



**Strategic Plan 2005 - 2006**  
**Department of Education**  
**Republic of Nauru**

**Footpath**





# Footpath

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## **FOREWORD**

### **TO THE EDUCATION AND TRAINING COMMUNITY OF NAURU.**

This is the first in a series of Strategic Plans for Education and Training prepared by the Scotty government. It implements the government's policy of giving priority to Education and Training.

This Strategic Plan aims to establish a framework for the future. Thus it contains a number of strategies to collect data, analyse it and act on our analysis. Future Strategic Plans will build on the work of our research over the next two years and they will be longer in duration and contain more specific strategies. We will continue to consult with all stakeholders to ensure ownership and commitment to Education and Training plans.

The business of Education and Training is about learning. Thus our Strategic Plan is centered on a Learning Program, which is underpinned by a Support Program and a Management and Accountability program. To achieve the learning outcomes that we expect, the strategic plan focuses on the activities of schools and developing the leadership skills of their Principals.

A feature of this strategic plan is the attention given to Trade and Vocational Education and Training (TVET). This is a recognition of the government's concern for the future of many of our young people who, in the past, have not had any opportunity to learn skills that will get them jobs. The emphasis on TVET will assist Nauru to become self sufficient in providing the skills that we require if our economy is to go forward.

This Strategic Plan will develop a culture of accountability in our education staff. We will provide training for all our teachers over the next two years to provide them with the skills to implement a relevant curricula and supporting pedagogy. By doing this we will restore confidence to our teachers so that they will be able to take responsibility for the education outcomes of their students.

Schools set out their work in a curriculum. This strategic plan establishes a program to develop a Nauruan curriculum that prepares our students for a world that is characterized by constant change, globalisation, rapidly developing information and communication technologies and an exploding amount of knowledge that no longer can be packaged into the traditional subject areas used by schools in the past.

A schooling system needs good resources to support the curriculum. Providing these resources is a priority of the government and we are currently negotiating to obtain funding to achieve this.

The task ahead for us in the Education and Training community is not easy. But it is a task we cannot leave for another day. This is your strategic plan that has been developed after extensive consultation. I thank you for the work that you have put into it; I urge you not stop now, but to continue to debate and refine this plan. Be assured of the support of the government in your work to provide an effective and efficient education and training system for Nauru.

Hon Baron D. Waqa MP

Minister for Education and Vocational Training and Youth Affairs.

## **1. Purpose of Education on Nauru**

Provide a learning framework and environment that directs students on the footpath that leads them to leaving school as confident citizens able to live in and contribute to both Nauru society and a complex, global, networked society.

## **2. Context of Education**

Nauru celebrates Angam Day which marks occasions when the Nation begins a new period in its history. Such a new period began in October 2004 when Parliament passed a Budget to establish a new economic foundation. In the new foundation, Education was made a priority and reforms in education are seen as a matter of urgency.

This strategic plan implements those government priorities and provides an education system that delivers quality educational outcomes.

Previously many students completed their education overseas. However, due to this past reliance on overseas systems to deliver secondary services, Nauru has a poorly resourced secondary education system

Thus, in 2004 only 7% of the Year 12 cohort of 170 students sat for the final PSSC exams in Nauru. Teachers in Year 8, the first year of High School suggest that many students cannot read or write English at a satisfactory level. Truancy levels are as high as 60% in some schools, but averaging 34% for all schools. The economic downturn has impacted on the ability of Nauru to pay to attract expatriate teachers and there is a shortage of qualified teachers.

The maintenance on school buildings and facilities has been of a low priority of past governments and there is now a need for major attention to be paid to this area. Given the student population size of 2800, small geographic area and need for economic efficiency in delivery of education services, consideration needs to be given to reducing the number of school sites, while retaining the school land for other government purposes.

In terms of staffing, there is a disparity in the staffing ratios between schools with Infant schools averaging 1 teacher to 13 students while in secondary the ratio is 1 teacher to 34 students. 78% of teachers claim Early Childhood or Primary training, 4% have a degree and 11% are teacher trainees. There is evidence that teachers with above average skills are lost to teaching after a few years as they are recruited into other areas of the public service or instrumentalities.

