some level of rigour to the recruitment programme. Based on the responses regarding the importance of the interviews, I believe that The Mico is not only seeking candidates with the requisite academic qualifications they are also trying to ascertain other characteristics such as social/ interpersonal skills, communication skills and the motivation to teach as indicated in the profile of TEC.

5.3.5. Proficiency Test – Mathematics and English

At this stage, candidates selected based on their academic competencies having passed the scrutiny of Admissions and the Department Level have to sit English and Mathematics proficiency tests. When I asked about the rationale for these examinations, Sharon explained the purpose of these tests:

> *Both are diagnostic in nature to see where they are because we also refer some of the recruits to the Writing Centre depending on their areas of weakness (Sharon).*

This was further corroborated by Pedro who noted*:*

> *The entrance exam is the first thing they do. The entrance exam includes the English test and the Math Proficiency test. If they ace that then they don't do the compulsory Mathematics course. Regardless of your area of specialization, the feeling is that you should have Basic Mathematics. We do take people who have failed the entrance exam, but because of the diagnostic components we use that to treat whatever weaknesses we see. We also have a Writing Centre where candidates with weak Language Skills can get individual help there as well (Pedro).*

As discussed previously, with only a small percentage of students sitting and passing the Mathematics examination in Jamaica, The Mico is responding to the challenges of weak Mathematical preparation in candidates by ensuring that candidates are given ample opportunities to improve on these weak areas. Similarly, even though a pass in English is mandatory, many of the students may have weak writing skills thus this remediation may help those individuals as well.

5.3.6. Psychometric Test

A psychometric test is administered to all candidates at this phase. The results of the test are used to assess the aptitudes of candidates. The psychometric test was added when the College became a full Degree granting institution. When I asked faculty about the rationale for the test, Pedro described it as follows:

> *The psychometric test has been added since we started the Degree programme. International standards – we wanted to ensure that we are ahead of the game. We are offering Degrees; we are thinking of accreditation; we are thinking of our graduates going abroad. We wanted to ensure that we fall in line with international standards.*
>
> *We do not use the psychometric test to weed out necessarily. We use that to gauge aptitude, to see how you work under pressure, whether or not you are a people person; we get those things that you would not get on a written academic test. We try to look at the total person (Pedro).*

Other faculty members also stressed the importance of the psychometric test. Michael stated:

> *The psychometric test gives you some dimensions that can help you to track students so that you can know where the students are and how to help them (Michael).*

Sharon, a staff member, noted that:

> *All students complete the psychometric test to determine aptitude, professional aptitudes. The departments use it to gauge the aptitude of the students they are receiving (Sharon).*

However, perhaps more needs to be communicated to the students about the test as when I asked the students about the weaknesses of the recruitment programme, one student lamented:

> *The Psychometric test was a surprise. I did not know that they had it and I was unsure what it entailed. It was only before going into the test that a Guild Representative explained what it was all about (Mary).*

5.4. Assessment of the Recruitment Programme

To assess the teacher recruitment strategy of the College, I have used the conceptual framework laid down by Zeichner and Conklin (2008). This framework draws on case study research of various teacher education programmes and teacher education literature. According to this conceptual framework: A Framework for thinking about teacher education programmes, when considering the admissions programme for teacher education, 'There are at least two aspects of admissions that need to be considered: (a) the relationship between admissions criteria and processes and the stated mission or conceptual framework for a program; and (b) how selective the program is on these criteria' (Zeichner and Conklin, 2008; p.278).

The Mico's mission statement is as follows (Students' Handbook 2012-2014; p. 05):

> **MISSION STATEMENT (WHAT MAKES US DIFFERENT)**
>
> To be the University of choice in the Caribbean for policy makers, employers and for students pursuing degrees in Teacher Education:
>
> - By developing critical thinkers and problem solvers, who embrace life-long learning
> - By contributing effectively to an improved quality of life at the personal, national and global levels
> - And by being financially sustainable.

Is there a link between the admissions criteria and the mission statement? Some of the students themselves have embraced the holistic learning and lifelong opportunities that the mission

statement details. They made reference to this when I spoke to them about their choice of attending The Mico.

Petal, a student, noted that The Mico is designed to make one into rounded learner. She said:

> *The Mico is really a teacher education institution because we are being trained to be a teacher … we do some courses here that I know they don't do at UWI or UTECH for example, Becoming a Teacher , The Learners we Teach. We do some professional enhancement courses, so basically you become a well-rounded teacher and individual as well (Petal).*

However, The Mico is not necessarily the teacher education institution of choice for perhaps some students. As indicated by Pedro, in some cases, students who have higher level qualifications may opt to attend other Universities because these Universities are fully established and their programmes are fully accredited. However, The Mico has sought to align its matriculation requirements alongside these Universities only offering CAPE substitutes where needed by some students. Thus, the admissions requirements show that it is The Mico's aim to be considered as an institution of choice.

The general matriculation requirements of The Mico are similar to that of other Universities, unlike the other teachers' colleges. When I browsed the websites of three other teacher training colleges, Shortwood Teachers' College, Sam Sharpe Teachers' College and Church Teachers' College, whilst they were offering the Bachelor of Education Degree Programme, they required candidates to have 5 subjects including English Language and Mathematics at the CSEC General Proficiency Level, Grade 1-3 or GCE Grade A, B, C. (See www.ctc.edu.jm; www.stcoll.edu.jm; www.samsharpeteacherscollegejm.com.) The Mico has a distinct advantage in that its matriculation requirements are higher than the teachers' colleges and similar to other Universities such as UWI, NCU and IUC. Furthermore, The Mico is in process of getting all programmes accredited, so it is on the path to becoming a University. Now a University College, it has already graduated the first cohort of students in 2012. Faculty members made references to this as one of the 'pull' factors which has caused prospective students to consider the College.

Lawes (1997) and Miller (1999) have both advocated for the linkage of teacher education with University education in Jamaica. Miller (1999) noted that because of the advances in the general level of education of the populace, teacher status has declined. This is because teachers were still being certified through Certificates and Diplomas, whereas Degree Training was becoming increasingly popular in the society. Regionally, Trinidad and Tobago has also embarked on a programme of having all teachers Degree trained through a four year university degree program at the University of Trinidad and Tobago (Steinbach, 2012). Internationally, in the 1970s Finland's reforms in education also entailed reforms in teacher education and involved the transfer of teacher education from teachers' colleges to Universities. As reported below, this has positively impacted teacher status and the attractiveness of teaching as a career in Finland. This would indicate that there is a positive correlation between educating teachers at the Bachelor's Degree Level and the attractiveness of teaching as a career. Kupiainen, Hautamaki and Karjalainen (2009) argue,

> The transfer of classroom teacher education from teachers' colleges to universities entailed a change toward research-based teacher education by consolidating the foundations of teacher education in academic research and by training teachers as commencing researchers, capable of searching for and applying scientific findings in their own work… The academic status of classroom teacher education has undoubtedly contributed to the continuous popularity of teaching profession in Finland, as well as to the trust parents feel towards their children's teachers and the school in general (p.22).

Importantly, part of the attractiveness of the teacher education programme is the quality of the programme which focuses on more research led initiatives to inform practices. As indicated in the introduction, teacher education programmes of this caliber can enhance the status of teaching. Thus, one could argue that whilst a Bachelor's Degree programme is important, this programme should also be conceptualized as a higher level programme of education which empowers teachers through research driven activities. Furthermore, Sclafani and Lim (2008) report that England changed its teacher preparation programme to include a higher entry bar for prospective applicants and higher performance expectations for graduates which have resulted in an increase in the number and quality of applicants. The implication here is that if the teacher education programme is perceived as of a high standard, then more candidates who are highly qualified may be attracted to the teacher education programme because of its higher standard.

Is the programme highly selective based on the criteria for teacher education candidates identified in chapter 4? Both staff and faculty agree that even though they may have a particular profile for teacher education candidates, they may not necessarily get the type of candidates profiled. Whilst the 5 CXC – CSEC subjects or its equivalent are adhered to they have to use CAPE substitutes to help students to matriculate into their programmes. In terms of possessing the social and interpersonal skills and positive values and attitudes, since some candidates may not display all of these characteristics, there are professional enhancement programmes geared to addressing the deficits. The Mico also offers career counselling and guidance through the Student Services Department. The programme for Mature Entrants and the Pre-University Early Childhood Programmes are targeting experienced or mature students. The Mico has instituted programmes to address weaknesses in Mathematics and English. Further, the Professional Enhancement Programme assists with professional development and education of candidates.

In addition, to ascertain whether or not the programme is highly selective, I also discussed the rigour of the recruitment programme with staff, faculty and students. The responses were mixed as to whether or not there was a rigourous method of selection at the College.
One faculty member, Pedro, described the recruitment as '… *a stringent process of selection.'*

However, some of the students spoke to weaknesses of the programme which they thought contributed to a lack of rigour.

Alex, a final year student, assessed the programme in this fashion:

> *Personally, I don't think it is a rigorous process. I am a part of the orientation process, and I observe persons and I wonder, did they go through an interview process, and if they went through an interview process, what exactly was the interviewer looking for in terms of speech, dress, attire, overall. There are times when I wonder if we are for the numbers instead of quality applicants that we want to take in (Alex).*

He further added:

> *From my experience, if I were recruiting Math students, I would like to see how well they can cope with stress. As soon as they get a problem that they think might be a bit challenging, they just give up on it. I would want to test that attribute- how soon are they going to decide to quit when they get anything a bit challenging. I would want to determine if they quit as soon as you are faced with insurmountable challenges. I think the interviews could be a little more challenging and the questions more in-depth. I am seeing the effects of not doing that so some of the students their approach to Maths on a whole would be totally different (Alex).*

However, when I spoke to the Head of the Department, he revealed some programmes in the Department which may have come on stream after this student was recruited. He noted:

> *They do a diagnostic test or an online audit. We don't use that to determine whether we take them or not. We do this in collaboration with the University of Plymouth in England. We had some collaboration before, and there is an online Math audit that they do which gives us details about what each student did with each question. We use it to inform some of what we do here. Last year was the first year that this was done. This is a Mathematics content audit. It is an audit which was done by our Centre of Excellence in Mathematics that we have here, and out of this audit we realized the deficiencies in Mathematics here in Jamaica. We decided to use it to inform what we do. So after the student is interviewed they do a Math content audit (Samuel).*

This would indicate that The Mico is responding to the challenges of selecting TEC and instituting programmes to create a more robust selection process.

However, in critiquing the programme, one student noted that he was accepted for the programme even though he did not have one of the requirements. Roy disclosed:

> *I did not do Social Studies and the handbook said that you needed Social Studies for this area (Roy).*

However, other students disagreed, when asked whether or not she thought the programme was rigorous, Mary a first year student, noted:

> *I think it is very selective. There were many people who were interviewed with me, and now I don't see the majority of them (Mary).*

Petal, another first year, agreed:

> *Yes, it is more difficult to get into The Mico than other institutions. It was a longer process to select the best people. Yes, because they had me waiting and I cried because someone else I knew got called before me. Because the process is so long I think that they are testing for something during that long process. The testing helped them to select the best candidates. The medical was also very thorough (Petal).*

When I asked the students – Do you believe that this college is attracting 'quality' recruits? Petal also indicated that she believed that the rigour of the selection process shows that there is a high standard, and they are recruiting only the best students. She explained:

> *Of course they are (attracting quality recruits) because even in the interview they are actually sieving through the persons. They attract a lot of persons … People sometimes ask what you did to get through to be at The Mico. Other students say it is really hard to get into The Mico. I know people who have tried but have had difficulty getting into The Mico. Also I went with a group of persons and some did not get in (Petal).*

Andrew, a second year student, who had previously enrolled in a Programme at another University, noted that the selection process is rigorous enough and similar to other Universities. Whilst, Adam believed that the interview process could be more rigorous, but thought that the overall recruitment programme was quite good.

Ron, a faculty member, perhaps sheds some light into some of the allegations of a lack of rigour. He noted:

> *Within departments, what you might find is that people look to see what the recruits come with, so what you might find is that there is a judgement call which is not necessarily*

> *written on paper, but yet it is there so there is a level of flexibility where that is concerned. You make this call based on your experience (Ron).*

This shows that the recruitment process is not as 'clear cut' as some may want to believe. Since The Mico is seeking a wide range of characteristics in its TEC, it is a difficult and challenging process to undertake this selection.

When I tried to ascertain from one faculty member, the number of applicants who apply versus the number accepted. His response indicated that a number of students are refused entry each year. He stated:

> *We would get 1200 applications and we probably won't take more than 600 or so then the interviews would seek to weed out some more to about 300-350 for the day students (Pedro).*

However, the admissions figures for this year indicated that overall (both day and continuing) well over seven hundred students were admitted (Kindly view Appendix 10 for admission figures). If these estimates are correct, it would mean that over sixty percent of those who applied were accepted.

5.5. Discussion of Findings

At The Mico the general matriculation of 5 CXC-CSEC subjects and 2 CAPE subjects are similar to the requirements accepted at the University of the West Indies, Mona; however, a perusal of the website of other teacher education institutions indicate that their general requirements are the 5CXC- CSEC subjects, even though they do encourage students with CAPE or 'A' Levels or Associate Degrees to apply. In addition these matriculation requirements, candidates are again scrutinized at the Daprtment Level before candidates are invited to be interviewed by the Department to which he/she has applied. This interview is usually conducted by a team from the Department which includes the Department Head and Senior Lecturers in the Department. The purpose of the interview is to gauge motivation to teach, communication, interpersonal skills and values and attitudes. As mentioned previously these are the qualities identified by The Mico as the characteristics of TEC. Tan et al. (2007) note that in Singapore,

there are a range of similar skills that the interviews are designed to capture. These include, 'passion for teaching, ability to communicate well with others, creative and innovative spirit, confidence, leadership qualities and good role model' (Tan et al.; 2007; p.74). This is not surprising since The Mico's mission is to be the University of choice for teacher education students. Further, international education agreements and standards have impacted the teacher education policies and programmes in Jamaica.

Of note is the context in which The Mico operates. Unlike Finland and Singapore, in Jamaica teaching is not a first choice career; thus, academically some recruits the College may want to attract just may not choose to teach. Some of the participants also made references to this which will be discussed in the next chapter. Financially, the full cost of tuition is borne by the students; government scholarships are few. Additionally, The Mico has to compete with at least ten other teacher education institutions and the education departments of UWI, UTECH, International University of the Caribbean(IUC) and Northern Caribbean University (NCU) (ESSJ, 2012; 22.18). Furthermore, The Mico is in a transition period between a College and a University. As the status of the college changes to a full-fledged University, it may mean a further revision of the recruitment programme.

I believe that the recruitment programme has achieved some level of success in selecting the candidates profiled at the beginning of this chapter. If they were selecting candidates solely on the basis of their academic competencies, then students would simply fill out an application form; however, the fact that they conduct interviews with prospective candidates is evidence that they are seeking to identify other competencies which the students may possess. Even though interviews may be costly, time consuming and interviewer biased, they may also serve as a good assessment tool for selecting prospective applicants to judge their attitudes and aptitudes to the profession. The fact that English is a compulsory subject indicates that The Mico also realizes the importance of a high level of literacy to a TEC. Additionally, even with a pass in English students sit an English Proficiency Test, and those with weak writing skills are assisted by the College's Writing Centre. The Mathematics proficiency test also indicates that the College is

seeking recruits with at least a basic competence in Mathematics. However, unlike Finland and Singapore (Hobson et al., 2010; Karpati, 2008; Barber and Mourshed, 2007) where these test are used to discriminate, the College believes that it can be the transforming agency and has implemented various programmes to address weaknesses identified.

