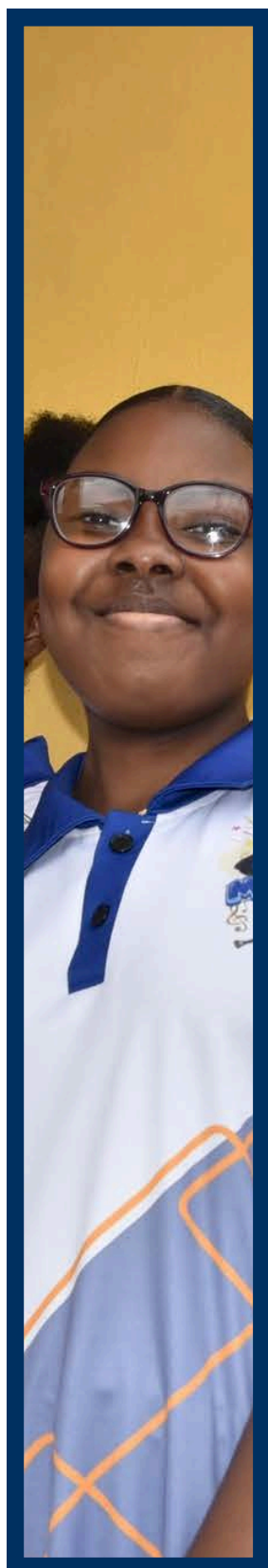# MINISTRY OF EDUCATION, TECHNICAL AND VOCATIONAL TRAINING

ORGANISATIONAL FRAMEWORK 2024

PUBLISHING AND AUTHORING INFORMATION

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PREAMBLE

Education is the cornerstone of national development, shaping the future of our society by cultivating the minds and potential of our youth. In The Bahamas, the education system is not only a reflection of our nation's ideals, values, and aspirations but also a critical instrument for achieving social justice, economic growth, and national pride. This framework document is a comprehensive guide that outlines the policies, objectives, and strategic directions of the Ministry of Education and Technical and Vocational Training in The Bahamas.

As we continue to navigate the challenges and opportunities of the 21st century, this document serves as a roadmap for enhancing the quality of education across the archipelago. It is designed to foster academic excellence, ensure equitable access, and prepare students to be globally competitive while remaining grounded in Bahamian culture and values.

The framework provides a detailed overview of the Department of Education's organizational structure, the roles and responsibilities of key stakeholders, and the guiding philosophy that underpins our educational efforts. It also emphasizes the importance of continuous innovation, research-driven policymaking, and the integration of technology in teaching and learning.

Our vision is to create an education system that not only equips students with the knowledge and skills necessary for success in a rapidly changing world but also instils in them the values and character needed to contribute positively to their communities and the nation as a whole. This document is a testament to our commitment to achieving these goals and to ensuring that every child living in The Bahamas has the opportunity to reach their full potential.

ORGANISATION OVERVIEW

EDUCATION POLICY & OBJECTIVES

Education Policy in The Bahamas is mainly embodied in the Education Act 1962 (Statute Law, Revised Edition 1996), which contains provisions regarding the central administration of education under the Ministry of Education, the Statutory System of Education, Independent Schools and other General Provisions.

Under the Education Act, the Minister of Education holds responsibility for providing resources and services for all public schools. In 2021, there were one hundred fifty-eight (158) public schools. Among the provisions mentioned in the Education Act, the following are especially worthy of note:

Central Administration

Section 3. (1) The duties of the Minister shall be to promote the education of the people of The Bahamas by the progressive development, in so far as the resources of the Minister permit, of schools and other educational establishments devoted to that end.

Section 3. (2) The purpose of such development shall be to enable the children of The Bahamas to understand their privileges and responsibilities as members of the community in order to contribute to the progress and well-being of the country by the full development of their natural abilities and to earn an adequate livelihood as adults.

Section 5. There shall be established a Department of Education which shall comprise a Director of Education, Deputy Directors, Assistant Directors, District Superintendents, and such other officers as may from time to time be authorised by Parliament.

Section 6. The Director shall be responsible for the organisation and administration of the Department and shall be the chief professional adviser and technical executive officer of the Minister.

Part II – The Statutory System of Education

The Education Act makes provisions for compulsory education for pupils between the ages of five and sixteen (5 and 16) years. It is divided into Primary and Secondary education.

Section 21. (1) It shall be the duty of parents of every child of compulsory school age to cause him to receive full-time education suitable to his age and aptitude by regular attendance at school or otherwise.

Government has always viewed education as one of the vital elements in the drive for economic growth, social justice and equality, and the general improvement of the way of life for all Bahamians. Our education policy reflects our national policy and objectives, which have been enunciated as follows:

- the quest for greater self-sufficiency;
- the security of our people;
- the enrichment of a sense of the dignity of labour;
- national pride and loyalty;
- the development of personal attributes based on Judeo-Christian values.

The Statutory Education System is organised in four (4) progressive stages:
- Pre- Primary
- Primary
- Secondary (Junior and Senior High), and
- Post-Secondary or Tertiary

Many children entering primary school would have been exposed to education at a pre-primary level. It is realised that the early experiences of a child are important to the child's future educational development. Hence, the Ministry of Education continues to assist operators of preschools with the implementation of programmes which enable young children to develop readiness skills for formal education. The Ministry has also attached pre-primary classes to selected primary schools in New Providence, Grand Bahama and Family Islands. The aim is to ensure that all three and four-year-old children attend a pre-primary programme of good quality.

Primary level education aims to achieve literacy and numeracy skills as well as inculcate social skills, positive attitudes, and a sense of cultural identity. The objectives are to provide a programme with a definable six (6) year scope and sequential framework and to develop in pupils a constructive attitude towards self, learning and their country.

Schools at the secondary level are comprehensive in nature, and programmes offered address a complete range of abilities and aptitudes so that they reflect and cater to the needs and aspirations of a wider society. To this end, academic and fine arts courses, as well as pre-vocational experiences in subjects such as hotel catering, business studies and the industrial arts, are included in the school curriculum.

Although it is not mandatory for students to attend school beyond the age of sixteen, students may continue, provided they benefit from instruction. If the student exceeds the age of nineteen, permission must be given by the Director of Education.

Educational programmes at the tertiary level are available at The University of The Bahamas (UB), the apex of our educational system. UB provides for a comprehensive national and community-oriented programme. The University of The Bahamas Act (2016) established the University as an institution capable of providing post-baccalaureate education.

The principal objectives of The University of The Bahamas include:
- Providing education and learning through a variety of patterns, levels and modes of study and by a diversity of means.
- Promoting research and embracing a constantly evolving technological infrastructure consistent with the standard required and expected of a university of the highest standard.
- Fostering national, regional and international development by embracing technological innovation and advancing and disseminating knowledge (Article 3, University of The Bahamas Act, 2016).

The Bahamas continues to consider education as an investment in its citizens, as it believes that lasting economic growth will be determined by the skills and attitudes of its citizens throughout The Commonwealth.

DEVELOPMENT OF EDUCATION IN THE BAHAMAS

Up to 1945, the progress of education in The Bahamas was closely tied to that of the economy. Periods of economic prosperity saw attendant progress in education, while lack of progress or even regression was, in part, the result of economic stagnation. Additionally, the period was characterised by the existence of poorly equipped teachers and the non-existence of a system for upgrading teaching skills. The late 1950s saw the development of tourism and, with it, some advances in education.

A positive step was taken to improve teacher training in 1950 with the opening of a Teachers' Training College. However, this was short-lived, and the College closed its doors in 1957. Teachers were then sent to the United Kingdom for training. A new Teachers' College was established in 1961. The establishment of The Training College was one of the many recommendations of the 1958 Houghton Report, which also led to the passing of the 1962 Education Act.

Internal self-government was achieved in 1964, and in 1967, majority rule was ushered in. This political change had far-reaching effects on the development of education. With the achievement of full internal self-government in 1964, the Government embarked upon a determined course of assessment and reassessment of its education system by local and foreign experts. The Hope Report of 1968 considered the development of secondary education in The Bahamas; the Leys Report of 1968 examined the development of The College of The Bahamas, and the Williams Report of 1969 produced a document on the future direction of technical education in The Bahamas. All the efforts to follow the recommendations advanced contributed to the development of our current educational system.

