

TOKELAU EDUCATION

STRATEGIC PLAN

1 July 2005 – 30 June 2008

VISION

Tokelau's vision is for a cohesive, caring nation, that enhances economic opportunity and community well-being within a framework of sustainable economic development.

A cohesive nation is characterised by a stable indigenous culture, Christian principles, good governance and strong work ethics that promotes sustainable development for Tokelau through an educated, skilled and caring population.

PHILOSOPHICAL FRAMEWORK

Education enables people to gain knowledge, skills and attitudes so they can participate fully, socially and economically in the community.

Quality education enables individuals to achieve their full potential so that they are able to make a worthy contribution to their families and society at large.

Education should enable students to compete on the international stage and education policies should therefore be prescribed to give students of Tokelau the best opportunities to be able to do this.

Education should engage students in curricula that equip them with skills for critical and independent thinking, persuasive argument and prepares them to set and meet challenges in an ever-changing world.

It should also provide learning experiences that affirm the learners' indigenous identity so that when students leave Tokelau they are able to use what they have gained but their knowledge and commitment to their culture will encourage them to return and give back to Tokelau its investment in excellence in service. We believe that education should uphold the traditions and values of Tokelau society that would maintain a viable and living community in Tokelau.

Tokelau culture is our way of life. It includes our shared understandings, values, beliefs, and history. Our culture gives meaning to our social, political and economic relationships and structures. It shapes the way we think about us and the world around us.

Tokelau language is the expression of our culture, as are our oral traditions, visual, performing arts, and crafts. Tokelau culture is the foundation of our identity as a people. It is dynamic and develops through internal natural evolution and as a result of exposure to other influences.

The development of Tokelau as a modern nation requires a population that is highly skilled in both Tokelauan and English. Education will ensure that all children are literate in Tokelauan and are able to use it for social, cultural and academic purposes and will develop students' levels of literacy in English necessary for learning and communication.

Quality education enables students to acquire the knowledge and skills to contribute to sustainable nation building so that Tokelau adapts well to global influences.

Tokelau recognises that the concept of equity requires that the system will treat all individuals fairly and justly in the provision of educational opportunity. Policies and practice that advantage some and disadvantage others will be avoided. The education system will promote equality of opportunity in access, treatment and outcome for all groups, and all students from early childhood education to tertiary

and further education. This means that all students will receive a quality education regardless of gender differences, abilities and nuku.

PURPOSE OF THE EDUCATION STRATEGIC PLAN

The Tokelau Education Strategic Plan 2005 – 2007 has been prepared by the Dept of Education as a strategic framework to begin to address deficiencies in the formal education sector, some of which have been long-standing.

A key foundation concept is the re-alignment of the delivery of educational services under the auspices of the villages through their respective Taupulega. The 2005 – 7 Education Strategic Plan acknowledges the partnership arrangements necessary between each Taupulega and the Dept of Education to provide a high quality education service in each school. Parents and the community need to be confident that their children are receiving an education that measures up to international standards and further education opportunities are available for them at the end of formal education.

A significant outcome will be the development and confirmation of the National Education Plan that will detail the long -term goals for Tokelau education over 10 years. All Education Plans developed will incorporate strategies to ensure that Tokelau meets within the set timeframe, the six Dakar goals for Education for All^α as well as the two Millennium Development Goals^β directly related to education. The Education Strategic Plan is premised on there being a national commitment to directing resources sufficient to meet education and training needs of the people of Tokelau. It also consolidates views of the different groups consulted about their views for the future of education in Tokelau, during September to November, 2004.

The Education Strategic Plan 2005 – 2007 presents the framework within which the Department of Education proposes to begin reforms to the education system so that it is more responsive and appropriate to the needs of the citizens of Tokelau.

