KPMG

Cayman Islands Ministry of Education, Employment & Gender Affairs

Independent Review of Cayman Islands' Public Education System

June 2015

Contents

1 Executive Summary

There is a strong feeling amongst stakeholders that Cayman children are capable of much more than they seem to be able to achieve in the current education system.

Scope of Work

KPMG in the Cayman Islands has been engaged by the Ministry of Education, Employment and Gender Affairs (the "Ministry") and Department of Education Services ("DES") to carry out a review of the Cayman Islands' public education system. Additionally, we have been asked to undertake a comparison of the system relative to systems used in other countries, and to provide well-informed recommendations as to how the Ministry and DES can reform the existing public education system in order to achieve improved educational outcomes.

With the support and knowledge of KPMG's Global Center of Excellence in Education, we have been able to bring together a strong group of subject matter experts and highly experienced professionals from around the world to help our member firm carry out this extensive review.

1. Review of the Education System in the Cayman Islands

We have analysed the data and documents provided by the Ministry and performed a benchmarking exercise to understand the performance of the Cayman Islands' education system in a global context. Additionally, we undertook school visits and interviews with the Ministry and DES to understand the curriculum, learning and teaching methods currently used.

- The Cayman Islands' national performance data for public schools suggests an improvement in achievement and attainment during the past few years.

The data provided for one of the main benchmark measures of 5+ Level 2 qualifications, including English and Maths, shows that performance has improved from 18.1% in 2011, to 25.6% in 2013 and 31.7% in 2014.

- The headline performance figures for the Cayman Islands at Key Stage 2 (end of year 6) are 63% achieving level 4 in reading and writing and 47% in Maths. The British education model was used to compare given that the Cayman Islands is a British Overseas Territory, however later we contrast other countries that are highly rated in terms of education. In the UK, comparable rates run at 80% with a 'Floor Target' set at 65% for reading, writing and maths. Floor targets mean that when this standard is not achieved the school is considered to be 'failing' and is placed in special measures, receiving very close monitoring and support. At Key Stage 4 the scenario is repeated with 32% of students attaining 5 or more Level 2 qualifications in the Cayman Islands; the UK Floor Target is 40%.

- At both Key Stage 2 and 4 the data shows that the Cayman Islands' current education system is at a level that requires special measures and support to achieve greater outcomes for learners. Whilst we have used the UK as a comparison, it should be noted that from an international context the UK is not a leading educational country. Reviewing the Pisa 2012 assessment data

in English and Maths, the UK is 23rd and 26th globally respectively in those subjects.

- Though year on year improvements have been made, the Cayman Islands is still significantly behind other leading countries and by not making significant changes, the Cayman Islands will continue to diverge and the gap will widen from improvements made by leading countries.

- Our sample of learning and teaching observations would indicate that the quality of learning and teaching is inconsistently applied. Teaching practice varied from an "outstanding" approach with constant learner affirmation and praise to a "one-size-fits-all" lesson structure that had little differentiation and no pace. Additionally, learning behaviours varied from children totally absorbed and engaged to those who were disengaged and whose behaviour was disaffected.

- There are growing levels of learners identified with Special Educational Needs and Disability ("SEND"). However, strategies for supporting children and young people identified are not fit for purpose as they are not targeted at the individuals. Furthermore the overall identification of children and young people who might be identified as 'vulnerable' and therefore in need of additional support or requiring additional support is not well conceived, planned or structured.

Interviews and Feedback

As part of the independent review we have undertaken a series of stakeholders' interviews/forums consisting of parents/PTA members, teachers, principals and employees. The purpose was to gather views on the current provision, on what is required to meet the demands both now and in the future, as well as to gain perceptions about the education system in relation to its vision and ethos, mission, performance and structure.

There were a wide range of recurrent messages that came out of the stakeholder interviews/forums. The two key messages were:

- A lack of trust across the education system and between stakeholders. This was the most repeated theme coming through from all elements of the stakeholder interviews/ forums, school visits and workshops. This lack of trust was primarily attributed to the lack of openness and clarity about many aspects of the education system and previously planned development.

- Frustration that the system as a whole is too inflexible. Practitioners are not able to respond in a timely and targeted way to the individual needs of children and specific circumstances.

Key Criteria Identified

In order to build an education system which addresses the key issues identified above we have identified the criteria for reformation of the current educational structure. The below are the key criteria to address to build an improved education system.

- Any new system of education will need to be designed to provide opportunities for young people to acquire those skills and competencies (the knowledge package), and the personal qualities and strengths that they will need to be 'successful' when they leave school.

- There should be a strong partnership in designing, devising and delivery of the curriculum model with key stakeholders in the community; to at least include learners, parents, employers and higher education. This will lead to an increased positive future engagement in the education system benefiting learners.

- A consistent approach to governance, leadership and management of schools should enable professional practitioners to have autonomy over the delivery of the curriculum, as outlined through government policy and procedures.

- The system should deliver learning and teaching quality that is consistently of 'good' or better that reflects changed curriculum priorities and structures, as well as current research and understanding related to learning best practices.

2. Comparison of Alternative Education Models

Three alternative governance structures were objectively assessed, relative to the current government structure as part of this review.

These were:

- **Governing Board Model:** develop a governing body function for all schools, similar to some private schools in the Cayman Islands.

- Develop an **Academy or Multi-Academy Trust model** for various groups of schools

- Develop a model for schools that separates the governance and leadership administrative functions of a school from the academic – similar to the **US Charter Schools**

Each governance model presented has been assessed against the following strategic imperatives, defined as the criteria:

- **Vision for the Future:** The ability to explore, define and set cohesive long-term and mid-term vision for educational development and ensure this correlates to the demands being made on the education system.

- **Effective Operational Functions:** The ability to build capacity for and retain day-to-day operational control over planning and delivery of such a vision.

- **Collaborative Development of Educational KPIs:** The ability to contribute to the establishment of education KPIs that are relevant to the children and young people who attend schools in any given area so that these have a positive impact on the communities they come from. Specifically, KPI's should be designed and regularly reviewed regarding the assessment of student achievement.

- **Intervention:** The ability for timely intervention in situations and/or circumstances where performance has consistently failed to respond to measures put in place to remedy problems.

- **Responsiveness:** The cohesive operational running and quality assurance of schools that are responding to local needs and stakeholder expectations.

3. Key Findings and Recommendations

Each governance option has been appraised against the criteria above and we have completed an "Evaluation Matrix for Educational Governance Options" *(refer to section 2.4 for the matrix)*.

It is clear from our analysis that change to an alternative model with a governing body who are autonomous from the government would make the greatest impact of progressing education in the Cayman Islands. Therefore, we recommend the **"Cayman Partnership School"**.

Cayman Partnership School

Taking into account the various studies on both the positive and negative attributes of the various education systems, we have been able to identify common criteria that when combined would lead to a positive transformation of the Cayman Islands' education system. We have termed this unique model the "Cayman Partnership School."

The Cayman Partnership School model facilitates a greater degree of community involvement and integration which is proven to enhance the success of the schools. Parents, employers and past students (alumni) that have the ability and passion to make a difference in education within their community have an opportunity to become part of the governance board.

To be successful, the Cayman Partnership School's governance model requires the following responsibilities for both the schools and the Government.

Governance

- An autonomous governing board from the Government be established, comprising individuals from the local community; employers, parents, teachers, students. Providing greater autonomy has been a great success in Singapore, the Academy and Charter school models.

- The governing body is responsible for setting the overall vision, strategic direction and aspirations for a Cayman Partnership School.

- The principal is responsible for running the day-to-day operations of the school.

Strategic management

- Recruitment of a principal to lead the delivery of the curriculum offerings in the school.

- Autonomous planning, budgeting and reporting procedures and the approval of the school budget, where accountability is increased.

- Collaborative development of KPIs that are relevant to the children and young people who attend the Partnership School and that these have a positive impact on the communities they come from. The range of KPIs and the degrees to which measures, milestones and deadlines to be explored and established.

Monitoring

- Each Partnership School should have a live data dashboard of the critical measures and KPIs for which they are accountable. This should be readily available to all stakeholders.

- Pupil admissions are within the guidelines agreed with the Ministry on establishing the Partnership School.

- Budget management and reporting to the governing body.

Education

- The development of an education model that focuses on the learners' ability rather than age; stage progression not age progression.

- Flexibility in the curriculum to make better use of the student's time. In Singapore the "Teach Less, Learn More" ("TLLM") movement was launched in 2005 relating to a strategy in the area of curriculum reform, see page 35 for further information.

- An approach that helps students become more adept at inquiring, culling relevant information to create knowledge, experimenting with alternatives, and working with uncertainty when dealing with unfamiliar problems.

Technology

- For both Singapore and Hong Kong an emphasis has been placed on information and communication technologies within the schools and the curriculum content to ensure pupils are equipped with the necessary 21st century competencies to create a highly educated and skilled workforce.

- Live data storage and analysis enabling schools to make timely and targeted intervention to support academic performance and behaviours.

- Enhanced relationships between teachers and students. When technology is effectively integrated into subject areas, teachers grow into roles of adviser, content expert, and coach. Technology will allow for increased efficiencies in work flows and transparency allowing trust to be rebuilt in the education system.

Other

- Any changes in the education system to involve the participation of parents and the community to rebuild trust.

- Maximise parents involvement in education, which can involve helping in classrooms, supervising activities and organising school programs.

- Attract teachers who strongly share the school's vision. The driving force behind teacher's motivation is their partnership with parents, the climate of support from administrators and board members, and the opportunity to serve on the school board.

Key Benefits of the Cayman Partnership School Model

The governing board provides the overall strategic direction, vision and aspiration within government strategic guidelines. The school leadership team are able to focus on driving the education agenda, curriculum relevance, quality of learning and teaching, and the support for learning.

Careful choice of the governing board provides business and financial expertise that contributes to well-managed schools that have a focus on the world of work and business.

The schools benefit from the networks that partnerships from business and the community can bring, additional funding, as well as a wide range of expertise.

In the specific context of the Cayman Islands, where potential changes to Government, and hence educational direction, take place every 4 years, there are clear benefits to create schools with greater 'independence' from the Ministry and DES. Such schools are able to take a long term view and create a vision and change plan to match this. It is important that independence be adhered to in order for this to be effective, for example governance board members be appointed by an independent body.

Further Recommendations

Having performed school visits, stakeholder interviews/forums and workshops, we have identified the following additional recommendations that can be made to the educational system to help increase performance:

- Parent groups (not just PTA chairs) and employers are involved in workshop activities to obtain their input and perspectives. This would contribute to building a stronger culture of trust and transparency. Learner engagement should also be continuously sought.

- Focus should be placed on improving the consistency in quality of teaching with a focus on sound research into effective and deep learning.

- School leadership teams should have greater autonomy to decide how they achieve the goals and targets set by government, or if a new model is introduced by the governing body.

- Changes be made to the funding methodology so that it is more responsive to the actual needs of individual learners and special consideration be given to those with special educational needs.

- The establishment of a 'state owned' Level 3 program, perhaps the setting up of the Cayman Islands Further Education Centre ("CIFEC") as a true Key Stage 5 (Level 3) college, which also enables necessary Level 2 re-takes. We would suggest the pulling together of all Level 3 provisions into one place so that the offer includes academic, vocational and occupational courses. Students should be able to choose across these options as well as re-visit those critical Level 2 qualifications that are still needed.

- Government should extend vocational programmes at Level 2 down into the High Schools.

- Any new governance model should provide input, checks and balances from school stakeholders. This group is still directly answerable to the Ministry or to the Education Minister.

- A robust independent quality assurance system and process is designed around assessments, data collection and analysis.

- Each school should have a data dashboard of the critical measures and KPIs for which they are accountable. This should be readily available to all decision makers in schools so that interventions are timely and targeted.

- IT systems are explored to allow 'live' data storage and analysis. This will enable schools to make timely and targeted intervention to support academic performance and to mitigate behavioural issues.

2.1 Review of the current Education System

In this section we have analysed the data and documents provided by the Ministry of Education, Employment and Gender Affairs. On review of the data we undertook a benchmarking exercise to understand the performance of the Cayman Islands' education system in a global context. We undertook school visits and interviews with the Ministry and DES to understand the curriculum, learning and teaching methods currently used.

Background

The Cayman Islands' national performance data for public schools suggests a significant improvement over the past few years.

The predictor tools used by the Cayman Islands' education system to indicate potential attainment at 16 years of age (Cognitive Ability Tests or CATs) would indicate that Cayman Islands' young people should be attaining around 70% (global average) or higher in terms of the benchmark measure of 5+ Level 2 qualifications including English and Maths.

Whilst it is evident that the education system in the Cayman Islands improved in terms of its own key benchmarking data it should be noted that this performance and progress still lags behind those countries leading educational change and improvement. It is important to note that the other countries benchmarked have had education models in place for longer than the Cayman Islands and though progress

is being made, additional change is needed to significantly narrow the gaps and provide equal opportunity for children and young people in the Cayman Islands. The UK, which is commonly used as a comparator for the Cayman Islands, has set benchmarks (including 'Floor Targets' – the minimum goal for a school) that exceed the above performance improvement.

The data being collected and produced indicates that there are areas of progress. Clearly interventions and remedial work are having an impact on literacy and numeracy levels. However, there are some questions raised about the veracity of this information and data in the light of information obtained by employer groups and from their experience of working to support literacy and numeracy in schools on a practical support basis.

The headline data also indicates progress in terms of attainment of benchmark requirements at Level 2; 5 Level 2 qualifications

including English and Maths. Although the data for this performance is provided at the end of year 11, the benchmark is set for the end of year 12 by the Ministry. It is claimed by certain officers in the Ministry and DES that this provides a more equitable comparison milestone with international comparators, such as the UK, as children in the Cayman Islands start school a few months later than they do in countries like the UK. This assumption ignores the following critical factors:

- Although this later start applies to children still coming through the system, those children completing their Level 2 qualifications in year 11 (data has been collected) this last year started their schooling under a system where they actually started a year earlier.

- Schools in Scandinavia and other countries start their formal education once children reach the age of 7, two years later than Cayman and yet by the equivalent of

year 11 Finnish students are the highest performing children in Europe. This would strongly indicate that the length of time spent in school is not the primary factor in performance at the end of what this system labels Key Stage 4.

Headline performance figures include:

Key Stage 2: Cayman Islands

The Cognitive Assessment Tests (CATs) indicate that 70% of learners should be achieving a level 4 in reading, writing and maths. Actual attainment:

Reading and Writing
63% in 2014
(2011 : 33%)

Maths
47% in 2014
(2011 : 25%)

- Schools appear to collect and provide data to differing degrees of precision. Working with principals indicated major variations in the understanding of the data collected at school level and the way it is used to make appropriate learning interventions.

- Parents and employers have little confidence in the data, which they feel is not widely available.

- The same officers who define school improvement, decide on what data should be used and how improvement will be measured. These officers also carry out analysis and interrogation of the data and finally validate it. Any area of validation should be undertaken by an independent party to increase the perceived eligibility of the information collected.

- Literacy and numeracy remains a significant issue; which despite some robust remedial action, still needs a step change in improvement.

To try and place this in an international context, the widely accepted comparator is the Pisa assessments in English, Maths and Science. The latest Pisa data is from 2012 and is produced by the Organisation for Economic Co-operation and Development (OECD). Pisa assessments are carried out with the 34 OECD countries and the 31 partner countries and economies, representing 80% of the world economies.

It should be noted that the Pisa assessment is carried out when students are 15, i.e. in the Cayman Islands and UK system when they are in year 10, so direct comparisons with performance at the end of Key Stage 4 , year 11, when students take their Level 1 and 2 (GCSE equivalent) exams is not possible.

We have made comparisons with the Singapore and Hong Kong performance in these tables as these countries have made significant changes to their education systems. We compared the performance of these 'leading' countries with the UK, which has been our comparator with the Cayman Islands (above). This provides some indication of the journey the Cayman Islands' education system still needs to embark on to compete with some of the world's leading education countries.

Country	Mean Pisa Score - Maths	Mean Pisa Score - Reading	Notes
Singapore	573 (2nd)	542 (3rd)	This score represents almost 3 years of schooling attainment ahead of the OECD average.
Hong Kong	561 (3rd)	545 (2nd)	
UK*	494 (26th)	499 (23rd)	The UK sits at about the OECD average.
OECD Average	494	496	

Numbers in brackets is the position of the country in the table.

Key Stage 4 Comparison

*Cayman Islands: 32% of students attain 5 or more Level 2 qualifications

United Kingdom: 53% of students attain 5 or more Level 2 qualifications

Including English and Maths

This indicative comparison would suggest that whilst performance in the Cayman Islands has improved significantly over the past 3 years, current performance remains below the OECD average and significantly behind those countries leading educational improvement. We would suggest that there is a danger in using unsecure data as a means of making decisions about future change, and therefore one of our key recommendations is about reviewing and assessing the current system, and setting up a more secure and transparent approach on data collection and analysis.

Learning and Teaching

We believe the methods of learning, types of learning sessions and the range of learning environments that learners are able to access are the most crucial parts of success in any education system.

School visits provided an opportunity to make an initial assessment of information and data on learner progress, attainment and achievement by schools.

From observations made during school visits, a wide variety of quality was evident. This variability and inconsistency observed across the spectrum included the following:

- Curriculum content ranged from being relevant and well-designed in terms of its structure for the specific learning observed to content that had no context or sequence (i.e. did not seem to fit in with previous learning).

- Learning and teaching practice varied from that being considered 'outstanding' with constant learner affirmation and praise to a 'one-size-fits-all' lesson structure that had little differentiation and no pace.

- Behaviours varied from children totally absorbed and engaged in their learning who showed positive behaviours, to observation of some students who were disengaged and whose behaviour was disaffected.

- Teacher/learner relationships were generally quite strong, however, there were some examples of poor attention and lack of respect for the teacher.

- Some of the schools visited were keen to share a wealth of data demonstrating learners' progress and behaviour related activity. In others a request for data produced minimal paper work and little evident analysis of data, and the effect on strategies for intervention and additional support.

- Some schools visited had bright, inspirational environments with colour and decoration playing an important part. Others were neutral in visual impact and could not be interpreted as inspirational and stimulating environments. The external areas of some of these schools were very neutral and in a poor state.

Some principals and deputy principals believe that the curriculum offer should cover a wider scope. There is a realistic recognition that the focus on the basics of literacy and numeracy should be maintained, but that the rest of the curriculum should be wider to cover additional aspects of individual learner development, rather than just education based around subjects.

There was evidence, and often direct statements made by Principals, about schools' readiness to 'move on' and try different approaches. In the IB Primary School visited, the impact of some of this change was unmistakable. This appetite for change was reinforced by workshops in which most of the Principals had an opportunity to engage.

The concept of a 'remedial' Level 2 program predicated on ensuring that every young person attains at least 5 Level 2 qualifications including English and Maths appears to be an anomaly within the system. The campus and quality of environment at CIFEC seems to suggest that it is not a priority in the Cayman Islands' education system. Placing young people,

who might already feel like they have failed educationally, together in one establishment with no other aspiration than to achieve what they are told they should have achieved the previous year is not, we would suggest, conducive to creating a positive environment or atmosphere for aspirational learning and attainment.

The vocational study program model is a sound program that is suited to young people with a range of interests and approaches to learning. Introducing it just to those young people attending CIFEC, sends the wrong signals about the parity of academic and vocational qualifications. Such options would be advantageously delivered in High Schools, initially at Level 1, with any young person being able to progress to Level 2. This should be structured to enable an appropriate mix and match with academic qualifications to meet the needs of each individual learners' personal progression pathway.

Work placements appear well developed and appear to have a positive impact for many young people. The relationships and collaboration engendered and developed for this program would make a powerful starting point for the introduction and development of an occupational program, such as Apprenticeships.

The current model for CIFEC could constructively be developed into a further education facility that offers a range of Level 3 qualifications as well as the opportunity to re-visit critical Level 2 qualifications.

Curriculum

The current model is, in the main, based on a very traditional English model where subject-silos dominate thinking and therefore curriculum design, delivery and assessment.

There are global examples of model learning practices that indicate the traditional model may not prepare children and young people for the world they will find when they leave school,

and is not designed to meet the needs of the future.

We would point to education systems such as Singapore and Hong Kong who have shifted the focus of their education system, integrating their curriculum design to ensure purpose, context and relevance. Certain educational change movements in the US (Charter Schools, Joplin Schools and Warehouse Schools) and by educational change programs in the UK (Free Schools, Studio Schools and Academies) have seen education move away from a culture and ethos that focuses on groups and cohorts, to one where the individual learning is central to all design and planning. It is a move away from "teacher led teaching" to 'learner centred learning".

Although the Cayman Islands' education system appears to be primarily based on the UK model there are also some strong elements of the US system in terms of how the curriculum is delivered, and in some of the assessment philosophies and methodologies.

We would suggest that the elements taken from both these current systems can be described as 'one-size-fits-all' models, and are detached from the personalised learning and personal learning pathways models being adopted by some of the leading education systems in the world.

Pedagogy

The Learning and Teaching we observed as part of the project evidenced much more teacher led than learner centred practice. Pace in most learning sessions was 'one speed', with too often very little differentiation in evidence.

There were however, examples of learning focus with children working around a number of different ways of learning during the course of the learning session. In these instances there was also a degree of peer assessment of performance with learners clearly understanding the assessment parameters for achievement.

Our observations noted that a significant amount of teaching followed the US style 'text/program' books model, with assessment by multiple choice questions. This mode of assessment measures recognition rather than recall. There were few examples of assessment of higher order thinking based on application of knowledge and understanding; analysis, evaluation and synthesis. There were also major concerns relating to the development of Schemes of Work and lesson and learning plans.

