

**Statement by Education Minister –**  
**Progress with the Implementation of Commitments set out in the Board’s Vision**  
**document**

In the July 2013 Meeting of the States of Deliberation the Assembly unanimously approved the Education Department’s vision – Today’s Learners, Tomorrow’s World. That States Report set out a programme for an informed transformation of our education system. We recognised that change would be difficult and would take time, but we remain committed to working with all our stakeholders to improve our education system. We recognise that effective communications is critically important and so to ensure that this a vision with action, and not merely a dream, the Board of the Education Department was directed to report back to the States and the public outlining our progress on an annual basis so that our performance against our objectives can be assessed.

Hence this Ministerial Statement represents the first of our annual reviews informing the Assembly of our progress against the 14 key workstreams within our vision.

**1. A modified performance management policy will be introduced at the earliest opportunity.**

The Education Board has established a Commission comprising Headteachers representing all phases of education to review performance management, with terms of reference to produce a coherent and sustainable framework that will effectively meet the needs of the employer and employees at all stages in their careers; build capacity; and develop a professional community.

My Board supports the Commission’s introduction of new professional teaching standards that recognise the teacher as a professional; the skills and knowledge required to be an effective teacher; as well as considering measures of progress and attainment of the young people they teach. These standards embody the skilled and informed teaching professional and are the cornerstones of our high expectations of teachers. We will continue to work with the staff associations so that from September 2014, a full academic year will be used to put into practice and embed the skilled practitioner and learning professional culture that these standards will support, with the revised performance management process and new standards in place from the following September. This enhanced performance management framework is integral to improving the teaching and learning in our schools and also enhancing the reputation of the teaching profession.

**2. Review of the curriculum, assessment and qualifications framework with implementation beginning in September 2014.**

Within the Vision document we outlined the need for curriculum reform in Guernsey in response to changes that were being introduced in England by the Secretary of State for Education, Mr Michael Gove.

We have consulted with the profession in the first instance and then more widely with the public on potential options for Guernsey with regards to the future of secondary school qualifications for 14-19 year olds. Yesterday we announced the Board of the Education Department's decisions that at Key Stage 4 all secondary schools will have the opportunity to offer a suite of qualifications from a range which includes accredited GCSE qualifications from England, Wales and Northern Ireland approved by the regulators of the relevant country and international GCSEs. Students will also be able to study Level 2 BTEC qualifications and other recognised Vocational qualifications and recognised non-examined programmes such as Duke of Edinburgh Award, ASDAN, and the Prince's Trust.

At Key Stage 5, the Grammar School Sixth Form Centre and the College of Further Education will have the opportunity to offer a suite of qualifications, in collaboration with one another, from a range which includes - Accredited 'AS' and 'A' level qualifications from England, Wales or Northern Ireland, International Baccalaureate Diploma and International 'AS' and 'A' Levels and pre-U qualifications.

The grant-aided Colleges have also signed up to this new framework.

This will have to be regularly reviewed as qualifications are modified and developed in other jurisdictions.

### **3. Implementation of a new Integrated Learning Environment (GILE2) which began in September 2013.**

Over the past year we have made significant progress in implementing the new Integrated Learning Environment (GILE2) which is a key element of the Transforming Education programme. We have systematically been replacing or refreshing all of our key ICT assets across Education. This has been a very challenging programme requiring us to effectively create a completely new infrastructure to meet the existing and future needs of our teachers and learners in a technological environment that is rapidly changing.

Today's learners and teachers are placing ever more demands on technology to allow them to create, use and exploit information both within the school and on the internet. To meet this ever increasing demand for fast access to information, internet provision across Education establishments has been increased from 100 to 500 Mb/s giving our teachers and learners much faster access to the web and the wealth of resources that are available on it.

A project to upgrade the Local Area Networks (the ICT infrastructure within the school) in all schools is almost half way to completion and this is being coordinated with a similar upgrade to the Wide Area Network (the infrastructure that connects schools to each other and the internet) rolling out across all States buildings. This infrastructure is essential to provide fast connections and communications between the ICT in our schools and to the

wider world. The remainder of the schools will be upgraded by the start of the new term in September 2014.

We have also replaced the firewalls and filtering technologies which protect our networks and devices against unauthorised use and access, thereby making them safer and more secure for our teachers and learners.

All teacher devices (laptops, tablets, PCs) have been replaced in 2014, providing teachers with their device of choice. This enables them to integrate and exploit the power of technology to enrich and extend the learning experience for our students. In the summer term, all student devices will be replaced. Schools have again been given a wide range of device choice and they have selected the range of devices that will best meet their particular needs. Many of the devices will have wireless capability and this will allow students and teachers to make best use of the totally refreshed wireless networks that have been installed in all our schools in the past year.

The final piece of this very complicated technology jigsaw puzzle is developing the skills of teachers to assist them in fully embedding and exploiting the use of technology across the curriculum. A programme of training and development has been put in place that coincides with the introduction of the various elements of the ICT environment into each school. The programme to change and improve the whole technology landscape within schools has recently been described as one of the biggest technological challenges that the States has delivered. The Business and Education Systems and Technologies team have been working flat out with both internal and external partners to deliver the various projects, while maintaining the ageing technologies until their replacements can be put in place. Feedback from the schools that have been moved into the new environment is very positive and encouraging. We therefore look forward to the start of the new school year when all of our teachers and learners will reap the benefits of the investment, planning and hard work which will allow them to achieve their potential and prepare Today's Learners for Tomorrow's World.

