

ABSTRACT

Quality Early Childhood Care and Education? An Analysis of Curriculum Delivery at Three Private Early Childhood Care and Education Centres in Central Trinidad

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The study investigated the quality of curriculum delivery at three private early childhood care and education centres in Central Trinidad. A case study approach in the qualitative paradigm was used. Data were collected using an adapted version of the international rating scale ECERS-R (2005) and a national rating scale adapted from The Standards for Regulating Early Childhood Services (2005). Data collection also included interviews and non-participant observation. The study was analyzed inductively through the coding patterns, categories and themes. Findings indicated an over emphasis on academic skills and limited developmentally appropriate practices. Teacher led activities that employed traditional strategies of rote and memorization were observed. While the parents of the children involved in the study were pleased with the centre's programme, the curriculum was driven by the transition to primary school and perceptions of what were expected in that environment. Development and learning in all domains and across all curriculum areas were not evident. Experiences that encouraged active learning appeared to be lacking. Opportunities that fostered creativity, critical thinking and problem solving were not supported by the way the curriculum was delivered.

Keywords: Deborah Khan, Early Childhood Care and Education, quality, curriculum, environment.