

REIMAGINING EDUCATION IN BARBADOS



A Bright
FUTURE
FOR EVERY CHILD

MINISTRY OF EDUCATION
TECHNOLOGICAL & VOCATIONAL TRAINING

**Why
must
we do
this?**

Barbados needs to build a country that is globally competitive. Consequently, we must equip our children for life-long learning, emerging livelihoods and life in the 21st century.

Our education system must therefore be focused on the development of global citizens rooted in Bajan values.



What kind of person do we want to develop?

1. Rooted in Bajan Values:
 - a. Hard-working, kind, mannerly
 - b. Caring, honest, proud to be a Bajan
2. Respects human life
3. Emotionally secure
4. Respects cultural heritage
5. Possesses core skills and competences
6. Critical and independent thinker
7. Demonstrates positive work ethic
8. Demonstrates multiple literacies
9. Respects & appreciates family, community & country
10. Self Confident
11. Appreciates diversity
12. A problem solver
13. Respects the environment



What are the barriers to student success?

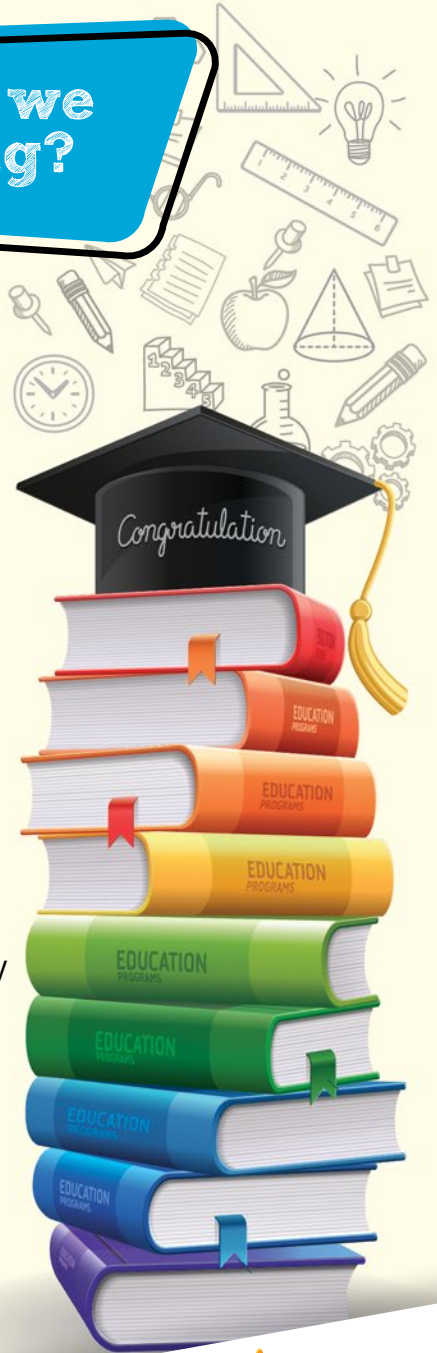
- Programming out of sync with the needs of the economy
- Limited accountability
- Disconnect between policy and implementation
- An archaic legislative framework and governance structure
- Inconsistent instructional quality
- Unenforced evaluation system (Ministry, school, etc)
- Indiscipline and declining student engagement
- Bullying, violence and peer pressure
- Insufficient parental involvement
- Substance abuse
- Limited resources (human, physical/material)



What are we proposing?

