

Educational Trends

Educational Trends:
A Symposium in Belize, Central America

Edited by

Pamela R. Cook, PhD

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Educational Trends: A Symposium in Belize, Central America,
Edited by Pamela R. Cook

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I would like to dedicate this textbook in loving memory
of my dear grandmother, Sanfa Tressa Avis Roe-Lord;
who instilled the desire to read, by giving me many enticing
childhood books.

And, my wonderful mother, Beverly G. Cook.
She also adored reading by teaching me to appreciate
literature and all aspects of learning.

TABLE OF CONTENTS

Acknowledgements	ix
------------------------	----

Introductory Remarks.....	x
---------------------------	---

Pamela R. Cook, PhD

Chapter One: Belizean Educational Learning Trends

Belize at Thirty: Epistemologies Perspectives, Challenges and Implications for Change.....	2
---	---

Priscilla Brown-Lopez, EdD

University of Belize Early Childhood Stimulation Center Fostering Life Skills	12
--	----

Feliciana Torres, MA

Chapter Two: Project Trends in ‘Subject Areas’ of Learning

Reading Our World	16
-------------------------	----

Kara Smith, PhD

To ‘E’ Or Not To ‘E’	28
----------------------------	----

Ann Harvey, PhD

Chapter Three: Trends in ‘ESL’ and Diverse Languages

Improving Kriol Language Attitude and English Accuracy: An Exploratory Study.....	50
--	----

Silvaana Udz, EdD

What Works for Learners and Their Teachers in Second Language Learning Classrooms	80
--	----

*Beverly J. Irby, EdD - Fuhui Tong, PhD - Rafael Lara-Alecio, PhD -
Cindy Guerrero - David Jimenez, MA - Tamara Lopez*

Chapter Four: Teacher Prep Trends

Constructivism: A Pedagogy for Delivering Coursework in Teacher Preparation Program	92
<i>Judi Simmons Estes, PhD</i>	

Preparing Highly Qualified Teachers for “Green Acres”	108
<i>Tommye Hutson, EdD</i>	

Preparing K12 Virtual Educators for Virtual Schools: Teachers, Do Not Fall in Love with Your Real Estate	114
<i>Jerry Woodbridge-Cornell, PhD</i>	

Chapter Five: Trends in Belizean Preschools

Using the ECERS to Improve Early Childhood Education: A Belizean Case Study	126
<i>Alberto L. August, EdD</i>	

A to Z Learning Tree Preschool	133
<i>Valerie August</i>	

Chapter Six: Trends from Historical Literature

Lewis Carroll’s “Alice”: A Legacy from the University of Oxford, England.....	138
<i>Judith Lynn McConnell-Farmer, EdD</i>	

**Chapter Seven: Past, Present and Future Educational Trends
from University Students**

Listening to the Voices of Students, a Transformation: Washburn University Study Abroad in Belize Program	156
<i>Judith Lynn McConnell-Farmer, EdD - Tina Williams, MEd</i>	

Concluding Remarks	182
<i>Pamela R. Cook, PhD</i>	

Contributing Authors	183
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And lastly, I would like to acknowledge my family and friends who fervently continue to offer their encouragement, prayers and support for this project and all of the volunteer events hosted on behalf of the children of Belize, Central America.

INTRODUCTORY REMARKS

PAMELA R. COOK, PHD

BELIZEAN INTERNATIONAL SYMPOSIUM ON EDUCATION
EXECUTIVE DIRECTOR & FOUNDER

It was in February of 2006, when I first visited Belize, Central America. I had always heard it expressed that Belize was considered the “Little Hawaii” or the “World’s Best Kept Little Secret”. However, when I initially landed in Belize, I was pleasantly surprised to feel the warm sun on my face and that same warm welcome from so many smiling faces.

From that point on, I became eternally grateful to the Belizean culture and to one of my dear colleague friends; Joanne Rahn. It was because of that first visit that I was encouraged to return back to Belize and conduct my doctoral research at one of the local village orphanages. I didn’t realize then, that when I had made that decision to revisit in 2007; while living there for almost six months, my life would literally be changed forever -- and for the better.

