

parents

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media



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standards

National Consensus on the Future of Education in the Cayman Islands

businesses



advancement



college

youth



technical



National Consensus on the Future of Education in the Cayman Islands

“Human capital and education are the cornerstones upon which hinge the social, economic and cultural well-being of our society”.

(PPM Campaign 2005 Manifesto)

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FOREWORD

The Honourable Alden McLaughlin JP, Minister for Education, Training, Employment, Youth, Sports and Culture

This PPM Government has consistently pledged to make education its key priority. In our election manifesto we stated our belief that ‘human capital and education are the cornerstones upon which hinge the social, economic and cultural well being of our society. It is the Government’s role in education and training to set standards to promote educational and vocational excellence and to reward achievement’. We also gave an undertaking to ensure that all persons in these islands ‘must be given access to both the tools and the opportunities to participate to the full extent of their abilities in the workplace and the market place. This means they must have the benefit of the best education system and product that we can afford’.

We pledged to consult with all stakeholders as we reviewed our existing education service. This I have done, through visiting, talking and listening to staff in every government school, and through the highly successful Education Conference, ‘Defining Challenges – Finding Solutions Together’. This conference included representatives from all government schools, private schools, pre-schools, existing students, recent graduates, parents through HSAs and PTAs and the private sector. We were also ably supported by the media in researching and submitting views of members of the public in a wide ranging campaign co-ordinated by Government Information Services.

This extensive feedback was further enhanced by the consultive process of the whole Legislative Assembly.

I pledged that the messages that we received through this fact finding would lead to a document that would reflect a national consensus for the future of education in the Cayman Islands. This is that document.

The Government has received tough messages from the stakeholders in our education system. They have told us that the way we administer the education services in these islands must change. And they have told us that the quality of the education product must be improved. Our response is to accept the hard truths, take the difficult decisions and make the critical changes that are necessary to improve education in these Islands. Change brings disquiet, resistance and even casualties, but change we must, and change we shall.

I gave a personal commitment to the young people of the Cayman Islands – to work tirelessly to improve education in this country, and to constantly evaluate our progress in the interest of always doing better. I stand by that commitment.



ACKNOWLEDGEMENTS

**Mrs Angela Martins MBE, JP, Permanent Secretary, Ministry for Education, Training,
Employment, Youth, Sports, and Culture**

The Ministry of Education, Training, Employment, Youth, Sports and Culture acknowledges with much gratitude the contributions from over 600 persons who work directly within the education sector, both public and private systems, as well as all the young people, parents and members of the business community who contributed to the content of this document.

In compiling this report, a small conference editorial committee has summarised the feedback under common headings. It has taken care not to change the messages but to report on areas of consensus and to avoid repetition. The editorial committee also prepared policy implications of the key issues raised by stakeholders, as well as strategic actions that will be taken by the Ministry in response.

The compilation of this report has been achieved in a short timescale by this editorial committee and the Ministry acknowledges the large amount of work that they have done in compiling this document.

The Ministry wishes to acknowledge the enthusiastic support of the local media representatives in gathering public opinion to contribute to the findings of the Education Conference.

The Ministry hopes that this work will become a benchmark for future reviews of the performance of the education service.

A handwritten signature in black ink, appearing to read 'A. Martins', is positioned in the lower-left area of the page. The signature is written in a cursive, flowing style.

EXECUTIVE SUMMARY

This report reflects the views, concerns and aspirations of the people of the Cayman Islands for the education of their young people. It includes responses from over 600 participants at the September 2005 Education Conference- 'Defining Challenges, Finding Solutions, Together' - as well as from numerous written and oral contributions to the media.

Participants at the conference presented their suggestions for the qualities that educated Caymanians should possess by the time they leave our high schools. There was much consensus that our young people should be literate and numerate, but also that they should possess good interpersonal skills, be self-motivated, adaptable, respectful and honest members of society.

It was noted that any developments that are made to the Education Service should be:

- Within the context of a holistic view of education, from pre school to tertiary
- With consideration for the economic development and human resource priorities of the Cayman Islands

Feedback from the conference and elsewhere tended to focus on three main areas:

- The school curriculum: the courses of study that a school offers, both academic and non-academic
- Personnel matters, including salaries, conditions of service, professional development, recruitment, promotion and retention
- The education service, including the Ministry, Education Department, Schools' Inspectorate and the University College of the Cayman Islands

Areas that were not covered by these three headings were included as 'other issues'.

Participants noted many strengths in each area, but did not hold back on their concerns and were very forthright with their solutions.

There was a consistent call for a comprehensive review of the National Curriculum and how students are assessed, for all levels and stages of education, from pre-school to high school and beyond. It was considered important that the economic development and the human resource priorities of the Cayman Islands were aligned with the review of both the National Curriculum and tertiary programmes at all levels.

Regarding personnel issues, there was again much consensus about the need to reduce bureaucracy and for improvements in systems and communication at all levels. Respondents asked for explicit criteria and transparent systems for every aspect of personnel-related work.

The education service came in for much criticism, as well as some praise. Respondents suggested that the education service needed more efficient and effective management systems and clearer identification of roles and responsibilities, with a more supportive approach to schools. They requested greater transparency about decisions at all levels of the Ministry and greater autonomy for schools.

There was a wide range of other issues. Amongst these was a strongly expressed view for the need for greater involvement of, and support for, parents in the education of their children. Other concerns were to do with the poor behaviour of some students and the way that it is handled in schools, as well as the need to address some significant social issues. The need for greater community involvement was cited as well as creative suggestions for help with the financing of schools by local businesses. The feedback from the Sister Islands generally echoed the

views described above, but there were some specific issues. For example, there were concerns about the quality of some of the facilities available on Cayman Brac and the feeling that they were disadvantaged by not having access to some of the resources, such as peripatetic staff and technical help, which are available on Grand Cayman.

