Who are the Beneficiaries of Canadian University Professional Programming Overseas?

The Case of BEd Practicum Placements in Saint Vincent and the Grenadines

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Abstract

This case study looks at a private primary school in Saint Vincent and the Grenadines (SVG) and how it has been affected by ongoing annual practicum placements with BEd students from the University of Prince Edward Island. The purpose of the study is to examine if and how universities can deliver community and international development initiatives through academic and professional programming, or if these experiences only benefit university students and therefore institution. This case study includes primary source documents from SVG, as well as in-depth interviews and observation at the school in question after the BEd practicum teachers had left at the end of their term. Through this study, it becomes clear that this is a case where the school and its members are beneficiaries of the partnership, however more structure is needed to ensure that this is the case moving forward; that all parties continue to be treated as equals and with respect. There is an opportunity for more programs to have positive effects on a community if these steps are taken and used in other professional programs at the university level.

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Chapter 1 – Introduction

Education and development is potentially the most important element in international partnerships aimed at poverty alleviation and global development initiatives. Education at every level is seen as helping develop regions and their capacity to develop in a truly sustainable way. Through this lens we see that for decades now, the world has been focused on the delivery of primary education in developing regions through the Millennium Development Goals (MDGs) to end poverty. This right of basic education has not yet been fulfilled. Very recently, the MDGs focus has shifted. While progress has been made, primary education and its delivery have not been universal by any means. While the MDGs were being developed, 83% of the world's children had access to primary education (UNDPI, 2003, p. 1). Access has increased, but currently there are still 10% of children that do not attend primary education (Ibid). MDGs and regional (Caribbean) goals have shifted as well to include quality of primary education, and secondary education delivery. Teacher education in this specific region, however, still has a long way to go. Through partnerships with post-secondary institutions it may be possible for teacher education, as well as primary education delivery, to both benefit. It is important for different, more peer-supported styles of teacher education to be explored in order to aide in achieving these important goals for the region.

University programming in education in the developed world has, along with its usual pre-professional institutional mandate of service provision, developed two-pronged approaches to professional training that can have beneficial effects on both community

development and university student preparation. An example of this would be pre-professional education programming (such as a BEd) where practicum placements, which are primarily for teacher training purposes, are located in international settings outside of the originating university's region. Some of these international placements are also held in developing regions of the world, which have the potential to create an interesting relationship and dynamic between the university and the host school. Though beneficiaries for these initiatives in international placements most certainly include the originating universities and their students, such practicums may also have benefits for the developing regions' schools and their surrounding communities.

The research question at the centre of our thesis is this:

Do practicum placements have perceived benefits for the educational community where they are located? Or, on the contrary, are they merely "once-in-a-lifetime" opportunities for North American youth to experience another way of life and get credit for practice teaching?

This research is important because it has effects on three main focus areas. They include:

1. Education and development through ensuring students in developing regions have the best possible schooling and education through new teaching techniques and materials.

2. It is also very important to move towards improving teacher education, especially in developing regions or more remote areas that are not closely tied to post-secondary institutions or other ways to develop teaching styles and new ways of education delivery.

3. Finally, this work is important to post-secondary education (PSE) institutions and their intent to thrive into the future – especially those that are publicly funded. While funds are declining for PSE in many developed regions, their purpose is being re-examined, and programs that serve many purposes, including "service" (or community or international development) stand to mean more in how they benefit the world.

To explore our research question, we chose a case study of a school in St. Vincent and the Grenadines (SVG) in the Caribbean Region. This is a particularly interesting place to conduct the study as it has a long-standing and unique relationship with the University of Prince Edward Island. SVG and the rest of the English-speaking Caribbean have always looked to developed English-speaking countries within the Commonwealth, as well as the United States, for new ways of teaching and learning. This is a tangible and practical way of looking at this relationship. In order to fully understand the perspective of the school within the case study, and not just the relationships that the university has with this community, we needed to be directly asking and observing those who are at the host school. I conducted this through in-depth, open and closed answer interviews with four groups of the school community– student, teachers, the

administrator, and parents. The interviews that were performed would be categorized as

investigative, or a guided approach to qualitative interviewing. I also was immersed in

the school's community – living very close by and participating in all aspects of school

life. This enabled me to better understand the school dynamic, as well as gain trust from

those who had the answers for this research. As you read on, you will find a literature

review of the body of work around education and development studies in Chapter 2. This

narrows as it focuses on both the topics discussed in this paper, as well as the regions and

relationships in question. Chapter 3 explains how exactly the research had been

conducted, as well as why these choices were best suited to the work. Special

consideration is given to how exactly we determine benefits from host schools and how

to accurately measure these benefits moving forward. As we move on to Chapter 4, we

delve into the case study itself and the raw findings from the research. Chapter 5

provides analysis and discussion around the findings while putting the information into

context and how it might draw conclusions about the study and the research question.

Finally, Chapter 6 shows final conclusions as well as possible other uses with the data

and how we can move forward with these sorts of unique partnerships. By examining

practicum placements and teacher training in developing regions, I will argue that

practicum placements can create positive change in the host school's teaching and

learning. This change can be of substantial help to the school, even after the practicum

placements have ended and the student teachers have left. This help would be seen in a

number of different ways, but primarily by introducing new pedagogical teaching styles,

which can help students learn in new and sometimes better ways for them.

Chapter 2 – Literature Review

2.1 Education and Development

Education plays an integral role in the development of a region, nation, and our world. Discussions surrounding this topic have been around for quite some time (Little, 2000, p. 286). How we determine what we consider successful education systems as they are related to development, however, is still up for debate. Debates have existed for decades to recognize what links education and socioeconomic development.

Recently Amartya Sen brought to light the idea that individual and personal development, in lieu of development towards nationalist goals, should be the focus of educating a society. This type of argument is often seen as an extension of Rawlsian "primary good" theories of equality (Sen, 2007, p. 1). Sen's ideas acknowledge that a single student's personal development leads to a better society and to better development of the region in general. This idea is in contrast to focusing on goals mandated by a government or non-governmental organization, as well as other theories of development and education correlations such as human capital, social cohesion, and social and political development. These theories work towards the well-being of all its members through social inclusion, social capital, and social mobility (Heyneman, 2010, p. 520) (Mundy, 2006, p. 25) (OECD, 2011). The theories also focus on the practicality of certain aspects of education and how education plays primarily into the development of a nation, rather than the individual (Heyneman, 2010, p. 520) (Mundy, 2006, p. 25). So the issue is whether or not education deals with individual development or goals for the society or

nation in question; is it better to develop curriculum with pedagogical approaches for the one student's aptitudes, or what the group needs through socio-economic development? A very practical example to illustrate would be a student who is interested and has demonstrated skills for journalism in the context of national education goals suggesting that schools should be preparing students for work in skilled labour, like carpentry. For such an example, Sen would suggest that the country or region will benefit if individuals develop to their full and chosen potential; having personally developed journalists is more fruitful than producing another skilled labourer.

Practical approaches to education and development, such as the aforementioned example, have also been introduced throughout the years. These approaches are recognized predominantly by the United Nations Educational, Scientific and Cultural Organization (UNESCO). UNESCO has been promoting skills, vocational training, and primary education to everyone – including those in developing regions with a lack of access to education (McGrath, 2010, p. 538). These methods are ideally used on a global scale. Skills were introduced as one of the three key pillars for education for Education for All (EFA) initiatives in 2009 (UNESCO EFA, 2002, p. 1). They continue to be an integral part of most UNESCO initiatives with regard to Education (Ibid). These types of initiatives are seen as verifiable and measurable means of development – which can be rare to find in education. Therefore, it is very easy and popular to execute these types of concrete initiatives instead of theoretical or curricular changes. For example, if one is to teach a group of youth a certain skill, and they are able to execute these skills to attain increased income, and this increased income would be a measurable success in a program; a return on the investment made by larger multilateral groups such as

UNESCO. As a result, large organizations which need to provide results to stakeholders tend to prefer working toward these types of educational goals. The same can be said for primary education in development, where its delivery, rather than quality is often measured, and this is arguably to the detriment of those being taught. This problem shall be discussed later.

We now move on to the question of whether or not education is gaining or losing ground in development theory and practice. Recent programs like the MDGs focus on a limited number of educationally-centred objectives. As previously discussed, the focus of such programs is *measurable impact* (McGrath, 2010, p. 539).   On the other side, however, this finely-tuned focus allows for specific recognition and success to be seen in the development community for education (Mundy, 2006, p. 33-34). It again comes down to what is the best educational change or benefit versus "impact" – which is often a quantitative measure of success. Currently, the most popular measurable impact in the field is access to quality primary education. Debate as to whether primary education should or should not be the main (or only) focus on an international scale regarding education development is common. Universal Primary Education (UPE), which is commonly used as the best prescription, has come up as potentially being too basic in order to measure quality and success. This idea will be highlighted in this review. Regardless of the debate, primary education – and principally accessibility issues - have entered the forefront in education and development discourse. This is largely due to practical multilateral groups' interests, such as UNESCO and UNICEF following MDG prescribed outcomes. As previously mentioned, the requirement that these organizations report to stakeholders and find verifiable proof of success in their programming makes it

easier to implement primary education delivery, for example, as a opposed to more intricate programming. Oftentimes, these programs still offer no "verifiable" proof of improvement in education *quality*, (Saito & van Capelle, 2009, p. 16). In UNESCO's documentation of their Education for All Coordinators' meetings, there is a clear stance on providing education that can be judged based on "verifiable indicators" (p. 49).

Small developing countries often align their education and development efforts with their own economic policies, rather than working in tandem with other international agencies (Bray, Crossley, & Packer, 2009, p. 736). While this practice provides a focused and tailored approach, it can diffuse greater change or amelioration to the education systems in question. Many scholars and practitioners, like organizations such as UNESCO, advocate for an international scope towards education and development – particularly with regards to UPE. They would suggest that a united goal and program would work better. The dependency approach to development provides us with the knowledge that national-level inquiry into education is not always most appropriate (Little, 2000, p. 289). New and international actors – other than civil society or NGOs - are emerging in development and education (Mundy, 2006, p. 38). Bray *et al.* explain that there is a special importance in partnerships with other groups in lieu of globalization with education programs (p. 732). These new international players provide education and development with fresh possibilities in the realm of primary education delivery.

There are many ways in which different parties work together to deliver education in developing regions. This can be broken down into three main groups: Multilateral,

bilateral and regional, as well as private sector vehicles for education. Usually schools

fall under one of these categories, especially if they are located in a developing region of

the world.

2.1.1 Multilateral vehicles for education

Simply put, multilateral means that at least three or more parties enter into an agreement

with respect to some mutually beneficial goal. That means that multilateral agencies or

groups that help foster and improve education in developing regions have a number of

other groups to answer to. Multilateral vehicles for education usually have large, yet

tangible and measureable ideas of how education can be delivered. An example will be

the following discussion - on Universal Primary Education, and Education for All. In

fact, the Education for All monitoring report provided a paper entitled, "Financing for

Global Education," which outlines how multilateral and bilateral involvement in

education, while benefiting, must work more to fulfil the needs of primary education

promises made in years past (Rose, Smith, Steer, & Zubairi, 2013, p. 2-4). Multilateral

Partners play a "significant role" in the sector, providing for 25% assistance in the past 10

years (Rose *et al.*, 2013, p. 6). Examples of these groups include the World Bank, the

European Commission, UNICEF, African Development Bank, Global Partnership for

Education, and other heavy hitters (Ibid).

2.1.2 Bilateral and regional vehicles for education

Bilateral agreements as the outcome of two parties contracting terms with respect to a

common goal. This means that bilateral agencies or groups that help foster and improve

education in developing regions only have two main agendas to answer to. There are

many layers and levels of examples to bilateral agreements – these include agreements

between countries or their agencies. Examples of these include the Department of

Foreign Affairs, Trade, and Development Canada and their efforts towards education for

women in Afghanistan ("Education in Fragile States"), or the United Kingdom's

Department for International Development and its partnership with Caribbean schools

that allow for scholarships for those students who wish to study abroad (British High

Commission, Bridgetown). Another way that bilateral education delivery can show itself

is in regional agreements and practices that help in providing schooling. These are

primary through regional governmental organizations such as the EU, CXC, or

CARICOM – voluntary groups of countries that would provide benefits to its members

regarding efficiencies for their states to promote quality of life.

2.1.3 Private sector vehicles for education

This last method of education delivery includes any organization that works outside of

government or national parameters. These have no affiliation with other groups or

measured success with others unless they want to (and would then be referred to as

multilateral at the time). Some may consider universities to fall under this category, since

they have the freedom to self-govern, however there are some issues with mandated

programming when the school in question is publicly funded. Other more clear-cut

examples would be the Ford Foundation, which is a private foundation "with the mission

of advancing human welfare ("About Us: Ford Foundation", 2014). Other examples of

these types of groups include the Bill and Melinda Gates Foundation, and the W.K.

Kellogg Foundation. These foundations use private funds and work towards their own goals of how to benefit education and other sectors.

Concern with UPE has been prevalent in both development studies and education studies for over five decades (McGrath, 2010, p. 538). Through multiple programming initiatives like Education for All (EFA), Millennium Development Goals (MDGs) and similar programs, the focus on UPE has come in and out of the spotlight multiple times in education and development (Heyneman, 2010, p. 518). Funding from organizations such as the IMF and The World Bank has followed with these changes in focus that have an international scope. The question is whether primary education is the most important, or just the most measurable project for global education development. The United Kingdom's Department for International Development (DfID) marks access, quality, and volume as the themes for primary education development (McGrath, 2010, p. 538). While initiatives date back decades, most have failed to offer a long-standing and universal solution to primary education accessibility and quality (Heyneman, 2010, p. 518-519). The absence of UPE is still seen in a large number of developing countries - a concerning fact that must be addressed (Heyneman, 2010, p. 518-520) (Mundy, 2006, p. 24).

Once accessibility and attendance are addressed in developing nations, projects must move towards ensuring *quality* of education (Heyneman, 2010, p. 520). With different approaches towards UPE, there is the possibility of moving towards more accessible, better attended, and higher quality primary education on an international scale (Mundy, 2006, p. 24). National programming has been implemented in many developing

countries to help increase the quality of primary education. These programs, however, are often fragmented in their efforts compared to the initiatives taken by multilateral agencies such as UNICEF and UNESCO (Mundy, 2006, p. 27). This is directly related to how organizations acquire education funding through multinationals such as the ones previously mentioned. National programs are more internally focused, rather than meeting similar goals as EFA or MDGs (Bray *et al.*, 2009, p. 736). This can cause decentralized efforts towards access and quality of primary education, as well as potentially underfunded programming specifically tailored to regional issues and needs.

2.2 University Participation in Development

Universities exist to fulfil three main goals in society: to provide instruction at the tertiary level, to use research for the advancement of knowledge, and to provide service to our communities. The last goal - that of community service - is often overlooked, as it is the third important role that universities play. Community service, however, can be completed in a number of ways. These include student involvement in community activity – locally, nationally, and across the world. With respect to the requirements of pre-professional teacher training, a student is required at some point to participate in an actual teaching environment for a period of time, such participation being evaluated as part of the student's training. These are often referred to as practicum placements. An argument can be made that some university programs (mainly professional in nature) can and should have community-related practicum placements where students may practice and hone their skills, all the while helping the community they live in (or beyond). These "community service" components of —rather than simply local classroom,

evaluated teaching – practicum placements have been carried out internationally in both developed and developing countries.

