

VOLUME 5

SECTION 1

STANDARDS FOR EDUCATIONAL INSTITUTIONS

**The Responsibility of
The Ministry of Education and Youth
2 National Heroes Circle
Kingston 4**

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CHAPTER I

BACKGROUND

1.0 THE MINISTRY

The Ministry of Education, and Youth (MOE&Y) is the policy coordinating and implementation body, responsible for education and youth in Jamaica. It operates two central campuses, six regional offices and fourteen agencies. There are 1000 educational institutions under the Ministry's purview. The formal educational system currently comprises four levels: early childhood, primary, secondary and tertiary.

1.1 VISION STATEMENT

The Ministry of Education and Youth must be the driving force for change, growth and achievement in education and training, providing the policies, strategies, plans, legislation and resources (financial, human and facilities) to enable institutions and agencies to achieve their agreed outputs.

1.2 MISSION STATEMENT

To provide a system which secures quality education and training for all persons in Jamaica and achieves effective integration of educational resources in order to optimize individual and national development.

The Ministry delivers services within a strategic framework covering, Access, Equity and Relevance; Literacy; Student Achievement; Youth Development; Accountability; Effectiveness and Efficiency and Information and Communication Technology.

1.3 RESPONSIBILITIES

The responsibilities of the Ministry include:

- i Devising and implementing systems of accountability and performance management in order to improve performance and win public confidence and trust.
- ii Developing and promulgating broad policies and policy guidelines that are supported by research and appropriate international experience.

- iii Convening symposia, for and consultations to explain policies and receive feedback.
- iv Mobilizing local, hemispheric, and international funding for education.
- v Ensuring that School Boards are appointed on a timely basis, and that they undertake their functions.
- vi Providing resources, incentives and assistance to schools to enable them to achieve stated educational goals and desired learning outcomes. Giving primary attention to resources for students with special needs and those at risk.
- vii Constructing and implementing national plans by consulting with and involving stakeholders to ensure access to and equity in educational provisions.
- viii Setting and implementing financial accountability standards to ensure that the funds provided for education are used for those purposes.
- ix Developing and implementing a coherent system of human resources development and personnel services to ensure that all institutions and offices are adequately and appropriately staffed.
- x Engaging all Ministry agencies and core units in corporate planning to realize efficiencies and effectiveness in their operations.
- xi Reviewing the education regulations and making them relevant to the circumstances operating in the wider society.
- xii Developing and keeping current and responsive curricula and systems of student learning and assessment that are reinforced by educational materials, technology and social services.
- xiii Developing and setting national attainment goals and standards in the domains of knowledge, skills attitudes and values.
- xiv Developing and implementing a national system of quality assurance involving training, internal and external supervision, school inspection and school improvement.

- xv Analysing national educational results and recognizing and or rewarding success, and remedying underachievement.
- xvi Co-operating and collaborating with other Ministries and Agencies in sharing and providing additional resources to schools.
- xvii Mounting national awareness programmes on topical and current issues relevant to education.
- xviii Ensuring a confluence of in and out-of-school education and learning.
- xix Ensuring a vibrant, self-renewing and sustainable education system.
- xx Fostering a culture of research and encouraging the interface between research and school/educational developments.

I.4 TYPES OF EDUCATIONAL INSTITUTIONS

Educational Institutions in the educational system are classified into four (4) groups: Early Childhood, Primary, Secondary/Technical and Tertiary.

CHAPTER 2

EDUCATIONAL STANDARDS FOR SCHOOLS

2.0 BACKGROUND

Expectations of schools and other educational institutions are constantly rising to meet the challenges of societies and competitive knowledge based economies. Students' cognitive, psychomotive, and social skills as well as attitudes and values are expected to be at levels that enable them to function as creative, self-directed, caring and productive individuals and to contribute to community and national development.

2.0.1 Use of Standards

The Ministry of Education and Youth focuses its efforts towards meeting public expectations and standards set for the various levels of the system. All standards are interrelated and are expected to be implemented in an integrated mode. They are used to drive the educational process at every pre-school, preparatory, secondary and vocational school.

2.0.2 Assessments

The attainment of specified standards are utilized among other criteria, to classify schools along a continuum of weak to strong, based on value added and actual attainment. These standards are assessed through panel visits to institutions. All institutions are therefore encouraged to carry out self study based on the Standards and prepare Development Plans which will form the base of assessment at panel inspection.