This report also presents the **policy implications** of the findings from the conference and feedback from the community. These can be summarised as the need for:

- A new model of governance for the education service, which places students firmly at the centre
- A commitment to raising educational standards and providing a curriculum that is relevant to the interests and needs of all our students and of the country
- Greater support for enhancing the leadership and management of schools
- Greater ownership and accountability for performance

The conference has provided a national mandate for change. Outlined below are the specific **strategic measures** that will be taken by the Ministry to achieve a transformation of the education service in the Cayman Islands:

- The development of an administrative framework for a new education service, redefining, rationalising and reassigning core functions for education amongst schools, the Schools' Inspectorate, the Education Department, the University College and all other organizations and stakeholders that support the delivery of education
- The establishment of a taskforce to oversee and guide the review and revision of the Cayman Islands' National Curriculum
- The development of an Early Years unit to set standards, evaluate performance and support improvements in day-care centres, pre-schools and Reception programmes
- The establishment of a human resources (HR) unit within the Ministry, with a Deputy Chief HR manager dedicated to personnel management within education
- The development of a unit with responsibility for careers education and guidance and for providing the services of a scholarship secretariat
- A review of core business processes within the education service, including budgeting, purchasing, asset management and financial reporting
- Improvements in the availability, quantity, quality, analysis and use of educational statistics, including students' test and examination data, to inform planning and policy making at all levels of the education service
- The development of technical and vocational education and training (TVET) programmes at primary, secondary and post-secondary levels, to enable young people to develop skills and aptitudes in a wide range of technical and vocational areas and to develop good work ethics
- The development of a strategic plan for the maintenance and further development of educational facilities
- The development of high quality teacher training and continuing professional development opportunities for teachers

BACKGROUND

Immediately after the General Election in May 2005, the Minister for Education, Hon. Alden McLaughlin JP, visited government schools on all three of the Cayman Islands. At each school, in addition to touring the physical plant, much time was spent listening to the views of principals and teachers. Many of the issues raised followed a number of common themes.

Whilst visiting the Alternative Education Centre, Principal Raphael Daniel suggested to the Minister that a conference where everyone could air their views and make suggestions to improve the system would be a good idea.

This idea was rapidly adopted and a working committee with members representing government and private schools, the Education Department, the Schools' Inspectorate, the private sector and pre-schools, was established to achieve the conference objective:

“To allow all stakeholders concerned with the quality of education to discuss the critical issues and to agree broad paths forward on the core issues facing the delivery of education in the Cayman Islands”

This focus on education mirrors an international drive to raise standards, not least from the United Nations which identified four strands for achieving high quality education:

(a) recognition of the challenge; (b) collective responsibility and constructive partnerships; (c) acting with determination; and (d) the indivisibility of human dignity.

To ensure the widest possible feedback from the public, a major coordinated initiative was launched with a range of media, representing television, radio and newspaper organisations, coordinated by Government Information Services. The public was invited to write, phone in or be interviewed. For the conference itself, representatives from pre-schools, private schools, home-school associations, students, recent graduates and the private sector joined all of the teachers from government schools and staff from the Education Department and Schools' Inspectorate.

The two-day conference took place on Friday 2nd and Monday 5th September 2005 at the Mary Miller Memorial Hall. There were in excess of 550 delegates, although numbers at the opening ceremony exceeded 650. The conference was designed to enable delegates to suggest the qualities needed in Caymanian students, to identify good practice within the Education system, to raise concerns and propose possible solutions.

The conference was formally opened by His Excellency the Governor, Mr. Bruce Dinwiddy, with remarks by the Leader of Government Business, Hon. Kurt Tibbetts JP. The keynote address by the Minister for **Education, Training, Employment, Youth, Sports and Culture**, Hon Alden McLaughlin JP, urged all conference delegates to speak freely:

“We want the real picture ... we don't want you to mince words... you have to be able to speak freely”. He also stressed that there was a real commitment to working together: “We need- we must have- the constructive involvement of all of us in order to achieve our goals, to come up with the solutions”. He also gave “a personal commitment to the young people of the Cayman Islands – we will work tirelessly to improve education in this country; we will constantly evaluate our progress in the interest of always doing better”.

Day two of the conference started with the private sector's perspective on the education service and the quality of school leavers, from the keynote speech by Mr Conor O'Dea, Managing Director of Butterfield Bank. Mr O'Dea discussed the “tremendous skill shortage in the labour pool, both technical and vocational”. He also noted that: “Presently, the educational achievement level of most schools leavers is inadequate for the needs of business and, without investment; the labour force skill base may be obsolete by 2010”. He proceeded to note that the Cayman Islands “has the advantage of size; being small we can make changes and assess the impact of these changes very quickly”. He expressed serious concerns about the long-term unless “we create a highly skilled workforce that

meets the needs of employers in all industry sectors...we desperately need the education system to produce more productive young adults for the benefit of the community at large...we need to unlock and further develop this talent and creativity not only in the educational environment but in the work place.”

“If the education system turns children into competent young adults ready to face the harsh realities and challenges of adult life, then the educators have succeeded.”

Apart from the keynote speeches, the conference was largely interactive with the delegates working in a mixture of groups. On day one, groups involving representatives from the different sectors discussed the qualities they wished to see in Cayman’s school students. Participants then worked in peer groups to discuss the strengths, concerns and solutions relating to the curriculum, personnel, education service and any other issues not covered by the first three areas. Feedback from groups was then compiled over the weekend by members of the conference planning committee and presented to delegates on day two, so that they could prioritise issues, leading to the beginning of an identification of a national consensus.

Following the conference a small Conference Editorial Committee was formed to prepare the conference report. The committee was chaired by Permanent Secretary Mrs Angela Martins JP, with Deputy Permanent Secretary Mrs Mary Rodrigues, Chief Inspector of Schools Mrs Helena McVeigh, and Conference Chairman and School Development Advisor Mr Gareth Long as members.

The final stage of the consultative process was the completed draft report; “Defining Challenges, Finding Solutions Together,” being the subject of a motion brought to the Legislative Assembly by the Hon. Alden McLaughlin, Minister for Education. This allowed for debate by all Members of the House. Following this, some amendments were made to the report to reflect the views and concerns of members of the Legislative Assembly. The motion supporting this report was passed unanimously.

HISTORICAL OVERVIEW OF EDUCATION IN THE CAYMAN ISLANDS

Education in the Cayman Islands was started by the churches. In 1841, the Wesleyan Synod started a school on Grand Cayman. Other churches followed, with most classes being taught by ministers and their spouses.

Prior to 1887, the government did not offer any assistance to the privately-run church schools across the Cayman Islands. These schools were often convened in cramped church facilities, catering to all ages under one roof. Many classes were conducted under large trees. The famous almond, tamarind, and sea grape trees were amongst the islands' first school facilities.

In 1887, the Government of the day voted £14.10s.6d (fourteen pounds, ten shillings and six pence) for the beginning of a publicly supported education system. This sum was to assist with the salaries of teachers who had established their own little schools or who were missionaries working under the auspices of the church-run schools.

