

ABSTRACT

Constructing Early Childhood Care and Education Teachers' Beliefs and Curriculum Decision-Making: Implications for Early Childhood Programmes in Trinidad and Tobago

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This extended literature review explored (a) curriculum issues and trends in early childhood care and education, (b) developmentally appropriate practice, (c) curriculum decision making, and (d) beliefs and practice. The information is intended to inform a study that will seek to determine how early childhood care and education (ECCE) teachers' beliefs about developmentally appropriate practice influence their curriculum decision-making for three- and four-year-old children in centre-based settings in Trinidad and Tobago. Data will be collected through interviews with 12 participants (two ECCE administrator/teachers, two ECCE teachers, and two teacher assistants from two new centres; and six ECCE teaching assistants from two existing centres) as well as through observations and document analysis.

Keywords: Early childhood care and education; Literature reviews; Teacher attitudes; Curriculum implementation; Preprimary teachers; Trinidad and Tobago