

Abstract

Recent efforts to reform secondary education in Jamaica have resulted in the **ROSE** project. This project is intended to make secondary education accessible to all students in the grade 7-9 cohort in all secondary level schools regardless of each school's focus. A common curriculum in the core subjects is the lynch-pin of the innovation. Language Arts is one of the core subjects. This multiple-case study examines the implementation of the Rose Language Arts curriculum in three types of secondary schools (Primary and Junior High, Traditional Grammar and Comprehensive High) in Jamaica. Teachers' beliefs and attitudes towards the new curriculum, and their perceptions of their roles in implementing this curriculum are central to this investigation, since these are critical variables in the implementation process. Participant Observation and In-depth Interviewing were the main data gathering techniques. Questionnaires were completed by Principals and Heads of Departments in the schools. The subjects were mainly teachers (six of them) - two from each type of secondary school in the investigation- who were teaching the new curriculum. Each was observed over a two week period. The data was coded, and categorized. The findings generated from reading and re-reading the categories are presented in this study. Triangulation was employed to minimize biases. The evidence shows that there is no difference among the teachers in the three types of schools in how they were implementing the curriculum, and none of the schools have demonstrated fidelity to the new curriculum