Culture

Education leaders reported that there is a culture of inertia and apathy from teachers relating to change. This is in contrast to those engaged in the teacher stakeholder session, who expressed themselves in terms of how they would like to work and organise learning. Further workshops undertaken by the Ministry with teachers who are keen to champion change might extract more information in this regard, and how change might be made to the professional culture of teaching.

The Principals' views were dominated by a desire to move forward with change and begin to pilot 'next' practice. From our stakeholder interviews and forums, we would suggest that some of this inertia and apathy stems from a lack of autonomy given to schools to develop practice, change the curriculum model and offer what they see as more pertinent and relevant.

The professional practitioners demonstrated a willingness to change the way they work, but feel constrained to making changes that might not be 'approved' by the Ministry and DES officers. This lack of autonomy was illustrated most clearly by a Principal's description of 'interference' by a senior DES officer in a minor operational initiative that the Principal needed to solve urgently. Principals almost unanimously described such 'interference' as debilitating and creating a culture of 'fear' and therefore dependency on 'direction' from senior officers on almost every aspect of running their schools.

This very direct model of day-to-day, operational 'control' from the Ministry and DES is seen as perhaps the greatest inhibitor to schools making significant step changes in the effective delivery of a more relevant curriculum and in raising learner performance significantly.

The culture of the education system currently is thought to be insufficiently aspirational.

We would suggest that the lack of a 'visible', varied and aspirational progression route at Level 3 (academic pathways are delivered by private sector and other Level 3 programs by UCCI) acts as a 'dampener' to aspiration to achieve at higher levels than Level 2.

The further education centre would appear not to be a further education/vocational training institute, but an 'alternative' Level 2 program for those students who did not achieve the required Level 2 qualifications required to progress to Level 3 or into work/training. There would appear to be nothing aspirational, with high 'visibility' and clear accessibility, at Level 3 that acts as an upward 'draw' beyond Level 2.

There are high levels of deprivation within some communities in the Cayman Islands. The impact on the education system is not fully understood due to the current structure and percentage of children in private education compared to the other regions. Private education data is not available and not included in the above statistics.

There are growing levels of learners identified with Special Educational Needs and Disability ("SEND"). However, financial strategies for supporting children and young people identified are not fit for purpose as they are not targeted at the individuals; schools are provided with a fixed sum regardless of the specific numbers identified with SEND. Furthermore, the overall identification of children and young people who might be identified as 'vulnerable' and therefore in need of additional support or requiring additional support is not well conceived, planned or structured.

2.2 Summary of Feedback and Observations

School Visits

As part of our review of the education system space we visited a sample of six schools over a two week period from November 10 - 21, 2014.

- Visits to schools indicate that current performance and quality is impacted by a great deal of inconsistency in curriculum content and structure, in learning and teaching and in leadership and management. Behaviours, teacher and learner relationships were observed to be generally quite good. Data keeping and use of data was very variable as was the quality and state of school facilities and environments.

- School principals demonstrated a desire for change and some were already embarked on a change process. This included changes to the curriculum content and the approach to learning and teaching.

- There is no 'visible' or cohesive pathway from Key Stage 4 (Level 1/2) to Key Stage 5 (Level 3) qualifications. We feel that this has a major impact on aspiration.

- There is evidence of some strong practice linking students with the work place. This is a major opportunity for future vocational and occupational developments.

- The curriculum being offered does not provide the opportunities for children and young people to develop the skills, knowledge package and personal qualities/ strengths that they will need to be 'successful' in the world they will find when they leave school.

- Many of the 'one-size-fits-all' elements from the UK and US system have been transferred into the Cayman Islands' system. We would suggest that this is not a strong model for a '21st century' education system which needs to aim for personalisation and personal learning pathways.

- The pedagogy is teacher led, with few exceptions observed. Delivery lacks pace and there was little evidence of effective and well used differentiation.

- There are some professional personnel who have a clear vision and understanding of where the system needs to go and what changes need to be made. However, they describe a culture of constraint in the day-to-day operation and running of the schools which creates a climate of reluctance to take any risks.

- There is too little autonomy and professional respect accorded to school leaders.

Stakeholder Feedback

- The current system is inflexible and does not respond to the individual learner and/or circumstance.

- Too much 'day-to-day' direction of what schools do.

- Some government officers/advisors are seen as the barrier to progress.

- There is an un-sensitive and un-responsive funding methodology, and that funding could be directed more effectively.

- Inequality and inadequacy of resources which is allied to inefficient deployment of funding. This includes capital funding for appropriate learning environments and technology that will enhance personalised learning.

- There was concern from PTA Chairs at what they see as an attempt to tell them how the private funding they collect should be spent.

- There is a strong feeling amongst stakeholders that Cayman children are capable of much more than they seem to be able to achieve in the current education system.

- Passion and high aspiration for education in the Cayman Islands and its ability, if delivered well, to meet the current and future needs of the children in the Cayman Islands.

- Employers, as with other key stakeholders, are keen to be more involved and engaged in supporting the design and development of the education system. They feel they have a great deal of expertise and experience to offer.

- Many employer stakeholders were keen to support in various ways, including ventures

*The sample selected for school visits is not indicative of the entire population nor the entire school year.

and initiatives that they feel confident will have a significant impact.

Workshops/Focus Groups

- Involvement and engagement of many of the key stakeholders involved in the workshops was at a high level. Employers and parents were not involved in this process, but should be included in future exercises.

- Some very powerful and far reaching proposals were initiated.

- There was evidence of a strong response to the imperative of meeting future needs.

- A clear initial pathway has been laid that many of the stakeholders have 'bought into'.

General Observations

- Major challenges in driving the degree of change we have explored and begun to outline in the workshops exist. There are barriers within and outside the 'establishment' which will need to be overcome. Some of these barriers will be present because of the personal investment of time and reputation in the current system and others will arise from entrenched ideas and views about what education is and what it should look like. Some barriers exist due to the significant degree of lack of trust that exists between the various stakeholders groups.

- There are some strong specialist advisors having a significant impact on certain aspects of the curriculum, and learning and teaching. These would benefit from a stronger remit to drive change.

- The reluctance to provide data gives cause for concern. It should be noted that we did not receive some of the critical data we requested in a timely way.
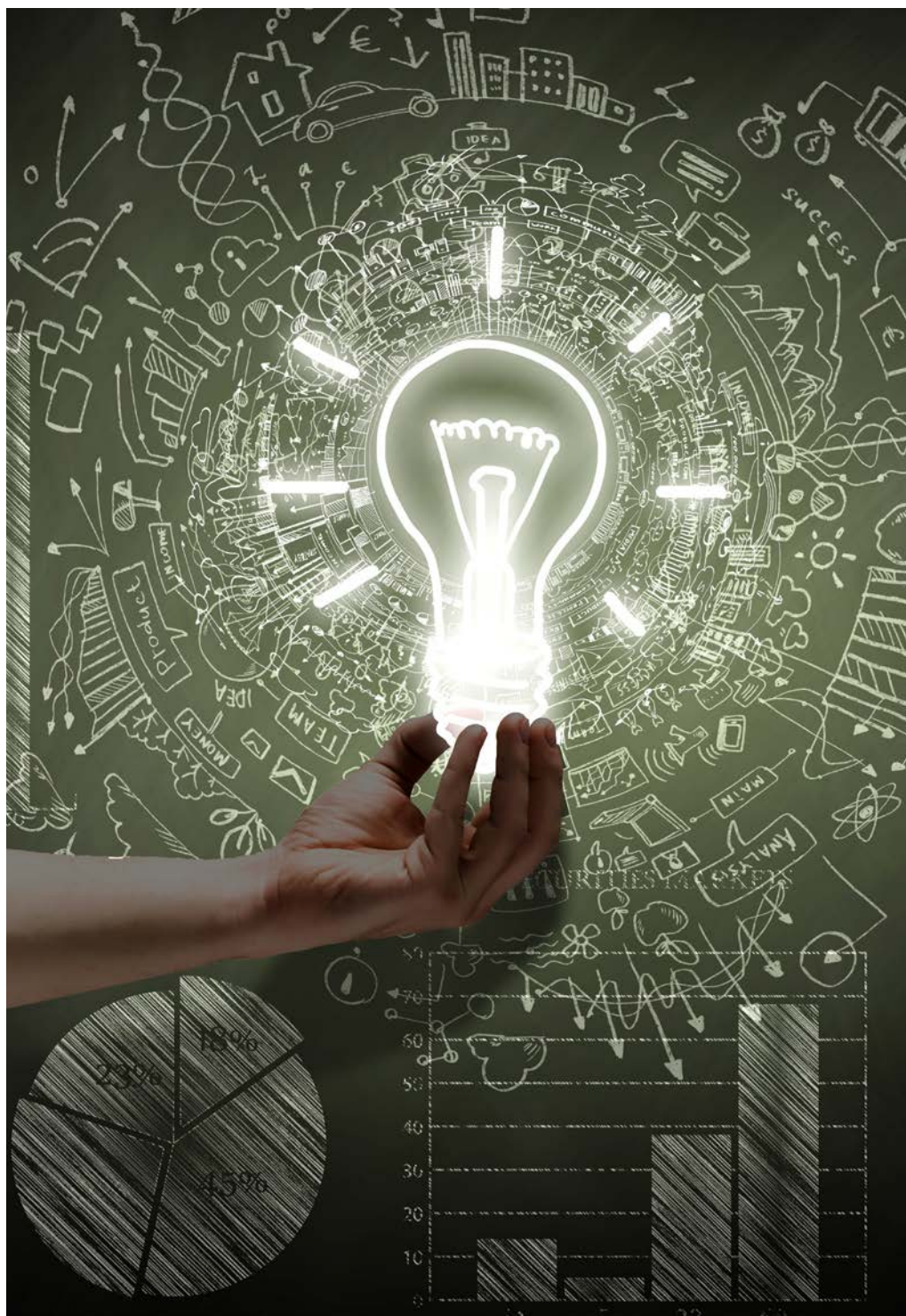
2.3 Strategic Opportunities and Emerging Solutions

In this section we aim to draw out our analysis of the key issues currently facing the public education system in the Cayman Islands and to identify possible solutions to these issues which will lead into the next section on strategic options.

The vision, mission and values statement laid out in the 'Cayman Islands' Strategic Plan for Education 2012-2017' sets out an aspirational ambition to design, develop and continually up-grade an education system. The Plan sets out an aspiration to design an education system that provides rich, integrated and comprehensively planned opportunities for all children and young people to become life-long learners, good citizens, entrepreneurs, fair and considerate employers, efficient employees and good parents.

In order to support this Plan it is important that the curriculum offered, and the learning and teaching approaches used should enable young people at 16 to successfully progress into further education, into employment with professional and/or sector related further training, or effectively lead onto higher education and/or entry into employment at higher levels. It should prepare them to compete in a global environment, and contribute effectively to the Cayman Islands as a community and economy.

It is evident that there is a real appetite for bringing about and driving through change that would enable this vision to be realised. However, evidence from observations in school visits and stakeholder meetings forums, in particular, suggests that there is insufficient understanding about what changes might be brought about to realise this vision.

The establishment of trust between all key stakeholders must be a priority of any plan and of the approach taken to change. It is essential that representatives of key stakeholders are included in all stages of a 'vision and vision to reality' process and in the design and implementation of a changed curriculum.

The process of determining what data should be collected, how it is collected, how it is analysed and interrogated and validated must be re-designed, with the validation being carried out by an independent party. This degree of achieving transparency is critical to the chances of any change becoming fully accepted and embedded.

We would also suggest that in any review of the system, the Ministry looks at the role and remit of the CIFEC. Post 16 provision is significantly dispersed with only a remedial Level 2 provision remaining within the public education system. We would suggest that this lack of 'visible' Level 3 provision creates a lower aspiration related to this and higher level progression, as well as lack of coherence to the education system as a whole.

A number of stakeholders suggested to us that the Centre should focus on building on their reputation for providing value added opportunities by offering pathways to learners who might need further support, whilst others felt that the Centre should re-brand as a high quality sixth form college. (See our recommendation regarding a different provision that has some very exciting potential.)

Our analysis of the key issues facing the Cayman Islands' education system leads us to identify the following criteria against which any potential new education system might be assessed:

- Any new system to be designed to provide opportunities for young people to acquire and obtain those skills and competencies, the knowledge package and the personal qualities and strengths that they will need to be 'successful' in the world they will find when they leave school.

- That this system enables learners to progress through the various areas of a new curriculum at their own speed; one where they are stretched and challenged at all times, but never left behind.

- That the ethos and culture of the system is a learner centred one, not a teacher led one.

- That the delivery of any curriculum model is predicated on true personalised learning where the individual learner is the focus of learning design, and not groups or cohorts.

- That learning and teaching (pedagogy) is based on what we know about the way the young people learn best, rather than on traditional delivery methods that were based on now redundant concepts and constructs.

- That key stakeholders are included as partners in the design, development, embedding and delivery of any future education system. High quality education to children and young people is a community responsibility. Stakeholders include children and young people, their parents, employers of parents, past students (alumni), teachers and staff, members of the Ministry and those within the community that have the desire to contribute towards the success of the overall system.

- That a broader range of educational key performance indicators are developed and agreed and that data is collected, processed, analysed and validated in a way that provides security for all stakeholders and restores trust in process as a way of providing timely intervention, not judgements and sanctions.

In order to build a system which addresses these key issues we have identified the following criteria against which any potential new education structure, curriculum content, design, learning and teaching strategies might be assessed:

- The curriculum model, in both content and structure, should reflect the significantly different priorities and context, indicated by the vision and vision to reality workshop outputs undertaken as part of this project.

- The system should deliver learning and teaching quality that is consistently 'good' or 'better' and that reflects changed curriculum priorities and structures, as well as current research and understanding related to learning.

- Governance, leadership and management of schools should enable professional practitioners to have autonomy over the delivery of the above curriculum, as outlined through government policies and procedures.

- There should be a strong partnership in designing, devising and delivery of the curriculum model with key stakeholders; to at least include parents, learners, employers and higher education.

These criteria will be used to critically assess the Governance options which are available to the Ministry.

Further Recommendations

- That the impetus for exploration and development of the vision and the means to achieve this, provided by the workshop activities, be picked up and taken forward.

That this work focuses on the:

- **WHAT** - Designed to focus on acquisition and development of:

  – Skills & competencies – such as problem solving, working with others and IOLP (improving own learning and performance)

  – A clearly specified knowledge package (at Levels 1/2 no more than the equivalent of 8 GCSE)

  – Critical personal qualities/strengths

  – A changed focus that moves towards a mixed model where problem-solving projects develop the application of knowledge and understanding delivered by subjects: context, purpose, incentive as well as engagement

- **HOW**

  – Explores variations in group sizes: large groups with team teaching

  – Stage NOT Age progression

  – Schemes of Work and Lesson Plans structured around sound educational and learning theory, such as Kolb's Learning Cycle and Howard Gardner's Multiple Intelligences

- Parent groups (not just PTA chairs) and employers are involved in similar workshop activities to obtain their input and perspectives. This would contribute to building a stronger culture of trust and transparency. Learner engagement should also be continuously sought.

- Focus should be placed on improving the consistency in the quality of teaching with a focus on sound research into effective and deep learning.

- School leadership teams should have much greater autonomy to decide how they achieve the goals and targets set by governors and/or trustees in the Partnership School Model.

- Changes are made to the funding methodology so that it is more responsive to actual need.

- The establishment of a 'state owned' Level 3 program, perhaps the setting up of CIFEC as a true Key Stage 5 (Level 3) college, which also enables necessary Level 2 re-takes. We would suggest the pulling together of all Level 3 provisions into one place so that the offer includes academic, vocational and occupational courses. Students should be able to choose across these options as well as re-visit those critical Level 2 qualifications that are still needed.

- The Government should extend vocational related programmes at Level 1/2 down into the High Schools.

- That all stakeholder groups are fully engaged in the process of defining and determining the future state of the education system; including student voice. This would also contribute to building a stronger culture of trust and transparency.

- A more robust quality assurance system and process is designed and set up around assessments, data collection and analysis. An independent 'validation' body and process is required to ensure transparency and trust.

- That significant changes are made to the structure and remit of the Ministry and DES officers such that their focus is maintained on strategic and policy issues, rather than on the day-to-day operational running of schools.

- That the Government initiates the design and implementation of a strategic governance model that removes the schools from direct operation 'control' by the Ministry and DES officers - the Partnership School Model.

- That any new governance model should provide input, checks and balances from school stakeholders, such as a governing body. This group is still directly answerable to the Ministry/DES if schools are still part of the state system, or to the Minister of Education if they become independent schools funded by government.

- Schools should have a data dashboard of the critical measures which they are accountable for. This might include:

  – Whole school priorities

  – Cumulative attendance

  – Cumulative behaviour

  – Admissions data, by year of admission

  – Student voice, including student council priorities and areas for action

  – Parent/carer voice, including complaints

  – Staff voice

  – Staffing information

  – Site/premises

  – Community

  – Data related to targets for the key measures (KPIs)

  – Quality assurance information

- That IT systems are explored and implemented that enable 'live' data storage and analysis. This will enable schools to make timely and targeted intervention to support academic performance and to mitigate behaviours.

Case Studies on Learning

Case studies should be used to explore those situations and changes to practice that have had the kind of impact that the Cayman Islands are looking for. Case study overviews and links can be found in the appendices, but we also provide examples below of where transformational change has been made to a country or region's education system. For example, the Alaskan schools are an example of a larger US State that has driven change through all their schools whereas the Kunskappscolan schools in Sweden are an example of change driven by the vision of a private group interested in improving the educational offer to parents and children across the country.

Alaskan schools are innovative in the way they have focused on promoting Social and Emotional Learning (SEL). SEL is given a much higher priority in Anchorage, for example, and forms part of the everyday school syllabus. Children understand how they learn, what inhibits their learning, how to resolve their own conflicts and how to be resilient. Findings show that in each classroom and when speaking to pupils, that you are in a socially and emotionally astute environment.

This system builds aspiration and ambition for all pupils to attend college through college charters that are signed by pupils and parents, and displayed in the corridors of the school. They train pupils to be mediators and peacekeepers so that they encourage others to resolve their own conflicts creatively, using the Resolving Conflict Creatively Programme.

The Kunskappscolan schools in Sweden (part of their national Free Schools initiative) introduced an ultimate personalised learning and personal learning pathways approach, with Stage not Age progression; each learner having their own personal timetable. The model can be described as a radical departure from the redundant constructs of education that persist from the late 19th, early 20th century.

The schools are relatively small, between 300 and 600 students.

The overall performance of Kunskappscolan schools provides evidence that this approach provides genuine opportunities for individual learners to excel.

- 13 of the 20 Kunskappscolan schools are the best performing schools in their district. 18 of the 20 are the best or second best school. This is prior to adjustments being made for socio-economic differences as all Kunskappscolan schools are all inclusive schools.

- 96% of students leave compulsory secondary school qualified for non-compulsory Upper Secondary Education; the national average is 88%.

- In 2010 the number of students who achieved the grades Approved, or higher, in all their subjects, rose for the fourth consecutive year to 88%; the national average is 76%.

(http://www.kunskapsskolan.com/performance/academicoutcomes)

Such case studies can be used effectively to extract those elements that would work in the different context of the Cayman Islands. When combined with other changed practices from other case studies, they can provide a new synthesised system that may be more effective for all key stakeholders on the Cayman Islands.

Kunskappscolan – Swedish Free School

Ethos and Values

- Personalised learning at the heart.

  – student focussed; and

  – goal orientated.

- Planning of personal learning pathways is student led.

  – Individual tutorials take place every week.

  – Leading to a personalised timetable for every child.

- Parents are partners in their children's learning.

  – They negotiate with staff and their children the personal learning pathways and targets/goals (every half term); and

  – have access to the child's performance data at all times.

- Children must have responsibility for their own learning and behaviour and develop independence.

  – Students are expected to learn how to learn, and be conscious of how they learn best.

- Democracy is embedded.

  – Students' voice is enabled and listened to.

- No one is more important than anyone else.

  – E.g. staff have lunch with the students.

Differences

- Many schools between 300 and 600 students.

- Extensive use of existing buildings, where possible, that are extensively re-modelled and refurbished.

- Exteriors often have an industrial visual quality.

- Interiors do not feel/look like traditional schools. Many environments are more like homes – children take their shoes off and wear slippers.

- Specialist spaces are provided not just for subjects such as science and art, but also for socialising and personalised learning.

- Often a student kitchen area is open all day. Managed and run by students.

- What classrooms there are, are smaller.

- No corridors.

- Toilets in central areas are unisex.

- Emphasis on students becoming 'independent learners'.

- Teachers are accountable for learner outcomes, not constrained by methodology or content.

- Kunskappscolan teachers are trained at other Kunskappscolan schools.

The Kunskappscolan method

- Personalised learning.

  – Long term learning and attainment plan.

  – Student / personal tutor / parent collaboration.

  – Own pace and learning style.

- Setting goals with parents.

  – Online monitoring.

  – Weekly log book.

  – Fischer Family Trust.

- Thematic approach to the delivery of the curriculum.

  – Covering the National Curriculum via group projects.

  – Maths and English delivered more traditionally.

  – Subjects more focused closer to GCSE age.

- Flexible format to teaching.

  – Mixed age groups where appropriate.

  – Individual working, small working groups, lecture size groups.

  – Students 'earn autonomy', with tighter management for students with behavioural issues.

- A specific teaching style.

  – Teachers are learning mentors.

  – Teachers are generalists but each with specialisms.

  – Teacher / student ratio 1:18.

  – Teaching materials developed collaboratively and shared via the web portal.

  – Teachers work to a given brief, including the Headteacher.

- ICT critical

  – Knowledge Portal (Kunskapsporten).

  – Pupil Documentation System.

