NATIONAL EDUCATION INSPECTORATE, JAMAICA
DETAILING THE COVID-19 EXPERIENCE IN A SAMPLE OF JAMAICAN SCHOOLS

2022

CHIEF INSPECTOR'S REPORT

National Education Inspectorate, Jamaica

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TABLE OF CONTENTS
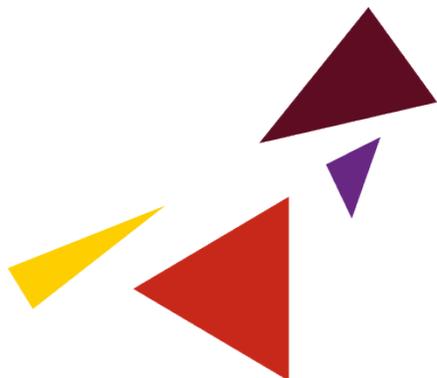
LIST OF TABLES AND FIGURES

LIST OF ABBREVIATIONS AND ACRONYMS

COVID-19	Coronavirus 2019
DRMA	Disaster Risk Management Act
DSS	Department of School Services
HMEY	Honourable Minister of Education and Youth
ICT	Information and Communication Technology
JTC	Jamaica Teaching Council
LMS	Learning Management System
MoEY	Ministry of Education and Youth
MoHW	Ministry of Health and Wellness
NCEL	National College for Educational Leadership
NEET	Negril Environmental Education Trust
NEI	National Education Inspectorate
NGOs	Non-governmental Organisations
NQAA	National Quality Assurance Authority
NSC	National Standards Curriculum
OTL	Organised Teaching and Learning
PATH	Programme of Advancement Through Health and Education
PSA	Past Students' Association
PTA	Parent Teacher Association
QEC	Quality Education Circle
SBA	School-based Assessment
SMT	School Management Team
VAMAS	Value-Added Model for Assessing Schools

FROM THE CHIEF INSPECTOR'S PEN

Welcome to this special Chief Inspector's Report – The COVID-19 Edition.

By 2020, the coronavirus 2019 (COVID-19) pandemic forced the complete closure of all schools in Jamaica and most in the rest of the world. This presented a problem for national governments, who were anxious to deliver educational services to their learning populations.

Many scrambled to move learning online and find ways of reaching offline students. While this was happening, school inspectorates were forced to consider how to conduct school inspections. Inspectorates had to find novel ways to continue to assure quality, assess continuity, and understand the learning gaps in order to contribute meaningfully to the dialogue guaranteed to follow at the end of the pandemic. The question for inspectorates was how to remain relevant to their goals with this gestalt shift in the educational landscape.

The National Education Inspectorate (NEI) formulated its response to the crisis based on local and global understandings and contextual conditions. Four key activities were undertaken:

1. **Consultation and conferencing** with other inspectorates and related school improvement bodies;

2. Online **sensitisation conferences** with Principals and school personnel;

3. The **Inspection framework was revised** - to include and reflect the new realities. Central to this was the removal of the assessment designations (Exceptionally High, Good, Satisfactory, Unsatisfactory, and Needs Immediate Support); and

4. **Inspectors were re-trained** in the use of software and applications to observe lessons online.

Online fact-finding sessions were held with local partners such as leaders in the Department of School Services (DSS), principals, teachers, and students. Valuable insights were also gleaned from consultations with leading school inspection experts who, at the time, were practising in the Cayman Islands, Malta, United Arab Emirates (UAE), United Kingdom (UK), China, and South Africa. These sessions were instrumental to understanding how Jamaica and the rest of the world were coping with the crisis and the possibilities for our continued service to the education sector in this period. Once the consultations were completed, the team huddled to reframe the inspection indicators. Consequently, the inspectors were re-trained to undertake online inspections. Based on a sample of 89 schools, this report details some of the most noteworthy experiences and evaluations of the inspectors and other stakeholders.

In conducting and reviewing inspection data over this period, we noted that various inequities in the system curtailed access to organised educational opportunities. That is to say, access to quality teaching, technology, etc., stood in the way of achieving quality education for all during the pandemic. Educational provisions for some were good even in the face of the ravages of the pandemic because they were ahead of the game in having access to the necessary resources.

Over and above the issues associated with access was the positive impact of the collaboration on every aspect of education. It was challenging to evaluate the impact of teaching on learning outcomes. However, continuous assessment, which is a teacher's most useful tool during a learning episode, was, in most cases, only satisfactory. The implications for the combination of limited access to technology and teachers' struggles to execute their craft in the usual ways were evident in what is famously called the "learning gap".

The lessons learned are still being assessed; however, based on this report, the need to perfect a technological response to bridge the gap in the case of another national emergency cannot be denied.

Jamaica has much to be thankful for. The biggest plus was the willingness of our people to do all they could to keep the education system going during the pandemic.

Maureen Dwyer, Ed.D., BH (M), J.P.
Chief Executive Officer/Chief Inspector

EXECUTIVE SUMMARY

This report is based on the inspection findings of 89 public schools at the primary and secondary levels across the seven educational regions of the Ministry of Education and Youth (MoEY). The schools were inspected between November 2020 and June 2021, when Jamaica, like the rest of the world, faced the debilitating effects of the COVID–19 pandemic and the suspension of, inter alia, face-to-face lessons.

The event forced the MoEY and schools to deliver educational services through various modalities and with varying impacts on schooling. The major themes that emerged from the analysis of inspection data, school leadership and management, access to organised teaching and learning, the role of parents, public-private partnerships and teaching and learning are discussed below.

MAIN FINDINGS

Quality in Leadership and Management during the Pandemic

There was a subtle shift in the usually rigidly hierarchical nature of the relationships among leadership and management teams in the schools. The united and singular focus of ensuring access to education for the school populations was discernable and noteworthy. As they worked towards accessing learning opportunities for students. High degrees of collaboration and innovation were a feature of almost all the schools inspected. At both the school and board levels, leaders worked collaboratively and innovatively with stakeholder partners to provide access to schooling, acquire resources and offer psychosocial support to students, staff and other members of the school community. These school leaders were also instrumental in preparing the schools to respond to the safety protocols issued by the Ministry of Health and Wellness (MoHW) to facilitate a return to face-to-face instruction. Throughout the period of lockdown and the many attempts at reopening, one of the key concerns for school leaders was access to the curriculum. A tiered approach to curriculum implementation was noted. Nevertheless, the extent to which school leaders could hold staff and students accountable was varied and, at times, yielded limited success.

Quality of Access to Organised Teaching and Learning (OTL)

The sociology and geography of access were dominant during this period. The twin issues of where students live, and their social status were amplified because of the curtailment of movement during the period. The system's response to this was quick and fairly successful for the students who could move online with a good degree of ease.

Generally, though, students' access to OTL was both synchronous and asynchronous, using a range of modalities. Of concern was the number of students who had limited or no access to internet services or devices to allow for their participation in organised teaching and learning episodes. The provision of resources from the MoEY and other stakeholders to support curriculum delivery and teaching and learning improved as the pandemic progressed. However, even with these inputs throughout the system, the status of access to organised learning communities (OLCs) for 12,848 Jamaican students, in these schools, could not be ascertained.

Role of Parents in Student Support and Education Provision

Many parents rallied in support of their children's schooling during this period. In some instances, parents became active learners alongside their children – their assistance in navigating the online learning interfaces, as well as partnering with teachers to get students to stay on task, quell their fears, etc., were invaluable supports to the system.

Public-Private Partnerships

The education system and sector prevailed on a strong network of partners—both private and public—during the period. Various stakeholders, including non-governmental organisations (NGOs), past students' associations (PSAs), private sector partners, and diaspora groups, supported schools significantly through their contributions of cash, kindness, and expertise.

Quality in Teaching and Learning

Despite the move online and many teachers' successes in teaching their students, the extent of the students' learning was difficult to assess. Inspectors noted the early challenges and triumphs of teachers as they taught their students using various information and communication technologies (ICT). Teachers' knowledge and methodologies ranged from good to very good in almost all the teaching episodes observed. However, continuous assessment was not generally robust. Students demonstrated positive attitudes and eagerness to learn, especially at the primary level. The quality of teaching supported students' learning; however, this was with mixed and sometimes unclear results.

> " This special report details the findings in 89 public primary and secondary schools across seven educational regions.

BACKGROUND

The National Education Inspectorate (NEI) was established as one of the recommendations of the National Task Force on Education Reform, commissioned in 2004 'to prepare and present an action plan consistent with a vision to create a world-class education system which will generate the human capital and produce the skills necessary for Jamaican citizens to compete in the global economy.[1]

The recommendation for establishing a National Quality Assurance Authority (NQAA) was premised on the need to address performance and accountability issues in education. Consequently, the Ministry of Education and Youth (MoEY) formulated the policy and legislative framework culminating with the establishment of the NEI, an independent agency tasked with addressing the identified performance and accountability issues to inform transformation across the education sector. The NEI reports directly to the Minister of Education and Youth, and its operations are guided by the Government of Jamaica's policies and strategic objectives for the education system.

ROLES AND RESPONSIBILITIES

The roles and responsibilities of the NEI are consistent with the legislative framework, which authorises the Minister of Education to cause any educational institution to be inspected at intervals or for special inspections as desired by the Minister (Education Act, 1965, Section 39). This existing legislative framework empowers the NEI to objectively assess the standards attained by the students in all public primary and secondary-level schools at key points in their education and to report on how well they perform or improve as they progress through

their schooling. The NEI is also responsible for making recommendations to support improvement in the quality of the provision and outcomes of all learners. The cycle of inspecting schools and other educational service providers is determined by the Chief Inspector or as requested by the HMEY. In the first cycle of inspections (baseline), the NEI inspected all public primary and secondary-level schools and identified improvements that the schools should make to secure sustained levels of high-quality outcomes. In subsequent inspections, the NEI conducted and reported on the impact of improvement activities since the first cycle of inspections.