However, the question arises as to whether or not such community service practicums, especially in developing countries, are beneficial for the communities where practicum students from developed regions travel and fulfill their degree requirements. Many examples or case studies show community service initiatives that stem from study abroad activities that aim to principally benefit the learning student (Lewis & Niesenbaum, 2005, p. 254) while other examples demonstrate that the community benefits through promotion of intercultural awareness (Tuleja, 2008, p. 318). However, negative aspects of similar programs have also been brought to light. Many examples of international program-based practicums reveal issues concerning conflicting values through cultural differences (Hanna, Sheridan & Pawar, 2004, p. 233). Others show a sacrifice on the part of the host institution's workers as they have to teach and watch over the practicum students. There is potential for host institutions to have to expend more work and possible resources to accommodate practicum students in places that are already strapped for resources (Thomas, 2006, p. 22). Specific cases can show how the extensive spectrum of study abroad community service initiatives and university programmed practicums provide both potential benefits *and* burdens to host communities and institutions.

Mutual, reciprocal benefit should be the main goal for university and community partnerships (Strier, 2010, p. 3). These partnerships generally see community benefit through "positive processes and outcomes", often meaning tangible benefits for both or all parties (Strier, 2010, p. 2). These mutually beneficial partnerships are often argued for

in university and community relations when dealing with development initiatives (Mulroy, Matsuoka, & Umemoto, 2002, 6). Several case studies have exemplified this idea of *benefit* to the host community in a development context (Ibid).

However, there are multiple areas of contention when dealing with university and community partnerships. Unequal power relations, institutional tensions, and value clashes are all examples of general issues that may arise that disallow for benefit on either side of the partnership (Strier, 2010, p. 3). Problems with collaboration can surface in many different types of similar partnerships. They demonstrate issues with control, power, and values at the core of incapacity to cooperate. Assessing outcomes and determining benefits for both parties have been dominant issues in the debate (Maurasse, 2001, p. 132). This debate, practically speaking though, is still in full force in respective faculties and departments at the university level. A wide range of situations must be considered. Programming and host communities differ significantly; case studies are the best point of reference we have to date. This relationship, using the definitions given above (regarding multilateral, bilateral, regional, and private sector education delivery) would be a bit convoluted as we do have difficulty defining universities in this spectrum.

2.3 University and Host School Relations through Education Practicums

Similar to other university and community partnerships, education practicum placements in any location should provide a mutually beneficial relationship for the host school, the university's students, and the university as an institution (Jeffrey & Polleck, 2010, p. 81) (Harris, McCarthy, & Vickers, 2004, p. 133). The education community can also benefit from these partnerships for research and teacher development (Ibid).

Education practicum placements are beneficial to host schools as they can create an

educational community based on both interest and trust between all of the groups

involved (Sigurdardottir, 2010, p. 151). These initiatives lead to school development and

reform; while benefitting the co-operating teachers working with practicum students at

host schools as well (Ibid). Both formal and informal individual professional

development can occur through host schools' participation in education practicums for

those in the host school's community, such as the teachers and administrators (Jeffrey &

Polleck, 2010, p. 84). This can be particularly beneficial if more traditional ways of

professional development are not readily available in the host school's region. The

presence of practicum programs in schools allow for greater reflection on behalf of co-

operating teachers and the school community in general (Jeffrey & Polleck, 2010, p. 89).

Historically, John Dewey is found to be the first person to develop a theory of reflection

in the concept that we consider it to be today (Ibid).

Reflection is one of the most important ways a teacher can improve his or her

skills and development in their profession – not to mention provide benefits to his or her

students' learning outcomes (Clarke, 2006, p. 919). Though often ill-defined in teacher

education, generally the concept it is seen as an important aspect of self-improvement for

teachers (Halton & Smith, 1995, p. 33) (Rodgers, 2002, p. 843). One scholar attempted

to provide a clearer understanding of what Dewey's reflection meant. They were:

1. Reflection is a meaning-making process that moves a learner from one experience
   into the next with a deeper understanding of its relationships with and connections
   to other experiences and ideas. It is the thread that makes continuity of learning
   possible, and ensures the progress of the individual and, ultimately, society. It is a
   means to essentially moral ends.
2. Reflection is a systemic, rigorous, disciplined way of thinking, with its roots in
   scientific inquiry.

3. Reflection needs to happen in community, in interaction with others.
4. Reflection requires attitudes that value the personal and intellectual growth of oneself and others. (Rodgers, 2002, p. 845)

We can see how in a case study regarding teacher education, the ideas of reflective thinking can certainly be pertinent to the discussion – particularly in how cooperating teachers and practice teachers develop the community and interaction that allows for personal and intellectual growth. Reflection is to be said to lead to a more conscious education delivery, as teachers are more aware of how they are teaching with the presence of a pre-service teacher (Jeffrey & Polleck, 2010, p. 88). Co-operating teachers garner much needed self-reflection during the supervising process (Clarke, 2006, p. 920). This is beneficial and most importantly, *unique* to the co-operating teacher's professional development: something they would otherwise not be able to benefit from (Ibid).

It has also been found that a sense of professionalism is fostered in co-operating teachers due to the practicum placements at their host school (Jeffrey & Polleck, 2010, p. 89). In the host school's students' perspective, the presence of practicums can lead to being "actively encouraged to reflect on their experiences and knowledge," (Harris *et al.*, 2004, p. 137). Host school students benefit from practicum teachers in the classroom by having a supplementary trained professional in their presence (Cavanagh & Prescott, 2011, p. 6). Further, a possibly young role model and second personality adds to children's learning experiences and allows them to see different perspectives (Cavanagh & Prescott, 2011, p. 9). Resources to schools and groups in the education community are also often provided through university programming like practicums (Harris *et al.*, 2004, p. 139) (Thomas, 2006, p. 23). New teachers bring along new methodology, tangible

teaching resources, and information from the field of teaching. These additions are seen as beneficial, though possibly inconsistent benefits to the host school.

On the other hand, host schools and the educational community where practicum placements are carried out can often experience adverse, negative effects. It is possible that an unequal power structure might be present (or felt) by host schools' co-operating teachers (Jeffrey & Polleck, 2010, p. 83). This would be imposed by the presence of both the practicum students, as well as their supervisory professors from the university partnered with the school. Stakeholders in the practicum process all have individual needs and wants that are unique to their position within the relationship. This directly affects these relationships as well as who may be the beneficiaries of practicum placements programs (Torrez, Snow, & Martin, 2011, p. 250). There is – often a complex division of power and responsibility between the university and host school (Ibid). When frameworks aren't agreed upon by stakeholders, priorities are often swayed toward those who have the inherent advantage. This, given the power dynamic, would be more likely the university in an education practicum scenario. In development situations, or other service practicum scenarios, it is paramount that provisioning or teaching is brought through "authentic help" (Harris *et al.,* 2004, p. 132). This means that no superiority should be assumed by any party. An example of these potentially asymmetrical power relations would be a case of the university supervisor having more education and inherent superiority over the classroom co-operating teacher. There are logistical burdens that plague host schools as well – such as co-operating teachers taking on a heavier workload and longer hours, without increases in pay. The question is whether or not these sacrifices are outweighed by the benefits that the practicum

placements bring to host schools. These issues discussed are often created more complex in developing regions; even more so in North-South partnerships.

2.4 Education Issues in the English Speaking Caribbean

2.4.1 Education for All (EFA) in the Caribbean

Caribbean education systems have still not approached satisfactory levels of high quality in primary education. Matters surrounding Universal Primary Education (UPE), as previously discussed, include accessibility, attendance, quality of instruction, as well as volume of students (McGrath, 2010, p. 538). These issues are very prevalent throughout the Caribbean education system. Despite not reaching true UPE in the region, access and attendance in secondary education have also become a dominant topics of discussion. Primary school access and attendance have reached levels that some consider to be acceptable in order to move on and address higher levels of education. The debate between whether the region should continue to focus on UPE or "move on" to access to secondary schooling is ongoing. Many agree that it is time for the region to move toward the latter (Wolff & de Moura, 2000, p. 7) and that Caribbean UPE has reached its potential ("UNESCO Regional Report", 2011, p. 3). Others, however, still see UPE to be a major project to be -implemented in the region (Jules, n.d., p. 3). It is easy to see how large groups with mandated work such as MDGS and EFA prescriptions can have an effect on how the region approaches education, along with which projects its chooses (Heyneman, 2010, p. 518) (Carrington, 1993, p. 10, 15). Issues such as the level of

quality of education, however, are still prevalent in Caribbean schooling today at all levels.

UPE and its effects on curriculum and delivery are often addressed and have effects on the Caribbean region (Leacock, 2009, p. 23). As mentioned, some have moved from UPE access for primary education to secondary education, including secondary education delivery in the Caribbean (Leacock, 2009, p. 21). UPE is said to be focused on quality of delivery now as well: while statistics may show Latin America and the Caribbean to have relatively high scores for primary enrollment, some claim there is still a problem (PRECLAC, 2008, p. 10). This is due to the fact that repetition of grades, as well as students being removed from primary education before graduation are not taken into account with these statistics, and can have significant effects on the outcomes (PRECLAC, 2008, p. 11). Students who leave or have to repeat grades because of external reasons are counted in the initially high numbers of UPE enrollment – not to mention those possibly affected by unmeasured quality of instruction. Not accounting for these situations causes concern with many about the legitimacy of UPE initiatives and their efficacy in Latin America and the Caribbean (Ibid).

Similar to general UPE, MDGs, and other multilateral initiatives, some academics make the case for quantified outcomes for education – including measuring economic development effects (Conrad, 2011, p. 282). These types of "econometrics" suggest that in the English speaking Caribbean, human capital increases (as discussed above with Sen), do not provide a "return" on the country's investment in education in its people

(Conrad, 2011, p. 286). However, as previously discussed, this is not the only way to measure educational success, including in this area.

2.4.2 Inequalities in Education in the Caribbean

There is a problem of inequality in value and delivery of education in the Caribbean, and as just discussed, the quality of primary education comes into question – as well as in other levels, too (Leacock, 2009, p. 26). Caribbean schools encounter difficulties offering good quality education – in particular, past the primary grades (Ibid). There are physical, program-based, and historical inequalities throughout the region when it comes to schooling (Ibid). Emphasis and backing for inclusive education practices in Caribbean schools is lacking. Teachers are often left to shape the effectiveness of inclusivity, or integration as it is called in the region (Blackman, Conrad, & Brown, 2012, p. 7). This lack of support leads to inherent inequalities in the system based on different disabilities and situations of students (Ibid) (PRECLAC, 2008, p. 5). Some say schools were and remain to be a source of traditional, classical education. They have little to provide for students looking for less "colonial" and knowledge-based education (Leacock, 2009, 23).   It is often argued that inequality in education can be divided by class, income, as well as geography in the region (PRECLAC, 2008, p. 3). Due to these schisms in education delivery, quality of education and learning achievements of the student often suffer. These divisions are seen often in primary and secondary schooling in the Caribbean (Ibid).

2.4.3 Teacher Education and Continuing Education in the Caribbean

In order for the education system of a region to change, it is argued that systemic changes to teacher education must be implemented. These measures are advocated by the Caribbean Examination Council which prescribes curriculum and testing outcomes for the Caribbean region (Jules, n.d., p. 4). Teacher training is an ongoing issue in developing regions, including the Caribbean. Teachers were often trained decades ago, and have not been able to receive (let alone been mandated to get) education upgrading or professional development. While current teacher education is ameliorating, those who were trained or began in the system years ago are often less equipped to teach with the latest techniques. Teachers who remain in the Caribbean have the potential to be ill-equipped for instruction compared to those who leave for other regions that have provided, mandated, and available professional development (Jennings, 2001, p. 108). Caribbean teacher training is not generally compatible with today's education needs (Jennings, 2001, p. 109). Without recertification or upgrading available, which is very common in other regions of the world, many teachers are not trained as often or as effectively. There have been numerous efforts made to rectify this, including the establishment of the Caribbean Centre of Excellence for Teacher Training (CCETT). Programs like these focus mostly on primary education, an example being the CCETT that provides teacher education programming for grades one to three (Joint Board of Teacher Education, 2011). The Joint Board of Teacher Education in the Caribbean (JBTE) is attempting to standardize teacher training, as well as help in equal delivery (Ibid). Teacher education focused on curriculum development is an aspect of professional training that is needed the most (Acosta, 2005, p. 6). These efforts are

approached with development of curriculum and policy through governments as well as

the JBTE and similar NGO-based initiatives (Joint Board of Teacher Education, 2011).

With specific reference to our case study locale, teacher training and standards in

SVG are very low compared to the rest of the Caribbean. Information regarding teacher

qualifications is very limited, and teachers need only to pass a certain level of Caribbean

Examination Council (CXC) examinations, the regional standardized tests, and have

reached the age of 18 to qualify to teach ("Education Act", 2005, p. 70). The low level of

teacher qualification will be further discussed later in the data chapter. However, a

prominent issue in the Ministry of Education in SVG has long been primary and

secondary access to education (as it is seen in the rest of the Caribbean, and discussed

above). In early 2015, a senior official with the Ministry discussed the main "strides"

that SVG has made with respect to education and he mentioned this issue of access to

primary and secondary education, as well as integration of information and community

technology (ICT) (Ministry of Education, 2015). The latter has been a focal point for

many years in SVG, including a One Laptop per Child initiative – a project that has very

limited information about its successes or implementation (Ministry of Education, 2015).

The Ministry explained that their focus is on: achievement, equity, access, quality, and

efficiency. The Ministry only speaks to curriculum outcomes when it explains that

literacy and numeracy are key to achievement of its students (Ministry of Education,

2015).

There is very little discourse about the theory of education and development in

SVG. This is largely due to the size, as well as its dependency on other Caribbean

countries developing education policy and initiatives and following suit, as well as their -

intimate relationship with UNESCO and their mandate for education.

2.4.4 International Pre-Service Education Practicum Placements' Effects on Host School

Communities

The debate regarding beneficiaries in pre-service education practicums becomes

increasingly intricate when dealing with cross-cultural scenarios. However, many similar

effects have been found from the preceding discussion about domestic partnerships, as

well as from case studies where universities and host schools are in the same region. In

the literature, we find that there was an increased cultural awareness brought with the

introduction of non-native (or international) pre-service teachers (Sahin, 2008, p. 1777)

(Thomas, 2006, p. 22) (Macgillivray & Pence, 2008, p. 15). This was seen in many cases

of cross-cultural pre-service education practicums, whether in developing countries or not

(Ibid). Multiculturalism was more often - or more likely - to be discussed in class as

curricular material because of the presence of the international pre-service teacher (Sahin,

2008, p. 1785) (Thomas, 2006, p. 23). Practicum students in cross-cultural scenarios are

seen to both gain from and give positively to the cultural dialogue in the classroom and

among students (Allison, Julien-Schultz, & Maynes, 2012, p. 69). In addition to this, the

general classroom environment was also improved with the presence of an international

pre-service teacher (Sahin, 2008, p. 1785). Other teaching methods and strategies were

brought with the recently trained pre-service teachers, allowing for fresh and diversified

approaches to curriculum – something that co-operating teachers without access to

professional training can use effectively after the pre-service teachers leave (Sahin, 2008,

p. 1785) (Thomas, 2006, p. 24). Positive responses also come from students about having international practicum students in the classroom with them (Thomas, 2006, p. 23). The presence of international pre-service teachers is said to allow for foreign language practice and learning in countries where the pre-service teachers' known languages are different from the instructional language at the host school - this can be beneficial for both teacher and students (Thomas, 2006, p. 23). Simply logistical and administrative help can also be a positive effect of international pre-service teachers' presence in the classroom, as having an extra person with teaching skills with the students can be a welcome addition (Thomas, 2006, p. 22-23). Finally, sheer personnel and human resources are said to increase when international pre-service teachers are present, as pre-service teachers are more likely to add to the workforce of the school when they are there (Thomas, 2006, p. 22-23) (Macgillivray *et al.*, 2004, p. 18).

