Bermuda ADT Prototype #5

Overview of this Prototype

Bermuda's Ambassador Design Team (ADT) is comprised of over 30 individuals from all backgrounds across Bermuda. They are charged by the Board of Education to produce a transformative education strategy, developed by Bermudians for Bermudians. They use design thinking principles to develop rapid prototypes of ideas based upon both the voices of their fellow Bermudians, as well as international best practices. These rapid prototypes are quickly produced and rely on the collective feedback of others to help provide the direction for the ADT to refine and polish their thinking.

During Cycle 5, the ADT focused on closely refining the key strategies of the plan, while also adding "priority outcomes" for each of the five priority areas. These outcomes outline the sets of measures that will be collected annually to assess publicly the impact of the overall plan.

When giving feedback, please keep the following in mind:
- This is a rough first draft of ideas and has been designed to be shared early for maximum feedback by stakeholders.
- Please provide feedback with a spirit of optimism and kindness.
- Focus on highlighting the ideas that resonate to you.
- Avoid copyediting or serving as wordsmiths. There is still much refinement to be done in the coming weeks.

Please use the survey link below to provide feedback to the following rapid prototype.

https://www.surveymonkey.com/r/SKPSGHV

Note: Continue to page 2 for the prototype language.

Section 1: Our Vision, Mission, and Beliefs

Vision

All students are educated to lead, contribute and compete globally with relevant and adaptable skills

Mission

To provide all students with equitable access to holistic, culturally relevant instruction that empowers them to reach their full potential

Beliefs

All students have the right to
- Find joy in their learning
- Be valued, respected, and heard
- Be recognized as individuals and have voice and choice in their learning
- Be prepared to be successful citizens in education, careers, and life
- Be prepared with critical thinking and problem solving skills
- Have access to caring, nurturing, and encouraging adults
- Have access to a safe, clean, well-maintained, and modern school facility

Schools must be places where
- Educators are passionate, highly skilled and work to create a positive learning environment.
- Students are put first
- Educators are valued
- Students feel safe to express themselves and learn
- Students can pursue their interests and maximize their potential
- There is cultural and global relevance to develop tomorrow's productive citizens and learners
- Students are in innovative, dynamic, and relevant environments where they feel safe, valued, and nurtured – both physically, emotionally, and intellectually
- All stakeholders are both supported and held accountable for supporting the development and education of our youth

Section 2: Overview of Priority Areas

Priority 1: Increasing Academic Rigor and Student Engagement

Priority Outcomes
- % of students earning a college entrance SAT score or higher
- % of students passing GCSE's/ A-Levels, AP, or IB courses
- % of students proficient or advanced on Cambridge checkpoints
- % of students proficient on common summative assessments aligned to standards
- % of students who report their learning is engaging (student survey)
- #/% of students chronically absent
- #/% of students receiving behavioral intervention services
- # of students in non elective courses and amount of time spent for instruction in those subjects
- Amount of $ allocated for wrap around services
- # of students served by wrap around services
- # of schools participating in innovation initiatives

Key Strategies
- Deliver an academic, intellectual and individually challenging system by assessing knowledge, application, communication and critical & creative thinking through
  - Problem and Project based learning;
  - Culturally relevant experimental learning; and
  - Grade appropriate numeracy and literacy skills

- Foster a culture of trust and safety within the entire community to enable innovation and risk-taking by funding progressive proposals submitted by parents, schools, other stakeholders; while collaborating and partnering with community organizations.

- Prioritize the implementation of trans-disciplinary educational opportunities by expanding and creating opportunities for students in performing arts, technology, sports, trade skills and e-learning through personalized learning opportunities based on the diverse needs and interests of students.

- Fund access to comprehensive wraparound support services necessary to address the diverse challenges of students by expanding programs and early intervention for at-risk students consistent with and in response to student needs (this should include afterschool programs).

Priority 2: Ensuring Career and College Readiness

Priority Outcomes
- #/% of students graduating with college credit through AP/dual enrollment
- % of students who benchmark on the SAT/ACT
- #/% of students who are accepted in two or four year college
- Amount of scholarship dollars earned
- #/% of students who graduate high school on-time (measured by S1 and graduating S4, four years later)
- % of preschool students entering primary school meeting readiness benchmarks
- # of GCSE's, A-Level, and Advance Placement courses available to students

Key Strategies
- Implement comprehensive modern and high quality technical/vocation programmes beginning in M1
    - M1 – introduce students to technical/vocational programmes option
    - M2 – Select area of concentration to expand on M1 experience and introduce City & guilds curriculum (Math and English) in an integrated approach
    - M3-introduce students to technical/vocation work experiences
    - Train teachers in industrial experience (min of City and Guilds and NCCER)
    - Prioritize STEAM instructional strategies and learning opportunities