2.1 EDUCATIONAL STANDARDS

Below are the educational standards, which are associated with each of the four groups of the system:

2.1.1 Early Childhood

The Early Childhood Act and the Regulations and Standards are available at the Early Childhood Commission at:

Shop 45-46, Kingston Mall
8-10 Ocean Blvd. Kingston

Tel: (876) 922-9296-7

These documents set out the requirements for the establishment, registration and operation of Private/Community based early childhood institutions.

2.1.2 Primary and Secondary/Technical

Standards Manuals on Primary and Secondary Education are available from the:

DCEO Operations
Ministry of Education, Youth and Culture
2 National Heroes Circle
Kingston

2.2 INFORMATION IN MANUALS

These manuals provide information with respect to roles and functions of the Board of Management of Schools, the Principal, the Parent, Students and Community. In addition, there is also information on Assessment and Evaluation Procedures. The manuals also provide information on:

- Output Standards;
- Input Standards;
- Process Standards;
- Context Standard and
- Curriculum Content Standards.

2.3 OUTLINE OF STANDARDS

2.3.1 Output Standards

This relates to the general performance of students on tests and examinations. They also relate to behavioural changes, manifested in attitudes, values, social and manual skills of students at the secondary level.

2.3.2 Input Standards

The input standards relate to the provisions of resources for secondary education in terms of the physical plant, furniture, materials and equipment,

school staff and financing of schools.

2.3.3 Process Standards

This refers to the pedagogical and administrative practices employed by school staff and those who organize learning as well as the application of sound educational principles and theories.

2.3.4 Context Standards

This relates to the circumstances or situations in which the school operates. They may include parental and community support for the school, the school's service to the community interactions and relationships and mores and norms.

2.3.5 The Curriculum Content Standards

These are defined as what students are expected to know and are able to do.

2.4 SECONDARY LEVEL STANDARDS

At the Secondary level some additional standards are in place.

2.4.1 Other Standards - Secondary Level

- i Cultural Education - Education that allows the individual to question all knowledge, especially history, and to develop an understanding of self and society.
- ii Special Education - provision of opportunities for students with exceptional needs.
- iii Guidance and Counselling Standards - Facilitating the healthy development of students and the development of persons who are self-aware, self-motivated, self-directed and capable of making wise and meaningful decisions.

2.5 TERTIARY EDUCATIONAL LEVEL STANDARDS

The University Council of Jamaica Act, (1987) provides the framework for quality assurance at the tertiary level through the powers vested in the University Council of Jamaica. The Council is vested with the power to approve and confer academic

awards and distinctions and other matters connected with the accreditation of courses at the tertiary level.

CHAPTER 3

PHYSICAL REQUIREMENTS AND BUILDING STANDARDS

3.0 PHYSICAL REQUIREMENTS AND BUILDING STANDARDS MANUAL

The Manual on the physical requirements and building standards for schools is in the draft stage. However, when completed the document will be available at:

Technical Services Unit
The Ministry of Education, Youth and Culture
2 National Heroes Circle
Kingston

3.1 LARGE SCALE DEVELOPMENT

Developers of large scale developments in both the private and public sectors, should be aware that they may be required to include allocating land and possibly buildings and required social facilities, where a development, because of its size would have a negative effect on existing educational and other facilities.

These requirements are included in the Planning and Development Volume I Section I in the Development and Investment Manual. Discussions should also be held with the National Environment and Planning and the Ministry of Education and Youth to ensure that the proper process and specific requirements are met.

CHAPTER 4

INDEPENDENT SCHOOLS

4.0 PRIVATE EDUCATIONAL INSTITUTIONS

Government recognises the vital role that Independent Schools are playing but feels that some amount of control should be made to bear on these Institutions. Government's policy regarding the existence of Independent Schools is lucidly enunciated in the Education Trust of the 70's as follows:

“The existence of Private Educational Institutions reflect a demand for educational opportunities in excess of those which the public system cannot now provide. The Government considers that it has a duty to ensure that these institutions are operated for the benefit and welfare of the pupils who attend them. Accordingly, the Government proposes to bring into full operation as early as possible, the section of the Education Act, 1965, which empowers the Minister of Education to **register and regulate** the operation of Private Educational Institutions”.