This special report details the findings in 89 public primary and secondary schools across seven educational regions between November 2020 and June 2021. Therefore, this concludes the second cycle of inspections from 2015 to 2021. It is important to note that the COVID-19 pandemic in 2020 interrupted this second inspection cycle, which resulted in a revised framework in response to the prevailing challenges.

The scope of the NEI's mandate is framed within the context of the formal public education system, which currently provides education for approximately 500,000 students enrolled at the primary and secondary levels in 930 educational institutions islandwide. The NEI systematically issues reports and provides guidance, advice, and assistance to

1 Davis, R. (2004). Task force on educational reform Jamaica: A transformed education system. Kingston, Jamaica.

boards of management, principals, school administrators, teachers, education officers, and other related education professionals about effective practices based on evidence from the school inspections. The NEI analyses and interprets the data generated from all inspections and provides policy advice to the HMEY, who presents a report on the state of the education system to Parliament.

SCHOOL INSPECTION DURING THE COVID-19 PANDEMIC

The onset of the COVID-19 pandemic resulted in the suspension of face-to-face lessons in March 2020, forcing schools to use synchronous and asynchronous modalities. These included online lessons, WhatsApp, telephone communication, television and radio broadcasts, learning packages, and limited face-to-face lessons as the circumstances allowed. In response to the COVID-19 conditions and in consultation with its stakeholders, the NEI reviewed its inspection framework to ensure that the inspection process considered what was appropriate in the context of the pandemic.

Consequently, the framework was revised, and new protocols were developed to guide the inspection process. Significantly, online inspection of lessons continued amidst the delivery of a modified curriculum. At the core was the impact of COVID-19 on all eight indicators and adaptations made to facilitate engagement in the teaching and learning process.

The addendum to the NEI's Framework included strategic and targeted questions and prompts that kept pace with the reality of the pandemic. The addendum remained grounded within the school effectiveness model and its seven associated correlates - a clear mission, high expectations for success, instructional leadership, the opportunity to learn, time on task, monitoring of students' progress, a safe and orderly environment, and positive home and school relationships.

Given the context of the pandemic, schools in this round of inspections were not assigned an overall rating of effectiveness; rather, evaluation was based on what was reasonable and doable in each context. A special focus was placed on the following indicators: leadership and management, students' personal and social development, curriculum provisions, and safety, security, health, and well-being.

In keeping with the NEI's standard of promoting an inclusive inspection model, schools received a draft inspection report and had the opportunity to raise any particular concerns from the inspection findings before the reports were published.

METHODOLOGY AND METHODS

DATA SOURCES AND FRAME

For this report, both primary and secondary data were gathered, analysed and used to develop a qualitative report.

At the onset of the pandemic, 89 schools remained to complete the second cycle of inspections and formed the sample for this report. This report details the findings of these schools inspected across seven educational regions of the MoEY between November 2020 and June 2021 (See Table 2).
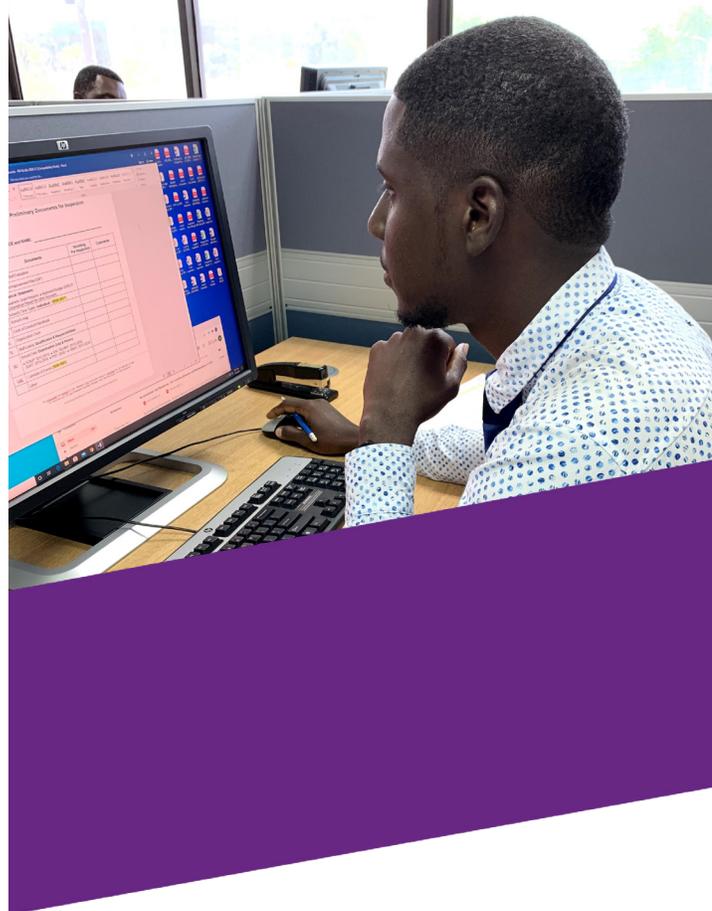
Primary Data Sources	
Lesson Observations: 1,051	**Stakeholder Interviews**
Online: 851 Face-to-face: 120 WhatsApp: 80	Students Teachers Parents Principals Board Chairmen Guidance Counsellors Deans of Discipline Nurses
Secondary Data Sources	
School Documents School improvements plans COVID-19-related plans and protocols Logs Registers Mark records Policies Financial records Lesson plans Timetable	

Table 1 showing Sources of Data

Representation of the 89 Primary and Secondary Level Schools						
Region	Primary Level Schools	Primary Percentage (%)	Secondary Level Schools	Secondary Percentage (%)	Total	Percentage of Total (%)
1. Kingston	4	6	2	9	6	7
2. Port Antonio	21	32	4	18	25	28
3. Browns Town	11	17	1	4	12	13
4. Montego Bay	13	20	9	39	22	25
5. Mandeville	10	15	3	13	13	14
6. St Catherine	3	4	3	13	6	7
7. Clarendon	4	6	1	4	5	6
Total	66	100	23	100	89	100

Table 2 showing the representation of schools across the regions

DATA COLLECTION METHODS

The following data collection methods were used:
- **Observations:** lesson observations constituted approximately 60 – 70 per cent of all inspection activities. Lessons were observed using three modalities: online, face-to-face and WhatsApp. Inspectors also carried out general observations of the school premises for the implementation of COVID-19 precautionary measures, among other things.
- **Analysis of documentary evidence:** documents such as school improvement plans, logs, registers, mark books, policies, and financial records were reviewed and analysed.
- **Interviews:** interviews were undertaken with stakeholders, including board chairmen, principals, teachers, guidance counsellors, parents, and students.
- **Stakeholder satisfaction surveys:** online survey questionnaires were administered to students and teachers between November 2020 and June 2021.

DATA ANALYSIS

The data were analysed using thematic analysis – a qualitative method used to identify patterns of meaning from the inspection data[2]. The themes that emerged from this process were:
- Quality in Leadership and Management during the Pandemic
- Quality of Access to Organised Teaching and Leaning (OTL)
- Role of Parents in Student Support and Education Provision
- Public-Private Partnership
- Quality in Teaching and Learning

LIMITATIONS OF THE STUDY

The inspections were carried out from 2020 to 2021, during the peak of the COVID-19 pandemic, which means that some of the recommendations may not be applicable beyond the period of the pandemic. However, these recommendations would be instructive for similar emergencies. Given the sample size and context, the findings of this research cannot be generalised across the system.

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2 Clarke, V., Braun, V. (2014). Thematic Analysis. In: Michalos, A.C. (eds) Encyclopedia of Quality of Life and Well-Being Research. Springer, Dordrecht.

FINDINGS

QUALITY IN LEADERSHIP AND MANAGEMENT DURING THE PANDEMIC

Many leaders at the school and Board levels collaborated well and expanded their roles to meet the new demands of schools. In most instances, the hierarchy of school leadership was no longer evident as school teams worked towards accessing learning opportunities for students. Of note, some school leaders were innovative in acquiring, improving, and deploying human and material resources to ensure that as many students as possible were engaged in some learning activity. Additionally, many leaders developed strong external partnerships with Parent Teacher Associations (PTAs), alumni, and local leaders to support curriculum delivery and safety provisions. However, critical elements of effective leadership and management were impacted; the school improvement planning process was either suspended or modified, and the usual system of accountability and instructional supervision was adjusted in response to the prevailing circumstances.

SCHOOL-LEVEL LEADERSHIP

Support for Accessing the Tools of Distance Learning

Leadership's role in supporting access to learning tools played a central role in the schools' ability to continue serving student populations. It was noted that some secondary schools, such as Maldon, Oberlin, Guy's Hill, St. Catherine, and Cornwall College, that had already adopted and integrated ICTs in their system of work, quickly adjusted from face-to-face to online modalities.

As the pandemic progressed, the combined efforts of school leaders and members of the community, along with the provisions of the MoEY, ensured that many more students had access to the appropriate tools for online learning. The MoEY launched the Google Suite Application as the primary mode for lesson delivery in schools, providing synchronous and asynchronous interactions. For example, many schools used Google Meet and Google Classroom to facilitate live lessons and to upload and retrieve classwork and related materials. Likewise, some schools used Zoom, Microsoft Teams, WhatsApp and learning kits to provide teaching and learning experiences. School leaders also engaged resources in the community, such as churches and community centres, to accommodate students' access to the internet for lessons. Additionally, SMTs mobilised and solicited stakeholder support to acquire laptops and tablets for students and improved internet connectivity for their schools.

