

THE REVISED PRIMARY CURRICULUM IN JAMAICAN PRIMARY  
SCHOOLS: GRADE ONE TEACHERS' LEVELS OF USE AND  
CONCERNS

A THESIS

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## ABSTRACT

The Revised Primary Curriculum in Jamaican Primary Schools: Grade One Teachers' Levels of Use and Concerns

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Through the use of quantitative and qualitative research methodologies (mixed methods) this doctoral thesis examines the Levels of Use and Concerns of Grade One teachers about the Revised Primary Curriculum (RPC). The Concerns Based Adoption Model was used as the basis for the analysis of the Levels of Use and Concerns. The quantitative dimension took the form of a survey of 94 teachers, through the use of a questionnaire. The qualitative dimension of the thesis took the form of four case studies of teachers selected from the survey sample. The case studies utilized techniques such as observation, interviews, informal discussions, and analysis of lesson plans and the curriculum guide during data collection. The teachers involved in the study were within the parishes of Kingston and St. Andrew and St. Catherine in Jamaica. The main findings indicate that (i) teachers perceive themselves as operating at a high level of use (Integration Level) but this view was not evident in practice when case studies were conducted with four teachers. In other words, teachers Reported use was different from

their Actual use. The teachers in the case studies were found to be operating at the Mechanical Level of Use given their training and familiarity with the RPC. Teachers were rated at this level because they were not carrying out a number of the functions associated with an integrated curriculum and in some cases the functions were being carried out at a very low Level of Use. (ii) Teachers who were change facilitators (Resource Teachers) were also found to be operating at the same Level of Use as the regular implementers. (iii) Teachers had mainly management concerns about the implementation of the RPC. This category of Concern includes concerns about the physical facilities, training, and resources needed to implement the RPC. The findings also indicated that teachers' Reported and Actual Concerns were similar. The findings therefore have significance for the way forward in relation to curriculum implementation. Rigorous training for implementation of an innovation that requires teachers to change their thinking cannot be a 'one shot' process but must be continuous. The same rigour that is used to introduce innovations to teachers must be the same rigour that is used during the on-going implementation process to provide them with the skills needed as they interact with the innovation. The Concerns Based Adoption Model (CBAM) provides a framework for monitoring skills and concerns in order for effective implementation to occur.

**Key words:** Curriculum implementation, Revised Primary Curriculum, Concerns Based Adoption Model, Integrated Curriculum, Curriculum integration