



ARTS AND CULTURE IN EDUCATION

Report on the perception of arts, history and culture in classrooms

During the month of April 2024 the 'CNCF Education Needs Assessment' was initiated, with thirty* schools receiving access to the survey. Twenty-one schools responded, resulting in a response rate of 65%. Public and private schools, as well as schools in the Sister Islands and special schools were represented. This needs assessment may therefore be considered a good indicator of needs in both the public and private education sectors.

This survey was initiated in response to recommendations in the National Culture and Heritage Policy and Strategic Plan for the Cayman Islands 2017-2026, p10.

KNOWLEDGE Policy Direction 4: Developing education, research and human resources to encourage skills-transfer, awareness, innovation and professional development in the fields of culture and heritage.

- *Regular needs assessments will be performed to inform policy for early childhood, primary, secondary, and tertiary education and professional development priorities which impact the sectors of culture and heritage.*

This report therefore outlines survey **demographics** to determine needs and give suggestions as to how to prioritize resources. It analyzes **cultural competence** by contrasting teachers' awareness of their own culture with concerns about social norms. The Caymanian classroom as a potentially intercultural learning space is evaluated with the **pedagogical response to multiculturalism in the classroom** highlighted. This survey also evaluates **resource provision** in order to explore the types of resources needed and the format requested by teachers.

Key findings from this survey and report can be utilized by the Ministry of Education as well as the Ministries of Culture (BCLC) and Heritage (YSH). Results from this survey can supplement research in the field as well as provide data from which to begin to build a more developed understanding of arts, heritage and culture in education in the Cayman Islands.

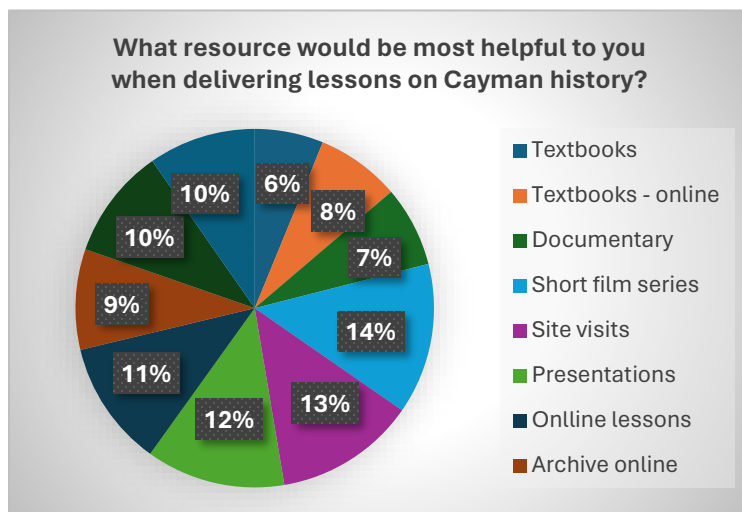
Some examples of actionable steps:



- Schools can schedule professional development opportunities relating to the cultural influences of behavior to assist international teaching populations.
- Ministries can work together with organizations such as CNCF to help broaden approaches to curriculum; for example recommending to all schools that physical education include access to culturally relevant performance arts (such as quadrille).
- Additional surveys can be developed specific to history and culture throughout education spaces.

Key Findings

- ❖ **Arts, History and Culture instruction were considered important by 94%+** of teachers surveyed. It is notable that 76% of teachers considered the teaching of arts and culture **very important**.
- ❖ This may be due to 79% of teachers considering their classrooms moderately to highly diverse with **84% considering their classrooms international/intercultural learning spaces**.
- ❖ Caymanian classrooms as intercultural learning spaces is highly significant. Although some teachers felt they adjusted communication in a culturally sensitive way, **58% were less confident and indicated they 'tried' or needed support** in this area.
- ❖ 99% of teachers were confident in their knowledge that they should consider cultural factors in interactions with individuals and families, with **93% seeking to learn about the family, culture and values of students**.
- ❖ Although the vast majority of teachers are aware of cultural factors in classrooms, **47% remained concerned about differing social norms**. 65% indicated that they attended professional development and training to enhance knowledge and support culturally diverse skills.



- ❖ **75%+ of teachers** recorded that they **did not have access to high quality resources** to support the instruction of history, arts and culture in the Cayman Islands.

Resources and Needs

Teachers indicated only slight preferences for resource types with resources being requested in all formats presented.

Conclusion

The Cayman Islands potentially hosts a high number of teachers who may be unfamiliar with the unique history, arts and culture of the islands. Teachers have indicated a deficit of high-quality resources from which to teach the history, arts and culture of the Cayman Islands and this may significantly impact teaching and learning. These islands have a diverse student population, potentially resulting in multicultural classroom spaces. There is therefore possibly a need for additional cultural competence in pedagogy in order for teachers to be able to communicate effectively with students from diverse backgrounds.