Despite the best efforts of the stakeholders, not unexpectedly, poor internet infrastructure, bandwidth, and connectivity issues across the island affected the quality of many lessons. There were frequent disruptions to lessons, distortions in communication, and aspects of the curriculum were abandoned. Further to that, many students and schools experienced issues with a lack of appropriate devices, which hindered them from accessing lessons effectively. In instances where teachers did not have internet access at home, some school leaders successfully arranged for teachers to deliver online lessons from the school. For example, at three rural high schools, Oberlin, Charlemont, and Guy's Hill, some teachers were observed using the schools' internet to deliver lessons to students at home. Further to this, an innovation at Guy's Hill High was the use of the school bus as a mobile Wi-Fi hub providing scheduled service to students across under-served communities.

Support for Student and Staff Safety

In preparation for the return to full or partial face-to-face lessons, school leaders prioritised the safety of students and staff by implementing robust COVID-19 protocols and policies in adherence to the Disaster Risk Management Act (DRMA) and Ministry of Health and Wellness (MoHW) guidelines. Throughout the period, many of them updated their safety and security policies to reflect the current realities. Almost all schools had appropriate signage strate-

gically placed around the premises to remind users of the COVID-19 safety protocols. Wash and sanitisation stations were common in all schools. At Jacks River and Minto Primary, additional water storage facilities were procured for hand washing.

Most schools identified rooms or spaces to serve as isolation rooms. COVID-19 protocols were generally enforced; for example, students and staff wore masks, and most secondary-level and some primary-level schools had personnel to conduct temperature checks at entry points. Inspectors noted a high degree of creativity, innovation and improvisation with respect to sanitary amenities. Classrooms were rearranged to accommodate physical distancing, and floor markers were affixed to prevent crowding; for a few primary schools, such as Cave Valley, Rock Hall, and Rock River, principals repurposed benches that would typically seat three students to facilitate single seating. Also, a few schools developed comprehensive cybersecurity policies to keep students and staff safe online.

Support for Psychosocial Care

School leaders recognised the negative impacts of the pandemic on students, staff, and parents and sought to implement programmes – both online and offline - that would cater to mental, emotional, social, and nutritional well-being. These included timetabled motivational sessions, extended homeroom/form time sessions, extended devotional activities, games, and the distribution of care packages. The efforts extended became better as the pandemic progressed.

Guidance counsellors played a leading role in providing support in many schools. This included home visits and counselling sessions using various modalities. The guidance programmes supported students and parents financially and facilitated students' access to internet facilities using a range of initiatives. Guidance counsellors also provided timely interventions and assisted with reaching students. For example, at Mount Joseph Primary, the guidance counsellor visited the homes of students absent from school. Additionally, the school raised funds to provide monthly data plans for students and deliver care packages to households in need.

However, in smaller schools, the support from a guidance programme was limited to the principals, cluster-based guidance counsellors and other teachers who had to carry out the additional responsibilities in a demanding and ambiguous context. Conversely, a good example was observed at Minto Primary, where the cluster guidance counsellor and the Board members provided psychosocial support during devotional activities and other timetabled sessions.

BOARD-LEVEL LEADERSHIP

Provision of Strategic Oversight

The Boards rose to the occasion and were integral to the schools' recovery process. Most Boards of Management provided quality strategic oversight of schools in response to the challenges occasioned by the pandemic. They were aware of the key issues that directly confronted their schools; only some were proactive in addressing them to ensure the delivery of lessons. They also ensured the revision and modification of various policies, including ICT and safety and security policies, to befit the COVID-19 context. They rallied to the needs of the school community by lobbying for local and overseas stakeholders' support in acquiring devices such as laptops and tablets for students and teachers.

Provision of Operational Support

Whereas Board members are not normally involved in the day-to-day operations of the school, in some schools, they provided strong operational support. For example, some Board members created opportunities for students to access online lessons. A few also delivered refreshments to teachers who worked on campus and used their expertise to assist with online training for teachers. Many Board members were also visible on the schools' compound, helping to prepare the environment for COVID-19 protocols by installing hand-wash stations, signage, and distance markers.

"

Most Boards of Management provided quality strategic oversight of schools in response to the challenges occasioned by the pandemic.

LEADING CURRICULUM ADAPTATION AT MULTIPLE LEVELS

The delivery and implementation of the National Standards Curriculum (NSC) was severely impeded by a combination of circumstances that were brought on by the pandemic. Both the MoEY and school leaders grappled with how to ensure continuity and progression. The matter of reduced instructional time, the abridgement of the curriculum, limited opportunities for face-to-face lessons, student and teacher absenteeism, and inaccessibility to ICT tools, for some, conflated to reduce the conditions necessary for the successful implementation of the NSC.

The MoEY modified the NSC to accommodate students' reduced access and issued guidelines accordingly. However, some schools made further adjustments in support of the students in their contexts. Nonetheless, these modifications created learning gaps and had a significant impact on the continuity and progression of the NSC across the public school system. This was noted in the way that some primary schools taught mathematics, English, social studies, and science only, while a few delivered mathematics and English only or otherwise, various combinations of these. To compound this, time spent on the subject offerings varied across schools. In some instances, schools offered only one subject per day. In many schools, the school day was reduced to limit students' screen time and accommodate the reduced number of subjects offered. Additionally, when face-to-face lessons resumed, they were brief to limit physical contact.

There were concerns about the implementation of special education and technical and vocational curricula. Some school leaders were creative in adapting the technical and vocational aspects of the curriculum both at the primary and secondary levels. For example, in an effort to overcome the general inability to deliver practical subjects in the online modality, the theoretical aspects of the subjects were taught online while the practical components were arranged to be taught safely at the school or deferred to be taught at a later time. Despite these efforts, the technical and vocational area of the curriculum was severely curtailed because of its reliance on face-to-face contact as well as multiple users per machine or equipment.

School leadership and management teams in many schools were unable to give thorough oversight to the attendance and participation of both teachers and students. This affected the delivery of the curriculum and, by extension, the standards relating to accountability for teaching and learning. These circumstances led to students exercising choice about their participation in certain subjects and the length of time they dedicated to lessons. This was particularly significant in the online setting, where the veracity of internet stability and the availability of data could not be ascertained. In some instances, especially at the high school level, students chose which lessons they attended based on their preferences and economic factors. For example, at some schools, students chose to participate in mathematics and English lessons only, and some were unable to afford to access additional subjects.

Some school leaders ably accounted for students, including those who were absent. They used flexible approaches to record students' attendance. This careful monitoring allowed for the implementation of necessary interventions. For example, where students were absent, not participating, or required assistance, school representatives conducted home visits and provided support.

Curriculum Enhancement Programmes

Almost all schools suspended or curtailed extra and co-curricular activities, such as sporting and physical activities, clubs and societies that required face-to-face or one-on-one interaction during the earlier phase of the pandemic. However, as the pandemic progressed, schools were innovative in offering various forms of these activities online to support students' holistic development. Many schools had devotional activities, as well as well-being and cultural and social programmes online. For example, at St. Mary High School – 4H and Cadets operated on Google Meets and WhatsApp. Charlemont High School conducted a cultural activity - a virtual tour of the National Gallery. At Mineral Heights Primary, the Spanish club operated online for Grade 4 students, and speech was immersed into the language arts lessons in Grade 6. At Fullerswood Primary, a small rural school in St. Elizabeth, devotions were conducted via WhatsApp. Teachers would send prayers to the group, and students suggested songs to sing. Morant Bay High School fostered cultural awareness among students to complement

the formal curriculum by recognising national occasions and special events and days observed throughout the academic year, for example, the virtual Black History/Reggae Month Celebration and Peace Day. Even as the pandemic raged, limited field trips continued mainly for the upper grades to facilitate SBA requirements, for example, geography students studied the Negro River and small farmers in St. Thomas and visual arts students visited Seaforth High School to observe best practices.

QUALITY OF ACCESS TO ORGANISED TEACHING AND LEARNING (OTL)

One of the dilemmas faced by the education system during the pandemic was to reconnect students with schools to ensure that there was a continuation of their learning. In the absence of face-to-face classes, the problem was how to successfully bring together the different parts of the educational ecology in the health crisis. In this regard, the MoEY took the lead in providing opportunities for students to be reconnected to a system of schooling (organised teaching and learning) through television and radio broadcasts, online teaching, learning kits, et cetera. This support manifested itself in the provision of learning platforms such as Google Suite, Ready TV, Free-to-air TV, Zero-rated educational websites, radio and learning kits, electronic devices, a modified curriculum, and professional development opportunities for school leaders and teachers. Other provisions included tablets for teachers and students and laptops for upper school

secondary students on Programme of Advancement Through Health and Education (PATH). In addition to the modified curriculum, the MoEY provided an online repository of teaching and learning resources. Further, schools were approved to hire additional temporary teachers to reduce class sizes.

School leaders and teachers benefitted from capacity-building opportunities. For example, the National College for Educational Leadership (NCEL) and the Jamaica Teaching Council (JTC) provided training in virtual instructional leadership and using Google Suite, among others. Of note is that teachers in almost all these schools participated in the Google Suite training to improve their competence. Some of these efforts were in partnership with community groups, churches, NGOs, and other private sector entities. Despite these efforts, students' access to the provisions and their participation in lessons became issues that needed to be resolved. Some students were unable to participate in any kind of group learning activity with their peers. Their learning may have come through activities localised through family or other community efforts.

