

A photograph of several children in school uniforms and casual clothes working in a garden. They are planting small green seedlings into the soil. A large, semi-transparent white circle is overlaid in the center of the image, containing the title text. The background shows a grassy area and a wooden bench.

# PLAN 2022

BERMUDA'S STRATEGIC PLAN  
FOR PUBLIC SCHOOL  
EDUCATION

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**The Hon. Diallo Rabain, JP, MP**

**Minister of Education and Workforce  
Development**

Dear Bermuda Education Stakeholders,

I am pleased to present the Bermuda Department of Education's Plan 2022. This strategy highlights the significant work the Department of Education is undertaking to deliver a transformational vision for public education, a vision which will ensure every young Bermudian has the greatest opportunity to thrive and succeed. Plan 2022 is the culmination of a public consultation process, which began in the spring of 2017 by asking thousands of Bermudians to share their views on education. It then enlisted the support of an Ambassador Design Team, a diverse group of education stakeholders from across Bermuda. This team used design-thinking processes to reflect on the data from the public and develop an overall strategy. These strategies were then refined by the Department of Education to ensure alignment with both local need and international best practice. Plan 2022 represents our collective best thinking on how we all will move forward to ensure every Bermudian – regardless of their background, postcode or circumstance – has access to safe, high-quality early childhood services; to a great school with great teachers in every classroom; and to world-class training that gets them ready to succeed in the workplaces of the future.

While there is much to be excited about, the road ahead will be filled with hard work on the part of us all. The Government of Bermuda is committed to ensuring that this labour is not in vain. We will work to ensure adequate resources are provided to support key reforms. Furthermore, we are committed to using data to make decisions and to challenging the status quo. To be transformational, we must assess our current practices and be willing to change for the better. It is this dogmatic focus on data and results that will be make the greatest difference.

With Plan 2022, we are turning a corner. We are building upon our strengths, addressing our areas for improvement, and placing our young people at the center of what we do. Please join this movement in any way you can. There is a place for all – youth, parents, educators, business leaders, faith-based leaders, elected officials, and community volunteers. By working together, we can achieve.

Sincerely,

The Hon. Diallo Rabain, JP, MP  
Minister of Education and Workforce Development



**Curtis Dickinson**

**Chairman, Board of Education**

Dear Bermuda Education Stakeholders,

On behalf of the Board of Education, it is my great pleasure to present the Bermuda Department of Education's **Plan 2022**. According to the Education Act of 1966 (as amended), the creation of a strategic plan is one of the core functions of the Board of Education. The Board has wholeheartedly embraced this responsibility and has worked to ensure that the strategy contained in the pages herein is relevant, aspirational and realistic for the children of Bermuda and the broader population.

From the outset, one of the guiding principles of the development of this strategic plan was that the process and the outputs reflect the thoughts, concerns and aspirations of Bermuda's education stakeholders. In that vein, the Board embarked on a groundbreaking plan development process; one that was built on a strong foundation of community consultation and underpinned by the core values of transparency, inclusiveness and community engagement. As a result, we believe the final output reflects a plan that will drive decision-making at the Department of Education because of its broad-based inputs by the community.

The Board of Education could not have achieved these objectives on its own. We are extremely grateful to the nearly 3,000 participants who engaged in the consultation process. It was a diverse cross section of volunteers including youth, educators, parents, businesspeople, faith-based leaders and ordinary citizens who joined their voices together to help chart the way forward. The Board of Education is particularly thankful to the volunteer efforts of members of the Ambassador Design Team, the Strategy Review Team and the employees of the Department of Education team. The many hours they spent to help frame the strategic plan were critical to producing a strategy that can be truly transformational.

By continuing to work together, I am confident that we can build upon this collaboration and translate this plan into tangible change and meaningful progress across Bermuda's public schools. The work ahead is significant, however the reward of insuring that every young person in Bermuda can achieve his or her dreams is well worth the effort. The Board of Education is committed to building upon the momentum generated during this process and insuring that the strategic objectives set out in **Plan 2022** are achieved.

Sincerely,

A handwritten signature in blue ink, appearing to read 'C. Dickinson', written over the printed name.

Curtis L. Dickinson  
Chairman, Board of Education

## Members of the Board of Education

Mr. Curtis L. Dickinson - Chairman  
Education Community

Mr. Lorren Wilson - Deputy Chairman  
School other than Senior School

Mrs. Carol Bassett  
Bermuda Public Service Union

Mr. Craig Bridgewater  
Berkeley Institute, Senior School

Ms. Tamicia Darrell  
Bermuda Union of Teachers

Mr. Charles Joynes  
Association of School Principals

Ms. Renee Lawrence  
Business Community

Ms. Jo-Ann Pully  
Business Community

Dr. Leonard Santucci  
CedarBridge Academy, Senior School

Mrs. Michelle Simmons  
Education Community

Mrs. Ru-Zelda Severin  
School other than Senior School

Pastor Terence Stovell  
School other than Senior School

Mr. Jason Wade  
Bermuda Union of Teachers

Mrs. Marlene Warren  
School other than Senior School

Dr. Freddie Evans  
Commissioner of Education (ex-officio)

Dr. Duranda Greene  
President, Bermuda College (ex-officio)

## Enrollment Overview

<b>Preschool</b>	<b>Total</b>
St. George's Preschool	20
St. David's Preschool	18
Lyceum Preschool	30
Devonshire Preschool	36
Prospect Preschool	35
Victor Scott Preschool	49
St. Paul's Preschool	18
Warwick Preschool	65
Southampton Preschool	25
Lagoon Park Preschool	24
<b>Total</b>	<b>320</b>

<b>Primary School</b>	<b>Total</b>
East End Primary	72
St. George's Preparatory	139
St. David's Primary	75
Francis Patton Primary	144
Harrington Sound Primary	237
Elliot Primary	172
Prospect Primary	89
Victor Scott Primary	144
Northlands Primary	171
West Pembroke Primary	216
Gilbert Institute	124
Paget Primary	160
Purvis Primary	184
Heron Bay Primary	88
Port Royal Primary	114
Dalton E. Tucker Primary	94
West End Primary	106
Somerset Primary	102
<b>Total</b>	<b>2431</b>

## Enrollment Overview

<b>Middle School</b>	<b>Total</b>
Clearwater Middle School	111
Whitney Institute Middle School	232
Dellwood Middle School	241
T. N. Tatem Middle School	193
Sandys Secondary Middle School	173
<b>Total</b>	<b>950</b>

<b>Senior School</b>	<b>Total</b>
CedarBridge Academy	530
The Berkeley Institute	663
<b>Total</b>	<b>1193</b>

<b>Special School</b>	<b>Total</b>
DMB Hope Academy	18
<b>Total</b>	<b>18</b>

<b>Alternative</b>	<b>Total</b>
Success Academy – Heron Bay	6
Success Academy – Roberts Ave	9
<b>Total</b>	<b>15</b>

<b>MOED Partner Programs</b>	<b>Total</b>
Adult Education	4
Impact Mentoring	2
TLC	6
Michael Stowe	3
Petra Academy	2
Susan Roberts	1
<b>Total</b>	<b>18</b>

<b>All Schools</b>	<b>Totals</b>
Preschools	320
Primary	2,431
Middle	950
Senior	1,193
Special	18
Alternative	33
<b>Overall Total</b>	<b>4,945</b>

## About the Consultation Process

**Overview:** Guided by the core values of **transparency**, **inclusivity**, and **engagement**, this strategic plan provides the sustained direction and support needed to create transformational outcomes for Bermuda's public school education system.

