

The statement of work/ proposal has been redacted where applicable to remove any personal information.  
The proposal for January 2025- December 2025 – represents the agreed statement of work for January 2025- December 2025

# Education Reform in Bermuda

January 2025 - December 2025

AGREED STATEMENT OF WORK WITH INNOVATION UNIT AUSTRALIA NEW ZEALAND LTD  
December 2024

 Innovation  
Unit  
New solutions  
for thriving societies

# A proposal to continue our partnership in a new contract arrangement

Innovation Unit Australia New Zealand (IU) is delighted to present the Education Reform Unit and Ministry of Education with a proposal that reflects our shared ambition to see continued reform of the Bermuda Public School System.

The process to develop this proposal has included:

- retrospective discussions with ERU co-leads regarding what has been achieved to date
- an assessment of what is desirable in the potential contracting period
- a prioritisation of activities to ensure the work of supporting schools engaged in transformation remains central to the work whilst keeping momentum with only the most essential system conditions
- sharing this assessment with the ERU Lead to ascertain her position/agreement.

This proposal is necessarily specific where possible to:

- demonstrate the proposed rhythm of the work;
- provide clarity on the minimum requirements of the system in order for this to be successful; and
- to enable an accurate costing to be undertaken.

We would, however, like to note that large scale transformation programmes need to be able to be flexible and respond to emergence and IU remains committed to operating this way within the confines of our to be agreed budget, should the proposal be accepted.

With regard to budget, IU has costed the work based on the contextual factors outlined on the following page. We understand the Government will need time to consider our proposal and, where appropriate, identify alternative routes to achieving the desired outcomes should IU support not be required. We look forward to discussing this with you further.

This proposal was originally developed for the period October 2024 - September 2026 at the Ministry of Education's request. With a subsequent request it has been adjusted to identify the specific tasks and effort required in the twelve months to the end of December 2025 while still maintaining the ambition and end points of school openings in September 2026 and September 2027.

# Principles and contextual factors impacting Education Reform

## Continuing Principles

- Holding ambition
- Least disruption
- Learning from the past
- Supported intentional processes including maintaining fidelity to the co-design process to ensure that the ownership and ambition of the work continues to sit with the educators, young people and their families and the wider community.
- Delivery focused: ensuring that commitments that are made are met, especially those made to key stakeholders/publicly.
- Intensive capability building: whilst capability building has been embedded in the approach to date, IU has consistently been asked to undertake more delivery work than proposed. This proposal considers an approach that focuses more heavily on preparing the system to be able to govern, lead and deliver continuing transformation at the proposed date for the Education Authority to be fully operational.

## Contextual Factors

- An expanding work programme: additional schools coming into the transformation process plus additional workstreams.
  - Increasing complexity in some workstreams commensurate with the stage of the work.
  - An Education Reform Unit that, whilst growing, has not been at full capacity or stability since its inception, has had and continues to have capability gaps and, has new members that have had little or nothing to do with reform to date and are at the stage of needing more not less support.
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- Less than 50% of schools are engaged in transformation, and of those involved, no school is yet to complete a full cycle of transformation and each of the STTs has had instability or changes in leadership.

As a result, this proposal specifies the resources IU proposes to bring to bear on the next phase of Education Reform, what is required from the system (including release time and the freeing up from business as usual activity), in order to provide the conditions in which capability can be built and where IU will no longer play a role in day to day activities for particular workstreams.

# Required enabling conditions

## Leadership and Governance

Innovation Unit, the Ministry/Department of Education and any interim arrangements for the Education Authority will work in partnership to achieve this bold and ambitious agenda. We believe collaboration is key and that working with a designated team within the Ministry and Department will be necessary.

This includes continuing with:

1. The revised Education Reform Governance structure
2. The revised structure for leadership and delivery of Education Reform in its entirety is agreed and operationalised that demonstrates the values, beliefs and mindsets; skills and capabilities and behaviours that are agreed as part of the current system leadership workstream - the Education Reform Unit (ERU)
3. Specialist coaching for Education Reform Governors and Leaders

And that there is a greater focus by the Governance Committee on:

1. [REDACTED]
2. Upholding commitments to the Stage Gate Review process. Several months after the most recent SGR processes, less than 50% of Governance Committee member feedback was received despite an ongoing request for greater line of sight, clarity and agreement to any aspect of reform which has implications for the system.
3. Ensuring that the next round of negotiations with Trade Unions do not take place without consideration of the implications of reform related work and the explicit involvement of the Education Reform Unit in negotiating teams.

## Programme Management & Resourcing

1. The co-leadership model described in the preceding slides is secured and release confirmed for each School and System Transformation team.
2. That sufficient release time or remuneration is secured for any members of each School and System Transformation team. This would include recruiting additional, suitably qualified substitutes and utilising capacity arising from ceasing programmatic work (see next page).
3. That work across the system and within the purview of the Minister (i.e. NEI & BEC) that is not aligned, not urgent or a distraction to the focus of both systems change and capability building within key personnel is paused or ceased.
4. The Ministry and/or Department of Education facilitate and fund all logistics associated with convening (including venue hire and catering for convenings longer than 3 hours), stipends/per diems for Bermudian participants.
5. That additional financial resources are secured for required programmatic interventions agreed through the Stage Gate (or equivalent) process.
6. That the Ministry of Education will facilitate the engagement and recruitment of the Bermudian ecosystem at all stages of the process including school and system design teams, Ministry officials, adapters and adopters and interested parties from university, community and industry.

## Programme Rhythm

1. Space is available for the exclusive use of the STTs at each school site or funding for alternate locations.
2. No supplementary calls on time for people taking part in school and system transformation, which distract them from participation.
3. No further delays are experienced, which interrupt the work, noting that even small delays will throw the timeline out beyond what's possible to recover.

## Contract Management

1. That the application of nil withholding and income tax and local payroll taxes for companies registered in Australia continues to apply for the lifecycle of the engagement.
2. That there are no terms within the contract that would preclude Innovation Unit Australia New Zealand Ltd (and/or future iterations/trading names of the organisation) from establishing operations in the region or undertaking other work in the region.
3. That physical space continues to be provided for the IU team when in country.

Innovation Unit will continue to apply design thinking and co-design principles to the work of transforming the Bermudian education system as agreed by the Government of Bermuda..

