Blueprint for Reform in Education

BERMUDA PUBLIC SCHOOL SYSTEM

STRATEGIC PLAN 2010-2015

Bermuda
Public
Schools

Putting Children First

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Executive Summary

Vision

To deliver a first class education of global standards ensuring students reach their full potential.

Mission

The Bermuda Public School System will deliver a rigorous curriculum customized to meet the needs of individual students, using challenging learning experiences, appropriate assessments, and efficient support that holds us all accountable for a quality education in the 21st Century.

The Strategic Plan for the Bermuda Public School System maps out our strategic vision to improve public education. It will operationalise the priorities recommended in the Hopkins Report (2007) and address the goals and targets set for improved student outcomes.

We know that there is a sense of urgency for the Bermuda Public School System to deliver a 21st Century education which ensures that our students will be able to compete locally and globally. Leadership is critical and a climate of excellence and achievement are expected for students and our professional educators. We are holding all students and professionals accountable for results.

We have identified seven strategic priorities to be implemented in our five year plan. They are as follows:

1) Implement an internationally recognized curriculum that is externally assessed;

2) Improve the quality of teaching and learning in the classroom;

3) Strengthen and distribute leadership;

4) Facilitate the improvement of standards via accountability and transparency;

5) Maximize the contribution of parents and community;

6) Improve the efficiency of delivery; and

7) Improve the culture and climate of the Department of Education and schools.

The first three strategic priorities - implementing an international curriculum, improving teaching and learning and strengthening and distributing leadership will be the focus of the Department of Education for this next school year. They are the keys to getting it right and producing results. Research shows that what really matters is what happens in the classroom. Hence the quality of teaching and learning has to be a priority as we engage in the new Cambridge Curriculum. Leadership is a crucial determinant of school success. Leadership at the school level and at the Department level will focus on student outcomes which are articulated in this plan. We will give principals autonomy and support while holding them accountable for student growth.

In order to ensure that our students have the academic achievement they need to compete locally and globally, we believe that it is important that their academic success reflect an accomplishment based on a comparison with a global peer group. The selection of the Cambridge International Examination framework will provide our graduates with an international certification. Although we have adopted a new curriculum for the core subjects of English, mathematics and science, we have kept the current local social studies curriculum which will also meet international standards. Our students need to experience a curriculum that is both a window and a mirror. Their national identity will provide sustainability to our culture. All students will have an education equal in quality and opportunity.

We want to ensure that our graduates move on to either college, post-secondary education or the skilled workforce. We will strengthen the vocational and technical pathways for our learners and expand on the sharing of resources between the Bermuda College, industry partners and our senior schools.

In this plan you will find a snapshot of our system at this moment.

The data will highlight both our strengths and the areas in which we need to improve. We have pockets of excellence but we need to address our static growth of achievement over time. In some schools there may need to be an accelerated cycle of change which is typical in turnaround schools. We will articulate the criteria for a turnaround school and put into place a leader who will engage in actions that lead to better results.

To achieve a world class education system the Bermuda Public School System will promote a high performance culture by having a systemic approach to selecting and retaining highly qualified staff who meet international standards. Creating a culture of excellence means that we will not accept underperformance and we will send a clear message that low performing personnel who do not improve after receiving intensive support will be dismissed. Equally we will recognise and offer incentives and rewards to high performing schools and individuals.

The Bermuda Public School System now has a strategic plan for the next five years. Our plan reflects the actions required to ensure the successful implementation and delivery of the curriculum, monitoring, feedback and support for student achievement. We will be modifying and adapting the strategic plan on an on-going basis to ensure that we remain focused on the outcomes that we desire for our students.

We will not be distanced from our schools and we will be more responsive to our clients. Our top priority will be students. We will avoid losing momentum and aim to gain traction for student improvement.

Letter from the Minister of Education

Dear Stakeholders,

There are few greater responsibilities in government than that of preparing the next generation to make their way successfully in the world. The quality of the education that we offer to our young people is a key determinant not only of their success as individuals, but also our success as a country. Our greatest national asset is our people, and investing in future generations must be one of our highest priorities.

The Hopkins review of public education in 2007 made clear that we were not offering our young people a good enough springboard into the world. Concerns have been raised, rightly, about standards that our young people achieve and their ability to compete in the global market for both work and further education opportunities.

Since the review of public education we have not stood still. Important legislative and administrative changes have been made, and our schools are taking the initiative in driving forward on improving teaching and learning. We have made progress, and we are addressing the challenges facing our education system. The time is now right to set out our detailed priorities and actions which will deliver genuine transformation.

In developing this Strategic Plan there was initial engagement with a wide range of stakeholders to help capture a clear sense of progress, the challenges that remain to be overcome, and the key priorities for the next period. The plan offers a comprehensive set of goals and actions which will together deliver the high standards, and high quality, that our children and young people deserve.

My vision is that this plan will be a living document. We will return to it on an annual basis to assess our progress and to refine our objectives for the period ahead. But a plan is only useful if it is owned by those who have to deliver it, and those who will ultimately benefit from it. I am therefore offering this plan for a period of full public consultation, so that in transforming our education system we are drawing on the full resources that Bermuda has to offer.

Best Regards,

The Hon. Elvin G. James, JP MP
Minister of Education

Letter from the Chairman of the Board

Dear Stakeholders,

During September of 2001, I was living in Sudbury just outside of Boston, MA. The USA had just been subjected to the horrific terrorist attacks of 9/11 and as you can imagine, anxiety and fear were palpable. Of course, I was also concerned about family and friends; it would have been impossible not to be! I watched and wondered how the country would react. Looking back, I count myself blessed to have been there during the subsequent period. I saw flags flying from almost every home and post, a coming together across political lines, a "circling of the wagons", and the resolute determination of the spirit of the American people to overcome. It is that spirit that makes America the great country it is.

I would suggest that America is not the only place in the world that has great spirit – Bermuda also has that same spirit. I have seen it in my lifetime; in 1987. Hurricane Emily destroyed many things and crippled us... for a while. But Bermudians walked together, worked together, and supported each other through a very difficult period. I was (and am) proud to be a Bermudian.

Why have I chosen to highlight these parallel situations that on the surface have no educational context? The answer is simple – we must reflect that same spirit, that same focus, that same togetherness if we are to reset the direction of our educational system and by extension, our society. It is not for someone else to do. It is up to us to determine the extent of opportunity we want to provide to our children, cousins, friends, neighbours, and grandchildren.

It will be easy to read this document and find alternative ways, things you don't fully agree with, things you would like to see in addition - don't! Look at this document and say: how can I help, how can I contribute, how can I reflect that 1987 spirit?

Our teachers, principals, and education officers have a significant job to do. I believe they can and will do it. You must believe the same. In the final analysis, there is no other option.

On behalf of the board, a wonderful group of hardworking and committed persons, I would like to thank all those who have contributed to charting our way forward and in particular the Minister, Permanent Secretary, ASP Executive, BUT Executive, BPSU Executive, Commissioner of Education and her leadership team, our Chief Operations Officer, and all those frontline teachers and principals who will bear the brunt of the battle.

We will get this done!!

Yours truly,

Darren Q. Johnston CA, CPA, CFA
Chairman of the Board of Education

Letter from the Commissioner of Education

Dear Colleagues and Community Stakeholders,

This strategic plan is the blueprint for change for the Bermuda Public School System in order to improve and sustain student achievement. We are putting children first and making research based decisions in the interest of students so that we can bring about a culture of achievement and a climate of execution.

The plan includes input from within and outside the educational community. It represents the diverse thinking of our community and stakeholder groups who want our students to succeed and be productive in Bermudian society now and in the future.

The Department of Education staff, school leaders, and teachers have focused on what specific student outcomes they want students to achieve over the next five years. They also have identified what actions we will take to implement the first three identified strategic priorities – curriculum, improving teaching and learning and leadership. All adults will be held accountable for student outcomes.

We know that in order to be successful we must improve instruction in the classroom. It is the quality of teaching that matters. For this reason, we have invested our efforts to ensure that our teachers are trained and highly competent and offer rigorous instruction to all students. By working with the school leaders, teachers, and parents in a supportive way we will ensure that we meet our targeted student outcomes.

I would like to take this opportunity to thank our Board of Education members, in particular, our Board Chair, Mr. Darren Johnston, who has dedicated much time to ensure that we have this roadmap for the future. I thank also our Departmental teams who have contributed significantly to this document. They know what is expected and now the real work of implementation begins. Lastly, I acknowledge our stakeholders who provided input to the development of the plan.

By working together we will raise standards and close the achievement gap for our students.

Respectfully,

Wendy McDonell

Wendy McDonell, BA, B.Ed, M.Ed.
Commissioner of Education

Children First   *Success is the only option*   *Parents are our partners*

Board of Education

Mr. Darren Johnston	Chairman – Business Community Rep.
Mr. A. L. Vince Ingham	Deputy Chairman – Education Community Rep. Chair of the Implementation Committee
Mrs. Wendy McDonell	Commissioner of Education, Ex-officio
Dr. Duranda Greene	Bermuda College, Ex-officio Chair of the Curriculum Committee
Mr. Patrick Davis Tannock	Business Community Rep.
Mrs. Riquette Bonne-Smith	Education Community Rep.
Ms. Lisa Smith	Rep. of the Association of School Principals (ASP)
Mrs. Estlyn Harvey	Rep. of the Bermuda Public Service Union (BPSU)
Ms. Keisha Douglas	Rep. of the Bermuda Union of Teachers (BUT)
Ms. Reeshemah Swan	Rep. of the Bermuda Union of Teachers (BUT)
Mr. Calvin White, Sr.	The Berkeley Institute Rep.
Mr. George Scott	CedarBridge Academy Rep.
Mr. Eric Garth Rothwell	School other than a Senior School Rep. Chair of the Governance Committee
Mr. Travis Gilbert	School other than a Senior School Rep.
Miss. Kristen Ferreira	School other than a Senior School Rep.
Vacant	School other than a Senior School Rep.
Vacant	School other than a Senior School Rep.