**Goal:** To produce a transformative public education strategy extending from 2018-2022 that is locally developed and internationally relevant

### Core Elements of the Approach:

- **Authentic Community Engagement:** Unlike many community engagement efforts that are based upon marketing ideas to the public, this strategic planning effort has been based upon truly hearing the voices and aspirations of the community through small-group, community-held conversations on the future of public education in Bermuda.
- **Diverse team of strategic planning writers:** Rather than having leaders of the public education department to write the strategic plan, this approach recruited a diverse group of 34 stakeholders to write the strategic plan. Called the Ambassador Design Team, this team included students, parents, business representatives, community representatives, teachers, principals, and department representatives from various backgrounds and from across the country. These individuals represented the many different perspectives and voices of education in the country and embodied the values of **curiosity**, **empathy**, and **optimism** to produce a strategic plan that is truly reflective of Bermuda.
- **Use of design thinking:** The strategic planning process utilized design thinking principles that included (1) listening to the voices of stakeholders, (2) developing drafts of sections of the plan as prototypes, (3) sharing these prototypes back to stakeholders and collecting their feedback, and (4) improving the prototypes based upon feedback. This iterative design-thinking process ensured the elements of the strategic planning process had the benefit of many perspectives helping to shape and improve the product over time.
- **Research-informed Practice:** Cutting-edge best practices were used as a basis for this strategy development. Additionally, great consideration was taken to explore the applicability of these practices in the Bermudian context. Furthermore, a variety of data sources were used to identify what is working, what needs to be improved, and how these improvements might be best implemented to meet Bermuda's needs.





## About the Consultation Process

Bermuda's Strategic Planning Consultation process followed four phases of engagement.

### Phase 1: National Education Survey

- 1,309 Bermudians participated in the National Education Survey to identify the priorities for education.

### Phase 2: Community Conversations

- 1,444 Bermudians participated in 109 Community Conversations held across the country. These conversations provided the further detail needed to refine the strategic priorities.

### Phase 3: Prototype Release and Feedback

- The Ambassador Design Team, a 34 member diverse group of community members, parents, educators, and students, produced five prototypes of strategic ideas and received 276 instances of feedback from participants.
- The Strategy Review Team, a group of 48 diverse community members, parents, educators, and students, provided expert feedback on the five prototypes produced by the Ambassador Design Team.

### Phase 4: Feedback on Draft Strategic Plan Copy

- Stakeholder groups provided electronic feedback and in-person feedback on the final strategic plan draft.
- A subcommittee of the Board of Education provided final editing on the plan.



*Altogether, more than 3,000 pieces of feedback helped shape the focus and strategy of Plan 2022.*

## Bermuda's Goal for Student Success



*Bermudians together demand a consistent, high-quality, community-focused, well-resourced public school system led by talented, well-trained, and publicly accountable professionals.*

### **What Bermudians Want for Students**

Bermuda's graduates must be well prepared socially, emotionally, and academically for postsecondary success. They should matriculate with the knowledge and skills to navigate adulthood, build satisfying careers, give back to their community, and provide for themselves both in Bermuda's economy and globally. Ultimately, all of Bermuda's youth should be contributing and productive members of society.

### **How Bermudian's Will Build Upon Their Strengths**

Since the release of the Hopkins Report (2007) and subsequent Blueprint for Education Reform (2010), Bermuda's public schools have been focused on raising educational standards and expectations for its graduates through the internationally recognised Cambridge Curriculum. It has developed an educational system dedicated to helping youth graduate ready for college. Plan 2022 seeks to build upon this emphasis by also including a more comprehensive and inclusive strategy that ensures all students are successful.

### **How Will Bermudians Achieve This Aspiration**

Through Plan 2022, all students will have diverse and engaging learning opportunities. Furthermore, students will not just be exposed to a college-focused curriculum. They will also have access to career-focused training. The standards and training for educators will continue to increase to allow educators to respond to the diverse needs of students, and school facilities will need to be modernized to ensure an engaging and relevant learning environment. Taken together, Plan 2022 will ensure every child is on an individualised pathway to personal success, a pathway that truly takes into account personal needs and interests.

## The Vision, Mission, and Beliefs That Guide Our Strategy

The vision, mission and beliefs answer the “why” of Plan 2022. They form the foundation of the strategic plan and are intended to be visible in every priority and strategy throughout the plan.

- **Vision:** *All students are educated to lead personally and professionally, compete locally, and contribute globally.*
- **Mission:** *To provide all students with equitable access to holistic, varied, and high quality instruction that is culturally relevant and empowers students to reach their full potential*

### Beliefs

#### All students have the right to...

- Find joy in their learning;
- Be valued, respected, and heard by having voice and choice in their learning;
- Be equipped with tools that produce successful citizens in education, careers, and life;
- Be prepared with critical thinking and problem solving skills;
- Have access to caring, nurturing, and encouraging adults; and
- Have access to a safe, clean, well-maintained, and modern school facility.

#### Schools must be places where...

- Everyone strives for excellence;
- Educators and students demonstrate disciplined practices and behaviours
- Educators are passionate, highly skilled and work to create a positive learning environment;
- Students are put first;
- Educators are valued;
- Students feel safe to express themselves, take academic risks, and learn;
- Students can pursue their interests and maximize their potential;
- There is cultural and global relevance to develop tomorrow’s productive citizens and learners;
- There is a culture of data-driven, equity-focused decision-making;
- Students are in innovative, dynamic, and real-world relevant environments where they feel safe, valued, and nurtured – both physically, emotionally, and intellectually; and
- All stakeholders are both supported and held accountable for fostering the development and education of our youth.



# The Strategic Priorities

The following five priority areas focus and organise Bermuda's strategic plan for education over the next five years.



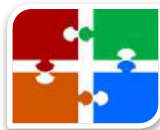
## **Priority #1 Increasing Academic Rigour and Student Engagement**



## **Priority #2 Ensuring Career, College, and Workforce Readiness**



## **Priority #3 Enhancing the Quality of Teacher Practice and System Leadership**



## **Priority #4 Improving Infrastructure and Instructional Resources**



## **Priority #5 Ensuring System Success**

### **How to Read the Priority Areas**

Each priority area will include the following components:

- Overview of the Priority Area: Outlines the scope of the priority and what success will look like by 2022
- Areas of Action: Lists the major areas of work within each priority area
- Key Outcomes: Describes what impact looks like when the plan has met its goals, including both measurable outcomes and qualitative outcomes –Note: Outcomes are written with a dash between the priority and outcome number (ex. 1-1 refers to Priority 1 and Outcome Number 1)
- The Strategies: The “how” of the strategy, which outlines the specific actions the Department of Education (DOE) will take to accomplish its strategy. Each section of strategies is organised by adaptive and technical activities. Adaptive activities are the longer-term and highly transformational actions that the Department and Ministry will take. Technical activities are the shorter-term, immediate, and critical actions that the Department and Ministry will take to ensure transformational adaptive practices can be successful in the long-term. Taken together, these actions represent the overall strategy to move Bermuda's public school education system forward. –Note: Strategies are written with a period between the priority and strategy number (ex. 1.1 refers to Priority 1 and Strategy Number 1)