I have always enjoyed travel and for those professors and researchers like myself that are reading this textbook, you are aware that by living the life of an academic it is an ongoing college-university requirement to attend conferences, seminars and or a symposium now and then to fulfill your academic responsibilities. Of course, there are additional obligations to the field that also require the writings of journal articles and other pieces. For that, it is my pleasure to provide writing opportunities for many of these professors and others who were participants of the, *Belizean International Symposium on Education*.

As for those college and university students that are reading this textbook, my only hope for you is that you will glean a variety of information from the articles and writings to assist you with your own educational careers. I also trust you will continue to stimulate your own thinking and become energized about new learning experiences in research and travel.

There are always a few individuals that I would especially like to thank as they were the initial group that helped me come to the realization that a yearly International Symposium would be an excellent addition to the

Belizean cultural events. My thoughts were as such to conduct this type of International venue that would provide an array of educational opportunities for educators and students globally.

Thus, it is with a grateful heart that I acknowledge Dr. Judith McConnell-Farmer from Washburn University, Topeka, Kansas, USA. Dr. McConnell-Farmer and her husband Weymouth Farmer have been major contributors to the success of the Symposium since conception in, 2009. Dr. McConnell-Farmer continues to support this yearly event in bringing university students from Washburn University, Kansas, USA; as a Study Abroad to Belize programme, which also requires students to attend the International Symposium, as well.

I would like to thank several of my Belizeans colleagues that have become a major support system to the International Symposium from the initial launching in, 2009. Many thanks to Dr. Priscilla Brown-Lopez, Interim Dean for her Belizean support staff and helpful contacts which include: Dr. Silvaana Udz, Reading Professor from the University of Belize and Feliciana Torres, Director of the Preschool Stimulation Centre programme at the University of Belize.

With many thanks as well, to Dr. Alberto L. August, Galen University, Belmopan, capitol of Belize; for his tremendous support in helping with the preparations of the Symposium. Dr. August and his wife Valerie, continue to encourage Belizean educators and students to attend the Symposium while hosting events in their home and traveling with the participant group excursions.

Also, it is with much thankfulness to the Belizeans that I wish to acknowledge the Ministry of Education and their continued support in sending representatives to the Symposium each year. We are blessed with many Belizean Preschools with their yearly support in sharing their efforts on behalf of the Early Childhood Development and Literacy Centre. These presentations provide our participants with detailed information in regard to the plight for the educational growth and development in Belize.

Having said that, I encourage each of you to enjoy the contents of this textbook. Use it to your benefit to further your knowledge with the materials provided from a diverse group of professionals in the field of Education and learning. Use it as well, to enrich yourself from a multicultural perspective as I hope to see many in warm and sunny, Belize. Many kind regards,

~Dr. Pamela R. Cook

CHAPTER ONE:

BELIZEAN EDUCATIONAL LEARNING TRENDS

BELIZE AT THIRTY: EPISTEMOLOGIES PERSPECTIVES, CHALLENGES AND IMPLICATIONS FOR CHANGE

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Introduction

Education in Belize, as documented by thirty years of changes, challenges and initiatives is reflective of efforts to educate citizens to fulfill cognitive developmental needs, become socially functional and to acquire skills for a global economy. However, thirty years after Independence, where are we? What efforts have impacted Belize's educational system and what are the eminent changes? This paper examines the effectiveness of Belize's education system to provide requisite knowledge and skills for citizens in the 21st century. Also, examined is whether a critical pedagogical approach to teaching and learning has been infused across all levels of schooling in Belize. That is, to what extent have the curricula catered to students' needs and developed levels of critical consciousness necessary for personal development and socially functional citizenry? A reflection of this nature must also question the epistemological framework that guides teaching and learning at all levels and in all schools. What bodies of knowledge are deemed important, enabling our populace to assume active roles in an era of rapid knowledge and technological advancement?

Historical Significance

For the past thirty years, terms such as innovation, reform, and development have been equated with educational initiatives in Belize. It must be acknowledged that in the late 1990's efforts had been made to

significantly modify the curricula at all levels, increasing the number of schools and the number of trained teachers to improve literacy in Belize. Curriculum theorists Wiles and Bondi (2007), suggest that educational efforts should provide the framework for effective educational systems; the efficient use of curriculum resources or the lack thereof, must be evaluated and assessed. Curriculum efforts and its impact on teaching and learning will inform educational planning and provide a vital framework for formal education in Belize.