The 1920 Education Law introduced compulsory education for 7 – 14 years olds in all-age primary schools. This free service was under-funded, with the annual budget of £1,500 remaining the same for twenty five years. Fortunately education was greatly enhanced by largely church-oriented private institutions.

In 1946 there were eight primary schools in Grand Cayman, four in Cayman Brac and one in Little Cayman, with an annual education budget of £3,040.

In 1949 the first students joined Cayman High School, a Presbyterian church venture, financially supported by the Government, under the initial leadership of Mr George Hicks, who also acted as Inspector of Schools. He was replaced by the Rev. John Gray later that year.

In 1950, Mr. Clifton Hunter was appointed the Cayman Islands' first Supervisory Teacher, a post title that was later changed to that of Education Officer. He was credited with many improvements in the education system.

In 1964, a bi-partite system of secondary education was introduced. There was an 11-plus examination for those who wished to attend Cayman High School. Other students attended a secondary modern school.

In 1967, a secondary school was established on Cayman Brac. This meant that students leaving primary schools did not have to travel to Grand Cayman to continue their education.

The 1968 Education Law introduced the Education Council, the Department for Education and a Lesser Islands Education Council, to the existing Board of Education.

In 1970, streaming and the eleven-plus were abolished and the Cayman Islands High School and Secondary Modern School were combined and opened to all children over 12 years of age.

In 1976, a Community College was created to meet all continuing education and adult education needs, later replacing the Hotel, Building and Marine Training facilities.

In 1982, the Government spent \$6.23 million on education, some 15.5% of the total budget.

The year 1992 saw the creation of the National Strategic Plan for Education that resulted in the nation's first five-year education development plan.

1996 saw the expansion of the Ministry of Education with the creation of the Schools' Inspectorate, which was charged with developing and implementing an inspection system for the schools of the Cayman Islands.

In 2004, the Community College was awarded university status, and was renamed the University College of the Cayman Islands, offering a growing variety of courses.

During the past two decades, several planning and review forums have taken place, including: the National Strategic Plan for Education; the Beckles Report; Site Based Planning; the Marshall Report on Special Educational Needs; the Review of Technical and Vocational Education; and the Millett Report, which was a review of the Education Department.

On the 2nd and 5th 2005, a national education conference, entitled “**Defining Challenges, Finding Solutions Together**” undertook the most comprehensive project to date, by asking the entire Cayman community to contribute their views on the current education system and to suggest ways to improve it. (Conference documents are appended on pages 26-32) This conference led to this document and will result in reforms to ensure that every student has equal access to the highest quality education of the twenty-first century. To enable this to happen, this year the Government has committed \$48 million in recurrent expenditure (13% of the annual budget) plus a projected \$80 million in capital expenditure over the next three years, to provide the best possible education service.

On the 12 of October 2005, the report “**Defining Challenges, Finding Solutions Together**” was unanimously approved by the Legeslative Assembly. The approved motion appears on page 24-25.

OUTCOMES OF THE EDUCATION CONFERENCE 2005 AND THE WIDER CONSULTATIVE PROCESS

1. Qualities that we want our students to have by the time they graduate from high school

The conference participants came up with a list of over 370 qualities and attributes which they would like Caymanian students to have acquired by the time they leave our high schools. There was much overlap and commonality between the suggestions, which included a wide range of intellectual, academic, personal, moral, spiritual and social attributes. These suggestions have been incorporated into a '**profile of the educated Caymanian**', which states that an educated Caymanian will:

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

2. The school curriculum

The term 'curriculum' is generally taken to refer to all courses of study that a school offers, both academic and non-academic. It can also include activities such as clubs and sports, which are organised after school and during lunch breaks.

The need to improve aspects of the school curriculum was identified as a priority by nearly every conference group. However, the participants also identified several strengths of our existing curriculum, including:

- The breadth of the curriculum, in that it includes a good variety of subjects
- Support for information technology and the ITALIC programme
- The curriculum offers flexibility, and teachers can choose from a range of examination boards to suit their students' needs
- There was input from local educators in the writing of curriculum, which gave it a sense of ownership
- The work experience programme for high school students

A number of additional strengths were identified, but in many cases, they were also recorded as weaknesses by other groups and are included below.

The following areas were presented by groups as ways forward to improve the curriculum in our schools. They are given in order of priority and not necessarily in order of how easily they can be implemented.

1. The need to have a greater emphasis in our high schools on programmes of **technical and vocational education** and **life skills** was identified as a priority in every working group, as well as from a significant proportion of media respondents. In addition, participants suggested that students should be better prepared for the world of **work** through improved careers programmes, work ethics training and work experience.

There was a call for schools to focus less on academic subjects and to give greater importance to technical subjects. Several respondents spoke of the need to improve the status of so called 'blue-collar' professions, both amongst students and the community, so that these become seen as more attractive career options.

2. **Continuity between different phases** of education needs improving. Respondents suggested that there is insufficient link between what is done in different year groups and, especially, between primary and secondary schools. The current National Curriculum does not help bridge the transfer and there has been little support for schools in this area.

This issue was highlighted by two-thirds of the conference working groups.

3. The **content of the current school curriculum** is excessive and, in some cases, inappropriate for given age groups. There has been a tendency to keep adding bits to the curriculum as they assume national and international importance, but not to remove anything. Hence the curriculum has become overloaded and bogged down by content. A consequence of this is that teaching focuses on getting students to remember facts at the expense of more active learning that involves the development of transferable skills such as communication and problem-solving.

Linked to this suggestion, which came from half of the groups, is the wish for a comprehensive but manageable National Curriculum that better reflects the Cayman context and culture. A number of groups called for compulsory singing of the national anthem and song each day.

A few respondents called for greater clarity about whether schools should be following an American or British curriculum. At present, they reported, there is a mixture which leads to some confusion. Primary schools are using American commercial schemes for language arts, for example. The high schools adopt the British/Caribbean examination system, although the majority of students go on to US colleges after high school. A more concerted policy is needed.

Although the curriculum was often referred to as overloaded, several groups cited areas that they would like included or given more weight, in addition to those referred to above, such as:

- Sex education for primary-age students
- Daily lessons in information and communication technology (ICT)
- Anti-bullying and moral education
- Critical thinking skills
- More cross-curricular links
- More sports
- Driving lessons
- Responding to disasters

The Education Department provides schools with recommendations on the amount of time to be spent on

each subject and some subjects have detailed guidance and standards. Many of the curriculum documents were written several years ago and are still in draft form. There is no overview of how the subjects link together and no common approach to the way they have been written. Respondents are proposing that curriculum guidance and standards to be achieved by students are written for all subjects and the balance of time reviewed. Nearly half of the working groups identified the need for a greater focus on the teaching of basic skills.

