

ABSTRACT

An Investigation Into Teachers' Levels of Use of the National Early Childhood Care & Education Curriculum Guide After Eight Years of Implementation at an Early Childhood Care & Education Centre in Caroni District Trinidad

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This study investigated the levels of use of the *National Early Childhood Care and Education (ECCE) Curriculum Guide* among teachers, eight years after the implementation of the National ECCE curriculum, at an ECCE centre in the Caroni District in Trinidad and Tobago. Data were collected through the use of semi-structured interviews. The findings revealed that the teachers were at varied levels of use of the Guide. The differences in the teachers' levels of use were mostly due to a multiplicity of challenges affecting the innovation, including clarity, structure, and information in the Guide, and conflicting explanations from curriculum officers. It was also found that the teachers recognized and understood the importance of using the innovation but felt that continuity would be greatly impeded if external support was not provided.

Keywords: Case studies; Preprimary teachers; Teacher attitudes; Curriculum guides; Curriculum innovations; Curriculum implementation; Preprimary curriculum; Early childhood care and education; Preschool centres; Trinidad and Tobago