Implementing this Strategic Plan will require the services of a qualified group of educational administrators and there is a need to

resource and train a team whose task will be to achieve accountability and monitor performance levels across all sectors of the Department.

The enormity of the task ahead, compounded by the lack of financial resources, is daunting. Positive leadership is required across all fields of the education and training community to keep people focused on a vision of improved schooling.

In preparing this Strategic Plan the following guidelines were used:

1. Education standards, including teaching standards are not to be compromised
2. The education system is to be based on current, sound, education, teaching and learning theory. In particular, this theory is to be grounded in a context of Nauruan culture and language. Students are to become competent in the Nauruan language – their language of primary identity.
3. Compliance with the *Education for All* goals of UNESCO, the Millennium Development Goals, FBEAP, and the benchmarks of the PRIDE project. These include ensuring that there is access and equity for students with special needs and that there is effective articulation between each level of education, including access to Trade and Vocational education and training.
4. Achieve efficiency and effectiveness with the limited resources. This can be achieved by outsourcing, networking or combining with other departments and agencies and education service providers, seeking funding from Donors and performance monitoring
5. Establish a Financial Management and Budgeting framework that ensures that a reliable cash flow underpins strategic initiatives
6. Achieve alignment of education goals with the Nauru Corporate Plan.

The focus of this Plan is on the schools and the Principal. It invests in the leadership role of the Principal at each school site.

This Plan will be judged to be successful if retention rates at secondary improve, so that at least 50% of the yearly cohort remains in schooling until Year 12 by the Year 2008, compared to 15% in 2005.

### **3. Accountability**

A strategic plan without accountabilities is like a bus without a driver. Someone has to be accountable for achieving the outcomes endorsed in this plan. This accountability is achieved by providing a performance measure for each strategy and nominating a person who is responsible for achieving that performance measure.

Principals are the accountable officers for each school site, but they delegate responsibility for certain outcomes to other officers, provided that the officer agrees to accept the delegation.

In order to achieve system wide accountability, a Curriculum, Accreditation, Statistics and Examinations Unit (CASE) is established. CASE is essentially a performance measuring and reporting unit that sits outside the school system. It has its own performance measured by reporting to the Minister annually and being assessed annually by schools in their reporting to the Minister via a satisfaction survey.

The CASE unit will assure Parliament that teachers are teaching, that students are learning and that our standards are comparable. It will do this by establishing benchmarks.

The Director of Education is the chief accountable officer. The role of the Director of Education is to ensure alignment of all components of this strategic plan so that all outcomes are achieved in a harmonious way.

#### **4. Administrative Organisation**

Parliament funds the Department of Education to provide a learning framework and environment that directs students on the footpath that leads them to leaving school as confident citizens able to live in and contribute to both Nauru society and a complex, global, networked society

To allow students to travel on that Footpath, the Department of Education develops a Strategic Plan.

This Strategic Plan for the 2005 to 2006 period is a living document able to respond to emerging circumstances and should be seen as a guide, not a fixed template. This Strategic Plan is the first in the context of the new Nauru, and consequently contains a number of programs aimed at collecting and analysing data into reports or policy development. Subsequent strategic Plans will contain more specific details and span longer time periods.

Being the first in a series of Strategic Plans, it will be reviewed regularly. An Education Negotiation Table, to be held in mid 2005, will discuss and publish a three to five year Education and Training Planning Overview. That Overview will incorporate the direction of the government's 2005-06 Budget, the Nauru whole of government Corporate Plan and the Donors meeting to be held in the first quarter of 2005. The current Strategic Plan will be reviewed in December 2005 to ensure alignment with Planning Overview. A new three year Strategic Plan will be released in late 2006 for the 2007 – 2009 period.

The 2005 – 2006 Strategic Plan is built on three Programs. Each Program addresses one main area of administration, but the three programs are interwoven to produce an education system in which the whole is greater than the sum of the parts.

The three Programs are:

1. **Learning Program** (which occurs in Schools),
2. **School Support Services Program** (Policy and administrative framework to support the operations of schools)
3. **Management and Accountability Program** (Yaren Office programs)

Each of the three learning programs has a number of sub programs. These are provided on the next page.