4. Nearly three-quarters of groups focused on **special educational needs** as an area that needs to be reviewed. They called for better and earlier identification of students' learning needs and more help with remedial work to enable students to catch up with their peers. They also recommended that schools should acknowledge the range of learning styles of students and recognize the notion of 'multiple intelligences', for all students, not just those with special needs.

Several media respondents commented on the need for greater attention to the teaching of students with particular gifts or talents, who they felt are under-served in our schools.

Some groups also encouraged greater support for students for whom English is a second or additional language, such students are often not catered for in our schools.

5. The way **students are assessed** was highlighted by one third of groups as needing attention. There was a difference of opinion, with some groups saying that there was too much testing and others proposing more tests. Generally, the view was that the testing regime- objectives, timing and frequency- should be reviewed, and that results from standardized tests be given to schools more rapidly.

Some groups suggested that more emphasis should be given to on-going teacher assessment, with students given credit for class work and homework.

6. The need for a standardised **pre-school** curriculum was suggested by around one-fifth of the groups. They also proposed more regular monitoring of pre-schools. Whilst some respondents would like to see the return of Reception classes to all government schools, the view was not generally popular.

7. There was a relatively strong lobby, expressed by one-quarter of the groups and several media respondents, that students should not be **promoted to the next grade** if they do not meet the standard. Respondents also recommended that graduation criteria should be reviewed and made more demanding in some cases.

8. A call for improvements in the way **students are taught** was made by a few groups. They advocated greater use of active learning styles and more 'exciting' lessons. They suggested that teachers' creativity was stifled by bureaucracy.

9. Several groups indicated that **secondary schools should be reorganised** to cater for Years 7 through 12, rather than split into middle and high, as they are on Grand Cayman at the moment. There was also support for a review of the current Year 10, which many see as a 'wasted year' currently in government schools.

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

3. Personnel issues

The areas highlighted under personnel issues included salaries, conditions of service, professional development, recruitment, promotion and many more.

Respondents mentioned much strength with regard to personnel issues, including

- Good student- teacher ratio in schools
- Diversity of teaching staff in a multicultural workforce
- Further study is promoted and paid for, and study leave provided, for example for master's degrees
- Committed and dedicated staff
- Some good professional support

However, as before, many of the areas which were identified as strengths also came in for criticism elsewhere. These are the main priorities which emerged from the feedback:

1. The desire for an **increase in pay for educators** was expressed by all of the groups. A few respondents also attached the need for greater accountability by teachers to accompany better remuneration.

A few groups suggested that staff should be paid more for extra responsibility, which does not, they said, always happen at present.

2. Every working group also recommended that there should be **more relevant professional development** opportunities for teachers and teachers' aides. They proposed more equitable and open access to training for all staff, and for courses that lead to accreditation.

A third of the groups identified the need for more training in how to teach basic skills and areas such as technical and vocational education. Others also proposed that new staff be given a better induction into the Caymanian curriculum and culture.

Several groups proposed the introduction of paid sabbaticals every five to ten years. One group suggested the need for a teachers' centre on Grand Cayman.

3. Nearly every group suggested that there should be **more supply teachers**, and more trained support staff, teachers' aides and assistants for students with SEN.

A quarter of groups also felt that there was a need for more teachers to reduce class sizes.

4. The **recruitment process** came in for criticism by nearly all groups, with the suggestion that it needs a complete overhaul. Proposals for improvement included: greater involvement of principals in the selection of new staff; clearer processes; speedier response to advertising and recruiting; and the application of the principle of equality of opportunity.

Half the groups also called for a more transparent and equitable promotion process and for succession planning.

There was a significant appeal for the encouragement of more Caymanians into teaching, along with greater regulation of teachers' qualifications and the suggestion of an all-graduate profession.

In addition, several groups made the plea that applicants should be left in no doubt about the cost of living in the Cayman Islands, before they commit themselves to accepting positions here.

5. Over three-quarters of groups made recommendations about **the way that school staff is treated**. For example, they said that there should be greater understanding and flexibility when staff suffer bereavement or become ill.

Teachers often feel undervalued and that their opinions are not respected- an issue which was of concern to nearly half of the groups.

One third of groups mentioned the insecurity felt by teachers, who are afraid to speak out for fear of losing their jobs. This comment related particularly, but not exclusively, to expatriate staff. There were several comments about disparities between the treatment of expatriate and Caymanian staff, with, ironically, each considering that the other is given a better deal.

A quarter of groups recommended that teachers be given planning time, and others suggested the introduction of one personal day for each teacher per month.

6. Issues to do with **performance management** were identified as significant by just under half of the groups. They suggested the greater use of a consistent and fair appraisal process, accompanied by support for weak teachers, and incentives to keep good teachers in the classroom. At least three groups noted the need for an appeals process following appraisals and for teachers to be asked to contribute to the appraisal of senior staff.

Many of the issues raised point to a need to reduce bureaucracy and to improve systems and communication at all levels. There needs to be explicit criteria and transparent systems for every aspect of personnel-related work.

4. The Education Service- The Ministry, Education Department, Schools' Inspectorate and the University College of the Cayman Islands.

The strengths of the Education Service comprised a list of 82 points, including:

- Well resourced schools, with adequate staffing and funds
- The fact that the Ministry is open to improvement
- Aspects of the Schools' inspectorate, including link inspectors, feedback given, support for self-evaluation and provision of conferences
- Schools are given professional development days
- Good support from some curriculum officers

The following proposals are those most often cited by working groups and other respondents.

1. Every group called for the need for much **clearer policies and processes**, particularly in relation to admissions, complaints, discipline, staffing and recruitment. Once the policies are established, parents need to be informed. Schools felt undermined when parents went directly to the Ministry or Department rather than dealing with the principal.

One-third of groups considered that there was not enough cohesiveness between the Ministry, Department and schools. A similar proportion recommended a review of the Ministry's role and the need for greater transparency in decision-making. One group suggested including teachers on decision-making committees about educational issues.

2. A high proportion of the groups recommended changes to the way that school **inspections** are run. Suggestions included being less overwhelming, more positive and supportive and not publishing reports. Some groups also proposed reviewing the use of overseas inspectors and, in one case, suggested abolishing the Schools' Inspectorate altogether.

