Accountability: A Case Study of the Jamaican and English Education Systems

PhD in Education

Department of Education

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June 2019

Authors' Declaration

I confirm that this is my own work and the use of all material from other sources have been properly and fully acknowledged.

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Date:…………..

Abstract

Accountability in education is characterised most saliently by an emphasis on measurable student outcomes. Apple (2000, p. 105) argued that education is increasingly marketised. While scholars and stakeholders acknowledge that accountability in education is necessary, some research has revealed that market driven accountability has caused perverse consequences. This was endorsed by Sergiovanni (2000, p. 11) who wrote about the depletion of the local character and culture of schools because of stricter accountability measures.

In this research the goal was to give voice to stakeholders (teachers, governors and Head Teachers) so that they can help to shape a model of accountability in education that would reflect their values while maintaining high expectations. The research used a multi-method case study and data was collected using interviews and surveys among in two Secondary Schools of very similar profiles; one in Jamaica and one in England.

The limitations of the study were discussed within the paper. However, results gathered suggested that educators considered accountability to be vital, but teachers, Head Teachers and Governors felt that accountability would be best managed through a network of Head teachers supported by Regional Commissioners (RC). The findings suggested that teachers, Governors and Head Teachers thought that the standards used to measure schools' performance were not reflective enough of the work that goes into educating students and the progress that students make. On the other hand, results from the interview with government officials and the inspectorate revealed that schools needed to perform better and owed it to the students to offer more than they currently do. The researcher suggested further study to explore the impact that school-based assessment supported by RC would have on the performance of schools in England and Jamaica.

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Acknowledgement

This would not at all be possible without the almighty God. May the praise and glory go only to You. I would like to acknowledge the following people who helped to make this possible:

Dr Carol Fuller - My main supervisor, I cannot thank you enough for your support from the start of this thesis. Your patience, guidance and time are much appreciated. Thank you for taking time out to ensure that you stayed in contact and responded promptly when I needed you; you encouraged me from day one to write. That advice has been invaluable, and I will be forever grateful for your support.

Professor Andy Goodwyn - My initial second supervisor, thank you for your support in getting me through confirmation of registration. You challenged me from the first day we met to read widely. I am always in awe of your wealth of knowledge. You inspire me to move forward and seek my first academic post.

David Kerr - My current second supervisor, you joined the project at a time when I needed your expertise the most. Thanks for the challenge to research wider to create a better balance. I have learnt a lot in the process and for that I am grateful.

Marcia Higgins - You have made what could have been the most challenging aspect of the study so much easier for me. Thanks for opening doors and introducing me to significant individuals that helped to make this thesis a reality. You are a star and a true big sister.

The Jamaican National Education Inspectorate and the Ministry of Education - Thank you for your support, your passion for education shone through and reignited my love for the Jamaican Education system. May God strengthen you as you continue to fight for the cause of the Jamaican children.

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Mr Franklin Bennett - Thanks for taking the time to challenge my thinking, you have helped to shape my perspective. Your support is much appreciated.

To my mother, thanks for your input and drive even at times when I physically could not go on. Your belief in me has kept me going. Thanks mom. To all my siblings, thank you.

To Jessica Myers – You have seen me through my masters and now the PhD. Thanks for all your efforts to challenge me to have every single detail in place so that I can express my ideas concisely and accurately. Much appreciated.

To all my friends who have supported and encouraged me. Thank you for all the phone calls, text messages and one to one discussion to motivate me to remain on track no matter how busy it got. I am forever grateful.

To my two children, Grace and Jemuel, I hope this proves that you can accomplish anything you want when you commit and work hard. Remember obstacles can be stepping stones; it is your perspective and relationship with God that matter.

Finally, I would not be able to do this without the support of my husband Justice. It has been a real challenge with two young children and a full-time job. Words are inadequate to express how much I appreciate your willingness to stand by me and the support you provide for me to reach my professional goals. I appreciate you!

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List of Acronyms and Abbreviations used in this Study

Terms used in the Jamaican Setting

CAA - Curriculum and Assessment Agency

CXC - Caribbean Examination Certificate

ETP - Education Transform Programme

GOJ - Government of Jamaica

JTC - Jamaica Teaching Council

MOE - Ministry of Education

NEI - National Education Inspectorate

NET - National Education Trust

Terms used in the British setting

CPD - Continuous Professional Development

DFE - Department for Education

HMI - Her Majesty Inspectors

HMCI - Her Majesty Chief Inspector

LA - Local Authority

LEAs - Local education authorities

NPTAJ - National Parent -Teacher Association of Jamaica

OFSTED - The Office for Standards in Education, Children's Services and Skills

PISA - Programme for International Student Assessment

PP - Pupil Premium

SIP - School Improvement Plan

SLT - Senior Leadership Team

SMTs - Senior Management Team

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CHAPTER 1

Introduction

Background

An increased demand for accountability is one of the distinctive hallmarks of current education reform in both Jamaica and England. In the context of this study "accountability mechanisms are, literally, the variety of formal and informal ways by which people in schools *give an account* of their actions to someone in a position of formal authority, inside or outside the school" (Abelmann, 1999, p. 4). However, accountability is not a new concept in education. Ravitch (2002, p.8), shares that "interest in (modern day) accountability may be traced back to the landmark 1966 report *Equality of Educational Opportunity.*" This was a study commissioned by the United States Department of Health, Education, and Welfare in 1966 to assess the availability of equal educational opportunities to children of different race, colour, religion, and national origin.

The increased attention given to accountability by politicians, scholars and practitioners demonstrates its perceived importance for education. A general concern that public education must become more accountable has provided the impetus for a variety of reforms in education. An accountability system rests on three pillars: local authorities, the independent national inspectorate (Ofsted) and the Department for Education (DFE); each of which can intervene when they judge schools to be failing. These interventions range from the provision of additional resources and support to more drastic measures, with the closure of a school the ultimate sanction. So high have the stakes become that the effort to meet government performance targets and gain the approval of inspectors now dominates much of what schools do.

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Chapter Structure

Chapter 1 of this study provides a background and statement of the problem. The researcher provides a brief insight in the reasons behind the interest in the topic. Also included in this chapter is the purpose of the study, research questions and an overview of the theoretical framework. Finally, the significance of the study and they definitions are introduced.

How the Researcher became Interested in the Topic?

It is fascinating that as far back as I can recall, I have always witnessed the demands for accountability in education and I have been actively involved at different stages. I can remember at the age of six seeing my mother, who was then Acting Head Teacher for an All Age School in Western Jamaica, prepare for inspections. She was a committed Head Teacher who was very diligent about her work (a pace setter) so she took the time before these visits to ensure that everything was in place, registers, log books and the accounts. I remember as early as then aspiring to be like her, with a desire to be a Head Teacher.

As I grew older, I realised the immense pressure she came under as Board of Governors changed and some changes were politically driven. However, that did not change my love for the teaching profession; this passion was kept alive through the approach of a Secondary School Head Teacher who happened to work closely with us as student leaders. He was very approachable and was keen to demonstrate to inspectors the whole range of what his students achieved with a real passion for the creative subjects and Agriculture.

I went on to study Teacher Education with a Creative Subject Background. Shortly after leaving teacher training, I worked as classroom teacher in the Jamaican setting where I was mentored by a very experienced Head of Department. I learnt the role through coaching and then went on to work in Turks and Caicos where I grew to the position of Vice

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Principal. During my time in Turks and Caicos I pursued a Master's Degree in Education Administration.

Accountability in Education in Turks and Caicos Islands was internally driven and the Board of Governors along with the Head Teacher set the standards with the help of a thorough school evaluation and school's development plan. The Head Teacher had a clear succession plan, and this was shared with staff in a very professional way during supervisions. I grew into the position of Deputy Head teacher and again it was a very developmental process. The school made significant progress with nationally recognised achievements. There was a general love for learning and school was fun in a well-managed but a relaxed environment.

When I moved to England and started teaching in September 2008, I was surprised with the high level of scrutiny and the way I was micro-managed. I went from a system of internal accountability to a system of external accountability through OFSTED which was met with fear and an internal accountability that was micro-managed to the point that it made me question, for the first time in my life, remaining in teaching. I can recall going into meetings where Ofsted was referred to as the "the big O". Decisions were made which were clearly not in the best interest of some students but were necessary to meet an Ofsted criterion. One of such decisions was around timetabling the creative subjects such as Music, Drama, Textiles, and Food and Nutrition where they were given less time in the curriculum and in some instances dropped from the timetable to make way for increased hours of core subjects. These creative subjects were very popular, and many students made huge progress in these subjects. This caused me great concern as I am always of the opinion that education should be structured in such a way that it meets the needs of the learners.

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I currently serve as Head Teacher for a private school which is monitored internally through a governance model and externally through Independent Schools Association (ISA). The major difference in the approach in accountability and the impact this has had on me as a leader created a zeal in me to conduct a study on accountability. It is crucial to note, from the onset, that I am not looking for a compromise on quality but rather a rebalancing in education. I have chosen Jamaica not only because of the rich cultural history it shares with England, but It is where I grew up, fell in love with education, trained as a teacher, and started my career. Jamaica is also at a stage where there is a call for greater accountability and the country is experiencing quite a lot of changes to enable greater accountability and ultimately drive up standards on education. On the other hand, England is now home for me and where I currently serve as Head Teacher. It is interesting to study how both countries have progressed over time but also to add to the huge debate around making accountability in England more developmental and hopefully help to reduce the fear associated with inspections.

This study provided the unique opportunity to revisit a historical relationship with huge potential to work together in the field of education. While the researcher is keen not to compare, one cannot help but recognise the opportunity for transfer of experience. As the Jamaican inspectorate seeks to develop on accountability in education, there is the need in England to strengthen how education is accounted for. Through collaborative work, many of these great practices such as the consultation phase that takes place in the Jamaican inspectorate and the broadening of Ofsted standards to include teacher retention and effectiveness of curriculum could be shared. Both systems recognise that there is a need for accountability but there is a general call for the process to be more developmental and less

punitive which seems to drive fear in teachers and can sometimes misinform the public of the quality of work that goes on in schools; both in England and Jamaica.

Overview of the British Education System

The contrast with the way English schools used to be run could not be starker. Until the Education Reform Act of 1988, decisions about what and how to teach rested with teachers. Schools were visited by local education authority, now Local Authority (LEA started in 1902), but there were no formal criteria against which performance could be measured because children sat no national tests until they were 16.

The change in public and political opinion that was later to force open the maintained schools' system to external scrutiny can be traced back to events at the gates of William Tyndale School in the London Borough of Islington between October 1975 and May 1976. Ellis and Haddow introduced a very child-centred system where students had great freedom and access to all parts of the school, including the staff common room and toilets. This student lead approach resulted in severe disciplinary problems that the staff were unable to solve, including gambling away of lunch money and fire-starting. This lack of control sparked Walker a teacher, to lead a protest by the minority of staff who objected to the changes, and issued a circular to parents; many parents, particularly of academically able children, withdrew their children or refused to allow them to continue. The accountability system was further strengthened in 2002 by Major's government which created an independent national inspectorate, led by Her Majesty's Chief Inspector of Schools in England which later became the Office for Standards in Education (Ofsted). These two pieces of legislation put in place the institutional architecture of the accountability framework we have today and meant that, for the first time, standards could be systematically measured, and failure identified.

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Overview of the Jamaican Education System

Jamaica and England share a rich cultural past which has influenced the education system in Jamaica which is modelled from the British system. The structure of education in Jamaica has gone through several stages of development over the years. The former education system was established in an agrarian society, which was heavily influenced by British colonisation. The education system was intended to maintain and reinforce a social structure characterised by a small white elite and a largely black labouring class, however it has now evolved into an Industrial and Information and Communications Technology (ICT) Age. This has contributed to shaping a system which is dynamic in nature, preparing students who are literate and numerate to realise and explore their full potential, whilst responding to national and global demands.

The Education Act of 1965 further regulated the system "….to meet the needs for greater self-financing capability, a better definition of Jamaica's educational goals and the expansion of the system to meet both individual and national needs" (p. 3) The Ministry of Education (MoE) is the government entity responsible for the management and administration of public education in Jamaica. The Ministry of Education was first established in 1953 as the Ministry of Education and Social Welfare. The Jamaican system has seen a lot of changes from 1943 when a call was made for ministerial system to monitor education which lead to Honourable McPherson being appointed as the first Minister of Education in 1945 and a universal primary education for children between the ages of 7-11 by 1947. In 1985 the School Community Outreach Programme for Education (SCOPE) commenced. The National Council on Education was established in 1993 to coordinate the appointment of persons to the Boards of public schools, advise the Minister on policy development and implications and assist in the development of educational programmes.

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Today the National Inspectorate provides feedback on accountability in education to schools. In a quest to improve standards in Education a Task force was put together with the aim to address the issue of performance and accountability in the educational system. In the 2004 report of the National Task Force on Educational Reform (Davis), one of the recommendations was that "a National Quality Assurance Authority (NQAA) be established, in line with this recommendation, the Government of Jamaica established an independent NEI to address the issues identified, and effect changes complementary to the transformation of the education sector" (National Education Inspectorate, 2004, p. 1).

The NEI therefore contributes to raising the levels of student attainment by assessing and reporting on:

▪ The quality of leadership and management of the learning environment in the school or learning institution;

▪ The quality of teaching;

▪ The quality of student response;

▪ The extent to which students have access to the curriculum; and

▪ The quality of the provisions to support students' safety, health and well-being

The NEI carries out whole-school, thematic and subject inspections, evaluates national and local initiatives, and assess the impact of the policies of the Ministry of Education on student attainment.

Despite the need for accountability, the reforms implemented over the years by the government have often been at the centre of controversy and debate. For some, accountability represents the best way to improve the quality of public education "the success of a public-school system will critically depend upon how much accountability is accomplished between the principal and the agent" (Kim, 2004, p. 6). On the other hand,

others think that accountability, when mismanaged, restricts and narrows what is taught in schools, and serves to undermine hard won educational improvements of the past.

The Problem

In England the word accountability is like a two-edged sword. As a Head Teacher said in a study conducted by National Union of Teachers "Ofsted can destroy a school. … If you're put into an 'RI' (Requires Improvement) category, then all sorts of things can happen. It dissolves the schools. The morale goes, the parent body morale drops, anything that you've tried to achieve. … If Ofsted say no, then a school can fall apart. Then you've got academies coming in" (Hutchings, 2015, p. 16). Mr Roffe *Principal of Wymondham College, echoing the sentiments of head teachers* condemns the "destructive" Ofsted; he stated that "education is increasingly standardized and risk averse. We are judged by an inspection regime which rewards conformity rather than excellence" (Papworth, 2014, p. 1). Sergiovanni referred to "the overgrown size and importance of bureaucratic and external accountability systems as "the 'colonization' of the lifeworld by the systemsworld," resulting in "a loss of character at the individual school site, less authentic leadership, and ultimately less effective schooling" (2000, p. 11). However, the Association of Teachers and Lecturers (ATL) believes that "school accountability is essential" (Pradle, 2012, p. 1). It would appear from the arguments put across on accountability in literature that there are supporters of accountability who seem unsupportive of the accountability system being put in place.

On the other hand, while accountability is a watch word in the current education system in Jamaica, the challenge faced there is of a different nature. In Jamaica there is a call for more accountability due to a need for the realignment of the Jamaican education system. The Education Task Force Report (2004) underscored the fact that there is a challenge with underfunding and a need for greater accountability. The report went as far as

revealing that "performance is not a fundamental part of the Jamaican education system" (Reid, 2008, p. 3). The desire for greater accountability was also stated as one of the strategic objectives in the Vision 2030 Education sector plan as one of the measures to gain developed nation status. The objective declares the plan to "devise and implement systems of accountability and performance management to improve performance and win public confidence and trust" (Reid, p. 8).

While scholars and stakeholders acknowledge that accountability in education is necessary, some research has revealed the perverse consequences of performance and market accountability movements. Elliot (2001) stated the possibility that "increased emphasis on performance indicators may limit the flexibility with which teachers can respond to individual students' learning needs" (p. 154). Ball (2001, p. 210) referred to various forms of "fabrication and outright cheating on the part of individuals and schools in response to ever-increasing demands of performance accountability." Niesz (2010, p. 372) also cited "schools' exorbitant focus on impression or image management." Sergiovanni (2000) wrote about the depletion of the local character and culture of schools, because of stricter accountability measures; he also noted that school leadership becomes "redefined" under these new conditions of public and governmental surveillance on teachers and administrators (p. 11).

The problem is that within Jamaica and England there is not a system of accountability that will hold the education system to account but still allows schools to express their local character and the values that stakeholders hold dear to them through the character and culture of the school. How can school strike a balance between uniformity and flexibility?

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Significance and Aim of the Study

The drive for greater accountability emerged out of a desire, particularly seen in the United States and the United Kingdom beginning in the 1980s in the Reagan and Thatcher eras with the main aim to measure performance in the public and non-profit sectors (Figlio & Kenny, 2009). This study will look specifically at accountability mechanisms used in education in England and Jamaica with the view of giving a voice to stakeholders regarding what should be accounted for and how the process should take place. There is a drive to have both countries to operate within a standard based accountability. This is a system designed to identify a set of clear, measurable and ambitious performance standards for students. A central component of standards-based reform is the assessment of students to ensure that they are meeting the expectations set out for them. Supporters of standard-based accountability argue that it also helps to identify the schools that have students who are relatively successful (or unsuccessful) in meeting these expectations, and to encourage schools to improve student outcomes. This need to acknowledge progress resulted in the value-added agenda. The crude accountability measures first introduced have been further refined over the years to classify schools on catchments, pupils' performance and lately the idea of flight path progress which gives a prediction of what pupils will achieve across a key stage.

Accountability, in the context of standards-based reform, is part of a broader integrated policy package, providing incentives for students, teachers, schools, or districts to perform. One of the principal-agent problems is that stakeholders—be they parents, local firms, or policy makers—increasingly want to monitor the activities of schools. In the process stakeholders attach positive and negative consequences to meeting or failing to meet performance objectives. This process can provide incentives that encourage educators

to concentrate on the subjects and materials that are being measured and to potentially alter the methods through which they educate students. School accountability systems have the potential benefits of aligning effort with stakeholders' goals and providing information for improvement; however, they are limited by the fact that "they can only measure a small number of the dimensions that stakeholders value" (Rothstein, Jacobson, & Wilder, 2008 p. 387). Rothstein et al. demonstrate that educational stakeholders value a wide range of outcomes including not just academic performance and educational attainment but also areas such as citizenship, work ethic, and critical thinking. The challenge is that school accountability systems generally do not cover even the full set of valued academic outcomes, instead often focusing solely on academic performance in core subjects, and the non-test measures like value added are not highly featured. By focusing attention on the set of outcomes that are easily measurable, school accountability systems may lead some valued outcomes to be treated as more important than other valued outcomes. The limitations of the outcome measures notwithstanding, school accountability can be successful in attaining its objectives if stakeholders value the information embedded within the accountability system.

The research aimed to explore the following question: How do educational stakeholders in England and Jamaica think we can best standardize accountability and still consider each school's context? School accountability can be successful in attaining its objectives if stakeholders value the information embedded within the accountability systems.

This study therefore bears significance as it added to the existing body of knowledge having explored possible ways in which accountability mechanisms can reflect core values such as academic achievement but still reflect those values that stakeholders hold dear to

them within their schools' context. It is crucial to note that the value of the study is not only in how often a concept was expressed but more so in the fact that it was said.

Main Research Question

How do educational stakeholders in England and Jamaica think we can best standardize accountability and still consider each school's context?

Sub-questions are:

To help me answer this question, I will be seeking answers to the following questions:

1. How does perception differ across various stakeholders (a) on teachers' accountability and (b) on schools' performance?

2. Does perception on accountability differ between England and Jamaica? How and why?

3. What can be learnt from accountability mechanisms being used in both England and Jamaica in relation to perceptions of context?

Objectives of the Research

Jamaica and England share a history of education that is perhaps best understood in the context of the island's colonial past. The education system and its administration were fashioned after the British system; and many of the developments in the history of Jamaican education can be seen as responses to events such as the abolition of slavery in 1834, the advent of suffrage in 1944, and the achievement of independence in 1962. Much of the recent history of education in Jamaica has been driven by the perceived need to develop "home grown" responses to economic, social, and political pressures on the island and in the Caribbean region (Whiteman, 1994, p. 1). One of the "home grown" responses is the research and work that has gone into accountability in education.

The key objectives of the research were to:

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1. Provide recommendations on what educators believe are the standards by which the Jamaican Education system should be measured.

2. Explore the perceptions of current accountability measures in England and Jamaica to find out stakeholders' views on the best practices that could be applied to the Education system.

3. To provide recommendation on a system of accountability that provides a comprehensive accountability programme that looks at outputs, inputs as well as channels of action, based on the findings from England and Jamaica.

Chapter Overview and Summary

Organization of the Study

This study consists of five chapters, references and appendixes. Chapter two will provide a detailed review of accountability in Jamaica and England. A description of the methodology used in the study as well as instruments used, procedures, and study population are presented in Chapter 3. Chapter 4 provides a thorough analysis of the data and findings. Chapter 5 comprises a discussion of the findings, the summary and future recommendations. The references and appendixes will follow and complete the study.

This study provided the unique opportunity to give voice to stakeholders in education in two countries that share a rich historical context. It is crucial to note from the onset that priority will be placed on what is being shared rather than how often it is being said. Accountability too is undoubtedly vital to the education system and this study does not aim to dispute that, however, what should accountability look like and to whom should school account is open for discussion and interpretation in an ever-developing sector. It is also fascinating to look at both countries with a view to explore good practice between both and where ideas/concepts can be shared while still recognising the uniqueness and

limitation of each country. This study hoped to add to the body of knowledge through the voices of stakeholders as they explore ways in which the education system can hold schools to high standards while still recognising values that are held dearly by those associated with the schools. The use of league tables across both countries could be seen as evidence of accountability steering education policy and practice. The challenge stakeholders have is proving to the powers that be that the measurable outcomes are just as valuable as unmeasurable ones.

The researcher recognises that one limitation of this study is that it focused on one school in England and one school in Jamaica and therefore cannot make generalisation. However, it is the researcher's aim to add to the discussion on accountability in education and challenge the school of thoughts shared by researchers like Eisner (2005) who concluded that "Thorndike won, and Dewey lost" (p. 206). Thorndike has established a very scientific model of measurement that dominates the education system today. This system is results driven and has ignored Dewey (1994) who advocates that education must have at the core a philosophy that encourages teachers to take risks, that values cultures and history and a system that recognises the complexity of social structures and individuals. These arguments underpin the theoretical framework of this study as the researcher explores stakeholders' views through Ecological Systems and Complexity Theory.

CHAPTER 2

Literature Review

The term "accountability" is used in relation to a minimum expectation or standard regarding the effectiveness of an activity. An accountability system may be applied to something broad such as medical services or restricted to specific initiatives such as truancy reduction (Stobart, 2007, p. 2). One may ask why schools should be accountable to the public? The answer that is often given is that education is a publicly-funded and universal state service and as a result those in education should be held publicly liable. Education is therefore in the public interest and so the education system must be accountable both at the national and local level (House of Commons Children, Schools and Families Committee, 2009, p. 4). The 2010 Schools' White Paper presented an argument that schools should be accountable for achieving a minimum level of performance because tax-payers have a right to expect that their money will be used effectively (Department for Education, 2010, p. 2).

Chapter Structure

The purpose of this multi method study was to explore ways in which accountability measures can show academic achievements but still reflect those values that stakeholders hold dear to them within their school's context. The review of literature begins with the exploration of the concepts of accountability and the arguments presented on both sides of the debate on accountability in education. Factors that drive accountability are then discussed. To add clarity to this debate key concepts are explained along with the various accountability mechanisms used in education. The theoretical framework that supports the study was then explained and was used throughout the chapter to engage critically with primary research evidence. As the study was explored through case study of two countries that share rich heritage, the researcher thought it fit to explore common themes in both

countries such as historical perspective on accountability, time lines and changes to accountability and challenges with accountability. Crucial to the study was the exploration of who schools should be accountable to. In addition to that, a look at various models used in countries of similar size in quest to explore similarities and differences and what makes them successful. The chapter closes with a discussion drawn from the evidence from the literature and the arguments from the theoretical framework that underpins the study.

The research included a variety of search engines such as ERIC, Google Scholar, ProQuest Dissertations and Thesis, and various books on accountability. Keywords for the search included accountability, leadership, accountability and education, schools' success, mechanisms in accountability, and school culture. The primary focus was to use research articles within the 10 years prior to this study. However, some classical articles dated years before 2008 were relevant to the research. All references used in the study were peer reviewed or came from a scholarly journal or article.

Arguments for and Against Accountability

Accountability is a multifaceted concept. In a recent work, West and colleagues (Mattei, 2012a; West, Mattei, & Roberts, 2011, p. 2) present an account designed to capture the diversity and complexity of the forms of accountability. The forms of accountability are conceptualised as professional, hierarchical, market, contract, legal, network, and participative. Hierarchical accountability refers to the power that superiors have over subordinates within an organization (Grant & Keohane, 2005, p. 35). In England and Jamaica schools are held accountable through hierarchical structures for a variety of aspects of their performance. For example, in England schools and their governing bodies are accountable to their local authority and to Ofsted for their national test and examination results. Schools are also accountable to local authorities and the Department for Education for how they

spend resources and can be challenged by auditors within the local authority. Sanctions in relation to hierarchical accountability take many forms. A negative Ofsted inspection can have serious consequences for the viability of a school. The Secretary of State for Education can direct a local authority to consider a warning notice, when the standards of a school are deemed to be unacceptably low. Once a warning notice has been issued the Secretary of State is also able to appoint additional governors or replace a governing body with an interim executive board. Further reputational sanctions, such as publicly "naming and shaming" schools and replacing management teams are also associated with the hierarchical accountability regime. The secretary of state also has the power to force failing schools to become academies and opt out of Local authority control.

While there is the transparency that comes with some forms of school accountability, there is the discussion about the appropriateness of the standards used to assess or evaluate schools. There are those who argue that the standards simply don't go far enough and is not aligning with stakeholders' goals. Rothstein et al. (2008) share the view that the accountability system is limited by the fact that "they can only measure a small number of the dimensions that stakeholders' value" (p. 387). Stakeholders value a wide range of outcomes including not just academic performance and educational attainment but also areas such as citizenship, work ethic, and critical thinking. The challenge as outlined by Rothstein et al. is that school accountability systems generally do not cover even the full set of valued academic outcomes, instead often focusing solely on the academic arrears such as English and Mathematics performance. With the emphasis placed on academic areas it increases the risk of having some outcomes more valued or treated as more important than other valued outcomes. This has become more evident now with the focus in Secondary

schools on EBacc subject outcomes to the detriment on non EBacc subjects such as Art, Music, Citizenship and Design Technology.

Some literature suggest that this marginalisation of the arts can be attributed in part to global, national, and local governmental policies that have confirmed and reinforced the neoliberal, input-output model of education (Jeffery, 2002; Lyotard, 1984; Marshall, 1999). Leading author and educationalist Sir Robinson proposed that, "schools should give as much weight to the arts as they do to science and mathematics (TES, 2015, p. 1)." He went on to justify his argument by stating that "students from low-income families who took part in the arts at school were three times more likely to graduate from higher education than those who did not" (p. 1).

There are others who argue that there is now a disproportionate amount of time spent on the basics, reducing teacher professionalism and discouraging alternative ways of teaching and learning disenfranchising students (Groundwater-Smith & Mockler, 2009; Hursh, 2008; Maguire, Perryman, Ball & Braun, 2012).

The argument that in terms of accountability, this valuing of some areas of learning over others, according to some authors (Alexander, 2010; Robinson, 2006; Reid, 2009), potentially transmits an impression about what knowledge is important and what is not. Additionally, a hierarchical structure emerges that places subjects that can be measured at the top, for example English, Mathematics, and Science, and those that are not easily measured at the bottom, for example the arts. Teachers as professional educators, parents and students as educational stakeholders, prioritise their choices and perceptions based on these impressions.

On the other hand, research carried out by the Education Standards Research Team (2012) revealed that "approximately one third of all schools inspected during 2010/2011

improved their performance compared to the previous inspections" (p. 1). Although findings from the same source reported that teachers reported feeling stressed from inspections, 40% of teachers reported changes to teaching after an inspection visit" (p. 1). Case study work carried out by Chapman (2002) showed that teachers' perceptions of Ofsted process were more positive higher up the school but less positive close to the classroom." The statistics for teachers' performance in the study conducted by Chapman (2001) were compelling with 91% of teachers reporting that they changed their teaching practice as a feedback they received from an inspector, and 50% of teachers agreed strongly that inspection leads to changes in the classroom practice (p. 5). Ofsted conducted a survey in 2007 among Head Teacher and 52 Head Teachers revealed that "monitoring visits were major contributory factor in school's subsequent progress" (p. 7). Not only does education staff recognise the benefits of accountability but a study conducted by Mori (2007) revealed that 70% of students were in favour of schools being inspected, with "88% reporting that that inspections helped schools to improve and helped to spot problems" (p. 8). There are clear arguments for and against the current accountability measures. Despite the mixed review on accountability, there are some common driving factors both nationally and globally.

Factors that Drive Accountability

There are many factors that drive accountability. One of such factors is globalisation. Doherty (2007) claims, "policy production now takes place in an atmosphere infused by economic, political, social and cultural effects of globalisation" (p. 193). Rotberg (2004) argues that:

Globalisation has become a major factor in motivating countries to reform their education systems and their choice of specific reforms. They are concerned about

the loss of jobs in traditional industries and recognise that competitiveness will

depend increasingly on the highly skilled workforce that can meet the demand of

knowledge and high technology industries. (p. 392)

Likewise, Greene (1995) observes that schools are now primarily responsible for producing

employees, stating that children are "conceived of as human resources… raw materials to be

shaped to market demand" (p. 32).

Education is a sector that is influenced by demands from national and international

policy changes and the practice of inspection is defined and shaped at least in part by policy with

the goals and targets set out by both organisations. The inspectorates then are tasked with both

implicitly and explicitly, to "implement and achieve these goals" (Ehren et al., 2015, p. 375). In a

quest to achieve these goals, inspectors then become drivers of accountability. However, Inspectors

are also "constrained and conditioned by the traditions in which they implement it" (Bevir, 2011, p.

52).

Another factor that drives accountability is the desire to close the gap between

those who are able to navigate the system and those who are unable to. Bradsley (2007),

whilst acknowledging the complexity of schooling, maintains that one "indisputable fact

remains that the system maintains or furthers the disadvantage of students from low socio-

economic backgrounds, much of this is attributed to policy" (p. 494). Bardsley (2007) further

argues that in introducing policies that further benefit the middle and upper classes, "tiers

of educational opportunity become entrenched, the vulnerability of those students from

marginalised communities who do not have access to capital will increase and the goal of

maximising the development of human capital will be undermined" (p. 497). Lareau (2003)

identifies a significant part of this process can be attributed to "concerted cultivation" (p. 2).

This is the process acted by parents which is characterised by open exchanges about the

system, challenges to the system, understanding of the system and involving their children in a multitude of additional activities that stimulate educational advantage. These are choices made mostly by middle class and "to a lesser extent" working class families. This therefore, bears the need for an accountability system that will ensure results for the disadvantaged.

In addition to that, accountability is crucial as schools are funded through public finance. The Department for Education (the Department) distributed £56.4 billion in 2011-12 to schools, local authorities and other public bodies for the delivery of education and children's services in England. Where responsibility for service delivery rests with local bodies, the Department is responsible for establishing an accountability framework for devolved spending. The Department has set out how it intends to provide Parliament with assurance about the regularity, propriety and value for money of this spending in a draft Accountability System Statement (the Statement). Securing value for money is particularly important at a time when financial constraints are biting harder. According to the Independent Education Consultant, by law Ofsted must inspect schools with the aim of providing information to parents, to promote improvement and to hold schools to account. Schools judged to be "satisfactory" are inspected every three years. Those judged to be "good" or "outstanding" are inspected once in any five-year period. The inspection lasts between one and two days and schools will receive only one- or two-days' notice prior to the inspection. These inspection regimes are sometimes described as being part of high-stakes systems. This is because school inspections are meant to control quality and promote growth by using established mechanisms of hierarchical control and or market mechanisms. Grek et al. (2013) describes this as 'hard governance' structures which operate through target-setting, indicators, benchmarks and evaluations (p. 495). The Independent school's

association sets out to operate more developmentally. ISI inspection is for the benefit of the pupils in the schools and seeks to improve the quality and effectiveness of their education and of the care for their welfare. Inspection also provides reports on the quality of schools and, by placing reports in the public domain. In this way, it helps schools, their staff and governors or proprietors to recognise and build on their strengths and to identify and remedy any weaknesses (Independent School Inspection, 2018, p. 2).

Key Concepts

The following are the key concepts that underpin this research and are framed in reference to the literature that relates to the focus of this study.

Accountability arrangements. The three stages of accountability are: (a) defining accountability to whom or for what, (b) informing the stakeholders, and (c) judgement, which can lead to affirmation or sanctions.

Accountability system. There are three types of accountability systems: (a) compliance with regulations, (b) adherence to professional norms, and (c) results driven.

Accountability. The term accountability is used in relation to a minimum expectation or standard regarding the effectiveness of an activity. An accountability system may be applied to something broad such as medical services or restricted to specific initiatives such as truancy reduction (Stobart, 2007, p. 2).

Hierarchical accountability. Hierarchical accountability refers to the power that superiors have over subordinates within an organization (Grant & Keohane, 2005, p. 35).

Ofsted. Ofsted is the Office for Standards in Education, Children's Services and Skills. Established initially in 1992 as the Office for Standards in Education, Ofsted's remit was expanded in 2007 to include children's services work relating to social care and the courts, and its full title was changed to reflect this. An independent, non-ministerial government

department reporting directly to Parliament, Ofsted is responsible for inspecting and regulating education and training for learners of all ages and for inspecting and regulating those services which care for children and young people. Ofsted is headed by Her Majesty's Chief Inspector (HMCI) who has overall responsibility for the organisation, management and staffing of Ofsted.

   Stakeholders. In education, the term stakeholders typically refer to anyone who is invested in the welfare and success of a school and its students, including administrators, teachers, staff members, students, parents, families, community members, local business leaders, and elected officials such as school board members, city councillors, and state representatives. Stakeholders may also be collective entities, such as local businesses, organizations, advocacy groups, committees, media outlets, and cultural institutions, in addition to organizations that represent specific groups, such as teachers' unions, parent-teacher organizations, and associations representing superintendents, principals, school boards, or teachers in specific academic disciplines.

   In addition to the understanding of the key terms, crucial to the foundation of the thesis is the theoretical framework that underpinned the study throughout. The researcher viewed accountability through the lens of Bronfenbrenner's Ecological Systems and complexity theory (1986 & 1989) as well as Bertanlanffy's (1956) Open System. These theories provided a much wider focus on those vast and often unseen environmental influences that impact indirectly on the lives of children.

Theoretical Framework

   This thesis supports the theoretical framework of Bronfenbrenner's Ecological Systems and Complexity Theory (1986 & 1989) and Open System Theory which was initially developed by Bertanlanffy (1956). Abend (2008) defines theoretical framework as "the

structure that can hold or support a theory of a research study" (p. 173). The theoretical

framework was woven the throughout this study to explain why the problem explored

exists. The researcher used the theoretical frameworks of Bronfenbrenner to predict and

understand the phenomenon of accountability in education with the view to challenge and

extend existing knowledge within the limits of critical bounding assumptions. In this section

I will seek to explore the key theoretical concepts: Ecological Systems and Complexity

Cheory. Bronfenbrenner developed his ecological systems theory to define and understand

human development within the context of the system of relationships that form the

person's environment. His definition (1986) of the theory is as follows:

> The ecology of human development is the scientific study of the progressive, mutual
>
> accommodation throughout the life course between an active, growing human being
>
> and the changing properties of the immediate settings in which, the developing
>
> person lives. This process is affected by the relations between these settings and by
>
> the larger contexts in which the settings are embedded. (p. 188)

According to Bronfenbrenner's initial theory (1989), the environment is comprised of four

layers of systems which interact in complex ways and can both affect and be affected by the

person's development. He later added a fifth dimension that comprises an element of time

(Bronfenbrenner, 1995). Each of the system's layers and the implications for schools are

now explained.

Microsystem. The microsystem is defined as the pattern of activities, roles, and

interpersonal relationships experienced by a developing person in a setting with physical

and material features and containing other persons with distinctive characteristics of

temperament, personality, and systems of belief (Bronfenbrenner, 1995, p. 227). In the

context of this study, school is the unit of interest, the microsystem of the school would

include students, parents and family members, administration, governors, Head Teachers, teachers, and the surrounding community. Within this layer the influences between the developing person and these structures are bi-directional.

Mesosystem. The mesosystem, simply stated, "comprises the linkages between microsystems" (Bronfenbrenner, 1995, p. 227). An example of the mesosystem of an individual school can be seen in the interactions and dynamics between two of its microsystems, students, and parents. Parental expectations regarding the academic success of their children can often create a dynamic that directly and indirectly impacts the atmosphere and climate of the school. Unreasonably high expectations and low tolerance for failure can create a dynamic between parent and child that is characterized by tension and fear. An understanding of the mesosystem could help to explain teachers' arguments that some schools where parental engagement in schools are low find it harder to motivate students and often struggle with unresolved challenges as there is insufficient support from home.

Exosystem. The exosystem represents the larger social system and encompasses events, contingencies, decisions, and policies over which the developing person has no influence. The exosystem of an individual school might be comprised of such structures as national regulations and local economics. Some schools serve students in very deprived areas and consequently have very little amenities compared to others. This the school has very little control over.

Chronosystem. The chronosystem represents a time-based dimension that influences the operation of all levels of the ecological systems. The chronosystem of an individual school, therefore, may be represented by both the day-to-day and year-to-year developmental changes that occur in its student body, teaching staff, and curricular choices.

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The overall number of years in operation for both the British and Jamaican education system have seen immense changes to the educational landscape over time.

The quest for greater accountability within education has led to the increased examination of the academic achievement of students. Too often, however, schools and school districts are scrutinized by means of overly simplistic linear models that fail to consider the complexity of interactions that result in student achievement. This paper hopes to explore the possibility of finding an accountability mechanism that considers the uniqueness of schools' achievement within their context. Consequently, this study draws on the postulation of Ecological Systems and Complexity Theory which is underpinned by the argument that student achievement is best understood as a developmental outcome that emerges because of interactions among layers within a complex system.

There has been a growing recognition of the importance of context in understanding various aspects of education (Phillips & Burbules, 2000) and systems approaches to understanding change have become increasingly common. The question is: does the current system of accountability in schools consider the complex and dynamic nature of education or does it represent an inappropriate oversimplification of educational outcomes and their measurement?

Open systems theory. Open system theory was initially developed by Ludwig von Bertanlanffy (1956), It defines the concept of a system, where "all systems are characterized by an assemblage or combination of parts whose relations make them interdependent" (Scott, 2002, p. 77). Open systems like organizations are "multi-cephalous: many heads are present to receive information, make decisions, direct action" (Scott, p. 92). Individual and subgroups form and leave coalitions. Boundaries are amorphous, permeable, and ever changing. However, the system must exchange resources with the environment to survive.

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Open systems theory refers to the concept that organizations are strongly influenced by their environment. The environment consists of other organizations that exert various forces of an economic, political, or social nature. The environment also provides key resources that sustain the organization and lead to change and survival.

Open systems theory may appear in various forms for example, contingency theorists argue that organizations are organized in ways that best fit the environment in which they are embedded. Institutional theorists see organizations as a means by which the societal values and beliefs are embedded in organizational structure and expressed in organizational change. Resource dependency theorists see the organization as adapting to the environment as dictated by its resource providers. Although there is a great variety in the perspectives provided by open systems theories, they share the perspective that an organization's survival is dependent upon its relationship with the environment. Open systems theory has profoundly altered how we understand schools as organizations and the demands placed upon educational leaders.

The researcher has included both the work of Bronfenbrenner's ecological systems and complexity theory (1986 & 1989) and Bertanlanffy's (1956) open system theory to support the arguments that treating schools as if they are independent of their environment would lead to wide misperceptions of the driving factors behind organizational change. When the driving factors behind change in school is not accurately captured in the mechanisms used to monitor school's progress then it could be argued that the results published from an inspection do not reflect fully the progress made within the school community.

The use of the ecological systems and complexity theory along with the open systems theory will help to do justice with the complicatedness of accountability within

education. These theories were selected as they help to conceptualise the in-school processes of inspections and present an argument to rebalance or "exclude the mechanisms which lead to goal achievement" (Husfeldt, 2011, p. 10). Some of these mechanisms are historically engrained within the English and Jamaican education systems.

This understanding of the context-based inspections suggests a more flexible approach which makes accountability a more complex process. When schools are assessed using a linear approach or model, this can lead to misunderstanding of how much work has gone into the school and the progress students have made. Bronfenbrenner's ecological and complexity theory advocate that that the wider context be considered "this process is affected by the relationships between these settings and by the larger contexts in which the settings are embedded" (p. 188). There is a need for a more flexible approach. In inspection arrangements, "pressure on schools can be regulated by using certain elements like differentiated inspections, thresholds for distinguishing failing schools and using comparative student performance information" (Altrichter & Kemethofer, 2015, p. 35).

Types of Accountability Mechanisms

There are various types of accountability systems used in education. Anderson (2005) states that there are three main accountability systems in education (a) compliance with regulations, (b) adherence to professional norms, and (c) results driven (p. 1). She thinks that the difference between the accountability systems are matters of "for what" and "to whom." In compliance with regulation, educators were accountable for adherence to rules and bureaucracy. The second is adherence to standards and accountable to their peers. The third accountability system is based upon results, with results defined in terms of student learning. These accountability systems can be compared to other accountability mechanisms. Compliance with regulation and adherence to professional norms can be

compared to Hierarchical accountability and results driven can be compared to market accountability. The accountability systems are used simultaneously sometimes in education. By the same source "accountability systems should include five components: objectives, assessments, instructions, resources, and rewards or sanctions" (Anderson, 2005, p. 7).

Hierarchical accountability. Schools are held accountable through hierarchical structures for a variety of aspects of their performance. For example, schools and their governing bodies are accountable to their local authority and to Ofsted for their national test and examination results. Schools are also accountable to local authorities and the Department for Education for how they spend resources and can be challenged by auditors within the local authority.

Market accountability. Market accountability has been promoted by policies initiated by both prior Conservative and Labour governments. These policies sought to make available a range of information by which consumers (parents) could hold English schools accountable in the market place. In market accountability identity is constructed around adjusting personal values and practice to align them to performative practices explicit within a school. A teacher for example might cease to "fit in" if they are not conforming to the dominant culture or operational model adopted within that school. In this view, performativity excludes the voices of teachers and students, and instead privileges the mechanisms driving educational improvement on competition and accountability directed from the macro level (Ball, 1997; 2012). On the other hand, Ball (1997) states "Competition viewed on the macro level is seen as a positive way of improving results-on a micro-level this is interpreted as completion and judgement" (p. 317). Ball further contests that "professionality is replaced by accountability, collegiality by competition … costing and surveillance" (p. 326).

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Historical Perspective on Accountability Mechanisms in England- Hierarchical

Accountability reforms are not new to education. In the 1860s, in England and Wales a system of accountability by results was implemented upon the recommendation of the Newcastle Commission. In its 1861 report to Parliament, the Commission, which was established to recommend strategies for providing the masses with a "sound and cheap" education, concluded that teachers were spending too little time teaching students the basic subjects (British Parliamentary Paper, p. 3). In response, through its Revised Code of 1862, Parliament "stipulated exactly what children of each 'grade' should be able to perform in terms of reading, writing, and arithmetic, and linked payment of grants to pupil performance in this narrow range of skills" Although payment by results gradually disappeared by the end of the 19th Century, the standardized examinations that were introduced through it became institutionalized in the elementary, and later the secondary school systems (Nixon, 1992, p. 3).

In 1976, Prime Minister James Callaghan's speech at Ruskin College criticising schools had led to a national debate. This was a ground-breaking speech and marked the start of the rapid intervention of politicians from the major political parties into the actual detail of education such as curriculum, school structures, assessment and inspection. It is a trend which is still prevalent today. Callaghan shattered the idea that educationalists should be the guardians of education. Callaghan criticized the validity of informal teaching, comments that paved the way for the introduction of the National Curriculum through the Education Reform Act of 1988.

While one can see the rationale to revise the code and develop prescriptive national curriculum levels in a bid to measure outcomes and raise standards, such reform is met with opposition from the theorists presented in this study which focus squarely on the individual

child. Structural reforms, such as the introduction of National Curriculum level, can offer economies for staffing or scheduling but may or may not offer a more personalized culture for students. Similarly, while it may improve how we quantify students' learning to some extent due to its linear model, this approach towards accountability may be considered negligible effects on the culture. The open systems theory and the complexity theory present an ecological argument that looks directly at relationships in the microsystem and mesosystem, with students and among the adults who work with children, in an attempt to increase cultural cohesion (Gonsalves & Leonard, 2007, p.97) and thereby improve student learning.