2.4 Governance Options

This section seeks to draw together the information and analysis presented earlier in this report to evaluate the specific options available to the Cayman Islands' Government. This evaluation relates to the options which we feel might best meet the needs of learners, their parents, employers and the Cayman Islands as a whole.

For these reasons we have considered models from education systems that can be compared to the education system in the Cayman Islands. We have therefore looked at models that have enabled significant educational change and improved performance in various other countries.

We are also mindful of considering models that have, in these countries, taken direct control of the educational change process out of the hands of central and local/regional government education officers. Responsibility has been placed in the hands of 'sponsors' who are able to demonstrate their vision, and ability to create and establish changed educational parameters that more fully meet the needs of all key stakeholders.

The two models that have done this most 'successfully', when implemented appropriately, are the Multi Academy model in the UK, and the Charter Schools in the USA. Clearly both models have examples that can be used to illustrate that they are not universally successful, but then we are not recommending a direct translation of either model, but a synthesis of one of the models with other parameters around the change required to the

curriculum offer, changed learning and teaching practice and culture.

When combined with a strong collaborative partnership with key stakeholders we believe that a uniquely Cayman model, the Cayman Partnership School Model, will enable carefully selected sponsors to more rapidly achieve outcomes that closely match the Government's aspirations and vision.

The key stakeholders integrated into a governance model should include: educators, parents, employers of parents (business community), professional volunteers, past students (alumni) and representatives from the Ministry and DES. Effectively, those that have ability and passion to make a difference to schools and quality of education in their respective communities.

We would strongly suggest a process of synergising those elements from a number of different models that are extrapolated as best suiting the situation and circumstances of the Cayman Islands, and the aspiration and vision of its residents, in particular the children and young people, but also for those for whom a 'successful' education system is most relevant.

As an illustration of this we would cite some specific case studies for academies in the UK. All these academies were formed as a result of the UK government's policy to convert 'failing' schools into academies. All had Education Briefs that outlined a journey of transformational educational change; change that included planned movement to most/all of those elements outlined above and explored as part of the workshop activities.

- The Appleton Academy was formed from a Primary School and a Secondary School to create an 'All-Through' School; years 3-18. Within the 3 years after conversion the school performance went from a Value Added score of 996 to 1003 (in Value Added or VA, a score of 1000 indicates young people have reached the expected level of attainment at the age of 15/16 – end of Key Stage 4), and from 30% 5+ Level 2 qualifications including English and Maths to 55%.

- The Freebrough Academy. In the first 5 years from conversion, from 20% 5+ Level 2 qualifications including English and Maths to 50%. The school now also has no NEETs

(young people who leave school Not in Education, Employment or Training).

- The London Challenge which implemented a program of innovation to existing practice is now at 1% below national 'floor targets'. The Value Added Progress measures from 996 in 2007 to 1001 in 2010. Although good progress, especially in the light of the barriers that existed within Greater London, this is not as spectacular as some of the other examples cited.

It has proved difficult to obtain an overall view of how well the Charter School system is performing in terms of attainment and performance. However, looking at the performance of specific schools during the early years of changing to a new and quite radically different approach to curriculum design and pedagogy indicates step changes in improvement. For example, at the Arts and Technology Academy (quoted in 'Successful Charter Schools report') the SAT 9 scores for reading at or above the grade level rose in just 3 years from 20% to 59%. Attendance was up into the mid 90's and behaviour incidents had reduced by half.

The Stanford CREDO study: A four year study of the performance of students of a similar ethnicity who attend either a charter school versus a mainstream school. When comparing the reading and math subjects, students from disadvantaged backgrounds saw their performance improve when attending charter schools. For overall natural performance, comparisons are inconclusive.

In terms of models of educational change that provide significant improvement in educational performance we would also direct attention to elements of the Cayman Islands' Strategic Plan for Education. In this plan, reference is made to a seminal report the '2011 McKinsey Report, "How the world's most improved school systems keep getting better" (Mourshed, Chijioke and Barber)'. This is a comprehensive study of some of the fastest improving education systems across the globe. The report identifies the elements of reform that are replicable for school systems everywhere, as well as what it takes to achieve significant, sustainable and widespread gains in student

outcomes. The Cayman Islands' Strategic Plan for Education states, "We have learned from the findings in the McKinsey Report, to inform the technical decisions we have made to bring about improvement in the education system in the Cayman Islands to ensure that we are working smartly and to increase our expected success."

Our field work and the outcomes of the stakeholders interviews/forum and the workshop conducted provided little evidence that studies of other countries has had an impact on the Cayman plan. There is little practical reference to the major changes that Hong Kong, Singapore, Finland, Sweden, parts of the UK, New Zealand/Australia, and parts of the US have made to their education systems and practice. The listed actions under each Strategic Goal are more about incremental change than 'step change'. Step change is important so that the gap in the quality of education can be narrowed significantly. The flavour is for school improvement, not education transformation.

Model Definitions

There are a number of possible model options that might be considered. In the outlining of these options we use the term governance to mean both the overall governance of the system by the Ministry, and also the implementation of a Governing Body for each state school or group of state schools.

We would strongly recommend a change to the current model/system even for those schools that might not initially fall under one of the more specific strategic governance options we will outline.

A Governing Body for each school provides a formal legal governance structure for each institution which separates it from direct government interference, even if unintended.

Further information on the role of Governing Bodies within the UK system, their make-up, devolved powers, accountability and responsibilities, can be found at www.gov.uk/government/publications/constitution-of-governing-bodies-of-maintained-schools.

The UK model for Academies and/or Multi-Academy Trust structures provide for a system of state funded independent schools that receive funding directly from government, in the same way that state schools do. However, these schools can operate independently of local or central government (in the UK traditionally 'local government' in the form of 'councils' who have 'controlled state schools', providing funding via central government and school improvement advice and 'incentive'.) This usually means they can design and structure their own curriculum model and deliver this in the way the schools 'Trustees' and Governing Body agree with the school leadership team.

However, they are required to remain within government guidelines for 'admissions' and are required to produce an extensive Education Brief document which details how it will deliver their planned changed model of education. The process of production and validation of this document (which includes all other aspects related to organising and running a school such as, quality assurance checks related to leadership and management, finances, recruitment of staff, etc.) can be set within the guidelines of clear criteria that define the Government's overall vision for education development and delivery.

In such a model the 'Trustees' and Governing Body provide the overall strategic direction, vision and aspiration (within government strategic guidelines as indicated above), whilst the school leadership team determine the day-to-day means by which this will be delivered.

The model is based on a 'charitable trust' that is legally formed and consists of at least 3 Trustees. These Trustees are usually made up of individuals who have a key stake and/or interest in the education of children and young people in the area. In the UK for schools who elect to become Academies, they were most usually long standing and committed Governors. For schools who are sponsored by another group, they would be chosen by the 'sponsoring' group/organisation and consist of a mix of key sponsor group/organisation personnel, local employers and community

representatives. The Governing Body is then chosen by the Trustees.

Other models for new types of school in the UK are based on this academy model, so although the UK now has Studio Schools, University Technology Colleges and Free Schools as examples of different types of school model, they are essentially formally and legally set up in the same way as Academies.

In the US a similar model is also in operation within the Charter Schools, KIP Schools and Warehouse Schools. Again, within this model, these schools are independent from Government, with the local Governing Body setting the vision, strategic direction and aspirations of the school, with the leadership team being responsible for the implementation of the strategy. In the USA model however, governance and leadership accountability for administration, finance and estates is often separated from leadership of 'academic' affairs.

Exploration of these USA models demonstrated that the Charter School, KIP Schools and Warehouse Schools models are not in themselves a governance model, but rather more of an educational approach to curriculum design and associated learning and teaching approaches. As such we will suggest consideration of this as an approach that should perhaps be used within whichever governance model is determined upon, i.e. that state or an independent school(s) created by, for example the Academy model, should be required to work in a particular way; in line with an overall government vision for the curriculum content and structure and within certain guidelines for delivery of such a curriculum.

The definitions of each of these models, together with a more "traditional" model of school Governing Bodies is set out below.

Schools with Governing Bodies	Academy/Multi-Academy Trust Model	US Model where Administration Functions and Academic Function are Separated
• Governing body that sets vision, strategic direction and aspirations. • The Governing Body is accountable to government. • The Principal and senior leadership team are accountable and responsible to the Governing Body. • The Governing Body represent the key stakeholders of the school, parents, community interests, employers, learners (some schools include students/pupils on their Governing Bodies with sensitivity taken into account). • This is a model that relies on a strong collaborative ethos. It can be dominated by a strong Principal and/or influential Governors. • In situations of consistent underperformance Government can remove and replace the Governing Body and/or the Principal.	• Established via Trustees who form a charitable trust. • The Trustees establish a local Governing Body for the school. • Trustees (with the Governing body) set the overall vision, strategic direction and aspirations. They also set KPIs for the Principal to achieve. • The Governing Body usually represents the key stakeholders of the community which the school serves. • The Principal and senior leadership team are accountable and responsible to the Governing Body. • In situations of consistent underperformance the Trustees can remove and replace the Principal. • In situations/circumstances where the Government has significant concerns about the way a school is being run, the Education Minister can return the school to state control and appoint a new Principal and Governing Body.	• Governing Body that sets vision, strategic direction and aspirations. • The Governing Body is accountable to the local 'School Boards' and/or state government. • The Governing Body usually represents the key stakeholders of the community the school serves. • The school functions are separated into administration, which include elements such as finance related matters, estates, procurement, etc., and academic, which includes such elements as curriculum content, design, learning and teaching. • Schools generally follow a school board and/or state determined curriculum. In some cases students study the same topic at the same time across all state schools.

Options Analysed

The options analysed as part of this review were:

- Retain the current structures for governance directly from the Government and school improvement support and direction from DES.

- Develop a Governing Body function for all schools.

- Develop an Academy or Multi-Academy Trust model for a selected group of schools; either a mix of Primary Schools and a High School or a group of Primary Schools.

- Develop a model for schools that separates the administrative functions of a school from the academic – similar to the US Charter Schools.

Under the school Governing Body model the DES is assumed to retain the school improvement advisory role. Under an Academy model the Trustees would be responsible for purchasing any school improvement and advisory services required. The Trustees would be directly answerable to the Education Minister.

Each of the above options have been evaluated and scored using the scoring matrix set out in the table below. This scoring provides a focus for analysis and is not intended to be scientific.

Model Criteria	Impact
Achieves the criteria very well	High impact
Achieves criteria well	Medium impact
Achieves criteria but with weaknesses	Low impact
Achieves some criteria with major weaknesses	Minimal impact
Option does not meet criteria at all	No impact

Criteria Used in Evaluating the Options

Each governance model presented has been assessed against the following strategic imperatives, defined as the criteria:

- **Vision for the Future:** The ability to explore, define and set cohesive long-term and mid-term vision for educational development and ensure this correlates to the demands being made on the education system.

- **Effective Operational Functions:** The ability to build capacity for and retain day-to-day operational control over planning and delivery of such a vision.

- **Collaborative Development of Educational KPIs:** The ability to contribute to the establishment of education KPIs that are relevant to the children and young people who attend schools in any given area so that these have a positive impact on the communities they come from. Specifically, KPIs should be designed and regularly reviewed regarding the assessment of student achievement.

- **Intervention:** The ability for timely intervention in situations and/or circumstances where performance has consistently failed to respond to measures put in place to remedy problems.

- **Responsiveness:** The cohesive operational running and quality assurance of schools that are responding to local needs and stakeholder expectations.

They have also been considered against the capacity and capability of each model to improve the opportunities for all of the key stakeholders.

Strategic Imperatives	Appraisal
- The ability to explore, define and set a cohesive long-term and mid-term vision for educational development and ensure this correlates to the demands being made on the education system.	- The degree to which the model encourage/ enables this kind of exploration, definition and resolution. - The match between the model proposed and the demands being made of it.
- The ability to build capacity for and retain day-to-day operational control over planning and delivery of such a vision.	- The degree of autonomy for schools through either their leadership teams and/or Governing Body. - The degree to which Government personnel can intervene and in which situations.
- The ability to contribute to the establishment of education KPIs that are relevant to the children and young people who attend schools in any given area so that these have a positive impact on the communities they come from.	- The range of stakeholders who are seen as a 'natural' part of setting KPIs. - The range of KPIs and the degree to which measures, milestones and deadlines can be realistically set.
- The ability for timely intervention in situations and/or circumstances where performance has consistently failed to respond to measures put in place to remedy problems.	- The protocols that are designed for intervention at the different levels of governance; from local Governing Bodies and through the Ministry and DES officers. - The clarity with which definitions of roles and responsibilities within this process can be delineated.
- The cohesive operational running of schools that responds to local needs and stakeholder expectations.	- Clarity of roles, accountability and responsibility in the varying functions of running a school. - The clear division of accountability between school governance and strategic leadership, and government leadership of the education system as a whole where there is a need for consistency of performance.

Assessing the Options

In this section of the report we have undertaken an assessment of the four models outlined in the previous section of the report, these being:

- Retain the current structures for governance directly from the government and school improvement support and direction from DES, i.e. "Staying as is".

- Develop a Governing Body function for all schools.

- Develop an Academy or Multi-Academy Trust model for a selected group of schools; either a mix of Primary Schools and a High School or a group of Primary Schools.

- Develop a model for schools that separates the administrative functions of a school from the academic – similar to the US Charter Schools.

Our assessment of each option, together with what we would suggest as the "Preferred Option" is set out below.

Staying as is

Our assessment is this would have **Minimal Impact** against the criteria, and therefore is not an option.

Taking this option would most likely result in the same rates of progress, with an indication that current approaches are already reaching plateaus (e.g. in English performance). Such rates of progress would lead to a widening of the gap between the performance of the Cayman Islands' education system and those systems that are leading the world in improvements.

Remaining within the current structures and organisation cultures would mean the continuation of the many dysfunctions that exist within the system; those elements that remove autonomy for educational practitioners and the leadership and governance of their schools.

Should the Ministry adopt changes within the existing structure without a change to the governance structure, this could result in slower progress relative to other leading education countries.

Significant improvement in the core element of learning and teaching are also only likely to be incremental.

The benefits of collaboration with key stakeholders which can bring a richness and additional initiative and drive to education would remain untapped.

Governing Body in all state controlled schools

This is an option that we would recommend for all schools as an initial first step regardless of whether further options are implemented.

Such a structure provides local support and engagement for schools from within their communities, providing expertise and guidance (a critical friend for school leaders who have business/financial expertise that can be shared) and a layer of governance that interacts with 'government'.

This model would provide some autonomy for educational practitioners to make the changes they understand are important for their students, their communities and the ability to plan more long term.

In this model the vision and direction of each school is determined by a collaborative negotiating process between the Governors and the Principal. This would be within the overall national framework and guidance, defined by clear strategic policy. The Governing Body would work within the strategic government led direction and would be answerable to those government officers with specific responsibility for such relationships.

We would assess this option as having a **Medium Impact** against the criteria.

Academy and/or Multi-Academy Trust model

In the Academy model, schools can be either standalone or part of a Multi-Academy Trust where more than one school becomes part of the Trust.

In this model either a school sets up its own Trust and converts to an academy and appoints its own Trustees or the Government invites a 'sponsor' to set up a Trust and appoint the Trustees.

The land occupied by the school is 'leased' to the Trust for a fixed period and staff contracts transfer to the Trust, with the exception of the Head teacher/Principal who is appointed by the Trust. Such an appointment can include the current incumbent.

The Trust receives funding directly from government for all its functions, such as HR, payroll, estates, facilities, legal responsibilities, etc. The Trust can then choose to buy in these functions from the government, private sector or recruit their own personnel to manage them.

Multi-Academy Trusts benefit from the larger number of schools that are able to provide sufficient funding to make efficiencies and other aspects such as procurement.

There are some fairly natural synergies already existing within the current system. For example a group of IB Primary Schools who are already working to a common philosophy and who have already made some quite significant changes to the curriculum offer and the ways in which this is delivered (learning and teaching). A group

of Primary Schools such as this allied with one of the High Schools on Grand Cayman would create sufficient critical mass to make the financial elements more viable.

The benefits of this model are:

- The school senior leadership teams are able to focus on driving the education agenda, curriculum relevance, quality of learning and teaching, and the support for learning.

- Careful choice of the sponsor provides business and financial expertise that contributes to well-managed schools that have a focus on the world of work and business.

- Within a Multi-Academy Trust schools are able to work together more readily and share best and 'next' practice.

- The schools benefit from the networks the business partnership can bring, additional sponsorship in kind and funding, as well as a wide range of expertise. Financial efficiencies are possible through bulk

procurement of supplies and equipment, as well as through shared services such as one Finance Director and one HR Director for the whole group.

The implications of this model are:

- The schools in the Trust are, in effect, independent schools who receive funding directly from government. Accountability and intervention are directly to and by the Minister of Education.

- The staff are employed by the Trust and their terms and conditions are set by the Trust. This might give rise to some concerns on behalf of teaching staff, although in the main the experience in the UK is that retention and job satisfaction is strong in most 'successful' academies. Staff contracts are transferred to the Trust through the charity status agreement.

As part of the process of setting up the Trust the sponsors have to explore, design and develop both an education vision and plan, and a financial/business plan. Only if these meet the criteria laid out by government is the sponsor given the approval to proceed.

Within this model there is also the possibility of including very specific types of school such as a University Technology College or a Studio School. The first would require close working links with the university and accrue benefits associated with such a relationship. Both will enable the establishment of a school with a very technical or STEM focus where very close collaboration with industry and business are critical to design, development and delivery of the curriculum.

We would assess this option as having a **High Impact** against the criteria.

US Charter Schools split leadership functions model

Essentially this model exists, as does the Academy model, outside the constraints of the state education system and or local school boards. The split leadership model is a purely structural model and is common across most types of school.

In this model each school has a governing body, but the school leadership function is split between an Academic Principal, accountable for all things related to the curriculum, and learning and teaching, and a Finance Director, who is accountable for all things other than the academic.

Within this are benefits and drawbacks. If the two leaders work well together and share common goals and aspirations then each is able to be a specialist in their field and concentrate totally on their areas of accountability. Where there is disagreement or tensions created by a dysfunctional interaction, the problems caused can distract both from their primary tasks.

We would assess this option as having the potential for **High Impact** against the criteria, but if there are leadership dysfunctions a **Medium Impact**.

Evaluating the options

Each option has been evaluated against the criteria as detailed above. This has been undertaken by KPMG and based on our findings and procedures.

Criteria	Stay as is	Governing Body in each school	Academy and/or Multi-Academy Trust model	US Charter School with split leadership functions model
Vision for the Future.	Medium impact	Medium Impact	Medium Impact	Medium Impact
Effective operational functions.	Minimal	Medium Impact	High Impact	High Impact But if the personalities leading the two functions conflict then low to medium.
Collaborative development of KPIs.	Minimal	Medium Impact	High Impact	Medium Impact
Intervention.	Medium Impact	Medium Impact	High Impact	High Impact
Responsiveness.	Minimal	Medium Impact	High Impact	High Impact if the personalities leading the functions work well together. Low Impact if they do not.

Other considerations

The case studies included in the appendices demonstrate clear advantages in changing to an alternative model:

- **Internal accountability**: The freedom to innovate with governance models is a signal feature of academy and charter schools. In most of these schools, the whole accountability process, from end-of-term comprehensive exams, to weekly teacher sessions sharing student work, is used to steadily improve teaching and learning. If a school fails to meet the ongoing criteria for success- ranging from financial to student performance - the governors can be made accountable through public reporting of performance relative to KPIs. Therefore, performance plays a vital role.

- **Strong staff commitment**: Academy and charter schools attract teachers who strongly share a school mission. The driving force behind teachers motivation is their partnership with parents, the climate of support from administrators and board members, and the opportunity to serve on their school board. Also, to help teachers grow, many schools are now adopting the performance-based and skill-based compensation approach for teachers.

- **Maximised parent involvement in academics**: Parents are often visible at the academy and charter schools, helping in classrooms, supervising student activities, and organising school programs. Also, parents serve on governing boards of directors, making policy decisions that shape schools' operations and futures.

- **Autonomy**: These models clearly separate the macro-policy and oversight from the strategic and operational activities of providing education, allowing for more operational autonomy at the schools where education is delivered.

- **Clarity of purpose**: Each body- Ministry/Department of Education Services, Board/Trustee, School Management will have clear directives of policy setting/regulation, strategy/oversight and operational responsibilities. This will reduce the level of interference observed in the existing system.

- **Community Involvement**: The governance models encourage private-public partnership and community involvement. Community stakeholders can have direct involvement in the governing body or trust/charter.

- The governance and academy/charter models can have drawbacks where

the structure or framework is poorly established.

- **Poor planning and communication**: Policies and strategic planning set out by the Ministry and DES should be clearly communicated to the board of governors/trustees, and periodic reporting out to be in place to demonstrate that such policies/plans are being achieved. Without adequate communication, the structure will not be effective.

- **Complacency**: Governors and trustees can become complacent over-time. There should be sufficient rotation on the board to introduce fresh perspectives and ideas to ensure that the passion to make a difference in the education within the community continues to exist.

- **Interference**: Similar to the existing structure, there is a risk that governors/trustees become interfering in the operational aspects of school management. There needs to be a clear distinction of responsibilities at the board level relative to that required of school management.

- **Change without purpose**: A change in structure alone may not result in increased performance. There needs to be a shift in mind-set on how education is to be delivered and how children and young people learn. The change in structure needs to be as a result of changes in learning and teaching, changes in curriculum and changes in how the community at large can be integrated into education services in the Cayman Islands.

