

## ABSTRACT

### **A Case Study of Teachers' Experiences in Implementing First Steps Literacy Resources (FS) Within the Elementary Department of a Canadian International School in Trinidad**

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This case study attempted to address the personal aspect of change by identifying the experiences of teachers as they implemented the First Steps (FS) literacy resources, in an effort to guide FS facilitators and the FS planning committee in structuring appropriate professional development activities to effectively meet the needs of elementary staff members at a Canadian International school in Trinidad. The Concerns-Based Adoption Model (CBAM) provided the conceptual framework. Three data collection instruments were employed: Stages of Concern Questionnaire (SoCQ), open-ended concerns statements, and a focus group interview. The concerns of the teachers appear to have, more or less, followed the CBAM model as it pertains to where they are situated in the change process. The majority of the participants were at different levels of concern during the implementation of the innovation, with only one participant deviating from the norm.

**Keywords:** Canadian schools; Case studies; Adoption of innovations; Teacher attitudes; Primary school curriculum; International schools; Literacy methods; Curriculum implementation; Trinidad and Tobago