

A new curriculum for schools in the Cayman Islands



Overview Aims and guiding principles

January 2007



Building *Brighter* Futures

CAYMAN ISLANDS GOVERNMENT



Foreword

This document marks an important step in the process of curriculum reform in this country. The Government is committed to improving our education system and to ensuring that students achieve the highest possible standards. Cayman's future depends on a high quality and dynamic school education system to provide all students with the foundation of skills, values, knowledge and understanding necessary for life long learning, employment and full participation in society. The aims and guiding principles that are outlined in this paper provide a good starting point for a new curriculum that will prepare our students for an increasingly competitive international market place. This curriculum review will make a major contribution to the development of our nation and the quality of life for its people.

The aims and principles for the new curriculum are guided by the mission statement of the Ministry of Education, which is:

The Ministry of Education seeks, in partnership with stakeholders, to provide all students with opportunities to acquire the skills, knowledge, attitude and values to prepare them to be successful and productive lifelong learners and citizens in an ever changing global society, through a broad, relevant, and balanced national curriculum.

The Honourable Alden McLaughlin,
Minister for Education, Training, Employment, Youth,
Sports and Culture - January 2006



Contents

	Page
Background	
• Rationale for revising the Cayman Islands national curriculum	4
• The Educated Caymanian	5
• Historical perspective	5
• Context of the Cayman Islands' Education System	6
• Curriculum defined	6
• Who is it for?	7
• How the review was undertaken	7
• The consultation process	7
Aims and outcomes	
• Aim of the curriculum	8
• Stakeholders	8
• Learning outcomes for students	8
Principles and structure	
• General principles	10
• Guiding principles for the content	10
• How it will be taught	11
• How students will be assessed	12
• Curriculum structure	13
Next steps	14
Appendices	
1. Members of the overview taskforce	16
2. Bibliography	17



Background

Rationale for revising the national curriculum

In September 2005 the new Minister for Education, the Honourable Alden McLaughlin, called for a national education conference, to which all government school teachers, education officers, inspectors, and representatives from parents' associations, pre-schools, private schools, the business sector and students were invited. During the conference, entitled, "Defining Challenges, Finding Solutions, Together", participants assessed the current state of education in the Cayman Islands and suggested ways forward.

The Minister opened the conference with a statement of belief that human capital and education are the cornerstones upon which hinge the social, economic and cultural well-being of our society. In the foreword to the National Consensus document he went on to say:

"The Government has received tough messages from the stakeholders in our education system. They have told us that the way we administer the education services in these islands must change, and they have told us that the quality of the education product must be improved. Our response is to accept the hard truths, take the difficult decisions and make the critical changes that are necessary to improve education in these Islands. Change brings disquiet, resistance and even casualties, but change we must, and change we shall. I gave a personal commitment to the young people of the Cayman Islands – to work tirelessly to improve education in this country, and to constantly evaluate our progress in the interest of always doing better. I stand by that commitment."

Feedback from the conference indicated that there was room for improvement in several key areas of the education system. One of these areas was the school curriculum. Although participants identified several strengths of the existing curriculum, there was much support for a radical review:

"In summary, the main thrust of these recommendations is the call for a comprehensive review and revision of the current national curriculum and how students are assessed, for all levels and stages of education, from pre-school to high school and beyond."

In addition to the reasons for change put forward by the conference participants and other members of the community, there are other national and international factors that suggest that the time is right for a review of the curriculum. Some of these factors include:

- The global, social, political and economic changes facing Cayman
- The growing diversity in Cayman society along with the need to embrace Caymanian culture
- Changing demands of employers
- A growing understanding of how students learn, from research into the brain
- A greater understanding of the importance of early childhood experiences and the need for continuity from pre-school through to tertiary education
- Current thinking about how students should be assessed to optimise their learning
- An understanding of the need to adopt different approaches to teaching in order to respond to the changing world in which students live, their different learning styles and the impact of new technologies
- The increasing globalisation of society

Finally, there is evidence to suggest that too many of our students are leaving high school with very few recognised qualifications and in several cases, very poor standards of literacy and numeracy. Employers are unhappy with the quality of school leavers' attitudes towards work and their weak communication skills. Our current curriculum is clearly not as effective as it should be.