Vision, Mission, Core Values

VISION

To deliver a first class education of global standards ensuring students reach their full potential.

MISSION

The Bermuda Public School System will deliver a rigorous curriculum customized to meet the needs of individual students, using challenging learning experiences, appropriate assessments, and efficient support that holds us all accountable for a quality education in the 21st century.

CORE VALUES

We believe:

- Each individual has dignity and worth.
- Education is for all and learning never stops.
- High expectations and challenging curriculum lead to greater achievement.
- Our cultural heritage is important and diversity enriches our lives.
- Parental and community involvement is essential for successful schools.
- Outstanding, highly trained and dedicated personnel are critical for student success.
- Technology must be used to enhance education.
- Every person has the right to be safe.
- Service to others is a moral imperative.
- Facilities must support achievement in academics, activities, athletics and the Arts.

Culture of Change

In his 2007 Review of the Bermuda Public School System, Professor David Hopkins noted the strong *potential for improvement* amongst the majority of teachers and principals in the system. He states that this 'potential' is linked to their strong desire to improve. As a result of this potential and desire, the Review Team proposed a reform model that was based heavily on "re-professionalization" as a means to address the issue of teaching and learning.

In keeping with this proposal, the Ministry has taken steps toward this re-professionalization and is steadfast in expanding and improving the skill set of our teachers, principals, and central office staff.

The adoption of the Cambridge Curriculum was a bold step in raising the bar for our students and teachers. Subsequently, our teachers and principals have engaged in a wide range of training to help familiarize themselves with the actual curriculum and to sharpen the strategies and skills required for effective implementation.

Additionally, we acquired the services of the National Association of Elementary School Principals (NAESP) and The Leadership and Learning Centre (LLC) to support our efforts in re-professionalizing the teachers and principals. The NAESP provided extremely valuable training for our principals focused on "Creating and Supporting Quality in Schools".

To further support their growth, The Leadership and Learning Centre provided highly skilled coaches to work alongside our school leaders and their newly established Data Teams. The Decision Making for Results and Data Team Training provided by LLC trained school personnel in how to use data to make decisions that ensure improved student learning. Lead and Learn also trained teachers in how to develop Common Formative Assessments whereby several local teachers are now certified to lead teachers' development of these assessments in the system.

Finally, LLC worked with all Education staff to develop a Holistic Accountability Plan that would drive the system and the work of teachers, staff, principals, and Department Officers. This plan includes targets for student performance at each year as well as the actions to ensure their achievement of these targets.

Snapshot of the Department, Schools, Staff and Students

Staff

Department of Education
- Central Administration
- Child Development Programme
- Curriculum and Assessment
- Finance and Corporate Services
- Human Resources
- Information Technology Support
- Staff Development
- Student Services

Bermuda Public Schools
- Preschools
- Primary Schools
- Middle Schools
- Senior Schools
- Special Schools
- Alternative Programme

Total Staff	**1,135**
Classroom Teachers	707
Learning Support Teachers	65
Guidance Counsellors	39
Paraeducators	152
Educational Therapists	22
Administrators, Principals, Directors	37
Department Posts Filled	113

Number of Bermuda Public Schools

Preschool 10, Primary 18, Middle 5, Senior 2, Special 1, Alternative Programme 1

- Preschool
- Primary
- Middle
- Senior
- Special
- Alternative Programme

% of Teachers by Year Level
February 2010

Preschool 6%, Primary 46%, Middle 22%, Senior 25%, Special 1%

- Preschool
- Primary
- Middle
- Senior
- Special

Teachers by Gender February 2010

Male / Female

Preschool, Primary, Middle, Senior, Special

- Male
- Female

Teachers by Status February 2010

Bermudian 76%, Spouse of Bermudian 6%, Non-Bermudian 18%

# Snapshot of the Department, Schools, Staff and Students

Students

Preschool	361
Primary	2,792
Middle	1,092
Senior	1,316
Special	13
Total	**5,574**
English as a Second Language	129
Behaviour Support	399
Adaptive Physical Education	56
Direct Counselling Services	1,676
Hearing Impaired	13
Hospital / Homebound	22
Psychology Services	56
Vision	9

Students by Gender February 2010

Graduation Data

2009 Graduates by Gender

2009 Graduates by G.P.A

2009 Graduates of Senior Students that entered S1

2009 Graduates of Senior Students that entered S4

2009 Senior SchoolGraduates Accepted at College/University
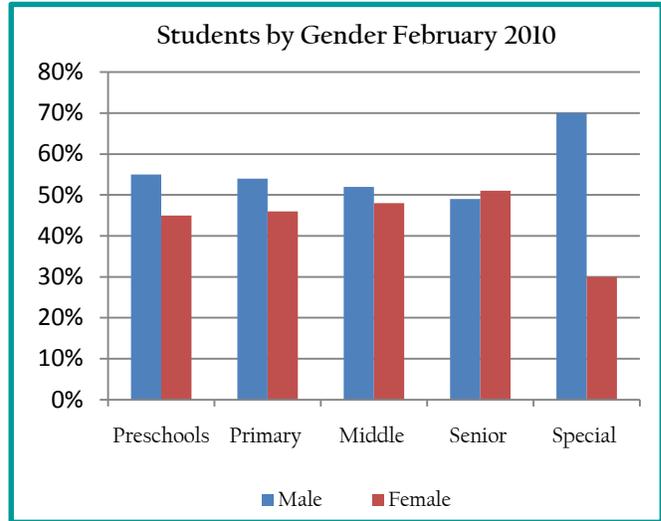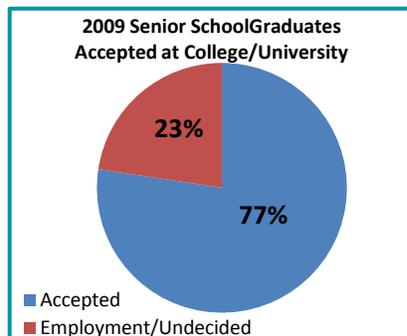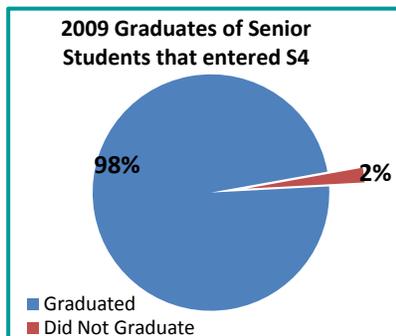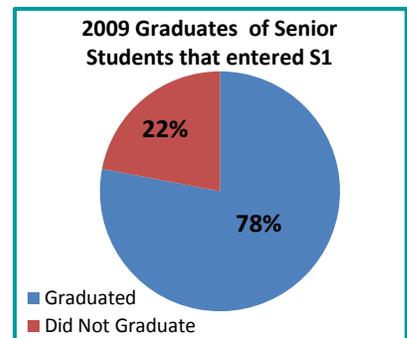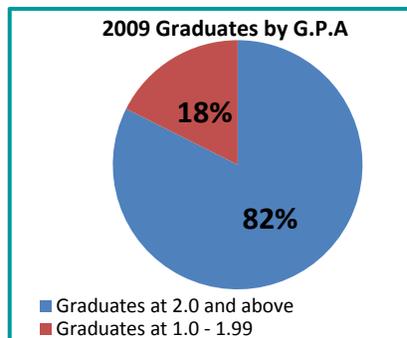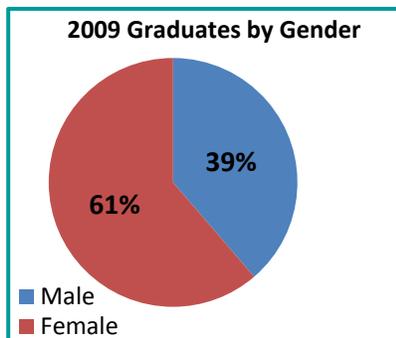
Test Data

TerraNova (TN)

The *TerraNova* is a norm-referenced assessment given to students in levels Primary 3 thru Senior 2 measuring achievement in Reading, Language, and Mathematics. It is scored using Normal Curve Equivalents comparing a student's achievement to the same grade-level students in the United States of America.

Bermuda Criterion Reference Test (BCRT)

The BCRT is a criterion-referenced test given to students in levels Primary 3 thru Senior 2 measuring achievement in English and Mathematics. It is scored using percent correct measuring a student's proficiency as it relates to the Bermuda Performance Standards.

How does criterion-referenced test (CRT) differ from a norm-referenced test (NRT)?

Criterion-referenced tests, such as the BCRT, are designed to measure how well students acquire, learn, and accomplish the knowledge and skills set forth in a specific curriculum or unit of instruction. The BCRT, therefore, is specifically intended to test Bermuda's performance/content standards outlined in the Bermuda Performance Standards. Norm-referenced tests (NRT), such as the TerraNova 2nd Edition (TN), measure instructional standards commonly taught throughout the entire United States of America. Additionally, NRTs highlight differences between and among students across an achievement continuum.

While Norm-References Tests compare student to student, the Bermuda Criterion Reference Test compares student's to their ability to demonstrate mastery of the curriculum content on the test.

An Advanced student will achieve 85 percent or above.

A Proficient student will achieve 60 to 84 percent.

A Partially Proficient student will achieve 45 to 59 percent.

A Novice student will achieve 44 percent or less.