α The six Dakar goals:

1. Expand early childhood care and education.
2. Free and compulsory education of good quality by 2015.
3. Promote the acquisition of life-skills by adolescents and youth.
4. Expand adult literacy by 50 per cent by 2015.
5. Eliminate gender disparities by 2005 and achieve gender equality in education by 2015.
6. Enhance educational quality

β Goal 2 Achieve universal primary education

Target 3: Ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling

- Net enrolment ratio in primary education
- Proportion of pupils starting grade 1 who reach grade 5
- Primary completion rate*
- Literacy rate of 15 to 24-year-olds

Goal 3 Promote gender equality and empower women

Target 4: Eliminate gender disparity in primary and secondary education preferably by 2005 and in all levels of education no later than 2015

- Ratio of girls to boys in primary, secondary, and tertiary education
- Ratio of literate women to men ages 15- to 24
- Share of women in wage employment in the nonagricultural sector
- Proportion of seats held by women in national parliament

STRATEGIC PLAN 2005 – 2007

CURRICULUM AND ASSESSMENT

1. Develop a curriculum that is relevant and meets the needs of Tokelau students in the learning areas of:
 - Tokelau
 - English
 - Mathematics
 - Science
 - Social studies
 - Health and Physical Education
 - Visual and Performing Arts
 - ICT
2. Extending the school curriculum to include:
 - Food and Textiles Technology
 - Agricultural Science
 - Marine and Environmental Science
 - Business Studies
 - Religious Studies
3. Assessment and Reporting procedures in place

TEACHER EDUCATION AND TRAINING

1. Increase the number of trained and qualified teachers
2. Improve the quality of teacher performance

RESOURCES AND FACILITIES

1. Develop and adapt teaching materials and resources relevant to the curriculum statements
2. The provision of ICT to support teaching and learning
3. Improve facilities in the schools

COMMUNITY PARTNERSHIP

1. Strengthen communication between the Dept of Education and its stakeholders, i.e. government, schools, Taupulega, parents and other nuku groups
2. Parents play a more active role in the education of their children
3. Strengthen relationship between the Dept of Education and the Taupulega.
4. Strengthen links and develop networks with outside education organisations and teacher training providers

ACCESS AND EQUITY – STUDENTS WITH SPECIAL NEEDS

1. Improve learning opportunities for students with special needs

ADMINISTRATION AND MANAGEMENT

1. Strengthen the management capacity of the Dept of Education to make it more efficient and effective in the delivery of its core functions
2. Training of senior Dept of Education staff and Principals on their roles and functions
3. Strengthen the planning and policy capacity of the Dept of Education
4. Efficient administration and management of scholarships

POST-SECONDARY AND COMMUNITY EDUCATION

1. Relevant training programmes for school leavers
2. Community education programmes
3. Appropriate support to scholarship students in Samoa

CURRICULUM AND ASSESSMENT

Goals / Outputs	Strategies / Activities	Performance Indicators
1. Develop a curriculum that is relevant and meets the needs of Tokelau students in the learning areas of: • Tokelau language • English • Mathematics • Science • Social studies • Health and Physical Education • Visual and performing arts • ICT	(a) Select and train curriculum developers (b) Develop standardised curriculum statements for each learning area from ECE to Year 11 adhering to the policies as outlined in the National Curriculum Policy Framework (NCPF) (c) Provide in-service training for teachers in the use of draft curriculum statements in the classroom (d) Pilot draft curriculum statements in schools (e) Re-draft curriculum statements taking into account teacher comments after the pilot (f) Publish curriculum statements in final format to be used in schools (g) Provide IST for teachers in the use of curriculum statements in the classroom	• Standardised curriculum developed complies with the National Curriculum Policy Framework • Effective articulation between each level of education from ECE to post-secondary education • Evidence that teachers have implemented the new curriculum and using more interactive teaching strategies • Improvement in student attitude to learning
2. Explore possibility of extending the school curriculum to include learning areas such as: • Food and Textiles Technology • Agricultural Science • Marine and Environmental Science • Business Studies • Religious Studies	(a) Conduct feasibility study of including new learning areas in the school curriculum (b) Develop and forward recommendations from the study to the Minister of Education	• Feasibility study completed and recommendations submitted to the Minister for his / her consideration
3. Assessment and Reporting procedures in place	(a) Establish assessment and reporting policies and procedures to incorporate new curriculum requirements (b) Develop and implement a programme of training to inform and up-date teachers and other stakeholders of new assessment and reporting policies and procedures	• An improved system of assessment and reporting developed and introduced • Quality of assessment and reporting improved: • Teachers have integrated new assessment procedures and tools into teaching and learning programmes • Parents feel better informed about their children's learning