## **Priority #1**

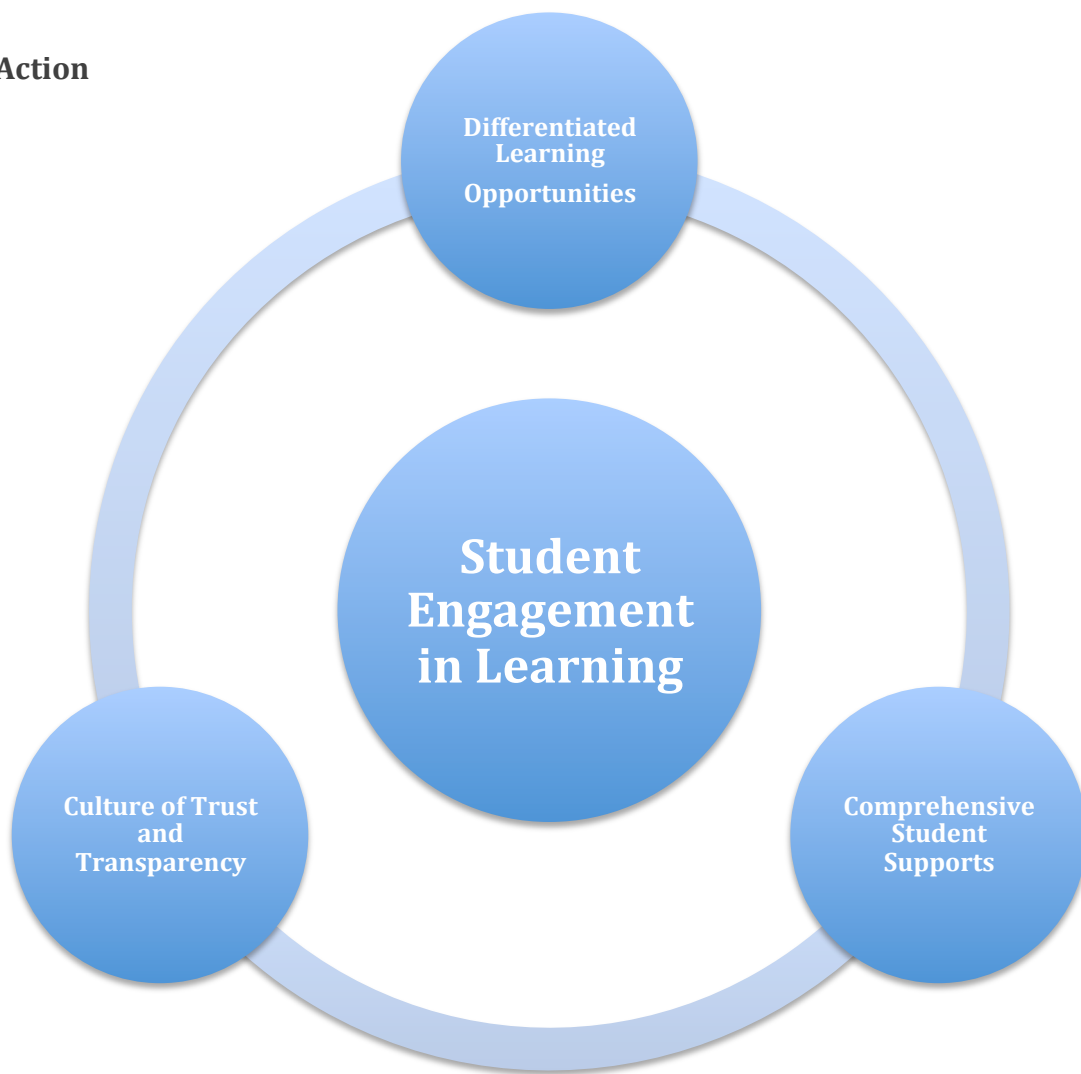
### **Increasing Academic Rigour and Student Engagement**

“Providing challenging instruction aligned to student interests”

#### **Overview of the Priority Area**

International research reveals that students grow academically when they are both challenged and also instructed in a way that connects to their interests and motivation (Pintrich, 2003). The Bermuda Public School System (BPSS) will ensure students reach their fullest potential by providing a diverse and differentiated curriculum that pushes students to their learning edges and also connects to their many and varied interests.

#### **Areas of Action**





## Differentiated Learning Opportunities

**Key Outcomes:** By 2022, The Department will accomplish the following outcomes:

- 75% of students will earn a college entrance SAT/ACT score or higher (1-1)
- 70% of students taking IGCSE's/ A-Levels, AP, or IB courses will pass them with a college-entry score (1-2)
- 70% of students will be proficient or advanced on Cambridge checkpoints (1-3)
- 75% of students will be proficient on common summative assessments aligned to newly established standards (1-4)
- 75% of students will be proficient in reading and mathematics by Primary 3, Primary 5, Middle Years 1, Middle Years 3, and Senior Level 2 (1-5)

**The Strategies:** The Department of Education, in collaboration with partners, will accomplish the following:

### Adaptive Strategies (Longer-Term and Transformational)

- Deliver high quality instructional practices for students that are rigorous and foster knowledge, comprehension, critical and creative thinking, application, and communication through (1.1):
  - Culturally relevant experiential, problem-, project- and inquiry-based learning (1.1.1)
  - Teaching, learning, and grading practices that are based on priority standards and grounded in effective and judicious differentiation and formative assessment (1.1.2)
  - Innovative learning experiences that ignite student engagement and motivates learning (1.1.3)
  - Prioritising the implementation of trans-disciplinary educational opportunities by expanding and creating opportunities for students to learn through personalised learning experiences based on the diverse community needs, career choices, and entrepreneurial interests of students by:
    - Establishing specialised schools in performing arts, science & technology (STEAM), sports, trades and e-learning, or the projected needs of the community (configurations of schools require further investigation) (1.1.4.1)
    - Swiftly conducting a feasibility study addressing K-12 world languages (including coding) (1.1.4.2)
    - Developing a systematic process of intervention and enrichment in all schools (1.1.4.3)

### Technical Strategies (Shorter-Term and Essential)

- Creating a survey that captures the most critical elements for understanding and evaluating student engagement and utilising the engagement strategies for all students and especially at-risk students in the learning environment (1.2)
- Offering the option of functional academics at all levels and adopting a social-emotional curriculum that meets the needs of the highest risk students, so we can ensure a holistic approach to their overall needs (1.3)

## Comprehensive Student Supports

**Key Outcomes:** By 2022, The Department will accomplish the following outcomes:

- 90% of students in need of learning supports are identified and served annually (1.6)
- 80% of students in need of learning supports will matriculate to the next grade-level annually (1-7)
- 25% reduction in students who are chronically absent (1-8)
- 25% reduction in discipline referrals and suspensions (1-9)

**The Strategy:** The Department of Education, in collaboration with partners, will accomplish the following:

### Adaptive Strategies (Longer-Term and Transformational)

- Deliver comprehensive, coordinated support services necessary to address the diverse challenges of students by (1.4):
  - Implementing in phases and with fidelity the Inclusive and Special Education Policy (1.4.1)
  - Identifying with urgency students at-risk at all levels and in need of wraparound services and adequately funding support systems to meet nonacademic needs and barriers to learning (1.4.2)
  - Implementing a proactive system of identifying student needs in key academic and non-academic areas and customise interventions for high risk students - consistent with the requirements in the Education Act 1996 (including afterschool programmes). (1.4.3)
  - Consulting with parents and implementing a reverse inclusion support model which enables students to return to the classroom seamlessly (1.4.4)
  - Establishing alternative school models that are based on research and evidence of student needs within the system to efficiently utilise resources. (1.4.5)
  - Utilising Multi-Tiered Systems of Support as a blueprint for school improvement that focuses on system structures and supports across the system, schools, and classrooms to meet the academic and non-academic needs of all students (1.4.6)

### Technical Strategies (Shorter-Term and Essential)

- Expanding partnerships with appropriately skilled and certified service providers (both government and private) to support student needs based on data (1.4.7)
- Conducting a review on support programs that are currently in schools (1.4.8)
- Measuring and sharing behavioural data to create a system-wide positive discipline framework to be implemented by schools as needed based on behavioural data and proactive measures. (1.4.9)
- Exploring the possibilities of providing students with comprehensive health, nutrition, and general wellness services such as the school lunch and school breakfast programs and partnering with the Ministry of Health to provide training on the overall wellness of children for parents (1.4.10)



