

APPENDIX H

Request No: 102176

1. Difference between the Cayman Islands 'School Curriculum' and 'National Curriculum'? **They are the same.**
2. Are both curriculums Mandatory for Public & Private schools? **This curriculum is solely mandated for Government schools.**
3. Can you kindly advise or point me to where I can confirm the above? **Please see page 12 (Cayman Islands 'School Curriculum)**
4. Seeking clarification as to why pg 12 of 'The Cayman Islands National Primary Curriculum' (attached for easy reference) states "All government schools in the Cayman Islands MUST follow the statutory national curriculum.....", does not state Private schools following same as Mandatory also? **Private institutions follow various curricula, ranging from Montessori to traditional US/British curricula.**
5. Can you provide or point me to the complete list/s of (text) books used to educate public primary, and high school students of Caymanian History, Heritage and current affairs?

There are no "current" textbooks for primary schools but units with suggested resources. The Ministry of Education is working with the Ministry of Culture to create three books and have one by Nasaria Suckoo reprinted.

There is no one textbook for the Humanities subjects at the KS3 level. Instead, the high schools have several books ordered, including Stories My Grandfather Never Told Me by Roy Bodden and He Hath Found It Upon the Seas, etc.

Teachers also typically access books or resources in their departmental libraries and online resources to develop student-friendly materials.

For KS3 Geography, schools integrate Oxford Press' online access to New Key Geography and integrate the Caymanian context through worksheets. Schools recently received copies of Murray Roed's 'Islands from the Sea: Geologic Stories of Cayman', but this is not a textbook and must be levelled (made age appropriate).

For KS3 Social Studies, schools rely on information from sources, including the Elections Office website, posters from the Protocol

Office, Michael Craton's 'Founded Upon the Seas', Legislation.gov.ky, The Constitution of the Cayman Islands, The Cayman Compass, guest speakers, field trips, and any other credible sources. None of these printed sources is age appropriate and must be levelled. An example, the Government Resource & Activity Book, is attached, but please note that it is soon due for a review and update.

For KS3 History, schools utilise the largest selection of Cayman-related sources for all three subjects. Since no age-appropriate Caymanian History book exists, they have adapted from many available sources and even worked with the National Archive, the National Museum, and the CNCF. Michael Craton's 'Founded Upon the Seas' is the primary document that informs teachers' work. The new curriculum is being introduced in stages and will be fully implemented in the next academic year. The documents schools create should therefore be a work in progress. They will continue to adapt, refine and add as needed to best meet the needs of our students. Below is a sample list of sources that one of our schools has used for the Year 7 and Year 8 parts of the new History curriculum.

Sources

Below is a list of sources for each of the subtopics.

The Indigenous in the Caribbean

- Alma Norman. *The People Who Came: Book 1 (New Edition)*. 1995. Longman Caribbean.
- The Morgan Library & Museum. 2022. *Histoire Naturelle des Indes*. <https://www.themorgan.org/collection/Histoire-Naturelle-des-Indes>
- Lennox Honychurch. *The Caribbean People: Book 1 (Third Edition)*. 2006. Nelson Thornes.
- Lennox Honychurch. *The Caribbean People: Book 2 (Third Edition)*. 2006. Nelson Thornes.
- Dinah Starkey. *Explorers 1450-1550*. 2000. Collins Educational

Early Interactions with the Cayman Islands

- Michael Craton. *Founded Upon the Seas: A History of the Cayman Islands and Their People*. 2003. Ian Randle Publishers.
- The Morgan Library & Museum. 2022. *Histoire Naturelle des Indes*. <https://www.themorgan.org/collection/Histoire-Naturelle-des-Indes>
- (See Folios 93v-94r and Folio 53r.)
- Neville Williams. *A History of The Cayman Islands*. 1970. Cayman Islands Government.
- John Doak. *Cayman Style*. 2020. CLM Publishing (ISBN: 978-1-948074-15-5)

Settlements & Fortifications (incl. founding families)

- Cayman Islands National Archive and Cayman Free Press. Our Islands' Past: Volume III (Edward Corbet's Report and Census of 1802 on the Cayman Islands). 1992. Cayman Islands National Archive.
- John Doak. Cayman Style. 2020. CLM Publishing (ISBN: 978-1-948074-15-5)
- Michael Craton. Founded Upon the Seas: A History of the Cayman Islands and Their People. 2003. Ian Randle Publishers.