For the past five years Belize has experienced a number of significant efforts to shift a stagnant educational system to increasing opportunities and enhancing capacities. The intent of this paper is not to diminish educational efforts; rather, to emphasize that real change is tangible, constant, forceful, and propels a cycle of effectiveness.

Belizean Educational System

I begin the journey of; *Belize at Thirty*, with a critical review of each level of our education system to identify challenges and implications for change. A release from the Ministry of Education entitled, *Tool Kit for Administrators*, September (2010) states:

“Today we have almost 100,000 persons enrolled in schools at all levels, almost twice what we had in 1990; we have almost 5,000 teachers, more than twice what we had in 1990; we have close to 550 schools, more than twice what we had in 1990; and, yes, we are spending far more on education at 189 million, almost five times what we were spending in 1990.” (2010)

Indeed, achievements such as more schools and increased teacher training opportunities are to be commended. Notwithstanding the implications that education and change are represented by buildings, teachers, student enrollment and perceived academic competency, early childhood education, must be examined as the cornerstone for all of the other levels of education in Belize.

The United Nations Decade of Educational Sustainability (2005-2014) and (UNESCO, 2005) recognized that young children have capacities to be an active change agent and that early learning is important for fostering attitudes, knowledge and meaningful change. The importance of early childhood education has been emphasized in a forty-year longitudinal study in the State of Michigan, USA, with 123 (2 - 3 year old) low income African American students. Some students were placed in quality preschool programs and others in schools without such programs.

After 30 years of continuous monitoring, it was revealed that those who attended schools with early childhood programs had more graduates who completed elementary and high school had higher employment and earned better wages. Additionally, revealed in this longitudinal study is that early childhood programs can have a positive effect on performance. While there is a preponderance of literature and empirical studies emphasizing the importance of access to preschool programs, many children especially in rural areas, are not enrolled in preschools.

The Belizean Multiple Indicator Cluster Survey of (2006) revealed that one third (30.7 %) of children aged 36 - 59 months attended an organized early childhood program. Urban and rural region differentials are significant, showing (43.7%) of urban students and (20.7%) of rural students. Among children of this age attending preschool, attendance was most prevalent in Corozal (50.0%), Belize City (94.6%) and in Toledo (17.1%).

A review of Early Childhood Education in Belize currently shows that in 2012, there were 206 preschools and more personnel from the Ministry of Education to monitor and support such initiatives. Besides more schools, additional personnel and annual professional development training for preschool teachers; how well have we really prepared our teachers to teach our country's youngest students?

In Belize, most initiatives are not informed by empirical data. Often we do not systematically know what works or how it worked. Current research on maintaining effective practices among teachers by Abdullah and Parasuraman (2009) indicated that besides opportunities for teachers to develop subject matter; preschool teachers must be productive, skilled, and responsible. Consequently, we must assess and effectively plan to improve early childhood education in Belize.

Also, to be examined is that certified training in early childhood education is offered centrally by one institution. Training opportunities should be widely accessible to provide mandatory early childhood certification. Secondly, initiatives to educate young children must be informed by empirical data and the very best pedagogical approaches guided by a rational logical trajectory of explicit learning expectations. Stephan, Kasper, Harrison, Daunizeau, den Ouden, Breakspear and Friston (2008), remind of the power and authenticity with the need for pragmatic learning opportunities to bridge gaps between real and ideal learning environments.

There is also need to assess the extent to which the primary school system provides the fundamental and relevant skills to cater to the varying needs of elementary students. The primary school curriculum in Belize

focuses mainly on the development of cognitive skills with allocations for physical education, visual arts, dance and drama. Apparently, in the 21st century, we continue to operate out of a 19th century paradigm which declares that education is a process of knowledge. This traditional educational framework fails to address the varying needs of learners which require urgent redress.

In reality, after thirty years of independence, where are we in terms of opportunities to develop essential skills for higher educational pursuits and preparing students to become functional citizens? Issues' pertaining to preparedness and effectiveness at the primary level of schooling is briefly reviewed.