Students are required to sit Mathematics and an English Proficiency Test. However, both are diagnostic in nature. In cases where students have failed, they may still be accepted by the College. What is the purpose of these tests then? They are used to determine the kinds of programmes to be implemented to meet the needs of students. The College has a Writing Centre and a Mathematics Centre of Excellence; thus, candidates can be referred to these centers for remediation.

Furthermore, at The Mico, a psychometric test is administered to all candidates. The results of the test are used to gauge the aptitudes of candidates selected. Additionally, the College offers counseling services to prospective students guiding them to achieving their educational objectives through the Student Services Department. The support services of the College were also discussed in the recruitment video, for example, the use of a Counseling Centre to help those who are unsure of their career decisions. One student in the video wanted to study English and Social Studies but chose to study Geography and Environmental Studies. He made this decision based on the advice of personnel in the Counselling Department. He noted that the area of Geography and Environmental Sciences is less competitive and more demanding.

The admissions requirement of the recruitment programme is linked to the mission of the college. However, I do not believe the programme is highly selective. When one compares this recruitment programme with the literature on recruitment programmes in Singapore where one in six applicants are selected and Finland where one in ten applicants are selected, the programme would not be classified as highly selective. Whilst the exact figures for the number of applicants who applied for admission to the programme were unavailable, the figures for admission show over seven hundred new students. Based on the data, each year The Mico receives over 1200

applicants. This would indicate that more than half of those who applied were accepted. Additionally, the Mathematics and English proficiency tests whilst mandatory are not discriminatory. They are merely diagnostic in nature. Based on the review of literature, in England, even though TEC already have a pass in GCE English and Mathematics, they are still required to pass numeracy and literacy tests. In the interview phase, there were also questions raised by some students as to whether or not it was really discriminatory or this was just a formality. However, staff did speak to the difficulties associated with getting honest answers from students in an interview. Group interviews or classroom simulation activities may further help to ascertain motivations of prospective students.

The final question that this research seeks to answer asks - Is there a gap between policy and practice in the recruitment of teacher education candidates at this institution?

5. 6. Policy Cycle Analysis (Bowe, Ball and Gold, 1992)

As discussed in the review of literature, the policy cycle analysis is a theoretical and methodological tool which can be used to examine policy to discuss implementation. I will be using this to discuss the implementation of the teacher recruitment policy from the policy creation at the macro level to the text production at the meso level of government the (Joint Board of Teacher Education) JBTE and the implementation at the micro level – The Mico.

5.6.1Context of Influence

International pressures from the International Monetary Fund (IMF) and other money lending agencies such as the World Bank influence policy formation directly and influence how much money is allocated to education in Jamaica (Hickling-Hudson and Klees, 2012). Jamaica's primary goal is to be a developed country in 2030. Key to this it is expected that educating will drive this development to move the country to this developed country status. Thus, the education policy is pivotal to the other policies outlined by government to this end. The aim of the Task Force (2004) is directly associated with the vision of the 2030 plan for Jamaica to be a fully developed country. The Task Force which consisted of major education stakeholders from both the private and public sector convened a number of public consultations which also impacted

decision making. In addition, according to the Task Force (2004), the transformation in education is a part of Jamaica's commitment to international and regional agreements such as EFA, The General Agreement on Trade and Services (GATS) and the Caricom Single Market and Economy (CSME). The Task Force (2004) recommended that teachers should be graduate trained, holding a minimum of a Bachelor's Degree, as the higher expectations of teachers is part of the reform to this end to help to create this educated Jamaican described in the introduction. The local education inspectorate has also identified gaps in teacher quality as one of the areas affecting student achievement and inequities in the system. In fact providing all students with effective classroom teachers is seen as one of the main ways to break the cycle of underperformance in the education system. The aforementioned factors have influenced the policy governing teacher recruitment.

5.6.2 Context of policy text production

The decision that all teachers should have a Bachelor's Degree as the mandatory minimum requirement was supported by government's increased expenditure in teacher education. The JBTE is the arm of government responsible for the certification of teachers in Jamaica. The JBTE's policy on admissions requirements for TEC is in Appendix 11. A perusal of the text shows that to a great extent The Mico has adhered to the policy in terms of matriculation of students to the programme as outlined by the JBTE except for the Mathematics criterion. Bowe et al. (1992) note that in this context of policy text production, reinterpretation is important, that is the person / s producing the text determine/s how the policy should be written. In reviewing the text, it is unclear why the JBTE still has the CXC – CSEC subjects alone as its requirements for normal matriculation requirements for entry to the Bachelor in Education Programme. If teacher education requires higher levels of educational competencies shouldn't the JBTE insists on CAPE / A Level subjects as part of these higher educational competencies? As discussed in the review of literature, policy needs to be understood in its context and time. The discourse surrounding the policy may have also influenced its production. At a time when teacher status is low and more than half of secondary students leave secondary school without the requisite five passes for tertiary education, the policy may have been designed bearing this in mind. However, this suggests that the policy is upholding the lower entry requirements for teachers and helping to

lower the status of teaching. It could also be argued that if higher entry requirements were expected, then in many cases fewer students would matriculate into the teacher education programme at the teachers' college level. This too may have influenced the production. However, should we accept lower entry requirements for teachers and expect that teacher professional status will improve when it is still an easier entry to this occupation? A perusal of matriculation requirements at UWI, Mona for law, medicine and engineering indicates that all three areas require in addition to the CSEC passes, three passes in CAPE / A Level (www.mona.uwi.edu/fms/). When will the matriculation requirements for teachers reach that standard? How can we expect to raise the professional standards of teaching with lower matriculation requirements?

With the deregulation of tertiary education in Jamaica, The Mico is not answerable to the JBTE. Thus, when I asked about external reviews by the JBTE, Pedro noted that because they are now a University College, they are no longer regulated by the JBTE. In fact, there is no regulatory body that they are answerable to. However, he noted that there is still some level of partnering with the JBTE. He explained:

> *We collaborate with the JBTE. Some of us are still accredited external examiners by the JBTE (Pedro).*

The aforementioned statement raises serious questions about the regulation of teacher education in Jamaica. How can standards be upheld if there is no regulatory body to ensure they are maintained? This practice will only perpetuate the level of inequity in the education system, where schools will hire teachers based on their Degree. As usual, the Primary and Upgraded High schools will no doubt end up with graduates who have low qualifications to begin with and are certified in programmes with low standards whilst the Traditional High Schools will choose their graduates from those who have higher entry qualifications and have benefitted from an excellent programme of teacher education. As Jamaicans, I think our philosophy of education should be reviewed. Is education for all our aim? Or, is it quality education for all? Regulation of teacher recruitment and education must be borne in mind if quality education is what we intend for all Jamaicans not just a select few.

5.6.3 Context of practice

I will now discuss the policy implementation at the micro level – The Mico. To matriculate into the teacher education programme at The Mico, prospective applicants are required to have A 'Level or CAPE passes which is not stipulated by the JBTE regulations. As discussed earlier, those who do not have these passes are accepted provisionally, and they are required to pass substitute courses by the end of Year 2. This would indicate that The Mico's matriculation requirements are in some ways ahead of the JBTE's requirements. Additionally, the College uses a range of higher level qualifications for matriculation requirements such as an Associate Degree, High School Diploma from accredited American or Canadian institutions and Teachers' College Diploma with at least a 'B' average. The Mico has decided on higher academic qualifications for its candidates because it is not necessarily answerable to the JBTE but wants to align itself less with the requirements for a Teachers' College and more with the requirements for a Teaching University.

When asked if this recruitment programme was in line with the government teacher recruitment policy, Pedro noted:

> *We are ahead. The typical college might ask for 5CXC-CSEC subjects. We ask for 5 CSEC and 2 CAPE Unit 1. The Mico is always ahead (Pedro).*

Nonetheless, The Mico does not have a mandatory pass in Mathematics as part of its general requirements as indicated by the JBTE's requirements (Kindly see Appendix 11 for these requirements). As discussed in the previous chapter, the low level of Mathematics passes in Jamaica may have accounted for this. However, the College requires students to attain basic Mathematics skills by undertaking a College course referred to as M100. The Mathematics 100 course is a basic Mathematics course which is a Year 1 requirement if you do not have a pass in CXC-CSEC Mathematics. The University of the West Indies (UWI), Mona does not require recruits to have a mandatory pass in Mathematics as part of the requirements to their Bachelor of Education programme. However, an examination of recruitment practices internationally indicates that a high level of numeracy is expected of TEC. In England, similar to Finland and

Singapore, all TEC are now required to pass skills tests in numeracy and literacy prior to the beginning of their teacher training course (www.education.gov.uk).

Thus, notwithstanding the general low level of passes in Mathematics locally, since the College prides itself as having an international appeal, they may be encouraged to review this and as suggested by Benjamin (2012) reinstitute a preliminary year for those students. However, this may further increase the costs of the degree and lower the number of entrants – as mentioned before UWI does not require TEC to have a pass in Mathematics.

Based on the data collected, I do not believe there is a significant gap between the policy of the College and the practices in their recruitment. With regard to the academic qualifications of applicants, all participants made it clear that the applicants enter with the required 5 CXC – CSEC qualifications.

Michael said:

> *All students enter with the 5 CXC – CSEC subjects. They cannot come in without the 5 CXC-CSEC subjects, but many don't have the TWO Cape subjects (Michael).*

The requirements to do the CAPE substitute is not practiced in the same fashion by all departments, as in one case, it may be done by the first year, in another it may continue to the second year. In relating the specific requirements for his Department, Samuel stated:

> *As long as you don't have CAPE Mathematics, you will still have to do that. They will have to pass it by the first semester in order to get in. If they have CAPE wonderful, but those who don't have CAPE it is a requirement that in your first semester you have to take two Cape substitutes we call it, and you have to pass them in the first semester or you can't continue (Samuel).*

However, the Dean of another faculty, Michael had a different response. He explained:

> *Based on last year's group approximately 30% of students needed the CAPE substitute. They should complete this in the first year, that is the ideal but it may go to the second year (Michael).*

Sharon spoke about the CAPE substitutes and how they are administered at the Department Level. She noted:

> *Some of them may need the CAPE alternatives to help them to matriculate. Most of the students have just the 5 CXC-CSEC subjects. However, based on the requirement to have 5 CXC-CSEC plus 2 Units of CAPE, where they do not have the CAPE subjects they do these two units of CAPE alternatives along with the curriculum. They should complete this by the end of the first year (Sharon).*

However, whether completed in the first semester or by the second year, all departments are complying with the admission requirements in the Students' Handbook (2012-2014) which advises that these substitute courses must be completed by the end of the second year. Furthermore, these statements show that students who do not qualify immediately for the Degree Programme have alternatives such as the Pre-University Programmes mentioned (Kindly see Appendix 8 for the admission requirements for these programmes).

Some students also weighed in on the matter of whether or not the College policy was in line with practices. When I spoke to the first year students all of them had experienced the full recruitment process of filling out application forms, interviews, Mathematics and English Proficiency Test and the psychometric test as described by staff and outlined in the handbook. When I asked the first year students to describe the recruitment programme, Mary described it as follows:

> *For me I filled out the application, I needed recommendations from a Justice of the Peace, a Pastor and my school. After that I did the English Entrance exam, then the interview, then about two or three weeks later they called me and told me that I was accepted, but that I needed to do a medical. I needed to do the medical to get properly registered. When we came to school after the orientation the following Monday, we did*

> *the Mathematics entrance exam. The pass mark was 70, but if you failed it then you do Math 100. Then following day, we did the Psychometric test (Mary).*

Her description shows that the recruitment policy is practiced as outlined in the students' Handbook and stated by staff members. The other students in the group agreed that they had similar experiences and concluded that the selection process was rigorous.

A fourth year student, who is a graduate of the PUMP Programme, indicated that the matriculation requirements are adhered to. His description of the recruitment programme indicates that The Mico's policy is in line with its practices. He explained his experience with the recruitment programme in the following way:

> *After you submitted your qualifications and your documents, you were called in for an interview. I came through PUMP because I did not have the requirements for the area I wanted to specialize in even though I had the requirements for other areas. I had only one subject in my area of Industrial Technology; I had Electrical. I was able to sit those courses that I did not have like Mentorship and Personal Development (Adam).*

One student, Lloyd, describes his experience in this way:

> *I did the English and psychometric tests. I had to do a Mathematics Equivalent course – M100. Instead of having everyone doing the Exam they had an option either you do the course or the exam. I did the course; those who failed the exam still had to do the Mathematics 100 course. You have to pass this course to matriculate into the Degree programme (Lloyd).*

Again, both stories demonstrate that the College has a certain standard which is being upheld and the recruitment policy is followed.

5.6 Discussion

Based on the data collected, I do not perceive a significant gap between policy and practices at The Mico. Staff, faculty and students described the recruitment programme in the same manner as outlined in the Students' Handbook. The matriculation requirement of having 5 CXC – CSEC

subjects is adhered to. However, there was at least one instance where a student revealed that the matriculation requirements were waived because he did not have one of the required subjects for a Course, but he was allowed to matriculate into the programme. In addition, with regard to the use of CAPE equivalents, this is not administered uniformly across all Departments. In one Department, the students have to pass these in the first semester whilst in other Departments students may fail but have until the end of the second year to complete these.

Since The Mico is a University College somewhat at a crossroads between being a University and a College, it has sought to align its policy with what is expected at the University Level. Thus, the policy is in many ways ahead of the JBTE's policy on recruitment since it is asking for A'Level or CAPE qualifications. However, the Mathematics criterion is not strictly adhered to. Using the policy cycle analysis has enabled me to trace the teacher education policy from its formulation at the macro level of government to the possible contexts which may have influenced its production and examine its implementation at the micro level – The Mico.

Chapter 06: Findings and Analysis – Substantive Issues affecting the Teacher Recruitment Programme

> Teaching in the knowledge society … requires qualities of personal and intellectual maturity that take years to develop. Teaching in the knowledge society cannot be a refuge for second-choice careers, a low level system of technical delivery or, as some policymakers are saying, an exhausting job that can be handled mainly by the young and energetic before they move onto something else (Hargreaves, 2002; p.5).

6.1. Introduction.

In this section, I will discuss the substantive issues affecting the recruitment programme. The data for this section was gleaned from the documents analyzed, along with the interviews and focus group discussion conducted. The recruitment video formed part of my analysis; additionally the Students' Handbook 2012-2014 which has information about the History of the College, the programme offerings, faculty members and matriculation requirements was a source of data. After analyzing the data using the Miles and Huberman (1994) framework detailed in chapter 03, there were a number of themes and subthemes which emerged relating to the effectiveness of the recruitment programme which I will discuss in this section. These are summarized in the tables below.

Topic	**Theme**	***Sub-Themes***
Substantive Issues Affecting The Recruitment Programme	• **Internal Issues affecting the recruitment Programme at The Mico.**	• The transition phase of the Mico from a Teachers' College to a University College. • Financing the Teacher Recruitment Programme • The advertising and marketing strategy of the recruitment programme • Costs of the Teacher education programme
Topic	**Theme**	***Sub-Themes***

Substantive Issues Affecting The Recruitment Programme	• **External Issues affecting the Recruitment Programme**	• The economic climate of Jamaica • Lack of government partnership and funding of the recruitment programme • Government Policy – regulation, licensing and professionalising of the teaching profession: Role of the Jamaica Teaching Council (JTC) • Teacher Bashing • Teacher Status and Professionalism • Teacher remunerations – salaries and benefits • The role of educators

Table 6.1: Substantive Issues Affecting the Recruitment Programme

6.2 The Internal Issues Affecting the Recruitment programme.

In this section I will discuss the theme of the internal issues at The Mico which affect the recruitment programme. These are issues relating to the institution itself and are not necessarily influenced by external forces. These internal issues emerged from analyzing the findings about the recruitment programme.