The Sutton Trust Report "Chain Effects, The impact of academy chains on low income students" (2014) provides analysis on academy chains in the UK and their impact on the attainment of disadvantaged young people. The term disadvantaged is used to mean those pupils who have been eligible for Free School Meals at any time in the last six years. The reports reviewed outcomes for disadvantaged pupils in sponsored secondary school academies against a range of measures, including the main measure of five good GCSE or equivalents including English and maths ("5A*CEM").

For the schools analysed in 2011 for 5A*CEM the mainstream schools showed greater results for disadvantaged pupils than the academies. However by 2013, the academies showed a great improvement (improving by 7.3% compared to 4.2% for all mainstream schools) and generally outperformed mainstream schools.

When the performance data of the schools had been analysed against a range of Government indicators on attainment, a majority of the chains analysed still underperformed the mainstream average for disadvantaged pupils.

The key factors that were identified in the successful chains were a measured approach to expansion, and the importance of building up strong experience of strategies for improving schools.

Recommendation

The table above shows the Academy/Multi-Academy Trust Model or the US charter school as being the most impactful in terms of governance and structure. These models have a higher degree of accountability and consistency than a model where a separate governing board is approved to oversee each school. The UK academy model and US Charter model have many benefits that were outlined in our report. There are potential drawbacks of these models if not planned and structured appropriately. We have looked at those leading education countries, see section 4 for the case studies for Singapore and Hong Kong, and identified those key drivers for education system reform. Taking into account the various studies on both the positive and negative attributes of the various education systems, we have been able to identify common criteria that when combined would lead to a positive transformation of the Cayman Islands' education system. **We have termed this unique model the "Cayman Partnership Schools."**

This recommendation is based on our understanding of the issues and challenges facing the Cayman Islands' education system and its aspiration to compete globally; an understanding that has grown out of our stakeholder interaction and workshop activity.

The exercise does provide a strong steer for those responsible for making decisions about future direction and approaches. The decisions about the public education system will be made by the Ministry and the ultimate responsibility for decisions will remain with the Ministry.

The Cayman Partnership School will need to ensure that it establishes clear criteria for vision, ethos and mission to be provided within a new framework of educational approach and required outcomes.

We would suggest that a requirement be placed upon any 'sponsor' of a different model to work within the framework of a clear educational philosophy. Further work would need to be done to define this vision framework so that it is applicable and fit for purpose within the context of the Cayman Islands.

The Cayman Partnership Schools model facilitates a greater degree of community involvement and integration which is proven, in other leading educational countries, to also enhance the success of schools. Parents, their employers and past students (alumni) that have the ability and passion to make a difference in education within their community have an opportunity to become part of the governance board.

3 Next Steps

- We recommend a new governance model be implemented, which adds a governing board autonomous from the Government to each school or community of multiple schools, and which includes a new governance model for independent schools that are directly funded by government, but sponsored by industry/business. We have identified common criteria from leading education countries and case studies that when combined will lead to a positive transformation to the Cayman Islands' education system. We have termed the unique model the "Cayman Partnership Schools".

- The Ministry to act on our conclusions and explore further those elements of the vision, and vision to reality workshops we carried out, as well as developing a clear framework for educational key performance indicators.

- Following the vision workshops, we recommend that the Transformation Mapping tool be used as a means to carry out an inclusive process for developing a clear plan for delivery of the vision. This is key for the governing body of the Partnership School to have in place so that monitoring of performance can be successfully completed. The Ministry and DES officers have clarity about their remit, i.e. producing policy that will enable the delivery of government vision and direction, and not for directing the day-to-day operational functions of schools.

- Accountability be enhanced through reporting of key performance indicators established by the Ministry and DES for governors/trustees and consistent but more detailed and regular reporting by each school to the governors/trustees. Data collection and processing should be re-visited, re-configured and re-structured in a way that provides confidence and security of validity in an independent manner.

- A clear line of reporting be established for the delivery of the governments educational vision where schools are directly responsible with the Ministry and DES officers responsible for monitoring, reporting and advising, not directing.

- The case studies that have been provided and others that could be presented as part of an on-going process of exploration, be considered. Those elements which are determined as of potential benefit in the Cayman context are studied and selected, so that a process of synthesis can be used to create and design a model that meets the needs articulated above. We have started the process by identifying the responsibilities that will be key in implementing the Cayman Partnership School model.

- Consideration of the way the Ministry and DES work in collaboration and that the relationship is simplified and streamlined. With the additional layer of governance and accountability provided by Governing Bodies, some of the functions of the DES may become redundant. If not subsumed within the Ministry, the role could perhaps become more a commissioning and an advisory role only.

4 Case Studies - Improvement in Education Systems

Academy schools governance model in the UK

Overall, the members usually have much more limited involvement in the management of the trust than the governors.

Academy chains are a positive development within the English education system. They are bringing innovation and systematic improvement and helping to raise attainment in some of the most deprived parts of the country. They are nurturing an able new generation of school leaders with experience and expertise in leading in different contexts. They are evolving new structures and roles for executive leaders. They are using their economy of scale to drive efficiency and to organise support functions so that school leaders spend more time on their core business. They are reinventing the concept of school governance so that governors focus more clearly on strategy and performance.

Source: Hill, R., Dunford, J., Parish, N., Rea, S., & Sandals, L. (2012). The growth of academy chains: implications for leaders and leadership. National College for School Leadership.

The beginning …

In order to become an academy, the school must establish an Academy Trust.

- **The Academy Trust is formed by the principal sponsor or the individual subscribers** to the Memorandum of the company when it is first created.

- The Academy Trust, as a company, enters the funding agreement with the secretary of state and is thus legally responsible both to **the secretary of state and to parents and pupils for running the academy.**

Structure of a typical Academy Trust

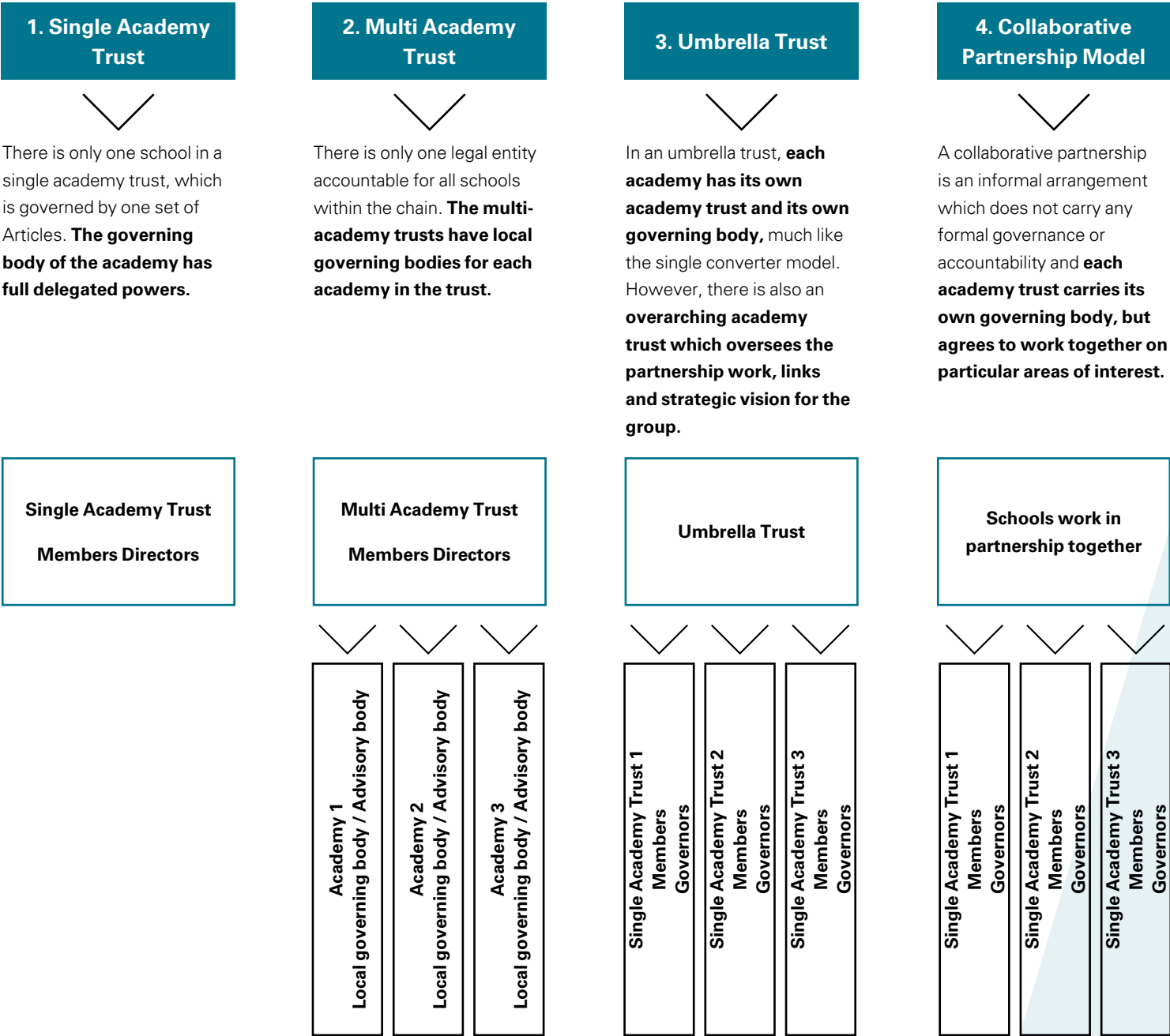|	Governing body	Members	Local governing bodies or advisory bodies
Composition	• Principal sponsor appointees or governors appointed by the members of the Academy Trust • Parent governors • LA governor (optional) • Principal • Staff governor (optional) • Co-opted governors (optional) • Additional / further governors (if appointed by the secretary of state)	• Principal sponsor or subscribers to the Memorandum • Principal sponsor appointee(s) (if applicable) • Any other people / entities that may be named in the Articles • Chair of governors • Department of Education appointee	• The chair of each local governing body would also be a director on the board of directors
Functions	• Ensure the quality of educational provision • Challenge and monitor the performance of the school • Manage the Academy Trust's finances and property • Manage the head teacher / principal • Exercise reasonable skill and care in carrying out their duties • Ensure that the Academy Trust complies with charity and company law • Operate the academy in accordance with the Funding Agreement that has been signed with the secretary of state	• Overseeing the achievement of the objectives of the company • Taking part in annual and extraordinary general meetings • Appointing some of the governors • Signing off the company's financial accounts and annual report • Power to amend the Articles of the company and, ultimately, to remove the governors / directors	• Operates as a committee of the board of directors, which decide what matters to delegate to the local governing body, and on what terms

Source: 'How academy governance works', National Governors Association website as accessed on 16 December 2014

Governance

In academies, the directors or trustees are often referred to as governors.

- The governing body in practice exercises the powers and carries out the duties of the Academy Trust.

- Most of the governance decisions are made collectively through a Board of Directors typically referred to as the governing body, which manage the academy on behalf of the Academy Trust.

1. Single Academy Trust	2. Multi Academy Trust	3. Umbrella Trust	4. Collaborative Partnership Model

There is only one school in a single academy trust, which is governed by one set of Articles. **The governing body of the academy has full delegated powers.**

There is only one legal entity accountable for all schools within the chain. **The multi-academy trusts have local governing bodies for each academy in the trust.**

In an umbrella trust, **each academy has its own academy trust and its own governing body,** much like the single converter model. However, there is also an **overarching academy trust which oversees the partnership work, links and strategic vision for the group.**

A collaborative partnership is an informal arrangement which does not carry any formal governance or accountability and **each academy trust carries its own governing body, but agrees to work together on particular areas of interest.**

Single Academy Trust Members Directors	Multi Academy Trust Members Directors	Umbrella Trust	Schools work in partnership together

Multi Academy Trust:
- Academy 1 Local governing body / Advisory body
- Academy 2 Local governing body / Advisory body
- Academy 3 Local governing body / Advisory body

Umbrella Trust:
- Single Academy Trust 1 Members Governors
- Single Academy Trust 2 Members Governors
- Single Academy Trust 3 Members Governors

Collaborative Partnership Model:
- Single Academy Trust 1 Members Governors
- Single Academy Trust 2 Members Governors
- Single Academy Trust 3 Members Governors

Performance of academy schools in the UK
There have been inconsistencies in relation to the success of academy schools in the UK due to various reasons including teaching quality and ineffective marking and feedback.

Some academy schools in the UK have underperformed and failed to deliver sustainable performance.

- In October 2014, National Audit Office (NAO) released a report stating that the **Department for Education (DfE) has failed to consistently tackle underperforming maintained schools and academies** despite investing at least £382 million annually.

- In September 2014, the **Academies Enterprise Trust (AET)**, a major academy chain in the UK operating 77 schools, was **heavily criticised by the Office for Standards in Education, Children's Services and Skills (OfSTED), after inspectors concluded that too many pupils are not getting a decent education.**

- Other academy schools such as Harris, City of London, Barnfield Mercers and ARK have best outcomes for disadvantaged pupils. Harris and ARK both have strong management and clear policies. The success of ARK includes the introduction of standardised systems for reporting to the centre, monitoring performance and finances. The set clear division of responsibilities with the governing body. More widely school improvement is driven by "ARKepedia", a set resource for all ARK senior school leaders. "ARKepedia" explains the chain's vision and principles, set out what it means to be an ARK school in practice, clarifies the central services offered and any related charges. It also sets out a full range of ARK policies, including those "which are mandatory and which are customisable".

Major issues observed for underperformance

Poor teaching quality, with the work set in lessons inadequately matched to pupils' abilities.

Insufficient challenge for more-able pupils and expectations that are not high enough.

Ineffective marking and feedback to pupils and not allowing them to understand how to improve their work.

Indifferent behavior of pupils with poor attitudes to learning.

Lack of urgency in taking effective action to close the gap between disadvantaged pupils and others.

When implementing the Partnership School Model, we suggest that the structure is designed to avoid these pitfalls.

Sources: 'DfE inconsistent in tackling underperforming schools, says NAO', Civil Service World website, as accessed on 17 December 2014; 'Half of schools in UK's biggest academy chain are failing pupils', The Independent website as accessed on 17 December 2014; 'Academy chains 'worse for disadvantaged children' than local authority schools', The Independent website as accessed on 17 December 2014; 'Inspections of academies in Kemnal Academies Trust', article dated 18 July 2014, Government of UK website as accessed on 17 December 2014; 'Damning Ofsted reports into academy chain schools heap pressure on Michael Gove', The Independent website as accessed on 17 December 2014; 'Watchdog criticises academy chain', Mail Online website, as accessed on 17 December 2014;

Charter schools governance model in the US

A charter school is typically governed by the school's board appointed by its founders

The Charter schools operate with freedom from some of the regulations that are imposed upon district schools.

The authorisation of charter is different from state to state, depending on the state's charter law. Generally there are four types of entities allowed to authorise charter schools — the local school board, state universities, community colleges, and the state board of education.

Governance model

The school's board is responsible for governance of the charter school, including approving budgets, hiring and firing school leaders, and setting the overall direction of the school.

Also, the day-to-day operations of the school are left to its leaders, who are required to report to the board regularly.

Structure of the charter schools (1)

Operated by **charter management organisations (CMOs)** — including KIPP, Uncommon Schools, Charter Schools USA — which are generally governed by a common local board.

26%

74%
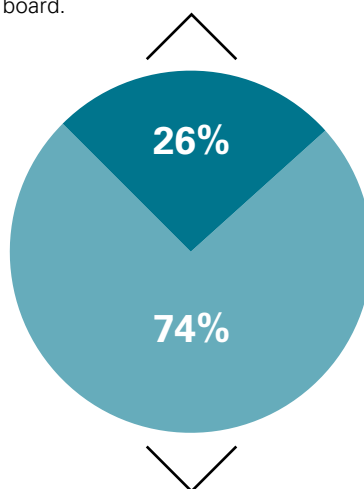
Operate in a completely **independent manner** and run by its board appointed by the charter school founders.

A school's charter is reviewed periodically (typically every 3–5 years) by the group or jurisdiction that granted it and can be revoked if guidelines on curriculum and management are not followed or if the standards are not met.

Note: (1) As per the 2014 survey by the Center for Education Reform on America's Charter schools.
Sources: '2014 Survey of America's Charter Schools', The Center for Education Reform website, as accessed on 10 December 2014; Institute of Education Sciences - Fast Facts, National Center for Education Statistics website, as accessed on 10 December 2014; 'Frequently Asked Questions About Public, Charter Schools', Uncommon schools website, as accessed on 10 December 2014; PBS website as accessed on 10 December 2014; 'Understanding the Structure of New York Charter Schools', New York City Charter School Center report, accessed on 10 December 2014; 'Maximizing Effectiveness: Focusing the Microscope on Charter School Governing Boards', National Resource Center on Charter School, USC website as accessed on 10 December 2014; KIPP website as accessed on 10 December 2014

Growth drivers for charter schools in the US

The factors like internal accountability and staff commitment have fueled the growth of the charter schools in the US

1. Internal accountability

The freedom to innovate with governance models is a signal feature of charter schools.

In most of the charter schools, the whole accountability process, from end-of-term comprehensive exams, to weekly teacher sessions sharing student work, is used to steadily improve teaching and learning.

- Schools give constant attention to refining curriculum and instruction by using the student data to make instructional changes.

If a school fails to meet the ongoing criteria for success — ranging from financial management to student performance — **its charter can be denied renewal or revoked. Therefore, performance plays a vital role in the charter schools in determining its future.**

2. Strong staff commitment

Charter schools attract teachers who strongly share the school's mission.

- The driving force behind teachers motivation is their partnership with parents, the climate of support from administrators and board members, and the opportunity to serve on their school board.

Also, to help teachers grow, many schools are now adopting the performance-based and skill-based compensation approach for teachers.

Between 2009–12, the percentage of **charter schools implementing performance-based compensation increased from 19 percent to 37 percent.**

19% > **37%**

2009   2012

3. Focus on a strong and challenging academic program

The charter schools follow various educational approaches to support the overall development of its students including **college preparatory, focus on STEM1, core knowledge2, as well as newer, technology-dependent approaches such as blended learning and virtual / online learning.**

4. Extended instructional time

The charter schools provide students with extended instructional time, such as a longer school day or a longer school year, to help them on extra learning.

The percentage of charter schools offering an extended school day increased from 23 percent in 2009 to 48 percent in 2012.

5. Maximised parent involvement in academics

Parents are often visible at the charter schools, **helping in classrooms, supervising student activities, and organising school programs.**

Also, parents serve on governing boards of directors, making policy decisions that shape the schools' operations and futures.

6. Personalisation

The charter schools offer a personalised learning environments for students

- In some schools, teachers work with the same students for two or more years in a row to develop strong relationships with students and their families to understand and meet students' educational needs.

Education governance model in Singapore

Ministry of Education
SINGAPORE

The government started its education reform process in 1997 by focusing on improving thinking skills

In 1997, the government implemented "Thinking Schools, Learning Nation (TSLN)", a key milestone in Singapore's journey to bring about improvements in the education landscape on a larger scale.

The government had recognised that global economic leadership required not just a highly educated and skilled workforce capable of doing high value added work but a workforce that would have the habits of mind, values, attitudes and skills needed to develop leading edge products and services.

So they focused in this stage on improving even further the quality of their workforce and on curriculum and instruction that would support the creativity and capacity for innovation of their students.

In order to support the TSLN vision, the Ministry of Education (MOE) launched three initiatives to promote:

- Thinking skills: Teachers were encouraged to infuse the use of thinking skills into their subjects.

- Information and communication technologies (ICT): Schools were encouraged to adopt the use of information technology so as to equip the students with ICT skills.

- National Education initiative: Aimed at developing national cohesion and developing confidence in the nation by teaching about Singapore's developmental challenges, constraints and vulnerabilities.

> **TSLN is not a slogan for the Ministry of Education. It is a formula to enable Singapore to compete and stay ahead. (1997)**
>
> Goh Chok Tong
> Former Prime Minister of Singapore

Embedded Performance Culture

- Schools set their own goals and give their own annual internal assessment, with an external assessment occurring every **six years.**

- Particularly effective teachers and administrators are identified in these assessments and are offered the chance to move into leadership roles.

- Within schools, principals are responsible for staff development, instructional guidelines and resource management.

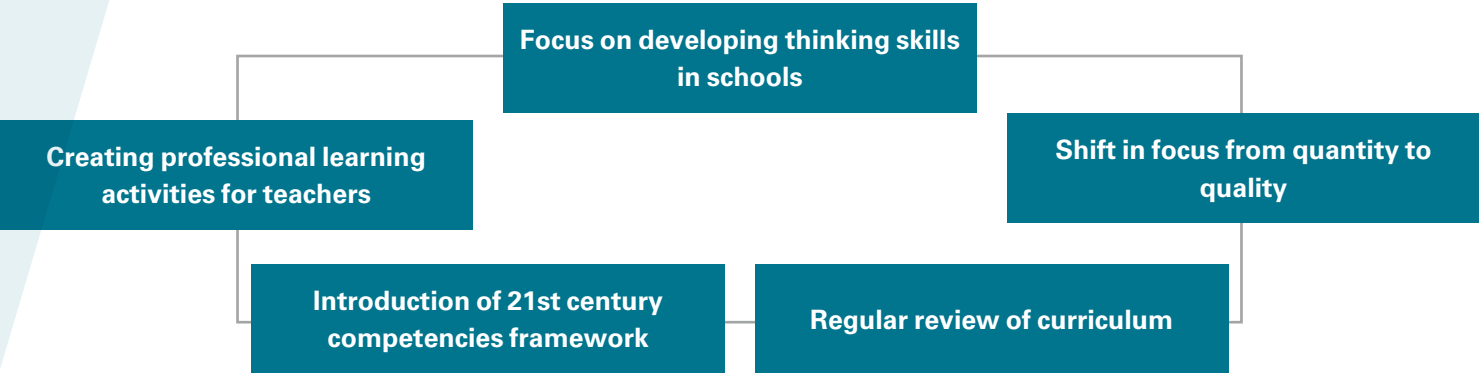- Principals are also responsible for completing teacher evaluations which can lead to bonuses.

