

THE SCHOOL OF EDUCATION

Postgraduate Diploma in Education (Secondary)

Introduction

The Diploma in Education is an in-service programme for secondary teachers who possess a first degree but have not been exposed to any professional training in teaching. It is designed to ensure that teachers, through exposure to a range of relevant experiences and processes, function with a high degree of effectiveness in the classroom in the context of rapidly changing global, regional and school environments. At the same time equal emphasis will be placed on helping the teacher develop as a high quality discerning professional who recognizes the importance of lifelong learning and continuous professional development.

The objective of this programme is to promote quality learning and teaching in classrooms in the Eastern Caribbean. In this regard the following will be among the key areas to be emphasized: integration of theory and practice; the conduct of action research and a focus on teacher reflection to inform practice; integration across subjects and the use of newer technologies to enhance student motivation and learning.

Location

The Diploma in Education is an on-the-job programme approved for delivery in Barbados, Antigua and Barbuda, St. Kitts, St. Vincent and Dominica. Interested candidates must refer to the Teacher Training College in their territory to get details of current arrangements for specializations approved for delivery there and the programme delivery schedule.

Objectives

This programme is designed to help teachers:

- Demonstrate an understanding of critical philosophical, sociological and psychological factors which affect the learning and development of children and adolescents
 - Examine the ways in which the educative environment contributes to growth and development of children
 - Analyse the values and implications associated with current educational practices and, on the basis of this analysis, develop a philosophical platform for action in the classroom, school and educational system
 - Improve their understanding of Caribbean educational systems and their organisation, as well as their implications for teacher functioning at the secondary level
 - Develop the basic skills necessary for reading and interpreting research data and for conducting Action research
 - Appropriately diagnose the instructional needs of individuals within a class setting and design instructional programmes relevant to these needs
 - Use a variety of learner-centred instructional approaches which promote conceptual understanding, as well as critical thinking and social skills on the part of students, in a holistic manner
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- Explore, in collaborative contexts, a range of approaches which can be used in order to integrate new technologies across the curriculum at the secondary level
- Develop the basic skills necessary for conducting formative and summative assessments in classroom settings and employ appropriate feedback strategies to assist learners in addressing challenges encountered
- Improve their understanding of self and others and develop high quality communication and interpersonal skills
- Develop a critical and inquiring attitude to teaching and to their own learning as evidenced by a predisposition to constructive self analysis and reflection, as well as openness to feedback from peers and supervisors.

Entry Requirements

Applicants must have a university degree or its equivalent in the specialisation which they teach with a G.P.A of at least 2.0. This specialisation must be clearly identifiable (based on official transcript details) and would be evidenced by proof of successful completion of at least eight courses, (equivalent of 24 credits) in the specialisation. The candidate must teach in the specialisation for the full duration of the programme.

Programme Structure/ Course of Study

Candidates are required to gain 30 credits through successful completion of 3 core courses, 1 course in the area of specialisation and a Practicum. Each course, with the exception of the Practicum, extends for 39 hours.

Teaching Practicum

Students will be supervised in the practicum for approximately twenty (20) weeks in the performance of their normal classroom duties. Where it is considered desirable, special arrangements may be made for students to teach in a school other than that to which they are assigned.

The attachment is intended to: Help students broaden their experience, and expose those experiencing difficulty at their own schools to a different setting.

The final practicum assessment will take place during the second semester between January and March, of the programme year. External assessors will be involved in this assessment. However, where there is any uncertainty over a student's performance, that student's assessment may be postponed to a convenient time during the third term.

Duration

The programme is designed to be completed in 12 months.

The Teaching Portfolio

A portfolio can be described as a purposeful selection of materials related to teaching, varying in nature but representative of the teacher's practice. More critically, teachers use the portfolio development process to assist in reflection and self evaluation of strengths and weaknesses in order to deliberately develop self regulated goals and strategies for the improvement of their teaching competencies.

Participants in the programme will be required to submit one teaching portfolio which shows evidence of their evolving teaching competence from a multifaceted perspective. The development of the portfolio should begin early during Term I and should be continuous.

Action Research Project

A critical component of the portfolio will be the Action Research Project. The planning and execution of the Action Research Project will begin early in Term II. Data collected will inform unit planning, lesson planning and evaluation. Participants would have already completed relevant modules pertaining to the conduct of Action Research. The exposure to these modules would have equipped them with skills to conduct an Action Research Project with a clearly delimited scope.

Examination and other requirements

Students will be examined in the **Theory of Education** i.e. Education core courses, Methods courses AND the **Practice of Education**.

Failure to submit assignments or projects by the dates determined will normally lead to referral in that part of the course unless a medical certificate is submitted prior to the deadline.

In the event of unusual or extenuating circumstances, a candidate may apply in writing for an extension of time for submission of an assignment addressing the application to the college Principal and should supply supporting evidence.

All students are expected to attend seminars, tutorials in connection with written studies, projects, practicum activities, and such other aspects of the programme as may be determined from time to time.

Students are expected to dress professionally both in college and school classrooms.

Assessment Procedures

Assessment in this programme will be on a continuous basis and, as such, there will be no formal examination at the end of the programme. Each student must complete assignments in each course as well as other short assignments and presentations as may, from time to time, be determined by tutors.

All assignments/papers are expected to demonstrate students' understanding of the relationship between theory and practice.

Award of Diploma

In order to qualify for the award of the Postgraduate Diploma, a candidate must satisfy the examiners in BOTH the Theory AND Practice of Education, and attend a minimum of 75% of all classes in the classroom as well as on-site.

Distinction

A distinction will be awarded if the student was successful in all courses on the first attempt, has earned an A in the Practice of Education and has also earned an A in the Theory of Education.

LIST OF COURSES**Compulsory**

- EDIP 6000 Introduction to Curriculum Theory & Practice
- EDIP 6001 Classroom Assessment Principles & Procedures
- EDIP 6002 Education Foundations
- EDIP 6090 Practicum

Specialisation

- EDIP 6003 The Teaching of English
 - EDIP 6004 The Teaching of Geography/Social Studies/History
 - EDIP 6005 The Teaching of Mathematics
 - EDIP 6006 The Teaching of Modern Languages
 - EDIP 6007 The Teaching of Science
 - EDIP 6008 The Teaching of Art & Craft Education at the Secondary Level
 - EDIP 6009 The Teaching of Business Studies
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