TerraNova Mathematics
All Levels for Bermuda Public Schools
2006-2009
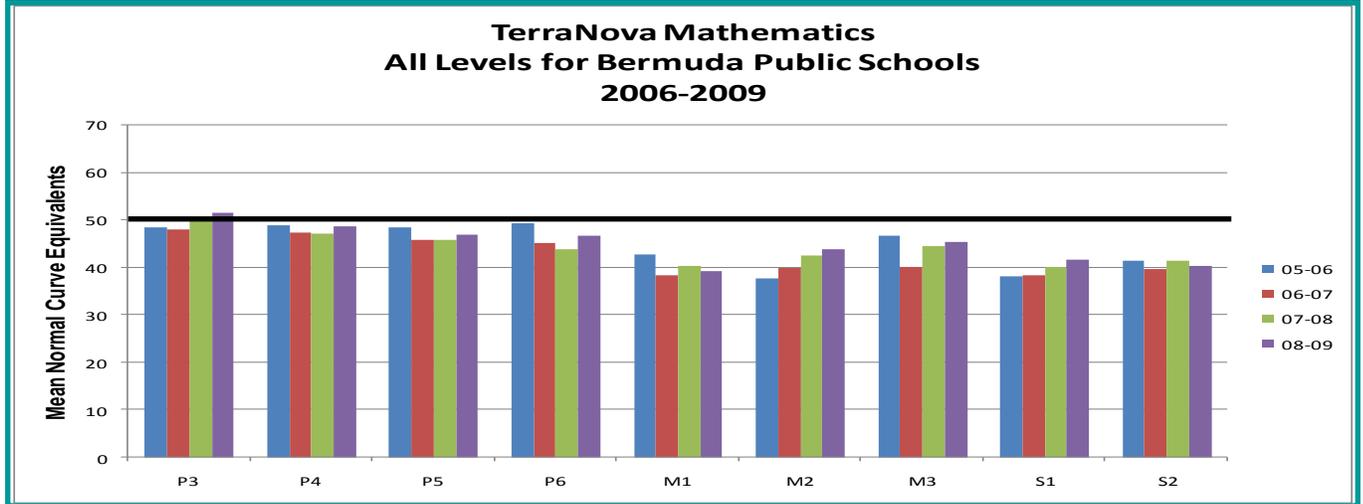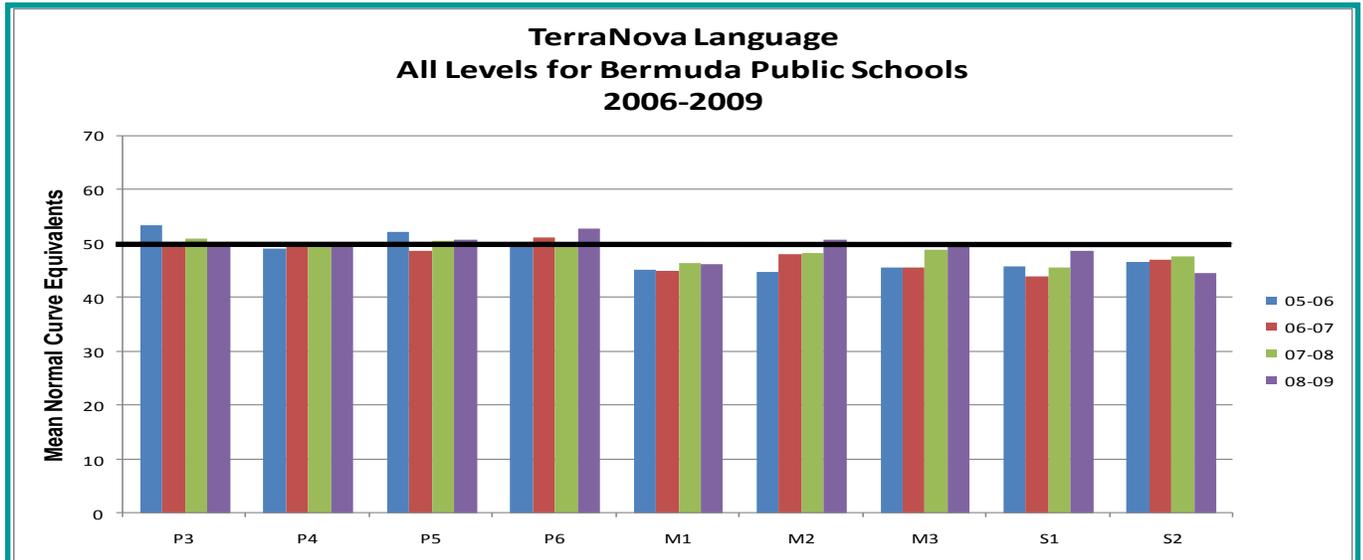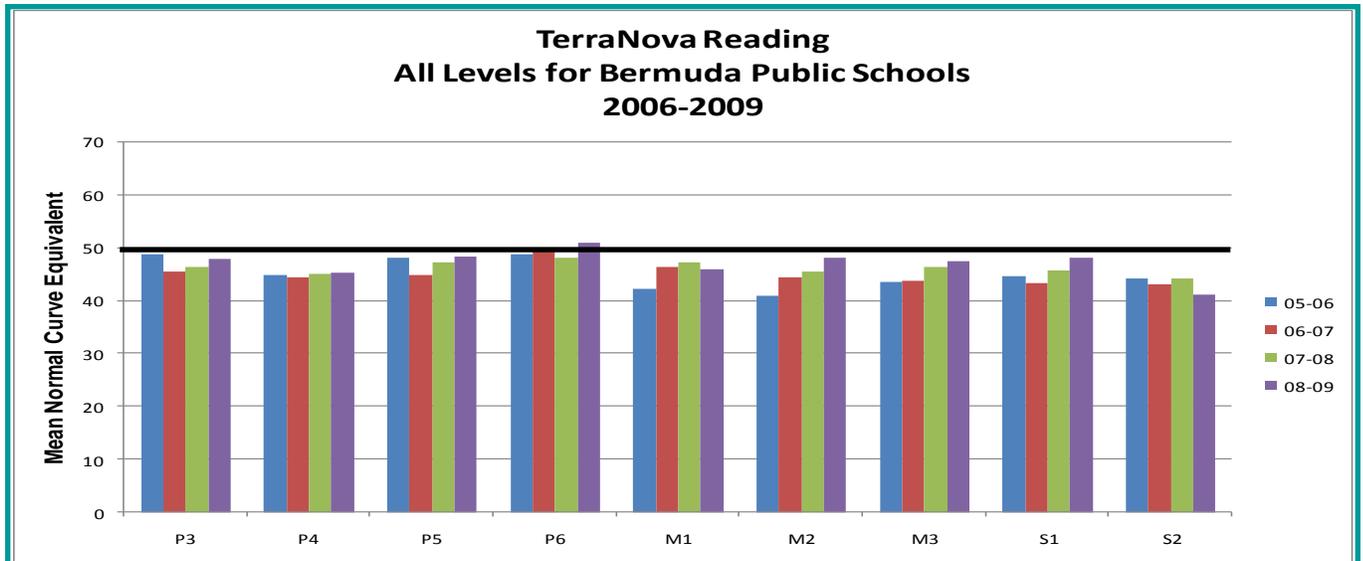
The US median score is 50

TerraNova Language
All Levels for Bermuda Public Schools
2006-2009

The US median score is 50

TerraNova Reading
All Levels for Bermuda Public Schools
2006-2009

The US median score is 50

Bermuda Criterion-Referenced Test
Mathematics - June 2009

	P3	P4	P5	P6	M1	M2	M3	S1	S2
Advanced	47	23	19	27	6	5	3	2	4
Proficient	41	54	57	45	32	35	42	15	9
Partially Proficient	9	17	15	19	29	30	25	32	21
Novice	3	6	9	9	33	30	30	51	66

