

ABSTRACT

Intrepid Imperative Pedagogy: A Phenomenological Exploration Into the Experiences of Teachers Who Teach at Hill Top Government Primary, a Low Socioeconomic, High Crime, Urban School in North Trinidad – The Success Stories!

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This study analytically investigated the teaching/learning experiences of five teachers at a low socioeconomic, high-crime, urban primary school in Trinidad. It also sought to analyse the academic successes achieved at the school. Data were collected through interviews, observations, and document analysis. The findings unearthed eight main themes: 1) teachers' perception of student success, 2) facilitating student success, 3) contextual hurdles, 4) teacher resilience, 5) critical pedagogical practices, 6) beyond the call of duty, 7) stakeholder collaboration, and 8) policies. The findings suggest that teachers at the school conceptualize student success as "holistic human development" and not just academic attainment. They have employed numerous innovative and sometimes unconventional teaching/learning strategies to produce success in students. The study identified the need for parental support and assistance from external agencies, as well as the allocation of adequate resources, as necessary measures for improving student success at the school

Keywords: Primary school teachers; Teacher attitudes; Case studies; Urban schools; Socioeconomic status; Economically disadvantaged; Educational experience; Success; Trinidad and Tobago.