Jamaica Teachers’ Association

EDUCATION CONFERENCE 2015

Reaching Every Learner—Understanding the Brain: New Insights on Learning and Brain Development

LEARNING STRATEGIES  INNOVATION

INSIGHTS  BRAIN DEVELOPMENT

HOW STUDENTS LEARN

April 8-10, 2015
The Hilton Rose Hall Resort & Spa, Montego Bay, St. James
Teachers! Thanks for playing your part!!!

WIN your share of $400,000

Each school principal is invited to nominate one teacher from his or her school who shines within and beyond the classroom.

The winner will get $100,000 deposited to their JTA Co-op Credit Union Share account and the school submitting the winning nomination will also get $100,000 to fund an education related project at that school.

2 teachers will be selected as runners up and will each receive $50,000 to their Shares accounts and their respective schools will each get $50,000 to fund an education related project.

Nominees who qualify must:

1) Have a proven track record of inspiring and motivating students to learn by going the extra mile

2) Display exemplary leadership within the school community

3) Generally display respect for colleagues, students and parents

4) Display of patience and passion for the job

5) Must be highly respected and admired by colleagues, students and parents

6) Must be a teacher for at least 3 years

7) Be a member in good standing of the JTA Co-op Credit Union for at least one year

8) Have at least a first degree

9) Be a member of the JTA

Entry forms and details are available at www.jtacreditunion.com and on our Facebook page. Submissions can be made at any JTA Credit Union location islandwide on or before April 20, 2015.
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Conditions Apply
Let me take this opportunity to welcome all participants to the annual education conference and I know that at the end, you will all leave with new insights and fresh knowledge about the brain.

The carefully selected theme of this conference, “Reaching Every Learner: Understanding the Brain—New Insights on Learning and Brain Development” underlines the commitment of the JTA to the education of the nation. In essence, it is about “reaching every learner...”

It is my belief that the discourse at this conference will result in all participants being armed with resources, knowledge and a heightened confidence to better reach your charges, irrespective of their learning disabilities or challenge.

This conference focusing on the brain, is by itself a subject of fascination, awe and even confusion over mankind’s history and development, as such, we look forward with great expectation of what the days ahead hold.

In this our 50th year, this conference underlines the belief of the JTA that we must keep providing opportunities for professional development of our members, through intellectual engagements such as other cross fertilization of ideas and methodologies that prepare us to be as good as we can be as educators.

We are the leaders, let us display this in the strongest ways possible by doing what is expected of us as educators.

Let’s continue to grow professionally as we Unite and Serve.
JAMAICA TEACHERS’ ASSOCIATION

in association with the
Ministry of Education

presents

Education Conference
2015
The Ministry of Education extends a warm welcome to all the distinguished speakers and participants of the Jamaica Teachers’ Association Education Conference 2015. There is a growing acceptance that solving Jamaica’s educational challenges is urgent and requires the concerted efforts of all stakeholders.

This colloquium provides an opportunity for educators to convene and share strategies to achieve optimal outcomes in teaching and learning.

The theme “Reaching Every Learner – Understanding the Brain: New Insights on Learning and Brain Development” is appropriate, as you explore ways of improving student outcomes through studies on how they learn and the causal relationship between neuro-science and teaching and learning.

I believe all the participants will benefit substantially from this conference through the presentations of expert speakers and exchange of ideas with one another.

Best wishes for a productive and successful symposium.
I am very happy to be associated with this year’s Education Conference in a very meaningful way. My position of Secretary General has brought me closer to the inner workings of the JTA. It therefore gives me great pleasure, joy and satisfaction to salute all the persons who have been investing their “brain” to ensure that this conference is the success it ought to be.

I am very impressed with the level of co-operation displayed by the various committee members. The willingness to share ideas and the kind of synergy that was engendered, speak well for the future of education in this country.

It means that we are going to have an exciting and educationally-robust conference.

Our theme: “Reaching Every Learner: Understanding the Brain – New Insights on Learning and Brain Development” suggests that this excursion down the brain’s super highway will cause us as educators to observe more closely the signs and directions that will improve our pedagogical skills.

May we all be empowered and energized from this conference experience.
The Jamaica Teachers’ Association is once again pleased to be able to host this Annual Education Conference. In keeping with our mandate to facilitate the in-service education and the professional development of our members, this year’s conference focuses on brain-based education under the theme: Reaching Every Learner: Understanding the Brain—New Insights on Learning and Brain Development.

Some may critically ask, So what’s new? Isn’t education brain-based?

This conference is deliberate as we seek to broaden the horizon of education generally and focus on specific matters relative to how children learn and the socio-economic and neurological factors which facilitate learning.

We have sought to draw from all aspects of the educational endeavours to assemble a team of experts to make this conference interesting and fulfilling.

It is the hope that the interest kindled by the discussions will stimulate discussions well beyond the conference and will shape education policies in the future.

I wish to extend our deep appreciation to our Keynote Speaker for agreeing to come to Jamaica to share her knowledge and experience. To the other main presenters, panelists and moderators we do appreciate your participation. We thank you for your commitment and contribution to what promises to be a very successful conference.

I wish also to use this opportunity to recognize the invaluable contribution of the members of the Planning and Programmes Committees, who travelled from across the island at various times, including early mornings, to attend meetings to ensure the success of this conference. ‘Well done thou good and faithful servants.’

Sincere thanks also to our participants for valuing the importance of continuous professional development and investing your time and finance, despite the economic constraints, and attending this conference.

Best wishes for a productive and rewarding experience.
Secretary for Professional Services & Chairman, Conference Programmes Committee

Charmaine E. Gooden Monteith

The JTA’s Brain-based Education Conference is timely, as globally more interest is peaked in how neuro-science can assist educators to improve teaching and learning.

Every year each President selects an area of focus that will assist teachers to improve their pedagogy and to highlight world trends in education. The theme for this conference is Reaching Every Learner: Understanding the Brain-New insights on Learning and Brain Development. The Keynote Address will be delivered by Dr. Donna Wilson, Psychologist and Head of the BrainSmart Education Programme at the Nova Southeastern University, Florida.

There are many variables that impact on teaching and learning and often times teachers and Principals are blamed for the poor performance of some students.

It is my view that teachers and Principals need professional development support to ensure that the diverse needs in the classroom are catered to.

The objectives of the Conference are to examine the causal relationship between neuro-science and teaching and learning, to explore ways to improve student outcomes by understanding how the brain works, among others. The conference aims to encourage policy makers to consider a paradigm shift to how Educational Policy is developed.

I am eternally grateful to the members of the Programmes Committee who were dedicated and very efficient. These persons were drawn from many institutions of higher learning in academia along with other organizations that offer educational services. Special thanks to Mrs. Yvette Reid for her advice and the sharing of knowledge on brain-based education. It took “a lot of brains” to get the job done.

As participants, you will experience this interesting and meaningful conference programme as you select from the many options available, as you choose sessions to attend. We carefully selected the Presenters too.

Congratulations to all the Principals who sponsored teachers and to those educators who have paid their way. It is hoped the Pre-Service Teachers, Lecturers, Education Officers, and School Board Chairmen will attend this conference.

The Minister of Education, Parents, the Jamaica Teaching Council and the Jamaica Tertiary Education Commission have all been specially invited to participate in the conference. Improvement in our education system requires all the relevant stakeholders to be on board and to be a part of the conversation. Continuous professional development and change in policy are key ingredients to enhancing quality education for all.