TEACHER EDUCATION AND TRAINING

Goal	Strategies / Activities	Performance Indicators
0. To increase the number of qualified and trained teachers working in schools	(a) Develop a Pre-service teacher training plan (details such as training institution, type of training – distance and flexible learning or face-to-face, implications on employment and cost benefit analysis) (b) Identify and contract teacher aides to participate in the pre-service teacher training programme	• Pre-service teacher development plan developed and implemented • Increase in the number of teacher-aides trained as teachers • Increase in the number of trained and qualified teachers employed in schools
1. To improve the quality of teacher performance in the classroom	(a) Develop an IST programme for teachers (to improve qualifications, enhance knowledge and skills) to include pedagogy, the use of new teaching materials and resources and ICT to implement the new curriculum (b) Develop and implement a system to monitor teacher performance in the classroom (c) Train principals and senior staff members to carry out monitoring and evaluation of teacher performance	• IST programme includes areas such as pedagogy, the used of new teaching materials and resources and ICT • More teachers have the skills to work with new technologies

RESOURCES AND FACILITIES

Goal	Strategies / Activities	Performance
1. To develop and adapt teaching materials and resources relevant to the curriculum statements	(a) Conduct a study to identify gaps in resources required to complement the teaching of the new curriculum (b) Develop teaching materials and resources to meet the needs as identified in the study (c) Identify relevant teaching materials and resources from other sources and adapt to suit local needs	• All schools have sufficient teaching and learning resources • Improvement in student attendance at school • Increase in the quantity of new and adapted teaching resources used by teachers in the classroom
2. The provision of ICT to support teaching and learning	(a) Identify and implement the recommendations for ICT in education as noted in the recent Tokelau ICT Review 2004. (b) Secure funding from donor agencies to purchase or acquire ICT equipment for schools.	• More teachers and students have access to computers and internet facilities • All schools are equipped with ICT equipment to support teaching and learning
3. Improve facilities in all schools	(a) Develop the minimum standards requirements for school facilities and equipment that must be met (b) Conduct a survey of all schools to identify facilities and equipment that needs repair, replacement or upgrading (c) Work together with each Taupulega to develop a plan and timeframe on how to meet the minimum standards requirements.	• Minimum standards requirements for school facilities and equipment is mandatory for all schools • Each Taupulega has a school buildings maintenance programme developed and implemented • Each school has developed and implemented a health and safety policy

COMMUNITY PARTNERSHIP

Goal	Strategies / Activities	Performance Indicators
0. Strengthening communication between the Dept of Education and its stakeholders, i.e. government, schools, Taupulega, parents and other nuku groups	(a) The Dept of Education utilises the TPS newsletter to keep stakeholders informed about developments in education (b) Publish an "Education Gazette" that is distributed to schools and the Taupulega each term and includes information such as dates for future events, notices for teachers and amendments / additions to policies (c) Prepare and publish an annual education report at the end of each school year.	• Education Gazette and Annual Report published and distributed • Improved communication and information flow to all levels of the system and to the public at large.
1. Parents have a more active role in the education of their children	(a) Work in partnership with schools to conduct community awareness programmes to inform parents of the important role they play in the education of their children (b) Establish and implement community education programmes in basic literacy and numeracy to enable parents to enhance their knowledge about education.	• Training programmes conducted and support materials provided for parents • Increased parental participation in school development and school improvement • Improved national literacy rate
2. Strengthen relationship between the Dept of Education and the Taupulega	(a) Develop and disseminate school management handbook that clearly outlines roles and responsibilities of the Taupulega and the Dept of Education in regards to school operations (b) Establish formal links with the villages' GMs/Directors/Co-ordinators as chief advisers of the Taupulega (c) Implement training for Taupulega and school management on school management handbook (d) Establish a schedule of regular meetings and consultations between the Dept of Education and the Taupulega and Education Committee	• The school management handbook is completed • Initial training for school managers and Taupulega is completed and recommendations for amendments and additions to the handbook are made • Regular training for Taupulega and principals on handbook is scheduled • Schedule of meetings between the Dept of Education and the Taupulega and the Education Committee is established and followed.
3. Strengthen links and develop networks with outside education organisations and teacher training providers	(a) Establish partnerships with education organisations and teacher training providers in New Zealand the Pacific region. (b) Identify relevant courses or programmes of study offered by outside training and education providers to meet the needs of school leavers and community members.	• Formalise partnership between Tokelau and outside education organisations and teacher training providers in New Zealand and the Pacific region • More school leavers and community members enrolled in courses provided by outside training and education providers