3. Two-thirds of groups considered that schools and principals should have greater **autonomy** in running their schools and more control over their budget.

4. Half of the groups recommended greater clarity about the **roles of Education Department staff**. They said that officers were not always very supportive, and visits to schools were infrequent.

Peripatetic staff would welcome a home base, as they have to work in several schools across the island.

5. The **management of the Education Department** was also identified as a priority for improvement by a third of the groups, in terms of the need for better planning, foresight, greater consistency and more timely communication. There was also a concern about confidentiality (one-fifth of groups). It was suggested that there should be penalties in place for breaches of confidentiality.

It was also proposed that the Education Department / Ministry take a more proactive approach to maintenance and improvement of school buildings and consideration of, for example, providing wheel chair access.

In summary, respondents are calling for more efficient and effective management systems and clearer identification of roles and responsibilities, with a more supportive approach to schools. They have requested greater transparency about decisions at all levels of the Ministry and for greater autonomy for schools.

5. Other issues

This section deals with issues raised by the groups and other respondents, which are not covered by the preceding areas.

Strengths identified in this section were wide-ranging and included:

- The National Children's Festival of the Arts and music programmes
- The nurturing attitude of schools towards students
- Good transport system to and from school
- Grounds maintenance staff who keep the schools in a good condition
- Availability of counsellors in schools
- Associate degree programme

The number of recommendations arising in this section is, similarly, very wide ranging. The most significant and frequently cited issues are summarised below.

1. The **role of parents** was the topic most frequently reported as an 'other issue'. The need for parenting classes was identified in nearly half the groups, with a proposal for regular good-parenting evening classes. A fifth of groups felt that parents should also be held more accountable.

Several comments suggested that parents need to be given more support in how they can help their children with homework. The need for more after-school programmes for students was also indicated.

2. There were felt to be **some major social issues** in Cayman that impacted on schools and that were not being tackled in school or elsewhere with enough determination; for example, racism, drugs, gangs, and teenage pregnancy. One suggestion was that police should be more visible in the high schools and that students should be screened regularly for drugs.

3. The poor **behaviour of students** was of concern and rated as a priority by several groups and from

feedback to the press. There was a feeling that violence by students was not always challenged by school staff. Recommendations included the need for a more effective discipline policy.

4. Over a quarter of groups mentioned the need for **better nutrition** in schools and greater promotion of healthy lifestyles for students.
5. Several respondents called for **greater community involvement** in schools. There were suggestions for greater sponsorship of education by businesses and schemes such as 'adopt a classroom'. The idea of taxing companies to contribute to the education budget was put forward. Other ideas included: members of the community acting as learning mentors for students and greater participation by employers in work placements for students.
6. Nearly a quarter of groups proposed the establishment of a **teacher-training facility** on the island.
7. The relationship between the Education Service and **private schools** was raised by at least one group. They commented on the lack of support that private schools receive from subject officers.
8. One recommendation was that the remit of education service should be broadened to include **training of prison inmates and adult literacy** classes.
9. Some **other suggestions** included:
 - Need for 24 - hour security in schools
 - Exploring more apprenticeships for early school leavers
 - Expanding the Alternative Education Centre
 - Reducing the isolation experienced by the Sister Islands
10. Specific **Sister Islands** issues:

Most of the areas that have been given already were also identified by the feedback sessions held on Cayman Brac. Some issues that are peculiar to the Sister Islands, or were mentioned more often by them, included:

- Need for much better sports facilities, more clubs and more physical education lessons
- Need to review the age at which children start school, as it was felt to be too young
- Need for better canteens and food for students
- Need for better transport for students
- Need to encourage greater respect for resources by students
- Need to ensure that parents are more supportive of schools' discipline policies
- Need for the provision of alternative education
- Consideration of an extra year in high school and introduction of advanced level courses
- Review of the CXC examinations
- Need for more challenge for able students
- Need to access all the peripatetic teaching available on Grand Cayman, such as pottery
- Need for more staff workshops and professional development opportunities
- Need for a technician to support ICT
- Salary scales should be equal to those on Grand Cayman
- Need for travel allowance for teachers to get to Grand Cayman

POLICY IMPLICATIONS

All children should leave school with the knowledge, qualifications and life skills that will help them thrive in the 21st century. This is, in essence, the central message and challenge arising from the Cayman Islands National Education Conference 2005. It is what our students and parents have said they want. It is what employers and the wider community have told us is required and it is what our teachers say should be at the heart of the education service.

Where, then, does our current education service stand in relation to this goal? The feedback from the conference and from the media clearly establishes that, while there are strengths, there is much room, and an urgent need, for improvement.

The consultative process revealed that if education is to be improved, there must be:

1. A new model of Governance for the education service, which places students firmly at the centre

- We must place students' needs and interests at the forefront of decision-making within the education service
- We must delegate authority for decision-making to the schools, where the responsibility now lies
- We must ensure that the work of *every* educational institution is realigned to focus on serving the students and providing support to their learning

2. A commitment to raising educational standards and providing a curriculum that is relevant to the interests and needs of all our students and of the country

- We must ensure that all our children have equality of access to a broad, rich and enjoyable curriculum, which offers high-quality learning opportunities that meet their needs
- We must ensure that *all* our children benefit from high-quality teaching and learning
- We must believe that *every child* can learn, and ensure that there is a commitment in our schools to work with *all* students to improve their performance and to overcome obstacles to learning
- We must set targets and raise expectations for our students' performance: for year-on-year increases in overall attainment; increases in the proportions of our students achieving acceptable standards of literacy and numeracy; and for improvements for under-achieving groups
- We must manage the maintenance of schools and development of new schools effectively, to ensure we have the facilities to deliver a world class education and meet the growing demand for school places
- We must ensure that the post secondary education service is fully aligned with the economic development and human resource priorities of the Cayman Islands

3. Greater support for enhancing the leadership and management of schools

- We must help our school leaders to develop the professional judgement, confidence and competence to commit their schools to the pursuit of excellence
- We must encourage our schools to innovate in the way they teach and in their internal organization, and to build on their distinctive strengths and ethos
- We must establish clear standards and expectations for teaching and learning, and provide teachers with advice, guidance and support on how to improve
- We must encourage schools to work together to share and spread best practice
- We must establish a central role for information and communication technology (ICT) in our reform agenda, and fully realize its potential to transform teaching and learning and to improve the collection and use of data to support decision-making
- We must help schools to build more effective partnerships with parents and other stakeholders to enhance the quality of learning within the classroom