The presence of international pre-service educators, much like non-international programming, can also bring about adverse effects. As previously discussed, workloads of co-operating teachers and administrators may increase due to the presence of these pre-service teachers. The primary focus for this type of teacher training programming (no matter where pre-service teachers are placed) is on practicing and learning how to teach effectively. Therefore, there are constraints on the school to provide a learning situation for these pre-service teachers. International placements may require further resource allocation, such as living arrangements, that are in some cases left up to the host school to provide to the pre-service teachers they take on (Thomas, 2006, p. 22). In cases previously mentioned that take place in international scenarios, cultural values do not

always blend well, and this can have major adverse effects on the school, community, and the individual relationships made (Hanna *et al*., 2004, p. 233) (Macgillivray *et al.*, 2004, p. 22). These effects create negative situations that may not benefit the host schools – and in fact, create issues for all in the community, including the most vulnerable stakeholders – the students.

2.5 How to Determine Benefits

In order to better explore our research question as to whether practicum students' presence in host schools in developing regions are mutually beneficial, we must create a specific set of parameters to determine what constitutes a benefit for one party or the other. Saint Vincent and the Grenadines (as a Caribbean country) poses a unique dynamic with regards to post-colonialism that must be understood in the context of formal education (Leacock 2009, p. 22) (Hickling-Hudson, 2004, p. 297) (Ali, 2010, p. 75). Different cultures and backgrounds can create very different balances within the school-university relationship (Johnson, Lefever-Davis, & Pearman, 2007, p. 204). However, authors discussing the partnership between host schools and universities in other case studies can offer interesting perspectives. As Johnson, *et al* describe, partnerships must be mutually beneficial for both parties (Johnson *et al.*, 2007, p. 204). Collaboration is key to these mutually beneficial situations between host schools and institutions (Johnson *et al.*, 2007, p. 205).   The following is considered by the authors, to be the elements for mutually beneficial partnerships:

"[A] shared vision of simultaneous renewal, active and open communication between all partners, and ensured true egalitarianism and empowerment." (Johnson *et al.*,

2007, p. 204). While there are other definitions, the parameters of benefits explained by these authors encompass the cultural and situational differences which pertain more accurately to the case study at hand. Therefore, for the purposes of our thesis and its research, we will be using the three-part definition of "mutually beneficial" as the set of parameters when we assess benefit of a practicum with respect to a local community.

Practically speaking, we must look at how the case study's relationship is built and how its successes are measured. For detailed information about the host school and the university in the partnership, please refer to the data chapter in this thesis. They will be briefly referred to here. The method of measurement on behalf of the university is easier to understand as it is well-developed in a traditional sense, as well as mandated from the university's academic body in order for practicum students to graduate. At the University of Prince Edward Island (UPEI), the partnered university for this case study, practicum students have a supervising teacher who must evaluate their performance based on a number of capacities. The supervising teacher speaks with the administration at the school, as well as any cooperating teachers that the practicum student would have had during his or her stay at the school. The practicum placement in question is the last before they are able to graduate and become certified, therefore the general requirements are the highest at this point. We can see in the Faculty's Practicum Handbook that a number of outcomes are at the forefront of their practice teachers' success. These include planning and preparation, teaching (including communication, lesson introduction and development, questioning skills, instructional method, evaluation, record keeping, maturity, and confidence) ("Practicum Handbook", 2014, p. 13). Other mandatory work includes acceptable classroom environment (such as student behaviour), professionalism,

and perhaps most interestingly – cross-cultural adaptation ("Practicum Handbook", 2014, p. 14). These are clearly outlined, however, it is not the responsibility of this thesis or case-study to evaluate these outcomes – this is for the Faculty of Education, as mentioned. However, it does provide us with some measurements for the school in terms of how the practice teachers may be benefitting the community as long as they fulfil these requirements.

Measurements made by the school's administration, at Sugar Mill Academy, the host school in the case study, were informally shared as furthering the success of the students. There are currently very limited curriculum guides developed by the government of SVG. The ones that do exist only include language arts, math, science, and social studies. This means that schools are often able to develop their own curriculum differently or building upon this curriculum, as long as it follows towards students succeeded with the CXC examinations at the end of secondary school. Sugar Mill, for years, has been particularly interested in the way Canadian curriculum has developed, and they have modeled some of their coursework and teaching methods after them.

There were no expected or written rules as to how the school would benefit, if they would at all, from the practicum placements. However, the aforementioned student success was understood by them as: furthering their knowledge of the world; bettering their understanding of the assigned curriculum as well as other topics; and feeling more comfortable and engaged at school. Teachers and administrators also discussed that new information in pedagogical approaches in the classroom, as well as having an extra

teacher present, were ways in which the school had anticipated to benefit and would have seen the partnership to be successful.

UNESCO, which works very closely with the Ministry of Education in SVG, does have guidelines for primary education outcomes. The most recent and accurate report on the education system was in 2008 that explained that SVG's mission for its Ministry of Education is:

To provide all persons of the state, especially the youth, with opportunities appropriate to their development needs, through the provision of quality education - academic, technical-vocational, moral, physical and Sports which will equip them with the values, attitude, knowledge and skills necessary for creating and maintaining a productive, innovative and harmonious society (p. 5).

As mentioned previously, curriculum standards are not closely followed throughout the entire state, however there are efforts being made for certain topics or activities to be included in the curriculum or classroom. These include technology integration and enhancement, as well as inclusion efforts for different styles of teaching ((UNESCO & GSVG, 2008, p. 39). Teacher education is also seen as an integral part of the country's advancements in education (p. 39). .Language arts and literacy have also been cited as being very important pillars of primary education for SVG (UNESCO & GSVG, 2008, p. 13).

Formalizing the information above into a succinct way of measuring benefit, I would argue that in order for the research question to provide proof that the members of

the school community are benefitting from the practicum placements, there would need to be evidence of:

- Co-operating teachers feel better equipped and skilled
- Co-operating teachers reflect on instruction and transferred professional development
- Students feel better equipped and skilled
- Students feel more engaged and helped
- Students notice and appreciate new ways to do things and learn
- Administration acknowledges and appreciates the above measurements as beneficial to the school

What is more, the evidence has to have a focus on the topics that SVG and UNESCO feel are important for the region. To reiterate, the country is currently focusing on efforts in primary education that have to do with:

- Technology integration in classrooms
- New, more inclusive teaching styles
- Teacher education
- Language arts and literacy

These indicators will be developed into different measurable impacts of the host school and its community in the data section of this thesis. The measurable impacts are based on basic education principles and outcomes looked for in classrooms, as well as the

needs and wants of all parties involved in the case study, including teachers, administrators, students, the school community, the pre-service teachers, and the university community.

This framework and literature review provides us with a starting point from which we can determine whether or not the University of Prince Edward Island practicum placements at Sugar Mill Academy in Saint Vincent and the Grenadines provide benefits to the host school. As mentioned above, benefits can be hard to measure, however we are able to determine that if co-operating teachers can benefit from the new material, as well as informal teacher training found in these circumstances, the host school can benefit. This can be done not only through pre-service and co-operating teachers, but by allowing students to be more equipped and skilled, as well as learning new things in new ways.

Chapter 3 – Methodology and Data

3.1 Methodology

In order to determine how to gather the information for this study, I needed to properly

determine what data was needed to adequately address the research question. In order to

demonstrate that there benefits for host schools in professional program-based university

placements in developing regions, I focused on the case of Canadian-based Bachelor of

Education practicum placements in primary schools. Even more closely, I looked at

Sugar Mill Academy, a primary school in Saint Vincent and the Grenadines, which has

had UPEI practicum students practice teaching at their school annually for almost a

decade. Within this case, I needed to prove that the school in question is benefiting – *to*

their standards which I have set out in the six bulleted parameters towards the end of the

last Chapter– in a significant way, and directly from the partnership in question. These

indications of benefits are referred to above in the section about determining benefits. To

reiterate, I would need to assert that in order for the research question to provide proof

that the members of the school community are mutually benefitting from the practicum

placements, there would need to be evidence of some or all of the following:

- Co-operating teachers feel better equipped and skilled
- Co-operating teachers reflect on instruction and transferred professional
  development
- Students feel better equipped and skilled
- Students feel more engaged and helped

- Students notice and appreciate new ways to do things and learn

- Administration acknowledges and appreciates the above measurements as beneficial to the school

Furthermore, there would need to be benefits to the school in the following subjects (based on the country and multilateral agencies working towards enhancing education in SVG on their own terms and on their own chosen paths) in some or all of the following ways:

- New, more inclusive teaching styles
- Teacher education
- Language arts and literacy

I chose a qualitative approach to provide the necessary data for my research question, which to refresh is:

Do practicum placements have perceived benefits for the educational community where they are located? Or, on the contrary, are they merely "once-in-a-lifetime" opportunities for North American youth to experience another way of life and get credit for practice teaching?

With a case study – the university and primary school's partnership – I could research different points of view from individual experiences and how the

presence of practicum teachers could potentially benefit the school in a more effective way. Based on documents found from the government in the locale, sources in SVG, as well as groups working with the country on education efforts, such as UNESCO, I was able to find out some of what the country is working with regard to education. Through this, I was able to better understand what the school would need to benefit from the partnership.

The size, locale, experiences, and different groups all played a part in determining how to research this question. I was able to determine that within this case study, I wanted to approach students, teachers, administrators, and parents on how they felt they were affected by the partnership. Due to the size of the school (less than one hundred students in a small, fairly rural community), immersing myself in the school's community and culture was the best way to understand the effects of the partnership. I did not visit and conduct the case study during the practicum placements, but rather a few weeks after they were completed. This was to get a better idea of the impact on the *school*, rather than having the practicum students' experiences be part of the study. It was a good time to look at what was fresh in everyone's mind about the partnership. I did in-depth, open and closed answer interviews with the four groups of the school community mentioned – student, teachers, the administrator, and parents. This was to understand how each may have benefitted and to realize all the mentioned possibilities of how the school could benefit from the partnership. The interviews that were performed – would be categorized as investigative, or a guided

approach to qualitative interviewing. This provides the possibility for an open-ended, then "focused" talk about the interviewee's experiences. The "focused" part of the interview allows for a semi-structured design in order to remain on topic, but induces conversation-like rapport with the participant. This is beneficial for cross-cultural scenarios, like Saint Vincent and the Grenadines, where trust may need to be gained. The evaluation-style interview is most appropriate for the scenario because it helped gauge how the school is being run, including the impacts that the program has.

The narrative approach to a case study, which seeks to understand the people and their experiences in a given context, is what I chose to be the best for this case study. The approach allowed me to best understand and discuss participants' perceptions of the partnership at the host school. The participant groups at the school were able to share their opinions and feelings on the partnership, which comfortably came out through stories and examples in both the interviews and observation. These stories, as well as reflection on behalf of the participants, better allowed me to understand the partnership from their perspective – an extremely important piece to discussing a research question pertaining to perception. The narrative approach let this case study become a story about how the school itself expressed their experiences and what they thought of the process from their perspective.

SVG was an apt choice of case study – though other languages are sometimes spoken at home, English was what was taught and is the official

language of the country. This is the same in PEI where the practicum students were coming from. There is also the relationship where the school in question had been interested in Canadian curriculum to boost their own teaching. The size of the school made it easy to measure the impact of the partnership and the effects it had.

The interviews show whether or not each different group of the school community is being positively affected in the ways that we have previously determined to be considered "benefits". Following the interviews, though, observation was also conducted at playtime, lunch time, social events for the school, assemblies, and in the classroom. The last portion was the most important, as it allowed me to better understand how the classroom dynamic and teaching styles may have changed after having UPEI practicum students at Sugar Mill. Teacher education, classroom environment and teaching styles, along with language arts education were all benefits that would be captured with both interviews and observation. This would be considered participatory observation, as I was placing myself into the school on a daily basis for a prolonged period of time: partaking in school events, and being around for much of the school day and learning time. This helped significantly for understanding the school's dynamic and building rapport with the rest of the community.

Research Ethics Board authorization to conduct this research with human subjects, as well as documentation for letters of request for participation, permission forms, and questions, can be found in the appendices. They

demonstrate that although working with an "at risk" (in REB terminology) population (children and a developing region of the world), I had the utmost care and consideration for the participants of this case study. Questions were crafted knowing that personal and cultural dynamics may not present me, as the researcher, on an equal footing as the participants. Being a willing and enthusiastic participant in the school community allowed me to build a better relationship with those in the school, and perhaps garner better, more honest results from the interviews and observation. Young children who participated all had understanding, as did their parents (with written consent), of what the study was for and how they would be contributing to it. Every effort was made to ensure the comfort and safety of the students, and the rest of the school community. To further understand all of the work put into this, consult the appendices and the REB application.

3.2 St. Vincent and the Grenadines: Background

Saint Vincent and the Grenadines is a small island state located in the South East of the Caribbean region of North America. It has a colonial past, only gaining independence the past few decades from British rule and this has affected the country's development. SVG is small, but densely populated – over 100,000 citizens live in its 389 square kilometres. Its population is predominantly made up of descendants of colonial slaves and labour workers. An extremely small amount of the population is indigenous to

the area, while a similar amount is made up of Europeans from the colonial era as well.

This population break down indicates a particularly unique and important division of
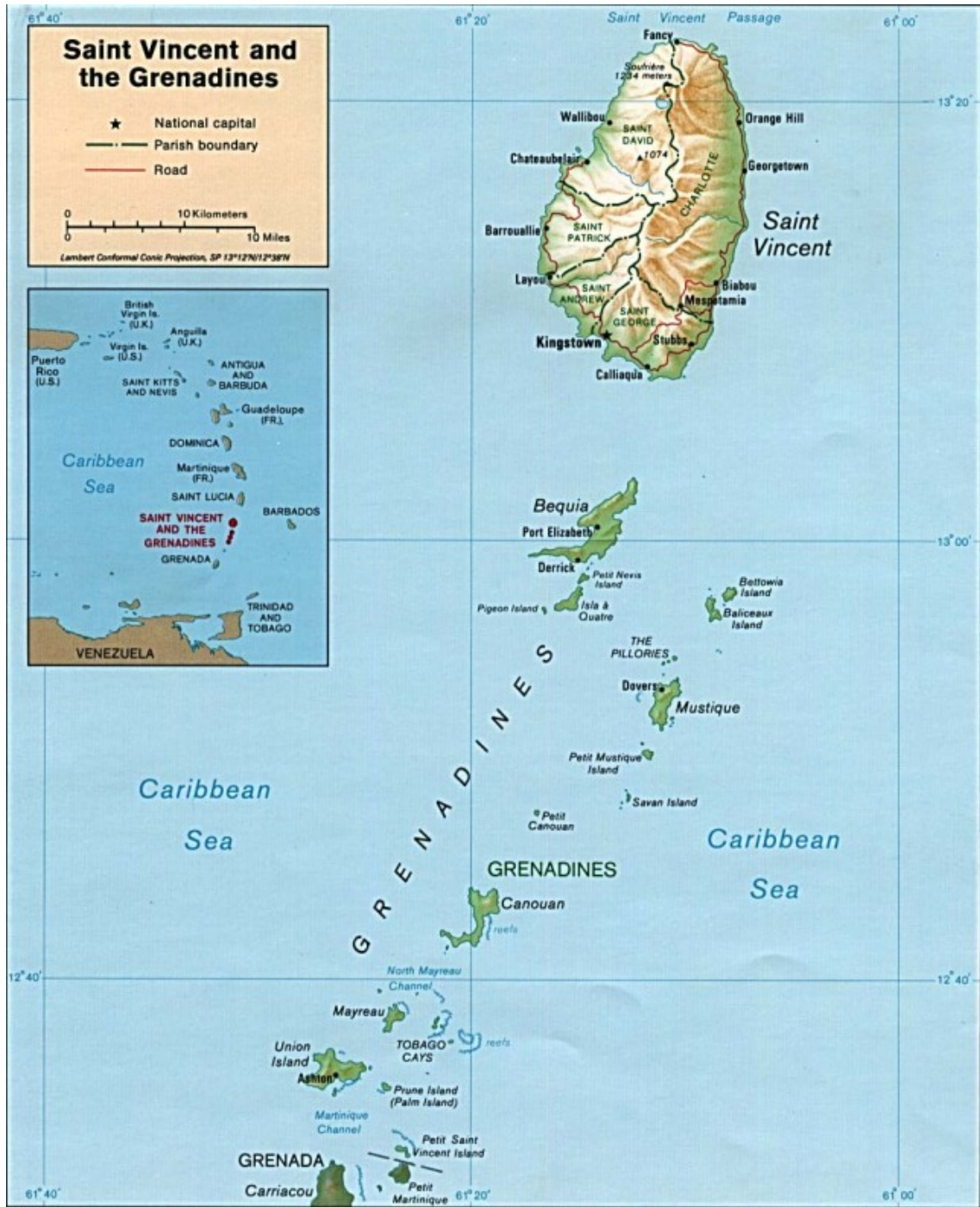
ethnicity.