MODES OF ACCESS

The extent to which students and teachers were able to access most of the provisions made by MoEY was highly dependent on the availability of internet infrastructure and services. Nevertheless, with the available provisions, many students in the schools inspected accessed OTL using the various platforms above. Most lessons were synchronous using Google Meet, Zoom, Microsoft Teams, and WhatsApp. Other lessons were asynchronously delivered via Google Classroom and WhatsApp. The use of WhatsApp was more prominent in remote rural primary schools where internet connectivity was limited. Teachers used voice notes and videos to deliver lesson content, facilitate assessments, and provide feedback. Students attended face-to-face lessons when allowed, although this was generally confined to exam-specific year groups. Additionally, students received learning kits in some instances to supplement their learning.

STUDENTS' PARTICIPATION IN ORGANISED LEARNING COMMUNITIES (OLC)

Based on the sample, the system responded well to the online services provided, as approximately 68 per cent of the students at both the primary and secondary levels were noted as having some online engagement during the period. Overall, six per cent were otherwise engaged, and the status of 26 per cent was unknown at the time of the inspections. See Table 3 below:

No. of schools	Online Engagement – (MS Teams, Google Meet, Zoom)	Otherwise Engaged (WhatsApp, Learning Kit, limited face-to-face)	Status Unknown	Total Enrolment
Primary – 66	11,300 (67%)	1,452 (9%)	4,088 (24%)	16,840 (100%)
Secondary – 23	21,591 (68%)	1,556 (5%)	8,760 (27%)	31,907 (100%)
89 schools inspected	32,891 (68%)	3,008 (6%)	12,848 (26%)	48,747 (100%)

Table 3 showing the Number and Percentage of Students Present and the Mode of Access

Whereas approximately three-quarters of the students in these schools experienced online and other forms of engagement, the data were insufficient to extrapolate the length of time that each student was engaged in online learning. The fieldwork pointed to anomalies in the time spent, hence reduced access for some of our students. The graphs below presents a regional break-down of students' participation both levels. (See Figures 1 and 2).
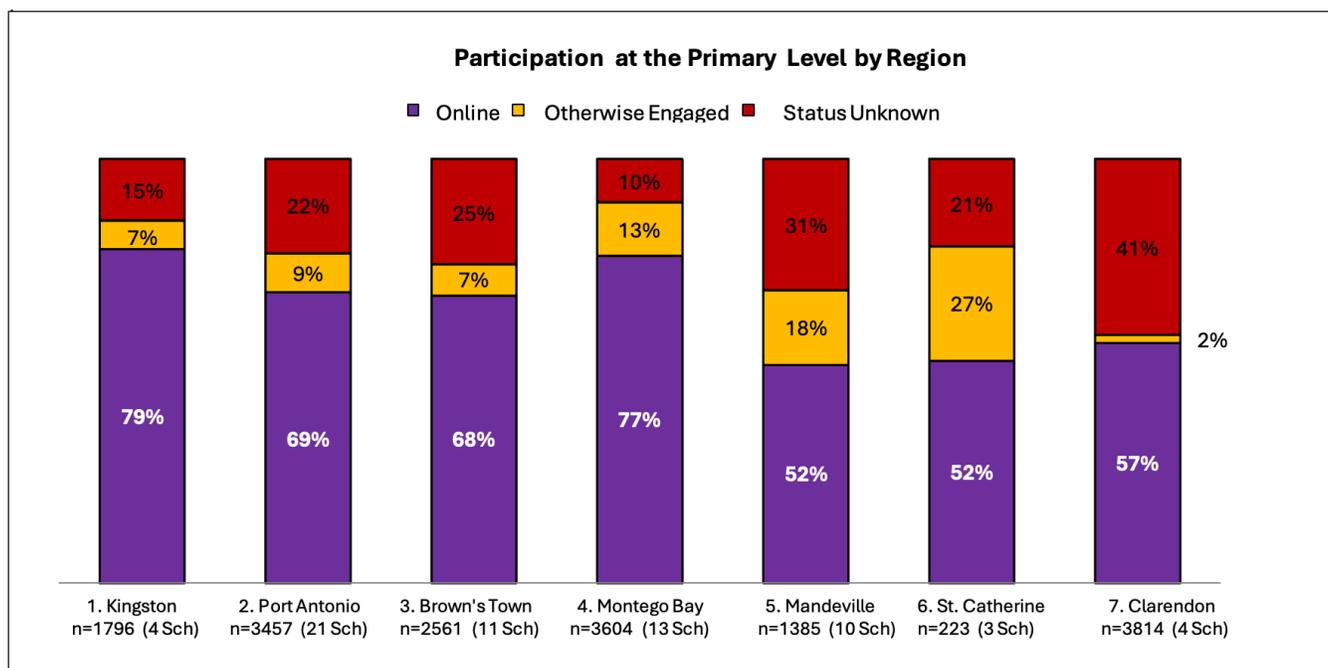

Figure 1 showing Student Participation at the Primary level

Participation at the Secondary Level by Region

- ■ Online ■ Otherwise Engaged ■ Status Unknown

|	1. Kingston n=3233 (2 Sch)	2. Port Antonio n=5325 (4 Sch)	3. Brown's Town n=1418 (1 Sch)	4. Montego Bay n=12674 (9 Sch)	5. Mandeville n=2698 (3 Sch)	6. St. Catherine n=4845 (3 Sch)	7. Clarendon n=1714 (1 Sch)
Status Unknown	35%	32%		30%	45%	19%	
Otherwise Engaged		15%	7%	4%	2%	0%	4%
Online	65%	53%	93%	66%	52%	81%	96%
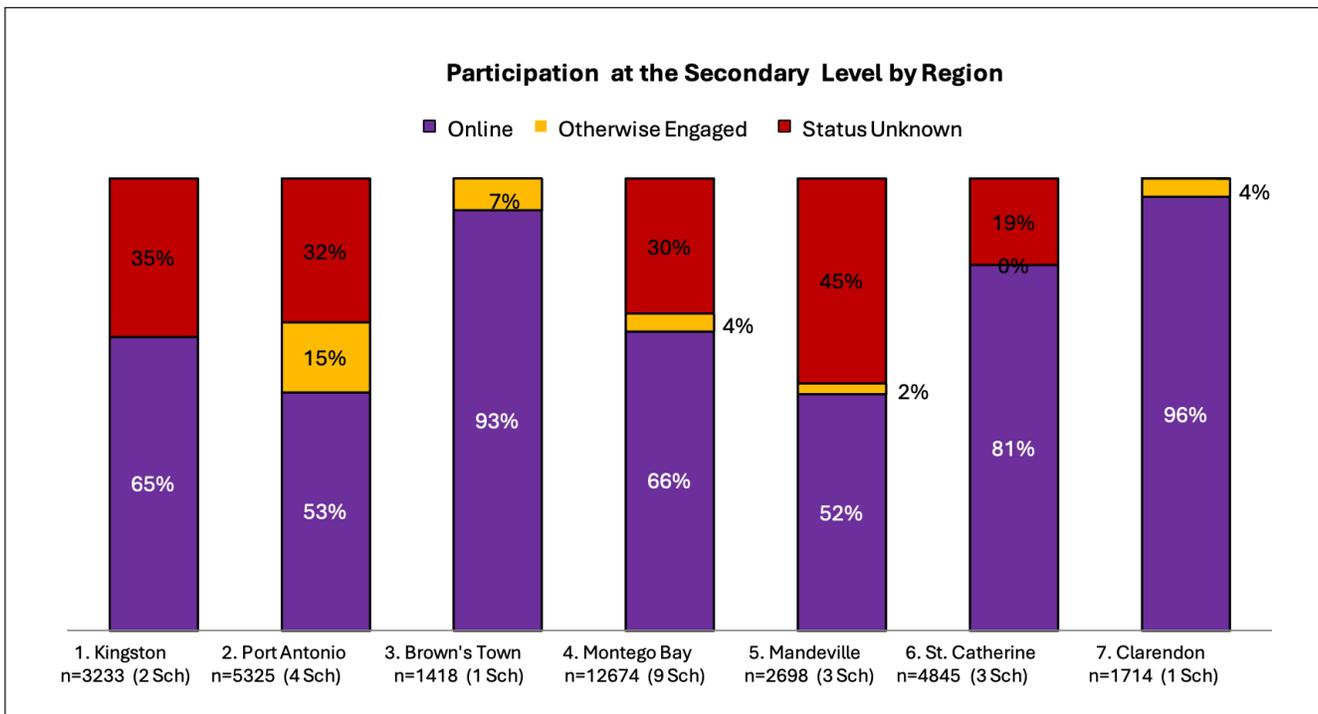
Figure 2 showing Student Participation at the Secondary level

Interestingly, in 21 per cent of the schools inspected, online attendance was at or above 85 per cent. For example, Lawrence Tavern, Mount Vernon, and Mount Waddy are primary-level schools that recorded having 100 per cent participation in online lessons at the time of their inspection. Other primary-level schools accounting for over 95 per cent of the students included Howard Cooke, Oracabessa and Minto.

At the secondary level, Belair, Clarendon College, Cornwall College, Mannings, York Castle and St. Catherine accounted for more than 90 per cent of the students in online lessons at the time of their inspection. Attendance was good in schools with reliable internet facilities on the premises and in the communities. On the other hand, absenteeism was pronounced in some schools with limited access to the internet and learning devices. Of note, a few students deliberately opted out of online lessons even though they had access.

> " Attendance was good in schools with reliable internet facilities on the premises and in the communities.