As the Jamaica Teachers’ Association continues to lead the way in providing ongoing professional development activities for teachers, let us continue to Unite and Serve. This is a Call to Action.
Welcome to the Education Conference, 2015 which is being held under the theme: Reaching Every Learner: Understanding the Brain: New Insights on Learning and Brain Development.

The Jamaica Teachers’ Association is cognizant that as educators we have to constantly reassess the way we approach teaching and learning. In this regard we promote a new paradigm driven by research and practice. We are also aware that policy makers and educators globally are using recent developments in neuro-science to assist educators to improve teaching and learning, hence our promotion of this area of research.

Our Brain-based Education Conference for 2015 focuses on understanding the brain. The conference presentations cover a variety of topics which will enable teachers, Lecturers, and Principals from different educational levels to get a better understanding of how the brain works from the psychological, educational, technological and social perspectives.

The JTA prides itself with staging an Education Conference each year to improve pedagogy, to enhance learning and to empower educational leaders and other stakeholders in education to deal with the multiplicity of roles and issues that they grapple with daily.

There are many variables that impact on teaching and learning and, as we do our part to improve student performance and enhance educational outcomes, we encourage our stakeholders to collaborate with us. We believe that as teachers and Principals are exposed to various educational approaches, this will help to reposition the education system. Understanding the brain can help open new pathways to improve education research, policies and practice (OECD, 2007). The business of learning and classroom experiences cannot be divorced from the processes of the brain. This conference is therefore significant for the interface that it brings between the brain and learning.

As participants you will have many options to choose from as we selected the best topics and internationally-acclaimed presenters for the conference. The Keynote address will be delivered by Dr. Donna Wilson, a pioneer who has been applying research from the transdisciplinary field of mind, brain, and education to practice for pre-service and in-service teachers and educational leaders.

Dr. Wilson is adjunct faculty and lead developer of the Ed.D. minor in Brain-Based Leadership, Educational Specialist degree in Teacher Leadership, and Master’s degree in Brain-Based Teaching with the Abraham S. Fischler School of Education at Nova Southeastern University, Florida.

We are hoping that this conference will be more than a talk shop and that all Teachers Colleges, local Universities and institutions training teachers and Principals and those offering Professional Development will add Modules in Neuro-Science in education to their course offerings.

In addition, we expect that the policy makers will address the research findings as new policy is drafted and we believe that parents and civil society need to have a better understanding of the variables that affect students’ outcomes.

Let us continue to Unite and Serve as we promote quality education for all and continuous professional development for our educators at all levels of the system. We believe that “every child can learn and every child must learn”.

Conference Objectives

- To explore the causal relationship between neuro-science and teaching and learning.
- To explore ways of improving student outcomes through studies on how they learn.
- To share policy-oriented recommendations to facilitate teacher professional development activities to meet the diverse needs of students.
- To collaborate with the relevant stakeholders in support of school improvement
- To establish scientific groundwork on how the brain functions that will inform research, policy creativity, practice and innovation.
Highlights of 2014 Conference

Keynote speaker, Dr. Dennis Shirley, Professor of Education, Lynch School of Education, Boston College addressing last year’s conference.

Participants of the 2014 conference sharing in the opening of one of the sessions.

Former Mico University College President, Dr. Claude Packer delivering his presentation at last year’s conference.

Members of the JTA and the Education fraternity participating in devotions at last year’s conference. Devotions form an integral part of the annual sessions.

Oh Thank you!!! This seems to be the message JTA President Doran Dixon is sending while he hugs Secretary, Professional Services, Charmaine Gooden Monteith.

Three teachers who attended the conference participating in an interview with Althea McKenzie, host of Independent Talk on Power 106FM.

Dr. Adolph Cameron, former Secretary General giving his usual instructions at the 2014 Conference at the Hilton Hotel in Montego Bay.

(Left) Dr. Janice Cover, Assistant Supervisor of Schools in Florida and keynote speaker, Dr. Dennis Shirley, (right) chats with Public Relations Officer Leaon Nash at the 2014 conference.

Members of the TIP Friendly Society led by its Marketing Manager Annette Fraser (center) sharing in the conference.

Students from Kidz Hub participating in the conference. The students most of whom were from the Allman Town Primary School, used the opportunity to showcase their broadcasting skills.
JAMAICA TEACHERS’ ASSOCIATION
EDUCATION CONFERENCE
APRIL 8-10, 2015
THEME: Reaching Every Learner: Understanding the Brain-New Insights on Learning and Brain Development

PROGRAMME

DAY 1 – WEDNESDAY, APRIL 8, 2015

8:00 a.m. – 11:00 a.m.  REGISTRATION

11:00 a.m. – 1:00 p.m.  OPENING SESSION

Chairman:
Devotion
Welcome

Remarks
Mr. Doran Dixon, President JTA

Greetings
Hon. Rev. Ronald Thwaites, Minister of Education

Conference Overview
Mrs. Charmaine Gooden Monteith, Secretary, Professional Services, JTA

Keynote Speaker
Dr. Donna Wilson
Psychologist & Head of the BrainSmart Education Programme
Nova Southeastern University

Cultural Presentation

Vote of Thanks: Mr. Norman Allen, President Elect, JTA

Announcements

1:00 p.m. - 2:00 p.m.  LUNCH

2:00 p.m. - 3:00 p.m.  PLENARY

Topic: Neuropsychology of Learning Disorders

Presenter: Dr. Dennis Edwards, Clinical Neuropsychologist
Department of Psychology, UWI, Mona

Moderator: Mrs. Charmaine E. Gooden Monteith
3:00 p.m. – 4:00 p.m.  PLENARY
Topic: The Socio-Economic Inequality and Its Impact on Brain Development and Learning
Presenter: Mrs. Yvette Reid, Education Consultant
CEO Vanhorne Foundation
Moderator: Dr. Cynthia Onyefulu

DAY 2 – THURSDAY, APRIL 9, 2015

8:30 a.m. – 8:45 a.m.  DEVOTION

9:00 a.m. – 10:00 a.m.  PLENARY
Topic: How the Brain Works
Presenter: Dr. Carl Bruce, Consultant Neurosurgeon
Department of Surgery, UWI
Moderator: Mrs. Charmaine Gooden Monteith

10:00 a.m. – 10:30 a.m.  B R E A K

10:30 a.m. – 11:30 a.m.  CONCURRENT SESSIONS

Topic 1: BrainSmart Teaching and Learning Strategies
Presenter: Dr. Donna Wilson
Psychologist & Head of the BrainSmart Programme
Nova Southeastern University
Moderator: Mr. Devon Meek

Topic 2: Gender-Based Education: How Boys Learn
Presenter: Dr. Christopher Clarke, Principal, Shortwood Teachers’ College
Moderator: Ms. Grace Hughes

Topic 3: Executive Function of the Brain and Children's Behaviour
Presenter: Dr. Pauline Watson-Campbell
Educational Psychologist & Occupational Therapist
McCam Child Care Development Centre
Moderator: Mrs. Dawn Singh-Gilmore

Topic 4: The use of Educational Games to Stimulate Brain Activity
Presenters: Mrs. Davia Bryan Campbell and Mr. Jonathan Bailey
Training Officers, e-Learning Jamaica
Moderator: Mrs. Adelle Brown
11:30 a.m. – 12:30 p.m. CONCURRENT SESSIONS

**Topic 1:** Family Literacy
**Presenter:** Dr. Hixwell Douglas – ACEO
Special Education Unit, MoE
**Moderator:** Ms. Kaydian Scott