Figure 1.0 – Location Map of Saint Vincent and the Grenadines. Source: SVGNT (2008)

Saint Vincent and the Grenadines gained political independence from Great

Britain in 1979 – only three decades ago. Since then, the country has made great strides

to become independent economically, politically, and socially. However, many

influences of its colonial past are deeply embedded in its processes. These processes

include the economic strongholds in the area, as they are similar to those predominantly

in place hundreds of years ago: agriculture and fishing. In the last few decades, tourism

has become a major industry as well, however, this has seen tumultuous results for

national revenue. Manufacturing, agriculture, fishing, and tourism have all seen declines

in the past decade (UNESCO & GSVG, 2008, p. 9). The majority of the population of

SVG are youth. Almost sixty (60) percent of Vincentians are under the age of thirty (30).

The economy of the country is relatively poor, with an estimated gross domestic product

(GDP) of $ 10, 086 per capita for 2010 (IMF, 2008, p. 1). Saint Vincent and the

Grenadines' government mirrors that of Britain as well. The country has many

institutional similarities to its previous colonial past.

3.3 Education in Saint Vincent and the Grenadines

The education system in SVG is also reflective of its colonial past. SVG is

working to ameliorate its education system, though it is still fraught with extreme

disadvantages. The country is considered a Small Island Developing State (SIDS).

Primary school, and its attendance by students, is of utmost importance to the country's

education sector at present. Though there is higher education on the Islands, for

nationals, providing good basic education is the most prevalent issue in education for the country. A significant time period in SVG's educational history was in 1995, when the government and NGOs forged the path toward universal primary education (UPE), alongside *quality* improvements (UNESCO & GSVG, 2008, p. 21). It is currently disputed whether or not primary education is mandatory (UNESCO & GSVG, 2008, p. 6). It is admitted that "universal education", to the Vincentian government, is enough *seats* for every student, rather than actually having each – student of school age enrolled in classes (p. 16). Never the less, over six (6) percent of primary-level children are currently not enrolled in school, and a quarter of all Vincentians do not finish primary school. Almost a quarter of all students who first attend primary school, do not finish (Ibid).

The following table was made (by the Government of Saint Vincent and the Grenadines) based on statistics from the Population and Housing Census of Saint Vincent and the Grenadines. It outlines school enrolment based on age. These numbers, however, do not reflect students who had to repeat a grade, are ill-placed, had to be out of school for some years due to work, or those that are enrolled but do not actually attend:

Table 2.0 – School enrolment for SVG.

Age Group	Males By Percentage	Females By Percentage	Both Sexes By Percentage
0-4	33	33.9	33.4
5-9	96.2	96.3	96.2
10-14	93.4	95	94.2

15-19	41.3	53.2	47.2
20-24	2.9	5.3	4.1
25-29	1.5	1.8	1.6

Source: UNESCO & GSVG (2008)

Table 2 notes how children from the ages of five (5) to fourteen (14) are regularly enrolled in school (keeping in mind the issues regarding actual attending and timely attendance). However, the number drops to less than half once students are fifteen or older. This indicates that those from the age of fifteen (15) to twenty-four (24), who are typically in school in countries like Canada, are not in SVG. With the statistics previously given by the Government of SVG on population by age, we can estimate that approximately five-thousand (5 000) children between the ages of fifteen (15) and nineteen (19) should be in school, and are not. This is based on a population of approximately 100,000 people in the country. The numbers for those twenty (20) years old to twenty-four (24) are more than ten-thousand (10 000).

As discussed above, Saint Vincent and the Grenadines has post-colonial attitudes and institutions to contend with. This also applies to education. Saint Vincent and the Grenadines' system is adopted from the British system, almost identically (UNESCO & GSVG, 2008, p. 6). It adopts similarly British educational levels and processes. Even advances like adopting more national-based testing (like the Caribbean Examination Council's) are still highly influenced by colonialist attitudes – while emulating British processes (Hickling-Hudson, 2006, p. 211).

The government of Saint Vincent and the Grenadines acknowledges education as a method to relieve its poverty-stricken country (UNESCO & GSVG, 2008, p. 7). The Prime Minister, Dr. Ralph Gonsalves, explained:

> My government is committed to eliminating poverty, improving living standards, helping our young men and women find employment, fighting drug trafficking and abuse … and we see quality education as central to this … focus on education for sustainable development, not subsistence equilibrium, mirrors my government's mantra that education is for living and production. (UNESCO & GSVS, 2008, p. 5-6)

The goal for Saint Vincent and the Grenadine's education system is to:

> Develop Saint Vincent and the Grenadines as a diversified, competitive, and knowledge-based economy through maximizing the potential of its human resources, particularly in areas that support poverty alleviation, job creation, and national production. (UNESCO & GSVS, 2008, p. 6)

With its colonial bearings, Saint Vincent and the Grenadines' education system is founded in the English language. This is seen as a major barrier, excluding those who do not fluently speak English (UNESCO & GSVG, 2008, p. 7). While there are other substantial issues with the Vincentians' educational system, there are efforts to reform. These include a mandate to adopt key "Partnership Principles", which include international development actors in order to develop the education sector (UNESCO & GSVG, 2008, p. 20).

Education in Saint Vincent and the Grenadines is not free of charge. Whether students attend public, private, or semi-public schools, they have fees and additional costs associated with attending. Private schools, naturally, have tuition to attend, but also books, supplies, uniforms, and ancillary fees. Semi-private schools are often funded by the government in part, and have lower tuition

fees with the aforementioned additional costs. Even public schools have a very low, but present, monthly fee for students. This covers ancillary costs and supplies. Most public schools also adhere to a dress code of sorts with uniforms or specific clothing that must be worn. This costs parents and guardians more money as well.

There are eighty-seven (87) public, semi-private, and private primary and secondary schools in Saint Vincent and the Grenadines (UNESCO & GSVG, 2008, p. 20). Sixty-one (61) are primary while twenty-six (26) are secondary. There are tertiary institutions in the country which include the Saint Vincent and the Grenadines Community College. This campus includes two-year Associate Degrees and the only option for Teacher Education on the island in a Degree of Teacher Education (DTE) (SVGCC, n.d.). This degree is in partnership with the Joint Board of Teacher Education of Barbados and works in consultation with the School of Education (SOE) at the University of the West Indies (UWI) in Cow Hill. The University of the West Indies (UWI) also has a campus in SVG, though this is not the campus that works with teacher education. There are also United States-based institutions on the island of St. Vincent that provide medical science degrees. These include All Saints University and Trinity School of Medicine.

3.4 Teacher Education in Saint Vincent and the Grenadines

Nearly half of the teachers in the Vincentian school system are not "properly qualified". Here, we are defining "properly qualified" as having a degree or diploma that

applies to teaching *or* the subject matter that they are teaching. In SVG, this is often a two-year diploma or Associate degree; it need not be a Bachelor of Education or similar course. The Government of Saint Vincent of the Grenadines is making inroads toward teacher education in order to rectify the lack of formal teacher training on the country. They are making efforts to improve quality and relevance to teacher training, as well as implementing practice teaching opportunities (UNESCO & GSVG, 2008, p. 25-26).

3.5 Teacher Education in Canada: The Source of Practicum Placements

The field of teacher education has, for the most part throughout history, included components of development practice. With the beginning of common teacher education in the mid-19th century, came practice training for teachers as well (Labaree, 2008, p. 292). These formally instituted approaches of practicing teaching methods within the framework of a university or college degree will henceforth be called practicums or practicum placements. University practicum placements have been instated consistently in teacher education since the 20th century (Ducharme & Ducharme, n.d., p. 5). In Canada, formal teacher education began later, due to a later start at responsible government. Provinces dictate schooling outcomes, and subsequently teacher education efforts.

Similarly to elsewhere in the world, practicum placements are a key part of teacher education in Canada today. Within the past few decades, the importance of practicums has increased in the country (Wilson, n.d., p. 3). Canadian practicums have recently increased in duration. The majority of teacher education programs in the country

now have two or more practicum placements during their degree (Crocker & Dibbon, 2008, p. 93). Also, across all regions, practicum times range from eight weeks to over twenty-one weeks. In Eastern Canada, the vast majority of students are practice teaching from thirteen weeks to over twenty-one weeks during the program (Ibid). There is both university teacher and co-operating teacher supervision during the practicum placements across the country. University teachers' visits range from three to over five times during the practicums (Crocker & Dibbon, 2008, p. 79). When asked, most students considered this to be the appropriate amount of university supervision during practice teaching (Ibid). Also, it is generally agreed – particularly in the Atlantic Region – that student teachers are getting excellent quality practice teaching and mentorship during their practicums (Crocker & Dibbon, 2008, p. 99).

3.6 International Teacher Education in Atlantic Canada

International practicum placements from Canadian institutions are a relatively new endeavour. Based on others' research and reviews, there is little data providing background on the number and extent of these programs (Lacourse & Molina, n.d., p. 243). Online research, however, shows that Atlantic Canadian universities that offer Bachelor of Education (BEd) degrees are providing international opportunities for their students. Saint Francis Xavier University in Antigonish, Nova Scotia has been offering international practicums to students steadily for the past five years. Notable developing regions include Kenya and China (Cameron-McCarron, 2012, p. 12). Acadia University, located in Wolfville, Nova Scotia, offers a single international practicum in Shanghai, China (Acadia University, 2011). Mount Saint Vincent University, in Halifax, Nova

Scotia, claims to have been offering international education programs since 1998 (Mount Saint Vincent University, 2012). Its international practicum placements include locations like Jamaica, Barbados, and Trinidad and Tobago (Ibid). These have been more recent than 1998, but a date had not been specified. Universite Sainte-Anne, a French language university in Clare, Nova Scotia, did not indicate any international practicum placements upon researching its programs; neither did Cape Breton University's Bachelor of Education, located in Sydney, Nova Scotia. In New Brunswick, there were not many Faculties of Education that provided international practicums. St. Thomas University, University of New Brunswick, nor Universite de Moncton, offer international placement opportunities for Bachelor of Education students at their institutions. Newfoundland's only undergraduate degree in Education does offer international placements in some developing regions (Memorial University, 2010). These include Egypt and Thailand. They are developing projects in other regions as well (Ibid).

3.7 The University of Prince Edward Island and its Specialization in International Education

The University of Prince Edward Island, located in Charlottetown, PEI, Canada, offers a Twelve-Month Post-Degree Bachelor of Education degree to its students. Students must have completed a Bachelor's degree in order to apply. This compares to other degrees in the region that are sometimes twelve months; others eight months.

The University of Prince Edward Island's Faculty of Education has a number of certificates and specializations that undergraduate students may choose from. These are

separate from a student's area of expertise to teach in; and separate from the grade levels chosen as well. For example, a Bachelor of Education student at the University of Prince Edward Island (UPEI) may have a concentration in Science, a grade level specification of "Middle Years" (grades 7-9), as well as a certificate or specialization. The options for certification are Inclusive Education, Library Education, and Adult Education; the specializations include International Education and Indigenous Education. The International Education specialization requires a practicum placement at the end of the student's degree in an international location (University of Prince Edward Island, 2012b).

The specialization also includes specific courses taken before the international practicum takes place. These necessary credits include two of the following:

- International Development
- Enterprise Education
- International Education
- Approaches and Methods for Teaching English as Another Language

The specialization in International Education program began in 1998 (Ibid). Two-hundred and ten (210) students have completed this specialization program (University of Prince Edward Island, 2014, p. 10). Placements have been completed in over twenty-five countries. Those that may be considered developing regions are the following:

- Brazil
- Chile
- China
- Costa Rica
- Ghana
- Kenya
- Mexico

- Saint Vincent and the Grenadines
- Thailand

The specialization in International Education has different relationships with each country and institution they work with during placements. Some placements have been running for decades; others are very new. Many graduates of the program find themselves teaching or working abroad after completing the practicums (Ibid).

The practicum placements in developing regions are at the end of the two-year Bachelor of Education degree offered by UPEI. They must complete all the required coursework as specified above. In addition, international orientations with Practicum Coordinators and Practicum Advisors (university professors) must be completed before the international placement. Practicum Advisors will often travel to the locations as well, if possible. The duration of the practicum placements are a minimum of six weeks, though often international placements are longer based on the preference of the practice teacher (University of Prince Edward Island, 2014).

The University considers this to be the focus of the specialization:

> The program is designed to develop students' sensitivity to cultural
> diversity and to increase their understanding of global issues, so that their
> teaching is infused with a global perspective and they are better prepared
> to teach in other countries or in diverse cultural settings. (University of
> Prince Edward Island, 2012c)

While anecdotal, students that complete the UPEI specialization in International Education often go on to work in development, or include development aspects to classrooms in Canada. A specialization in International Education graduate from 2009 involved her students in activities outside of the classroom; collecting money and raising

awareness for malaria nets for developing regions (University of Prince Edward Island, n.d.). One student who completed her international practicum component in Kenya explained:

> "I think this experience has definitely changed me. I think with knowledge comes a certain responsibility, and after being in Africa, I feel a strong responsibility to help in some way. I no longer have the excuse to do nothing because I don't know 'how'." (University of Prince Edward Island, 2012c)

Despite the perceived impact on the practice teachers after returning from developing regions, an impact is made on the host school – be it positive or negative. There is very little information gathered about this aspect of international practicum placements, especially in the field of Education. UPEI's Faculty of Education has only anecdotal evidence and information regarding this sort of study. While they consider it possible that specialization in International Education students become educated and understanding of those in developing regions, the actual impact on host schools and communities has not been measured thus far.

3.8 UPEI and Sugar Mill Academy

Sugar Mill Academy, a private school located in Ratho Mills on the island of Saint Vincent in Saint Vincent and the Grenadines, has hosted UPEI students for the past seven (7) years.

It stands on the site of an old sugar mill (giving it its name). The facilities were once a motel, and now the rooms have been converted into classrooms. Sugar Mill has tuition and ancillary fees, though the fees are small compared to

other private institutions on the island. Sugar Mill Academy is a small school of no more than seventy-five (75) students. It has a faculty of nine (9) and a staff of two (2). The school teaches grades junior kindergarten to six, with some classes "mixed" (for example, the kindergarten and grade one class is shared, but with two instructors). Sugar Mill has a long history of emulating Canadian curriculum guides since its opening, closing, and reopening several years ago. They work with community groups and NGOs regularly to help increase resources for students. In particular, they work with Rotary Clubs International. Sugar Mill can be considered to be a very typical primary school on the island of Saint Vincent in terms of infrastructure, size, and location. It is unique, however, with its openness to curriculum, class sizes, and student attendance.