Past & Present Ministers of Education

Hon. Godfrey Kenneth Kelly
1964 - 1967

Hon. Arthur Dion Hanna
1967 - 1968

Hon. Cecil Wallace-Whitfield
1968 - 1970

Hon. Alfred Sears
2002 - 2007

Hon. Dion Alexander Foulkes
2000 - 2001
2001 - 2002

Dame Ivy Dumont
1995 - 1999
1999 - 2001

Hon. Carl Wilshire Bethel
2007 - 2009

Hon. Desmond Bannister
2009 - 2012

Hon. Jerome Fitzgerald
2012 - 2017

Hon. Carlton Elisha Francis
1970 - 1972

Hon. Livingston Coakley
1972 - 1979

Hon. Darrel Earlin Rolle
1974 - 1984

Hon. Cornelius Alvin Smith
1992 - 1995

Hon. Bernard Nottage
1990 - 1992

Hon. Paul Lawrence Adderley
1984 - 1990

Hon. Jeffery Lloyd
2017 - 2021

Hon. Zane Lightboure
Minister of State
2021 - 2022

Hon. Glenys Hanna-Martin
2021 - Present

PHILOSOPHY OF EDUCATION

Education in the Commonwealth of The Bahamas is the principal vehicle for promoting the development of individuals and the nation as a whole. It is essential to enhancing the quality of life of our people.

It reflects our nation's ideals, values, beliefs and customs. It affirms that all human beings have an undeniable right to an education, one that will enable them to understand their privileges and responsibilities in the community.

Its specific focus is to prepare the youth to become active citizens who will become a caring and compassionate people, and who, as lifelong learners, will continue to improve the quality of life for themselves and others. Hence, the philosophy that undergirds the education policies and informs the provision of education, formal and non-formal, in The Bahamas, is grounded in the following principles:

- A belief in the intrinsic worth of every human being and the protection of human rights;
- A belief that all people should have the right to an education which fosters a sense of self- worth and an improved quality of life that will enable them to be fulfilled at all stages of their lives;
- A conviction that educators, parents, students, young adults and the wider community must share with the government the responsibility for the success of the educational enterprise;
- An uncompromising commitment to the pursuit of excellence by teachers, trainers, learners and all who are associated with the educational enterprise;
- A belief in the ability of the teaching process to unlock and draw out the greatest potential of the individual;
- A belief in the value of the differing gifts and aptitudes of individuals and in the importance of these differences in an inter-dependent society;
- An appreciation of the significance and value of the rich diversity of The Bahamas and its people, and of the responsibility of the educational process to reflect and respond to that diversity with tolerance and understanding;
- An appreciation of the natural and cultural heritage of The Bahamas;
- A recognition of the obligation of all citizens to contribute positively to their society and of their right to enjoy its benefits;
- A commitment to those qualities which are recognized in the preamble to the Constitution of The Bahamas as being essential to the development of the moral character and preservation of the freedom of our people; "Self-discipline, loyalty, unity and an abiding respect for Christian values and the rule of law."
- A belief in those principles of democracy upon which our independent nation was established and which ought to be reflected in all aspects of the education process;
- A recognition of The Bahamas as part of a wider world community which it must value and with which it must interact productively.

Vision

Our vision is for a Bahamian Education system that will foster academic excellence and equip students with multiple literacies that will enable them to make meaningful contributions as nation-builders who are globally competitive.

Mission

The mission of the Department and Ministry of Education is to provide all persons in The Bahamas an opportunity to receive a quality education that will equip them with the necessary beliefs, knowledge, attitudes, and skills required for life, both in a democratic society guided by Christian values and in an inter-dependent changing world.

Goals

1 **Access to Education:** Ensure equitable access to education for all students by eliminating barriers, providing necessary resources and infrastructure, and implementing inclusive policies that guarantee every child has the opportunity to learn and succeed.

2 **Quality Education:** Deliver high-quality education through continuous improvement of teaching methods, curriculum standards, and learning environments, ensuring that every student receives an education that is engaging, relevant, and meets international standards of excellence.

3 **Human Development:** Promote holistic human development by addressing the physical, mental, and emotional well-being of all stakeholders, fostering character development, ethical behaviour, civic and social responsibility, and providing lifelong learning opportunities for personal and professional growth.

4 **Global Competitiveness:** Achieve international excellence by integrating innovative curriculum practices, enhancing workforce readiness, and aligning with international standards to ensure optimal national placement in the global arena.

SUBGOALS

QUALITY EDUCATION

ACCESS TO EDUCATION

AVAILABILITY
Ensuring that educational facilities are geographically accessible to every child, including those in rural and remote islands. This involves building more schools, improving transportation to existing schools, and utilising technology to offer remote learning options.

AFFORDABILITY
Making education financially accessible by minimising or eliminating costs associated with schooling, such as tuition fees, textbooks, uniforms, and transportation.

INCLUSIVITY
Adapting educational environments to cater to the needs of all students, including those with disabilities, learning difficulties or special education needs, from diverse cultural backgrounds, and those facing socio-economic challenges. This includes physical accessibility and accommodations.

SAFETY
Creating educational environments that are safe and conducive to learning, free from violence, harassment, and discrimination.

POLICY AND LEGISLATION
Developing and implementing effective policies and legislation that promote equal access to education, protect students' rights, ensure fair resource allocation, and set high standards for educational quality and accountability.

MANAGEMENT AND LEADERSHIP
Strengthening school management and leadership to foster a culture of continuous improvement and accountability, ensuring that all students receive high-quality education in a supportive and organised environment.

QUALITY
Ensuring that students have access to high-quality teaching, relevant curriculum, and adequate learning resources to support effective learning outcomes.

STUDENT SUPPORT SERVICES
Ensuring that adequate support services, such as counselling, health services, and academic support are available to all students to help them succeed.

CURRICULUM RELEVANCE
Developing and implementing a comprehensive curriculum that is relevant, balanced, and aligned with both current academic standards and future ready skills requirements.

EFFECTIVE TEACHING
Ensuring that instruction is delivered by qualified and competent teachers who use appropriate pedagogical methods, foster a positive learning environment, and are involved in continuous professional development.

LEARNING ENVIRONMENT
Creating safe, inclusive, and stimulating learning environments that support academic and social-emotional development.

ASSESSMENT, EVALUATION AND INTERVENTION
Establishing a robust system of assessment, evaluation, and intervention that accurately measures student progress, identifies learning needs, and implements timely support strategies to ensure every student achieves their full potential.

RESOURCE ALLOCATION
Ensuring that educational institutions have the necessary resources, including human, funding, infrastructure, and learning materials, to deliver quality education effectively.

ENGAGEMENTS AND PARTNERSHIPS
Fostering strong partnerships among schools, families, communities, and other stakeholders to support student learning and well-being.

TECHNOLOGY INTEGRATION
Leveraging technology to enhance learning and teaching processes, including digital learning tools, online resources, and data analytics.

RESEARCH AND DATA-DRIVEN
Leveraging research and data-driven practices to inform educational decision-making, improve teaching strategies, and enhance student learning outcomes, ensuring a high-quality education that is evidence-based and responsive to the needs of all learners.

HUMAN DEVELOPMENT

HEALTH AND WELLNESS

Promoting the health and wellness of all stakeholders by providing comprehensive health education, access to nutritious meals, physical fitness and sports programs, and mental health support services, ensuring a healthy and supportive learning environment.

EDUCATION AND TRAINING

Enhance the education and training of stakeholders by offering relevant opportunities across various domains, including academic, technical, vocational, and professional education. Additionally, focus on developing essential soft skills such as communication, teamwork, and problem-solving, as well as digital skills to ensure stakeholders are equipped with the knowledge and abilities needed for personal and professional success in the modern world.

CHARACTER DEVELOPMENT AND VALUES

Adapting educational environments to cater to the needs of all students, including those with disabilities, learning difficulties or special education needs, from diverse cultural backgrounds, and those facing socio-economic challenges. This includes physical accessibility and accommodations.

STAFF SUPPORT SYSTEMS AND SERVICES

Developing and maintaining robust support services and systems that address the diverse needs of stakeholders, including counselling, mentorship, and academic support, ensuring everyone has the resources they need to succeed.

NATIONALISM

Cultivating a sense of nationalism by promoting national pride, cultural awareness, and a deep understanding of national history and values, encouraging stakeholders to contribute positively to the nation's development.

EMPOWERMENT

Optimising the skills, abilities and potentials of stakeholders to achieve their best possible outcomes by providing opportunities leadership, decision-making and self-advocacy, enabling them to take active roles in their own development and progress of the education system.

ORGANIZATIONAL CULTURE

Cultivating a positive organisational culture that promotes collaboration, respect, and continuous improvement, fostering an environment where all stakeholders are valued and supported, contributing to their overall human development and well-being.

CAREER ADVANCEMENT

Providing clear pathways for career growth, including promotions, mentorship programs, and performance evaluations to help staff reach their full potential.