## **1. Learning Program**

The Learning Program consists of the sub programs of:

- L1 Focused **Curriculum**
- L2 **Pedagogy** aligned with curriculum
- L3 Adequate **Physical resources**
- L4 Quality **Human resources**
- L5 **Parental and Community Involvement** in schooling

## **2. School Support Services Program**

The School Support Program consists of the sub programs of:

- S1 **Learning** for All Framework
- S2 **Policy** Framework
- S3 **Administrative** Framework
- S4 Productive **partnerships** with community, other schools, departments and agencies and overseas sister schools
- S5 Safe tolerant disciplined **learning community**
- S6 Increased **attendance**
- S7 **Capacity building** (teachers, administration staff, parents and communities).

## **3. Management and Accountability Program**

The Management and Accountability Program consists of the sub programs of:

- M1 **System** and **Human resources** performance measurement (CASE)
- M2 Government **policy implementation**)
- M3 **Governance** program
- M4 **Financial and Asset** management
- M5 **Leadership and Culture**
- M6 Economic **Efficiency**



## **DETAILS OF STRATEGIES TO ACHIEVE PROGRAM OBJECTIVES**

## Learning Program

**Learning Program Objective:** *Implement a learning framework that directs students on the footpath that leads them to leaving school as confident citizens able to live in both Nauruan society and a complex, global, networked society*

Outcome	Strategy	Performance Indicator
<b>L 1</b> A focused curriculum.  (A Nauruan Curriculum, seamless from Years1 to 13, catering for diverse learners is in use)	<ol style="list-style-type: none"> <li>1. Trial a Nauru New Basics curriculum using the framework shown in the <i>Footpath, Seamless Curriculum for All Learners</i> diagram, and based on research detailed in <i>Footpath, Strategic Plan for Nauru</i>.</li> <li>2. Use data collected from research and consultations to complete a new Year 10 to Year 13 curriculum which accommodates Academic, TVET, Life Skills and Culture subjects and which provides seamless transition between year levels and courses.</li> <li>3. Each School will have a copy of the new Curriculum documents focusing on the vision as stated in our purpose of education</li> <li>4. Review existing successful Early Childhood curriculum through a process of backward mapping to ensure continuity with primary curriculum</li> <li>5. Maximize use of ICT within current constraints</li> <li>6. Focus on reading and basic numeracy in all year levels, especially primary.</li> <li>7. Ensure coverage of healthy life style, including nutrition, and sexual health (at appropriate levels).</li> <li>8. Curriculum Implementation Committee responsible for driving the trial of Nauru New Basics</li> </ol>	<ol style="list-style-type: none"> <li>1. Nauru New Basics curriculum trialed</li> <li>2. Year 10 –13 curriculum completed</li> <li>3. Document available in each school</li> <li>5. Evidence of use of ICT</li> <li>6. School timetable reflect focus on reading and numeracy</li> <li>7 School programs show evidence of teaching of healthy lifestyle topics</li> <li>1. Committee formed</li> </ol>
<b>L 2</b> Pedagogy that aligns with curriculum in use	<ol style="list-style-type: none"> <li>1. Inservice teachers, using Action research model, at least one week per term. Time spent in reflection, learning and planning. Gradually introduce pedagogies that support the curriculum</li> <li>2. Use of Rich Tasks reflects a range of pedagogies in use</li> <li>3. Inservice teachers in use of computers as a learning tool.</li> <li>4. Encourage expectation of high intellectual quality work from students</li> <li>5. TVET subjects and associated pedagogy valued by school community</li> <li>6. Gradual introduction of ICT across the curriculum</li> </ol>	<ol style="list-style-type: none"> <li>1. Inservice training provided</li> <li>5. Retention rates increase</li> <li>3, 6. ICT used to support learning</li> </ol>

