

ABSTRACT

A Case Study of Multi-Grade Pedagogical Practices

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This is a proposal for a study that will seek to explore the pedagogical practices adopted by teachers in multi-grade context at a small rural primary school in the North Eastern Educational District in Trinidad. It will also seek to determine teachers' effectiveness in delivering the curriculum and its impact on student learning/achievement. Data will be collected through interviews, observations, and document analysis.

Keywords: Multigrade teaching; Teaching methods; Rural schools; Teacher effectiveness; Trinidad and Tobago