

ABSTRACT

Teachers' Concerns About the CAPE Communication Studies Innovation

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This qualitative case study explored teachers' concerns about the CAPE communication studies innovation in a senior comprehensive school in Trinidad. Based on the Concerns Based Adoption Model (CBAM), data from two teachers were analysed. It was found, initially, that the two teachers had primarily intense self-oriented informational and personal concerns (Awareness). However as the implementation of CAPE Communication Studies continued into the second year, the teachers concerns shifted to intense task concerns (Management), while one teacher expressed concerns, though less intense, at the impact stage (Collaboration). The teachers had a conglomeration of concerns, but with different degrees of intensity consistent with the published literature in the field. Findings also revealed that a lack of administrative support, ineffective workshops, and a lack of a professional collaborative ethos at the school were factors that impacted on their concerns.

Keywords: Adoption of innovations; Caribbean Advanced Proficiency Examination; Case studies; Communication Studies; Concerns; Secondary school teachers; Trinidad and Tobago