## Culture of Trust and Transparency

**Key Outcome:** By 2022, The Department will accomplish the following outcome:

- 80% of students report their learning is engaging and experience a feeling of safety and trust in the school community (measured through student survey) (1-10)

**The Strategy:** The Department of Education, in collaboration with partners, will accomplish the following:

### Adaptive Strategies (Longer-Term and Transformational)

- Foster a culture of trust, transparency, and safety within the entire school community to enable innovation and risk-taking by (1.5):
  - Funding progressive proposals in alignment with system priorities- submitted by parents, and schools, while collaborating and partnering with community organizations (1.5.1)
  - Developing a structure for an authentic School Improvement Planning (SIP) process and committing to sharing SIP publicly as the school's story of achievement and celebrations (1.5.2)

### Technical Strategies (Shorter-Term and Essential)

- Adopting a positive social skills program systemically, aimed to curtail bullying and promote safe learning environments (1.5.3)
- Issuing school climate survey data annually for students, staff and parents and acting upon the findings (1.5.4)
- Providing on-going in-service training for all staff and students in order to provide a safe learning and work environment based on the needs of the site (1.5.5)
- Promoting system-wide self-reflective opportunities to network and share school improvement data and strategies (1.5.6)

## **Priority #2**

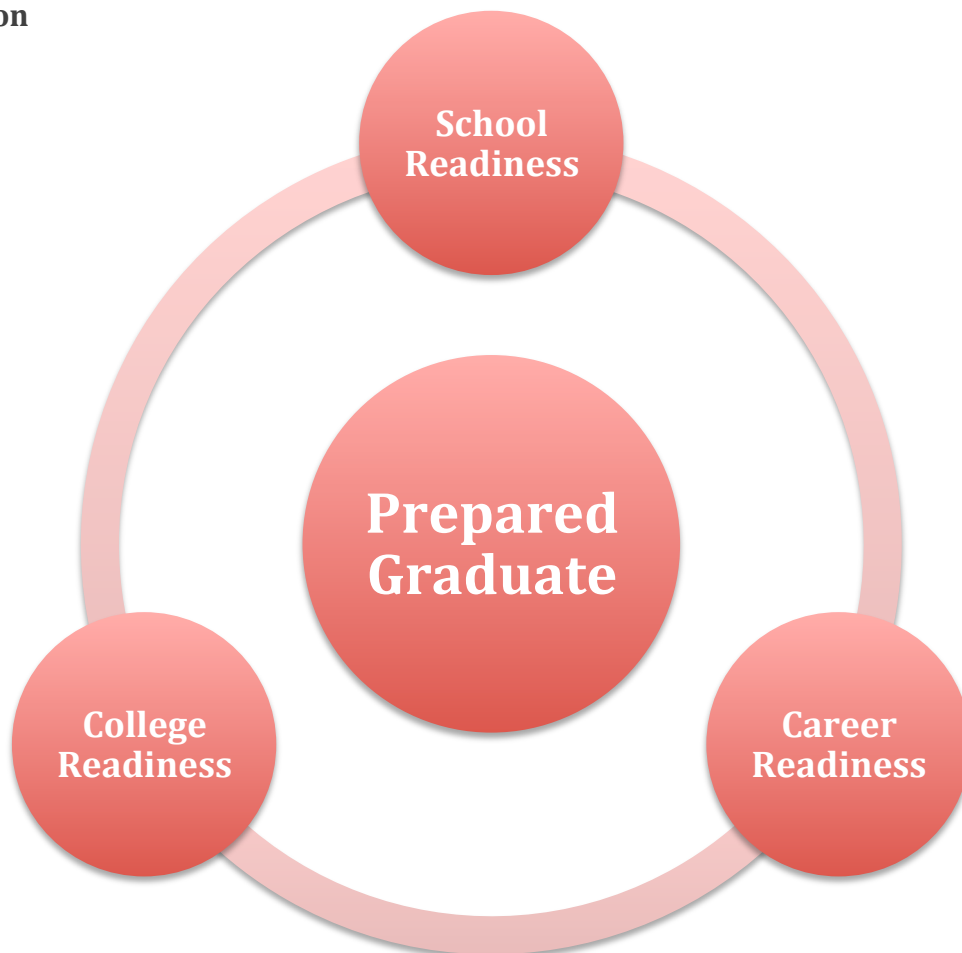
### **Ensuring Career, College, and Workforce Readiness**

“Preparing Bermudians for Work, College, and Life”

#### **Overview of the Priority Area**

International research reveals high-quality education systems balance both college and vocational preparation (Symonds, W. C., Schwartz, R., & Ferguson, R. F. (2011). This equilibrium is achieved best by integrating academic and vocational training into a comprehensive and seamless system of training and support, which begins early in the educational careers of youth. This preparation is most effective when it is augmented by intentional workplace exposure through internships and apprenticeships.

#### **Areas of Action**



## Early-Childhood and School Readiness

**Key Outcome:** By 2022, The Department will accomplish the following outcome:

- 75% of preschool students entering primary school from Department Early Childhood programmes will meet Primary 1 screening benchmarks (2-1)
- 100% of preschool students entering primary school from Department Early Childhood programmes will be seamlessly transitioned (2-2)
- 70% of children seeking placement in public preschool will be provided a place (2-3)
- 80% of Primary 3 students will **meet or exceed standards/benchmarks** in all core subjects by the end of Primary 3 (2-4)

**The Strategy:** The Department of Education, in collaboration with partners, will accomplish the following:

### Adaptive Strategies (Longer-Term and Transformational)

- Ensure that early care programmes (from birth to age four) are affordable and high quality (2.1)
- Ensure all preschool programmes are high quality through the legislation of early childhood programme standards and best practices by 2020 (2.2)
- Expand access to high quality pre-school programmes that include developmentally appropriate curriculum, knowledgeable and well-trained programmes staff and educators, and comprehensive services that support their health, nutrition, and social well-being (2.3)
- Research the expansion of spaces in public preschools to include children who are 3 years of age (2.4)

### Technical Strategies (Shorter-Term and Essential)

- Improve public relations around existing parenting support classes and wraparound services available for youth ages birth to pre-school (2.5)
- Authentically assess all preschoolers by observing and documenting each preschooler's play and communication on a weekly basis (2.6)
- Hire Early Childhood Quality Assurance Officers to support private and government preschools to provide professional training on evidence based practices and coaching for success (2.7)
- Make parenting classes available for all parents with children enrolled in Bermuda Public School's preschool programmes (2.8)



## Career Readiness

**Key Outcomes:** By 2022, The Department will accomplish the following outcomes:

- 85% of students will graduate high school on-time (measured by students entering Senior Level 1 and graduating four years later) (2-5)
- 60% of students will graduate with an industry recognised credential (2-6)
- 75% of students will graduate having completed an internship or apprenticeship (2-7)