The University of Prince Edward Island has been sending pre-service practice teachers to Sugar Mill Academy for seven (7) years. They typically send between three (3) and five (5) students each springt for the aforementioned time period of six weeks or more (if so desired by the pre-service practice teacher). This has resulted in upwards of twenty (20) Canadian practice teachers from one institution fulfilling a practicum requirement at Sugar Mill Academy. They have done so in a wide range of subject areas, including Social Studies, Mathematics, Language Arts (English), Science, Physical Activity, and the Arts.

Chapter 4 – The Case Study Data from Sugar Mill

Four main groups of actors in the school setting were interviewed and observed for study. These were identified as:

- Teachers
- Administrators
- Students
- Parents of students

They were interviewed with a wide array of experience with the UPEI BEd practicum placement program. Some had only experienced the effects of the program for one year, while others had been present for the past seven years; since the program had begun. Interviews were conducted to primarily discover key components of how the school would benefit, or not benefit, from having UPEI BEd practicum placements annually. This was keeping in mind how the school and its teachers and administrators considered success with the collaboration. To refresh:

- Co-operating teachers feel better equipped and skilled
- Co-operating teachers reflect on instruction and transferred professional development
- Students feel better equipped and skilled
- Students feel more engaged and helped
- Students notice and appreciate new ways to do things and learn

- Administration acknowledges and appreciates the above measurements as beneficial to the school

From these information discussion and understanding, the measurements used in formal interviews included:

- Engagement
- Retention
- Attendance
- Student learning
- Students' future goals
- Students' global awareness
- Interest and ability in English literacy
- Benefits to the individual's role at the school (such as teaching, administering, learning, or parenting)
- Overall impressions of the program through reflection

Each type of interviewee was asked questions appropriate to his or her role at the school with regards to these outcomes of possible benefits – perceived or otherwise. The following discusses the responses found through these key components previously mentioned.

4.1 Results of the Study

4.1.1 Student Engagement and Retention

Questions were asked of all of those interviewed about student engagement – at age and role appropriate levels. It is interesting to note that students that were asked were

very knowledgeable of pre-service teachers – 75% of them had UPEI pre-service teachers in their classrooms since the beginning of the program. Students were asked about how they enjoyed class when a pre-service teacher was present. As well, they were asked if they felt they were more apt to pay attention when a pre-service teacher was in their classroom. In all cases, students responded to the questions in a positive way. They all felt that they were more likely to be paying attention in class with a pre-service teacher. They generally enjoyed class more – finding that it was more fun, interactive, and interesting.

Teachers that were asked had similar responses. When they were questioned about student engagement, all felt that it had increased with the pre-service teachers' presence in the classroom. The parent of a student that was asked, as well as the administrator of the school agreed that they felt that student engagement was increased due to the program. The administrator was also asked about student retention, and if they felt or saw students stay at the school, or beginning going to the school due to the practicum program that they had in place. This was met with an affirmative response. The administrator felt that the program helped keep students in the school.

Table 3.0 – Student Engagement and Retention at Sugar Mill

Grouping	Average Response
Students	Positive
Teachers	Positive
Parents of Teachers	Positive

Administrator	Positive

Source: Interview data.

4.1.2 Student Attendance

While many primary schools have attendance issues around the country of Saint Vincent and the Grenadines, Sugar Mill Academy's attendance is less of a problem. Students that are enrolled at the school have *relatively* high attendance, compared to others in the region. Therefore, focus was placed more on *why* students are going to school, and if they are more likely to want to attend with a pre-service teacher present. When students were asked questions regarding this, they responded overwhelmingly in favour of wanting to go to school more with a pre-service teacher.

Reasons included:

- What the teachers brought to the classroom (such as manipulatives, books, and games).
- The pre-service teacher's enthusiasm for teaching
- What the pre-service teacher did in the classroom (different teaching methodologies).

Students were generally more likely to *want* to go to class with a pre-service teacher present; despite the school's high attendance. While it cannot be proven with the data given, a discussion around whether the methodologies and teaching styles transferred encourage attendance would be plausible. Teachers agreed, explaining that

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while students generally attend classes, they were much more interested and had more positive attitudes about going to school. The other groupings of individuals, being parents and administration, also agreed.

Table 3.1: Student Attendance at Sugar Mill

Grouping	Average Response
Students	Positive
Teachers	Positive
Parents of Teachers	Positive
Administrator	Positive

Source: Interview data.

4.1.3 Enhanced Student Learning

Questions were directed toward all parties regarding student learning and whether or not it was altered in any way due to the presence of the pre-service teachers. Students all agreed that their learning was altered in a positive way due to the pre-service teachers being in their classrooms each year. Almost all of the students described "different ways of learning" as an enhancement to his or her education. One student explained that they generally learned more when the pre-service teachers were in the class. Teachers agreed with the students' sentiments, though less resoundingly. They generally felt that student learning was altered – and primarily due to their own *methods* as well. However, they were not as assertive in claiming that the presence of a pre-service teacher definitively improved student learning in all cases. The administrator, however, was extremely sure

in explaining that student learning had enhanced due to the pre-service practicum students being at Sugar Mill. The administrator also explained that Vincentian teachers learned from the pre-service teachers in order to develop their teaching methods for the better. The principal went further by discussing how there is a clear intention of the school to learn from the pre-service teachers and adapt their curriculum to suit new methodologies. The administrator stated that there have been clear advantages to this from the beginning; that have enhanced student learning and outcomes.

This question in particular was presumed to harbour insecurities among teachers. A seasoned professional would find it difficult to discuss other, very new, individuals in his or her own area to be possessing different approaches than his or her own. Additionally, cooperating teachers would be an integral piece of the puzzle when discovering if learning was enhanced in classrooms with pre-service teachers. As with all qualitative findings, perspective and situations must be taken into account with the findings. I, however, feel that the cooperating teachers who were interviewed answered honestly and to the best of their ability – as did all participants.

Table: 3.2: Enhance Student Learning at Sugar Mill

Grouping	Average Response
Students	Positive
Teachers	Neutral
Parents of Teachers	Positive
Administrator	Positive

4.1.4 Students' Future Goals

Questions were asked with the aim to inquire about whether or not the presence of pre-service practicum teachers had altered students' future goals for the better. Some directly mentioned included furthering education, professional and personal goals, and travelling. Most questions regarding these impacts were met with mixed responses. Students, teachers, parents, and administration alike found it difficult to gauge the impact of the pre-service teachers on future goals of primary school students. The only clearly noted personal impact towards goals was that students were much more interested in travelling – not just to Canada, but elsewhere in the world – directly due to the presence of pre-service teachers. With regards to educational goals, almost all of the students interviewed explained that they were more interested in going to university because they saw the pre-service teachers in university programming, or they had spoken about it. None of the teachers, however, saw this reflected or relayed to them in class or through discussion.

It was extremely difficult to gain any real understanding of how students' personal and educational goals were altered because of the presence of a pre-service teacher. Originally, it was thought that it might, considering students who were partaking in the study experienced pre-service teachers each year for most of their primary schooling. However, it quickly became clear that at the primary school age level, combined with the pre-service teachers not being present all of the school year, there was a lack of conclusive discussion on the matter.

Table 3.3: Enhance Student's Future Goals.

Grouping	Average Response
Students	Positive
Teachers	Inconclusive
Parents of Teachers	Neutral
Administrator	Positive

Source: Interview data.

4.1.5 Students' Global Awareness

All interviewees were asked about how they felt students' global awareness had

changed since having pre-service practicum teachers in their classrooms. All but one

participant who was interviewed responded positively to these questions. One individual

was simply unsure of the impact. Generally, students explained that they learned about

different cultures (not just Canadian) from the pre-service teachers. This was through

curricular activities, as well as extra-curricular workshops, play time, and assemblies.

Some discussed having learned about different cultures through simply conversing and

interacting with the pre-service teachers outside of class – about topics not covered in

class or through formal means. Some teachers, as well as the administrator, directly

mentioned gaining new global perspectives as a key benefit to having the pre-service

teachers present at the school. All who answered the question answered it in a positive

manner. Some students even noted that this was their favourite part of having the pre-

service teachers in the classroom. The administrative actor had particular emphasis on

global awareness for her students at Sugar Mill, benefitting directly from the pre-service

teachers' presence over the past four years. She explained:

> "I think the [pre-service] teachers come here very enthusiastic about everything.
> They get very involved in everything we are doing here … it helps [our students]
> realize that there's a whole big world out there and it's not just their opportunities
> that have to be here in Saint Vincent. They can travel and do things."

Table 3.4: Students' Global Awareness at Sugar Mill

Grouping	Average Response
Students	Positive
Teachers	Positive
Parents of Teachers	Inconclusive
Administrator	Positive

Source: Interview data.

4.1.6 Enhanced English Literacy

Given Saint Vincent and the Grenadines' British post-colonial past, as well as

Canada's, English literacy became a prominent point of discussion in the study. Sugar

Mill Academy, knowing its country's issues with literacy in the "official" language, has

strived to develop its English language programs for its students – including reading,

writing, and specifically creative writing skills. With this particular emphasis on English

literacy, coupled with Canadian teachers with new teaching methodologies (including

those for English language arts), this topic is of utmost importance for the pre-service

program, as well as Sugar Mill. It became very clear that Sugar Mill had wanted to adopt

Canadian teaching techniques and curriculum for certain areas of student learning.

Language Arts and Creative Writing were certainly included in the subjects to emulate

Canadian methodology. The administrator explains:

> "Our struggle here at Sugar Mill is to marry the two systems where you can take a syllabus that is very broad, very academic, and marry it with a hands-on teaching style and an interactive teaching style."

This interactive teaching style they speak of is directly gathered from pre-service teachers

that have visited Sugar Mill.

> "The [pre-service] teachers have really impacted and enhanced the side of interactive teaching where the children are getting to live what they learn and to relate them to everyday experiences … The [Vincentian] teachers have adapted their methods over the last few years. [They] have learned so much in terms of how they've engaged children …"

These pieces of the puzzle come tangibly into place when teachers discuss the

methodology for Creative Writing and Language Arts that they've collaborated on with

pre-service teachers. A particular way of teaching writing, common in Canadian

methodology, is called the "6+1" traits of writing. They are described as:

- Ideas, the main message;
- Organization, the internal structure of the piece;
- Voice, the personal tone and flavor of the author's message;
- Word Choice, the vocabulary a writer chooses to convey meaning;
- Sentence Fluency, the rhythm and flow of the language;
- Conventions, the mechanical correctness; and
- Presentation, how the writing actually looks on the page. (Education North West)

While this certainly isn't the only methodology shared between pre-service and cooperating teachers at Sugar Mill, it did arise in a number of interviews as an important piece to the school benefitting from the partnership.

When asking students about their opinions on English lessons with pre-service teachers, some had difficulty answering due to the fact that not all of the pre-service teachers taught English. Some studied teaching methods for other subjects. Those that did do Social Studies and English, however, explained that they enjoyed their Language Arts classes more with a pre-service teacher present along with their cooperating teacher. Specifically noted were Creative Writing projects such as stories and journaling. Teachers had tended to agree with the students – some having worked with English Language Arts teachers, while others not. The administrator, though, explained that as a whole, the school benefited the *most* from the pre-service practicum program's enhancements on English literacy for students at Sugar Mill. A recurring comment from all groups was about Creative Writing skills and methods taught to students to become better writers. Some were specifically mentioned as being taught by the pre-service teachers to the teachers at Sugar Mill Academy.

Some evidence of this can be found in the interviews conducted. One participant explained that:

"Our children are just writing the most amazing stories and poetry using the 6+1 Traits. [Pre-service teachers] have also introduced to us guided reading, where

children are reading at their own levels. They have also introduced programs like

[sustained] silent reading."

It is noted that "[Literacy] is where the biggest impact has come," since

developing a partnership with UPEI. Through the interview process and observation, it

has become clear that Sugar Mill cooperating teachers have been able to collaborate and

develop their skills regarding literacy education, while adapting the methodology to fit

their curriculum, students, and classroom. This piece provides insight into the

collaborative approaches that are encouraged at the school between pre-service teachers

and cooperating teachers.

Table 3.5: Enhanced English Literacy.

Grouping	Average Response
Students	Positive
Teachers	Positive
Parents of Teachers	Positive
Administrator	Positive

Source: Interview data.

4.1.7 Benefitting Roles at Sugar Mill

Each group of interviewees were asked directly if having pre-service practicum

students present benefitted or hindered their ability to complete roles and tasks necessary

of them at Sugar Mill. For example, teachers were asked whether having pre-service

practicum teachers present made it easier or harder for them to complete their regular

teaching duties. They were also asked if having the pre-service teachers present

benefitted or hindered their ability to develop, prepare, and assess teaching materials.

Generally, those who worked at the school (teachers and administrators) felt that the

presence of the pre-service teachers *only* benefitted their ability to fulfil their roles at

Sugar Mill. Teachers mentioned that having pre-service teachers in the classroom gave

them time to reflect and do other work necessary (like grading, doing one-on-one work

with students, etc.). Others mentioned that the pre-service teachers' lessons and methods

in the classroom allowed them to reflect on how they were teaching; for them to develop

and enhance their own styles for students' benefit. Reflection, in the field of Education,

is seen as integral to self-motivation and improvement. The administrator agreed with

this – explaining that they have seen improvements in her teachers due to the pre-service

practicum teachers serving as guides to new teaching methods and styles, while allowing

their own teachers to remind themselves of the core principles of teaching as they work

with their pre-service teachers. Tangible benefits were seen in teachers as well. Most

noted that materials such as books, manipulatives, and different ways to engage students

(posters, computer work, etc.) were introduced through a collaborative effort on behalf of

pre-service teachers and cooperating teachers. As previously discussed, teaching

methods were perhaps the biggest way that pre-service were able to benefit the

cooperating teachers at Sugar Mill. All noted that they were able to learn new

methodologies, adapt them, and apply them in their own classroom – all while allowing

for self-reflecting as a teacher.

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The administrator also felt that her role as principal had benefitted from the pre-service teachers coming every year. Specifically, she knew what she could expect from the co-operating teachers after their visits. The principal's job has been facilitated by a clear understanding of what interactive classrooms look like and how they can be achieved. The enthusiasm that the school has before, during, and after pre-service teachers' visits benefit her position, as well as the students. Following their first beginnings with the cooperative program, the administrator made clear that their relationship is benefiting the school in many ways. The most spoken about point, however, was the new methodologies that pre-service teachers were bringing with them, and the collaborating that was able to take place with these resources once pre-service teachers were in the school. The administrator noted that they thought, on the whole that, "sometimes [the school] benefits more than [the pre-service teachers] do."

Students' roles were benefitted as well – as previously mentioned in the enhanced student learning section. When asked directly, students explained that they were generally more interested in school, and therefore could perform and learn better with pre-service practicum teachers in the classroom. They gave tangible examples like games, interactive classrooms, new ideas, new ways of learning, and new materials in the classroom as examples. They also generally noted a distinct excitement about new people around them, and how they could learn from them as well. Students were generally very aware that their curriculum remained the same, but the style in which they were taught had variance. Most considered this to be a positive step in making their roles as students easier. One student explained:

"Well, I think it's introducing me to a different way of learning, and I like it. I think it's good for other children to learn in different ways too."

Table 3.6: Benefitting Roles at Sugar Mill Academy.

Grouping	Average Response
Students	Positive
Teachers	Positive
Parents of Teachers	Positive
Administrator	Positive

Source: Interview data.

4.1.8 Overall Opinions of the Program at Sugar Mill

All of the participants were asked to give their overall opinions of the pre-service practicum placement program at Sugar Mill, as well as to add any information they felt would add to the discussion. Every interviewee responded in an extremely positive manner, saying that they felt the program benefitted the school. Many reiterated ideas previously mentioned, like added resources, increased knowledge of teaching methods, a more global perspective on education, literacy skills, multiculturalism, technology integration, among other examples. Students, parents, teachers, and administration alike all mentioned that they look forward to having the pre-service teachers in their school

every year. Many specifically noted that they want the program to continue indefinitely. Though only brief, participants noted that the visits had adverse effects on teaching, learning, and perspectives at the school.