Background

The Educated Caymanian

There was a strong consensus as to what educators, other stakeholders and members of the community want for our students. Suggestions from conference participants were incorporated into a 'profile of the educated Caymanian', which states that an educated Caymanian will:

- o Be enthusiastic and motivated about learning, and will continue to extend his/her knowledge and skills after leaving school
- o Be literate, numerate and adept at using information and communication technology
- o Be a good communicator
- o Be creative and appreciative of the arts
- o Have a positive outlook and a high self-esteem
- o Be well-rounded, good at finding solutions to problems, flexible and adaptable to changing circumstances and demands
- o Have a strong work ethic and willingness to become an honest, reliable and responsible member of the work force
- o Be respectful of God, him/herself, others, people from different backgrounds, the environment and property
- o Be proud of and knowledgeable about the Caymanian culture, whilst respectful of other cultures and beliefs
- o Be a good team player, civic-minded and willing to serve
- o Have an awareness of global issues affecting aspects of life in the 21st century

Although the qualities above refer to what is expected of an educated 'Caymanian', they apply equally to students of all nationalities who are taught in the Cayman Islands.

Historical perspective

The Cayman Islands government has been involved in the business of education for well over a hundred years. In 1887 it provided a modest investment of fourteen pounds, ten shillings and six pence, to help provide salaries for individuals who had started their own private schools.

In 1902 elementary education was established in Grand Cayman, and extended to Cayman Brac and Little Cayman in 1903. A board of education was set up in 1908. In 1920, the Government introduced a law to regulate education, which by then was compulsory for all seven to fourteen year-olds.

For the first forty years of the last century, the only educational provision was for students of primary school age. In 1949 a private high school was established, which the government assumed responsibility for in 1964. Four years later, education became compulsory for all children from five to fifteen years of age. The high school system became non-selective in 1971 and in 1979 a middle school was introduced on Grand Cayman, whilst a high school opened on Cayman Brac. Special education facilities were established during this period with the opening of the Lighthouse School.



Background

By 1982, expenditure on education had risen to \$6.23 million.

Tertiary education on Grand Cayman began with the establishment of the International College of the Cayman Islands in 1970, followed by the Community College in 1976. The Cayman Islands Law School opened in 1992 and in 2004 the Community College's status changed to that of a University College.

The Cayman Islands Schools' Inspectorate was established in 1996.

In 1991, a review of education resulted in plans to establish a national curriculum and the opening of pre-schools. The present compulsory school ages are from four years and nine months to 16 years. Throughout the last twenty years, various additions, modifications and re-writes have been performed on the national curriculum, but it has never been completed for all subjects and school stages.

In July 2006, an Early Childhood Unit, which oversees the care and education of children under five years of age, was opened.

The government continues to invest significantly in education.

The context of the Cayman Islands' education system

The Cayman Islands is a British Overseas Territory and its education system evolved out of a British/Caribbean model. The islands were relatively undeveloped throughout the first part of the 20th century, but underwent enormous economic expansion during its' last three decades. The young people who leave our schools today enter a very different job-market from that experienced by their parents or grandparents. The islands maintain a strong cultural

identity that is founded on a Christian faith.

Whilst maintaining strong ties to the UK, the Cayman Islands has become a multinational society with close economic links to the USA. At present the islands have a population of approximately 52,000 people, of whom 61% are Caymanian. About 2,000 people reside on the Sister Islands of Cayman Brac and Little Cayman. The majority of the population lives in the districts of Georgetown and West Bay on Grand Cayman.

There are approximately 4,600 students in government schools, with around 2600 in the 11 primary schools and 2000 in the three secondary schools (since September 2006, this number has increased to six, as the middle school has been split into four small schools). There are 10 private schools that provide for around 2500 children across the entire age range. The majority of students that participate in higher education overseas do so in the USA.

The curriculum defined

We have adopted the definition of the curriculum given by AV Kelly as "all the learning which is planned and guided by the school, whether it is carried on in groups or individually, inside or outside the school." (Kelly 1983)

The curriculum affects us all. It reflects what we value and desire for our children. It should communicate not only what skills and values should be learned, but how it should be taught and assessed.

Hence, the revision of the curriculum is a mammoth undertaking, as it will involve a review of everything that happens in our schools and classrooms. There will need to be new teaching and assessment approaches as well as changes to the content. These changes will inevitably cause anxiety and uncertainty as teachers' and administrators' ways of working

Background

are challenged. There will need to be a huge commitment to in-service training for teachers and on-going support to ensure that everyone understands the new aims and goals for the curriculum and how it must be taught. Not only must teachers and school leaders know what to do, but they must be helped to put the ideas into practice.