**Topic 2:** Pre-Service Teachers’ Use of Meta-Cognition and Theory of the Mind to Enhance their Own Learning
**Presenter:** Dr. Gareth Phillips, Lecturer, UTECH
**Moderator:** Mr. Juno Gayle

**Topic 3:** Neuropsychology of Assessment – Going beyond the Misdiagnosis of Laziness
**Presenter:** Dr. Dennis Edwards, Clinical Neuropsychologist
Department of Psychology, UWI, Mona
**Moderator:** Dr. Austin Wright

**Topic 4:** Aspects of the Effects of the Sonic Culture of Music on Cognitive Architecture and Brain Plasticity and, therefore, its Role in Facilitating Human Learning
**Presenter:** Professor Marilyn Anderson
Vice President, Academic Administration, NCU
**Moderator:** Mrs. Ena Barclay

12:30 p.m. – 1:45 p.m. LUNCH

2:00 p.m. – 3:00 p.m. CONCURRENT SESSIONS

**Topic 1:** Executive Function of the Brain and Children's Behaviour
**Presenter:** Dr. Pauline Watson-Campbell
Psychologist & Occupational Therapist
The McCam Child Care Development Centre
**Moderator:** Mr. Jimmt Dawes

**Topic 2:** Diagnosing and Predicting Student Learning Outcomes: Results of Learning and Study Strategies Inventory
**Presenter:** Dr. George Dawkins
Vice Principal, Academic Affairs & Research
Shortwood Teachers’ College
**Moderator:** Mr. Basil Benjie
Top: 3  Understanding Giftedness and Meeting the Needs of Gifted Learners in the Jamaican Classroom
Presenter:  Dr. Clinton Beckford, Professor, University of Windsor, Canada
Moderator:  Dr. Knola Oliphant

Topic: 4  Music Perfect Pitch – Project to inspire Literacy and Learning First Global
Presenters:  Mr. Marlon Williams
SEO Ministry of Education
Mrs. Yvonne Miller-Wisdom
Principal
John Rollins Success Primary School
Moderator:  Mr. Devon Meek

3:00 p.m. – 4:00 p.m.  Round Table Discussion
Topic:  Brain Based Education: A Paradigm Shift in Education Policy
Presenters:  Mr. Doran Dixon
President, Jamaica Teachers’ Association
Mrs. Maxine Henry Wilson
Executive Director, Jamaica Tertiary Education Commission, UWI
Dr. Dennis Edwards
Neuropsychologist, Department of Psychology, UWI
Dr. Winsome Gordon, O.D.
Executive Director, Jamaica Teaching Council, Ministry of Education
Mrs. Yvette Reid
Education Consultant, CEO, Vanhorne Foundation
Mr. Richard Dennis
Chairman, Region 4
National Parent Teachers’ Association of Jamaica
Mr. Garth Anderson
Principal, Church Teachers’ College
Dr. Viviene DeOkoro
National Delegate to the World Conference for Gifted and Talented Children, Ministry of Education
Moderator:  Darien Henry, Broadcast Journalist, Educator and School Inspector
DAY 3 – FRIDAY, APRIL 10, 2015

8:45 a.m. – 8:55 a.m.  Registration

9:00 a.m. – 10:00 a.m. - Plenary
Topic:  The Role of Video Games and Animation in Enhancing Cognitive Control and Motor skills
Presenter:  Rector Gregg Harrison, ICT & Animation Consultant
Moderator:  Mr. Clayton Hall

10:00 a.m. – 10:30 a.m. - BREAK

10:30 a.m. – 11:30 a.m.  CONCURRENT SESSIONS

Topic: 1  Gender Based Learning Strategies
Presenter:  Dr. Leith Dunn
Senior Lecturer
Head, Institute for Gender & Development Studies
UWI, Mona
Moderator:  Ms. Stephanie Wright-Grant

Topic: 2  Brain-based Development on Android Tablet Computers using Lumosity
Presenter:  Mr. Peter Wright, CEO, Digital Education Services, Lumosity
Moderator:  Mr. Garth Anderson

Topic: 3  The Inclusive Classroom for Early Childhood Development – Brain-based Implications
Presenter:  Dr. Polly Bowes Howell, Acting Director, VOUCH
Moderator:  Ms. Maxine Anderson

Topic 4:  Active Learning and Assessment Strategies in STEM Classrooms
Presenter:  Professor Simon Yalams
Dr. Cynthia Onyefulu
Dr. Shermaine Barrett
Faculty of Education and Liberal Studies, University of Technology
Moderator:  Mrs. Novlet Plunkett
Our Mission

The Jamaica Teachers’ Association is a democratic organization dedicated to the professional, financial and social advancement of its members and the promotion of the highest educational standards for the country.

Our Vision

To be the regional bench mark for teacher membership organizations; setting standards of excellence in service delivery and commitment to National development through education.

11:30 a.m. – 12:30 p.m.
Testimonials
Topic: Sharing Experiences about the Conference / Specific Brain-Based Best Practices at their School

Conference Participants

Moderator: Mrs. Charmaine E. Gooden Monteith

12:30 p.m. – 1:30 p.m.
LUNCH

1:30 p.m. – 2:30 p.m.
CLOSING PLENARY

Moderator: Mrs. L. J. Spencer-Jarrett
Dr. Donna Wilson
Psychologist & Head of the BrainSmart Education Programme, Nova Southeastern University

Profile

Dr. Donna Wilson is an author, psychologist, university faculty in teacher education, and former teacher. A teacher educator for the past 20 years, Dr. Wilson is a pioneer in applying implications of research from the transdisciplinary field of mind, brain, and education to practice for preservice and in-service teachers and educational leaders. She is adjunct faculty and lead developer of the Ed.D. minor in Brain-Based Leadership, Educational Specialist degree in Teacher Leadership, and Master’s degree in Brain-Based Teaching with the Abraham S. Fischler School of Education at Nova Southeastern University. Her current university work grew out of a three-year Florida Department of Education action research initiative, a project funded through an Annenberg Challenge Grant, and earlier work as faculty chair of education at the University of Detroit Mercy.

Dr. Wilson grew up in a rural, mostly poor county in Oklahoma. She began her career as a classroom teacher in Oklahoma, where she realized that many of her students were not benefiting from standard teaching practices. In search of ways to improve student learning, she became a school psychologist and went on to conduct more than 1,000 diagnostic assessments. In the process, Dr. Wilson discovered that the majority of students had the potential to achieve more academically but had not been taught the cognitive and affective skills they needed to do so. She then returned to the classroom to coteach and conduct action research, with a focus on guiding children to learn and use cognitive, affective, and metacognitive strategies. The positive impact of that approach and research led Dr. Wilson to seek out opportunities to share with other teachers the implications of mind, brain, and education research to improve student learning and achievement.

Today, graduates from the M.S. and Ed.S. degree programs in Brain-Based Teaching that Dr. Wilson helped to develop are supporting student achievement in 47 U.S. states, Canada, Japan, South Korea, China, the United Arab Emirates, Bermuda, Malaysia, Vietnam, Guam, France, and Germany. Dr. Wilson is the author of more than 30 books and professional articles for educators, including, most recently, Five Big Ideas for Effective Teaching: Connecting Mind, Brain, and Education Research to Classroom Practice (Teachers College Press, 2013) and Flourishing in the First Five Years: Connecting Implications from Mind, Brain, and Education Research to the Development of Young Children (Rowman & Littlefield Education, 2013). Currently, she has three texts in press or in development: Positively Smarter: Science and Strategies for Increasing Happiness, Achievement, and Well-Being (Wiley, scheduled for publication in August 2015), Mind, Brain, and Teacher Leadership: Leveraging the POWER of Purposeful Collaboration (Teachers College Press, scheduled for publication in Fall 2015), and Innovating Minds: Keys to Learning and Teaching Creative Thinking Skills (Wiley, scheduled for publication in 2016).
Dr. Wilson has led professional development for more than 75,000 educators in 35 states and internationally and has presented at such conferences as ASCD, Learning Forward, Title I, National Association of School Psychologists, National Association of Elementary School Principals, National Association of Secondary School Principals, International Reading Association, American Educational Research Association, International Association for Cognitive Education and Psychology, American Association for Colleges of Teacher Education, and Cambridge University’s 2014 Implementing Implementation Science Conference.