GLOBAL COMPETITIVENESS

QUALITY EDUCATION

Ensuring the delivery of high-quality education by continuously improving teaching methods, curriculum standards, and learning outcomes, ensuring every student receives an education that meets international standards.

CURRICULUM INNOVATION

Fostering innovation in the curriculum by integrating contemporary educational practices, emerging technologies, and interdisciplinary approaches to create engaging and relevant learning experiences.

WORKFORCE READINESS

Equipping students with the skills and knowledge necessary for the modern workforce through career-focused education, vocational training, and partnerships with industries to ensure they are well-prepared for employment and entrepreneurial opportunities.

INTERNATIONAL BENCHMARKING AND CREDENTIALING

Implementing and maintaining international benchmarking and credentialing systems to align educational standards with global best practices and ensure students receive qualifications recognized and respected worldwide.

INTERNATIONAL COLLABORATION

Promoting international collaboration by establishing partnerships with educational institutions, organizations, and experts globally to share knowledge, resources, and best practices.

LANGUAGE AND CULTURAL COMPETENCE

Developing language and cultural competence in students by incorporating multilingual education and cultural studies into the curriculum, preparing them to thrive in a globalized world.

INFORMATION AND COMMUNICATION TECHNOLOGY

Integrating Information and Communication Technology (ICT) into all aspects of education to enhance teaching, learning, and administrative processes, and ensuring students and staff are proficient in digital skills.

NATIONAL IDENTITY & PRIDE

Cultivating a strong national identity by embedding national history, values, and cultural heritage into the educational experience, fostering pride and a sense of belonging among students.

PROFILE OF THE IDEAL GRADUATE

Possess relevant knowledge in core disciplines/ learning areas to be functionally literate

Think critically, be an innovative problem solver and show initiative

Demonstrate creativity and innovation

Communicate effectively and collaborate willingly

Demonstrate flexibility and adaptability

Utilise social skills effectively

Appreciate Bahamian culture and utilise the appropriate cultural skills

Work productively and diligently with high level competency

Guide and inspire others to do their best

Have an appropriate awareness of the forces that shape and influence his life and surroundings

Exhibit civic responsibility and display behaviours that benefit the wider community

Appreciate his role in and responsibility to his local community, The Bahamas, the Caribbean region, the Commonwealth of Nations and the world

Possess digital literacy, appreciate the role of technology and innovation in national development

Display skills and competencies that reflect career and college readiness

Possess the ability to work effectively in teams

Embrace his role as an environmental steward

ORGANISATIONAL STRUCTURE

ORGANISATIONAL STRUCTURE FOR THE AGENCIES IN THE MINISTERIAL PORTFOLIO OF THE MINISTRY OF EDUCATION

MINISTER OF EDUCATION

- National Advisory Council on Education (NACE)
- National Accreditation and Equivalency of The Bahamas (NAECOB)
- Preschool and Day Care Council of The Bahamas (PSDCCB)
- Scholarships Loans Authority (SLA)

- University of The Bahamas (UB)
- Bahamas Technical and Vocational Institute (BTVI)

Permanent Secretary

- Department of Education
- Ministry of Education
- Department of Archives

ORGANISATIONAL STRUCTURE OF THE MINISTRY OF EDUCATION

PERMANENT SECRETARY

- Financial Controller Accounts

- Human Resources & Examination and Assessment
  - Human Resources
  - Examinations and Assessment Section

- General Administration and Post-Secondary Education
  - General Administration
  - Scholarships
  - Post-Secondary, Tertiary and Adult Education

- Deputy Permanent Secretary, Capital Assets and Security
  - Capital Assets Section
  - Security Section

ORGANISATIONAL STRUCTURE OF THE DEPARTMENT OF EDUCATION

DIRECTOR OF EDUCATION

CURRICULUM AND INSTRUCTION
- Preschool & Special Education
- Language Arts
- Mathematics & Sciences
- Humanities
- Career & Technical Education
- Curriculum Enhancement

PLANNING AND DEVELOPMENT
- Research and Planning
- Professional Development

SCHOOLS MANAGEMENT
- Administration
- School Staffing and Timetabling
- School Districts

TRANSFORMATION AND INNOVATION
- Technology
- Technology Integration & Innovation
- Learning Resources
- Student Development
- Special Services
- Culture and Sports

GRAND BAHAMA
- Curriculum
- Psychological Services
- Examinations Center
- Human Resources
- Accounts
- Registry
- Security Services

CURRICULUM AND INSTRUCTION

Preschool and Special Education
- Preschool
- Special Education

Language Arts
- Primary Language Arts (Lower)
- Primary Language Arts (Upper)
- High School Language Arts
- Modern Languages

Math and Sciences
- Primary Mathematics
- High School Mathematics
- Primary Science
- High School Sciences
- Primary Physical Education
- High School Physical Education
- Primary Health and Family Life
- High School Family Life

Humanities
- Primary Social Studies
- Junior High Social Studies
- High School Social Sciences
- Primary Religious Studies
- High School Religious Studies
- Visual Arts
- Performing Arts

Career, Technical & Arts Education
- Primary Computer Studies
- Junior High Business Studies
- Senior High School Business Sciences
- Technical Studies
- Family and Consumer Science Education
- Agricultural Science

Curriculum Enrichment & Enhancement
- Extended Learning Programme
- Honors Society

PLANNING AND DEVELOPMENT

Research and Planning
- Policy Development and Implementation
- Bahamas High School Diploma
- School Attendance
- Bahamas Education and Learning Management System

Professional Development

SCHOOLS MANAGEMENT

Administration
- Parental Engagement

School Staffing, Enrolment and Timetabling

School Districts

ORGANISATIONAL STRUCTURE OF THE DEPARTMENT OF EDUCATION

TRANSFORMATION AND INNOVATION

Technology
- District Technology Support
- Technology Procurement

Technology Integration & Innovation

Learning Resources
- Media Center
- Multimedia
- Distance Education
- Virtual School
- Homeschool

Student Development
- Refocus
- Alternative Schools
- Student Tracking

Special Services
- Guidance and Counseling
- Psychological Services
- Speech Therapy
- Marjorie Davis Institute for Special Education

Culture and Sports
- Junkanoo & National Arts
- Sports Development

GRAND BAHAMA

Curriculum
- Lower Primary
- Upper Primary
- Math and Science

Psychological Services
- Examinations Center
- Human Resources
- Accounts
- Registry
- Security Services

THE ROLE OF THE
MINISTER
OF EDUCATION

The Minister of Education is the political head of the Ministry and, as such, serves as chief policy maker on education matters. Section 3 of the Education Act (Revised 1996) indicates that the duties of the Minister:

"...shall be to promote the education of the people of The Bahamas by the progressive development, in so far as the resources of the Minister permit, of schools and other educational establishments devoted to that end. The purpose of such development shall be to enable the children of The Bahamas to understand their privileges and responsibilities as members of the community, to contribute to the progress and well-being of The Bahamas by the full development of their natural abilities, and to earn an adequate livelihood as adults."

Hon. Glenys Hanna-Martin
2021 - Present

The Minister of Education provides the political mandate and sets the policy direction for the ministry.

The Minister meets with the administrative and technical leaders of the Ministry (i.e., the Permanent Secretary, Director of Education and other executives). The purpose of these engagements is to clarify goals and objectives for the Ministry and to determine what is required to achieve them.

The Minister represents the needs of the Ministry to the Cabinet to secure the resources.

The Minister accounts to the Parliament of The Bahamas for the performance of the education sector and does so as a Member of the Upper or Lower Chamber of Parliament.

The 1996 Act further provides for the Minister to:
- Have general oversight of educational institutions which are maintained by the Government of The Bahamas.
- Have authorisation to establish or discontinue publicly funded educational services.
- Have responsibility for enacting any requisite regulations to advance the education sector.

From time to time, the Minister engages in ceremonial activities which affords them the opportunity to meet and interact with educational staff and students.

A constitutionally established office, the Permanent Secretary (PS) heads a government ministry and has overall responsibility for its daily operation. The PS sees to the practical and administrative work of government and supports the political administration with the development and implementation of policies.

Mrs. Lorraine Armbrister
2017 - Present

Some of the more important functions executed by the PS are to:

- Ensure the development of the Ministry's Strategic Plan and monitor its implementation.
- Oversee the preparation of the Ministry's budget and ensure that expenditure is in compliance with the approved budget with all pertinent financial laws and policies.
- Advise the Minister on all policy matters including assisting in determining how they should be implemented.
- Prepare Cabinet memoranda, policy briefs, speeches and other such documentation to support the Minister's efforts to communicate effectively any draft or finalised policies.
- Oversee the coordination of all aspects of the daily operations of the Ministry.
- Ensure the effective management of the Ministry's human resources.