Activity	Requirements of the MoE/DoE
<p><u>School Transformation Teams</u></p> <p>School Transformation Teams are the vehicle for co-designing the transformation of the system. School Transformation Teams are made up of diverse teams of stakeholders from across the system.</p> <p>Teams will form and coalesce around the work of previous design and transformation teams to design, prototype and implement new models of teaching, learning and schooling for:</p> <ul style="list-style-type: none"> <li>• Francis Patton Primary School (continuing)</li> <li>• Purvis Primary School (continuing)</li> <li>• The Berkeley Institute (continuing)</li> <li>• CedarBridge Academy (continuing)</li> <li>• The Hospitality &amp; Tourism and Education Services Signature School on the SSMS site (new)</li> <li>• Elliot Primary School (new)</li> <li>• Harrington Sound Primary School (new)</li> <li>• The agreed next cohorts of Parish Schools and Signature Schools (Recruitment, Establishment, Onboarding and Delivery of a revised School Transformation process)</li> </ul>	<p>In order for School Transformation Teams to succeed, it will require two co-leads per STT to support ERU/IU co-leads to deliver &amp; facilitate each workstream.</p> <p>Each STT will have one school leader as a co-lead (0.5FTE release) and a DoE co-lead with experience of the methods &amp; approaches utilised within Education Reform to date (0.5FTE release).</p> <p>Requirements of the co-lead role include:</p> <ul style="list-style-type: none"> <li>• Appetite &amp; availability for additional coaching in leading innovation &amp; change.</li> <li>• Facilitating offline elements of capability building sessions (blended learning approach).</li> <li>• Lead on planning and logistics for prototyping events.</li> <li>• Facilitating offline elements of curriculum &amp; learning experience development (blended learning approach).</li> <li>• Co-lead implementation planning from on-the-ground (in support of overall process-holders i.e. IU Lead)</li> <li>• Sourcing a space for School Transformation Team week work to happen in each school.</li> <li>• Central logistics and planning support.</li> <li>• Member of the communications and engagement workstream</li> </ul>
<p><u>System Conditions Working Groups</u></p> <p>Work with the ERU Lead to onboard, induct and support System Conditions Co-leads and Working Groups to work on priority areas that build on the work to date, continue to advance the transformation of the system aligned to the vision for learning with an increased focus on what is necessary/required to deliver Signature Schools and Parish Primary Schools.</p> <p>A revised and renewed focus on supporting schools engaged in transformation will require reworking ERU deliverables and ensuring that the ERU co-leads are sufficiently capable to work directly with schools in a way that is reflective of the system of the future. That is, all ERU co-leads must be on a journey to embodying the System Leadership Framework and committed to creating the culture that will pervade when the system of the future, through the Education Authority, is realized.</p> <p>In order for this phase to succeed, work in each of the system conditions areas that is not aligned, not urgent or a distraction to the focus of both systems change and capability building within key personnel needs to be paused or cease.</p>	<p>Requirements include:</p> <ul style="list-style-type: none"> <li>• A co-lead (of varying amounts of time - see following pages) for each of the identified system conditions areas. Requirements of the co-lead role include: <ul style="list-style-type: none"> <li>◦ Appetite &amp; availability for additional coaching in leading innovation &amp; change</li> <li>◦ Facilitate offline elements of capability-building sessions (blended learning approach)</li> <li>◦ Lead on planning &amp; logistics for face to face events</li> <li>◦ Co-lead implementation planning from on-the-ground (in support of overall process-holders i.e. IU Lead)</li> <li>◦ Have delegated authority for decisions required to maintain momentum within the workstream or secure responsive decisions through agreed decision making channels</li> <li>◦ Engage in the School Transformation process where necessary/where there are dependencies with system conditions.</li> </ul> </li> <li>• Enactment of the agreed strategies pertaining to a number of workstreams will require an ongoing allocation of funding which must be provided to the Education Reform Unit.</li> </ul>

Workstream	What is the end point - where would this workstream need to be in 2 years time for there to be local sustainability	How does this work impact on the ability of schools in transition to thrive ?	Essential/critical deliverables for Education Reform	Conditions required for this workstream to succeed and capability to be embedded locally  The role of ERU team members and working groups.	The IU role and resource requirement and role to successfully support delivery of the Education Reform deliverables
Professional Learning and Capability Building	<p>Learning needs of educators in schools in transition i.e. Signature Schools and Parish Primaries are being surfaced and met.</p> <p>Principals and other school leaders are increasingly confident to lead school based Professional Learning Communities (PLCs) using agreed, evidence based models.</p>	<p>Educators need support to become skilled and confident in new teaching and learning approaches and new school features being developed in schools in transition.</p> <p>Professional learning requirements are different in each school. A school based approach will create opportunities for educators to collaborate and to personalise their learning.</p> <p>There is strong evidence about the kinds of professional learning that are more likely to result in sustained improvements to teaching and learning practice and student learning outcomes, which have been adapted for the BPSS by the ERU.</p>	<p>Regular audit of learning needs in schools in transition and support to to either (i) source and signpost or (ii) develop and deliver high quality professional learning opportunities for the academic year 2024/25 and plan for 2025/26.</p> <p>Regular and consistent communications with schools about PL opportunities, their relevance to education reform, and their impact for educators and for practice (data and stories).</p>	<p>Work in close partnership with ERU leads for CPA and school features.</p> <p>Work in close partnership with ERU leads for school transformation teams.</p> <p>Grow stronger connections into DoE and invite ongoing engagement with CoE.</p> <p>Connect to the school leadership workstream to ensure leadership of professional learning features strongly in developing conversations about school leadership in a reformed BPSS.</p>	0.5 day per week support to ERU Co-lead and coordinator

# APPROACH

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Future Workforce	<p>An agreed comprehensive, multi-year strategic plan that covers the end to end system (10 levers) required to improve quality.</p> <p>A team of people with the necessary capability, knowledge, etc to deliver on this strategy.</p> <p>Identification of the necessary partners required to deliver on the strategy.</p> <p>Progress made in priority areas:</p> <ul style="list-style-type: none"> <li>- standard setting</li> <li>- hiring</li> <li>- performance and development</li> <li>- licensing</li> <li>- teacher preparation</li> <li>- induction</li> </ul>	<p>People are at the heart of any transformation process.</p> <p>This is especially true in the case of Education Reform in Bermuda when the capability and capacity are insufficient to deliver on the reform agenda and the processes and policies currently in play hold the problem in place.</p> <p>For schools in transition, one of the most significant barriers is not having the "right" people to deliver on the ambitious features that have been co-designed.</p>	<p>Have agreed and begin work on:</p> <ul style="list-style-type: none"> <li>- Data informed, multi-year strategy</li> <li>- standards for teaching and support staff (as leadership in S/Leadership WS)</li> <li>- Redesign the hiring practices for schools in transition that can be translated to the education authority when operational</li> <li>- Redesigned performance and development processes for application system-wide</li> </ul>	<p>Replacement of the ERU co-lead (acting as ERU Lead for remainder of calendar year).</p> <p>HR expertise highly desirable.</p> <p>Agreement to move outside of Government hiring practices for schools in transition.</p> <p>Access to local, private HR support.</p> <p>Collaboration across the "people focused" workstreams</p> <p>Collaboration with the "governance and regulation focused" workstreams</p> <p>Connection to next phase of negotiations with all unions so that any certified agreement reached is an enabler to this work.</p>	<p>0.5 day per week of IU in a co-lead and to provide specialist service design capability</p>

A decision is required as to whether the work programme of this workstream can begin without an ERU co-lead (i.e. being held by the IU co-lead). If this work programme is not to begin upon execution of the consultancy agreement, it is proposed that the resources allocated are re-purposed for other priority workstreams in agreement with the ERU Lead and/or the Co-chairs of Education Reform.