Dr. Wilson’s passion is to put implications of current research into practice so all students can reach more of their unique learning potential. She serves as head of academic affairs for BrainSMART and the Center for Innovative Education and Prevention (CIEP).

Abstract - Introduction to BrainSMART Teaching: Science, Structures, and Strategies for Increasing Student Learning

In this engaging keynote, international author and speaker Dr. Donna Wilson will share key mind, brain, and education research on how students learn and translate these findings into a framework for effective teaching. She will bring research to life by modeling practical strategies for putting this framework into practice in classrooms.

The central focus will be on factors identified in research to have a significant impact on student learning. These include ensuring positive engagement, helping students make meaning, sustaining focused attention, supporting retention and retrieval of relevant content, and facilitating the transfer of knowledge and skills for greater academic achievement. Undergirding the presentation will be a focus on metacognition, or thinking about thinking with the goal of improving learning. Of the many variables that influence effective teaching and learning outcomes, metacognition has been shown to be among the most significant.

Breakout Session
BrainSMART Teaching and Learning Strategies

In this session the emphasis will be on popular and practical strategies for increasing student learning. Dr. Wilson will model strategies shared with over 150,000 teachers and give examples of how graduates of the brain-based teaching programs at NSU are successfully applying what they have learned in their studies.
Profile

Professor Marilyn Anderson has been a Music Educator since 1964 and is the Vice President of Academic Administration at Northern Caribbean University (NCU).

Professor Anderson has served as Chair for the Department of Music and Dean of the College of Humanities, Behavioural & Social Sciences, at Northern Caribbean University (NCU). A Licentiate of the Royal Schools of Music in London, Prof. Anderson earned her Doctorate in Curriculum and Instruction from Florida International University after graduating from Eastern Michigan University with a Bachelor in Business Administration and a Bachelor and Masters Degree in Music Education.

In addition to her mainstream courses in music education, she did courses in orchestral conducting, choral conducting, and piano performance, studying with Dada Mehta, cousin of Zubin Mehta, world famous orchestral conductor.

As part of her teaching internship, Prof. Anderson taught at the Peterson-Warren Academy in Michigan where she restructured the music curriculum to lay the foundation for the success that the music programme continues to enjoy today.

In particular, she was responsible for the choral and band programmes. She has also reformed the curriculum of the Music Department at NCU and introduced courses in music studio technique and music composition and arranging.

In addition, she obtained funding to purchase the Department’s first set of steel drums that led to the introduction of a Minor in Steel Pan. As a result of Prof. Anderson’s initiative, the Music Department of NCU now supports several choirs, a steel pan ensemble, a concert band, and a symphony orchestra.

Under her leadership, many Gold Medal awards from the Jamaica Cultural Development Commission have been received by her choirs, piano and voice students. In 1993 and 1995, respectively, she received the Omega Awards of Excellence for Best Choral Performance and Outstanding Music Educator.

In 2001, Professor Anderson became the first Director of the National Adventist Choir, a position she continues to hold. She has written and published several articles in various magazines and newspapers, locally and overseas, and recently published her book entitled Readings in Music Education: Philosophical and Educational Perspectives.
Profile
Shermaine Barrett (Ph.D., Work and Human Resource Education, University of Minnesota, USA) is a Senior Lecturer in the School of Technical and Vocational Education, Faculty of Education and Liberal Studies at the University of Technology, Jamaica.

The subject of STEM infused TVET has been a major interest for Dr. Barrett in recent years. As such she has conducted a number of workshops on the STEM methodology and presented a number of peer reviewed conference papers on the subject STEM education.

Dr. Barrett is particularly interested in teaching methodologies that encourage the active involvement of students in their learning. Other areas of research interest include inclusive education, sociology of education and teacher education.

Profile
Cynthia Onyefulu is an Associate Professor and the Vice-Dean in the Faculty of Education and Liberal Studies at the University of Technology, Jamaica. She holds a PhD in Educational Psychology with focus on Psychometrics from the University of Alberta in Canada.

She is also a visiting Fellow in Educational Development at the Center for Teaching and Learning in the University of Windsor, Canada.

Ms. Onyefulu’s research interests include classroom assessment practices, programme evaluation, and research management and methodology. She may be contacted at conyefulu@utech.edu.jm.
Profile
Dr. Simon Madugu Yalams is a Professor of Technical Vocational Education and Training (TVET) in the School of Technical and Vocational Education, Faculty of Education and Liberal Studies, UTech. He is the Programme Leader for Career and Technical Education programme (CTE), the Director of UTech-UNESCO UNEVOC Centre for Research and Sustainable Development.

Dr. Yalams is the Faculty Representative to SGSRE, UTech. His research interest spans across Development of Instructional Resources in TVET for Blended Learning Environments, Assessment in TVET, ICT in TVET and Greening TVET, and STEM integration in TVET.

Abstract
Active Learning and Assessment Strategies in STEM Classrooms

Professor Simon Yalams
Dr. Shermaine Barrett
Dr. Cynthia Onyefulu
University of Technology

Active learning is a constructivist-centered pedagogical technique that is gaining attention since the introduction and application of science, technology, engineering and mathematics (STEM) methodologies as a way to reform instruction and promote learning in some Jamaican classrooms. Active learning and assessment strategies when used properly in a STEM classroom can activate and motivate brain-based learning. The aim of this paper is to describe how active learning and assessment strategies are used in STEM classrooms to achieve brain-based learning among students of all levels. Drawing on existing literature, the presentation will cover types of active learning and assessment strategies, common problems associated with these strategies, and recommendations on how to use learning and assessment strategies in STEM classrooms.

Keywords: active learning, assessment, STEM
Profile
Dr. Clinton Beckford is a career educator with over thirty years of involvement in the field of education at the secondary and post secondary levels. Dr. Beckford has an abiding interest in issues relating to the contemporary Caribbean and the Caribbean diaspora. His teaching is focused in the areas of Geography, Social Studies, Environmental Education, Instructional Design and Educational Research. His research and scholarship coalesce around two academic disciplines—Education and Geography. His educational research focuses on leadership, geography and environmental education, teacher education, comparative international education, service learning, and the education of vulnerable children. His geography research focuses on issues of resource geography with an emphasis on agriculture and food security in tropical small farming systems and the impact of climate and global changes on rural livelihoods in Small Island Development States.


His most recent and soon to be published research investigated the experiences of Caribbean farmworkers in southwestern Ontario, Canada. He currently has two book projects including “Fundamentals of Teaching and Learning: Active Learning Centered Instruction for Contemporary Classrooms” which should be available in 2016.

He is currently conducting research about the role of fieldwork in the preparation of geography teachers and traditional knowledge of medicinal plants and wild edible plants among the Jamaican Maroons. He is also conducting research in Tanzania, East Africa on the education of orphaned and vulnerable children. Dr. Beckford has also supervised over 20 graduate students at the master and doctoral levels.

