

## **ABSTRACT**

### **Concerns of Teachers and Administrators Regarding the Methodology of the Thematic Integrated Curriculum at the Standard One Level at a Primary School in Trinidad & Tobago**

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This study explored the concerns of three Standard 1 teachers and three administrators regarding the methodology of the new Thematic Integrated primary curriculum at a primary school in Trinidad and Tobago. Data were collected through semi-structured interviews, observations, and document analysis. The findings revealed that the teachers and administrators shared the same concerns regarding time, availability of resources, structure of the school, confidence in content areas, collaboration, and training and support.

**Keywords:** Case studies; Primary school teachers; Primary school curriculum; Curriculum design; Teacher attitudes; Administrator attitudes; Trinidad and Tobago