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Inclusivity and Cultural Responsiveness	<p>All schools in transition have inclusive and culturally responsive policies and practices in place so that all young people can access high quality learning and feel a sense of belonging.</p> <p>All schools in transition create compassionate and restorative learning environments, from leadership to students.</p> <p>Any policies that result in punitive measures or include non-inclusive language are removed (e.g. corporal punishment).</p> <p>Schools work closely with families &amp; other stakeholders to create supportive environments beyond the classroom for students to learn and develop.</p>	<p>Encourages a shift in mindset and culture that will create a more inclusive and culturally responsive school system, taking an asset-based approach towards students and adults.</p> <p>Without inclusive or culturally responsive practices and policies: - young people will feel disconnected from learning, lowering motivation, participation and performance. -Schools will perpetuate inequalities by not giving all students access to high quality learning. This can lead to further discrimination of young people who require additional learning support. -Teachers will continue to feel unprepared &amp; unsupported in addressing needs of a diverse student body.</p>	<p>Continue to develop the inclusion capability framework for schools and the system and roll out through professional learning.</p> <p>Support the development of wraparound services for schools in transition.</p> <p>Ensure code of conduct is in alignment with ICR strategy, which includes the removal of corporal punishment.</p> <p>Finalise the problem statements that will form the impetus for a redesigned inclusion policy - to be co-developed with student services, noting the overlaps. Identify practices to fall out of policy positions and form an implementation plan for the roll out of these practices within schools in transition.</p>	<p>ERU lead to continue to major on the delivery required for the workstream and minor on supporting the development of key resources/materials, with support from a working group who have time committed to support on objectives.</p>	<p>Coaching 3.75 hours per month (includes prep and follow up) for stretching ambition and establishing connections with school transformation work and student services workstreams.</p>

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School Choice / Admissions	Stable delivery of Signature Taster Programme each year.	Ability of senior schools and parish primaries to collaborate together and align in the interest of personalized learning pathways.	Review & refine Signature Taster Programme delivery model for 26/27 cohort (with focus on doing 'Discovery' differently, with the support of large employers on the island e.g. Hospital, Hotels, Civil Service).	Learning Partnerships workstream with additional capacity / working group to support Taster Programme Delivery.	Coaching 3.75 hours per month (includes prep and follow up) focused on ambition holding, connecting to international best practice & emerging trends.

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Learning Partnerships	<p>School &amp; System based partnerships infrastructure in place (see <a href="#">here</a>)</p> <p>Stories of success for a variety of partnership contributions.</p>	<p>Puts more emphasis and ownership on schools to integrate partnerships into their operating models / features.</p> <p>Integrate partnership offers into Professional Learning opportunities.</p>	<p>Partnerships infrastructure designed and developed with school buy-in.</p> <p>School Transformation Teams and School Readiness Teams supported to implement related school features.</p>	<p>Additional ERU co-lead for Parish Primaries.</p> <p>School Partnership Coordinator (or equivalent resourced responsibility) in place at each Senior School / Parish Primary.</p>	<p>Coaching 7.5 hours per month (includes prep and follow up)</p> <p>Twice a month coaching rhythm focused on embedding new infrastructure, ambition holding, connecting to international best practice &amp; emerging trends.</p> <p>Should the additional capability and capacity not be provided to the ERU, or the School-based capacity not be in place, the IU time requirements will increase for this workstream at an additional cost.</p>

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Personalized Learning Capabilities	<p>All Educators trained in Naviance &amp; Schoology for the explicit purpose of Learner Profile &amp; Portfolio use.</p> <p>Personalized Learning incorporated into ongoing professional learning.</p> <p>Teacher Portfolio a feature of Professional Growth Plans.</p>	Puts more emphasis and ownership on schools to integrate personalized learning into their operating models / features.	<p>Learner Profile &amp; Portfolio materials for each age cohort finalized and shared with schools.</p> <p>Portfolio assignments uploaded and usable on Schoology.</p> <p>Professional learning clusters established in each school.</p>	<p>Each school in transition with a personalized learning practice lead (to be part of a system-wide peer group).</p> <p>New ERU lead with background in professional learning OR integrate into Professional Learning workstream.</p>	<p>Coaching 7.5 hours per month (includes prep and follow up)</p> <p>Twice a month coaching rhythm focused on establishing new professional learning clusters, ambition holding, connecting to international best practice &amp; emerging trends.</p> <p>Should the new ERU lead not be provided to the ERU, or the workstream not integrated into PL workstream, the IU time requirements will increase for this workstream at an additional cost.</p>

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Curriculum, Pedagogy and Assessment	<p>Main frameworks, plans and leadership groups bringing policy into practice are well established</p> <p>Primary and senior school PLC can be confidently managed and delivered by ERU.</p> <p>Foundational resources are reliable, valid and easy to retrieve</p> <p>Increase engagement of teachers in personalized cycles of learning related to CPA.</p> <p>CPA strategies aligned with wider ERU strategies</p>	<p>Impacts educators' capability to design, implement and progress the desired conditions for learners to thrive (through the parameters of personalised learning &amp; BPSS vision for learning).</p> <p>Impacts systems ability to work in a cohesive manner in support of building school capability.</p> <p>Ongoing investment impacts on growing capability of ERU team to ensure the model for co-design on learning experiences is sound.</p>	<p>Curriculum, Pedagogy and Assessment strategy and Implementation plans developed..</p> <p>Plan, resource and deliver sustainable support for PLCs in Parish schools (to include schools that are onboarding, transitioning and undergoing transformation) across years/levels over 12 months in Y2, Y3, Y4, Y5, Y6, Y7, Y8 as appropriate.</p> <p>Plan and resource PLC support for Signature schools (to include those that are onboarding, transitioning or undergoing transformation) across years/levels over 12 months in curriculum areas as appropriate.</p> <p>Have developed resources for intentions and assessment phases on CLD PL and have a draft plan for making it available to the wider BPSS.</p> <p>Have developed a plan for integration of CPA activities which can contribute to wider comms and engagement strategy.</p> <p>Have a plan for the data and metrics for use within CPA (teachers and leaders) and requirements of data and metrics team.</p>	<p>CPA working group/ consultation groups composed to ensure balance of expertise and nurturing of momentum</p> <p>[REDACTED]</p> <p>Continued resourcing of ERU CPA workstream lead 5 days per week (Parish) <u>Onboard a Co-lead CPA (Senior)</u></p> <p>Deprioritise encore co-design. In-school lead to be found for schools currently in transition.</p> <p>Plan onboarding of new teachers within Union requirements.</p> <p>Support from ERU coleads and MoE / DoE to co-construct comms and engagement plan</p> <p>Co-lead knowledge development in data and metrics e.g mini course- leading through innovation, so we are able to fully support the data and metrics team 'to focus on the processes for gathering, analysing and reporting on the datasets'</p> <p>Establish valid and reliable measures of student success in core learning areas, for the system moving forward'</p>	<p>5 days per week IU support in a co-leadership role and to support the PL intentions -phase</p>