6.2.1. The Transition Phase of The Mico

The Mico was granted University College status by the Jamaican government in 2006, and began offering their Bachelor's Degree programmes in 2008. This transitioning of The Mico to a

University College is in line with the government's policy that all teachers should hold a Bachelor's Degree as the mandatory minimum requirement for teaching. Previously, The Mico had operated as a teachers' college. Thus, The Mico is in a transition phase with its Bachelor's Degree programme. Accreditation of the degree programme can only commence after the first cohort had graduated. At the time when the research was conducted (July – September 2013) only a few of the Bachelor's Degree programmes were accredited, others had begun the documentation process for submission to the University Council of Jamaica (UCJ) to have the programmes accredited. One faculty member, Michael, described the changes and the transition period that they are now involved in. He described it as follows:

> *One of the terms we like to use is that we are in transition. We were a Teachers' College for a very long time and because of the goal to have all teachers having a Degree, we started offering Degrees in 2008. Our programme structure has changed. I think that there is more to do. It's difficult to change completely to a University. Although we are not yet a University, we are a University College, but I think we are really on our way to becoming a full-fledged University. We are certainly in the midst of the accreditation process, and that is one of the factors that will take us there. The first set of students from the Degree programme graduated in December 2012 (Michael).*

The change from the Teachers' College Diploma to the Bachelor's Degree programme has affected the recruitment programme both positively and negatively. Even though initially hampered by accreditation, it has positively impacted on recruitment, that is, when compared to other teachers' college. The following statements by one faculty member support the argument that having accredited Degree programme is an asset since it has served to increase the numbers of teacher education candidates who have applied for the programme. He explained:

> *... we (The Mico) first started with the Degree programme and many of the other colleges have not done that. We have more Math students in our first year than any other college. Our first year Math class is huge, and we have to split it in two which is unusual for some other places. I think it will get better after our programme is accredited because now that we have graduated the first cohort in December I think it will get even better after accreditation (Samuel).*

6.2.1.1Transition and its Impact on Accreditation

The transition phase the College is presently involved in may temporarily act as a deterrent to the College achieving its goals of attracting their 'ideal' candidates profiled. Sharon assessed how the transition phase of the College which has impacted the accreditation of programmes may affect prospective applicants. According to Sharon:

> *The accreditation of programmes sometimes is a problem. …the Ministry would say go ahead and do the programme, but at the end of the programme one batch has to graduate before. If they complete and it is not accredited, then they will have to be paid as pre-trained teachers. They are sometimes disappointed that they did the programme, and now they cannot be paid, and they may have student loan which they have to repay. Sometimes, they want to come but because it (the programme) is not accredited they would opt not to come (Sharon).*

However, another faculty member was optimistic that since they have started graduating students, their accreditation is well on its way which would put them in a more favourable light when compared with other teacher education institution, especially Universities. He noted:

> *I think it will get better after our programme is accredited because now that we have graduated the first cohort in December, I think it will get even better after accreditation (Samuel).*

The difficulty with getting the Bachelor's Degree programme accredited lies with the fact that in Jamaica, a programme can only be accredited after a cohort has graduated. In some instances recruits may be deterred because even if they graduate from the programme and it is not accredited, the Ministry will not pay them at the Bachelor's Degree Level even though they have completed the programme, so accreditation is a significant issue. Furthermore, there is also the issue as to how long one may have to wait for the accreditation to happen and whether or not it will happen. Moreover, the accreditation issue does not rest solely with The Mico, the UCJ in many instances has been accused of taking far too long to complete the accreditation process.

6.2.1.2 Impact on Matriculation requirements – utilizing CAPE substitutes

This transition phase may have also impacted on other areas of the recruitment programme such as the use of CAPE substitutes to enable students to matriculate into the Bachelor's Degree programme. As discussed in chapter 04, students without the requisite CAPE or A'Level qualifications are allowed to matriculate to the Degree programme, however, they have to complete these substitutes by the end of the second year. Since higher academic competencies are required at the Bachelor's Degree Level, and also since The Mico is on its way to becoming a university it is understandable that they would seek candidates with A'Level or CAPE qualifications. However, even though using the CAPE substitutes may be a reasonable way of assisting students to matriculate into the Bachelor's Degree programme, it is also indicative of this transition phase of The Mico. Perhaps, as indicated by one member of faculty, The Mico could revisit the preliminary year which is also offered at the University of the West Indies to assist candidates to matriculate into the programme. Samuel said:

> *The preliminary year was something we had a long time ago, but probably we need to revisit it. We need to bring them (candidates) up to par and put them in the programme (Samuel).*

Benjamin (2012) who conducted a study on the impact of the initial Teacher Education on Mathematics Attitudes and Competencies of Jamaican primary teacher trainees also recommended a preliminary year to the teacher education programme. She indicated that adding a preliminary year would ensure that the pedagogical content knowledge of candidates is developed which is key to effective teaching. However, Benjamin (2012) noted that the cost of the preliminary year would need to be borne in mind. The Degree programme at The Mico extends over four years which translates into increased cost to the trainee. At UWI, the duration of the Degree programme is three years. If an extra year is added, it would definitely increase costs for students and may act as a possible deterrent to attracting candidates to the recruitment programme.

6.2.2. Financing the Teacher Recruitment Programme

Sharon noted that apart from the transition period, financial constraints may also hinder them from creating the marketing programme that they envision which would give them that market presence to 'pull' certain candidates. She explained:

> *We want to set up a network where we can constantly send out reminders, updates of changes in the programme. We want to have a more structured programme and do some more follow-up activity. We are being hampered by funding. We would want to do electronic advertising. That too is affected by limited funding (Sharon).*

Limited funding does impact negatively on recruitment as marketing campaigns can be extremely costly. According to Barber and Mourshed, (2007; p.17), 'England has been successful in attracting top quality applicants by using marketing and recruitment techniques borrowed from the business world.' Even though teaching is still not a first choice career in England, Rotherham, Mikuta and Freeland (2008; p. 246) indicate that '…an aggressive £50 million media campaign managed to attract a wider audience to the teaching profession, elevating teaching from the 92ND most desirable next job for 25 to 35 year olds to the most desirable' (Training and Development Agency for Schools, 2005). The Mico may not possess the finances to institute an extensive media campaign; however, I believe that with the proliferation of social media sites, the internet offers many possibilities to promote the profession and attract the types of candidates profiled. Moreover, The Mico has been innovative in creating its own recruitment video posted on Youtube which highlights The Mico as a teacher education institution of choice. Further, they have used various social media sites to maintain a presence in the market especially amongst young people. However, with greater funding they could definitely become more visible in the market and attract the type of candidates profiled.

The financial constraints of The Mico may have also impacted the recruitment programme in other ways. In her response, a staff member was quite candid when discussing the weaknesses of the programme and made some recommendations regarding hiring personnel who would oversee the development of a more effective programme targeting the High Schools. Sharon indicated the following:

> *It's not the ideal because we have a shortage. We need improvement in some areas when we go to the schools we need more visuals. We need some more funding to up the programme, more printed materials to leave with them and to follow-up because we do not have a structured department to do the recruitment in the High Schools. We have volunteers from different sections, so that is one of the recommendations to improve the programme to get persons just for that purpose who go in and target the schools go in; speak to the groups that we want. We want to meet them (students) before they choose their subjects. Sometimes when we are invited we are meeting the groups after they have chosen their subjects. We want to meet them probably around third or fourth form (Sharon).*

She revealed that the financial issues and transition issues as discussed above may have prevented them from hiring such personnel.

Another internal issue related to this which impinges on the effectiveness of the recruitment programme is the time between the beginning of the application process and the students actually knowing that they are accepted. Samuel believed that this time needs to be shortened, as it may deter prospective applicants who may make alternate arrangements if they are unaware of whether or not they are accepted. He added:

> *The time it takes between applying and knowing that you have gotten through that time needs to be shortened. Other colleges, people know ahead of time if they are accepted and people will opt to go elsewhere if they are not hearing anything. That aspect needs to be revisited (Samuel).*

One student also made reference to this when I asked about the weakness of the programme. Petal spoke about the anxieties that she experienced whilst waiting to find out whether or not she was accepted. She said:

> *They had me waiting and I cried because someone else I knew got called before me (Petal).*

If The Mico hired a recruitment manager as described above, then this issue could also be included under the portfolio of the Recruitment Manager who could work closely with the Admissions Department to improve the timeliness of the application process. These financial constraints have also negatively impacted advertising and marketing of the institution which I will discuss in the subsequent section.

6.2.3 Advertising and Marketing of the Institution

When I asked students about the weaknesses of the recruitment programme and how they would improve it, they spoke to the issue of using more advertising to target prospective applicants. Some of the responses indicated that the College was relying too much on the brand, history, reputation and past students, instead of using targeted marketing strategies to 'pull' applicants. One student responded:

> *There could be more advertisement. They should be more on the ground, of all the Career Expos that I have been to; I have never seen Mico there. More visibility, they could use more newspaper and television advertisements. Before last year they were pretty much nonexistent. They have started to become more visible (Alex).*

Another student agreed with this assessment and made at least two recommendations towards that end. Based on this assessment, he made the following recommendations:

> *They need a marketing input so that you know that certain programmes are being offered. They are too reserved. They need more television ads because a lot of people do not know about the programme offering.*
> *Use scouts in the community. Liaise more with the schools that the students go to on Teaching Practice (Lenny).*

Samuel, a faculty member agreed that more advertising and involvement of lecturers in the recruitment programme could also be beneficial. He noted:

> *We don't advertise very much and we need to do that (Samuel).*

He made the following recommendation as to how some of these advertising and marketing strategies could be improved. These recommendations are outlined below:

> *We could work on our ads for specific programmes, not just one general ad in the paper that does not really jump out at you. If a Department has a scarce area they should have their own ad with something that will pull students. Put something in the ad that will let them know about the subject and what they can do with it. Use an attractive ad.*
>
> *We could work closer with the schools where our students go for practicum. We have an open market there and probably do some mentoring right there in those schools and encourage those students, … We need to work closer with those schools (Samuel).*

Another faculty member, Michael, agreed and stated:

> *Probably we could use a little bit more concerted marketing for recruitment (Michael).*

Winsome's response indicated that being in transition, certain aspects of the marketing programme have not yet been implemented. According to her:

> *We are still in a transitional stage; we have to use more technology when we go out. We really have to market ourselves a little bit better. We are really looking at the marketing aspect of our recruitment drive. So that we look very appealing, our brochures will have to look a particular way; our tent will have to look a particular way; we want to have give-aways; we want to have promotional activities. We need to have a marketing input; we need to look at how we organize ourselves, in marketing they have what you call push strategies and pull strategies. I think we need more pull strategies, so we really have to look at various aspects of marketing to promote ourselves (Winsome).*

When I asked her what issues may prevent/deter the College from making these changes, her response again pointed to the transition period which she thinks may have impacted on their ability to make all the necessary changes. However, others discussed financial constraints which may have prevented them from creating the type of marketing programme which would 'pull' the candidates profiled.

One faculty member, whilst conceding that more could be done in terms of advertising, disagreed to an extent that the marketing of the institution was insufficient. He felt that the marketing aspect of the recruitment programme was quite comprehensive because of the history and branding and past students of The Mico. He said:

> *We gave this serious thought and I think we have covered all the basics. We have looked at all angles. We probably could do a little bit more in terms of advertisement; we are perhaps a bit smug in terms of thinking that everybody knows about The Mico . There is no school in Jamaica that you can go to where there is not one Mico graduate there. If you go to some of the Caribbean Islands especially in terms of how we market our Special educators. For many years we were the only ones training Special Education graduates. Every summer we send our lecturers to train their educators in the Eastern Caribbean (Pedro).*

One student also agreed with this sentiment. She did not perceive any weaknesses or lack in the advertising and marketing of the recruitment programme. She said:

> *Well, 178 years and they are well known they are well established (Mary).*

The issue of financing the advertising programme has affected both the advertising and marketing efforts of the institution and the hiring of a recruitment Manager. This person would fully oversee that aspect of the programme which has to do with advertising and marketing of the institution and also work with the Admissions Department to speed up the application process so that students can receive timely feedback about their applications.

6.2.4 Costs of the Bachelor's Degree Programme

The costs of the Bachelor's Degree programme at The Mico may be a deterrent to some applicants as highlighted by participants. The programme duration is for four years and there are only a few scholarships offered to students. Whilst the yearly cost of this programme may be cheaper than the University of the West Indies, the programme length is longer at The Mico. The average yearly tuition fees for a typical first year student in 2012-2013 fees could be at least JA$254,100.00. This is excluding other fees such as practical fees and Teaching Practice

expenses plus admissions expenses and daily living expenses. These fees may be comparable to the University of the West Indies, Mona (UWI) whose fees for the Bachelor of Education and the Bachelor of Science Programmes cost up to JA$252, 164.00. However, the boarding fees can be quite expensive at UWI and in some cases even double the accommodation fees at The Mico.

One continuing student felt that the issue of fees needed to be addressed and actually gave some recommendation as to how it could be addressed. Lenny observed:

> *The fees are too high. The College should make a list of scholarships offered and give scholarships to part- time students. They need to give more time to pay fees and work out payments (Lenny).*

Another student, Susan, also recommended that the government should be part of the solution. She stated:

> *The government should give grants, scholarships and help to pay fees (Susan).*

Ron was adamant that the financial cost is perhaps the greatest deterrent to applicants. He said:

> *Financial - this is a strong deterrent for people who want to engage in tertiary level education. There is no money available. People who come for interview for example they would say yes but students' loan will not kick in until a certain point and they must pay some fees. Sometimes, they cannot even find guarantors. Recruitment is severely hindered by financial constraints (Ron).*

His colleague, Michael, agreed*:*

> *However one of the biggest issues is students' ability to pay fees that is a barrier. Even though we may have payment plans that students can go on, they make plans and then they don't come through with it. That is one of our very big issues. Many start and then drop out .Even though the Degree programme is there and it may seem more professional, there is still the issue of fees which may keep the figures down (Michael).*

Sharon indicated that even though The Mico has tried to accommodate students by offering flexible payment options, the school fees are a deterrent even though the College has made it easier to pay fees through the use of various payment options. She explained:

> *Most of the students access student loans, getting guarantors is an issue since persons make promises and don't follow through. We offer some welfare through the Student Welfare Office. We try to get some funding. We have persons who offer sponsorships, we have Sports Scholarships. Overall, we don't have an established sponsorship. We may refer them JAMVAT programme and encourage them to apply.*
>
> *We have very flexible payment options. You can pay on a monthly or a semester basis, those who are working can do salary deductions. We try to facilitate them as best as we can because we realize the challenge (Sharon).*

In this section, I have presented the major internal issues affecting the recruitment programme at The Mico. The transition phase of The Mico from a Teacher's College to a University College, lack of adequate funding to finance the advertising and marketing of the institution and hire a Recruitment Manager and the costs of the Bachelor's Degree Programme are some of the factors threatening the recruitment programme. What this indicates is that there are debilitating circumstances which threaten the viability of the recruitment programme. Thus, how The Mico responds to and manage these challenges will be extremely significant in impacting their ability to attract the candidates profiled in chapter 04.The subsequent section will discuss the external factors affecting the recruitment programme.