The stance of Government in initiating control of Independent Schools is clear-cut and straightforward. “It is to guarantee that education of equal quality is available to every child” (Prime Minister 12.11.74). Where Independent Schools are concerned it is the policy of the Government to insist on the maintenance of standards of education that are consistent with national requirements. Where schools are unable to for one reason or another to meet these standards, Government offers help of various sorts to enable them to do so.

4.1 MINISTER'S POWER, AUTHORITY, RESPONSIBILITY

The promulgation of the Independent Schools Regulations 1973 (27.9.73) and Part IV of the Education Act, 1965, initiated the registration process heralding in an integrated education system under the umbrella of the Ministry of Education and Youth.

The Act (1965) and Regulation (1973) give the Minister of Education the power, authority and responsibility to:

- i Determine the age at which children may be admitted to an Independent School;
- ii Evaluate the quality of the educational experiences being offered in Independent Schools; and

- iii Exercise control over the establishment and termination of such schools.

4.1.1 Independent Schools Committee

The Third Schedule of the Education Act (1965) makes provision for the appointment of an Independent Schools Committee by the Minister to hold office for a period not exceeding two (2) years. The Committee consists of three Government representatives one of whom is named Chairman and one an Attorney, one representative of Jamaica Teachers' Association and one representative of the Jamaica Independent Schools' Association

This committee meets once per month to:

- i Consider all applications for registration
- ii Consider complaints against registered schools;
- iii Deal with representations made to the Minister in respect of Notice of Complaint served under section 27 and disqualification arising therefrom; and
- iv Make recommendations and give direction to the Registrar (as the case may require).

4.2 THE REGISTRAR

The Act (1965) and Regulations (1973) speak to the appointment of a Registrar of Independent Schools with direct Responsibility to:

- i Keep a Register of all Independent Schools;
- ii Process all applications for registration;
- iii Serve Notice of Complaint on schools with the direction of Independent Schools Committee;
- iv Liaise with Ministries of Finance and Labour, Attorney General's Office, other Government and non-Government Agencies on matters relating to Independent Schools;
- v Investigate complaints - from students, parents and teachers and initiate necessary action;

- vi Advise principals/proprietors of “Finally Registered Schools” on Tax Exemptions e.g. property, G.C.T., etc.;
- vii Gazette schools which are finally registered, closed or have changed name and location;
- viii Review proposal for new schools;
- ix Prepare submission for the Director of Public Prosecution
- x Monitor advertisement in the printed and electronic media; and
- xi Monitor deferred schools re improvements required for registration.

4.3 STRUCTURE OF INDEPENDENT SCHOOLS SECTION

4.3.1 Types of Independent Schools

The Independent Schools section covers a wide spectrum of institutions which offers varying levels of education (Pre-primary, Primary, Secondary and Vocational). The Education Act of 1965 and the Independent Schools Regulations, 1973 define Independent Schools as “any school at which education is provided for twenty or more pupils between the ages of six (6) and nineteen (19) years, not being a public educational institution”.

4.3.2 Responsibilities of the Section

When the regulation was enacted, the Independent Schools Section was established within the Ministry and was charged with the following responsibilities under the law to:

- i Ensure that all qualified schools, throughout the island, are duly registered. This involves locating and inspecting the schools; and
- ii Exercise some degree of management and control over these schools.

4.3.3 Objectives

From the broad statements, made above, the following objectives were developed to:-

- i Equalise educational opportunities for the child population both in the public and in private school systems.
- ii Ensure that education is dispensed under conditions which are suitable and desirable.
- iii Ensure that education is dispensed only by those whose academic competence and regard for acceptable standards in morality are unquestionable.
- iv Protect parents from persons whose sole intent is financial gains through exploitation.
- v Ensure that students can obtain records after they have left the school.
- vi Provide Government with information and data which will permit them to construct a reasonable picture of the total educational needs of the country, as the basis for future planning; and
- vii Prepare the grounds for the institution of compulsory institution.

4.4 STAFFING

The section is located in the Educational Services Division and is staffed with:-

- I Registrar - S.E.O. (E.D.G. II) level
- I Education Officer
- I ST III
- I CR I

4.5 SUPERVISION OF INDEPENDENT SCHOOLS

4.5.1 Inspection of Schools

Part IV of the Education Act and the Regulation of Independent Schools authorized the Registrar or an Education Officer acting for the Registrar to enter upon the premises and building of an Independent School for the

purpose of Inspection of the School.