Dr. Beckford is a former Associate Dean of Pre-Service Education and Dean of Education at the Faculty of Education, University of Windsor, Ontario, Canada where he is currently an Associate Professor and he recently served as the Director of the Center for Educational Leadership at the R. A. Shirley Institute for Excellence in Leadership and Teacher Education at Church Teachers College: Mandeville, Jamaica.

Abstract
Understanding Giftedness and Meeting the Needs of Gifted Learners in the Jamaican Classroom.

For many educators—even experienced ones—giftedness is a misunderstood concept. Its manifestations in the classroom can be quite varied which provides dilemmas in first of all recognizing or identifying it and secondly meeting the needs of gifted learners. Giftedness is often equated with high achievement and high levels of academic functioning. Because of these misconceptions giftedness often goes unrecognized in underachieving students and learners who display characteristics of ADD/ADHD. Many teachers display a preference for teaching “bright’ and gifted children because they perceive it as being easy.

The reality is that gifted learners can be very difficult to teach and most teachers actually lack the special skills required to help gifted students maximize their considerable capabilities. In fact gifted learners are often under-served in the classroom. The more we learn about gifted learners, the better able we will be to meet their unique learning needs. This paper looks at some research perspectives on giftedness. It examines some of the key characteristics of gifted learners and offers some ideas about how teachers can design instruction to meet their unique learning needs.

Key words: Giftedness, instructional design, differentiated instruction, ADHD, Bloom’s Taxonomy
Profile
Davia Bryan-Campbell is a past student of Shortwood Teachers’ College, who has successfully completed a teaching diploma in Secondary Education specializing in Social Studies and Religious Education. She has taught at St. George’s College for six years, during that period she completed her Bachelors’ Degree. She is certified in Level 1 and 2 Basic ICT and Technology integration. She is also a Master trainer in Tablet integration and Microsoft Technology integration. She has been employed at e-Learning Jamaica Company Limited for the past three years in the capacity of Implementation Officer. Mrs. Bryan-Campbell currently holds the post of Regional Training Officer for Region six where she is tasked to provide on-the-ground support to schools and cater to the training needs of teachers.

Profile
Johnathan Bailey is a dynamic and enthusiastic person who loves to share his knowledge and skills with others. He has been working as a technology professional for more than a decade; assisting teachers island-wide to improve their pedagogical skills with the aid of new and existing technologies. He worked at the York Castle High School for six years as Systems Administrator as well as a part time teacher of ICT. He also taught PC Repairs Level 2 in collaboration with the HEART Trust/NTA. He is a Master Trainer for the Microsoft Certified Educator Programme, and a Trainer of Trainer for Tablet Integration. He loves to explore new ideas and new possibilities for improving the education system in Jamaica.

Abstract -The use of Educational games to simulate brain activities
The introduction of educational games or game-based learning can improve pedagogical practices and stimulate brain activities. These games help students develop fast strategic thinking and problem solving skills. Most games require students to think quickly and use logics to think three steps ahead in order to solve the problems and complete levels of challenge.

Additionally, game-based learning helps students re-memorize concepts and facts. Activities such as crossword puzzles and wheel of fortune are more exciting and engaging than traditional test. Educational games also increase students memory capacity. Most games require students to remember concepts in order to solve the game, memorize critical sequences or track narrative elements. They reinforce and consolidate knowledge in a friendly environment, as students are given the opportunity to practice and are rewarded for achievement.

The presenters will demonstrate three educational games which can be used in Infant, Primary and Secondary schools in three subject areas: English; Mathematics and Science respectively. 
Key words: Educational Games, Brain activity
Dr. Carl A. R. Bruce
Consultant Neurosurgeon, Department of Surgery,
University Hospital of the West Indies.

Profile

Dr. Carl A. R. Bruce is a Consultant Neurosurgeon at the University Hospital of the West Indies. He is a Cerebrovascular and Skull Base surgeon and has been practicing in Jamaica since 2003.

Dr. Bruce has performed numerous surgeries introducing and including complex spine, skull base osteotomies and procedures and new endoscopic minimal access procedures at the University Hospital of the West Indies and Jamaica.

Dr. Bruce’s academic achievement includes MBBS, University of the West Indies (1993), Fellow of the Royal College of Surgeons of Edinburgh Fellowship certification (FRCSEd -1998) and he completed Fellowships in General Neurosurgery, Paediatric Neurosurgery and Cerebrovascular and Skull Base surgery at the University of Toronto (2002). He has a DM (Neurosurgery) UWI (2003) and is a Fellow of the Caribbean College of Surgeons (FCCS- 2006) and a Fellow of the American College of Surgeons (FACS - 2010)

Dr. Bruce is a member of the Medical Council of Jamaica, Medical Association of Jamaica (MAJ), and has registered with the General Medical Council (UK), the Royal College of Surgeons of Edinburgh (Scotland), College of Physicians and Surgeons of Ontario, Canadian Medical Protective Association, American Association of Neurological Surgeons.

He is a newly appointed member of the World Federation of Neurosurgeons Spine Committee and is registered with the Medical Protection Society.

Dr. Bruce is an International Member of the Congress of Neurological Surgeon and a Founding member of The Caribbean Neurological Association, where he is currently the scientific chairman.

He is a Cofounder/Director of the UWI Brain Tumour Registry and has done several international and FDA research projects including, Collagen Matrix for use as a dural substitute, Comparison of Head Injury Protocols between local and international Hospitals, Development of New Spinal Surgical techniques to improve less exposure surgery, Use of new Bone Proteins for fusion with carrier and delivery systems and the Use of refined Human processed tissue for re-implantation.

Dr. Bruce is currently working on Total disc replacement in cervical spine, Replacement of pedicle screws with mediolateral cortical screws in lumbar degenerative disease, neuromonitoring and patient safety in the advanced spinal surgery program at UHWI, Endocrine tumour in the brain, Retroplueral and Retroperitoneal techniques for spine surgery.
Profile

George R. Dawkins is Vice-Principal for Academic Affairs & Research at Shortwood Teachers’ College and Adjunct Professor for Northern Caribbean University, University of South Florida, and Florida International University teaching Curriculum & Research courses and chairing Masters Degree theses and Doctoral Dissertations.

He has a Ph.D. degree in Curriculum & Instruction with a cognate in quantitative research methods. He has worked as HOD of Mathematics, Director of Research, Development & Projects, and lecturer in Math, Research, and Technology at Shortwood Teachers’ College for 25 years

He has presented numerous research papers at local and international educational conferences, authored articles, reports, students’ guidebooks in mathematics, research and technology, and has developed mathematics curricula for various educational agencies including the Ministry of education and Youth, Jamaica; the Consortium of Institutions of Teacher Education as well as engaging in private consultancy in developing instructional books in pedagogy, technology applications in education, Research Methods, Quantitative data analysis and Mathematics.

Abstract

Diagnosing and Predicting Students’ Learning Outcomes: Results of LASSI – Learning and Study Strategies Inventory

Students often have the desire to do well academically, and may even do the requisite work without the commensurate rewards. This can lead to frustration and a sense of helplessness. In many cases, low academic achievement is related to a lack of metacognition. Metacognition in this context is defined as knowing about knowing and includes knowledge about when and where to use particular strategies for learning.