Outcome	Strategy	Performance Indicator
<b>L 3</b> Physical resources that support the curriculum are available	1. Improve school infrastructure, including roofing, electrical and water supply 2. Provision of desk and chair for each student and teacher 3. Provide basic learning materials, including library books and blackboards 4. Improvement of ICT facilities	1. Physical resources provided 2,3. Donors assistance sought 4 Donor support for ICT facilities
<b>L 4</b> Provide Human resources	1. Establish professional development program for school Principals 2. Principals establish school based professional development programs for teachers 3. Share teacher skills and resources across different schools. 4. Develop a more effective strategy for training of new teachers 5. Develop innovative employment practices to attract specialist High school teachers, especially in TVET and Life Skills areas 6. Recruit specialist staff for CASE unit 7. Appoint an Information and Communication Technology Officer 8. Establish benchmark student:teacher ratios for Infants, Primary and Secondary schools.	1. Program established 2. Effective program in each school 3. Sharing occurs 4. Strategy developed 5. At least 3 staff recruited 7.3 staff recruited 8. ICT Officer Appointed 9. Benchmarks used for staffing schools
<b>L 5</b> Parental and Community Involvement in schooling	1. Provide newsletter to each household. 2. Consultation meeting held monthly 3. Rich Task reporting to parents at end of each term 4. Parent volunteer "Reading in School" program introduced 5. Conduct Parenting and Values workshops and place article in newsletter 6. Negotiation Table meeting held to gain commitment to strategic plan from all stakeholders and to prepare for next strategic plan 7. Community awareness program established to promote the value of education. Information kit produced to ensure common message is promoted	1. Two printed per term. 3. Rich Task presented 5. Newsletter article and courses conducted 6. Compact signed 7. " Value of Schooling" program exists

## School Support Services Program

**School Support Services Program Objective:** *To create student and school support strategies, along the footpath, that help the diverse student population achieve the desired learning outcomes*

Outcome	Strategy	Performance Indicator
<b>S 1</b> Learning for All Framework Developed	<ol style="list-style-type: none"> <li>1. A gradual shift from a content based to a process based curriculum with an emphasis on student learning outcomes and lifelong learning</li> <li>2. Emphasis throughout the curriculum on values education and development of strong sense of cultural and national identity</li> <li>3. Develop a new pre-school program based on Nauruan language and culture</li> <li>4. Identification of children with special needs and the nature of those needs</li> <li>5. Explore options for developing TVET and Life skills programs in the secondary schools and for provision of Vocational guidance</li> <li>6. Assessment and reporting policy and programs focussing on student learning outcomes exist for all schools</li> <li>7. In conjunction with SPBEA, begin the development of student benchmarks in literacy and numeracy and use benchmarks to inform education planning and policy development</li> </ol>	<ol style="list-style-type: none"> <li>1. Each teacher understands how to help students learn how to learn</li> <li>2. Values, national and cultural identity evident in curriculum</li> <li>3. Review conducted/reported</li> <li>5. Option paper developed</li> <li>6. Policy &amp; programs developed &amp; progressively implemented</li> <li>7. Benchmarks provided to schools</li> </ol>
<b>S 2</b> Policy Framework Developed	<ol style="list-style-type: none"> <li>1. Seek an organizational consultant to work with DOE for two to four weeks to consolidate existing policies into a coherent framework.</li> <li>2. Work with Department of Finance and Chief Secretary's Office to review the policy framework to ensure alignment of Education policies with Corporate Plan policies</li> <li>3. Prepare a policy framework for structure of teaching profession including training, accreditation, registration and continuous evaluation</li> <li>4. Develop a language policy for education with special reference to the use of the Nauruan language in schools</li> <li>5. Develop a policy on the provision of services for children with special needs and able/disable students</li> </ol>	<ol style="list-style-type: none"> <li>1. Consultant appointed</li> <li>2. Policy framework reviewed</li> <li>3. Policy framework prepared</li> <li>4. Language policy developed</li> <li>5. Special needs policy developed</li> </ol>
<b>S 3</b> Administrative Framework development	<ol style="list-style-type: none"> <li>1. Establish an Administrative framework for the Education Department. The framework to support concept of shared leadership, with a focus on Principals</li> <li>2. Investigate feasibility of integration of Education, Sports, Youth Affairs, Trade School and Nurse training to ensure alignment of National</li> </ol>	<ol style="list-style-type: none"> <li>1. Organisation Chart published</li> <li>2. Feasibility Report published</li> </ol>