6.3. External Issues Affecting the Programme

External issues affecting the recruitment programme may be broadly defined as issues relating to the economic climate of Jamaica, government policy and support, teacher status and professionalism, teacher remunerations which includes salaries, benefits and working conditions and the role of educators. These external issues may be seen as issues which can severely limit the success of the programme if not managed well. These issues will be discussed in this section.

6.3.1. Jamaica's current economic climate

Steinbach (2012), who spent six weeks as a visiting professor at the new University of Trinidad and Tobago and was a consultant in the development of their Bachelor of Education programme, noted that there were a number of obstacles which affected the reforms of the Teacher Education programme in that twin island republic. Steinbach (2012; p. 71), noted that one factor which was endemic across developing countries was 'the general economic situation, and lack of resources for education.' The recent report from the Global Competitive Report 2014-2015 places Jamaica at 86 out of 144 countries on the Global Competitive Index. The level of competitiveness is linked to the institutions, policies and various factors which in turn influence productivity and the economic prosperity of the nation. This ranking is disconcerting and far from encouraging.

Pedro highlighted the issue of the current economic climate which he believed could be a possible deterrent for prospective candidates. He noted:

> *The financial climate right now may be a deterrent. Quite a few of our applicants have deferred for many reasons, parents have been laid off, and some of them can't maintain their mortgage. They have to make a decision whether they send their children to school and then they take a back seat. There are some serious financial decisions that have to be taken. Those decisions are impacting our recruitment seriously (Pedro).*

As discussed in the review of literature, Jamaica is positioned at 85 on the HDI with a low gross national income. Furthermore, Jamaica's debt to Gross Domestic Product (GDP) ratio rose close to 150 percent in 2013(IMF Country Report No. 14/169; 2014). An April 2015 publication from the Center for Economic and Policy Research authored by Johnson (2015) titled 'Partners in Austerity: Jamaica, the United States and the IMF' argues that the current Jamaican budget dictated by the conditions of the current IMF agreement is 'the most austere budget in the world' (p.01). However, the government of Jamaica is highly committed to the path of austerity as dictated by the IMF. Johnston (2015) argues that as a direct result of this agreement public investment is at a low causing a high level of unemployment and poverty in Jamaica and cutting

much needed transformation programs in health and education. The report further reveals that average unemployment is at a high of 14.2 % higher than it was during the global recession. According to the report, even though Jamaica paid $138 million more to the IMF than it received last year, Jamaica still owes the World Bank and Inter – American Development Bank over $650 million dollars which has to be paid by 2018. Johnston (2015) recommends that multi – lateral debt relief could assist the country more than continuing to issue further loans. Hickling- Hudson (2002;p.569) concurs with this and describes the economic models of The World Bank and IMF as 'flawed' functioning to 'further sap the economies of countries…' Thus, whilst the IMF and other multi-lateral agencies are not directly responsible for the current weak economic climate, the terms of the loans seem to have further weakened the Jamaican economy. Additionally, as discussed in the introduction, Hickling – Hudson (2002) questions the feasibility of the global education policy of these multi-lateral lending agencies in developing countries and argues that in this type of weak economic climate evidenced in Jamaica, real transformation in education is threatened.

Apart from deterring prospective candidates, how else does a weakened economy affect teacher recruitment? In some instances, teacher education institutions may base their recruitment decision on their viability than on other factors. Eraut (2000) argues that where there are adverse economic conditions and remunerations are low, teaching is not a first choice option, and the teacher education programme is, therefore, relegated to being perceived as a means of gaining further education. Two articles in the Jamaica Gleaner, one from the Principal of Church Teachers' College (www. jamaica-gleaner.com/gleaner/20140218) and the other from the Vice-President of Academic Affairs at Shortwood Teachers' College speak to the holistic development that the teachers' colleges offer which makes graduates attractive to work in other sectors (www.jamaica-gleaner.com/gleaner/20140223). The latter even presents evidence from financial institutions where a number of graduate teachers are employed. In my opinion, teacher education institutions should be educating candidates for teaching, not for other sectors. What is worrying was that these persons, who are so highly placed in teacher education, did not seem concerned that they were educating persons who then transferred to other sectors. They even used this as basis on which the teachers' colleges should continue to educate teachers. How many lawyers or

doctors train for 4/5 years and then go into teaching at the primary or secondary level? Would the UWI medical school encourage applicants to apply because they can use the medical degree to get into teaching? It is important that teacher education institutions return to that place where teachers are being educated for teaching based on data regarding demands in our education system, not to fulfill a general need. That has continued long enough. It is one of the reasons why we are now at this point where teacher status is so low.

Jamaica's current economic situation may require more creative ways to attract prospective TEC to the teacher education programme.

6.3.2 Lack of government support – Partnering with Teacher Education Institutions

Jennings (2001; p.132) opines, 'As long as policy makers continue to perceive problems in education as purely a teacher training issue, without addressing the more fundamental causes of the problem, which are invariably rooted in the economic, social and cultural fabric of the society, then attempts by teachers' colleges to bring about reform will have little effect.' The current economic climate as previously discussed may be one of the reasons for this lack of support. However, research participants agreed that more partnerships between the Jamaican government and teacher education institutions would be welcomed in order to produce the types of reforms needed that will influence not only teacher recruitment but also the teacher education and by extension teacher quality.

The Finnish education system is a prime example where the government has taken the lead in the reform and managed to steer the system into greater equity and higher levels of performance (Sahlberg, 2012; Darling – Hammond, 2009). In the Jamaican system apart from paying salaries, the government has not directly supported teacher education programmes. On the contrary, in Trinidad and Tobago the government has a direct input by interviewing and selecting candidates for the teacher education progrmme. However, Rohlehr (2012) reports that this has in some cases had a negative impact as some of the lecturers were concerned that the MOE was too flexible in

their selection of candidates by selecting candidates who did not meet the matriculation requirements. Notwithstanding this, the literature supports government led initiatives which impact recruitment positively. When will the Jamaican government make this move? When I asked faculty members about the external issues affecting the recruitment programme, they were concerned that the government was not shouldering its responsibility as a stakeholder in the recruitment process. Participants believed that the government could definitely offer more scholarships to TEC in order to attract the types of candidates profiled especially those who have grave financial constraints.

Ron lamented the seriousness of this and how it could even continue to affect not only the teacher education institution, but the society on a whole. According to Ron:

> *I believe the government has to assist. It can't be education from first to fifth/ sixth form; it must go beyond that. Our society is in need of more highly trained teachers; otherwise we are going to lose to foreigners (Ron).*

Michael another faculty agreed and referred to a student who was deterred by finances. He added:

> *I think offering more scholarships could help. I was at a business place recently and I saw a clerk who reminded me that she was a student here but she just could not find the money to complete. Money was her issue and for a number of them before the end of the first term, I will get the letters asking for a leave of absence. Many of them ask for leave of absence because they have to work or because a parent is ill (Michael).*

Pedro indicated that there were a few scholarships offered by government, however that has not been sufficient as the majority of students have to finance their own education. He noted:

> *We have few scholarships from government. There is a website that students can go to see what is available but it is not even 'a drop in the bucket' especially when you have 2,500 students (Pedro).*

Adam, a student, also believed that scholarships may be the answer to attracting certain applicants. He explained:

> *Maybe we could offer more scholarships to attract brighter minds because we realize that many times the students with the better qualifications who go to law school (Adam).*

Samuel, a faculty member, was also concerned about the high fees and believed that government could help by offering scholarships, not in limited numbers, but to more students. He said:

> *The fees are high. They (government) could offer incentives to Mathematics, Science, Early Childhood and Special Education. If people know that they can go and the government will pay for some of it even if they have to bond the people. Some people may have not served the bond: They need to tighten up that end but don't use it to not give the scholarships. Bond the people in their communities to work to go back to their communities to work (Samuel).*

Samuel mentioned a government scholarship which was particularly attractive for prospective Mathematics teachers. He further added:

> *There was a scholarship for all students who were double majoring in Math as long as you were maintaining a B average. There was at least that one. That helped to encourage applicants in Mathematics (Samuel).*

Alex, a student with whom I spoke, concurred that had it not been for the scholarship he would not have been in a teacher education institution. He added to the discussion on allocating scholarships for candidates by making the following admission:

> *I am interested in engineering but this opportunity came up for me to do Mathematics and basically one of the only reasons I am here is because I was able to get a scholarship (Alex).*

His admission indicates that he is definitely not motivated to teach. However, he entered the College when they had just begun the Degree programme, thus his outstanding academics may have been considered more than the desire to teach. His lack of commitment means that he may leave the profession after repaying the years on his scholarship. Ron did mention that initially

they had started using academics as the benchmark more than seeking the other qualities mentioned. This proves that careful assessment of the motives of TEC may help in selecting teacher education candidates who have a passion for teaching.

The literature reviewed supports the use of scholarships to attract talented candidates to the profession. In the USA, Henry, Bastian and Smith (2012) write that scholarship recipients are dedicated to the profession and have a high retention rate. Therefore, they recommend funding of effective scholarship programmes to improve the talent pool of the teaching profession. Whilst, in Singapore and Finland TEC do not even have to consider finances; their education is paid for. Singapore even pays teacher candidates as civil servants from the moment they begin their teacher education programme (Sclafini and Lim, 2008; Barber and Mourshed; 2007).
The data collected from research participants indicate that offering scholarships and bursaries to TEC would be a welcome move, especially in Jamaica where the economic conditions make it difficult for some to even consider tertiary level education. I agree with the comments of one participant who noted that it is important that the government offer full scholarships especially in areas of shortage like Mathematics, Sciences and Special Education. On completion of study, the trainees would be bonded to the profession for the duration of the scholarship. However, as indicated before, these candidates would have to be carefully assessed to see if they are really motivated to teach. I would not consider it prudent to invest so much to educate a candidate who then transfers to another area even as we need quality teachers in the education system. However, offering scholarships to students based on academic qualifications alone may mean that you are educating a student who may just opt to teach for the years stipulated by the scholarship. Shortly thereafter, he/she may leave the profession. I believe that the other qualities profiled of teacher education candidates should be the basis for these scholarships not just academics. Yes, we want students with high academic competence, but the other qualities should also be demonstrated especially a commitment to the profession.

The government partnering with the teacher education institutions will undoubtedly yield better results and enable them to attract the types of recruits profiled. It is important that the government consider taking a lead role or a more ‘hands on’ approach. ‘Attracting talented people into the teaching profession must be a central part of any country’s education policies, not

just left to chance as it currently is in too many'(Stewart, 2012a; p.15). Unfortunately, in the Jamaican situation we are counted in the 'many'.

6.3.3. The Role of the Jamaica Teaching Council (JTC)

The Jamaica Teaching Council (JTC) was birthed from the recommendations of the Task Force on Educational Reform 2004. The mission of the (JTC) is, 'To cause the teaching profession to continuously strive for excellence in raising aspirations and achievements that lead to beneficial outcomes for all learners' (p.02). The JTC has four major mandates - regulatory, strategic development, professional development of teachers and the status of the Teaching Profession. Whilst the JTC has begun operations, the bill which was designed to govern the teaching profession and institute a regime for the licensing and registration of all government-paid educators is still being debated by major stakeholders such as the JTA. According to a news release from the MOE dated November 26, 2013 (www.moe.gov.jm), the bill which was drafted from 2010 has been referred to the National Council on Education (NEC), which is the principal advisory body on education policy. It is believed that this bill is key to the transformation of the teaching profession and may even raise the professionalism of teachers.

One staff member noted the importance of the proper functioning of the JTC and how it could influence recruitment. She believed:

> *It (the JTC) would add a little bit of status to teaching, since all other bodies , for example, Law you do your LLB and then you go to Law School to do your certification. Licensing teachers would certainly impact positively on the teacher because it will add a little more status to the teacher, teaching is a profession but sometimes we don't regard it as such. If you really have professional certification, I have a Degree in this but I also have a certificate. I am a licensed professional. That certainly would add to the status (Winsome).*

Whilst researchers Chingos and Peterson (2011) from the United States believe that teacher classroom performance is not correlated to certification or advanced degrees or type of University the teacher attended, Darling – Hammond (2005) believes that licensing ensures teaching standards and recognizes excellence which is important to enhancing the profession. Steinbach (2012) who was a consultant in the development of the Bachelor of Education programme in Trinidad and Tobago, noted that there were a number of obstacles which affected the reforms of the Teacher Education programme in that twin island republic. Steinbach (2012 ; p. 71) observes that, '…the problematic lack of any accreditation body responsible for approving teacher education programs and certifying public school teachers as one of the serious issues affecting the reforms.' It may be argued that the licensing of teachers could be another part of the attempt by government to improve the status of the profession. The CAPRI (2012) report notes that the legislated teaching standards are important for improving the profession. Whilst the Jamaica Teachers' Association (JTA) continues to block the licensing of teachers, the research indicates that it does have a positive impact on status. Consideration should be given by the MOE to institute this licensing and further regulate the profession. Furthermore, a perusal of the websites of two teacher's colleges show that even though they have started to offer the Bachelor's Degree programme, students can matriculate with only the CXC – CSEC subjects. Thus, regulation is imperative; if this practice continues it could serve to further the inequities in the educator sector instead of providing equal provisions.

6.3.4 Teacher Bashing

Miller (1999) notes that teacher bashing has been common phenomenon in the Caribbean especially because of the low status of teachers. In 2013, in his contribution to the Sectoral Debate, the Minister of Education – Thwaites decided to discontinue study leave normally slated for teachers. Further, he indicated that there would be a freeze on hiring of new teachers to the service. Moreover, he cautioned teacher education institutions that they were graduating too many teachers irrespective of demands. In a bid to appease the Jamaica Teachers' Association (JTA), he has tried to abrogate these statements; however, his pronouncements have had a negative impact on teacher recruitment.

One student, Lenny, said of the Minister's statement:

> *It is as if we are here but we are not important. The Minister's statement was demotivating and disrespectful to teachers (Lenny).*

Another student, Adam, agreed and spoke of how the statement may have affected recruitment. He noted:

> *The Minister's statement has affected … intake they have lost in comparison to previous years over a hundred students. We are a bit short (Adam).*

Pedro concurred with this:

> *This statement (by the Minister) is affecting recruitment. I have to be fielding calls from caregivers and parents who are wondering if this is a worthwhile investment. Many of the students are on Students' Loans; many of them have gone to their Credit Unions and Banks and are indebted. Thus, we have to do a lot of reassuring (Pedro).*

Samuel also agreed and discussed some of the possible implications of the statement:

> *The pronouncement by the Minister is a huge thing because we took in fewer students. Some students have not returned as yet. If you hear that you will not be employed then you may find other things to do (Samuel).*

Teacher bashing does negatively impact on recruitment. Whilst I agree with the Minister that teacher education institution need to recruit candidates based on areas of demand in Jamaica, perhaps more care should be taken when making these statements and also proper consultations with the relevant education stakeholders. Teacher bashing is disrespectful and shows a lack of regard for teachers. In addition, these statements are damaging and send a negative message about the status of the profession which is difficult to erase. If we are trying to build a professional body, constantly making negative and demotivating statements will only anger and destroy goodwill created.