> **The teacher is at the heart of "Teach Less, Learn More" (TLLM). TLLM is not a call for "teacher do less". It is a call to educators to teach better, to engage our students and prepare them for life, rather than to teach for tests and examinations. This is why TLLM really goes to the core of quality in education. It is about a richer interaction between teacher and student — about touching hearts and engaging minds.**
>
> (at the MOE Work Plan Seminar 2005)
> Tharman Shanmugaratnam, Former Minister for Education of Singapore

Key differentiators in the education system in Singapore

- **Focus on developing thinking skills in schools**
- **Creating professional learning activities for teachers**
- **Shift in focus from quantity to quality**
- **Introduction of 21st century competencies framework**
- **Regular review of curriculum**

Regular review of curriculum

At the subject level, the curriculum is reviewed in regular cycles to ensure alignment with developments in the discipline and national educational goals.

- The mathematics curriculum has an explicit focus on problem solving and details the teaching, learning and assessment of problem-solving skills. Students are guided to apply mathematical models and thinking to real-world contexts.

- In science curriculum, the students are provided with opportunities to engage with a scientific phenomenon or problem, collect and interpret the evidence, reason, conduct investigations and make inferences or decisions.

- Social studies reinforce the inquiry mindset, requiring students to examine evidence to support points of view.

Collectively, these approaches helped students to become more adept at inquiring, culling relevant information to create new knowledge, experimenting with alternatives, and working with uncertainty when dealing with unfamiliar problems.

Performance of students in Singapore based on 2009–12 PISA results

	Mathematics	Science	Reading
Change	+11	+9	+16
2009	562	542	526
2012	573	551	542
	MEAN SCORE	MEAN SCORE	MEAN SCORE

Sources: 'PISA 2009 Results: What Students Know and Can Do', OECD website accessed November 2014; 'PISA 2012 Results: What Students Know and Can Do', OECD website accessed November 2014; 'PISA 2012 Results in Focus', OECD website accessed November 2014;

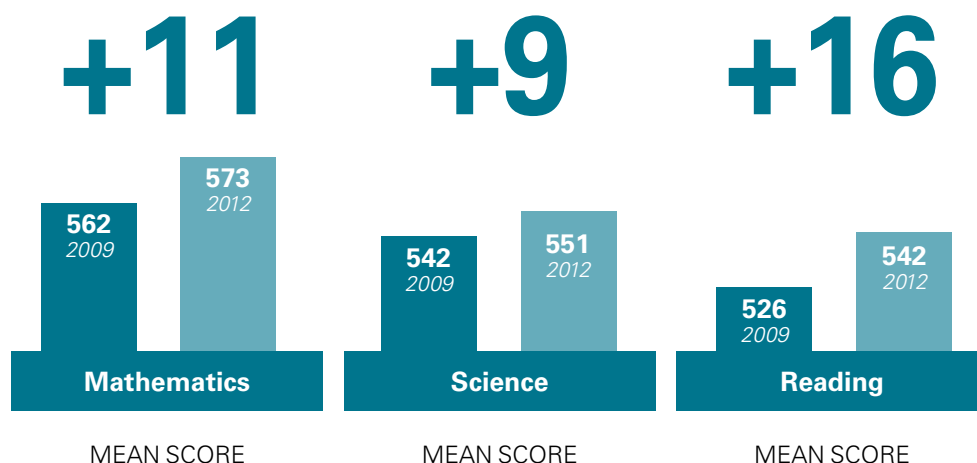## Creating professional learning activities for teachers

The government has been involved in various programs to develop the skills of its teachers

The government provides a strong support for teachers' professional learning throughout their careers.

The Academy of Singapore Teachers and the specialised teacher academies lead in developing teacher capacity across all schools.

- Professional learning activities include **mentoring beginning teachers, in-service teacher training, and the establishment of teacher-learning communities** to promote teacher collaboration.

- In addition, **the Ministry's curriculum officers and subject specialists work closely with Master Teachers** in the academies to support teachers in developing classroom resources and teaching strategies.

The Ministry and National Institute of Education (NIE) also offer scholarship opportunities for teachers seeking MA and PhD degrees in Singapore or abroad, either full- or part-time.
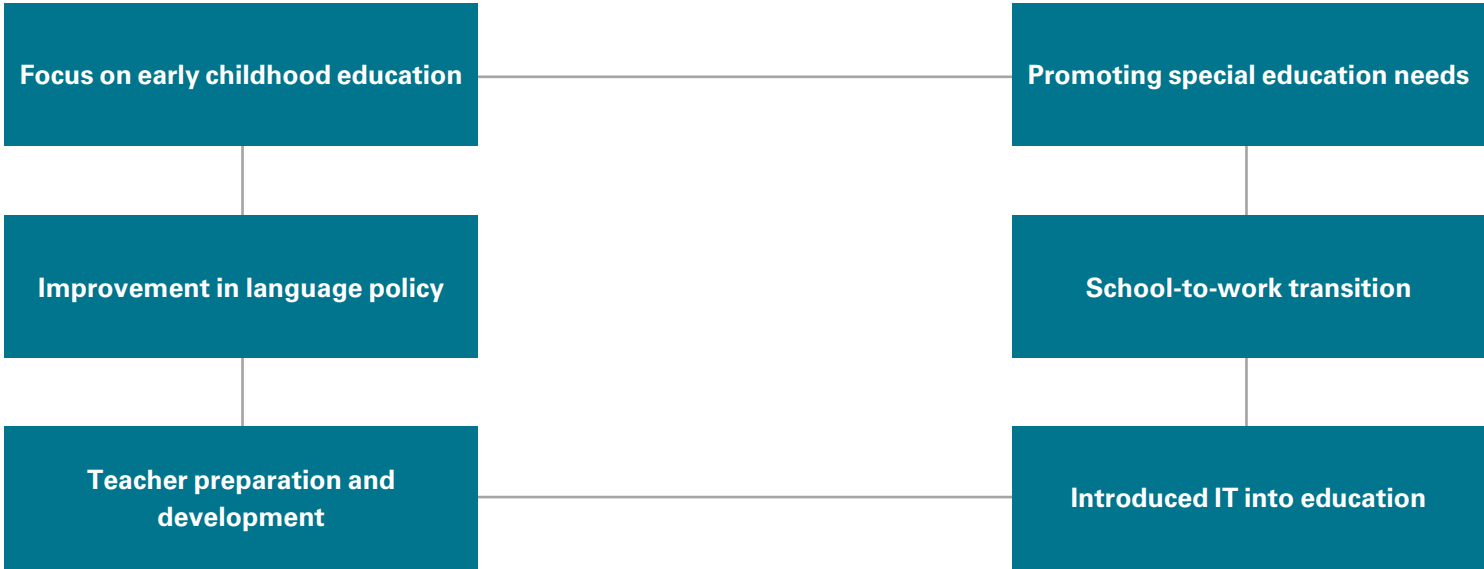
To keep pace with change and be able to constantly improve their practice, **teachers are entitled to 100 hours of professional development per year, mostly at no cost to the teacher.**

Teachers in Singapore have higher participation rates than average for a number of PD activities, including courses and workshops (93%), education conferences (61%), in-service training in external organizations (17%).

Education governance model in Hong Kong

In Hong Kong the following key differentiators were highlighted in terms of their education system focusses on:

Focus on early childhood education	**Promoting special education needs**
Improvement in language policy	**School-to-work transition**
Teacher preparation and development	**Introduced IT into education**

Focus on early childhood education

The government in Hong Kong has been very supportive for childhood education and have initiated various schemes to support it

- The Government **has extended free education** in public sector schools from nine years to 12 years as from 2008–09 school year.

- The **Pre-primary Education Voucher Scheme** was introduced in 2007–08 to provide **direct fee subsidy** for parents to meet school fees for kindergarten education of their children.

- The government has built specific kindergarten facilities in public housing estates to ensure access to these programs; these schools are also eligible for **government rent discounts**.

- The government provides school lunch subsidies as well as a **Community Care Fund** dedicated to creating cross-boundary learning experiences to expand the perspectives of low-income students.

- Other programs include **after-school learning and support classes,**

the Committee on Home-School Cooperation, the Health School Policy and crisis management guidance. These programs are dedicated to educate parents about the importance of their role in their child's education, promoting physical wellbeing and intervening in troubled situations.

Improvement in language policy

The government invests heavily in training students biliterate and trilingual to facilitate the learning

Initiatives

To facilitate effective learning, the Government has been promoting the use of the mother tongue, Chinese, as the principal medium of instruction (MOI) for local schools.

- After Hong Kong's handover to China in 1997, the language policy of "bi-literacy and tri-lingualism" was conceived and implemented by the Government of the Hong Kong Special Administrative Region (SAR).

- The fine-tuned MOI arrangements for secondary schools were implemented from Secondary 1 in the 2010–11 and progressed each year to a higher form to cover the entire junior secondary levels.

- The fine-tuning enabled schools to devise school-based MOI arrangements professionally with regard to their individual circumstances to increase students' opportunities to be exposed to and to use English to enhance their English proficiency.

However, both Chinese and English are the official languages in Hong Kong, and the Government invests heavily in training students to be biliterate (Chinese and English) and trilingual (Cantonese, Putonghua and English).

Teacher preparation and development

The factors like recruitment of teachers and their professional training are taken seriously to maintain the quality education

Qualification and recruitment

- To gain admission to a teacher education program, candidates are assessed on their knowledge of various subjects through practical tests, and typically must undergo at least one interview to assess aptitude for teaching and **fluency in both English and Chinese**.

- In addition to subject-based learning, teachers are also expected to leave the program with **several skills crucial to running a successful classroom**, including good communication skills; a positive attitude toward teaching, learning and working with other people; sociability; physical and psychological well-being; and assertiveness, flexibility and adaptability.

- **The Hong Kong Examinations and Assessment Authority (HKEAA) and the Education Bureau (EDB) announced hold the Language Proficiency Assessment for Teachers (LPAT) annually.**

- Unlike just 20 years ago, the majority of teachers at both the primary and secondary levels have a **bachelor's degree or higher**. Also, the majority now have also completed official teacher training.

Professional Development

- **Formal professional development courses are offered** through the Hong Kong Institute of Education, the Hong Kong Baptist University, the Chinese University of Hong Kong and the University of Hong Kong.

- These courses range from **short, in-service education programs to longer post-graduate degree programs**.

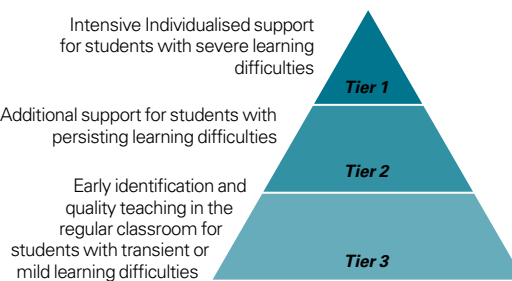## Promoting special education needs

The government believes in 'Education for All', and have various policies in place to help students requiring special assistance

Education for Disable students

- In Hong Kong, there are **60 aided special schools**, including a hospital school (operating classes at 18 hospitals), places for children with visual impairment, hearing impairment, physical disability, emotional and behavioral difficulties and intellectual disability.

- The EDB (Education Bureau) **provides additional resources** and professional support for public sector ordinary schools to help them cater for students with SEN (Special Educational Needs).

- Schools are required to deploy the resources flexibly and adopt a **Whole School Approach** to provide appropriate school-based support services for these students.

Three-tier support model

Education Bureau's guidelines for school teachers to cater for the needs of students with different level of disabilities

Intensive Individualised support for students with severe learning difficulties — **Tier 1**

Additional support for students with persisting learning difficulties — **Tier 2**

Early identification and quality teaching in the regular classroom for students with transient or mild learning difficulties — **Tier 3**

Education for Non-Chinese Speaking (NCS Children)

- For students who do not speak Chinese upon arrival, the government has designated **19 primary and 9 secondary schools** as Chinese Language Learning Support Centers. These schools have additional curricular resources and run **summer bridge programs and after-school Chinese classes.**

School-to-work transition

The role of vocational education has increased over the last years, and the students are now encouraged to pursue such opportunities

Vocational Education

- Vocational Education in Hong Kong is directed by the **Vocational Training Council**, which works in conjunction with the Hong Kong Institute of Vocational Education, the VTC School of Business and Information Systems, the Hong Kong Design Institute and the Youth College.

- In 2008, the government began providing funding for full-time vocational courses for students between the ages of 15 and 18, hoping that this would **encourage students who would otherwise have dropped out** of school to continue their education.

Qualifications Framework

- The QF was launched in 2008, and provides a transparent and accessible platform to promote **lifelong learning** and hence **enhancing the competitiveness** of the workforce in Hong Kong.

> **Vocational education plays a crucial role in nurturing and supplying talents with the required skillsets in response to industry needs, hence it is important to sustaining the long-term development and competitiveness of industries in Hong Kong. I am very grateful for EDC members' insights on the current vocational education system in Hong Kong.**
>
> (The Economic Development Commission (EDC) meeting, 19 November 2014)
>
> C Y Leung, Chief Executive of the Hong Kong Special Administrative Region

Sources: Hong Kong, The Center on International Education Benchmarking website; Teacher Quality: The 2013 International Summit on the Teaching Profession, Asia Society, accessed 24 November 2014; Language Proficiency Assessment for Teachers, Education Bureau website in Hong Kong, accessed on 25 November 2014

Introduced IT into education

The government is quite positive on implementing new strategies related to technology into the education system to reduce the burden on teachers

The Government launched the first, second and third IT Education Strategies in 1998, 2004 and 2008 respectively.

Strategy #1 and #2

- Focused on the enhancement of IT infrastructure and on empowering learning and teaching with IT.

Strategy #3

"Right Technology at the right time for the right task"

- Aimed at reducing the burden on teachers integrating IT into their core activities, from lesson planning to assessment of students, continuing to sharpen teachers' IT pedagogical skills, enhancing students' information literacy, generating a favorable IT environment at the school level, and equipping parents with the skills to guide their children to use the Internet safely to learn at home.

> **Entitled 'Realizing IT Potential, Unleashing Learning Power', student learning is central to ITE4, the goal of which is to unleash the learning power of all our students to learn and to excel through realising the potential of IT in enhancing interactive learning and teaching experiences…**

e-Learning

The Government has also been focusing on promotion of e-Learning in schools, including the development of e-Learning resources for the enhancement of learning and teaching.

- Provision of one-off grant to schools for purchasing e-Learning resources in the 2010–11

- Launched a three-year Pilot Scheme on e-Learning in schools starting from 2011

- Promotion of awareness of health and copyright issues related to the use of digital resources and devices.

Also, the government has built the **EDB One-stop Portal for Learning and Teaching Resources** for all subjects from primary to senior secondary levels.

5 Appendix A – Terms of the Review

The objectives for this engagement, were set out in our engagement letter dated November 3, 2014, to provide a review of the public education system, and to determine what changes could be made to drive further system-wide improvements, which will result in improved educational outcomes for students. Further, the review was expected to identify options that could be pursued to establish a new governance role for the private sector in education.

Limitations to the Scope of this Review

This report is being provided in accordance with the terms of our engagement letter and its attachment dated November 3, 2014 ("our Engagement Letter"). KPMG in the Cayman Islands ("KPMG") was appointed to perform a review of the public education system of the Cayman Islands, to determine what changes could be made to drive further system-wide improvements, which will result in improved educational outcomes for students. This report is subject to the terms, conditions, qualifications and restrictions contained in our Engagement Letter and herein.

In preparing this report, we have necessarily relied upon unaudited data and other information supplied, and representations made to us over a limited two week period of field work. We have not independently verified the accuracy or completeness of the information or representations, conducted an audit, nor are we providing any form of assurance. The procedures we performed are limited in nature to those outlined herein. As such, our work may not necessarily disclose all significant matters about the project, any errors, misstatements, or irregularities if such exist in the underlying information.

We have acted as facilitators to assist the Ministry of Education, Employment & Gender Affairs (the "Ministry") in reaching any decisions about changes to the public education system. These decisions about improvements to the public education system will be made by the Ministry and the ultimate responsibility for these decisions will remain with the Ministry. We will not assume any responsibility or liability for any costs, damages, losses, liabilities or expenses incurred by anyone as a result of the decisions reached or actions taken in connection with the Ministry's decisions about the public education system.

Confidentiality

This report is strictly confidential and has been prepared for the Ministry of Education, Employment and Gender Affairs. It is issued in accordance with the terms of engagement agreed between the Ministry and KPMG.

It should not be shared with any third party organisations without prior written consent from us. Our analysis and advice is intended solely for the Ministry's internal use and may not be edited, distributed, published or relied upon by any other person.

Any party, other than the Addressees who obtain access to this report, or a copy, and choose to rely on this report (or any part of it) will do so at its own risk. To the fullest extent permitted by law, KPMG owes no duty to any parties other than the Addressees, whether in contract, in tort, under statute or otherwise (including negligence) in respect of this report, for its work or for any judgments, findings, conclusions, recommendations or opinions that KPMG has made.

The report cannot in any way serve as a substitute for other enquiries and procedures that you would (or should) otherwise undertake and judgements you must make for the purpose of satisfying yourselves regarding any matters of interest to you in the Report or for any other purpose in connection with our interests.

Methodology

In undertaking this study we have adopted the methodology agreed at the outset of the engagement, incorporating a mixture of desk analysis and direct fieldwork. This has included:

- Project initiation
- Document review and data mining
- Stakeholder interviews
- Focus groups and workshops
- Providing the final written report

The desk top analysis for the review examined a range of documents supplied by the Ministry of Education, Employment and Gender Affairs and the fieldwork has included visits to schools, interviews with key stakeholders as identified by the Ministry and a series of interrelated workshops exploring the imperatives for change and how such change might be achieved.

Acknowledgements

We wish to record our appreciation to all those who contributed to this review.

Appendix B - Stakeholder Interviews & Workshops

As part of the independent review of the Cayman Islands' public education system we have undertaken a series of stakeholders interviews/forums in order to gather views on the current provision, views on what is required to meet the demands both now and in the future, as well as to gain perceptions about the education system in relation to its vision and ethos, mission, performance and structure.

The stakeholders were made up of 4 constituent groups:

- Parents/PTA Members

- Teachers

- Principals

- Employers

Stakeholder interviews lasted up to 2 hours and were structured to gather information, views and perceptions on the current education system. *(A copy of the questioning instrument is attached in Appendix C).*

The workshop series we conducted with key stakeholders and decision makers were designed to explore the issues within the education system and to provide a starting point for informed decision making about what changes might need to be made to improve the education system.

Where those interviewed have requested that the anonymity of their views and perceptions be preserved we have respected these requests. In the case of any stakeholders where individual identification has been necessary, the views attributed are those which we believe the stakeholders were willing to have recorded within the review document.

Appendix B documents the outcomes and views of the stakeholders interviewed; it does not represent the views of KPMG. No analysis of the views has been undertaken as part of this report, although the key themes emerging from the interviews have been utilised in the various sections of this report.

There were a wide range of recurrent messages that came out of the stakeholder interviews/forums. These included:

- A lack of trust across the education system and between stakeholders. This was the most repeated theme coming through from all elements of the stakeholder interviews/ forums, school visits and workshops. This lack of trust was primarily attributed to the lack of openness and clarity about many aspects of the education system and previously planned development.

- Fear was another theme that reoccurred at frequent intervals during the stakeholder interviews/forums. In the main this fear was attributed to the culture and practice within the sector. It was widely felt that too often agendas were driven by personal prejudice and preference rather than by what would be best for schools and learners.

- Frustration that the system as a whole is too inflexible. Practitioners are not able to respond in a timely and targeted way to the individual needs of children and specific circumstances.

- This inflexibility also pertains to the way funding and other critical organisational. An example frequently cited was the allocation of funding for learners identified as having SEND, with block funding for schools rather than an assessment of SEND within each school.

- Parents, Principals, teachers and employers who we interviewed felt that there was too much 'day-to-day' interference in the running of schools from the Department of Education.

- Considerable support was expressed by stakeholders for change to the system as well as the curriculum. This included a clear willingness on the part of the education practitioners to explore changes to pedagogy and the way learning is supported.

- Stakeholders also commented on what was widely seen as inequality of access to scholarship funding that enables progression to Level 3 programs.

Parents/PTA Members

There is a general perception among stakeholders and the public that there is some progress in the education system and that significant work has been done, particularly in recent years with literacy and numeracy to improve basic functional skills.

It was stated that the data provided would indicate that schools have virtually doubled their performance against critical measures (e.g. in the percentage of young people attaining 5+ Level 2 qualifications including English and Maths and in literacy and numeracy measures). However, it was noted that this achievement still leaves measures against international

benchmarks behind those countries leading the world in educational change, development and improvement.

There appeared to be some anger and frustration at a lack of high quality resources, not just the amount, but the frequency of use. This was particularly aimed at the quality of teaching, where it was stated that there were too many 'poor' teachers in the sector, but also included issues, such as un-targeted funding for learners with SEND.

Stakeholders stated that their children are capable of achieving greater standards and aspirations than what can be achieved in the current system. This was attributed to the quality of teaching, but also concerns were raised about how the data collected regarding potential and actual performance was used.

Parents suggested that they were being given the wrong impression by the data relating to attainment (increasing levels of achievement). Experience of working with their children indicated that they had too often not actually reached the levels claimed by the data.

There was a strongly held view that Caymanian children should be able to perform as well as any children in any part of the world. Some stakeholders saw this as a fault of the Ministry in the education system. Others felt it was a combination of too low parental aspiration and the education system not being effective to counter this.