Bermuda Criterion-Referenced Test
English - June 2009

	P3	P4	P5	P6	M1	M2	M3	S1	S2
Advanced	17	12	10	14	8	14	8	19	10
Proficient	57	46	55	56	58	56	57	52	45
Partially Proficient	17	25	21	19	23	21	23	18	24
Novice	9	17	14	11	11	9	12	11	21
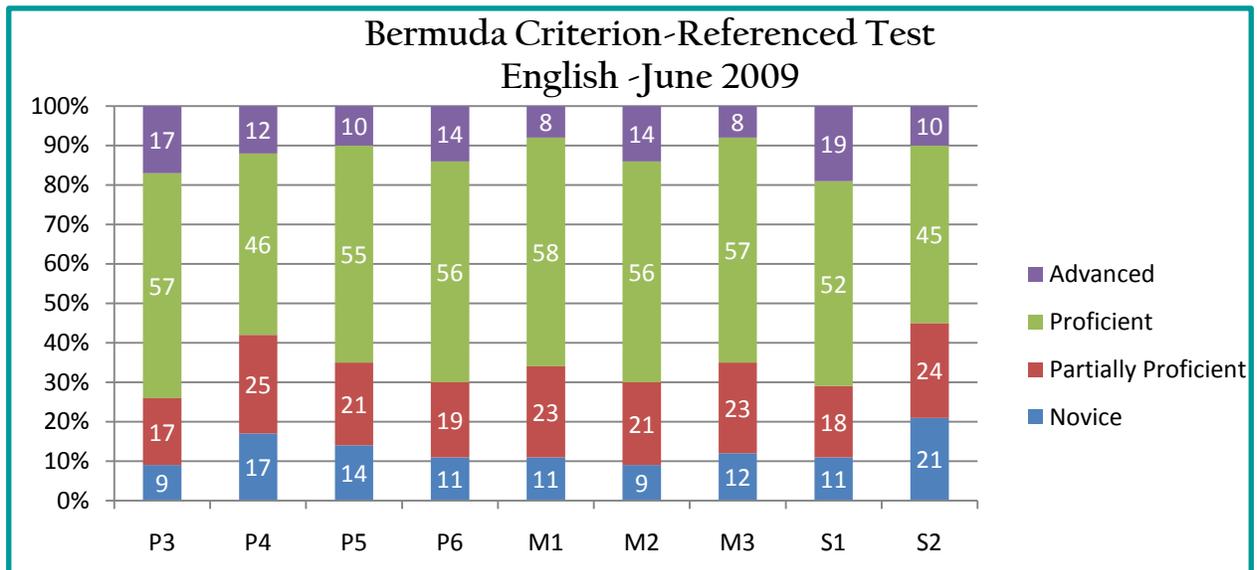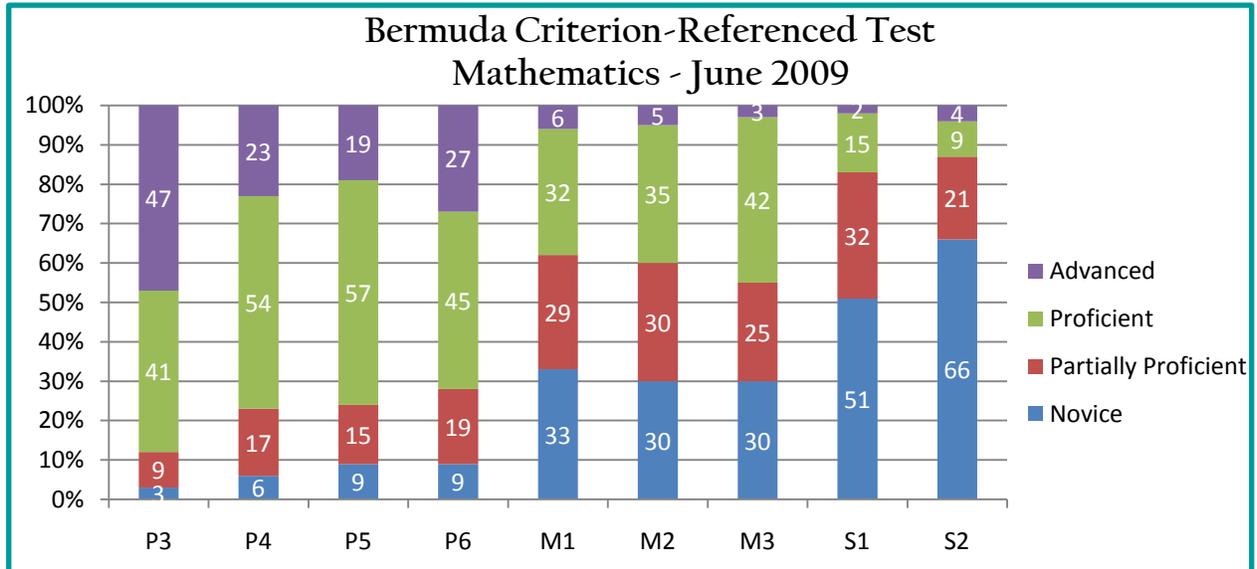
An Advanced student will achieve 85 percent or above.

A Proficient student will achieve 60 to 84 percent.

A Partially Proficient student will achieve 45 to 59 percent.

A Novice student will achieve 44 percent or less.

Consultation History

The Board of Education's functions include making recommendations to the Minister regarding educational policy and making recommendations regarding a statement of vision, values and **strategy** for education. To this end, the Board of Education recommended a five year strategy for the Bermuda Public School System to the Minister for the period from September 2010 to June 2015.

Recognizing that consultation is integral to the development of any strategic plan, the Board first referenced the 2007 'Review of Public Education in Bermuda'. An in depth analysis will reveal the alignment between that document and this Blueprint for Reform.

After receiving conceptual approval for the plan from the Minister, key stakeholders were afforded the opportunity to weigh in on the high level strategy. Tailored presentations were made to:

➢ the Department of Education Leadership Team;

➢ the Association of School Principals;

➢ the Bermuda Union of Teachers;

➢ the Association of Bermuda International Companies;

➢ the presidents and representatives of school Parent Teacher Associations;

➢ the members of the public school boards including The Berkeley Institute, CedarBridge Academy, Sandys Secondary Middle School, Whitney Institute Middle School and St. George's Preparatory; and

➢ a representative group of senior school students.

At the conclusion of each presentation, with the exception of ABIC and the senior school students, the Chairman invited each stakeholder group to engage their respective members to provide feedback on the Strategic Plan. Specifically, each group was asked to submit a list of proposed target student outcomes and related actions by December 31, 2009.

On January 6th and 7th 2010, Dr. Mike Wasta of the Centre for Leadership and Learning facilitated a session on proposed student outcomes with the stakeholders. The result of this session was consensus on the four primary system student outcomes that are discussed further in this report.

After this initial period of consultation, the Chairman shared the collective thoughts and responses to the plan with Minister and his Cabinet colleagues. The approval received from Cabinet marked a significant milestone in the process of crafting the strategic plan for education as it ushered in the critically important phase of 'building upon the plan'. Under the leadership of the Commissioner of Education, Mrs. Wendy McDonell, the persons within the Department of Education laboured collectively and individually to produce what we now refer to as the 'Blueprint for Reform in Education'.

The consultation process will culminate on May 15th after the public will have had the opportunity to review and comment on the Blueprint.

Governance

The Education Act establishes tri-party responsibility between the Minister of Education, the Board of Education and the Commissioner of Education for ensuring the success of the Bermuda Public School System (BPSS).

The critical governance questions to be addressed by the Board for the BPSS are:

1. How will we ensure the proposed reform changes are implemented?

2. How will we ensure the target student outcomes are achieved?

3. How will we ensure that our principals, teachers and Department staff operate with an expectation of high performance, transparency and accountability?

4. How will we ensure that resources are available and allocated appropriately in order to support the Blueprint?

These questions are part of a change management process that will necessitate:

➢ New skills in communication, delivery, data collection and analysis, assessment, and intervention;

➢ Effective project and site management;

➢ Changes in stakeholder arrangements;

➢ Transparency; and

➢ Accountability.

The governance process is driven from the top of the system, with alignment between the Minister, Board, and Commissioner an acknowledged prerequisite for success. The Minister, Board Chair, and Commissioner hold weekly tri–lateral meetings to support alignment. This will be further anchored by the acceptance of this Blueprint for reform as our governing document for the next 5 years.

The Board has allocated its members and time to focus on Curriculum (Chair, Dr. Duranda Greene), Communications (Chair, Darren Johnston), Implementation (Chair, Vince Ingham) and Governance (Chair, E. Garth Rothwell). These are action-based committees designed to support the achievement of our goals in the short and long term. The Chairs of the committees together with Patrick Tannock form the Executive Committees of the Board which meets every two weeks to monitor the performance of the system.

These committees are supported by an outstanding Board representing key stakeholder constituencies. The Board engages in open, frank debate with the stated objective of putting our children first. The full Board listing can be found on Page 8.

Implementation of the Blueprint for reform will be overseen by a Steering Committee chaired by Vince Ingham. This structure will include Department of Education leadership, family of school participation and school site champions. This will ensure horizontal and vertical alignment that starts at the school sites where the impact will have its greatest effect.

Governance Continued

True reform must be directed first at the classroom level. To ensure this is happening, principals will be given more autonomy around curriculum delivery; teacher evaluation, selection and retention; facility management; and budget. These responsibilities will be bounded by the BPSS vision and national standards and will be phased in over time based in large part by the willingness and ability of principals to assume the expanded role and the ability of the Department to support site-based management.

To ensure principals are supported in this expansion of authority, School Advisory Councils (SAC) will be formed at each school which does not currently have a school board. The mandate of the SAC will be to provide advice and guidance to the principals on policy matters that lead to increased student outcomes. This will be an opportunity for the community to embrace our schools and to build leadership capacity within the BPSS.

Collaboration is an attribute that exists in all high performing school systems. We will encourage increased principal collaboration by forming Collaborative Principal Groups. Such groups are already in operation in some of our families of schools and are bearing early fruit. One excellent example of collaboration already occurring in the BPSS is the sharing of best practice on the Cambridge implementation.

We will also implement a school based accountability model that holds the Board, Department of Education, principals, and teachers accountable for the implementation of the Blueprint and more importantly; achieving increased student outcomes. The School Improvement Plan will be a key component of the accountability model and will drive school aspirations, evaluations, and budgetary allocations.

In the interim, standards on principal and teacher competencies will be revised and used to assess and intervene where data and observations indicate that remediation and support is required to achieve our stated goals.

We will report transparently on the performance of schools, the board, and the system as a whole.

The aforementioned are examples of the governance tools that will ensure we achieve our stated goals.

Strategic Priorities and Student Target Outcomes

The Seven Strategic Priorities

<table>
<tr>
<td rowspan="7">2010 – 2015</td>
<td>1. Implement an Internationally Recognized Curriculum That is Externally Assessed</td>
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<tr>
<td>2. Improve The Quality Of Teaching and Learning in The Classroom</td>
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<td>3. Strengthen and Distribute Leadership</td>
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<td>4. Facilitate The Improvement of Standards Via Accountability and Transparency</td>
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<td>5. Maximize The Contribution of Parents and Community</td>
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<td>6. Improve The Efficiency of Delivery</td>
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<td>7. Improve The Culture and Climate of The Department of Education and Schools</td>
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Student Target Outcomes

1. All students will demonstrate proficient academic achievement that enables them to compete locally and globally.

2. All students will demonstrate moral, social and ethical behaviours that ensure success in school and life.

3. All students will demonstrate healthy fitness and wellness lifestyles.

4. All students will graduate either ready for college, post-secondary training or a skilled workforce.

Integrating Strategic Priorities and Student Target Outcomes

This chart illustrates the adult actions that will increase student outcomes.

