

This study addressed early childhood educators; teachers' understanding and roles in curriculum development and implementation in early childhood programs. In all, 97 teachers from three districts in northern Ghana participated in the study. Two research questions guided the study. The data generated were subjected to descriptive statistics and analysis of variance. The study found among others, that trained teachers were neutral on both questions, while untrained teachers disagreed. This perception was consistent with the associated literature. The findings revealed the need for a total re-orientation of the educational program for teachers and a call for partnership between teachers and curriculum developers in the curriculum process. Keywords: Early Childhood Education, Ghana, West Gonja, Curriculum.