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**Strategies of Teacher Participation in Decision-making in Schools:
A Case Study of Gweru District Secondary Schools in Zimbabwe**

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ABSTRACT Teacher participation refers to the extent to which subordinates or groups who are affected by decisions are consulted and involved in making of decisions. Participation is not only about taking part in decision-making process but it is also about being valued. Teachers feel rewarded when they are part of the decision-making process. Principals cannot manage schools alone nor take the burden of motivating others to achieve objectives and complete tasks without support from their colleagues, they must actively involve them. This study examined the strategies of teacher participation in decision-making in five schools involving 20 teachers and five heads. Data were collected through interviews, documents and observation of staff meetings. The study established that in most cases, school heads make unilateral decisions and impose them on teachers for implementation. The study recommends teacher empowerment in critical decision-making processes in schools.