THE ROLE OF THE
DIRECTOR
OF EDUCATION

The Director of Education is the professional advisor and technical executive officer of the Minister of Education. The Director of Education's principal roles and responsibilities are:

- **Chief Technical Advisor to the Minister** – providing the technical advice needed to advance education policies.

- **Manager of the Public Education System** – undertaking the overall management of the Central Office, satellite offices and schools.

- **Chief Administrator** – engaging in regular dialogues with the Minister of Education and holding regular meetings with executive staff, middle management and all other staff of the Department.

- **Public Relations Manager** – disseminating information about educational issues, national and global, aimed at advancing the government's agenda.

- **Chief Technical Supervisor of the five Divisions** – supervising the formulation, implementation, revision and monitoring of policies, curricula and teaching practices that ensure the delivery of quality education to students.

**Mrs. Dominique McCartney-Russell
2022 - Present**

DEPARTMENT OF EDUCATION

The Department of Education, a technical arm of the Ministry of Education, comprises three divisions, each containing various Sections and Units. These divisions address the core educational issues that impact the teaching, learning, planning, and administration of the education system generally, as well as the public education system, specifically.

Headed by the Director of Education, the Department of Education is responsible for the provision and supervision of pre-primary, primary and secondary education in the country, including management of the government's education system.

CURRICULUM AND INSTRUCTION DIVISION

The Curriculum and Instruction Division aims to develop and implement rigorous and relevant national curricula that foster the intellectual, emotional, social, and physical well-being of all students, preparing them to be contributing members of society.

The Curriculum and Instruction Division partners with educators and stakeholders to develop and implement rigorous and relevant national curricula, provide professional development opportunities and promote innovative teaching practices that empower all students to thrive intellectually, emotionally, socially, and physically and become responsible and contributing members of society.

RESPONSIBILITIES

1. Curriculum Design and Development
- Design, develop, and continuously update the curriculum to remain relevant, engaging, and aligned with current academic standards, societal needs, and future workforce demands.
- Improve the quality and effectiveness of instruction by promoting evidence-based teaching methodologies, educational technologies, and differentiated instruction strategies that cater to the diverse learning styles and needs of students.
- Ensure that the curriculum and instructional practices are inclusive, equitable, and culturally responsive, addressing the needs of all students, including those with disabilities, special needs, and those from diverse backgrounds.

2. Supervision of the Instructional Programme
- Conduct regular monitoring and evaluation of curriculum implementation to identify areas of strength and weakness.
- Provide targeted support and resources to schools and teachers facing challenges in implementing the curriculum.

3. Enhancement of Teacher Performance and Professional Development
- Implement a comprehensive system for classroom observations by monitoring lesson instruction and student performance, providing support and assistance to teachers through constructive feedback, and assessing the effectiveness of programmes.
- Design and deliver targeted professional development programs aligned with curriculum demands and identified teacher needs.
- Encourage and support teacher participation in professional learning communities and collaborative learning opportunities.

4. Management of Instructional Resources

- Develop a comprehensive and strategic plan for the procurement, creation, and distribution of instructional resources that aligns with curriculum needs and budgetary constraints.
- Invest in the creation of high-quality, locally relevant instructional resources to supplement commercially available materials.
- Develop an effective system for the distribution and accessibility of instructional resources to all schools and teachers.
- Promote the responsible use and maintenance of instructional resources.
- Implement systems for gathering feedback from teachers and students on the effectiveness and usability of instructional resources.
- Support teacher deployment by using data-driven strategies in the allocation of teachers to meet the specific needs of schools and students, promoting optimal utilization and addressing potential shortfalls.

CURRICULUM AND INSTRUCTION

Preschool and Special Education
- Preschool
- Special Education

Language Arts
- Primary Language Arts (Lower)
- Primary Language Arts (Upper)
- High School Language Arts
- Modern Languages

Math and Sciences
- Primary Mathematics
- High School Mathematics
- Primary Science
- High School Sciences
- Primary Physical Education
- High School Physical Education
- Primary Health and Family Life
- High School Family Life

Humanities
- Primary Social Studies
- Junior High Social Studies
- High School Social Sciences
- Primary Religious Studies
- High School Religious Studies
- Visual Arts
- Performing Arts

Career, Technical & Arts Education
- Primary Computer Studies
- Junior High Business Studies
- Senior High School Business Sciences
- Technical Studies
- Family and Consumer Science Education
- Agricultural Science

Curriculum Enrichment & Enhancement
- Extended Learning Programme
- Honors Society

SECTIONS &UNITS

PRESCHOOL & SPECIAL EDUCATION SECTION

The Preschool and Special Education Section focuses on creating and delivering curricula that meet the unique needs of preschoolers and students with special education requirements. This section designs engaging, age-appropriate, and inclusive programs that build a solid foundation for future learning. It ensures teaching practices support early childhood development and offers strategies and resources to address diverse abilities and learning challenges. The section also provides teachers with specialised professional development to help them create inclusive, equitable, and culturally responsive classrooms. Additionally, it manages resources to ensure accessibility and participation for all students, making early education comprehensive and adaptable to individual needs.

LANGUAGE ARTS SECTION

The Language Arts Section develops and updates curricula that build students' literacy, communication, and critical thinking skills from primary through secondary school, including modern languages. This section ensures language arts and modern language programmes meet academic standards and workforce needs, emphasising reading, writing, speaking, and listening as key components of student growth. It integrates evidence-based teaching practices to enhance lessons and engage students with a variety of texts, media, and language-learning resources. The section also supports teachers by offering professional development and resources for differentiated instruction to meet diverse learning needs. Additionally, it promotes culturally responsive and inclusive content that reflects the local context, making learning meaningful and accessible to all students, including those from varied backgrounds and linguistic abilities.

MATH & SCIENCES SECTION

The Math and Sciences Section, covering both primary and secondary levels, develops and updates curricula for Mathematics, Science, Physical Education, and Health and Family Life Education. This section strives to foster students' analytical, problem-solving, and critical thinking skills, along with their physical and emotional well-being. In Mathematics and Science, the emphasis is on building a strong understanding of core concepts and progressing to more advanced topics, using inquiry-based and hands-on methods to connect learning to real-world applications.

Physical Education and Health and Family Life Education programs support students' overall development, encouraging lifelong healthy habits, physical fitness, and social-emotional skills. The section provides teachers with professional development and instructional resources that include differentiated strategies, digital tools, and culturally relevant content to address diverse student needs. It also prioritises inclusivity and flexibility, ensuring the curriculum equips students for academic success and personal growth.

HUMANITIES SECTION

TThe Humanities Section—which includes Social Studies, Religious Studies, History, Civics, Geography, and Visual and Performing Arts—focuses on fostering students' understanding of society, culture, history, and the arts. This section develops curricula that encourage the exploration of human experiences, ethical values, civic responsibilities, and cultural expression. By incorporating Visual and Performing Arts, students gain opportunities to explore their creativity and express themselves through diverse artistic mediums such as music, drama, visual arts, and dance, enriching their emotional and social development.

The Humanities and Arts Section supports teachers by providing professional development and resources that enable them to deliver engaging, inclusive, and culturally relevant instruction. With an emphasis on Bahamian history, culture, and artistic traditions, this section connects students with their heritage while exposing them to global perspectives. The curriculum is designed to build critical thinking, empathy, and communication skills, ensuring students develop a well-rounded education that prepares them for active, informed participation in society and a lifelong appreciation for the humanities and arts.

CAREER & TECHNICAL EDUCATION SECTION

The Career and Technical Education (CTE) Section is dedicated to preparing students for success in the workforce by equipping them with practical skills and technical knowledge in various career fields. This section designs and updates curricula that align with industry standards, ensuring that students gain hands-on experience and relevant competencies that enhance their employability. The CTE programmes cover a broad range of disciplines, including technology, trade skills, business, and vocational studies, providing students with pathways to careers, apprenticeships, and higher education.

The section supports teachers by offering professional development focused on modern instructional strategies, industry partnerships, and emerging technologies to keep the curriculum responsive to workforce demands. Additionally, the CTE Section fosters partnerships with local businesses, technical institutes, and vocational organisations, creating opportunities for students to gain real-world experience through internships and work-based learning. This approach not only prepares students for the demands of a dynamic job market but also builds their confidence, adaptability, and critical thinking skills, enabling them to contribute meaningfully to the economy and their communities.

CURRICULUM ENHANCEMENT & ENRICHMENT

The Curriculum Enhancement and Enrichment Section focuses on supporting and strengthening curriculum implementation through targeted intervention and advancement programmes. This section develops and manages initiatives designed to meet students' diverse learning needs, ensuring that all learners have the opportunity to succeed.