Outcome	Strategy	Performance Indicator
	Priorities and efficient delivery of education and training services	
<b>S 4</b> Productive partnerships with community, other schools, departments and agencies and overseas sister schools	1. Form an employers' federation to advise and assist Department of Education to implement TVET programs as an integral part of the secondary curriculum, and assist in a Work Experience program 2. Promote sharing of facilities, ideas and programs to achieve efficiency through establishment of collaborative programs. For example, <ul style="list-style-type: none"> <li>Accept offer from China to arrange a student exchange program,</li> <li>Investigate sharing of scarce specialist teaching expertise by having specialist teach at more than one school,</li> <li>Investigate use of specialist facilities in one school by students from another school (e.g. ICT or science labs)</li> <li>Work with Departments of Health and Sports to deliver programs aligned to curriculum aims</li> <li>Form parent support groups to maintain school facilities</li> <li>Investigate connections with overseas schools using ICT and a program similar to Travel Buddies</li> <li>Accept offer from NTV to provide educational excursions to station</li> <li>Request NTV to transmit specialist education programs</li> </ul> 3. Continue to develop strong links with USP through Nauru campus	1. Employer federation established 3. Collaborative programs exist  Cooperative programs exist
<b>S5</b> Safe, tolerant, disciplined learning communities	1. As a matter of urgency, conduct a full safety audit of roofings, electrical, structural, water and toilet facilities at school sites 2. Prioritise works to rectify safety issues and implement works as funds become available. Ensure safety of students and staff by considering closing facilities where urgent works have been identified 3. Ensure equity of access to education by promotion of policy of tolerance and the aims of the Education For All agenda 4. Support schools in maintaining discipline and managing student behavior 5. Enforce a policy of student safety on buses, and safety of buses	1. Audit report prepared 2. Works prioritized 3. Percentage of students in schooling 4. Number of disciplinary cases referred to Liaison Officers decreases 5. Safety policy enforced



Outcome	Strategy	Performance Indicator
<b>S 6</b> Increased attendance	<ol style="list-style-type: none"> <li>1. Encourage teachers to provide engaging lessons, provide attractive school environment and physical resources, promote tolerance, and use productive pedagogies as the primary strategies to ensure effective and joyful learning</li> <li>2. As a matter of urgency and in conjunction with other agencies, develop a nutrition education program at all levels that includes the preparation and provision of healthy foods</li> <li>3. Offer a revitalized secondary curriculum which provides footpaths for academic and non academic citizens – include TVET, Life Skills, Culture and Work experience as well as the Augmented Courses for upper secondary</li> <li>4. Investigate a School to Work program for upper secondary – part time work/school.</li> <li>5. Liaison officers to monitor attendance and to report on significant truancy; Identify students “at risk” and take appropriate action</li> <li>6. CASE to ensure all children “at risk” are monitored regularly</li> </ol>	<ol style="list-style-type: none"> <li>1. Increased attendance</li> <li>2. Nutrition program established</li> <li>3. Curriculum offered</li> <li>4. Report on School to Work program produced</li> <li>5. Students at risk identified and assisted</li> <li>6. Liaison officers report regularly to CASE</li> </ol>
<b>S 7</b> Capacity building in education sector	<ol style="list-style-type: none"> <li>1. Prepare staffing profile that establishes the number and quality of staff required to deliver services for the next decade.</li> <li>2. Widely disseminate staff training and professional development opportunities and ensure a wide range of staff are offered training opportunities</li> <li>3. Adopt a policy that knowledge or skills gained by staff at courses, workshops or meetings are shared with other staff</li> </ol>	<ol style="list-style-type: none"> <li>1. Profile published</li> <li>2. Number of staff attending professional development</li> <li>3. Policy Adopted</li> </ol>

## Management and Accountability Program

**Management and Accountability Program Objective:** *Provide a service delivery culture that supports Principals in their leadership and management role.*