In this paper, I will present findings of a sample of 100 college students (2011-2014) who completed the Learning and Study Strategies Inventory (LASSI). The LASSI inventory is a 10-scale, 80-item assessment of students’ awareness about and use of learning and study strategies related to skill, will, and self-regulation components of strategic learning (Weinstein, Palmer & Shulte, 2002).

The primary findings based on the statistical regression model indicates that six key predictor variables: (a) test taking strategies; (b) student self-motivation; (c) time management; (d) information processing skills; (e) attitude and interest; and (f) academic and social support systems were responsible for student academic success as measured by their cumulative GPA.

The results of the study suggest specific recommendations related to learning and study strategies. These include: (a) a diagnostic measure to help identify areas in which students could benefit most from educational interventions; (b) a counseling tool for college orientation programs’; (c) developmental education programs; (d) learning assistance programs and learning centers; (e) and a pre-post achievement measure for students participating in programs or courses focusing on learning strategies and study skills.

Key words: Study Strategies, Metacognition and Support System
Reaching Every Learner-Understanding the Brain: New Insight on Learning and Brain Development

Dr. Dennis Edwards
Clinical Neuropsychologist, Department of Psychology, UWI, Mona

Dr. Dennis Edwards teaches various undergraduate and graduate courses at the University of the West Indies, Mona (UWI), an alumnus, where he was the former Head of Psychology and was also previously Head of Clinical Services of another college based child development centre.

After graduate studies in psychological sciences and behavioural analysis at Ball State University and Teachers College, Columbia University, he took his doctorate at Temple University and pre and post doctorate in mental health, clinical psychology and neuropsychology at the University of Maryland Hospital. More recently he was a Visiting Professor in the Neuropsychology Laboratory at the Hospital of the University of Pennsylvania.

In addition to his teaching assignments and clinical engagements at the UWI, Dr. Edwards has a very long record of working across the education and health systems in Jamaica and has served on many boards and committees as well as published on issues addressing children, adolescents and adults behavioural and mental health concerns in Jamaica and the wider Caribbean.

Dr. Edwards is a former Military Officer and served as Clinical Psychologist in the Jamaica Defense Force and previously played rugby football for his country.

CONCURRENT SESSION
Neuropsychology of Assessment – Going beyond the misdiagnosis of laziness

Abstract
In a strength driven and performance – evaluation obsessed Jamaican - Caribbean culture, children and adults are always coming under the scrutiny of others within, or outside of, an institutional setting. In this respect there are almost always norms and referenced criterion standards to be achieved and surpassed. When it is that individuals fall short of the mark this often results in some form of discrimination and even stigmatization if there is a pattern of failure. Indeed, at the level of the school, students are not unknown to be perceived as lazy by those in charge of their lives. This presentation will challenge the presumption that a trait of laziness is a necessary and sufficient diagnosis to be assigned to the young learner.

Persons attending this presentation will experience theoretical and practically demonstrated neuropsychology assessment strategies that will promote a better appreciation of students’ cognitive abilities beyond the perception of failure.

PLENARY SESSION
Neuropsychology and Learning Disorders

Abstract
Learning disorders are generally perceived within the context of persons (children and adults) having problems in their capacity for acquired knowledge. Some such persons, at best, are often classified as slow learners even as others might become classified as intellectual deficient or mentally retarded. Further, children’s (and adults’) difficulty to learn as normal might be attributed to internal character traits on the one hand, or to teacher – learner methodological discrepancy on the other. This address will situate the learning disorders / disabilities within the context of a disabilities model and make a distinction between learning problems and learning disorders / disabilities. The address will draw upon existing neuropsychological research literature and the presenter’s personal clinical practice and research.

The presentation will canvas a range of common and not so common, disorders of learning and locate these within the parameters cognitive psychology and neuro-psychopathology.

Key words: Neuropsychology, cognitive, Abilities
Dr. Leith L. Dunn
Senior Lecturer/Head,
Institute for Gender & Development Studies,
UWI, Mona

Profile

Dr. Leith L. Dunn is Senior Lecturer/Head of the Institute for Gender and Development Studies Mona Unit UWI since April 2006. She holds a Ph.D. from the London School of Economics and Political Science, and two degrees from the University of the West Indies: a Bachelor’s degree (Hons) in Languages and Social Sciences and a M.Sc. in Sociology and Social Psychology.

Dr. Dunn’s academic and professional career spans over 25 years of teaching, research, publishing and programming on a wide range of human development issues with gender as a cross-cutting theme. Her research on development has included studies on: gender based violence, gender equality in leadership and governance, child labour, human trafficking and mainstreaming gender in various sectors of development.

Dr. Dunn previously worked with several regional and international development agencies including the United Nations, Christian Aid in London and the Caribbean Conference of Churches. She has served the Commonwealth as an Advisor and as a Commonwealth Election Observer for Tripartite Elections in Zimbabwe (2002), Presidential elections in Zambia (2006) and Rwanda (2010). She has also been invited to serve as a Commonwealth Observer for Elections in Malawi in May 2014.

Leith is a member of the Board of the Shortwood Teachers’ College. She is married to Professor Hopeton Dunn of the UWI and Chairman of the Broadcasting Commission of Jamaica and they have two adult children.
Profile
Born in the cool hills of Stony Hill, in the parish of St. Andrew, he was diagnosed at an early age as having a visual impairment. As a young boy he attended regular primary and secondary schools, where he had the distinction of failing all local and international examinations. His string of failure came to an end with an intervention at the Salvation Army School for the Blind, where he learnt the skills of Braille reading and writing while working as a Pre-trained teacher at the institution. From there, he matriculated for teachers’ college and was admitted to the Sam Sharpe Teachers’ College where he pursued a Primary Education Certificate Programme. Dr. Douglas holds a Bachelor’s degree in primary education, a M.Sc. Degree in Human Resource Development., and a doctoral degree in Philosophy.

A trained primary school teacher and Life Space Crisis Intervention Counsellor, he has worked in the fields of Early Childhood education, Special Education, guidance counseling and tertiary education. He is now the Assistant Chief Education Officer for the Special Education Unit in the Ministry of Education.

During his active years as a primary school teacher, he has worked with boys with a wide range of academic and behavioural challenges and resulting from this he developed an interactive training workshop for teachers and counselors on how to teach boys effectively. Eight hundred teachers have so far been trained through his initiative in understanding the characteristics of the male learner and the use of best practice interventions.

Dr. Douglas is an a professional motivational speaker, educator, crisis intervention counselor, story teller and toast master for all occasions.

Abstract - Family Literacy
For many years, Jamaican families have played a critical role in the educational development of children in the home, school and community. Parents and other caregivers have played an integral role in the literacy development of children, considering literacy as a tool for social and economic advancement. Over the years however, the low performance of students in literacy have raised questions about the efforts of parents, teachers and the community in promoting literacy development. Teachers have expressed the need for greater home/family involvement in fostering literacy development for young children and other family members. Although recognizing the need for greater parental involvement, there is little evidence to show attempts at involving parents in meaningful literacy endeavours.

Many parents continue to show interest in supporting literacy development, but lament their inability to adequately assist in the process. Parents need to be reminded that they have various literacy strengths and opportunities that can be engaged in advancing the literacy attainment of all family members. Teachers need to recognize that the literacy needs of a family can be met within the social and cultural context of each unique situation, and that family members can make meaningful contributions given the appropriate support through coaching and mentoring.

The influence of families in the literacy attainment of children is well researched, and provides a wealth of evidence to support programmes of family literacy involvement for learner success. This presentation highlights the various approaches to family literacy interventions, examines programme types/models and strategies that have been utilized successfully. It focuses on alternative ways of supporting literacy development through different contextual family lenses.