**The Strategies:** The Department of Education, in collaboration with partners, will accomplish the following:

### Adaptive Strategies (Longer-Term and Transformational)

- Implement comprehensive modern and high quality technical/vocation programmes beginning in M1 (2.9)
  - Middle Years 1 – Introduce students to technical/vocational programmes option (2.9.1)
  - Middle Years 2 – Select area of concentration to expand on Middle Years 1 experience and introduce City & Guilds curriculum (Math and English) in an integrated approach (2.9.2)
  - Middle Years 3-Introduce students to technical/vocational work experiences (2.9.3)
  - Train teachers in industrial experience (min of City and Guilds and NCCER) (2.9.4)
  - Prioritise STEAM instructional strategies and learning opportunities and move towards STEAM accreditation for schools (2.9.5)
- Provide structured and meaningful mentoring to all students for career and postsecondary learning (2.10)
  - Link students with approved industry partners for mentoring, internships and real career experiences (2.10.1)
  - Provide planned and structured experiential learning/field trips at all levels (2.10.2)
  - Involve approved parents in mentorship as needed (2.10.3)
- Provide relevant and timely pathways of support for post-secondary and career success for all students (2.11)
- Provide coursework that is based on systemic standards to ensure all students exit school prepared for post-secondary and/or employment through career pathways (2.12)
  - Provide the opportunity for students to access a greater variety of external examinations and exam boards for graduation requirements to support student success at different levels (2.12.1)
  - Introduce an employability skills course at the Senior Level 1 (2.12.2)
  - Develop and implement a life skills programme for all 3 levels (2.12.3)
  - Introduce interest inventory assessments (e.g. Career Cruising/Choices) during Middle Years 1 (2.12.4)
- Align the results from the interest inventory assessment to employment opportunities and community needs in Bermuda (data for Bermuda Employment survey) and use the two sources with parents and students during structured meetings at a minimum in, Middle Years 1 and Senior Level 2 (2.12.5)
- Review graduation requirements and align to current definitions of college and career readiness (2.12.6)

## College Readiness

**Key Outcomes:** By 2022, The Department will accomplish the following outcomes:

- 75% of graduates will achieve a college level acceptance score on the SAT/ACT (2-8)
- 70% of graduates will be accepted in two or four year college (2-9)
- 30% of graduates entering two or four year college will take remedial courses (2-10)

**The Strategy:** The Department of Education, in collaboration with partners, will accomplish the following:

### Adaptive Strategies (Longer-Term and Transformational)

- Develop well-articulated, individualised pathways to college and careers with deadlines and expectations conveyed to students beginning in Senior Level 1 (2.13)
  - Provide the opportunity and increase the participation of public school students to adequately prepare and sit for the PSAT, SAT, ACT, and CPT for Bermuda College (2.13.1)
  - Increase the number of advanced external certification course offerings at both senior schools (e.g. IGCSE, “A” Level, and Advanced Placement courses) and increase the number of teachers qualified to teach advanced external certifications (2.13.2)
  - Expand dual enrollment to include diverse programmes (strengthen technical programmes at the middle and high school levels) (2.13.3)
  - Provide effective and timely interventions and support systems for students in preparation for college and careers (2.13.4)

### Technical Strategies (Shorter-Term and Essential)

- Create a timely calendar for college application, admission, and Ministry of Education scholarship offerings and requirements. (2.13.5)
- Provide continuous updated training for counselors in academic counseling for the college application process for the US, Canada, UK, and Caribbean (2.13.6)
- Provide supportive conditions for students to create portfolios of academic achievement and extracurricular activities aligned to formal graduation and scholarship requirements (2.13.7)
- Review graduation requirements and align to current definitions of college and career readiness (2.13.8)

### **Priority #3**

## **Enhancing the Quality of Teacher Practice and System Leadership**

“High quality instruction and school leadership have the single greatest school-based impact on student success.”

### **Overview of the Priority Area**

The effect that teachers and system leadership have on student achievement is well documented across the globe (Elmore, R. F. (2000). Improving the teaching skills and leadership at all levels in the BPSS can have a sustained and transformative impact on the academic achievement of young people. Bermuda must focus on ensuring educators are recruited from high quality training programs, are mentored and supported by master teachers to improve their practice in the classroom. The BPSS must require all educators to take personal responsibility in developing their professional skills and transfer these skills into their learning environments. All educators in the system must have an evaluation “process” that focuses on feedback, growing skills, reflection and remediating professionals in need of targeted support.

### **Areas of Action**



## Enhance Educator Certification

**Key Outcomes:** By 2022, The Department will accomplish the following outcomes:

- 90% of teachers are certified in their assigned field (3-1)
- 90% of principals are certified in school leadership (3-2)
- 60% of teachers reach the highly-qualified designation annually (3-3)

**The Strategies:** The Department of Education, in collaboration with partners, will accomplish the following forms of change to ensure students will be prepared for success in the 21<sup>st</sup> century and beyond:

### Adaptive Strategies (Longer-Term and Transformational)

- Research, develop, and implement a Highly Qualified Teacher Designation (HQTD) program with aligned transparent National Teaching Standards to ensure calibration of the basic skills and 21<sup>st</sup> century pedagogical practices for a Bermuda public school educator (3.1)
- Develop policy and a guidance framework that details how all educators will complete the Highly Qualified Teacher Designation (HQTD) program every 5 years to ensure a competent standard that is required to provide a quality education for students (3.2)
- Review the educator licensing requirements for the Bermuda Educators Council and partner with them to adopt Strands for Professional Learning that are aligned with the National Teaching and Leadership Standards (3.3)
- Partner with the National Council for Accreditation (NCATE) of Teacher Education to establish a Ministry of Education list of approved colleges and universities for a local context for prospective teachers to the Bermuda Public School System (3.4)
- Train and certify Pre-School Administrators, Principals, and DoE leaders to expand their leadership knowledge/skills to the application of leadership and leading in the 21<sup>st</sup> century by creating multiple avenues of development based on their needs (3.5)

### Technical Strategies (Shorter-Term and Essential)

- Establish recruitment guidelines for teachers, school leaders, and central office staff by including testing and maintaining certification and/or development in their area of expertise (3.6)
- Publish immediately the 21<sup>st</sup> Century National Standards for Teachers and Leaders at all levels in the Bermuda Public School System (3.7)
- Ensure that teacher-leaders are qualified in their subject area and take personal responsibility to annually develop their teaching and coaching skills in their area of concentration (3.8)
- Ensure that all universities/colleges where educators earned degrees were accredited at the time of their matriculation (3.9)
- Report out annually the number of teachers certified at each learning level (3.10)

## Professional Learning and Support

**Key Outcomes:** By 2022, The Department will accomplish the following outcomes:

- 70% of students passing annually using standards-based grading (3-4)
- 40% of principals and teacher leaders will complete advanced training through specialised fellowship programs/institutes (3-5)
- 80% of school support professionals (Para-educators, Education and Behaviour Therapists, and Attendance Officers) receive annual professional learning and development in areas of need (3-6)
- 50% increase in funds allocated to targeted professional learning to support Priority Area 3 (3-7)

**The Strategies:** The Department of Education, in collaboration with partners, will accomplish the following:

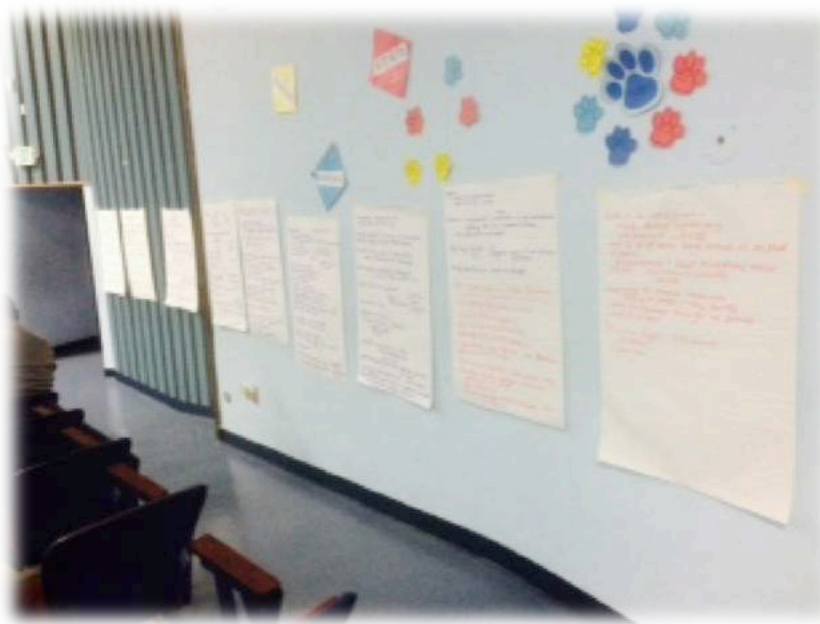
### Adaptive Strategies (Longer-Term and Transformational)