Intervention programmes provide additional support for students who may be struggling, using data-driven strategies and tailored instructional methods to bridge learning gaps and build foundational skills.

For students who excel or show interest in specific areas, enrichment programs offer advanced learning opportunities that promote critical thinking, creativity, and deeper exploration of subjects beyond the standard curriculum. Providing both remedial and advanced learning pathways, the Curriculum Enhancement and Enrichment Section is crucial in creating an inclusive educational environment where every student can reach their full potential.

PLANNING AND DEVELOPMENT DIVISION

The Planning and Development Division is dedicated to utilizing data and information management techniques to provide deep, actionable insights that guide decision-making processes and policy formulations. By cultivating meaningful national and international partnerships, it leverages global best practices through international benchmarking, thereby ensuring that educational strategies are aligned with the highest global standards.

The Planning and Development Division participates in rigorous analysis and reporting on the current state of education, which serves as a foundation for strategic planning and policy development efforts. This approach ensures that initiatives are data-driven, relevant, and capable of addressing the unique needs of our educational system.

Central to this aim is the development of human resources. By investing in the professional growth of educators, administrators, and technical staff, they will be equipped with the skills, knowledge, and motivation needed to inspire and lead our students to success, not just locally but globally.

RESPONSIBILITIES

2. Management of Education Data and Accessibility
- Systematically collect, analyse, and disseminate national educational statistics, providing a robust data foundation for informed decision-making across the educational spectrum.

2. Optimization of Resource Allocation
- Develop and implement strategic resource planning methodologies that ensure efficient use of educational resources, facilitate optimal learning environments, and ensure accessibility for all students, including those with disabilities.

3. Promotion of Educational Research
- Deepen the understanding of educational challenges and opportunities through rigorous research, offering technical support for research initiatives, and managing a focused research agenda that aligns with national educational priorities.

4. Implementation of Effective Monitoring and Evaluation
- To establish a comprehensive monitoring and evaluation framework that assesses the progress and impact of educational programs, projects, and initiatives, ensuring alignment with strategic goals and objectives.

5. Refinement of Education Policy through Analysis

- Utilize evidence-based research to analyse, develop, and refine educational policies, facilitating their alignment with national and international standards and improving the overall education system's responsiveness to student and national needs.

6. Analysis of Student Performance and Participation

- Conduct thorough reviews of school-based performance, national exam results, Bahamas High School Diploma attainment, and student attendance, aiming to identify trends, address challenges, and implement strategies that improve student outcomes and academic achievement across the nation.

7. Facilitate International Collaboration

- Establish partnerships for knowledge exchange and collaboration with international organizations and educational institutions.

8. Coordinate Professional Development

- To identify and address professional development needs within the department and facilitate the necessary capacity-building interventions.

PLANNING AND DEVELOPMENT

Research and Planning

Policy Development and Implementation

Bahamas High School Diploma

School Attendance

Bahamas Education and Learning Management System

Professional Development

SECTIONS & UNITS

RESEARCH & PLANNING SECTION

TThe Research and Planning Section is essential for advancing the education system through evidence-based strategies, thorough data analysis, and strategic resource management. This section integrates efforts in policy development, research, operational planning, and monitoring to support informed decision-making and effective implementation of educational initiatives.

By leveraging research, this section designs and refines educational policies that align with both national and international standards, ensuring responsiveness to the evolving needs of students and society. Through rigorous research and analysis, it examines educational trends, challenges, and best practices on local and global scales, providing insights that inform policies, and a research agenda aligned with national priorities.

Strategic resource planning within this section ensures the efficient allocation and use of educational resources, including funding, personnel, and materials, to create optimal and accessible learning environments for all students. This involves budgeting, resource distribution, and careful expenditure monitoring to maximise impact.

Additionally, the section continuously monitors and evaluates educational programs, analysing data to support data-driven improvements in educational outcomes and alignment with broader educational standards. This integrated approach helps shape a resilient, high-performing education system responsive to both current and future needs.

Policy Development and Implementation Unit

The Policy Development and Implementation Unit is dedicated to facilitating the creation, refinement, and oversight of policies that support the overarching goals of the department. This unit collaborates closely with stakeholders to ensure policies are evidence-based, aligned with both national and international standards, and responsive to the educational needs of students and the nation. By monitoring policy implementation, the unit assesses effectiveness. It guides adjustments to maintain alignment with strategic objectives, ensuring that each policy contributes meaningfully to the department's mission and enhances the education system's adaptability and impact.

Bahamas High School Diploma (BHSD) Unit

The Bahamas High School Diploma Section upholds high standards for academic achievement and diploma integrity. Its work includes analysing school data to ensure diplomas represent true educational attainment. The section supports training and public relations to communicate diploma criteria effectively and provides accurate reports for graduation recommendations. It tracks student progress, integrates, and monitors BHSD criteria within the Bahamas Education and Learning Management System (BELMS), maintaining the diploma's value and prestige.

School Attendance Unit

The School Attendance Unit aims to actively monitor and promote consistent student attendance within the public school system, acknowledging its critical role in academic success. It provides comprehensive truancy services, including the identification, analysis, and intervention of students who are chronically absent or at risk of becoming truant. It aims to re-engage students with their educational pathway, working closely with families, schools, and community resources to create supportive environments for attendance improvement.

PROFESSIONAL DEVELOPMENT SECTION

The Professional Development Section aims to continuously provide opportunities to upskill the department's workforce to thrive in a dynamic educational system. It aims to provide targeted, high-quality training and capacity-building programs that support the continuous professional growth of teachers, administrators, technical officers, education leaders, and support staff. It seeks to foster adaptability, innovation, and excellence among all stakeholders, ensuring they are equipped with the latest pedagogical tools and leadership skills to lead and inspire in an evolving educational environment.

SCHOOLS MANAGEMENT DIVISION

The Schools Management Division is to oversee and enhance the operational and instructional framework of schools across the nation. It is dedicated to improving physical accessibility and dismantling barriers to foster an inclusive learning environment for every student. School Management Division focuses on the strategic allocation of human resources, ensuring that every school is equipped with skilled professionals who can deliver high-quality education. We commit to developing and implementing robust policies and leadership strategies that support both instructional excellence and operational efficiency. By refining timetabling processes, we aim to maximize learning opportunities and create an educational journey that is both effective and engaging for students. Through collaboration, innovation, and a steadfast commitment to quality, we endeavour to prepare all students for success in an ever-evolving world.

RESPONSIBILITIES

1. Ensure Universal Access
- Guarantee that all students have free and unimpeded access to an educational institution and services throughout the archipelago.

2. Regulate Student Enrolment
- Develop and implement efficient enrolment processes, ensuring that every child has equitable access to education.

3. Foster Safe and Inclusive Learning Environments
- Ensure that all learning environments are safe, accessible, and conducive to teaching and learning excellence, promoting health and wellbeing.

4. Strategic Human Resource Allocation
- To efficiently allocate human resources across schools, ensuring the delivery of high-quality education and support services.

5. Process Emoluments
- Accurately process payments relative to Post of Responsibility, Rent, Disturbance, Geographical, Supply Teachers, Vendors, and Caterers in an efficient and expeditious manner.

6. Process Emoluments
- Accurately process payments relative to Post of Responsibility, Rent, Disturbance, Geographical, Supply Teachers, Vendors, and Caterers in an efficient and expeditious manner.

7. Implement Educational Policies and Leadership
- Execute educational policies and leadership strategies that foster instructional and operational excellence within schools.

8. Refine Timetabling Processes
- Streamline timetabling across schools and maximize instructional time and resources to ensure that students have access to a wide range of knowledge and skills to pursue their interests and passions.

9. Monitor Student Performance

- Systematically monitor and analyse national data related to student performance, identifying trends, disparities, and areas for improvement, promoting accountability, and providing support for targeted interventions at the school level.

10. Continuous Collaboration with Stakeholders

- Strengthen the collaboration among students, parents, teachers, education, and community partners

11. Foster a Culture of Continuous Improvement

- Regularly evaluate and assess the effectiveness of school management practices, seeking opportunities for innovation and improvement in all aspects of school operations and instruction.

12. Maintain Transportation Services

- To maintain and enhance a robust transportation network, ensuring that the most vulnerable students are bussed to and from school.

SCHOOLS MANAGEMENT

- Administration
- School Districts
- School Staffing and Enrolment
- Timetabling
- Parental Engagement

Schools Management Division
SECTIONS
&UNITS

ADMINISTRATION SECTION

The Administration Section aims to support school leaders in creating optimal learning environments, maintaining harmonious workplace and relations, and ensuring the smooth operation of educational institutions throughout the academic year. This is done by providing effective training to school administrators, managing industrial relations, organizing the academic calendar, and overseeing the assignment of responsibilities. It is also responsible for enforcing health and safety protocols and managing the school bussing system.