Society, Economy, and Culture

- Cayman Islands National Archive and Cayman Free Press. Our Islands' Past: Volume I (Traditional Songs from The Cayman Islands). 1996. Cayman Islands National Archive.
- John Doak. Cayman Style. 2020. CLM Publishing (ISBN: 978-1-948074-15-5)
- Neville Williams. A History of The Cayman Islands. 1970. Cayman Islands Government.
- Michael Craton. Founded Upon the Seas: A History of the Cayman Islands and Their People. 2003. Ian Randle Publishers.
- Harwell M McCoy. Journey to Partnership: A History of the Presbyterian (United) Church in Grand Cayman. 1997. Optichrome The Printing Group.

6. Is the above mentioned book list provided to private schools for their guidance? **Private schools can choose learning resources that best suit the programmes offered.**
7. Is there any requirement for them to use these or any other specific books for the above mentioned capacity? **No**
8. What measurement is used to record and grade the current teaching of the Caymanian History among Private Schools? Are the results of these being recorded on the Bi-Annual School Inspections? **Students' Civic and Environmental Understanding is assessed as part of full Office of Education Standards (OES) inspections. You may have to refer to the OES for more information.**
9. If answer to the above is no, when can we expect same to be implemented? **Please refer to the Office of Education Standards.**
10. In what subjects are primary and high school level students being tested on Caymanian history, culture, heritage? Art, Social studies....? **Primary school students do not have system-level tests written. They have a set of assessment standards that they are expected to be able to fulfil. Schools can write tests to use as an assessment. The unit suggests assessment strategies. Each high school does something different.**
At Key Stage 3 (KS3 = Years 7-9), Caymanian history and culture are built directly into the New National Curriculum and other supporting documents. This is highlighted in the Social Studies

aspect of the curriculum (focused on family, volunteerism, national heroes and other awards, government, rights, responsibilities and citizenship), and especially true for the History. Sections on Romans, the Renaissance and Reformation were removed and it is now mainly Caymanian history with links to regional and international history for a broader worldview. This history covers pre-Columbian (regional Amerindian societies) to modern-day Cayman and looks at Caymanian settlement, slavery, democracy, education, economics, and world influence. Other subjects such as Technology, Design, Food & Nutrition, and English reference and use Caymanian materials/plans/recipes where appropriate. Art specifically looks at Thatch and Caymanian artists.

11. In what subjects offered at high school level is the significant inclusion: teaching and demonstration, of Caymanian culture included? Please advise or point me to where I can locate this information? **At Key Stage 4 (KS4 = Years 10-11: Optional or elective international exam classes), schools may offer CXC Caribbean History, CXC Social Studies, CXC Geography, and BTEC Travel and Tourism (an industry-involved and project-based programme with links to the CIAA, Hotels, Restaurants, and other travel and tourism based companies in Cayman). Combining all four courses allows for discussions on Caymanian History, culture and heritage. For Drama, Art, Music, English, Food & Nutrition, and Construction, schools continue to integrate more of the Caymanian culture with the use of Caymanian music, food, art, architecture, poems, and stories. The Drama exam course requires students to research local actors, something the CNCF is working to better support. Schools are working hard to better integrate Caymanian heritage. Still, some challenges exist in locating resource persons for professional development (such as thatching and catboat construction), access to books no longer in print, copyright restrictions, and access to prepared natural resources such as dried thatch in quantities large enough to supply large groups of students.**

12. Can you also advise or guide me to where I can confirm at what stage/s in primary and high school curriculum, students are exposed types of jobs and career options? **The Life Skills curriculum would be a resource for careers. It is discussed from the perspective of tourism/community helpers in the primary Social Studies curriculum.**

While all teachers have conversations with students about careers and jobs, a greater focus is done on Life Skills at the KS3 and KS4 levels. When students choose optional subjects at the end of Year 9 (to start in KS4 – exam level), schools introduce them to possible career choices and the subject's relevance towards those

careers/jobs. The KS3 Social Studies curriculum also requires teachers to include content about employment structures (Primary, Secondary, Tertiary and Quaternary industries) and how the economy works. Schools host Career Week activities culminating in a Career Fair with participation from a host of local employers. As part of Career Week activities, schools invite speakers from various sectors to speak with students on multiple aspects of careers and career-related issues. CXC Social Studies has a large section on Human Resource Development, during which schools examine employment and training opportunities. CXC Geography also covers aspects of Human Geography such as industries, industry placement and human resource development. The BTEC courses, mainly BTEC Travel & Tourism and BTEC Work Skills, are all tied to businesses around Cayman. BTEC Travel and Tourism involves many in-person behind-the-scenes tours of hotels, restaurants, and the airport. CIFEC are more involved with work experience and field placements.

- 13. Can you confirm the normal method of executing the above mentioned: textbook learning etc? Your question needs to be clarified; however, the main instruction strategy in primary schools is inquiry-based learning.**