ROLE OF PARENTS IN STUDENT SUPPORT AND EDUCATION PROVISION

Parental involvement in students' learning and well-being emerged as an important aspect of schooling during the pandemic. Local and international research identified parental support as a key aspect of school and student success, and this is an area that needs improvement in the Jamaican context; during the pandemic, parental support took on new dimensions. Data collected from parents, school leaders, and students confirmed that the accessibility of some parents in homes contributed significantly to students' adaptability to online learning and their well-being. This, in turn, provided useful support for schools as they organised teaching-learning episodes. There was heightened awareness and activity on the part of parents about what was needed for students' success at the time. For example, parents helped their children navigate the digital divide through the provision of devices for online work.

They also helped with the completion of homework and practice exercises and the sourcing of additional resources to support their children's learning. In doing these things, the interface between the teacher, the student and the home became more directly interactive. Parents' continued presence at home quelled the tensions and anxieties brought on by the uncertainties of the pandemic, and students saw this as a positive, even though they understood the need for their parents to work. From a survey of 1,125 students, where they reflected on their positive experiences during the COVID-19 pandemic, the predominant theme that emerged was the opportunity to spend time at home with parents and family. The experience with parents during the pandemic underscored previous research on the benefits of high levels of parental involvement in school success, which forms a significant part of the NEI's framework.

PUBLIC-PRIVATE PARTNERSHIPS

The integral role of private partnerships in moving the education system forward was more pronounced during this period. Various stakeholders, including NGOs, PSAs, private sector partners, and diaspora groups, supported schools significantly through their contributions of cash, kindness, and expertise. They provided internet access, tablets, laptops, smartphones, mobile data, food and sanitisation supplies, among other items. For instance, at Mason Hall Primary – a remote rural school, a partnership with FLOW resulted in the acquisition of stable and high-

speed internet connectivity, which allowed teachers to access and utilise Google Suite effectively. Students at Gurney's Mount and Penlyne Castle Primary – two other remote rural schools were beneficiaries of tablets from the Negril Environmental Education Trust (NEET) and the Mission of Hope of Canada, respectively. Similarly, Food for the Poor donated food and other supplies to some schools, while the BREDS Treasure Beach Foundation provided needed resources for some schools in St. Elizabeth.

QUALITY IN TEACHING AND LEARNING

Among the schools inspected, the quality of teaching activities to support students' learning varied, with pockets of creativity and innovation. Of note, most teachers made the necessary adaptations to lesson planning and delivery to accommodate the new teaching modalities. Despite this, most lessons were mainly teacher-centred, and students' responsiveness tended to be low. Therefore, assessing the extent to which students were learning was often difficult. Generally, the teaching-learning environment was tentative and uncertain, and many stakeholders were anxious about learning outcomes.

TEACHERS' KNOWLEDGE OF THE SUBJECTS AND HOW BEST TO TEACH

Generally, teachers conveyed accurate information and explanations to advance students' learning. In almost all lessons observed, teachers demonstrated varied levels of competence in using ICT and other modalities to deliver lessons effectively. In the best cases, teachers could expertly manipulate learning platforms to share lesson content, interact with students and assess learning. There were instances, however, when the lack of expertise on the platforms resulted in the loss of valuable lesson time. Inspectors noted good examples of ICT integration online in schools such as St. Catherine High and Cornwall College. At Clan Carthy, an urban primary school, teachers utilised appropriate strategies and several online resources to make lessons enjoyable. For example, in a Grade 1 mathematics lesson, the teacher

encouraged students to use counters with blocks and allowed them to write and edit on the Zoom whiteboard. At Grants Pen Primary School, in all lessons observed, teachers demonstrated good knowledge of how best to teach their students using the available online platforms. For instance, in a Grade 2 mathematics lesson on Bar Graphs, the teacher effectively utilised captivating videos, radiant charts, and information presented in a Word document to deliver the content and how to read the information presented on them.

There was no evidence to ascertain the extent to which teachers were reflecting on their teaching strategies, especially in online settings. However, where inspectors observed lessons face-to-face, they noted that written lesson reflections were evident only in a few schools and were generally descriptive rather than evaluative. Nonetheless, many teachers were sufficiently reflexive during lessons and could adjust their approaches based on students' learning needs and other factors such as frozen screens, power outages, and internet challenges.

TEACHING METHODS

In the best lessons observed, teachers demonstrated confidence in using ICT to engage students and provided opportunities for students to participate through discussions, videos, PowerPoint presentations, Jamboard, YouTube, handouts, worksheets and other resources accessed via Google Classroom or WhatsApp. At Oberlin High School, teachers engaged students using various strategies, such as brainstorming, discussion, guided discovery, instructional games, and demonstrations on the Google Meet and Zoom platforms. For example, in a Grade 8 literature lesson, the students played a reading relay game; in a Grade 9 mathematics lesson, the teacher called on each student to share in discussion and demonstration activities; also, in a Grade 5 mathematics lesson, at Grants Pen Primary School, the teacher effectively engaged students using the Jamboard software, the shared screen feature and the Padlet software to solve equations. Similarly, at Sandy Bank Primary – a rural primary school - the teachers utilised effective online teaching strategies to engage students. A Grade 3 Integrated Studies teacher began the lesson with an online quiz to engage students in discussions about teeth.

lessons observed. The shift from continuous to summative assessment was a form of adaptation to the context and unique circumstances of each school. The strength of the system at the time was seen mainly in the teachers' ability to assign work – i.e. worksheets, projects, quizzes, feedback sheets, etc. – ensuring students' engagement with the content and fostering greater participation.

In instances where teachers practised in-class assessment, it was mostly characterised by oral questioning, online worksheets, quizzes and games, and so on. This served to enhance the level of interaction between students and teachers and student and student. Oral questioning is a vital part of the pedagogical experience; however, in the circumstances, the questions were mainly at the recall stage and inadequately fostered the development of higher-order thinking skills. However, in many cases, students responded correctly to questions, accurately completed tasks and competed enthusiastically in online games. Good in-class online assessment sessions were noted at Charlemont, St. Catherine, and Belair High Schools and Seaside and Clan Carthy Primary Schools.

STUDENTS' LEARNING

Overall, many students who participated in the online and face-to-face lessons demonstrated positive attitudes and an eagerness to learn, especially at the primary level. In the best instances, students maintained a strong online presence by opening their cameras - where possible, participating in chats or raising their virtual hands to ask questions or contribute responses.

However, there were drawbacks to understanding the students' motivations towards learning as the normal pedagogical experience was stymied by the limited interaction on the online interface resulting from inadequate data systems/bandwidth and the possible distractions on the other side of the internet. This resulted in slow responses from students, which also impacted the inspectors' ability to gauge the quality of the learning.

Interaction and collaboration between students, though limited, were mainly technology-driven and were appropriate for the period. In schools where there was adequate and available technology, it was not uncommon for students to interact in Zoom Breakout Rooms and collaborate using

Also, in some instances, teachers encouraged their students to be creative and to utilise the varying media to collaborate on platforms and apps. For example, in a number of lessons, teachers used Google Meets for whole-class discussions and WhatsApp and Zoom breakout rooms for student collaboration in small groups. They also encouraged creativity and interactions among students through the use of the Jamboard, Whiteboard, shared screens, and video creation, among other things. Likewise, critical thinking was engendered through instances of research, inquiry and discovery learning.

Significantly though, in many other lessons, teachers used a limited range of methods to engage students; the lecture style and demonstration were common features. Many of these teachers provided content while the students were unengaged. Generally, lesson planning was a consistent feature in almost all schools. Many lesson plans were detailed and had elements of the 5E instructional model. Throughout the one-year period, improvements in lesson planning were observed as the pandemic progressed, and more teachers were incorporating methods that were compatible with online learning.

ASSESSMENT

Overall, some forms of continuous assessment of and for learning, though challenging, were evident in many

> "Parental involvement in students' learning and well-being emerged as an important aspect of schooling during the pandemic.

G-Suite Apps such as Docs and Jamboard. In the face-to-face settings, physical distancing protocols prohibited deep and prolonged interactions between and among students and teachers. Inspectors noted students' ability, in many schools, to incorporate the use of ICT in many of their learning experiences at the primary and secondary levels. They showed depth of knowledge in the use of the various learning platforms as they interacted with their teachers and peers to display their understanding of concepts. For example, many of them were able to do live and pre-recorded video demonstrations of their work, share screens and make presentations. In a food and nutrition lesson at Oberlin High, students videotaped themselves preparing a meal with their teacher's online supervision and guidance. At York Castle and Charlemont High, students presented their English SBAs online.

In addition to their generally good age-appropriate application of learning to real-life situations in the lessons observed, a sample of students from 23 schools discussed the influence of the pandemic. Interestingly, they were able to link the pandemic to some positive social and well-being issues such as improved digital literacy, better personal hygiene, learning new skills, creation of financial opportunities, time for introspection, responsibility for one's own learning, staying at home getting rest, and increased opportunity to spend time with family.

CONCLUSION

This report highlighted five themes which emerged from the inspection data. They are leadership and management, access to quality organised learning, parental support, a strong network of public-private partners and quality teaching and learning. These themes emerged as the strong points on which the system pivoted during the lockdown period in the pandemic. Much of the successes around getting our students to access some form of schooling during this period could be attributed to teams of stakeholders working together and being supported by ICTs. It was clearly a unity of purpose driven by personal and national objectives.

Schools' leadership and management teams awaited direction from the central MoEY but were also willing to innovate and lead the way in getting things done. The leadership and management structures, i.e., school boards, principals and senior leaders, and church leaders, withstood the test of the pandemic and worked in favour of the school populations that could be reached online and on the ground. An excellent model of collaborative leadership emerged. Which is worthy of note for future occurrences. School leadership, including the governance teams, sought to not only plan and implement but also to support each other strategically and operationally. This is to ensure the best access to and delivery of education for students.