Leadership Standards
School Leadership Teams
Building Autonomy
Principal Leadership
Professional Learning Communities
Professional Development

Curriculum Standards
International Curriculum
Teaching and Learning
21st Century Skills
Instructional Models
Professional Development

Positive Climate
Culture of Achievement
Safe and Healthy Environment
High Expectations

Teaching Standards
Teacher Qualifications
Instructional Models
Professional Development
Teacher Evaluation

Efficiency of

Student Target Outcomes

Delivery

Parent Support
Business Partnerships
Community Involvement

Student Assessment
Teacher Assessment
Principal Assessment
School-wide Assessment
System-wide Assessment

Strategic Adult Actions of the Department of Education

Strategic Priority 1

Implement an Internationally Recognized Curriculum that is Externally Assessed

"The curriculum is inconsistent between schools. This variation becomes a problem when pupils from different schools move up to the next school and lose momentum." Hopkins 2007

1.1   Implement the Cambridge Curriculum in English, mathematics and science from Primary 1 to Senior 2.

1.2   Provide relevant resources and appropriate utilization of assessment modes.

1.3   Promote active learning, the inclusion of Integrated Communications Technology (ICT) and modern teaching practices.

1.4   Incorporate local content or examples into schemes of work to reflect important local or cultural aspects within the teaching programme.

1.5   Align the Bermuda National Curriculum to reflect 21st Century standards of education, from Preschool to Senior 4 with international certification.

1.6   Identify and implement an internationally recognized Preschool curriculum aligned to the international curriculum.

1.7   Monitor the quality of the curriculum delivery from Preschool to Senior 4 to ensure the student target outcomes are achieved.

1.8   Develop and expand technological and vocational education such as construction, tourism, energy and power.

1.9   Identify and articulate core skills that all students must demonstrate at the end of each school year.

1.10   Develop and implement an assessment system (academic and non-academic) that informs instruction for interventions and acceleration.

1.11   Collect and analyze student performance data in order to monitor and assess how students and student groups progress throughout the system.

1.12   Create a process to implement an Individual Learning Plan (ILP) for all students.

Strategic Priority 2

Improve the Quality of Teaching and Learning in the Classroom

"A number of factors contribute to the wide-spread under-performance of schools, the most telling of which relate to the quality of teaching and learning." Hopkins 2007

2.1   Teaching and Learning Adopt and promote 21st Century accomplished teaching standards which result in improved student outcomes.

2.1.2   Ensure that all daily classroom instruction effectively incorporates best practices that are student centred.

2.1.3   Provide appropriate technology to engage and motivate students.

2.1.4   Develop and implement e-learning opportunities in multiple course areas.

2.1.5   Develop and implement a standards-based classroom teaching and learning rubric for assessing classroom instruction.

2.1.6   Develop rubrics to address rigor and relevance in teaching.

2.1.7   Elevate teacher content competency and skill acquisition to international standards in core subject areas at all levels.

2.1.8   Build a Performance Appraisal Programme for teachers that holds them accountable for student growth.

2.1.9   Conduct on-going and an annual systemic assessment of classroom teaching.

2.1.10   Develop and implement a comprehensive transition process at Preschool – Primary 1, Primary 6 – Middle 1 and Middle 3 – Senior 1 to align with instruction to ensure student success.

2.1.11   Ensure early identification of students who are at-risk and provide access to quality instruction, interventions, appropriate services and learning environments.

2.1.12   Ensure that each child has an adult/peer mentor to support him/her in their school experience.

2.1.13   Adopt and promote international standards and guidelines for day care centres in collaboration with Department of Health.

2.1.14   Enhance flexible schedules to allow for intervention experiences, credit recovery or enrichment.

2.1.15   Promote greater student engagement and motivation for improved student outcomes.

2.2   Recruitment and Retention

2.1.16   Develop a 5 year plan to recruit quality, qualified and certified candidates.

2.1.17   Develop a plan to retain quality, qualified and certified candidates.

2.1.18   Strategically place school personnel to improve student outcomes.

2.1.19   Develop a plan to achieve optimal employee performance in order to ensure students reach their full potential.

2.1.20   Build a Teach Bermuda Programme to entice individuals from diverse sectors to the teaching profession.

2.1.21   Give school leaders full autonomy to interview and select from a pool of centrally vetted talent.

2.1.22   Build a team of employees who function at optimal performance levels.

2.1.23   Design and implement leadership institutes for teachers, officers and administrators, aspiring to leadership positions for succession planning.

2.1.24   Ensure the effective and efficient management of database systems within Human Resources in order to assess and meet system needs.

2.1.25   Ensure only educators who are licensed with the Bermuda Educators Council are employed.
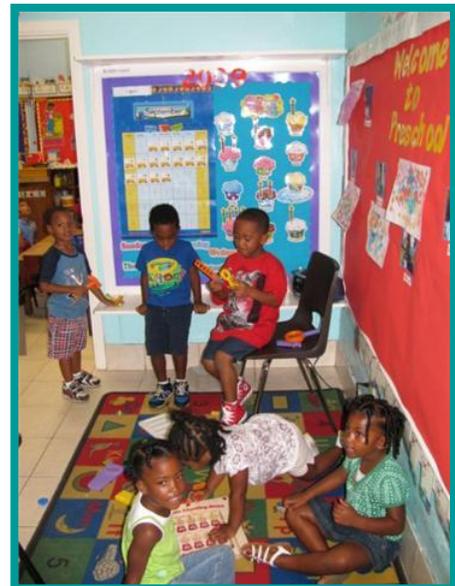
Strategic Priority 3

Strengthen and Distribute Leadership

"School principals are the key to raising students' achievement in Bermuda." Hopkins 2007

3.1 **Principal Leadership** Apply new standards for principal leadership based on change leadership competencies that lead to improved student achievement.

3.1.2 Strategically place autonomous principals in schools to improve student outcomes and remove from duty those who are not successful.

3.1.3 Provide schools with increased autonomy linked to student performance.

3.1.4 Build a Performance Appraisal Programme for principals that holds them accountable for student growth.

3.1.5 Assess the competencies of principals to lead successful turnaround efforts.

3.1.6 Create performance measures to identify tiered schools and commit to dramatically improve schools.

3.1.7 Create a Mentor Principalship programme.

3.1.8 Recruit and sustain a Leadership Trainee Programme for aspiring school leaders.

3.1.9 Support on-going professional development at the school site.

3.1.10 Administer an annual survey on professional development needs of teachers based on systematic goals and standards.

"Education officers could be school-based, located within these clusters for a period of time, to focus on school improvement." Hopkins 2007

3.2   Department Leadership

3.2.1   Continue to support the curriculum implementation through observations and collaborative discussion with principals and Assistant Directors.

3.2.2   Define and provide core functions and services that will frame and support principal/building autonomy.

3.2.3   Develop and implement a succession plan that builds capacity and sustains quality leadership.

3.2.4   Remove low performing personnel who do not improve after receiving intensive support.

3.2.5   Redeploy the expertise of Education Officers into turnaround schools.

3.2.6   Recognize and offer incentives and rewards to high performing schools and individuals.

3.2.7   Recognize and celebrate publicly high performing students, teachers, principals, other school personnel, schools and departments.

3.2.8   Offer professional development that is linked to strategic priorities.

3.2.9   Create Professional Development Centres where teachers, administrators, and all other staff can receive professional development and training tailored to their individual needs.

3.2.10   Embed customer service standards throughout all schools and departments tied to performance goals.

3.2.11   Ensure students with exceptional needs have full access to the curriculum.

3.2.12   Implement a comprehensive gifted and talented programme for high-achieving students.

3.2.13   Build and implement a comprehensive behaviour intervention plan (e.g. managing class disruptions).

3.2.14   Deliver a comprehensive guidance programme designed to assist students with developing the necessary skills for positive decision-making and career planning.

3.2.15   Design and monitor intervention programmes for academically and socially at-risk males at all levels.

3.2.16   Review the learning support programme with the aim of ensuring its effectiveness and efficiency in schools.

3.2.17   Improve the core functions of the Child Development Programme and increase its visibility as a community resource.

3.2.18   Develop a plan to re-engage and retrain student who have left the system for a variety of reasons.

Strategic Priority 4

Facilitate the Improvement of Standards via Accountability and Transparency

4.1   Publish annually school performance data to all stakeholders.

4.2   Establish and communicate consequences if policies are not upheld.

4.3   Identify the performance measures for schools to be tiered.

4.4   Develop and communicate an accountability model that will support the school sites as the primary focus for increased achievement.

4.5   Ensure the development and implementation of annual school improvement plans in alignment with strategic priorities.

Strategic Adult Actions of the Department of Education Continued

Strategic Priority 5

Maximize the Contribution of Parents and Community

5.1   Develop meaningful partnerships with parents and the greater community.

5.2   Improve collaboration between agencies to better service mutual clients with a goal to improve student outcomes.

5.3   Establish a Parent and Community Resource Centre to improve communication between the Department and families.

5.4   Support the establishment of a National Parent Teacher Association (NPTA) so that parents input can be channelled effectively.

5.5   Assist the NPTA to develop standards that raise the bar for parent advocacy.

5.6   Work with the business community to develop incentives for parent participation in raising student outcomes.

5.7   Expand the use of technology for communicating in real-time with parents on student and school matters.

Strategic Priority 6

Improve the Efficiency of Delivery

6.1   Explore and find ways to increase efficiency and build capacity in all departments.

6.2   Clarify department roles and function to avoid duplication of efforts.

6.3   Consider ways to consolidate activities within the school system to reflect planned capacity.

Strategic Priority 7

Improve the Culture and Climate of the Department of Education and Schools

7.1   Ensure all school facilities meet health and safety standards for student learning.

7.2   Build a climate of trust, respect and positive relationships within buildings to increase student achievement.

7.3   Build a culture of high expectations and excellence for all.

Student Target Outcomes

The Department of Education has targeted four main goals which demonstrate high expectations for 100% of our students. However, a standard of 90% is used in the targets to represent student performance <u>at any point in time,</u> which may vary due to circumstances that students encounter on a daily basis.