Who is it for?

The national curriculum that is defined in this document is intended for students of compulsory school age, from five to sixteen years. The curriculum should build on the programme for children under compulsory school age and prepare students for tertiary education after they have left school.

How the review was undertaken

The review began with the national conference described earlier. This provided a mandate for change and set out the nation's view of an 'educated Caymanian'. The National Consensus document specified what contributors considered to be strengths of the curriculum and listed areas that needed improving. The document set out ten strategies that would lead to improvements in education. Strategy 2 was a review of the national curriculum.

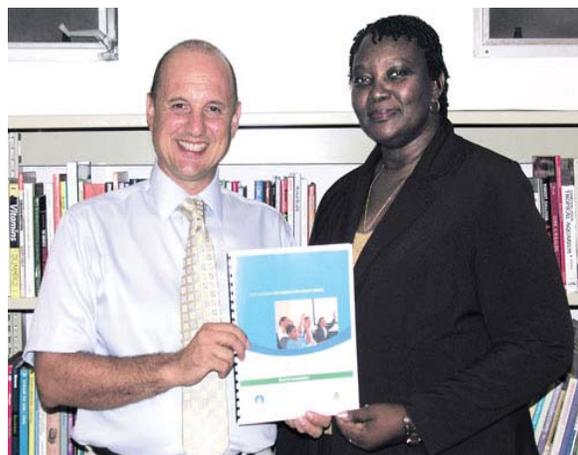
Teachers across the Cayman Islands were invited to participate in a taskforce to review the curriculum. Over fifty volunteered. From these volunteers a smaller taskforce was identified to take forward the first phase of the curriculum reform, which culminated in this document. Members of the overview taskforce are listed in Appendix 1. The group mem-

bers met on several occasions and carried out extensive research before preparing this document. They looked at what other countries are doing and explored various international curricula and research. A selection of the numerous texts that were referred to is included in the bibliography (Appendix 2).

The consultation process

A draft version of this overview document was circulated to all schools and posted on the Ministry website- www.brighterfutures.gov.ky- in July 2006. Posters were displayed in schools and offices around the islands, and information was circulated via the local media. Everyone was encouraged to give feedback through an on-line questionnaire and there were over 120 responses. Two curriculum development officers, who started work in September 2006, visited schools to present an outline of the review process and to get direct feedback from teachers, students and parents. Most government schools and several private schools were visited.

The overview taskforce that is referred to above and listed in Appendix 1 continues to have an oversight of the curriculum review process and approved the final version of this document.



Aims and outcomes

The aim of the new national curriculum

The aim of the national curriculum is to provide, in partnership with all stakeholders, a broad, relevant, balanced, and integrated learning framework that promotes students' physical, emotional, intellectual, social, spiritual, cultural, creative and moral development. It aims to enable them to become critical thinkers, problem solvers, lifelong learners and productive citizens in an ever changing global society.

The stakeholders

The job of education is not solely the responsibility of educators. There are many stakeholders who need to understand the aims and principles of the new national curriculum. The stakeholders include:

- o Parents
- o Students
- o Educators
- o Government
- o Employers
- o Public service groups
- o Other groups and members of the community

Learning outcomes for students

The outcomes for students have been grouped into the following four categories

- o Intellectual
- o Cultural
- o Attitudinal
- o Behavioural

The outcomes are set out in more detail below. They reflect and build on those described in the 'Educated Caymanian'.

Intellectual outcomes

By the time they leave our schools, students should:

- o Be literate, numerate, and adept at using information and communication technology (ICT)
- o Have an awareness of global issues affecting aspects of life in the 21st century
- o Be able to use their local dialect and standard English to think, learn, and communicate effectively in a variety of contexts
- o Be able to apply mathematical reasoning skills and knowledge to solve problems and make sense of statistical and other information
- o Be able to use scientific methods to solve problems and to apply scientific perspectives to gain a better understanding of their world and to help make responsible decisions
- o Be able to evaluate and use a wide variety of resources, including technologies, to improve their performance in school and work-related areas and generally enhance the quality of life
- o Demonstrate an understanding of how history, geography, and cultural forces have shaped the past and the present
- o Have had the opportunity to acquire some technical and vocational skills, which give them more opportunities and options to be successful in the workplace
- o Have studied another modern foreign language

