

ABSTRACT

Teachers' Perceptions of the Curriculum Integration Process in VAPA

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This multi-site study investigated teachers' perceptions regarding the implementation of curriculum integration in Visual and Performing Arts (VAPA) at the lower secondary level. Data were collected through interviews with six teachers from three secondary schools in the Caroni Educational District of Trinidad and Tobago. The major findings of the study indicated that the teachers' perceptions regarding their information and knowledge of integrative practices impacted their desire and ability to engage in integrative strategies.

Keywords: Teacher attitudes; Secondary school teachers; Perceptions; Case studies; Visual and performing arts; Integrated curriculum; Curriculum implementation; Trinidad and Tobago