- We must improve the way we handle personnel arrangements, to ensure our schools and other educational institutions are staffed with highly trained and motivated practitioners, who are empowered to take on a leading role in school improvement
- We must provide high quality initial teacher training programmes and continuing professional development opportunities for our school staff
- We must support and guide the reform efforts at school level with national programmes of curriculum and policy development and support

4. Greater ownership and accountability for performance

- We must set clear targets and expectations for improvement in students' achievements and the quality of education provided, and hold people accountable for them
- We must benchmark the performance of our education service against the performance of other regional and international education systems
- We must have clear rationales for expenditure in education, which are tied to student outcomes and enable us to demonstrate value for money
- We must provide incentives for principals and teachers to produce greater student achievement
- We must continue to monitor, evaluate and report on the strengths and areas for improvement in the standards achieved by students and the quality of education provided by schools and other institutions
- We must clarify and expand the remit of the Schools' Inspectorate, to include defining, evaluating and reporting on all aspects of standards and quality assurance mechanisms within the education service
- We must set clear targets for tertiary education programmes at all levels

STRATEGIES TO BRING ABOUT THE CHANGES

Like most other countries around the world engaged in educational reform, the Cayman Islands acknowledges the need for “a world-class education service”, to enable our children to compete successfully in the global economy. But what would be the features of such a service? The 2005 National Education Conference challenged the country to identify the strengths, weaknesses and opportunities within our education service and what its end product should be, in terms of the knowledge, skills and qualities our students should possess.

The conference feedback also identified others priorities such as: educational opportunities for prisoners and young offenders; adult continuing education, including adult literacy; and parental education and support. This has challenged the Ministry to review its role and responsibility for education within a much broader context.

In summary, the 2005 National Education Conference has provided a national mandate for change. In response, outlined below are specific strategic measures that will be taken by the Ministry to achieve a transformation of the education service in the Cayman Islands:

- 1. The development of an administrative framework for a new education service**, redefining, rationalising and reassigning core functions for education amongst schools, the Schools’ Inspectorate, the Education Department, the Ministry, the University College and all other organizations and stakeholders that support the delivery of education.

At the end of this exercise we will have a framework in which students are at the centre of our education system. We will have clarified roles and responsibilities within the education service, and will have developed the most appropriate structure, systems and processes to take our education service forward.

- 2. The establishment of a taskforce to oversee and guide the review and revision of the Cayman Islands’ National Curriculum**

The National Education Conference has given us a clear steer as to what our stakeholders want our education system to provide, both in terms of content and the knowledge, understanding and skills they want our graduates to leave with.

The taskforce will be asked to use this feedback to:

- Prepare a National Curriculum statement, establishing the guiding principles for the revised curriculum, including entitlements and expectations for students, and support for equality of access and opportunity for all
- Provide guidance and support for the review and redevelopment of the National Curriculum, to include consideration of current and new areas of priority identified by stakeholders
- Provide support and advice for the development and implementation of national policies to support the revised National Curriculum, in areas such as teaching and learning, assessment, and links with parents and the community

- 3. The development of an Early Years unit to set standards, evaluate performance and support improvements in day-care centres, pre-schools and Reception programmes**

The unit will be charged with developing:

- National standards to cover provision and outcomes in early childhood education and care settings
- Indicators of good practice to support the standards

- Plans for an inspection programme and self-evaluation model for early childhood and care settings
- Handbook for early years staff and inspectors, with guidance on standards and on the curriculum
- A template for an annual report on early childhood education in the Cayman Islands

4. The establishment of a Human Resources (HR) unit within the Ministry, with a Deputy Chief HR Manager dedicated to personnel management within education

The Ministry's human resources unit will work collaboratively with the various educational institutions to tackle the range of personnel issues, including recruitment, retention, training and professional development, benefits and staff morale. The unit will be tasked with:

- Regularizing and improving HR policies and practices within the education service
- Reviewing teachers' salaries and conditions of service, including recognition and rewards for good performance, as a matter of urgency
- Establishing entitlements and obligations in the areas of training and professional development for teachers
- Developing effective induction and mentoring programmes for newly-qualified teachers and teachers new to the island, and career-development programmes for educators at all levels
- Coordinating professional development programmes that respond to national priorities for education, as well as the needs of individual schools

5. The development of a unit with responsibility for careers education and guidance and for providing the services of a scholarship secretariat

This unit's responsibilities will include:

- Providing guidance, support and resources to enhance and extend careers education and guidance services and programmes in schools
- Administration of scholarships and educational grants within the areas of education, youth and sports, and on behalf of other ministries
- Tracking student performance and job placements, and providing ongoing support for students on government scholarships
- Liaison with tertiary institutions
- Ensuring alignment of tertiary education programmes with the economic development and human resource priorities of the Cayman Islands
- Developing targets for tertiary education programmes at all levels

6. A review of core business processes within the Education Department service, including budgeting, purchasing, asset management and financial reporting

The objectives and scope of the review will include:

- Documenting and evaluating the current practices and procedures
- Identifying ways to improve their efficiency and effectiveness, taking into particular account the recent improvements in technological and information systems
- Developing a plan to devolve responsibility for budget management and control to school principals

7. Improvements in the availability, quantity, quality, analysis and use of educational statistics, including students' test and examination data, to inform planning and policy making at all levels of the education service

This will include the following initiatives:

- **Standardized student data collection and reporting**, to establish the system-wide use of consistent data definition, collection and reporting practices, through the implementation of standardized student information systems in all primary and secondary schools.
- **School performance reporting**, to implement systems to allow publication of students' test and examination results and school improvement plans and progress on a consistent basis throughout the entire school system.
- **Information to improve students' achievements in the classroom**, to provide information and help teachers to identify performance trends for individual students and student groups, and to formulate and implement appropriate interventions.
- **School leavers' analysis and intervention**, to develop teachers' analytical capabilities to identify students at risk of dropping out of school, and to implement effective intervention strategies.
- **Post-graduate results tracking**, to implement post-secondary tracer studies, to track the education and career choices and achievements of students graduating from the Cayman Islands government school system. Use the data to guide decision-making on policies and programmes within schools and on the career services provided for students.