6.3.5 Teacher Status and Professionalism

According to Miller et al (2000) teacher status does have a negative impact on recruitment. Barber and Mourshed (2007), indicate that in the top performing systems that they have studied, '…both policymakers and commentators frequently attributed their success in attracting talented people into teaching (or the lack thereof) to variables seemingly outside the control of policymaker: history, culture and the status of the teaching profession' (p.16). Historically, the days when teaching was regarded as a high status career are far gone. Culturally, the high value that used to be placed on education has been eroded as schools are constantly criticized for not living up to the expectation of the society, and the teacher is usually seen as being responsible for this.

Students, in focus group three, agreed as a group that low salary, the status of teachers, the adverse working conditions of teachers, lack of professionalism of some teachers and lack of prestige or status are hindrances to persuading prospective recruits.

When asked about the statement made by the former Minister of Education that teaching is not attracting quality applicants, Andrew responded:

> *It's not really the teachers' colleges, it is teaching, the status of the profession is too low and the level of professionalism* (Andrew).

The issue of the professionalism of some teachers and the status of teaching was mentioned as an area of concern by another student, Adam, in his interview. He noted:

> *The teaching profession is no longer held in high regard as in former years. Doctors and lawyers their jobs are held at a higher status than teachers (Adam).*

The following statement by one staff member, Winsome, shows how teacher status affects recruitment:

> *I think that teaching is not or cannot really compete… I mean when you talk to young people everybody wants to be a lawyer, doctor and engineer. A number of persons use teaching as a stepping stone (Winsome).*

Another faculty member, Samuel, also hinted at teacher status affecting recruitment of some of the types of recruits that the college would like to attract. He explained:

> *We have managed to get better quality applicants as the years go by. We still are not getting as many of the applicants with the better qualifications. ….students with 10 distinctions and who have Physics want to go somewhere to study medicine (Samuel).*

In the subsequent section, I will discuss some of the factors relating to teacher's salaries, working conditions and on-going professional development activity which may affect teacher professional status.

6.3.6 Educators' Remunerations – salary

Chong and Ho (2009; p.15) observe that in Singapore, '…teachers are well respected professionals whose average salary is equivalent to that of engineers and accountants in the civil service. While they do not earn as much as the private sector, the combination of salary and working conditions make teaching an attractive field.' In addition, (Schleicher, 2011) reveals that since Singapore wants candidates to view teaching as an attractive career in comparison to other occupations, salaries are revised periodically to attract qualified candidates.

In the Jamaican context, low salary and poor working conditions have long been associated with the profession and have acted as a deterrent to prospective applicants. Miller et. al. (2000) noted that recruitment was thwarted by low morale, declining status, low salaries, poor working conditions and the expanded educational opportunities for the populace.

Based on the data collected low remunerations are still affecting recruitment in a negative way. Ron discussed how low salary may impact the decision of prospective recruits. He explained:

> *If children in the community realize that the teacher cannot even own his/her own house then what is the point then of becoming a teacher? If teachers were empowered even from the point of being recruited then we would not have to be so destitute (Ron).*

Samuel also concurred with Ron on how low salaries may be a deterrent. He added:

> *People will not want to come into teaching if it is that you are not going to get any money (Samuel).*

Michael made a link between low teacher status and salaries as having a debilitating impact on recruitment. He stated:

> *Teachers' salary and status may also affect recruitment (Michael).*

Some researchers indicate that attractive salaries are important for attracting TEC whilst others are divided as to whether or not salaries matter. Watt et al. (2012; p.802) whose study applied the Factors Influencing Teaching (FIT)Choice Scale across an international sample of pre-service teachers from the US, Australia, Germany and Norway conclude that, 'Demonstrably, higher salaries did not translate into improved perceptions regarding the social standing of teachers and the teaching profession. It would seem that popular views of using salary increases as a single lever, which to adjust the supply profile of teachers, may only have an impact in the short term.' However, Barmby (2006) whose study presents a survey, carried out in England and Wales which reviewed perceptions as to the reasons teachers enter, leave or may be deterred from entering the profession, indicates that whilst not a motivator, low salaries was perceived as a deterrent for not entering the profession. Evans (2003; p.82) who conducted a study on the teacher education programme in Cuba notes, 'A critical factor in recruitment, however, is the high status of teachers and the fact that teaching is regarded as a vocation. Not only is the status of teaching quite high in Cuba, but teachers' salaries are on par with other professionals such as medical doctors.' This is similar to the interim findings of the Sutton Trust (2011) a study which aimed at developing policy proposals to improving the impact of teachers on pupil achievement in the UK with a focus on disadvantaged pupils. This study concluded that higher wages are an incentive both for attracting high quality applicants and retaining good teachers. However, they raised the issue that this may also pull other applicants who do not have a passion to teach. Thus, they recommend a rigorous selection mechanism for applicants.

Here I make references to anecdotal evidence from a story carried in the *Jamaica Observer* on November 12, 2013. A young lady who had a passion to teach and was desirous of entering the profession, was discouraged by her mother - a teacher, because of the low remunerations of teaching. Instead, she chose to study law. Additionally, based on the data collected when I asked why teaching was not a first choice career, some participants made reference to the salary among other deterrents relating to the attractiveness of the profession. Miller (1999) noted that the status of teaching began to decrease when teachers were no longer recruited from Britain. With the island's 'indigenous capacity' to train teachers, Jamaican teacher trainees were recruited locally and teachers' salaries were lowered because the government believed it was unnecessary to remain on par with teachers' salaries in Britain (Miller, 2000; p. 03). Could reversing this decision and placing salaries on par with other professionals as was done previously cause the reverse to happen?

Based on the data collected, to attract the right caliber applicants into the profession, it appears that increasing teachers' gross salaries and allowances and placing them on par with their private sector counterparts and first choice careers such as law, medicine and engineering would be a welcome move. One may argue that these first choice careers have higher entry requirements than teaching and the duration of training is longer. An examination of the Bachelor of Medicine and the Bachelor of Surgery Undergrad Degree Programme at UWI, Mona indicates that this programme is done over 5 years along with a year of internship. Entry requirements are also higher than that of the Teaching Degree. To be admitted to the programme, applicants must have passes in English Language, Mathematics, Biology, Chemistry and Physics in addition to three units of CAPE or A Level, which must include Biology and Chemistry (www.mona.uwi.edu/fms/). However, the job of a teacher is as complicated, and the expectations of teaching have increased. Hanushek (2011; p. 470) argues that, 'An alternate way to think of the salaries for teachers is to consider the derived demand for quality teachers…the demand for teachers can be derived from the demand for their product – educated students.' How can so much be expected of teachers with inadequate compensation? Hanushek (2011; p. 477) further argues, '…much higher teacher salaries would be economically justified if salaries reflected teacher effectiveness more closely.' In addition, whilst some doctors do spend more time in

training, increasingly teachers are gaining higher level degrees equivalent to the number of years spent in training by doctors.

6.3.7. The Role of educators

Teachers are also an important part of how TEC have come to perceive the teaching profession. Through their interaction with teachers – significant others through different stages of their lives, TEC would have a particular perspective of teaching and this may help them to decide whether or not they choose to teach. As Adam indicated in his interview, if this interaction was negative, it may deter prospective applicant from choosing teaching as a career. He said:

> *Even the way that teachers conduct themselves may encourage or deter prospective recruits. Students may look at you and say that I want to be a teacher like… (Adam).*

Skilbeck and Connell (2004) agree that educators have a large role to play in terms of promoting the profession and its attractiveness. Thus, they recommend, 'The teaching profession must itself take more responsibility both locally and in the wider society to communicate a positive and convincing professional image' (p.10*).* In Jamaica, not only teachers, but also the Jamaica Teachers' Association (JTA) which represents them has come under scrutiny and has been widely criticized as being unprofessional. As aforementioned, teachers ought to recognize their role in terms of the re-imaging of teaching as a profession of choice.

6.4 Further Research

The third research question asks – *Is there a gap between the policy and practice of recruitment of teacher education candidates at this institution*? Since the research findings identified a gap between policy and practice, further research could examine the extent of the gap between the policy of recruitment and The Mico's recruitment practice. Additionally, the information from the literature review would indicate that motivation for teaching should be more intrinsic and altruistic than extrinsic (Hargreaves et al, 2006; Barmby, 2006). TEC who are motivated by the later are viewed as having a high attrition rate, thus liable to exit the profession soon after

training, whilst those who are intrinsically and altruistically motivated have a higher retention and make teaching a lifelong career. When I spoke with the students, most of them were either not initially interested in teaching or had extrinsic motivation. The motivation of recruits is another area that could be thoroughly researched so that The Mico can use that information to create the kinds of support programmes that will help students make the right decisions about whether they should teach or not.

6.5 Discussion and Analysis of Findings

In summary, the issues facing the recruitment programme at The Mico are twofold, both internal and external. Internal issues include a lack of funding to finance the recruitment programme and hire adequate personnel to create an advertising and marketing programme which will target the types of recruits the College wants to attract and who will identify and liaise with more schools and Expos/ Career fairs. Furthermore, the transition phase within which The Mico is presently in from a Teacher's College to a University College has affected accreditation of the Bachelor's Degree Programmes and the demanding that students utilize only CAPE or A'Level passes to matriculate to the programme. However, the lack of accreditation of the different Bachelor's Degree programmes which may be deterrent to prospective applicants is partly internal and partly external. The UCJ needs to also review its own system of accreditation and work on the timeliness of the accreditation process.

The issues affecting the recruitment programme at The Mico are not only internal; external factors have a pervasive effect on the teacher recruitment programme. External issues impacting the programme are related to Jamaica's current economic climate, lack of real partnerships between the government and the teacher education institution, government funding for scholarships to attract the types of recruits previously profiled. The establishment of the JTC is equally important in terms of providing the regulatory framework to oversee the licensing of teachers and ensuring the standards for the teacher education programme are upheld. In addition, as long as teachers' salaries are low, remunerations are not on par with other civil servants or the private sector and first choice careers; this will continue to send the message that the teaching

profession is not to be considered a first choice career. All of these factors influence teacher status and professionalism, and by extension, impact teacher recruitment. Furthermore, 'attracting talent requires attention to the whole system: the quality of teacher preparation; a professional work environment; adequate compensation; and attractive career opportunities (Stewart, 2012a; p.15)'. Mandating that all teachers should have a Bachelor's Degree is a positive move; however, that alone is not enough. Improving salaries and other remunerations alone is not enough either. It will take concerted effort and a multifaceted approach, which include the recruitment, education, induction and professional development, to raise the profile of the teaching profession.

Educators too have a role to play in helping candidates to decide whether or not to opt to teach. After all, the perception of the profession begins with the interaction of teacher and student in the classroom. However, this cannot be mandated, thus the question is how can teachers portray a positive image of the profession when conditions are less than favourable?

The successful education systems discussed in the review of literature indicate a multifaceted approach to teacher education and development. It cannot stop at recruitment and teacher education. It is key that the other areas of compensation, professional development, performance appraisal, career development and leadership selection and training be developed, if what we desire is a world class system of teacher education which these systems have successfully used to transform their countries. Of note is the different socio-cultural and economic context of Jamaica, yet the political will and sustainability of policies which will transform education are important. Additionally, in these systems there is a close link between policy, implementers, researchers and schools. This would indicate that policy is data driven and teacher education is provided based on data collected regarding areas of need. There is a strong link between policies and practices. Political commitment and consensus is equally important in instituting and continuing policies which promote this strong commitment to a high quality integrated system with the quality of education at its core.

Unequivocally, the type of transformation needed in the Jamaican teacher recruitment programme is hampered by the weakened economy and lack of resources. How can Jamaica pull itself out of this abysmal state? Transformational leadership by all key education stakeholders, the commitment of the political directorate and citizens who demand accountability and real reform in terms of equitable educational provisions are integral to the type of change we need. We cannot continue to use lack of funding or resources as a reason for lack of real reform; we have already spent half a century on the treadmill of under productivity. The next generation of Jamaicans deserve better.

Chapter 07: Recommendation and Conclusion.

> Teaching in a knowledge society, rather, should be a career of first choice, a job for grown-up intellectuals, a long term commitment, a social mission, and a job for life. Anything less leaves our sights far below the knowledge society horizon – and teaching should never be about settling for less (Hargreaves, 2002; p.5).

7.1 Introduction

This research was undertaken in an attempt to characterize 'ideal' teacher education candidates from the perspective of one teacher education institution - The Mico University College located in Kingston, Jamaica. Whilst this institution is not necessarily typical, the analysis of data points to some of the issues affecting recruitment in this teacher education institution, which may shed some light on the issues affecting teacher recruitment generally in Jamaica. The study further examined the recruitment programme at this institution to describe how those targeted are being recruited. Additionally, using the policy cycle analysis (Bowe, Ball and Gold, 1992), I was able to gain a view as to whether or not there was a gap between policy and practice in terms of recruitment. The study was conducted amidst the call by the Minister of Education - Thwaites that teacher education institutions are recruiting, educating and graduating teachers without regard for the demands on the local market (Thwaites, 2013). Furthermore, the former Minister of Education – Holness in a Jamaica Gleaner article- had previously criticized teacher education institutions for not attracting what he termed 'quality' recruits (Reid, 2009).

The research is qualitative in nature, specifically a qualitative case study. To arrive at the answers to the overriding questions posed at the beginning of the research, I reviewed documents relating to the recruitment at this institution such as the Students' Handbook 2012-2014 and the recruitment video posted by the College. Following that, I conducted semi- structured in-depth interviews with members of staff directly associated with the recruitment programme in order to capture their perceptions of the programme and to substantiate the information gleaned from the documents. In addition, I conducted a similar type of interview with one student. Finally, I conducted three focus group discussions with students who were at different stages of the teacher education programme. These were convenience samples. These discussions with the students

further added to the evidence gained through the documentary evidence and the interviews that I had conducted with staff. Having completed the data analysis and presented the findings, this chapter aims to summarize the answers to the questions posed at the beginning of the study. In addition, I will discuss some recommendations which could assist with the implementation of a more effective teacher recruitment programme. These recommendations are directed towards three audiences: government, the teacher education institution - The Mico University College and educators.

7.2 What are the characteristics of 'ideal' teacher education candidates from the perspective of this teacher education institution?

There were three themes which emerged from the analysis of the data for this question. These themes are the profile of teacher education candidates, attracting experienced / mature candidates and attracting males to the profession. A summary of the themes and subthemes related to each are below.

7.2.1 Profile of Teacher Education Candidates at The Mico

Based on the information from the Students Handbook, the interview and focus group discussions, teacher education candidates (TEC) at The Mico may be profiled as follows:

- Candidates are required to have academic competencies similar to students entering other universities for a Bachelor's Degree Programme. In addition to 5 CXC – CSEC subjects or its equivalent candidates are expected to have qualifications as evidence of pre-university level programme such as the Caribbean Advanced Proficiency Examination (CAPE) or A' Levels. Students who do not have the requisite CAPE / A'Level qualifications are required to do substitute courses to matriculate into the Bachelor's Degree programme. These substitute courses are to be completed by the end of the second year.
- This academic competence includes a high level of literacy. Students accepted are required to pass the CXC – CSEC English A or equivalent examination ranging from Grade 1-3. This would indicate that students' literacy skills range from a comprehensive grasp of the English Language to a fairly good grasp of the Language (www.cxc.org).

