Ministry of Education
Cayman Islands Government

Guidance for Educational Institutions Receiving a Weak Inspection Judgement

The Ministry of Education (MOE), in keeping with the Broad Outcome of "improving education to promote lifelong learning and greater economic mobility" (Strategic Policy Statement 2022-2024), continues to take seriously the quality of education received by all our children. The Organisation for Economic Co-operation and Development (OECD) states, "children's life chances are strongly influenced by the quality of their education" (OECD 2012 p. 14). Institutions providing poor quality educational provision can potentially affect many students and have serious ramifications for the education system and country as a whole.

This guidance:

- Accompanies the ***Response to Educational Institutions That Receive a Weak Inspection Judgement Policy***.
- Applies to **all** schools, including, special and further education provisions and Early Childhood Care and Education (ECCE) centres.
- Prescribes the urgent measures education institutions need to take to improve the quality of key aspects of their performance or practice associated with their overall judgement of "weak" and outlines the support and resources available to undertake this improvement.
- Outlines the responsibilities, roles and actions of key stakeholders involved in the improvement process.

The Process:

The Principal/School or Centre Leader/Owner of the institution judged to be "weak" will be required to submit a Post Inspection Plan (PIP) within **twenty working days of publication of the official inspection result by the OES**. Submission must be made to the Director of the Department of Education Services (DES) and the assigned Senior School Improvement Officer (SSIO) in the case of a government school; the respective Education Strategy Officer in the Ministry of Education, in the case of an Independent/Assisted school and; the ECCE Officer in the case of an ECCE centre, also in the Ministry of Education. This PIP, will seek to outline the actions which will be taken to promptly address the area(s) of performance or practice that have been identified "weak".

Approved

Development and submission of the PIP should take place as soon as possible, within the twenty days (maximum) time frame to reduce the likelihood of further impact on student/children progress and achievement. The recommendations identified within the inspection report must be prioritized. Principals/School or Centre Leaders/Owners of institutions judged "weak" should utilize all available resources, when developing and implementing the PIP. The sample PIP shown in the table below may be used and can be customized as needed.

Sample PIP Template:

Objective	Actions	Resources Needed	Success Criteria	Timeframe and Owner	Costs	Monitoring & Evaluation
What outcomes are you trying to achieve?	What will be the specific actions taken to achieve the objective?	What resources will be needed to achieve objectives?	How will you know if the actions have been successful?	When will the actions be completed and by whom?	What are the financial implications of the actions?	How will improvements be monitored & evaluated?
OES Recommendation 1: Increase the opportunities for students to progress to higher education	Delivering career guidance and support from Gr. 9	-Web-based career programme -Services of a career counsellor	-90% and over of Gr. 9 students accessing the web-based programme - 90% and over of Gr. 9 students with clearer understanding of career options & pathways	-September 2023 by ICT Lead - September 2021 by Deputy Principal (Pastoral)	-Cost of the software programme ($xxx per month) -Career services contract ($xxx per month)	-Programme data and student survey data -Student survey data
	Structuring a coherent external examination programme.	-Consultation with various examination boards	-Steps to implement one of the relevant curriculum and exams	- August 2021 by Principal	-Fees to exam board ($xxxx)	-Decision to adopt and implement student curriculum, payment of initial fees to exam board and timeline to adopt and implement curriculum.
OES Recommendation 2:						
Other						

Approved

For government schools, Principals and School Leaders are required to work with the SSIOs and the School Support Team at DES and in the Ministry of Education. This School Support Team consists of the:

- Teaching and Learning Team (DES) – Consisting of the Science and Technology Coach, and the Literacy, Numeracy and STEM Specialists, this team of specialists is responsible for supporting teaching and learning in the core subject areas.
- Facilities Team (DES & MOE) - Responsible for the maintenance of the physical infrastructure in the schools.
- Business Services Team (DES) – Provides operational business support services, including all aspects of procurement for the public school system.
- Head of Professional Development (MOE) - Provision of staff training and system-wide professional development and implementation and monitoring of related policies and programmes.
- Data and Testing Team (DES) – The team responsible for the processing and handling of education system data and administration of student assessments in the government schools.
- Child Safeguarding and Inclusion Personnel – Behaviour Support Services team, Inclusion Specialists and Child Protection Officers in each school and Safeguarding Leads at DES and MOE who work together to secure and maintain safe schools.
- Human Resources Team (MOE) – Provides guidance on legislation, policies, practices and procedures applicable to government employees.

SSIOs will monitor the progress associated with the implementation of the PIP in their assigned schools and will utilize the services of the other DES units to provide the necessary support.