Aims and outcomes

Cultural outcomes

By the time they leave our schools, students should:

- o Be proud of and knowledgeable about their heritage. Celebrate Caymanian culture, whilst being respectful of and knowledgeable about other cultures and beliefs
- o Be creative in, and appreciative of the arts (dance, drama, visual art and music)
- o Be able to apply their appreciation of the arts to many facets of life and work

Attitudinal outcomes

By the time they leave our schools, students should:

- o Have a positive outlook and a high self-esteem
- o Be enthusiastic and motivated about learning, and willing to continue to extend their knowledge and skills after leaving school
- o Have a strong work ethic and willingness to become an honest, reliable, and responsible member of the work force
- o Be respectful of God, themselves, others, people of all ethnic and religious backgrounds, the environment and property
- o Be a good team player, civic-minded, and willing to serve
- o Be able to interact and work effectively with others, showing empathy, compassion and respect towards their needs and feelings
- o Demonstrate respect for human rights, and fulfil the responsibilities of citizens in a democratic society

- o Value work and learning of all types, not only for their practical benefits, but also for the sense of purpose and satisfaction that they can bring
- o Be able to develop relevant, well-prepared plans for entering the world of work or continuing their education
- o Be open-minded and willing to listen to the views, values and perspectives of others
- o Appreciate the importance of keeping fit and participating in team and individual sporting activities

Behavioural outcomes

By the time they leave our schools, students should:

- o Be well-rounded, efficient problem solvers, flexible and adaptable to changing circumstances and demands
- o Be able to reflect on their own learning and experiences, and to assess and understand their own strengths and limitations
- o Be able to demonstrate a commitment to peace, social justice, tolerance, and the protection of the environment and apply a global perspective in their attitudes and behaviour
- o Act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities

“All children can learn”

Principles and structure of the new Cayman Islands National Curriculum

General principles

The context, in which the extensive review of the Cayman Islands National Curriculum for schools has taken place, is one of an ambitious transformation of the education system on an unprecedented scale. The current Government has long-pledged to make the core focus of this reform process the empowerment of individuals, by equipping them to thrive and prosper in an ever-changing world.

The curriculum must be based on the principle of equality of opportunity and entitlement for all. Educators and stakeholders need to hold firm to the belief that all children can and, indeed will, learn. Expectations for what students can achieve must be raised, if the Cayman Islands is to compete successfully in an increasingly global economy.

In order to achieve this aim, a holistic approach to the process must prevail, in which continuous life-long learning becomes a key element of personal development, not just through compulsory education, but also through early years, tertiary education, and into the workplace. It follows that the National Curriculum for schools must adopt a slogan which supports this vision.

The United States has adopted the slogan of ‘no child left behind’. In Britain, they have chosen the strap line, ‘every child matters’. Cayman Islands educators share both worthy aims, but we aspire to a

“World class education for all”

The curriculum must be internationalised and on a par with the best curricula around the world. It should equip our students for further studies anywhere in the world and have credibility with employers and providers of further and higher education at home and abroad.

The content of the curriculum must be reduced to ensure that there will be time for students to develop the skills, attitudes and competencies described in this document.

The curriculum will be subject to regular review through a consultative process and will take into account the latest ideas from research and international developments.

Guiding principles for the content

The following points are those that will need to be taken into account when the curriculum content is developed.

Continuity

- o The curriculum will be coherent and continuous from pre-school through tertiary.
- o Learning experiences will be organised in a spiral approach, where concepts are revisited, but in more depth in successive years. To achieve this, a curriculum map will be provided to show when different concepts, skills and other competences should be taught.

International

- o The content will draw from an international context while responding to local requirements and interests.
- o The language of the curriculum will be British English, but students also should be aware of alternative American spellings.

Focus on literacy, numeracy and ICT

- o The curriculum will ensure that literacy, numeracy and ICT are given prominence.
- o The development and application of literacy and numeracy must be integrated into all subjects,

Principles and structure of the new Cayman Islands National Curriculum

planned for, taught and assessed- not just left to English and mathematics lessons.

- o ICT must be included in all curriculum areas as well as a discrete subject.