Education was given increasing priority by the Thatcher government in its later years, culminating in the introduction of a national curriculum in 1988 but it was only after the replacement of Margaret Thatcher by John Major in 1990 that the government decided to reform school inspection (Wilcox & Gray, 1995, p. 1). Previously, school inspections nationally had been carried out by Her Majesty's Inspectors (HMI) whilst most local education authorities (LEAs) had teams which both inspected and advised schools in their area.

Ofsted is the Office for Standards in Education, Children's Services and Skills. Established initially in 1992 as the Office for Standards in Education, Ofsted's remit was expanded in 2007 to include children's services work relating to social care and the courts, and its full title was changed to reflect this. An independent, non-ministerial government department reporting directly to Parliament, Ofsted is responsible for inspecting and regulating education and training for learners of all ages and for inspecting and regulating those services which care for children and young people. Ofsted is headed by Her Majesty's Chief Inspector (HMCI) who has overall responsibility for the organisation, management and

staffing of Ofsted. HMCI is also the Accounting Officer for Ofsted and is answerable to Parliament for the proper use of resources. The Chief Inspector is supported by an Executive Board of Directors who meet at least fortnightly and the Ofsted Board which meets at least four times a year and is responsible for Ofsted's strategic direction and for ensuring HMCI and Ofsted perform efficiently and effectively.

HMI had advised ministers on the state of publicly funded schools since 1839.They undertook regular full inspections, with teams of up to 15, as well as short inspections on aspects of schools. After 1983, inspection reports were published. The reports were established to ensure all schools were inspected regularly by a rigorous and transparent process. Reports were to be written to a common format accessible to parents and judgements on schools consistent.

Although widely respected in schools, they were increasingly seen by Conservative ministers as part of the problem with education, with Kenneth Baker claiming they had encouraged a 1960s liberal, egalitarian consensus (Lee & Fitz, 1997). By this Baker meant that individuals had equal access to resources and to decision-making power. Decision is made by consensus it is not done hierarchically with only one or a few people on the behalf of all. Furthermore, some ministers thought the annual report of Her Majesty's Chief Inspector, such as that of 1989 which condemned the state of school buildings, provided too much ammunition to government; information that could be used for political pursuits. Sir Chris Woodhead served as Ofsted's chief inspector of schools from 1994 to 2000. He was an outspoken and controversial figure in the educational world, Sir Chris clashed frequently with teachers, unions and politicians. Much of his criticism focused on poor teaching. He once claimed there were "15,000 incompetent teachers" and said he was "paid to challenge mediocrity, failure and complacency". It is fascinating that Mike Tomlinson who took over

from Sir Chris had as one of his core plans to introduce a Tailor-made inspection where schools had the option to choose areas they would like to be inspected on along with the core inspection. "You could envisage a core inspection with things added, some of which were added by the school, or agreed - delegated - by the school." This format would give schools and stake holders the opportunity to showcase those work and values they hold dear to them.

In May 2010, a new coalition government took power with the Conservative Michael Gove as Secretary of State for Education. He was committed to a new, slimmer but tougher, inspection regime and was determined to remove what he saw as the dumbing down of educational standards under Labour. In Autumn 2011, Michael Gove announced that Sir Michael Wilshaw, executive head of Mossbourne Academy in Hackney, would succeed Christine Gilbert as HMCI in January 2012. A new framework for inspection was also published. The number of key areas inspectors had to report on was reduced to four: pupils' achievement, teaching quality, the behaviour and safety of pupils, and leadership and management.

This is a significant reduction from the 27 judgements currently made by inspectors and is intended to make it easier for head teachers to keep track of areas considered important to Ofsted, possibly by allocating responsibilities to individual members of the senior management team. Inspectors will devote greater time to lesson observation and speaking to pupils and parents. In this way, they will build up a more precise picture of the day-to-day life of the school. They will look at how schools are narrowing gaps in performance between different groups of pupils and how the quality of teaching impacts on pupil progress. Inspectors will focus particularly on pupils' achievement in reading, using test results, school records and an evaluation of children's reading. When assessing quality

of teaching, inspectors will also look at how well teachers promote pupils' spiritual, moral, social, and cultural development. They will also devote more time to seeking out evidence on behaviour. This will include pupils' conduct and attitude in lessons, behaviour and safety issues around school, attendance and punctuality, and the school's bullying policies.

Shortly after his appointment, Sir Michael made clear his intentions. In his opinion the education system needed radical improvement as mediocrity has been accepted for too long (Harrison, 2012, p. 1). His statement was not new to longer-serving heads and teachers. A head teacher's association officer, Malcolm Trobe, said that Sir Michael's comments were "damaging and demoralising" (bbc.co.uk/news/education 09/02/12). There is a consensus that there is a need to inspect and regulate services that care for children and young people, and services providing education and skills for learners of all ages. However, very often individuals complain about the stress that is associated with the process. So, 23 years after Ofsted was established, opinion is still sharply divided over its value to the English education system.

Historical Perspective on Market Accountability

The Conservative government in the 1980s and 1990s introduced many policies with the intention of creating a market in education (Hursh, 2005a; Mattei, 2012a). These policies are couched in the discourse of "new public management" (Verhoest & Mattei, 2010) which seeks to use private-sector and market incentives in state education (Mattei, 2012a). This approach is encapsulated by Pring (2012): Essential to the "effective school" is agreement on precise targets. There needs to be performance indicators, reliably measurable, so that we know whether those targets have been hit. Regular audits need to be carried out to check that the necessary inputs for attaining the outputs have been adopted and delivered by the education workforce (who are referred to as delivering the

curriculum). This language of "targets", "performance indicators", "audits", "delivery", "workforce", "inputs" and "outputs"... is drawn very much from the business world, and so it is a small step to see the learners or their parents as the customers or clients, choosing a particular commodity within a system of education which is increasingly seen as a market and in which there are schools competing with each other for customers and in which parents can exercise choice based on the audits of the respective schools (Acquah, 2013, p. 3) emphasis in the original).

Timeline and Changes in School Accountability in England

A National Curriculum was introduced in England and Wales by the government in 1988. This provides a framework for education between the ages of 5 -18. All state schools are required to follow it. Independent schools are not required to follow the National Curriculum in every detail, but they must show that they provide a good all-round education and they are inspected regularly every few years.

Table 1

The Phases within the National Curriculum

Key Stage	Years	Age
KS 1	Foundation Year	4
	1-2	5-7
KS2	3-6	8-11
KS3	7-9	12-14
KS 4	10-11	15-16
KS5	11-13	17-18

Market accountability has always had an impact on education in England and has helped to shape a lot of the reforms experienced. With various reforms, power became

shifted from one stakeholder to another. The Education Act of 1992 transformed the role and composition of governing bodies of schools, giving parents a major role. This change was made to make head teachers hierarchically accountable to parents. Schools were required to provide test and examination results to the government, and these were then made available to parents and published widely in the press as league tables 1 (West et al., 2011, p. 42; West, 2010, p. 23). This was the birth of the leagues table which up to today is a controversial instrument and there has been much debate about their impact on schools (e.g. Mattei, 2012b, p. 233). However, when it was introduced it proved to be a significant development in school accountability. The Office for Standards in Education (Ofsted) was also established in 1992, with the responsibility for inspecting the quality of education in schools (House of Commons Children, Schools and Families Committee, 2009). It was not until 1993 that the results of independent schools were published alongside those of state-maintained schools (West & Pennell, 2000, p. 423). In England there are two bodies that conduct inspections: Office for Standards in Education, Children's Services and Skills (Ofsted) and Independent School Inspectorate (ISI).

What is Ofsted, the Background, Function and Statistics?

Established in 1992, Ofsted is the Office for Standards in Education, Children's Services and Skills. Ofsted's remit was expanded in 2007 to include children's services work relating to social care and the courts, and its full title was changed to reflect this. Prior to 1992, schools were inspected by Local Education Authority (LEA)-employed inspectors. However, this system fell into disrepute because of inconsistent standards across the country and concerns about the independence of inspectors of local chief education officers and councillors.

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The Office for Standards in Education (Ofsted) was formed under the Education (Schools) Act 1992, as part of the major overhaul and centralisation of the school system begun by the Education Reform Act 1988, which introduced the National Curriculum, extensive testing in schools and the publication of league tables.

Ofsted is responsible for inspecting and regulating education and training for learners of all ages and for inspecting and regulating those services which care for children and young people. Ofsted operates as an independent, non-ministerial government department reporting directly to Parliament.

Her Majesty's Chief Inspector (HMCI) heads Ofsted and has overall responsibility for the organisation, management and staffing of Ofsted. HMCI is also the Accounting Officer for Ofsted and is answerable to Parliament for the proper use of resources. The Chief Inspector is supported by an Executive Board of Directors who meets at least fortnightly and the Ofsted Board which meets at least four times a year and is responsible for Ofsted's strategic direction and for ensuring HMCI and Ofsted perform efficiently and effectively.

The scope of Ofsted covers the inspection of schools, colleges, initial teacher education, work-based learning and skills training, adult and community learning, education and training in prisons and other secure establishments, and the Children and Family Court Advisory Support Service (Cafcass). Ofsted also assesses children's services in local areas and inspects services for looked after children and child protection.

Ofsted is comparable to other bodies that carry out the same functions elsewhere in the UK: Estyn in Wales; Her Majesty's Inspectorate of Education in Scotland; and the Education and Training Inspectorate in Northern Ireland. In Jamaica it would be the National Inspectorate.

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Inspections are carried out by one or more inspectors and each inspection must follow a specific framework devised for that provider; for example: "Framework for the inspection of maintained schools in England"; "The Common inspection framework for further education and skills"; and "Framework for the regulation of those on the Early Years and Childcare Registers".

The amalgamation of four separate inspectorates resulted in an expansion with the view of creating an "over-arching framework" to provide greater consistency and coherence and reduce duplication of inspections. Despite the argument about the inflexibility and lack of consideration to provider's context, the framework published in 2009, sets out a basis for developing more flexible frameworks better tailored to the needs of each provider.

Framework for school inspections which came into force in January 2012 highlighted that inspectors are to focus more sharply on "aspects of school work which have the greatest impact on raising achievement" (Ofsted, 2012, p. 19). This was intended to bring about many benefits. These included a reduction in the number of key judgements that are required, greater time spent observing teaching and learning and behaviour, more in-depth report on achievement of pupils at the school, quality of teaching in the school, quality of leadership in and management of the school as well as consideration for the spiritual, moral, social and cultural development of pupils (SMSC).

Ofsted was extended to the independent school sector in January 2007 and planned for further education colleges later that year. In April 2007 the Office for Standards in Education, Children's Services and Skills (the present Ofsted) was formed through the amalgamation of four separate inspectorates; they were - the previous Ofsted; the children's social care remit of the Commission for Social Care Inspection (CSCI); the inspection work of the Adult Learning Inspectorate (ALI); and the inspection remit of

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Children and Family Court Advisory and Support Service (CAFCASS) from Her Majesty's Inspectorate of Court Administration (HMICA). This expansion made Ofsted one of the largest regulatory and inspection bodies in England.

Ofsted has existed in a state of high tension with schools and other educational institutions and has been a controversial body, despite its short history. Some of the difficulty for many years was attributed by many to the personal style of the confrontational Chief Inspector: Chris Woodhead, who lead the Office from 1992 until resignation in 2000. Under the leadership of Mr Woodhead, Ofsted pursued a strong accountability agenda, undertaking many initiatives that were deeply unpopular in schools - particularly the policy of "naming and shaming" failing schools and their staff and the publication of league tables for primary schools. Mr Woodhead also campaigned vociferously against "fashionable" teaching methods and falling standards in schools in favour of "old fashioned" education. His departure was widely celebrated by teachers, who believed that his policies did not take into consideration the lack of funding and equipment but rather focused entirely on what he called "lazy" or "incompetent" staff.

Mr Woodhead was replaced by an interim Chief Inspector, Mike Tomlinson, followed by David Bell, and then Christine Gilbert, who took over in October 2006. Following the introduction of the new inspection regime, relations with teachers improved. A report by the National Foundation for Education Research (NFER) in July 2006 found 85 per cent of the 134 schools surveyed thought the new system would lead to improvements. However, there were still concerns among teachers that Ofsted had a "fascination with failure", as one union leader described in November 2006.

The inspection process was widely criticised, particularly by teachers, who argued it caused high levels of stress among staff under pressure to ensure their schools performed

well. As a result, the government proposed a shift towards the shorter, sharper inspection process, which was introduced in 2005.

According to Ofsted's Annual Report: "Raising Ambition and Tackling Failure" November 2011, highlighted a variety of failings in the system; Ofsted Annual Report 2010/11, drawing on over 31,000 inspection visits across the schools, early years, children's social care and learning and skills sectors in England. In early years and childcare "overall 12% of early years registered provision was outstanding, 62% good, 23% satisfactory and 3% inadequate, an improved picture from last year" (p. 19). The report also highlighted that in schools "Overall, in a context of targeted inspection, 11% of schools were judged outstanding; 46% good; 38% satisfactory and 6% inadequate this year. This compares to last year's figures where 13% were outstanding; 43% good; 37% satisfactory and 8% inadequate". The statistics for schools in deprived areas reflected poorly as well, "In the fifth of schools serving the least deprived pupils, 27% of schools were satisfactory" (p. 47). However, a questionnaire study in a one-year longitudinal control group design found no effect of school inspections on school quality as self-reported by principals and teachers in Berlin and Brandenburg (Gartner et al., 2014, p. 490).

Independent School Inspectorate and how it Functions

The Independent Schools Inspectorate (ISI) is a not-for-profit government-approved body responsible for the inspection of schools in membership of the Associations that make up the Independent Schools Council. ISI is approved for inspection under Section 109 of the Education and Skills Act 2008 and reports to the Department for Education on the extent to which schools meet statutory requirements (ISI website, 2018).

ISI's work is monitored on behalf of the Department for Education (DfE) and a public report is made annually to the Secretary of State. ISI regularly contributes to the

development of the national policy for education and welfare, including the latest DfE legislation and statutory guidance.

Overcoming one of the criticisms of Ofsted, ISI inspections include an element of peer review. In this process highly trained and experienced professional Reporting Inspectors are joined on inspections by current practitioners with day-to-day experience and understanding of leadership and management in today's schools. The inspection process takes a developmental process where inspections seek to aid schools with self-improvement and, as part of the inspection service, ISI provides training for school staff, regular guidance and updates, consultations and briefings, and access to support and advice year-round.

There are two types of inspections; compliance and quality. In a compliance inspection that standards are reported on only as "Met" or "Not met". The standards are:

Part 1: Quality of Education provided

Part 2: Special, Moral Social and Cultural development of pupils

Part 3: Welfare, Health and safety of pupils

Challenges with the British Accountability System

In a study conducted by Professors Reynolds and Kelly (2013) on "Accountability the Meaning of Success" they stated that "there is so much internal variation within national systems" (p. 3). They suggested some strategies that could be used to strengthen the current system. The suggestions had four major themes. These involved a developing a better formal internal school evaluation. It is believed that more formal evaluation could be used in a synergistic fashion between what is practiced in schools daily and what is required during an inspection. They also suggested that there needs to be a changing in school inspection to focus more on student outcomes, better communication with professionals, and greater development in middle level of accountability. The "meso" level is one that is

mid-way between national government and the individual school where partnerships are formed, and schools support each other. There is also a need for more enhanced continuous professional development (CPD).

However, the challenges within the British accountability system are engrained within the inspection system. In a study conducted by Hutchings (2015), school leaders reported that that Ofsted is both "punitive and random." It was also described as "the thing that keeps me awake." The fear for Ofsted was echoed in the same study Coffield and Williamson (2011) who argued that "the fear related to accountability measures has become the key force for educational change in England" (p. 68). The perception that Ofsted is random was echoed in the study by several Head Teachers and other professionals. One of the head teachers said, "there is no consistency, so what one inspector looks for in one school is not what they are looking for another." Another head teacher said, "you are at the whim of an inspection team, it is whoever walks through the door and whatever their particular issue is." These arguments were supported by Harford, National Director of schools, who declared that Ofsted has acknowledged that a different team of inspectors visiting the same school on the same day would not necessarily arrive at the same judgement (Harford, 2014, p. 65). This is particularly discouraging and frustrating to school leaders, teachers, and governors.

There is no surprise then that one of the arguments against the current accountability systems is that it is challenged with ambiguity and that it does not allow for flexibility to reflect the context in which schools operate. Inspectors must be able to deal with "high levels of ambiguity: assessment data may tell them one thing but going into schools — observing teachers and other staff may well indicate another" (Grek, 2015, p. 58). One may empathise with the inspectors as they are tasked with steering through the complexity of the

workings of a school, during which they must not only navigate the inspection process itself, but equally strive to retain professional credibility. The defining narratives within which their "practice is articulated and given voice, influence how they perceive their practices and how they fit with education policy" (Bevir, 2011, p. 63).

Using the argument from Bronfenbrenner's ecological and complexity theory schools are complex systems influenced by various layers of external factors. In order for the accountability system through inspections to be functionally effective, Baxter and Clarke suggest "it must encompass and allow for the understanding that individuals are coloured and conditioned by their learning, bounded by their frames of understanding-filtering perceptions through their individual belief systems and hegemonies" (2013, p. 705).

In Jamaica

History of Accountability in Jamaica

During the colonial period (1655-1962), two systems of public-school management were practised. There was one system for elementary school and one for secondary schools. While these two systems were related to the levels of the education system, it was their social antecedents that defined them. The elementary school system catered to the marginal majority of the Jamaican society, while the secondary school system catered to the privileged and powerful minority groups. More children got a primary school education but due to poverty and the need to work, some children could not afford to attend secondary schools. The governance of these two systems reflected the power relations of these two groups within the Jamaican society.

The public secondary school system was administered in an autonomous manner through the Schools' Commission, which had loose regulatory powers, and the School Board. Each school was managed by a Board of Governors. While the Boards of Governors had similar powers to the school managers, in that they could hire and fire teachers, they

had greater autonomy in the financial affairs, setting salaries for teachers, setting school

policy with respect to student admissions, and in other such matters.

Table 2

The Structure of the Jamaican Education System

Education Level	School Types	Age group	Grades	Enrolment
Early Childhood	Infant/nursery schools	3-5	K	99%
Primary: Private Public	Preparatory All Age Primary Primary & Junior High	6-11	1-6	92.5%
Secondary: Lower	Secondary High/ Technical High	12-14	7-9	
Upper Pre-University	(All Age & Primary-and – Junior High)	15-16	10-11	80%
	Offered in some secondary schools	17-18	12-13	
Tertiary	Universities and 5 Teachers colleges	19 and above		28.7%

Accountability: A Case Study of the Jamaican and English Education Systems

The Jamaican Ministry of Education

The defining features of the system of governance of schools that have evolved in Jamaica in the independence era are as follows:

- Individual school boards, with broad-based composition, accountable to community interests, that, in turn, generates substantial community support for schools over and beyond government subvention.

- Parental choice in the selection of the schools to which they enrol their children, provided they can convince the principal to accept them. This puts some obligation on the students to justify their place in the school.

- Teachers employed to individual school boards, who cannot be transferred to other schools and who are not Civil Servants. An offshoot of this is that teachers are free to participate in the partisan politics and are indeed important contributors to the political process.

- Autonomy of the schools once they operate with the quotas, ratios, and procedures prescribed by the Ministry of Education that is unable to make decisions on the schools. The Ministry must persuade Boards, principals, and teachers through participatory mechanisms. (Miller, 1983, p. 2)

In 2009 the Government of Jamaica (GOJ) launched an education reform programme. The Education Transformation Program (ETP) was to improve the quality and relevance of its education system. The ETP aims to increase accountability throughout the system, devolve decision-making authority to the regional level, increase the capacity of teachers and administrators, and provide more targeted support to schools. Despite severe fiscal constraints, the GOJ has invested a substantial amount on the initial phase of the

program, and there is strong bi-partisan and national support for education transformation. The GOJ is now actively seeking additional resources from donors and the private sector.

The ETP calls for the Ministry of Education (MOE) to focus on policy and give greater autonomy and accountability to education regions and schools. This aligns with broader national public-sector reform; the Public-Sector Modernisation Division, located in the Cabinet Office, has supported the transformation of 11 other public agencies over the last seven years and is working with the MOE to implement the ETP. To complement the conversion of the MOE into a "policy ministry", the GOJ is establishing many independent agencies, including the National Education Inspectorate and the Jamaica Teaching Council. The regional offices will be transformed into Regional Education Authorities, with broad accountability for results in their jurisdiction. Finally, creation of a National Education Trust (NET) is critical for mobilizing both public and private resources, particularly for school infrastructure.

Between July 2006 and February 2008, modernisation plans were developed for the central ministry and a framework established for the decentralisation of functions across the Education Sector. The framework that has been developed for decentralisation of the Ministry entails the establishment of 5 Regional Education Agencies, transitioning from 6 regional offices, and for the establishment of the 3 National Education Agencies. These include The National Education Inspectorate, The Curriculum and Assessment Agency (CAA), and The Jamaica Teaching Council (JTC).

The National Education Inspectorate is an independent body accountable to the Minister responsible for the inspection of schools and regional operations and provides evaluation and high-quality advice for decision making by the Ministry, Cabinet, and Parliament. The Curriculum and Assessment Agency

is responsible for providing strategic curriculum leadership, ensuring synergy between curriculum and assessment and reviews and updates the national curriculum framework. They commission research and set out curriculum and assessment guidance. Finally, the Jamaica Teaching Council raises the status and profile of the teaching profession and ensures the provision of professional leadership for teachers. It is responsible for maintaining and enhancing professional standards, regulating, registering, and licensing teaching professionals. It provides strategic direction and advice on training, teacher supply and distribution, quality assures teacher education, and reviews and oversees conditions of service for teachers (Ministry of Education, Jamaica, 2008). Bronfenbrenner's theory has placed a much greater emphasis on how wider economic, political, and cultural factors impact upon children's learning and their development. These changes no doubt would have gone on to impact on the learning of the students within their schools. Not only does this impact on the students but also on teachers' professional image and how they perceive their performance and that of their individual schools.

The National Education Inspectorate (NEI) launched a pilot to develop a framework to inspect 250 schools by May 2010. The inspectors assess schools based on the following indicators:

1. students' performance

2. students' academic progress in relation to their starting point

3. students' level of personal and social development

4. the efficient use of human and material resources to assist in student achievement

5. the effectiveness of the curriculum

6. the security, health, and well-being of students

7. the teaching methods

8. effectiveness of the school's administration.

According to the World Bank, the National Inspectorate conducted a pilot. Of the 23 primary schools that were inspected, close to 50 per cent received a failing grade. Eleven schools were rated as unsatisfactory in the teachers' subject knowledge at the primary level, while 11 were considered satisfactory, and 1 was rated good. None gained exceptional ratings from the inspectorate team. Teaching methodology was among the lowest-rated indicators in the teaching and learning category, with 78 per cent of the 23 primary schools inspected reportedly operating below standard expectations. Weaknesses were highlighted in schools where the predominant teaching method was teacher-led, with students presenting as passive learners. Questioning techniques were underdeveloped and questions were mostly used to check students' recall of lesson content rather than challenging them to be critical thinkers, the document noted. The teaching methods of 17 schools at the primary level were rated unsatisfactory. One was rated poor, four satisfactory, and one judged to be good. Also, at the primary level, 17 of the 23 schools inspected were adjudged unsatisfactory in their use of assessment to guide student learning. In such schools, it was noted that even where data are used to determine the students' progress across the streams in each grade, this has little impact on informing teaching throughout the school and directing remedial programmes across all subject areas, the report stated.

The open systems theory could be used to understand some of the failings of the schools. Children are now growing up in a world that is globally interconnected and increasingly shaped by technology and social media. This increase in digital technology and social media means that the social nature of learning for many children is now very different to how it was in previous decades. The findings from the inspection reports, as reported on by World Bank, begs the question: Have teaching and learning progressed with

technological advancement? Are the standards used for assessing learning relevant or do they accurately capture how much the students know?

How does the school inspection system work in Jamaica? There are four phases in the process:

Phase 1 Sensitization

All schools must be sensitized before inspection. This is the first phase of the inspection process where principals and Senior Management Teams (SMTs) from the schools are hosted at information-sharing meetings. Members of the NEI Team provide information about the inspection process and answer questions from schools. Sensitization sessions are conducted regionally. The purpose of the session is to strengthen the awareness and purpose and provide an overview of the inspection process. This is often done through question and answer sessions and is thought to be effective in strengthening partnership and trust between the NEI and its clients.

Phase 2 Pre-inspection Visit

The school is visited by Inspector(s) who conduct interviews with the Principal, Board Chairman and other members of the school. A tour of the school is also conducted. Here, the school is also asked to submit its self-evaluation and other documents.

Phase 3 Inspection

The School Inspection is conducted over 2 or 3 days depending on the student population. The school is assessed using the framework of the NEI with focus given to key indicators. The Lead Inspector then submits a draft report to the NEI.

Phase 4a Quality Assurance

During this process the draft report is checked to ensure consistency and that it meets the quality standards of the organization. After quality assurance, the draft inspection

report is then sent back to the school for their review and response. Every school has the responsibility to respond to the NEI so that their concerns can be appropriately addressed.

Phase 4b Finalization and Publication

After the schools respond to their draft inspection report, then reports are the finalized and published on NEI's website.

Success and short comings of the National Education Inspectorate in Jamaica. The findings from a study carried out by the Caribbean Policy Research Institute revealed that the methodologies used looked at outputs rather than inputs and channels of action. The process therefore did not reflect adequately what happens in schools (Caribbean Policy Research Institute, 2008, p. 9). This criticism strengthens the arguments of the ecological model of the school being permeable and part of a bigger system. Bronfenbrenner (1979) stressed how a two-way process or what he referred to as "bi-directional influences" within the microsystem can have quite powerful influences on children. Bronfenbrenner's theory (1979), proposed that the developing child is surrounded by layers of relationships like a set of nested Russian dolls (p. 3).

The inner circle, which he calls the microsystem, describes each setting in which the child has direct, face-to-face relationships with significant people such as parents, friends, and teachers. This is where students live their daily lives, and this is where they develop. Ordinarily, there are cross relationships between these small settings – parents talk to teachers, for example – and these lateral connections are called the mesosystem (Bronfenbrenner, 1979, p. 25). Beyond this is an outer circle of people who are indirectly involved in the child's development, such as the parents" employers, family health care workers, or central school administrators; this is called the exosystem" (1979, p. 25).

Bronfenbrenner also described a macrosystem (the prevailing cultural and economic conditions of the society) and a chronosystem. Bronfenbrenner's (1979) theory is essential when considering the effectiveness of education reform because it is expansive, yet focused; one eye is trained on the complex layers of school, family, and community relationships, while the other eye is sharply focused on individual student development. The introduction of the phases used by the inspectorate, in the lens of the theorists, would be a step in the right direction, as it seeks to engage with parents as stakeholders. However, it does not appear to go far enough to acknowledge the external factors that affect the Jamaican education stem such investment in school, crime and wider community engagement among other factors.

The Jamaican Information Service (JIS) reported that the National Inspectorate is building a culture of accountability in the Jamaican education systems, "The National Education Inspectorate (NEI) is steadfastly fulfilling its role in helping to transform the education system by promoting excellence, and inculcating a culture of accountability, through quality inspections" (2016, p. 1). They went on to report that the model being used in Jamaica is gaining international recognition "the agency has so far been approached by the Ministries of Education in the Turks and Caicos Islands and Belize requesting assistance in the development of a framework like that which is used in Jamaica" (Hunter, 2016, p. 1).

There are those who argue that the Jamaican Education system can function more effectively with the bureaucracy of having these controlling bodies.

In Jamaica the bureaucratic Education Services Unit (ESU) of the ministry is divided into two sections — the Curriculum Support section and the Schools Operation section. The former is responsible for the development and evaluation of the curriculum of primary and secondary schools. On the other hand, the latter

supervises the quality assurance of public early childhood, primary and secondary

institutions. As a result of the functions of the ESU some may argue that education

officers are necessary, but closer scrutiny of their responsibilities will reveal that

schools can do well without their input. (Matthews, 2018, p. 2)

There is the view that schools are best managed by Head Teachers with support from an

efficient Governing body. In 2014 Bill Johnson conducted a research among the top

performing schools and he discovered that "96 per cent of the top-performing primary

institutions are privately owned. Preparatory schools are also perceived as having better

management than government-owned primary institutions" (Johnson, 2014, p. 3). He

concluded that "if institutions can regulate themselves without directive from these

officials, then such posts ought to be abolished" (Johnson, p. 3).

Challenges within the Jamaican school system accountability from various

viewpoints. Former master teacher and principal of Jamaica College, Ruel Reid, whose

school received a "good" rating from the inspectorate, told the Sunday Observer that the

NEI's concerns regarding leadership and the quality of teaching are not surprising. He went

on to say "what you see across the system is a profile of average teachers, average teaching

and an average system" (Hamilton, 2012 p. 5). Reid explained that he was forced to dismiss

70 per cent of his teaching staff not long after he took over at the prominent Kingston-based

high school.

It's a symptom of the education system, because you have had many people who

have gone into teaching who themselves struggled to get their certificates and their

diplomas. Right now, only 20 per cent of the teachers have a first degree, and in

early childhood, many people don't even have one CXC (Caribbean Examination

Certificate) (p. 6) Reid added.

He pointed to the need for more accomplished educators to take up positions at the primary and secondary levels of the school system.

At the university level, everybody has a master's and a doctorate. Now, ideally in the education system, the brightest people should be at the primary and high schools. You should have the PHDs at the primary and secondary level of the system. (Hamilton, 2012, p. 6)

Reid, in his role as advisor to the Education minister, Holness declared that Everything is a structure of management. The problem with the Jamaican system is that you only have pockets of excellence, and that is why you need this whole transformation, which was really trying to get everybody up to a particular standard. So again, if you put all the systems in place, and you don't back that up with quality leadership at the level of [school] boards, and all the support staff, then we are going to keep going around in a circle. (Hamilton, p. 5)

On the other hand, the President of the Jamaica Teachers' Association holds a different view as he reported in the Jamaican Observer that

We hold people to high standards of accountability with several checks and balances, in terms of action plans and lesson plans, monitoring student outcomes -- per teacher/per class -- making sure you have on going professional development, making sure the resources are available, so teachers can't complain that they don't have the resources. These key factors are what we have been putting together to drive our performance upwards. (Hamilton, Jamaican Observer, 2012, p. 2)

Meanwhile, Foster-Allen, who is a former Chief Inspector of the NEI says the problem is compounded by poor leadership at some schools.

> You don't have sufficient accountability framework in schools, and in many schools the structures aren't in place for the principals to provide leadership in teaching and learning. In very few schools is there a consistent approach to observing teaching and learning, having a conversation with teachers about what went well, what they need to improve, why they need to improve and so on. (Jamaican Observer, p. 3)

Foster-Allen said, highlighting the need for more targeted support to be given to some principals.

> Somebody needs to work closely with these schools to monitor them at the ground level. If you don't have the education officers in the numbers that you need, you have some good retired principals who could be drawn in. You also have the opportunity to have some of the better principals provide guidance to principals of schools that are not doing well. (Hamilton, 2012, p. 6)

It is interesting to hear from the voice that represents parents. President of the National Parent Teacher Association of Jamaica (NPTAJ), Marcia McCausland-Wilson, said she has been paying attention to the discussion emanating from the publication of the NEI reports, and has taken note of the concerns regarding the quality of teaching at some public schools. She is, however, insisting that parents need to be more involved in the affairs of schools. "It takes the parents, the teachers and the child -- it's a partnership and without this partnership, you don't have a school" (Jamaican Observer, p. 4).

This partnership may be gained through a cultural reform which gets the various levels in the ecological system working together. This theory looked directly at relationships in the microsystem and mesosystem, with students and among the adults who work with children, in an attempt to increase cultural cohesion (Gonsalves & Leonard, 2007, p. 160) and thereby improve student learning. Parents are a crucial part of this relationship. The

degree of synergy or agreement among relationships is important for student development; conflicting messages and demands are detrimental to healthy growth.

Bronfenbrenner (as cited in Kohl, 1994) recognised that strategy that relationships matter, especially with at-risk students who, faced with low expectations or impersonal pedagogies, may simply decide that "I won"t learn from you" (p. 172). On the other hand, the power of respectful relationships to unleash student learning can be powerful. Ecological systems theory as it relates to education, suggests that a child's environments, and the people, entities, or things within them, influence a child's overall development. Ecological systems theory is a theory of environmental connectedness and the impacts of these environments on the growth of an individual can be ignored (Bronfenbrenner, 1979). People are dynamic entities that are influenced by the environments they interact with. From the information gathered there, it was encouraging that the Ministry of Education recognise the need for improved accountability and steps are being taken to raise standards as a priority.

The Education Ministry, in its response to queries about the unsatisfactory performance of some schools, stated in a release that it has been strident in getting schools to implement the recommendations documented in the NEI reports. The Ministry of Education has stated that "It is a mandatory policy direction at the Ministry of Education for all schools to develop School Improvement Plans (SIP) to facilitate the continuous efficient operation of their institutions, so that all schools can achieve the desired 'good' rating" (Bromfield, 2012, p. 1).

Despite the various types of accountability that exists and the layers to the definition of accountability, Hoffer puts it like this "accountability is giving justification to what one has done" (Hoffer, 2000, p. 529). With the view of this definition of accountability, schools have

historically had some form of accountability. Hoffer aptly categorises accountability as formal and informal. The key features of informal accountability are that outcomes are not measured, performance is not measured up against codified standards and responses to practices are not routinized. The challenge with informal accountability is that there seems to be a lack of boundaries. The need for greater control was an impetus to strengthen the need for formal accountability. Formal accountability is a system where outcomes are measured, performance is measured up against codified standards and response to practices are routinized (Hoffer, 2000). The focus of this study is specifically on the growth and consequences of formal accountability in the education system.

Accountability is one of the most important concepts in education and has been increasing since the 1990s and into the 21st century (Bush, 2003, p. 147). Fidler (2002, pp. 291-292) gives four reasons for the heightened interest in accountability;

1. Economic Competitiveness

   Countries have become increasingly concerned about the international competitiveness of their economies and regard the performance of their educational system as a critical variable, notably in preparing students for the world of work. One of the questions that has been asked in both education systems is how well students are being prepared to compete in the global market.

2. Financial Stringency

   Education is one of the most important public services, in both developed and developing countries, but it is also one of the most expensive. This has led to a concern to 'get value for money' for all public spending on school, colleges and universities. There is a real desire to get value for money spent in education in both

England and Jamaica and this has led to a competitive nature seen in schools' league tables.

3. Equality of Opportunity

There has been increasing recognition in many countries that certain individuals and groups have not been able to access educational opportunities or have been unable to benefit from them. Lost opportunities mean that such individual cannot contribute to the society in a meaningful way and are likely to face social and economic deprivation. There is a real drive in both Jamaica and England to close the gap in the performance of disadvantaged children. In England schools are given a special grant for pupil premium (PP) students. Many schools choose how to spend the money if they can justify the use in the measurable progress the students make.

4. Decentralisation

Many countries have developed considerable power to schools. This often leads to a view that increasing autonomy should be matched by a greater emphasis on accountability. We see in England where schools such as academies are given more autonomy however, some may say that this has resulted in greater accountability. In Jamaica there is a general call for greater accountability and better use of local bodies.

There have been many noted efforts to find the best accountability mechanism for the Jamaican education context. One of such efforts was a conference held at the University of the West Indies in 2008 under the theme "Improving the Quality of Education in Jamaica: Accountability and Performance" (Caribbean Policy Research Institute, 2008, p. 2). The goal of the conference was to "help Jamaican opinion- and sector-leaders understand the concept of accountability in education and to build support for relevant policy measures."

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This was met with great support and had attendees from a variety of politicians, policy-makers, educators, academics and key stakeholders. This conference built upon the legacy of two reports – the Government of Jamaica's own Education Transformation Plan (2004) and Caribbean Policy Research Institute's (CaPRI) own report - Educational Reform in Jamaica: Lessons from Ireland, Singapore & Finland (2007). The findings from the conference's discussions were:

The need for funding the transformation was referred to throughout the day. The funding issue encompasses; teacher salaries, teacher training, upgrading of schools, abolition of the shift system and the implementation of the Transformation Plan itself. An implementation of these reforms came with the warning from the 2007 McKinsey and Associates' study, "How the World's Best-Performing School Systems Come Out on Top" that "reforms in education do not necessarily lead to better outcomes in education" (Barber & Mourshed, p. 3). The challenge for Jamaica is to look at what provides value for the money and is the most efficient in the Jamaican context.

Several new accountability initiatives were announced – the Parenting Commission, the Leadership Council; the National Education Inspectorate; and the Teachers' Council. There was a call for an independent monitoring body, which could produce a scorecard on education that would be "owned" by all stakeholders. The CaPRI said "we would be willing to lend our support to the creation of an independent monitoring body" (CaPRI, 2008, p. 5). This then begs the question to whom should schools be accountable?

To whom Should Schools be Accountable?

Earley and Weindling (2004) identify four key accountability relationships for schools. Schools have responsibilities for and must account to:

- pupils – and, I would add, to parents and the local community (moral accountability)

- Colleagues (professional accountability)

- employers or government (contractual accountability)

- the market, where clients have a choice.

Schools are part of an open system. The open systems theory helps one to understand how permeable the walls of education are. When the balance is correct, a school can benefit from the influential forces of politicians, local businesses, alumni, and active parents' teachers' association among others. On the other hand, it can be detrimental when these entities do not work in harmony. With this knowledge that schools being an open system and part of an ecological system, it may be worth considering if inspection models need to better reflect or consider these dynamics.

The World's Best Performing Schools and the Systems They Use

Education reform is on the agenda of almost every country. Getting the best possible results by changing/influencing what happens in the minds of millions of children is no easy task. It is fascinating to explore other countries of similar size to Jamaica and England in quest to unpick what accountability mechanisms they use and what brings them success. The researcher is cognisant of the fact that what works in one country may not work in another. However, it begs the question why some school systems consistently perform better and improve faster than others? The complexity of school improvement and the varied approach to this task in undeniable. A study conducted by Schleicher (2007, p. 1) stated that three things matter the most in school reform and accountability:

1. Getting the right people to become teachers. They recognize that a bad selection decision can result in up to 40 years of poor teaching (p. 18).

2. Developing teachers into effective instructors. Top-performing systems are relentless in their focus on improving the quality of instruction in their classrooms.

There is a combination of three things that have found to be of paramount importance. Teachers need to be reflective to be aware of their strengths and weaknesses. Individual teachers need to be aware of best practices and teachers need to be motivated to make the necessary changes.

3. Ensuring that the system can deliver the best possible instruction for every child.

The countries that will now be discussed demonstrate that these approaches can bring about significant improvement in school reform regardless of the culture in which they are applied. It is possible to make regular comparisons of countries based on student outcomes. The Programme for International Student Assessment (PISA) provides information from such comparisons.

Singapore

Singapore spends less on lessons for each student in primary education than almost any other developed country. Singapore ascribes its success to strong central control. They recruit their teachers from the top 30% of their graduates through a single, state-wide selection process that is managed jointly by the Ministry of Education and the National Institute for Education (Barber & Mourshed, 2007, p. 41). Unlike Britain and Jamaica where schools determine their training needs and deliver their own Continuing Professional Development sessions (CPDs), Singapore uses its National Institute of Education to deliver high-quality professional development to its teaching workforce. This is a concept supported by the Department for Education in Britain.

You can have the best curriculum, the best infrastructure, and the best policies, but if you don't have good teachers then everything is lost .… We provide our teachers with 100 hours of professional development each year .… If you do not have inspired teachers, how can you have inspired students? (Barber & Mourshed, 2007, p. 24)

There is also a financial incentive as Principals' salaries are high, partly in recognition of the demands of the role, as well as to attract strong candidates. As part of the stringent selection process for principals, candidates are put through an Assessment Centre, which is a series of carefully designed exercises that elicit observable behaviours related to the core competencies of a school leader. Schools in England who find themselves on special measures are monitored closely, similarly Singapore exempts its top schools from certain examinations), whereas schools which perform poorly are subject to more intensive scrutiny. However, the emphasis in Singapore is on thorough self-evaluation: external school reviews occur only once every five years.

Finland

In Finland, students do not start school until they are seven years old and attend classes for only four or five hours each day during their first two years of schooling. Yet by age 15, they score top in the world in tests of mathematics, science, reading and problem solving, a full 50 points ahead of their peers in neighbouring Norway. The recruitment process in Finland for teachers is very rigorous. They recruit their teachers from the 10% of their graduates (Barber & Mourshed, 2007, p. 41). Unlike Jamaica the status of its primary school teachers are on par to those in secondary schools with only a small variation in salaries by as little as 100 a month.

Singapore's and Finland's selection procedures are among the most effective in the world. The distinct difference is that both these systems place a strong emphasis on the academic achievement of candidates, their communication skills, and their motivation for teaching. As part of the selection process in Finland prospective teachers sit a test designed to test their numeracy, literacy and problem-solving skills. The top-scoring candidates are then passed through to the second round in the selection procedure, which is run by the

individual universities after which further tests are administered by the individual schools to which they apply for teaching positions. The number of places on offer is always limited to match the demand which adds to the competitiveness of the process. There is also great networking in Finland among teachers.

Finland teachers work together, plan their lessons jointly, observe each other's lessons, and help each other improve. A strong system of peer coaching underpins the system (Barber & Mourshed, 2007, p. 35). These systems create a culture in their schools in which collaborative planning, reflection on instruction, and peer coaching are the norm and constant features of school life. While teachers in England and Jamaica are aware of this process it is not realistic in some settings as time isn't built in for such practice. The Finnish curriculum emphasizes the need for teachers to adapt learning to the specific context in which they find themselves.

Finland reformed its curriculum in 1992, replacing a previously rigid national curriculum with targets for all students. Top-performing systems such as Finland have largely dispensed with national examinations, conducting only periodic assessments of student performance, the results of which stay confidential unlike England with a National league table. In Finland, there is no formal review cycle: schools can request an informal audit of their teaching and learning at any point to complement their own internal review processes. The abolition of rigid outcomes is in keeping with Grek's findings that "these hard governance approaches were also associated with more unintended side effects such as narrowing the curriculum (Ehren et al., 2015, p. 57). However, Ehren et al. made use of the differences of the inspection systems in six European countries to compare the effects of four distinctive inspection elements through the voice of school leaders. They found that inspections in *high-stakes* systems, (that is where there is the existence of;

accountability pressure, public reporting of inspections results, outcomes-orientation and sanctions) trigger more development activities in schools (p. 378).

While these countries have demonstrated models that work effectively for their cultural context it is crucial to note that if transferred to the Jamaican or English school culture they may not work as effectively. In an interview with the Christine Ryan, former Chief Inspector of the Independent School Inspectorate, she told Canvas

> I have seen some big errors where certain countries have adopted external models that have been seen to work successfully without enough consideration of the different environment. It can lead to a lot of wasted time and effort. My thoughts are that we should always look outside of our own boundaries, be mindful of cultural context, do a clear, evidence-based evaluation and be sure about the criticalities of success. (Ryan, 2018, p. 10)

Chapter Summary

The literature reviewed showed that few people would disagree that increased accountability is a good thing; or that standards in schools should be raised. However, considering the cultural context is crucial in getting accountability right. It is only when cultural context is considered that one can unpick the impact discourses about education; within it are condensed a range of meanings and emotions. It will take courage to challenge the orthodox view and there are so many genuine stakeholders or interests, often competing with one another, that getting real and meaningful change is not as easy as it might appear. That is why being prepared to think imaginatively and creatively, and with a sense of urgency, is so important. What the education system needs is evidence-based and informed decision making, as opposed to opinion-based decision-making.

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Accountability is most effective where roles morph to get the best results in the interest of the students. Whichever method is used to monitor progress, the regulatory body needs to know they are not just agents for evaluating but they need to provide supportive educational improvement plans and work proactively as part of the care and welfare agenda.

Both education systems have been subject to much change and reform over time. Education continues to widen in all parts of the system, from primary school right through to university level. In a quest to raise standards, the education system has been on the forefront of the movement to introduce market forces into education. Both Jamaica and England strive to improve the productivity and efficiency of schools. Despite all the efforts being made, the challenge remains how much do the changes reflect the core values of stakeholders and do teachers who expected to implement most of the plans feel a vital part of the process.

Throughout the literature researched for this study it became consistently clear that there is a need for accountability and there has not been any opposition to schools accounting for what they do. However, there has been no research on what schools should account for based on the views of core stakeholders; that is Governors, Head Teachers and Teachers. Helsby (1995, p. 329) maintained that "further research was needed to explore teachers' responses to current developments in education policy; and to examine the extent to which, in practice, teachers were able to inscribe their own meanings in relation to emerging government policy texts." This research is crucial as they are at the heart of implementing whatever plan is devised. The literature researched also provided a clear chronology of how accountability in education has evolved with time and it has exposed a shift in both countries to a market accountability that is data driven. In both countries the

literature reveals that there is a call for a "meso" level of accountability. This research aims to give voice to stake holders (Governors, Head teachers and teachers) on what accountability should look like and how best to reflect the progress students have been making in the education system. The researcher aims to provide the unique opportunity for both countries who share such a rich history to sit beside each other as stake holders reflect on best practice and challenges with the view of learning from each other.