SCHOOL STAFFING, ENROLMENT AND ENROLMENT SECTION

The School Staffing, Enrolment, and Timetabling section oversees the development and implementation of school timetables, facilitating efficient teacher deployment and student enrolment while optimising the distribution of teaching resources to provide equitable educational opportunities. It also manages teacher recruitment and deployment, ensuring that schools are adequately staffed to meet student needs. Additionally, the unit administers rental and geographical allowances to support educators' welfare and promote their dedication to teaching in diverse locations. By managing enrolment processes and the school feeder system, this section contributes to a well-coordinated and effective educational framework.

PARENTAL ENGAGEMENT UNIT

The Parent Engagement Unit aims to strengthen the educational experience by actively fostering meaningful collaboration between parents, educators, and the school community. It aims to empower parents with the knowledge, tools, and resources necessary to actively participate in their child's education. The unit will build a supportive network that enhances student learning and development by facilitating open communication, providing educational workshops, and supporting family involvement initiatives.

DISTRICT OFFICES

The District Offices offer direct oversight and management of schools within their districts, ensuring each school operates effectively and efficiently. They provide comprehensive support to school administrators, fostering excellence in school environments and promoting the highest standards of educational achievement and well-being for all students.

TRANSFORMATION AND INNOVATION DIVISION

The Transformation and Innovation Division provides a range of enhancements that enrich and complement student learning experiences within the system. This division ensures that students and educators have access to the latest technological tools and resources, creating a modern and dynamic learning environment. It also implements initiatives that promote positive behaviour and personal development among students. By encouraging student leadership through various programs and offering a wide array of extracurricular and intervention activities, the division supports holistic development. It also provides essential materials and resources that bolster teaching and learning processes. Specialized support services are also available to address the diverse needs of students, ensuring that every learner has the opportunity to succeed. Through these comprehensive efforts, the division aims to create a synergized and enriched educational experience that prepares students for future success.

Responsibilities

1. IT Management
- Ensuring robust and reliable hardware, network, infrastructure, and information systems that support the educational ecosystem's evolving needs.

2. Digitization of Education Administration
- Assist in the digitization of education administration processes, enhancing efficiency, transparency, and accessibility.

3. Equitable Access
- Implement alternative forms of educational delivery to support student minority groups, including those in remote locations, students with special learning and behavioural challenges, students with severe health conditions.

4. Technology Integration
- Support the integration of technology seamlessly in classrooms, empowering teachers with digital tools and innovative teaching strategies to enrich student learning.

5. Student Behaviour Modification and Support
- Provide comprehensive support for student socio-emotional development, including behavioural and academic interventions, ensuring every student has the support they need to thrive academically and socially.

6. Student Leadership and Enrichment
- Nurture student leadership, enrichment, and participation in sports and cultural activities, fostering a well-rounded education that prepares students for success beyond the classroom.

7. Special Services
- Offer specialized services, including psychological and speech therapy, ensuring students have access to the support they need for their well-being and academic success.

8. Educational Resource Management
- Facilitate the production and management of educational resources, including digital media, ensuring teachers and students have access to high-quality materials that enhance learning and teaching experiences.

Transformation and Innovation Division
SECTIONS & UNITS

TECHNOLOGY SECTION

The Technology Section seeks to empower the educational community by providing robust hardware and network management. It is committed to ensuring that technology infrastructure and services are procured and effectively managed to support stakeholders' needs at the school, district, and Ministry levels, aligning with the broader goals of educational excellence and innovation.

TECHNOLOGY INTEGRATION & INNOVATION UNIT

The Technology Integration and Innovation Unit drives and manages the development and implementation of innovative practices, policies, and technologies to enhance educational outcomes. The section works closely with other units to encourage creative thinking and the adoption of new ideas and approaches to advance the work of the educational enterprise. The Innovation Section identifies, assesses, and recommends emerging technologies to support teaching and learning and provides training and resources to educators and officers on the effective use of technology.

LEARNING RESOURCES SECTION

The Learning Resources Section aims to serve as a central hub for educator collaboration, resource creation, and professional development in educational content production. It is committed to supporting teacher-creators through training, resources, and access to state-of-the-art multimedia production facilities. By managing a comprehensive digital repository, it ensures that valuable educational content is readily accessible. Through these initiatives, the section aims to empower educators with the tools and skills necessary to develop engaging, high-quality, indigenous educational materials, thereby enhancing learning outcomes for students across all levels of education.

DISTANCE EDUCATION UNIT

The Distance Education Unit aims to expand access to education by supporting alternative learning delivery for students, including those in remote areas, home schoolers, and students with special needs and health conditions.

Virtual School: The Virtual School is designed to offer digital learning opportunities through both synchronous and asynchronous services. These efforts aim to address teacher shortages by ensuring consistent instruction in areas of need and providing extended learning options that support all student growth and achievement.

Homeschool Unit: The Homeschool Unit monitors and regulates the registration and approval process for parents desiring to educate their children at home.

Virtual School: The Virtual School is designed to offer digital learning opportunities through both synchronous and asynchronous services. These efforts aim to address teacher shortages by ensuring consistent instruction in areas of need and providing extended learning options that support all student growth and achievement.

Homeschool Unit: The Homeschool Unit monitors and regulates the registration and approval process for parents desiring to educate their children at home.

SPORTS AND CULTURE UNIT

The Sports and Culture Unit aims to cultivate a vibrant environment where school sports and cultural appreciation flourish, enriching the educational experience for students in The Bahamas. It promotes official policies on school sports, fosters collaborations with local and international organizations, and provides certification opportunities for coaches. It aims to develop and support premiere student-athletes. Simultaneously, it promotes Bahamian culture through active participation in Junior Junkanoo and the National Arts Festival, ensuring students connect with their cultural heritage. By integrating sports and culture, the section seeks to develop well-rounded individuals who appreciate the richness of their heritage and the value of physical health, contributing positively to their communities and the nation.

STUDENT DEVELOPMENT SECTION

The Student Development Section provides sustainable interventions for at-risk students. Its focus is to help the students identify maladaptive behaviour and provide instruction to help them discover within themselves the skills necessary to alleviate and/or cope with identified behaviours. The section monitors the execution of the Re-Focus centres, recommending strategies to minimise students' adverse behaviours and identifying trends related to the nature, triggers, and functions of challenging behaviours. It also monitors and tracks students' school attendance and academic, social, and behavioural development after they have returned to their various school sites. Additionally, the Student Development Section manages the following alternative schools.

Programme SURE and Genesis Academy offer an alternative educational environment tailored to male secondary students facing persistent behavioural challenges in traditional school settings. These programs aim to support chronically disruptive students by providing opportunities for personal growth, social skill development, and academic improvement while fostering a strong sense of personal accountability.

Providing Access for Continued Education (PACE) offers pregnant teens a supportive and nurturing educational environment that caters to their unique needs. The program empowers them to continue their education while preparing for parenthood.

Penn/Pratt Schools provide a structured environment for incarcerated students, granting them opportunities to develop academically, socially, and emotionally. Rehabilitative programmes and services are rendered to prevent juvenile delinquency among students.

Transitional Alternative Programme (T.A.P.S.) supports female secondary students struggling to adapt to the regular school system. These students may display behaviours such as disrespecting authority, disruptive conduct, excessive use of profanity and vulgarity, bullying, making threats, and other serious infractions.

SPECIAL SERVICES SECTION

The Guidance Counselling Unit serves as the central body overseeing all school counselling functions across the public schools. Its primary purpose is to ensure that students receive comprehensive support for their academic, personal, social, and career development, enabling them to achieve their fullest potential within and beyond the school environment.

School Psychological Services aims to enhance all students' educational and developmental outcomes by providing comprehensive psychological support and services. These include early intervention, assessment, counselling, and promotion of mental health and resilience.

Speech Therapy Unit aims to enhance communication abilities in students facing speech and language challenges by offering tailored speech therapy services and interventions.

Marjorie Davis Institute for Special Education (MDISE) is dedicated to advancing special needs education by providing comprehensive diagnostic and screening services to identify and support the needs of students requiring special education. Based on the screening results, it offers and supports Response to Intervention (RTI) to ensure targeted and effective support. The institute also conducts and supports research that leads to training for other educators to improve special education practices.