Suitable for students of all abilities and special needs

- o The curriculum must encourage high expectations and challenging but attainable goals for all students
- o The content must ensure that the needs of all students can be met, through different outcomes and teaching approaches, where appropriate.
- o It will be rigorous enough to cater for exceptionally talented students.

Alignment between standards, content and teaching approaches

- o The learning outcomes, or levels of knowledge, skills and understanding required at each stage or year group and each subject, will be identified and shared with students of all ages.
- o There will be identifiable curriculum content for each stage and age range - but manageable in volume, so that the expectations are realistic and achievable, and not constraining the development of students' skills.
- o Guidance will be provided on teaching approaches, so that students can achieve the stated learning outcomes.
- o Text books will be suggested, to be used as a teaching resource, and not to dictate what is taught, how or when.

Broad, balanced and relevant

- o The curriculum will be broad and balanced and promote students' intellectual, physical, emotional, creative, spiritual, moral and cultural development
- o The curriculum will include the performing and visual arts for students of all ages, as subjects in their own right and as vehicles for teaching other areas.
- o The curriculum content must be relevant to the needs, interests and age of students, as well as to life in the Cayman Islands in the 21st century.
- o Curriculum for older students will include life skills, community service, work-based learning, careers education and technical and vocational education.
- o Technical and vocational education will be an integral part of the curriculum and accessible to all students, not just those who are considered to be 'less academic'.
- o Curriculum subjects are listed in the next section.

How it will be taught

The way that the curriculum is brought to life in the classroom is as important as what it includes. The new curriculum must be taught in a manner that reflects current best practice. In recent years there have been significant developments in our understanding of how people learn, with implications for pedagogy. There are accepted ideas about, for example, the importance of the learning environment,

Principles and structure of the new Cayman Islands National Curriculum

emotional intelligence, multiple intelligences and different learning styles. These ideas need to be incorporated into how teachers plan their lessons, relate to students, organise their classrooms, teach new ideas and assess students' progress.

The new Cayman Islands curriculum will involve a radical change in the way that many teachers teach. The emphasis will be less on direct instruction, although this will still have a place, and more on students developing understanding, using and applying skills, exploring, investigating and learning for themselves. Students will be expected to be less dependent on the teacher and more self-reliant, independent learners. Independent research will be an expectation for students of all ages.

“Teach less, learn more”

The new curriculum will encourage diversity and flexibility in teaching and learning approaches to accommodate all learning styles. Teaching will stimulate curiosity and inquiry in order to foster a spirit of discovery and enjoyment of learning. Teachers will provide opportunities for students to work individually and collaboratively, and to apply their skills and knowledge across a broad range of areas.

Respectful and constructive relationships are the starting point for successful teaching and learning. Teachers should foster respect, responsibility and tolerance by being good role models of these values and practising them within their own communities.

The curriculum must be relevant to students' needs, interests and aspirations as well as being rigorous and built on a foundation of good empathetic relationships.

“Rigour, relevance and relationships”

The new curriculum will involve the use of a wide range of technologies. ICT will be incorporated into each subject area. In addition, teachers will be expected to make use of technology to enhance their teaching and to cater for different learning styles.

Teachers will be encouraged to deploy imaginative approaches, including music, visual stimulation and movement, to make students' learning enjoyable and memorable.

Teachers will plan lessons and learning experiences according to the needs of the students, including those with special educational needs and those who are very able. Teachers must have high expectations for all students and encourage students to have high expectations of themselves. Teachers must believe that all students can succeed.

“Every child can achieve excellence”

How students will be assessed

The goal of education is to help students learn and succeed. The most important purpose of assessment is to identify strengths and weaknesses in students' performance in order to help them make good progress. Assessment is the means by which we know whether students have achieved in a particular area and what more needs to be done.

We subscribe to the importance of assessment for learning, which is a formative process. Assessment

Principles and structure of the new Cayman Islands National Curriculum

for learning is defined as ‘the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there’. (Assessment Reform Group, 2002)

There are many different forms of and approaches to assessment and teachers will be given guidance and training on how to apply a broad range of methods.

The focus will be on regular, on-going assessment by teachers, with planned opportunities for them to meet to agree on the standard of students’ work. Assessment will be integrated into the teaching and not just be left to tests or examinations at the end of the year.

At the same time we need to be able to use assessment to compare our students’ achievements with the best across the world, so that we maintain high standards and a competitive edge. Thus, our assessment must be able to be benchmarked against other schools across the world. Standardised testing at key points should enable us to measure the progress of individual students as well as how they compare on an international level.