Key Words: Family Literacy, Literacy Development, Literacy Attainment, active parental involvement
Profile

Rector "Gregg" Harrison Jr. is currently an Animator at GSW Animation Ltd., one of Jamaica's first end to end animation production companies. Prior to joining GSW, Gregg worked as a freelance web developer, motion graphics designer and video compositor, specializing in music video and movie special effects.

In addition to a growing artistic career, Gregg is a trained teacher who taught Mathematics and Information Technology for seven years at the high school level, as well as CARIMAC’s Animate Jamaica Programme.

Abstract - The Role of Video Games and Animation in Enhancing Cognitive Control and Motor Skills

We are always trying to find new ways to deliver education. Research suggests that students tend to learn better when they are having fun. It is even proven that retention of information is higher when it is interactive and communication happens visually as well as verbally. To this end, video games and animation offer exciting possibilities for meeting the needs of 21st century learners. The use of these tools can significantly enhance student learning if properly implemented.

We learn best whenever we enjoy what we are doing. To this end, animation can be a unique and very effective tool in the classroom. Using this tool can increase interest and motivation in learning as well as develop skills such as observation, concentration and problem solving. It’s the electronic age and students today rely heavily on auditory and visual communication daily. Animation offers a valuable way to communicate which will stimulate interest as well as greatly increase retention.

It has been over four decades since video games first became widely available and playing games has become a favourite pasttime of many. Players are constantly engaged with dynamic visual displays where success is usually dependent on hand-eye coordination, careful and flexible deployment of attention and precise bimanual movements. Evidence suggests that both brief and extensive exposure to videogame play can result in a broad range of enhancements to various cognitive faculties. Video games can be used as a very effective alternative to the traditional classroom setting, while still maintaining levels of difficulty and challenge that foster learning in the gamer.
Profile

Dr. Polly Bowes-Howell is the Acting-Director at Voluntary Organization for the Upliftment of Children (VOUCH), the Commissioner at Early Childhood Commission and a Consultant in the area of Special Education and Early Childhood Development. She has been working in the field of education for over fifty years. She has offered services in other areas including: Chairman of the JTA Educational Conference, Resource Person for Special Needs Education, Reviewer for Task Force on Education/Early Childhood Development in Jamaica and Immediate Past President of the Jamaica Association on Intellectual Disabilities (JAID).

Dr. Bowes-Howell has held various positions in the education sector including Regional Dean, International University of the Caribbean with responsibility for Teacher Upgrading and Early Childhood Development (2005 – 2014); External Examiner, Joint Board of Teacher Education (1989 - present); Member of the Early Childhood Commission (2012 - present); and Member of the JTA's Board of Trustees (2012 to present).

She has also received numerous awards for her outstanding service to education and community development. Among them are the JTA's Roll of Honour Award, the Prime Minister's Medal of Appreciation for Service to Education, the Governor General's Achievement Award, the Nova Southeastern Distinguished Alumni Award for (2013), the Council for Voluntary Social Services Ballysing Award for Volunteerism and the National Honours (OD) for contribution to Education.

Dr. Bowes-Howell co-authored the Special Needs Curriculum and has presented on a number of issues relating to: Community Development, Parenting, Special Needs Education and Early Intervention. She holds a Degree of Doctor in Educational Leadership from Nova Southeastern.

ABSTRACT

The Inclusive Classroom for Early Childhood Development – Brain-based Implications

Studies have shown that all children exhibit differences according to age, gender, temperament, personality, rate of learning and of course learning styles and abilities.

We also find that some learn quickly and can use or transfer what they learn to new situations while for others, they will need repeated and intensive practice. These differences among young children, although might be relatively small, will enable them to benefit from an inclusive classroom.

What better place to begin than in the Early Childhood classroom? The reason is, the environment and culture of any school setting can have direct impact on the acceptance of all students including those with exceptionalities.

With new insights in child development and learning we have been led along a new path as we seek to find ways in reaching every learner. There is currently a stream of robust and relevant studies that has offered new insights in our teaching and assessment practices. These include recent brain growth/neurological development, cognitive type and learning styles and importance of early stimulation.

Key terms: inclusion, learning styles, early stimulation and cognitive abilities.
Profile
Gareth Phillips is a lecturer in the School of Technical and Vocational Education at the University of Technology, Jamaica. He lectures on both the post-graduate and undergraduate programs in teacher education in the Faculty of Education and Liberal Studies.

Specifically, he delivers Foundations of Education and Learning Theories and Practice to undergraduates, and Educational Psychology and Instructional Strategies for Higher Education to post-graduates.

His research interests are in Higher Education Policy, College Teaching and Learning, the Impact of College on Students, College Student Development, and College Student Success. He holds a PhD in Educational Policy and Administration with concentration in Higher Education from University of Minnesota, Twin Cities.

Additionally, he holds a MA in Education with concentration in Christian School/Post-Secondary Administration, a BS in Business Administration from Oral Roberts University, and a Technical Teacher Diploma in Business Education from the University of Technology, Jamaica.

Abstract - Pre-Service Teachers’ Use of Meta Cognition and Theory of the Mind to Enhance Their Own Learning.

In a teacher education program in Jamaica, pre-service teachers are presented an overview of brain-based research and learning principles from a unit in their educational psychology course. A guiding assumption is that this knowledge personally enhances learning and the academic performance of these students. Therefore, the main objective of this paper is to determine the extent to which this assumption holds true.

The sample consists of 120 students who are surveyed online for their knowledge of brain-based principles. Further, the study will explore the relationship between pre-service teachers’ knowledge of brain-based learning principles and their test score.

This paper fits directly into the sub-theme “the psychology of the teacher’s thinking: metacognition and theory of the mind”, and aims at contributing deeper knowledge about how these pre-service teachers apply knowledge to enhance their own learning.
Abstract
Socio-Economic inequality and its impact on brain development and learning

The emerging field of Mind Brain and Education is primarily focused on using advanced neuro-scientific imaging technology and research on How the brain Learns to inform educational policy and practice.

Creating a strong scientific groundwork, educators are now able to join with scientists to understand not only the biological processes that underpin learning, but can identify the neural pathways and the biology of capacity and ability, impacted by external factors such as socioeconomic inequality.

Using the findings from research, we will examine the role poverty plays in the underdevelopment of the prefrontal cortex of normal children, assessing the functioning of five neurocognitive systems - The Prefrontal/Executive System - The left Perisylvian/Language System - The Medial Temporal/Memory System - The Parietal/Spatial Cognition System - The Occipitotemporal/Visual System.

If it is, that neuroscience can or may point to neural/biological deficits in learning, how then is accountability to be judged, assessed and or ascribed?

Key words: Brain development, Learning and Socio-Economic inequality
Profile

Founder /Executive Director, McCam Child Development and Resource Centre - first inclusive programme in the field of early childhood development (1986) Awardee of the National Award, Badge of Honour for her services to the field of Occupational Therapy and Child Development in Jamaica.

Thirty years experience in early childhood and special education as a paediatric occupational therapist focusing on children with physical, developmental and behavioural disabilities. Her work in early childhood included contributing to the writing of the McCam Early Childhood Curriculum, completed 1996 and used extensively in early childhood settings across Jamaica.

Her work at the McCam Child Development Centre includes giving oversight to the development of the programme, conducting assessments and therapeutic interventions for children with functional deficits, behavioural and developmental disorders. She has a particular interest in children with Attention Deficit and Hyperactivity Disorder and Autism Spectrum Disorder. In 2008 she coordinated the research project on the Prevalence of ADHD among school children 5 – 15 years in Jamaica.