VIRTUAL LEARNING NETWORK

VIRTUAL LEARNING NETWORK

The Virtual Learning Network (VLN) is a comprehensive framework designed to integrate digital technologies into the education system, enhancing the teaching and learning experience and the work of the education enterprise. This network encompasses several interconnected elements, each playing a crucial role in supporting educators, students, and administrative staff.

Sitting on a cloud-based network, the main streams of the Virtual Learning Network include Data & Systems Management, Educational Resources Management, and Teaching and Learning and Professional Development.

The elements of the Virtual Learning Network are interconnected to create a cohesive and efficient educational ecosystem. Professional development ensures educators are proficient in using the latest technologies provided through Data & Systems Management tools like Microsoft 365 and BELMS. Educational Resources Management ensures that all participants access high-quality content through the Digital Repository and are engaged through Online Media and Broadcasting. Finally, the Teaching and Learning component benefits from the enhancement, enrichment, and flexibility afforded by the Virtual Learning Network. It ensures that all students have the opportunity to succeed regardless of their circumstances.

By integrating these components, the Virtual Learning Network creates a dynamic and adaptable education system that meets the diverse needs of students and educators of The Bahamas, preparing them for the opportunities and challenges of the digital age.

TEACHING AND LEARNING

The Virtual Learning Network plays an integral part in supporting teaching and learning across the various models of delivery.

Face to Face: Traditional classroom teaching benefits from the VLN as technology is integrated into the in-person engagement, enhancing the teaching and learning experience.

Hybrid: The hybrid model combines face-to-face instruction with online learning, offering a flexible approach that can adapt to various educational needs and circumstances. Through the LMS, students can engage in learning experiences beyond the traditional setting.

The LMS facilitates teaching and learning activities, providing students 24-hour access to free digital learning materials. Through specific role access, various stakeholders, including parents, can effectively monitor student participation and performance. The LMS ensures the continuation of teaching and learning in the event of natural disasters and other disruptors, building a more resilient education system.

Remote: Remote education provides an entirely online educational experience. It includes using the LMS and digital communication to facilitate teacher to student interaction and engagement. Remote education can include synchronous or asynchronous experiences.

Virtual School Bahamas: Virtual School Bahamas is a fully online institution that operates on the Virtual Learning Network. It provides instructional and intervention support for schools and students.

Homeschool: Registered homeschoolers can access digital resources through the VLN.
- These include curricula and digital educational content through the digital repository and LMS.

EDUCATIONAL DIGITAL RESOURCES MANAGEMENT

The Learning Well Digital Repository
The Learning Well Digital Repository is a centralised archive for educational materials, including lesson plans, videos, content charts, PowerPoint presentations, and other multimedia resources. It provides easy access to high-quality content, supporting both teachers and students in their academic endeavours.

DATA & SYSTEMS MANAGEMENT
Microsoft 365

Microsoft 365 is utilsed throughout the organisation. It is a cloud-based tool suite that facilitates communication, collaboration, and productivity. It includes applications like Teams, OneDrive, and SharePoint, essential for creating a cohesive digital learning environment. Staff members are issued a Microsoft 365 account through an organisation license.

PROFESSIONAL DEVELOPMENT
Mabel Walker Professional Development Online Institute

Professional Development through the Mabel Walker Professional Development Online Institute is dedicated to the continuous professional growth of educators, school leaders, technical officers, and support officers. It provides a range of online and hybrid courses and training programs to enhance the skills and knowledge of the education workforce. This online platform ensures that staff always have access to professional development opportunities, fostering an environment of lifelong learning.

Bahamas Education Learning Management System

The Bahamas Education and Learning Management System (BELMS) is designed to aid in the digitisation of the education system. It includes an integrated learning management system (LMS) and an education management and information system (EMIS).

The EMIS manages student information and records. It generates various statistical, scholastic, and educational reports to drive decision-making and aims to optimise educational processes, including student registration, enrolment, and transfers.

BELMS integrates with Microsoft 365, allowing for single sign-on (SSO). BELMS is supported by a team that includes officers from the Planning and Research Division, Curriculum Division, and Transformation and Innovation Divisions.

DISTRICTS AND SCHOOLS

TYPE & LOCATION
OF SCHOOLS BY DISTRICT

TYPE AND LOCATION OF MOETVT SCHOOLS BY DISTRICTS

DISTRICT	ISLAND	Preschools attached to Primary/ All Age	Stand Alone Preschools	Primary Grades 1-6	Junior High Grades 7-9	Senior High Grades 10-12	Secondary Grades 7-12	All Age Pre-12	Special Programmes	Virtual All	SUB TOTALS	TOTAL
1 Abaco	Abaco and Cays	6		10			2				12	13
	Moore's Island	1						1			1	
2 Andros	Andros	6	3	11			4				18	19
	Berry Islands	1						1			1	
3 Eleuthera	Eleuthera and Cays	11		11			3		1		15	17
	Harbour Island	1						1			1	
	Spanish Wells	1						1			1	
4 ECLR	Exuma and Cays	5		8			1	3	1		13	22
	Cat Island	2		1			1	1			3	
	Long Island	2		3			2				5	
	Ragged Island							1			1	
5 Grand Bahama	Grand Bahama and Cays			9	2	2	1	1	3		18	20
	Bimini			1			1				2	
6 South Central Bahamas	Acklins	3		3			1				4	13
	Crooked Island	1		1			1				2	
	Inagua							1			1	
	Mayaguana	1						1			1	
	San Salvador	1		1			1				2	
	Rum Cay							1			1	
	Virtual								1	1	2	
Family Island Totals		**42**	**3**	**59**	**2**	**2**	**18**	**13**	**6**	**1**	**104**	**104**
7 Eastern NP Primary	New Providence	10	4	12							16	56
8 Western NP Primary	New Providence	10	4	12					3		19	
9 Northern NP Secondary	New Providence				4	4			3		11	
10 Southern NP Secondary	New Providence				3	3	1		3		10	
New Providence Totals		**20**	**8**	**24**	**7**	**7**	**1**	**0**	**9**	**0**	**56**	**56**
TOTALS		**62**	**11**	**83**	**9**	**9**	**19**	**13**	**15**	**1**	**160**	**160**