The curriculum structure

Early childhood curriculum

The development of an appropriate curriculum for children before they enter compulsory schooling is paramount. The curriculum for primary age students needs to dovetail with that devised by the Early Childhood Unit for children under five years of age.

Primary Years

Primary schools will be expected to include the following subject areas:

- Language (English and a foreign language)
- Mathematics
- Science
- Social studies (history and geography)
- Arts – visual arts, music, drama and dance
- ICT
- Design and technology
- Physical education and health development
- Personal, moral, and social development
- Religious education

Schools will be encouraged to adopt different approaches to how they organise their curriculum, including teaching subjects through themes and projects. There will be explicit learning outcomes for each subject area.

Secondary Years

Secondary schools will be expected to include the following areas:

- English/ language arts
- Mathematics
- Science
- Foreign language
- Social studies (history and geography)
- Design and technology
- ICT
- Arts (music, dance, drama and visual art)
- Physical education and health development
- Personal, moral and social development (life skills, community service and citizenship)
- Religious education
- Work related learning – including careers, work experience, and vocational studies

The approach could be subject-focused but must include planned cross-curricular links. There will be explicit learning outcomes/attainment targets for each subject area, but they could be taught through projects or themes.

Next steps

Training for teachers

The changes that have been described for the new curriculum will involve a major programme of training for teachers. Teachers in the Cayman Islands come from a wide variety of backgrounds and have different expectations of how to teach. There will need to be intensive training for existing teachers and school leaders to familiarise them with the requirements of the new curriculum and how it should be taught and assessed. There will need to be careful induction for teachers who are new to the islands, who will be expected to become familiar with what for them are likely to be new approaches.

The support will be carefully planned to ensure that as far as possible all government school teachers are shown how to implement the new curriculum and how to assess students. In addition there will need to be ongoing support or coaching to help teachers as they begin to implement the new curriculum. There will be a role for the Inspectorate and Education Department personnel to monitor the implementation of the new curriculum and to feed back information into the training and support programme.

Involving parents and other stakeholders

As well as being a significant change for the schools and teachers, the new curriculum will need to be ex-

plained to other stakeholders, particularly parents and employers. There will need to be information and training programmes for parents and employers and other members of the community so that they can be helped to understand the new curriculum and their role in supporting students' education.

Parents play a key role in their children's education. So it is imperative that they are made aware of the changes to the curriculum and how they can work with schools to support their children's learning.

Policies and guidance

The new curriculum will have implications way beyond the scope of this document. Some examples of other policy and legal changes that will need to be reviewed as a result of the new curriculum include:

- Revision of the education law
- Policy on teaching and learning
- Policy on assessment
- Guidance on curriculum time allocations
- Guidance for how to teach students with special educational needs
- Policy on the teaching of gifted and talented students
- Standards for teachers
- Policies on literacy, numeracy and ICT across the curriculum

Next steps

Next phase of the review

The next phase involves preparation of learning outcomes for students, followed by details of the curriculum content (programmes of study) and teaching approaches. Alongside this will be guidance on how students will be assessed.

The training programmes and support for teachers and school leaders will be planned and implemented. Detailed optional guidance for teachers (schemes of work) will also be prepared.



Appendices

Appendix 1

MEMBERS OF THE CURRICULUM OVERVIEW TASKFORCE

Clive Baker, Teacher, Cayman Brac High School
Carla Bodden, Deputy Principal, Lighthouse School
Herbert Crawford, Senior Education Officer, Education Department
Brian Chapell, Lecturer, UCCI
Jordana Clarke, IT trainer, Walkers (former teacher)
Jacqueline Ebanks, Teacher, Montessori-by-the-Sea
Peter Embleton, Principal (Years 7-13) St. Ignatius Catholic School
Alan Hewitt, Deputy Principal, John Gray High School
Willeen Hill, Librarian, George Town Primary School
Helena McVeigh, Chief Inspector of schools, Schools' Inspectorate (Chair)
Vikki Myrie, Teacher, Creek and Spot Bay Primary School
Kiva Powell, Teacher, Savannah Primary School
Malcolm Saunders, Teacher, George Hicks High School
Pachent Smythe, Senior Inspector, Schools' Inspectorate
Annette Vaughan, Teacher, John A Cumber Primary School
Allison Wallace, Deputy Principal, Red Bay Primary School

Appendices

Appendix 2

BIBLIOGRAPHY

The following list represents a selection of some of the documents that were researched as part of the review process.