8. The development of technical and vocational education and training (TVET) programmes at primary, secondary and post-secondary levels, to enable students to develop skills and aptitudes in a wide range of technical and vocational areas and to develop good work ethics

This work will include:

- Development of partnerships and consultation with relevant government departments, industry and commerce, schools and the University College, as well as clarification on regional obligations and commitments in the area of TVET
- Preparation of guiding principles for TVET, defining its nature and place within the school curriculum and within further education and training
- Establishment of standards and systems for vocational education and training across the Cayman Islands
- Establishment of clear routes of progression for TVET that start in school and move on to further education, apprenticeship and work
- An audit of current provision for TVET, to identify strengths and areas for development within the new TVET agenda
- Identification of resource needs of institutions to take forward the new TVET agenda, including accommodation, appropriate ICT hardware, software and in-service training

9. The development of a strategic plan for the maintenance and further development of educational facilities

This work will include:

- A review of current maintenance programmes and procedures for educational facilities at all levels, to assess effectiveness and value for money
- An assessment of the capacity of current facilities to cope with projected growth in enrolments and changes to the curriculum, in the short, medium and long term
- Preparation and prioritisation of development plans for each educational facility and for new schools

10. The development of high quality initial teacher training and continuing professional development opportunities for teachers

This work will involve

- The establishment of a teacher training programme
- The development of a range of continuing professional development opportunities focussed on the identified needs of staff within the education service

FINAL COMMENT

The Education Conference “Defining Challenges – Finding Solutions Together” gave all constituents and stakeholders in the Cayman Islands the opportunity to contribute to the national debate on education.

The messages received from the Conference delegates, the wide ranging media responses and the Legislative Assembly debate confirms the need for reform. There is a very clear message for the future direction of education as it impacts every individual in the Cayman Islands.

The policy priorities and actions that have emerged from this give voice to the concerns of all who have ownership of the education service in the Cayman Islands.

This Government signalled its intention to consult; that having been done, it is time to act upon the findings to achieve the best education service possible.

GOVERNMENT MOTION NO. 6/2005



GOVERNMENT MOTION NO. 6/2005

"A NATIONAL CONSENSUS ON THE FUTURE OF EDUCATION IN THE CAYMAN ISLANDS"

(Report of the National Education Conference held on 2nd and 5th September, 2005)

WHEREAS the Government believes that human capital and education are the cornerstones upon which hinge the social, economic and cultural well-being of our society;

AND WHEREAS the Government was elected on a mandate to improve education in the Cayman Islands as a priority;

AND WHEREAS the Government is firmly committed to the consultative process and to consensus building;

AND WHEREAS in July 2005 the Government announced its intention to hold a National Education Conference with the theme "**Defining Challenges, Finding Solutions, Together**" ("the Conference") to allow all stakeholders concerned with the quality of education to discuss the critical issues and to agree broad paths forward on the core issues facing the delivery of education in the Cayman Islands;

AND WHEREAS the Government invited the Media to engage the general public in discussions about the issues and solutions for education in these Islands and those views of the general public as gathered by the media were presented to the Minister on 30th August, 2005 and subsequently formed part of the report of the Conference;

AND WHEREAS the Conference was held on Friday 2nd and Monday 5th September, 2005 at the Mary Miller Memorial Hall and was attended by more than 550 delegates from all of the stake holders in education including representatives from pre-schools, private schools, home school associations, students, recent graduates, the business community, the Education Department, the Schools' Inspectorate, the media and the general public;

AND WHEREAS groups involving representatives from the different sectors discussed the qualities they wished to see in Cayman's school students and also worked in peer groups to debate the strengths, concerns and solutions relating to the curriculum, personnel, education service and other related issues;

AND WHEREAS feedback from the groups was then compiled, issues prioritized and a consensus identified by the Conference delegates;

AND WHEREAS the findings of the Conference ("the findings") have been compiled in a report entitled "A National Consensus on the Future of Education in the Cayman Islands" ("the Report");

AND WHEREAS the Report also contains an analysis of the findings of the Conference, the policy implications of the findings and strategies to bring about the desired changes:

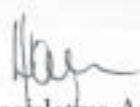
NOW BE IT THEREFORE RESOLVED THAT this Honorable House does endorse the Report of the National Education Conference of 2nd and 5th September, 2005 entitled "A National Consensus on the Future of Education in the Cayman Islands";

AND BE IT FURTHER RESOLVED THAT the Report of the National Education Conference of 2nd and 5th September, 2005 entitled "A National Consensus on the Future of Education in the Cayman Islands" be adopted as the blueprint for reform of the Education Service in the Cayman Islands.

Moved by: Hon. Alden M. McLaughlin, JP
Minister of Education, Training, Employment, Youth, Sports and Culture

Received in the Office of the Clerk this 3rd day of October, 2005.

Passed by the Legislative Assembly this 13th day of October, 2005.


Clerk of the Legislative Assembly.



Appendix One

Programme *day 1*

September Conference
Friday 2nd September 2005

Objective of the Conference

To allow all stakeholders concerned with the quality of education to discuss the critical issues and to agree broad paths forward on the core issues facing the delivery of education in the Cayman Islands

| | | |
|---------------|--|---|
| 7.30 –8.00 | Breakfast snacks for Cayman Brac Teachers in Lighthouse School | |
| 8.15 – 8.45 | Arrival and Coffee | |
| 9.00 – 9.15 | Welcome, introductions | Deputy Permanent Secretary, Mrs Mary Rodrigues |
| | National Anthem | sung by Mr Rudy Myles |
| | National Song | accompanied by Ms Stephanie Williams |
| | Prayer | Pastor Al Ebanks |
| 9.15 – 9.20 | Opening of the Conference | H.E. the Governor, Mr Bruce Dinwiddy, CMG |
| 9.20 – 9.25 | Remarks | Leader of Government Business, the Hon. D. Kurt Tibbetts, , JP |
| | Presentation: to Michaiah Bryan , Triple C School Winner ; “Write Around the World” -The Commonwealth Essay Competition, 14 – 15 category | |
| 9.30 – 9.35 | Introduction of the Minister | Chief Education Officer, Mrs Nyda Flatley |
| 9.35 – 10.00 | Key Note Address | Minister for Education, the Hon. Alden McLaughlin |
| 10.00 – 10.10 | Introduction to Task | Chair Conference Planning Committee, Mr Gareth Long |
| 10.10 – 10.55 | Break | |
| 11.00 – 12.30 | Task One in mixed breakout groups (based in Red Bay and Lighthouse Schools) | |
| | <ul style="list-style-type: none"> - what are the qualities that Cayman Islands students should have by the time they leave our schools? - what needs to happen to develop these qualities in our students? - what are the obstacles that prevent our schools from developing these qualities? - What are the solutions? | |
| 12.30 – 2.00 | Lunch, Mary Miller Memorial Hall | |
| 2.00 – 3.30 | Task Two in focus groups | |
| | Specific solutions to be recorded in outcome boxes | |
| | - Curriculum : good practice, challenges and solutions | |
| | - Personnel/ Human Relations : good practice, challenges and solutions | |
| | - Education Service : good practice, challenges and solutions | |
| | - Other Issues : good practice, challenges and solutions | |
| 3.30 | Delegates leave from Day One | |
| 3.30 – 4.00 | Facilitators meet in the Mary Miller Memorial Hall | |