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<p>School Leadership</p> <p>Assuming the <a href="#">K1000</a> contract goes ahead in the first 3 months of 2025.</p>	<p>ERU has successfully influenced relevant features of the forthcoming framework identifying the knowledge, skills, and behaviours of school leaders in a reformed education system. (NB this is the work of <a href="#">K1000</a> in this period).</p> <p>As well as the content of the framework, ERU has helped to shape the process for its development, to reflect <a href="#">the design principles</a> that underpin education reform.</p>	<p>Elements of the framework that relate to leadership of schools in transition must align with and amplify the vision for and priorities of education reform to avoid confusion and division amongst stakeholders. In particular the framework needs to accurately reflect the vision for leadership of: CPA, personalised learning; professional learning; inclusivity, use of data.</p> <p>Consistency in approach is essential if educators and communities are to continue to have confidence in the ways of working in education reform.</p>	<p>Support <a href="#">K1000</a> to connect with the work and achievements of the ERU and schools in transition to date.</p> <p>Support ERU leads to share intelligence and insight in real time with <a href="#">K1000</a>, where relevant.</p> <p>Support <a href="#">K1000</a> and school leaders to collaborate in relevant system conditions work streams e.g. system leadership; future workforce planning; data and metrics.</p>	<p>Confirmation of the start date, timeline, scope and terms of reference for <a href="#">K1000</a> to enable planning.</p> <p>Information sharing with ERU, principals and other stakeholders of this work and its relationship to education reform.</p> <p>Positive working relationships between the <a href="#">K1000</a> project team and ERU, noting no school leadership lead in the ERU.</p> <p>Positive engagement of officers with responsibility for school leadership in the DoE.</p>	<p>0.5 day per week of IU to support <a href="#">K1000</a> and ERU to make relevant connections.</p> <p>This work is ongoing, but contingent on <a href="#">K1000</a> starting in the 12 month time frame</p>

A decision is required as to whether the work programme of this workstream can begin without an ERU co-lead (i.e. being held by the IU co-lead). If this work programme is not to begin upon execution of the consultancy agreement, it is proposed that the resources allocated are re-purposed for other priority workstreams in agreement with the ERU Lead and/or the Co-chairs of Education Reform.

Workstream	What is the end point - where would this workstream need to be in 2 years time for there to be local sustainability	How does this work impact on the ability of schools in transition to thrive ?	Essential/critical deliverables for Education Reform	Conditions required for this workstream to succeed and capability to be embedded locally  The role of ERU team members and working groups.	The IU role and resource requirement and role to successfully support delivery of the Education Reform deliverables
<p>School Leadership</p> <p>Assuming the <b>KOME</b> contract does not go ahead within the first 3 months of 2025.</p>	<p>A draft set of School Leadership Features - the required knowledge, skills and behaviours for effective school leadership in a reformed BPSS - has been codesigned and agreed with stakeholders.</p> <p>These School Leadership Features are influencing e.g. workforce planning, and plans for leadership development opportunities and leadership competency and evaluation frameworks as these relate to the vision for and priorities of education reform.</p>	<p>Support and accountability frameworks that inform school leadership in the BPSS must align with and amplify the vision for and priorities of education reform to avoid confusion and division amongst stakeholders.</p> <p>In particular they need to accurately reflect the vision for leadership in schools of: reformed curriculum, pedagogy and assessment, personalised learning; professional learning for educators; inclusivity; and use of data.</p>	<p>Create a draft set of School leadership Features from work previously completed by ERU's School Leadership Working Group, updated to reflect progress made since completion.</p> <p>Support stakeholders including school leaders to collaborate to refine the School Leadership Features and explore the scope of their use.</p> <p>Connect ERU leads of other relevant work streams into this process e.g. system leadership; future workforce planning; data and metrics.</p>	<p>Information sharing with ERU, principals and other stakeholders of this work and its relationship to education reform.</p> <p>Positive working relationships between the Principals and other school leaders and ERU, noting there is currently no school leadership lead in the ERU. (see note below).</p> <p>Positive engagement of officers with responsibility for school leadership in the DoE.</p>	<p>0.5 day per week of IU support</p>
<p>A decision is required as to whether the work programme of this workstream can begin without an ERU co-lead (i.e. being held by the IU co-lead). If this work programme is not to begin upon execution of the consultancy agreement, it is proposed that the resources allocated are re-purposed for other priority workstreams in agreement with the ERU Lead and/or the Co-chairs of Education Reform.</p>					



Workstream	What is the end point - where would this workstream need to be in 2 years time for there to be local sustainability	How does this work impact on the ability of schools in transition ability to thrive ?	Essential/critical deliverables for Education Reform	Conditions required for this workstream to succeed and capability to be embedded locally  The role of ERU team members and working groups.	The IU role and resource requirement and role to successfully support delivery of the Education Reform deliverables
<b>SYSTEM LEADERSHIP</b>	<p>A cadre of people able to lead a system in transition with less support and appropriately prepared to apply for positions in the Education Authority when established</p> <p>Changing the culture of the system to be one conducive to transformation focused initially on changing the nature of the relationship between schools and the system</p>	<p>Unless involved in a School Transformation Team or a specific working group, those in schools feel largely disconnected from the reform agenda</p> <p>Those who supervise and support schools in transition currently are largely disconnected from the work of reform. Practices of the past dominate the approaches taken by DoE staff.</p> <p>The day-to-day business-as-usual work of operating the current system is, as often reported, is not aligned with the work of education reform. This negatively impacts on schools in transition.</p>	<p><b>System Leadership Institute</b></p> <ul style="list-style-type: none"> <li>- Approval of the budget submission</li> <li>- Release of the RfP for partner organisations to design, develop and facilitate the delivery of the System Leadership Institute</li> <li>- Appropriate partners commissioned</li> </ul> <p><b>Action Learning sets</b></p> <ul style="list-style-type: none"> <li>- Identification of the areas of reform where appetite exists for co-design or co-production of a solution. These aren't issues related to a specific workstream but, for example, could be challenges such as the availability and deployment of substitute teachers</li> </ul> <p><b>Changing the nature of the culture and the relationships</b></p> <ul style="list-style-type: none"> <li>- Redefine the role for system leaders that nurture, support and supervise school leaders in light of the new arrangements initiated by the CoE to ensure alignment to the system leadership profile and strategy</li> </ul>	<p>Financial resources for the enactment of the System Leadership Institute</p> <p>Time for those selected to participate</p> <p>Openness to co-designing solutions to challenges: the release of power</p> <p>Transparent decision-making processes</p> <p>Agreement to engagement of a cross section of stakeholders within and beyond the BPSS</p> <p>Specified DoE co-leads for the School Transformation Team of each school in transition</p> <p>A structured Community of Practice for DoE and principal co-leads of School Transformation Teams</p>	<p>0.5 days per week of IU time for:</p> <ul style="list-style-type: none"> <li>- co-leadership of the this workstream</li> <li>- facilitation of the action learning sets</li> <li>- facilitation of the culture and relationship-setting community of practice</li> </ul>



