

## ABSTRACT

### **Success Re-Defined: An Investigation Into the Programmes, Practices and Structures That Are in Place at a Model School in Trinidad and Tobago**

*Marcia Bridgewater*

This qualitative case study investigated the programmes, practices, and structures that are in place at a model school in Trinidad and Tobago. Three Form 5 students were also assessed on their reading ability, self-concept, and level of career maturity. Data were collected from interviews, document analysis, school photographs, the Schonnel Reading Test, and the Rosenberg Self Esteem Scale. Findings revealed that: 1) the main programmes, practices, and structures at the school could be classified as skills development or self-development; 2) the altered curriculum was approved by professionals in the field, such as the Diagnostic Prescriptive Officer, the Curriculum Facilitator, and the Special Education teachers; 3) generally, students met the school's standards, and 4) graduates who excelled developed an internal locus of control, which has propelled them to success.

**Keywords:** Alternative education; Case studies; Curriculum reform; Educational models; School administration; Secondary school curriculum; Secondary school students; Special needs students; Special schools; Trinidad and Tobago