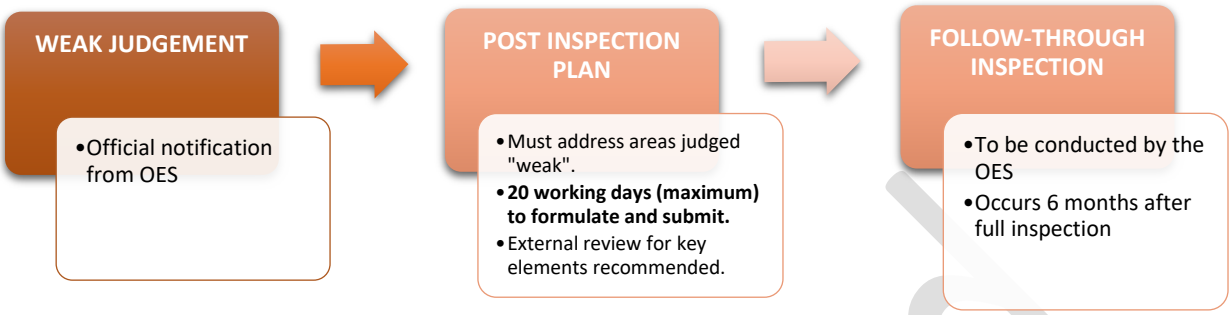
In the case of private schools, the school management team and Board of Governors will need to prioritize resources in providing assistance for the school in the improvement process. In evaluating the performance indicators, the Principal/School or Centre Leader/Owner of the affected education institution should be able to support actions with documented evidence.

The progress of the needed improvements will be monitored by OES by way of follow through inspections (s. 18 (3) *Education Act, 2016*). As outlined in the inspection framework, ***Successful Schools and Achieving Students 2***, these inspections will be conducted every six months until areas of weakness are satisfactorily addressed.

Approved

Ministry of Education
Cayman Islands Government

Summary of Initial Actions:



While school improvement is a collaborative effort, school or centre leaders/owners are ultimately responsible for the improvement of a school or care institution. Elmore, 2004 (in Hattie, 2012) states that school leaders are responsible for cultural shifts which, according to Hattie, ultimately leads to sustained success. As a part of this *Visible Learning* philosophy, Hattie believes that to achieve the greatest impact, School Leaders must not only be instructional leaders who focus on the quality and impact of teaching on the school, but also learning leaders who use and incorporate evidence as they strive for improvement.

Getting the right support to effect this improvement is crucial for all involved. School or Centre Leaders/Owners must therefore avail themselves of the resources necessary to enact the changes as outlined in the action plan. Responsibilities, roles and actions of the Ministry of Education, the Department of Education Services and Principals/School Leaders/Owners are outlined in the ***Response to Educational Institutions That Receive a Weak Inspection Judgement Policy***.

Additional actions which need to be taken are outlined below. Examples of related activities under each action are also listed. These directly relate to the OES' *Successful Schools and Achieving Students 2* performance standards and have their basis in Cayman Islands legislation and Ministry of Education policies. This is not an exhaustive list and suggested actions and related activities can be modified as needed.

Standard 1 – Helping our students to achieve in key areas of their learning.

The Principal/School or Centre Leader/Owner may:

- ✓ Participate in or organize professional development workshops and courses for educators
    - Participate in workshops and/or arrange for relevant staff members to participate to improve the variety of student learning strategies e.g. online

Approved

workshops on study skills or those emphasizing student meta-cognition/self-regulated learning such as help seeking or other learning strategies such as using mnemonics or summarization.

- Promote membership in professional membership organisations for educators to take advantage of courses and other resources offered.

✓ Share and adopt best practice of other education institutions

- Network with bodies such as the Private Schools Association or the Principal's Consultative Committee.
- Observe and share lessons from other schools or care centres that focus on student by creating opportunities for students to develop ownership of their academic abilities and progress in order to improve student achievement

✓ Monitor and evaluate progress on the PIP ahead of the follow-through inspection.

Standard 2 – Promoting our students' personal and professional development.

The Principal/School or Centre Leader/Owner may:

✓ Utilise various school associations and networks

- Use networks such as the Private School Association, Parent Teachers Associations (PTAs) and Home School Associations (HSAs) to support various student development initiatives

✓ Utilise the services of various education specialists both in schools and consultants in private organisations

- Consult with education psychologists and other SEN specialists in the schools and other organisations (s.33 and 34 *Education Act, 2016*; r. 31 *Education Regulations, 2017*)

- Use career counsellors/advisors and appoint a member of staff if necessary to oversee related activities

- Involve counsellors and other professionals when planning for students' personal and professional development

Approved

✓ Involve parents in various school activities

- Use expert guest speakers and volunteers for after-school programmes and reinforcing self-efficacy in children and the development of other skills and efforts at home.

