

ABSTRACT

Teachers' Experiences Implementing the Continuous Assessment Component (CAC) of the Secondary Entrance Assessment (SEA) at a Primary School Facing Challenging Circumstances

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This study explored the experiences of three teachers during the implementation of the Continuous Assessment Component (CAC) of the Secondary Entrance Assessment (SEA) at a primary school facing challenging circumstances in Trinidad and Tobago. Data were collected through interviews. The study generated seven major themes: 1) slow teacher buy-in, 2) inadequate front-end training, 3) dysfunctional support systems, 4) parental apathy, 5) contextual barriers, and 6) ad hoc implementation. It was found that the teachers did not buy in to the CAC because of deficiencies in training, parental, and support systems.

Keywords: Educational experience; Disadvantaged schools; Primary school curriculum; Curriculum implementation; Continuous Assessment Component; Secondary Entrance Assessment examination; Trinidad and Tobago