

ABSTRACT

Implementing the National Early Childhood Care and Education Curriculum: Concerns of Teachers at an ECCE Centre in the St. George East Educational District of Trinidad and Tobago

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This case study investigated the concerns of teachers as they implemented the national Early Childhood Care and Education (ECCE) curriculum. Data were collected through interviews with three teachers at an ECCE centre in Trinidad and Tobago, and the Concerns Based Adoption Model was used to identify teachers' stages of concern. The findings indicated that the teachers' main concerns were at four of the seven stages of concern: 1) personal, 2) management, 3) consequence, and 4) collaboration. They were concerned about their competence, the Curriculum Guide, time, resources, collegial and collaborative support, the curriculum's impact on children's learning, and administrative support.

Keywords: Early childhood care and education; Preprimary teachers; Preprimary curriculum; Teacher attitudes; Concerns; Curriculum implementation; Trinidad and Tobago