Teachers who were enabled with technological devices did yeoman work in reaching their students. Where there was engagement, they successfully navigated the digital divide to ensure that students were afforded opportunities for learning. The quality of learning was, however, difficult to assess. The loss of hands-on instructions and practice, as well as continuous assessment and feedback, were real issues for the system to grapple with.

The MoEY and external partners provided platforms, devices, a modified curriculum, and professional development opportunities. School leaders implemented programmes for student well-being, and guidance counsellors played a major role. Teachers adapted to new modalities, and students demonstrated positive attitudes and eagerness to learn. Parental involvement in the educative process was high during the period.

In conclusion, the findings reveal the efforts of the MoEY, SMTs, and multiple stakeholder partners in responding to the challenges of the COVID-19 pandemic and ensuring access to education for students across Jamaica. Despite the mixed results in teaching and learning, the adaptability and creativity of school leaders and teachers and the provision of resources and psychosocial support contributed to a positive learning experience for many students.

POLICY RECOMMENDATIONS

Extend the scope and breadth of the national E-Learning programme to include provisions for remote rural primary level schools in the first instance and eventually including all at the primary level. This will ensure greater access to our most vulnerable learners in and out of emergencies. This recommendation should be prioritized as a socially justiciable action that will help in the reduction of the disparities in students' access to organised teaching and learning.

The lessons and understandings gleaned by the Ministry of Education policymakers and other stakeholders on online teaching and learning, as well as how these can enhance and hinder student learning, should be harnessed, evaluated, and used as the basis for perfecting the art of online pedagogy for students at all levels of the education system. In doing so, special attention should be given to assessment of and for learning in online teaching and learning episodes. A substantial element of the teaching-learning gap is related to the weak ongoing assessment practices. This is an area that needs the Ministry's full attention as a means of future-proofing the education system against major emergencies.

Continue to support teachers in improving pedagogy so that students learn and demonstrate the 21st-century skills of effective communication, collaboration, critical thinking, and creativity in face-to-face and online lessons.

In light of the heavy call on the system of guidance and counselling during and after the passage of the pandemic, the Ministry should review the cluster-based guidance and counselling model to ensure that more students at all levels have access to these vital services.

Explore the development of offline applications to promote learning for students on the go.

Crisis management thought and learning should be embedded in the overall governance framework of schools. This would enable Boards, parents, and principals to act quickly and concertedly in response to emergencies. These networks were pivotal to many successful efforts during the pandemic, and the lessons learnt from them should not be lost.

END OF REPORT

APPENDICES

APPENDIX 1

List of 89 Schools Inspected during the COVID-19 Pandemic

APPENDIX 2

Addendum to the NEI's Framework

LIST OF 89 SCHOOLS INSPECTED DURING THE COVID-19 PANDEMIC

Code	School Name	Locale
Region 1. Kingston		
02011	Content Gap Primary	Rural
02025	Lawrence Tavern Primary	Rural
02029	Mount Fletcher Primary	Rural
02060	Oberlin High	Rural
02054	Calabar High	Urban
01121	Clan Carthy Primary	Urban
Region 2. Port Antonio		
05024	Goshen Primary	Rural
05025	Hampstead Primary	Rural
04046	Happy Grove High	Rural
05030	Jack's River Primary	Rural
05039	Mason Hall Primary	Rural
03018	Minto Primary	Rural
05041	Mount Angus Primary & Junior High	Rural
05042	Mount Joseph Primary	Rural
03021	Mount Vernon Primary	Rural
05044	Newstead Primary	Rural
03045	Penlyne Castle Primary	Rural
04050	Reach Primary and Infant	Rural
03026	Richmond Gap Primary and Infant	Rural
04035	Rock Hall All Age	Rural
04038	Seaside Primary	Rural
05084	Tacky High	Rural
04055	Windsor Forest Primary	Rural
04044	Windsor Primary	Rural
05065	Zion Hill Primary	Rural
03047	Grants Pen Primary and Infant	Urban
03039	Morant Bay High	Urban
04030	Norwich Primary	Urban
05087	Oracabessa High	Urban
05045	Oracabessa Primary	Urban
05066	St. Mary High	Urban
05062	Wallingford Primary	Urban
Region 3. Brown's Town		
06002	Alva Primary and Infant	Rural
06007	Bohemia All Age	Rural
06013	Cascade Primary	Rural
07012	Granville Primary	Rural
06075	Inverness Primary and Infant	Rural
06037	Lower Buxton All Age	Rural
06040	Mount Moriah Primary and Infant	Rural
06041	Mount Waddy Primary	Rural
06047	Prickly Pole Primary	Rural
06055	Sturge Town Primary	Rural
06065	Servite Primary	Urban
06064	York Castle High	Urban

LIST OF 89 SCHOOLS INSPECTED DURING THE COVID-19 PANDEMIC

Code	School Name	Locale
Region 4. Montego Bay		
09006	Cave Valley All Age	Rural
08009	Chatsworth Primary and Infant	Rural
10020	Frome Technical High	Rural
09015	Gurney's Mount Primary	Rural
08015	Lethe All Age	Rural
08063	Maldon High	Rural
09022	Middlesex Corner Primary	Rural
09023	Mount Hannah Primary	Rural
09024	Mount Peto Primary	Rural
09025	Mount Ward Primary	Rural
10038	New Works Primary and Infant	Rural
09026	Pell River Primary	Rural
08039	Chetwood Memorial Primary	Urban
08035	Cornwall College	Urban
10069	Grange Hill High	Urban
09046	Green Island High	Urban
08078	Herbert Morrison Technical High	Urban
08081	Howard Cooke Primary	Urban
10055	Manning's High	Urban
09044	Rusea's High	Urban
09033	Watford Hill Primary	Urban
Region 5. Mandeville		
11007	Barbary Hall Primary	Rural
12206	Belair High	Rural
11003	Fullerswood Primary	Rural
11026	Geneva Primary	Rural
11033	Hopewell Primary	Rural
12207	Mount St. Joseph Catholic High	Rural
11061	Russells Primary	Rural
11064	Sandy Bank Primary	Rural
11062	St. Albans Primary	Rural
11070	Thornton Primary and Infant	Rural
11108	B. B. Coke High	Urban
11006	Ballards Valley Primary	Urban
11042	Morningside Primary	Urban
Region 6. St. Catherine		
14022	Harewood Primary	Rural
14044	Pear Tree Grove Primary	Rural
14067	Watermount Primary	Rural
14088	Charlemont High	Urban
14119	Guys Hill High	Urban
14073	St. Catherine High	Urban
Region 7. Clarendon		
13049	Red Hills Primary	Rural
13069	Clarendon College	Urban
13031	May Pen Primary	Urban
13128	Mineral Heights Primary	Urban
13058	Spaldings Primary	Urban

ADDENDUM TO NEI'S FRAMEWORK

Prompts, Additional Guide Questions, *'Look Fors'* and *'Think Abouts'*

1) School Leadership and Management
How effectively is the school led and managed by the Board, Principal, senior management team and middle leadership?

1.1 School-based leadership and management

Prompt: Please describe the changes made, if any, to the current arrangements for students' learning and teacher accountability.

Inspector will evaluate:
- How responsive is the school's leadership to the current situation?
- How flexible is the senior management team (SMT) in implementing new measures?
- How creative is the SMT in facilitating and implementing the new measures given the current situation?
- What has management put in place to ensure accountability for students' learning during COVID-19?

- Leadership qualities
- Vision and direction
- **Prompt:** Has your vision for the school shifted? If so, how?
- How has COVID-19 impacted the vision and direction of the school?

- Focus on teaching, learning and student outcomes
- **Prompt:** Please explain the learning modalities utilized and what has guided the decisions.
- Why were those modalities selected?
- What led to this decision?

- Culture and ethos of school, relationships
- **Prompt:** How has the ethos and culture of the school been altered by the pandemic?
- What policies are in place to prevent discrimination etc.?
- What preparations were made to the physical space to ensure the enhancement of the school amid COVID-19?

- Commitment of the staff (confidence in and response to leadership)
- **Prompt:** Are staff (s) committed to the changes? How do you know?
- How compliant are staff members to the new arrangements for COVID-19 in the school?
- Were teachers involved in the planning for the new arrangements?
- What role do teachers play in the implementation and monitoring of the plans?

- Management of the school
- **Prompt**: Describe the process of documentation and other protocols undertaken to manage students' assessments and general records.
- Are documents in place such as new protocols, policies, and how are they implemented and monitored; for example COVID-19 Protocols, Reopening Policy, and Assessment Policy?

- Gathering and use of school information and document system
- What data was used to arrive at the decision for the modality selected?

1.2 Self-evaluation and improvement planning

Prompt: Did you undertake a self- assessment activity? When and with what results? Who were involved?

- Rigour and accuracy of the school's routine self-evaluation process
- What measures have been taken and who are the persons involved in the school's self-evaluation processes and in particular as it relates to the plans for COVID-19?
- The extent to which the views of parents, staff, students, and others are taken into account
- What role did parents, staff and others play in the self-evaluation process as it relates to COVID-19?
- How were parents canvassed to ascertain their status as it relates to internet connectivity and other measures to determine the type of modality?
- The identification of appropriate priorities for improvement
- What are the documented priorities relating to the management of COVID-19 in the school?
- The quality of plans for improvement
- (To be evaluated based on the inspector's professional judgment and knowledge as per document review guide.)
- The extent to which plans are implemented, monitored, and evaluated

1.3 Governance

Prompt: In what ways has the Board been involved in the school's continuation and adaptation since the COVID- 19 pandemic?