- Candidates are required to have basic numeracy skills. Students are accepted without a pass in CXC – CSEC Mathematics but they are required to pass a pre-university level Mathematics course by the end of the second year. Failure to pass this course will affect their chances of graduating.
- Candidates are expected to possess positive values and attitudes to self, others and the profession
- Candidates should have a passion / desire to teach.
- Candidates should also demonstrate good interpersonal and communication skills.

7. 2. 2 Profile of Candidates in Programmes attracting Experienced / Mature Professionals

The Mico has three programmes geared towards attracting experienced or mature applicants. *The Pre – Early Childhood Programme* is an in-service programme which seeks to attract early childhood practitioners who may not meet the aforementioned matriculation requirements but who are practicing teachers in the early childhood sector. These practitioners are given a preliminary course to prepare them for the Bachelor's Degree programme. Entry requirements for the preliminary course include a minimum of 3 CXC – CSEC or GCE O'Level subjects including English Language. Candidates are also required to sit the English Proficiency Test. Having successfully completed the one year programme, they are then accepted to the Bachelor's Degree programme.

The Programme for Mature Entrants recognizes and assesses the prior learning of applicants through the presentation of a portfolio. This portfolio is assessed as readiness to matriculate into the Bachelor's Degree programme instead of the academic requirements mentioned above. As part of the assessment, candidates are also interviewed

The Advanced Placement Programme is a programme designed for mid-career entrants to the profession. Candidates already have a Degree but no teaching certificate; they are given

advanced placement by credits. The programme last for two academic years (4 semesters); candidates are certified with a Diploma.

7. 2. 3. Profile of Candidates in The Pre-University Men's Programme (PUMP)

The Mico is also unique in its bid to attract young men to the profession through the Pre-University Men's Programme (PUMP). Similar to the Pre- Early Childhood Programme, candidates are required to pursue a preliminary course for the duration of a year before entry to the Bachelor's Degree programme. Entry requirements include 3 CXC – CSEC or GCE O'Level subjects including English Language. Candidates are also required to be interviewed by the Coordinator of the programme. Having successfully completed the one year programme, they are then accepted to the Bachelor's Degree programme.

7.3 How are these 'ideal'teacher education candidates recruited at this institution?

Having profiled the TEC, the study then examined the recruitment programme to determine how these TEC were selected. Firstly, The Mico has a Student Services Department and an Admissions Section; both sections work closely to attract prospective applicants and recruit them into the various programmes. The Student Services Department is responsible for liaising with schools, attending job fairs and expos and conducting outreach in the various communities to attract prospective applicants to the College. The College also has a comprehensive website which provides these applicants with information about the College and its programmes. After students apply, the Admissions Department is responsible for checking applications to evaluate whether or not the student has met the academic qualifications. When this criterion has been met, the student's application is then submitted to the Head of the Department that the Student has applied to for study. Within Departments, the files of the candidates are further checked to ascertain whether or not the student has the requisite qualification for each area of specialization; students are then invited to do an interview. The interview is usually conducted by the Head of the Department and other senior members of the Department. These interviews are done to gauge communication and interpersonal skills, motivation to teach and positive values and attitudes. The student also does an English proficiency test and a Mathematics proficiency test. Both are diagnostic in nature. In the Mathematics Department, TEC who are specializing in Mathematics

are also engaged in a Mathematics content audit. In the first week of the semester, all candidates do a psychometric test which gives faculty in their Department an indication of their aptitudes.

7.4 Is there a gap between policy and practice in the recruitment of 'ideal' teacher education candidates at this institution?

By examining the teacher recruitment policy through the various contexts of the policy cycle (Bowe et. al.1992), I have discussed the policy of teacher recruitment from the context of influence which determined the creation of the policy at the macro level of government to the context of the policy's production at meso level of the Joint Board of Teacher Education (JBTE) to the policy implementation at the micro level – The Mico. Whilst the JBTE does not ask for CAPE or A 'Level qualifications, The Mico does. However the JBTE has a Mathematics requirement which is not adhered to by The Mico. There is no significant gap between The Mico's policy and its practice. Staff, faculty and students describe the recruitment programme in a similar fashion and as outlined in the Students' Handbook 2012-2014. However, one student did indicate that the matriculation requirements were waived in his case. In addition, in the Mathematics Department, students should complete the CAPE substitutes by the first semester whilst other Departments are flexible and allow students to complete it within the two years stipulated by The Mico.

7.5 Recommendations for the Ministry of Education

Based on the data collected at the institution and the review of literature, teacher education programmes cannot operate in a vacuum; they can only be effective with the right intervention and support from government. The examples of Finland and Singapore have been well documented throughout this research. Real reform is not accidental; it is planned, sustained and supported by government. The OECD (2010; p. 03) notes, 'Naturally GDP per capita influences educational success, but this only explains 6% of the differences in average student performance. The other 94% reflect the potential for public policy to make a difference.' Yes, in Jamaica, we do not have the economic resources of Finland or Singapore or Canada; however, the argument above would indicate that political will to make real change is even more important than GDP. Finland has been able to achieve political consensus regarding their teacher education

programmes regardless of various changes in government control (OECD, 2011). In Singapore, 'The robust partnership between NIE, MOE and schools is the key driver of NIE's internationally recognized teacher education programmes' (National Institute of Education, 2009; p.2). After considering the above examples, these recommendations are being made to the Ministry of Education (MOE). It is important that the MOE is a key partner in this reform. The teacher education institutions cannot do it by themselves. A partnership between the MOE and teacher education institutions aimed at raising the status of teaching, which will in turn make teaching a more attractive prospect, is an important step to positively influence recruitment. As stated by Guarino et al. (2004; p.17), 'Individuals will choose teaching if it represents the most attractive activity to pursue among all those activities available to them. By attractive, we mean desirable in terms of ease of entry and total compensation (salary, benefits, working conditions and personal satisfaction).' In Jamaica, how can we move to make teaching an attractive option?

7.5.1 Raising Teacher Status

Raising the status of teachers is crucial to recruiting better quality recruits. In 2013, the Minister of Education, Minister Thwaites said that through legislation, the status of teaching would be improved; however, legislation alone will not do this. Raising teacher status is not a one off activity. It is a concerted effort which involves improvements in working conditions, salary and teacher welfare. I believe it is important that the government reward teachers properly, set and enforce high standards and demand and monitor professional conduct within and outside of the classroom.

7.5.2 Improving Teachers' Salaries

To attract 'ideal' teacher education candidates into the profession, it would seem that increasing teachers' gross salaries and allowances and placing them on par with their private sector counterparts and with first choice career such as medicine, law and engineering would be a welcome move. As indicated previously, teacher status in Jamaica began to decline after salaries were reduced. Placing teachers' salaries on par with first choice careers could no doubt reverse this trend and possibly signify that teaching should be considered as a first choice option.

7.5.3 Improving Working Conditions and Opportunities for Professional Development

Whilst increasing salaries may be desirable, that by itself is insufficient. The inadequate working conditions of Jamaican teachers have been seen as a deterrent to attracting TEC (Miller et al. 2000). Too many teachers are forced to exist in hot, overcrowded classrooms, teaching 40-50 students in classrooms designed for twenty without adequate access to resources. There are too many excuses when it comes to providing teachers with adequate resources. Yes, there is always the excuse of insufficient funds which plague developing countries; however, how can we expect to attract the kinds of applicants that we want to get in teaching with inadequate resources, poor compensation packages? Inadequate working conditions only contribute to teaching being perceived as an unappealing option which further erodes the status of the profession. Additionally, providing career ladders and on-going professional development activities as indicated in the review of literature are integral tools for improving teacher status. The aim of these career pathways is to continue to attract talented applicants to the profession and improve the professionalism and status of teachers.

7.5.4 Offering Scholarships to TEC

The data collected from research participants indicate that offering scholarships and bursaries to TEC should be considered, especially in Jamaica where the economic conditions make it difficult for some to even consider tertiary level education. I agree with the comments of one participant who noted that it is important that the government offer full scholarships especially in areas of shortage like Mathematics, Sciences and Special Education. On completion of study, the candidates would be bonded to the profession for the duration of the scholarship. However, as indicated before, these candidates would have to be carefully assessed to see if they are really motivated to teach. I would not consider it prudent to invest so much to educate a candidate who then transfers to another area even as we need quality teachers in the education system.

I do not believe that it is prudent to simply leave the teachers' colleges to fend for themselves without adequate funding. Partnering with the teacher education institutions will undoubtedly yield better results and enable them to attract the types of recruits profiled. It is important that the government consider taking a lead role or a more 'hands on' approach. 'Attracting talented people into the teaching profession must be a central part of any country's education policies, not

just left to chance as it currently is in too many'(Stewart, 2012a; p.15). Unfortunately, in the Jamaican situation we are counted in the 'many'.

7.5.5 Developing Standards for Recruitment of TEC in Jamaica

It is important that the MOE lead the initiative in developing standards for the recruitment of teachers. There are eleven public teacher education institutions plus the Education Departments of UWI, NCU, UTECH, IUC, the Vocational Training Development Institute (HEART/ Trust NTA) and the Catholic College of Mandeville (ESSJ, 2012; p.22.18). The Joint Board of Teacher Education is the body responsible for certifying teachers and setting standards for the profession. However, with the deregulation of tertiary education in Jamaica, teacher education institutions are not answerable to the JBTE; each teacher education institution is allowed to determine its own recruitment programme. Some colleges are still using mainly the CXC – CSEC passes as entry requirements for the Degree Programmes. I believe it is important for the government to establish the standards regarding recruitment and education of teachers.

The MOE has not produced any data regarding the oversupply of teachers on the local market. However, the comments from the MOE would indicate that teacher education institutions are graduating too many teachers regardless of local demand. In August 2013, the MOE in an attempt to assist over 2,000 trained teachers, held two days of job fairs where employers outside of education offered trained graduate teachers employment. Whilst the data is unavailable regarding the number of vacancies which exist each year in the schools, the data from the ESSJ (2012) shows that 3,325 teachers graduated from teacher education institutions in that year. A look at the admissions figures for The Mico for the academic year 2013-2014 shows over seven hundred TEC were accepted. However, they do have a significant number of TEC in hard to staff areas such as Mathematics and Language. Notwithstanding this, the number of applicants to the Science programmes is low (Kindly refer to Appendix 10 for these figures). The number of primary education candidates and guidance counsellors are also high bearing in mind the Minister's comments that these areas are saturated with teachers. Without government regulation, this practice will no doubt continue, since the issue of sustainability and viability may

influence admission decisions. The role of the Jamaica Teaching Council (JTC) will be discussed in this regard.

7.5.6 The Role of the Jamaica Teaching Council (JTC)

Since teacher quality is affected by recruitment, education and ongoing professional development of teachers, it is critical that the government invest in an arm of government which completely oversees teacher recruitment, education and development instead of having various bodies responsible for each part. A piecemeal job will not do. One of the recommendations of The Task Force (2004) was to establish The Jamaica Teaching Council (JTC); its mandate includes strategic directions, regulatory, professional development and the status of the profession. Whilst the Council has begun operations, some key bills affecting the powers of the council have not yet been implemented because these are still being debated by various stakeholders. The law giving the JTC the right to license teachers should be enacted as quickly as possible; this development will no doubt enable the teaching profession to move into higher levels of professionalism. In other jurisdictions, such as England, Canada, the United States and Australia, teachers have to be licensed before they can begin teaching. Golhaber and Anthony (2003) note that licensing ensures a minimal standard of teaching competence.

Furthermore, it is important that the JTC be accorded the powers to monitor recruitment standards at teacher education institutions. Some teachers' colleges have lower entry requirements for teaching even as The Mico is insisting on A' Levels or Cape and using Cape substitutes. If this continues, it will further erode the gains made by the profession. According to Barber and Mourshed (2007) when graduates are selected after they graduate from the teacher education programme, it tends to create a low status programme which in turn leads to a low status profession. They recommend greater control on recruitment and matching supply to demand. They note that failing to control entry will lead to an oversupply of candidates which in turn has a negative impact on teacher quality. The JTC's power should be extended to control the number of candidates to teacher education and ensure that recruitment is highly selective. Teacher education should not be an option for those with few options. It is only when teacher education becomes highly selective that it will be attractive to high performers (Barber and

Mourshed, 2007). As has been documented in the review of literature with the Finnish and British examples, it is possible to change perceptions about teaching and positively impact recruitment of TEC. However, the question is – Do we have the will to do it?

7.5.7 Teacher Education as University Based Education

Finland made the decision to transfer teacher education to Universities which helped to raise the profile of the profession (Darling- Hammond; 2009; Sahlberg, 2012). Initially, it was believed that this may 'lead to a dilution of academic standards and a consequent loss of status' (OECD, 2011; p.125). However that did not materialize, the education programmes at these Universities are of a high standard.

In the Caribbean region, in 2006, Trinidad and Tobago merged two of its teachers' colleges to form the new University of Trinidad and Tobago and began offering the 4 year Bachelor of Education programme(Steinbach, 2012). In Barbados, teacher education is done at the University of the West Indies, Cave Hill Campus. Previously, teachers were educated at Erdiston Teachers' College; however, instead of closing down, Erdiston is now used mainly to assist with the professional development of teachers (Jennings, 2001). Perhaps, this is a model that could be researched in Jamaica. Since, the teachers' colleges were critical to the implementation and in-service education of teachers for the Reform of Secondary Education (ROSE) programme (Miller, 2006), then similar to the Erdiston model, they could specialize in professional development of teachers. Furthermore, two colleges – Bethlehem Moravian College and Moneague College- which had previously offered only teacher education programmes are now multi – disciplinary institutions. This may be another option for other teachers' colleges.

Historically, teachers' colleges were associated with secondary education which contributed to the low status of the profession. If teacher education is transferred to the purview of Universities, it may indicate that the Teaching Degree is of a certain standard and help to raise the status of the profession. Labaree (2008) indicates that in the USA, teacher education was transferred from normal schools (similar to the teachers' colleges in Jamaica) to the Universities. According to Labaree (2008), this transfer benefitted teacher education because the university offered status and academic credibility to the teacher education programme.

7.6 Recommendations for The Mico - Teacher Education Institution

In this section, I will detail the recommendations for The Mico regarding improvements to their teacher recruitment programme. Even though The Mico's teacher recruitment programme is quite comprehensive and has benefitted from reviews from staff, faculty and students, there are a number of areas that could be improved.

7.6.1 Advertising and Marketing Input

It is important to use targeted advertisement to attract the types of TEC profiled. The research indicates that The Mico would benefit from utilizing more audiovisual advertisements especially for hard to recruit areas like the Sciences. The Mico may not possess the finances to institute an extensive media campaign; however, I believe that with the proliferation of social media sites, the internet offers many possibilities to promote the profession and attract the types of candidates profiled.

Further, since The Mico's graduates comprise a large portion of the teaching landscape in Jamaica, they may want to rely on these graduates to act as mentors to prospective TEC. One participant mentioned that The Mico depends on teachers to act as mentors especially in areas like Industrial Arts. Why not formalize the programme by inviting graduates to be trained as mentor teachers in schools? Furthermore, the College could engage in 'open house' activities where high school students can visit the College on these days to learn more about the profession, receive guidance and even 'teach' classes. However, I acknowledge the financial costs which must be considered for such a programme, the staff who would be needed to monitor and staff the programme, plus the suitability of mentors and permission from cooperating schools.