Enhanced Student Outcomes

- 1 To design programmes customised to students skills, abilities and interests with a focus on strengthening their character
- 2 To develop programmes and curricula that contribute to economic growth and national development
- 3 To strengthen the integration of Information and Communication Technologies (ICTs)
- 4 To improve instructional quality
- 5 To strengthen school and system leadership
- 6 To provide and/or enhance physical facilities to contribute to the improvement of student outcomes
- 7 To update and enhance the legislative and regulatory framework



OVERVIEW OF THE PROPOSED CURRICULUM

Pre-Primary Typically 3-5 years

Prerequisite Skills

Readiness for formal education

Introduction to Coding and Robotics

Functional Foreign Languages

Introduction to Entrepreneurship

Introduction to Hospitality and Civility



Primary Typically 6-11 years

Core Curriculum including Social & Emotional Learning and Barbadian Citizenship

Coding and Robotics

Introduction to TVET skills and competencies

Functional foreign languages

Note: The current core curriculum at the Primary level is English, Mathematics, Social Studies, Science, Physical Education, Art, Music, Religious Knowledge and Health and Family Life Education.



Junior College of Excellence

Typically 11-14 years

Core curriculum
including Social &
Emotional Learning,
Barbadian Citizenship
and IT

Aptitudinal
Assessment

Career Guidance

Coding and Robotics

Wide range of options

Senior College of Excellence

Typically 15-18 years

Core curriculum
including Social &
Emotional Learning,
Barbadian Citizenship
and IT

Specialist
Programming

Career Guidance

Coding and Robotics



KEY PROPOSALS

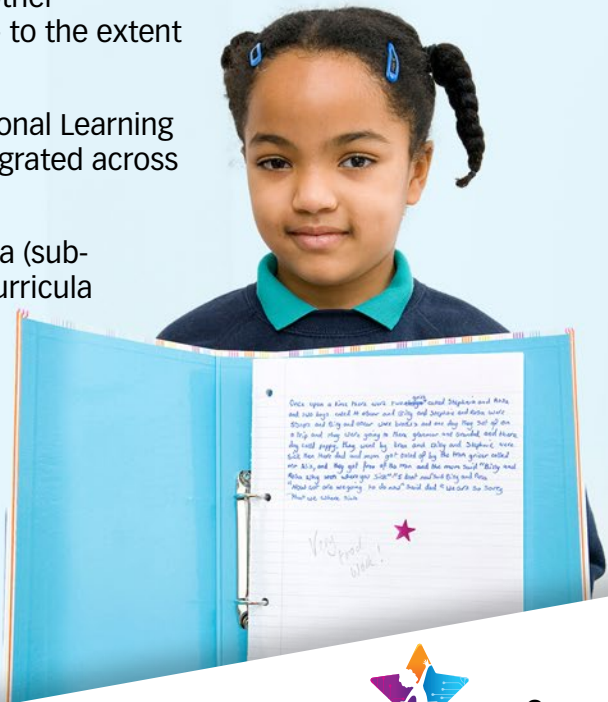
Pre-Primary

- Universal Pre-Primary education (3 – 5 years) within next 3 years
- Play-based curriculum and retraining of teachers in the play-based approach to learning
- Universal diagnostic testing (at school entry and at specific points thereafter)
- Functional foreign language (introduction)
- Social and Emotional Learning (SEL) targets – infused across the curriculum
- A system of student profiles
- National Performance Standards (benchmarks)
- Coding, robotics and other emerging technologies (introduction)
- Readiness for formal education
- Retrofitted/customized spaces for Early Childhood Development & Special Educational Needs



Primary

- Competency-based curriculum
- Continuous formative assessment (focus on mastery of curriculum, rather than teaching to a test)
- Revision of assessment practices for Class 1 – 4 to include written and practical assessments based on the different learning styles
- Technical and vocational skills and competencies infused across subjects
- Project-based approach to teaching and learning;
- Inclusive approach (social and academic inclusion in mainstream schools for students with special educational needs - gifted, challenged and other exceptionalities - to the extent possible)
- Social and Emotional Learning (SEL) targets integrated across all subjects
- Updated Curricula (sub-Committee on Curricula to advise)
- National Performance Standards (benchmarks)