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<b>RESOURCING AND BUDGETING</b>	<p>The rationale- the case for change - for introducing student- based funding for determining school budgets</p> <p>Agreed principles, including proposed weighting criteria for students with specific disadvantages, disabilities and vulnerabilities</p> <p>Key implications of introducing student based-finding</p> <p>A draft outline implementation plan for introducing student-based funding</p>	In the medium- to long-term having a student-based funding regime for allocations to schools will be a key component of sustaining and enriching the Vision for Learning.	<p>Draft proposed principles and weighting criteria</p> <p>Secure agreement from Governance Committee to draft for consultation with key stakeholders</p> <p>Plan for engagement with key stakeholders</p> <p>Agreed principles for student-based funding allocations to schools, including proposed weighting factors for students with specific disadvantages, disabilities and vulnerabilities</p>	<p>Re-establish the working group with appropriate expertise</p> <p>Close collaboration with the Inclusivity and Cultural Responsiveness workstream in deciding the weighting criteria</p> <p>Close collaboration with the Future Workforce workstream in developing the principles for student-based funding</p> <p>Engagement with (1) school boards, leaders, business managers and administrators (2) unions (3) DoE staff</p> <p>Implementing a student-based funding regime is a complex technical task. DoE does not have the capacity or capability to take this on whilst also managing the finances of the current system. This task should therefore be one for the Education Authority when established</p>	0.5 day bi-weekly (= 2 hours per week) for IU to provide advice and guidance to ERU co-lead, plus occasional technical advice from IUANZ Chief Financial Officer

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<b>EDUCATION AUTHORITY</b>	<p>A functional and operational Education Authority that manifests the BPSS system leadership profile, develops an empowering, nurturing and developmental culture and embeds the policies, processes and practices developed by relevant workstreams, for example:</p> <ul style="list-style-type: none"> <li>- hiring practices, performance development processes and teacher standards developed by the Future Workforce workstream</li> <li>- continuing to develop school leaders in line with the standards identified by the School Leadership workstream</li> <li>- implementing the principles of student-based funding developed by the Resourcing and Budgeting workstream</li> <li>- ensuring inclusivity and cultural responsiveness as proposed by that workstream</li> </ul>	<p>Only when the Education Authority is functional and operational will the tensions between ■■■■■ the 'system-as-is' and Education Reform be fully resolved</p>	<p>Legislation passed to establish the EA (January).</p> <p>Proposed recruitment, selection and induction processes for EA Board, Chair and CEO and for School boards</p> <p>Board and interim Chair in place</p> <p>Proposed management and organisational structure for EA, and processes for transition, or otherwise, of staff from DoE</p> <p>Substantive Chair, Executive Team and support staff and School Boards for 'schools-in- transition' in place</p>	<p>Conditions required:</p> <ul style="list-style-type: none"> <li>. agreement that the working group will provide, through the Head of the ERU and the PS, advice to the Minister</li> <li>. that the development of the EA is responsive to pain points experienced by the schools in transition</li> <li>. that the ERU lead will act as 'secretariat' to the working group</li> </ul> <p>Assistance with responses to issues in draft legislation</p> <p>Advice on and assistance with the fair, open and transparent recruitment and the induction of EA Board, Chair, School Boards and Executive Team</p> <p>Advice on (1) the management and organisational structure and culture of the EA (2) the revenue and capital budget allocations for the EA</p> <p>Proposals for principles and processes by which DoE leaders and staff and school-based leaders and staff will, or will not, transition to the Authority</p> <p>Assistance with developing and implementing the plan for operationalising the EA</p>	<p>0.5 days per week of IU time. Working with the ERU co-lead to provide the 'secretariat' for the working group: providing advice and guidance on the agendas and drafting of papers for consideration by the working group, including inputting relevant best practice from high-performing systems internationally</p>

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<b>DATA &amp; METRICS</b>	<p>Agreed datasets to measure progress in:</p> <ul style="list-style-type: none"> <li>- student engagement in learning, academic performance and social-emotional well-being</li> <li>- quality of teaching</li> <li>- quality of school leadership</li> <li>- system performance, including reduction in inequalities and increasing parental satisfaction</li> </ul> <p>Processes for gathering, analysing and reporting on the datasets and on qualitative user research</p>	<p>Decision-making informed by data and user perspectives at each level of the system:</p> <ul style="list-style-type: none"> <li>- the teaching of students</li> <li>- the support for students</li> <li>- the professional and performance development of teachers, school leaders and system leadership</li> </ul>	<p>Identification of the required datasets and securing agreement of Governance Committee</p> <p>Finalise the annual (2024) survey of Signature Learning Programmes and delivery of the annual (2025) survey of Signature Learning Programmes and Parish Primary Schools</p> <p>Professional learning for teachers, school leaders and system leaders in how to effectively use data to inform decision-making (this to be undertaken as part of the Professional Learning workstream)</p>	<p>The Data &amp; Metrics working group's role is to support and work with relevant workstreams (Curriculum, Pedagogy and Assessment; Early Learning; Future Workforce; Personalised Learning; School Leadership; System Leadership; Inclusivity and Cultural Responsiveness; Resourcing and Budgeting; Education Authority) to identify the relevant datasets, and to provide advice on the gathering, housing, analysis and reporting on the datasets</p> <p>Clarifying the expectations and focus of the working group and its relationship</p>	<p>IU's role is to provide coaching, advice and guidance to the ERU lead and the working group: 0.5 days bi-weekly = 2 hours per week</p>

