

Education Department

Today's Learners Tomorrow's World

The Education Board's Vision July 2013



Contents

Education Board Foreword	3
Core Values.....	4
Executive Summary	5
A philosophy for Education in the 21 st Century.....	5
Focus Upon Learners.....	5
Focus upon leadership and teaching	5
Pre-School Care & Primary Education	5
Tertiary and Higher Education	6
Resources and Infrastructure.....	6
Exceptional Outcomes for all Learners	7
What it is	7
What it means.....	7
How it will be achieved	9
Local Empowerment of Schools	12
What it is	12
What it means.....	12
How it will be achieved	13
A Vision with Action (a new section)	14
Appendix 1 Our Learners will become... ..	15
Appendix 2	16
Workstreams and Timescales.....	16

Education Board Foreword

The Education Board's Vision for Education seeks to support the States Strategic Plan Objectives by maintaining and enhancing Guernsey's competitive position in order to achieve future economic success whilst at the same time supporting a range of social policy initiatives providing for the health, social, education and welfare needs of the community.

Education is constantly changing. Our world has moved in a new direction, and education must keep pace. It is no longer enough just to look at our near neighbours in the United Kingdom. We are competing increasingly on a global stage; we must prepare our young people for jobs and careers that do not even exist yet and we must do so in the face of financial constraints. We must ensure that we use our limited resources efficiently and sustainably and that may mean doing things differently.

We believe that there is a compelling case for us to enhance and build upon Guernsey's past education successes if we are to continue to be successful in the future. We are committed to ***Transforming Education – Developing Potential and Achieving Excellence***. We need to take a long term view and consider what we will require from our education system over the next 20 years. However we are not going to succeed on our own. All of us – Board members, headteachers and principals, school, college and Department staff, students and parents and the Bailiwick community as a whole – must work together to accomplish successful change.

This Vision statement will be debated by the States in 2013 and there will follow a number of further States Reports as we embark on this journey to transform our education system.

This document sets out the Board's strategic direction for Education and includes a number of video clips from internationally renowned educationalists on a range of key themes to illustrate concepts and stimulate wider discussion and thought. All the views expressed in the videos are those of the presenters and not necessarily those of the Department. .

We have the opportunity to transform radically our education system to ensure that it is not simply fit for purpose, but provides Guernsey and Alderney with an education system which will enable us to thrive and prosper in the years ahead. With your engagement and contributions as we start to develop and implement policy we believe that, together, we can build an even stronger education system that will serve the Bailiwick¹ for decades to come.

Deputy Robert Sillars, Minister
Deputy Andrew Le Lievre, Deputy Minister
Deputy Richard Conder,
Deputy Chris Green,
Deputy Peter Sherbourne,
Denis Mulkerrin CBE.

¹ When we talk about the Bailiwick of Guernsey in this document it refers to Guernsey, Alderney and Herm. Sark's education service is not the responsibility of the Education Department although we do provide support and advice if required.

Core Values

Our aim is to create an education system for the Bailiwick of Guernsey which will meet the challenges and demands of the 21st Century and provide our greatest asset, our people, with the knowledge, skills and tools to face a complex and challenging future with enthusiasm and confidence.

High quality education is central to the future of Guernsey, both economically and socially, and is essential for the wellbeing of our community.

We will:

- Develop educational centres of excellence across all our institutions based on high standards of teaching and learning and high expectations for all, where:
 - Learners enjoy learning
 - Teachers enjoy teaching
 - Parents and carers are embraced as partners
 - The wider community is welcomed and encouraged to contribute
- Provide an inclusive system that puts learners of any age at the centre, establishes equality of opportunity for all to realise their potential and ensures that each learner develops the knowledge, understanding and skills they need to pursue a happy and fulfilling life.
- Encourage and enable learners to become creative, innovative and critical thinkers. To establish a strong work-ethic and to equip them morally, socially, physically and academically to participate in their local community and the evolving global society in the areas best-suited to their interests, talents and aspirations.
- Provide and encourage participation in a wide range of experiences such as sport, music, arts, activity and volunteer programmes, where mutual respect and collaboration is fostered, both in and out of school

Executive Summary

A philosophy for Education in the 21st Century

The learner of any age is the centre of our community's investment in education and the teacher is its primary asset. Through investment in learning by providing high quality teachers, support staff, leadership, facilities, resources and maximising productive community support and involvement, we will secure educational experiences and outcomes which compare favourably with anything available worldwide, for all our learners.