An important starting point to unravel developments at the primary level of education is to first reflect on Herbert Spencer's (1901), view that "Education has for its object the formation of character". To be questioned is to what extent does primary education promote character development? Does the national school curriculum provide explicit guidelines for promoting development of the 'whole person'? Spencer (1901), also suggested that education is not knowledge, but action. Does our system provide students with opportunities to engage in authentic learning tasks to acquire knowledge and skills essential for the world of work? Indeed, we must question where we are for in the modern world the importance of highly specialized scientific and technical education is well recognized and primary education is the cornerstone upon which opportunities for higher learning opportunities are established.

It is documented the level of education is compulsory. Implied is that we are cognizant of the importance of this vital level within our educational system and there is a need to retain students in schools. That is, the Belize Education Act, Chapter 36, Revised Edition (2000), refers to compulsory education as providing instruction and training suited to the ages, abilities and aptitudes of children between the ages of five and fourteen years. Also, described in this act are procedures for ensuring that parents are held responsible to ensure that students attend school during the mandatory years.

It is important to recognize that primary completion rate in Belize is described as the percentage of students completing the last year of primary school. It is calculated by taking the total number of students in the last grade of primary school minus the number of repeaters in that grade, divided by the total number of children of official graduation age. This formula for calculating completion rates reflects those who have transitioned through the eight years of elementary schooling.

Clearly, students who dropped out of school at the early years are not accounted for. While the precise number of students who complete primary school requires closer scrutiny, noted is that primary completion rate in Belize was (98.5%) as of 2010. The highest value was (98.9%) in 2009, while its lowest value was (88.9%) in 1995. Also noted is that the Belize Educational Digest (1998 – 1999) revealed the percentage of children who complete primary school in due course is (54.0%). This figure denotes that almost (46.4%) of students enrolled at the primary level are taking more than eight years to complete their primary education either because they are repeating several times or dropping out.

While no country can boast perfect completion rates, studies conducted by the Government of Belize and foreign observers in the mid 1980's indicated that between one-quarter to one-third of students enrolled at the primary level left school before they reached the age of fourteen. In Belize, no empirical study has been done to assess the root causes for school drop-outs and weak academic performance. Lack of knowledge to guide educational pursuits cannot be the order of the day.

Furthermore, for decades performance in the Primary School Examination is less than desirable in the core subject areas. While speculations such as; lack of adequate resources, parental support, and limited number of trained teachers are viewed as key determinants of low performance, we must strengthen and improve educational offerings. The EFA Global monitoring report (2005), reminds that education should allow children to reach their fullest potential in terms of cognitive, emotional and creative capacities. We must be cognizant that achievement of universal participation in education will be fundamentally dependent on the quality of education available. This has much to do with how well pupils are taught, how much they will learn, how regularly they attend and how long they remain in school. Indeed, a review of the Primary Educational system requires more extensive discussion to assess how best to improve the ways teachers teach and students learn.

Secondary Education must also be reviewed. Secondary Education refers to four years of schooling having completed the primary level of education. At this level, a number of efforts have been made to include the increasing number of secondary schools, financial reform and the development of curriculum resources including the standards for practice and opportunities for teacher training; particularly in the south of Belize. Even as efforts have been made to improve services the report, Tool Kit for Administrators, September (2010), notes, "We are spending far more on secondary education, but without corresponding results", which include:

1. Enrolment rates remain low, 3 out of every 5 high school aged children are not in high school;
2. Two out of every five Belizeans overall ever complete high school;
3. Trained teacher levels are very low, less than 1 in 3 are trained; and
4. Repetition and dropout rates are high

Reflected in this report, a major challenge at the secondary level is accessibility and educational quality. Reported from 1997 – 1999, only (23.1%) of the 11 - 20 year old population was participating in secondary education. For years too many youth are out of school and not acquiring life skills with too many involved in criminal activities.

One possible solution is to develop specialized training centers to cater to secondary school age students. Currently, Belize offers an established technical and vocational skills training center countrywide, but for whom? The entry requirement to these training centers, as illustrated through the Ministry of Education's Website, is as follows:

“Core programs offered at the ITVETs are at levels 1, 2 and 3. In order to enroll in Level 1, all applicants must:” (Ministry of Education, 2000)

1. be at least 15 years of age
2. have the equivalent of a second form level high school
3. sit for a diagnostic exam.

Many students are unable to gain access to secondary schools, unable to effectively read and write and are ill prepared to pass diagnostic examinations. Even as this project, costing \$16 million, funded by the Government of Belize with assistance from the Caribbean Development Bank; aims to provide education and skills training acceptable by the region. However, there is still need for well-developed skills training in every district to provide at-risk youth with marketable skills.

