

ABSTRACT

Teachers' Perceptions of the Impact a Professional Learning Community Can Have On Teaching and Learning in a Rural Secondary School in Trinidad and Tobago

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This qualitative case study sought to examine teachers' perceptions of the impact of the professional learning community model of school development on staff and students in their institution. Data were collected through interviews held with three teachers at a rural secondary school in Trinidad and Tobago. Findings indicated that while there are many prerequisites that should be put into place before a professional learning community could be considered, the participants generally concluded that it could impact positively on both staff and students.

Keywords: Rural schools; Secondary school teachers; Perceptions; Impact assessment; Professional learning communities; Case studies; Teacher attitudes; Secondary schools; Trinidad and Tobago