- The quality of the Board's contribution to the leadership and management of the school
- In light of the crisis what has been the Board's contribution to the management of the school?
- The extent to which the Board holds the school's professional leaders to account for standards/protocols, outcomes and spending
- What is the evidence available to suggest that the Board holds the SMT accountable – (look at minutes for online meetings etc. to see the directives the Board gives, and the support provided.)
- Knowledge and understanding of the school
- How were the decisions taken as it relates to COVID-19 requirements in this school – modality? Implementation of mechanisms such as wash stations?
- How have you implemented, monitored, and evaluated the various plans such as Reopening Plan, Assessment Plan etc.?

1.4 Relations with parents and the local community

Prompt: Describe the quality of the relationship among the school, parents, and business/local community since COVID-19

- The quality of the school's communication with, and reporting to, parents
- How often does the school communicate with and report to parents on matters relating to the response to COVID–19 - modalities, safety practices etc.?
- Parents' involvement with their children's education and the work of the school
- How are parents helping their children to access the various measures used by the school to deliver the curriculum?
- The school's links with organizations and agencies in the local community
- Has the school established any new linkages with organizations in the local community to support their COVID-19 related plans for PPE's, food, needy students etc.?

2) Teaching Support for Learning
How effectively does the teaching support the students' learning?

ONLINE OR FACE-TO-FACE LESSON OBSERVATIONS

Look For:
a.   Clues to lesson planning with the current situation in mind
b.   Teachers' use of technology
c.   Opportunities for students' participation and their eagerness to learn
d.   Teachers' expressions of empathy and concern for students' wellbeing
e.   Innovations in pedagogy especially for practical areas – Tech Voc etc.
f.   Teacher reflection and reflexivity
g.   Follow-up and assessment strategies employed
h.   Additional Supports for Students with Individual Educational Plans (IEP)s or Defined Language Needs
i.   Follow-up and assessment strategies employed
j.   Students' demonstration of their evolving knowledge, skills, and habits through a variety of modes and at various points in the learning process.

Think about:
a.   Teachers' knowledge of how to use the various platforms based on the modality the school employs
b.   How the teacher reflects on the various groups within the various modalities
c.   The consideration given to the modalities being used in the school
d.   Evaluating students' learning according to the various strands and in relation to the modalities used

2.1 Teachers' knowledge of the subjects they teach and how best to teach them
- Teachers knowledge of their subjects
- Teachers knowledge of how best to teach their subjects
- Teachers reflection on what they teach and how well students learn

2.2 Teaching Methods
- Quality and effectiveness of lesson planning
- Management of time
- Effective use of resources – textbooks, audio and visual materials, resource persons and ICT
- Quality of teacher and student interactions including questions and dialogue
- Teaching strategies which challenge and cater to the needs of all students

2.3 Assessment
- Assessment as part of teaching and learning
- Assessment practices including policies, implementation and record keeping
- Student self-assessment

- Use of assessment information by teachers and students to inform teaching and learning
- Quality of feedback by teachers, in lessons and in written work, to help students identify and make improvements
- Teachers' knowledge of students' strengths and weaknesses

2.4 Student learning

- Attitudes and motivation to learn
- Interactions and collaboration between students
- Application of learning to new situations and real life
- Inquiry and research skills
- Problem-solving skills
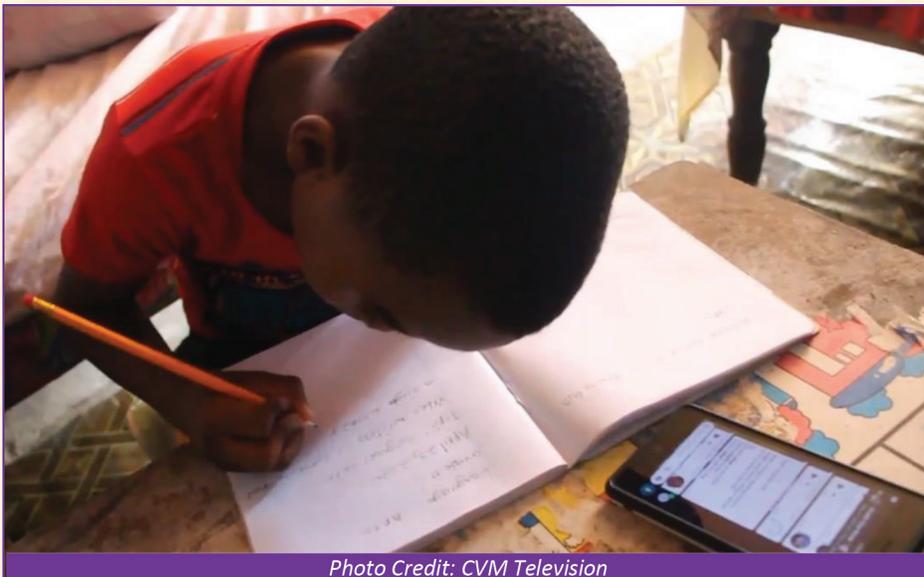
Photo Credit: CVM Television
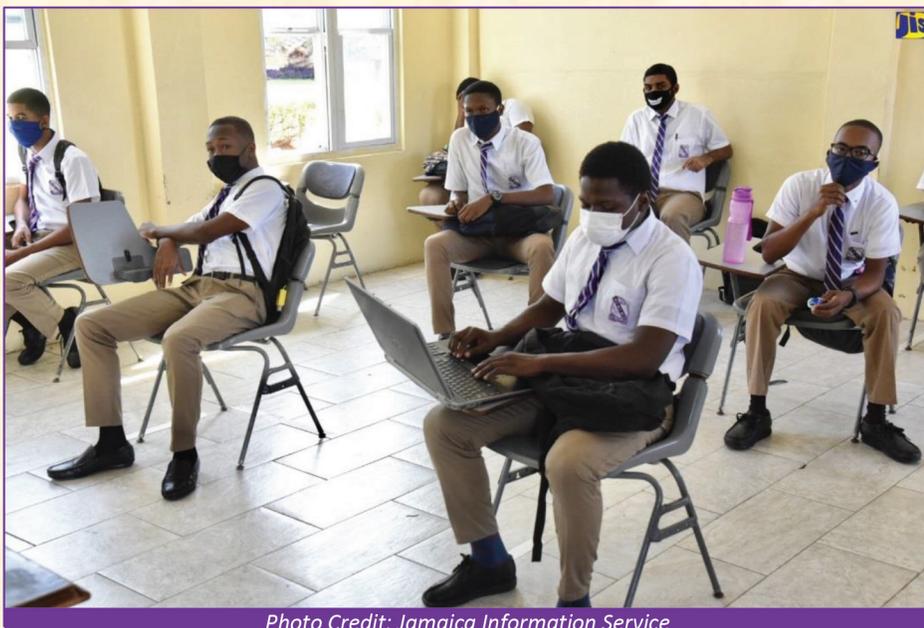
Photo Credit: Jamaica Information Service

3) Students' Academic Performance
How well do the students perform in national and/or regional tests and assessments?

National Education Inspectorate
Promoting Excellence through Quality Inspection

SCHOOL PERFORMANCE PROFILE

SWABY HIGH
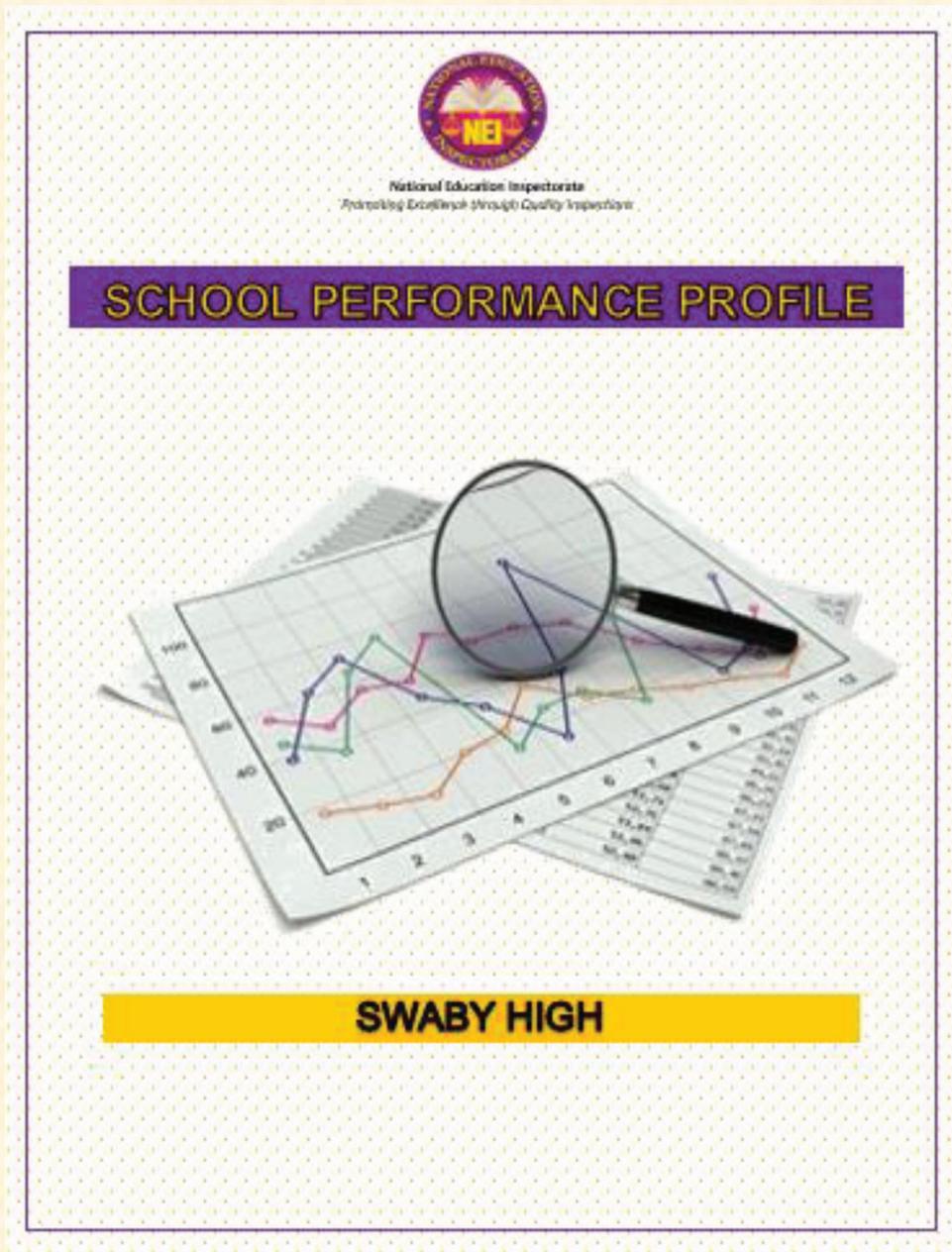
National Education Inspectorate's School Performance Profile

4) Students' Academic Progress
How much progress do the students make in relation to their starting points?