CHAPTER 3

Methodology

There has been extensive research on accountability in education (Mattie, 2012a; West, Mattie, & Roberts 2011; Ball 2012 among many others). These studies along with many others confirm the complexity of accountability in education. Despite the volume of research on accountability there is a lack of research detailing the voice of the stake holders (Governors, Head Teachers and Teachers) who are directly responsible for the implementation of plans within schools. Helsby (1995, p. 329) maintained that "further research was needed to explore teachers' responses to current developments in education policy; and to examine the extent to which, in practice, teachers were able to inscribe their own meanings in relation to emerging government policy texts." This was echoed by Dynarski (2018, p. 3) who from his research declared that ideas about what might work or what may not involve risk. He identified that too often these ideas are handed down to teachers and schools to implement who are then "assessed on the results. We need to think about how to shift risks back to where they belong, which is with those who make the decisions."

Chapter Structure

This chapter provides a general overview of the epistemological premise that underpins this research and the research design, data collection processes, and instrument. The nature of this research is one in which there is a great desire to capture the reality and uniqueness of each setting using Urie Bronfenbrenner Ecological systems and complexity theory (1986 & 1989) and Ludwig von Bertanlanffy (1956) Open system theory as the theoretical framework. This Chapter outlines the problem through a succinct statement, explains the purpose and provides the research questions. An overview is provided to

discuss the research design. The population, instrumentation, data collection and data analysis are included in this chapter. Finally, the limitations of the study, validation, and the conclusion of the chapter are discussed.

Restatement of the Problem

The demand for accountability is one of the distinctive hallmarks of current education reform in both Jamaica and England. The increased drive for accountability started in the United Kingdom in the 1980s in the Reagan and Thatcher eras. The main aim was to measure performance in the public and non-profit sectors (Figlio & Kenny, 2009). In Jamaica the Education Task Force Report (2004) underscored the fact that there is a challenge with underfunding and a need for greater accountability. Consequently, there is a call for more accountability due to a need for the realignment of the Jamaican education system. While there is a consensus on the need for accountability, the challenge is, what should that accountability look like? The problem is that within Jamaica and England there is not a system of accountability that will hold the education system to account while allowing schools to express their local character and the values that stakeholders hold dear to them. The challenge is to strike a balance between uniformity and flexibility. The in-depth case study of the two schools aimed at giving voice to various stakeholders in both the Jamaican and English school systems.

Purpose and Research Questions

The purpose of this multi-method method study was to look specifically at accountability mechanisms used in education in England and Jamaica. There is a drive to have both countries to operate within a standard based accountability. With the exploration of Bronfenbrenner's (1986) complexity theory and ecological systems theory, the researcher

sought, within this study, to give voice to stakeholders regarding what should be accounted for and how the process should take place, from their perspective.

This study therefore bears significance as it will add to the existing body of knowledge by exploring possible ways in which accountability mechanisms can reflect core values, such as academic achievement but still reflect those values that they hold dear to them within their schools' context. It is crucial to note that this study did not intend to present a quantitative exhaustive study of all aspects of accountability in our current education system. The researcher however, valued what the stakeholders said and the fact that it was said rather than how often it was said. Using the literature to frame the research, the following main research question and sub questions were developed.

Main research question. How do educational stakeholders in England and Jamaica think accountability can be best standardized and still consider each school's context? To help me answer this question, I sought answers to the following sub-questions:

1. How does perception differ across various stakeholders (a) on teachers' accountability and (b) on schools' performance?

2. Does perception on accountability differ between England and Jamaica? How and why?

3. What can be learnt from accountability mechanisms being used in both England and Jamaica in relation to perceptions of context?

Limitations of the Study

One of the limitations of the study is that findings are restricted to one school in England and one school in Jamaica. Therefore, it is not possible for the researcher to form a generalised conclusion. This thesis is therefore keen to make clear that broader discussion and recommendation are suggestions that emerge as inferences. However, the two discrete

cases extended our understanding as it created a balanced discussion with information

drawn from survey teachers and face-to-face interviews of Governors, Head Teachers,

Ministry officials and inspection bodies. This added to the debate that the use of a linear

instrument for inspection is not enough to capture the progress made by students in the

complex ecosystem in which a school exists. It is also crucial to note that the researcher

declared from Chapter 1, the value of the study is not only in how often a concept is

expressed but more so in the fact that it was said.

Another limitation is that data may not be robust enough to explain complex issues

of accountability in education. However, the data presented is consistent, precise, and

reliable and has been authenticated by participants. These are a unique group of

stakeholders' voices that have added to the debate.

The idea of exploring the journey of accountability in both England and Jamaica is a

new concept and is powerful for both countries that share such a rich history. It is also

timely for Jamaica as they seek to develop their accountability measures as part of their

vision 2020. Recommendations from this research could help to shape that vision,

particularly as they develop their sensitization process; many of the concerns around school

support can be addressed. In England, the process for inspection is evolving and this

research highlights that Ofsted provides opportunities for stakeholders to feed into the

process some of the concerns raised in this study; particularly around the value placed on

creative subjects could be revisited. It could be that as the Jamaican Inspectorate seeks to

develop their value-added system that England strengthens that value-added system to

reflect more accurately what schools and their students achieve.

With plans in place in England to revisit the inspection framework with the view to

look at curriculum construction and a look at what schools are doing to support the new

national teacher recruitment and retention, the findings from this study could bear implications for that in two ways. There needs to be greater appreciation for the arts and greater attempts to make teachers' workload more manageable. In the case of Jamaica, it is interesting that teachers raised the need for great training to cope with the psychological needs of their students, particularly those who have experienced violence. The way schools cope with these tragedies could form a part of training and school inspection. Should the researcher be granted more time and resources, it would be beneficial to explore the effectiveness of a model of school inspection that would allow schools to showcase one aspect of their school life that echoes what they value that would sit alongside the standard model used for inspections.

Epistemological premise of interpretivism approach. Participants were given the opportunity to share their experiences and their perception of what fits best in their unique setting. Therefore, the researcher decided to use interpretivism approach. Epistemology can be defined as the relationship between the researcher and the reality (Carson et al., 2001, p. 5) or how this reality is captured or known. There are two dominant epistemological traditions/ideologies: (1) Positivism and (2) Interpretivism.

The positivist believes that the world is external and objective (Carson et al., 1988) and that there is a single objective reality to any research phenomenon or situation regardless of the researcher's perspective or belief (Hudson & Ozanne, 1988, p. 516). Therefore, they take a controlled and structural approach in conducting research by identifying a clear research topic, constructing appropriate hypotheses and by adopting a suitable research methodology (Churchill as cited in Carson et al., 2001, p. 6). Positivist researchers remain detached from the participants of the research by creating a distance, which is important in remaining emotionally neutral to make clear distinctions between reason and feeling

(Carson et al., 2001, p. 5). The researcher acknowledges that it will not be possible to remain detached from the participants in the researcher and therefore will remain mindful of the challenges of the insider researcher. Multi-method research enables the qualitative researcher to study relatively complex entities or phenomena in a way that is holistic and retains meaning. Crucial to this study is the retention of stakeholders' voice. The purpose is to tackle the research objective from all the methodological sides. The multi-method approach gives the researcher the opportunity to totally immerse in the subject matter. Multi-method strategies are particularly relevant in case-centered research and therefore is appropriate for this study. This was crucial in finding real answers to the research questions.

The positivist also tries to maintain a clear distinction between science and personal experience and fact and value judgement. It is also important in positivist research to seek objectivity and use consistently rational and logical approaches to research (Carson et al., 2001, p. 5). In light of that, the researcher drew on the multi-method case study involving questionnaires and interviews. In addition to the quantitative nature of the research paradigm there was also the need to interweave the qualitative aspect. It is crucial to note that the position of interpretivism in relation epistemology is that reality is multiple and relative (Hudson & Ozanne, 1988, p. 508). Lincoln and Guba (1985, p. 5) explain that these multiple realities also depend on other systems for meanings, which make it even more difficult to interpret in terms of fixed realities (Neuman, 2000, p. 5). The knowledge acquired in this discipline is socially constructed rather than objectively determined (Carson et al., 2001, p. 5) and perceived (Hirschman, 1985; Berger & Luckman as cited in Hudson & Ozanne, 1988).

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Interpretivism avoids rigid structural frameworks such as in positivist research and adopt a more personal and flexible research structures (Carson et al., 2001, p. 6) which are receptive to capturing meanings in human interaction (Black, 2006, p. 1) and make sense of what is perceived as reality (Carson et al., p. 5). They believe the researcher and his informants are interdependent and mutually interactive (Hudson & Ozanne, 1988, p. 27). The interpretivist researcher enters the field with some sort of prior insight of the research context but assumes that this is insufficient in developing a fixed research design due to complex, multiple, and unpredictable nature of what is perceived as reality (Hudson & Ozanne, p. 3). The researcher was always cognisant that being so intimately involved in the process of accountability from the point as a teacher and middle management leader, one cannot deny the fact that the research was approached with prior insight, views, and opinions. However, the researcher agrees with the interpretivist view that the researcher's knowledge is insufficient, which drove the researcher to conduct this research. Therefore, the researcher remained open to new knowledge throughout the study and developed with the help of information gathered both qualitatively and quantitatively. The use of such an emergent and collaborative approach is consistent with the interpretivist belief that humans have the ability to adapt, and that no one can gain prior knowledge of time and context bound social realities (Hudson & Ozanne, p. 3).

It was, however, the researcher's aim to use the interpretivist approach to research and understand the various contexts in which schools operate and the progress they make and how best to measure that, while drawing on the positivist view to generalize and predict causes and effects.

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Research Design and Rationale

An in-depth case study was conducted using 1 school in England and 1 In Jamaica. Yin (2002) defines case as "a contemporary phenomenon within its real-life context, especially when the boundaries between a phenomenon and context are not clear and the researcher has little control over the phenomenon and context" (p. 13). Yin's definition and his approach was used to underpin this study as Yin finds case study a best fit for programme evaluation. Using case study allowed the researcher to explore what occurred, whether it had an impact, expected or unexpected, and what links exist between a program and its observed impacts. The opportunity to conduct a case study gave the researcher that unique opportunity to uncover the journey schools have gone through in accountability and highlight some good practices across countries that share a rich history. The case study gave the researcher the opportunity to investigate the topic of accountability in education but within the rich and complex relationship of England and Jamaica. Leedy and Ormrod (2013) suggested using the case study method when a researcher wishes to obtain a deep understanding of "all facets" of a situation. Additionally, the case study methodology provides a "means of investigating complex social units consisting of multiple variables of potential importance in understanding the phenomenon" (Merriam, 2009, p. 50).

In exploring the research design, the researcher drew on Yin's (2002) perspective that, case study research design is comprised of five components: (a) a study's questions; (b) its propositions; (c) its unit(s) of analysis; (d) the logic linking the data to the propositions; and (e) the criteria for interpreting the findings. While designing the inquiry, the researcher is supposed to make sure that these components are cohesive to and consistent among each other (Yin, p. 26). Like other designs, case study has its drawbacks and Yin points out

some of the traditional prejudices against Case Study Method. Below are the prejudices and how the researcher overcame them:

1. Lack of rigor of case study research (p. 14) – a systematic procedure and report all evidence fairly.

2. They provide little basis for scientific generalisation (p. 15). – The researcher only made generalisations to suggestions and hypothesis and not to populations. The aim was to expand suggestions and theories on accountability rather than focus on calculating frequencies.

3. They take a long time and result in long massive, unreadable document (p. 15) – This study includes data from other methods such as surveys. The process engaged case study in a complementary method where 2 schools were used reflecting a "triangulation" (Datta, 1997) of survey among 120 teachers, interview of 6 individuals, and review of literature was used.

The multi-method allowed for collecting, analysing, and "mixing" both quantitative and qualitative data at some stage of the research process within a single study, with the view of understanding the research problem more completely (Creswell, 2002, p. 12). In quantitative research, an investigator relies on numerical data (Charles & Mertler, 2002). He uses post positivist claims for developing knowledge, such as cause and effect thinking, reduction to specific variables, hypotheses and questions, use of measurement and observation, and the test of theories. A researcher isolates variables and causally relates them to determine the magnitude and frequency of relationships. In addition, a researcher himself/herself determines which variables to investigate and chooses instruments, which will yield highly reliable and valid scores.

Alternatively, qualitative research is "an inquiry process of understanding" where the researcher develops a "complex, holistic picture, analyses words, reports detailed views of informants, and conducts the study in a natural setting" (Creswell, 1998, p. 15). In this approach, the researcher makes knowledge claims based on the constructivist that is knowledge gained out of their experiences (Guba & Lincoln, 1982) or advocacy/participatory (Mertens, 2003) perspectives. In qualitative research, data is collected from those immersed in the everyday life of the setting in which the study is framed. Studying in the natural setting is more ideal as it gives a better understanding of what influences behaviour. People often behave differently in different circumstances, such as in a staffroom or classroom, or in a high-achieving or low-achieving class, or in a class at the beginning or end of the week. The context cannot, therefore, be taken as a given, but rather as a set of parameters with which individuals interact. In the case of this study a teacher's approach/performance could vary depending on the school or class he finds himself in. In order to get full view, one would need to sample across a range of contexts. Data analysis is based on the values that these participants perceive for their world. Ultimately, it "produces an understanding of the problem based on multiple contextual factors" (Miller, 2000, p. 14). A summary of each method is outlined in Table 3.

Table 3

Summary of Each Method Used

	Qualitative	Quantitative
Conceptual	Concerned with understanding human behaviour from the informant's perspective	Concerned with discovering facts about social phenomena
	Assumes a dynamic and negotiated reality	Assumes a fixed and measurable reality
Methodological	Data are collected through participant observation and interviews	Data are collected through measuring things
	Data are analysed by themes from descriptions by informants	Data are analysed through numerical comparisons and statistical inferences
	Data are reported in the language of the informant	Data are reported through statistical analyses

Source: Adapted from Minchiello *et al.* (1990, p. 5)

Population and Sample

For this study, a convenience procedure was used in selecting the sample. This is a type of nonprobability sampling in which people are sampled simply because they are "convenient" sources of data for researchers (Battaglia, 2008, p. 1). Selecting individuals and locations for a study can "purposefully inform an understanding of the research phenomenon in the study" (Creswell, 2013, p. 156). Patton (2002) explained that the logic and power of purposeful sampling lie in selecting information-rich cases for in depth study. Information-rich cases are those from which one can learn a great deal about issues of central importance to the purpose of the inquiry (p. 230). This gave the researcher the opportunity to study stakeholders and get insights and in-depth understanding rather than

opt for empirical generalizations. The participants needed to have a range of experience in education as the researcher thought this could add varying perspective to the study. The population was selected from a South-East School in England and one in Jamaica. After gaining consent from Head Teachers, participants were informed of the study and its purpose and they then participated voluntarily. These participants included Head Teachers, Governors, and Teachers from schools that are of similar size, rating and judgement by Ofsted/Jamaican School Inspectorate were also gathered as well as Ofsted and ISI. Table 6 gives an overview of the sample size. Both schools have a student population of 1000-1500. As the same criteria were used in Jamaica, I worked with a school in Kingston and St Catherine.

Table 4

Sample Size

Subjects	Jamaica	England	Instrument
Heads of school	1	1	Interview
Governors	1	1	Interview
Teachers (50% uptake)	90	90	Survey
Teachers	3	2	Interview
Inspection bodies	2	2	Interview

N= 194

This meant that the views came primarily from teachers who have seen various changes in school accountability and can reflect on that. In Jamaica, the promotion was done by a senior teacher in staff meeting and hard copies of the survey were handed to teachers. Like England; the procedure was purposive; using teachers who wanted to take

part. The school was of similar profile to the one studied in England. The senior leadership team used research to inform their school's development plan. Yet again, a full range of teachers with varying years of service took part (as seen in Table 4). The most data came from teachers who have spent a long time in the profession.

Participants in England

Teacher X. This teacher had over 10 years in education and has worked in various capacities; from classroom teacher through to Head of Faculty and part of the Senior Leadership team with responsibility for teacher training (CPDs).

Teacher Y. This teacher had over 10 years in education, however, was initially trained in Australia and served for 5 years before moving to England to teach. Teacher Y is of a creative subject background and currently serves as Head of Department.

Governor. The governor has served for over the 3 years and is responsible for parents' voice on the board. The governor also has children in the current education system in both primary and secondary level. Coincidentally, prior to the study, the Governor had done some work in Jamaican schools promoting reading across the country.

Head Teacher. The Head Teacher had served for well over 10 years in the position and spoke proudly of his time as head of training school, a position he still serves in and has afforded him the opportunity to train 100s of teachers from senior leaders through to newly qualified teachers.

Ofsted representative. The Ofsted representative was senior administrator and one who has been with Ofsted for more than 5 years.

ISA representative. The ISA representative served as Head Teacher for over 5 years and has been in education for over 15 years. The representative has served under the

inspection of both Ofsted and ISA and is now serving as area representative and Head

Teacher within the independent schools' sector.

Teachers. A total of 90 teachers took part in the survey and they were from a wide

range of years of service.

Table 5

Years of Service in England

2 years and below	3-5 years	5 years and above
4.8%	9.5%	85.7%

Participants in Jamaica

Teacher A. A teacher for over 10 years, initially trained in Jamaica, after 3 years of

service went to teach in England for 3 ½ years as a Science teacher. At the time of the

interview, was working as Head department and Science teacher in Jamaica as well as form

teacher.

Teacher B. A teacher for over 10 years in the field of Mechanics and Mathematics.

Teacher B has worked in both Private and Public schools and had won a national recognition

for teacher of the year in the country in 2016. The teacher serves as mentor for trainee and

newly qualified teachers as well as helps to deliver teacher CPDs in school.

Teacher C. A teacher for over 15 years in the vocational/creative subjects. During the

years of service, the teacher has served as classroom teacher and has taken on additional

responsibility as form tutor, staff representative on the school board, and Head of

Department. Teacher C has recognition from the Ministry of Education for outstanding

examination results on more than one occasion.

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Head Teacher. The Head Teacher has been in education for over 20 years and a Head Teacher for over 10 years. The Head Teacher has also served as a lecturer in teacher training institutions. The Head Teacher has a reputation for helping to turn around failing schools, as during his time as Head Teacher, he has worked in three schools that have seen significant improvement in attainment in external examinations.

Governor. The Governor served for over 50 years in education in various roles from class teacher to senior leader and Head Teacher for over 10 years. The governor serves on the board now as parent voice with a wealth of experience; having had children through the Jamaican education system. The Governor also serves as consultant on the regional adult education board.

Jamaica National Inspectorate. The inspectorate started in 2008 and has had the second leader who is directed by the Ministry of Education under section 39 of the Education Regulations of Jamaica to inspect educational institutions at any time one deems necessary. The head of inspectorate has worked in education for over 30 years and has served in teacher training, as Head Teacher and as Ministry of Education representation both locally and on international trips as ambassador for education.

Ministry Official. The Ministry Official has a Doctorate in Education and has been working in education for over 15 years. During this time, the official has worked as inspector for schools, ran national teacher training programmes and has mentored hundreds of teachers across the island.

Teachers involved in survey. A total of 90 teachers took part in the survey and they were from a wide range of years of service.

Table 6

Years of Service in Jamaica

2 years and below	3-5 years	5 years and above
5%	15%	80%

Theoretical Position, Research Design and Research Paradigm

The work of Bronfenbrenner ecological systems and complexity theory (1986 & 1989) and open system theory by Bertanlanffy (1956) challenge the more transitional nature of current schooling practices. The model that operates on the notion that schools delivers content, test and then gives a true reflection of a pupil's achievements predicated on traditional psychological models of learning. Most pervasive are the underpinning tenets of behaviourist theory, which posit a transmission-receiver model of learning and locate performance in the individual. The research is underpinned by the ecological, open systems theory and the complexity theory and aims to give voice to key stakeholders who challenge this prevailing discourse by reconceptualising learning as an experience. This experience is influenced by various layers in the society and the recognition of how permeable the education system is, renders any understanding of the process more complex than currently acknowledged by the education system today and this study was designed in such a way to showcase without compromise the views of the stakeholders. The researcher uses the interpretivist approach. Participants were given the opportunity to share their own experiences and their perception of what fits best in their unique setting.

The nature of learning for many children is now very different to how it was in previous decades. Children are now growing up in a world that is globally interconnected and increasingly shaped by technology and social media among other factors. One cannot

deny the impact external factors have on students' learning. Two theories that help with the understanding of how the increasingly complicated world impacts on children's learning and their development are the Ecological Systems theory and the Complexity theory. These theories place a much greater emphasis on how wider economic, political, and cultural factors impact upon children's learning and their development.

Bronfenbrenner stressed how a two-way process or what he referred to as "bi-directional influences" within the microsystem can have quite powerful influences on young people. Both theories recognise those wider social systems in which children grow up, for example, the commitments their parents have to their jobs and their parents' level of income, all of which will have a direct and/or indirect impact on children. There is also the macro aspect which refers to the child's wider cultural context, for example, the economy and changes in government, children's cultures and the values of the communities and wider society in which they live, the legal structures that have been put in place by successive governments among other factors. One of such examples is the level of austerity in both England and Jamaica and the impact this has on what schools are able to offer or how much disposable income families have and where they place their priorities.

The call to reflect on these wider contributory factors to the quality of education and the students' ability to access that education relates well with the researcher's interpretive paradigm. Fundamental to the interpretivist is the movement of understanding "it is constantly from the whole to the part and back to the whole" (Gadamer, 1976b, p. 117). According to Gadamer, it is a circular relationship. Ecological and complexity theory seek to provide understanding of human beings in their social context as individuals but also as part of a whole. This is crucial to the understanding of accountability in education as it seeks to

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explain how permeable the education system is and therefore needs to be examined as part of a whole and not in linear sub-set way.

Being an interpretivist, the researcher believes that reality consists of people's subjective experiences of the external world. The research sought to capture the lived experiences of stakeholders and the opportunity to present their voices in the purist form. The multi-method employed in this study allowed for a descriptive statistical presentation of teachers views along with strong presentation of views from Head Teachers, Governors, Ministry officials and inspection bodies representatives. The researcher adopted the interpretivist paradigm under the assumption that knowledge and meaning are acts of interpretation, hence there is no objective knowledge which is independent of thinking, reasoning humans. Myers (2009, p. 86) argues that the premise of interpretive researchers is that access to reality (whether given or socially constructed) is only through social constructions such as language, consciousness and shared meanings.

It attempts to understand phenomena through the meanings that people assign to them (Deetz, 1996, p. 195); in the case of this study the meanings that stake holders assign to their understanding of accountability in education. Reeves and Hedberg (2003, p. 32) note that the "interpretivist" paradigm stresses the need to put analysis in context. The interpretive paradigm is concerned with understanding the world as it is from subjective experiences of individuals. They use meaning oriented methodologies, such as interviewing that rely on a subjective relationship between the researcher and participants.

The interpretivist paradigm compliments the research design and the theoretical perspective as it focuses on the full complexity of human sense making as the situation emerges (Kaplan & Maxwell, 1994, p. 46). This is crucial in understanding the meanings behind social actions such as accountability. The multi-method case study allowed for this

deep understanding through interviews and descriptive analysis of the statistical data which presented the information from the perspective of the research participants (Lester, 1999, p. 1).

Bronfenbrenner's and Ludwig's theory provide a coherent understanding of the complex environment in which every individual is situated and the arguments presented by stakeholders demonstrated the prevailing discourse by reconceptualising learning as experience. For example, in stressing the role of proximal relations upon learning and behaviour, be it with family members (Sénéchal & LeFevre, 2002; Haney & Hill, 2004), peers (Day 1996; Fawcett & Garton, 2005) or teachers (Swinson & Harrop, 2001). The use of a multi-method case study gave the opportunity to work in-depth with two schools and stakeholders who were able to share their views but also balanced this with Education Ministry Professionals and inspectors.

Rationale for Multi-Method Case Study

The rationale for adopting a multi-method approach was that neither quantitative nor qualitative methods are sufficient by themselves to capture the details of the complex issue of accountability. When used in combination, quantitative and qualitative methods complement each other and allow for more complete analysis (Green, Caracelli, & Graham, 1989; Tashakkori & Teddlie, 1998).

This design was selected because it is useful where the goal is to understand the case entirely by creating a robust description that provides a sense of how the natural actors in the setting experience that setting (Schutt, 2006, p.5). For this case study, the multiple methods consist of intensive interviews with a range of stakeholders, survey of teachers with a strong uptake/return and a detailed review of the literature.

Accountability: A Case Study of the Jamaican and English Education Systems

This multi-method case study integrates qualitative data that gives rise to the voices of various stakeholders with the careful use of quantitative data from the surveys to strengthen the views being presented. The review of literature is necessary to understand the context and background to the research topic and present a balanced discussion. A multi method or mixed method design offers the opportunity to bring together the best of quantitative and qualitative methods (Padgett, 1998, p. 126).

Both the quantitative and the qualitative aspect of this study have the potential to add to the evolving understanding of accountability as phenomena. The methods take a different perspective on guarding for the biases of the researcher. The quantitative aspect of the study aims to protect from bias by defining, in advance, the process to be followed which helps, as the researcher is an insider who seeks to remain objective. The qualitative method, on the other hand, uses flexibility to guard against the bias of the researcher, allowing the data to lead the exploration, and thus the results are protected from the bias of the researcher. The mixed- method case study facilitated the interaction of the qualitative and the quantitative data (Anastas, 1999, pp. 57-58). Glaser and Straus (as quoted in Anastas, 1999, p. 58) indicate that both forms of data are important for verification and generation of theory, and that sometimes both are necessary, used as supplements and as different forms of data on the same subject that can generate a broader understanding. In this research, the quantitative component will yield information from the school staff both in Jamaica and in England. The qualitative component will enrich the study by offering the personal experience of Governors, Head Teachers, Teachers, Ministry officials and representatives from the inspection bodies. The qualitative data will complement, enrich, and expand the findings in the quantitative component (Padgett, 1998, p. 30).

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While the two components of the study have been planned in advance, the quantitative component will be implemented first and will be followed by the implementation of the qualitative within a short period of time. The participants in the quantitative component are a sub-set of the participants of the qualitative component as the researcher anticipated that the participation in the first part will stimulate their thinking about the topic, enriching their participation in the second portion of the study. This also gave the researcher the opportunity to ask questions to gain a better understanding of any patterns detected. The review of literature was carried out throughout the data collection process as this helped to create a deeper understanding of the findings. This integrated approach provided a more comprehensive picture. Subsequent to the data collection, the researcher requested and received approval from participants and this was approved by the university's ethics committee.

Methods of Data Collection

The research used the pilot phase and data collection phase. Stakeholders within the secondary schools were divided into three main groups or strata; teachers, head teachers, and Governors. For balance in argument the researcher also added another layer and interviewed two representatives from Inspection bodies in both countries. Stakeholder perceptions of the issues central to the research questions were described and compared. The study used multi-method method with an emphasis on qualitative data as the researcher highlighted more of the fact that "it was said, rather than how often it was said". The quantitative data explored the "What?" and the qualitative data explored the "Why?" in the research questions. The multi-method method was conducted sequentially rather than concurrently. The researcher found it useful to gather quantitative data through surveys after which qualitative data were gathered through interviews. The responses of

participants on the surveys informed the way the researcher asked the interview questions and the follow up probing questions (Creswell & Plano Clark, 2007). This was particularly useful in triangulating data from the interview and survey and literature. The researcher was able to firstly see the views of teachers through the surveys and open-ended questions, the researcher then interviewed teachers; that information helped me to shape the questions posed to head teachers, governors, and government officials as well as information gathered through the literature. This triangulation provided more in-depth answers to the research questions (Brewer &Hunter, 2006; Gay & Airasian, 2003). Not only was able to assess "what" perceptions were held but through the interviews I was able to explore and reveal "why" those perceptions were held. This triangulation of data helped me to expand the breath of the research and obtain "various types of data" (Corbin & Strauss, 2008, p. 27). The research instruments used in this study are survey, interviews and the literature.

For validity and reliability, the researcher used a triangulation of literature review, interviews, and questionnaires. The use of triangulation gave the researcher the ability to intentionally combine quantitative and qualitative methodologies as a powerful solution to strengthen a research design. This is approach was endorsed by several researchers as the advocated that "a single method can never adequately solve the problem of rival causal factors." (Denzin, 1978, p. 302; Patton, 1990, p. 55; De Vos, 1998, p. 321). The survey (see Appendices A & B) provided both qualitative and quantitative data and the interviews yielded descriptive type data (see Appendix F).

The Pilot Phase

The pilot phase of the study was conducted in South East England in Best Academy and Kingston and St Catherine in Havendale High school. These schools and regions were selected because of easy access in terms of transport and communication and in many

respects the characteristics of these counties/parishes are similar to that of the sample

selected for the study. A total of 36 stakeholders took part including Teachers, Head

Teachers, and Governors ISA representative and an Inspectorate representative. While

selection procedures were based on convenience, care was taken to ensure that

participants were selected to represent the various dimensions that are important to the

study in terms of professional experience, qualifications, and geographical location.

Objective. The purpose of the pilot phase was fourfold, namely:

- To develop instruments for assessing stakeholders' views on accountability.

- To identify any bias in the way the questions are structured and asked from an
  insider perspective.

- To correct any ambiguity, grammatical error, or repetition in questions.

- To pilot test the different data collection instruments in the two countries context.

Similar permission letters as those to be used for the phase two (data collection) were sent

out to all participants (see Appendices C, D, & E). The purpose was explained, and

participants were encouraged to be open, rigorous, and critical to gain the best possible

results.

Interviews were arranged at a time convenient to the Head Teachers, Teachers, and

Governors. The researcher engaged participants in a conversational interview approach

using the same questions to be used in the data collection phase. Notes were made of

leading questions that arose as a result of answers given and any question that needed

slight rewording.

The survey instrument was administered to 30 teachers that are not a part of the

researcher's sample in England and Jamaica, with a 100% return on the surveys. The

questions were examined vigorously for bias, sequence, clarity, and face-validity to

determine its usefulness and reliability. Slight corrections were made where errors were detected but in general teachers thought the survey was well structured and thorough. Information gathered from instruments yielded essential background and contextual information on perceptions of stakeholders on accountability. The interest that was generated from the instruments lead to the formation of a core group of 12 teachers who had a meaningful discussion on the topic. The core group was formed merely out of interest but feedback from the group has proven to be vital to the study. The suggestion was made to include an open-ended question at the end of the survey to allow for further discussion.

Data Collection Phase

Data Collection

The researcher chose to use multi-method case study as "case study research involves the study of an issue explored through one or more cases within a bounded system" (Creswell, 2007, p. 73). The "bounded system" the researcher chose to use in this study was two high schools; one in south east Jamaica and one in south east England. A convenience sampling was used as the researcher lived and worked within the two regions at some point in time and had connections with schools that were willing to take part in the study.

One may ask the question, why the combination of Jamaica and England? It is important to note that Jamaica and England share a rich cultural heritage and can be understood in the context of the Island's colonial past. Education and its administration were fashioned after the British system; and over the years the development of education in Jamaica can be seen as responses to events such as the abolition of slavery in 1834. Free schools that emerged after emancipation in 1834 followed the curriculum of British schools and the recent history of education in Jamaica has been driven by the perceived need to

develop "home-grown" responses to economic, social, and political pressures on the island

and in the Caribbean region (Whiteman, 1994). England has seen many changes too which

continues to mirror some of the changes in Jamaica. In England there have been changes to

the national curriculum, Ofsted has placed greater emphasis on value added and short

inspections and a devolution of finance management directly to schools; encouraging local

autonomy. The case study gave the researcher the opportunity to investigate the topic of

accountability in education but within the rich and complex relationship of England and

Jamaica. Leedy and Ormrod (2013) suggested case study is effective when a researcher

wishes to obtain a deep understanding of "all facets" of a situation. Additionally, the case

study methodology provides a "means of investigating complex social units consisting of

multiple variables of potential importance in understanding the phenomenon" (Merriam,

2009, p. 50). The researcher used purposeful sampling. Merriam insisted "purposeful

sampling is based on the assumption that the investigator wants to discover, understand,

and gain insight and therefore must select a sample from which the most can be learned"

(p. 77). In a quest to discover, understand, and gain insight, the researcher wanted to give

voice to a unique combination of stakeholders within both countries, and it was interesting

to see how this was perceived as empowering to Head Teachers, Governors, and Teachers

while giving the inspectorate, Ofsted, and Ministry of Education representatives a platform

to share their views. The researcher embarked on interviews which lasted between 35 and

90 minutes as all participants were given an opportunity to clarify and elaborate on ideas

without limitation or interruption. Participants approved the use of audio recordings of

sessions which increased the accuracy of what was communicated. Notes were also taken to

allow the researcher to capture expressions and other nonverbal behaviours. Interviews

were transcribed verbatim, and transcripts provided to participants by email and member-

check. Each participant was given the opportunity to clarify further or modify comments

during the review of transcripts. Interview transcripts were entered into NVIVO 11 for

analysis and themes emerged which best reflected and preserved the views of the

stakeholders. These emergences of the themes can be seen in Appendix G. The themes used

are as seen in Table 7.

Table 7

Themes that Emerged from Research

Research Questions	Themes Identified
1. How does perception differ across various stakeholders (a) on teachers' accountability and (b) on schools' performance?	How the system works Need for accountability
2. Does perception on accountability differ between England and Jamaica? How and why?	Changes to accountability system
3. What can be learnt from accountability mechanisms being used in both England and Jamaica in relation to perceptions of context?	Drawbacks or weaknesses in the accountability system Strengths of the current accountability system Systems that could help with accountability

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The researcher gained formal consent from two schools; one in England and one in Jamaica to conduct the study in the schools. The support was immense and the interest in the topic generated huge debate. The Head Teacher of the school in England suggested the month of July to collect the data due to a reduction in the work load of some members of staff due to the absence of examination groups. The school in Jamaica suggested the use of an INSET (IN-SErvice Training) day.

The survey items were designed to elicit responses which could help to answer the research questions. Survey Monkey was used to format research in England and hard copies of the survey were handed out in Jamaica as the researcher was told that would make it more accessible. The literature was used as a guide in structuring the survey questions to provide answers to the research questions. To begin with, the researcher wanted to establish if teachers thought that there is a need for accountability and if effective accountability could improve students' achievement (Bush, 2003; Pradle, 2012). This led to a series of questions on how they recognise accountability in their schools and if it is effective. Another section covered was whom should educators be accountable to (Early & Weinding, 2004).

The researcher explored teachers' views of the current accountability system, its degree of effectiveness, and how it impacts on their professionalism (Hursh, 2005 & Pring, 2012). Leading questions were used by the researcher from the effectiveness of the current system to who should be involved in deciding the criteria for school evaluation and if teachers should be involved in the process. The researcher thought it would be interesting to see how the more experienced teachers' views differed from the new qualified teachers (Davis, 2004). The final theme covered was teachers' views on the current level of funding for accountability to be effective (Schleicher, 2007).

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The survey items consisted of Likert Scale questions with responses being Agree, Strongly Agree, Disagree, and Strongly Disagree as well as free-response items (see Appendices A & B). The scaled items allowed for easy tabulation and analysing and the open-ended type questions were used to provide respondents with the opportunity to express possible opinions not anticipated within the survey items themselves (Gay & Airasian, 2003). This worked well and was used in the same way in both countries. In England, 90 questionnaires were issued to all teachers. There was a return of 66 which is 73%, this exceeded the expectation of 50%. In Jamaica, 90 surveys were sent out and there was a return of 68 which is 76% up from the 50% target the researcher had set.

Interviewing. The researcher was engaged in in-depth interviewing of school principals, teachers, a board of governors and inspection bodies. Kahn and Cannell (1957, p. 149) describe interviewing as "a conversation with a purpose". A researcher may take various approaches to conducting an interview. Patton (2002, pp. 341-347) puts interviews into four general categories: the informal, conversational interview; the general interview guide approach; and the standardized, open-ended interview. For the sake of this research, conversational interview approach was used. It was the intention to engage in conversations rather than formal events with predetermined response categories. Based on information gained from the literature and feedback from the survey, general questions around accountability were explored. This process helped to uncover the participant's views while respecting how the participant frames and structures the responses. This method, in fact, is based on an assumption fundamental to qualitative research. The participant's perspective on the topic of interest unfolded as the participant views it (the emic perspective), not as the researcher views it (the etic perspective). Having said that, some degree of systematization in questioning was necessary during the process. The most important

aspect of the interviewer's approach is conveying the attitude that the participant's views are valuable and useful. The researcher was aware that success depended on how well anticipated and practiced the role was in line with the ethical issues. The researcher chose to use interview as it yields data in quantity quickly, the process can take in a wider variety of information so there can be breadth and depth and immediate follow-up and clarification are possible. Interviews allowed the researcher to understand the meanings that everyday activities hold for people. This was crucial to the issue of accountability that is an ongoing process.

The possible limitations and weaknesses of an interview were considered. Interviews involve personal interaction; and therefore, cooperation is essential. The researcher sought through a written consent for approval to conduct the interviews. One was constantly aware that there may also be cases where the Interviewees may be unwilling or may be uncomfortable sharing all that the interviewer hopes to explore so that total anonymity was guaranteed. As in the case of the questionnaire, the questions were properly reviewed by someone who conducts regular interviews to ensure that the questions evoke meaningful narratives from participants. By the same token, the researcher was aware that this may lead to long responses to the questions or various elements of the conversation where one can get out of their depth. However, interviews provided the opportunity to seek clarification and probe for elaboration. The researcher also brought to the interview superb listening skills.

Interviews were helpful in revealing the thoughts, feelings, and perceptions of participants that the researcher could not directly observe. Merriam (2009) validated this by stating that "interviewing is necessary when we cannot observe behaviour, feelings, or how people interpret the world around them" (p. 88). Questions were semi-structured as lessons

were learnt from the pilot study. During the pilot the researcher discovered that following a rigid structure restricted the views of the participants and from further literature review discovered that Merriam (2009) cautioned that "the problem with using a highly structured interview in qualitative research is that rigidly adhering to pre-determined questions may not allow you to access participants' perspectives and understandings of the world" (p. 90). This was a great learning curve for the researcher and so the approach in the actual interviews were more semi-structured and questions were board which gave the participants the opportunity to respond more openly and unearth their feelings and thoughts. Yin (2003) mentions that case study interviews are often open-ended to elicit rich responses from participants. The researcher made deliberate attempts to ensure that the sequence and phrasing of questions were not fixed as one is mindful that many factors can affect the dynamics of a conversation. The intricate interplay that takes place in an interview is described by Holstein and Gubrium (2004) as the "pull of the conversation" and the "push of the inquiry" (p. 146). As the researcher practiced the "push of inquiry" to explore the serendipitous findings, the interviews lasted from 1 to 1.5 hours. The questions were customised to suit the various groups for the interview. Some of the questions asked were (see Appendix F for interview questions):

❖ How would things change if stakeholders were able to contribute to standards used to judge your school?

❖ Tell me about the standards used in school inspections. Do you think they accurately reflect the values of your school?

❖ Are you of the opinion that the standards measured by school inspectors reflect the needs of your students? How can it be developed to better reflect the needs of the students?

Accountability: A Case Study of the Jamaican and English Education Systems

Volumes of data can be obtained through interviewing but are time-consuming to analyse which raises the issue of the quality and quantity of data and the task of transcribing. Transcribing requires some degree of interpretation which some may view as changing it from raw data to "processed data" (Wengraf, 2001, p. 7). To limit the challenges associated with transcribing, permission was sought to use a tape recorder and in each case the interviewee consented.

Study Procedure in England

In June 2016 the questionnaire was launched among teachers. Teachers gave a written consent and instructions to complete the survey. The questionnaire was set up on Survey Monkey, an established way of conducting staff survey in the school. A link to the questionnaire was placed in dispatches (a central email with announcement for all staff). Teachers were instructed that they could access the link and complete at a time convenient to them. The researcher conducted in-depth interviews with a school Governor, Head Teacher and a representative from Independent schools' association (ISA) and Ofsted.

Study Procedure in Jamaica

In December 2016 the researcher made contact by phone call to the Head Teacher of Petersville High School in St Catherine. The Head Teachers expressed interest in the topic and reassured the researcher that the staff was open to helping research students with projects. An inset day was suggested for February 2017. All the consent forms for teachers, Governor, and Head Teacher was sent to the school's Principal personal assistant. All were signed and returned to the researcher in January 2017. The school expressed an interest in hard copies for the questionnaire due to easy access. In February the researcher travelled to Jamaica and administered the questionnaires and interviews. Ninety questionnaires were handed out and 68 were returned on the day. This was a return of 73%; well above the

expected 50 % return set as a target. Three teacher interviews took place which lasted

between 1 hour and 1 and half hour. During the same visit interviews were conducted with

the school's Governor and Head Teacher. These were recorded as previously agreed.

Prior to visiting Jamaica contact was made via email with the Head of the National

Inspectorate and a senior practitioner in the Ministry of Education. Both professionals

agreed to an interview and these were conducted at a location of their choice. Each

interview lasted for over an hour and a half and was recorded as previously agreed in

writing.

Data Management

All data collected were stored on my personal laptop and external hard drive. The

data was first organised by country (England & Jamaica) and then by data type (qualitative &

quantitative). Subfolders were created according to date and participant profile. When all

the qualitative data was collected the researcher adopted the method of inductive analysis

where "open coding" commenced. The process of coding was done on NVivo 11. This was

done in line with Miles and Huberman's (1994) description of coding which states that

"coding is the process of reviewing a set of field notes and dissecting them in a meaningful

way so that relationships between the parts are intact" (p. 56). They went on to explain that

codes are "tags or labels for assigning units of meaning to the descriptive or inferential

information compiled during a study" (p. 56).

The initial coding was a challenge as the researcher found it difficult to find suitable

codes that would cover the preponderance of the data. The researcher sought help and

found support through the writings of Merriam (1998). Merriam recommends that a master

list of codes be created where it constitutes "a primitive outline or classification system with

reoccurring regularities or patterns which subsequently forms the categories or themes" (p.

181). By the same source the categories should be "mutually exclusive", "sensitive", and "conceptually congruent" (Merriam, p. 184). The quantitative data was organised using excel spreadsheet.

Thematic analysis was used to identify, analyse, and report on patterns within the data this is in keeping with Braun and Clarke's (2006) definition of thematic approach (p.79). This definition aligns with DeSantis and Ugarriza (2000, p. 256) who stated that thematic analysis involves the search for and identification of common threads that extend across an entire interview or set of interviews. Braun and Clarke's (p. 87) six –phase thematic analysis under pinned the process used in this study. The first phase required the researcher to get familiar with the data. This involved re-reading the transcripts to get familiar with the entire body of the data. General notes and initial impressions were also noted at this stage. An overall interpretation of the data was noted using two broad heads; pros and cons of accountability. The second phase included the generation of initial codes. This gave the researcher the opportunity to organise the data in a meaningful systematic way. The data was reduced in small chunks. The researcher's aim was to create a platform for the stakeholders' voices in the most uncompromising way and so care was taken while seeking answers to the research questions to let the themes from transcript rise to the surface.

Some of the initial codes that came about were drawbacks to accountability and need for accountability among others. The third phase was to search for the themes and patterns to capture significant information from the data. The flexibility that Braun Clarke (2006, p. 85) outlined was experienced by the researcher because it meant that codes could merge together where they fit within a theme. This lead naturally into the next phase to review the themes' initial codes such as drawbacks and challenges then became a drawback to accountability. One of the challenges at this phase was to ensure that the theme works

within the context of the entire data set without compromising on the value of the

information shared by stakeholders. To overcome this challenge, the researcher kept some

pertinent questions in mind. Some of the questions were, does the data support the theme?

Are there other themes within the theme? Do the themes make sense? Answering these

questions helped to define the themes which is phase five (Braun & Clarke, 2006, p. 92).

This brought clarity around subthemes and the contribution they make towards the main

themes. While the theoretical framework did not directly influence the themes, it was vital

in giving meaning and understanding the emerging themes. When the researcher was

confident that the themes represent best the body of data and gave rise to the voices of the

stake holders in a true and authentic way, then the themes were written which can be seen

in Table 7 and Appendix G and also discussed thoroughly in chapter 4 of the research.

Ethics

Merriam identified that to meet ethical standards "protection of subjects from harm,

right to privacy, informed and informed consent need to be considered ahead of time (2009,

p. 230). To ensure that the research was conducted in an ethical way, permission was

sought from the University of Reading Research Ethics Committee before data collection

was embarked upon on. Through the consent letters (see Appendices C, D, & E), the

researcher promised to maintain the privacy, anonymity, and confidentiality of participants

as well as granting them freedom to withdraw from the research at any time. Confidentiality

of participants was also maintained by using pseudonyms for the schools and interviewees.