Primary cont'd

- Specialist Teachers (numeracy and literacy)
- Master Teacher track (implementation of the Master Teacher track, specifically recommended at the outset for implementation at the primary level, to address the teaching/learning challenges in schools that are performing below the national mean)
- Digital Book Scheme
- Flexibility in transition age from primary to secondary (early or later: 9 to 12 years)
- Criterion Referenced Assessment and Individualised Education Plans -IEPs (modification of the Criterion Referenced Assessment to place greater emphasis of the use of data to inform IEPs)
- Curriculum Development and Review Committees to consistently update curricula to keep them current



Primary cont'd

The overarching approach is the development of an enhanced competency-based curriculum that is constructed on five skill pillars:

1. **Numeric, (Maths)**
2. **Kinaesthetic, (use of the hands)**
3. **Artistic, (the Arts)**
4. **Scientific, (Science)**
5. **Linguistic, (Language)**

The curriculum will also be centred on instruction for:



Secondary

- Abolish Common Entrance Examination and introduce a new mode of transferring students from primary to secondary school (feeder schools, with built-in appellate mechanism)
- Develop Individual Education Plans (IEPs)
- Introduce a system of student profiles that will go with them through their educational journey
- New and updated curricula
- Introduce Competency-based options (technical and vocational approaches across subjects)
- Make available alternative forms of certification (CXC and other recognized examining bodies)
- Establish the Barbados National Secondary Diploma (BNSD)



- Two-stage secondary structure, starting academic school year 2025: Junior and Senior Colleges of Excellence
- Construction of two (2) new schools:
 - ★ JCE (at former Ursuline Convent site)
 - ★ SCE (at Chelston Park site)

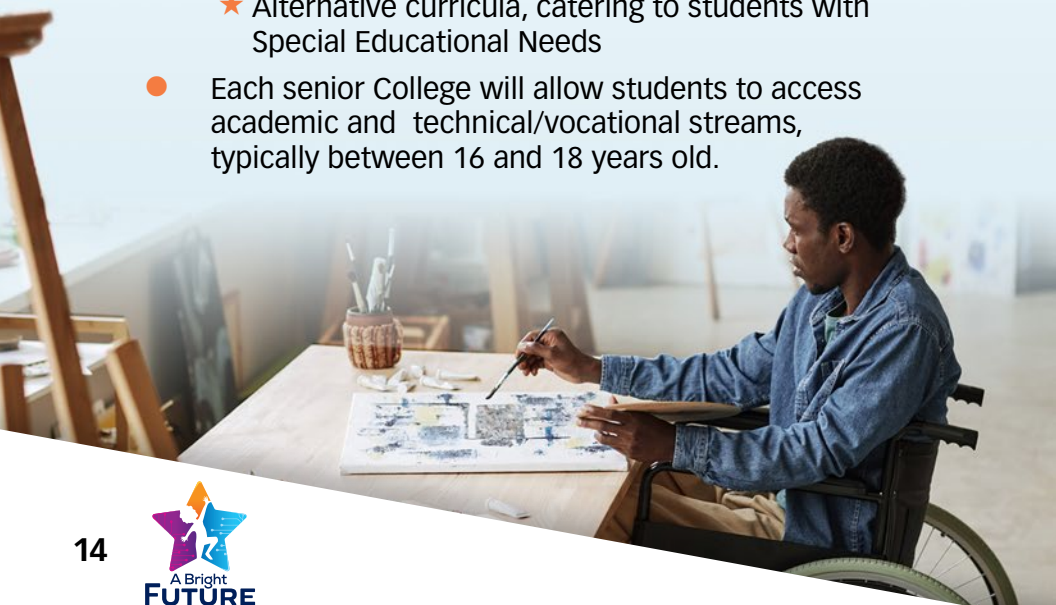
Junior College of Excellence (JCE)

- Typically age 12 to 14 years (first 3 years of secondary education)
- Career guidance introduced during JCE
- Updated broad-based Core Curricula, with a wide range of electives



Senior College of Excellence (SCE)