✓ Utilise local and international stakeholder organisations

- Establish relationships with organisations in the wider community and elicit support for initiatives related to students' personal and professional development e.g. local businesses, local NGOs, places of worship
- Encourage membership and participation in local and international professional bodies

✓ Monitor and evaluate progress on the PIP ahead of the follow-through inspection.

Standard 3 – Ensuring effective teaching to support our students' learning.

The Principal/School or Centre Leader/Owner may:

✓ Seek the expertise of local, regional and international education specialists

- Utilise SEN specialists when planning for students; and before, during and after lessons to support staff and students with SEN/D (s.33 and 34 *Education Act*, *2016*; r. 31 *Education Regulations, 2017*).

✓ Create or better utilise professional learning communities within schools or groups of schools

- Encourage collection, sharing, analysis and utilization of teaching and learning data
- Encourage and promote positive teacher attributes, positive teacher-student interactions
- Establish a structure for coaching and mentoring over extended periods to encourage and promote the use of a variety of teaching strategies such as those emphasizing learning intentions, success criteria, classroom discussions, the jigsaw method etc.

Approved

✓ Network with other institutions both locally and abroad

- Share best practices and facilitate peer collaboration with other education institutions or those offering educational services
- Network with local businesses & other establishments to facilitate real world applications (s. 17 (1) (c) *Education Act, 2016*)
- Establish local, regional and international education partnerships to share best practices e.g. partnerships with excellent and good schools locally and exemplary schools abroad

✓ Facilitate internal and external professional development workshops & other training opportunities

- Encourage integration and use of various technology such as interactive videos in lessons

✓ Monitor and evaluate progress on the PIP ahead of the follow-through inspection.

Standard 4 – Offering a curriculum that meets the educational needs of all our students.

The Principal/School or Centre Leader/Owner may:

✓ Seek the expertise of education specialists, locally, within the Caribbean region or those in the international space (s. 17 (1) and (2) *Education Act, 2016*)

- Utilise SEN/D specialists when planning for students with SEN/D (s.33 and 34 *Education Act*, 2016; r. 31 *Education Regulations, 2017*)
- Facilitate regular professional development and training workshops for staff
- Consult with accreditation bodies and examination boards and update curriculum, assessments and pedagogy as needed (s. 17 (6) and (7) *Education Act, 2016*

✓ Use data to inform decisions regarding curriculum needs (r.35 *Education Regulations, 2017)*

✓ Monitor and evaluate progress on the PIP ahead of the follow-through inspection.

Approved

Standard 5 – Keeping our students safe and always supported.

The Principal/School or Centre Leader/Owner may:

- ✓ Regularly consult with SEN specialists, counsellors & other relevant support specialists both in and out of schools
    - Identify and support children with special education needs and disabilities (s.33 and 34 *Education Act, 2016*; r. 31 *Education Regulations, 2017*)

- ✓ Develop and implement educational policies, guidelines and procedures which are consistent with Cayman Islands legislation (s. 27, s. 28, s. 29, s. 30, s.33 (1) and s. 40 *Education Act, 2016*; r. 7 (5), r. 11 (1) and (2) *Education Regulations, 2017*) and the Ministry of Education's health and safety policies and guidelines (particularly, ***The Cayman Islands National Child Abuse and Neglect Reporting Policy, The Cayman Islands National Staff Safeguarding Policy (Staff Code of Conduct), The Cayman Islands National Safe Environment Policy, National School Discipline and Student Behaviour Policy, National Anti-Bullying for School Students and The Cayman Islands Code of Practice for the Identification, Assessment and Provision for Additional Learning Support Needs in Education (2021)***)

- ✓ Regularly consult with relevant government entities for advice and to ensure compliance
    - Seek information from and utilise the services of the Department of Environmental Health, Hazard Management Cayman Islands and Cayman Islands Fire Service to ensure compliance with national laws, policies and guidelines (r. 7 (5) *Education Regulations*), the Cayman Islands School Health Program (Carvell Bailey, Program Coordinator, School Health, Health Services Authority)

- ✓ Elicit the support of parents and guardians, PTAs and HSAs and create positive relationships with other partners involved in the education process and the wider community.

- ✓ Monitor and evaluate progress on the PIP ahead of the Follow-Through Inspection.