7.6.2 Hiring a Recruitment Manager to target prospective candidates

Consideration should be given to the hiring of a Recruitment Manager who would create a recruitment programme which could give them a greater presence in the recruitment market especially at expos and fairs. This individual must also be responsible for liaising with High Schools to improve recruitment. One staff member who works directly with the recruitment

programme noted that an earlier presence in the High Schools is needed before students begin to make career decisions. Additionally, there have been criticisms about the length of the application process, this professional could work more closely with the Admissions Department to develop a more timely application process.

7.6.3 Accept only CAPE / A Levels for Matriculation to the Bachelor's Degree Programme

Based on the data, the transition phase of The Mico may have affected them from demanding outright that TEC have CAPE or A Level qualifications. As discussed previously, students who have such qualifications may in fact choose to attend one of the Universities – UWI, UTECH, IUC or NCU. However, it is exigent that The Mico's programmes be accredited by the University Council of Jamaica (UCJ) so that it can be accorded full University status. Furthermore, matriculation requirements should be similar to other University programmes offering the Bachelor's Degree. In Trinidad, the requirements for the Bachelor of Education programme include CAPE or A' Levels (Rohlehr, 2012). Accept only students with the CAPE or A Level qualifications into the Degree Programme. Accepting students with less than the required qualifications will simply continue to give the impression that teaching is a '…noncompetitive easy-in occupation' as some of the students interviewed mentioned, which will continue to erode instead of elevate the profession' (Tabberer, 2003; p.09).

7.6.4 Reintroduce the Preliminary year to help students to matriculate into the Bachelor's Degree Programme.

Use the preliminary year to allow students who fall short of the requirements, to get the required A' Levels or CAPE subjects or other core subjects such as Mathematics. The UWI also has a Pre- University School which targets secondary school leavers who want to get into their programmes. Students use this year to get the necessary matriculation. Based on the data, there was one student participant interviewed who did not have the requirements for a course, but was allowed to matriculate into the programme. Furthermore, instead of accepting students without the A Level or CAPE, students could use this preliminary year to gain the qualification. However, as noted by Benjamin (2012)this may further drive up the costs of the teacher

education programme and deter more applicants, thus any decisions regarding a preliminary year would have to bear this in mind.

7.7 Recommendations for Educators and the Jamaica Teachers' Association.

Educators too should shoulder some responsibility for their image and the way they are perceived by the general public. Public perception is important to indicate that the teaching profession is to be considered a first choice career like medicine, engineering or law. This public perception cannot only be fed by the government and the teacher education institution. To protect the viability of the profession and to continue to work towards creating a first choice career, it is important that teachers themselves champion their own cause by being mindful of how they conduct themselves as professionals. Crucial to this is how they engage the public as professionals. The Jamaica Teachers' Association (JTA), the union that represents teachers in Jamaica, has been widely criticized for not acting to advance the professionalization of teachers in Jamaica. In some cases, the JTA have been criticized for bringing the profession into disrepute because they are seemingly over concentrated on remunerations, protecting their members and not necessarily concerned with teaching quality and effectiveness. If teaching is to be given the respect it deserves in the media and the wider public, then teachers and by extension this professional body will have to seek to better represent them.

7.8 Final Remarks

The architects of Vision2030 Jamaica envision Jamaica as the place of choice to live, work, play and to do business by the year 2030. Crucial to this transformation is the transformation of the education system. Our greatest asset is an educated populace. Low educational quality will not create the human resources needed for this transformation. Nevertheless, it is exigent that a well-functioning education system be viewed as part of a well-functioning society. It is nigh impossible to expect that a well-functioning education system will exist within a society with poor social services and a weakened economy. In addition, providing quality education for a select few cannot be the answer. Teacher quality is central to a quality education sector which seeks a more equitable educational provision for all Jamaicans; likewise a comprehensive teacher

recruitment programme is integral to teacher quality and this transformation. If indeed education is to be the driver of the reform Jamaica so desperately desires, then teacher education and the recruitment of teacher education candidates must be pivotal to that discussion.

Howbeit, recruitment of teacher education candidates is not a straightforward exercise. It is not wholly dependent on the teacher education institution; government policies and practices are equally important in creating the type of environment to make teaching an attractive option for the types of candidates profiled. Thus, the teacher education institutions cannot act without the full support of the government. However, top down initiatives by themselves are prone to fail; the paradigm shift intrinsic to this development requires time, planning and sustained collaboration between all stakeholders. Likewise, it is significant that teacher education institutions use more targeted recruitment campaigns to attract the caliber of students best suited to become teachers whilst simultaneously aligning their programmes as University based programmes. Educators also need to recognize that they have an important role to play in improving public perception of teachers.

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APPENDICES

Appendix 1. Participant Information Sheet

Participant Cover Letter

Dear Participant,

Let me first take this opportunity thank you for agreeing to participate in this study. Please find enclosed an Information Sheet detailing the aims and objectives of my study.

Seeing that you are an integral part of this study, I would like to sit with you to explain all the relevant procedures involved as well as to address any concerns and answer any questions you might have about the study. I will make myself available at your earliest convenience.

The date for commencement of this project is January 2013. Please free to contact me at (876) 3378750 (L)/ (345) 9266621 (L) or by email at dsuzetter@gmail.com or edq09dr@sheffield.ac.uk.

I look forward to working with you on this project and anticipate our next meeting.

Sincerely,

_____

Dina Suzette Rowe

Participant Information Sheet

1. **Research Project Title:**

Who should be taught to teach? A Review of the Recruitment of Teacher Trainees at The Mico University College in Jamaica.

2. **Invitation paragraph**

You are being invited to take part in a research project. Before you decide it is important for you to understand why the research is being done and what it will involve. Please take time to read the following information carefully and discuss it with others if you wish. Kindly ask me if there is anything that is not clear or if you would like more information. Take time to decide whether or not you wish to take part. Thank you for reading this.

3. **What is the project's purpose?**

The Jamaican government has mandated that teaching should be a graduate profession which has undoubtedly affected teacher recruitment. In light of this, this research seeks to review one teacher education institution in Jamaica to examine its recruitment program. This research may be beneficial in reflecting on practice, validating the gains of the recruitment program and identifying areas of concern and areas for development. Hopefully, this study will provide a valuable examination and further add to the conversation and perceptions about teacher recruitment practices in Jamaica.

4. **Why have I been chosen?**

This research is an examination of the teacher recruitment program. Thus, I plan to conduct interviews with staff who are directly involved with the recruitment program. You have been selected because I want this research to shed light on the recruitment process from your perspective since you are close to the recruitment process. I hope to gather detailed information to assess how candidates are selected, what are your perspectives on the characteristics of the 'ideal' teacher education candidate, the recruitment programme and what factors affect recruitment and issues surrounding policy versus practice. Students, you have been selected to provide a balanced assessment in reviewing the ways the students make sense of the recruitment process and construct meanings about it.

5. **Do I have to take part?**

Your participation in this research is entirely voluntary. If you refuse to agree to participate it will not involve any penalty or loss of benefits. You will not need to provide a reason for your withdrawal. If you do decide to take part you will be given this information sheet to keep (and be asked to sign a consent form) and you can still withdraw at any time without it affecting any benefits that you are entitled to in any way.

6. **What will happen to me if I take part?**

If you decide to participate, I foresee at least one interview. This interview is scheduled to last for an hour. A second interview may be needed to fill any gaps in the data or for clarifications. Interviews will be scheduled based on your time, availability and at a location agreed on by both of us.

Focus group interviews are scheduled to last for about an hour. Again, this will be scheduled based on the time agreed on by the participants.

7. **What are the possible disadvantages and risks of taking part?**

Since pseudonyms will be used for each participant, I do not foresee any risk to participating. Due care will be taken so the information cannot be traced back to a particular individual. Information disclosed will be treated with confidence.

8. **What are the possible benefits of taking part?**

Whilst there are no immediate benefits for those people participating in the project, it is hoped that this work will be beneficial in examining the teacher recruitment program and providing evidence to validate gains of the programme as well as providing a space for reflection on practice. It may even indicate how the program can be further strengthened.

9. **What happens if the research study stops earlier than expected?**

If the research is terminated prematurely, then you will be notified immediately.

10. **What if something goes wrong?**

If there are any problems please feel free to discuss them with me and/ or report these to:

Prof. Pat Sikes

Department of Educational Studies

University of Sheffield

388 Glossop Road,

Sheffield S102JA

England

If you are dissatisfied after consulting with me or my supervisor you may contact the University's Registrar or Secretary.

11. **Will my taking part in this project be kept confidential?**

All the information that we collect about you during the course of the research will be kept strictly confidential. You will not be able to be identified in any reports or publications.

12. **What will happen to the results of the research project?**

The research paper will be archived by the University of Sheffield. However, should you require a copy; your request will be granted.

13. **Will I be recorded, and how will the recorded media be used?**

The audio recordings of interviews made during this research will be used only for analysis and for illustration in the research paper. No other use will be made of them without your written permission, and no one outside the research will be allowed access to the original recordings.

14. **Who has ethically reviewed the project?**

This project has been ethically approved via the University of Sheffield Department of Educational Studies ethics review procedure.

15. **Contact for further information**

Ms. Dina S. Rowe

Box 2736 Savannah, Grand Cayman KY1-1508.

CAYMAN ISLANDS

Email:dsuzetter@gmail.com/suzet16@yahoo.com

Tel: (876) 337-8750(L); (876)2983967 (D) / (345) 9266621 (L) ; (345) 3256219 (D)

Thank you very much for participating in this research project. You may retain this copy of the information sheet for your records.

Appendix 2. Participant Consent Form

CONSENT FORM

Research Title: Who should be taught to teach? A Review of the Recruitment of Teacher Trainees at The Mico University College in Jamaica.

Principal Researcher: Ms. Dina Suzette Rowe
Email: dsuzetter@gmail.com
Cell: 3378750 (L) /2983967 (D)

		Please Initial Box
1.	I confirm that I have read and understand the information sheet for the above study and have had the opportunity to ask questions.	☐
2.	I understand that my participation is voluntary and that I am free to withdraw at any time, without giving reason.	☐
3.	I agree to take part in the above study.	☐
4.	I agree to the interview / focus group / consultation being audio recorded	☐
5.	I agree to the use of anonymised names/quotes in publications	☐

Name of Participant	Date	Signature
Name of Researcher	Date	Signature

Appendix 3.Ethics Approval Documents

The University Of Sheffield.

The School Of Education.

Dina Rowe
2736 Savannah. Ky 1-1508
Grand Cayman
CAYMAN ISLANDS

Head of School
Professor Cathy Nutbrown

School of Education
388 Glossop Road
Sheffield
S10 2JA

Telephone: +44 (0)114 222 8096
Email: edd@sheffield.ac.uk

Dear Dina

ETHICAL APPROVAL LETTER
Who should be taught to teach?

Thank you for submitting your ethics application. I am writing to confirm that your application has now been approved.

We recommend you refer to the reviewers' additional comments. You should discuss how you are going to respond to these comments with your supervisor BEFORE you proceed with your research.

This letter is evidence that your application has been approved and should be included as an Appendix in your final submission.

Good luck with your research.

Yours sincerely

[redacted]

Professor Dan Goodley
Chair of the School of Education Ethics Review Panel

cc Professor Pat Sikes
Enc Ethical Review Feedback Sheet(s)

Appendix 4. Interview Schedule for Students

Focus Group Discussion - Students

Introductory Comments

1. Was teaching a first choice career for you? What is your motivation for wanting to teach?

2. How did you decide to attend this college/ What motivated you to attend this college more than another?

3. How would you describe the perfect recruit?

4. Would you describe yourself as the perfect recruit? Why or why not?

5. Describe your experience in this recruitment programme? Is the selection process as rigorous as you think it should be?

6. Was there anything about the recruitment programme which was a surprise? If so, what?

7. What are the strengths of this programme?

8. What do you think were some of the weaknesses of the programme?

9. Are there any external factors which may affect/ impact college recruitment? Could you elaborate on each factor that you have identified?

10. If you were in charge of the college recruiting team, what possible strategies would you use to recruit prospective teachers?

11. How would respond to the claim that teachers' colleges are not attracting quality recruits?

Appendix 5.Interview Schedule for Staff/ Faculty Members.

Interview Schedule – Faculty / Staff

Introductory Remarks

Thanks for agreeing to this interview. I would like to talk about the recruitment programme at this institution. I will use the information from the interviews to substantiate the information gleaned from the documentation on recruitment. I am grateful for your assistance.

1. How would you describe this institution?
2. How long have you been in this position at this institution?
3. How long have you been at this institution?
4. How qualities would best describe a graduate of this institution?

Recruitment Programme

A) What qualities do you think should define 'ideal' recruits?

B) Do you think that the recruits this year possess these qualities? Why/ why not?

C) Have you detected any changes in the quality of recruits over the years that you have been in this position? If yes, what has contributed to these changes?

D) Describe your recruitment programme. How was the programme developed? Is it benchmarked against other programmes in the region/ internationally? Is it in line with the government teacher recruitment policy?

E) How is this programme different from / similar to previous years when you offered only the Diploma Programme? Have often do you review the programme? How and by whom? What change/s have been implemented as a result of the review/s?

F) How does this recruitment programme compare with what you think should be the ideal programme?

G) Do all recruits have the required academic qualifications? How does the programme deal with low/inadequate qualifications? How many students may need the CAPE equivalents?

H) How do you think that this recruitment programme could be modified by the college to be more effective in attracting ideal recruits? / Describe where you think this recruitment programme should be in five years.

I) Which of the following factors impact teacher recruitment? Explain the impact.

i) teacher status

ii) working conditions in the class room

iii) teacher salary

iv) recruitment programme

v) government policy

vi) costs associated with the programme

vii) other…..

J) How can Government policy assist the college in attracting 'ideal' recruits?

K) Is there competition/collaboration between colleges in the area for recruits? To what extent has this helped or hindered recruitment?

L) Do you share or consult with other colleges on recruitment practices?

M) How would you respond to the claim that teachers' colleges are not attracting quality recruits? / Would you say that this college is attracting quality recruits? Why or why not?

Closing Remarks

Appendix 6.ADMISSION REQUIREMENTS (College Handbook, 2012-2014; p.21/2)

To be admitted to The Mico University College candidates must satisfy the following minimum requirements:

(i) Be a minimum of 18 years of age

(ii) Five CSEC subjects including English A at the General Proficiency Level Grades 1 or 2 and, effective June 1998, Grade 3 or their equivalent, in addition to two CAPE Unit 1 or GCE A' Level subjects. Candidates may be admitted without the two CAPE Unit 1 subjects but will be required to pursue specially designed substitute courses to satisfy matriculation requirements. These courses must be completed before the end of Year 2.

(iii) For the purposes of equivalence, passes in the Secondary Education of the U.K.; Associated Examining Board (A.E.B.); Royal Schools of Music or Trinity College certification will be accepted as
equivalent to CSEC General Proficiency Level. Candidates with a High School Diploma from accredited American or Canadian institutions will be accepted as having the equivalent qualifications for entry to Year 1 of a degree course, provided that the passes shown in the transcripts are at the level required for the programme that the candidate desires to pursue.

(iv) Candidates, who have completed Yr. 1 of a Teachers' College Diploma programme with a 'B' average, will be accepted as having satisfied matriculation requirements. These candidates may be eligible for possible exemption(s) from some courses.

(v) Candidates who are holders of Associate Degrees from tertiary level institutions are also eligible for acceptance, with advanced placement. It should be noted however, that there may be additional matriculation requirements for admission to a specialization.

