

ABSTRACT

Teacher Led Early Childhood Innovations and Practice Implemented at an Early Childhood Care and Development Training Site in Trinidad and Tobago: A Case Study

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This descriptive qualitative proactive action research case study examined the design, planning, and implementation of innovations by three early childhood educators at an early childhood training and research site in North Trinidad. It specifically sought to determine whether innovations improved the quality of delivery of the early childhood care and development (ECCD) site, and if the site had a significant impact on the children's and the educators' development. Data were collected through interviews and participant observations. The findings indicated that: 1) the educators found that there was not enough time given to fully grasp the dynamics of appropriately implementing an innovation, and stated that it was an additional chore to implement; 2) one educator noted that it was a worthwhile project since her innovation was one that she was confident about and had the tools to implement; and 3) only two innovations would lend themselves to full implementation, with more time being required for each to be implemented and sustained if they were to facilitate school improvement.

Keywords: Early childhood care and education; Case studies; Action research; Adoption of innovations; Educational innovations; Trinidad and Tobago