

Education Alive!

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In this ISSUE

What is the C. P. E. A ?

Questions
&
Answers
p. 2-3

Getting it Right from the Onset!

Early Childhood
Standards
p. 3-4

Windward Island School Games

p. 5

Meet the TEAM!

The Education
Media Unit
p. 6

THE MINISTRY OF EDUCATION
Caribbean Primary Exit Assessment
C.P.E.A

2014 The Caribbean Primary Exit Assessment (CPEA)
WILL REPLACE the Common Entrance Exam

The CPEA caters for all students through:

- Guidance
- Motivation
- Reflection
- Feedback

St. Vincent and the Grenadines

Ready set GO...
CPEA
- teacher

We're in this TOGETHER!
- parents

2013
C. P. E. A
Implementation

2014 and Beyond...

Well Done!
We've made it!

COMMON ENTRANCE

RESULTS

C. P. E. A

Linkages between school, home & community are important
For more information, please visit www.cxc.org or call (784) 457 1104 / (784) 457 1466



C. P. E. A Is here!

A New Assessment

“My son was an A-student throughout his primary years. On the day of Common Entrance, he woke up with the flu. All I could do was to give him medication and pray,” one father explained. “I think his performance on that day did not reflect his capability.”



Belair Government School

For decades, Vincentians cried foul at the national Common Entrance Examinations. Many persons lamented that this ‘one-shot’ testing of students after seven years of primary education was unfair, unreasonable and out-dated. A new assessment model is here. All stakeholders in education must embrace it for the benefit of all students. From 2014, all students leaving primary schools in St. Vincent and the Grenadines will be assessed under the Caribbean Primary Exit Assessment Model.

What is the CPEA?

The Caribbean Primary Exit Assessment (CPEA) is an assessment model that utilizes principles of both formative and summative assessment. This means that the knowledge and skills that students learn during their years at primary school would be evaluated over a period of time. These knowledge and skills are referred to as ‘literacies’ and will be assessed in Mathematics, Language Arts, Science and Social Studies.

- Would Mathematics, Language Arts, Science and Social Studies be the only subjects that would be taught in school?

No, teachers would be required to teach the entire primary school curriculum to ensure that well- rounded citizens are developed.

- Will teachers be required to teach a new curriculum?

No, teachers will not be required to teach a new curriculum.

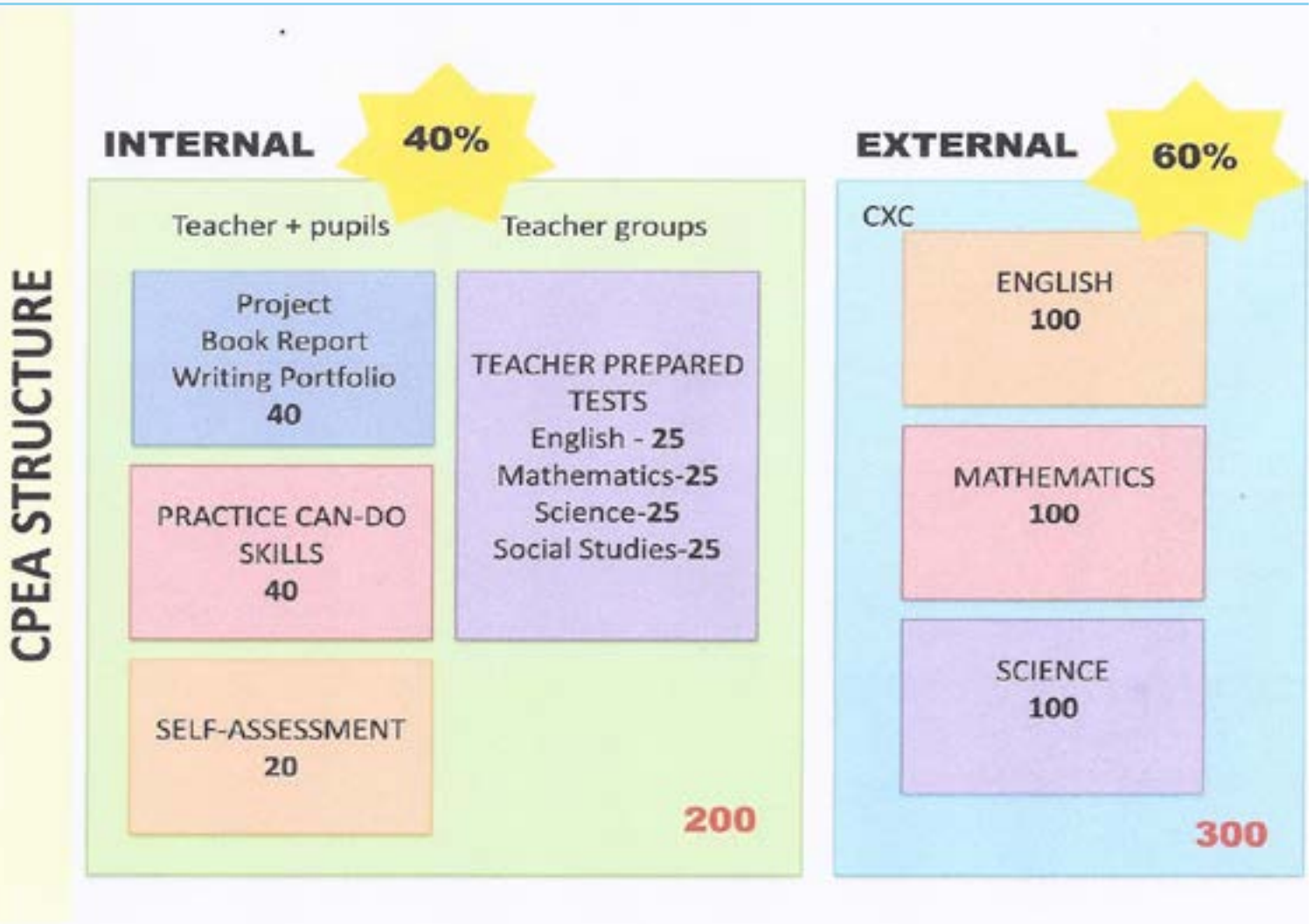
- How will pupils be assessed differently under the CPEA model?