#### **4. Submit proposals for the rebuild of La Mare de Carteret site to the Capital Prioritisation process in Q1 2014.**

The Education Department submitted to the Treasury and Resources Department a Strategic Outline Case for the rebuild of the La Mare de Carteret Schools earlier this year. The Treasury and Resources Department's States Capital Investment Portfolio States Report is due to be debated by the Assembly during the July States Meeting.

#### **5. Submission of 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 year olds in partnership with private providers.**

This Assembly approved Education Department's States Report in the May 2014 States Meeting. The States of Deliberation approved the propositions to agree, in principle, the introduction of a universal entitlement of quality preschool provision of 15 hours per week

for the equivalent of 38 weeks a year for all 3-4 year olds, delivered through a partnership approach with the private and voluntary sectors with effect from September 2016. The States also directed that by no later than September 2015 the Education Department and the Treasury and Resources Department shall jointly lay before the States a report advising of one or more viable options for funding universal preschool.

The Department is now working with the Treasury and Resources Department to explore options for the funding mechanism, the Health and Social Services Department to develop and implement the regulatory framework and the Guernsey Pre School Learning Alliance on all aspects of the provision of high quality placements for all 3 to 4 year olds.

**6. Assist the Health and Social Services Department with its update of the Children and Young People's Plan to be published by 2014.**

The Education Department is delighted to be represented on the Children and Young People's Plan Partnership Board and the Implementation Group. The Education Department is fully committed to playing an active role in this critical area of social policy and we will support the Health and Social Services Department in developing a transformational Children and Young People's Plan which will make Guernsey the best place for children to grow up.

**7. Bring a States Report to the Assembly in Q4 2013 seeking to improve outcomes and opportunities in the primary sector.**

Last October this Assembly approved the Education Department's recommendations to transform primary education in Guernsey with the closure of St Andrew's Primary School in July 2015 and the merger of St Sampson's Infant School with Vale Primary School at the end of this academic year. Since that decision, staff across the entire service have been working in order to implement this decision and ensure as smooth and successful a transition for the children as possible. We are also in close contact with parent representatives from both schools to ensure that any remaining questions or concerns are addressed.

**8. Bring a States Report to the Assembly during 2014 on a new structure for secondary education.**

At the start of this year the Education Department announced the creation of the Guernsey Federation of Secondary Schools to enhance educational outcomes for our students and encourage closer collaboration amongst staff. We will continue to drive the transition to the federated model which will enhance educational outcomes for our young people and provide greater equality of opportunity and access.

As a result the Board has only just started its consideration of the structure of secondary education and as such we will not be bringing a States Report to this Assembly during 2014.

**9. Bring a States Report to the Assembly recommending the creation of a new structure for Post-16 education during 2013.**

The Education Department continues to believe that there are strong arguments to bring together all States provision of post 16 Education under the Education Department's mandate. More specifically we would like to bring the GTA University Centre and the Institute for Health and Social Care Studies within the Education Department's mandate and the Education Department will continue to explore the viability and practicality of this proposal with the Health and Social Services and the Commerce and Employment Departments.

**10. Bring a States Report to the Assembly recommending a new model of funding for Higher Education in 2014.**

The Assembly approved proposals from the Education Department regarding changes to the funding for Higher Education from September 2014.

**11. Education Department to be inspected by an external body by Q1 2015.**

The Education Department remains committed to an inspection in 2015 and the focus of research and development to date has been on a validated self-review process which is already well established in our schools and services. We believe that this approach is the most effective in developing and improving any education provision. In particular we have been in discussion with Education Scotland to investigate their method for carrying out inspections of Scottish Local Councils. The Scottish model is recognised as a world leader in public sector improvement. Of particular interest is that Education Services in Scotland have been the leader in establishing a process for evaluating all public services and this is now being used to support other public sector functions. We remain on track for being ready for an inspection in 2015.

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

The Board has introduced a new governing body for the College of Further Education and appointed a new Principal and Chief Executive of the College who started in post on 1st June 2014. The new governing body for the College will form the basis of a new governance model which will be rolled out across Guernsey's educational establishments and we anticipate the Guernsey Federation of Secondary Schools to follow next after appropriate consultation.

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

This is closely linked with the governance arrangements mentioned earlier and the Board is intending to delegate financial responsibility to the College of Further Education governing body and the Guernsey Federation of Secondary Schools in the first instance. Work is continuing in this area and we remain on track to rolling out a form of Local Management of Schools for post 16 and 11-16 education establishments.

#### **14. Aim to have a new Education Law in place by the end of 2015.**

The Board of the Education Department recognises that this objective was perhaps a little ambitious and this workstream has not yet properly commenced. We would anticipate starting the research and consultation on any new law during 2015. The Board decided not to prioritise a new Education Law in the short term as other workstreams had the potential to have an immediate impact on educational outcomes.

#### **Summary**

I would like to conclude by expressing our thanks for the support of this Assembly in making difficult decisions in the past year to help the Education Department to achieve substantial progress in implementing its Vision and building an education system which our children deserve.

I would also like to express publicly our thanks to all the staff across the service and the staff associations for their hard work and support as we make this journey to transform our education services.

The vision is ambitious and challenging and we have made real progress on many fronts whilst at the same time continuing with our main focus of continual improvement of all our schools and services.