

ABSTRACT

An Investigation Into the Impact of a Transdisciplinary Integrated Curriculum on the Students of Standard 3 Gold of the Royal Academy of Learning

Princess Almeda Nedd Green

This study sought to investigate the status of curriculum integration at the Royal Academy in the St. George East Education District of Trinidad and Tobago. It also attempted to solicit the views of other researchers and stakeholders on this issue. Data were collected through interviews, participant observation, and document analysis. Among the findings were that: 1) many teachers lacked confidence in their knowledge of the subject content to be integrated, and in their ability to teach it; 2) students should not be asked to do things for which they are not prepared, or lack the developmental capacity to execute; and 3) administrative support and the provision of resources are critical to integrated curriculum delivery.

Keywords: Integrated curriculum; Interdisciplinary approach; Primary school curriculum; Case studies; Trinidad and Tobago