Approved

Standard 6 – Leading and managing our school and developing our links with the community we serve.

The Principal/School or Centre Leader/Owner may:

- ✓ Regularly engage the institution's governing body/owners in the management of the institution according to policy (r. 7 (5) and r. 11 of *Education Regulations, 2017*)

- ✓ Network with other local leadership teams, governing bodies, school or centre leaders and owners with exemplary leadership and governance
    - Share best practices or receive/provide training to achieve durable change (Hattie, 2012)
    - Encourage/promote coaching, mentorship, leadership, management and governance training for members of the senior leadership team, governing body or owners to strengthen capacity and transform schools (Hattie, 2012)

- ✓ Consult with regional and international education leaders
    - Share best practices and facilitate regular professional development and training workshops

- ✓ Elicit the support of parents and guardians, PTAs and HSAs and create positive relationships with other partners involved in the education process and the wider community.
- ✓ Monitor and evaluate progress on the PIP ahead of the Follow-Through Inspection.

Standard – 7 Overall performance: How good is our school?

The Principal/School or Centre Leader/Owner:

- ✓ Will act on guidance and support provided by the SSIOs (government schools)

- ✓ May network with and support members of the Private Schools Association (PSA)

- ✓ Will be guided by OES policies and guidelines (s.36 *Education Act, 2016*)

Approved

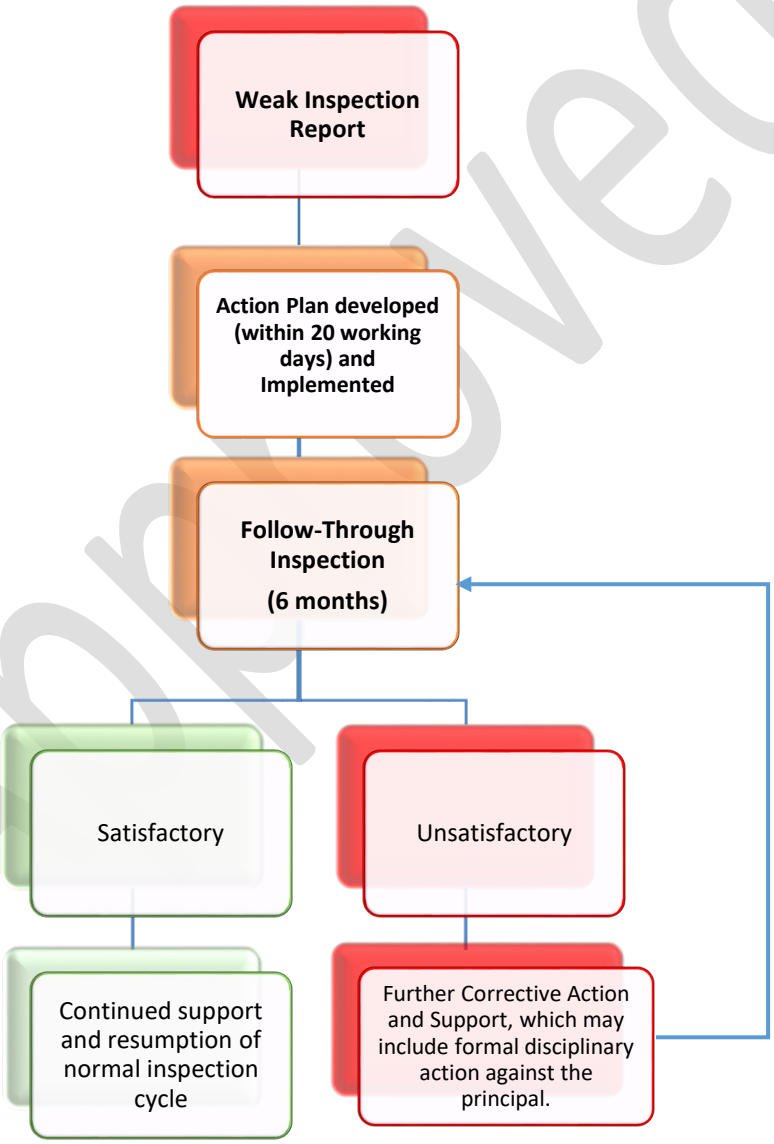
Ministry of Education
Cayman Islands Government

Appendix 1

Summary of Actions

The process addressing inadequate performance by **school leaders** in *government education institutions* is detailed in the ***Response to Educational Institutions That Receive a Weak Inspection Judgement Policy*** **(Appendix B*)*** and is summarized below.