- Support the delivery of customised professional learning in schools by giving Principals the responsibility and accountability to cultivate meaningful and sustainable professional learning conditions- using the data in their school improvement plan (aligned with the Strategic Plan direction) as their platform (3.11)
- Reinstitute a qualified Professional Development (PD) Officer to shift the systemic PD culture to align with current research about teacher/adult learning, action research models, and improve on tracking the impact on student learning (3.12)
- Ensure the Commissioner of Education (CoE) provides system oversight of professional learning and funds only initiatives aligned explicitly with the priorities in the current strategic plan, with a greater emphasis on adaptive change strategies and quantifying both the long term and short term impact on students (3.13)
- Design and implement overseas leadership partnerships/exchanges to obtain and share professional perspectives and practices (3.14)
- Mobilize and train diverse leadership teams to infuse 21st century skills throughout the system to support the work of the priorities in Plan 2022, thus creating environments of differentiated professional learning, risk taking, and collaborative relationships (3.15)
- Create and publish systemic standards for instructional coaching roles and responsibilities to support job-embedded teaching and learning experiences and capture quantifiable supporting data (3.16)



### Technical Strategies (Shorter-Term and Essential)

- Continue a broad review of the Bermuda Teacher Induction Programme, including with the view of implementing more rigorous standards and upgrading the requirements for successful completion of the programme (3.17)
- Utilise identified master teachers at the site level to aid their collegial peers in improving their skills (or the skills of those who are new to the building) using an identified peer coaching model (3.18)
- Continue to elevate the professional learning experiences for teachers to maximize their use of PowerSchool to support the expectations of standards-based grading (SBG) and best formative assessment practices on utilising data to inform teaching priorities for personalised learning for students (3.19)
- Ensure that the appropriate and sustained training for coaching roles is provided for both lead teachers and Education Officers (3.20)
- Ensure that the appropriate and sustained training is provided for school support professionals including Para-educators, Education and Behaviour Therapists, and Attendance Officers, (3.21)
- Complete the systemic training for standards-based practices using the approved Standards-Based Grading Implementation Plan and develop an impact analysis report termly on both quality assurance for delivery and compliance to set expectations for schools (3.22)
- Continue to use of the Danielson Framework by Principals as a job embedded professional learning resource to strengthen teaching and learning experiences in the four domains of the Danielson Framework (3.23)



## Strengthen Educator Evaluation and Performance Management

**Key Outcomes:** By 2022, The Department will accomplish the following outcomes:

- 100% of all educators and Para-educators, Educational Therapists, Behaviour Therapists, and Attendance Officers receive an annual evaluation conducted by their supervisor (3-8)
- 75% of teachers, Pre-School Administrators, Principals, Directors, Assistant Directors, Education Officers perform at the advanced levels on their respective performance evaluation tool (3-9)
- 75% of school support professionals including Para-educators, Education and Behaviour Therapists, and Attendance Officers perform at the advanced levels on their respective performance evaluation tool (3-10)

### Technical Strategies (Shorter-Term and Essential)



**The Strategies:** The Department of Education, in collaboration with partners, will accomplish the following:

- Elevating the process component of the evaluation system to ensure stakeholder groups are engaged in a productive and rigorous interaction about the quality of their work with their supervisor by developing a procedural framework through consultation (3.23)
- Mandating, without exception, that the annual evaluation process for all educators, Para-educators, Educational Therapists, Behaviour Therapists, and Attendance Officers be conducted by supervisors with fidelity and integrity to the respective evaluation tool (3.24)
- Continue with negotiations surrounding identifying and agreeing on potentially new evaluation tools and the required training for teachers and principals within the BPSS (3.25)
- Continue to ensure that all supervisors in the BPSS attend regular training opportunities to strengthen their evaluative eye and the required skill sets to produce quality and reliable evaluation reports (3.26)
- Position the Human Resources Department to identify personnel to support the Commissioner of Education (CoE), Directors, and Assistant Directors in monitoring, supportive measures, quality assurance and compliance of the performance management, and job forward planning process as required by Government (3.27)

## **Priority #4**

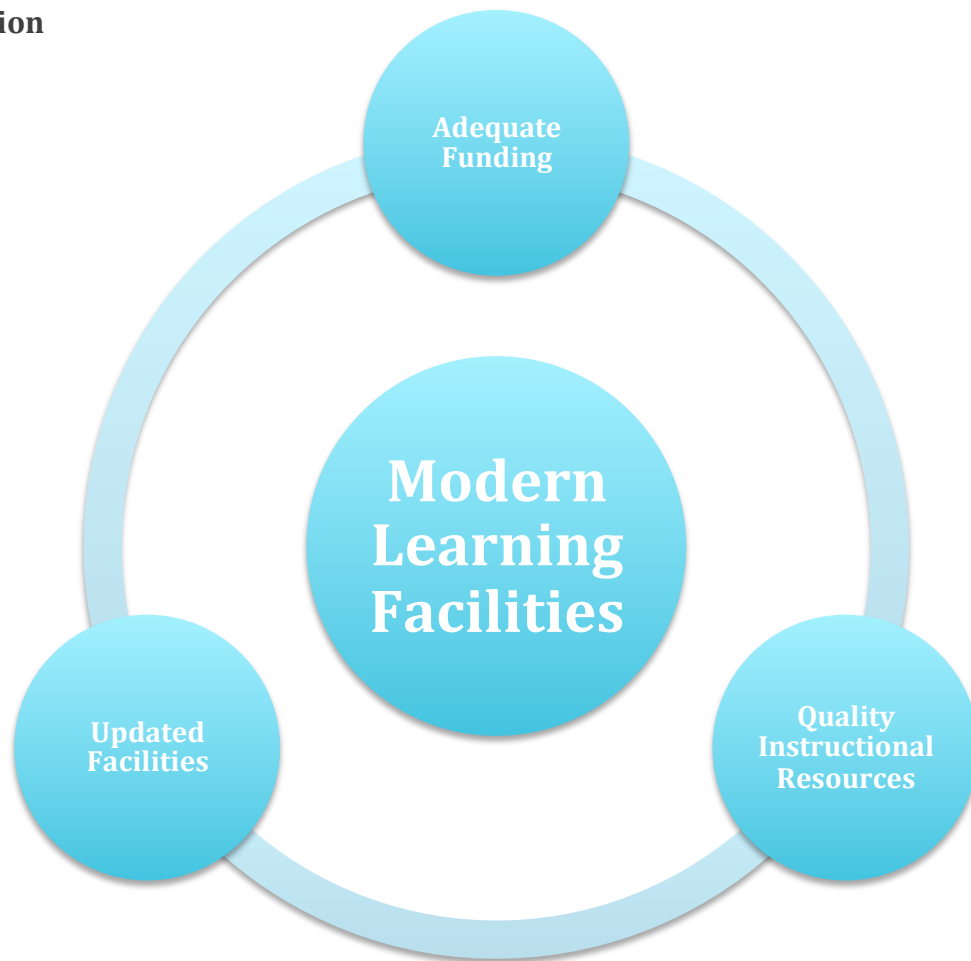
### **Improving Infrastructure and Instructional Resources**

“Modernizing the Learning Environment”

#### **Overview of the Priority Area**

To ensure Bermuda’s youth are prepared to participate in a global economy, students must be exposed to cutting-edge technological tools. Additionally, they must learn in facilities that are well maintained, clean, healthy, and modern.

