

ABSTRACT

Teachers' Concerns About the Implementation of the Primary School Social Studies Curriculum

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This study sought to investigate teachers' concerns about the implementation of the social studies curriculum in their primary school. It also sought teachers' views on possible interventions that would facilitate the implementation of the curriculum. Data were collected, from participants of the school, through interviews and the Concerns-Based Adoption Model (CBAM) questionnaire. Among the findings were that: 1) the Ministry of Education needs to balance its investment between curriculum development and curriculum implementation; 2) care must be taken to plan curricular sessions, allowing adequate time for disequilibrium to take place and for new ideas to be accommodated schematically; and 3) teachers need to have a shared, clearly articulated vision of the social studies curriculum in order to realize positive learning outcomes among students.

Keywords: Social studies education; Primary school curriculum; Primary school teachers; Curriculum implementation; Concerns; Teacher attitudes; Case studies; Trinidad and Tobago