All staff working in the service will have the skills, experience, commitment and personal capabilities to ensure excellence in all aspects of education delivery and facilitation of learning opportunities. We have examples of excellence throughout our institutions and we will seek to unleash that potential and make excellence commonplace. Through a process of local empowerment we will support and enable our schools and colleges to ensure that all learners flourish.

Focus Upon Learners

All learners have different needs, aptitudes, interests and strengths. We will provide an inclusive, personalised, engaging education which gives all young people the skills, knowledge and personal capability to succeed in work and all aspects of life.

To ensure equality of opportunity, we will review the current system of selective education in Guernsey and make proposals for the most effective structure of delivery from 4-19 in our schools and colleges.

Focus upon leadership and teaching

The Education Board will retain overall responsibility for strategic direction, the legislative and policy framework and outcomes for learners; however there is increased recognition that more effective decision making can be made within a school or tertiary institution.

We must ensure that we recruit and develop Headteachers/Principals who have the skills and experience to ensure excellence within their institution and who support distributed leadership throughout the organisation to promote staff development and effective learning. We will recruit, train and support teachers who are enabled to use the most powerful approaches to learning and teaching to best meet the needs of all learners. We will encourage collaboration within and across all schools and colleges.

Pre-School Care & Primary Education

It is universally recognised that early childhood education impacts on future learning, health and well-being².

We will work closely with other States Departments, the voluntary sector and private providers to ensure the best possible start in life for all our children. This will include bringing a proposal for an

² Please click on the following link to access an OECD research paper 'Does participation in pre-primary education translate into better learning outcomes at school?' <http://goo.gl/Bghuo>

entitlement of 15 hours a week of high quality pre-school education for all 3-4 year olds in addition to more effective inter-agency working for children and their families from pre-birth to 3.

Primary education provides the foundations for success in secondary school and critically the foundations for success in life. Primary education is pivotal to an individual's future personal achievement, health and wellbeing.

The current data indicates that, at its best, primary education in Guernsey is well developed but we need to address the consistency of its provision, and importantly its effectiveness, efficiency and value for money. The Education Department needs to identify where provision is at its best, where people are making the best use of available resources and make that commonplace.

Tertiary and Higher Education

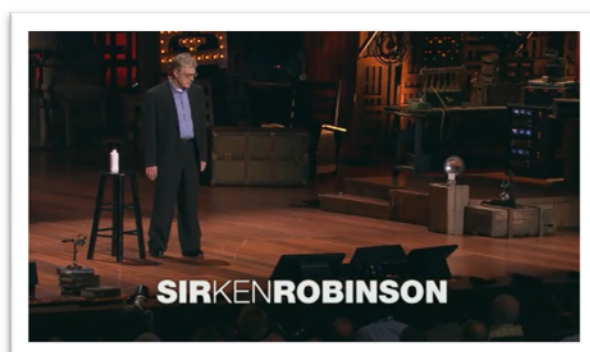
We must bring together and rationalise the range of Post 16 educational opportunities available within the Bailiwick. At this stage the Department is exploring opportunities to bring all further and higher education in various States Departments within the Education Department. As a consequence of this rationalisation, we will be able to offer a portfolio of flexible and wide ranging courses suitable to meet individual and community needs within a tertiary institution. This would also provide increased opportunity for on-island Higher Education. At the same time we must review our funding and delivery of higher education opportunities to ensure potential students have access to the university and course which is best able to meet their individual needs and aspirations.