More intriguing is that data on enrollment in tertiary education is sparse; however, a UNESCO (2005) report revealed that only (1.5%) of Belizeans access tertiary educational opportunities. Implied is that while investments are high, as identified at all levels of education in Belize, the outputs are low.

Teacher Training

In addition, to a brief review of challenges and implications of the preschool, elementary, and secondary levels, an essential component that must be emphasized is the training of teachers. For decades the number of

trained teachers at all levels remained very low. Consistently, it has been reported that approximately (50%) of teachers at primary school level are trained. At the secondary level only (31%) of teachers are actually qualified by any teacher training standard.

I acknowledge, there have been a number of efforts to improve teacher quality and training initiatives. Currently, there is access to teacher training institutions in five of the six districts which also include, remote communities in the southern districts of Belize. The establishment of a Teacher Education and Developmental Services to safeguard the quality of teacher training programs is commendable.

Belize has also improved in its efforts to provide primary school teachers who lack pedagogy; with needed training to effectively teach at the primary school level. While efforts have been made to train teachers particularly those at the primary level, there is still need to ensure the quality of teacher education programs in the various institutions is of the highest standards. The question is who ascertains that standards are maintained? There is no account of the quality of teaching and whether courses and programs are effectively delivered. The National Commission on Teaching and America's future (2003), warns that although some teachers are better prepared than ever before, a growing number who serve the most vulnerable students enter teaching ill-prepared for what they must accomplish (Barnes, 2005). Therefore, even at the highest level of our educational system, we must ensure that providers are held accountable.

As Interim Dean and Assistant professor at the University of Belize, I am afforded the opportunity to work closely with teachers in training and to observe teachers in practice countrywide. While there is multiple evidence of good practice, there is also evidence of very poor practices. In conducting class observations of a research study to assess if teachers who have received initial teacher training were adequately applying skills obtained; I observed that most teachers taught in traditional ways, while others taught what I perceived to be nothing at all. A few resorted to old habits while a minority appeared motivated to teach.

While many principals work tirelessly to develop effective schools, all must embrace and assume full responsibility of holding teachers accountable. For too long, I have seen signatures of principals on lesson plans which do not represent content, standards and exemplary educational quality. While I have seen many examples of very good teaching, I have witnessed too many examples of superficial teaching with little or no effort to foster critical thinking skills and schema production.

Although these observations occurred in Belize City and Cayo Districts, it became apparent that additional monitoring and supervision of

teachers are required. This can only be achieved through the concerted efforts of the managing authorities and administrations of schools and the Ministry of Education personnel.

Conclusion

We are all responsible for the quality of education in Belize. For this to occur, schools must transmit a critical pedagogical approach to education. That is, schools must be designed for the purpose of enabling learners to acquire requisite skills, knowledge and attitudes for personal and social development.

The Ministry of Education must also be commended for its efforts to enact a quality school initiative. What does it mean to have quality schools? Who determines true quality? On what premise is quality determined and by whose standards?

Traditionally, good schools in Belize have been defined as those having passed testing and exams that appease the public's expectations of above average scores in national and regional examinations. While success is often measured by examination results, educational success is also determined by addressing challenges, retaining students, educating more and not less, developing skills and catering to the needs of our students.

So as we move beyond 2012, how do we improve education in Belize? There is need to:

- develop a comprehensive system to hold school managers, principals and teachers accountable for the quality of schooling and learning.
- increase educational facilities and provide support to ensure greater access.
- address educational services with emphasis on the quality of teaching and student achievement
- improve technical skills training to empower youths to contribute to Belize's development.

I close by repeating a quotation in the document entitled, *Education, Finance Reform, It's Fair* (2000):

“Today we have almost 100,000 persons enrolled in schools at all levels, almost twice what we had in 1990; we have almost 5,000 teachers, more than twice what we had in 1990; we have close to 550 schools, more than twice what we had in 1990; and, yes, we are spending far more on education at 189 million, almost five times what we were spending in

1990. Yet the increased spending has not been proportionately matched by increased outputs and outcomes.” (2000)

Finally, we must continue to promote high expectations for learning; collaborate with all stakeholders, embrace our responsibility to provide excellence in all educational endeavors, ensuring that our educational system is exemplary and worthy to be emulated.

