

Foreword

It is with great pleasure that we, the Editorial Team at the School of Education, UWI, St. Augustine, launch our 28th issue of Caribbean Curriculum. It is a signal feat given the many difficulties posed by the present pandemic and my introduction to the post of Editor-in-Chief. We believe that the selected articles maintain the high standard the journal has upheld over the 36 years of its existence.

The spread of the Covid-19 virus is a major concern in education. Authors who choose to interrogate our Caribbean settings and worldviews can offer timely and relevant responses to the crisis. **Mervin Chisolm** puts the focus on our received pedagogical traditions and how at odds those are with the goal of emancipation through education. **Joanne Nazir** tackles the issue of raising environmental consciousness in the Caribbean. Such ideas bring to our awareness the need for pedagogies that empower us to confront our challenges and vulnerabilities, and impart necessary skills for a sustainable and productive future. We also have a Canadian researcher in **Patricia Briscoe** exploring the world of educational leaders in the Dominican Republic regarding work intensification. She seeks to highlight how their perspectives may differ from their counterparts in developed countries.

Caribbean Curriculum welcomes studies that make that extra push to be innovative. **Sharon Jaggernaut** utilises a rare approach to teacher efficacy research - phenomenology - and complements that with Hyncer's (1985) data explication process, to propose an integrated model of change in teacher efficacy. In a similarly innovative way, **Amina Ibrahim-Ali and Romulo Guedez** focus on the micro level world of interaction – teams of dyads engaged in a practicum – using a sequential, explanatory, mixed methods approach in order to make sense of how students negotiated co-instructional planning, with its conflicts and power differentials. **Rinnelle Lee-Piggott** also pays attention to the world of individual interaction in examining the nuances, shades, tones and gradations in how school personnel treat with a new principal's ways of implementing change. She attests to the strength and complexity of school cultures, resisting one-dimensional labels.

Finally, in this issue, **Beular Mitchell and Stephen Joseph** bring more fully into the spotlight that relatively under-researched group, teacher educators. It is only recently that questions have been raised about who a teacher educator is, and what has been his or her preparation for the field. Given the centrality of teacher educators in the success of any project on educational reform, this focus is long overdue.

This issue of Caribbean Curriculum presents a mix of theoretical/conceptual and empirical papers at the macro, meso and micro levels of analysis. Our intent is to portray the diversity inherent in the institutional environment of education and the many ways in which 'curriculum' could be interpreted. We hope that the articles serve to stimulate discourse and lead to further research in select areas.

Dr. Jeniffer Mohammed
Chief Editor