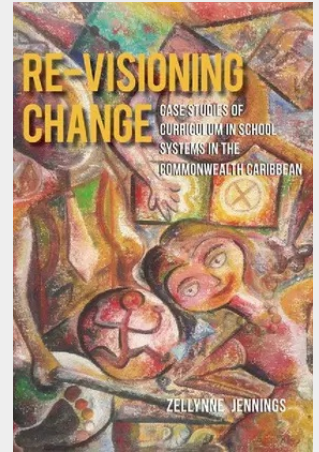


Re-Visioning Change, Case Studies of Curriculum in School Systems in the Commonwealth Caribbean

The change process is immensely complex. It is a journey, not a blueprint. How we make that journey in the present should be informed by our experiences in the past. This book takes the reader through that journey, traversing the stages of initiation, design, development, implementation, institutionalization of curriculum innovations in schools in several Commonwealth Caribbean countries. Through an analysis of the problems experienced at the various stages the author distils broader insights into the dynamics of curriculum change which bears significance not just for the Commonwealth Caribbean but for all developing countries with similar characteristics. The author proposes ten drivers for change to guide future action and eight challenges for 'doing change differently'. As a source of information for teachers, principals, education planners and other stakeholders involved in curriculum change, this book is invaluable.

There is a general perception that the solution to societal problems lies in changing schools' curricula. Rarely is that the case because the change process is immensely complex and requires multi-agency involvement. Change is a journey, not a blueprint. How we make that journey in the present is more likely to lead us to our desired destination, if informed by our experiences in the past. This book takes the reader through that journey, showcasing case studies of curriculum innovations in schools in several Commonwealth Caribbean countries. These case studies span fifty years and highlight stages in the change process, including development, and implementation. Through an analysis of the problems experienced at the various stages the author distils broader insights into the dynamics of curriculum change. These bear significance for the Commonwealth Caribbean and all developing countries with similar characteristics. The author proposes ten drivers for change, including adequate finance, ongoing training of users during implementation and research, monitoring and evaluation. The writer goes further and issues eight challenges for 'doing change differently' in the future, a stellar one freeing our minds from dependency on foreign funding. This book is an invaluable source of information for all stakeholders involved in curriculum change. The simplicity of its style, marked by clarity and precision, gives the book a broader appeal. It is a must-have for all those interested in understanding the complexities of curriculum change in school systems in the Commonwealth Caribbean.



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