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UNIVERSITY OF BELIZE EARLY CHILDHOOD STIMULATION CENTER FOSTERING LIFE SKILLS

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Introduction

The *University of Belize - Early Childhood Stimulation Center* opened its doors on September 26, 2005. It began operations with only six students and has grown dramatically to an enrollment of thirty two students with ages ranging from two to four years.

The center is just a stone's throw away from central campus of the University of Belize, located on Price Center Road next to the *George Price Center* in Belmopan, the capitol of Belize, Central America. It is situated within a serene and highly secured safe area. There is much space for the children to utilize, including: classrooms, kitchen, picnic area, restrooms and a play yard which is a high traffic area for the children to frolic and play; never forgetting there is also work to be done.

Background

The Early Childhood Stimulation center was the brainchild of Dr. Vilma Joseph, former Deans of the Faculty of Education and Arts at the University of Belize, including the assistance from Mrs. Elma Arzu, Mrs. Ethnelda Paulino and Mr. Amado Chan. Through their hard work and dedication, the center evolved and continues to develop.

Dr. Wilma Wright, UB interim Provost, and Dr. Priscilla Brown-Lopez, Interim Dean, from the University of Belize, come with much of their hard work efforts and commitment which have embraced the pre-school's intentions to prepare a child for primary school and for life.

It was through their initiatives that helped to develop the fundamentals of education to preschool and kindergarten age children within a nurturing environment. Furthermore, they also assisted in allowing the center to serve as a model school; fostering an educational symbiotic relationship with the center and the greater University of Belize community.

Goals

The goal of the stimulation center is to provide young children with basic skills for reading, mathematics, and additional learning skills for success in future schooling and life. The center also assists to provide young children with authentic activities that will stimulate their learning in an enjoyable manner and allow them to be independent and learn to survive. Learning takes place at the center in an interactive and meaningful way which is to developing children holistically.

One of the main purposes of early childhood education is to prepare a child for primary school. Early education engages a child's curiosity and uses it to help build knowledge and skills necessary for success later in school. Because young children are extremely curious, they will often stumble into unknown territory. They also encounter conflicts with peers and frustrating situations. Hence, preschool teachers avoid using negative experiences with children, (e.g. stress) and ignoring their interests and play. If children are not treated with love and care and respect, they learn to treat others negatively.

Through physical play and role-playing children learn valuable life skills. It may foster self-esteem and strengthen a child's imagination beyond playing house and cooperation--all of which are essential life skills.

Early education exposes children to problem solving utilizing strategies across the whole spectrum of the program. Positive reinforcement begins to help a child cooperate, share and take a turn. In order to be successful in school, children must learn to be appropriately social. Learning how to work in groups as a team is a big part of an early education developmental program. Often a reward or star system is implemented as an incentive.

Some of the academic and social benefits of attending preschool in Belize may include:

- ▶ Smooth transitions into formal primary school programs
- ▶ Less likely to repeat a grade level
- ▶ Higher probability of graduating from high school and college

- ▶ More likely to succeed at the university level
- ▶ Less likely to engage in negative social behaviors, (e.g. gang activities)
- ▶ Less likely to be arrested
- ▶ Less percentage of teenage pregnancy
- ▶ Have better family lives
- ▶ Higher percentage of being employed
- ▶ Finding a career
- ▶ Higher salaries and wages
- ▶ Healthier lifestyle
- ▶ Less child abuse cases

Conclusion

The *University of Belize - Early Childhood Stimulation Center* has solidified its status as a well- rounded and highly stimulating institution for the development of young children. With great expectations from parents, the community at large and with the assistance of its dedicated professionals, the preschool promises to cater to the multiple and unique needs of young children using innovative pedagogy and resources.

Director: *Feliciana Torres, MA*

CHAPTER TWO:

PROJECT TRENDS IN ‘SUBJECT AREAS’ OF LEARNING

READING OUR WORLD

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Introduction

Learners are stimulated by connecting their subjects to their worlds and their communities. It is in the student's community that learning will be used and reinforced outside of the traditional classroom. This chapter will provide examples from five diverse sections of the world where content learning is integrated successfully into the community context: the arts in Bourgogne, France; history in Scotland; literature in Ontario, Canada; political science in Buenos Aires, Argentina; and financial literacy in Ladyville, Belize.