Goal 1

All students will demonstrate proficient academic achievement that enables them to compete locally and globally.

Early Childhood Targets

1. 90% of students will demonstrate the ability to approach problems flexibly, recognize patterns and take on pretend roles as evidenced by attaining Step 2 as measured by the Creative Curriculum Assessment tool.

2. 90 % of students will demonstrate basic locomotor skills (running, jumping, hopping, galloping) as evidenced by attaining Step 2 as measured by the Creative Curriculum Assessment tool.

3. 90 % of students will demonstrate the ability to use tools for writing and drawing as evidenced by attaining step 2 as measured by the Creative Curriculum Assessment tool.

4. 90 % of students will demonstrate the ability to understand print concepts and demonstrate knowledge of the alphabet as evidenced by attaining step 2 as measured by the Creative Curriculum Assessment tool.

5. 90 % of students leaving preschool will enter primary school ready to succeed as measured by a Primary School Assessment.

Primary Level Targets

1. 90 % of students will attain proficient or higher performance on annual Criterion Referenced Test (CRT) in English, mathematics, science and social studies.

2. 90 % of students will complete a portfolio at the proficient level or higher in visual arts, music and information technology.

3. 90 % of students will score at level 3 or higher on Cambridge International Primary Achievement Test (CIPAT) achievement tests in English, mathematics and science.

4. 90 % of students will demonstrate at least one year's growth in reading as measured by benchmark assessments.
5. 90 % of students will demonstrate adequate progress on quarterly, common, system-wide benchmark assessments in language arts, mathematics and science.

Middle Level Targets

1. 90 % of students will score at or above level 3 on the Cambridge Checkpoint Assessment in English, mathematics and science.

2. 90 % of students will demonstrate proficient or higher performance on annual CRT in Spanish.

3. 90 % of students will demonstrate proficient or higher performance on annual CRT in social studies.

4. 90 % of students will successfully complete a course in family studies, design & technology, music, art, dance and theatre by the completion of Middle 3.

5. 90 % of students will demonstrate adequate progress on quarterly, common, system-wide benchmark assessments in language arts, mathematics and science.

6. 90 % of students will demonstrate proficiency or better performance on CRT in language arts, mathematics, and science annually.

Senior Level Targets

1. 90 % of students will attain a grade of C or above on all end-of-course assessments.

2. 90 % of students will demonstrate scoring at level 3 or higher on International General Certificate of Secondary Education (IGCSE) in English, math and science.

3. 90 % of students entering Senior 1 will graduate 4 years later with a Grade Point Average (GPA) of 2.0 or better.

4. 90 % of students will enter Senior 1 and graduate with a GPA of 2.0 or better.

Goal 2

All students will demonstrate moral, social and ethical behaviours that ensure success in school and life.

All Levels Targets

1. 90 % of students will attend school for 95% of the days enrolled.

2. Decrease multiple suspensions of students by 10% each year.

Early Childhood and Primary Targets

1. 90 % of students will participate in a minimum of three community service activities per year.

Middle Level Targets

1. 90 % of students will successfully complete approved community service annually.

2. 90 % of students will successfully participate in one or more extracurricular school activities per school year.

Senior Level Targets

1. 90 % of students will successfully complete 20 hours of approved community service annually.

2. 90 % of students will successfully participate in at least one extracurricular school activity totalling 20 hours or more per year.

Student Target Outcomes Continued

Goal 3
All students will demonstrate healthy fitness and wellness lifestyles.

Targets

1. 90 % of students in Primary 4, Middle 1 and Senior 1 will demonstrate knowledge of the components of a healthy lifestyle based upon a survey designed for the purpose.

2. 90 % of students will demonstrate age appropriate fitness level as measured by the Fitness Gram.

Goal 4

All students will graduate either ready for college, post-secondary training or a skilled workforce.

Targets

1. 90 % of students will have been accepted into college or other post-secondary training programme (apprenticeship) by graduation.

2. 90 % of students will successfully complete a culminating "Capstone" project.

Maximising Student Achievement

These factors contribute to maximizing student achievement.
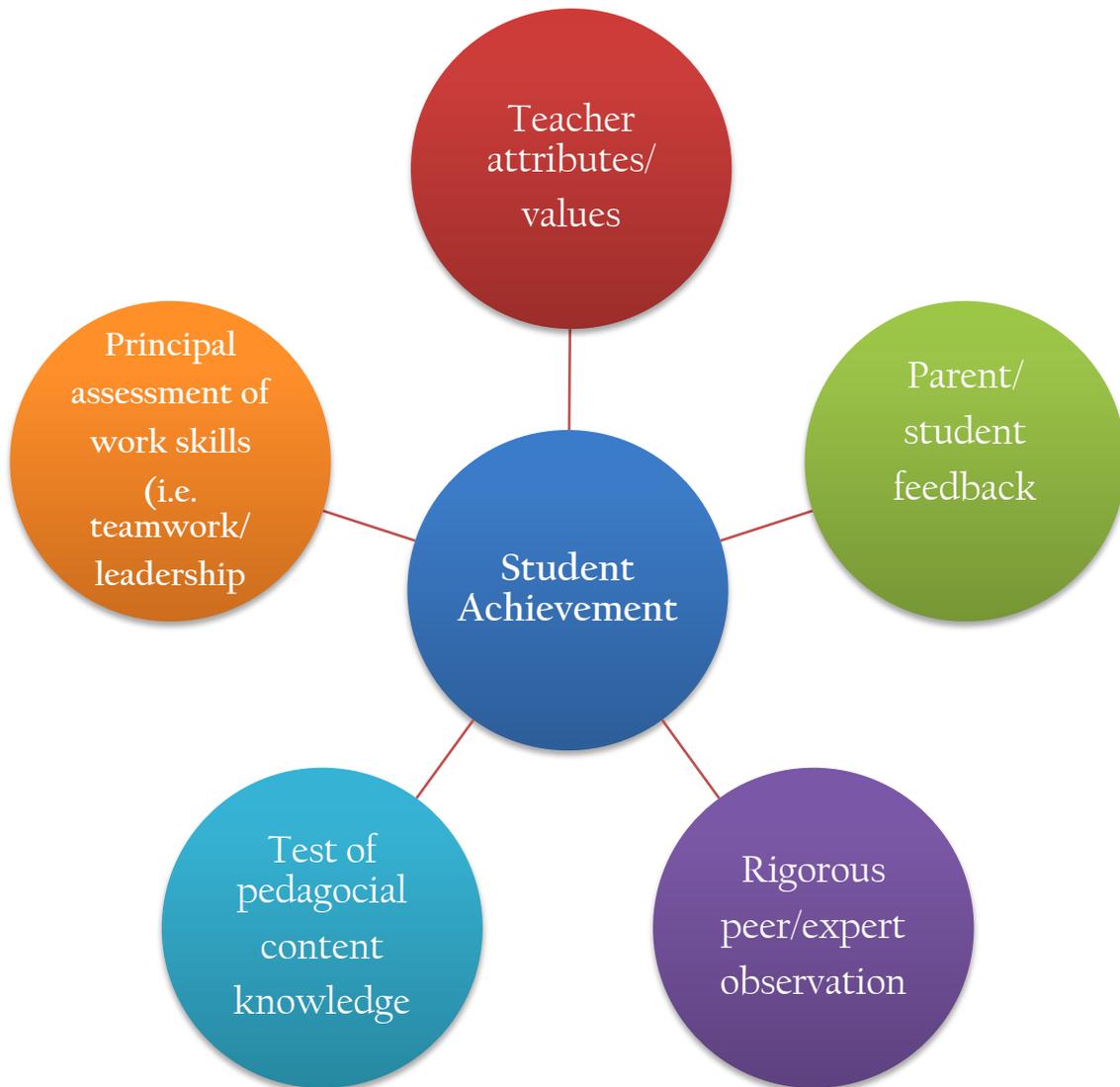
Empowering Effective Teachers, Bill & Melinda Gates Foundation

