

ABSTRACT

Stakeholders' Perceptions of the Advantages and Disadvantages of the Process of School-Based Curriculum Development

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This qualitative case study sought to understand the perceptions of stakeholders about the advantages and disadvantages of the process of school-based curriculum development (SBCD). It was conducted at a five-year government co-educational secondary school, in Trinidad and Tobago, which specializes in the remedial education of the One Special (1S) clientele. Perceptions were elicited from representatives of the major stakeholder groups of administrators, parents, teachers, and students who had experienced SBCD from its inception at the institution. Data were collected mainly through interviews and some document analysis. Generally, all the participants viewed the SBCD as advantageous; however, there were differences in individual focus. Parents and teachers were principally focused on the client profile and resources to get the job done. The principal was primarily focused on resources, while the students were more concerned with the relevance of the programmes to their needs.

Keywords: Curriculum development; School-based curriculum development; School administration; Teacher participation; Case studies; Trinidad and Tobago