- Typical age 15 to 18 years (last 4 years of Secondary Education)
- Specialist programming (linked to national development priorities, future of work)
 - ★ Food Science and Agriculture
 - ★ Technology (incl. ICT & Robotics)
 - ★ The Built Environment (technical and vocational studies related to Construction)
 - ★ Tourism and Hospitality
 - ★ Sports and Arts (E-Sports, Media and Communications)
 - ★ Business, Entrepreneurship, and Design Technologies
 - ★ Life Sciences and Biotechnology
 - ★ Science and Mathematics
 - ★ Languages, Humanities and Education
 - ★ Alternative curricula, catering to students with Special Educational Needs
- Each senior College will allow students to access academic and technical/vocational streams, typically between 16 and 18 years old.



Children with Special Needs

1. Inclusion preferred mechanism for teaching and learning
2. Appropriate settings created in the regular classroom
3. Special attention to:
 - a. Physical facilities
 - b. Material resources
 - c. Assistive devices
4. Appropriately trained and equipped teachers
5. Specialised setting where required
6. Special assessment to determine specific disabilities
7. Individualised Education Programmes (IEP) to guide teaching and learning
8. School's Accessibility Checklist to determine readiness to accommodate students with physical disabilities



CORE CURRICULUM

for Junior Colleges of Excellence

- ★ English
- ★ Mathematics
- ★ Science
- ★ Social Studies
- ★ Civics
- ★ Foreign Languages
- ★ Coding and Robotics
- ★ Financial Literacy
- ★ Agricultural Science
- ★ Physical Education
- ★ Religious Education
- ★ Business Studies
- ★ Technical and Vocational Education Training
- ★ Information Technology
- ★ Health and Family Life Education
- ★ Visual Arts
- ★ Theatre Arts
- ★ Music
- ★ Career Guidance



CORE CURRICULUM

for Senior Colleges of Excellence

- ★ English
- ★ Mathematics
- ★ History/Geography
- ★ Physical Education
- ★ Foreign Languages
- ★ Coding and Robotics
- ★ Information Technology
- ★ Career Guidance

Students will be assessed, their skill set identified and career guidance provided. They can then select their area of specialisation

STAGE 1

Transition
at age 16

➔ Further Education
(BCC, BVTB, SJPI,
University)

OR

Workforce

STAGE 2

Specialisation
up to age 18

➔ Advanced Proficiency
Assessments
(CAPE, CVQ, Level
2, Other Accredited
Certification)

OR

Extended Programme
for students moving
at a slower pace.

What is SEL?

Social and Emotional Learning (SEL) Targets

The goal is for students to develop five core competencies, not as a separate subject, but infused across the curriculum:

Self-Awareness

Recognition of own emotions and how they impact behaviour

Social-Awareness

Understanding, empathising with, and demonstrating respect for individuals, groups and cultures

Self-Management

Responsibly managing and controlling own emotions, thoughts and impulses

Relationship Skills

Cultivating constructive relationships and interacting effectively with others.

Responsible Decision Making

Giving consideration to all relevant factors when making decisions



What do these reforms mean for my child?

A reconfigured educational system that provides multiple pathways for diverse learners.

Want to find out more? Scan the QR code and see the pathways.



Amara
A science student:
What will be her path?



Akeem
He loves baking:
What will be his path?



Ryan
He is unsure of what
he wants: What will
be his path?



What are some of the benefits of these reforms?