- Provide meaningful mentoring to all students for career and postsecondary learning
    - Link students with industry partners for internships and real career experiences
    - Students should be mentored by successful industry personnel
    - Provide funding based on mentor evaluation
    - Utilize experiential learning/field trips
    - Involve parents in mentorship

- Provide coursework to ensure all students exit school prepared for postsecondary and/or employment through career pathways
    - Allow a greater variety of exam boards for graduation requirements to support student success at different levels
    - Continue employability skills in S1 and continue to S3
    - Develop and ensure that a Life Skills Programme is delivered to all 3 levels
    - Continue interest inventory assessment with integrity at the Middle Level (Career Crusing- Choices) M2 or M1
    - Share employment opportunities and data for Bermuda (Employment survey) in conjunction with interest and inventory assessment administered

- Expand access to high quality pre-school programs and change legislation to require school attendance by age 4.

- Develop well-articulated individualized pathways to college with deadlines and expectations conveyed to students beginning in S1
    - Ensure that SAT can be taken at public schools
    - Mandate student participation in taking SAT
    - Offer SAT/ACT test preparation courses
    - Create a calendar/agenda for college application and admission
    - Students required to create portfolio (website) of academic achievement and extracurricular activities
    - Train counselors in college application process for US, Canada, UK, and Caribbean
    - Increase number of IGCSE, "A" Level, and Advanced Placement courses
    - Broaden dual enrollment to include diverse programmes (strengthen technical programmes in middle/high school)
    - Emphasize effective interventions and support systems for students at all levels by expanding evidence based models (such as LLI to math)
    - Ensure better alignment of achievement reporting to curriculum standards so that appropriate interventions, supports, and opportunities can be identified (build on the standards-based graded initiative)

Priority 3: Enhancing the Quality of Teacher Practice and Principal Leadership

Priority Outcomes

- #/% of teachers/school leaders/principals who perform at the advanced levels on their performance evaluation rubric
- #/% of teachers who are certified in their assigned field
- % of principals who are certified in school leadership
- #/% of principals and teacher leaders who complete advanced training through fellowship programs/institutes
- Amount of $ allocated for PD aligned with system goals on an annual basis
- # of master teachers in the department
- % of teachers on renew
- % of students passing annually using standards-based grading
- % of students progressing annually through proficiency levels

Key Strategies

- Create sustainable teacher and principal development by

- Using the Danielson Framework as a developmental tool to provide a common language and understanding to promote quality teaching and create an evaluation tool aligned with the Danielson Framework
- Continuing training and implementation of McRel's Principal Evaluation system
- Ensuring that the McRel Evaluation tool is focused on development and growth-oriented
- Ensuring principals and vice-principals do teaching rounds and monitor data around teacher and learning

- Establish recruitment guidelines for teachers and principals by including testing and maintaining certification in the area of instruction
  - Establish the standards of a quality teacher and quality leader
  - The teachers/leaders must be qualified in their subject area.
  - Ensure that all schools where teachers earned degrees are accredited
  - The recruitment process should involve an interview, basket scenarios (in box) and an observation (in-person or via video), wherever possible
  - Give all principals/vice-principals the autonomy/power to recruit and hire the best teachers/leaders for their schools.
  - Adhere to transfer policies already established (re: transfer dates)

- Utilize master teachers to aide their peers in improving their skills
  - Create structured instructional coaching roles consistently (e.g. have non-teaching deputy principal in the Primary schools who could serve in the role of instructional coach
  - Ensure that the appropriate and sustained training of coaching is provided

- Require more rigorous standards in new teacher programmes by
  - Minimizing the current mentor:teacher ratios to 8:1
  - Continuing the BTIP programme but ensuring the mentors are paired with teachers in their area of certification

- Provide meaningful and sustainable professional development by aligning with system and school goals
  - Conduct needs assessments to identify priorities and align with the strategic plan and system and school goals
  - Funding needs to be allocated to sufficiently sustain ongoing professionals development for principals, teachers, paraprofessionals, mentors, instructional coaches, etc.
  - Implement teacher institutes to target PD areas

- Implement sustained leadership development, training and placement programmes

- Conduct ongoing professional development programmes for current and aspiring school leaders
- Ensure master degree qualifications include educational leadership courses and leadership experience
- Promote oversees leadership partnerships/exchanges
- Grow leaders through succession planning
- Design and implement new principal mentorship/support system
- Ensure there is a school-wide system in place for transitioning principals

