

ABSTRACT

A Qualitative Study to Explore and Understand Teachers' Concerns About the Implementation of an Integrated Thematic Curriculum for Infants and Standard One at Leesville Primary School in the Victoria Education District of Trinidad and Tobago

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This case study sought to explore and understand the many concerns expressed by teachers about a new innovation, a thematic approach to teaching and learning, at the Infants and Standard One levels at a primary school in Trinidad and Tobago. Data were collected through semi-structured interviews with open-ended questions, adapted from the Stages of Concern dimension of the Concerns Based Adoption Model (CBAM), which were conducted with three teachers (two from Infants level and one from Standard One). It was found that teachers had many self and task concerns, whereas for impact concerns the issue was about a lack of collaboration, since the new curriculum requires team work.

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