The Junior Colleges of Excellence would offer several significant benefits:

- **Personalised Education:** The Junior Colleges of Excellence will provide a more personalized and supportive learning environment, recognising the unique needs of students from all backgrounds
- **Transitional Guidance:** The Junior College model will help students smoothly transition from primary to secondary school, offering guidance and preparation for the academic and social changes ahead

- **Early Intervention:** The focus on the core learning areas will allow for the Junior Colleges of Excellence to more effectively identify academic exceptionalities (giftedness and learning gaps) early on, enabling timely interventions to help struggling students especially, but all students in general, to advance their learning
- **Holistic Development:** Junior Colleges of Excellence would prioritize comprehensive development, addressing not only academic but also social and emotional well-being
- **Strong Teacher-Student Bonds:** The Junior College arrangement will allow for more focused attention which should foster close relationships between teachers and students, offering valuable support and mentorship



Benefits from the Senior Colleges of Excellence include:

- **Flexible Curriculum** - Senior Colleges of Excellence (SCE) will offer a common core and a specialized programme of options
- **Major & Minor Options** - Students in a SCE will follow a major option, but may also take a minor option, available at another SCE
- **Multiple Modalities** - Programmes will be offered in face-to-face, online and blended modalities
- **Accreditation** - Students will pursue certification with the Caribbean Examinations Council (CXC), but may also pursue certification with other accredited examination bodies
- **International Baccalaureate** - SCEs may opt to offer the International Baccalaureate (IB) programme



- **Programmes for all citizens up to age 18** - All students, not only those pursuing CAPE, will have the opportunity to do a further 2 years – up to 18 years of age – to complete their programmes
- **Early Graduation** - Students may opt to graduate at the end of Stage 1 (CSEC), to pursue programmes at another post-secondary institution, or to enter the world of work
- **Dual Enrolment** - SCEs should provide online options allowing students to enrol in one academy and, at the same time, pursue programmes at another SCE
- **Flexible Enrolment** - Built-in flexibility to allow students who have the capacity to pursue programmes in other SCEs, and transition from one SCE to another to achieve their learning goals



Children with Special Needs:

The reform of secondary education will remain faithful to the mantra “A Bright Future for Every Child” and to this end there will be important benefits for our children with special needs. These include:

- **Designated Institutions for Special Education** - Offering alternative curricula catering to students with cognitive, physical and/or behavioural deficiencies
- **Skills Training** - Graduates of special education programmes to exit with certified skills, such as cosmetology, barbering, plumbing, gardening, landscaping, and auto mechanics
- **Work Experience** - This alternative curriculum will incorporate authentic work-force experience



Prepare students to become global citizens with Bajan values and Caribbean sensibilities


Integrate Social and Emotional Learning (SEL) targets across all subject areas

Develop students' 21st Century skills (Life Skills)

Be broad-based to make students adaptable, flexible and ready for the future of work

Cater to areas that promote economic growth and national development

Promote innovation and use of technology



Expected outcomes from the curricula

OTHER PROPOSED INITIATIVES

- Build capacity at Erdiston Teachers' Training College through collaborations with internationally recognised universities
- Implement continuous professional development courses for educational leaders and teachers which can lead to certification
- Establish the Teaching Service Commission
- Collaborate with the relevant Ministries and Agencies to develop and implement parental education programmes
- Strengthen partnerships with community and Industry
- Abolishing Common Entrance and new method of transitioning



