

ABSTRACT:

School effectiveness and school improvement research is a worldwide phenomenon that has inspired a great deal of literature. This report examines teachers' perceptions of a teacher-led curriculum development initiative currently effective in independent schools in the Gauteng Province of South Africa, and it describes strategies for implementation for interested schools. It is a programme that focuses school improvement back into the classroom, with teachers leading the changes at their site of practice. The Gauteng Independent Schools Curriculum Development Initiative (GISCDI) is a teacher-led initiative. Qualitative research generates an understanding of how the mechanisms of this initiative impact on the lives of teachers and students. It provides detailed explanations of teachers' perceptions of change in actual classroom practices, pedagogy and curriculum implementation by entering into conversations with selected participants. It considers the changes in light of reflective practice, after involvement in the GISCDI. The report accesses the different methodologies the teachers implemented in their classrooms, after the teacher-led interventions were presented to them. It also considers the concepts of teacher leadership, trust, distributed leadership and collegiality as being the core elements to initiating, implementing and sustaining change in practice, to benefit student learning and improving schools.