All participants were also briefed on their rights. To further maintain confidentiality, the

researcher will not disclose the raw data provided by the interviewees to any institution. It

was made clear that the researcher would be the sole keeper of this data. As previously

agreed and consented, the interviews were recorded on tape to provide "highly detailed accessible representations of social interaction" (Perakyla, 2004, p. 285).

Reliability and Credibility in Research

For this study, the researcher collected the data through survey and semi structured interviews. The qualitative data was coded on NVIVO and the quantitative data analysed using excel spreadsheet. To validate the process, the researcher used member checking with the data. Participants were given the opportunity to read the transcript and comment on the accuracy of their accounts and plausibility of the results. Asking the participants to review the responses helps validate the accuracy of each response. Triangulation was also used to help with validity as information was taken from a cross sector of data sources.

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Chapter Summary

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This chapter delineates the implications of my epistemological premise of interpretivism and a positive approach and how this influenced the research design. The researcher has argued that the interpretivist approach to research is the best way to understand the various context in which schools operate and the progress they make and how best to measure that. An argument was also presented that there is the need for the positivist view to generalize and predict causes and effects. The researcher has made it clear that this study did not intend to present a quantitative exhaustive study of all aspects of accountability in our current education system. The researcher however, valued what the stakeholders said and that the fact that it was said rather than how often it was said.

With this in mind two case study researches were most apt in giving voice to stakeholders to express their views on the topic of accountability in England and Jamaica. In this research, the participants' voice is what is of great importance and the researcher has established that what is said which is valued and less emphasis is placed on what is said. The

researcher believes, like Hudson and Ozanne (1988), that participants and the researcher are interdependent and mutually interactive (p. 27). Consequently, the researcher adopted the Interpretivist epistemological premise which allowed for a more personal and flexible research structure (Carson et al., 2001, p. 6) which was receptive to capturing meanings in human interaction (Black, 2006, p. 1) and make sense of what is perceived as reality (Carson et al., p. 5).

In a quest to align the study's data collection and analytic techniques with the overarching framework, a research plan detailing the selection of schools and participants was developed. A triangulation of data was used from the review of literature, survey, and semi-structured interview. The justification of multi-method case study has also been discussed in this chapter, therefore categorical coding and pattern establishment were discussed as means to analyse the data along with graphs and tables for quantitative data. All this was done while the researcher made every attempt to establish and maintain the study in an ethical way. People who are part of the team need to feel cared for and believe that their work is important (Kouzes & Posner, 2012, p. 45).

CHAPTER 4

Data Presentation, Analysis and Discussion

Accountability in education continues to be essentially important to all stakeholders. It is the belief that there is a need to account for what is done in education as it is paid for by tax payers' money. However, the debate continues over how accountability is carried out and the impact the current accountability mechanisms have. HMCI reports that "the impact of external support depends on the school's capacity to make the most of it. It is greatest when leadership is effective, important initiatives are given a high priority and parents, pupils, staff and governors are fully involved from an early stage" (Ofsted, 2005, p. 52). Diametrically opposed to Ofsted's views on accountability is Matthews and Sammons' views on inspection in schools. They argue that "given recent trends for continued improvement, it is hard to extrapolate any direct effect of Ofsted inspections on exam results. An earlier evaluation of the impact of Ofsted's work raises the difficulty of drawing a causal link between inspection and improvement" (2004, p. 17.) Rosenthal (2004) went further to explain a negative effect of inspections on students' exam performance in the year of the inspection by stating that "teachers and school administrators might well concentrate on the requirements for success on Ofsted standards and benchmarks rather than their student exam performance" (p. 150).

Chapter Structure

This chapter is divided into two main parts. The first section presents the data along with its analysis and discussion from the England case study and the second section presents the data, analysis, and discussion from the Jamaican case study. This division is essential as the aim of the study was never to compare both systems but rather to explore what could be learnt from both situations. The chapter provides an overview of the study

and research questions. The presentation, analysis, and discussion of results are done using a thematic approach. The themes were generated using content analysis of the interviews of the participants with the aim of fully addressing the research questions. Each participant has been de identified and is associated with non-identifying demographic information.

The data collected from all the interviewees were transcribed. During this process, the initial thoughts and ideas were recorded as this is considered an essential stage in analysis (Riessman, 1993, p. 18). The transcribed data was then read and re-read several times and, in addition, the recordings were listened to several times to ensure the accuracy of the transcription. This process of "repeated reading" (Braun & Clarke, 2006, p. 28) and the use of the recordings to listen to the data, results in data immersion and refers to the researcher's closeness with the data.

Following on from this initial stage and building on the notes and ideas generated through transcription and data immersion is the coding phase. The whole data set was given equal attention so that full consideration could be given to repeated patterns within the data. The aim of the researcher was to present the views of the stakeholders in the purest form. Frequency of information was not considered a critical part of this thesis but focus was placed on the fact that it was said. This has resulted in unequal length in themes guided by what was shared in the conversational style of the interviews. The researcher did not try to influence the data or skew it based on research questions but rather gave the space and opportunity for ideas to be shared openly.

The themes accurately reflected what was evident in the data set as a whole (Braun & Clarke, 2006, p. 30). Further coding also took place to ensure no codes had been missed in the earlier stages. This involves defining and naming the themes, each theme needed to be clearly defined and accompanied by a detailed analysis. As an interpretivist, considerations

were made not only of the story told within individual themes but how these related to the overall story that was evident within the data. In addition, it was highly important to develop meaningful titles that conveyed an immediate indication of the essence of the theme. Where a story or concept would be lost within a theme, another theme was selected.

Throughout this chapter findings for the main research question and three sub-questions are provided through the thematic approach and they are supported by a descriptive analysis of the quantitative data from the participants' questionnaire. The chapter concludes with a summary of the chapter and the findings form the study.

Section 1: Data Presentation, Analysis, and Discussion for England

Theme 1: How the system works. In 1861 reports to Parliament Newcastle Commission recommended strategies providing the masses with "sound and cheap" education. In response, a revised code of 1862 parliament stipulated exactly what children should learn at each grade in reading, writing, and arithmetic. Payment by results were made through grants based on this narrow range of skills (Layton, 1981, p. 26). Payment by results gradually disappeared but standardized tests became institutionalised and is the same for Jamaica.

Prime Minister James Callaghan, in a speech, criticised schools on their validity of informal teaching and this paved the way through to an introduction of national curriculum, the Reform Act of 1988. In May 1990 Margaret Thatcher and John Major decided to reform school inspection as outlined by Wilcox (1995, p. 1). The inspection by her majesty's inspector and the local education authorities were replaced by Ofsted which was initially established in 1992 and its remit expanded in 2007 to include children services, the social

care, and courts. Ofsted is headed by Her Majesty's Chief Inspector who has overall responsibility for organisation and staffing of Ofsted. Most schools are inspected by Ofsted and some independent schools by the Independent schools' inspectorate. However, structured this may seem. The researcher was keen to get the direct views of stakeholders.

The Head Teacher explained that the current accountability system in Britain "gives few rewards and a lot of sanctions". He went on to explain if you are outstanding you have access to become a teaching school or a maths hub and so there is an opportunity that you gain funding and positive reputation for your school. However, his expressed view is that, so few can reach these standards. He highlighted another layer of challenge with the current system of accountability in that "there is no money to reward teachers, but they can go on to incompetency or incapability if they don't perform to the required standard".

When challenged on the concept of goals, participants were asked to reflect on the systems that are in place to recognise the progress within schools regardless of national targets. The head teacher revealed that "raise online currently measure sub-groups which would include English as a second language (EAL), white British and other ethnic group and male and female as well. We already have that information and Ofsted will hold us accountable for particularly large gaps in achievement". Interestingly teacher X said:

Actually, what the OFSTED criteria says now is that we should be constantly assessing each other, and we should all be accountable to each other. Which is something the English system has not gotten to yet. There is still too much variability.

Teacher X went on to say that because there is not enough clarity, some schools still have a hierarchical system where the head and SLT will appraise their staff. She said, "our school is quite similar; we are not at the place where staff feel comfortable enough to appraise each

other". Teacher Y shared the same view and described the current appraisal system as

"intimidating". This begs the question, is it the way that the appraisal is being done that is of

concern? It is the "how" rather than the "what" as 77.3% of teachers interviewed agreed

that the standards used for school inspection help to ensure effective accountability in
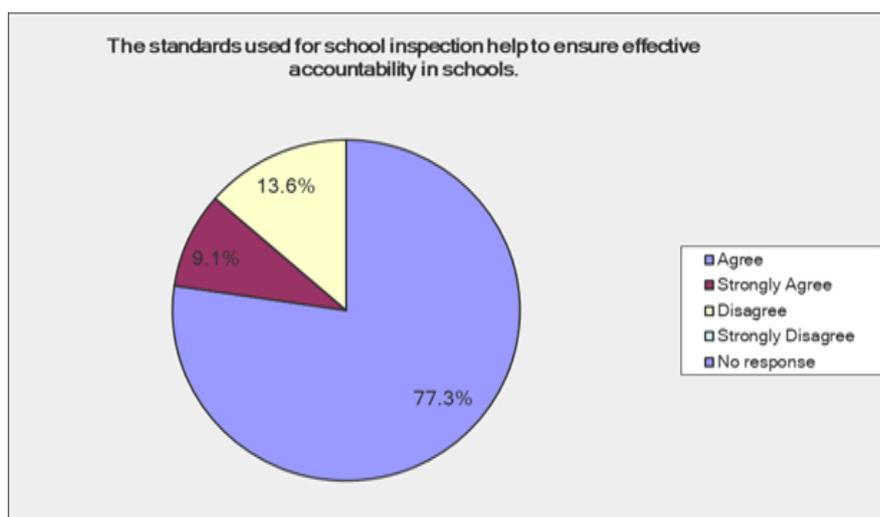
schools.

Figure 1. The standards used for school inspection help to ensure effective accountability in schools.

The argument raised by Teacher Y is that in some areas the needs of the students far

outweigh the funding available to schools. She went on to explain the implication as "those

who are in affluent society will always flourish because they have the funding and support.

Even the Pupil Premium (PP) funding doesn't work because schools have had money taken

off them. A means tested system would probable fairer". When questioned on the current

opportunities for stakeholders to be a part of the accountability system, the Head Teacher

shared that "technically there is a forum called parent view where parents can go online,

and they answer questions about their experience with the school and Ofsted takes that

into account and governing bodies are interviewed by Ofsted as part of the process".

However, the Head Teacher and Teachers interviewed were not convinced that enough thought was being given to effective accountability in schools and they all raised some areas of concern.

Theme 2: Need for accountability. The need for stakeholders to be a part of accountability in schools is compelling. Accountability is not just the preservation of the government or its agencies such as Ofsted, but rather a process that should encourage professional partnership that can be used to better support schools and serve local and public interest. The need for greater input was highlighted in the statement made by Gove in 2012 where he stated "under the last government accountability was all about accountability upwards, either to the local authority or to the department. We believe that up accountability should also be downwards to the community and to the individual parents" (p. 8). Mourshed, Chijioke, and Barber (2010) state that "poor accountability exercises tight control whereas good systems provide only loose central guidelines teaching and learning process order to encourage peer-led creativity and vision inside schools, the core driver for raising performance at this stage" (p. 9). Joel Klein cautions that for best performance one should "prescribe adequacy but unleash greatness" (as cited in Barber, Whelan, & Clark, 2010, p. 20).

There was the consensus among all stakeholders that there needs to be accountability in schools. The head teacher shared that schools are funded by the public's money and therefore the need to account to the public is crucial. Teachers were resolute that there needs to be some form of accountability. One teacher said that "I understand that there has to be some form of accountability or we would all be going off at a tangent and be able to justify it". The need for effective school-based accountability was triumphed

by 95.3% of teachers in the survey, 42.9 % who strongly agreed and 52.4% who agreed (see Figure 2).
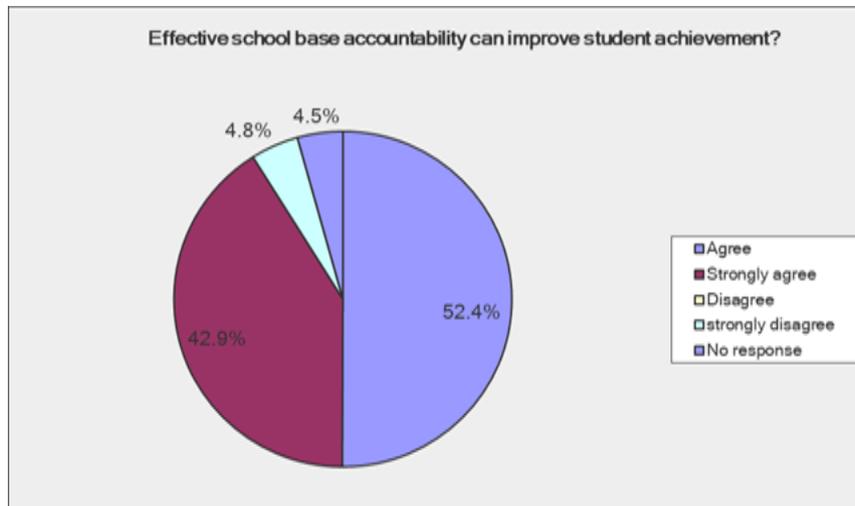
Figure 2. Pie chart showing effective school base accountability.

The school's governor was also clear that there needs to be accountability and she made an association between accountability and the success of a school. This was evident when she stated that "schools don't function well if there is not accountability". She raised the question of the "how" as she said, "It is how that is handled that is either win or lose". In her discussion she shared that while there is a need for accountability, schools should have a more proactive role to play. She referred to OFSTED as the "administration". In her opinion the administration should serve the schools and not the other way around.

While there was a consensus that there needs to be some form of accountability, the underlying perception was that accountability needs to be done in a different way. The Head Teacher said, "I would get rid of Ofsted completely". As he had clearly stated the need for accountability, it begged the question then "how would we account for what is done in education?" The Head Teacher's views are in line with teachers surveyed as 42.9% strongly

agree and 52.4% strongly agree that effective school-based accountability can improve

students' performance.
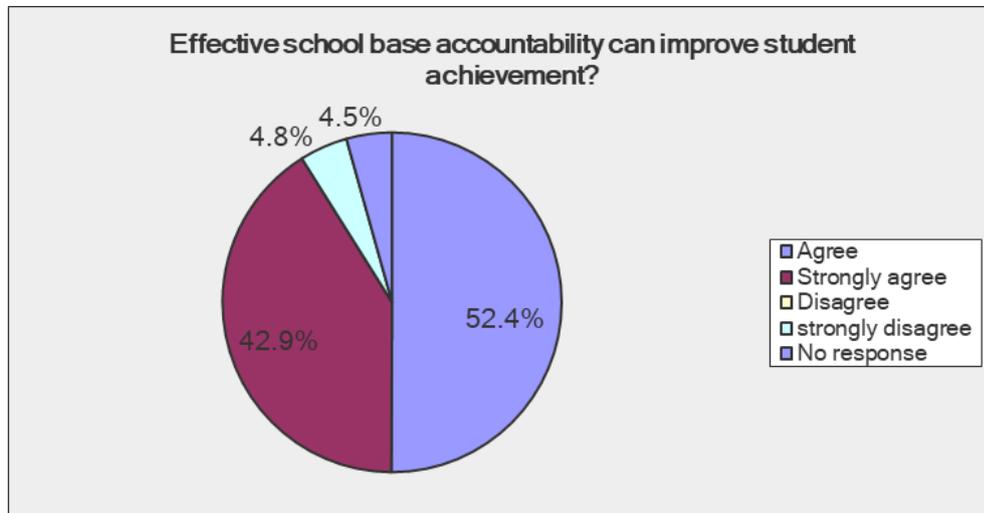
Figure 3. Pie chart showing how effective school base accountability can improve student achievement.

Theme 3: Changes to accountability system. While there is the need for

accountability in the views of the teachers, they felt strongly about the current

accountability system and teacher Y said, "I would like to see changes to the appraisal

system". She went on to say that one of the challenges they find is that "historically it has

always been hierarchical in secondary schools in the UK where it is done from the top

down". Throughout the interview with the Head Teacher, he was keen to explore the impact

of peer review as the best way forward for a better accountability system. He shared some

research work he had completed with an organisation called "whole education". This work

explored the impact of the peer review process. The findings from his research were:

School leaders should hold each other to account in a formative way so that we

improve the quality of expertise in accountability and people would learn from each

other and you would only need Her Majesty's Inspection (HMI) or Ofsted involved if

there were serious problems. We need it to be more inclusive off all stakeholders.

This local inclusive approach was echoed by teachers as 54.5% agreed and 9.1% strongly

agreed that the local education authority (LEA) should be able to contribute to the

standards used to judge their schools.
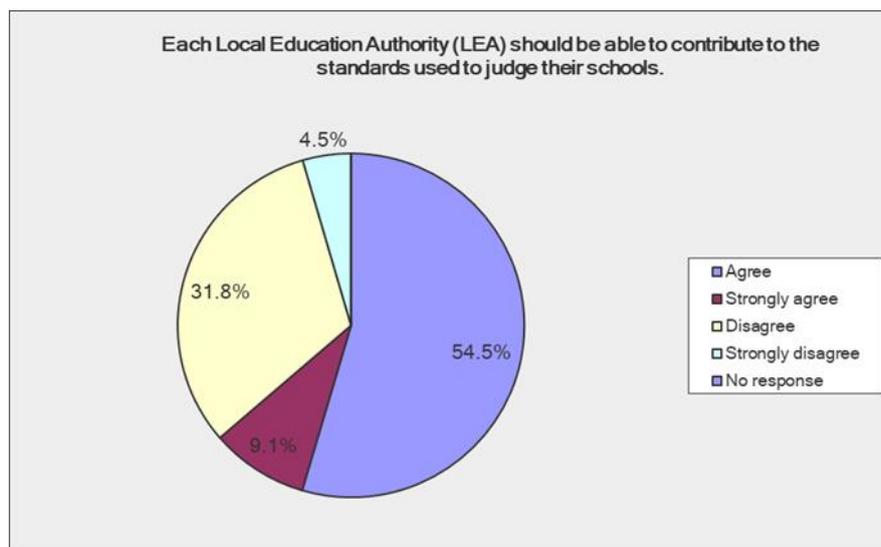
Figure 4. Pie chart showing each Local Education Authority's (LEA) contribution to the standards used to judge their schools.

The Head Teacher proposed that moving forward a much better system would be to

use the Regional School Commissioners (RSC) He said that:

There are about nine RCS in the country. They have been in post for about a year. They

meet with the head teacher and board governor to look at the quality of provision

within their region and they can for example say to a school you need to become an

academy. They are led by a national school's commissioner.

This he thinks would make a "more wholesome effective accountability system". He is

proposing "local school accountability under the remit of RSC, getting head teachers to peer

review the quality of provision in schools and if there are problems identified you use HMIs

to go into the schools."

Another major change which echoed through stakeholders' interviews was the need

for more explicit rewards within education.
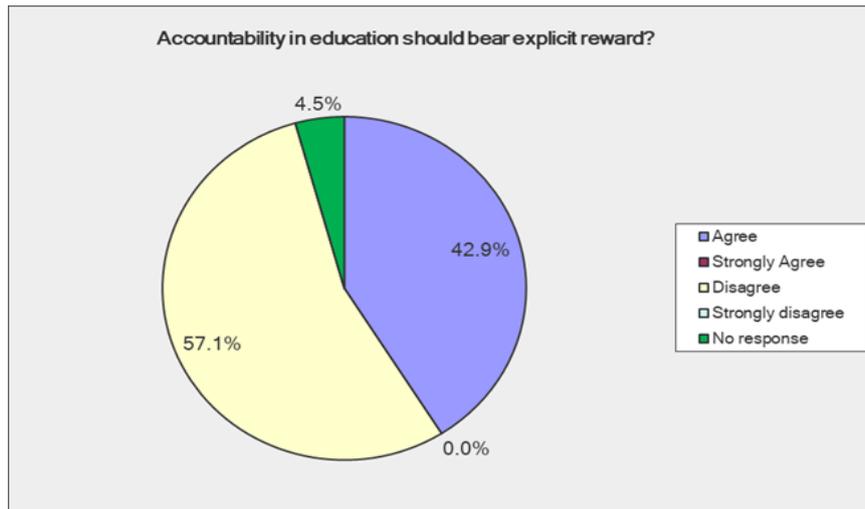
Figure 5. Pie chart showing responses to accountability in education bearing explicit reward.

The sentiments carried through to sanctions as 59.1% disagreed with sanctions being

used as part of the accountability system and 40.9% of teachers who agree that sanctions

are necessary.
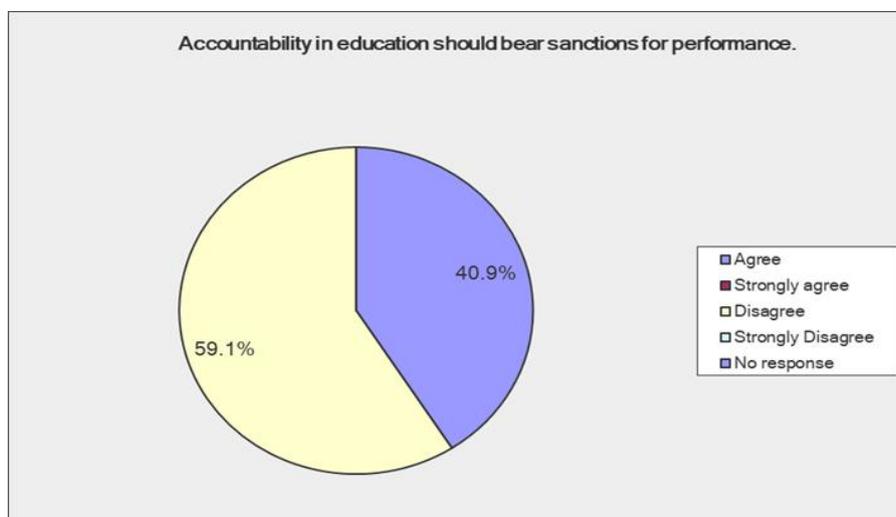
Figure 6. Pie chart showing whether accountability in education should bear sanctions for performance.

Research suggests "a direct link between positive outcomes and school autonomy but only if combined with sufficient accountability" (OECD, 2010, p. 11). Changes to the public accountability framework are already underway in both England and Jamaica. Both countries are currently experiencing the most significant period of change in education for a generation. In England we have seen the removal of routine inspection from outstanding schools, and in 2012 a move to a new inspection framework was introduced in one year. Changes to the national curriculum tests and examinations and the way schools' performance is reported are ongoing. There is an increase in academies and multi-academy trust and chains are growing fast with an increase in the number of Head Teachers and Principals holding leadership roles across more than one schools. There have also been shorter unscheduled inspections with further plans being announced for January 2019 likely to include focus on curriculum construction and what schools are doing to support the new national recruitment and retention strategy. The role of local authorities in this increasing landscape is unclear as Government policy seems to largely diminish the role of LAs.

Crucial to the debate is the voice of those who think there is a need for radical change in the education system. One of such voices was Sir Michael Wilshaw who expressed that "the education system needs a radical improvement as mediocrity was accepted for too long" (Harrison, 2012, p. 1). However, this view point was met by great opposition as Malcolm Trobe, a Heads Association, described it as "damaging and demoralizing". This sentiment was echoed across teachers and within the interviewees who stated that "the unrealistic targets set on them cause immense stress as they worry about how to achieve these goals". The governors (both in England and Jamaica) expressed desire for a more

efficient accountability system "one that serves the school not the administration". The British governor spoke clearly about the different systems such as progress 8 and value added as better ways of recognising students' growth but was concerned that these programmes were "short lived". The recognition of the value-added system was also triumphed by the then Schools Standards Minister, David Miliband, when in December 2003, he stated: "We have always said that we will listen to the views of heads, teachers and parents about how performance tables can provide a more comprehensive and rounded picture of school performance. Including value added information does just that" (p. 196), while this may be viewed by some as the answer to a comprehensive view on the work done in school. Other researchers such as Kelly and Downey (2010) argued that:

> … despite its complexity, even for an academic audience, it represents in some ways an inappropriate over-simplification of the nature of school performance. If pupil attainment could be measured by academic outcomes alone, and across a narrow range of public examinations, school CVA scores would not capture the differential effectiveness of schools across the range of prior attainment and across the various sub-groups. There are shortcomings for practitioners too, in terms of timing and accuracy. (p. 195)

The Governor shared passionately the view that the task of examining schools needs to be decentralised and there was a feeling that "inspectors are new to the schools and inspections are too short to reflect what is truly happening in school". When Ofsted was contacted the representative made it clear that the short inspection was used for schools that were previously judged as good or outstanding. When asked about short inspection the representative said, "they last for one day and begin with the assumption that the school remains good". When asked about the benefits the representative pointed out that "short

inspections are responsible interventions that offer the best balance between accountability, reducing the burden of inspection for schools that remain good and offering time and feedback to improve for those whose performance may have slipped". The representative was keen to direct me to the work done during Ofsted's consultation on the implementation of short inspection for schools judged as good previously. The consultation ran from 21st September to 8th November 2017, with the view of implementing it in schools in January 2018. During the consultation, quantitative data was gathered through 1,524 responses to the online questionnaire and responses from online Parents Panel, as well as qualitative feedback gathered through:

1. free-text comments received through the online questionnaire

2. a webinar with head teachers

3. engagement with the teaching unions and professional associations through face-to-face meetings of the standing group and consideration of their written submissions in response to the consultation.

The extent to which stakeholders agreed with the main proposal raised during the consultation can be found in Table 8.

Table 8

One of the Main Proposals from Ofsted Consultation on Short Inspection

Questions	Parents	Teachers	HT
Where inspectors are not fully confident that the school would receive its current grade if a section 5 inspection was carried out, a section 5 inspection later.	75%	60%	46%

N= 1690 Ofsted Data collected through online survey in October 2017.

The representative shared that the move to shorter inspections was supported through consultations and for schools that fall below good, a full inspection would follow. Crucially such schools be converted to academies and fall out of the remit of local authority. According to the National Audit Office for the Department of Education "converting a maintained school to an academy changes its legal status, removing it from local authority oversight and making it part of an independent charitable company" (p. 17). The process starts with the Department either approving an application from a school to convert voluntarily, or issuing a directive academy order triggered when Ofsted rates a school as inadequate. In the same article on converting maintained schools to academies, it states that "the fundamental objective of the academies programme has remained to improve educational standards in schools" (p. 14).

Education National Director Harford (2017) in an Ofsted document on changes to inspection acknowledged that there is the belief that inspectors place too much reliance on test and exam data. He addresses this by saying:

> It is paradoxical, others criticise us for our judgements not lining up with data sufficiently. I want to assure schools that we will continue to use data as 'a signpost, not a destination' for inspection and that our inspectors will come into schools with clear information on what can and cannot be relied upon. (p. 1)

This does not seem to fill teachers with confidence as teachers expressed anxiety around achieving the target set for them and endorsed through studies as that conducted by Pring (2012) who stated that for schools to be seen as effective they need to meet precise targets (p. 747).

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Theme 4: Drawbacks or weaknesses in the accountability system. While teachers believe that the current standards used to inspect schools in England, schools accurately reflect their values, teachers believe that inspections need to bear in mind the provision in the local area. This is in keeping with Rothstein, Jacobson, and Wilder (2008) who shared the view that "accountability system is limited by the fact that they only measure a small number of dimensions that stakeholders of value" (p. 387). These authors as well as the teachers think inspections need to go further and consider aspects such as citizenship, work ethic, and critical thinking that students develop practical skills, over time, which will fit them for the world of work.

The idea is shared both in Jamaica and England by Head Teachers, Teachers, and Governors that too much emphasis is placed on academic subjects and this increases the risk of some subjects becoming more valued or treated more importantly than others. Based on findings there seems to be a call to return to the system of inspections where this was carried out by her majesty's inspectors (HMI) while most Local Education Authorities (LEAs) had teams which inspected and advised schools in all areas. This process was changed when John Major took over from Margaret Thatcher as Prime Minister in 1990 and the education was reformed with the introduction of standardised National Curriculum for primary and secondary education and the beginning of national testing in the core subjects of English, Mathematics, and Science.

The Head Teacher further strengthens the argument for change by giving tangible examples of weaknesses and drawbacks in the current system by saying that:

There are a lot of other examples where schools' values are not recognised by Ofsted if you look at the lessons that are being observed they are nearly always core subjects and yet often there are some very good and interesting practice in Arts

subjects or practical subjects so I think we need to encourage accountability system to look at the quality of provision in all the areas of the schools not just a limited area.

The current accountability system was further criticised by the Head Teacher as he said:

The pressure to achieve outcomes does drive teachers' behaviours and I think it is a great shame. I think it does mean that we don't grow aspirational, creative, positive learners. I think that is a terrible counterproductive aspect of the accountability system.

However, the crucial question the head teacher raised is, "Who inspects the inspectors?" He went on to say "there is nobody above Ofsted here in the UK. That's a problem because the establishment that is formed by Ofsted should be fed in consistently by teachers, but it is too top down".

In the interview, teachers raised two main concerns with the current system of accountability. The first concern is that teachers expressed concerns with the grading system or lack of; that is used by Ofsted. Teacher X said, "Ofsted in the last 18 months have removed grading away from teaching and learning that has opened a whole new layer of variance in the way in which schools accredit teachers practice because there is no hard and fast role." Teacher Y said the removal of the grading system has left a massive grey area and caused confusion. The second concern is that teachers think that:

There is not enough thought into how accountability and grading might need to differ in the various subject areas, for example, how we are graded in ART doesn't marry up with the vision of the subject because it is not done in Primary school.

Teacher X added another layer by saying it depends on where the school is, "schools in impoverished areas are being judged by the same standards as other". Teachers believed the inspection system needs to bear in mind the provision and location of the school. Teacher X said "there is a need for better provision in education as teachers are not attracted to those schools in impoverished areas because of the implication on progression. Staff that are there are pushed into roles". According to the teachers the inequality in which the current accountability for schools occur have serious implication on retention in the profession. Teacher X described the attrition rate as a "haemorrhaging of teacher". "You have a haemorrhage of teachers who are in the 2nd year of their career and the teachers who are been into [*sic*] it for 10 years and feel they are not valued". Teacher Y spoke about teacher attrition, but she was of the view that the targets set for teacher are "ridiculous and unobtainable". She justified her idea by saying:

> The challenge with our current system is that we have teachers who will never move up our main scale because they will never gain the grades to move up or make career progression. So, what we will have is a bottle neck system in the next three years of main scale teachers who will not progress because of severe accountability.

The pressure from the increased focus on performance and its impact on teacher retention was echoed by 31.8% of teachers who strongly agree and 45.5% of teachers who agree that the increased focus on performance could cause them to leave the profession. This is shown in Figure 7.
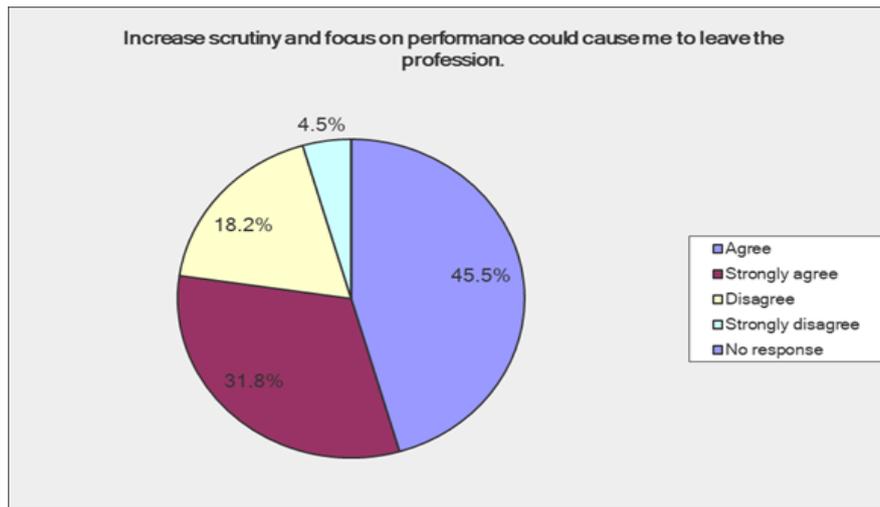
Figure 7. Pie chart showing increase scrutiny and focus on performance.

Teacher Y went on to say that "It guides my passion and drive in the classroom. The unrealistic targets set make me worry and cause me immense stress at times just thinking how I can achieve". She went on to say there is also the moral issue as she revealed that "It does make people cheat. Some schools massage the grades and work and I understand why because ultimately you are accountable. If you are not careful you end up doing the work for the children".

The Governor describes the current accountability system as a "tick box exercise". She said, "when the school serves the administration this are done to tick the box of Ofsted and not done in the best interest of the students". Her passion rang through as she described the accountability system as "broken". With a rather frustrating look on her face and a long sigh, she said, "the system itself is broken because it is results driven". She went on to sight progress 8 as an example (a system that is trumpeted by some educators in the literature) "Children are being forced to take a foreign language when they are struggling to pass English".

She explained the source of her information explaining that she has sat in board meetings where some students' achievements are being discussed and some of these students are 2 years behind in their learning, yet they are forced to fit into the model imposed on the school by Ofsted. In her view, the implications of not following through Ofsted results are punitive as she explained that:

> Some schools are saying we can't do that because it is not in our best interest, but Ofsted is retaliating by saying if you are not doing that then we cannot give you an outstanding. The schools then have to decide if they want to tick the Ofsted box or do they want to serve the needs of the students.

The school's governor suggested that the main problem is that the current system is too "Judgemental". She went on to explain that "the system needs to be developmental not judgemental. In a developmental system you would have people with a shared interest in the school coming together to have shared conversation about how to move the school forward". The Head Teacher added to the current system's inadequacies when he explained that one of the challenges he has with the current system is that students' experience is being compromised by top down "inflexible targets". He strengthens his argument by stating that:

> When targets are set the schools will look at what targets will need to be achieved to be above the national targets, then they will disseminate that between the children. So regardless of how the children come into the school they will need to be in line with what the academy needs to get nationally. That is why students get unobtainable goals.

The implication of top down unobtainable goals was explored more among teachers in the survey and it was discovered to have some impact and could be linked to the compromise

on experience expressed by the Head Teacher as 18.2% strongly agree and 31.8% agree that

the focus on accountability denies teachers' instructional time.

The focus on accountability denies teachers instructional time.
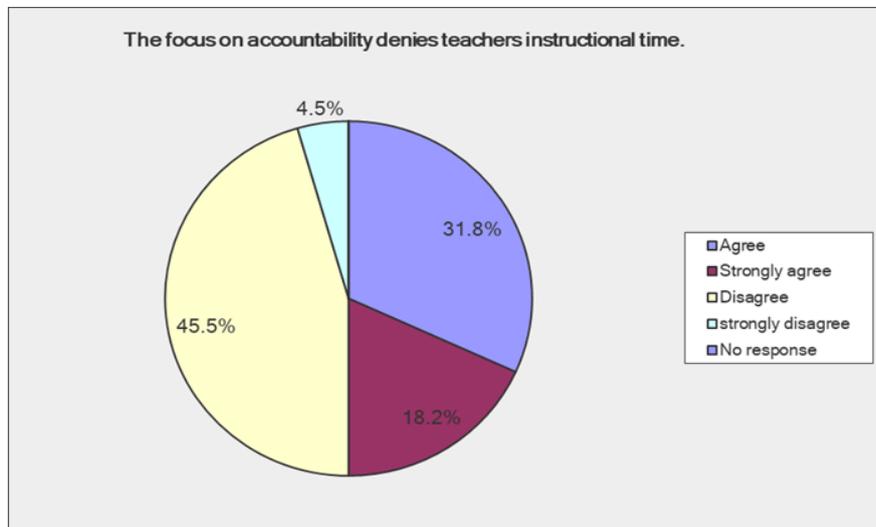
Figure 8. Pie chart showing how the focus on accountability denies teachers instructional
time.

Not only did teachers confirm that push to meet these unrealistic goals denied them

instructional time but Teacher Y raised a moral issue that "it causes some teachers to cheat

as you end up doing some of the work for the students". Teachers revealed in the survey

that they resorted to teaching to the test to compete on league tables. Approximately

twenty-seven percent (27.3%) strongly agree and 36.4% agree.
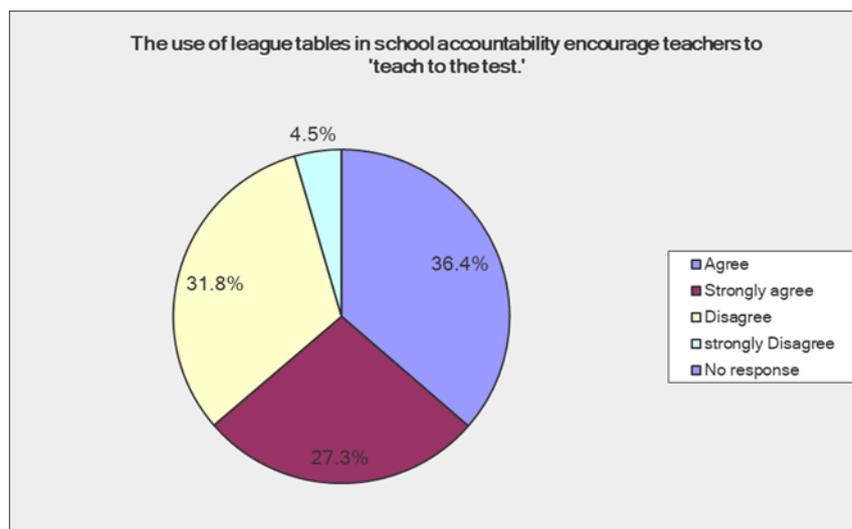
Figure 9. Pie chart showing how the use of league tables in school accountability encourage teachers to "teach to the test".

Having served as a Head Teacher for over 10 years, Teacher Y was passionate and spoke about his experience and cited examples. He explained that:

There are a lot of other examples where school's values are not recognised by Ofsted if you look at the lessons that are being observed they are nearly always core subjects and yet often there are some very good and interesting practice in Arts subjects or practical subjects so I think we need to encourage accountability system to look at the quality of provision in all the areas of the schools not just a limited area.

The discussion around students being set unrealistic goals was also brought up by teachers in the interview and they expressed concerns about the sanctions placed on schools when they fail to meet these goals. Teacher X says:

If you are not seen to be good you are either 'requires improvement or inadequate' there are stronger sanctions on the school body, so it could be forced academisation. We have really seen that come into education in the last five years with a very negative total impact.

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The Head Teacher said, "the pressure to achieve particular outcomes does drive teachers' behaviours and I think it is a great shame". The implications go beyond the immediate classroom and seem to be having far reaching effect as 33.3% of teachers strongly agree and 52.4% of teachers in the survey agree that the current level of accountability impact on their work life balance.

The current level of accountability impacts on your work life balance

- 4.5%
- 4.8%
- 9.5%
- 52.4%
- 33.3%

Legend:
- Agree
- Strongly agree
- Disagree
- Strongly agree
- No response
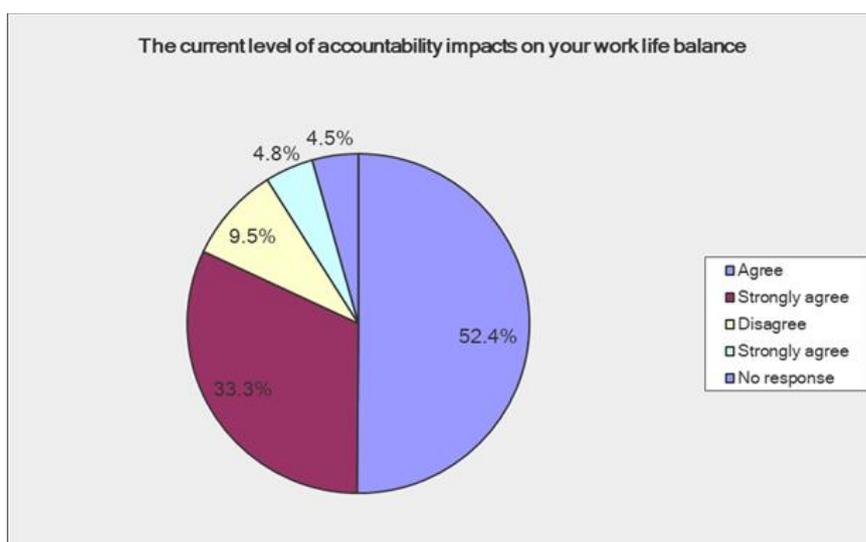
Figure 10. Pie chart showing the current level of accountability and its impact on work life balance.

Teacher X expressed concerns about the hierarchy that exists in education: historically it has always been hierarchical in secondary schools in the UK where it is dependent on a top down approach. In England it was concerning that all stakeholders raised concern that schools are expected to meet the Ofsted regulations even in cases where this may not be in the best interest of the child. Teachers in England suggested that there needs to be a wider more recognised flight path for students. While Jamaica has a wider range of secondary schools such as technical high schools, comprehensive high schools, as well as boys and girls which is like Grammar schools in England where teachers are passionate about the need for

greater acknowledgement of the creative arts within the accountability system. They believe this would better reflect the diversity and cultural context of the Jamaican education society. Head Teachers across Jamaica and England believe that the pressure to achieve outcomes drive the behaviours of teachers and takes away the love of learning, this in the words of the British Head Teacher "is a great shame.

The representative from the Independent School Inspectorate experienced both inspection from the Ofsted and ISA as a head teacher. The encounter with Ofsted was:

… driven by fear and left us feeling hopeless, we were not understood and appreciated for what we stood for as a school. One of the first statements made by one of the Ofsted inspectors was 'by the way I don't believe in private schools. The inspection did not improve from that point on.

The representative went on to explain that after consultation and research they switched to ISA and the school and all stakeholders experienced and benefitted from a much more supportive and developmental approach. In Jamaica, the Ministry of Education runs the programme called the school of excellence which schools are mentored from inadequate to outstanding; this too is an area that could be developed to provide a support for schools that are struggling.

Theme 5: Strengths of the current accountability system. The debate would not be balanced without exploring what is working well with the current accountability system. Not only do the teachers believe that the standards used for school inspection help to ensure effective accountability in schools but 60% of teachers in the survey believe that the standards used in inspections accurately reflect the values of their school.

The standards used for school inspections accurately reflect the values of my school.

5.0% 9.1%

20.0%

60.0%

15.0%

- Agree
- Strongly Agree
- Disagree
- Strongly disagree
- No response
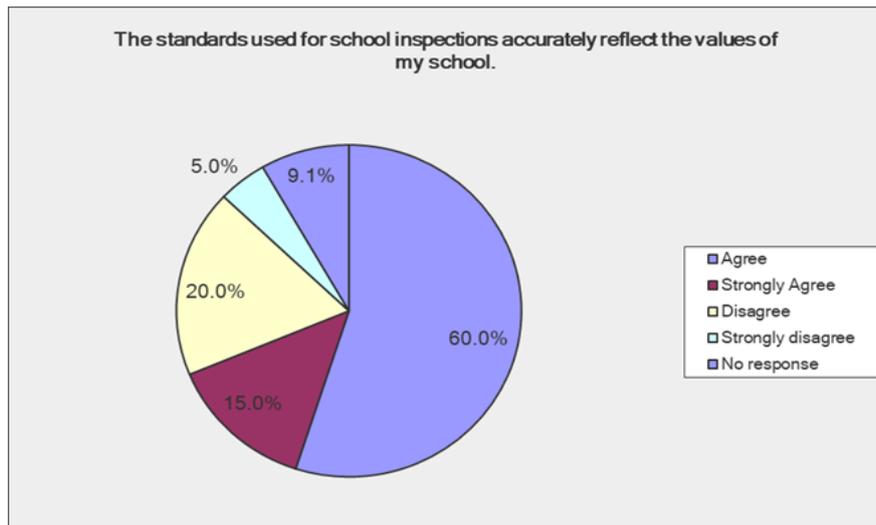
Figure 11. Pie chart showing the standards used for school inspections.

Theme 6: Systems that could help with accountability. One of the greatest ways to rebalance the debate around how to make the current accountability mechanisms more effective is to look more closely at what the research has to say and implement the necessary changes. Research recognises that there is a focus on the importance of context in understanding various aspects of education. This is highlighted by Phillips and Burbules (2000) who stated that "there has been growing recognition of the importance of context sending various aspects of education" (p. 1). The process involved in students' achievement is best understood by exploring the dynamic nonlinear changes within these systems and therefore the researcher chooses to apply Bronfenbrenner's complexity theory and ecological systems theory which has been explained in detail in Chapter 2 and woven through subsequent chapters. Bronfenbrenner developed his ecological systems theory to define and understand human development within the context of the system of relationships that form the person's environment. Bronfenbrenner's definition of the theory is as follows:

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The ecology of human development is the scientific study of the progressive, mutual accommodation throughout the life course between an active, growing human being and the changing properties of the immediate settings in which, the developing person lives. This process is affected by the relations between these settings and by the larger contexts in which the settings are embedded. (p. 188)

According to Bronfenbrenner's (1989) theory, "the environment, is comprised of layers of systems which interact in complex ways and can both affect and be affected by the person's development" (p. 188). This theory is particularly appropriate for describing the complex systems of a school within this study. The Microsystem in the context of this study school is the unit of interest, the microsystem of the school would include students, parents and family members, administration, Governors, Head Teachers, Teachers, and the surrounding community. Within this layer the influences between the developing person and these structures are bi-directional. An understanding of the mesosystem could help to explain teachers' argument that some schools where parental engagement in schools are low find it harder to motivate students and often struggle with unresolved challenges as there is insufficient support from home. The exosystem of an individual school might be comprised of such structures as national regulations and local economics. Some schools serve students in very deprived areas and consequently have very little amenities compared to others. This the school has very little control over. The chronosystem represents a time-based dimension that influences the operation of all levels of the ecological systems. The chronosystem of an individual school, therefore, may be represented by both the day-to-day and year-to-year developmental changes that occur in its student body, teaching staff, curricular choices, the overall number of years in operation both the British and Jamaican education system have seen immense changes to the educational landscape over time.