Matriculation into The Mico does not guarantee matriculation into a particular specialization. In addition to general matriculation requirements stated in (ii) applicants will be required to satisfy requirements specific to individual programmes.

(vi) Candidates wishing to pursue the Primary or Early Childhood Degrees should possess the requirements stated in (ii) which should include a science subject such as Biology, Chemistry,

Physics, Integrated Science or Human and Social Biology, or a Social Science subject such as History, Geography or Social Studies. They should also have a pass in CSEC Mathematics.

(vii) Applicants wishing to pursue the Special Education Degree should possess the requirements stated at (ii) which should include Mathematics and a Science subject preferably Human and Social Biology. Only one Business subject will be accepted. Applicants who do not have a pass in Mathematics or a Science subject may be accepted, but will be required to pursue Foundation Mathematics and a Science course to complete matriculation requirements by the end of Year 1.

(viii) Applicants wishing to pursue other degrees should possess, within the general requirement, passes in their specialist areas, i.e. subjects at CSEC General Proficiency Grades 1 or 2 or GCE 'O' level Grades A or B.

A psychometric test is usually administered to all applicants. The results of this test will assist in the selection of students, but will not necessarily exclude an applicant. In addition to this test interviews are conducted as part of the selection process.

The University College reserves the right to withdraw the privilege of enrolment from any student whose conduct is detrimental to the academic environment or to the well-being of other students, faculty or staff member or the University Colleges' facilities.

MATHEMATICS COURSE

At the degree level, the minimum level of mathematics that should be attained by **ALL** students at The Mico University College is M0100. This is a pre-university level course. An entry mathematics challenge screening test will be administered to students entering The Mico University College without a pass in CSEC Mathematics. Students who are not successful in the screening test will be required to do M0100.

Appendix 7.ADMISSION OF MATURE STUDENTS/EXEMPTIONS THROUGH EXPERIENTIAL LEARNING (College Handbook, 2012-2014; p.32)

The Mico University College endorses the concept of admission of mature/experienced persons who do not meet matriculation requirements, in recognition of the fact that learning also takes place outside of classrooms and formal educational environments.

Applicants, who feel that they have significant college-relevant learning based on life or work experience creditable toward a degree, may apply for and gain admission based on this prior learning through the portfolio process. Prospective students should indicate their intention to use this method of qualifying with their application. All portfolios of learning experiences must be submitted when the applicants are interviewed. The portfolio will then be submitted to the Faculty Board of the relevant faculty for assessment.

The assessment of the adult learner's experiential learning has three major purposes:

(1) The mature applicant who is qualified for admission, having met the stipulated matriculation requirement, but is desirous of being awarded advanced standing in his/her course of study or in a module can translate and document his or her experiential learning into learning outcomes in an academic portfolio, and submit it for assessment for academic credit(s).

(2) The mature applicant who does not meet the stipulated matriculation requirements may be required to prepare an academic portfolio that documents his or her experiential learning, which is equivalent to the requisite subject(s) required for matriculation into a specified course of study.

(3) The mature applicant who does not have any of the stipulated matriculation requirements may write proficiency and or challenge tests to qualify for entry into a course of study.

Appendix 8. Pre- University Programmes (College Handbook, 2012-2014; p.86)

PRE-UNIVERSITY MEN'S PROGRAMME (PUMP)

In an effort to attract males who do not qualify for the four-year degree programme, The Mico University College offers a Pre-University Men's Programme (PUMP). This one year (day) programme prepares students in those qualifying courses and orientates students into the fundamentals for entry into a degree programme of choice as well as the teaching profession. Candidates should possess at least 3 CSEC or GCE O' Level passes, including English Language and where applicable, the requisite portfolio. All candidates will be interviewed or auditioned where applicable.

PRE-UNIVERSITY EARLY CHILDHOOD PROGRAMME

In order to attract and certify Early Childhood practitioners, this one (1) year programme prepares candidates for entry into the four (4) year degree in Early Childhood Education. Applicants to the one-year programme are required to have at least 3 CSEC or GCE O' Level passes as well as do an English Proficiency Test.

NB. Persons with less than the required 3 subjects may be considered, but the period of study will be two (2) years. Classes are held **ONLY** on Friday evenings and Saturdays.

Appendix 9.Advanced Placement Programme (College Handbook, 2012-2014; p.86).

ADVANCED PLACEMENT PROGRAMME

The Advanced Placement programme is designed to facilitate persons with degrees, who are teaching in the school system, or desire to teach and need to obtain a Teaching diploma. Students are given Advanced Placement by credits. The programme covers all the Education courses, Methodology courses for specific subjects, three reading courses and fifteen weeks of Practicum. Classes are held weekday evenings. The duration of the programme is two academic years (4 semesters).

Appendix 10. Recruitment figures for The Mico University College - 2013/14

Education		Humanities & Lib. Arts		Science & Technology	
Programme	**Nos.**	**Programme**	**Nos.**	**Programme**	**Nos.**
Primary	164	Visual Arts	10	Industrial Technology	7
Early Childhood	47	Social Studies	39	Family & Consumer	20
Physical Education	25	Guidance & Counselling	66	Science Education	26
Special Education	33	History & Culture	14	Computer Studies	12
		Music	10	Mathematics	110
		Lib. & Information Studies	14		

				Geography	14
		Language, Literature & Literacy	120		
		Business Education (day)	40		
TOTAL (**757)**	**269**		**299**		**189**

Appendix 11.***Joint Board of Teacher Education: Requirements for Admission***

a) *Normal Matriculation*

For normal matriculation into the Bachelor of Education Programme, candidates must satisfy the following minimum requirements:

(i)Five CXC/CSEC subjects including English A and Mathematics at the General Proficiency Grades I, II and III (effective June 1998) or their equivalent.
(ii) Students reading Early Childhood, Primary, Literary Studies and Special Education should normally possess the requirements stated in (i) which should include a physical science subject and either a Social Science subject or an Arts subject [C1] .

(iii)In addition to requirements set out at (i) and (ii), students reading Primary specializations must have the following: (a) *Literacy Studies Primary* –CXC/CSEC English B General Proficiency Grades I, II or III, or GCE 'O' Level English Literature Grades A, B or C or their equivalent; (b) *Spanish Primary* – CXC/ CSEC Spanish General Proficiency Grades I, II or III, or GCE 'O' Level Spanish Grades A, B or C or their equivalent.

(iv)Candidates seeking entry into the Early Childhood programme may use the NCTVET level II qualifications in Early Childhood as one of the 5 subjects required for matriculation

(v)Students reading Secondary Education should normally possess within the general requirement, passes in their teaching subjects at CXC /CSEC General Proficiency Grades I or II or GCE 'O' level Grades A or B or their equivalent.

(vi)Applicants holding the High School Equivalency Programme (HISEP) certification, having successfully completed all five subject areas, will be deemed to have fully satisfied entry requirements into the Early Childhood, Primary, and Special Education programmes. However, for acceptance into the Primary specialization programmes or any secondary programme they must have additional qualifications as follows:

Literacy Studies Primary – CXC/ CSEC English B General Proficiency Grades I, II or III, or GCE 'O' Level English Literature Grades A, B or C or their equivalent;

Spanish Primary – CXC/ CSEC Spanish General Proficiency Grades I, II or III, or GCE 'O' Level Spanish Grades A, B or C or their equivalent;

Secondary programmes – passes in their teaching subjects at CXC /CSEC General Proficiency Grades I or II, or GCE 'O' Level Grades A or B or their equivalent.

(vii)In addition to the general matriculation requirements outlined in (i) to (vi), students may have to satisfy other requirements specific to individual specializations

[C1]arts= foreign lang, Eng B (all such as to be put in an appendix)

Appendix 12. Matriculation Requirements for University of the West Indies, Mona (www.mona.uwi.edu/)

THE UNIVERSITY OF THE WEST INDIES
MONA CAMPUS

ADMISSION OF STUDENTS TO THE
BACHELOR OF EDUCATION PROGRAMMES

Applications are invited for admission to the Bachelor of Education programmes to be offered by The University of the West Indies (UWI).

Bachelor of Education (BEd) with majors in:

Early Childhood Education Educational Administration
Language Education: English History Education
Science Education Primary Education: Mico Campus
School Librarianship Primary Education: Mona Campus
Special Education ***

With options in the following:

• Moderate and Severe Disabilities (formerly Multiple Disabilities)
• Educational Assessment and Instructional Planning
• Mild and Moderate Disabilities
• Blindness and Visual Impairment

Literacy Studies **

Literacy Studies (on-line) Barbados, Belize, Dominica, Granada, Jamaica, St. Lucia, St. Vincent and the Grenadines and Trinidad and Tobago.

Teachers with a Literacy Studies degree are able to help students at ALL levels of schooling become strategic readers and critical thinkers, thus enhancing their comprehension of ALL kinds of texts. This should improve overall performance and the possibilities for lifelong learning.

Mathematics Education

Mathematics Education (on-line): Dominica, Grenada, Jamaica, St. Vincent and the Grenadines, St. Lucia

* Offered in collaboration with Shortwood Teachers College

* * Also offered in collaboration with Moneague College (full-time/part-time)

*** Also offered in collaboration with Mico University College

MATRICULATION REQUIREMENTS

• Applicants should have at least five (5) CSEC CXC or GCE O'Level Subjects in addition to at least Two 2-unit CAPE subjects or two GCE Advanced Level subjects (for the 3 year programme)

(Grades 1-111) or GCE subjects

• **Compulsory** – English Language

OR

• A Teacher's College Certificate/Diploma in relevant interest area (for the 2 year programme)

ENGLISH LANGUAGE PROFICIENCY TEST (ELPT)

All applicants who have not achieved a Grade 1 in English (English A) in CXC (CSEC), a Grade A in GCE O'level English Language, A Grade 1 & 2 in CAPE Communication Studies or a Grade A in GCE General Paper, are required to take the English Language Proficiency Test. The test registration form and an application fee of $1500 should be submitted with the application for entry to the University.

APPLICATION FORMS/FEES

• Application forms are available from the Admissions office at Mona.

• Applicants are required to pay an application processing fee of JA$450.00 at any branch of the National Commercial Bank and submit the voucher along with the completed application form.

• The following original documents MUST be submitted with the application:

- Birth Certificate, Academic Certificates/Grade Slips (accepted only in cases where the certificates are not yet available), Professional Certificates, Diplomas if applicable, Marriage Certificate/Deed Poll (whichever is applicable) if present name is different from that on documents.

For further information contact: The Department of Educational Studies
Tel: 927-2130, 935-8505-9
http://www.mona.uwi.edu/des

Appendix 13. Matriculation Requirements for Sam Sharpe and Church Teachers' College

Matriculation Requirements for Sam Sharpe Teachers' College

To be admitted to the College for the Bachelor in Education programme, the minimum requirements are:-
Five (5) CXC/CSEC subjects including Mathematics and English Language at General Proficiency Levels I, II General Level III (effective June 1998). For the purpose of equivalencies, CXC Basic I, GCE O'Level at grades A, B, or C, SSC National Assessment Level 5 or 4, ULCI General 2 are deemed equivalent to CXC subjects General I or II. NB. Preference will be given to applicants with more than five passes including English Language and Mathematics. Specific subjects are required for all programmes. Persons applying to the Special Education, Early Childhood and Primary Programmes must have passes in a Physical Science subject (Biology, Chemistry, Physics, Integrated Science, Human & Social Biology etc) AND a Social Science subject (History, Geography or Social Studies, Sociology, Religious Education. etc)

Church Teachers' College Requirements - Bachelor of Education Requirement

Five Subjects including English Language and Mathematics at the CXC/CSEC General Proficiency Level, grade 1 or 2 (or 3 obtained since 1998), or at the GCE 'O' Level grade A, B or C. Applicants with CAPE Level 1 or 2 will be ideally suited for the programme. Equivalent combinations are accepted.

Subjects for the Early Childhood or Primary Education Programme should include a Social Science and a Science Subject at the CXC/CSEC General Proficiency Level, grade 1 or 2 (or 3 obtained since 1998), or at the GCE 'O' Level grade A, B or C.

Students must have a CXC/CSEC (or equivalent) Grade 1 or 2 in the specialist subject area.

Appendix 14. Research Participants

Staff and Faculty Members

Pedro – Vice President of Academics/ Lecturer – Department of Language, Literature and Literacy Studies

Winsome – Registrar

Sharon – Head of Admissions

Michael – Dean of Education

Ron – Dean of Arts

Samuel – Head of Mathematics

Students

Adam: Guild President

Focus Group 1 – Members of the Guild of Undergraduates

Alex – Student Relations Officer. Final Year Mathematics and Music

Pam – Third Year Physics and Mathematics Major

Lloyd – Second Year Food, Family and Consumer Sciences Major

Leroy – Second Year Guidance and Counselling Major

Focus Group 2 – First Year Students in the Bachelor of Education Programme

Mary

Roy

Petal

Kerry

Focus Group 3 – Final Year Continuing Students (Education Department)

Sylvia

Erica

Susan

Lenny

Andrew

APPENDIX 15 : Coding Map and Sample of Research Transcript

AMOT : altruistic motivation

OO : Orientational Others

RQ1. :Research Question 1

SI : Symbolic Interactionism

ST1a. : Academic Competence

ST1b. : Values

ST1c. : Communication and Interpersonal Skills

ST1d. : Motivation to Teach

TH1. : Profile of Teacher Education candidates

TH2. : Attracting Males to the Profession (PUMP)

Student Interview - Adam

1. Was teaching a first choice career for you? What is your motivation for wanting to teach?

AMOT *Yes, I love teaching. I love to have an impact on those around me. I believe that teaching is a perfect career for me to do so. It also contributes to society to help to develop people's lives.*

Type of motivation desired

2. How did you decide to attend this college/ What motivated you to attend this college more than another?

DO (SI:) *Mico is a renowned institution. I remember when my mother heard that I wanted to go into teaching, M was the first suggestion. Apply for the Mico. The Mico has made a positive contribution to the society as well as that is the perfect thing. I want to make a positive impact and Mico has done so. Mico was the best institution towards achieving that goal.*

Influence of parent on decision to attend Mico.

Positive Image of Mico (brand)

RQ1 3. How would you describe the perfect recruit?

TH1. *To be honest with you because teachers are so important in our society and the education and development of our country, I believe that those who are recruited to become teachers should be the very best. It will make it easier for them to be trained and then they will have smart minds to know how to teach children. Persons who are selected to teach should be the very best academically: those who have the highest passes in CXC – CSEC and CAPE.*

Theme: Profile of TEC.

Philosophy of Teaching and Importance of Education

Rationale for Academic Competence.

ST1A *Well, academic qualifications are very important. It is also important that persons be holistically*

To clarify

ST1B *developed as well. Persons must have good moral standards and high values. You will need to*

ST1C *incorporate those high standards and values into your teaching. It is about morals and social skills and development, good communication skills and people skills.*

Sub-Themes
- Academics
- Values
- Interpersonal + Communication skills

4. Would you describe yourself as the perfect recruit? Why or why not?

AMOT *Yes, I came to Mico because I want to teach and I want to have an impact on the development of people's lives and educational development. I am really concerned about the level of education and the literacy rates of students. I will do my best while in the profession to see how best I can help the students I come in contact with and ensure that they learn. Part of my*

TH2. *philosophy is once I encounter a student they should learn. I will use all methods to ensure that my students learn in my classes.*

- Motivation to Teach

Theme - Attracting Males (PUMP)

PUMP programme recruit.

Note - motivation similar to co-ordinator's vision of PUMP graduates.