Data Collected through Observation

As mentioned through the methodology portion, I visited Sugar Mill Academy for about a month of time, living directly beside the school and having a number of chances to visit and observe class time, play time, meals, school events, as well as off-campus activities. I spent almost every school day at the school either conducting interviews or observing. This allowed me to consider a number of the interview responses and look for further information into how the school could be benefitting (or not) from the partnership.

Some outstanding pieces surrounded teaching methods of the teachers and classrooms I observed. As mentioned previously, I went to Sugar Mill shortly after the practice teachers had their placements and had gone back to PEI. Classrooms that were observed, particularly those that were teaching language arts and social studies at the time, were using many newer styles of teaching, and were moving away from traditional classroom dynamics. While I do not have a baseline for how Sugar Mill teachers had been teaching before the program started, anecdotally, and through the interviews, it is clear that their teaching styles have shifted. This also aligns well, since their teaching styles were "newer" and would not necessarily have been taught during their teacher education in many cases. It is possible that they learned these teaching styles through

online research or other teachers at other institutions, but it is highly likely that they would have observed, learned, adopted, and adapted from the UPEI practice teachers.

During my observation, I witnessed students learning and referring to the 6+1 traits that were previously mentioned. This solidifies the idea that this method was taken and still being used in classrooms at Sugar Mill – particularly with regard to literacy. In addition, many collaborative teaching approaches were being used during my observation – group work, sustained silent reading, guided reading styles, and others mentioned were seen as well. Perhaps the most prevalent piece that aligned with the interviews and anecdotal conversation at the school and with the community, was that the classroom dynamic had shifted between lecture style and a more interactive approach. This was seen in every classroom I visited. Students were engaging with one another and the teacher in a very open way. One teacher preferred a more traditional classroom (out of all of the ones visited), however, that teacher still allowed for discussion and reflection on the work being done. Even desk placement and where the teachers taught from had anecdotally shifted. Observation showed that classrooms were not all in rows, or desks were often moved to do group work or "think, pair, share" type activities (where you do individual work, compare with a partner or group, and then present the work to the class as a collaborated learning style.

I noticed resources in classrooms that were taken down to the school and left there by UPEI students over the years. These included games, books, toys, as well as manipulatives that helped students learn in different ways. These tools for learning style adaptation, coupled with the observed teaching styles, can solidified how students were

learning in new ways – something that they, themselves, concretely explained in interviews. Students were keen to tell me about how UPEI practice teachers had shown them how to do things in different ways, and these sorts of activities were still being done as I observed them at Sugar Mill – after UPEI practice teachers had left.

Generally speaking, all of these pieces show an increased engagement from students, not because the practice teachers are there (and only when they are there), but rather a catalyst for classroom engagement that can continue. Through physical resources, teaching styles, and classroom dynamics that allow for more different styles of learning, students seemed more engaged in their classrooms than they allegedly were before. This would lead to increased learning and perhaps more successful students, as well.

Data collected through the observation discussed allows for a better understanding as to how the school has been affected by this partnership. The pieces mentioned will be used throughout the forthcoming analysis chapter, in tandem with the interview results, to show how this partnership can be interpreted.

Chapter 5 – Analysis and Discussion

While there are many nuanced answers by participants in the study, it is clear that they generally feel positive about the partnership with the University of Prince Edward Island's Bachelor of Education program and the presence of practicum teachers at Sugar Mill. Through observation and interviews, the school's students, teachers, administration, and those within the community felt that the program brought certain constructive attributes that made it worth having. With direct questions like asking to reflect on whether the program benefitted or hindered the participants' abilities to fulfil their roles at the school, we find that every single participant who answered did so in the affirmative. I believe they were being truthful, as they gave me tangible examples of how their roles within Sugar Mill were ameliorated with the presence of practicum teachers.

Students outlined the new teaching methods of the UPEI BEd practice teachers as a key component to enabling them to be better students. Cooperating teachers at Sugar Mill were generally very open and interested in adopting and collaborating for new techniques with practice teachers. It is important to note that it was implied and observed that these collaborations went both ways – practice teachers and cooperating teachers helped each other. This study is not to determine whether or not UPEI BEd practice teachers were finding benefit in the program - as previously mentioned, this fact is assumed. Cooperating teachers did note, however, that practice teachers brought a fresh,

new, and current take on instruction. Some cooperating teachers at Sugar Mill were nearing the end of their careers, and continuing education programs are less common in Saint Vincent and the Grenadines. This meant that teaching styles, while adapted over time, were formerly taught decades ago, in some cases. However, cooperating teachers appeared to have taken advantage of the collaborative nature of practice teaching in the classroom to learn and adapt new teaching styles. Cooperating teachers welcomed the new teaching styles, coupled with their experience and expertise, allowing for a truly supportive experience. This appeared to be the primary reason as to why the cooperating teachers thought the practice teachers' presence was beneficial for their roles as instructors. Both students and cooperating teachers at Sugar Mill had similar sentiments about collaboration. Increased diversity of teaching methodology was cited as a major reason as to why the program benefitted the school.

It appears that new methodology, additional resources, or "value", and general "change" of the status quo at the school, is the primary benefit to Sugar Mill Academy with regards to this partnership. From the data, one would see that most highly positive responses are outlined with examples that can be mostly described as "new" or "additional" resources to the classroom – be it information, teaching styles, or tangible additions to the classroom, such as games and manipulatives. If we look back to the measurable goals within the data, we are trying to find benefits within:

- Engagement
- Retention
- Attendance
- Student Learning

- Students' future goals
- Students' global awareness
- Interest and ability in English literacy

While some aspects of measurable benefits are inconclusive, the ones which drew conclusions were largely positive, and answered to the previously mentioned idea of additional resources. To accurately explain this idea, I will discuss each measurable benefit within the framework of additional resources. To begin, engagement was increased for students, both self-professed, and as concluded by teachers and administration. This was one of the strongest response groupings. All participants within the school believed that students' engagement was increased as a consequence of having practice teachers in the classroom. Students themselves noted that they felt class was more fun, interactive, and interesting while having a practice teacher present alongside their cooperating teacher. Specific examples given included a new point of view, a new way of learning, or increased attention to students within the classroom. Additional learning resources, such as manipulatives, games, and books were also talked about and observed during the study. Teachers and the administrator echoed these sentiments, similarly noting increased retention due to the practice teachers' presence. They used examples like new materials, new teaching styles, and new ways of thinking about what the students are learning. Increased engagement was carried through the year, due to the new methodology and resources that the cooperating teachers were able to use, develop, and integrate into their regular curriculum and methodology. A particularly interesting point, as noted by the administrator, was that the surrounding community knew about the practicum placement program at Sugar Mill, and they believed that it increased interest

for students and parents of students for their children to go to the school. In effect, these additional resources provided by the partnership potentially increased student numbers at Sugar Mill Academy.

As mentioned, attendance did not seem to be a prevalent issue at Sugar Mill Academy, and was not a measurable benefit or hindrance with the introduction of the practicum teachers in their classrooms. In interviews, however, participants often reverted to the issue of engagement, and how it was increased by the presence of pre-service teachers. Students noted that they were more likely to want to be in class when they had both the pre-service and the cooperating teacher present, however it did not seem to affect actual attendance data.

Enhanced student learning outcomes were measured through interviews with participants, as well as observations. This is where methodology once again came to the forefront. Students continually suggested that "different ways of learning," or in other words an increased number of methodological approaches to instruction, were a way in which they saw enhancement in their own education; parents and administration agreed wholeheartedly. However, teachers were more reluctant to agree. Through the interview process, as well as through observation, while teachers asserted that they had learned and developed new and better ways of teaching their students, cooperating teachers did not care to be so clear as to say that learning was increased. This was inconsistent with the rest of the interview questions – particularly regarding benefits to specific school roles, as well as general sentiments towards the program. I suspect that the responses were given for two main reasons. The first being that some teachers genuinely did not feel that their

students' learning was enhanced enough for them to respond affirmatively to the question. The other reason, based on observation at the school and general impressions of the teachers both interviewed and not, is a natural sense that those with less practice would not necessarily provide for an improved learning experience for students at the school. I think there are a lot of issues around this question. In retrospect – and while I was doing the study, for that matter – I realized that this might have become a problem. Cooperating teachers have only recently been given that name; traditionally they are in a supervisory role with the pre-service teacher, no matter what the locale. It would be difficult to entertain the idea that someone so fresh and inexperienced may provide an enhanced learning experience for students. In my experience during the study, the younger the cooperating teachers, the more willing they were to discuss the idea of enhanced learning with pre-service teachers. It also seemed to be thought of as a dichotomy for many at the school, perhaps the question was inherently competitive. In other questions that were not necessarily phrased in a way that cooperating teachers could have felt threatened, they responded positively and described a truly collaborative approach to working with pre-service teachers and developing their own teaching styles. This collaborative approach is also what I saw through observation at the school myself. Once again, the idea of methodology, new points of view, and new materials were described by those who positively identified enhanced student learning. If we refer back to the data, a majority of teachers thought enhanced student learning was a benefit of the program. However, I felt it necessary to explore the issue with this question.

Another way that student learning was potentially increased was through the physical presence of another instructor in the classroom. It is unquestionable (and the data shows) that having another teacher in the classroom, even though they are inexperienced, allows for tangible benefits for the co-operating teacher and the school in general. With two teachers, there could be two roles at the same time, doing similar work. If some students needed special help or attention, this could be attended to. More elaborate activities in a classroom setting, particularly those with increased student engagement and activity, can be done more easily with multiple teachers for the whole class. Even mundane activities required of teachers such as tidying, marking, discipline, and yard and lunch duty can all be divided among more people in a timely manner. These simple aspects are beneficial for the class and school as a whole, as either more can be done, or things can be done more efficiently. This can only benefit the students as well.

The idea of students' future goals were inconclusive, as specified in the data. This was largely due to the participants feeling that the students were too young to measure. This is understandable and retrospect was not a very realistic question to be asking as the students were too young and the time was too short of a span to draw conclusions. I appreciated the honestly in the respondents not to "pander" to my questions and I think this example proves that they were not doing just that with the other responses. By and large, most responses suggested that they just could not conclude or comment on this question. Eventually it became evident that it wasn't necessarily a good measure of the success of the program.

The idea of increased global awareness of students was addressed in the interview process with participants, as well as observationally with students and members of the school community. As previously mentioned, only one did not answer the question, while the rest of the responses were completely positive. This positive response was assumed to be the case going into the study, due to the international nature of the partnership. Similar to the practice teachers learning about new cultures and stimulating their interest for travel, students felt the same when working with the practice teachers. New resources and information about different countries and cultures were introduced throughout the practicum placement time period. As well, in advance of Canadian teachers arriving at Sugar Mill every year, there is much anticipation and learning about the rest of the world. Subsequently, this new curriculum, information, and point of view, is able to facilitate increased global awareness for students at Sugar Mill. This appeared to be a very obvious benefit from the beginning of the study. In most international exchange situations, global awareness and understanding is heightened. It was only natural that the students and the rest of the school community would have benefitted similarly in this international partnership.

As discussed as well in the data, enhanced English literacy came to the forefront of interview and observational discussions with members of the Sugar Mill Academy community. While it was thought of as an important piece of social and cultural capital in the country, English literacy – particularly creative ways of learning and writing – became a prominent benefit for the school with regards to the program. Language was perhaps a great "case study" within a case study of how the program developed additional

value, resources, and information through collaborative techniques between pre-service teachers and cooperating teachers, to enhance student learning. While generally curriculum adaption took a back seat to methodological development within the practicums, content regarding English language and writing was more collaborative. As touched on in the data, students began English literacy programs that were first introduced by the University of Prince Edward Island through the program. The primary example given is the "6+1" traits of writing. As mentioned, they are described as:

- Ideas, the main message;

- Organization, the internal structure of the piece;

- Voice, the personal tone and flavour of the author's message;

- Word Choice, the vocabulary a writer chooses to convey meaning;

- Sentence Fluency, the rhythm and flow of the language;

- Conventions, the mechanical correctness; and

- Presentation, how the writing actually looks on the page. (Education North West)

This, in my opinion, combines methodology with the subject matter of language literacy and allows students to enhance their grasp on literacy, while furthering creative thought. This particular example seemed to be the perfect way to describe most of the collaborative approaches worked on between pre-service and cooperating teachers at Sugar Mill. While the cooperating teachers were interested and often adopted the new methodology used with the 6+1 traits of writing, they adapted it for different classroom settings. Some even used it in non-language coursework. Those working together –

teachers and the administrator, answered affirmatively in all cases regarding English literacy enhancement. The administrator, in particular, felt like this was the strongest argument to be made about benefits that the school had seen since the beginning of the partnership with UPEI. The addition of the methodology, technique, and even in some cases curriculum regarding literacy has impacted many aspects of the school's student body – not only in English class.

Therefore, after going through each measurable outcome for the partnership to be beneficial, I believe we can face-value confirm that this is the case. Regardless of, and assuming that, UPEI BEd pre-service teachers are enjoying and benefitting from the situation, the school is as well, based on each of the having six of the seven outcomes being positive. This is based exclusively on the strict response to these seven outcomes, however there are more issues I would like to discuss that pertain to these seven outcomes as well.

If we revert to the concept of global awareness and perspective, I would argue that any situation that puts people with different backgrounds and cultures in one place in a collaborative and equitable way allows for learning and growth for all parties. I consider this situation to be one of them. The approaches that I witnessed at Sugar Mill from reflection about UPEI BEd pre-service teachers, was that of appreciation, understanding, and a want to learn more from one another. Students, teachers, administration, and the surrounding community all fostered interest in the new additions at the school and their way of life and teaching. I think, on the whole, the relationships were that of mutual respect which was potentially precarious given the post-colonial environment that both

groups come from. I think the idea that privileged groups of people coming in to a region that is less privileged can be seen as precarious and handled with the utmost of care. Based on observation previously mentioned, the environment found at Sugar Mill is a fortunate one where all participants seem to understand and respect one another's backgrounds, cultures, and where they come from. This could very easily not be the case.

Students, teachers, administrators, and the community all mentioned different ways that the newcomers expressed their culture and were eager to learn Vincentian ways. Cultural understanding is one of the mandated learning outcomes prescribed to UPEI BEd pre-service teachers, however this does not mean it can or has to happen. I think that the coursework that these pre-service teachers had to undergo (three courses – more than the now required two – on international education, global perspectives, and international education) allowed for a better understanding of one another and how to act in a new setting in a respectful way. I think the most important and interesting aspect of this intercultural collaboration was how the co-operating teachers and pre-service teachers could learn from one another about how they teach and what works for them. This is key for any advancement of education – no matter what the location.

This idea leads to a discussion about how pre-service teachers benefit a classroom, whether they are in a developing region or not. As mentioned, very tangible benefits are brought to the classroom when a pre-service teacher is placed there. This includes physical materials, pedagogical approaches, and just another body in the classroom. I think the study of the benefits of pre-service teachers even in North

America is underserved and understudied. Anecdotally, pre-service teachers have always been a highlight of many classrooms here in Canada and it is informally known to be a way in which co-operating teachers and schools benefit and learn from the latest ways to teach. While some Canadian regions are fortunate enough to have access to readily available professional development and further training, others are not so lucky. I would argue that many areas of Canada and North America that are more remote and have less access to this information and practice would benefit in a similar way to this case study. Even the intercultural pieces that are so integral to the students and host school's benefits could be felt in areas such as the Canadian North with indigenous groups. Likely the biggest development "take away" from this case study is that developing regions can provide university programming for professional schooling that involves international cooperating and understanding, while also benefitting the places they put their students (pre-services teachers in this case). It does not always have to be the case of a developed region sending students on a "once in a life time" opportunity to see how the "other half" live. Alternatively, if the students are given the right tools and understanding of different cultures before they go, they can be given the opportunity to instead collaborate and learn from another place and how they do things in their profession, as well as respectfully impart new developments in their area of study and practice (in this case, teacher education). I think this is refreshing, but it is imperative to understand that the lead-up and work around preparing North American pre-service teachers about how to gain the most, but also give the most among peers and fellow teachers in a different place is paramount to its success. The alternative is unfortunate experiences where pre-service professionals can haphazardly provide information with no tact - straining relationships,

further work, and collaboration. This case study shows promise that these relationships can be good ones, and mutual beneficial at that.