Resources and Infrastructure

Fit for purpose learning facilities and resources are also an integral part of any educational provision. All learners should expect to spend their formative years in buildings with resources that enhance their learning experience, provide and encourage excellence in teaching and provide a safe and secure learning environment for all. This will include provision and innovative use of new technology, to enhance the quality of learning opportunities and enable increased access to productive anytime, anywhere learning.

In this 2010 TED (Technology, Entertainment and Design) talk Sir Ken Robinson presents a case for a radical shift from standardised schools to personalised learning -- creating conditions where children's natural talents can flourish. In this talk he challenges the way we are educating our children and proposes an alternative education system which cultivates creativity and acknowledges multiple types of intelligence.³

Video Duration 18mins



³ <http://goo.gl/d2JZ>

Exceptional Outcomes for all Learners

"The despotism of custom is everywhere the standard hindrance to human advancement"

John Stuart Mill

What it is

All our learners will experience an inclusive, personalised, exciting and engaging education which successfully builds on prior learning and prepares young people with the skills, knowledge and personal capability to flourish in all aspects of life, work and lifelong learning. They will develop the attitudes, flexibility and resilience to enable them to fulfil their potential and contribute positively to the Guernsey community and globally in a fast changing world. We must encourage and enable personal responsibility, creativity and innovation to accelerate the progress and optimise the achievement of all our learners.

At another TED Talk Tony Wagner outlines how an overemphasis on individual achievement, hyper-specialization, and an aversion to risk have stymied inventiveness and describes what teachers and parents can do to sow the seeds of creativity.⁴



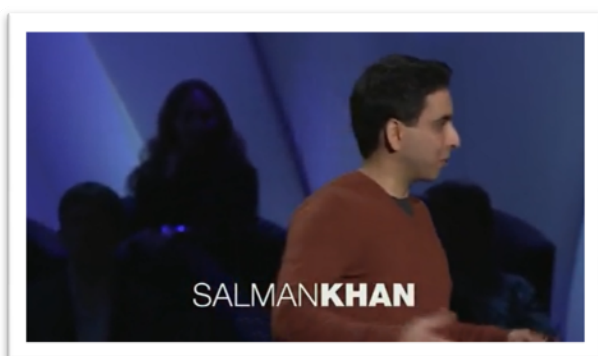
Video duration 14mins 50 secs

What it means

- Effective use of research-based methods which evolve with our increased understanding of the most powerful approaches to learning and teaching to best meet the needs of all learners.
- Wherever possible ensuring learners are increasingly responsible for their own learning and are well supported in developing this aptitude.
- Developing a curriculum for excellence which is imaginative and innovative; ensures breadth, depth and continuity, is challenging and enjoyable, gives opportunity for personalisation and choice and is motivating and engaging for our learners.
- Having an assessment framework and process which enables learners and teachers to celebrate progress and achievement, identifying new steps for learning and pathways to success.
- A qualifications framework which is right for Guernsey and which engages and motivates students and provides progression into training, further education, higher education and employment in our community and beyond. Qualifications which accurately assess the knowledge, skills and personal capabilities of each student; exploring opportunities for our curriculum and not simply following reforms in England.