Ministry of Education Expenditure

Pie chart:
- Salaries, Wages & Related Costs — 72%
- Grants — 15%
- Contracted Services — 9%
- Materials, Books & Printing — 2%
- Professional Development & Training — 1%
- Other — 1%
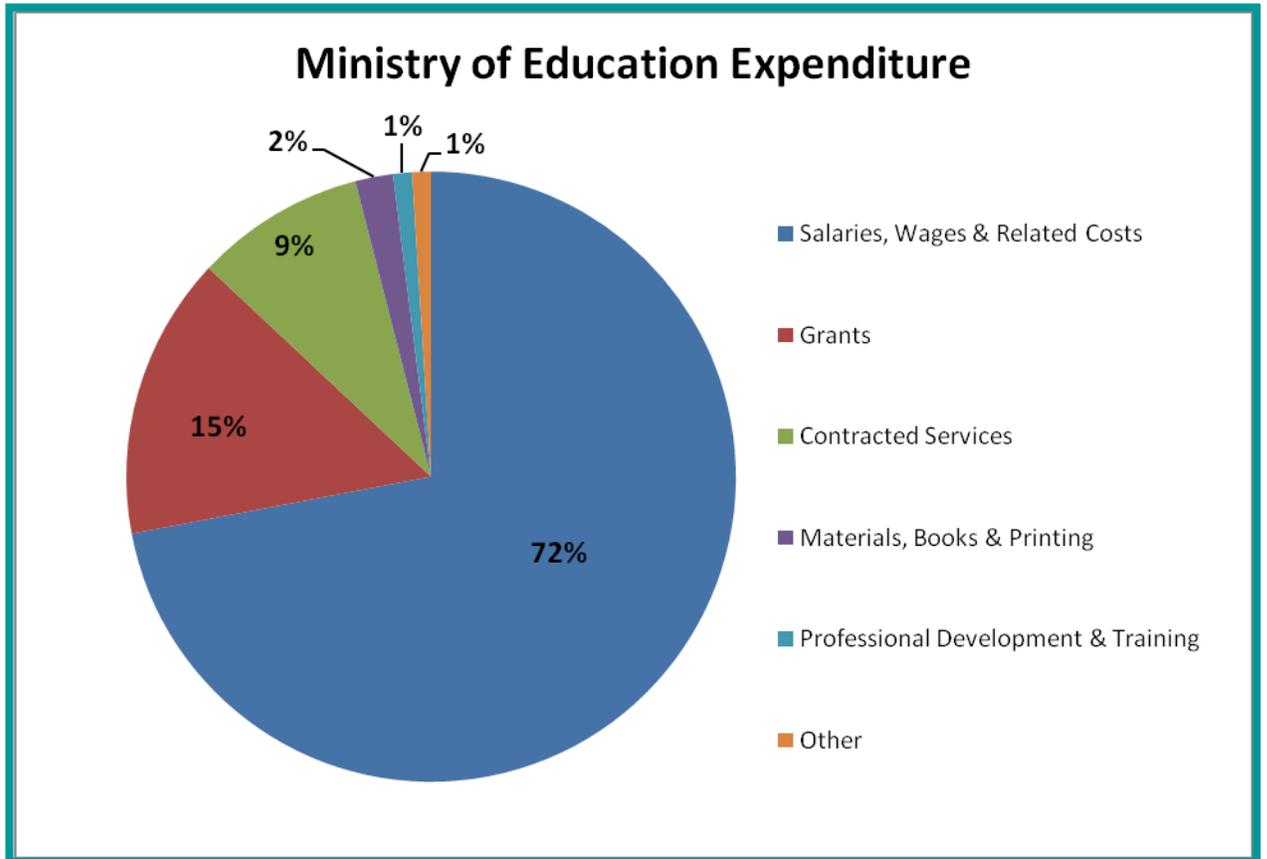
Appendices

The Learner Profile – Produced by the Teaching and Learning Team 2008

Learner Profile Attributes

- Competent Communicator
- Critical Thinker Problem Solver
- Knowledgable
- Responsible Global Citizen
- Confident Risk Taker
- Ethical Individual
- Productive and Accountable
- Team Player
- Balanced Self Manager
- Life Long Learner
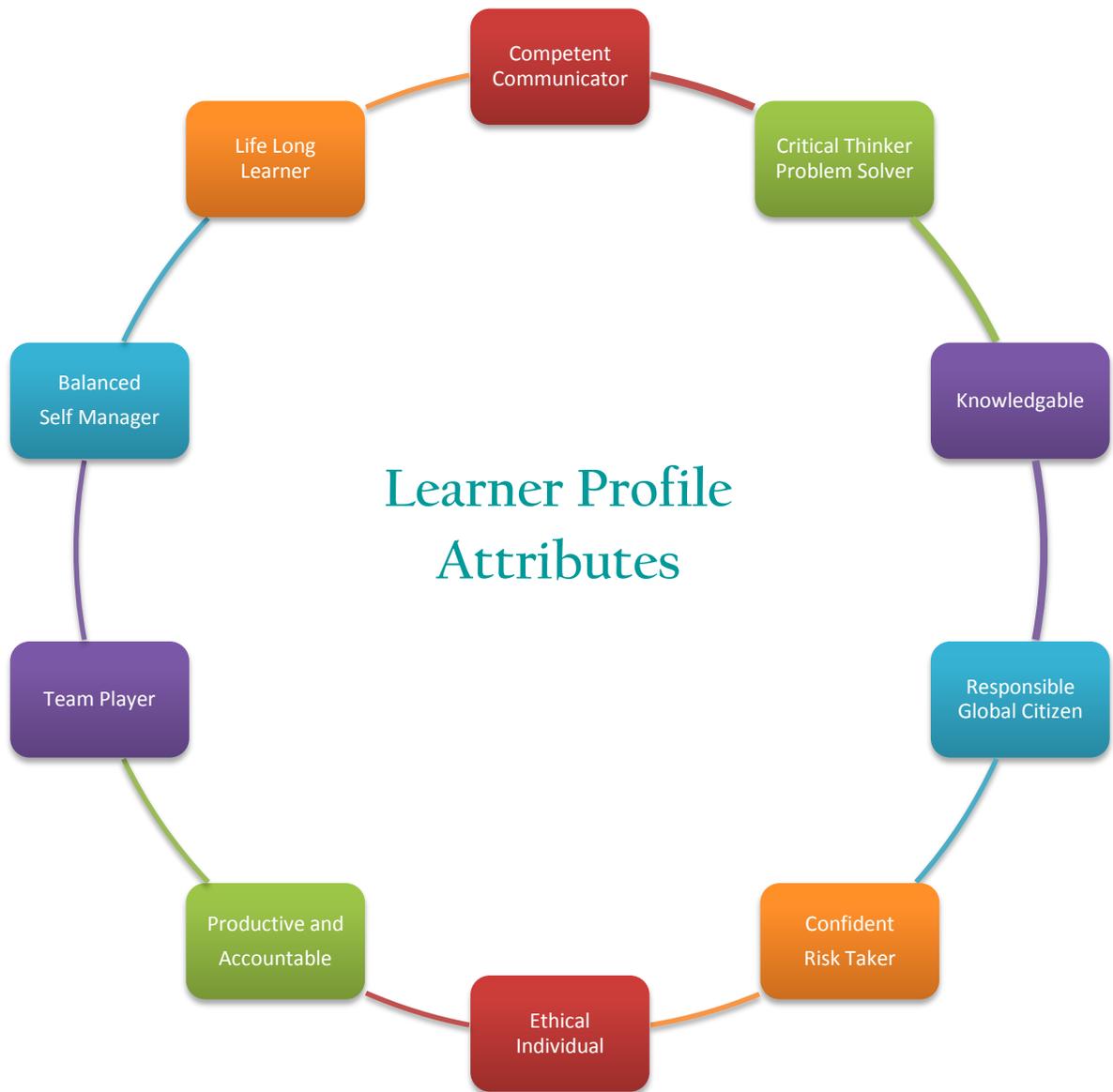
Student Services

We will provide rigorous instruction to students with exceptional needs to ensure that they leave school well prepared for continued learning or successful employment.

Adapted Physical Education

The Adapted Physical Education Programme provides support services necessary to integrate students into the physical education programme.

Behaviour Management

To support students with behaviour challenges with the aim of reducing the occurrence of incidences in schools.

School Counselling Services

The School Counselling Programme is a standardized, comprehensive developmental programme that is an integral part of the total learning experience for all students. The programme includes developmental, preventative and other appropriate interventions to promote skills for living and success in school. The focus of the school counselling programme is on the total well being of the child or adolescent and recognizes intellectual, emotional, spiritual, social and physical dimensions.

Gifted and Talented Education (GATE)

Gifted and Talented Education (GATE) will identify and stimulate giftedness and talents in students and develop and provide flexible programmes and community partnerships to challenge them and meet their needs and interest and ensure their optimal development.

Hearing

Hearing provides direct support to students with hearing loss and their families.

Hospital/Homebound

Provides individualized instruction and counselling in the hospital or home, for students who, because of medical reasons, are unable to attend school.

School Psychology

The School Psychology Programme provides prevention and intervention services support to students experiencing significant cognitive, academic, behavioural or social-emotional concerns that interfere with their school performance. The programme also demonstrates an understanding of how schools function and how children learn.

Vision

Ensures, in collaboration with classroom teachers, therapist and parents, that the optimal service is given to students who are blind or have low vision.

Rigor and Relevance Framework™

The Rigor and Relevance Framework is a tool developed by staff of the International Centre for Leadership in Education to examine curriculum, instruction, and assessment. The Rigor and Relevance Framework is based on two dimensions of higher standards and student achievement.

First, there is the Knowledge Taxonomy, a continuum based on the six levels of Bloom's Taxonomy, which describes the increasingly complex ways in which we think. The low end involves acquiring knowledge and being able to recall or locate that knowledge. The high end labels the more complex ways in which individuals use knowledge, such as taking several pieces of knowledge and combining them in both logical and creative ways.

The second continuum, known as the Application Model, is one of action. Its five levels describe putting knowledge to use. While the low end is knowledge acquired for its own sake, the high end signifies use of that knowledge to solve complex real-world problems and to create unique projects, designs, and other works for use in real-world situations.

The Rigor/Relevance Framework has four quadrants. Each is labelled with a term that characterizes the learning or student performance at that level.
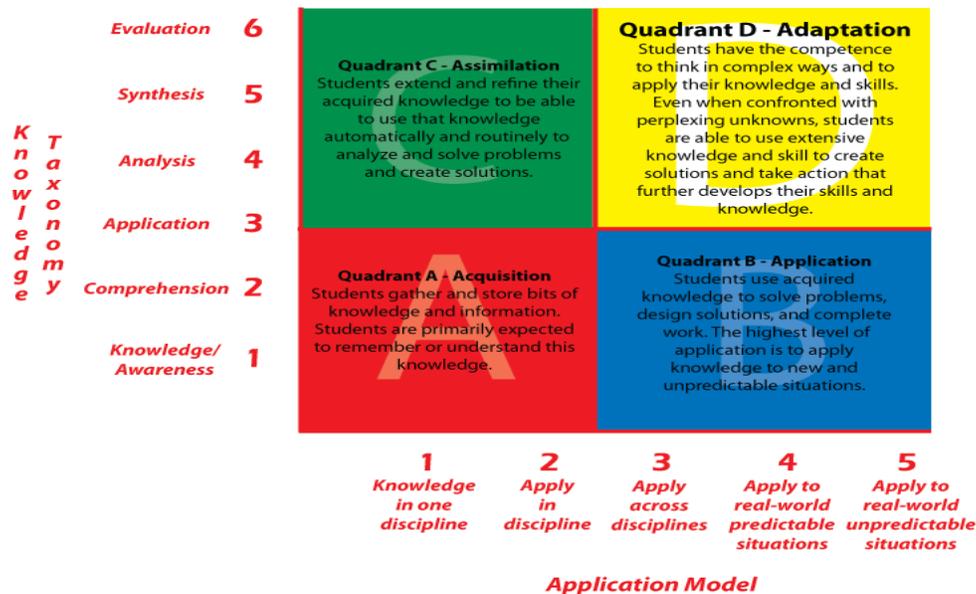
The Rigor and Relevance Framework is easy to understand. With its simple, straightforward structure, it can serve as a bridge between school and the community. It offers a common language with which to express the notion of a more rigorous and relevant curriculum.