4.5.2 Responsibility of the Proprietor

The Proprietor of an Independent School, his/her agent or employee shall furnish the Registrar or and Education Officer all information or render such assistance as the Officer may require for the Exercise of his/her power in relation to that school.

4.5.3 Responsibility of Regional Office

Each Regional Office is responsible to assign officers to supervise all Independent Schools within the Regions.

4.5.4 Requirements from Schools

The schools are required to establish and furnish the officers with the following records:

- i Admission Register
- ii Log Book
- iii Attendance Register
- iv Account
- v Student; and
- vi Staff Records.

4.5.5 Details of Responsibilities

With decentralisation of the Ministry, direct supervision of the schools is the responsibility of the Regional Offices. It is the Regional Offices which ensure that:-

- i All compulsory records are established and maintained;
- ii Inspection of new sites and buildings is done to ensure suitability;
- iii The quality of the teaching/learning experiences provided is of high standard;
- iv The programmes offered and suitability of teachers to teach them are acceptable;
- v Provision is made for the welfare and interest of both teachers and

- students;
- vi Proposals for new schools are submitted to the Registrar prior to the starting of schools;
 - vii All complaints against schools are investigated and report with supporting documents sent to the Registrar's Office;
 - viii Students who wish to return to the mainstream are assisted;
 - ix Assistance is given to registered schools to obtain concessions available to them;
 - x Census forms are distributed, collected and data entered.

4.6 ESTABLISHING AN INDEPENDENT SCHOOL

Any organization or individual wishing to establish an Independent School is required to submit a proposal to the Registrar. The proposal should be sent to the Regional Office for the parish in which the school will be established.

4.6.1 Contents of Proposal

The proposal should include:-

- i Mission Statement for the school;
- ii Name of the school;
- iii Proprietor of the school and Board Members;
- iv Source of funding for the school;
- v The courses which the school will offer and the cost to students;
- vi The age group it will cater to;
- vii How the school will be staffed that is the ratio of trained to untrained as well as full-time to part-time teachers.
- viii Character reference of the proprietor, and
- ix The parish/town in which the school will be located.

4.6.2 Discussion of Proposal

The proprietor should make an appointment with the Registrar at which time the proposal will be discussed prior to the granting of permission.

4.6.3 Permission Required Before Intake

No advertisement for students or staff should be made until permission is granted by the Ministry of Education and Youth.

4.1 REGISTRATION PROCEDURE

4.7.1 Application

Application for registration of an Independent School shall be made in writing, on the prescribed form, addressed to the Registrar, Independent Schools, Ministry of Education and Youth, 2 National Heroes Circle, P.O. Box 498, C.S.O. and shall contain the particulars specified in the schedule and be accompanied by:

- i A simple sketch of the school premises
- ii A simple floor plan of the building
- iii A copy of the school's prospectus
- iv Particulars of the fees charged for tuition in respect of each course
- v A copy of teacher's contract; and
- vi Such other information as the Committee may from time to time require for the purpose of these regulations.

4.7.2 Provisional Registration

Upon receipt of the application the Registrar shall request from the Regional Office in which the school is located, a preliminary report on the school. If the school fulfills the requirements of an Independent School as stated in the Regulation, it shall be granted provisional registration.

4.7.3 Final Registration

After the first year of operating as a provisionally registered school, the

school should seek to qualify for final registration. To qualify for final registration a school must satisfy the minimum requirements in respect of:

- i Suitability of the premises for the use of the school as regard to location, play area, safety, water supply and general environmental factors;
- ii The adequacy and suitability of accommodation, facilities, furniture and equipment provided for pupils, having regard to their age, sex and levels of development;
- iii The scope, appropriateness and educational values of instructional courses and experiences offered to pupils, having regard to their age, sex and levels of development;
- iv The character, qualification, capabilities and competencies of the proprietor and staff conducting the school;
- v Any criteria inherent to the proper application of Section 25, subsections (4) and (5) of the Education Act.

4.7.4 Decision of Committee

The team of officers, after the inspection, would submit a written report to the Registrar, who would submit the report along with application to the Independent Schools Committee.