#### **Areas of Action**



## Adequate Funding

**Key Outcomes:** By 2022, The Department will accomplish the following outcomes:

- 90% of expenditures are explicitly connected to system priorities and strategic plan activities (4-1)
- 50% increase in private sector support (in-kind/monetary) for public education (4-2)
- Budgeted versus actual expense reporting is made publicly available quarterly (4-3)

**The Strategies:** The Department of Education, in collaboration with partners, will accomplish the following:

### Adaptive Strategies (Longer-Term and Transformational)

- Ensure adequate funding and budgeting (4.1)
  - Provide an adequate and fair budget to each school every year to ensure the needs of students are met (4.1.1)
  - Ensure budgets are developed by December for the next school year and school leaders are provided some autonomy to establish budget priorities for discretionary funds (4.1.2)
  - Ensure school leaders and Parent Councils have input to the school budget process (4.1.3)
  - Provide publicly available quarterly reporting of Department of Education expenditures against the approved budget to ensure transparent and wise financial stewardship (4.1.4)
  - Ensure strict fiscal alignment by mandating that proposed expenses be explicitly tied to strategic plan activities and priorities, before receiving approval (4.1.5)
  - Partner with the private sector and donors to provide meaningful support to schools for instructional resources, technology and other programmes (4.1.6)
  - Partner with private experts to donate civil/structural/environmental expert advice (4.1.7)
  - Improve communications to the public regarding ways they can support schools (4.1.8)
  - Develop a system which enables the private sector/private citizens to donate to individual schools (4.1.9)

## Instructional Resources

**Key Outcome:** By 2022, The Department will accomplish the following outcomes:

- 75% of schools have updated information technology infrastructure that is adequate for purpose (4-4)
- 50% of teacher observations showing an increase in infusing information and technology literacy into learning tasks (4-5)

**The Strategies:** The Department of Education, in collaboration with partners, will accomplish the following:

### Adaptive Strategies (Longer-Term and Transformational)

- Ensure all schools are provided with appropriate and equitable instructional resources based on multiple factors, including student needs (4.2)
- Ensure all schools have resources that are consistent with academic and non-academic learning goals. (4.3)
- Establish a Comprehensive Technology and Information Literacy Policy by (4.4):
  - Articulating vision and belief statements for effective learning spaces, curriculum, instructional strategies, application assessment, and professional learning for teachers; supported by a range of recommended technology resources for infusing modern technology and information literacy into the Bermuda Public School System (4.4.1)
  - Ensuring all schools have access to up to-date hardware and digital curriculum materials supported by a robust infrastructure (4.4.2)
  - Establishing teaching standards in technology aligned with our vision for effective curriculum, instruction, and assessment supported by technology (4.4.3)
  - Identifying with urgency and publishing cross-curricula standards for student's 21<sup>st</sup> century application skills in the area of technology and information literacy (with a focus on coding classes) (TILS) (4.4.4)
  - Establishing the means and methods to support teachers in creating and delivering digital curriculum (4.4.5)
  - Providing systemic standards and recommendations for hardware and software purchasing that is equitable across schools (4.4.6)
  - Piloting the innovative use of mobile devices for curriculum instruction (4.4.7)
  - Reviewing and recommending the resources, including increased leadership at the system level and the school level, needed to support teachers' and students' competence and confidence in information technology and literacy (4.4.8)
  - Identifying specific training needs for teachers and Principals at each school and providing pathways for professional learning and transfer to practice (4.4.9)
  - Continuing /discontinuing of effective or ineffective aspects of technology education based on utilisation and student data (4.4.10)

### Technical Strategies (Shorter-Term and Essential)

- Conduct a site-based annual inventory, monitor effective utilisation, and keep track of equipment and software costs for each school and determine the software's impact on student achievement (4.5)



## Updated Facilities

**Key Outcomes:** By 2022, The Department will accomplish the following outcomes:

- 70% of schools with modernised/updated facilities that are fit for purpose (4-6)
- 100% of schools meet national health and safety standards (4-7)
- 100% completion of short term master facilities plan (4-8)
- 50% completion of long-term master facilities plan (4-9)

**The Strategy:** The Department of Education, in collaboration with partners, will accomplish the following:

### Adaptive Strategies (Longer-Term and Transformational)

- Develop a Master Facilities Plan that can direct the modernisation of public school facilities in Bermuda (4.6):
  - Activate a Research & Engagement Team to make recommendations for the guidelines for modern educational facilities and the vision for learning spaces of the future for the Bermuda Public School System. The study factors in the School Reorganisation Advisory Committee's SCORE Report, the 2017 Health and Safety Review, and the 2018 Buildings Surveys should be used as a reference point. (4.6.1)
  - Develop a short-term facilities plan for immediate remediation based on priority level and health and safety conditions. (4.6.2)
  - Develop and implement a long-term infrastructure renewal plan with building designs based upon modern pedagogical standards. This plan should outline a thoughtful strategy for renovating, rebuilding, and/or consolidating school facilities based on recommendations from the Research and Engagement Team. (4.6.3)
  - Establish a green policy for each school and reinvest green savings into school. (4.6.4)

### Technical Strategies (Shorter-Term and Essential)

- Ensure on-going facilities management for schools to create healthy conditions that will have a positive influence on teaching and learning by developing a yearly Facilities Management Plan for school buildings that addresses the following (4.7):
  - Ensuring policies and protocols for proper cleaning of instructional and non-instructional spaces and maintenance including for electrical, HVAC, network closets, and plumbing rooms (4.7.1)
  - Ensuring compliance with the National Health and Safety Legislation (4.7.2)
  - Ensuring certification, ongoing training/support, and performance management of school custodians, using Bermuda College as a resource (4.7.3)
  - Increasing the support staff for the Facilities Section of the Department of Education based on projections and recommendations in the Facilities Management Plan (4.7.4)
  - Improving the access, distribution, and speed of internet in all schools (4.7.5)