⁴ <http://goo.gl/2N4At>

- Recruitment, retention and development of high quality teachers, support staff and others working in the service. Assisting Headteachers in keeping their key staff on housing licences by submitting compelling arguments to the Housing Department for licence extensions. Having well trained, supported and motivated staff working as integral parts of learning communities.
- Staffing structures remodelled and roles clearly defined to ensure the correct staff with the right skills, experience and professional capability are engaged in activities which make best use of their expertise to enhance learning for all students.
- Effective leadership from Headteachers/Principals which supports distributed leadership throughout the organisation to promote staff development and excellent decision making.
- Active and committed support and involvement of parents as essential contributors to the success of young people's learning with full engagement of schools and services.
- High quality support services and interagency teams in place, to support children and families as needed, and to increase opportunity for all.
- The wider community supporting the learning for all, through mentoring, broadening experience, showing relevance and active involvement in school activities and events.
- Flexible, innovative use of new technology to increase access to learning opportunities, to develop new pathways to achievement to increase the variety and effectiveness of teaching and learning methodology and to provide more comprehensive and timely information to assist in raising of achievement.
- All educational establishments, whether mainstream, special, grant-aided, further education or private, working collaboratively to ensure equality of opportunity, breadth of experience, continuity, flexibility of provision and choice.
- Ensuring everyone who has the potential can benefit from Higher Education if they so choose.
- Providing buildings, resources and infrastructure which facilitate high quality learning and teaching and have the flexibility to respond to the future needs of the students, service and wider community.



Salman Khan explains how and why he created the Khan Academy⁵ which comprises a carefully structured series of educational videos offering complete curricula in maths and, now, other subjects. He demonstrates how interactive exercises can be so successful and encourages teachers to think about flipping the traditional classroom -- give students video lectures to watch at home, and do "homework" in the classroom with the teacher available to help⁶.

Video duration 20mins 27 secs

⁵ <http://www.khanacademy.org/>

⁶ <http://goo.gl/iEnM7>

How it will be achieved

Throughout the Education Service

- Schools and Services have processes in place to ensure that all learners are fully involved in the development of their individual learning opportunities and in the development of the school as a learning community.
- Further development of the most effective learning and teaching approaches in all our schools and services.
- Improved transition processes to better enable learners to build on previous achievement and to move confidently and enthusiastically into the next stage of their education.
- Better recruitment processes, enhanced training and support for all staff within and across schools, giving more opportunities to learn from successful practice in Guernsey and beyond.
- A thorough curriculum and assessment review and development of a new framework.
- Further development of inter-agency teams (including the Third Sector) to improve support to learners and families when needed.
- Continued development of specialist provision to provide highly effective inclusive experiences for learners unable to succeed in mainstream school due to significant learning difficulties.
- A purposeful and considered replacement of new technology with the associated technical support and staff training to enable a positive impact on learning through creative, innovative use to ensure productive, effective, anytime, anywhere learning for all.
- Review of school staffing structures and roles to more effectively utilise staff expertise.
- Enhance and develop successful models of parental engagement through building on successful approaches and use of new creative methods of working with parents including use of new technology.
- Further development of coherent models of community engagement and involvement. This will include working with third sector providers, with open, transparent communication which will have a beneficial impact on the outcomes for all learners, including members of the wider community.

Professor Ken Robinson talks about education reforms and the need for a paradigm change in education systems.⁷

Video duration 11mins 41secs (you can skip the advert at the start)



