

Csec Ranking Of Schools In Jamaica 2013

The New Junior Secondary Schools of Jamaica Jamaican Society and High Schooling Report...together with the Reports of the Jamaica Schools Commission and the Board of Education Discipline in Jamaican Schools and teachers' experience of control in the classroom. An Interpretative Phenomenological Analysis Study Survey of the All-age Schools of Jamaica with a Comparative Study of English Primary and Post-primary Education Inside Jamaican Schools Report on the Secondary Schools of Jamaica in 1911 Who's who in Jamaica ... School Documents [of The] Boston Public Schools The Nature of School Leadership Equitable Education for Marginalized Youth in Latin America and the Caribbean Energy Poverty Among Women in Jamaica's Low-Income Communities Annual Report of the School Committee of the City of Boston School Periodical Accounts Relating to the Missions of the Church of the United Brethren Established Among the Heathen Parliamentary Papers Jamaican Teachers, Jamaican Schools Who's Who, Jamaica, British West Indies Annual Report of the School Committee of the City of Boston New England Journal of Education Gloria Mary Smith Errol Miller Jamaica. Ministry of Education Gemma Gibbon Kenneth V. McLean Anderson Hyacinth L. Evans H. H. Piggott Paul W. Miller Stacey N. J. Blackman Shinique Walters Boston (Mass.). School Committee Great Britain. Parliament. House of Commons Eleanor J. Blair School Committee of the City of Boston Thomas Williams Bicknell

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bachelor thesis from the year 2015 in the subject psychology social psychology grade 2 1 university of derby course bachelors hons psychology language english abstract this qualitative interpretive phenomenological study uses semi structured interviews from 5 jamaican teachers to investigate their experiences of control in the classroom since 2005 the ministry of education in jamaica prohibited the use of corporal punishment cp in early childhood settings but there is research to show that children are still receiving physical punishment and teachers have been reported to still be using cp in schools using interpretive phenomenological analysis across all 5 participants revealed a strong influence of cultural norms that encourages the use of cp a lack of support from the jamaican teachers association and the ministry of education ineffective teacher training courses and lack of support from the community causing these teachers to still rely on cp for want of a better solutions in light of these findings this study hopes to provide insight for education policy makers to provide effective classroom management modules at teacher training college introduction of school intervention programmes parenting programmes and to better support its teachers to eliminate the use of cp across jamaica not just in schools alone

students and teachers of education in the caribbean have long relied on ethnographic research from north america to enrich their understanding of life in schools and classrooms based on actual experiences from the perspectives of both students and teachers this collection of ethnographic research articles provides the first up close view of jamaican schools and classrooms hyacinth evans and her research team used careful well executed interviews and participant observation methods the result is an insightful view of the ways society s tensions are played out in educational settings the ways personalities are shaped and identities formed in face to face interactions and the ways circumstances and experiences in the jamaican setting affect teaching and learning the articles examine student teacher interaction teacher authority how it is maintained nurtured or eroded the social construction of student interest and attention versus disruptiveness and apathy consequences of streaming children in perceived ability groups standard jamaican english sje methods and their effectiveness in teaching creole speaking students

this book explores school leadership through a cross cultural comparative lens drawing on data from 16 countries located on five continents the book gives a voice to both primary and secondary school principals who discuss the nature of their work and explain their understanding of school leadership strategies used to support their leadership and how they do leadership in a time of

unprecedented change the book highlights a number of important elements in school leadership that it is personal and internally motivated change oriented and entrepreneurial dependent on the qualities and motivations of school teachers dependent on environmental factors related to economy geography political stability heavily influenced by policies within and outside the field of education and dependent on partnerships within and outside education the book provides an authoritative cross cultural account of what school leaders regard as school leadership it will be essential reading for students researchers and policy makers in the fields of educational leadership and management in particular those with an interest in comparative and international research school leadership and education policy

this edited volume examines the thrust toward equity in education for marginalized and out of school youth as well as youth with disabilities in countries located in the global south using a critical cross cultural lens to interrogate the historical empirical and theoretical discourses associated with achieving unesco s equity in education agenda the book showcases the work of scholars from developed and developing nations in examining inclusive education drawing attention to the nature impact and effects of marginalization the book ultimately demonstrates the ability of education systems in the global south to be innovative and agile despite current resource challenges this text will benefit scholars academics and students in the fields of international and comparative education education policy and inclusion and special educational needs education more broadly those involved with caribbean and latin american studies the sociology of education and diaspora studies in general will also benefit from this volume

this palgrave pivot investigates energy poverty in jamaica which is a growing problem that affects the mental physical and financial health of individuals families and communities and its specific impact on women using quantitative and qualitative methods this study demonstrates the shared relationship between energy development and economic development it argues that the development of the energy sector has not been a gender neutral process and has evolved and transitioned within the context of the global political economy which has been irrevocably shaped and impacted by the lack of government regulation an increase in efforts at privatization and the effects of liberalization in terms of the development specifically it shows that more often than not women bear the burden of sourcing collecting and using energy for household activities agriculture and income generating tasks as such women are affected by energy poverty in many ways including but not limited to time burdens and drudgery health issues and physical burdens as well as the issues that arise due to restrictions on information this book will be of interest to students and scholars in gender studies global development economics and politics as well as policymakers and activists dedicated to gender equality and energy justice

this book examines the challenges faced by teachers in jamaican schools including limited resources low pay and lack of autonomy it highlights the need for teacher leadership in school reform and the potential positive impact of transforming the teaching profession on schools and classrooms across jamaica

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