A lack of a sufficiently strong 'praise structure' for the 'heroes'; those that try and work hard. This was borne out by observations during school visits.

A very strong view expressed that more work needs to be done to engage with parents to provide the 'right' parameters that encourage their children to engage and become a constructive part of the school community.

Teachers

There was concern expressed by some teachers about what is seen as the inequality of treatment of teachers in relation to their contracts. This is an area of major concern and took up a considerable amount of time during the interview/forum session.

There was strong aspiration evident for the growth and development of the education system. The teachers interviewed were all enthusiastic to play an active part in exploring possible change engendering, embedding a curriculum model, and a changed pedagogy that would prepare learners for the future world they will find themselves in.

Principals

The aspect of this interview/forum that really shone out was the strong aspiration for an improved and fit for purpose education system. The Principals who we interviewed were of the view that a changed system had the ability, if delivered well, to meet the current and future needs of the children in the Cayman Islands.

A clear agenda to create more autonomous roles for Principals as leaders of their own leadership teams and schools was desired.

All Principals we interviewed stated that they could be more effective if there was less interference from Ministry and DES officers and if political agendas were not the main drivers of educational vision and direction.

A number of Principals interviewed expressed the view that they wanted to be trusted as professional educators who were more in touch with what their children and their communities needed most urgently, particularly on an operational basis.

They stated that they recognised the needs for checks and balances, but suggested this should be done through clear government policy and related policies and procedures for each school (based on agreed guidelines).

Doubts were raised about the security and efficacy of student and school performance data, not least because there has been no third party, objective validation of the process for collecting, analysing, and presenting the data. There are major concerns that the same team of senior government officers that work to improve performance in schools are also responsible for defining the data collected, collecting, processing and validating this data.

The model of school governing bodies was discussed and Principals were interested to find out more about what the parameters of this would mean and the potential impact on their relationship with government. Some concern was expressed about finding and appointing the 'right' people to be governors. There could be some communities where certain influential individuals might see this as an opportunity to 'control' their local school.

Employers

A number of the employer stakeholders stated that the greatest issue for them was a lack of trust about how the education performance data was being used to illustrate 'successes'.

It was stated that although critically this related to the overall performance at the end of Key Stage 4, an even greater problem existed around literacy and numeracy at other levels. Having obtained data through a Freedom of Information request one group of employers stated that they had a concern about the validation of the data and the analysis of what the raw data shows.

For those stakeholders who were engaged directly with high schools in voluntary literacy and numeracy support it was stated that their direct experience of the actual levels young people were at did not reflect the data provided.

There was a strong desire and aspiration from the employers, who we interviewed as part of this project, to be more fully engaged in a conversation about what education is for, and how it prepares young people for the world of

work. There is a strong perception that young people lack many of the fundamental skills necessary for the work place and that this was to some degree the result of an almost entirely academic focussed school curriculum model. Employers showed an interest in collaborating with other stakeholders to provide an input into the design of curriculum content and structure, as well as a contribution to supporting the learning of students in contexts other than just school.

We were informed by business and commerce stakeholders that they were also keen to back schools financially, as well as with their expertise. They were willing to support changes to education and learning ventures where they are confident these will respond to needs and have a significant impact.

Workshops

Two different groups of educators and Ministry officers engaged in three workshops each. These provided a 'vehicle' for progressive thinking and planning related to possible changes to the education system, to bring about significant improvements in performance and progression outcomes, as well as how this change might be brought about and how the 'success' of any change might be measured.

The opening workshop explored the need for a new vision of education; one that would match more closely those visions that have brought about change in many of the countries across the world who are leading educational change and improvement. During this workshop we initially explored how curriculum context and structure might beneficially change to better meet the needs of children and young people as they prepare to face a world where change and development becomes more and more rapid. This exploration was built around what skills and competencies, knowledge package, and personal qualities and strengths young people will need to be 'successful' in the world they will find when they leave formal education; whether to enter higher education and/or the

world of work (preferably with continuous training and professional development).

The workshop concluded that a significantly changed curriculum offer was required. It was suggested that the system needed to move to one that provides opportunities for children and young people to develop critical skills (such as thinking skills, problem solving skills, and the ability to work effectively as part of a team), personal strengths (such as persistence, empathy, and resilience), as well as a much more carefully thought through and designed knowledge and understanding package based on subjects.

Any skills and personal qualities development needs to be a part of the curriculum offer from early years right through to a more robust and comprehensive Level 3 program. This would include academic, vocational and occupational programs of study that could be mixed and match to meet individual learner needs.

The workshop explored the potential and benefits of a curriculum structure that enabled genuine personal progression pathways (Stage NOT Age progression). Such a re-structure would enable each individual learner to progress through the various areas of the curriculum at a speed that challenges and stretches them, but never leaves them behind.

Potential benefits of considering more comprehensively what we know about how the brain works and therefore how we learn best was considered. The pedagogy (learning and teaching methodology) that is used currently in most schools and teachers is primarily a continuation of the pedagogy used when public schools were first designed. Research has suggested that this style of learning suits those who are audio learners (i.e. around 15-20% of learners).

We therefore explored pedagogy that was 'learner focussed' rather than 'teacher led' and had as its premise 'personalised learning' rather than the 'one-size-fits-all' learning based on

groups or cohorts set by age, where learning is designed for 'the group' with some limited degree of 'differentiation'.

The workshop resulted in some powerful and far reaching ideas and proposals that will need to be followed up, explored further and developed for application and implementation in schools across the Cayman Islands.

There was clear evidence that the majority of participants responded to the imperative for change in a positive way and were keen to take on board some of these ideas and begin to implement them. This was particularly strong among Principals who had a clear understanding of the imperatives for change in order to meet future needs.

The follow-up workshop explored the need to set clear educational Key Performance Indicators ("KPIs") for any program of change, to be able to demonstrate progress and improvement in performance, and positive progression of students into higher education and/or employment. The workshop also began to identify what those KPIs might be and how relevant evidence to demonstrate 'success' might be captured.

The final workshop outlined a planning 'tool' (Transformation Mapping or T-Mapping) which enables a complex project/program, such as the imperative to make significant changes to a national education system, to be broken down into clear, discrete and manageable tasks (projects strands) that can still be 'seen' and managed as part of the more complex whole.

Both these activities need to be picked up and concluded by the Ministry with the relevant stakeholders. Clear pathways for future development and change have been identified with clear signs that most of the major stakeholders have 'bought into' the ideas and concepts we have begun to develop.

See appendices D to I which contain fundamental details from the workshops.

Appendix C – Stakeholder Questioning Instrument

KPMG Cayman Islands

Questioning Instrument for the Cayman Island Primary School Education Review.

November 2014

INTERVIEWER PLEASE NOTE:

THE PURPOSE OF SEEKING THE VIEWS OF STAKEHOLDERS IN THE CAYMAN ISLANDS RELATING TO PRIMARY SECTOR EDUCATION IS NOT TO SET 'EXPECTATIONS' OF STAKEHOLDERS BUT TO EXTRACT VIEWS AND PERCEPTIONS THAT WILL INFORM FUTURE GOVERNMENT PLANNING.

Please make clear to the interviewee that the information provided in the interviews will be recorded in a Stakeholder Section in the final report to government ministers. The report of their interview will however not be published. Let the interviewee know that if there are contextual or other issues that the interviewee thinks we should know, but does not want included in the final report, they should indicate this to you so that you do not include them in the Stakeholder Section of the final report.

This is not a questionnaire. It is a list of topic headings to be explored and discussed with the stakeholder based on key issues and parameters around Primary Education. Please explore these with the interviewee along with any other relevant information that may be raised during your discussions.

Please use the given headings when writing up your interview notes so that they can be cross referenced into the Stakeholder Section in the final report.

Organisation:

Date of Interview:

Interviewer:

Introduction

KPMG in the Cayman Islands has been commissioned by the Cayman Islands' Government to carry out a review of the Public Primary Education system in the Cayman Islands. This review is to explore, analyse and provide information and data on this system that will enable the Ministry of Education, Employment & Gender Affairs to maintain and plan for any potential future development.

The information and data collected will be used to inform the Government's vision and ambitions for ensuring Cayman Islands children and young people have access to the very best preparation for life and work within a local and global context.

The primary objectives of the review are to:

- Explore and understand current performance, achievement and stakeholder satisfaction with existing public Primary Education set against historical and international benchmarks.

- Conduct a 'gap-analysis' to ascertain desired educational outcomes and stakeholder needs.

- To identify those skills and key competencies, the essential knowledge package and those personal qualities and strengths that children and young people will require to become successful as learners and then in the world they will find when they leave school.

These will be further explored through workshops and focus groups.

- To provide international case studies of effective changes to curriculum content, structure and organisation that reflect the changing global demands being made on education; including the changed pedagogies and assessment methodologies that are associated with these.

- Explore and analyse the transferability of alternative 'model' for delivering public education such as some 'best' and 'next' practice being developed in the UK.

An important part of the review is to conduct a consultation exercise with the key stakeholders to gather their views on the current provision, and what is required to meet demands in the future. We would like to invite you to be part of the stakeholder interview process.

We have produced a number of key questions that we would be very grateful if you could respond to in order to provide us with information which will inform our final report and recommendations.

1. Context

(The aim of the context section is to get a broad overview of the stakeholder organisation being interviewed and does not need to be too detailed)

1. Overview of organisation?

2. What type of organisation are they, what do they do?

* What do you think is the strategic vision and mission of the education system?

2. The vision, mission and ethos of the Cayman Islands education system

- What are the current significant strength and weaknesses of the system?

  – Primary sector.

  – Secondary sector.

  – Further education sector.

- What do you think the government should be aiming to achieve in terms of an overall vision and mission?

- How do you think they might best go about doing this?

- What do you perceive as the potential barriers to achieving this?

3. The strategic direction of the education system

- To what extent do you feel the education system meets the current and future needs and priorities of:

  – Learners.

  – Employers.

  – Parents/carers.

  – The communities' children and young people come from.

Be specific about the Primary School system.

- Explore:

  – What skills and key competencies are important?

  – What the core knowledge package should be and what qualifications might best evidence this.

  – What personal qualities/strengths, characteristics are important.

  Is there a different focus/set of priorities for primary and secondary levels?

- Are you aware of alternative frameworks and governance models for delivering public education? If so which do you feel might provide a good 'fit' within the context of the Cayman Islands?

- What could the government do to increase participation in continued learning and training post 17/18, promoting high level

progression aspirations and achievements in education and in training with a job?

4. Priorities

- **What would you suggest should be the key curriculum priorities in the Primary Sector?**

    – Literacy/Communications skills.

    – Numeracy/Application of Number skills.

    – IT literacy.

    – Research/study skills.

    – Visual Literacy.

    – Critical thinking skills; including analysis, evaluation and synthesis.

    – Resilience/Persistence/Perseverance.

    – Raising expectations/aspirations.

    – Tolerance.

    – Empathy and understanding.

    – Problem solving skills.

    – Independent thinkers and learners; Improving your own learning and performance.

    – Working with others skills/ Interpersonal skills/Team Working skills.

    – Interpersonal skills.

    – Work ethic.

    – Planning and managing time and work.

    – Health & Safety knowledge and sense.

    – Initiative.

    – Enthusiasm.

    – Developing a 'can-do' attitude.

    – Flexibility.

    – Self-reliance.

    – Self-confidence.

    – Subject knowledge.

- What priority should be placed on the quality of learning and teaching?

    – Is the current system teacher-led or learner focussed?

    – What kind of learning and teaching practice/pedagogy do Primary School children experience?

    – Should this have a different focus?

    – What kind of assessment is most prevalent and what does it focus on?

    – Do you think there would be benefit from teachers being qualified to Masters Level?

5. Quality of Provision

- In terms of what you know about international levels and progress at the Primary School level what is your perception about:

    – Literacy levels.

    – Numeracy levels.

    – Levels of IT skills.

    – Children being independent learners.

    – Aspiration of the school leaders and teachers.

    – Parental support and aspiration.

- Are you aware of what standardised assessments of children abilities are made when they enter Primary School education? If so what are they?

- Are you able to access information about progress and achievement of children at the point they leave Primary School and move to High Schools?

- Do you feel that that impact of the work the schools do enhances social cohesion and inclusion?

- Do you feel that there are strong links between the primary and secondary sectors?

- Are local employers and business involved in collaborative activity with the Primary Schools? If so what activity are you aware of/involved in?

- The main competitors will be private primary school provision on the Cayman Islands. How do you feel the public school provision compares?

- Do you feel a stronger element of public and private collaboration would benefits the system? If so what activity might have greatest impact?

- Are you aware of the Continual Professional Development teachers engage with? If so can you outline what it entails? Is this sufficient? If not how could it be improved?

6. International Context

- Do you feel that the current attainment and achievement of Primary School pupils compares favourably internationally?

- Are you aware of other international models and/or approaches that you feel would be pertinent for consideration in the Cayman Islands' context?

7. Other issues that were raised during the interview

Note here any other issues that were raised during the interview that will be useful and/or are relevant to the review.

Appendix D - Results of Visioning Workshop

The Results of the Visioning Workshop Activity. "What a young person needs to be 'successful' in the world they will find when they leave school".

The table identifies those elements/aspects that will help a young person to be a success in the world when they leave school. The responses have not been edited and the various elements have been placed in more than one category and put into a table to show frequency. Some responses are signficant in that they demonstrate some degree of confusion about what might be defined as skill, as knowledge and/or as a personal strength.

For example "focused" appeared in 2 group's responses, but was placed by one group in the knowledge package column and by the other in the skills/competencies column. Is it a skill that needs to be applied in order to be more successful with managing knowledge, or knowledge that can be learnt in the same way time's tables can? Another issue was where to place literacy and numeracy. Are they essential knowledge in themselves, or application skills that enable us to use maths and language structures, formulas and forms to solve problems?

Using such analysis we would conculde that many of the elements placed in the knowledge package column are not knowledge items, but skills and/or personal qualities. This is an important construct to come to terms with as it illustrates some of the confusion around questions such as what education should be and what it should consist of. Being clear about what is subject knowledge and what are skills is a strong step towards being able to design a cirriculum model that serves the needs of learners, rather than the intellectual capital of academics.

Skills/Competencies		Knowledge Package		Personal Qualities	
Creative	8	Smart/intelligent/academic	4	Hard-working/diligent	2
Inventive		Focussed		Risk taker/courage	3
Fast thinker		Reader		Tolerant	4
Problem solving	7	Self-controlled		Cooperative	2
Reader	2	Responsible		Balanced	2
Well-rounded		Understanding/able		Respectful	7
Pro-active		Respectful		Independent	5
Focussed/able to prioritise	2	Balanced		Empathetic	4
Ability to work with maths/numerate	4	Cooperative		Dedicated	
Ability to read and write/literate	4	Pass tests/examinations	2	Reader	
Hard working	2	Team work		Persistent	3
Inquirer		Algebra		Proud	
Disciplined	2	Responsible		Sympathetic	2
Driven		Reading and writing/literate	5	Self-disciplined	
Skilled		Educator		Responsible	3
Listener	3	A leader		Ambitious	2
Respect		Brain		Honest	
Confident		Easy to understand		Caring	3
Teamwork	2	Updated		Loving	

Skills/Competencies		Knowledge Package		Personal Qualities	
Algebra		Flexible/adaptable		Determined	
Independent		Conflict resolution	2	Peace	
Satisfaction		Creative thinkers		Patience	
Time management		Numerate	2	Confident	3
Skillful/practical skills	2	Cultural intelligence/awareness	3	Team work	
Talented		Good communicator		Identity	
Collaboration	4	Global awareness	2	Thoughtful	
Communication	4	Technologically savvy/understanding	2	Satisfaction	
Networking	2	Problem solver	2	Cool	
Conflict resolution	2	Independence		Who am I	
Information technology		Ethical/moral		Outstanding	
Curiosity		Modern foreign language aware	2	Be the best you can be	
Resilient		Risk taker		What I want to do	
Empathetic		Socially responsible		Kind	
Technologically savvy/skills	2	Curious		Polite	
Articulate		History, heritage and culture		Ideas	
Relates well to others		Social awareness		Unique	
Competitive		Know how to learn		Easy to understand	
Academic				Social awareness	2
Resourceful				Amazing	
Critical thinking				Willing to try	
Social skills				Ready	
Analytical skills				Emotional intelligence	3
Procedural thinking				Collaboration	5
				Flexible/adaptable	3
				Networking	
				Creative thinkers	2
				Optimist/positive outlook	2
				Ethical/moral	4
				Motivated/self motivated	4
				Curious	2
				Resilient	2
				Appreciation of the arts	
				Reflective	2
				Humility	
				Competitive	
				Ability to compete	
				Trustworthy	
				High self esteem	
				Integrity	2
				Cultural awareness	
				Problem solver	
				Socially responsible	2
				Commitment	
Total	**79**	**Total**	**51**	**Total**	**115**

Many elements appear in a number of columns. The various ways in which we function are complex and interdependent. These elements identified should highlight to educationists the false paradigms that are created by our tendency to place various elements of the curriculum and learning into silos. As an example the interdependence of Maths as a subject on the skills of numeracy and the 'real' world of problem solving using application of numbers are **not** made clear to learners in the current education system.

Appendix E - Summary of the Vision to Reality Workshop

This explored what a changed vision might 'look' and 'feel' like in practice

Curriculum

This group produced their thinking with a focus on Key Stage 4 and took the 'look' like and 'feel' like terminology as a way of organising their thoughts.

Look

- Development of the 'virtual' classroom.

- A range of stakeholder involvement in the design of the curriculum.

- Problem solving project-based approaches to learning rather than subject-based.

- Vertical groupings based on ability and critical period of learning (readiness).

- Range of identifiable skills and different learning environments.

- Learning delivered by non-teachers; by experts in their field.

- Learning environments designed for a wide range of different types of learning, for example with 'break-out' spaces.

- Flexible school day, e.g. from 8am to 8pm.

Feel

- Personalised.

- Full support from the community towards Learning and Teaching.

- Application of knowledge and experiences to a variety of settings.

- Collaboration between learners, teachers, employers and community.

- Students feel a sense of achievement/ success within their ability.

- Learning not just confined to the classroom. A sense of life-long commitment to skills and advancement.

- Well-rounded for the 21st century.

- Education accessible for all – adults, children and young people.

- Informed decision making about progression pathways. Young people feeling 'in charge' of their own destinies.

Learning and Teaching

- Teaching practice:

  - Competency based

  - Increase of project-based activities

  - Stage not Age for some schools

  - Collaborative working

- Impact:

  - Collaboration – teachers, specialists, parents/carers, community, employers, etc.

  - CPD (will be essential in supporting teachers to make changes to the way they think and work)

  - School/classrooms without borders.

- Specific Provisions:

  - Meeting individual needs through different activities, learning styles, personal goals, addressing personal interests and aspirations.

- Transitions:

  - CPD

  - Sharing 'best' and 'next' practice

  - Changing expectations.

- Focus on learning; with this being more 'open'. There will need to be clarity about outcomes, how teachers function as guides (through questioning for example),

a re-structure of how the curriculum is delivered, guided re-invention, etc.

- Learning to focus on the development of meta-cognition. This could be a low cost change that would have a huge impact. (Deep learning).

- Learning should be within the context of integration, application of knowledge and understanding, relevant content (delivered in real world contexts) and a connected curriculum.

- Significant change will require a major shift/change in teachers constructs about their role and development of a whole range of new skills.

- The development of IT support will be critical to support assessment, recording achievements and communication to ensure strong relationships between partners. Quality assurance will depend on such support.

- Trust within the profession will need to be strengthened. Decisions about accountability and how performance in measured will be critical. This is relevant in the context of relationships with 'politicians' and all the key stakeholders engaged with schools.

Inclusion and Access (Personalised Learning)

- Learning environments that match the needs of the learner. E.g. virtual classrooms, learning on the job, learning in small groups, individual tutors, etc.

- Inclusion will be the 'new way of life' (personalised learning) and issues of ready access will need to be addressed.

- Problems identified earlier and intervention provided in a holistic manner.

- To prevent disengagement and/or disaffection:

– Ensure learners are adequately challenged and supported

– Respect for each learner as an individual and provide for their individual needs

- Ensure assessment is used to support learning and provide a holistic approach to learning and intervention.

- Teaching of 'soft skills' *(which are really core critical skills)* and matching teaching/learning style to the needs of the learner – minimise behavioural problems.

- Virtual learning – working at own pace, monitoring progress and completion rather than attendance.

- Quiet spaces. Access guaranteed for those with physical challenges.

- IT would connect it all.

- Clear specific requirements identified backed by funding and resources, particularly for changes to learning environments in mainstream and special schools.

- SENCO and specialist learning support staff will need to be fully trained.

- A curriculum offer that is focussed on learner needs.

- Teachers with the necessary skills and knowledge.

- Transition Mapping.

- Ring fence funding for critical resourcing.

- Relationships with other agencies and ministries will be critical for a holistic approach – health, community affairs, etc.

- SEND identification and support – start early.

- Monitor behaviour and attendance from when children start school with planned and timely interventions.

Working with Partners

- Relationships would need to be:

– A worthwhile investment

– Mutually beneficial

– Strong

– Open and transparent

Any contractual arrangements would have to be clear and defined by a common policy and set of procedures.

- The role of community and business:

– Greater identification of a role and involvement to improve a holistic education, e.g. sharing transferable skills

– Work/employability skills

– Work placements

– Problem solving projects led by industry and business with industry/business assessments as well as academic assessment

– Mentoring

– Funding

- Extended provision in schools:

– Extended and joined up services on school campuses (the Extended School). E.g. Day care, libraries, cafes/restaurants, small business facilities such as in engineering.