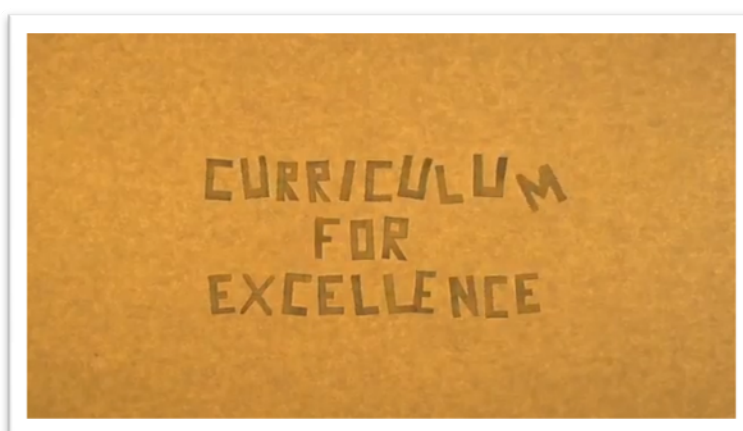
⁷ <http://goo.gl/rwj7>

Children before school

- We will introduce an Early Years Collaborative group which includes the Education Department, Health and Social Services Department, other States Departments, the voluntary sector and private providers to develop a co-ordinated evidence based approach to ensure the best provision of support for children from pre-birth to 3 years old.
- In conjunction with the above stakeholders and parents/carers we will introduce innovative schemes to encourage the early development of young children, such as the Play Talk Read initiative in Scotland www.playtalkread.org.
- We will work with Health and Social Services and the private and voluntary sectors to prepare a proposal for an entitlement of 15 hours a week of high quality pre-school education for all 3 to 4 year olds.

A brief clip on Scotland's Curriculum for Excellence and learning through play focusing on the impact and benefits it is having in nurseries and other pre-school environments, in learners', parents' and teachers' own words⁸.

Video duration 3mins 54secs



Primary Education

- Further development of our successful child-centred approaches at the Foundation Stage and an analysis of the suitability of extending these learning strategies with older children.
- Further augmentation of creative approaches to skills-based learning including maximising opportunity for using the external environment to ensure learning is 'real' for our children.
- Increased collaboration between Primary schools to enable effective staff development, the sharing of expertise and good practice.

Professor Guy Claxton provides an insight into ways schooling and teaching needs to be changed in order to prepare children to become powerful lifelong learners, with the capabilities to meet the challenges of a changing world.⁹

Video duration 29mins 10 secs



⁸ <http://goo.gl/HjPe1>

⁹ <http://goo.gl/IQcO5>

Secondary Education

- Increased collaboration between secondary phase schools and colleges through federated approaches to course provision, sharing of expertise and good practice.
- Introduction of a new qualifications framework with the required support and training for staff and the necessary communication and engagement of parents and employers.
- Review of the current system of selective education in Guernsey and development of firm, evidence-based proposals for the most effective structure of delivery of Secondary Education for all our students.
- Continue with the re-build programme of the secondary and Further Education sector ensuring fit for purpose, adaptable educational establishments which enable effective learning and meet community needs and requirements.

Geoff Mulgan is director of the Young Foundation, a centre for social innovation, social enterprise and public policy that pioneers ideas in fields such as ageing, education and poverty reduction. He's the founder of the think-tank Demos, and the author of "The Art of Public Strategy. In this TED Talk he gives a short introduction to the Studio School, a new kind of school in the UK where small teams of children learn by working on projects that are, as Mulgan puts it, "for real." ¹⁰
Video duration 6mins 16secs



Post 16 Education

- Development of a Tertiary College which will bring together current providers of Post 16 education to offer a broad range of high quality, engaging, education and training opportunities which are responsive to individual and community needs including areas identified by Skills Guernsey.
- Expansion of on-island higher education opportunities to increase choice for potential students in collaboration with a range of universities.
- Development of a new campus with fit-for purpose facilities.
- Creating a funding model to ensure that potential students have access to the university and course which is best able to meet their individual needs and aspirations.

Daphne Koller talks about how universities might deliver courses online for free, not just as a service, but as a way to research how people learn. With Coursera (cofounded by Andrew Ng), each keystroke, quiz, peer-to-peer discussion and self-graded assignment builds an unprecedented pool of data on how knowledge is processed. ¹¹
Video duration 20mins 41secs



¹⁰ <http://goo.gl/3x7eE>

¹¹ <http://goo.gl/aRLXt>

For pupils with social, emotional and behavioural difficulties

- A comprehensive review of the Strategy for Supporting Learners with SEBD is ongoing and will be published by Q1 2014.
- During November 2012 an independent review conducted by Mark Whitby from CfBT (an Education Trust) focused on Guernsey's response to pupils with social, emotional and behavioural difficulties (SEBD) across the continuum, the organisation and structure of the SEBD service and the quality of teaching and learning at The Link Centre, which is Guernsey's only specialist SEBD provision. As a direct result of this review, and in order to improve the educational offer and provide equality of opportunity for this specific group of learners, the Education Board has determined that The Link Centre will be re-designated as a school from September 2013. The new school will be known as Les Voies School, which was selected from ideas put forward to the Education Board by staff and pupils. It will be a special school for learners aged 4-16 with significant social, emotional and behavioural difficulties.