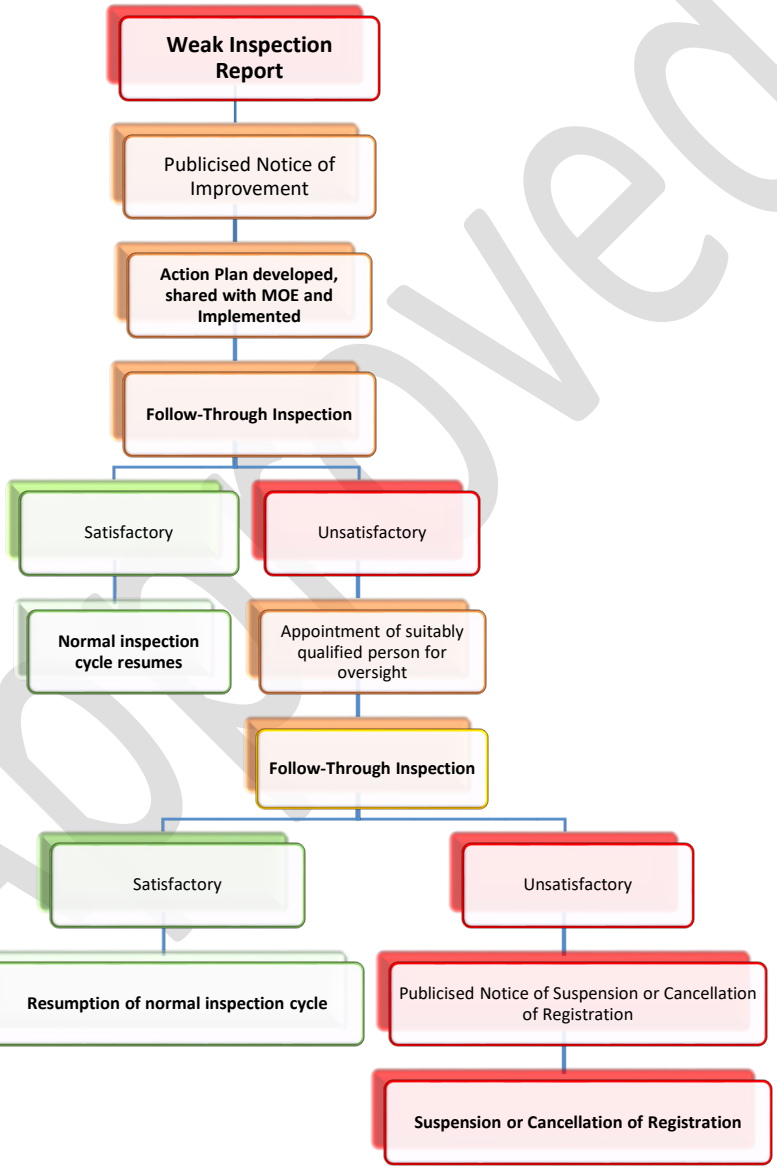
Summary of actions affecting school leaders as per the PSMA, 2018 and Personnel Regulations (2019 Revision)



Approved

The post-inspection process for ***Assisted Schools*** and ***Early Childhood Care and Education institutions*** is detailed in the ***Response to Educational Institutions That Receive A Weak Inspection Report Policy*** and is summarized below.

Summary of actions as per the section 18 (6)(b) of The Education Act, 2016



Approved

References

Cayman Islands Government. 2021. *Strategic Policy Statement 2022-2024*. https://www.gov.ky/

Hattie, J. 2012. Visible Learning for Teachers: Minimizing Impact on Learning. Routledge, Oxon and New York.

Hattie, J. and Hamilton, A. 2020. Real Gold vs. Fool's Gold: The Visible Learning Methodology for Finding What Works Best in Education. Corwin Press Inc. https://www.visiblelearning.com/sites/default/files/Real%20Gold%20vs.%20Fools%20Gold_FINAL_app.pdf

Ministry of Education. 2021. *Response to Schools That Receive A Weak Inspection Report Policy.* Cayman Islands Government. George Town. https://schools.edu.ky/Pages/Home.aspx

OECD. 2012. Equity and Quality in Education: Supporting Disadvantaged Students and Schools. OECD Publishing. http://dx.doi.org/10.1787/9789264130852-en

Office of Education Standards. 2020. *Successful Schools and Achieving Students 2*. Cayman Islands Government. George Town. http://oes.gov.ky/portal/page/portal/esahome

Waack, S. 2014. Hattie Ranking: 252 Influences And Effect Sizes Related To Student Achievement https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/

https://us.corwin.com/sites/default/files/250_influences_chart_june_2019.pdf

Approved