– Life-long learning – functional skills for parents and adults as well as young people. The community seeing the school as a place of learning for their needs as well

– Second chances

- Workshops that local small businesses/hobbyists could use.
- Joined up services – health, employment services, community services, etc

- IT:
  - Virtual learning environment, enabling remote learning
  - Access to IT for all
  - Improved communications. E.g. text/twitter messaging to communicate with parents

- Security:
  - Effective monitoring/screening processes
  - Policies and procedures
  - Improved/greater community use will require additional security and safeguarding measures
  - Robust Police clearance and up-dating

- Outcome/impact:
  - Improved learning journey – learners able to see purpose and context
  - Improved educational outcomes
  - Holistic education

- Multi-ownership approach to education where business and the community collaborate with educationalist to design and deliver education.

Appendix F - The Big Picture

The final element of **Vision to Reality Workshop** was a reflective activity to maintain 'the big picture' over the need to make changes to an education system that is currently not work as effectively as it needs to.

This activity asked groups to organise their thinking under 4 headings:

- What have we achieved so far?
- What are we working on now?
- What are the new challenges arising from the exploration and thinking engendered by the workshop?
- What is slowing us down?

What have we achieved so far?

- Acknowledgement that education in the Cayman Islands must change.
- Improvements should be focussed entirely on 'outcomes' for children and young people.
- Identified the need for 'Early Years' provision.
- Higher attainment standards at Key Stage 2 and 4.
- Have put in place vocational pathways for year 12 students.
- More formal assessments of where learners are at any given time.

- Post 16/year 12 work internships/placements.
- Focus in more effective intervention at Key Stage 1 – improved literacy and numeracy.
- Establishment of literacy and numeracy coaches from business.

What are we working on now?

- Development of new curriculum models.
- More robust behaviour management/behaviour for learning.
- Succession planning and leadership models – increased CPD.
- SEND provision/inclusion.
- Performance Management for educational professionals.
- Salary structure.
- Improvements in pedagogy – increased CPD.
- Stakeholder engagement – parents and employers.

What are the New Challenges?

- Inclusion.
- 'Buy-in' from all stakeholders.
- The changing political agenda/map.
- Finance.
- Parental demands.

- Pace of change

- Producing a clear statement of intent

- Un-evidenced 'opinion' shaping practice

- Recruitment of high quality teachers

- Attrition of experienced and/or high quality teachers.

- Lack of leadership capacity – succession gap.

What is slowing us down?

- 'Buy-in' from all stakeholders – lack of stakeholder trust.

- The changing political agenda.

- Finance.

- Parental demands.

- Pace of change.

- Lack of autonomy for school leadership.

- Indecision – which model do we go with?

- Clear articulation of what the problem is.

- Competing in a global environment.

- Lack of a common and coherent 'vision'.

It should be remembered that these are a record of the perceptions of those who were part of this group. They are not necessarily wholly representative of a greater consensus reached at a later point in the set of workshops.

Appendix G - Outputs from the KPI Workshop

Positive Educational Outcomes

- Learners attain their academic potential (improved exam results)

- Staff who want to come to work.

- Greater 'buy-in' from all stakeholders.

- Learners develop empathetic skills.

- Independence.

- High standards of literacy.

- High standards of numeracy.

- Increased employability.

- Global competitiveness.

- Engagement with students.

- Learners 'own' their learning.

- Work cooperatively with others.

- Experience some measure of success.

- Student leadership and voice.

- Self-motivated learners/workers.

- Being properly equipped.

- Educators and students feeling valued.

- Better preparation for life after school.

- Understanding the relevance of their learning for when they will be adults in a working world.

- Decrease financial expenses – i.e. extra tutoring, etc.

- Clear career paths are mapped.

- Demonstrate integrity.

- Competent graduates (skills and knowledge).

- Clarity on education process and outcomes.

- Ability to see the bigger picture – long term benefits of education.

- Generate opportunities to collaborate.

- A high retention of 'good' teachers.

- Problem solvers.

- High standards of professionalism.

- Clear measures of student/school performance.

- Auxiliary services are efficient.

- Critical thinkers.

- Maturity.

- Productive learning environment.

- Opportunities for leadership.

- Understand expectations being made of them.

- Learners more fully engaged in their learning.

- Greater pool of volunteers – employers, parents, community groups, etc.

- Improved governance of all aspects of the education system.

- Greater interaction with the community and community cohesion.

- More collaboration with parents/carers to help them deal with their children's needs.

- Employers who are better prepared to meet challenges.

- Commitment to life-long learning.

- More opportunities to work overseas.

- Children growing up to be adults who are more financially stable than their parents.

- Close to 100% employment in the Cayman Islands.

- A more dynamic workforce focussed on the challenges of globalisation.

- A curriculum that provide opportunities to build and improve skills, knowledge and to obtain good qualifications.

- Loyal committed employees.

Meeting Learner Needs

- Able and willing to collaborate.

- Global awareness and understanding of how 'community' work.

- Able to be constructively critical, analytic and evaluative.

- Understand abstraction in relation to the world.

- Autonomy in what they learning/want to learn.

- Involved actively in the decision making processes – student voice.

- Preparedness for a range of careers.

- Resilience for learning and self-improvement.

- Improved behaviour.

- Personalised learning agenda.

- Improved opportunism for work experience/exchange programs.

- More meaningful choices in terms of options/career pathways.

- Application of learning to the world of work.

- Improved sense of self-accomplishment.

- Range of educational pathways to get to a given goal – no 'one size fits all' concepts.

- Caring and having a sense of community.

- Reflective (self and outwards).

- Early identification of Special needs allowing them to receive the necessary assistance to improve learning.

- Socially aware and committed to equality and fairness.

- Positive about school and learning.

- 365 day curriculum.

- Confident to address and solve problems.

- Ambition to improve.

- More curious and able to ask deep questions.

- Greater honesty.

- Learning beyond the school day (extended timetable).

- Improved motivation.

- Life-long learning – continuing education.

- A focus on what I have to give others, rather than on what I want to get.

- Reduction in disengagement from school and learning.

- Better decision making and involvement of the community.

- Give parents the confidence that the school system is meeting the needs of their children.

- Mandatory community service.

- Continuous learning to improve practice/outputs.

- Robust accountability procedures through Performance Management.

- Teaching students to be reflective of their learning/

- Seeing the bigger picture.

- Increased creativity.

- Ability to meet individual needs:

  – Academic

  – Behavioural

  – Social

  – Emotional

- Independence – linked to confidence.

- Work collaboratively with others.

- Learners develop academically, physically, morally and spiritually.

- Showing empathy.

- Peer teaching.

- Relevant learning observed.

- Making cross-curricula links.

- Classrooms without borders. Education is more than just teachers and students.

- Happier.

- Feel in control of their learning.

- Encouraging students to be risk takers in learning.

- Inclusion vs. marginalisation.

- Learning skills not just content.

- Joy of learning.

- Enthusiastic, well-behaved students.

- Developing students' hunger for learning.

- Facilitating and motivating learning.

- Students gain the respect of other and vice versa.

- Provide support to address targeted needs.

- Auxiliary services are efficient, e.g. bussing.

- Feel successful.

- Deeper learning.

- More support and group work.

- Extension for the more able.

- Know how to learn.

An Inclusive Culture and Environment

- Better attendance.

- Inclusive learning environment/approaches.

- Fewer exclusions.

- Fewer students in private education.

- Lower unemployment.

- Civic pride.

- Culture of no blame as a result of exam failure.

- Empathy – seeing others point of view.

- No 'stigma' around exam failure.

- Learning alongside adults and other students irrespective of age.

- Environmental awareness and stewardship.

- Crime reduction.

- Accountability.

- Tolerance of differences improves.

- Social equity.

- Greater chance that young adults will be able to support and help their parents as they age.

- Improve family relationship.

- Greater community trust.

- School as a 'hub' to access services/support other than educational.

- Learning from experts in industry or other related fields.

- Reduction of overall stress levels in communities.

- More empathetic population towards those who require additional care.

- Advocacy groups.

- Parents actively engaged as Governors.

- Adult education embedded in school programs.

- Better relationship with and among employers.

- After school programs or extended school activities which keep children safe and engage in positive activities.

- Believing in your children.

- Sustainability.

- Schools taking greater ownership of their local community.

- Less of a community divide, e.g. districts, financial, social class.

- Transparency – better understanding of the school system, targets, goals and how their children should be progressing.

- Greater involvement of the community in their schools.

- Better understanding of modern education.

- Maintain high standards to ensure Cayman's presence as an off-shore centre.

- All students value their education.

Citizenship

- Respect for workplace rules.

- Community minded problem solving.

- Decreased crime.

- Citizens who support each other.

- Compassion and caring for all citizens.

- Community coming together.

- Increase community support.

- Maturity.

- Resilience – improved ability to navigate change and mange adversity.

- Personal responsibility for personal development.

- Resilience – ability to adjust and be flexible.

- Respect for community culture and heritage.

- More productive citizens.

- Celebrate unique culture – celebrate things that bring us together and things that make us different.

- Encouragement to develop own skills and knowledge.

- Ambitious graduates.

- Recognising responsibility to wider community.

Working with Stakeholders

- Less strain on public resources.

- Greater confidence which then allows parents to contribute to their role (as employers etc.).

- Reduced alienation.

- Quality of parental involvement improves.

- Possibility of parents to be able to learn alongside their children.

- Improved communication with schools.

- Supply of personnel meeting demand.

- More choice for parents in decision making process.

- Greater parental understanding of schools/ education. Knowing what questions to ask.

- More innovative employment developments.

- Improved and timely interventions. 'Live' information.

- Greater community, parental trust.

- Identify employees for recognition of work/ achievements, Employee of the Year)

- Less time a cost for initial employment training.

- Opportunities for parents to be more involved in their child's school. Ability to partner with the school and track achievement.

- Employers have to spend less time on developing 'soft skills'.

- More efficient workforce, lower time in completing tasks.

- Employees taking accountability for their careers.

- More realistic expectations of school leavers.

- Succession planning (promotion).

- Greater trust in public education.

- Happy and productive workforce.

- Stakeholders feeling responsible for the education system (ownership).

- Educators enjoy the feeling of accomplishment and achievement.

- Greater transparency leads to trust.

- Confident employees.

- More opportunities for creativity within the curriculum for teachers.

- Stakeholders share their skills and expertise with schools.

- Community minded employees.

- Improved connections between schools and industry needs.

- Confidence in education producing outcomes for their children.

- Increased community involvement via service.

- Close ties with schools.

- Increased employability.

- Work placements which improve outcomes yearly.

- Driven employees.

- Less stressed home life.

- Increased opportunities for citizens.

- Greater engagement in schools.

- Greater understanding of what students bring; knowledge, skills, aptitude.

- Mutual respect and understanding between home and school.

- Clearer understanding of the education system.

- Needs of their child met.

- High Productivity.

- Ambassadors for the company.

- Increased standard of living.

- Increased gross domestic product.

- Less unemployment/full employment.

- Trust in the outcomes/products of the education system.

- Proactive social involvement programs.

- Support with teaching their children at home.

- Parents working in partnership with teachers.

- Success for their child.

- Shared vision with school.

- Open communication.

- Work in partnerships with teachers.

- Consulted more on major changes.

- Ability to see longer term benefits.

- Opportunity for educators to share ideas and collaborate with other stakeholders.

Benefits and KPI Framework

Once the above information is analysed and modified to articulate benefits they can then be organised under theme headings and in terms of possible priority.

For each benefit participants began to identify those key performance indicators that would demonstrate the benefits being realised, and performance indicators that would provide evidence that the key performance indicators were being met.

The following tables show the benefits and when KPIs and PIs might be associated with them. This process provides a Framework to measure those critical parameters that evidence whether benefits are being realised and that these benefits help achieve the overall aims of the education system.

Whilst not rigorously accurate in terms of KPI statements and PI measures they are indicative of the process and when needs be completed.

Benefit	KPIs	PIs
Embracing the differently abled. Providing support to address individual needs	• Full inclusion in all schools. • Stakeholders show empathy. • Key staff are specially trained. • Curriculum methods/approaches maximise learning for all. • Provide employment opportunities for all learners.	• 100% schools have an Inclusion Policy. • 100% adherence to implementing SEND procedures. • Every student has equal opportunity to learn and progress. • 100% of key staff have recognised qualifications/training related to their role: SENCO – level 4, support staff level 2/3, specialist staff level 5. • 100% of educators use and apply a range of L&T methodologies to maximise learning for all. • 80% of employers offer apprenticeship programs for all learners.

Benefit	KPIs	PIs
Collaboration	• All students take responsibility within their schools and have a voice in how schools are run.	• % of classes have a formal collaborative component. • All student reports include qualitative assessment of collaboration.

Benefit	KPIs	PIs
Student Leadership and Voice	• Students take responsibility within their schools and have a voice in how schools are run.	• All students have councils with elected members. • Annual student evaluation surveys (student voice). • Regular surveys of students on specific issues. • PASS survey to assess attitudes across the system.

Benefit	KPIs	PIs
Competent High School Graduates	• Students leave school prepared to move on to further and higher education and/or the world of work.	• % of graduates achieve level 1 qualifications. • % of graduates achieve level 2 qualifications. • % of graduate go into Higher Education after level a Level 3 study program. • % of graduate in full time and sustainable employment 1 year after leaving school and/or further education (Level 3 program). • % of graduate gaining a Level 4 qualification (degree and/or apprenticeship).

Benefit	KPIs	PIs
Students have increased confidence.	• Students with different profiles (academic, learning styles, socio-economic backgrounds, etc.) are involved in different educational pathways – academic and technical. • Increase in student progress and achievement. • Decrease in behavioural issues.	• Academic and vocational pathways are both viewed as equal and as good opportunities. • Paths are: • Identifiable • Celebrated • Equal • Not based on current academic standing. • Student assessments encompass more than just academic, but also skills and personal qualities. • Student peer tracking sued throughout the system. • Independence: • Ownership of learning • Teacher as facilitator • Autonomy • Students/parents understand the context they are being judged against – reports need to be easily understood. • Positive reinforcement. • Leadership development – project work, events, competitions, etc. • Public speaking skills developed and displayed – in class, assemblies, debates, events, etc.

Benefit	KPIs	PIs
Stakeholder engagement: Employers	• Work placements. • Mentoring. • Corporate social responsibility.	• 100% employment of graduates. • % of graduates employed between 5-10 years of leaving school. • Financial donations/sponsorship towards education.
Parents/carers	• Parental participation and interest in all school activities. • Creating supportive study and extra curricula structures.	• 100% of school project (live problem solving) fronted by industry. • Volunteer man hours in education or related activities. • % of parents active in student's school life. • % decrease in truancy over a period of time. • % decrease in disciplinary actions taken in school.

Community	• Positive character development.
	• After-school activities (not school-based – churches, clubs, sports, charities, etc.
		• Survey relating to:
		  – Home discipline.
		  – Study structures.
		• Number of summer camps and after school opportunities.
		• % of students participating in different after school activities.

NB. The lists above are a record of the ideas as presented by participants during the workshops and contain statements that are often robust KPI's rather than benefits and some are just personal qualities/skills. This is not problematic as the whole process of developing a robust KPI framework is an on-going process that will require time and energy to complete.

Appendix H – 'As is' and 'to be' reflections in the T-Mapping Workshop

Performance

As is!

- Progress has been made in the academic performance in the Cayman Islands; improving student performance at Key Stage 2 and 4. *(This progress in reality is not rapid enough to catch-up with those countries leading educational improvement and change. This would leave an education system already behind the 'norm' even further behind.)*

- Weak management of staff at all levels.

- There is too much focus on academic performance.

- Inadequate leadership training and associated low expectations of performance in this area. However, performance management is becoming more embedded.

- Inadequate character development for children.

- Insufficient system-wide, ingrained cultural celebration of learner success.

- Departments in the education system work in isolation from each other. There is some synergy between the Ministry and the DES, but poor communication.

- Current data only available for state controlled schools.

To be!

- Every learner should make the progress they are capable of. The journey each individual travels should be to their maximum capability with high student achievement and attainment.

- Clear KPIs and robust procedures and government structures for holding schools accountable for their performance.

- All levels of leadership and management need to be able to hold staff accountable for their performance. (This includes the need to be able to identify talent and maximise its application.) A more robust performance management process/tool is required with both rewards and consequences.

- Varied KPIs that recognise other aspects and elements that should be a part of a 'world class' education system; skills and personal qualities/strengths, the arts and culture, community contribution, etc. *(Many of these aspects/elements were considered and identified in the Vision and Vision to Reality workshops and the KPI workshop).*

- More inclusive and extensive leadership training aligned to high levels of 'succession planning'.

- All teachers are well-qualified with high levels of performance. A strong CPD program that provides opportunities for reflection and knowledge sharing of current research and practices in learning methodologies.

- The school curriculum should support the development of character. *(We believe such personal qualities/strengths should be clearly identified as critical aspects of the content and context of any curriculum design.)*

- System-wide and culturally ingrained celebration of learner success.

- High performing departments that work in an integrated way with open and effective communication across the system.

- 'Baseline' assessments that have coherence with assessment methodology that measures 'success'. These assessments will include skills and personal qualities/strengths as well as academic ability.

- All school data to be made available in the Cayman Islands, with Contextual Value Added being one of the measures for learners.

Cultural

As is!

- Lack of trust due to the perceived lack of transparency between employers, students, teachers, DES, the Ministry, schools, inspectors and wider stakeholders. Many of these have very different 'visions' about how the education system should be performing.
- Learning and teaching is secondary to behaviour management.
- Impact of constant change and lack of clarity around direction and vision.
- Lack of collaboration.
- Some schools are insufficiently resourced, particularly in terms of funding to support vulnerable learners.
- A 'blame' culture.
- Lack of consistency in actions and reactions.
- Sense of national pride.
- High turnover of staff.
- A desire to improve.
- Student welfare is not always a priority.
- A system subject to continual change due to political ideology.
- Lack of inclusion and equity.
- Strong Christian ethos.
- There is a culture of micro-management for schools from the Ministry and DES officers.

To be!

- Openness and transparency leading to high levels of trust. This would mean having a collective vision and a willingness from all stakeholders to collaborate.
- High expectations.
- Learning and teaching the priority.
- A supportive change management process with clear goals.
- Collaboration between all stakeholders and all agencies working together with 'joined-up' thinking.
- Adequately resourced schools where funding follows needs.
- Greater accountability to all stakeholders.
- Compliance with clear standards, policies and procedures.
- Collective 'ownership' of the outcomes of education, student issues, etc. *(It is assumed that this would come from stakeholders having greater involvement in determining the curriculum content and design. Some stakeholders would be expected to have a greater input into the delivery of a different curriculum offer.)*
- Retain this sense of national pride.
- Retention of good staff and strong succession planning.
- Desire for continual improvement.
- High regard for student welfare.
- A system insulated from political change and based on stakeholder consensus.
- An inclusive system and high levels of equity.
- Strong Christian ethos.
- A strong 'civics' program.
- Clear understanding of the roles and functions of leadership and management which increased trust for principals to run their schools.

Organisation and Structure

As is!

- An educational structure that no longer meets the needs of learners or practitioners.
- The system is hierarchical rather than a distributed leadership model.
- Departments work in isolation with a lack of any real collaboration.
- The Ministry and DES hold regular meetings, but these are informal and focus on outputs rather than outcomes; medium and short term rather than long term vision and aspirations. There appears to be little monitoring on agreed outcomes and whether they are met.
- The current organisational structure devolves far too much 'responsibility' for operational matters up to the Chief Officer. This utilises time that should be spent on strategic planning, stakeholder collaboration, networking and assessment of the national education vision.
- Day-to-day operational issues at school level filter up, or are interfered with by the Ministry and DES officers instead of schools having the autonomy to manage their own affairs.
- A system subject to budget and constraints around issues like 'headcount'.

To be!

- An education structure that has been designed to provide opportunities for children and young people to develop the skills, knowledge package, personal qualities and strengths they will need to be successful in the Cayman Islands and globally. There should be clearly defined roles and functions for all those operating within the system.
- Departments organised so that they work together comprehensively. *(The Transformational Mapping tool is one that would enable this to be designed and monitored.)*
- Regular evaluations of KPIs on the effectiveness of the education system.
- The Ministry and DES should implement a program with a focus on moving the system towards an agreed vision. This should include a feedback/accountability 'loop'.
- Increased autonomy of operational matters from the Ministry and DES officers. Having in place a clear and transparent process and definitions of roles, responsibilities and accountabilities. *(In a climate of exploring possible future changes to the system, there should be some consideration as to whether the current Ministry and DES structure will remain relevant. With the governance 'layer' being recommended as a 'barrier' between principals and their perceived day-to-day interference from the Ministry and DES officers, the role of school improvement that the DES currently has, could be subsumed into a government function. This would replicate the changes in the role of Local Education Authorities in the UK, whose advisory and quality assurance role with schools in their region has been greatly changed to a commissioning and advisory role by the introduction of the Academy model.)*
- A system driven by a strategic vision that is about maximising learner outcomes.

Perceptions

As is!

- Low performance of learners, teachers, the Ministry and DES.
- Too few young people are university/work ready when they leave school.
- Inefficient education system with many schools seen as underperforming.
- A poorly aligned system; silo-based subjects.
- Poor value for money.
- High levels of behaviour problems.
- Sub-par facilities.
- Poor customer service.
- Unwillingness to partner with other stakeholders.
- Learners are making progress in line with current 'measures'.
- Some post holders are the wrong fit for their post within the system.
- Not all parents value education sufficiently.
- Teachers (staff) feel that they are not valued.
- A culture of blame and criticism.
- Data is 'hidden' and not widely circulated; not even shared fully with schools.
- Most young people lack the skills to be employed.
- Schools are not adequately supported by the Ministry and DES.
- Parents have a degree of fear in discussing education concerns.