- Equip teachers and administrators to adequately maximize the use of Powerschool by providing professional development, accessibility, and populate Powerschool to its full capacity with data features

Priority 4: Improving Infrastructure and Instructional Resources

Priority Outcomes
- %/# of schools with updated IT infrastructure
- %/# of schools with modernized/updated facilities
- % utilization of key technological resources
- $ raised for instructional resources
- # of partners in education
- # of hours of training per educator in regard to teaching using technology

Key Strategies
- Ensure adequate funding and budgeting
  - Provide an adequate and fair budget to each school every year to ensure the needs of students are met.
  - Ensure budgets are developed by December for the next school year and provided to school leaders.
  - Ensure school leaders and Parent Councils have input to the school budget process.
  - Partner with the private sector and donors to provide meaningful support to schools for instructional resources, technology and other programmes.
  - Partner with private experts to donate civil/structural/ environmental expert advice
  - Improve communications to the public regarding ways they can support schools

- Implement a Comprehensive Technology Policy
  - Ensure all students have equitable access to modern technology resources.
  - Provide regular training for educators on technology teaching and assessment
  - Regular reporting on effectiveness of technology education.

- o Identify specific IT needs at each school

- Increase quality instructional resources
    - o Ensure all schools are provided with appropriate and equitable instructional resources to meet the needs of all students.
    - o Ensure all schools have resources that are consistent with academic and learning goals.
    - o Conduct an annual inventory, establish effective utilization, and keep track of equipment and software costs by school
- Ensure on-going facilities management
    - o Implement protocols for proper cleaning and maintenance including for electrical, AC, network closets, plumbing and cooling
    - o Ensure Department of Education has authority to certify, train and manage custodians/facilities management
    - o Ensure there are adequate support staff for IT, facilities, finance and HR
    - o Improve access, distribution and speed of internet in all schools
    - o Make classrooms environmentally comfortable for learning and effective for modern teaching
    - o Establish a green policy for each school and reinvest green savings into school
    - o Ensure compliance with national health and safety legislation

Priority 5: Ensuring System Success

Priority Outcomes
- % of schools and system indicators met on the respective performance frameworks
- $ Amount of education budget annually and over time
- % of budget for instructional, administrative, and capital expenses
- % reduction in non-instructional costs as a result of efficiency measures
- % of policy targets passed and enacted
- % completion of short term master facilities plan
- % completion of long-term master facilities plan

Key Strategies
Policy: Adopt comprehensive MOE and DOE policy frameworks that ensure the following:
- all youth, but especially those most vulnerable, receive supports needed to be successful.
- efficient and effective administrative decision making

    Specifically, develop policies to address:

- o **Standards:** Revisiting and adopting macro level academic standards for all grade levels that align to national curriculum and to international definitions of college and career readiness
- o **Accountability:** Developing system performance frameworks focused on positive student educational experience and outcomes. Frameworks should be publicly reported annually and used regularly for overall analysis and continuous quality improvement of the school, DOE and MOE.
- o **Funding:** Advocate for adequate funding of the Department to ensure the strategic objectives of the system are implemented with fidelity

- **Governance:** Revise and strengthen MOE, DOE and Board of Education roles and responsibilities to include financial controls and complete oversight of facilities and personnel involved in the operation of schools. Ensure that Board of Education has the requisite educational expertise to effectively provide such oversight

- **Operational Effectiveness and Efficiency:** Reorganize the Department/schools to ensure effective school performance at every level through the following strategies:
  - o **Strengthen External Communication and Engagement:** Increase high quality communication and public relations to all stakeholders, with a focus on ensuring parents are connected and informed to their schools
  - o **Strengthen Internal Communication and Data Systems:** Create cross coordination department/ministries communication and integrated data systems to inform efficient and effective decision making and increase responsiveness to stakeholder needs
  - o **Improve Service Delivery:** Develop a culture of data-driven, equity-focused decision-making by
    - o Collecting and reflecting regularly upon data to provide evidence and rationale for investments
    - o Focusing on accountability by outlining delivery plans with clear timelines and identification of persons responsible
    - o Operating with planned, organized, and holistic vision/purpose, rather than consistently reacting to immediate needs
  - o **Streamline Expenses:** Identify cost inefficiencies and relocate dollars to focus on student needs
  - o **Master Facilities Plan:**
    - ▪ Develop a short term facilities plan for immediate remediation of crisis level health and safety conditions
    - ▪ Develop and implement a long-term infrastructure renewal plan with building designs based upon 21st Century pedagogical standards. This plan should outline a thoughtful strategy for renovating, rebuilding, and/or consolidating school facilities.