As previously mentioned, service to community is largely considered the third and "undermentioned" purpose for universities in our society – second to teaching and research. Universities are supposed to provide this community development and outreach in a number of ways including public talks and discourse, information dissemination to the public based on faculty research, as well as service work such as helping those in the community in real ways – either through research findings, new developments, or traditional ways (such as simply providing infrastructure or human resources to a cause). While finances at Canadian universities continue to be an increasingly important issue, it is common that service goes by the wayside, or needs to be reimagined in different ways. I think this case study shows a real way that university programming in professional pre-service placements can provide for development and service in and of itself. This type of situation, one of understanding and mutual respect with the community – along with learning – can be done in a number of different professional programs, as well as arts and science work with specific goals regarding placements. This, however, must be prefaced with academic working around international and cultural understanding. These sorts of courses should be interesting and wanted by students that wish to travel abroad to work on pre-service placements, no matter what their field. This could include medicine, dentistry, engineering, or education (not to mention many others). This sort of case study could be used to demonstrate how these sorts of relationships *can* be positive and mutually beneficial, given the right care, consideration, respect, and education.

Chapter 6 – Conclusions

Our research, and specifically our research question, was looking at how practicum placements may create change in a host school's teaching and learning. This change can be positive and help the school, even after the practicum placements have ended and the student teachers have left. This help would be seen in a number of ways, but primarily by introducing new pedagogical teaching styles, which can help students learn in new and sometimes better ways for them. Through the case study at Sugar Mill in SVG, we see many indications that this indeed took place; that the host school benefitted from the relationship with the university.

If we look to the literature, reflection is commonly seen as an incredibly important piece to teacher education and life-long learning. It makes better teachers and increases student learning in the process. Jeffrey & Polleck, Harris et al, and Clarke all point to this, as well as many others. Through the research, we see that reflection was improved, or sometimes kick-started, with the presence of practice teachers. Coop teachers were moved to see new ways of teaching and reflect on how they teach their students, sometimes changing their teaching styles, and sometimes acknowledging what they are doing well. This was echoed concretely through literacy and language arts work – something that was important to the country in which this study took place, the school, and general primary education throughout the world.

Perhaps the most important piece to how this case study looks at university partnerships in developing regions, is how teachers in this case study developed their pedagogical approaches to teaching their students. Jules explains that teacher education can easily come out of host school and university partnerships. In the research through interviews and observation, teachers were seen to change their teaching styles, developing a more robust portfolio and helping students with different ways of learning that works best for them. Classroom dynamic was also seen to shift as well. Sahin and Thomas both explain how pedagogical approaches can benefit from partnerships with universities like this one – not only in developing regions. This is further proven in the research that shows that this is indeed the case at Sugar Mill Academy.

Along with teaching styles, educational materials and resources were also determinates of the school benefiting. While this may be a simple solution to some, manipulatives in the classroom that weren't always there can truly benefit students with alternative learning styles to the traditional ways. These were seen through observation readily throughout the study. This was over years of sharing and partnership between the university and the host school.

Providing different perspectives for classroom learners is seen as an important piece of someone's education, and this is advocated for in cooperative classroom settings by Cavanagh & Prescott in the literature review. These different perspective were certainly given and seen in this case study's partnership. Cultural awareness was placed as a pillar of perceived benefits for the host school. Students were opened up to different points of view, but also different ways of thinking about the world. They also very

tangibly learned about new places and new people – something that can certainly be perceived as a benefit, including in our literature by Sahin, Thomas, and MacGillivray & Pence.

Finally, self-determined benefits and overall approval of the program on behalf of the host institution showed that the program was working for them, according to them. Through interviews and observation, it became clear the Sugar Mill perceived that they were benefitting from the program whether it be through teachers, students, or the administration at the school.

To conclude, we can see how most of the ways in which the school would have to benefit that were discussed in the beginning of the thesis were certainly fulfilled. To remind the reader, they were benefits in:

- Engagement
- Retention
- Attendance
- Student Learning
- Students' future goals
- Students' global awareness
- Interest and ability in English literacy

These would be achieved in the following ways on behalf of the school community:

- Co-operating teachers feel better equipped and skilled

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- Co-operating teachers reflect on instruction and transferred professional development

- Students feel better equipped and skilled

- Students feel more engaged and helped

- Students notice and appreciate new ways to do things and learn

- Administration acknowledges and appreciates the above measurements as beneficial to the school

Through all these ways, the host school did benefit and create change in its teaching and learning for students and cooperative teachers. It's an example of how university and community partnerships can truly create service and become mutually beneficial for both groups. With the data and work given, the partnership is truly mutually beneficial. This sort of conclusion has positive effects for teacher training in developing regions, work with education and developing, as well as a catalyst to pursue more in-program development work at post-secondary institutions. It demonstrates how teacher education can be delivered in such a way that it helps even more students and educators – something development and education works towards at every turn.

I think we can take these findings and use them as an argument for more "on the ground" international cooperation when it comes to teacher training. It is clear from the literature review that there are gaps in teacher education in both developed and developing regions. One can lend itself well to the other. On the one hand, student teachers in developed regions going to university can have a better cultural understanding

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of others, as well as learning to teach in different settings – both of these ideas are integral to teacher training in Canada, for example, to remain sustainable. On the other hand, it demonstrates real cooperation for the host school to give up resources such as time and effort on behalf of its teachers in order to learn new teaching styles and gain information about teacher education that is sometimes not as available to them. This includes teaching resources that are not always found online.

It would be interesting to look at how to create the most balanced model possible that provides the most amount of respect and understanding between the university and host school. This case study worked to show benefits for the host school, however this could have been a very different scenario – even within the same framework. Success hinged on the respect and esteem of the two groups and their partnership. Thankfully this was present simply because of the attitudes of the participants. Parameters were not really set beyond the needs of the pre-service teachers and the university. If this partnership is to continue or be emulated by other institutions, I would recommend that a more substantiated framework, as well as a needs-based assessment be conducted to make sure that all parties are looked after, whether it's inherent to the participants or not. This protects all parties in the partnership, as well as solidifying the idea that it's a mutually beneficial process at its core, instead of an offshoot benefit as described in this paper. This would ensure that everyone *deserves* to benefit from the efforts that they make, rather than it being a pleasant byproduct of the partnership.

As one can see in the literature review, there is a very small body of work that dedicates itself to the intersection of international teacher education and development.

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There is even less research into how universities can play a role in this important piece of the development puzzle. I think it would be very interesting to look at how this sort of practice can be used as a development tool for both the host school`s teacher education and training, as well as increasing the very important global awareness and international practice that education in North America has become. Universities need to educate their future teachers as both domestic teachers to newcomers, as well as having the option to teach abroad in other countries and continents. This sort of case study is the perfect example of how this need can be married with the needs of developing regions and their school systems – formalizing what is happening here in SVG.

I think this case study can be used as an example and worked on to make roles and cooperation even more clear – however, the informal nature of learning between cooperating teachers, supervising teachers, and practice teachers, is truly valuable and unique. If teacher education programs can work with host schools to find the perfect balance for teacher training, while maximizing host school benefits through the transfer of knowledge, materials, and cooperation, I think Sugar Mill can be the first step towards a more cohesive education and development model for post-secondary institutions to work from; fulfilling and evolving the status quo to something even better for everyone.

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Appendix A

CONSENT FORM – PARENT OF STUDENT

With regard to the study on the perceived benefits of the University of Prince Edward Island pre-service teacher placements in Sugar Mill Academy, St. Vincent, which Sarah MacDonald wishes to undertake with the help of my participation:

- I have read/have been read and understand the material in the information letter.
- I understand that I do not need to participate in this study, and can opt out of it at any time without fear of retribution of any kind.
- I have the freedom to not answer any question asked of me.
- I understand that my participation in the study, or lack thereof, will in no way affect my child's position at school.
- I understand that the information that I submit will be held confidential within the limitations of the law (as explained in the information letter).
- I understand that the researcher will prevent my identification in the interview process, or any other data gathering.
- I understand that I will have an opportunity to remove any comments from the interview which I do not wish to share. I can do this any time during or after the interview has taken place.
- I understand that I will be given a copy of the signed and dated consent form.
- I understand that I can contact Sarah MacDonald, or the Saint Mary's Research Ethics Board if any concerns arise in the ethical conduct of the study. I may contact Dr. Anthony O'Malley as the academic supervisor of this study.

Certification:

This research has been reviewed and approved by the Saint Mary's University Research Ethics Board. If you have any questions or concerns about ethical matters, you may contact the Chair of the Saint Mary's University Research Ethics Board at ethics@smu.ca or 420-5728.

Signature of Agreement:

I understand what this study is about and appreciate the risks and benefits. I have had adequate time to think about this and have had the opportunity to ask questions. I understand that my participation is voluntary and that I can end my participation at any time.

Signature of parent: _____

Date: _____

Appendix B

CONSENT FORM - STAFF OR ADMINISTRATION

With regard to the study on the perceived benefits of the University of Prince Edward Island pre-service teacher placements in Sugar Mill Academy, St. Vincent, which Sarah MacDonald wishes to undertake with the help of my participation:

- I have read/have been read and understand the material in the information letter.
- I understand that I do not need to participate in this study, and can opt out of it at any time without fear of retribution of any kind.
- I have the freedom to not answer any question asked of me.
- I understand that my participation in the study, or lack thereof, will in no way affect my evaluation or treatment in the workplace.
- I understand that the information that I submit will be held confidential within the limitations of the law (as explained in the information letter).
- I understand that the researcher will prevent my identification in the interview process, or any other data gathering.
- I understand that I will have an opportunity to remove any comments from the interview which I do not wish to share. I can do this any time during or after the interview has taken place.
- I understand that I will be given a copy of the signed and dated consent form.
- I understand that I can contact Sarah MacDonald, or the Saint Mary's Research Ethics Board if any concerns arise in the ethical conduct of the study. I may contact Dr. Anthony O'Malley as the academic supervisor of this study.

Certification:

This research has been reviewed and approved by the Saint Mary's University Research Ethics Board. If you have any questions or concerns about ethical matters, you may contact the Chair of the Saint Mary's University Research Ethics Board at ethics@smu.ca or 420-5728.

Signature of Agreement:

I understand what this study is about and appreciate the risks and benefits. I have had adequate time to think about this and have had the opportunity to ask questions. I understand that my participation is voluntary and that I can end my participation at any time.

Signature of staff member or administrator: _____

Date: _____

Appendix C

CONSENT FORM - STUDENT

About the study on University of Prince Edward Island pre-service teacher placements at Sugar Mill Academy, St. Vincent, which Sarah MacDonald wishes to complete with the help of my participation:

- I have read/have been read and understand the material in the information letter.
- I understand that I do not need to participate in this study, and can leave it at any time without being scared of being punished.
- I have the freedom to not answer any question asked of me.
- I understand that me participating in the study – or not - will in no way affect me at school.
- I understand that the information that I submit will be held confidential (secret) within the limitations of the law (as was talked about in the information letter).
- I understand that the researcher will prevent people from knowing it is me in the interview, or any other information that I give.
- I understand that I will have an opportunity to remove anything I say from the interview which I do not wish to share. I can do this any time during or after the interview.
- I understand that I will be given a copy of the signed and dated consent form.
- I understand that I can contact Sarah MacDonald, or the Saint Mary's Research Ethics Board if I have any problems. I can also contact Dr. Anthony O'Malley as the academic supervisor of this study.

Certification:

This research has been reviewed and approved by the Saint Mary's University Research Ethics Board. If you have any questions or concerns about ethical matters, you may contact the Chair of the Saint Mary's University Research Ethics Board at ethics@smu.ca or 420-5728.

Signature of Agreement:

I understand what this study is about and realize the risks and benefits. I have had enough time to think about this and have had the opportunity to ask questions. I understand that my participation is voluntary and that I can end my participation at any time.

Signature of student: _____

Signature of parent: _____

Date: _____

Appendix D

INFORMATION LETTER – STAFF OR ADMINISTRATION

Dear Administrator or Staff Member:

I would like to invite you to participate in a study, which is approved by the Research Ethics Board of Saint Mary's University (in Halifax, NS, Canada) and the Research Ethics Board of the University of Prince Edward Island. I am a Master's candidate working with my supervisor, Dr. Anthony O'Malley with Saint Mary's University. The study shall be conducted with a principle aim to explore perceived effects of The University of Prince Edward Island's pre-service teacher placements at Sugar Mill Academy in Ratho Mills, St. Vincent. A particular interest will be taken in what the staff members, parents, and administrators feel the effects of the program are on Sugar Mill Academy.

The potential benefits of the study include insight into how the pre-service teachers' actions are affecting the school and community. This would allow the education community to understand more fully the roles that international pre-service teaching programs have, and how they are perceived. This study would explore how the presence of pre-service teachers is being felt. After four years of conducting the program in St. Vincent, there has been little work regarding the perceived effects it has on the school and those within it. This study aims to measure said perceptions of the program by those affected by it. These include both positive and negative observations within the educational community with regards to the program.

I would like to invite staff to be interviewed, and potentially observe classrooms, which have or have had pre-service teachers working within them. This would be done during this scholastic year, either during or immediately following pre-service placements at Sugar Mill Academy. This would be to gather impressions of the goals and intent of the placements and the perceived effects that the placements have for the staff (from this year's placements, as well as the preceding ones). The potential risks as a staff member are minimal. There are no foreseen harms to staff or administration involved in this study. The confidentiality of your participation will be enforced throughout the study. The study will in no way affect your evaluation in the workplace. As per standard ethics regulations with similar studies, any and all data from the interview process and other data collected will be kept in a secure environment at Saint Mary's University, names will be changed so to ensure confidentiality, and identifying details from the study will be changed in order for their use in publications, reports, presentations, or my dissertation will not be recognizable. This naturally includes statements that may otherwise allow you to be identified by readers.

If you agree to participate in the study, you may remove statements which you have contributed to the project up until of this year (December 2011). Any laws or obligations of professional practice need to be adhered to – for example, the researcher must report

information of a criminal nature when obliged to do so. Despite this, I will not be asking for any information that will lead to you divulging such information; you are under no obligation to reveal such matters. Your participation is completely voluntary and you may choose to remove yourself – or your contribution – from the study at any time. I will consult with you after the interview and observation process to ensure accuracy – if you would like to change or add anything. The notes of the study will be saved for the duration of the study, my degree (approximately one year from now – with a graduation date of May 2012), and five years afterward. After that time period, they will be destroyed. Please contact myself (as the researcher), my supervisor, Dr. Anthony O'Malley (as the academic supervisor of the study), or the Research Ethics Board (in charge of ethical or consent issues) at any time should you have questions or concerns about your participation in the study.

The results of the research, including my thesis, will be sent to Ratho Mills and The University of Prince Edward Island – both in electronic and paper form. They will be sent after my dissemination, the summer following my degree being completed (in 2012). This will be in order to provide a better understanding of community perceptions of the international practicum placements at Sugar Mills Academy.