To be!

- High performing 'centres of excellence'.
- Competent graduates ready to transition to adult life.
- Efficient and focussed education system where there is trust in state schools.
- An integrated system with strong communication and articulation of vision and ethos.
- Efficient and productive.
- Well-disciplined and motivated students respectful of law and order.
- Modern well-equipped facilities.
- Responsive, open systems aimed at, and equipped to, meeting stakeholder needs.
- Open to productive partnerships.
- Personnel with the 'right' skill sets are hired for posts within the system.
- Parents are supported to be engaged and supportive of their children as learners.
- A variety of methods and opportunities to value staff.
- Sharing data that everyone has confidence in, which monitors problems and issues so they can be resolved timely.
- Parents feel confident in the ability of state schools to do the best for their children.
- Educational data is 'secure' and shared freely with stakeholders.
- All young people leave school with the skills, knowledge package, personal qualities and strengths that enable them to be effectively employed.
- Closer collaboration with parents and schools to develop empathy and partnership in tackling difficult issues.
- Better communication and PR by the Ministry and DES to demonstrate the significant success of schools in preparing children and young people for life – locally and internationally.
- Closer collaboration between stakeholders and the opportunity to contribute to the 'vision' of education enable parents to feel safe in discussing educational concerns.
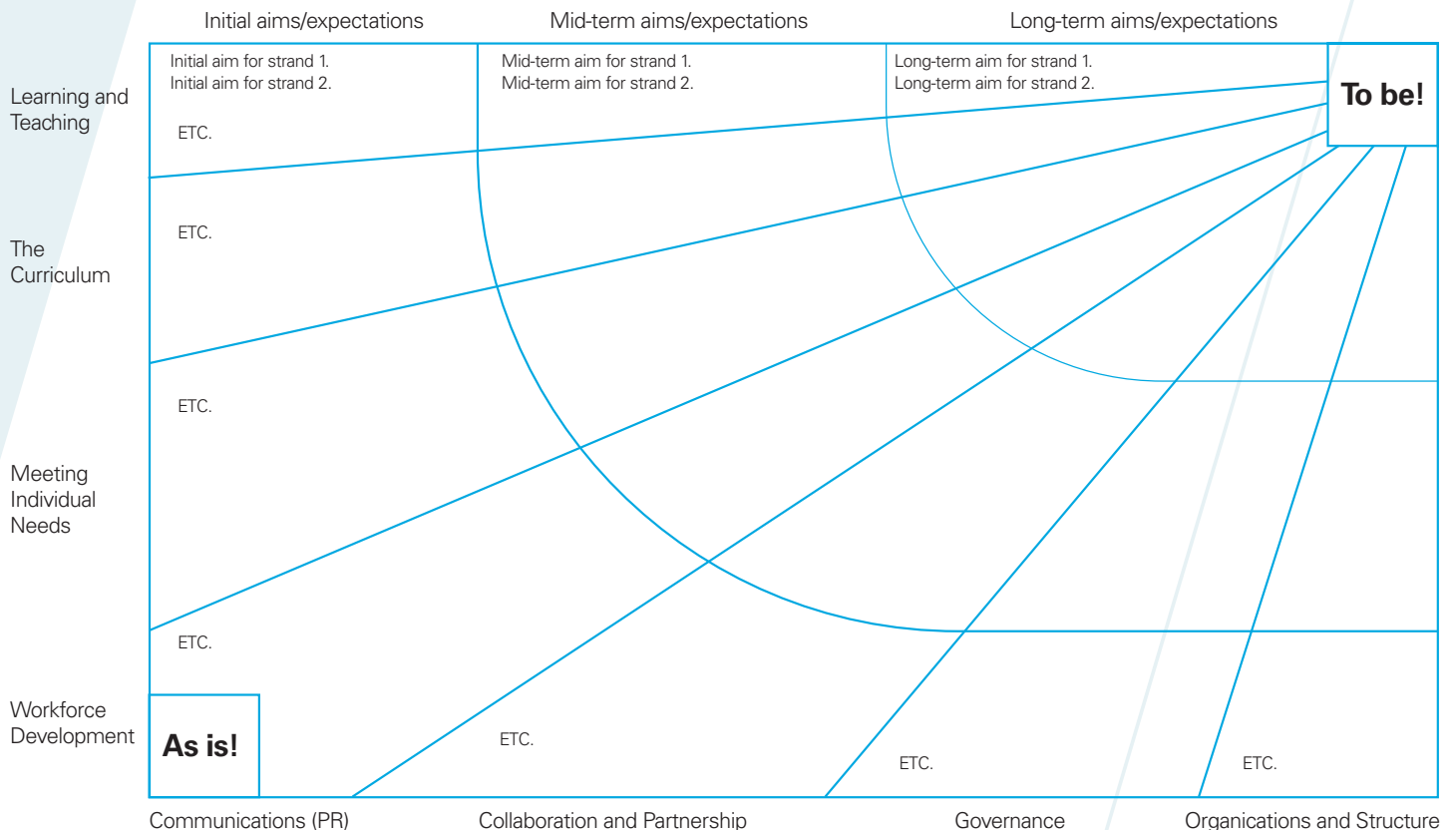
Appendix I – Project strands within the T-Map

T-Map

The stage aims/expectations in a 'Transformation Map' (T-Map) would be organised within project strands and within the designated 'milestone' zones.

All of the elements laid out below would be transferred to the appropriate section/zone in the diagram.

Such a map provides a visible and 'living' tool to organise and plan a complex problem into a series of clear and discrete tasks. By 'looking' across the map within each milestone section the T-Map enables dependencies to be discovered, understood and planned for.

	Initial aims/expectations	Mid-term aims/expectations	Long-term aims/expectations	
Learning and Teaching	Initial aim for strand 1. Initial aim for strand 2. ETC.	Mid-term aim for strand 1. Mid-term aim for strand 2.	Long-term aim for strand 1. Long-term aim for strand 2.	**To be!**
The Curriculum	ETC.			
Meeting Individual Needs	ETC.			
Workforce Development	ETC. **As is!**	ETC.	ETC.	ETC.
	Communications (PR)	Collaboration and Partnership	Governance	Organizations and Structure

Learning and Teaching (assessment)

Initial

- Consistent inquiry based learning across the whole system.

- Establish rubric for project approach. *(Some primary schools already have this in place and evident in the IB school visited.)*

- Reflective learning. *(Establish the principle of Kolb's Learning Cycle: Knowledge, Understanding, Application, and Reflection.)*

- Clear targets for every child.

- Learner led ownership for learning.

- The system be developed for sharing 'good' and 'best' practices. *(Once established this can be used to explore 'next' practice.)*

- All learners meet their CAT predictions at the end of Key Stage 2. *(In the future, CAT may not be the predictor assessment methodology or not the only predictor assessment methodology used.)*

- All schools meet the CAT projections for 5+ Level 2 qualifications including English and Maths. *(Currently the CAT predictor of Maths is perhaps not secure as its parameters and methodology are based on a UK style GCSE assessment, whereas students in the Cayman Islands take Maths as a CXC which has different assessment approaches and methodology. See the data section for more detail.)*

- Employer partnerships with years 10 to 12 to create aspiration for future career pathways.

- Coaches for literacy, numeracy, science and IT in all schools.

- Greater collaboration and networking between schools to share 'best' and 'next' practice. Pool of supply staff allocated to facilitate this collaboration.

- University College Cayman Islands (UCCI) education faculty established using the Ministry, DES and school capacity.

- Principal standards accepted and applied. OPC, 1st cohort completed.

Mid-term

- Personalised learning (customised to each individual).

- Project-based learning in all primary schools.

- All learners are meeting their CAT predictions with 'challenge' at the end of Key Stage 2.

- All schools meet the CAT projections for 5+ Level 2 qualifications including English and Maths.

- Instructional/performance/learning coaches as staff in all schools.

- Greater collaboration between UCCI, DES, the Ministry and schools.

- Ontario Principals' Council completed to Level 2 by all school leaders and aspiring leaders. *(There are well-recognised Head teacher and aspiring leader qualifications embedded in the UK education system.)*

Long-term

- All students accessing Level 3 qualifications.

- Project-based learning at Key Stage 3 and 4.

- 80% of students accessing Level 5 study programs (university or equivalent occupational training).

- Teachers' roles changed from the traditional 'teacher' to learning facilitators.

- Extended school day and a restructured school year based around learning and teaching; not subjects.

- Teachers learn to maximise learning in their classrooms including effective planning (for example around the learning cycle), interactive learning, assessment for learning, etc. This will lead to increased confidence to innovate and drive for changed practice.

- 100% of teachers with Masters Degrees. *(This was one of the first aspirations and drivers of the Finnish education system.)*

- UCCI as a local university having an accredited and effective education faculty.

- Impactful, instructional leadership at all levels in the education system, but particularly of schools.

Curriculum

Initial

- Teachers are able to implement cross-curricula learning and map where links exist in the current curriculum.
- Vertical alignment of the curriculum that enables Stage not Age progression.
- Clear pathways in core subjects to ensure functional levels of Maths (application of numbers) and English (literacy/communication skills).
- Core subjects are seen as applicable, functional and relevant. *(Perhaps through their integration into problem-solving projects.)*

Mid-term

- Incorporate problem solving project-based learning across the curriculum.
- Teachers have the necessary skills to implement and assess project-based projects as a core part of the curriculum. *(To some degree this would be facilitated by a well-structured Scheme of Work model/ template/approach.)*
- Curriculum has identified those opportunities to develop, assess skills and competencies.
- Appropriate IT systems are developed and introduced to support personalised learning. *(A Stage not Age approach relies on 'live' assessment data to monitor the trajectory of progress by each student in each area of the curriculum.)*

Long-term

- Personalised learning for all. *(This is dependent on the restructuring of the delivery of the curriculum to enable Stage not Age progression through all areas of the curriculum.)*

Meeting Individual Needs

Initial

- Build partnerships with key stakeholders.
- Create a multi-agency approach to supporting children and young people.
- Create a framework for staff development based on a tiered approach to establish key skills and knowledge and understanding to facilitate learners with SEND.
- National policy framework for quality standards in specialist provisioning.
- Establish a 'tool kit' of learning, assessment and tracking methodologies "that work".
- Identify elements of an 'inclusive school environment'; self-assessment, policies, procedures and structures.

Mid-term

- A decrease in referrals to oversees placements at therapeutic and/or special needs residential schools.
- Accredited pathways for staff in relation to facilitating learners with SEND.
- Regional partnerships developed and sharing of 'good' practice and specialist knowledge related to SEND.
- Day SEND school is a centre of excellence in the region.
- An integrated range of methodologies are used by teachers in Schemes of Work, lesson planning and assessment that meets individual learner's needs.
- Develop an 'inclusion' charter mark.
- Personalised learning strategies allow learners to progress at their own pace.

Long-term

- 100% of children and young people can access all aspects of education and any support required on the Cayman Islands.
- Knowledgeable staff with internationally recognised qualifications related to supporting learners with SEND.
- Strong links between curriculum delivery, learning and teaching methodology.
- An inclusive culture including a varied, inspiring, energetic, enthusiastic, welcoming environment.

Communications

Initial

- Standardised reporting and availability of information for purposes of analysis, trending, etc.
- Develop a 10 year PR plan based on a strategy for consensus, which will include regular up-dates to the public.
- An interactive, '2 way conversation' website.
- Increased use of technology for communications with parents and stakeholders. Part of this would include performance data with international comparisons.
- Improve internal communications. Keep all internal stakeholders aware of initiatives and programs of change, etc.
- Make effective use of PTAs to convey positive messages.

Mid-term

- For parents – 'real-time' access to their child's performance and behaviour data.
- Raising the profile of education.

Long-term

- Maintenance of PR structures that have been put in place. Keeping up to date with new technologies so as to stay accessible and relevant.

Collaboration and Partnership

Initial

- Raise awareness of how stakeholders can engage: PR, focus groups, workshops, etc. *(The workshop we delivered with practitioners and government officers would make a good starting point.)*
- Build capacity to manage partnerships.
- Identify areas for 'Private and Public Partnerships' (PPPs) that would benefit learners. *(These would need careful regulation to ensure safeguarding of children and young people.)*
- Improving cross-ministerial collaboration on areas of joint interest. E.g. health, social welfare, law and order, economic growth, etc.
- Improve the structures in which the Ministry, DES and schools collaborate.

Mid-term

- Monitor the effectiveness of partnerships. This may require a change of structures.
- Shared responsibility for education and its outcomes between public and private groups/organisations.
- Effective relationship with PTAs for meeting needs and supporting student needs.
- Creating systems to enable cross-school collaboration of teachers.

Long-term

- Collective ownership as a country of the education system and its outcomes. All stakeholders are activity engaged in the education process.
- Effective partnership in delivering education.

Governance

Initial

- Clarity on consistency vs. autonomy; what is centrally determined and what is negotiated?
- Systems for sharing 'good' practice.
- Clear vision and mission.
- System analysis.
- Leadership 'buy in'. All on the same page.
- Clear structures and processes developed and communicated to all.
- Autonomy and increased responsibility at school level.

Mid-term

- Governance models regularly reviewed against performance data at all levels (Quality Assurance).

Long-term

- Commitment to evolve and re-evaluate regularly based on international 'best' practices.
- Classrooms without borders. (Involves parents, community, employers.)

Organisation and Structure

Initial

- Review structure and organisation of HR.
- The Ministry and DES combined physically and operationally.
- Training for local management of schools.
- Implement the governing body model for schools and provide training for governors.

Mid-term

- Recruitment and retention of school staff to principals.
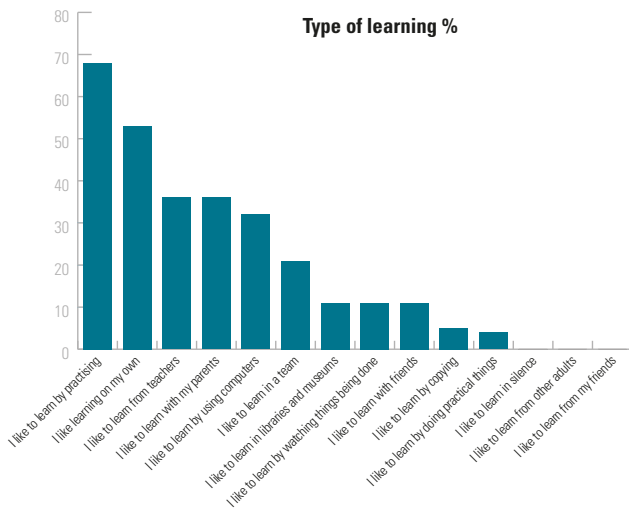- Governing bodies established in practice.

Long-term

- The Ministry and DES highly synchronised.

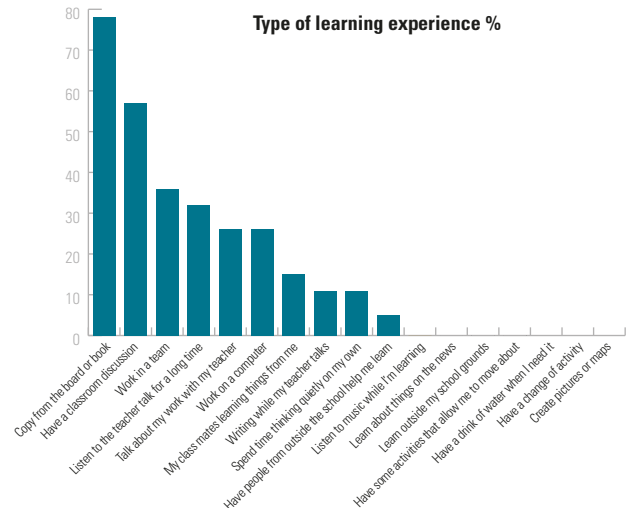# Appendix J – Student Voice Workshop

Which 3 ways do I learn 'best'?
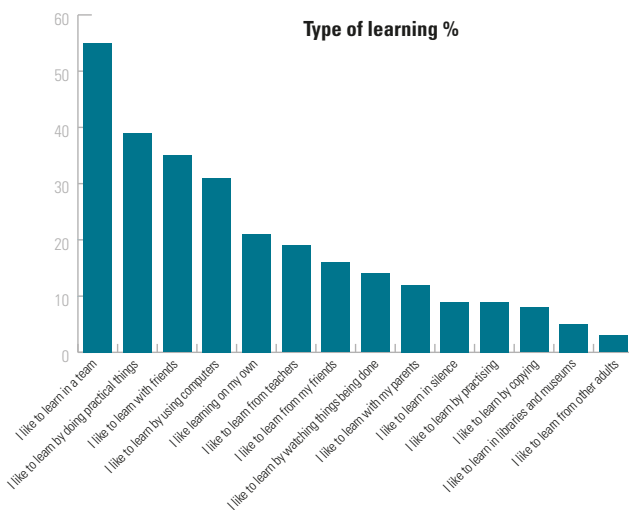### Cayman Islands Learners

Type of learning %

Which 3 ways do I learn most often in school?
Cayman Islands Learners

Type of learning experience %

Which 3 ways do I learn 'best'?
UK Learners in an Ipsos Mori Poll

Type of learning %

Which 3 ways do I learn most often in school?
UK Learners in an Ipsos Mori Poll

Type of learning experience %
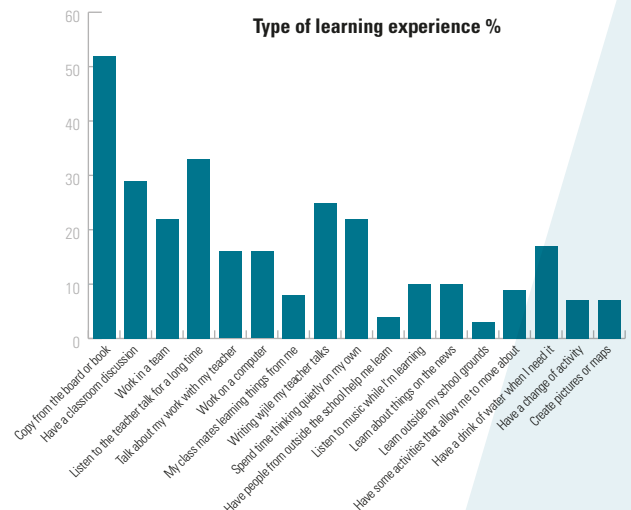
UK Ipsos Mori Poll results about how learners feel they most often learn in school compared to ways in which we remember most effectively.

Ipsos MORI - Common Classroom Activity
Which three of the following do you do most often in class?

Edgar Dale's 'Cone of Experience'.
From Education Media, Wilman & Mierheury.
We remember . . .

Average retention
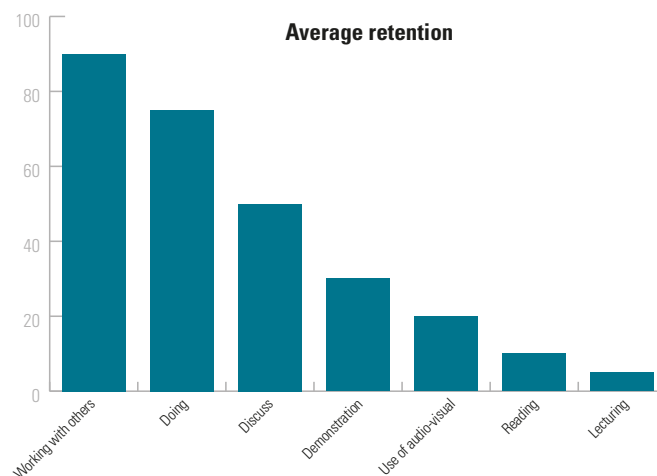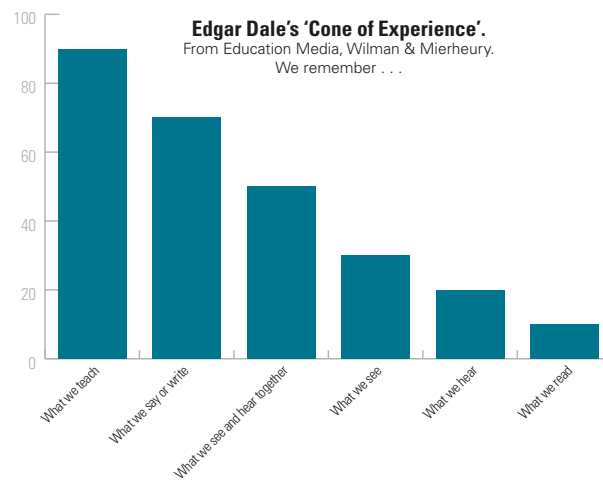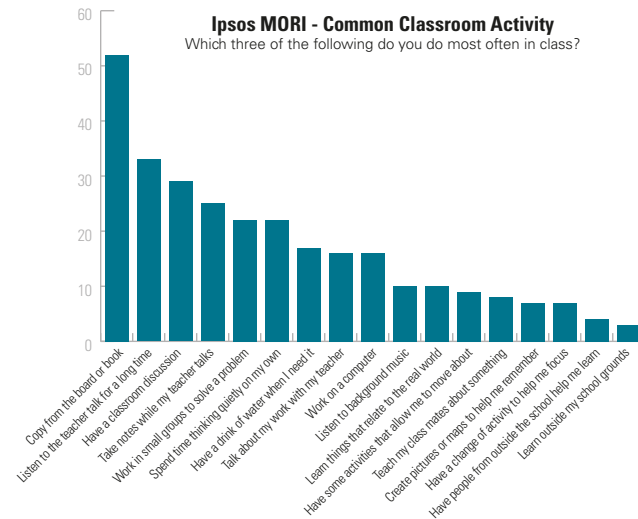
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