**How
will it
work?**

PROPOSED QUALITY ASSURANCE FEATURES

**Fair,
continuous
competency-
based
assessments**

**Standardized
measurement**

**Ensuring
student
scores are
reliable and
valid**

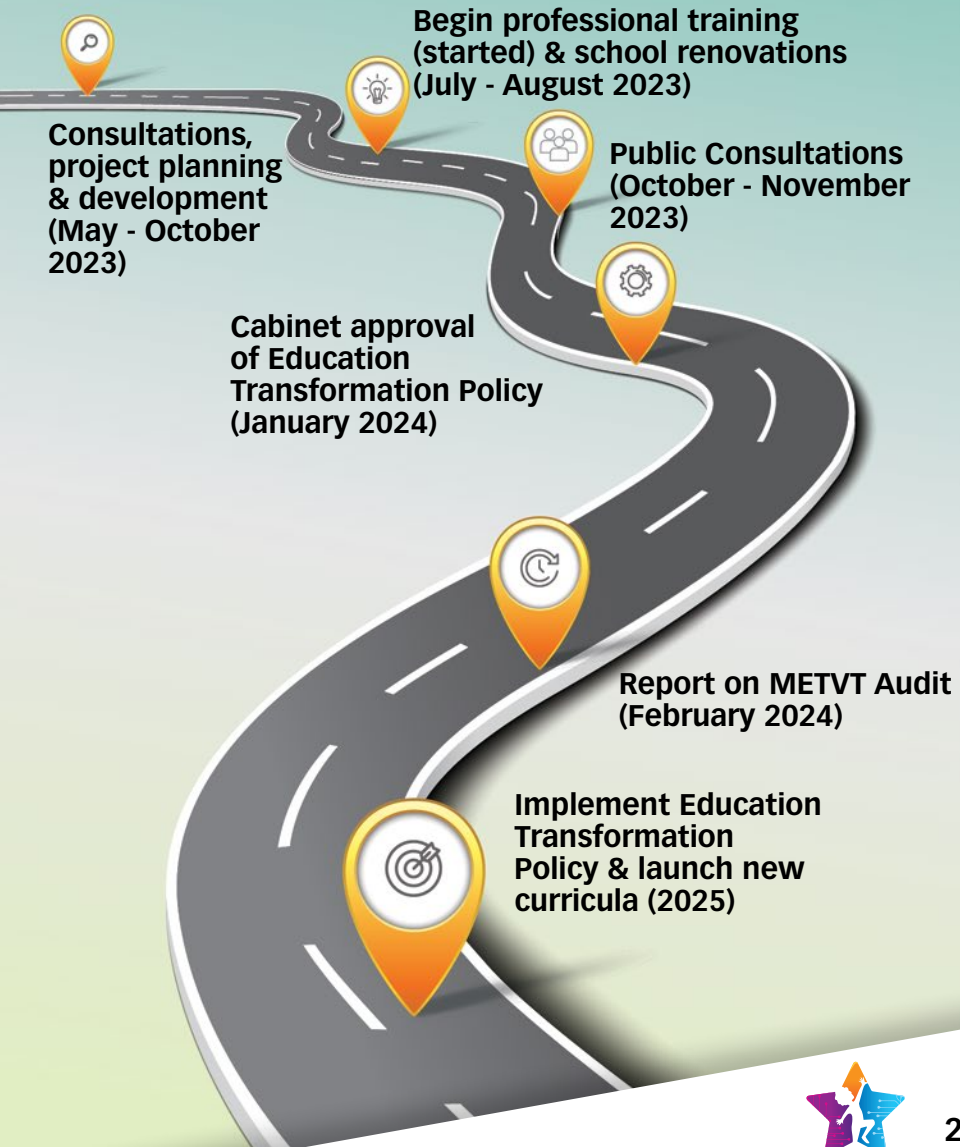
MONITORING & EVALUATION

There will be Committees established to monitor and evaluate the Transformation:

- **Education Transformation Oversight Committee**
(Prime Minister; former Ministers of Education one from the Governing Party and one from the Opposition; a representative of the Private Sector; a Representative of the Labour Department; a Student; an, a Parent.
- **Education Transformation Working Committee**
(monitoring day-to-day progress - Minister; Permanent Secretary; Chief Education Officer; Director of the Education Transformation Unit; Consultants)
- **National Advisory Student Committee**
(Primary and Secondary Students)
- **Public Education Quality and Equity Committee**
(Retired, well-respected Educators)



ROAD MAP 2023 - 2025



**A FIRM
Foundation**

**Fair
Inclusive
Relevant
Modern**





A Bright
FUTURE
FOR EVERY CHILD

REIMAGINE | RECOMMIT | REINVEST



A Bright
FUTURE
FOR EVERY CHILD

**MINISTRY OF EDUCATION
TECHNOLOGICAL & VOCATIONAL TRAINING**

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