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There are those who argue that a linear model for assessing school performance is the most viable, Blackerby (1993) declares that "linear approximations of nonlinear phenomena are at times, the only viable option" (p. 53). However, the Complexity theory helps to denounce the effective use of the linear model. The real challenge is to communicate the understanding that continued reliance upon inappropriate linear models propagate misperceptions about student achievement and educational outcomes. Such misperceptions will continue to perpetuate accusations of misuse of resources, wasted tax payers' money, and incompetence of some schools to educate students.

Having looked at the theories as postulated by Bronfenbrenner (1986), the researcher joins with Davis and Summara (2006), "schools have qualities necessary to be classified as complex" (pp. 5-6). Having said that, there is need for a non-linear model when assessing the quality of a school.

It was great to see that stakeholders were thinking proactively and engaged in the research in such a way that they were eager to give possible suggestions of systems that could be used to improve the current accountability measures in place. The head teacher believes school supervision would best be managed by "super heads"; that is head teachers who have proven over time that they can run a successful school. He recalled seeing previous head teachers who effectively managed mediocre schools.

In conjunction, with the work of the super heads, he thinks that "teachers should be feeding into that system and help to determine what accountability should like". He argued that there is way too much emphasis on academics. He went on to explain that he has led a training school for over 10 years and one of their values is to be outward looking he said:

We do a lot of work as a teaching school. We endeavour to be supportive of teachers and their training but when Ofsted came into our school, they were not interested in the work we do as training school they did not want to know.

The Head Teacher went on to say "I would use a new system of a Regional School's Commissioner (RSC) to coordinate a peer review process between qualified Head Teachers and the RSC. The Regional School's Commissioner would quality assure the peer review process". He is of the view that the education system is best monitored by those who work closely with it on a day to day basis. He stated his preference when he said, "I would favour local school accountability under the remit of RSC, getting head teachers to peer review the quality of provision in schools and if there are problems identified you use Her Majesty's Inspectorate (HMIs) to go into the schools." The challenge to remove Ofsted was further justified by the Head Teacher when he said, "I think you can transform British Education and raise the quality of achievement in schools and solve the teacher recruitment crisis by abolishing Ofsted." The argument to use qualified Head Teachers as part of the quality assurance process resonated with the teachers involved in the survey as well 68.2% agreed that a greater dependency on Head Teachers and Teachers judgement could improve the accuracy of school classification.
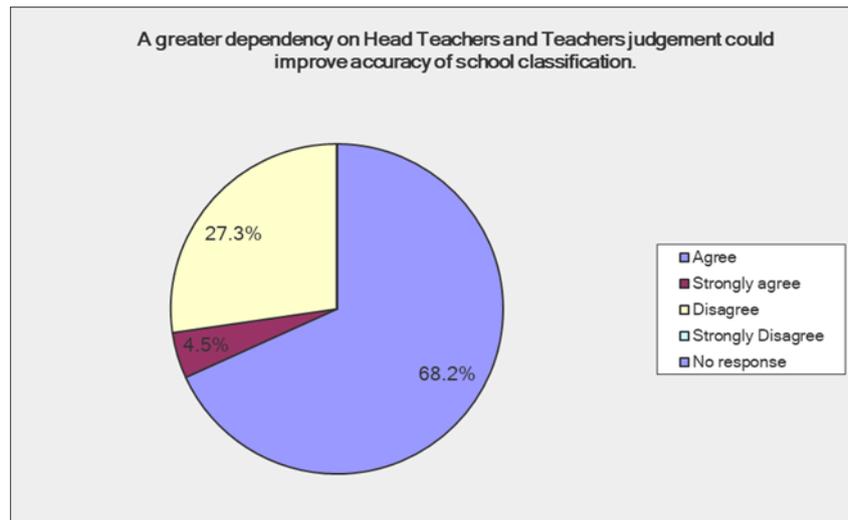
Figure 12. Pie chart showing dependency on Head Teachers and teachers' judgment.

The call to review how schools account for what they do was echoed by the teachers in the interview as well. Teacher X suggested that,

What we need is a better system to assess where students are at the start of school year and do a flight path and judge where they should be at the end of the year and set the school some targets not a national target. Therefore, our target here will be different from the school down the road.

The need to consider the local setting of the school was the popular view of teachers in the survey as 50% of them think that the unique setting of schools should be considered when making a judgment on its performance and another 40.9% agreed.
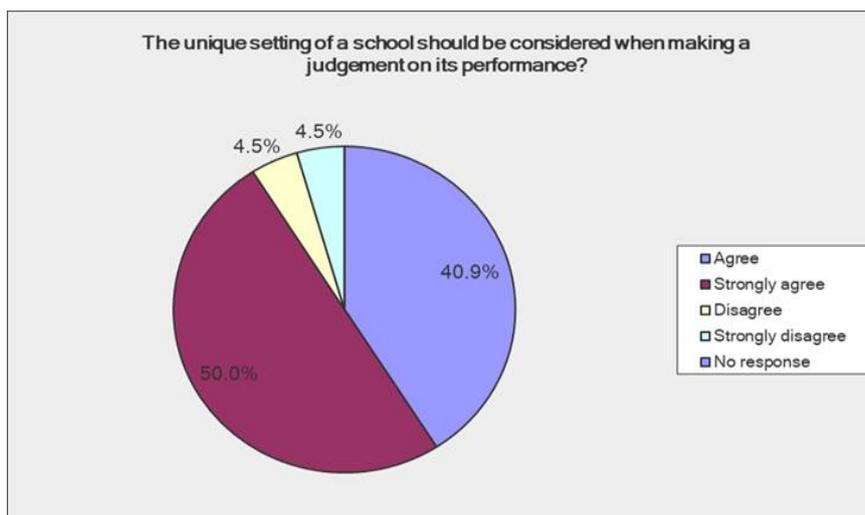
Figure 13. Pie chart showing the unique setting of a school that should be considered when making a judgement on its performance.

Interestingly the school Governor shared that she has championed for years, a system that she referred to as "Instead" to replace Ofsted. Her vision is that "Instead" would be a team of professionals from various schools who come together to go to schools and assess the quality and provide support to each other to improve. When challenged on replacing the current system, she justified it by saying "It needs to be a team of experts that are on the front line that support each other. Above that there can be a body that collects that information but in the first instance it needs to be done by people who are involved in the process themselves".

The concept of "Instead" closely resembles the Head Teacher's view of a peer review system. He outlined that "what my peer review process tries to do is look at the quality of the school's provision in contrast with its vision". He went on to explain that "if you are looking at the impact of the vision in practice, then you would be looking at the quality of the children's experience".

Teacher Y thought that accountability in schools needs to consider all the different subjects and progress made by students. She questioned the accuracy of school's grading "I

don't think there is enough thought into how accountability and grading might need to differ in the various subject areas". She went on to explain that the results a school receives affects the overall budget and that subjects that are main players (core subjects) are funded while more creative subjects (which cater to the wider needs of students) are being cut. She argued that the funding and investment in some teachers are insufficient. The responses from teachers surveyed were split right down the middle 50/50 with 50% agreeing that investment in teachers' capacity is sufficient and 50% disagreeing with that statement as seen in Figure 14.
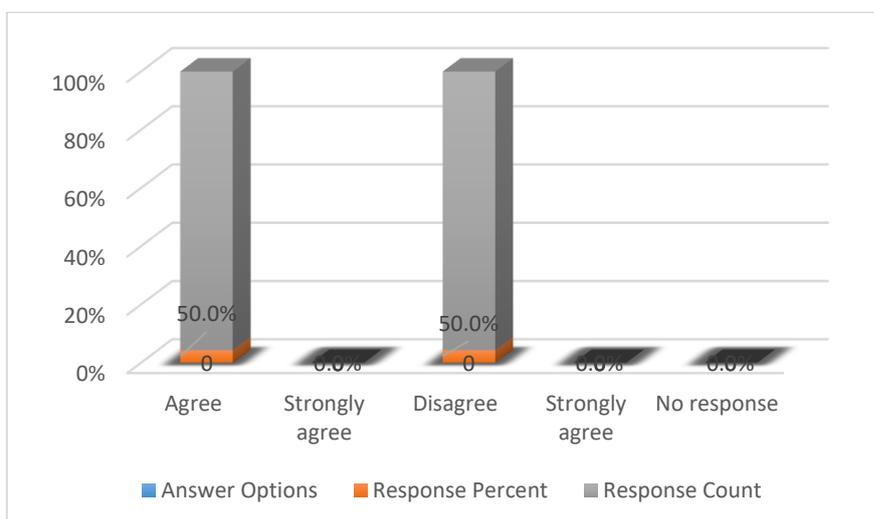
Figure 14. Bar chart showing how funding and investment in capacity of teachers is considered in school's accountability.

The governor shared that there is a need for a more rigorous rewards and sanction system within our school's system. She is of the view that "teachers who are consistent in their performance should gain explicit rewards and equally teachers who repeatedly underperform should have sanctions". The researcher is cognisant that the topic of incentives can be very controversial, so this was explored more with teachers and it

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presented split opinions; 57.1% of teachers disagree that accountability in education should bear explicit rewards while 42.9% agreed that accountability should bear explicit reward.

Section 2: Data Presentation and Analysis in Jamaica

Theme 1: How the system works. The Jamaican education system is best understood in the context of its colonial past and therefore shares a rich history. During the Colonial period of 1965 to 1962, the Jamaican school system was fashioned quite closely to the British system. All students had access to primary education, but the secondary system was marginally for the more privileged and powerful minority groups. These initial systems of education helped to define the organisational structure of education as it still exists as England with early years, primary, secondary, and Territory. Since Jamaica's independence governance of school is done through school boards with a composition of a parent, staff, and teacher representatives among others. Individual schools are paid through the Ministry of Education.

 In 2009 the government of Jamaica launched that education reform call the education transformation programme (ETP) with the sole aim to improve the quality and relevance of the education system in Jamaica. This brought about a greater focus on policy with the intention to give greater autonomy and accountability to education regions in schools.

The current accountability system in Jamaica uses the review and goals from vision 2020 as a bench mark. The Head of the Inspectorate was keen to share that schools are not compared but rather their performance is judged against the expected outcome. She explained that "where schools do not meet the standards we channel the resources and provide the support to correct it. We take a developmental approach. We pass

recommendations unto relevant organisations to intervene." She cited some of the examples from schools the inspectorate has supported:

> So, for instance when we find multi-grade schools 3 teachers, 6 classes we explore how is that happening for those students? Is this good enough? Where schools fall short of the required standards, we make recommendations. Where we find a shift school, we look at how the shift system is working for the students and if they are not getting enough time as set out by the code of regulations we pass that on to Ministry of Education for school operations, so they can support.

It was also shared by the Head of Inspectorate that one of the changes they have made is to revisit the funding formulae for schools. According to her "what we have done is reorganise funding formulae, yes we are going to pay more per capita but we are going to be adding more resources to this school to help them." She explained that the organisation's aim is to make every school a good school, but you cannot know unless you have the data, but we have a culture that shies away from assessment." She explained that people found the term "failing schools" disturbing. However, she hastened to explain that Mr Holness (Minister of Education) did his own research "It was not the work of the inspectorate yet." He said

> If these schools are getting 400 students every year but they are sending out students who have no passes and cannot go to tertiary level, then these schools are failing. If you go on the merit that schools are to produce students who improve then they fail them.

She explained that she got the inspectorate 2 years into its operation as Mrs Foster Allen was first head of inspectorate. She acknowledges that when she started, she found that term was "so offensive to some people, so it was changed, and I used the term needs immediate support; euphemistic but more palatable". She shared openly that:

I don't want people to run away from it, but I want to tell them the truth I had a very

adversarial conversation on the radio with a man. Who said if you want people to

change and bring accountability to the system you cannot take this supporting role.

Teachers were asked if they think schools perform better under the current

accountability system and it was a mixed review. Twenty-three and a half percent (23.5%)

strongly disagree and the same percentage disagreed. This was marginally close to 8.8%

who strongly agreed and 41.2% who agreed.
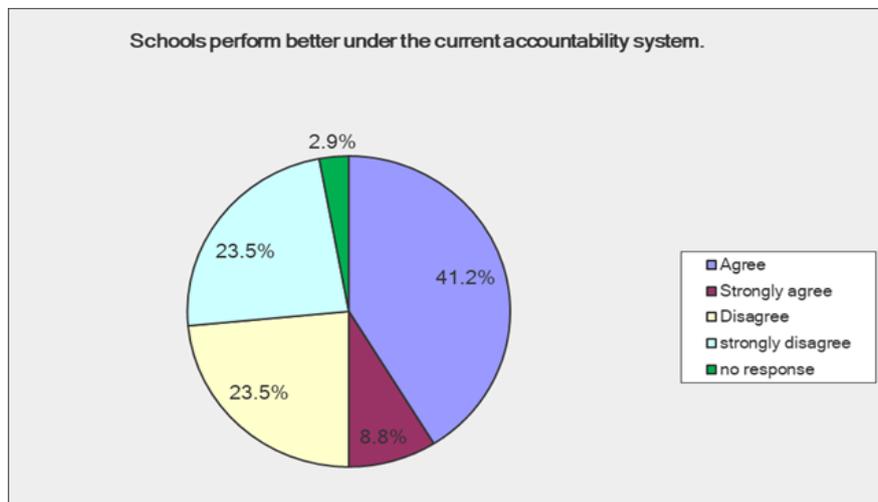
Figure 15. Pie chart showing schools' performance the current accountability system.

The representative from the Ministry of Education added some context when she

explained that the task force National Education Inspectorate (NEI) was just one of the

products of the task force report of 2004. She explained that recommendations suggested

formation of the Early Childhood Commission and Parenting Commission. These are

agencies of the Government as well as the National College for Educational Leadership

(NCEL). However, the Ministry of Education has discovered that the only place where the

support has come from is the NCEL because they try to work with school leaders to

understand what their roles are and to be more effective and evaluate themselves and their

schools and put measures in place to improve. She explained that her evaluation of the

system is that the emergence of the NEI was good for education as it changed the debate.

She explained "it sparked national conversation because schools did not want to be seen as

failing schools. There has been some good from the inspections. My concern is that there

has not been enough follow up to ensure that things are being implemented to improve our

schools."

The Head Inspectorate spoke comparatively when she said:

It is not a clinical supervision as in OFSTED, where inspectors go in and out and give a

judgment. What the inspections do is help us to target intervention to the greatest

need. There are eight indicators and they are all encompassing including teaching

because no school can exceed the quality of the leadership, the quality of teaching

and learning how the students are making progress in their learning, and their

manners we look at their social development how the students are making progress

in their learning, we look at safety and security, the curriculum and enrichment

activities. There are eight areas and twenty-eight sub areas with one hundred-page

reviews, very comprehensive.

Theme 2: Need for accountability. Accountability is like a two-edged sword and that

metaphor is strengthened throughout the research findings. No one in this study has denied

the need for accountability but the call for accountability within education has led to

increased examination of academic achievement of students in both Jamaica and England.

In both countries, schools are scrutinised through an inspection system that uses a

prescriptive instrument this process is questioned by researchers such as Bronfenbrenner

(1986), whose complexity theory and ecological systems theory underpins this study.

Accountability: A Case Study of the Jamaican and English Education Systems

Researchers question the capacity of a linear model inspection to capture the complexity of interaction that results in student achievement.

The view was clearly expressed by participants that education is publicly funded and therefore accountability is vital. Pring (2012) endorsed the need for accountability in education when he outlined that reliable, precise performance indicators are essential for effective school management (pp. 747-748). Bush (2003) echoed this need for accountability when he argued that accountability is one of the most important concepts in education and has been increasing since the 1990s and into the 21st Century (p. 147).

However, in Jamaica the perception around accountability varied from stakeholder to stakeholder with the resounding unifying factor being that they all agreed that there needs to be some form of accountability in education. The Governor who happened to be a retired teacher said there is a strong need for accountability "like anything else we are stewards. We must give account for what we are given responsibility for. Teachers are placed there as agents of change and as a result at every required time teachers should be able to give an account". She was of the view that teachers should account to parents for their children's learning as well as their social and academic development. Teacher A shared her view that "Principals should be held accountable, they are the ones who implement policies and equip schools. Once a school is failing that principal should be placed in training and be given a time to improve or leave". This view of holding Principals accountable was shared by the Head of Inspectorate who said:

> I think failing principals should be made aware of his/her weaknesses. They are
>
> placed there to manage so like a teacher should find methods and strategies to run
>
> the school in a way that the students will develop. The Principal needs to recognise

the full team and get support from the wider community. Often teachers have good ideas. Pull from your teachers as it is together we aspire. No man is an island.

The need for accountability was also endorsed by Teacher C "I don't have a problem with accountability; my challenge is who should we be accountable to and what should we be accountable for?" Teacher B shared similar views that schools are funded through the tax payers' money, consequently should be held accountable "I believe in accountability, you must have accountability, if you don't have accountability then anything goes. The challenge is how is it being done?" She went on to explain that "I think we are accountable to the children and their parents they are our clients so majority of the accountability should be to them." She raised some valid questions, "who is it that you leave to manage? What is that we are accountable for?" She outlined that the Ministry of Education has a role because they set the guidelines, but she questions the effectiveness of this saying "what we do in Jamaica is that the Ministry sets the guidelines without the input of teachers or parents".

The chief inspectorate was clear that there needs to be greater accountability and a shift in thinking as education needs to be treated as a service. "I am all about service I want inspectorates to think someone is waiting on their report to make improvement." The call for greater accountability was also echoed by the representative from the Ministry of Education who said:

> I started monitoring a school with a cohort of 200 children who would sit the final external mathematics examination, and nobody passed after spending 5 years in a school. When I looked at their results some of them came in with good GSAT grades (k 2 Grades) which suggest that the children have regressed.

She went on to describe this as "criminal". She cited another example of a school that she supervised that up to half of a batch would leave primary school unable to read. She questioned the accountability system that exists in education. It was also a resounding appreciation for accountability among the teachers as 52.9% strongly agreed and 41.2% agreed that effective school base accountability can improve student achievement.
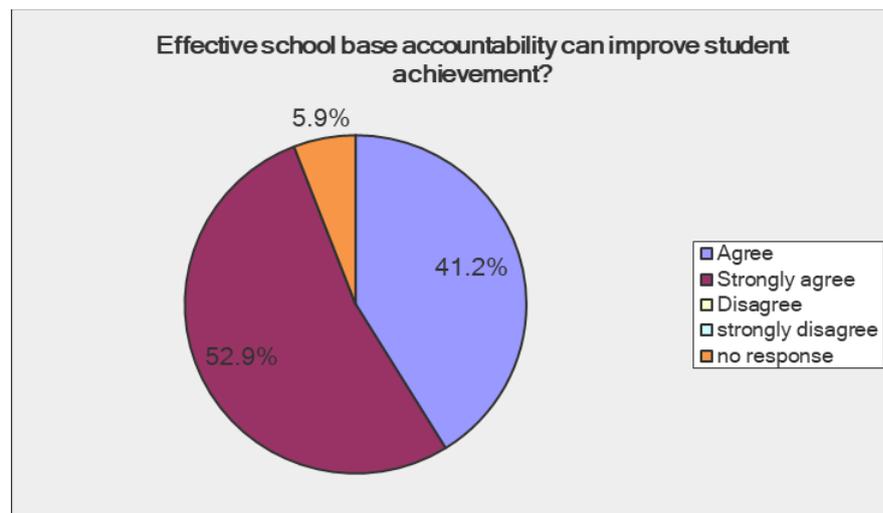
Figure 16. Figure showing how effective school base accountability can improve student achievement.

The call to do more came from the representative from the Ministry of Education. She also shared one of what she called "a wakeup call". Prior to this visit to a rural school she had only been to schools in the capital and private schools. She visited a rural school and she recalled:

> The first day I went there at 9 o clock teachers were hanging out on the corridor and the canteen was open. Apparently, the canteen was run by the chairman and bursar, students were not in class and two teachers were quarrelling with each other loudly on the corridors. It was just a mess, I was livid.

This was in line with what was shared by the Head of Inspectorate.

We want to see all our children do well by virtue of them being human and we are

using public funding on them, so we have to see the effort. We are now 50 years

behind Cuba our nearest neighbours. Fifty (50) years ago, they eradicated literacy.

We can aspire to be like Finland, but we need to turn the ship around. We judge

ourselves on how we support our principals to put education in the centre of their

focus. We can only say we are successful if we turn the spotlight on excellence.

Despite the views shared by teachers it was interesting to note that there was a 50% split

among teachers surveyed when asked about the accurateness of standards used for school
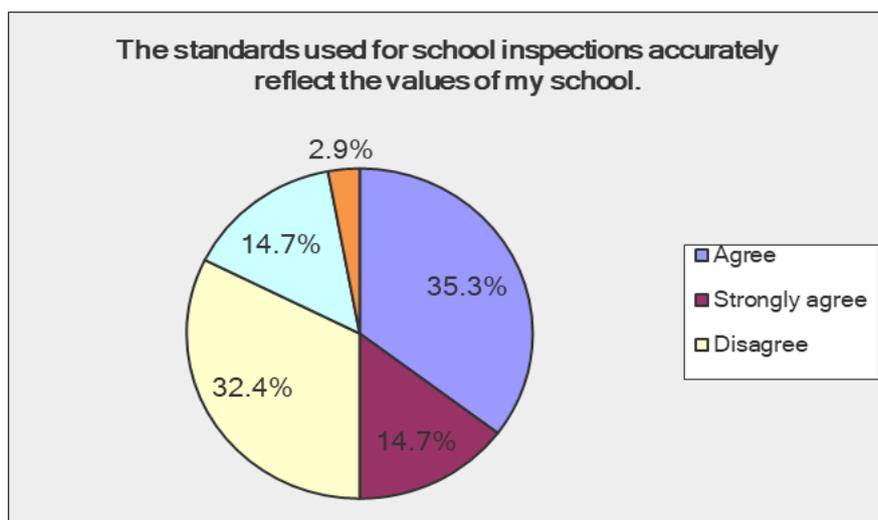
inspections.

Figure 17. Pie chart showing the accuracy of the standards used for school inspections as it relates to the values of my school.

While Teacher C was clear that there needs to be greater accountability, she was

clear that there needs to be greater teacher input "I think it needs to be in place for

accountable. I think it has a shortfall as it doesn't focus on teachers on the ground."

Theme 3: Changes to accountability system. There was a general theme from the

Jamaican data that accountability measures are to be influenced from the bottom up and

more regional support for schools. Teachers and Head Teachers were not in favour of

hierarchical accountability that is defined by Grant and Keohane (2005) as the "power that superiors have over subordinates within an organization" (p. 35). Suggestions were made by both the Jamaican and British Head Teachers to have school inspections done by "super heads" and Regional Commissioners. The literature reveals that in the 1990s this more regional way of supporting schools was done through the local education authorities (LEA).

The Jamaican Chief Inspector and the representative from the Ministry of Education both agree that there needs to be greater accountability simply stated, "with no accountability anything goes". The Chief Inspector made it clear that there needs to be accountability for public spending on education with a greater focus on quality service at the forefront of education. All the participants in Jamaica believed that the Ministry of Education should be the watch dog of education.

The Jamaican Head Teacher and the representative from the Ministry of Education agreed that there needs to be a progressive and humanistic approach in education and that essentially Jamaica needs to develop a unique system that meets the needs of the nation rather than external needs. They argued that there is a need to acknowledge and embrace home-grown talent. This thought however, must be balanced as the literature states that every country needs to be outward looking with their expectation on education in an atmosphere of globalisation. Doherty (2007) claims "policy production now takes place in an atmosphere infused by economic, political, social and cultural effects of globalisation" (p. 193). Rotberg (2004) argues that globalisation has become a major factor in motivating countries to reform their education systems and their choice of specific reforms.

The Head Teacher was clear that there needs to be accountability and he has embraced what he describes as "progressive, humanist approach in education". He went on to explain that "I embrace any reflective practice and I realise it forces me to be consistent

in how I see life weather I am in office or in the classroom". Despite his support for accountability he questioned the readiness and openness of the Jamaican Education system. He became very animated and suggested the biggest barrier faced by the education system is that "we don't have an identity and we keep changing and dancing to the external rhythm then we wrong". He argued that as a nation Jamaica has not yet made up its mind as to what they want to be. He acknowledged that Jamaica is a developing country and as such evolving, but he thinks with that comes instability. He was keen to clarify his perception "I don't mean instability in that we are not to change but I question what motivates the change and why do we want to change?" He went on to say, "we don't embrace enough what we have as our own, if we don't see practices embraced elsewhere, we don't think it is valued." Interestingly, this idea that Jamaica dances to the external rhythm was to some extent supported by the representative from the Ministry of Education who revealed that there is a new curriculum which is being critiqued for its lack of Jamaican culture.

The chairman (Governor) who spent over 50 years in the Jamaican education system had a different perspective. She believed she has seen a lot of changes in education, "I think the system has changed in a negative sense. In my days it was mandated that we had to work. We had education panels that would come in like 'watch dogs. So, we had to work". She questioned teachers' motive for joining the profession "It is now more obvious that teachers are in education for the money. Not enough is being done now. If you compare results now it has fallen". The questioning of teachers' motives was not unique to the chairman as this was endorsed by the Chief Inspectorate who said:

> We are getting now a wave of teachers who are seeing it as a means to an end. Some of them don't want to be in the system. Some of them have low expectations where they don't believe the children can achieve.

She cited an example where she went to a rural school and "children come to school with an empty bag and an expectation that they will not be made to do anything. I told my teachers, take a box a pen and collect them at the end of the class." She quickly went on to validate her point by identifying another example where she said, "I remember when I went to collect data from a school I was just seeing zeros (0) on the children's papers and I asked what happened and they said they didn't come to class that day, or they were outside playing." She passionately said, "That is not acceptable we have to ensure that every child does his/ her best, so it was about exchanging ideas and finding new means and ways of getting the best for children." The chief inspector explained that because of the lack of accountability in education children leave school and join programmes such as "Career Advancement Programme (CAP) but they are not investing in school intervention." The Head Teacher said:

> The divide between practice and policy comes down to accountability because you find that because we are a poorer society we tend to communicate more orally. We find that the things we talk about are just theory and doesn't trickle down and monitor and people are held to account.

He acknowledged the need for further change but questions the practicality of what needs to be done:

> What I would like to happen would be difficult because the regulatory bodies are still being governed by those regulations that we need to get rid of, for example if Head Teacher X is underperforming and he is fired, JTA will defend him and if what they fault him on cannot be found in the education ACT then they would have to reinstate him. So, the entire policy would need to be revamped.

He was also concerned that some people view education as free and therefore accountability is weak. In his opinion,

> In the independent schools the parents hold them to account because they are paying them. However, it is not the same for the public schools that are free, people may want to blame Mr Manley for introducing free education because we tend to see it as public pipe where we can turn on the water and use as we like not realising that tax payers are funding it, if you compare it with institutions where people pay fee there is more accountability.

This view was strongly shared by the Governor who said:

> We need to get to a point where there is commitment to what we are given to do which means that we are going to follow through with what we do and execute it within the confines of our resources. There should be a natural self-monitoring and accountability.

Teacher C said that there needs to be a fresh look at what schools account for and how schools' success is measured.

> The best for the children is NOT to test them on only academics because we have students who cannot write a proper paragraph but the can dramatize. I have students who are excellent at creating story lines but in drama but would not be able to write it down.

Teacher B echoed this sentiment

> I would have to change the restricted view of attainment. They need to look at all the learning styles, because the result is learning. We have Heart trust NTA, Caribbean Examination Council (CXC), CAPE and City and Guilds what about those who don't measure up to those standards? Jamaica has a massive music industry

and our musicians will tell you school did not support their dream. Music made

them, but the current system just looks at exams.

Teacher B says there needs to be greater consensus with teachers "they could dialogue

more with us, see if what is given to schools really happens. I have never seen an inspector I

have only heard that they came, and the principal would report to us." The Principal

validated the teachers' views when he said:

School's success needs to be revisited. Success for me is if I give you a novel situation

you should be able to manipulate it and explain and give your rationale for it. I love

the courses that have no exam, where challenges are given, and students get a

chance to test and try new tasks so when you are done you see growth.

He admits that this would be a challenge "If I put on a traditional hat it would be hard. We

cannot do things the same way. It may mean videotaping and networking."

Teacher A challenged that the approach to accountability needs to change in that it

needs to be more developmental.

Accountability should be used as a process to get teachers to own what they are

doing. A system that helps teachers to treat a process as though the children they

teach is their own. It cannot be a process where you tear people down rather than

build them up. It is ok to be critical but not to 'tear people down'. Whatever critique

you have should be something that cause me to reflect. You see something wrong

with a school there should be a sit down and open dialogue with the school.

She identified the lack of training as another barrier to effective accountability.

You cannot have all these demands on teachers when you do not train teachers, we

have very limited technology and no parent accountability. She emotionally shared

that there is need to provide emotional support for students in which teachers are

not equipped to do though required to do because of students' experience. The next major problem is that we do not do enough in terms of training teachers to cope with trauma and we live in a very traumatic environment. Violence is the order of the day and it affect the children. Sometimes you meet the children and before you start talking to them they are angry already. The teachers are not equipped to support the children through the psychological problems they are facing, and they need support. We cannot depend on the short courses done in initial teacher training it is not enough.

Teacher C's View was very similar and shared that the public dialogue on accountability in education currently causes the causes the pubic to be very judgemental of them.

Teachers need to get a better understanding of what accountability is and understand that it is not meant to judge you, it should be supportive. At the minute accountability bears a judgemental meaning which has led to the public being very critical of teachers. We hear nothing positive from the public. We hear comments like 'why are teachers demanding increase in salary when the children not learning anything.' We do not get support from the public. Moving forward accountability should be used to improve teachers and the profession and help teachers reach their professional goal.

The concept of mentoring was also supported by the Principal who said that a mentorship programme that allows good practice to be shared would be beneficial. He said, "another thing that could be done is peer Principals in good school with a poor performing school at the minute that doesn't happen."

Teacher B was of the view that education needs to address more practical real-life situations and not be so "prescriptive". She shared that they spend hours teaching the students to pass the tests. This was validated by teachers in the survey with 32.4% strongly agreeing and 52.9% agreeing that they are encouraged by the current league table to teach to the test.
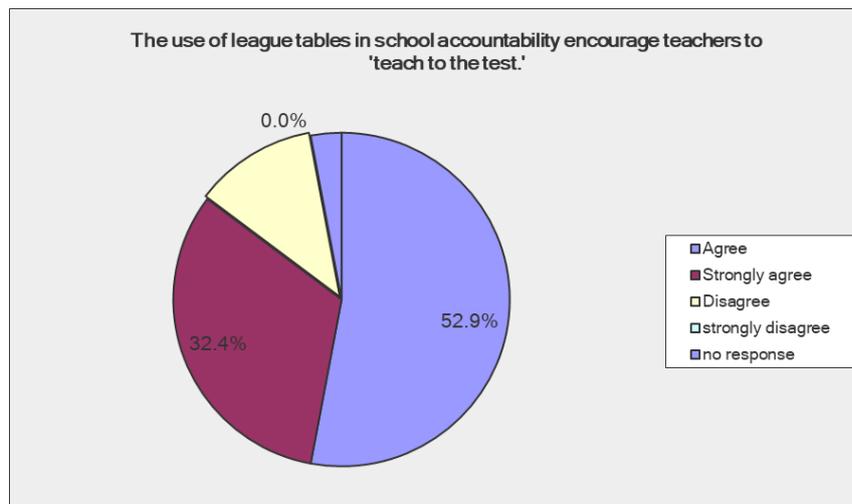
Figure 18. Pie chart showing how the use of league tables in school accountability encourages teachers to "teach to the test".

Accurate accountability also needs to include parents. Teachers called for greater parental involvement as they were of the view that some parents are disengaged from their responsibilities to support the education of their children. "We have parents who would save for the party but not for the exams. Hold parents more accountable for their children learning." Parents need to be engaged "parents also need to know and ask the right questions: How well is my child doing? How can I help?"

The head teacher shared that another change is that there needs to be more delegating of responsibility to Ministry of Education regional offices. This view was also shared by the Ministry's representative who outlined that:

They are still there but not very autonomous they still have to get a lot of directives from Head Office. Originally the plan was to relinquish some of the control to regional ministry like in the health ministry. There are six regional offices controlled by the central offices, but they are taking the power all back. They need to invest in the right people and get the support because it just doesn't make sense to take back all the power.

The Head of Inspectorate was keen to explain that one of the main changes that came because of the Inspectorate is the push to ensure that there is greater congruence between training being offered and the national needs. The main drive of the Inspectorate is to "promote learning for students in school." The way this is being done was explained by her using a system of triangulation which helps the Inspectorate to "write honest reports." As a part of the triangulation in schools the inspectorate does a survey among teachers (to lift their voices) and students. Teachers and board members (governors) are interviewed, in addition to that representatives from the Inspectorate attend parent teachers' meetings (PTA). As a result of the engagement in parents' meetings they have interviewed over 100,000 parents and analysed the data and we run the report.

The representative from the Ministry of Education cautioned that while there is a need for change as a nation, we need to be authentic to who we are as a people "we are taking some of the things that are not useful. Sometimes we are more British than the British themselves, like it is engrained." This was strongly refuted by the Head of the Inspectorate who said that as part of the quality assurance process she has tested the new system of inspection and accountability. "I have been to the England and Wales, Dubai, India, South Africa, Scotland and going back to Scotland for value added conference. We have been to America and Canada and Jamaica's indicators stand up." One of the common

grounds shared by all stake holders is that the students deserve more. As underscored by

the representative from the Ministry of Education "our students deserve more but what

teachers and Principals will say to you is that feel overwhelmed by the pressure placed on

them by the Ministry and because of the change in programmes." The Ministry

representative explained that the Ministry is now working on the School Improvement Act

along with intense intervention training through National College for Educational

Leadership. The aim of the initiative is to build capacity for leadership.

The Head of Inspectorate explained. She said "We started off in the school of

excellence with 6, we now have 10. We have 5 high schools and 5 primary schools, and they

are all in the lowest performing regions in Jamaica; Portland, St Thomas and St Mary." These

changes she attributed to the focus on teaching and learning and coaching. "We run

workshops, we watch a lot of videos together on how to carry out coaching and how to use

senior staff to support teachers improve and ask challenging questions which help them to

be accountable for the output." More than half the teachers in the survey stated that

regular meetings help them to account better for what they do.
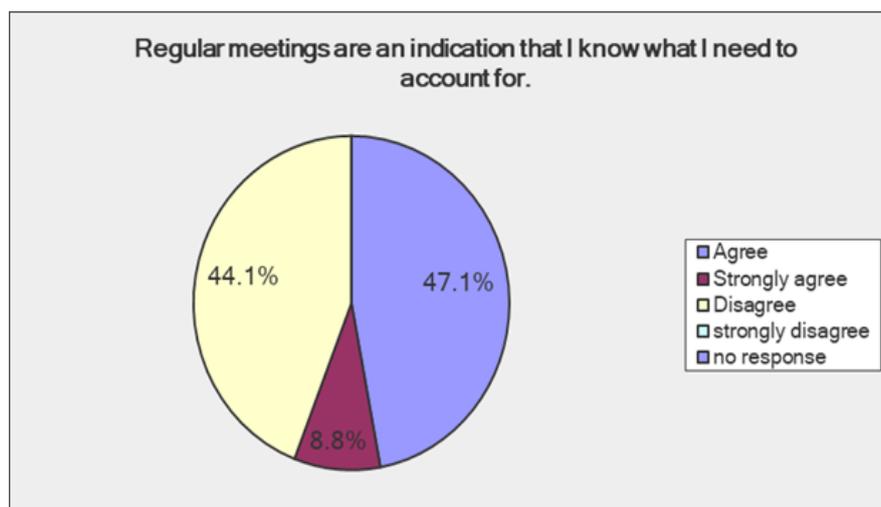
Figure 19. Pie chart showing the response to the question: regular meetings are an indicator that teachers know what they need to account for.

Accountability: A Case Study of the Jamaican and English Education Systems

The National Inspectorate through a call from the Ministry of Education and politicians for Greater accountability in schools has resulted in more schools being monitored and school results made public for the first time in Jamaica. There have been mixed reviews from these outcomes with a national appeal to turn around what is called "failing schools" by politicians. The challenge however, is to develop an approach in which the elements of a devolved system are held in creative tension, with checks and balances to make sure that autonomy does not lead to isolation, that diversity does not become a barrier to collaboration, and accountability does not slip into regulation.

Theme 4: Drawback or weaknesses in the accountability system. The problem/challenge is, how do we find a system of accountability that will hold the education system to account but still allow schools to express their local character and the values that stakeholders hold dear to them? This is an important question and was one that this thesis had set out to explore.

In Jamaica there is a similar call for decentralisation of inspection. Educators, Head Teachers, and Teachers are of the view that local Ministries can work more closely with Education Officers to support schools. There was also the notion shared between both countries' teachers that the inspectors and the inspectorate body can be out of touch and that is very little understanding of the day today and counter within schools. There was also common concern about the targets set for teachers and students and the disparity between a top down expectation and what the students can achieve. Teachers in both structures express concern about workload, class sizes, and the inability to maintain a healthy work life balance. There was also general outcry by the Jamaican teachers to end the shift system.

In Jamaica there was also an argument about lack of capacity, with one Education Officer assigned 50 schools to monitor and supervise. The inability to manage this workload

resulted in the concerns raised about the regularity and effectiveness of feedback given to schools for improvement plans.

There were other views that conflicted with that of the Governor and the Chief Inspector's views on the incompetence of some teachers. Teacher A said the challenge with accountability is the lack of capacity "September I started off with 40 students in my class now I have 50 (April). I don't think they have a maximum." She explained that the challenge of large classes is compounded with "the lack technology and the high demand for clerical work." She cited the example that when she is expected to find out why the child is absent and decide what to do about it. This was passionately supported by Teacher B who said:

> Most of the inspectors don't know anything about class and school. We try as a school because our senior leadership team is proactive. They normally tell us what we need to do as department, and they inform us when we will have inspections and what we need to do.

Teacher C shared that teachers work long hours to get the best out of their students. The demands on teachers rung through in the survey where 38.2% of teachers strongly agreed and 44.1% agreed that the current level of accountability impacts on their work life balance.
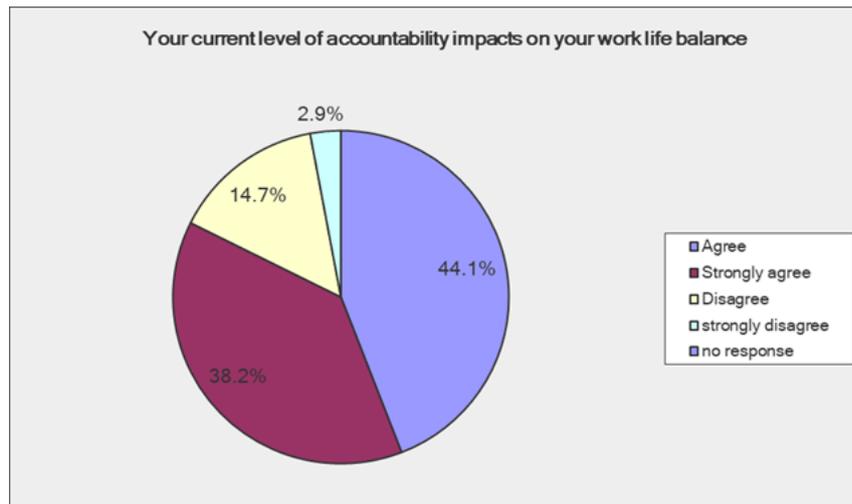
Figure 20. Pie chart showing how current level of accountability impacts on work life balance.

In addition to the imbalance in work life balance 14.7% of teachers strongly agree

and 47.1% agree that the increase in scrutiny would push them away from the profession.
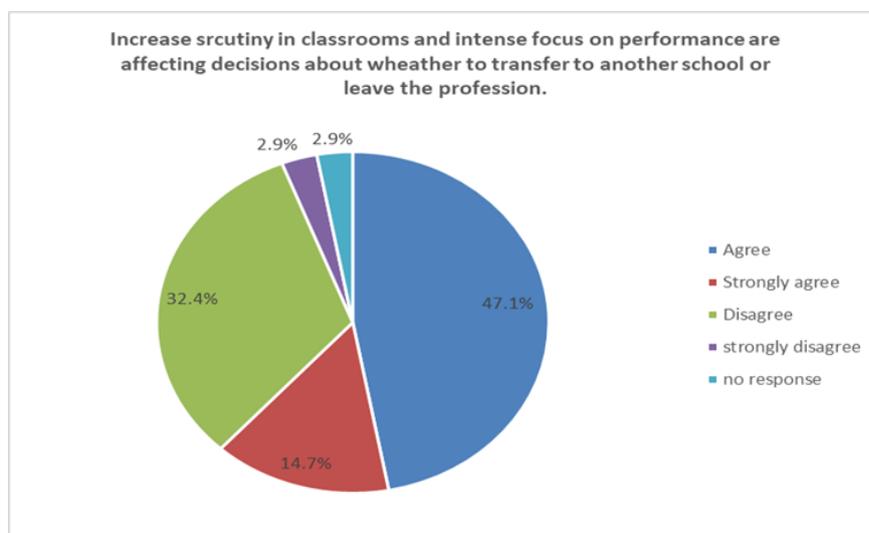
Figure 21. Pie chart showing how increased scrutiny in classrooms and intense focus on performance are affecting decisions about whether to transfer to another school or leave the profession.

An interesting dialogue opened up as she expressed her concern about using a

standard assessment across all schools "my challenge is you can't use the same rating scale

you use for a well-maintained urban school to judge schools like ours. We have small

amount or none when it comes to resources." Her views were echoed by the Ministry of

education representative "I don't think it is fair to use the same criteria to judge all schools."

Unfortunately, the truth is they are judged the same way. The sentiments were quite similar

among teachers in the survey as the approach used to measure schools' performance was

questioned and 17.6% strongly disagreed and 52.9% disagree that the approach was

appropriate.
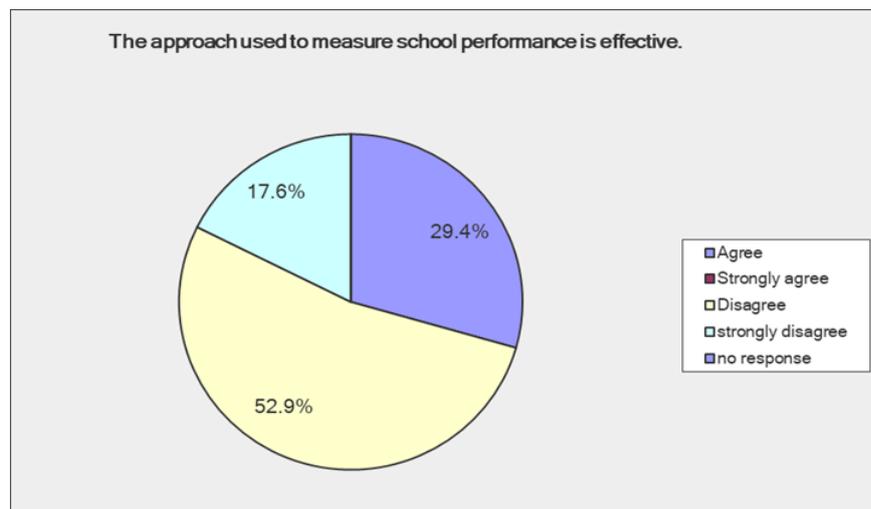
Figure 22. Pie chart showing the effectiveness of the approach used to measure school performance.

The difference in opinion was again stark as the chief inspector dismissed the

concept of using a bespoke or varied approach to measure schools. She was adamant that

"there is no such thing as the bottom of the pile. They are all our children." According to her

there is a self-fulfilling prophecy over the students as explained by her.

Sometimes we are driven by what we think about people that self-fulfilling prophecy

where we think some of our children will never make it and if we think like that

some of our children will never make it. We must raise up possibility.

