

## ABSTRACT

### **Curriculum Policy and Reform: Early Educator's [sic] Perception of Young Children's Response to "Centre Based Active Learning"**

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This qualitative study focused on planned educational change in the early childhood care and education (ECCE) sector of Trinidad and Tobago. The case studied is the implementation of Centre-Based Active Learning, a new curriculum guide, in east Trinidad. The study provided an analysis of the perceptions, views, and opinions of implementers of the change and the responses of young children—the clients—to the curriculum change. The study sought to investigate, explore, and describe early educators' perceptions of young children's response to the curriculum change, "Centre Based-Active Learning", with a view to acquiring in-depth knowledge of young children's experiences. Data were collected through interviews with three implementers, classroom observations, and document analysis. It was found that, although substantial progress had been realized in the development of a new curriculum guide, the implementation had been fraught with problems. Analysis of the observation records of the children's responses suggested that young children who had experienced teacher-directed approaches had difficulty making the change to self-directed learning and that there was a negative impact on their socio-emotional milieu. It was observed that young children who attended the centre for the first time showed remarkable holistic development after brief exposure to the new curriculum.

**Keywords:** Curriculum guides; Curriculum reform; Early childhood care and education; Perceptions; Teacher attitudes; Preschool children; Preprimary teachers; Responses; Case studies; Trinidad and Tobago