Outcome	Strategy	Performance Indicator
<b>M 1</b> System and Human resource performance measurement	<ol style="list-style-type: none"> <li>1. CASE Unit established.</li> <li>2. In its first year, CASE will commence establishing schooling benchmarks for: <ol style="list-style-type: none"> <li>a. Literacy and Numeracy</li> <li>b. Student attendance</li> <li>c. Year 12 completion</li> <li>d. ICT use</li> <li>e. Rich Task implementation</li> </ol> </li> <li>3. CASE will research and publish an environmental scan or snapshot of Education in Nauru, providing data on significant aspects of the system, identifying concerns, gaps and opportunities</li> <li>4. CASE will monitor the context which has underpinned the direction of this strategic plan. CASE will provide advice to the Director on significant changes in the context which could affect this strategic plan.</li> <li>5. CASE will develop a draft framework for accreditation of teachers in Nauru after policy developed in S2.</li> <li>6. CASE produces an annual report on education and training</li> </ol>	<ol style="list-style-type: none"> <li>1. Schools report satisfaction with level of support received from CASE</li> <li>2. Snapshot produced by mid 2005</li> <li>3. CASE reports to Director regularly</li> </ol>
<b>M 2</b> Government policy implementation	<ol style="list-style-type: none"> <li>1. Conduct a review of secondary scholarships program in terms of cost efficiency and cost effectiveness, including a tracer study</li> <li>2. Monitor attendance at all levels</li> <li>3. Education Gazette published once per term to communicate policy and procedures</li> <li>4. Policy and Procedures manual compiled and published</li> </ol>	<ol style="list-style-type: none"> <li>7. Review published</li> <li>2. Attendance database prepared and data published</li> <li>3. Publications occur</li> </ol>

Outcome	Strategy	Performance Indicator
<b>M 3</b> Governance Program developed	<ol style="list-style-type: none"> <li>1. Education Compact signed with government, parents, donors, teachers and DOE regarding expectations of, and commitments to, the Education sector</li> <li>2. Accountability for all outcomes mapped by CASE and monitored</li> <li>3. Code of Conduct for staff and students to be developed and maintained</li> </ol>	<ol style="list-style-type: none"> <li>1. Compact signed</li> <li>2. List of outcomes and accountabilities available</li> <li>4. COC exists</li> </ol>
<b>M 4</b> Financial and Asset management	<ol style="list-style-type: none"> <li>1. Paper trail established for all financial transactions and staff trained is provided for using the procedures</li> <li>2. Outstanding loans/debts recovered, including half fees</li> <li>3. Educational management information system established – financial, student, staff and asset data.</li> <li>4. Infrastructure and software installed to operate EMIS. Staff inserviced</li> <li>5. Budget monitored, variations approved by Minister</li> <li>6. Asset management system introduced and staff inserviced - includes in monitoring maintenance schedules.</li> <li>7. Bus management policy implemented – included maintenance, timetables, bus hire and log books.</li> <li>8. Review policy of employing ancillary staff – investigate providing funds to schools or private contractor to do cleaning, security, maintenance.</li> <li>9. Enforce policy on use of government vehicles, including buses.</li> <li>10. Produce a policy on purchase, maintenance, and use of ICT</li> <li>11. Produce a report on establishment of a <i>Nauru Education Foundation</i> to attract donors and provide a measure of certainty in financing learning programs</li> </ol>	<ol style="list-style-type: none"> <li>1. Paper trail exist for all monies handled by department</li> <li>2. Debtors ledger is cleared</li> <li>3. EMIS exists</li> <li>5. Signed variation documents on file</li> <li>6. Asset Procedures document exists</li> <li>7. Log books maintained</li> <li>8, 9, 10. Policy Documents exist</li> <li>11. Report produced</li> </ol>
<b>M 5</b> Leadership culture established	<ol style="list-style-type: none"> <li>1. Provide leadership training for Principals. Encourage practice of distributive leadership, and concept of accountability</li> <li>2. Develop strong ownership of education system by all through strategies of stakeholder engagement in decision making and policy development</li> </ol>	<ol style="list-style-type: none"> <li>1. At least two courses held</li> <li>2. Culture of “pride and care for schools” strategy developed</li> </ol>
<b>M 6</b> Economic efficiency achieved	<ol style="list-style-type: none"> <li>1. Use the resources of CASE and Ministry of Finance to collect, analyse and report data required to measure efficiency of programs and systems</li> <li>2. Review the provision of school transport services</li> </ol>	<ol style="list-style-type: none"> <li>1. Economic data published and provided to Parliament</li> <li>2 Paper produced</li> </ol>



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