Dr. Watson Campbell has presented locally and internationally. Over the years she has also worked as a consultant to various agencies promoting the welfare of young children with and without disabilities.

She is married with four children.

Abstract - Executive Function of the Brain and Children’s Behaviour

The Executive Function (EF) of the Brain has been described as similar to that of the conductor in a symphony orchestra. There are many fine musicians that make up the orchestra but there would be only a cacophony of sounds if the conductor was not there to direct so that the musician would know when and how to play their part.

The prefrontal lobe of the brain where executive function develops has this role which begins to develop in early childhood and continues into early adulthood. The basic functions that are usually highlighted are concerned with self regulation and self monitoring, planning and organization, so that as the brain matures these skills become apparent in persons as they carry out activities of daily living. Therefore, when a child, by his/her behaviour exhibits poorly developed Executive Function skills it becomes a matter of concern.

Symptoms of hyperactivity and impulsivity are likely to be recognized so that these children appear to be out of control in the classroom setting and they are in constant need of supervision. Teachers can become very impatient with children with Executive Dysfunction of the brain especially as they get older and they are expected to be more responsible. Recognising and understanding the nature of this presentation will ensure that children with this diagnosis which is associated with Attention Deficit and Hyperactivity Disorder are not left behind in the education system. Teachers can be involved in effective intervention for children with Executive Dysfunction.

Key words: Executive Function Skills, Regulation, Children’s Behaviour
Yvonne Miller-Wisdom
Principal, John Rollins Success Primary School

Profile

Yvonne Miller-Wisdom is the pioneer principal of the John Rollins Success Primary School. She has a Bachelor Degree in Educational Administration, Master’s Degree in Educational Leadership, Principal’s Diploma and a Diploma in Primary Education.

She is the co-author of Carlong Primary Religious Education Years 5 & 6 Textbook and also writes GSAT Social Studies lessons which are published weekly in the Gleaner Children's Own Newspapers. These lessons are focused on Dr. Howard Gardener’s Multiple Intelligence Approach.

Mrs. Miller-Wisdom received numerous awards which include: The Prime Minister’s Medal of Appreciation (2005), LASCO Mentor of the Year (2005) LASCO 1st Runner – up Principal of the Year (2012), the Jamaica Teaching Council Award (2013) and the inaugural Central Connecticut State University Lindgren Family Achievement Award for outstanding leadership and contributions to education in Jamaica (2014).

Mrs. Miller-Wisdom is the President of ASCD Jamaica Connected Community, President of the CCSU Alumni Western Jamaica Chapter and a member of the National Committee for the Selection and Appointment of Master Teachers.

Abstract

The presentation focuses on the MOE/First Global Music Perfect Pitch for a Sound Education.

We will share interviews, pictures and video presentations of class activities. These are used by teachers to stimulate the brains of the students that are in need of intensive intervention. These students have mild or moderate intellectual disabilities.

The content that the students should learn is modified in songs, jingles and rhythmic patterns. The students in the intervention were not intrinsically motivated to participate in class activities prior to the introduction of this initiative. However, since the musical instruments and songs were used to aid learning, we realized that the students participated more in class and are now able to grasp the concepts.

We have seen grades moving from below pre-primer to the grade levels; however, some students will require another year in the programme.
Profile

Peter Wright has over 25 years’ experience in the IT Industry with his origins as a telecoms engineer at Standard Telephones and Cables in the UK. On returning to Jamaica in 1989 he worked as the Information Technology Manager at Mutual Life Insurance Company. Since leaving Mutual Life Peter has worked as an independent IT consultant in Jamaica and the Caribbean concentrating on public sector assignments in the Education, Security and Justice sectors.

As a project manager he has implemented the two largest IT infrastructure projects in Jamaica, the NCB Transformation Project in 2003 for Fujitsu and the e-Learning project in 2008 for Dell Inc. The e-Learning project equipped 200 government funded schools with e-Learning computer labs featuring high speed internet, computers and printers.

In addition to his IT expertise Peter has extensive experience in training and education. He has provided IT training as a lecturer at the University of Technology as well as several short-term IT, project management, proposal writing and business management courses for a wide range of organisations.

Peter’s professional experience is underscored by solid academic training. He completed a B.Eng (Hons) in Electronic Engineering from Liverpool University and a MSc. in Computer Science with Applications from Aston University both in the UK. Peter has complemented his engineering and IT training with a University of the West Indies EMBA specialising in IT and Project Management.

After e-Learning Peter started his own company Digital Education Services – DES (www.digedusrv.com). DES provides 21st Century e-Learning and technology solutions to educational institutions starting at the Early Childhood level and continuing through the Primary, Secondary and Tertiary levels and extending into vocational training.

Abstract - Brain Development on Android Based Tablet Computers using “Lumosity”

The objective of this presentation is to demonstrate the use of the Lumosity App for tablet computers to improve IQ and develop the students brain. Users can also bring their IPads, PC’s or other Apple, Windows and Android mobile devices as Lumosity runs on all. It is recommended that users download the application to the device they are attending the workshop with and create a Lumosity account.

The source of information of this presentation is actual improvements in students and individuals who have used this software over a period of months. This is particularly useful as the Government of Jamaica has adopted a tablet based e-Learning strategy of which the pilot is soon to end with full deployment stated to be September 2015.

The presentation will be a flipped, practical hands-on presentation where participants will actually be using Lumosity on their devices as a part of the workshop.

During the workshop based presentation the findings of the participants will be shared and further insights highlighted and exercises on the participants tablets executed.

Keywords: Lumosity, Tablet Computers, Brain development
Update on TABLETS IN SCHOOLS (TIS) Pilot Project

- Approximately 25,000 tablets have been distributed to the 38 schools in the Pilot Project
- Technology Management Teams (TMT) trained to ensure success of project
- Electronic content from 19 content suppliers being placed on each student’s computer tablet.
- Over 1,100 teachers trained in the integration of the use of the tablets within the classroom
- The Project has stimulated the interest of the students and increased attendance in schools
- Improved quality of work and attitudes towards learning by students

The project is implemented by e-Learning Jamaica Company Limited (e-LJam) an Agency of the Ministry of Science, Technology Energy and Mining, in collaboration with the Ministry of Education and the Universal Service Fund.

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Kadeon Richards  Education Manager, British Council
Dr. Polly Bowes-Howell  Former Chair, Special Ed. and Early Childhood Committees (JTA)
Maxine Anderson  Special Education Consultant
Dr. Dennis Edwards  Consultant Neuropsychologist, UWI
Dawn Singh-Gilmore  Dir. Professional Development – Jamaica Teaching Council
Adelle Brown  Training Manager eLearning Jamaica
Venesse Leon  Lecturer, Mico University College
Jacqueline Williams  Lecturer, Mico University College
JAMAICA TEACHERS’ ASSOCIATION

Education Week 2015

Theme: Consolidating the Gains:
Collaborating for Growth and Sustainability

ACTIVITIES

Monday  
May 4  
Symposium at the JTA Head Office,  
97B Church Street, Kingston

Tuesday  
May 5  
Read Across Jamaica Day

Wednesday  
May 6  
Teachers’ Day (Islandwide)

Thursday  
May 7  
Helen Stills Professional Development Day  
Iberostar, Rose Hall, St. James

Friday  
May 8  
Awards functions organised by Corporate Companies for Educators
Celebrating 50 Years of Service
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