WEEKEND : Feedback compiled from each group into one document and duplicated for all participants ready for Monday 5th September 2005


Programme *day 2*

Day Two – Monday 5th September 2005

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|-----------------|--|
| 7.30 –8.00 | Breakfast snacks for Cayman Brac Teachers – in Lighthouse School |
| 8.15 – 8.45 | Arrival and Coffee |
| 9.00 – 9.10 | Welcome, Introduction to Speaker Chief Executive Officer, Cayman Islands Chamber of Commerce, Mr Will Pineau |
| 9.10 – 9.30 | An Employer's Perspective Managing Director Bank of Butterfield (Cayman) Limited, Mr. Conor O'Dea |
| 9.30 – 10.30 | Feed Back from Day One Conference Committee and Introduction to task |
| 10.30 – 11.15 | Coffee |
| 11.15 – 12.30 | Task 3 : Prioritising issues – in <u>focus</u> groups - prioritise issues - responsibility - identify steps / activities for each issue - Budget impact |
| 12.30 - 2.00 | Lunch |
| 2.00 – 3.00 | Task 3 : Prioritising issues – in focus groups (continued) - prioritise issues - responsibility - identify steps / activities for each issue - Budget impact |
| 3.00 - 3.45 | Break – ice cream and sorbets in Mary Miller Memorial Hall |
| 3.45 – 4.00 | The next stage Chair, Conference Planning Committee, Mr. Gareth Long |
| Closing Remarks | Minister for Education, the Hon. Alden McLaughlin |

Appendix Two

Conference Working Papers

| | | |
|---|---|---------------------------|
|  | Task One: | Group No: _____ |
| | What are qualities that you would like Cayman Islands' students to have by the time they leave our schools? | |
| Qualities: | | Time Guide: 10 minutes |
| <ul style="list-style-type: none">•••••• | | |
| EXCELLENCE, INNOVATION, CREATIVE ENTERPRISE | | |

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| Task One: |
| What needs to happen to develop these qualities in our students? |
| Time Guide: 10 minutes |
| <ul style="list-style-type: none">•••••• |
| EXCELLENCE, INNOVATION, CREATIVE ENTERPRISE |

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| Task One: |
| What are the obstacles that prevent our schools developing these qualities? |
| Time Guide: 10 minutes |
| <ul style="list-style-type: none">•••••• |
| EXCELLENCE, INNOVATION, CREATIVE ENTERPRISE |

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| Task One: |
| What are the solutions? (How do we overcome these obstacles?) |
| Time Guide: 30 minutes |
| <ul style="list-style-type: none">•••••• |
| EXCELLENCE, INNOVATION, CREATIVE ENTERPRISE |



Education Conference

Task Two – PERSONNEL

EXCELLENCE, INNOVATION, CREATIVE

Task Two:

Issue: PERSONNEL / HUMAN RESOURCES

Group No:

Time Guide: 15 minutes

What are the strengths of the way that personnel / human resources are managed in Cayman?

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EXCELLENCE, INNOVATION, CREATIVE ENTERPRISE

Task Two:

Issue: PERSONNEL / HUMAN RESOURCES

Time Guide: 15 minutes

What are your concerns about personnel / human resource issues?

(Please link directly the number of the concern to the number on Solutions page)

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EXCELLENCE, INNOVATION, CREATIVE ENTERPRISE

Task Two:

Issue: PERSONNEL / HUMAN RESOURCES

Time Guide: 30 minutes

What are the solutions?

(Please link directly the number of the concern to the number on Solutions page)

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EXCELLENCE, INNOVATION, CREATIVE ENTERPRISE



Education Conference

Task Two – THE EDUCATION SERVICE

EXCELLENCE, INNOVATION, CREATIVE

Task Two:

Issue: THE EDUCATION SERVICE

Group No:

Time Guide: 15 minutes

What are the strengths of the way that the Education Service—The Ministry, Education Department and Schools' Inspectorate - supports schools?

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EXCELLENCE, INNOVATION, CREATIVE ENTERPRISE

Task Two:

Issue: THE EDUCATION SERVICE

Time Guide: 15 minutes

What are your concerns about the role of the Education Service – The Ministry, Education Department and Schools' Inspectorate in supporting schools?
(Please link directly the number of the concern to the number on Solutions page)

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EXCELLENCE, INNOVATION, CREATIVE ENTERPRISE

Task Two:

Issue: THE EDUCATION SERVICE

Time Guide: 30 minutes

What are the solutions?
(Please link directly the number of the concern to the number on Solutions page)

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EXCELLENCE, INNOVATION, CREATIVE ENTERPRISE



Education Conference

Task Two – OTHER ISSUES

EXCELLENCE, INNOVATION, CREATIVE

Task Two:

Issue: OTHER ISSUES

Group No:

Time Guide: 15 minutes

Are there any other significant issues, not previously covered, that you feel are done particularly well.

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EXCELLENCE, INNOVATION, CREATIVE ENTERPRISE

Task Two:

Issue: OTHER ISSUES

Time Guide: 15 minutes

Are there any other significant issues, that you feel are preventing schools achieving their full effectiveness?

(Please link directly the number of the concern to the number on Solutions page)

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EXCELLENCE, INNOVATION, CREATIVE ENTERPRISE

Task Two:

Issue: OTHER ISSUES

Time Guide: 30 minutes

What are the solutions?

(Please link directly the number of the concern to the number on Solutions page)

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EXCELLENCE, INNOVATION, CREATIVE ENTERPRISE



Task Three:

Group No:

Specific Issue

Success Criteria:

| Priority No: | Solution | Responsibility | Timescales | Budget Impact |
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Monitoring Arrangements:

EXCELLENCE, INNOVATION, CREATIVE



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