In her view what is assessed is what you do with what you have. "We look at how the school crafts the curriculum to suit the students they have; the curriculum is only a guide." She was prepared to justify her position by explaining that "we provide our schools with a learning profile of all our students. This shows how ready they are and if they are not ready, we provide recommendations so that the school can get the assistance they need." The idea that one standard is used to measure all was further refuted by her as she explained the system she uses called "measure of progress". The progress measure is one of our indicators where we look at the progress made. There are also plans to develop this further as the inspectorate has a consultant working with them to develop a value-added system which will better reflect the growth the students have made. She was clear that from the evidence her team has collected "there is a national problem and we cannot continue with only 20% of our children making it." This change could be justified through the views shared by the teachers' surveys as only 5.9% strongly agree and 35% agree that the current system of accountability measures successfully the progress that students make.
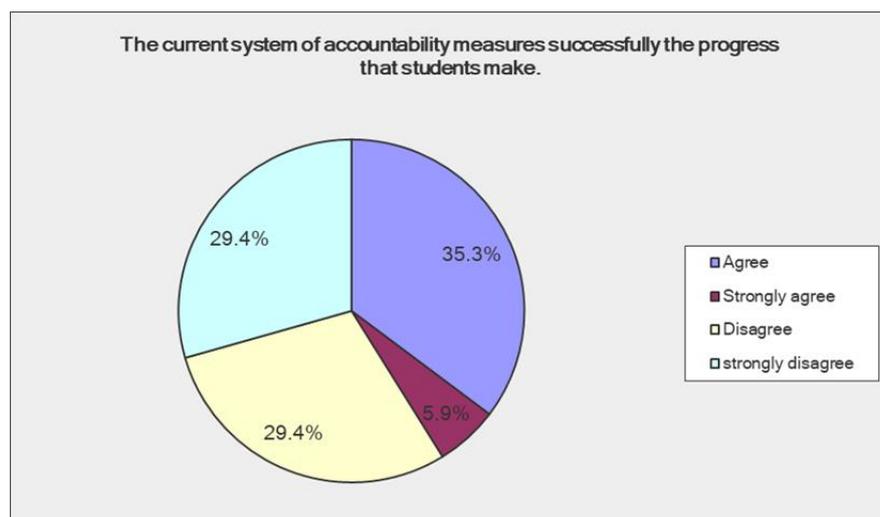
Figure 23. Pie chart showing how successfully the current system of accountability measures the progress that students make.

Teacher C was clear that teachers do not intend to lower the standard. However, she shared a different perspective:

It is not that teachers are expecting less but the reality is these urban schools are well equipped, you go to these schools and they have well equipped libraries with AC for instance. Another factor is the students are from a different socio –economic background. Not that our school don't have [*sic*] some students from affluent background but it is in the minority.

The Head of Inspectorate was clear that in considering different criteria in which to access schools' standards could be compromised. She passionately justified having consistent indicators across schools stating that:

We don't change the indicators because we are not confining schools to their circumstances. It is having that space in your head and the vision to get there. The only way we will change the calculus is that we give the best we have. I work on the premise that we send our best child to school. Teachers should be equipped to strategize and try out other methods, use up their skills.

Teachers should not work for a reward they are given a task. Teachers should say like the old mantra teachers should give and not count the cost."

The Head Teacher was keen to widen the discussion, sharing that there are other variables that impact on accountability in the Jamaican school setting, one of such he highlighted as being political interference. "Politics is too heavy on our system, when government changes policies change. Some years ago, when the system went through a deep study some recommendations were made some of them were made and some are ongoing. The Head Teacher acknowledged the work of the Inspectorate but noted that it will take a shift in thinking.

> We are not there yet. We need to disturb people equilibrium to get results. My
> genesis is how to get that confusion in motion so that people will want to be a part
> of the consultation. We like to act through proxy 'Miss N you go for me and
> represent me'. It is deep routed that as a nation. We are not yet convinced of a
> philosophical agreement of what Education ought to be.

He noted that there is a blame culture that is driven by the politicians and that sometimes
professionals are not receptive to change "we don't accept when things go wrong; they shift
the blame and when it goes well, they take the praise." The Head Teacher also questioned
the appropriateness of the examinations that students take, proposing that they do not
measure learnings. According to him the era we are in is information era "knowledge is like
water on earth: free and accessible. More and more the work places are saying our
graduates are not suitable for the job market even with first class because character not
developed." He is proposing to develop innovative/creative learners who take risks and
problem solve. He thinks there needs to be a shift in mind set "Jamaican society still looks
for summer results to see how many subjects children are getting and that doesn't make a
difference." The Head Teachers' views were in line with the need identified by the Head of
Inspectorate who expressed the view that students are not marketable enough.

> People who wanted to invest in our country kept saying the skills were not there. So
> clearly there was no congruence between what we were doing, and the training
> being offered and the national needs, this is down to lack of accountability and poor
> multiagency working.

> While the changes around accountability in schools seems to be positive there is an

overwhelming call from teachers involved in the survey for greater teacher input in the

standards used to measure schools, 67% of teachers strongly agreed and 35.3% agree that

teachers need to have a greater input.
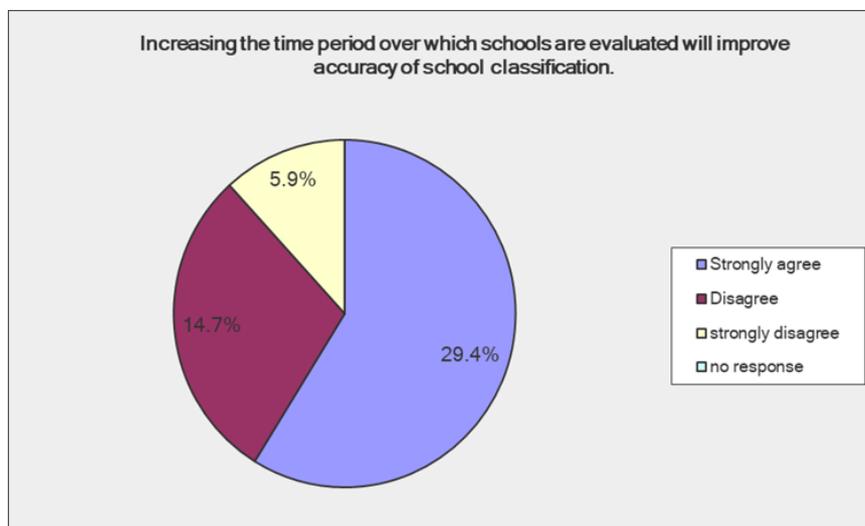
Figure 24. Pie chart showing how increasing the time over which schools are evaluated will improve accuracy of school classification.

According to the chief inspector the conversation around accountability has always

been based on deficit:

It was a deficit argument, we don't have this, and we don't have that. But then we

go into some schools and the library is closed and we ask why? They say the library is

only for special occasion. We challenge them by asking them if you close the library

what will happen to that poor child that don't have a book cannot borrow a book

one or a child cannot stay back and read for an hour? When you close the computer

room you close access.

This notion of deficit conversation was refuted by the teachers in the interview as Teacher A

said:

Sometimes they give us large classes of remedial students and the classrooms are

dark and dingy and the emphasis is on writing lesson plan. While I write the lesson

> plan I rarely follow it because sometimes I have to be very flexible based on the state
>
> of mind of the children.

Teacher C reiterated that teachers work hard with very little resources:

> I try to meet my students at all levels. I have very mixed ability groups, so I think that
>
> when they come into a class if they see a student doing a dub poetry (She taps on
>
> the table) they should take that into account. Some students have very low
>
> comprehension skills and sometimes the only way we can support them is to make
>
> the lessons as practical as possible through presentations.

She went on to question the accuracy of the judgement given to schools, explaining that

only core subjects are seen.

> They tend to say they inspected this school and the exam results were good but
>
> what about those who did not take the exam. From the survey teachers were torn
>
> on the accuracy of the standards used to inspect their school.

The results in Figure 25 show a very mixed review.

The standards used for school inspections accurately reflect the values of my school.

2.9%

14.7%

35.3%

32.4%

14.7%

□ Agree
■ Strongly agree
□ Disagree
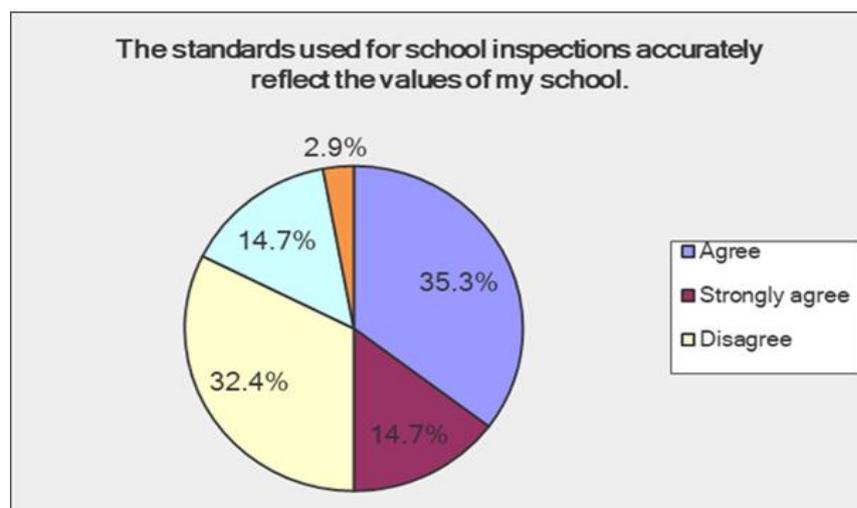
Figure 25. Standards used for school inspections.

Teacher C also alluded to deficit when she highlighted that the level of training offered to teacher are inadequate "the former Principal would send out 4-5 topics and we get to choose as a staff, they don't do that anymore. They just decide and give us anything and most of the training is not relevant to our needs."

Interestingly the representative from the Ministry of Education supported that argument that some schools have a deficit as she shared that some parishes are called "the forgotten Parish." She openly shared that her honest opinion is that as a Ministry they do not offer much support to them.

I don't think we get to them enough. There is not a lot happening on that side of the island, not much in tourism, agriculture and Industry, so people don't tend to go there. Rural schools don't get the attention that they need.

She presented the other side to the argument by raising the point of "lack of capacity." She shared that currently one education officer could have up to 50 schools on his/her case load and it is impossible to see them all.

What the education officers do they go in and see the schools that are performing the worst or where there are leadership challenges. Sometimes they had to provide coaching for the principals which is the role that they want them to play. However, except for the time constraints some of it is capacity because the education officers were not trained to mentor Principals.

She went to explain that the structure in the education system is that:

Board of Governors are the ones who are meant to help their schools. So, boards are meant to govern and review the document from the school inspection and hold schools accountable but that does not happen in many instances because boards are poorly constituted and politically appointed. Boards are constituted by people who

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lack the ability to ask the right questions and they are not focused on the teaching and learning.

Board's ability to hold schools to account was also questioned by the Head Teacher. He believes that:

Boards need to understand and guide strategic plans and support teachers, not just deal with disciplinary matters. I want teachers to understand that we have a culture unaccountability to change that states that students are silent they have no voice in their learning. It is about helping children to be expressive providing they are mannerly. Even if my student language is not perfect let them talk.

He raised the concern that the government's policy needs to be more inclusive and realistic "some people learn at different rate and learn differently." This was in keeping with the views shared by the teachers in the survey as 29.4% strongly agree and the same percentage agreed that the current system of accountability measures successfully the progress that students make.

Theme 5: Strengths of the current accountability system. Again, the stakeholders were able to reflect on what accountability mechanisms in the current system is working well. There was a clear understanding of who schools are accountable to among teachers although some teachers questioned the effectiveness of the system. Teacher B was of the view that "we are accountable to the Ministry of Education but the workers in the Ministry are not in touch with the needs of the school".
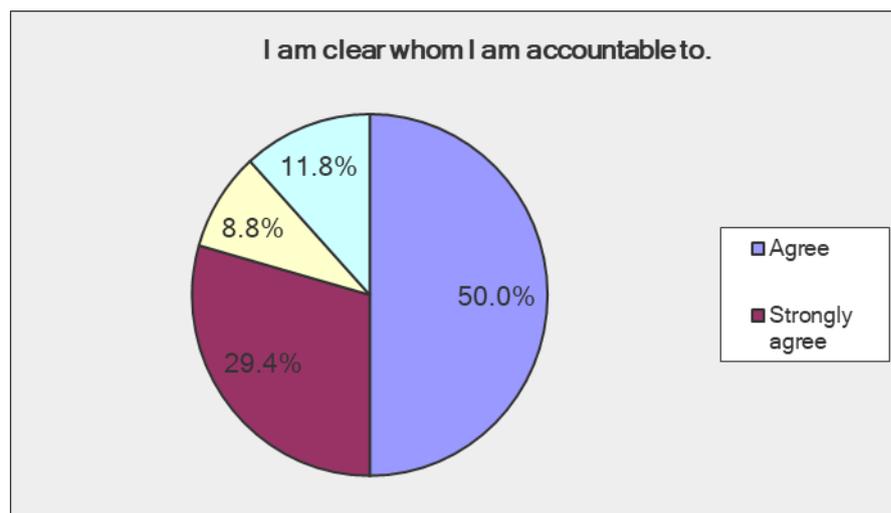
Figure 26. Pie chart showing that individuals are clear who they are accountable to.

The Ministry of Education representative also shared that moving forward there is a task force agency that will act as a quality assurance agency. There is also a teaching council to defend the profession and set standards and support the teachers by licencing and registering teachers for five years after which this can be renewed.

The Head of Inspectorate was also keen to share the success that the organisation has achieved through greater accountability. She explained that every school they have supported has improved. She used passionately the word hate "I hate the word visit. It is not a visit; we go to support a school. In a visit you can say hello and sign and go. We go to lessons; we help with observations." Consequently, she was proud to share that "every school we have seen in this capacity has improved. This is what keeps me. Principals say if the inspectorate didn't come no one would do anything about our leaking roof". She also explained that through the process of support offered by the National Inspectorate schools also get help because local communities provide help, diaspora and past students' association help. She said she has insisted that "Instead of shoes and clothes from abroad they get investment in our teachers. The great success story is that 51 schools got international award to teachers and schools through our data." She highlighted that the

organisation was met with national uproar. She shared a success story that is dear to her of

a church school that they identified as inadequate. However, "with our support the church

school changed leadership and did a lot of work now 100% literacy and numeracy. Some

parents volunteered to wash for the Head Teacher and supported how they could and

helped her; she turned it around." She was keen to clarify that while some schools are in

financial need "the changes I experienced in over 1000 schools didn't cost much. They are

now doing wider curriculum". The Head Teacher attributed the challenges being

experienced to the medium of communication. Teachers also validated the argument that

the current changes are accounting better for the progress that students make in the

Jamaican schools.
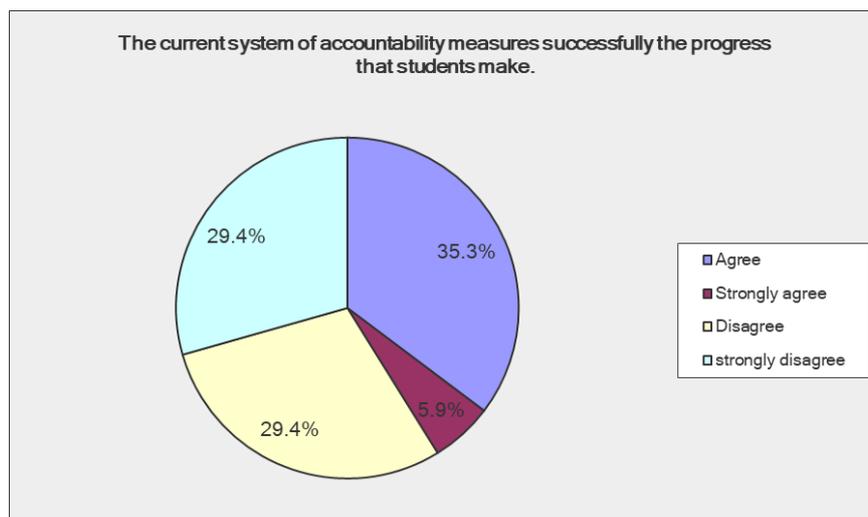
Figure 27. Pie chart showing how successfully the current system of accountability measures the progress that students make.

The Ministry of Education representative also acknowledged the improvement in

accountability. However, while she acknowledged that there has been a real shift in the

thinking, she also added that "we have changed the conversations because of the school

inspection system and people are now thinking and talking about quality," she spoke

passionately about the need for more. In her opinion:

> There needs to be more investment in the school improvement plans, leadership
>
> capacity and look at how boards are comprised and work with boards to help them
>
> govern more effectively. There needs to be systemic change and mind-set change
>
> and invest in technology for the Ministry, so that communication with the Ministry
>
> can be more efficient.

The country has a new standard curriculum that has been analysed by various countries and

this, according to the Ministry of Education representative, has been classified as good.

However, she agrees with the criticism that "the culture and the things that are valuable to

us such as the arts needs to be infused throughout."

Apart from a more needs-based education the Head of the Inspectorate boasts some

achievements:

- There is a better funding formula in place for schools now "we reorganise funding

  formulae, yes we going to pay more per capita but we are going to be adding more

  things to this school to help them. One of the aims we have is that we want to make

  every school a good school."

- A more accurate definition of the standards used to assess schools "the system had

  standards, but we pulled them together, for example, curriculum says what children

  should achieve in each Window at each grade. So, when we go out we look at how is

  that happening." The new system uses vision 2020 as its gold standard, where it

  does not meet the standards resources are channel to correct that. "We take a

  developmental approach. We pass recommendations unto relevant organisations to

  intervene."

- Greater training "we had a one-week national training on how to help education officers to help principals." The team that goes into schools to inspect are highly experienced and skilled "they are current and past head teachers and successful teachers. We have a very good logistics team. We send maths and English experts." She was eager to explain that that teams are used because they have a thorough discussion and it is supportive.

- The use of data gathered to inform practice.

  In 2004 we published a report, the task force report, and that is what has informed the policy and it got by participant support. We discovered that this weren't [*sic*] going the way we wanted them to go and the accountability systems were weak and there was always a blame game. We have changed the discussion and we are now talking about quality.

- Greater consultation across stakeholders. We start with a sensitization within the local community where we discuss what we are looking for. This is done within the local community in Town Hall meeting where we meet board members, teachers, parents, principals all stake holders.

  We have conducted over 200 meetings. When we started off we made sure people were sensitized and we asked people's opinion and questions and challenges, we took back what people want from the process and what it would mean for them.

- We created a bridge between policy and practice. This was a result of 2004 task force recommendations.

  One of the recommendations was that we needed to ensure quality and that there needs to be a national quality assurance entity whatever it is called.

This was to ensure that we could bridge the divide between policy and practice. So, we would say we are revising the curriculum but when we get to schools it was a different story and our rate of literacy and numeracy and exit exam rates were low. This was despite all the money that were going into the system. We were borrowing money to go into education, but the results were not there.

- Recommendations made to the Ministry of Education.

  We compile recommendations and send recommendations to the Ministry, we are independent, so we say to the ministry you need to (in the same way we say to the schools) pay better and invest in your head so that they can do better for their schools. As it is total accountability, we state it as we see. We also ensure that Education Officers go in to support.

- Provide quality assurance. "So, the NEI's role as quality assurers is look at the schools, examine what they are doing and how are they impacting on students learning."

- The development of a value-added programme. "We have a measure called progress; one of our indicators where we look at the progress made. As we are here, we have a consultant working with us to develop value added."

- The drive to close the gap with other nations. She spoke passionately about the Inspectorate's drive to close the gap.

The model used by the National Inspectorate has four phases: sensitization phase, pre-inspection visit, inspection, and quality assurance. This process helps to address one of the major concerns raised by all stakeholders as inspectors get a better understanding of the school and the context in which it operates through face-to-face consultation. The Head

of Inspectorate stated that schools benefit from a better funding formula which comes as a result of recommendations made through the sharing of the inspection report. In both systems the drive is to make schools be at least good. Both systems could share ideas on the way they approach continuing professional development (CPD) as there are good models of training for teachers, Governors, and Head Teachers available in both systems.

   Theme 6: Systems that could help with accountability. All stakeholders were keen to make a range of suggestions to improve the accountability system in Jamaica as it was clear that despite the level of influence, they were passionate about education and the future of the Jamaican students. Teacher B said there is a need for a more cohesive approach. We need parental support, but Principals set the tone. When I ask for a parent to come and they don't, the child should not be allowed to return until then. We also need our Principals to be fully trained and qualified as we see the results when unsupported unqualified Principals sit in the chair. Yes, we have institutions that provide Leadership training, but it is simply not enough.

   There was also the argument that ineffective teachers and head teachers should be replaced. Finding from the teachers' survey revealed that 26.5% strongly disagree and 26.5% disagree that the current system helps to identify and replace teachers and principals who are ineffective.

The current accountability system helps administrators to identify and replace ineffective teachers and principals.

26.5%

41.2%

26.5%

5.9%

Answer Options
Agree
Strongly agree
Disagree
strongly disagree
no response
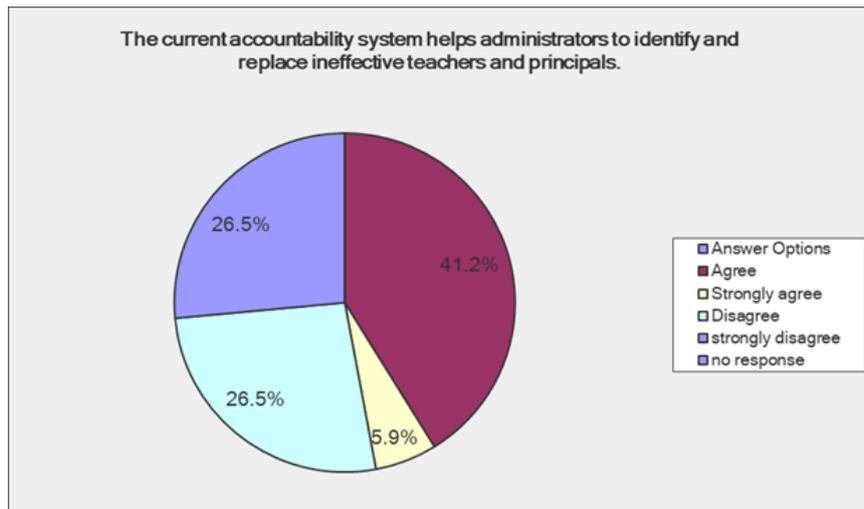
Figure 28. Pie chart showing Teacher's response to clarity on the standards used to judge schools' performance.

Teacher A suggested that there needs to be greater clarity on the criteria used to assess schools and the criteria should be at the least shared openly with teachers. In her view:

In Jamaica the criteria used to judge schools are unclear to teachers, so schools will always be failing. What we get is 'your school needs fixing, it is not good enough.' The only follow up we get is when they are coming back. The Principals get a feedback and we are left on our own to sort it. The process is so impersonal that teachers don't connect with it. You feel like it is an examination and you get an award or not.

This sentiment was echoed by teachers. Teachers are of the general opinion that they should be involved in establishing the standards by which their school is being judged as seen in Figure 29.

Teachers should be able to contribute to the standards used to measure their schools.

35.3%

64.7%

☐ Agree
■ Strongly agree
☐ Disagree
☐ strongly disagree
■ no response
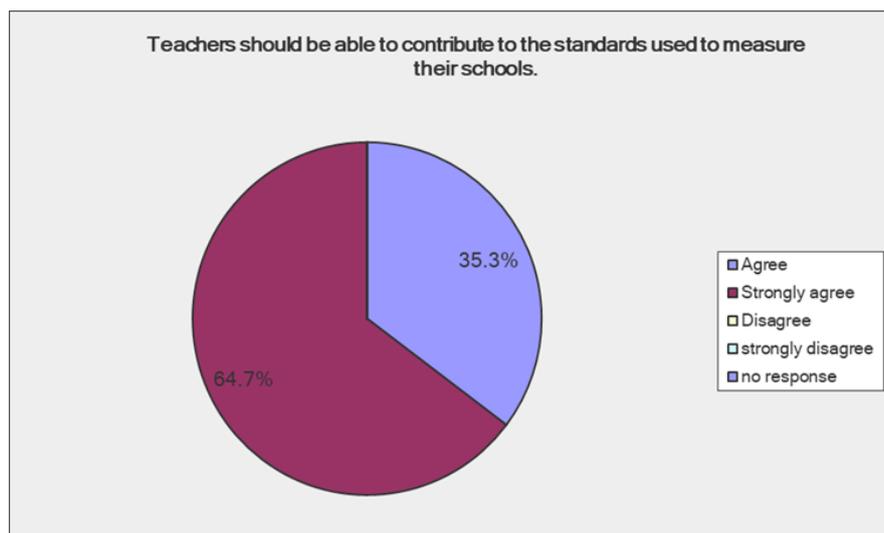
Figure 29. Pie chart showing teachers' view of their contribution to the standards used to measure their schools.

The Ministry of Education official acknowledges that there needs to be greater work to involve the views of teachers "I don't know if anybody has ever asked the teachers or their principals how they view accountability. I think they complain about the inspection system, but I don't think we have effectively engaged them." It was interesting to note that both the Ministry representative and the chief inspector thought that the biggest change needed is not money it is a change in mind set. "The biggest change we have seen in our school is raised expectations as they start to see themselves as being able to do it. We had this mantra 'no excuses." She shared that there is a need to reflect on the practices in education and ensure that good practice is imbedded before starting something new.

I had a meeting with head of Ministry yesterday and one of things we were

discussing is doing an environmental scan on all the new programmes we have.

Talking to people on how they see the reforms because we haven't done that yet.

There is a general call for a more developmental approach with coaching at the heart of whatever is delivered "Most Principals know what their schools are doing no surprise, so the inspections have helped them, but they need to be assertive."

In the survey, teachers weighed in with a variety of ways in which the accountability can be improved in the Jamaican context; the suggestions varied from having reduced classroom sizes and improved distribution of resources across schools with a deliberate attempt to improve on access to technology, allow teachers the opportunity to concentrate on teaching and learning and not burden them with additional administrative responsibilities and improve special education provision in all schools and make school plants more conducive for students with additional needs. There was also the suggestion to put the needs of students and schools first based on socio-economic conditions and improve communication between the Ministry of Education and schools with a view to increase their presence in schools. This will enable the Ministry to be more in touch with schools' reality. This echoed through the open-ended question as well as closed questions as seen in Figure 30.
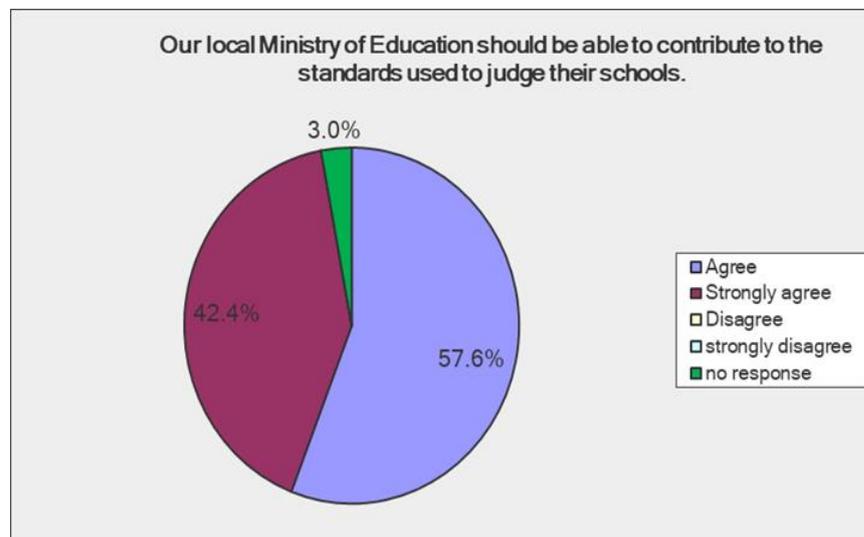
Figure 30. Pie chart showing responses to the local Ministry of Education being able to contribute to standards used to judge schools.

There were also suggestions regarding the local Ministry of Education's involvement to the contribution to the standards used to judge their schools. Teachers suggested that improvements could be made by having greater involvement from Ministry officials. "Policy makers need to know more about the school systems and be more accessible to school's leadership teams." Teachers gave very decisive suggestions such as "replace ineffective Head Teachers through due process and hold parents more accountable. "Parents need to play a more supportive role in education of their children. Introduce sanctions for parents who fail to responsibility for their child's education." The theme of sanctions in accountability rung through for 11.8% of teachers who strongly agree and 61.8% of teachers who agree that there needs to be sanctions for performance.
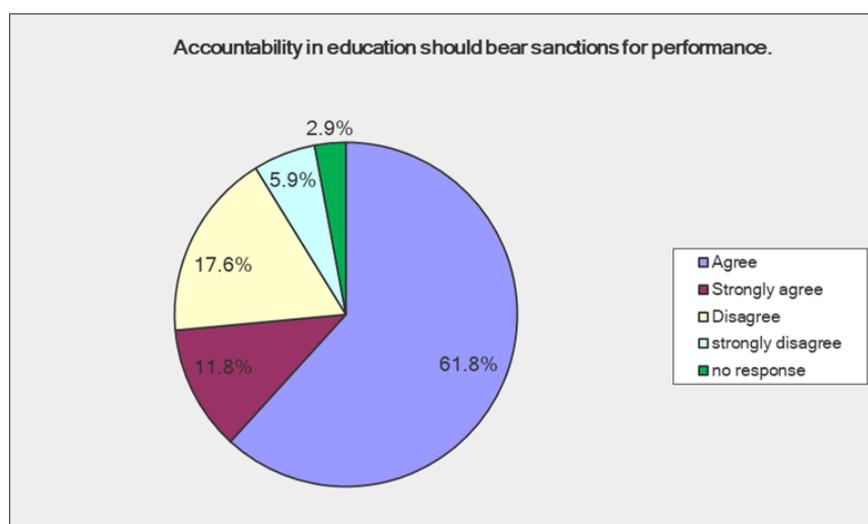
Figure 31. Pie chart showing responses to accountability in education and sanctions for performance.

Several ideas came through the teachers' survey as can now be seen: Teachers should have a better salary package and the training teachers receive should be improved to include psychology of students. This is crucial based on the needs and demands

of our students. There was a unanimous call from teachers for improved training and for teachers' capacity to be considered in schools' judgement.
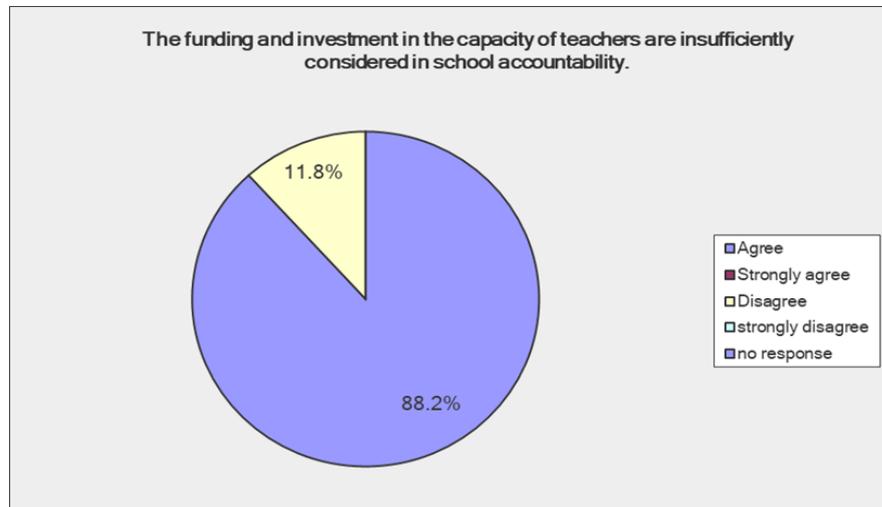
Figure 32. Pie chart showing insufficient consideration of funding and investment in the capacity of teachers.

Teachers were equipped with other practical suggestions to improve the systems and it was great to see that they were not only criticising the system, but they were prepared to give practical suggestions for improvement such as; the abolishment of the shift system across schools. Teachers also requested the introductions of a more context-based judgement for schools to avoid holding schools accountable to the same standards when all schools do not have the same or similar resources. There was also great application of theory-based learning when teachers called for an improvement to the curriculum to cater to different learning styles with greater recognition for arts. Jamaica is a country with a rich cultural heritage. Teachers reported "we are known for our arts and sporting ability, but the time spent in schools to nurture this is not recognised in inspections."

Interestingly, like that call for localised inspectors, teachers in Jamaica expressed that for greater levels of success and better accountability in education, a group of

stakeholders with experience and interest in education should be created to monitor

schools' progress. The current system of a school board that is politically driven is not

working. When schools are monitored by a focus group more follow-up will take place and

very little will be missed. In addition to that, schools will feel much more supported. The

view was shared that:

> Should school boards continue greater training needs to take place and we need to
>
> avoid political appointments and interferences to ensure that boards are in tune
>
> with their own context. Boards of Governors need to understand the schools'
>
> "culture", strengths and weaknesses as well as students' background and resources
>
> available to get the best possible results.

The Impact of Theoretical Framework on Understanding of the Data

The opportunity to explore and understand Brofenbrenner's Ecological systems

model, the complexity theory and the open system theory were extremely useful to the

researcher and grew in importance as the data unravelled. Having reviewed the literature

and been immersed in the data collected, there have been a growing recognition for the

need to understand the value context in determining schools' effectiveness. When context

is considered it renders the linear model implicit in the Ofsted and Jamaican Inspectorate

inspection framework. For the very first time the researcher was able to look more closely

at schools and more importantly students within the context of a bigger system of relations

as displayed in Figure 33. This diagram illustrates the impact of the various layers on the

students with the micro level being the closest and macrosystem being the furthest from

the students but very powerful in terms of the impact changes make to the lives of students.
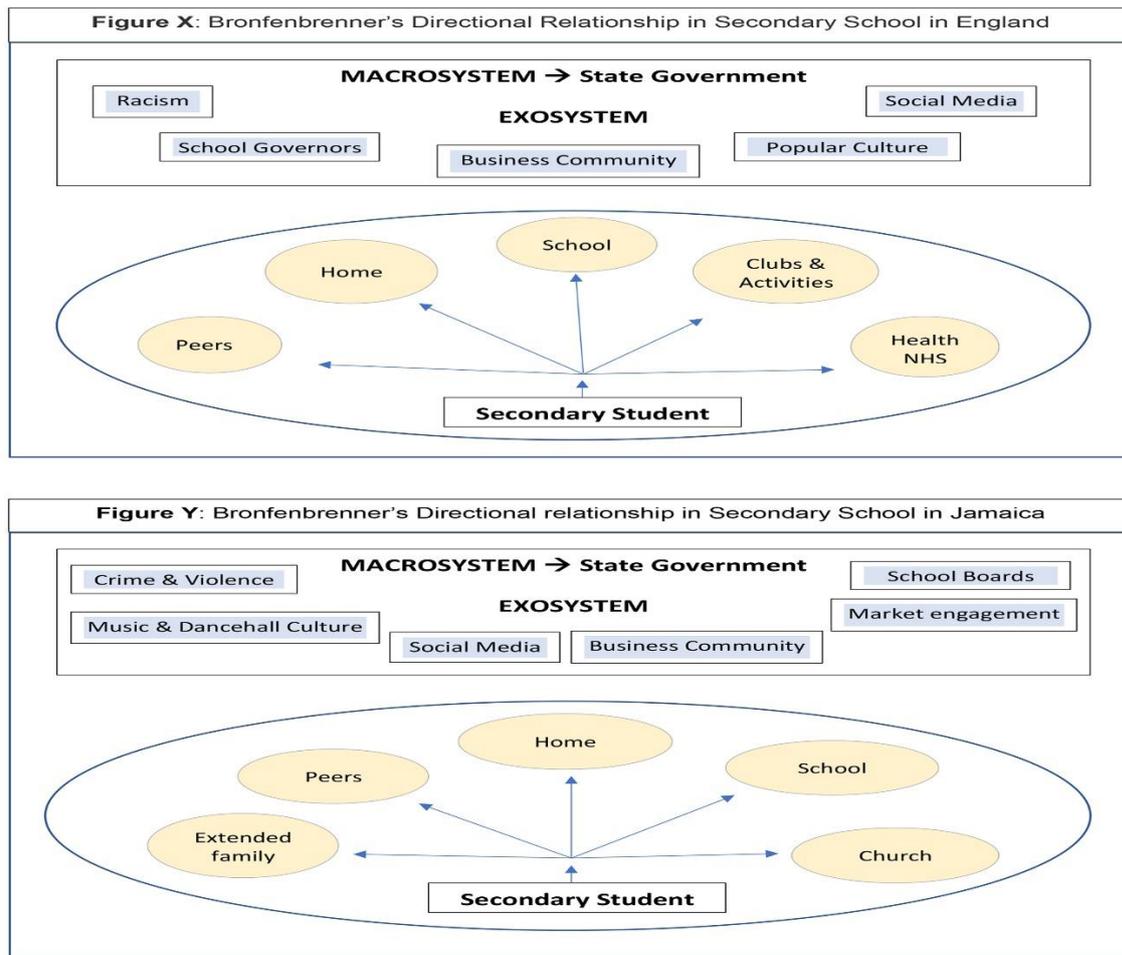
Figure 33. Brofenbrenner's Ecological Systems model and the implications for students in Jamaica and England.

The theory was instrumental in helping the researcher understand just how complex the topic of school accountability is. The arguments put forward by teachers, Head Teachers and Governors that a student's performance cannot be adequately captured by a linear model of inspection standards can be understood when one explores this model. The researcher understands the push on the path of teachers and Head Teachers to look closer at a school's catchment area and the argument that it could be unjust to use the same standards for all schools. There are so many external factors that affect the performance of the school. One of such as raised by the teachers and highlighted in Figure 33 is access to resources. However, the inspectors, Ministry officials and data from inspection have

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demonstrated that despite the catchment area and community cultural influences as highlighted in Figure 33, some schools have still managed to perform in line with national standards. The school that participated in the research in England demonstrated that Brofenbrenner's theory had implications for British schools. It became evident that students were impacted by a variety of factors. On a micro level, teachers spoke about the impact of peers, home and social clubs. There were students who were engaged in swimming, football and performing arts club among others. These clubs helped to impact on students' motivation for school. The Head Teacher spoke about the engagement of parents and the correlation that had on students' engagement or the ability of teachers to work with parents for a common outcome. Those parents who were more engaged and attended meetings or were at the end of a phone call made it easier for a productive teamwork.

This was similar to the findings of the school in the Jamaican setting. It was interesting to hear how all teachers in the interview spoke about the impact of crime and violence on the students. One teacher shared that all teachers need to be offered counselling training as they are often in a position where they need to offer therapeutic input for students who are experiencing trauma, but they feel they are not equipped or best placed to do so. The example was cited that students are coming into school having witnessed crimes in their local community, one student's father had recently been shot in the local market. The impact of these macro factors on students' engagement and education cannot be overlooked. It was also fascinating to hear teachers talk of both the positive and negative influence of the dancehall culture on students. Some teachers spoke about parents' priorities being placed on parties and financing this lifestyle over paying for examinations. The general call in both England and Jamaica is that these factors are considered when a school's success/effectiveness or impact is being measured.

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The researcher also appreciates that balance in the arguments that varying the inspection standards could compromise on the quality of outcome for students. It is a huge debate and the researcher underpinned the debate with Brofenbrenner's theory that the ecological system is complex, and the use of a standard linear model could propagate misperceptions about what students achieve at school and the value of their educational outcomes.

It is no surprise then that throughout the discussion there is a similar debate around the use of Ofsted or the inspectorate who in the view of teachers look at a "very narrow aspect of schools' progress" which is centred around the achievements in core subjects (Science, Mathematics, and English) and now widened slightly to include EBacc subjects bringing modern foreign language (MFL), History and Geography into the equation but with little regard for creative subjects and the Arts.

Another common challenge both countries stakeholders raised was the need to have inspectors recognise the complexity of the ecological system in which schools occur. It is the general expressed thought that inspectors are not in touch with the reality of school and the context as a result Head Teachers believed schools are best managed through the effective use of a partnership between Head Teachers. They also believe that teachers should help to shape what accountability looks like. Teachers believed schools that fail to meet the required standards despite input from various head teachers should have support from the local education authority. The British Head Teacher was of the view that Ofsted should be completely abolished and replaced by the regional school's commissioner (RSC). He believes regional commissioners are in a better position to quality assure a pair process which would be completed previously by Head Teachers. The Head Teacher in Jamaica agrees that there needs to be greater accountability. However, he questions the ability of governors and

boards to provide this support as he's of the view that boards are politically driven. He suggested that the selection and training of board members be revisited. Boards need to understand and guide strategic plans for Head Teachers and help to set the standards by which their school will be judged and not only deal with disciplinary matters. His argument was refuted by the representative from the Minister of Education and the Chief Inspectorate who stated that using a system where schools set their own standards of excellence could result in a compromise of what students can achieve.

The Head Teacher in Jamaica went further to state that there needs to be greater onus placed on parents as their priorities need to be assessed. The complexity theory emphasises interactions and the accompanying feedback loops that constantly change systems and therefore the influence be it positive or negative of parents cannot be underestimated. The Head teacher is somehow justified when he cited the example that parents would invest in expensive gadgets and parties while their children haven't paid for the external examinations. Lareau (2003) identifies a significant part of this process can be attributed to "concerted cultivation" (p. 2). This is the process acted by parents which is characterised by open exchanges about the system, challenges to the system, understanding of the system, and involving their children in a multitude of additional activities that stimulate educational advantage. Where parents are involved on the process of education the outcome for students tend to be much greater. Not only was there a call for greater parental involvement but teachers felt accountability was too hierarchical, the general views shared by teachers across both countries were similar, they felt that there needs to be greater input from them and that they should be allowed to be more a part of the process of accountability.

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Having read and interacted with the Complexity Theory and Brofenbrenner's Ecological Systems theory it begged the question how best to get all these entities to work together in the best interest of the students. One of the ways is to ensure effective communication and this had begun in the Jamaican system through the sensitisation process with the local community. This can be an effective way for both countries to get more people interested and informed about what happens in education and could help to remove some of the stigma around the teaching profession.

Another challenge both countries face is to close the gap with other nations such as Singapore and Finland. The Jamaican system could benefit from looking at a staggered start timetable to replace a complete shift system. There is a need to develop and implement a more rigorous system to reward and sanction the work of Head Teachers and Teachers within both systems while balancing this with a developmental coaching approach. This model can be seen in the Independent School Inspection and the Jamaican Inspectorate, but this approach needs to be taught and rolled out more effectively across both systems.

A significant concept that could be shared is the access to different types of schools that was introduced in Jamaica. Erol Miller, in his article on Education Reform in Independent Jamaica, explained that between "1953 and 1978 this greater access was spectacular It went from 8,000 to accessing secondary education to 170,000 when the new schools were built" (p. 5). Traditional -grammar type high school established in 1850 saw competition by the 1940s emergence of technical schools with a technical bias, accessible by children who were slightly older than children entering traditional high schools. The vocational high school represented another innovation in secondary education policy. These schools were geared mainly to careers in agriculture and catered mainly to rural students. After that era was the emergence of the new secondary school which was substantially

different from the other types of secondary schools in that its entry was non-selective, employing the neighbourhood school concept, its curriculum was oriented to vocational training, and its school graduates were not required to take national examinations.

Accordingly, new secondary schools attracted the lowest social status of the types of secondary schools although it offered the greatest access to secondary education. The comprehensive high school was yet another initiative to add another form of secondary education to the Jamaican school system. This type of secondary school was distinctive in combining both selective and feeder school entry strategies as well as widely diverse curricula and assessment procedures. There is an opportunity for schools to take advantage of the open system (that is the fluidity of influences); to impact on what they offer. Schools could form greater partnerships with the local community that open opportunities for the students to enrich their learning.

The interesting aspect is that the debate around Grammar Schools prevails in England, but could it be that what is needed is a wider range of schools to meet the diverse needs of the learners and ultimately meet the needs of the job market? Access now could carry a different meaning, it is the understanding that there are different types of learners and an appreciation that a more diverse education is needed to meet the changes in society. The challenge remains how to lift the ceiling without loosening the current focus on raising the floor.

Chapter Summary

As illustrated in the literature review in Chapter 2, accountability has become a watch word in Education among professionals. It would arguably be a challenge to engage in a discussion of education reform without mentioning the phrase "accountability". When interpreted negatively, accountability denotes unwanted pressure on schools, governing

bodies, Head Teachers, and Teachers. However, this research has shown that accountability in its truest sense is also seen as something which provides vital support for school improvement and is crucial as we move to establish self-improving education systems.

This research highlights the need for an accountability system that is rigorous but allows schools to reflect the values held dearly by stakeholders. This can be achieved through a more decentralised system of accountability operating at the level of the individual school that encourages networking of schools. Accountability can provide greater professional participation which is hoped will raise stakeholders' aspiration, skills, and practice so that children are not merely meeting targets but that they are better supported in their learning. After careful research it is crucial to note the researcher does not argue for the removal of accountability in schools but rather make suggestions for the rebalancing of the current accountability frameworks in relation to the England and Jamaica.