The Rigor and Relevance Framework is versatile; it can be used in the development of instruction and assessment. Likewise, teachers can use it to measure their progress in adding rigor and relevance to instruction and to select appropriate instructional strategies to meet learner needs and higher achievement goals.

Source: Daggett, William, Achieving Academic Excellence Through Rigor and Relevance. (New York, International Centre for Leadership in Education, 2005), page 1.

Glossary of Terms

21st Century Education Skills
Refers to 21st century teaching and learning that combines a discrete focus on 21st century student outcomes (a blending of specific skills, content knowledge, expertise and literacy) with innovative support systems to help students master the multi-dimensional abilities required of them in the 21st century.

Accommodations
Changes in the way tests are administered to respond to the needs of students.

Accountability
The notion that people (e.g., students or teachers) or an organization (e.g., a school, school system, or department of education) should be held responsible for improving student achievement and should be rewarded or sanctioned for their success or lack of success in doing so.

Active Learning
A process whereby learners are actively engaged in the learning process, rather than "passively" absorbing lectures. Active learning involves reading, writing, discussion, and engagement in solving problems, analysis, synthesis, and evaluation. Active learning often involves cooperative learning.

Achievement Test
A test to measure a student's knowledge and skills.

Alignment
The degree to which assessments, curriculum, instruction, textbooks and other instructional materials, teacher preparation and professional development, and systems of accountability all reflect and reinforce the educational programme's objectives and standards.

Autonomy
Refers to schools and school leaders being granted autonomy or freedom to run their schools effectively without central office/Department of Education restrictions. For example, freedom to remove staff members who are not well match with the school.

Behaviour Intervention
Actions taken to increase incidences of positive behaviour.

Best Practices
A best practice is a technique or methodology that, through experience and research, has proven to reliably lead to a desired result.

Cooperative Learning
A teaching method in which students of differing abilities work together on an assignment. Each student has a specific responsibility within the group. Students complete assignments together and receive a common grade.

Core Competencies
The broad concept of competency concerns the ability to perform particular tasks to the standard of performance expected. Competency requires the application of specified skills, knowledge and attitudes relevant to effective participation in classroom learning experiences.

Glossary of Terms Continued

Criterion Reference Test
A test that measures specific performance or content standards, often along a continuum from total lack of skill to excellence. These tests can also have cut scores that determine whether a test-taker has passed or failed the test or has basic, proficient, or advanced skills. Criterion-referenced tests, unlike norm-referenced assessments, are not primarily created to compare students to each other. The goal is typically to have everyone attain a passing mark.

Critical Thinking
Consists of a mental process of analyzing or evaluating information, particularly statements or propositions that people have offered as true. It forms a process of reflecting upon the meaning of statements, examining the offered evidence and reasoning, and forming judgments about the facts. Critical thinkers can gather such information from observation, experience, reasoning, and/or communication. Critical thinking has its basis in intellectual values that go beyond subject-matter divisions and which include: clarity, accuracy, precision, evidence, thoroughness and fairness.

Database Systems
Computerized systems that collect and analyze specific information.

Differentiated Instruction
This is also referred to as "individualized" or "customized" instruction. The curriculum offers several different learning experiences within one lesson to meet students' varied needs or learning styles. For example, different teaching methods for students with learning disabilities.

Direct Counselling Services
The school counsellor provides one-on-one and/or group counselling services to students.

Enquiry-Based
A process in which students investigate a problem, devise and work through a plan to solve the problem, and propose a solution to the problem.

Enrichment
Additional courses outside those required for graduation.

Experiential Learning
The process of learning by doing; making meaning through direct experience.

Formative Assessment
Any form of assessment used by an educator to evaluate students' knowledge and understanding of particular content and then to adjust instructional practices accordingly toward improving student achievement in that area.

Gender-Based Instruction
Teaching specifically designed to target the learning styles of boys or girls.

Global Standards
Global Standards refers to internationally recognized standards of educational content and certification.

Hands on/Minds on
Activities that engage students' physical as well as mental skills to solve problems. Students devise a solution strategy, predict outcomes, activate or perform the strategy, reflect on results, and compare end results with predictions.

Higher-Order Thinking
Psychological manipulation using "application, analysis, synthesis, and evaluation" (the higher level of Bloom's Taxonomy) without the factual knowledge needed for rational and objective thinking. Students base their "own" conclusions (to which they are led by a trained teacher-facilitator) on biased, politically correct information and disinformation.

Inclusion
The practice of placing students with disabilities in regular classrooms. Also known as **mainstreaming.**

Individual Education Plan
The individualized behaviour modification plan for changing a student's beliefs and behaviour through stimuli, response, assessment, and remediation. The control mechanism of Mastery Learning, it adapts to each student's rate of change and degree of resistance and indicates corrective measures. Masquerading as an academic plan, its goal is to shape minds to fit the global community and workforce. The goal is to use computers programmed according to each child's needs, weaknesses, interests, and resistance or locus of control.

Individual Learning Plan (ILP)
This is a user (student) specific programme or strategy of education or learning that takes into consideration the student's strengths and weaknesses. ILP presumes that the needs of individual students are different, and thus, must be differently addressed.

Integrated Communications Technology (ICT)
This is now part of the educational experience of children in most parts of the world. Taught as either a discrete subject or embedded within the curriculum, ICT is regarded as a new 'literacy', alongside reading, writing and numeracy. This is a component or course of Cambridge International curriculum.

Mind Map
Mind map is a diagram used to represent words, ideas, tasks, or other items linked to and arranged around a central key word or idea.

Normal Curve Equivalents
In education statistics a normal curve equivalent (NCE) is a way of standardizing scores received on a test. The correct and technical definition is: Where z is the standard score or "z-score", i.e. z is how many standard deviations above the mean the raw score is (z is negative if the raw score is below the mean). The reason for the choice of the number 26.01 is to bring about the following result: If the scores are normally distributed (i.e. they follow the "bell-shaped curve") then

- The normal equivalent score is 99 if the percentile rank of the raw score is 99;
- The normal equivalent score is 50 if the percentile rank of the raw score is 50;
- The normal equivalent score is 1 if the percentile rank of the raw score is 1.

Norm Referenced Test

An assessment in which an individual or group's performance is compared to a larger group. Usually the larger group is representative of the cross-section of Bermuda's students.

Portfolio Assessment

A collection of various samples of a student's work. A student portfolio assessment can include writing samples, examples of how the student solved mathematical problems, results of scientific experiments, etc. The evaluation of this work, typically done by a classroom teacher, can be conducted systematically based on established content and performance standards.

Proficient

Mastery or ability to do something at grade level. Bermuda Public School students receive scores on the Criteria Reference Tests (CRT) that range from "far below basic" to 'advanced." The Ministry of Education goal is for all students to score at "proficient" or "advanced."

Project-Based Learning

Is the use of classroom projects, intended to bring about deep learning, where students use technology and inquiry to engage with issues and questions that are relevant to their lives. These classroom projects are used to assess student's subject matter competence compared to traditional testing.

Re-Engage

This implies that students between the ages of 15 to 18 who have left the public school system prematurely are re-engaged to return; (registered in alternative education within the mainstream education system.

Retention

The act or policy of holding students back from advancing to the next grade level if they do not meet established performance standards.

Rigor and Relevance Framework

The Rigor and Relevance Framework is a tool developed by staff of the International Centre for Leadership in Education to examine curriculum, instruction, and assessment. The Rigor/Relevance Framework is based on two dimensions of higher standards and student achievement.

Rubric

Refers to a grading or scoring system. A rubric is a scoring tool that lists the criteria to be met in a piece of work. A rubric also describes levels of quality for each of the criteria. These levels of performance may be written as different ratings (e.g., Excellent, Good, Needs Improvement) or as numerical scores (e.g., 4, 3, 2, 1).

Standards-Based Reform

A recent shift in education policy and school reform toward reaching consensus on and establishing standards for what students need to know and be able to do at each grade or developmental level.

Student-Centred Education

The same concept as "child-centred education" except the name is changed to reflect middle- and high-school-aged students. The focus is on the student rather than "mere facts." Again Hirsch reminds us that "schools are organized and instituted primarily to teach subject matters and skills, and it is their first duty to do so as effectively as possible."

Taxonomy of Educational Objective

An educational taxonomy that classifies educational objectives into three domains: cognitive, affective, and psychomotor.

Tiered Schools

This is a ranking term ascribed to schools on the basis of school performance. For example: Tier 1 schools may have a top performing principal who has greater control of daily school affairs, like budget, staffing, and curriculum; Tier 2 schools will receive central office assistance and support to elevate to becoming a Tier 1, and Tier 3 will receive the most central office intervention, to turnaround the school.

Turnaround Schools

Low performing schools in need of intervention to assist with quick acceleration of student achievement.

Additional definitions may be found at:
http://en.wikipedia.org/wiki/Glossary_of_education-related_terms/D#D