## **Priority #5**

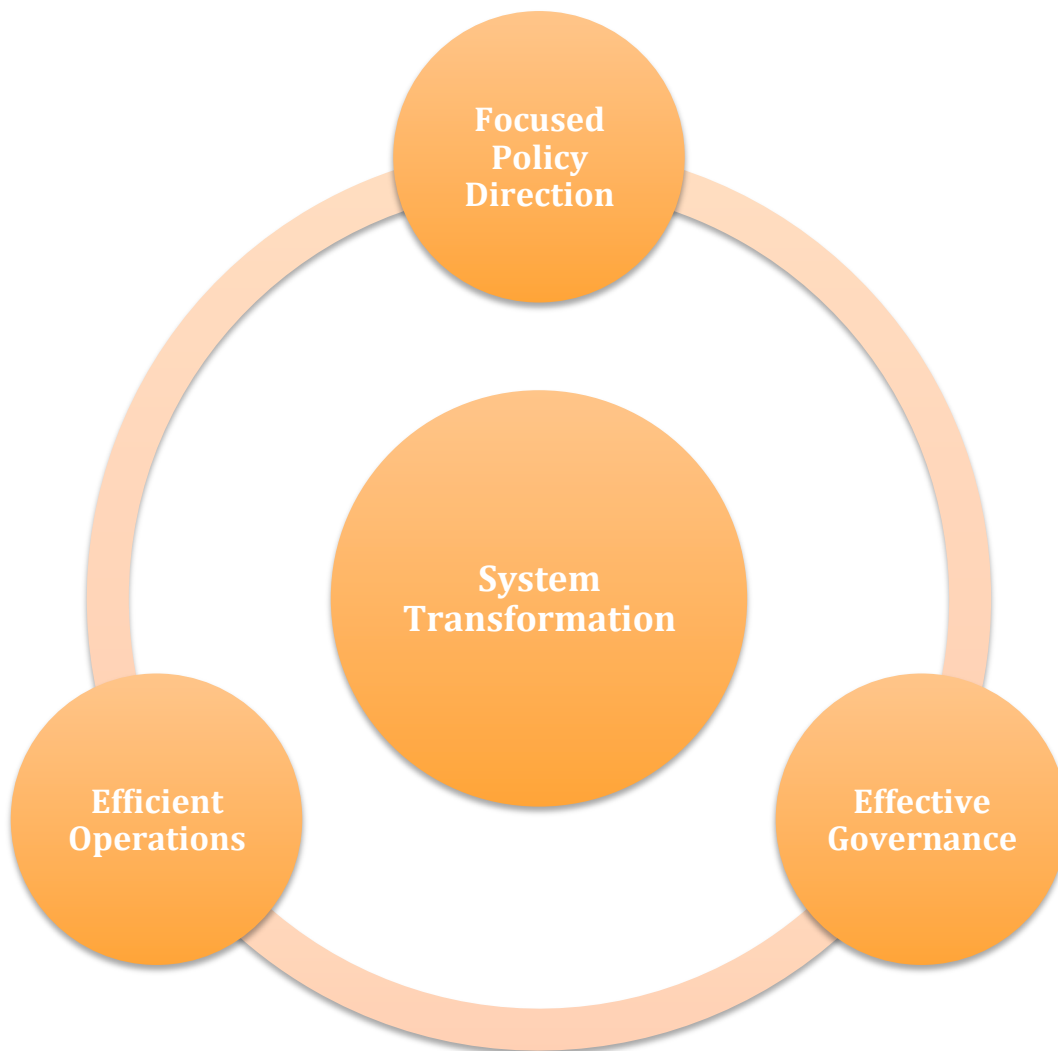
### **Ensuring System Success**

“Creating the enabling conditions for transformational student results”

#### **Overview of the Priority Area**

Lessons from high performing international educational systems look beyond teaching and learning to focus on ensuring the policy, governance, and operational systems are in place to enable the success of both students and teachers (Mourshed, Mona & Chijioke, Chinezi & Barber, Michael. (2011).

#### **Areas of Action**



## Focused Policy Direction

**Key Outcome:** By 2022, The Department will accomplish the following outcome:

- 80% of policy targets are passed and enacted by the Government (5-1)

**The Strategy:** The Department of Education, in collaboration with partners, will accomplish the following:

### Adaptive Strategies (Longer-Term and Transformational)

- Adopt comprehensive MOE and DOE policies and procedures that ensure the following (5.1):
  - All youth, but especially those most vulnerable, receive the support needed to be successful
  - Efficient and effective administrative decision making
  - Intentionally developing policies in a timely manner to support the priority work in the Plan 2022Specifically, develop policies to address:
  - **Standards:** Adopting macro-level academic standards for all grade levels that align to the national curriculum, Education ACT 1996 requirements, and to international definitions of college and career readiness; as well as adopting new Graduation Requirements that align with 21<sup>st</sup> Century transformative strategies in the strategic plan (5.1.1)
  - **Accountability:** Developing system-wide performance frameworks focused on positive student educational experiences and outcomes. Frameworks will be publicly reported annually and used regularly for overall analysis and continuous quality improvement of the school, DOE and MOE. (5.1.2)
  - **Students with Exceptionalities:** Strengthening the policy and practice framework to ensure students with exceptionalities are afforded the rights and procedures commensurate with other high quality international systems (5.1.3)
  - **Funding:** Ensuring the strategic objectives of the system are implemented with integrity and in accordance with Financial Orders (5.1.4)
  - **Compliance and Quality Assurance:** Ensuring the strategic plan's measures of success and operational plans are clear, measured, and used for accountability (5.1.5)

## Governance Realignment

**Key Outcome:** By 2022, The Department will accomplish the following outcome:

- Evidence that the Department of Education’s governance structure is modified to balance accountability and autonomy (5-2)

**The Strategy:** The Department of Education, in collaboration with partners, will accomplish the following:

### Adaptive Strategy (Longer-Term and Transformational)

- Develop a governance structure that both holds the Department of Education directly accountable to citizens through a board of education and that provides the Department greater autonomy for fiscal, human, and operational decisions. A task force working group has been recommended to be commissioned to research the best model and provide recommendations to the Minister of Education. (5.2)



## Increased Operational Effectiveness and Efficiency

**Key Outcomes:** By 2022, The Department will accomplish the following outcomes:

- 90% of system strategic indicators are met using the respective performance frameworks (5-3)
- 20% reduction in non-instructional costs as a result of efficiency measures (5-4)

**The Strategies:** The Department of Education, in collaboration with partners, will accomplish the following:

### Adaptive Strategies (Longer-Term and Transformational)

- Reorganise the Department of Education's Organisational Structure and school structures to ensure effective school performance at every level through the following strategies (5.3):
  - **Strengthen External Communication and Engagement:** Increase high quality communication and public relations to all stakeholders, with a focus on ensuring parents are informed and connected to their schools by continuing to build upon the Parental Involvement Committee model to improve relationships between school and home (5.3.1)
  - **Strengthen Internal Communication and Data Systems:** Coordinate communication across the various government departments/ministries and integrated data systems to inform efficient and effective decision making and increase responsiveness to stakeholder needs (5.3.2)
  - **Improve Service Delivery:** Develop a culture of data-driven, equity-focused decision-making by (5.3.3)
    - Collecting and reflecting regularly upon data to provide evidence and rationale for investments (5.3.3.1)
    - Focusing on accountability by outlining delivery plans with clear timelines and identification of persons responsible (5.3.3.2)
    - Operating with a planned, organised, and holistic vision/purpose, rather than consistently reacting to immediate needs (5.3.3.3)
  - **Streamline Expenses:** Identify cost inefficiencies by discontinuing ineffective initiatives/expenses and relocating dollars to focus on student needs (5.3.4)
  - **Grade-Level Structure:** To ensure college and career readiness, review the current structure of schools (primary, middle, senior) and revise for maximum student success, including the consideration of special school designs to meet unique student needs or interests (5.3.5)



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**Thanks to the Administrative Support Team**

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## Glossary of Terms

**Adaptive strategies** are approaches that require a change in the values, beliefs, or behavior within an organisation. It is complicated and long-term work to change culture.

**Differentiated learning (Differentiation)** is a framework or philosophy for effective teaching that involves providing different students with different avenues to learning (often in the same classroom).

**Experiential learning** is the process of learning through experience, and is more specifically defined as learning through reflection on doing.

**Formative assessment** is a range of formal and informal assessment procedures conducted by teachers during the learning process in order to modify teaching and learning activities to improve student attainment.

**Project-based learning** refers to any programmatic or instructional approach that utilises multifaceted projects as a central organising strategy for educating students.

**Standards-based grading** involves reporting these course objectives rather than letter grades at the end of each grading/reporting period.

**STEM education** refers to the areas of science, technology, engineering and mathematics.

**STEAM education** incorporates the “A” for the arts – recognising that to be successful in technical fields, individuals must also be creative and use critical thinking skills which are best developed through exposure to the arts.

**Trans-disciplinary learning** is the exploration of a relevant issue or problem that integrates the perspectives of multiple disciplines in order to connect new knowledge and deeper understanding to real life experiences.

**Technical strategies** are relatively apparent approaches that can be implemented within a comparably short timeframe using the knowledge currently available.

# PLAN 2022

*Bermuda's Strategic Plan for Public School Education*



GOVERNMENT OF BERMUDA

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**Ministry of Education and Workforce Development**  
**Department of Education**