To use the common analogy, the rebalancing would lift the ceiling without loosening the current focus on raising the floor. The researcher has presented the history of accountability in both Jamaica and England, explored the various mechanisms in accountability seen in both countries, and given voice to two stakeholders in both countries. Arguments have been presented on both sides and suggestions drawn regarding how schools can take on accountability and ensure that stakeholders' values are reflected as they deliver quality education.

The underlying theme throughout the data is a common call for accountability. Regardless of who the stakeholder was the need for accountability was recognized as well as a desire to account for education differently. However, the opinions varied on what accountability should look like from stakeholder to stakeholder. The debate focused quite a lot on who is best placed to scrutinize/ assess the work being done in Education, with strong

recommendations in both settings to reduce political interference in the administration and supervision of education. The topic evoked the passion of the stakeholders and showcased the work that is being done in education which exemplifies the fact that education is not static.

Arguments presented by the Inspection bodies; Ofsted, ISA and Jamaica's National Inspectorate created a balance in the discussion. Not only the need for accountability was highlighted along with the call for improved standards but the need for an external inspection body was made clear to prevent over familiarity between the inspectors and those being inspected. While inspection bodies and Government officials have presented that argument that varying the standards for inspection would compromise on quality outcomes and lower expectations for students one must also look at the balance in arguments that to ignore the fact that schools are part of a community and outcomes are influenced by these external factors. Bronfenbrenner Ecological systems and complexity theory (1986 & 1989) and Bertanlanffy (1956) Open system theory support the arguments presented by Governors, Head Teachers and Teachers that there needs to be a clear consideration for schools that are in challenging catchment areas and schools with a high population of disadvantaged children.

It is important to note that one of the key concepts underpinning this thesis is the term voice. Voice represents the views and understanding of the participants involved in the research. It has been established that the researcher is more concerned with the fact that it was said rather than how often it was said. In the context of this study voice is seen to be real and audible. The role the participants play in this research is integral to telling an authentic story of the experiences within the education system. This thesis includes the voices of teachers, Governors, Head Teachers, Ministry Officials and Education Inspectors.

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Some researchers argue that there is too much preclusion of principal stakeholders when forming education policy. Smyth (2001) proposes that often teachers are "being assailed upon to deliver on requirements over which they have had no control, nor which they had participated" (p. 28). Although small scale, the key aim of this study is to give voice to stakeholders to offer an indication of their views on accountability within the current policy climate with education. It has become evident that all stakeholders think that there needs to be accountability but questions how accountability is done and whom should educators account to.

Accountability will never be truly collaborative while there is disjunction and discord between those accountable (Governors, Head Teachers and teachers) and those they account to (Government and the inspection bodies). It is made more fractures when those who hold schools to account are often criticised but are not held accountable by the government. Accountability in education sits within a complex ecological system that manifests itself in various ways and stakeholders need to have a system of accountability that they feel is rigid enough to maintain high standards but flexible enough to capture the diverse and dynamic progress made in schools.

CHAPTER 5

Conclusion, Implications, and Recommendations

Chapter Structure

This chapter contains the conclusions, implications and recommendations of the results presented and discussed in the preceding chapter. The chapter will also include conclusions and implications based on the review of literature and the research questions through the lens of the themes which emerged from the findings. The limitation of the Study will be discussed with reference to the process used to conduct the study. The implication of the study will be outlined with clear recommendations for further research. Being a reflective practitioner, the researcher chooses to end with a personal reflection statement and conclusions highlighting the key factors discussed throughout the study.

Significance of the Study

This study explored accountability measures used in the Jamaican and English education system through the perspective of stakeholders. Stakeholders in this study were defined as Head Teachers, Governors, Teachers, Ministry of Education officials and representatives of Inspection bodies (Ofsted, Independent schools' Association and the Jamaican National Inspectorate) in both countries. Abelmann (1999) presented a working definition of accountability measures which added clarity in the context of this study. He stated that "accountability mechanisms are literally the variety of formal and informal ways in which people in schools give an account of their actions to someone in a position of formal authority inside or outside the school" (p. 4). The study the researcher drew on was the multi-method case study involving questionnaires and interviews. The researcher felt that the quantitative nature of the research paradigm needed to be interwoven with the

qualitative aspect of the research to allow the voices of the stakeholders to permeate the study.

Theoretical Perspective and its Impact on the Study

The researcher used the work of Bronfenbrenner's ecological systems and complexity theory (1986 & 1989) along with Bertanlanffy's (1956) open system theory to support the arguments that schools are organisations that are best structured to fit the environment in which they are embedded. To strengthen this argument, institutional theorists see organisations as a means by which societal values and beliefs are embedded in organisational structure and expressed in organisational change. This has implications for this study as it helped to explain the need to explore with stakeholders how best to make schools effectively reflect national standards while holding true and embedding their core values and beliefs.

The open systems theory, ecological system and complexity theory have profoundly altered how we understand schools as organisations. Treating schools as if they are independent of their environment would lead to a wide misperception of the driving factors behind organisational change. By using case study, the researcher had the opportunity to study the phenomenon of accountability within its real context as explained by Yin (2002, p. 13). The findings from this study made me realise that there is a myriad of factors that impact on students and therefore influence a school's productivity. As a new head teacher, it encourages me to be proactive about being outward looking. It has become apparent that the influences will come from sources such as governors, social media among others so being proactive could help shape some of these influences. Using the mixed method approach provided a unique opportunity to uncover the journey schools have gone through in accountability highlighting some good practices across both countries through interviews,

surveys and the literature. Mixed method of both qualitative and quantitative data was used at the same time as explained by Tashakkori and Tedlie (2003, p. 11) which helped to give a wider understanding of the research problem as supported by Creswell (2002). This thesis was not intended to present a qualitative exhaustive study of all aspects of accountability. The researcher valued what stakeholder said rather than how often they said it. In the study the voice of Head Teachers, Governors, Teachers, Education Officers, government officials and inspection bodies were of prime importance. The participants were given the opportunity to share their experiences and their perception of what fits best in their unique setting.

The researcher acknowledged and used the interpretivist perspective. As an insider the researcher acknowledged the challenges to remain detached from the participants and so for validity and reliability a multi-method case study was used which captured information using survey, interviews and literature was used. The more personal and flexible approach of the interpretivist was also used to give inhibited voice to the stakeholders (Carson, p. 6). A pilot study was done that helped to validate the effectiveness of the instruments in answering the set research questions. The quantitative data was organised using excel while the qualitative data was analysed through the use of NVivo 11 where responses were grouped based on themes which sought to provide answers to the following research questions:

Interpretation of Themes

The following themes provided answers to the main research question and three sub-questions. The discussion of the findings in the previous chapter reflected the views of key stakeholders; teachers, Head Teachers, Governors, ministry officials and school's inspection bodies.

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Themes 1 and 2 from research question 1. Research question 1 asked, "How do perceptions differ across stakeholders on (a) teachers' accountability and on (b) schools' performance?" The major themes that emerged across both countries were as follows: (a) How the system works and (b) Need for accountability. The overarching finding was that accountability in education is crucial. In both countries it was believed that accountability in schools need to be led by Head Teachers who support each other and then verified by regional commissioners, and that there needs to be a consistent standard that is required to ensure consistent expectations for all.

Theme 3 from research question 2. Research question 2 asked, "Does perception on accountability differ between England and Jamaica? How and why?" The major theme that emerged from this research question in both countries was changes to the accountability system. There was a general consensus on the need for accountability in education. However, Jamaica is happy for the Ministry of Education to be the body to which they report to, while in England; Ofsted was not seen as the best option to support schools with the popular suggestion made to use Regional School's Commissioner (RSC). There was a question about inspection bodies; that is Ofsted's and Jamaican National Inspectorate's capacity to work intimately with schools to give an accurate judgement. Having said that, there was recognition and praises for the format being used by the National Inspectorate with the view that it can be a supportive model.

Themes 4, 5 and 6 from research question 3. Research question 3 asked, "What can be learnt from accountability mechanisms being used in both England and Jamaica in relation to perceptions of context?" The major themes that emerged from this research question from both countries were: Drawbacks or weaknesses in the accountability system, Strengths of the current accountability system and Systems that could help with accountability. It

was the common view from both countries' participants that accountability in education can raise standards. However, Head Teachers were keen to explore the impact of peer review as the best way forward for a better accountability system. Another concept that came across is the strong feeling that accountability measures used should reflect not only the culture of the country and the ethos of the school but should be outward looking and mindful of the impact of globalisation. The model set out by the National Inspectorate in Jamaica is nurturing and seems to be in line with the mentorship ethos that both countries stakeholders desire. The opportunities for continuing professional development (CPDs) for staff available in England is something that Jamaican teachers mentioned as lacking and this is something that could be built upon.

The overarching themes from the three research questions are that accountability is crucial for consistent expectation. However, there is a call for school supervision/ inspection to be more localised. Brofenbrenner's Ecological System could help to explain why stakeholders think that there would be greater understanding and therefore more impactful input from localised support/inspectors. Stake holders seek a system of accountability that acknowledges the uniqueness of the school and highlights the growth of the students be it in academic or non-academic pursuits. It was evident that stakeholders had given the topic of accountability a lot of thought and it is very topical and important to them and consequently various suggestions were given for improvement in the open-ended question on the survey. Teachers thought that for accountability to be effective, there was a need to reduce classroom sizes and improve the distribution of resources across schools with a deliberate attempt to improve on access to technology. The reduction in class sizes would allow teachers the opportunity to concentrate on teaching and learning and not burden them with additional administrative responsibilities. The call for improved special education

provision in all schools sang through in a quest to make school plants more conducive for students with additional needs. The debate around funding was not to be left out as teachers expressed that there is a need to put the needs of students and schools first based on socio-economic conditions. Improved communication was considered a crucial aspect to the development of accountability in both countries. It was expressed that policy makers need to know more about the school systems and be more accessible to school's leadership teams. This could be achieved through improved increase in their presence in schools. This will enable the Ministry officials to be "more in touch with schools' reality".

There was a real sense of balance in the suggestions for improvement was also a call for ineffective Head teachers to be replaced in due process and to hold parents more accountable. "Parents need to play a more supportive role in the education of their children. Introduce sanctions for parents who fail to take responsibility for their child's education." The Jamaican setting wanted to see a complete abolition of the shift system across schools. Teachers from both schools spoke in volume about the need to introduce a more context-based judgement for schools to avoid holding schools accountable to the same standards when all schools do not have the same or similar resources. Teachers also identified that the curriculum needs to cater to different learning styles with greater recognition for arts as Jamaica is a country with a rich cultural heritage. One teacher said, "we are known for our arts and sporting ability, but the time spent in schools to nurture this is not recognised in inspections."

Some of the suggestions for improvement were around governance of schools and it was believed that for greater levels of success and better accountability in education, a group of stakeholders with experience and interest in education should be created to monitor schools' progress. "The current system of a school board that is politically driven is

not working. When schools are monitored by a focus group more follow-up will take place and very little will be missed. In addition to that, schools will feel much more supported." It was expressed that should school boards continue; greater training needs to take place and we need to avoid political appointments and interferences to ensure that boards are in tune with their own context. Boards of Governors need to understand the schools' "culture", strengths and weaknesses as well as students' background and resources available to get the best possible results.

Original Contribution to Knowledge

One of the challenges as Identified in the Vision 2030 Jamaican National Development Plan, Education Sector Plan is "performance targets, set in the Ministry, are not sufficiently cascaded throughout the system which results in little or no accountability for performance at the various levels". The article went on to outline that "Government continues to grapple with the aforementioned issues and how to correct the failings" (p. 11). The researcher has added to the body of knowledge by various practical suggestions from the view point of stakeholders to correct the failings. It was also identified by Caribbean Policy Research Institute in a document entitled Improving the Quality of Education in Jamaica: Accountability and Performance that "our teachers need to internalize the goals and the Ministry of Education needs to create an educational campaign to provide a framework that will inform the public within this developmental phase. According to the same source this will involve providing a proper channel of communication and training of agents (principals, teachers, parents, advisors). Also critical is the creation of mass support for accountability within the education system" (p. 2).

It is the hope of the researcher that as this framework is developed and refined that findings from this study can feed into shaping it as reveals some of the crucial viewpoints of

various stakeholders. The National Inspectorate was implemented because of findings from this conference and this study provides useful insight that the inspectorate could implement to improve its practice as it develops. The unique voices of these stakeholders from this study should be heard, consulted and acted upon. Within these voices are professionals who have given in excess of a decade in education and have a wealth of expertise to bring to the table. There is a need for a cultural reform that addresses the relationship between the microsystem and the macrosystem. This will enable teachers to feel more included as they form a part of the decision-making process. This inclusion will not only have a huge impact on them professionally but will increase the probability that they will own and embrace the changes that are needed at the micro, meso, and macro levels.

This study also adds to the body of knowledge in England. Studies such as the one conducted by the National Union of Teachers reveal the impact of accountability measures on children and young people "the accountability measure arousing the greatest concern among school leaders and teachers is Ofsted. Ofsted was described as 'punitive', reflecting both the potential consequences of 'failure' (academisation, loss of jobs, public disgrace) and some inspectors' combative attitudes" (2015, p. 6,). This study not only brought the views of Ofsted and adjustments Ofsted have made to make their time in school more effective but with balance has also presented the views of Head Teachers, teachers and Governors with practical suggestions on how the anxieties around Ofsted could be better managed and or avoided. This study has also provided a unique and current opportunity to reflect on the legacy shared between both countries, explore how that historical relationship still impacts on practice today but more importantly highlight areas where both countries could learn and develop from the experience of each other.

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The use of Brofenbrenner's Ecological Systems model in the debate on accountability in education is also a new dimension to existing knowledge. One cannot overlook the fact that schools are a part of a complex system and the current mechanisms used for accountability do not fully reflect that complexity. This research has also added to the reflective dialogue on the impact of globalisation in education while also balancing the national tension of countries fare in areas such as programme for international students' assessment (PISA) and the impact this has on how politicians reform education. This study has highlighted some of such reforms such as high stakes testing. Even though one country is first world and the other country is classified as a developing nation, the permeability of the education system remains the same. The influences may slightly differ as seen in figure 33 but both systems continue to be impacted significantly by external forces and both country's school leaders would like impact of these factors to be considered in accountability measures.

The study also has personal implications for the researcher. As a Head Teacher for Private school the study has left an indelible mark that the onus the head teacher to offer each student the best possible education, not just to meet required standards but a deeper understanding that students need to leave school equipped to fit into a larger more complex society. It is also powerful to understand that the influences from home and the wider society need to be managed therapeutically in school with great care to maintain the best possible standards for staff and students while maintaining the human touch to retain a staff that feels motivated and fulfilled at work.

Implications of the Study

This study has implications for policy makers at all levels-national, regional, local and schools who help to decide on the appraisal model for schools to use. The chief proposal

from the findings is that a model be developed that allow schools the opportunity to assess themselves with follow up external validation every three years by teams of regional commissioners. All Head Teachers should have the opportunity to take part in these teams, as this would also be a form of professional development. The purpose of school inspection/accountability visit should be to explore all aspects of practice, to raise questions, and where appropriate, to challenge and to support the school in forming an effective action plan to address the questions/issues raised by the visit.

Another critical factor is that politicians should interfere less in the management of education. To develop a world-class education system, there is a need to ensure that education serves the interests of students and not politicians or bureaucrats. Education is a political issue, but it should not become a party-political issue where education policy is at the whim of the political party or leading politician who is in power at the time. There is a need to strengthen and consolidate resources and priorities, particularly funding and project sustainability. The study has revealed the impact of political influences on schools and the need to recognise how this could be managed. There have been political changes around funding of schools, curriculum changes and the focus on various focus in education such as progress 8 and value added among others. All these changes have had huge impact on the perceived effectiveness of schools and more importantly on the lives of students who have to live through these changes.

The culture of accountability must be developed. There needs to be professional dialogue with those who work in education system so that they begin to take ownership and control of it rather than feeling done to by the system. To achieve compliance, stakeholders need to be a part of the process of setting standards. This has major implications for teachers who expressed, in the study, that they are not listened to enough and do not feel

like a crucial part of the process. They are often asked to implement something that they never had an opportunity to feed into. Using the ecological model, it may be beneficial to see schools are open systems and teachers forming a core part of the microsystem. It is crucial to engage stakeholders so that they can be motivated to implement the necessary changes.

Crucially for students, it is important to develop an accountability measure that will value a wider range of students' achievement not just in the core subjects or what would be considered "academic subjects". As teachers and Head Teachers highlighted in the study it gives greater importance to some subjects and teachers and it needs to be considered that students have different interests and skills sets. There should be a renewed focus on a broadly-based curriculum which fosters creativity, curiosity, and enthusiasm to learn. This is strongly supported by the chief inspector, Amanda Spielman who said, "grades were less important than the real substance of education" (Murray 2017 p.1). Sean Harford National Director of Education also explained Ofsted's plan to incorporate curriculum into the new inspection framework and warned against a "narrowing" of the curriculum, saying schools would need to place the emphasis on broader curriculums to gain higher inspection judgments. This is due in September 2019 as outlined in the same article.

The study also reveals that parents are crucial stakeholders. There is a need to strengthen parental engagement in the education system. Parents are fundamental to the effectiveness of education system. This is a partnership that cannot be overlooked. While the current accountability system bears some acknowledgement of parental views, it appears as though it does not go far enough. Head Teachers and Governors want to see the relationship between parents and school assessed in a more formal way and for schools to be recognised for the challenges they face when they do not get the support they need from

parents for students to make the progress they are capable of making. Accountability should be a multifaceted one involving parents, teachers, students, principals, ministry advisors, along with personnel from the Ministry of Education and Ministry of Finance and the public service. The research shows that where parents are involved in education, the child/children are more likely to succeed.

There is an implication for those bodies responsible for teacher job satisfaction, recruitment, and retention. Accountability measures have a substantial impact on teachers. In all types of schools, their workload is excessive, and many suffer considerable stress because of the accountability strategies used in their schools. Additionally, some teachers are under unreasonable pressure to meet targets related to pupil attainment.

Limitation of the Study and Recommendations for Further Research

The researcher has only used two schools, one in Jamaica and one England as case study and therefore does not intend to make general statements from the research findings. However, a wide range and good balance of stakeholders' voice have been used in the study and therefore the researcher strongly believes that these voices to heard and consulted for future planning. Based on the literature available and the findings from the research, future research efforts could be aimed at informing educational policy by clarifying the multiple layers within the complex educational system using an ecological systems approach and drawing upon the concepts of complexity. Further research needs to be done on the effectiveness of accountability measures to reduce the attainment gap between disadvantaged pupils and their peers. There is some literature such as "The impact of accountability measures on children and young people done by Hutchings (2015, p. 5) that suggests "the children and young people who suffer most from the impact of accountability measures are those who are disadvantaged or have special educational needs." The

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Association of Teachers and Lectures (ATL) in a study on Achievement for all postulated that "children with learning difficulties will find it hard to keep up in all, or most, of the academic areas of the curriculum" (2016, p. 3). However, a study on the impact of accountability measures on pupils with SEND and disadvantaged pupils in an era of inclusion would be significant. With a greater focus on mental health, it would be beneficial to do a longitudinal study that looks at the welfare of children and whether pupils are engaged in learning creatively and happily with a view on the increased awareness of mental health conditions among students.

Personal Reflection and Conclusion

The exploration of accountability in education in both the Jamaican setting and the British setting brought about a unique historical journey for the researcher. The complexity of the topic was a challenge which resulted in personal and professional growth. There was a discovery of one's self as an interpretivist which helped to give meaning to the researcher's position on professional matters. The opportunity to look at the stakeholders' views through the lenses of Bronfenbrenner's ecological systems and complexity theory (1986 & 1989) and Bertanlanffy's (1956) 0pen system theory provided a platform that was and is invaluable to the researcher as a Head Teacher. That understanding of the awesome yet privileged position to help to hold together those very permeable walls of school for the greater good of the students will remain in thoughts for a long time to come.

The key objectives of the research were to explore current accountability measures in a view to provide recommendations on what educators believe are the standards by which education system should be measured looking both at outputs, inputs as well as channels of action, based on the findings from England and Jamaica. The research has met

these objects and have clearly outlined the implications for those with whom this study will affect.

Summary of the Chapter

The purpose of this multi- method study was to determine how stakeholders in England and Jamaica think we can best standardise accountability and still consider each school's context. The theoretical Framework of Bronfenbrenner (1989 & 1995) and research conducted Phillips and Burbules (2000) show that there is growing recognition of the importance of context in understanding education. Bronfenbrenner (1995) postulates that education is complex with various layers which then prompts a question. Do that current school's accountability measures consider the complex and dynamic nature of education or does it represent an inappropriate oversimplified version of educational outcomes and their measurements?

It has become evident through this study that stakeholders believe that accountability measures have achieved government aims of bringing about an increased focus on English/literacy and mathematics/numeracy and (in secondary schools) academic subjects; however, this has been achieved at the cost of narrowing the curriculum that pupils experience. The amount of time spent on creative teaching, investigation, play, practical work etc. has reduced considerably, and lessons more often have a standard format. This has resulted in an increased pressure to prepare pupils for tests and to cover the curriculum; teachers' perceptions of what Ofsted wants to see (both in lessons, and in terms of written evidence in pupils' books); and teachers' excessive work levels. However, government officials and inspection bodies have made it clear that more is required for the students and lowering the varying standards required for school will result in a compromise of expectations for students. To consider stakeholders' values, there is the view that

school's accountability should be left to a team of Head teachers supported by Regional

Commissioners and that there needs to be scope in the accountability mechanism to reflect

the values that schools hold dear to them.

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Appendices

Appendix A: Questionnaire used with Jamaican Teachers

Place an X in the appropriate response

Staff member   Full Time [   ]   Part Time [   ]

Effective school base accountability can improve student achievement.   ○ ○ ○ ○

There is effective accountability in my school.   ○ ○ ○ ○

Regular meeting are held to discuss what I need to account for.   ○ ○ ○ ○

The standards used for school inspections accurately reflect the values of my school.   ○ ○ ○ ○

Accountability to stakeholders (board members, parents and business partners) are dealt with effectively.   ○ ○ ○ ○

It is made clear whom I am accountable to.   ○ ○ ○ ○

I feel the standards measured by school inspectors reflect the need of the students.   ○ ○ ○ ○

The current system of accountability measures successfully the progress that children make.   ○ ○ ○ ○

The focus on accountability denies teachers instructional time.   ○ ○ ○ ○

Schools perform better under the current accountability system.   ○ ○ ○ ○

Our local Ministry of Education should be able to contribute to standards used to judge their school.   ○ ○ ○ ○

The approach used to measure school performance is effective.   ○ ○ ○ ○

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The nature of accountability in your school bears explicit rewards. ○ ○ ○ ○

The nature of accountability in your school bears sanctions for performance. ○ ○ ○ ○

The standards used by school inspectors encourage teachers to 'teach to the test.' ○ ○ ○ ○

Increasing the time period over which schools are evaluated will improve accuracy of school classification. ○ ○ ○ ○

Teachers should be able to contribute to the standards used to measure their school. ○ ○ ○ ○

The funding and investment in the capacity of teachers is sufficiently considered in school accountability. ○ ○ ○ ○

Your current level of accountability impacts on your work life balance. ○ ○ ○ ○

The current accountability system helps administrators to identify and replace ineffective teachers and principals. ○ ○ ○ ○

Increase scrutiny in classrooms and intense focus on performance are affecting decisions about whether to transfer to another school or leave the profession. ○ ○ ○ ○

What are the things you would change to make the Jamaican education system more effective?

Appendix B: Interview Questions used with Teachers in England

Effective school base accountability can improve student achievement.

There is effective accountability in my school.

Regular meetings are held to discuss what I need to account for.

The standards used for school inspections accurately reflect the values of my school.

Accountability to stakeholders is dealt with effectively.

It is made clear whom I am accountable to.

I feel the standards measured by school inspectors reflect the need of the students.

The current system of accountability measures successfully the progress that children make.

The focus on accountability denies teachers instructional time.

Schools perform better under the current accountability system.

Each Local Education Authority (LEA) should be able to contribute to standards used to judge their school.

The approach used to measure school performance is effective.

The nature of accountability in your school bears explicit rewards.

The nature of accountability in your school bears sanctions for performance.

The standards used by school inspectors encourage teachers to 'teach to the test.'

Increasing the time period over which schools are evaluated will improve accuracy of school classification.

Ⓞ Ⓞ Ⓞ Ⓞ

The consideration of value added is sufficient in measuring schools achievement in racial, ethnic and income groups.

Ⓞ Ⓞ Ⓞ Ⓞ

The funding and investment in the capacity of teachers is sufficiently considered in school accountability.

Ⓞ Ⓞ Ⓞ Ⓞ

Your current level of accountability impact on your work life balance.

Ⓞ Ⓞ Ⓞ Ⓞ

The current accountability system helps administrators to identify and replace ineffective teachers and principals.

Ⓞ Ⓞ Ⓞ Ⓞ

Increase scrutiny in classrooms and intense focus on performance are affecting decisions about whether to transfer to another school or leave the profession.

Ⓞ Ⓞ Ⓞ Ⓞ

Place an X in the appropriate response.

Staff member   Full Time [   ]   Part Time [   ]

Appendix C: Head Teacher Information Sheet

Research Project: Accountability: a comparative study between Jamaica and England

education system.

Researcher: Lisa Patterson-Igwe

Dear Head Teacher

I am writing to invite your school to take part in a research study about accountability in schools.

What is the study?

The study aims to investigate ways in which accountability mechanisms can reflect core values such as academic achievement but still reflect those values that stakeholders hold dear to them within their schools' context.

Why has this school been chosen to take part?

I have served as a member of staff in your school and I know how highly you hold your core believes and the hard work that goes into instilling these values into the students entrusted in your care. As a progressive school I know you are constantly seeking ways to positively impact education and make a difference. I trust that you will find this research as one such way in which you can make a difference.

Does the school have to take part?

It is entirely up to you whether you give permission for the school to participate. You may also withdraw your consent to participation at any time during the project, without any repercussions to you, by contacting the researcher, Lisa Patterson-Igwe on ████████████████████████ or
████████ .

What will happen if the school takes part?

With your agreement, participation would involve me administering a short questionnaire to 200 teachers. The questionnaire requires teachers to give their opinion on accountability in schools and how mechanisms can be put in place to better capture to only core values such as academics but also those held dearly by stake holders within the school's context. The questionnaire should take no more than 10 minutes to complete as it will generally be a tick sheet. I will also interview yourself, 2 teachers and a member of your governing body. The interview will last for approximately 20 minutes and will be audio recorded, with participants' consent. I am kindly requesting 10 minutes of your time on a general staff training session as this will maximise the return with minimal inconvenience to the teachers. The interviews will be conducted as time convenient to the participants.

If you agree to the school's participation, we will seek further consent from the teachers and Governor.

What are the risks and benefits of taking part?

Accountability: A Case Study of the Jamaican and English Education Systems

The information given by participants in the study will remain confidential and will only be seen by the research team listed at the start of this letter. Neither you, the teachers, Governor or the school will be identifiable in any published report resulting from the study. Information about individuals will not be shared with the school.

Participants in similar studies have found it interesting to take part. I anticipate that the findings of the study will be useful for Government officials, educators and stakeholders in deciding on accountability mechanisms used to judge school's performance.

What will happen to the data?

Any data collected will be held in strict confidence and no real names will be used in this study or in any subsequent publications. The records of this study will be kept private. No identifiers linking you, the children or the school to the study will be included in any sort of report that might be published. Participants will be assigned a number and will be referred to by that number in all records. Research records will be stored securely in a locked filing cabinet and on a password-protected computer and only the research team will have access to the records. The data will be destroyed securely once the findings of the study are written up, after five years. The results of the study will be presented at national and international conferences, and in written reports and articles. I can send you electronic copies of these publications if you wish.

What happens if I change my mind?

You can change your mind at any time without any repercussions. If you change your mind after data collection has ended, we will discard the school's data.

What happens if something goes wrong?

In the unlikely case of concern or complaint, you can contact Dr. Carol Fuller, University of Reading; Tel: ▮▮▮▮▮▮▮ email: ▮▮▮▮▮▮▮

Where can I get more information?

If you would like more information, please contact Louise Courtney

Tel: ▮▮▮▮▮▮▮ email: ▮▮▮▮▮▮▮▮▮▮

I do hope that you will agree to your participation in the study. If you do, please complete the attached consent form and return it, sealed, in the pre-paid envelope provided, to me.

This project has been reviewed following the procedures of the University Research Ethics Committee and has been given a favourable ethical opinion for conduct. The University has the appropriate insurances in place. Full details are available on request.

Thank you for your time.

Yours sincerely

L. Patterson-Igwe

Lisa Patterson-Igwe

Accountability: A Case Study of the Jamaican and English Education Systems

Head Teacher Consent Form

I have read the Information Sheet about the project and received a copy of it.

I understand what the purpose of the project is and what is required of me. All my questions have been answered.

Name of Head Teacher: _____

Name of primary school: _____

Please tick as appropriate:

I consent to the involvement of my school in the project as outlined in the Information ☐

Sheet

Signed:_____

Date: _____

Accountability: A Case Study of the Jamaican and English Education Systems

University of Reading

Appendix D: Consent Letter for Interviews

Researcher:

Researcher:	**Supervisor**:
Name: Lisa Patterson-Igwe	Name: Dr Carol Fuller
Phone: ▇▇▇▇▇▇	Phone: ▇▇▇▇▇▇
Email: ▇▇▇▇▇▇▇▇▇▇	Email: ▇▇▇▇▇▇▇▇▇

INFORMATION SHEET

You have been asked to participate in a research study and selected to be a possible participant because of your experience within the education sector. A total of approximately 408 people have been asked to participate in this study, including 400 teachers (200 from England and 200 from Jamaica),4 Head Teachers and 4 school Governors. The purpose of this study is to examine ways in which accountability mechanisms can reflect core values such as academic achievement but still reflect those values that stakeholders hold dear to them within their schools' context. The results of this study will be used for research purposes, within my dissertation and as part of external research publications in the future.

If you agree to participate in this study, you will be asked to take part in an interview with the researcher, lasting approximately 20 minutes. The interview will be recorded and transcribed with your permission. The transcription will be shown to you in order for you to check its accuracy and to confirm that you are still happy for its contents to be used. The information gathered will be used by the student researcher for data analysis.

Any data collected will be held in strict confidence and no real names will be used in this study or in any subsequent publications. You will be assigned an identification number (ID) only to distinguish your responses from those of other participants. This ID is in no way associated with your name. The records of this study will be kept private. No identifiers linking you to the study will be included in any sort of report that might be published. Research records will be stored securely in a locked filing cabinet and on a password-protected computer and only the student researcher, Lisa Patterson-Igwe, and the researcher's supervisor, Dr. Carol Fuller, will have access to the records. I can also send the results of this research to you electronically if you wish to have them. We do not anticipate that participation in the project will involve you in any expense.

Your decision to participate is entirely voluntary. Also, you are free to withdraw your consent at any time, without giving a reason, by contacting the student researcher, Lisa Patterson-Igwe, using my details listed above.

This application has been reviewed following the procedures of the University Research Ethics Committee and has been given a favourable ethical opinion for conduct.

If you have any queries or wish to clarify anything about the study, please feel free to contact my supervisor by emailing

Signed: *L. Patterson –Igwe*

Date: 23rd June 2015

Accountability: A Case Study of the Jamaican and English Education Systems

University of Reading

Consent Form

Accountability: a comparative study between Jamaica and England education system.

I have read and had explained to me by Lisa Patterson- Igwe the Information Sheet relating to this project.

I have had explained to me the purposes of the project and what will be required of me, and any questions have been answered to my satisfaction. I agree to the arrangements described in the Information Sheet in so far as they relate to my participation.

I understand that I will be interviewed and that the interview will be recorded and transcribed.

I understand that my participation is entirely voluntary and that I have the right to withdraw from the project any time, without giving a reason and without repercussions.

I have received a copy of this Consent Form and of the accompanying Information Sheet.

Please tick as appropriate:

I consent to being interviewed: _____   _____
                                                                                          No   Yes

I consent to this interview being recorded: _____   _____
                                                                                 No   Yes

Name:

Signed:

University of Reading

Appendix E: Teacher Information Sheet

Research Project: Accountability: a comparative study between Jamaica and England

education system.

Researcher: Lisa Patterson-Igwe

I would like to invite you to take part in a research study about accountability in schools.

What is the study?

The study is being conducted by the Lisa Patterson-Igwe through the University of Reading. It aims to investigate ways in which accountability mechanisms can reflect core values such as academic achievement but still reflect those values that stakeholders hold dear to them within their schools' context. It hopes to make recommendations to Government officials and education stake holders on ways in which a system of accountability could be designed to recognise the unique context in which each school operates.

The study will involve a total of approximately 408 people, including 400 teachers (200 from England and 200 from Jamaica), 4 Head Teachers and 4 school Governors. Teachers will be asked to complete a short questionnaire and 4 teachers, 2 Governors and 2 Head Teachers will be interviewed. The interviews will be audio recorded and the recordings will be transcribed and anonymised before being analysed.

Why have I been chosen to take part?
I have served as a member of staff in your school and I know how highly you hold your core believes and the hard work that goes into instilling these values into the students entrusted in your care. As a reflective practitioner I know you are constantly seeking ways to positively impact education and make a difference. I trust that you will find this research as one such way in which you can make a difference.

Do I have to take part?
It is entirely up to you whether you participate. You may also withdraw your consent to participation at any time during the project, without any repercussions to you, by contacting the researcher Lisa Patterson-Igwe on ▮▮▮▮▮▮▮▮ or on▮▮▮▮▮▮▮▮▮▮▮▮▮

What will happen if I take part?
You will be asked to complete a short questionnaire about accountability in the school and your own teaching experience. This should take about 10 minutes to complete. I have sought permission for you to complete this in one of your all staff training session to maximise uptake and reduce your inconvenience.

What are the risks and benefits of taking part?
The information you give will remain confidential and will only be seen by the researcher and the supervisor. Neither you, school Governor, Head Teacher nor the school will be identifiable in any published report resulting from the study. Information about individuals will not be shared with the school.

Participants in similar studies have found it interesting to take part. We anticipate that the findings of the study will be useful for Government officials and education stakeholders in planning instruments used in measuring standards in schools.

What will happen to the data?

Any data collected will be held in strict confidence and no real names will be used in this study or in any subsequent publications. The records of this study will be kept private. No identifiers linking you, the children or the school to the study will be included in any sort of report that might be published. Participants will be assigned a number and will be referred to by that number in all records. Research records will be stored securely in a locked filing cabinet and on a password-protected computer and only the research team will have access to the records. The data will be destroyed securely once the findings of the study are written up, after five years. The results of the study will be presented at national and international conferences, and in written reports and articles. We can send you electronic copies of these publications if you wish.

What happens if I change my mind?

You can change your mind at any time without any repercussions. During the research, you can stop completing the activities at any time. If you change your mind after data collection has ended, we will discard your data.

Who has reviewed the study?

This project has been reviewed following the procedures of the University Research Ethics Committee and has been given a favourable ethical opinion for conduct. The University has the appropriate insurances in place. Full details are available on request.

What happens if something goes wrong?

In the unlikely case of concern or complaint, you can contact Dr Carol Fuller, University of Reading; Tel: ▮▮▮▮▮▮▮▮ email: ▮▮▮▮▮▮▮▮▮▮▮▮

Where can I get more information?

If you would like more information, please contact Lisa Patterson-Igwe

Tel: ▮▮▮▮▮▮▮ , email: ▮▮▮▮▮▮▮▮▮▮▮▮▮▮

I do hope that you will agree to your participation in the study. If you do, please complete the attached consent form and return it, sealed, in the pre-paid envelope provided, to me.

Thank you for your time.

Accountability: A Case Study of the Jamaican and English Education Systems

Research Project:

<u>Teacher Consent Form</u>

Accountability: A comparative study between Jamaica and England education system.

I have read the Information Sheet about the project and received a copy of it.

I understand what the purpose of the project is and what is required of me. All my questions have been answered.

Name of teacher: _____

Name of school: _____

Please tick as appropriate:

I consent to completing a questionnaire ☐

Signed:_____

Date: _____

Accountability: A Case Study of the Jamaican and English Education Systems

Appendix F: Interview Questions

Kindly note that the questions are not final and therefore are subject to change.

❖ Do you think there is a need for school base accountability? Whom should schools be accountable to?

❖ How would things change if your Local Education Authority (LEA) was able to contribute to standards used to judge your school?

❖ Tell me about the standards used in school inspections. Do you think they accurately reflect the values of my school?

❖ Are you of the opinion that the standards measured by school inspectors reflect the need of the students? How can it be developed to better reflect the needs of the students?

❖ Does the focus on accountability denies teachers instructional time? What efforts have you made to balance work life and accountability?

❖ Do you think Increase scrutiny in classrooms and intense focus on performance are affecting decisions about whether to transfer to another school or leave the profession?

❖ Cite some circumstances under which you think a subordinate has not been successful on a task, does your school provide explicit rewards?

❖ What about those teachers/ staff members who haven't achieved targets, does your accountability system bears sanctions for performance?

❖ Give me some examples of standards used by school inspectors that you think encourage teachers to 'teach to the test'?

❖ Some schools use a system of value added, do you think it is sufficient in measuring schools achievement in racial, ethnic and income groups?

Accountability: A Case Study of the Jamaican and English Education Systems

❖ Bearing in mind the financial constraints in which we operate, do you think the funding and investment in the capacity of teachers is sufficiently considered in school accountability?

Appendix G: Coding Summary

Coding Summary By Node

Accountability in Education

06/01/2019 08:21

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On

Node

Nodes\\Changes to accountability system

Document

Internals\\Jamaican Interview\\chairman interview in Jamaica

No		0.2060	1			
				1	LP	14/01/2018 19:36

I think the system has changed in a negative sense. In my days it was mandated that we had to work. We had education panels that would come in like 'watch dogs'. So we had to work. It is now more obvious that teachers are in education for the money. Not enough is being done now. If you compare results now it has fallen.

Internals\\Jamaican Interview\\ XXXXX interview Head of Jamaica inspectorate

No		0.4587	9			
				1	LP	14/01/2018 15:53

Out side of exams the people who wanted to invest in country kept saying the skills were not there. So clearly there was no congruence between what we were doing and the training being offered and the national needs. So the task force agency said do this quality assurance agency, have teaching council to defend the profession and set standards and support the teachers by licencing and register teachers for 5 years and come back for re-registration, like the medical profession . They needed a defender of the profession among others.

So the NEI role as quality assurers is look at the school

What is it that they are doing

				2	LP	14/01/2018 15:53

The system has stanrds but we pulled them together. For example curriculum says what children should achieve in each Window at each grade. So when we go out we look at how is that happening.

We have standards of safety, security and health. So when we go out they check on those what does the school have in place to support the

06/01/2019 08:21

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
				3	LP	14/01/2018 15:56

We don't compare it is what it is has it met the standard of vision 2020 and if it does not meet the standards where do we need to channel the resources how do we correct. We take a developmental approach. We pass recommendations unto relevant organisations to intervene.

So for instance when we find multigrade schools 3 teachers, 6 classes. How is that happening for those students? Is this good enough? If not we make recommendations? If it is a shift school we look at how the shift system is working for the students and if they are not getting enough time as set out by the code of regulations we pass that on to Ministry for school operations so they can support.

It is not a clinical supervision as in OFSTED. Where you in and out to say this is not good. What the inspections do is help us to target intervention to the greatest need. There are some person who will get and always get more

One of the big things that we have done is that we look at the funding formulae We looked at the funding formulae in school so if you 20 and I have 2000 and you give us $1 each every year this school will always have more funding than the other but if there are programmes that are missing in the smaller school they will not be able to play catch-up with the larger schools interm of implementation.

So what we have done is reorganise funding formulae, yes we going to pay more per capita but we are going to be   adding more things to this school to help them. One of the aims we have is that we want to make every school a good school but you cannot know unless you have the data but we have a culture that shies away from assessment, but it is not simply about the teachers. There are eight indicators and they are all

| | | | | 4 | LP | 14/01/2018 15:57 |

There is no such thing as the bottom of the pile. They are all our children. It what you have so we look at what you do with what you have. We look at how the school craft the curriculum to suit the students they have the curriculum is only a guide. We provide our schools with a learning profile of all our students. This shows how ready they are and if they are not ready we provide recommendations so that the school can get the assistance they need.

| | | | | 5 | LP | 14/01/2018 15:58 |

we have a measure called progress one of our indicator where we look at the progress made. As we are here we have a consultant working with us to develop value added . Even while we are doing that there is a national problem. Despite what we are doing our students cannot to fit so we have to be fair to the children and teachers. We cannot continue with only 20% of our children making it.

Sometimes we drive by what we think about people have that self-fulfilling prophecy where we think some of our children will never make it and if we think like that some of our children will never make it. We have to raise up possibility. We have some places that were never known and schools a that are doing well and a mighty job and raising literacy and numeracy so we cannot have one standard for the poor and one for the rich that would never be fair. We want to see all our children do well by virtue of them being human and we are using public funding on them they can but we have to see the effort. We are now 50 years behind Cuba our nearest neighbours. 50 yrs ago they eradicated literacy. We can

| | | | | 6 | LP | 14/01/2018 18:44 |

It use to be a defici3nt argument, we don't have this and we don't have that. But then we go into some schools and the library is closed and we ask why. They say the library is only for special occasion. But if you close the library it is so that the poor child that don't have a book can borrow book or a child can stay back and read for an hour. When you close the computer room you close down access.

| | | | | 7 | LP | 14/01/2018 18:45 |

The conversation has changed. I write honest reports. We had a programme called operation take over where they take over schools and suppo
as a result of our truth telling. We create the way for others to come in and support.

| | | | | 8 | LP | 14/01/2018 18:46 |

the same education officers would assess but you cannot judge your own work you would always give yourself and A. you cant do that. So we g
we have no affiliation. I have 400 Education officers. They do not go to their schools.

| | | | | 9 | LP | 14/01/2018 18:46 |

I hate the word visit . It is not a visit. You go to a support a school. In a visit you can say hello and sign and go. We go to lessons, we help with
observations. Are your students engaged.

We had a one week national training on how to help education officers to help heads observe.

As a part of the triangulation in schools we do a survey among teachers to lift their voices. We do a survey with students and discussion. We
interview chair bard and parents. We go to PTA. We are very transparent so what ever the results are we publish. As part of accountability we

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On

Internals\\ XXXXX interview ministry of education rep in JA

| No | | 0.0356 | 1 | | | |
| | | | | 1 | LP | 14/01/2018 15:09 |

Here is how the system works. You have Education officers who are required to go in and monitor schools (of course you will hear a different
story when you speak to the Ministry) Curriculum implementation, leadership of the school of the school and discipline and operations of the
schools but the education officers are so stretched, some of them have like 60 schools I person.

Internals\\Transcript for Interview with Head Teacher

| No | | 0.1051 | 1 | | | |
| | | | | 1 | LP | 09/01/2017 22:32 |

It has become much harsher, and much more consequence placed. For example when I first became deputy head we had an OFSTED framewor
where you were observe with in a day probably by 2 inspectors where you filled in a self-evaluation framework and they judged you against the
quality of your self-evaluation and they had four levels outstanding, Good, satisfactory and inadequate. That's fundamentally changed now
because of the introduction of requires improvements and it is much harder to get outstanding. So most schools feel under incredible pressure
from OFSTED and I think that affects their behaviour and I think that affects their culture. I think that has a detrimental effect upon the quality o
students' experience and the enjoyment that the staff have of their job.

Nodes\\Drawbacks or weaknesses

Document

Accountability: A Case Study of the Jamaican and English Education Systems

Internals\\Interview of teachers (1)

		No		0.5667	19		

			1	LP	09/01/2017 22:08

Historically it has always been hierarchical in secondary schools in the UK where it is done from the top down

			2	LP	09/01/2017 22:10

actually what the OFSTED criteria says now is that we should be constantly assessing each other and we should all be accountable to each other. Which is something the English system has not pinpointed as yet. There is still too much variability. Some schools still have a hierarchical system where the head and SLT will appraise their staff. Our school is quite similar where not at the place where staff feel comfortable enough to appraise eachother.

			3	LP	09/01/2017 22:10

The process can be intimidating

			4	LP	09/01/2017 22:11

Ofsted in the last 18mths have removed grading away from teaching and learning that has opened a whole new layer of variance in the way in which schools accredit teachers practice because there is no hard and fast role.

			5	LP	09/01/2017 22:12

it depends on where the school is this is quite similar to the system in Jamaica where you have deep rural schools judged by the same standards as urban schools when the inspectorate comes around.

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On	
				6	LP	09/01/2017 22:12	

What I would ask here is who inspect the inspectors. There is no body above OFSTED here in the UK. That's a problem because actually the establishment that is formed by OFSTED should be fed in consistently by teachers but it is too top down. You have previous head teachers who managed mediocre schools that actually determine what the system should be but it is the teachers that should be feeding into that system.

				7	LP	09/01/2017 22:14	

It guides my passion and drive in the classroom. I understand that there has to be some form of accountability or we would all be going off at a tangent and be able to justify it.

