

ABSTRACT

An Investigation into the Implementation of the Project Approach at Government Assisted Early Childhood Centres in Central Trinidad: The Concerns of Four Early Childhood Teachers

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This study investigated the concerns of four early childhood care and education (ECCE) teachers regarding the implementation of the Project Approach at an ECCE centre in Trinidad and Tobago, using the Concerns-Based Adoption Model and the Stages of Concern framework. Data were collected from the four purposively selected teachers through interviews. The emerging themes from the study were: 1) teacher education, 2) information, 3) curriculum demands, 4) time demands, 5) resources, and 6) administrative and staff support. The findings revealed that the teachers had concerns in four stages of the framework: informational, personal, management, and collaboration.

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