Under the CPEA, both formative assessment and summative assessment are important to the students’ overall performance. Formative assessment means that at different times in the classroom environment, students would be assessed in the various literacies and guided to improve their performance. This is intended to provide the students with more than one chance to gain competence in the literacies required to access secondary education. Summative assessment means that at the end of primary school, students would be tested, under examination conditions.



Lowmans Leeward Anglican School

C. P. & A



CPEA STRUCTURE

Figure 1: CPEA Structure

How is this different from the Common Entrance Examinations?

The students' final scores for entry into secondary schools would be taken from both the formative and the summative assessment processes. This means that every child will have the opportunity to gain up to 40% of their final mark before sitting the external examinations. The other 60% will come from the day of the final exams.



Getting it Right from the Onset!

All of a child's early experiences, whether at home, in child care, or in other preschool settings, are educational. At present, in St. Vincent and the Grenadines approximately 70% of children younger than five years regularly attend some type of out-of-home child care or early childhood programme. There is now more than ever a greater awareness of the importance of early childhood education. Not only so, but most parents seek to determine the quality of services offered in preschool settings before selecting a preschool for their children.



Classroom environment at the Edinboro Early Childhood Centre

The recently conducted Quality Assessment Survey of the Early Childhood Settings has revealed that there are still too many preschools and daycare centres that offer substandard services. Reports indicate that the programmes offered in these settings are inadequate; some preschools tend to equate learning with the colouring activities. This is certainly unacceptable.

When care is consistent, developmentally sound, and emotionally supportive, there is a positive effect on the child and the family. Children exposed to a poor - quality environment, whether at home or outside the

home, are less likely to be prepared for school demands and more likely to have their socio-emotional development derailed. The inadequate outcomes of children in poor-quality programmes often cannot be fully remedied in the formal structure of the K-12 educational system because of the need for non-educational services and we have not fully established intervention strategies for children who are developmentally delayed.



Independence Exhibition, Headstart Pre-School

There are a number of factors that indicate whether the quality of an early childhood programme will facilitate learning.

The most important indicator of a high quality programme is the staff. Preschool teachers who contribute to this are in most cases well-educated and experienced. It is important to note that many preschool operators possess years of experience and use this as an excuse for not accessing qualifications that would equip them for the cohort of children in the 21st century.

Secondly, quality of services, particularly the programme being offered, is affected by the ratios and group sizes. It is unfortunate that preschools, even though they are bursting at the seams, still accept children rather than referring the parents to other preschools that offer similar services.

Childhood teachers also need adequate time to focus on and interact personally with children during programming activities. This cannot be done if their groups are too large for them to control. If teachers are unable to spend time interacting with individual children during the learning period, then the benefits of their experience or expertise will be limited.

Thirdly, programmes must be guided by a child development curriculum. Children who attend such preschools demonstrate better math and language skills, better cognition and social skills, better interpersonal relationships, and better behavioral self-regulation than

do children in childhood settings where the programmes are superficial and lack proper organization. This is just the “tip of the iceberg” in dealing with what is expected in an early childhood classroom.

It’s time we all recognize that the focus on the education of children should not begin with kindergarten. To do so would be to ignore the science of early development and deny the importance of early experiences. It is imperative that we improve the quality of programmes offered in our early childhood settings. High quality early childhood programmes are too vital to be brushed aside.



Fisheries - Tots in Marine Life



Brief History of the Windward Island School Games

by Dr. Kenneth John



Four teams... One dream

The Inter-School Tournament among the Windward Islands was inaugurated in 1922 through the instrumentality of J.F Blackman of St. Mary's College, St. Lucia and our own headmaster Mr. F.W Reeves, in whose honour "Reeves House" had been named.

The first three tournaments (1922, 1923, and 1924) involved only St. Lucia and St. Vincent, with Grenada's entry to the circuit in 1925. Although Dominica had qualified for admission after shifting constitutionally from the Leewards grouping to the Windward Islands in 1940, owing to a suspension of the competition during the war years, it was not until 1947 (in Grenada) that all four islands participated for the first time.

With the post-war resumption, the tournaments continued to be a yearly affair until soaring costs to host the competition forced it to become biennial after 1950. The competition continued biennially for

another two decades or so until an astronomical rise in footing the bill rendered it unfeasible.

After an absence of some fifteen years however, the tournaments resumed as it dawned on islanders that the Games fulfilled a role in bringing the islands together and ought to be resuscitated, whatever the material costs. Indeed, we in these parts should be prepared to pay almost any price to establish a living institution that ensures our continued existence. The tournaments have a serious role to play in getting these islands together, so essential for their very survival, Government and people must cooperate fully in a most worthwhile venture.

COMING SOON!

Meet the Team !

S.V. G Education Media Unit



Marla Nanton
The Voice of the Unit



Tamara Barrow-Williams
The Equipment Specialist



C. RoseMarie Lewis
The Face behind the Designs



Shaun Millington
The I.T Guy