- 1) A curriculum for excellence: The curriculum review group (Scottish Executive 2006): [www. Scotland.gov.uk](http://www.Scotland.gov.uk)
- 2) About the National Curriculum (England): www.qca.org
- 3) Accelerated Learning in Practice, Alistair Smith (1998)
- 4) Assessment for learning, QCA, www.qca.org.uk
- 5) Assessment for Learning, Beyond the Black Box, Assessment Reform Group (1999)
- 6) Brain Compatible Classrooms, Robin Fogarty (2002)
- 7) Closing the Learning Gap, Mike Hughes (1999)
- 8) Comparative indicators of education in the USA and other G8 countries, US Department of Education, NCES (2004)
- 9) Curriculum reform in Barbados:www.caribecd.org
- 10) Curriculum theory and practice, MK Smith, (1996, 2000) www.infed.org/biblio/b-curric.htm
- 11) Education for All, Six Goals, UNESCO (2006),www.unesco.org/education
- 12) Emotional Intelligence, Daniel Goleman (1996)
- 13) First results from PISA 2003: www.pisa.oecd.org
- 14) Frames of Mind, Howard Gardner (1993)
- 15) Handbook for the Self-Evaluation and Inspection of Schools (Cayman Islands 2005 edition)
- 16) Howard Gardner: multiple intelligences and education, The encyclopaedia of informal education, M Smith (2002)
- 17) How Children Learn, John Holt (1990- first published 1964)

- 18) How Children Fail, John Holt (1991- first published 1967)
- 19) How the Brain Learns, David A Sousa (2006)
- 20) Independent review of the teaching of early reading and the changing role of the reading specialist in school reform, Jim Rose (2005)
- 21) Inside the Black Box, Paul Black and Dylan William (1998)
- 22) International Baccalaureate: www.ibo.org
- 23) International developments in upper secondary education: context, provision and issues, INCA Thematic Study No 8 (May 2002)
- 24) International Education Agency of Papua New Guinea: Core Document (2006)
- 25) International primary curriculum IPC (2003)
- 26) Making schools work, Hendrick Smith (2006): www.pbs.org/makingschoolswork/II/all-kids
- 27) Music with the Brain in Mind, Eric Jensen (2000)
- 28) National Consensus on the future of education in the Cayman Islands (Cayman Islands October 2005)
- 29) NFER: Annual survey of trends in secondary and primary education (2005)
- 30) Nurturing Every Child, Flexibility and Diversity in Singapore schools (2004)
- 31) OECD indicators 2005 executive summary: www.oecd.org
- 32) Primary Education: Expectations and provision, Ralph Tabberer (March 1997)
- 33) Reports on English national strategies: www.ofsted.gov.uk
- 34) Schools that Learn, A Fifth Discipline Resource, Peter Senge (2000)
- 35) Sophia Project, A N Whitehead, The Aims of Education and Other Essays (1929)
- 36) Task Force on Educational Reform: Jamaica (2004)
- 37) Testing, Motivation and Learning, The Assessment Reform Group (2002)

- 38) The Common Curriculum Grades 1-9, Ministry of Education and Training, Ontario, Canada 1993
- 39) The curriculum and assessment, recording and reporting in primary schools in the Cayman Islands: Review of findings 1997-2001
- 40) Thematic probe. Primary education: international perspective: www.inca.org
- 41) The Private Life of the Brain, Susan Greenfield (2000)
- 42) The RSA- Opening Minds Project (RSA 2003): www.thersa.org
- 43) The Silent Epidemic, Perspectives of High School Dropouts, Report for the Gates Foundation (March 2006)
- 44) Using Brain Research and Data to Continuously Improve Learning, Ronald Fitzgerald (2005)
- 45) Virtues project: www.virtues.com





MINISTRY OF EDUCATION
TRAINING • EMPLOYMENT
YOUTH • SPORTS & CULTURE

Building
Brighter
Futures

c/o Government Administration Building, Grand Cayman, KY1-9000, CAYMAN ISLANDS.
t. (345) 244 2417 • f. (345) 949 9343 • e. brighterfutures@gov.ky • www.brighterfutures.gov.ky