

## **IF TEACHERS DON'T READ, HOW DO STUDENTS LEARN?**

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### **ABSTRACT**

The study examined teachers' involvement in the implementation of a pedagogical innovation in the curriculum. One hundred and ninety secondary school teachers were purposively sampled. A questionnaire was designed to explore a number of elements including availability and use of the document and teachers' knowledge of the innovation specified in the curriculum. The findings showed that teachers are not involved in the implementation of the curriculum as they should. This is evident from the fact that they do not have knowledge of the curriculum with regards to the pedagogical innovation. Teachers do not read the syllabus of the subjects they teach as they should. In order for curriculum innovation to be properly implemented and sustained, teachers' roles in and understanding of the innovation are crucial. Thus, the implications of the findings are discussed in terms of teacher preparation and training.

**KEYWORDS:** Curriculum Innovation, Implementation Fidelity, Teachers, Teacher Preparation, Professional Development Training