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Student Services	<p>A rigorous and ambitious 5-10 year strategy for student services is developed and starting to be actioned.</p> <p>Planning and design for the Signature School for Alternative Learning that will model a new approach to student services is underway.</p>	Identified as a new workstream given the criticality of this function in the new system and the identified service gaps for the most vulnerable students now	<p>Undertake exploratory work and develop a scope for this workstream for agreement with the Governance Committee.</p> <p>Once signed off:</p> <ul style="list-style-type: none"> <li>-Onboard and induct new working group members.</li> <li>-Undertake a review of the current state of provision in Student Services against current policy.</li> <li>-Review literature and undertake a horizon scan to identify best practice and policy in systems that serve similar communities globally.</li> <li>-Test and finalise a strategy and roadmap based on a new offer of support.</li> </ul> <p>Discuss implications for school transformation workstreams.</p> <p>Recruit and onboard addition co-lead who will hold the planning and design for the Exceptionalities Learning Signature School.</p> <p>Co-design the scope of work and approach for the exceptionalities learning signature school in partnership with IU.</p>	Continued 2.5 days per week of the ERU co-lead for this workstream and the establishment of a working group, to include reps from Student Services and the Ministry of Health to support with the essential/critical deliverables.	0.5 days per week for the IU lead in a co-lead role, to provide service design capability and 'training'/capability building to the ERU co-lead

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Early Years	Implementing an all of government Early Years Strategy / Roadmap to realign current policy and practise with the Government's vision for Early Years. The strategy would work to: -Increase understanding about ECD in the community -Reduce siloed and disjointed programmes and services - Address workforce shortages -ensure quality care services are readily accessible to all -Improve quality of data collection:	The work seeks to put in place appropriate resources and supports into the early years to ensure young children and their families can successfully transition into formal schooling	Scope of work advanced and agreed to by the Social Policy Sub Committee. 1. Undertaking a review of the current state of provision in the Early Years against current policy, programmes, access and duration in services. 2. Reviewing literature and undertaking a horizon scan to identify best practice and policy in systems that serve similar communities globally. 3. Subject to competing factors, possibly convening of a Ministerial Summit with Government and the Not For Profit Sector 4. Commence development of an all of government Early Years Strategy / Roadmap to realign current policy and practise with the Government's vision for Early Years.	Governance of the work sits across government departments.  Continued 2.5 days per week ERU co-lead for this workstream. Given the increasing scope of work and increasing demands on the current ERU co-lead in their CPA workstream a new co-lead would be required to service this workstream.	0.5 days per week for the IU lead in a co-lead role

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Communications and Engagement	<p>A functioning, skilled and suitably resourced team that can take up the communications and engagement function within the EA when stood up.</p> <p>Re-positioning this workstream as in support of School Transformation and all other WGs.</p>	<p>Despite the good (and hard) work underway in schools, communications activities have largely focused on a push approach and through online and social media.</p> <p>Change processes such as this require deep engagement with people.</p>	<p><b>Overall comms and engagement</b></p> <ul style="list-style-type: none"> <li>- Sentiment analysis and research</li> <li>- Refining the existing strategy to align to community needs</li> <li>- Deliver on the refined strategy</li> <li>- Redefined roles for WG</li> </ul> <p><b>Specific deliverable</b></p> <p>Supporting the ongoing delivery of communicating the revised 3-2 tier plan.</p>	<p>An ERU co-lead that is experienced in campaigning, advocacy and designing engagement opportunities in a highly politicised context or reconsidering the role the DC lead plays on the WG (suggest shared role given the centrality of the reform agenda to the Government)</p> <p>Graduate technical support:</p> <ul style="list-style-type: none"> <li>- events/engagement officer</li> <li>- social media officer</li> </ul> <p>An expanded WG with diverse experience across the areas of:</p> <ul style="list-style-type: none"> <li>- PR</li> <li>- media relations</li> <li>- community development</li> <li>- campaigning/advocacy</li> <li>- writing for Government</li> <li>- storytelling</li> </ul> <p>Financial resources for implementation of strategy</p> <p>School-based advisory group released to undertake community based work up to 0.5 days per week.</p>	<p><b>Consistent resourcing</b></p> <p>Co-lead 0.5 day per week focused on strategy implementation</p> <p>0.5 days per week focused on:</p> <ul style="list-style-type: none"> <li>- ERU Lead</li> <li>- communications</li> <li>- Ministerial communication</li> <li>- Graphic design and visual communications</li> <li>- Impact story development/storytelling</li> </ul> <p>Time specific resourcing to design, develop and support the ongoing communication regarding the revised 3-2 tier plan.</p>
			None of the above deliverables are achievable unless the ERU resources outlined above (or equivalent) - are in place ASAP. These roles must be filled by appropriately qualified and experienced individuals.		

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LEARNING ENVIRONMENTS	In two years time, there should be in place a commissioned design and build organisation (DBO) handling all the learning environments work in support of the 3-to-2 tier plan. While the overall control of the contract will be held by Public Works (at least until the establishment of the Education Authority), the clients for the work of the DBO will be the schools (leadership teams, STTs and Boards) supported by the ERU	High quality, appropriate learning environments help realise the Vision for Learning and support and enrich teaching and students' learning - leading to better learning and life outcomes for children and young people  Such environments, if developed smoothly and on time, can raise students and parents aspirations	The RfP for, and procurement of, a Design and Build Organisation (DBO) to develop the learning environments in support of the 3-to-2 tier plan (with the exception of Sandys - see below)	RfP must include need for successful bidder to have deep understanding of 21st century learning and experience and expertise in the design of 21st century schools and 21st century learning environments	0.5 days per week assuming that there are full-time suitably qualified and experienced ERU leads for both Parish Primary Schools and Signature Schools  Advise and support the PS, ERU Leads and Head of ERU in developing the RfP for a DBO
			<b>Parish Primary Schools</b> Clear plans for the timely completion, by first week of August in 2025 and 2026, of all necessary works and fitting out for the opening and continuing development of Parish Primary Schools  Completion of Design Briefs/specifications of works for Parish Primary Schools already in transition and for the next wave(s) of Parish Primary Schools	This will require the full-time attention of an ERU lead until the DBO is in place. This lead must have: - robust, relevant project management capability - understanding of 21st century school learning environments - sufficient architectural, contractual and governmental experience to write RfPs  Clarity of responsibility (between ERU, DoE and PW) for each aspect of all works and orders	Advise and support ERU lead in developing the Design Briefs for the next wave(s) of Parish Primary Schools (as determined by the 3-to-2 tier plan) note: this would <del>not</del> include detailed sub-editing or proofreading of drafts
			<b>Sandys</b> Architecture/project management organisation contracted  Bid for capital allocation (capital development [building works] and capital acquisition [furniture, equipment, IT, etc] as part of block grant: by end September 2025 for financial year 2026-27  Optimised layout and costed, phased plans for works finalised: by mid December 2024  Clear plans for school ready for opening as Senior Signature School - all necessary works and fitting out completed: by mid-August 2025	Real clarity on lines of responsibility within and between: - Sandys (SLT, STT and Board) - ERU - DoE - Public Works (if involved at all)	Advise and support ERU lead, Sandys Board, SLT and STT in working the architecture/project management organisation, and to advise and support Sandys Board, SLT and STT in being clients to that organisation  Advise and support ERU lead, Sandys Board, SLT and STT in developing estimated budgets for furniture, equipment, IT, etc.  This is subject to ongoing conversations about the respective roles of MoE/ERU and Sandys
			<b>Remaining Signature Schools</b> Learning environment specifications completed for 4th Signature School, Alternative Education and Exceptionalities at dates to be confirmed when 3-to-2 tier plan finalised	All these will require a minimum of four years lead-in time	For other Signature Schools (Clearwater [Climate, Environment & Resources, and Community & Social Investment]- the Sustainability Signature School - Alternative Education, Exceptionalities), advise and support ERU lead, and relevant members of ERU, STTs and, when contracted, the DBO to develop the learning environments specification