Local Empowerment of Schools

What it is

Jurisdictions which have successfully transformed their education systems have seen governmental authorities move their attention from the control of resources towards a focus on educational outcomes. This has been accompanied with increased decision-making and accountability being devolved to schools so that they can be more responsive to local needs than before.

International research shows a clear relationship between learning outcomes and the relative autonomy of schools in managing teaching policies and practices, providing autonomy is coupled with accountability. Local empowerment of schools means devolving as much decision-making power down to school level as is sensible and possible within the Bailiwick context. However we must ensure in implementing this strategy that opportunities for collaborative approaches which increase educational opportunity and quality are not compromised or diminished.

What it means

- More school-level decision making within the context of a clear policy framework and strategic direction set at Education Board level.
- Schools will be responsible for ensuring that learners achieve clearly defined learning outcomes in ways that are relevant locally and globally
- Schools will be able to effectively respond to individual needs and circumstances within their local communities.
- There are increased levels of accountability for Headteachers and governing bodies with a more rigorous Headteacher performance management process.
- A broad range of performance measures are used to monitor, support and challenge schools and services on their standards of achievement and attainment and to assist in improving outcomes for learners

How it will be achieved

- There will be a new form of school governance, proportionate to Guernsey's scale, to replace the existing school committees.
- The Department will introduce a Bailiwick form of Local Management of Schools to allow Headteachers, with the support of a new governance structure, to better allocate the use of resources within the school.
- The Department will provide leadership and management guidance and training to support these enhanced roles for Headteachers and those involved in the new governance structure.
- The review of the Education Law will take into account the new governance structure.
- Transition arrangements will be implemented to allow transparent devolution of finances to schools in advance of the necessary law changes.
- The Education Department and Board will focus its attention more on;
 - the overall legal, strategic and policy framework; and,
 - holding schools to account for learner outcomes, moving away from the day to day operational aspects of Guernsey's schools.
- The Education Department will support whole school development through a wide and diverse range of programmes , working closely with schools to deliver school improvement.

A Vision with Action

The Education Board has set out its Vision for an informed transformation of the education system. It recognises that change will not happen overnight and this represents the start of a journey. It will take hard work and dedication and the collaborative involvement of everyone involved in education. In recent years the pace of change in so many different fields has been unprecedented and the only thing which we can be certain about is that changes will continue in the coming years. If continued societal, technological and economic change is inevitable, then we must ensure our education system prepares our people for the future, so that we can ensure that the Bailiwick is ahead of our competitors. We as a Department must not be complacent if we are to transform our education system for the better. The Education Board is fully committed to working with all stakeholders to obtain their views and thoughts as it works up options through consultation leading to proposals and detailed costings. We will strive to ensure effective communications as part of this process.

We are committed to evidence-based decision making and will use research evidence to develop our proposals in each of the workstreams identified in the vision. Any changes introduced must be done with our children at the centre and must be carefully planned to ensure a successful implementation.

The Education Department believes that new legislation is a key component in the realisation of a long-term vision for education that ensures that all students experience success and have the knowledge, skills and competencies to be successful in the 21st Century. New legislation will help stimulate the education system to chart a new course, and enhance our responsiveness in meeting system and stakeholder needs, and allow for more autonomy in delivering the States' educational objectives.

The Education Department intends to report back to the States and the public outlining progress and updating activities on an annual basis so that our performance against our objectives can be assessed.

Embracing change means Guernsey will provide the highest quality learning opportunities and enable our children to reach their full potential. We hope that you will join us in being a part of this change.

Appendix 1

Our Learners will become...