This research has been reviewed and approved by the Saint Mary's University Research Ethics Board. If you have any questions or concerns about ethical matters, you may contact the Chair of the Saint Mary's University Research Ethics Board at ethics@smu.ca or 420-5728.

The following is my contact information:

Sarah MacDonald
Master's Candidate
Department of International Development Studies
Faculty of Graduate Studies and Research
Saint Mary's University
902.430.4016
sarah.b.macdonald@gmail.com

The following is my supervisor's contact information:

Dr. Anthony O'Malley
Program Director of International Development Studies
Department of International Development Studies
Faculty of Graduate Studies and Research
Saint Mary's University
902.491.6221
aomalley@smu.ca

Thank you very much for you interest in this academic endeavour – it is very much appreciated.

Sincerely,

Sarah MacDonald

Appendix E

INFORMATION LETTER – PARENT OF STUDENT

Dear Parent:

I would like to invite you to participate in a study, which is approved by the Research Ethics Board of Saint Mary's University (in Halifax, NS, Canada) and the Research Ethics Board of the University of Prince Edward Island. I am currently a Masters student working with my academic supervisor, Dr. Anthony O'Malley, with Saint Mary's University. This study aims to explore how people in Ratho Mills feel towards pre-service teachers from the University of Prince Edward Island (UPEI), in Canada, coming to do work at Sugar Mill Academy. A particular interest will be taken in what the staff members, parents (like you), and administrators feel the effects of the placements are on Sugar Mill Academy.

The potential benefits of the study include insight into how the pre-service teachers' actions are affecting the school and community. This would allow the education community to understand more fully the roles that International pre-service teaching programs have, and how they are perceived. This study would explore how the presence of pre-service teachers is being felt. After four years of UPEI students coming to Sugar Mills in St. Vincent, there has been little information about the effects that the program has been perceived to be having on the community. This study aims to measure these perceptions of the program by those affected by it.

I would like invite parents to be interviewed to get their impressions and perceptions of how the school and the community have been affected by the presence of UPEI pre-service teachers over the past four years. The potential risks for you are minimal, as the confidentiality of your participation is strictly adhered to during the study. Your participation will certainly not affect your child's evaluation at Sugar Mill Academy. The names of all participants will only be known to me and not shared with anyone else – including the school. The information from interviews will be kept safe, names will be changed so to ensure confidentiality, and details from the study that may point out who you are will be changed in order to protect confidentiality. This also includes statements that may allow you to be recognized by people who read my work as well.

If you agree to participate in the study, you may remove statements which you have contributed to the project up until of this year (December 2011). Any laws or obligations of professional practice need to be met – for example, I must report information of a criminal nature when obliged to do so. Despite this, I will not be asking for any information that will lead to you divulging such information; you are under no obligation to reveal such matters. Your participation is completely voluntary and you may choose to remove yourself – or your contribution – from the study at any time. I will consult with you after the interview to make sure I fully understood what was said, and if you would like to change or add anything. The notes of the study will be saved for the

duration of the study, my degree (approximately one year from now – with a graduation date of May 2012), and five years afterward. Any and all data from the interview process and other data collected will be kept in a secure environment at Saint Mary's University. After the five years, they will be destroyed. Please contact myself (as the researcher), my supervisor, Dr. Anthony O'Malley (as the academic supervisor of the study), or the Research Ethics Board (in charge of ethical or consent issues) at any time should you have questions or concerns about your participation in the study.

The results of the research, including my thesis, will be sent to Ratho Mills and The University of Prince Edward Island – both in electronic and paper form. They will be sent after my dissemination, the summer following my degree being completed (in 2012). This will be in order to provide a better understanding of community perceptions of the international practicum placements at Sugar Mills Academy.

This research has been reviewed and approved by the Saint Mary's University Research Ethics Board. If you have any questions or concerns about ethical matters, you may contact the Chair of the Saint Mary's University Research Ethics Board at ethics@smu.ca or 420-5728.

My contact information is the following:

Sarah MacDonald
Master's Candidate
Department of International Development Studies
Faculty of Graduate Studies and Research
Saint Mary's University
902.430.4016
sarah.b.macdonald@gmail.com

The following is my supervisor's contact information:

Dr. Anthony O'Malley
Program Director of International Development Studies
Department of International Development Studies
Faculty of Graduate Studies and Research
Saint Mary's University
902.491.6221
aomalley@smu.ca

Thank you very much for you interest in this project – it is very much appreciated.

Sincerely,

Sarah MacDonald

Appendix F

INFORMATION LETTER - STUDENT

Dear Student:

Thank you for thinking about being part of this study! It is very nice of you to take the time to read and understand what I am looking to do at your school. I am a university student, doing my degree at Saint Mary's University, in Canada. This study hopes to explore how people in Ratho Mills feel towards pre-service teachers from the University of Prince Edward Island (UPEI), in Canada, coming to do work at Sugar Mill Academy. I am very interested in how people at the school feel towards the pre-service practicum teachers that have been in your classrooms for the past four years!

Some good things about the study include how you, and the rest of the people at your school feel about these pre-service teachers. This would let people around the world understand how the pre-service practicum teachers affect your classroom, and your school. This study would explore how you, your teachers, your parents, and other people in the community feel about these pre-service practicum teachers. After four years of UPEI students coming to Sugar Mills in St. Vincent, no one has asked how the community feels about it yet. That is what I plan on doing – and I need students' help to do it!

I would like to interview students to get their ideas of how the school and the community has been affected by the UPEI pre-service teachers over the past four years. The potential risks for you are small, as the confidentiality of your participation is enforced. That means that no one will know what you said to me in the interview – only me! If you wanted to do an interview, your grades, how people treat you at school, and those sorts of things will not be changed or affected. The names of everyone who does an interview will be secret, and only I will know. The information from interviews will be kept safe, your name will be changed, and anything that might let someone know it was you who was talking will be changed.

If you agree to be part of the study, you may take out things you said from the interviews that you do not want to be kept. If you tell me anything illegal, I may have to let someone know. I will not be asking you any questions that will ask for you to tell me anything like that, though. Your participation is completely voluntary (that means you don't have to do it if you don't want to) and you may want to stop – or take out parts of your interview – from the study at any time. I will talk with you after the interview to make sure I understood what you said, and if you would like to change or add anything. The notes of the study will be saved for the time that I am doing my study, and then five years after that. All the information from the interview process and other data collected will be kept in a safe at my university. After the five years, they will be destroyed. Please talk to me or get one of your parents to talk to the Research Ethics Board at my school at any time if you have questions or are worried about your interview. Their email

is ethics@smu.ca or you can call them at 902-420-5728.

My contact information is this:

Sarah MacDonald
Master's Candidate
Department of International Development Studies
Faculty of Graduate Studies and Research
Saint Mary's University
902.430.4016
sarah.b.macdonald@gmail.com

My supervisor (the person that's making sure my project goes well) can be contacted here:

Dr. Anthony O'Malley
Program Director of International Development Studies
Department of International Development Studies
Faculty of Graduate Studies and Research
Saint Mary's University
902.491.6221
aomalley@smu.ca

Thank you very much for you interest in my project!

Sincerely,

Sarah MacDonald

Appendix G

INTERVIEW GUIDELINES - ADMINISTRATION

1. Could you please define the University of Prince Edward Island (UPEI) Bachelor of Education (BEd) practicum placement program?

2. How many years have you worked in at Sugar Mill Academy since it has had University of Prince Edward Island BEd pre-service practicum placements?

3. Engagement is commonly defined as when the student tries hard to learn what the school has to offer. "They take pride not simply in earning the formal indicators of success (grades), but in understanding the material and incorporating or internalizing it in their lives." Do you think having UPEI BEd pre-service teachers positively affects engagement?

    a. If yes, can you provide the main ways that engagement is positively affected?

4. Do you think having UPEI Bed pre-service teachers positively affect student retention?

5. In your opinion, have University of Prince Edward Island's practicum placements altered student attitudes towards education?

    a. If yes, can you provide the main ways that student attitudes have been altered?

6. In your opinion, have the University of Prince Edward Island's practicum placements altered students' future education goals (for example, graduation)?

    a. If yes, can you provide the main ways that students' future education goals are altered?

7. In your opinion, have the University of Prince Edward Island's practicum placements altered students' personal goals (for example, their future profession)?

    a. If yes, can you provide the main ways that students' personal goals are altered?

8. In your opinion, have the University of Prince Edward Island's practicum placements altered students' global awareness at your school?

a. If yes, can you provide the main ways that students' global awareness has been altered?

9. In your opinion, have the University of Prince Edward Island's practicum placements altered students' interest and ability in English (both written and orally)?

a. If yes, can you provide the main ways that students' interest and ability in English have been altered?

10. In your opinion, have you and your school's involvement in the UPEI BEd practicum placements benefitted your ability to complete your duties as an administrator at Sugar Mill Academy?

a. If yes, can you provide the main ways that your ability to complete your duties have benefitted?

11. In your opinion, have you and your school's involvement in the UPEI BEd practicum placements hindered your ability to complete your duties as an administrator at Sugar Mill Academy?

a. If yes, can you provide the main ways that your ability to complete your duties have been hindered?

12. As an administrator, what would be your overall evaluation of the practicum placement program at Sugar Mill Academy?

Thank you very much for your time!

Appendix H

INTERVIEW GUIDELINES – PARENT OF STUDENT

13. Could you please define the University of Prince Edward Island (UPEI) Bachelor of Education (BEd) practicum placement program, from the view of a parent of a student?

14. How many years has your child been in a classroom with a UPEI BEd pre-service teacher?

15. Engagement is commonly defined as when the student tries hard to learn what the school has to offer. "They take pride not simply in earning the formal indicators of success (grades), but in understanding the material and incorporating or internalizing it in their lives." Do you think your child is more likely to be engaged in class if there is a UPEI BEd pre-service teacher present?

    a. If yes, can you provide the main ways that your child is more likely to be engaged?

16. Do you think your child is more likely to attend class if there is a UPEI Bed pre-service teacher present?

17. In your opinion, have the University of Prince Edward Island's practicum placements altered your child's learning in the classroom?

    a. If yes, can you provide the main ways that your child's learning has been altered?

18. In your opinion, have the University of Prince Edward Island's practicum placements altered your child's future education goals (for example, graduation)?

    a. If yes, can you provide the main ways that your child's future education goals have been altered?

19. In your opinion, have the University of Prince Edward Island's practicum placements altered your child's personal goals (for example, their future profession)?

    a. If yes, can you provide the main ways that your child's personal goals have been altered?

20. In your opinion, have the University of Prince Edward Island's practicum placements altered your child's interest and ability in English (both written and orally)?

    a. If yes, can you provide the main ways that your child's interest and ability in English has been altered?

21. In your opinion, have the University of Prince Edward Island's practicum placements altered your child's interest, awareness, and understanding of other cultures?

    a. If yes, can you provide the main ways that your child's interest, awareness, and understanding of other cultures has been altered?

22. Do you think that the presence of UPEI BEd students has helped your role as a parent of a primary student?

    a. If yes, can you provide the main ways that your role as a parent has been helped?

23. Do you think that the presence of UPEI Bed students has made your role as a parent of a primary student more difficult?

    a. If yes, can you provide the main ways that your role as a parent has been made more difficult?

24. As a parent, what would be your overall evaluation of the practicum placement program at Sugar Mill Academy?

Thank you very much for your time!

Appendix I

INTERVIEW GUIDELINES - STUDENT

25. Why do you think the University of Prince Edward Island (UPEI) Bachelor of Education (Bed) pre-service practicum teachers are in your classroom?

26. How many years have you been in a classroom with a pre-service practicum teacher?

27. Do you like class more when a pre-service practicum teacher is there?

    a. If yes, why do you like it more when pre-service practicum teachers are there?

28. Do you pay attention more when a pre-service practicum teacher is there?

    a. If yes, why do you pay more attention when there are pre-service practicum teachers there?

29. Do you go to school more when a pre-service practicum teacher is there?

30. Do you learn better when a pre-service practicum teacher is there?

    a. If yes, can you tell me what ways you learn better when a pre-service practicum teacher is there?

31. Has your opinion of going to school in secondary school and university changed since a pre-service practicum teacher has been in your class?

    a. If yes, can you tell me the main ways your opinion has changed about secondary school and university?

32. Has your opinion on your future (jobs, life, etc.) changed since a pre-service practicum teacher has been in your class?

    a. If yes, can you tell me the main ways your opinion has changed about your future?

33. Are you more interested in English (reading and writing) since a pre-service practicum teacher has been in your class?

    a. If yes, can you tell me why you are more interested?

    b. In what ways have you become more interested in English? (example: reading more)

34. Do you think having a pre-service practicum teacher has made it easier to be a student?

    a. If yes, what are the main ways it has made it easier?

35. Do you think having a pre-service practicum teacher has made it harder to be a student?

    a. If yes, what are the main ways it has made it easier?

36. Do you think your opinion and understanding of other cultures has changed since the pre-service practicum teacher has been in your class?

    a. If yes, how has your opinion changed?

37. As a student, what would be your overall evaluation (grade) of the practicum placement program at your school?

Thank you very much for your time!

Appendix J

INTERVIEW GUIDELINES - TEACHER

38. Could you please define the University of Prince Edward Island (UPEI) Bachelor of Education (BEd) practicum placement program, from the view of a teacher?

39. How many years have you worked in a classroom with a UPEI BEd pre-service teacher?

40. Engagement is commonly defined as when the student tries hard to learn what the school has to offer. "They take pride not simply in earning the formal indicators of success (grades), but in understanding the material and incorporating or internalizing it in their lives." Do you think having UPEI BEd pre-service teachers provide influence for engagement for students?

    a. If yes, can you provide the main ways that engagement is positively affected?

41. Do you think students are more likely to attend classes that have UPEI BEd pre-service teachers working in them?

42. In your opinion, have University of Prince Edward Island's practicum placements altered student learning in the classroom?

    a. If yes, can you provide the main ways that student learning in the classroom is altered?

43. In your opinion, have the University of Prince Edward Island's practicum placements altered your students' future education goals (for example, graduation)?

    a. If yes, can you provide the main ways that students' future education goals are altered?

44. In your opinion, have the University of Prince Edward Island's practicum placements altered your students' personal goals (for example, their future profession)?

    a. If yes, can you provide the main ways that students' personal goals are altered?

45. In your opinion, have the University of Prince Edward Island's practicum placements altered students' global awareness in your classroom?

    a. If yes, can you provide the main ways that students' global awareness was altered?

46. In your opinion, have the University of Prince Edward Island's practicum placements altered your students' interest and ability in English (both written and orally)?

    a. If yes, can you provide the main ways that students' interest and ability in English has been altered?

47. Do you think you and your school's involvement in the UPEI BEd practicum placements have benefitted your ability to teach in the classroom?

    a. If yes, can you provide the main ways that it has benefitted your ability to teach?

48. Do you think you and your school's involvement in the UPEI BEd practicum placements have hindered your ability to teach in the classroom?

    a. If yes, can you provide the main ways that it has hindered your ability to teach?

49. In your opinion, has you and your school's involvement in the UPEI BEd practicum placements benefitted your ability to prepare, develop, and assess teaching materials for your classroom (for example, developing lesson plans, or correcting students' work)?

    a. If yes, can you provide the main ways that it has benefitted your ability to prepare, develop, and assess teaching materials for your classroom.

50. In your opinion, has you and your school's involvement in the UPEI BEd practicum placements hindered your ability to prepare, develop, and assess teaching materials for your classroom (for example, developing lesson plans, or correcting students' work)?

    a. If yes, can you provide the main ways that it has hindered your ability to prepare, develop, and assess teaching materials for your classroom?

51. As a teacher, what would be your overall evaluation of the practicum placement program at Sugar Mill Academy?

Thank you very much for your time!