All the above deliverables are at risk unless and until two ERU leads for Learning Environments - one for Primary and one for Signature Schools - are in place. These roles must be filled by appropriately qualified and experienced individuals.



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School Transformation: Primary	<p>1st Cohort Parish Schools have implemented all features apart from those requiring capital works</p> <p>2nd Cohort Parish Schools have opened as parish school and implemented most features apart from those requiring capital works</p> <p>3rd Cohort Parish Schools are working through implementation plans and construction has begun.</p>	<p>1st Cohort Parish Schools- coaching, learning, refinement, and implementation of features</p> <p>2nd Cohort Parish Schools- development, testing, planning and supporting implementation of school features.</p> <p>3rd Cohort of Schools - induction, onboarding, personalisation modules - mindset shifting, PL on each national guardrail, opportunity to visit other schools to see features in practice, ethnography, SDL process to develop and begin executing implementation plan.</p>	<p>DoE co-leads are in place and have time dedicated to supporting STTs</p> <p>ERU roles are fully staffed</p> <p>Release time and appropriate substitutes are in place</p> <p>Principals of schools are participating fully in transformation</p>	<p>IU co-leads (2 people)</p> <p>1st Cohort Parish Schools (2) supported 11 hours per week</p> <p>2nd Cohort Parish Schools (2) supported 18 hours per week</p> <p>3rd Cohort of Schools (6) supported 27 hours per week</p> <p>Requirements: Additional ERU co-lead for PPs DoE identified co-leads for each STT</p>
School Transformation: Signature	<p>1st Cohort Signature Schools have implemented all features apart from those requiring additional capital works</p> <p>Sandys Secondary School has opened, implementing new curriculum and features.</p> <p>Exceptionalities School is working through their implementation plans and major capital works has begun.</p>	<p>1st Cohort Signature Schools - school readiness support; coaching and learning support for existing school features; coaching &amp; alignment (with School Board &amp; Leadership) support to Co-leads.</p> <p>Sandys Secondary School - direct, hands-on support to leadership and STT; school readiness support; intensive support on infrastructure &amp; curriculum design.</p> <p>Exceptionalities School induction, onboarding, personalisation modules - mindset shifting, PL on each national guardrail, opportunity to visit other schools to see features in practice, ethnography, SDL process to develop and begin executing implementation plan.</p>	<p>DoE co-leads are in place and have time dedicated to supporting STTs</p> <p>ERU roles are fully staffed</p> <p>Release time and appropriate substitutes are in place</p> <p>Principals of schools are participating fully in transformation.</p>	<p>IU co-leads (2 people)</p> <p>1st Cohort Signature Schools (2) supported 8 hours per week</p> <p>Sandys Secondary School (1) supported 14 hours per week</p> <p>Exceptionalities Signature School (1) supported 5 hours per week</p> <p>Requirements: Student Services co-lead to be the STT co-lead for AL and Exceptionalities Signature Schools DoE identified co-leads for each STT</p>

In addition to an expanding work programme in an increasingly complex environment, IU is also required to account for:

1. A small increase to day rates for each of its team members. These rates are still that of a registered charity and significantly lower than a commercial consulting agency.
2. an increase in travel, accommodation insurance, design and printing costs, none of which have previously been passed on.

	DAYS	\$
Parish Primary School Transformation	319.00	\$458,304.00
Signature School Transformation	174.00	\$343,228.50
Curriculum and Learning Experience Development	220.00	\$263,340.00
Professional learning and capability building	22.00	\$46,281.40
Future workforce	24.00	\$52,920.00
Inclusivity & Cultural Responsiveness	8.00	\$12,738.00
School choice & admissions	8.00	\$12,738.00
Learning Partnerships	8.50	\$13,534.13
Personalized Learning	8.50	\$13,534.13
System Leadership	24.00	\$52,920.00
School Leadership	22.00	\$46,281.40
Resourcing and budgeting	11.00	\$34,774.74
Education Authority	22.00	\$69,549.48
Data and metrics	11.00	\$34,774.74
Student Services	22.00	\$35,029.50
Early Childhood	24.00	\$30,996.00
Comms and engagement	96.00	\$132,300.00
Learning Environments	22.00	\$69,549.48
Project Management	148.00	\$279,923.78
Total	1,194	\$2,002,717.27
Travel, insurance, design and printing		\$523,031.00
TOTAL		\$2,525,748.27

# Innovation Unit team

## Keren Caple, CEO

Keren leads Innovation Unit Australia New Zealand. Keren focuses on our strategy and impact in the Asia Pacific region and our education work globally. Keren has had a long career in education working on improving and innovating teaching and leadership throughout Australia as General Manager of the Australian Institute of Teaching and School Leadership prior to starting Innovation Unit, and continuing her work in education supporting the Department of Education in Western Australia to resign learning and schooling.

Keren is deeply committed to supporting people and communities to really thrive, beginning with their early education and care and continuing with their learning and wellbeing throughout their lives. To achieve this Keren works with communities, organisations, foundations and whole systems and sectors to create fundamental change in 'the way things are done'. By maintaining a focus on both the lives of the people involved and the learning experience of leaders and indeed all professionals who work to make a difference, Keren's work creates the conditions in which real change can happen at scale.

## David Albury, Senior Associate

David is a Senior Associate at Innovation Unit. As a co-founder and previous Board Director, David has helped shape the organisation and its strategy since its foundation in 2006. He has initiated and led several of Innovation Unit's major projects including its work with the New York City iZone; GoodFuture – partnering with Goodstart, one of Australia's largest early learning providers to radically redesign their offers and organisation; being, from 2009 to 2014 Design and Development Director of the Global Education Leaders' Program (GELP); Elevate – working with the Association of Independent Schools in New South Wales to realise the potential of high potential learners.

