

Country Focus: Trinidad and Tobago

On 24 October 2019, and then again on 11, 13, and 14 November 2019, the Trinidad and Tobago country team led a series of Ministry of Education Continuous Professional Development "train-the-trainer" workshops.

The Ministry of Education and the country team have developed an **extensive guide for a full-day, hands-on workshop for early childhood administrators and teachers**, with the purpose to advance STREAM*.

*STREAM, aims to integrate STEM with research and the arts.



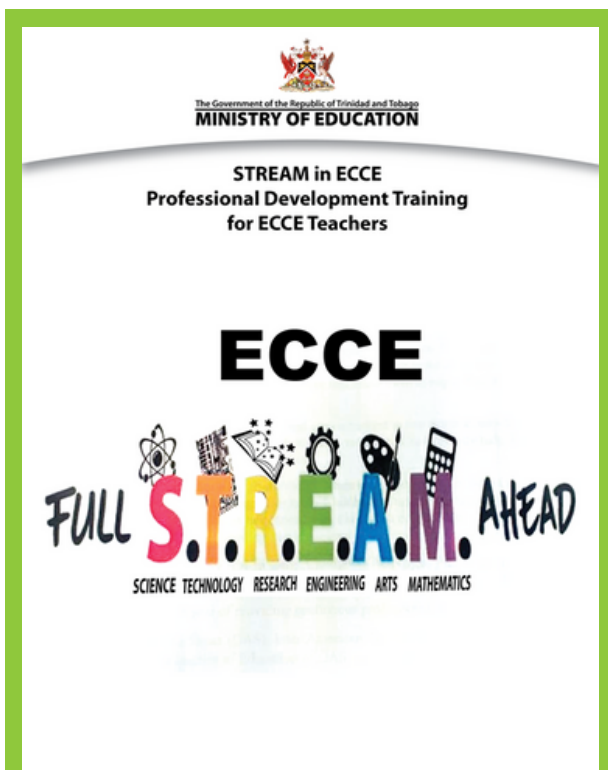
41

Administrators
&

576

Teachers
(352 public &
224 private)

...in early childhood schools supported through **STREAM** workshops in Trinidad as a result of collaborative ITEN Project Team work.



Learning Outcomes for Teachers' Continuous Professional Development: STREAM Module One

At the end of the Module participants should be able to:

- Create a STREAM environment using a variety of resources
- Integrate and Implement STREAM methodologies in daily teaching and learning activities (problem-based learning, integration of strands: wellness, effective communication, citizenship and belonging, intellectual empowerment and aesthetic expression)
- Improve teachers' instructional methodology for developing 21st Century skills in young children (problem-solving, critical thinking, creativity, collaboration)
- Utilize a variety of assessment strategies to determine successful outcomes.

WORKSHOP OBJECTIVES

Participants should be able to:

- Create a STREAM environment ("STREAMified" environment)
- Integrate and Implement STREAM methodologies in their teaching and learning activities
- Develop and implement integrated STREAM activity plans
- Apply 21st Century skills in their STREAM activities
- Apply 21CLD collaboration to self- and peer-assessment
- Establish Professional Learning Communities (PLCs)



Shaffina Ahamad-Hamid and **Stacey-Ann Daniel-Cordice** are early childhood teachers in Trinidad who were both selected by their Ministry to participate as ITEN Teacher Fellows. Both of these teachers played an integral role in their country team's administration of the workshops.

This event was held to further administrators' understandings of STEM through first-hand, hands-on experiences. It was the first of many workshops that will be conducted throughout Trinidad and Tobago's educational districts.

Based on their collaborations today, one would never know that these two educators had never met until early last summer. Between the two of them, one message resounds clear:

Integrating early childhood STEM education across the country is a process that begins with *changing the mindset about what STEM education is.*

STEM education doesn't need lots of technology or resources. Stacey-Ann says, "I talk in terms of *what we have, not in terms of what we don't have. The mindset is what we have to change first.*" Shaffina focuses her efforts on reassuring teachers that STEM is accessible to them and their students, "STEM should not be difficult. It has to be a part of what we do. **That is what we are.**"

See a collage of photos from the workshops:
<http://bit.ly/389N4jo>