Based on the report:

- i The committee would take a decision;
- ii The Registrar communicates the decision to the Proprietor of the school.

4.7.5 Notification in Gazette

After the Committee has approved final registration of a school, the Registrar shall cause a notice to be published in the Gazette and the school entered in the Register of Schools.

4.7.6 Notification of Changes by Proprietor

The Proprietor of a school which is either finally or provisionally registered or in relation to which an application was made to the Registrar for

provisional registration, shall furnish in writing to the Registrar as soon as possible the following:

- i Particulars of any changes in the name or proprietorship of the school;
- ii In October of each year, complete and return census form with all information about the school;

Schools neglecting to comply could run the risk of losing access to Tax Exemptions.

4.8 TRANSFER OF SCHOOL AFTER APPLICATION

After an application has been made for registration of a school, the school or any department thereof shall not be transferred to any site without the prior approval of the Committee.

4.8.1 Requirements for a New Site

Where a proprietor purposes to transfer a school or a department thereof to a new site, he shall notify the Registrar in writing of the postal address of the site and furnish a simple plan, sketch of the building showing the proposed physical layout of the school/department.

4.8.2 Inspection of the New Site

The Registrar shall arrange for the proposed new site and building to be inspected and furnish the Committee with:

- i The particulars furnished by the proprietor;
- ii The Education Officers' report;
- iii The Registrar's comments and recommendation.

4.8.3 Approval/Disapproval

The Committee may direct the Registrar to approve or disapprove the transfer of the school or department thereof as the case may be.

4.9 PROCEDURES OF CLOSURE

The Ministry should be informed of the pending closure at least a year before closure. The public should be notified and during this period there should be no admission of new students.

All employees should be duly compensated.

In order for past students to obtain records the Admission Register should be submitted to the Ministry.

CHAPTER 5

ACCREDITATION OF AN INDEPENDENT SCHOOL

5.0 ACCREDITATION SYSTEM

Accreditation is a system of recognising institutions for a high level of performance, integrity and quality which entitles them to the confidence of the public they serve. The Ministry of Education and Youth, in collaboration with Jamaica Independent Schools Association, is currently working out criteria which registered schools should seek to achieve in order to be accredited.

5.1 PURPOSE OF ACCREDITATION

Accreditation seeks to:

- foster excellence in primary and secondary education;
- encourage school improvement through the process of continuous self-study education; and
- assure the public that quality education is provided for students based upon clearly defined goals and objectives that are appropriate for the unique school population served.

5.2 WHO IS ELIGIBLE

All registered Independent Schools offering Pre-Primary, Primary, Secondary and Vocational Courses or a combination of any of these courses requiring a minimum of one academic year for completion, are eligible.

5.3 CRITERIA OF ACCREDITATION

An on-site evaluation will be conducted by a team of specially selected Educators and practising professionals in the field, at which time each programme will be reviewed to determine if the features of accreditation are met.

5.4 FEATURES OF ACCREDITATION

The features of accreditation are as follows:

- i The institution's mission, goals and objectives
- ii Students' Welfare
- iii Quality of Staff and Administration
- iv Design and Implementation of Appropriate Curricula

5.5 ASSISTANCE TO INDEPENDENT SCHOOLS

5.5.1 TYPES OF ASSISTANCE

Assistance to Independent Schools has been in the form of:

- i Professional - providing advice re teaching/learning procedure, limited inservice training and staff development.
- ii Financial - providing grants for specific/designated schools
- iii Relief - Access to relief from property tax, custom and stamp duties on tickets for educational tours, consumer tax as well as G.C.T. on educational materials and equipment.

5.6 TERMS AND CONDITIONS OF SERVICE

It is strongly recommended that in the interest of all parties concerned, the Schools' Administrator/Board submit to each employee a contract stating terms and conditions of service for their consideration and signature before there is an agreement to employ. It should include:

- salary
- leave
- duties
- evaluation procedures
- termination of services
- procedure relating to infractions - disciplinary actions re violation of stated values.

5.7 CONTACT INFORMATION

For further information please contact:

The Permanent Secretary
Ministry of Education and Youth
2 National Heroes Circle
P.O. Box 498 C.S.O.
Kingston

Tel: (876) 922-14000-1

1-888-991-2070

Fax: (876) 948-9132

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