For over two decades, David has consulted and advised on forming and implementing strategies and policies for transformation and innovation in education, early learning, healthcare and other public services. He has worked with and coached senior politicians and policy-makers, leading managers and professionals in local, national and international organisations in the UK, Australia, Brazil, Canada and New Zealand.

## Innovation Unit team ctd.

### Martin James, Director

Martin is an experienced educational leader, facilitator and researcher. Before joining Innovation Unit, Martin was an executive member at the Australian Institute for Teaching and School Leadership (AITSL) where he had oversight of the teacher quality, improvement and innovation portfolio. Martin has held several principal positions in New Zealand and has been involved in mentoring first time principals, managing ICT professional development clusters and building communities of learners around common achievement challenges.

Most of Martin's current work is in the compulsory education sector and involves innovation partnerships with a range of systems and sectors across Australia and New Zealand to radically redesign their professional practice in ways that will deeply engage all students. In the families space, Martin is part of a team supporting the design and delivery of innovation methods to generate new and irresistible offers to families using early learning and care services.

### Emma Scott, Senior Project Lead

Emma leads our education projects in Australia, working in partnership with sectors and schools to design challenging, inspiring learning experiences so that learners can reach their full potential in a rapidly changing world. Prior to joining Innovation Unit, Emma worked at the Australian Institute for Teaching and School Leadership (AITSL) where she led the Learning Frontiers initiative. A partnership between AITSL and Innovation Unit, the initiative brought schools from across Australia together to collaboratively redesign practices so that learning and schooling could be more engaging, challenging and meaningful for young people.

In our current work, Emma supports educators to learn more about the lives of young people through user-centred research methods, and use design-led approaches to generate new innovations that respond to the needs of all learners. Emma is passionate about making impact through scale, and works with organisations to design strategies for adoption and adaptation of new ideas.

## Innovation Unit team ctd.

### Sarah Ward, Senior Innovation Consultant

Sarah is a Senior Innovation Consultant with a keen interest in how innovation can be used to create sustainable impact for people and partners. Having mostly worked across Innovation Unit's education portfolio, her work ranges from co-designing bespoke outcomes frameworks that make explicit the aspirations schools have for all pupils (Aga Khan Education Services), to developing a set of tools for successfully implementing education technology across Sub-Saharan Africa (UNICEF and Aga Khan Foundation).

Closer to home she is working with New Schools Network to support areas in England to design and develop new, community-led, high impact free schools. Outside of education Sarah has spent the last two-years leading an international learning project with Guy's and St Thomas' Charity (now Impact on Urban Health) on what it takes to build cultures of health in urban settings.

### Tom Beresford, Associate

Tom is an Associate and public sector professional working with partners passionate about the renewal of places and communities. He brings his particular passion for new school design to a range of Innovation Unit's education programmes, having co-led Innovation Unit's School Design Lab – working with new and existing schools internationally to (re)design schools for extraordinary learning.

Tom has experience working with providers of public services, charitable organisations, local authorities and international government agencies across diverse contexts from the UK to Sub-Saharan Africa, Continental Europe to Australia. He was a part of Innovation Unit's research team working with the Aga Khan Development Network to renew and transform their Education Services' Outcome Charter and Education Technology Strategy. He also supported Innovation Unit's flagship education programme REAL Projects – the UK's first randomised control trial of project based learning – leading on the programme's learning strategy and convening its emerging REAL Projects Network.

## Innovation Unit team ctd.

### Dr Angela Swan-Millar, Senior Project Lead

Before joining the Innovation Unit, Angela held a diverse range of positions across the New Zealand education system and internationally in Australia, England, and Colombia.

At Victoria University's Faculty of Education, Angela served as a lecturer, teaching literacy, aiding student teachers in curriculum development, and providing workshops, coaching, and resources to enhance teaching practice.

With a strong interest in equity and inclusion, she also worked as a Senior Advisor for the Ministry of Education, where she developed and piloted a school entry assessment toolkit co-designed with teachers and schools to assess and adapt instruction for new students.

Most recently, as a Senior Evaluator for the Education Review Office, Angela conducted interviews and analyzed qualitative data for New Zealand's Histories and the updated Social Sciences curriculum, and new teacher induction evaluation reports, leading to actionable, data-driven recommendations.

Angela holds a PhD, with her thesis titled "Bringing Life to Leadership: The Emergence of Principal Leadership Practice for Educational Success in Low Socio-Economic Schools."

### Julie Temperley, Senior Associate

Julie joined Innovation Unit as a Senior Associate in 2010 with a background in research and evaluation as part of large scale change programmes.

As a learning partner in innovation projects and programmes, Julie makes data and evidence of different kinds inspiring and useful to practitioners and leaders working to transform the lives of the people they serve.

Recent work for Innovation Unit has included designing learning in the Department for Education's Children's Social Care Innovation and Strengthening Families Programme, drawing insights from the emergency pandemic response as part of ongoing work to support public service reform in Greater Manchester, synthesising a model for young people leaving residential children's homes, based on learning from eight prototypes developed in different locations, and supporting a multidisciplinary team to develop an evidence-based strategy to tackle rising incidences of sexual violence in their region.

## Innovation Unit team ctd.

### Georgina Lewis, Project Lead

Georgi is one of our project leads. With a background in service design, she is experienced in leading and supporting projects across health and well-being, mental health, community development and young people. She provides project leadership across projects between Australia and Bermuda.

### Maia Steele, Graphic Designer and Visual Communicator

Maia is one of our graphic designers. She provides design and editing across projects between New Zealand and Bermuda. Although Maia is a Bermudian, she is currently based in Hamilton, New Zealand.

### Stacey Quince, Senior Associate

After completing her tenure as Principal and then Executive Director, Quality Teaching Improvement and Innovation in the NSW Department of Education here she oversaw every function from Aboriginal Education through to the education function at the Zoo, Stacey joins our team as an Associate to support on Senior Schooling transformation.

### Nyree Correia, Chief Financial Officer

Nyree is CFO for Innovation Unit Australia and New Zealand – working closely with the leadership team and Board to help grow the organisation in a robust and efficient way. Nyree ensures the organisation is able to achieve its vision of providing innovative solutions in the education and social care sectors.

With over 25 years' experience in financial management, business strategy development and process improvement, Nyree has worked in key leadership roles in private hospitals, allied health, medical imaging and medical specialist practices. She has been involved in the implementation of innovative solutions in radiology virtual reporting and hospital systems. Nyree has a Bachelor of Commerce, is a member of the Institute of Chartered Accountants and holds governance roles for a healthcare company and in the independent school sector.