				8	LP	09/01/2017 22:15	

I don't think there is enough thought into how accountability and grading might need to differ in the various subject areas.

				9	LP	09/01/2017 22:15	

that's the challenge with our current system we have teachers who will never move up our main scale because they will never gain the grades to move up or make career progression. So what we will have is a bottle neck system in the next 3 years of main scale teachers who will not progress because of severe accountability.

				10	LP	09/01/2017 22:15	

We have an appraisal system that was governed nationally but what happened in the last 18 months the Gove gave the power to schools top govern their own appraisal system and where teachers would have moved up the scale accumulating years or practice so that system have been eradicated and you only move up if you have god results.

				11	LP	09/01/2017 22:16	

The other challenge is that there are school in poor social-economic structures that will never attain more than a 50% pass rate but there is a need for a school there.

| | | 12 | LP | 09/01/2017 22:16 |

There is a need for provision as teachers are not attracted t those schools because of the implication on progression. Staff that are there are pushed into roles.

You have a haemorrhage of teachers who are in the 2nd year of their career that are accredited and leaving the profession and also the teacher

| | | 13 | LP | 09/01/2017 22:19 |

What we need is a better system to assess where students are at the start of school and do a flight path and judge where they should be at the end of the year and set the school some targets not a national target. Therefore, our target here will be different from the school down the road

| | | 14 | LP | 09/01/2017 22:22 |

I would like to see changes to the appraisal system.

| | | 15 | LP | 09/01/2017 22:23 |

when targets are set the academies will look at what targets will need to be achieved to be above the national targets then they will disseminate that between the children. So regardless of how the children come into the school they will need to be in line with what the academy needs to get nationally. That is why students get unobtainable goal.

| | | 16 | LP | 09/01/2017 22:23 |

it makes me worry and cause me immense stress at times just thinking how can I achieve that and what am I going to achieve that.

| | | 17 | LP | 09/01/2017 22:24 |

I must be honest it does make people cheat. Some school massage the grades and work and I understand why because ultimately you accountable. If you are not careful you end up doing the work for them.

| | | 18 | LP | 09/01/2017 22:25 |

It is a system that produce false results

06/01/2019 08:21

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
				19	LP	09/01/2017 22:25

Those who are in affluent society will always flourish because they have the funding and support. Even the PP funding doesn't work sometimes because schools have had money taken off them. The means tested system was probable fairer.

Internals\\Jamaican Interview\\Interview of the head teacher Jamaica

No		0.4896	8			
				1	LP	14/01/2018 14:19

HT: We have not yet made up our minds as to what we want education to be. As a developing country we should be evolving. The fact that we are not are not stable suggest that we are not growing. I don't mean stable in that we cannot change. Once there is live in a society you have to be changing. If it is we are evolving because we know where we want to be but we are not there yet that is fine but if it is that we are changing because we don't have an identity and we keep changing and dancing to the external rhythm then we wrong.

| | | 2 | LP | 14/01/2018 14:21 |

Politics is too heavy on our system because it is Government control, so politics control the policy. There is a shift where our experts are forming into body and regional bodies. They are now giving directives to the politicians. So you find that there is a shift in policy and an influencing up but it is still capped.

| | 3 | LP | 14/01/2018 14:23 |

When Gov change policies change. Some years ago, when the system went through a deep study some recommendations were made some of them were made and some are ongoing. The most stable ministry is Education because there is a gradual pulling away of policy from the politicians.

| | 4 | LP | 14/01/2018 14:27 |

So I find their a set of people pushing this philosophy but it goes against those who hold on to traditional believes that students are empty entities waiting to be fed.

| | 5 | LP | 14/01/2018 14:29 |

NO, NO! We are a society that likes to shift the blame, leaders from the politicians. we don't accept when things go wrong they shift the blame and when it goes well, they take the praise. 8:53..

| | 6 | LP | 14/01/2018 14:36 |

It is as a result of the transformation task force. They are necessary educational practice fixtures but how they are developed I have a problem with them. The very people who will be affected are drawn into and they come with an imposition.

| | 7 | LP | 14/01/2018 14:37 |

We are not there yet. We need to disturb people equilibrium to get results. My genesis is how to get that confusion in motion so that people will want to be apart of the consultation. We like to act through proxy 'Miss N you go for me and represent me'. It is deep routed and genesis in how it came about.

If you look at other races who were enslaved, we have a void that makes us search for acceptance. In that search there is an identity lost. We are

| | 8 | LP | 14/01/2018 14:38 |

We don't embrace enough what we have as our own. If we don't see our things embrace else where we don't think it is valued. Exams as they do here don't measure learning. The ere we are in is information era knowledge is like water on earth free and accessible. More and more the work places are saying our graduates are not suitable for the job market even with first class because character not developed. Because the exam just measure knowledge and the world don't want that they want people who can innovate, take risk and problem solve and those experiences our leaners don't get in school so there is a struggle. So the standards curriculum that is being piloted in the system is trying to address some of that but we don't know to what extend it will be embraced.

06/01/2019 08:21

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On

Internals\\Jamaican Interview\\Interview with mechanic teacher Jamaica

| No | | 0.0601 | 1 | | | |
| | | | | 1 | LP | 14/01/2018 14:46 |

I think it needs to be in place for accountable. I think it has a short fall as it doesn't focus on teachers on the ground.

Accountability: A Case Study of the Jamaican and English Education Systems

Internals\\Jamaican Interview\\Interview with Ministry of Education XXXX Jamaica

No		0.5508	4			
				1	LP	14/01/2018 14:56

Because I don't think we get to them enough. There is not a lot happening on that side of the island, not much in tourism, agriculture and Industry, so people don't tent to go there.

Like St Thomas people call them the forgotten Parish. All of our work or most we try to do with rural schools very rare we work with schools in

				2	LP	14/01/2018 14:57

I don't think it is fair to use the same criteria to judge all schools PERIOD. But the truth is they are judged the same way.

				3	LP	14/01/2018 14:57

they still have school with outside toilets, they are trying to change that now. We only have a few left.

				4	LP	14/01/2018 14:59

When I had my first wakeup call (because I have been exposed to mainly private schools, Kingston schools, apart from inner schools with PALS)

I went into ST Thomas (Seaford High School) School XXXX. The first day I went there at 9 o clock teachers were hanging out on the corridor and the canteen was open. Apparently, the canteen was run by the chairman and bursar. The tea students were not in class and teachers were quarrelling 'cussing out' each other loudly on the corridors. It was just a mess. I was in a twilight zone. You know when you watch those movies

Internals\\Jamaican Interview\\Interview with Technology teacher in Jamaica

No		0.4246	7			
				1	LP	14/01/2018 15:33

Most of the inspectors don't know anything about class and school. We try as a school because our senior leadership team is proactive. They normally tell us what we need to do as department and they inform us when we will have inspections and what we need to do.

				2	LP	14/01/2018 15:34

we are accountable to the MOE, policy makers (even though some of them are clueless)

My challenge is you can't use the same rating scale you use for the queen schools to judge schools like ours. We have small amount or none

				3	LP	14/01/2018 15:35

It is not that you are expecting less but the reality is these queen's schools are well equipped, you go to these schools and they have well equipped libraries with AC for instance. Another factor is the students are from a different socio –economic background. Not that our school don't have some students from affluent background, but it is in the minority.

				4	LP	14/01/2018 15:37

I do not feel that way as a teacher in the system. I try to meet my students at all levels. I have very mixed ability groups, so I think that when they come into a class if they see a student doing a dub poetry (She taps on the table) they should take that into account.

Some students have very low comprehension skills and sometimes the only way we can support them is to make the lessons as practical as

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
				5	LP	14/01/2018 15:37

I don't think so I haven't seen that reflected in our school inspection report.

| | 6 | LP | 14/01/2018 15:39 |

They tend to say they inspected this school and the exam results were good but what about those who did not take the exam. The exams are expensive, and some parents can't pay for it.

| | 7 | LP | 14/01/2018 15:41 |

We always need more, for students it is not. My day starts at 6:40 to 6pm. We sometimes have to stay long hours to mark and work extra with students.

Internals\\Jamaican Interview\\ XXXXX interview Head of Jamaica inspectorate

| No | | 0.1031 | 1 | | | |

| | 1 | LP | 14/01/2018 15:52 |

In 2004 we publish a report the task force report and that is what has informed the policy and it got by participant support. We discovered that this weren't going the way we wanted them to go and the accountability systems were weak and there was always a blame game. It's the teachers, parents lack of resources and it was a quarrel out there about who is responsible for what.

So a task force was set upon 2004 it was like a strategic path. One of the recommendations was that we needed to ensure quality and that there needs to be a national quality assurance entity whatever it is called. This was to ensure that we could bridge the divide between quality and practice. So, we would say we are revising the curriculum but when we get to schools it was a different story and our rate of literacy and numeracy and exit exam rates were low. This was despite all the money that were going into the system. We were borrowing money to go into education, but the results were not there.

Outside of exams the people who wanted to invest in country kept saying the skills were not there. So clearly there was no congruence between what we were doing and the training being offered and the national needs. So the task force agency said do this quality assurance agency, have

Internals\\Jamaican Interview\\Science Teacher Interview in Jamaica

| No | | 0.3127 | 8 | | | |

| | 1 | LP | 14/01/2018 19:02 |

The NEI that the Ministry brought out I suppose that is the role they serve. In England when OFSTED is to come teachers run around in panic it is the same thing in Jamaica.

| | 2 | LP | 14/01/2018 19:03 |

No you would say I am going to judge on you on discipline, extra curricular, maths and English or if teachers are using a lesson. When they take my lesson plan and mark me down I don't know why they mark me down. They come in your lesson and get a result much later. I would like to know what is great and what I could improve.

| | 3 | LP | 14/01/2018 19:04 |

Why did you find England easier

ST: I think it is a combination of the technology you have and the high demand for clerical work.

| | 4 | LP | 14/01/2018 19:05 |

September I started off with 40 now I have 50 (April). I don't think they have a maximum

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
				5	LP	14/01/2018 19:06

What we get is 'your school needs fixing, it is not up there'

The only follow up we get is when they are coming back. The Principals get a feedback and we are left on our own to sort it.

| | | | | 6 | LP | 14/01/2018 19:08 |

The system blame teachers and no accountability of parents.

| | | | | 7 | LP | 14/01/2018 19:09 |

Sometimes they give us large classes of remedial students and the classrooms are dark and dingy and the emphasis is on writing lesson plan. While I write the lesson plan I rarely follow it because sometimes I have to be very flexible based on the state of mind of the children.

| | | | | 8 | LP | 14/01/2018 19:10 |

The former Principal would send out 4-5 topics and we get to choose as a staff. They don't do that anymore. They just decide and give us anything.

Internals\\ XXXXX interview ministry of education rep in JA

No		0.3227	9			
				1	LP	14/01/2018 15:08

However, they have appointed new leadership but there is also political interference in that area.

| | | | | 2 | LP | 14/01/2018 15:12 |

it is impossible so what they do they go in and see the schools that are performing the worst or where there are leadership challenges and they need to change a principal and they need to look at the board. So they are not focused on coaching the principals which is the role that they war them to play. A lot it is time and some of it is capacity because the education officers where not trained to look for those things.

| | | | | 3 | LP | 14/01/2018 15:13 |

what was happening was that 200 children would sit maths exam and nobody would pass after spending 5 years in a school. I remember saying to them people you are criminals that you would have them here for five years and not one person could pass. When you look at theor results some of them come in with good GSAT grades (k 2 Grades) which suggest that the children have regressed.

There are some who will come and 1/3 of them not reading some schools up to ½ of them not reading but that doesn't say teachers cannot wor

| | | | | 4 | LP | 14/01/2018 15:17 |

Nobody... The students just leave the school and no accountability. So then they try to put in programmes to help them like the CAP programme but they are not investing in school intervention. So even as I became an inspector we have been saying we are going to inspect these schools by what are we going to do to support the schools after you insect the schools?

| | | | | 5 | LP | 14/01/2018 15:19 |

Now remember boards are the ones who are meant to help their schools. So boards are meant to govern and review the document from the school inspection and hold schools accountable but that does not happen in many instances because boards are poorly constituted and political appointed. People who are not right for schools. There is a whole lot of 'politicking' that take place. So they are not focused on the right things they are not asking the right questions. They are not focused on the teaching and learning.

| | | | | 6 | LP | 14/01/2018 15:24 |

May be it was influenced by the others they were from the UK.

| | | | | 7 | LP | 14/01/2018 15:26 |

We are taking some of the things that are not useful. Sometimes we are more British than the British themselves, like it is engrained.

Our students deserve more but what teachers and Principals will say to you is that they should feel overwhelmed by the pressure placed on them by the Ministry and because of the change in programmes. It makes it much harder for people to implement anything and see it through and accomplish anything.

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
				8	LP	14/01/2018 15:30

we ar getting now a wave of teachers who are seeing it as a means to an end. Some of them don't want to be in the system. Some of them have low expectations where they don't believe the children can achieve what they can they just believe it is a Kingston school things.

| | | | | 9 | LP | 14/01/2018 15:31 |

I remember when I went t collect data form a school I was just seeing zeros (0) on the children papers and I ask what happened and they said they didn't come to class that day, or they were outside playing. That is not acceptable we have to ensure that every child does his/ her best so i was about exchanging ideas and finding new means and ways of getting the best for children.

Internals\\Transcript for Interview with Head Teacher

No		0.1863	5			
				1	LP	09/01/2017 22:33

I just give you an example, when OFSTED came into our school as you know we do a lot of work as a teaching school. One of our values is to be outward looking and supportive but they were not interested at all. So that is just one example.

| | | | | 2 | LP | 09/01/2017 22:34 |

there are a lot of other examples where schools values are not recognised by OFSTED if you look at the lessons that are being observed they are nearly always core subjects and yet often there are some very good and interesting practice in Arts subjects or practical subjects so I think we need to encourage accountability system to look at the quality of provision in all the areas of the schools not just a limited area

| | | | | 3 | LP | 09/01/2017 22:35 |

If you are not seen to be good, you are either requires improvement or inadequate there are stronger sanctions on the school body, so it could be forced academisation in particular. We have really seen that come into education in the last five years with a very negative total impact.

| | | | | 4 | LP | 09/01/2017 22:35 |

There is no money to reward teachers so that's a challenge, but they can go on to incompetency or incapability if they don't perform to the required standard.

| | | | | 5 | LP | 09/01/2017 22:41 |

do agree that the pressure to achieve particular outcomes does drive teachers' behaviours and I think it is a great shame. I think it does mean that we don't grow aspirational, creative, positive learners. I think that is a terrible counterproductive aspect of the accountability system.

Accountability: A Case Study of the Jamaican and English Education Systems

Nodes\\How the system works

Document

Internals\\Jamaican Interview\\ XXXXX interview Head of Jamaica inspectorate

No		0.4903	13			

				1	LP	14/01/2018 15:47

We put the reports up for a number of reasons but most importantly it is for quality assurance on both sides. We start with a sensitization within the local community where we discuss what we are looking for.

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
				2	LP	14/01/2018 15:48

This is done within the local community in town hall meeting where we meet board members teachers, parents, principals all stake holders. We have conducted over 200 meetings.

When we started off we made sure people were sensitized we asked people's opinion and questions and challenges. And we took back what

				3	LP	14/01/2018 15:53

So the NEI role as quality assurers is look at the school

What is it that they are doing

				4	LP	14/01/2018 15:56

We don't compare it is what it is has it met the standard of vision 2020 and if it does not meet the standards where do we need to channel the resources how do we correct. We take a developmental approach. We pass recommendations unto relevant organisations to intervene.

So for instance when we find multigrade schools 3 teachers, 6 classes. How is that happening for those students? Is this good enough? If not we make recommendations? If it is a shift school we look at how the shift system is working for the students and if they are not getting enough time as set out by the code of regulations we pass that on to Ministry for school operations so they can support.

It is not a clinical supervision as in OFSTED. Where you in and out to say this is not good. What the inspections do is help us to target intervention to the greatest need. There are some persons who will get and always get more

One of the big things that we have done is that we look at the funding formulae We looked at the funding formulae in school so if you 20 and I have 2000 and you give us $1 each every year this school will always have more funding than the other but if there are programmes that are missing in the smaller school they will not be able to play catch-up with the larger schools in terms of implementation.

So what we have done is reorganise funding formulae, yes we going to pay more per capita but we are going to be   adding more things to this school to help them. One of the aims we have is that we want to make every school a good school but you cannot know unless you have the data but we have a culture that shies away from assessment, but it is not simply about the teachers. There are eight indicators and they are all encompassing including teaching because no school can exceed the quality of the leadership, the quality of teaching and learning how the

				5	LP	14/01/2018 15:58

we have a measure called progress one of our indicator where we look at the progress made. As we are here we have a consultant working with us to develop value added. Even while we are doing that there is a national problem. Despite what we are doing our students cannot to fit so we have to be fair to the children and teachers. We cannot continue with only 20% of our children making it.

Sometimes we drive by what we think about people have that self-fulfilling prophecy where we think some of our children will never make it and if we think like that some of our children will never make it. We have to raise up possibility. We have some places that were never known and schools a that are doing well and a mighty job and raising literacy and numeracy, so we cannot have one standard for the poor and one for the rich that would never be fair. We want to see all our children do well by virtue of them being human and we are using public funding on them they can but we have to see the effort. We are now 50 years behind Cuba our nearest neighbours. 50 yrs ago they eradicated literacy. We can

		6	LP	14/01/2018 18:45

Education officers go in to support. We compile recommendations and recommend to the Ministry we are independent, so we say to the ministry you need to in the same way we say to the school you need to train we sy to Ministry you need to pay better, you need to invest in you head so that they can do better for their schools. As it is total accountability we state it as we see.

		7	LP	14/01/2018 18:45

The conversation has changed. I write honest reports. We had a programme called operation take over where they take over schools and suppo as a result of our truth telling. We create the way for others to come in and support.

		8	LP	14/01/2018 18:45

the same education officers would assess but you cannot judge your own work you would always give yourself and A. you can't do that. So we g we have no affiliation. I have 400 Education officers. They do not go to their schools.

		9	LP	14/01/2018 18:46

They are current and past head teachers and successful teachers. We have a very good logistics team. We send maths and English experts. We don't do individuals we send a team because they have a thorough discussion.

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
				10	LP	14/01/2018 18:47

I hate the word visit. It is not a visit. You go to a support a school. In a visit you can say hello and sign and go. We go to lessons, we help with observations. Are your students engaged.

We had a one-week national training on how to help education officers to help heads observe.

As a part of the triangulation in schools we do a survey among teachers to lift their voices. We do a survey with students and discussion. We interview chair bard and parents. We go to PTA. We are very transparent so whatever the results are we publish. As part of accountability we

				11	LP	14/01/2018 18:48

I got the inspectorate 2 years into the role working with consultants. Mrs Foster Allen first head of inspectorate.　　　　When I realised that it was so offensive to some people it was I changed it and used the term needs immediate support　　euphemistic but more palatable. I don't want people to run a away from it but I want to tell them the truth.　　I had a very adversarial conversation on the radio with a man. Who said i you want people to change and bring accountability to the system you cannot take this supporting role.

				12	LP	14/01/2018 18:56

principals take their leave and we pay them.　　　　I insist on the quality.　　　　We quality assure we send the draft have we left off anything send us the evidence and they come to recourse

				13	LP	14/01/2018 18:57

we have over 10,000 visits a day. Colleges use

L: I have been to Uk with Dubai, India, south Africa ,Scotland and going back to Scotland fir value added. When Scotland do their work they go

Nodes\\HT~ We have not yet made up our minds as to what we want education to be. As a developing country we should be evolving. The fact that we are not are not stable suggest that we are not growing. I don't mean stable in that we cannot change. Once there is li
    Document

        Internals\\Jamaican Interview\\Interview of the head teacher Jamaica

		Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
No		0.0787	1			
				1	LP	14/01/2018 14:19

HT: We have not yet made up our minds as to what we want education to be. As a developing country we should be evolving. The fact that we are not are not stable suggest that we are not growing. I don't mean stable in that we cannot change. Once there is live in a society you have to be changing. If it is we are evolving because we know where we want to be but we are not there yet that is fine but if it is that we are changing because we don't have an identity and we keep changing and dancing to the external rhythm then we wrong.

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On

Nodes\\Improvement to current accountability system

    Document

        Internals\\Interview of teachers (1)

		Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
No		0.1285	6			
				1	LP	09/01/2017 21:52

There is a central system that the teachers come through, so everybody has to attain the same standards of qualification and then they send them to different localities.

| | | | | 2 | LP | 09/01/2017 22:03 |

It should be done in schools by schools in the first instance. So quality assurance should take place within a school.

	3	LP	09/01/2017 22:11

think we should be trained to use. There is a variance according to where the school is and the cohort.

	4	LP	09/01/2017 22:12

If teachers have a greater input you would have the utopian dream of a system. Teachers should be able to collate that information and decide what does strong practice look like, what does quality learning look like what does effective feedback look like. You would come down to good practice regardless of the school.

	5	LP	09/01/2017 22:22

In regards to targets for teachers it should be more specific to the children we have.

	6	LP	09/01/2017 22:22

It needs to be more bespoke. I know it is an enormous task but it is a task that needs to be done not just for staff financial gain but for more effective accountability and welfare of the kids.

Internals\\Jamaican Interview\\Interview of the head teacher Jamaica

No	0.0469	1

	1	LP	14/01/2018 14:26

As a head I HAVE EVOLVED in what I call a progressive, humanist in education. I embrace any reflective practice and I realise it intertwine with my faith because as a Christian I have to live one faith and practice my believe. It forces me to be consistent in how I see life weather I am in office or in the classroom.

Internals\\Jamaican Interview\\Interview with Ministry of Education XXX Jamaica

No	0.1331	1

	1	LP	14/01/2018 14:55

Of course, when they heard it they thought it was just money, so one principal said I need a school bus so I am coming on the project, not realising that it was going to require him to reflect on his practice and improve. So we got a little bit of resistance at the start but by large it gained momentum.

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On

Internals\\Jamaican Interview\\ XXXXX interview Head of Jamaica inspectorate

No		0.1861	5			
				1	LP	14/01/2018 15:52

Outside of exams the people who wanted to invest in country kept saying the skills were not there. So clearly there was no congruence between what we were doing, and the training being offered and the national needs. So the task force agency said do this quality assurance agency, have teaching council to defend the profession and set standards and support the teachers by licencing and register teachers for 5 years and come back for re-registration, like the medical profession. They needed a defender of the profession among others.

| | 2 | LP | 14/01/2018 18:47 |

I hate the word visit. It is not a visit. You go to a support a school. In a visit you can say hello and sign and go. We go to lessons, we help with observations. Are your students engaged.

We had a one-week national training on how to help education officers to help heads observe.

As a part of the triangulation in schools we do a survey among teachers to lift their voices. We do a survey with students and discussion. We interview chair bard and parents. We go to PTA. We are very transparent so whatever the results are we publish. As part of accountability we

| | 3 | LP | 14/01/2018 18:48 |

People found the word failing disturbing. Mr HOLLINESS DID HIS WN ANAYLISIS. It was not the work of the inspectorate yet. He said if these schools are getting 400 students every year but they are sending out students who have no passes and cannot go to tertiary level then these schools are failing. If you go on the merit that schools are to produce students who improve then they fail them

I got the inspectorate 2 years into the role working with consultants. Mrs Foster Allen first head of inspectorate. When I realised that it was so offensive to some people it was I changed it and used the term needs immediate support euphemistic but more palatable. I don't want people to run a away from it but I want to tell them the truth. I had a very adversarial conversation on the radio with a man. Who said if

| | 4 | LP | 14/01/2018 18:50 |

He wanted me to slash and burn and I said no if people don't know you have to first teach them but if they know you have grounds to take actions

| | 5 | LP | 14/01/2018 18:50 |

We are now working revising legislation it is called the school improvement act if after intense intervention training through national college for leadership. If there is need to build capacity for leadership, we pass that information on. If you got leadership intervention and funding and teaching council intervention. What we are asking through the legislation is that the Minister can go into school and take over fir 5 years.

Internals\\Transcript for Interview with Head Teacher

| No | | 0.1313 | 3 |

| | 1 | LP | 09/01/2017 22:33 |

I did some work looking into this with an organisation called 'whole education' I could send you a copy and it's called a peer review process and think that school leaders should hold each other to account in a formative way so that we improve the quality of expertise in accountability and people would learn from each other and you would only need HMI or OFSTED involved if there was serious problems.

| | 2 | LP | 09/01/2017 22:34 |

I will go back to my peer review process. What my peer review process tries to do is look at the quality of the schools' provision in contrast with its vision. So if you are looking at the impact of the vision in practice then you would be looking at the quality of the children's experience

| | 3 | LP | 09/01/2017 22:42 |

I get rid of OFSTED completely I would keep HMI I. I would use a new system of a regional school's commissioner to coordinate a peer review process between qualified Head Teachers and the RSC. The Regional School's commissioner would quality assure those peer review the process.

Accountability: A Case Study of the Jamaican and English Education Systems

	Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On

Nodes\\need for accountability

Document

Internals\\Interview of teachers (1)

	No		0.0458	3			
					1	LP	09/01/2017 21:58

Yes there is because otherwise you would end up with variability and variance is not good. That is why we need accountability to ensure a consensus.

					2	LP	09/01/2017 22:03

yes we need accountability to ensure4 standards without it there would be no standards at all.

					3	LP	09/01/2017 22:06

Historically it has always been hierarchical in secondary schools in the UK where it is done from the top down

Internals\\Jamaican Interview\\chairman interview in Jamaica

	No		0.3209	1			
					1	LP	14/01/2018 19:36

Yes. Like anything else we are stewards. We have to give account for what we are given responsibility for. There is a time of reckoning. Teachers are placed there as agents of change. At every required time teachers should be in a position to give an account.

Teachers should account to parent for their child's learning, the social and academic development.

Internals\\Jamaican Interview\\Interview with mechanic teacher Jamaica

	No		0.1596	2			
					1	LP	14/01/2018 14:44

We need accountability from the Ministry and through the MOE because they are the ones who over see what we do.

					2	LP	14/01/2018 14:49

I believe Principals should be held accountable. Principals are the ones who implement policies and equip schools. Once a school is failing that principal should be placed in training and be given a time to improve or leave.

Internals\\Jamaican Interview\\Interview with Technology teacher in Jamaica

	No		0.0460	2			
					1	LP	14/01/2018 15:34

I don't have a problem with accountability; my challenge is who should we be accountable to and what should we be accountable for?

06/01/2019 08:21

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
				2	LP	14/01/2018 15:39

I don't have a problem with inspection because their must be standards

Internals\\Jamaican Interview\\ XXXXX interview Head of Jamaica inspectorate

No		0.0854	3			
				1	LP	14/01/2018 15:57

There is no such thing as the bottom of the pile. They are all our children. It what you have so we look at what you do with what you have. We look at how the school craft the curriculum to suit the students they have the curriculum is only a guide. We provide our schools with a learning profile of all our students. This shows how ready they are and if they are not ready we provide recommendations so that the school can get the assistance they need.

				2	LP	14/01/2018 15:59

It use to be a defici3nt argument, we don't have this and we don't have that. But then we go into some schools and the library is closed and we ask why. They say the library is only for special occasion. But if you close the library it is so that the poor child that don't have a book can borrow book or a child can stay back and read for an hour. When you close the computer room you close down access.

				3	LP	14/01/2018 18:57

we do it is stated at the start

We don't change the indicators because we are not confining you to your circumstances. It is having that space in your head and the vision to get there.

I see many countries using NEI so it is good that we have friendly critiques.

Internals\\Jamaican Interview\\Science Teacher Interview in Jamaica

No		0.1569	1			
				1	LP	14/01/2018 19:01

Yes I believe in accountability. You must have accountability, if you don't have accountability then anything goes. So you must have accountability. The challenge is how that is done is the issue.

I think we are accountable to the children and their parents they are our clients so majority of the accountability should be to them. But who is it that you leave to manage what is that we are accountable for? The Ministry have a role because they set the guidelines but what we do in Jamaica is that the Ministry sets the guidelines without the input of teachers or parents. Because if I am sending my child to a school I need to be apart of what is happening there. While we need to trust the professionals, who know what they are doing and trained as a parent I do have a part because at the end of the day my child comes back home and I need to support the school. However, I think the ministry need to oversea

Internals\\Transcript for Interview with Head Teacher

No		0.0337	1			

| | | | | 1 | LP | 09/01/2017 22:31 |

C: Sop I believe there is a need for school accountability because we are publicly funded and we have a duty of care to our young people. So you need form of mechanism for recording and sharing quality or supporting schools and improving the quality.

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On

Nodes\\Strengths of the current accountability system

Document

Internals\\Interview of teachers (1)

No		0.0080	1			
				1	LP	09/01/2017 22:19

the value added was good but it has to be properly means tested

Internals\\Jamaican Interview\\Interview with mechanic teacher Jamaica

No		0.1790	4			
				1	LP	14/01/2018 14:48

Yes we are told by the principal what they will be looking for but I have never seen a document.

| | | | | 2 | LP | 14/01/2018 14:49 |

yes we need parental support but Principals set the tone if I ask for a parent to come and they don't the child cant return until then.

| | | | | 3 | LP | 14/01/2018 14:50 |

Yes we have institutions that provide Leadership training

| | | | | 4 | LP | 14/01/2018 14:51 |

I get all the contact information and contact home often and I do get the support I need.

Internals\\Jamaican Interview\\Interview with Ministry of Education XXXX Jamaica

No		0.0907	1			

| | | | | 1 | | LP | 14/01/2018 14:56 |

We started off in the school of excellence with 6 , we now have 10. We have 5 high schools and 5 primary schools and they are all in the lowest performing regions in Jamaica; Portland, St Thomas and St Mary

Internals\\Jamaican Interview\\Interview with Technology teacher in Jamaica

| No | | 0.0661 | 2 | | | | |
| | | | | 1 | | LP | 14/01/2018 15:40 |

yes our leadership makes a difference when results are out 100% I get my plaque and monetary reward. Our head/leadership is proactive.

| | | | | 2 | | LP | 14/01/2018 15:42 |

Before accountability was only our admin. One of the benefits of the inspectorate is that sometimes we get to here good practice from other schools.

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On

Internals\\Jamaican Interview\\ XXXXX interview Head of Jamaica inspectorate

| No | | 0.1620 | 6 | | | | |
| | | | | 1 | | LP | 14/01/2018 15:57 |

There is no such thing as the bottom of the pile. They are all our children. It what you have so we look at what you do with what you have. We look at how the school craft the curriculum to suit the students they have the curriculum is only a guide. We provide our schools with a learning profile of all our students. This shows how ready they are and if they are not ready we provide recommendations so that the school can get the assistance they need.

| | | | | 2 | | LP | 14/01/2018 15:59 |

It use to be a defici3nt argument, we don't have this and we don't have that. But then we go into some schools and the library is closed and we ask why. They say the library is only for special occasion. But if you close the library it is so that the poor child that don't have a book can borrow book or a child can stay back and read for an hour. When you close the computer room you close down access.

| | | | | 3 | | LP | 14/01/2018 18:51 |

every school we have seen in this capacity has improved. This is what keeps me. Principals say if the inspectorate didn't come no one would do anything about our leaking roof. I have to say it is inadequate. It also helps because local communities provide help, diaspora and pass students association helps. Instead of shoes and clothes from abroad they get investment in our teachers.

51schools got international, award to teachers and schools through our data. It is also for highlighting. In our early years we went to school needing immediate support created uproar. The church school changed leadership. Now 100% literacy and numeracy. Some parents volunteere

| | | | | 4 | | LP | 14/01/2018 18:52 |

yes they need support but the changes in over 1000 schools didn't cost much. They are now doing wider curriculum. These are the skills they ma later use

| | | | | 5 | | LP | 14/01/2018 18:55 |

where I don't feel supported I know I haven't communicated clearly enough. I take responsibility.

| | | | | 6 | | LP | 14/01/2018 18:57 |

we do it is stated at the start

We don't change the indicators because we are not confining you to your circumstances. It is having that space in your head and the vision to ge
there.

I see many countries using NEI so it is good that we have friendly critiques.

Internals\\ XXXXX interview ministry of education rep in JA

No		0.2340	5			

				1	LP	14/01/2018 15:12

So this is how our programme fills that gap because we focus on teaching and learning and coaching. We went in there to help them with the quality of teaching and learning. We run workshops we watch a lot of videos together on how to carry out coaching and how to use senior staff support teachers improve and ask challenging questions which help them to be accountable for the output.

				2	LP	14/01/2018 15:18

So Maureen (Chief inspector will tell you) THEY HAVE NOW INSECTED ALL THE SCHOOLS but it took them a long time. So they are now going bac to inspect all the schools that they inspected since 2010 but in the interim nothing substantial has been done to support the schools. Schools have been given the recommendations, schools that are proactive will go forward and do something to address the weaknesses. Some of the education officers have tried (God bless them) to take some of the recommendations that have derived from the school inspections and try to help them.

				3	LP	14/01/2018 15:19

BUT there has been a real shift in the thinking, we have changed the conversations because of the school inspection system and people are now thinking and talking about quality. There was a huge debate because the them minister of Education now Prime Minister had called our schools failing schools and there was a big debate because nobody wanted that title.

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
				4	LP	14/01/2018 15:20

No it isn't. But what it did is that it sparked national conversation because schools did not want to be seen as failing schools. There has been some good from the inspections. My concern is that there has not been enough follow up to ensure that things are being implemented to improve our schools.

R; So the task force NEI was just one of the products of the task force report of 2004 so they were to create, the early childhood commission and parenting commission. These are agencies of the Government as well as the national college for Educational Leadership. The only place where the support have come from is the national college for Educational leadership because they try to work with school leaders to understand what

				5	LP	14/01/2018 15:20

Maureen will show them to you. There are eight standards and indicators. I am not sure that that is fair statement it depends on how the standards are being used, a good school is a good school and you can feel it when you go in.

Internals\\Transcript for Interview with Head Teacher

No		0.1081	3			

				1	LP	09/01/2017 22:33

Well technically they do parents have parent view and they go online and they answer questions about their experience with the school and Ofsted takes that into account and also governing bodies are interviewed by OFSETD as part of the process so we currently already have that.

| | | 2 | LP | 09/01/2017 22:35 |

Well already we have a system that gives some kind of rewards and a lot of sanctions. Don't we?

If you are outstanding, you have access to become a teaching school or a maths hub and so there is an opportunity that you gain funding and

| | | 3 | LP | 09/01/2017 22:41 |

Well raise online currently measure sub-groups which would include EAL, white British and other ethnic group and male and female as well. So we already have that information and OFSTED will hold us accountable for particularly large gaps in achievement.

Nodes\\Systems that could help with accountability

Document

Internals\\Jamaican Interview\\chairman interview in Jamaica

| No | | 0.4139 | 1 | | | |

| | | | | 1 | LP | 14/01/2018 19:36 |

Teachers should be equipped to strategize and try out other methods. Use up their skills.

Teachers should not work for a reward they are given a task. Teachers should say like the old mantra teachers should give and not count the cos

I think failing principals should be made aware of his/her weaknesses. They are placed there to manage so like a teacher should find methods an strategies to run the school in a way that the students will develop.

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On

Internals\\Jamaican Interview\\Interview of the head teacher Jamaica

| No | | 0.3346 | 8 | | | |

| | | | | 1 | LP | 14/01/2018 14:28 |

The divide between practice and policy comes down to accountability because you find that because we are a poorer society we tend to communicate more orally. We find that the things we talk about are just theory and doesn't trickle down and monitor and people are held to account.

| | | | | 2 | LP | 14/01/2018 14:31 |

If we were living a reality where it is norm for people to be held accountability, then it would rub off.

| | | | | 3 | LP | 14/01/2018 14:32 |

If a Prime Minister slips consciously or unconsciously in some countries, they are held accountable in Jamaica it doesn't happen. We are a very tribal in our politics and classy. So if I slip because I am your tribe I give you a blind eye.

| | | | 4 | LP | 14/01/2018 14:32 |

We need a re-birth of the mind because that is where everything starts. The home, school, Gov everybody has to do it.

| | | | 5 | LP | 14/01/2018 14:34 |

What I would like to happen would be difficult because the regulatory bodies are still being governed by those regulations that we need to get ri of. For example, if Head teacher X is underperforming and he is fired, JTA will defend him and if what they fault him on cannot be found in the education ACT then they would have to reinstate him. So, the entire policy would need to be revamped. Same for the teachers. In the independent schools the parents hold them to account because they are paying them.

Another reason for the loose approach in Jamaica is that we see at as FREE people may want to blame Mr Manley for introducing free education because we tend to see it as public pipe where we can turn on the water and use as we like not realising that tax payers are funding it.

| | | | 6 | LP | 14/01/2018 14:35 |

We need to get to a point where there is commitment to what we are given to do which means that we are going to follow through with what w do and execute it within the confines of our resources. There should be a natural self-monitoring and accountability.

| | | | 7 | LP | 14/01/2018 14:40 |

Success for me is if I give you a novel situation you should be able to manipulate it and explain and give your rationale for it. I love the courses that have no exam, where challenges are given, and students get a change to test and try new tasks so when you are done you see growth

| | | | 8 | LP | 14/01/2018 14:40 |

If I put on a traditional hat it would be hard. We cannot do things the same way. It may mean video taping and net working .

Internals\\Jamaican Interview\\Interview with mechanic teacher Jamaica

| No | | 0.2449 | 4 | | |

| | | | 1 | LP | 14/01/2018 14:47 |

they could dialogue more with us, see if what is given by admin really happens. I have never seen I only heard that they came and the principal report.

| | | | 2 | LP | 14/01/2018 14:48 |

don't think so but in order for them to give feedback they must do some observation, but the judgement doesn't reflect all the areas

| | | | 3 | LP | 14/01/2018 14:50 |

Another thing that could be done is peer Principals a good school with a poor performing school at the minute that doesn't happen.

	Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
					4	LP	14/01/2018 14:50

I personally go out and get training. I make time to go and see best support, but we don't get time.

Internals\\Jamaican Interview\\Interview with Technology teacher in Jamaica

No	0.2295	3

	1	LP	14/01/2018 15:36

the best for the children is NOT to test them on only academics because we have students who cannot write a proper paragraph but the can dramatize. I have students who are excellent at creating story lines but in drama but would not be able to write it down.

	2	LP	14/01/2018 15:38

I would have to change the restricted view of attainment. They need to look at all the learning styles. Because the end result is learning.

WE have Heart trust NTA, we have cxc and cape and city and Guilds what about those who don't measure up to those standards.

	3	LP	14/01/2018 15:40

Teachers need to put themselves more into the students' position, you know the challenges, so they need to move more. Teaching is my passion

The MOE could recognise outstanding teachers more. It doesn't have to be money, but most teachers work hard with very little resources. We feel like the children are our own.

Internals\\Jamaican Interview\\ XXXXX interview Head of Jamaica inspectorate

No	0.0821	2

	1	LP	14/01/2018 18:54

where the board understands and guide strategic plans. Not just disciplinary matters but how can we support our teachers

From the principal being a head teacher and business manager and someone who understand that every teacher matters

I want teachers to underrated that they need to be prayed as they can for that encounter. Whatever happens in their classroom impact for lives It is a maximisation of the impact. I want teachers to understand that we have a culture unaccountability to change that states that students are silent they have no voice in their learning. It about helping children to be expressive as long as they are mannerly. Even if my student language is not perfect let them talk.

From the Gov and MOE provide policies that are inclusive and realistic and revise.

	2	LP	14/01/2018 18:56

we have over 10,000 visits a day. Colleges use

L: I have been to Uk with Dubai, India, south Africa ,Scotland and going back to Scotland fir value added. When Scotland do their work they go

Internals\\Jamaican Interview\\Science Teacher Interview in Jamaica

No	0.4681	6

	1	LP	14/01/2018 19:05

Parents have to take some of the responsibility.

Accountability: A Case Study of the Jamaican and English Education Systems

	Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
					2	LP	14/01/2018 19:06

Accountability should be used as a process to get teachers to own what they are doing. A system that helps teachers to treat a process as though the children they teach is their own. It cannot be a process where you tear people down rather than build them up. It is ok to be critical but not to 'tear people down.'

Whatever critique you have should be something that cause me to reflect. You see something wrong with a school there should be a sit down and open dialogue with the school.

| | | | | | 3 | LP | 14/01/2018 19:07 |

First of all teachers need to get a better understanding of what accountability is and understand that it is not meant to judge you, it should be supportive. At the minute accountability bears a judgemental meaning which has lead to the public being very critical of teachers. Nothing positive from the public you hear comments like 'why are teachers demanding increase in salary when the children not learning anything.' We do not get support from the general public.

| | | | | | 4 | LP | 14/01/2018 19:08 |

You cannot have all these demands on teachers when you do not train teachers, we have very limited technology and no parent accountability. At the minute we are struggling to collect coursework and parents don't seem to understand why the coursework is important and why it needs to be on time and we don't get the support from them and the children. The same thing with homework no support.

In England when students have attendance issues there are other agencies which support in Jamaica the main onus is on the teachers and we have a lot of responsibilities.

I have my own system where students have to sign in and out for homework. Within my school there is accountability and teamwork as we plan

| | | | | | 5 | LP | 14/01/2018 19:09 |

The next major problem is that we do not do enough it terms of training teachers to cope with trauma and we live in a very traumatic environment. Violence is the order of the day and it affect the children. Sometimes you meet the children and before you start talking to them they are angry already. The teachers are not equipped to support the children through the psychological problems they are facing, and they need support. We cannot depend on the short courses done in initial teacher training it is not enough.

| | | | | | 6 | LP | 14/01/2018 19:10 |

The former Principal would send out 4-5 topics and we get to choose as a staff. They don't do that anymore. They just decide and give us anything.

Internals\\XXXXX interview ministry of education rep in JA

	No		0.3001	8			
					1	LP	14/01/2018 15:08

no it wasn't an inspection they were ours we had just brought them unto our project. Even when we announced our visit and we went to school in those early stages nothing would change. The Principal was completely ineffective, and he had been a JTA president.

| | | | | | 2 | LP | 14/01/2018 15:08 |

he was in his winding down years, so he was not very interested, and we were with him for a year before a new Principal came but he has done so much damage with the staff and students and students that we are still not satisfied. That's the only school that we are still not satisfied with how things have gone.

| | | | | | 3 | LP | 14/01/2018 15:23 |

They are still there but not very autonomous they still have to get a lot of directives from head office. Originally the plan was to relinquish some of the control to regional ministry like in the health ministry. There are 6 regional offices controlled by the central offices, but they are taking the power all back. They need to invest in the right people and get the support because it just doesn't make sense to take back all the power.

| | | | | | 4 | LP | 14/01/2018 15:23 |

Accountability: A Case Study of the Jamaican and English Education Systems

I would tear it apart (laughs… that is a good question). I would invest in the school improvement plans. The things is with us we don't give things enough time to work. For example, we were like oh, we love literacy it needs to be our main focus. I would invest in leadership capacity and look at how boards are comprised and work with boards to help them govern more effectively and I would fix the Ministry of Education. There needs to be systemic change and mindset change and also invest in technology for the Ministry. Communication is one of the poorest things in the Ministry and they don't communicate on many levels and need serious attention. They are not efficient.

06/01/2019 08:21

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
				5	LP	14/01/2018 15:24

We have just invested in a new standards curriculum and I heard it is very good for all schools in Jamaica. We have had various people test from various country to have people bench mark it and so far, the reviews are good. The only thing they are saying is that we are not using our culture and the things that are valuable to us and infusing it enough into what we do like our Arts.. those things that are endemic to us.

| | | | | 6 | LP | 14/01/2018 15:30 |

I don't know if anybody has ever asked the teachers or their principals how they view accountability. I think they complain about the inspection system, but I don't think we have effectively engage them.

| | | | | 7 | LP | 14/01/2018 15:30 |

The biggest change we need is not money it is a change in mindset. The biggest change we have seen in our school is raised expectations as they start to see them elves as being able to do it. We had this mantra 'No excuses'.

| | | | | 8 | LP | 14/01/2018 15:32 |

I had a meeting with head of Ministry yesterday and one of things we were discussing is doing an environmental scan on all the new programmes we have. Talking to people on how they see the reforms because we haven't done that yet.

My model would be a coaching model because the middle managers need to learn how to coach and support that is how we make it sustainable. We need to have more Jamaican stuff that our teachers can see not videos from UK.

Internals\\Transcript for Interview with Head Teacher

No		0.1056	3			
				1	LP	09/01/2017 22:44

There are about nine RCS in the country. They have been in post for about a year. They meet with the head teacher board to look at the quality of provision within their region and they can for example say to a school you need to become an academy. They are led by a national school's commissioner. The national school's commissioner is called Benedict Carter and our regional school's commissioner is called Martin Post.

| | | | | 2 | LP | 09/01/2017 22:44 |

So I would favour local school accountability under the remit of RSC, getting head teachers to peer review the quality of provision in schools and if there are problems identified you use HMIs to go into the schools.

| | | | | 3 | LP | 09/01/2017 22:44 |

I think you can transform British Education and raise the quality of achievement in schools and solve the teacher recruitment crisis by abolishing OFSTED