

Kindergarten Teachers' Attitudes Towards Curriculum Innovation

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Abstract

In Myanmar, the changing educational environment, the diverse educational needs of students, the high expectations from the public, and the policy reports demand strongly educational change. Thus, a developmentally appropriate, culturally responsive and educationally relevant kindergarten curriculum initiated in 2016-2017 academic year in order to ensure that all children can access appropriate and quality kindergarten learning. This study aimed at investigating kindergarten teachers' attitudes towards curriculum innovation. A total of 299 kindergarten teachers participated. In this study, kindergarten teachers' perceptions of new curriculum include student-centeredness of the curriculum, usability of the curriculum, general views of the curriculum, perceptions of changed roles, planning, instructional process, evaluation, interaction with colleagues, principal and parents and time taken for teaching. Results revealed that kindergarten teachers had positive attitudes towards curriculum innovation. This study adds that female teachers had more positive attitudes towards general views of the recently changed curriculum than male teachers. Findings indicated that there was a significant township difference in teachers' attitudes towards general views and instructional process of the kindergarten curriculum. This study may shed light on challenges faced during the implementation of the new kindergarten curriculum; including parental involvement, learning activities, teaching aids, quantity of teachers, class size, school environment, measurement and evaluation, and disability students. This study provides insights and suggestions for key challenges during the implementation of quality kindergarten education.

Key words: Kindergarten teachers, Kindergarten curriculum, Curriculum innovation, Attitudes towards curriculum innovation, Myanmar curriculum reform

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