ABACO DISTRICT

AMY ROBERTS PRIMARY
Green Turtle Cay, Abaco

CENTRAL ABACO PRIMARY
Marsh Harbour, Abaco

CHEROKEE SOUND PRIMARY
Cherokee Sound, Abaco

COOPER'S TOWN PRIMARY
Cooper's Town, Abaco

CROSSING ROCK PRIMARY
Crossing Rock, Abaco

FOX TOWN PRIMARY
Fox Town, Abaco

GREAT GUANA CAY PRIMARY
Great Guana Cay, Abaco

HOPE TOWN PRIMARY
Elbow Cay, Abaco

JAMES A. PINDER PRIMARY
Sandy Point, Abaco

MAN-O-WAR CAY PRIMARY
Man-O-War Cay, Abaco

MOORE'S ISLAND COMPREHENSIVE
Moore's Island, Abaco

PATRICK J. BETHEL HIGH
Dundas Town, Abaco

SHERLIN C. BOOTLE HIGH
Cooper's Town, Abaco

ANDROS & THE BERRY ISLANDS DISTRICT

BEHRING POINT PRIMARY
Behring Point, Andros

BERTRAM A. NEWTON PRIMARY
Red Bays, Andros

BOWEN SOUND PRIMARY
Bowen Sound, Andros

BURNT ROCK PRIMARY
Burnt Rock, Andros

CENTRAL ANDROS HIGH
Love Hill, Andros

CLARA E. EVANS PRMARY
Nicholls Town, Andros

CLEORA L. MCKENZIE PRESCHOOL
Long Bay Cay, Andros

DEEP CREEK PRESCHOOL
Deep Creek, Andros

FRESH CREEK PRIMARY
Fresh Creek, Andros

HIGH ROCK PRIMARY
The Bluff, Andros

HUNTLEY P. CHRISTIE HIGH
Nicholls Town, Andros

LOWE SOUND PRIMARY
Lowe Sound, Andros

MANGROVE CAY HIGH
Mangrove Cay, Andros

R. N. GOMEZ COMPREHENSIVE
Berry Islands

REV. EUTHAL RODGERS PRIMARY
Deep Creek, Andros

ROZELDA M. WOODSIDE PRIMARY
Mastic Point, Andros

SOUTH ANDROS HIGH
Kemp's Bay, Andros

STANIARD CREEK PRIMARY
Staniard Creek, Andros

VICTORIA POINT PRESCHOOL
Victoria Point, Andros

EASTERN NEW PROVIDENCE PRIMARY DISTRICT

BUTTONWOOD PRESCHOOL
BUTTONWOOD AVENUE

CARLTON FRANCIS PRIMARY
BAILLOU HILL ROAD

CLARIDGE PRIMARY
CLARIDGE ROAD

CLEVELAND ENEAS PRIMARY
BUTTONWOOD AVENUE

COCONUT GROVE PRESCHOOL
ACKLINS STREET

COLUMBUS PRIMARY
COLLINS AVENUE

E. P. ROBERTS PRIMARY
MIAMI STREET

EARLY CHILDHOOD CENTRE
WINT SUBDIVISION ROAD

JUDITH P. THOMPSON PRIMARY
CENTREVILLE

PALMDALE PRIMARY
BRADLEY STREET

RIDGELAND PRIMARY
BRUCE STREET

SADIE CURTIS PRIMARY
CHARLES W SAUNDERS HIGHWAY

SANDILANDS PRIMARY
BERNARD ROAD

SIS. ANNIE THOMPSON PRESCHOOL
SUTTON STREET

THELMA GIBSON PRIMARY
COMMONWEALTH BLVD

URIAH MCPHEE PRIMARY
KEMP ROAD

ELEUTHERA DISTRICT

CENTRAL ELEUTHERA HIGH
NORTH PALMETTO POINT

DEEP CREEK PRIMARY
KEMP'S BAY

ELEUTHERA CENTRE FOR EXCEPTIONAL LEARNERS
GOVERNOR'S HARBOUR

EMILY G. PETTY PRIMARY
GOVERNOR'S HARBOUR

EMMA COOPER PRIMARY
NORTH PALMETTO POINT

GREEN CASTLE PRIMARY
GREEN CASTLE

GREGORY TOWN PRIMARY
GROEGORY TOWN

HARBOUR ISLAND ALL AGE
HARBOUR ISLAND

JAMES CISTERN PRIMARY
JAMES CISTERN

LAURA L. ANDERSON PRIMARY
BLUFF

NORTH ELEUTHERA HIGH
LOWER BOGUE

P. A. GIBSON PRIMARY
HATCHET BAY

PRESTON H. ALBURY HIGH
ROCK SOUND

ROCK SOUND PRIMARY
ROCK SOUND

SAMUEL GUY PINDER COMPREHENSIVE
SPANISH WELLS

TARPUM BAY PRIMARY
TARPUM BAY

WEMYSS BIGHT PRIMARY
WEMYSS BIGHT

ECLR DISTRICT
(EXUMA, CAT ISLAND, LONG ISLAND & RAGGED ISLAND)

ARTHUR'S TOWN COMPREHENSIVE
ARTHUR'S TOWN, CAT IS.

BLACK POINT COMPREHENSIVE
BLACK POINT, EXUMA

EXUMA CLASS FOR EXCEPTIONAL CHILDREN
LOCATION

FARMER'S CAY COMPREHENSIVE
FARMER'S CAY, EXUMA

FOREST PRIMARY
LOCATION

GEORGE TOWN PRIMARY
GEORGE TOWN, EXUMA

L. N. COAKLEY HIGH
LOCATION

LOWER DEADMAN'S CAY PRIMARY
LOCATION

MANGROVE BUSH PRIMARY
LOCATION

MOSS TOWN PRIMARY
LOCATION

MT. THOMPSON PRIMARY
LOCATION

N. G. M. MAJOR HIGH
BUCKLEY'S SETTLE., LONG ISA.

NORTH LONG ISLAND HIGH
LOCATION

OLD BIGHT HIGH
OLD BIGHT, CAT ISLAND

OLD BIGHT PRIMARY
OLD BIGHT

RAGGED ISLAND ALL AGE
LOCATION

ROKER'S POINT PRIMARY
ROKER'S POINT, EXUMA

ROLLEVILLE PRIMARY
ROLLEVILLE, EXUMA

SIMMS PRIMARY
SIMMS, LONG ISLAND

STANIEL CAY COMPREHENSIVE
STANIEL CAY, EXUMA

STUART MANOR PRIMARY
LOCATION

WILLIAMS TOWN PRIMARY
LOCATION

GRAND BAHAMA AND BIMINI DISTRICT

BARTLETT HILL PRIMARY
LOCATION

BIMINI PRIMARY
LOCATION

EIGHT MILE ROCK HIGH
LOCATION

FREEPORT PRIMARY
LOCATION

GRAND CAY COMPREHENSIVE
LOCATION

HOLMES ROCK PRIMARY
LOCATION

HUGH CAMPBELL PRIMARY
LOCATION

JACK HAYWARD JUNIOR HIGH
LOCATION

JACK HAYWARD SENIOR HIGH
LOCATION

LEWIS YARD PRIMARY
LOCATION

LOUISE MCDONALD HIGH
LOCATION

MARTIN TOWN PRIMARY
LOCATION

MAURICE MOORE PRIMARY
LOCATION

PROGRAMME SURE (GENESIS ACADEMY)
LOCATION

SIS. MARY P. RUSSELL JUNIOR
LOCATION

ST. GEORGES HIGH
LOCATION

THE BEACON SCHOOL
LOCATION

THE HAVEN (PACE)
LOCATION

WALTER PARKER PRIMARY
LOCATION

WEST END PRIMARY
LOCATION

NORTHERN NEW PROVIDENCE SECONDARY DISTRICT

C. C. SWEETING SENIOR HIGH
LOCATION

C. I. GIBSON SENIOR HIGH
LOCATION

C. R. WALKER SENIOR HIGH
LOCATION

D. W. DAVIS JUNIOR HIGH
LOCATION

DORIS JOHNSON SENIOR HIGH
LOCATION

ERIN GILMORE SCHOOL FOR THE BLIND
LOCATION

H. O. NASH JUNIOR HIGH
LOCATION

L. W. YOUNG JUNIOR HIGH
LOCATION

T. A. THOMPSON JUNIOR HIGH
LOCATION

T.A.P.S.
(TRANSITIONAL ALTERNATIVE PROGRAMMES)
LOCATION

P.A.C.E
(PROVIDING ACCESS TO CONTINUED EDUCATION)
LOCATION

SOUTH CENTRAL DISTRICT

A. LOFTUS ROKER HIGH
LOCATION

ADMIRAL FERGUSON HIGH
LOCATION

HOSPITAL SCHOOL
LOCATION

INAGUA ALL AGE
LOCATION

LOVELY BAY PRIMARY
LOCATION

MAYAGUANA COMPREHENSIVE
LOCATION

RUM CAY COMPREHENSIVE
LOCATION

SALINA POINT PRIMARY
LOCATION

SAN SALVADOR HIGH
LOCATION

SNUG CORNER PRIMARY
LOCATION

ULRIC FERGUSON PRIMARY
LOCATION

UNITED ESTATES PRIMARY
LOCATION

VIRTUAL SCHOOL BAHAMAS
LOCATION

SOUTHERN NEW PROVIDENCE SECONDARY DISTRICT

A. F. ADDERLEY JUNIOR HIGH
LOCATION

ANATOL RODGERS HIGH
LOCATION

C. H. REEVES JUNIOR HIGH
LOCATION

C. V. BETHEL SENIOR HIGH
LOCATION

GOVERNMENT SENIOR HIGH
LOCATION

PENN/PRATT CO-EDUCATION UNIT
LOCATION

PRISON SCHOOL
LOCATION

PROGRAMME SURE
LOCATION

R. M. BAILEY SENIOR HIGH
LOCATION

S. C. MCPHERSON JUNIOR HIGH
LOCATION

WESTERN
NEW PROVIDENCE
PRIMARY DISTRICT

ADELAIDE PRIMARY
LOCATION

ALBURY SAYLE PRIMARY
LOCATION

ANDYGAR PRESCHOOL
LOCATION

C. W. SAWYER PRIMARY
LOCATION

CENTRE FOR THE DEAF
LOCATION

EVA HILTON PRIMARY
LOCATION

GAMBIER PRIMARY
LOCATION

GARVIN TYNES PRIMARY
LOCATION

GERALD CASH PRIMARY
LOCATION

**MAJORIE DAVIS INSTITUTE
FOR SPECIAL EDUCATION**
LOCATION

NAOMI BLATCH PRESCHOOL
LOCATION

STAPLEDON SCHOOL
LOCATION

STEPHEN DILLET PRIMARY
LOCATION

SYBIL STRACHAN PRIMARY
LOCATION

**T. G. GLOVER PROFESSIONAL
DEVELOPMENT AND
RESEARCH SCHOOL**
LOCATION

TINY TOT PRESCHOOL
LOCATION

WILLARD PATTON PESCHOOL
LOCATION

WOODCOCK PRIMARY
LOCATION

YELLOW YELDER PRIMARY
LOCATION

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INSIDE COVER