



REACH for Excellence

Guiding motto for the reform of education in Jamaica

Results

Equity

Accountability

Coherence

Harmonization

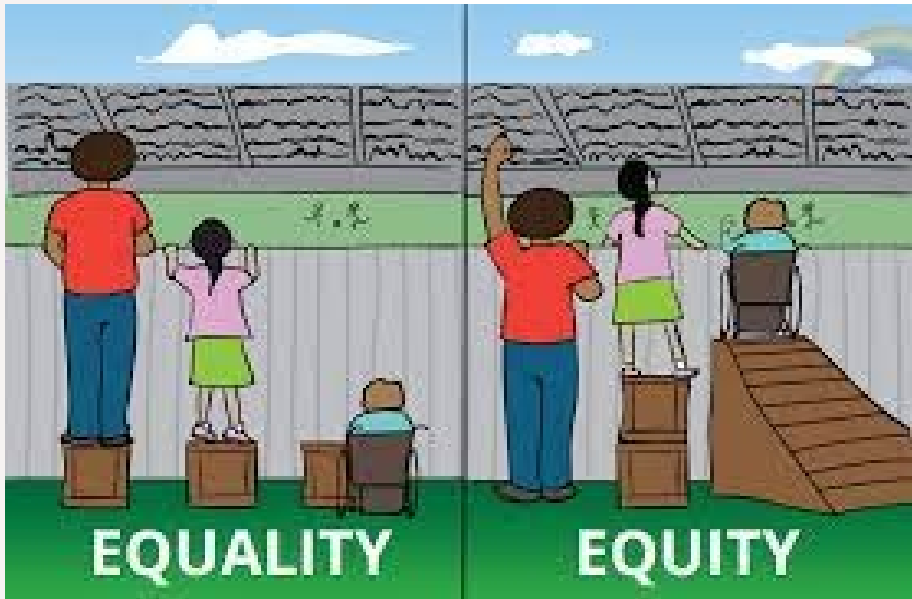
REACH
for Excellence



- ◆ ***MOEY and all schools will make their primary, all-important focus the measurable learning results of students***
 - ◆ MOEY should follow the principle that it will not institute or continue any administrative or instructional program without evidence of their effectiveness in enhancing learning. Upstream capacity building will be minimized for the foreseeable future, and only considered if a direct impact on learning outcomes can be shown. Student performance, especially at the early and primary levels, will override all other considerations in the allocation of education spending. The training of teachers will be thoroughly reorganized to improve learning outcomes.

Equity

The equitable treatment of students according to their circumstances and special needs is a high priority and will supersede equality in the provision of educational resources



Jamaica faces a major problem of inequity in education. Its top 10% of schools are world class; its bottom 50% educational failures. Providing equal access to all schools does not solve the problem of equity, and often exacerbates it. Equity entails the provision of resources that fit the varied needs of students. Prioritizing equity means taking account of the out-of-classroom social and economic challenges that contribute directly to students' educational performance. It also means tailoring in-classroom instruction to compensate for the special cognitive, psychological and physical challenges of students. Equity also means a reconsideration of the relative amount of resources devoted to the different levels of the system. Per pupil expenditure at the higher secondary and post-secondary levels of the system unfairly benefits the minority of those from, or headed to, the most advantaged classes of the society. This must be remedied.



Schools and MOEY will be accountable for learning results. Schools are to be directly responsible to MOEY & local stakeholders; MOEY is to be monitored by a new Education System Oversight Panel, or ESOP (which will be modeled on EPOC, the Economic Programme Oversight Committee)

- ◆ **Accountability entails ultimate ownership of the recommended reforms by schools, the frontline agents in changing the system. In collaboration with the National Education Inspectorate (NEI), they will set their own strategies for the upgrading of students' learning outcomes, improvement of their institutions, and coordination with local stakeholders, especially parents, along the lines recommended. Once in stride, they will be evaluated annually using both the inspection procedures of the NEI and the value-added composite assessment instrument introduced by the Commission. MOEY will be evaluated by the proposed ESOP of expert stakeholders that will also oversee the implementation of the Commission's recommendations. These performance ratings will have consequences.**

COHERENCE



There are 3 Cs to Coherence: Coordination within, and between, MOEY and local school systems to increase efficiency in the delivery of educational resources; Collaborative learning between teachers, students and, where possible, parents; Curriculum reform focused on STEAM and SEL (Social & Emotional Learning)

Jamaica's education, at the central MOEY and local school levels, is hobbled by redundancy and poor management. **Coordination** requires modern data management and the excision of redundant and non-performing programs. Effective ones should be extended and shared where this enhances efficiency, such as in the use of Quality Circles in education, or of distant learning to maximize the skills and experience of teachers in short supply. **Collaborative** learning moves from teacher-centered classrooms to an instructional core of interactive learning between teachers, students and, if possible, parents. This will be gradually introduced in line with proper training of teachers and students in the new pedagogy. **Curriculum** reform focused on STEAM and SEL will follow urgent retraining of teachers and recruitment of new ones with appropriate skills. Teachers who master the new pedagogy and curriculum will be rewarded accordingly.

The 3 Cs are coherently interdependent: STEAM & SEL require collaborative learning. Both depend on the support and delivery of an efficient, well coordinated education system with modern data management



Harmonization

A major drawback of the Jamaican economy is the lack of skilled workers and managers, in spite of huge sums spent on training programs. The reform and integration of TVET training within the regular school system, including eventually, the HEART program, and the reform of post-secondary and tertiary education, to produce graduates that will harmonize with the needs of a transitioning economy, are essential for sustainable development. The private sector has an important, mutual role in the initiation and generation of such reforms, especially in the provision of apprenticeship and internship opportunities.

Jamaica's education is misaligned with the needs of its economy and society, and this must change as soon as possible by harmonizing the demands of the private sector and civil society with the supply of graduates from the education system.

We *REACH* for a world-class system

- ♦ *Jamaican schools have shown that they can compete with the best in the world with the creation of CHAMPS and globally superior athletes*
- ♦ *We intend to do the same in the domain of academic and TVET learning*
- ♦ *A reformed education system will reach every person who seeks to learn and will empower them to reach their full potential*
- ♦ *In doing so we change both individual lives and the development of the nation*