Confident individuals, successful learners, effective contributors and responsible citizens who are: safe, healthy and nurtured, achieving and active, respected and responsible, included.

We believe that the Bailiwick of Guernsey Curriculum provides a successful framework to deliver our values.

Purposes: The Bailiwick of Guernsey Curriculum is designed to enable all students to learn and achieve whilst promoting their spiritual, moral, social and cultural development in preparation for the opportunities, responsibilities and experiences of life.

Learners need to become:

Confident individuals

With

- self respect and esteem
- a sense of physical, mental, emotional and spiritual wellbeing
- secure values, beliefs and morals
- ambition

and be able to

- relate to others and manage themselves
- appreciate the importance of physical activity and to pursue a healthy and active lifestyle
- be self aware
- develop and communicate their own beliefs and view of the world
- live as independently as they can
- assess risk and take informed decisions
- achieve fulfilment in different areas of activity

Successful learners

With

- enthusiasm and motivation for learning
- determination to reach high standards of achievement
- openness to new thinking and ideas

and be able to

- use literacy, communication and numeracy skills
- appreciate the creative arts and develop a sense of aesthetic awareness
- use technology for learning
- think creatively and independently
- learn independently and as part of a group
- make reasoned evaluations
- appreciate, link and apply different kinds of learning in new situations

Responsible citizens

With

- respect for others
- commitment to participate responsibly in political, economic, social and cultural life

and be able to

- develop knowledge and understanding of the world and the Bailiwick's place in it
- appreciate local heritage and community whilst understanding different beliefs and cultures
- make informed choices and decisions
- evaluate environmental, scientific and technological issues
- develop informed and ethical views

Effective contributors

With

- an enterprising attitude
- resilience
- self-reliance
- an ability to engage with change

and be able to

- communicate in different ways and in different settings
- work in partnership and in teams
- take the initiative and lead
- apply critical thinking in new contexts
- create and develop
- solve problems

The highly regarded business organisation the Confederation of British Industry endorses the importance of such a curriculum statement in its First Steps report, published in November 2012, which recommends the *'Development of a clear, widely-owned and stable statement of the outcome that all schools are asked to deliver. This should go beyond the merely academic, into the behaviours and attitudes schools should foster in everything they do. It should be the basis on which we judge all new policy ideas, schools, and the structures we set up to monitor them.'*¹²

¹² <http://goo.gl/2vIQ0>

Appendix 2

Workstreams and Timescales

There are a number of key themes within the Education Board's Vision which will require further development and consideration.

The Department is committed to the following workstreams and has provided some indicative timescales for specific projects.

We will bring the Vision to the States for debate during 2013

Exceptional Outcomes for Learners

A modified performance management policy will be introduced by September 2014 – negotiations are already underway

The review of the curriculum, assessment and qualifications framework is already underway with implementation beginning in September 2014.

The implementation of a new Integrated Learning Environment (GILE2) will begin in September 2013

We will submit proposals for the rebuild of La Mare de Carteret site to the Capital Prioritisation process in Q1 2013.

We will bring a States Report to the Assembly in Q4 2013 seeking approval for the introduction of an entitlement to 15 hours per week of pre-school education for all 3 to 4 years olds in partnership with private providers.

We will assist the Health & Social Services Department with its update of the Children and Young People's Plan to be published by 2014.

We will bring a States Report to the Assembly in Q4 2013 seeking to improve outcomes and opportunities in the primary sector

We will bring a States Report to the Assembly during 2014 on a new structure for secondary education.

We will bring a States Report to the Assembly recommending the creation of a new structure for Post-16 education during 2013.

We will bring a States Report to the Assembly recommending a new model of funding for Higher Education in 2014.

The Education Department will be inspected by an external body by Q1 2015

Local Empowerment of Schools

A new form of school governance will be in place by September 2014

A Bailiwick form of Local Management of Schools will be in place for January 2015

We aim to have a new Education Law in place by the end of 2015