4.1 How much progress do the students make in relation to their starting points in English?

Think about:
Progress in English lessons must take into consideration that many schools will deliver a modified curriculum depending on the suite of modalities and the available resources at their disposal. <u>What is doable and reasonable in light of the circumstances</u>? Therefore, progress against starting point may be impacted by, one or a combination of any of the factors above, as well as others that the school will explain.

4.2 How much progress do the students make in relation to their starting points in mathematics?
Progress in mathematics lessons must take into consideration that many schools will deliver a modified curriculum depending on the suite of modalities and the available resources at their disposal. <u>What is doable and reasonable in light of the circumstances?</u> Therefore, progress against starting point may be impacted by, one or a combination of any of the factors above, as well as others that the school will explain.

This is supported by Students' Performance Data and Lesson Observation Data
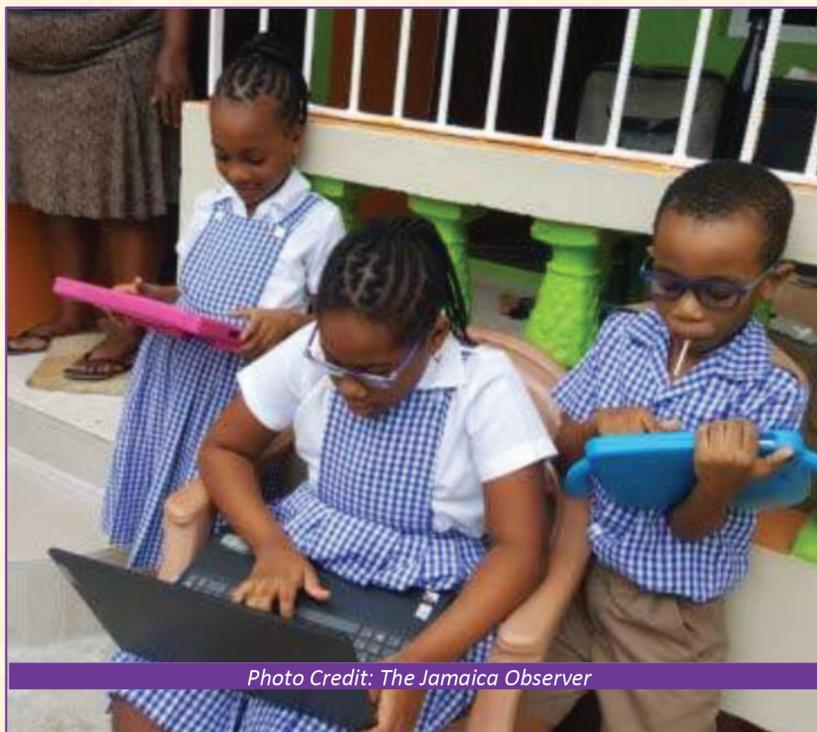
Photo Credit: The Jamaica Observer

5) Students' Personal and Social Development
How good is the students' personal and social development?

5.1 Students' behaviours and attitudes
- **Observed** behaviours and attitudes in online lessons and or around the school compound and places of learning.
- Students' adherence to COVID-19 protocols
- Students' relationship with other students and all school staff
- Self-organization and commitment to learning
- How do students respond to their own learning in light of the selected modality for delivering the curriculum?

5.1 - 5.2

Observation and School Data

5.2 Students' punctuality and attendance
- How does the school capture attendance and punctuality based on the modality?
- Attendance to school and lessons
- Punctuality to school and lessons – virtually or face-to-face
- Transition time between lessons

5.3 Students' civic understanding and spiritual awareness
- Understanding of national identity and regional traditions and culture
- Understanding of civic responsibility
- In light of COVID-19 are students **aware** of their responsibilities in its prevention?
- Taking on responsibilities

5.3 - 5.5

Supplemented by survey instruments

5.4 Students' economic awareness and understanding
- Awareness and understanding of Jamaica's economic progress and importance both regionally and globally
- Awareness of the current world and local economic situation in relation to the COVID-19 pandemic?
- Awareness of their potential contribution to Jamaica

5.5. Students' understanding and awareness of environmental and health issues
- Knowledge and understanding of national and global environmental issues
- Concern and care for the school environment
- Concern and care for the wider environment
- Concern and awareness of global and national health issues (COVID-19) pandemics, viruses etc.

6) Use of Human and Material Resources
How effectively does the school use the human and material resources at its disposal to help the students achieve as well as they can?

6.1 Human resources
- Sufficiency of suitable qualified and knowledgeable teaching and support staff
- Have you retained additional and suitably qualified teaching and support staff to assist in the COVID-19 related protocols?
- Staff are supported and offered training
- Were all members of staff supported and trained in relation to the requisite protocols and standards now implemented for COVID-19?

Leadership and Management Survey and Student Survey

6.2 Use of human resources
- Deployment of teaching staff
- Have staff members been effectively deployed to support the new measures relating to the management of COVID-19 in the school?
- What is the attendance pattern of staff members since the COVID-19 pandemic?
- Punctuality of staff
- Are staff members punctual for school and lessons to facilitate the effectiveness of the chosen modality as well as for the delivery of the NSC?
- Use of support staff
- How has the school utilized support staff in relation to reopening and COVID-19 activities and protocols?

Principals and HoDs

6.3 Material resources – Quality and Quantity
- Appropriateness and quality of the school premises
- Are classroom arrangements appropriate and effective to adequately house the number of students as prescribed by the Infection, Prevention and Control (IPC) protocols?
- Appropriateness, quality and sufficiency of resources for teaching and learning
- Were adequate and appropriate resources introduced to support the different modalities in teaching and learning?

6.4 Use of material resources
- Effective use of school premises
- Were additional sites acquired or temporary learning spaces created to facilitate the protocols relating to physical distancing?
- How effective are these spaces used?
- Effective organization and the use of available resources for teaching and learning
- How effectively do teachers use resources in relation to the new modalities?

7) Curriculum and Enhancement Programmes
How well do the curriculum and any enhancement programmes meet the needs of the students?

7.1 How well does the curriculum meet the needs of the students?
Is the curriculum modified or suspended – what are they doing?
- Review and adaptation of the curriculum to meet the needs of all students
- How is the curriculum reviewed in relation to the various modalities and the various groupings of students for impact?
- What are the creative means the school employs for the modification of the curriculum to meet the needs of the students?
- Breadth and balance
- How is the breadth and balance of the curriculum affected by the restrictions of COVID-19 and the chosen modality?
- Continuity and progression
- Cross-curricular links

7.2 Enhancement Programmes
Give consideration to the reality of COVID-19 and its potential impact on extracurricular and co-curricular activities
- Relevance to all students
- What are the creative measures the school employs to ensure the viability of co-curricular, enhancement and intervention programmes amid COVID-19 protocols?
- Uptake of programmes
- What measures are in place to ensure that almost all students benefit from the provisions of the school's enhancement programmes?
- Links with the local environment and community

8) Student Safety, Security, Health and Wellbeing
How well does the school ensure everyone's safety, security, health and wellbeing?

8.1 Safety and Security
- Policy and procedures to ensure the safety and security of all members of the school community, including on and off-site school activities and in relation to COVID-19
- Quality of monitoring and maintenance

8.2 Health and Wellbeing
- Policies and procedures governing health and in relation to COVID-19
- Staff relationship with students
- What is the relationship like between students and teachers in light of COVID-19?
- Guidance and counselling arrangements
- What psychosocial provisions are in place for students in relation to the impact of COVID-19?
- How well does the school's guidance programme address the needs of the students in relation to COVID-19?
- Management of discipline
- Are there new measures to address maladapted behaviours as it relates to COVID-19?
- Management of students' attendance and punctuality
- Are there new measures to address issues relating to attendance and punctuality in light of national restrictions and new protocols for public transportation?
- Arrangement for suspension and exclusion of students - number of students out of school due to suspension and exclusion
- Tracking of students' wellbeing
- How have students benefited in terms of PATH grants during the pandemic?
- Has any member of the school community been directly impacted by COVID-19 and how was it treated?

NATIONAL EDUCATION INSPECTORATE, JAMAICA

DETAILING THE COVID-19 EXPERIENCE IN A SAMPLE OF JAMAICAN SCHOOLS

2022

CHIEF INSPECTOR'S REPORT