In language research, there is a knowledge transfer theory known as, 'Fishman's Graded Intergenerational Disruption Scale', or GIDS (Fishman, 1991). Stage 6 on the GIDS is critical. Stage 6 is the stage where language will either be passed on, learned, in the home and the community, or die. Although GIDS only refers to language learning, it is equally applicable to learning other cultural knowledge. For those subjects and disciplines that we value most in our worlds, it is important that we connect the learning to the students' homes and communities. If there is no link to the student's everyday life, then there is no applicable use for that knowledge. Some of the most engaged, innovative educators know how to link the classroom to the economic community of the students: they know how to 'read our worlds'.

Bourgogne, France

In *Bourgogne*, France, the visual arts are a highly valued part of the community and hence an important part of the curriculum. As a result, in many schools, the community plays a vital role in connecting student learning to France's professional arts' industry.

Château de Sainte Colombe-en-Auxois, a gallery and museum in central France, hosts one group of secondary students each year. Curators

at the gallery and *atelier* (workshop) mentor groups of secondary students for weeks at a time to teach them the professional application of art in France. Secondary schools from the region submit themed project proposals to *Sainte Colombe*. The curators at *Sainte Colombe* then review the proposals for originality, design, and local practice. Each design theme proposal must have both an artistic outlook and a genuine use within the community, that is, proposals must have both form and function. Past themes, for example, have included, 'air', 'writing', 'wine' (*grands crus*), and 'baskets' (Figure 2.1, 2012).



Figure 2.1. 'Baskets' theme for visual arts students, France, 2012. Photo submitted by K. Smith.

Once a theme has been accepted, the group of students who submitted the theme leaves their secondary school to study with the artists at *Sainte Colombe* during the period of time needed to complete the project learning. The *Sainte Colombe* artists teach the students the following: various materials used in the student-led designs; where to find the materials locally, how to source them; how to cost the materials for a project budget; various ways the materials may be used and re-formed; and the history of crafting the source materials. Then, community members living near *Sainte Colombe* lend theme-related objects found in local homes and basements to the centre.

For instance, for the 2012 'baskets' theme, citizens lent old bee hives, brooms, chairs, and, of course, baskets to the design centre from their own homes. *Sainte Colombe* then used the locally-procured objects as a study in the varied types of woven reeds, grasses, and the range of house-hold

products produced from a basic 'basket weave'. The professional artists, acting as mentors, worked with individual students to produce artistic re-interpretations of these designs (ARCADE, 2012). The resulting pieces are exhibited over the summer months in the public gallery, with an admission fee.

In this way, secondary visual arts' students are engaged in learning to create artistic pieces from idea to reality, through the professional process of the identification and selection of materials; learning what the materials will do; designing the piece from its prior historical application; and completing a new art object for exhibit. Every member of the industry is directly involved in the student's learning: teachers, material suppliers, community members, and the professionals in the field. The student learning is therefore directly linked to its place in the community and industry.

Sainte Colombe, or ARCADE, is an example of the community integration in student learning at the secondary level in *Bourgogne*, but the same involvement exists in younger grades, as well. At Collège Dr. Kuhn, a middle school, for example, visiting curators are brought in to review specific artistic techniques with students. Specialists in the field, rather than generalists in the school, instruct the students.

When the author visited the school in 2013, for example, the classes were being instructed in cubanism and realism based upon the works of a local, ex-patriot painter, Douglas Gorsline. The professional curator at the Musée Gorsline came to the school three days a week. During each visit, the curator, or realism specialist, reviewed a new Gorsline painting, and the realism technique used. The actual works of art by Gorsline were brought to the school for study. Students would learn of the history, materials and the preparation involved in each Gorsline piece. Afterwards, students practiced the same techniques with the curator, in class, until they had mastered the Gorsline style of painting (*Figure 2.2*).

In this way, the professional mentor from the community industry was the direct source for student learning in that area. Students learned not only how the style of painting was created, but also had first-hand knowledge of where the style of art was exhibited and sold in their own community. Some of the students' work was publically exhibited on sides of buildings across the countryside. The link between learning and its career application was clear and relevant with the established community partnership.

The same community partnership exists between music students and professional musicians in Dijon, France.