

ABSTRACT

Teachers' Perceptions of the Implementation of a Literacy Programme in a SEMP School in the St. George East District in Trinidad and Tobago

Jill Kent-Browne

This extended literature review examines the impact of teachers' perceptions of their roles as teachers of reading on the implementation of a literacy programme at a secondary school in the St. George East Educational District of Trinidad and Tobago. The review covers: 1) the importance of teachers' efficacy and its importance in the success of student learning; 2) the nature of an effective literacy programme; 3) the view that all teachers must be teachers of reading, with roles and responsibilities geared towards students' achievement and their understanding of student literacy development; and 4) curriculum change and its impact on the administrators and teachers.

Keywords: Teacher attitudes; Perceptions; Reading instruction; Programme implementation; Secondary school teachers; Literature reviews; Literacy programmes; Trinidad and Tobago