

ABSTRACT

A CASE STUDY OF THE IMPLEMENTATION OF THE SAPATT CURRICULUM IN TRINIDAD AND TOBAGO

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Activity-based curricula intended to bring about changes in science classrooms have often met with resistance at the implementation stage thereby resulting in several levels of the curriculum. What is actually taught or the taught curriculum may vary from the intentions of the developers, or the official curriculum. The teacher's intentions, or the intended curriculum, serves as an important link between the official and the taught curricula.

This project examines the case of a science teacher attempting to implement the SAPATT curriculum in a Standard 3 class in a primary school in Trinidad and Tobago. The objective is to determine the degree of congruence between the official, the intended, and the taught curricula. Data on the intended curriculum were obtained from an informal discussion with the teacher. Data on the taught curriculum were obtained through observations of several science classes. The developers' intentions were extracted from the official

curriculum documents for the SAPATT programme.

The study revealed significant variations between the official and the taught curricula. These include differences in aspects of the curriculum such as the format of the lesson, introduction, the way in which the activities were carried out and the approach to student evaluation. The teacher's intentions were reflected in the actual lessons taught and were partly responsible for some of the variations identified. The lack of materials and proper facilities at the school also contributed to the variations observed.

The study brought out the complex nature of curriculum implementation and the need for the combination of different types of assistance for teachers. Such assistance should, in part, consists of training sessions where teachers are allowed to explore their own beliefs and to have an opportunity to query and clarify developers' intentions.