ACCESS AND EQUITY – STUDENTS WITH SPECIAL NEEDS

Goal	Strategies / Activities	Performance Indicators
1. Improve learning opportunities for students with special needs	(a) Ensure minimum standards requirements for schools meet the needs of special needs students (b) Ensure teachers in-service training programmes includes courses that increase teacher knowledge on pedagogy that is relevant to meet the diverse learning needs of students (c) Work in partnership with the NZ Correspondence School to develop relevant teaching resources that can be used in the delivery of teaching programmes for students with special learning needs (d) Explore strategies to support students with severe learning needs	• More disabled students integrated into mainstream education • All teachers have regular opportunities to acquire knowledge and skills to meet the diverse learning needs of students • Teaching and learning resources for students with special needs are developed and utilised • Study conducted and recommendations submitted for approval

ADMINISTRATION AND MANAGEMENT

Goal	Strategies / Activities	Performance Indicators
1. Strengthen the management capacity of the Dept of Education to make it more efficient and effective in the delivery of its core functions	(a) Review current structure of the Dept of Education to include positions for Deputy Director, Curriculum Officer and Data Officer (b) Define and confirm Job Descriptions for all positions within the Dept of Education (c) Submit recommendations from review of the Dept of Education for approval (d) Implement recommendations as approved by the Minister of Education	• The Dept of Education's organisational structure is reviewed and redesigned • Improved responsiveness by the Dept of Education to its stakeholders and greater flexibility demonstrated • Approved recommendations of the Dept of Education's restructuring are implemented.
2. Training of senior Dept of Education staff and Principals on their roles and functions	(a) Complete a training needs analysis of all Dept of Education staff and Principals against Job Descriptions (b) Develop a training programme to address needs identified in analysis	• Training programme developed and training conducted • All senior Dept of Education staff and principals are clear about their roles and functions
3. Strengthen the planning and policy capacity of the Dept of Education	(a) Develop a long term Master Plan for Education (b) Establish a system (EMIS)* for collecting, analysing and reporting education statistical information. (c) Develop and implement training for relevant staff on the use of the EMIS data base. (d) Review functions of the data base to ensure that it meets the needs of its users	• Master Plan developed and approved by the General Fono • EMIS data base established • EMIS database training completed • More staff have access of the database • Planning and policy development supported by relevant and up-to-date information
4. Efficient administration and management of scholarships	(a) Review current procedures and determine policy for the administration and management of scholarships (b) Disseminate information of new scholarship policy to the public.	• Policy on administration and management of scholarships are developed and promoted • Scholarship policies and procedures are fair and promote equity • More scholarship recipients return to Tokelau to work

POST-SECONDARY AND COMMUNITY EDUCATION

Goal	Strategies / Activities	Performance Indicators
1. Relevant Training Programmes for school leavers	(a) Identify programmes / courses to meet needs of school leavers (b) Work in partnership with each Taupulega and USP Centre Director to establish relevant courses (c) Establish a position of course co-ordinator to assist school leavers to plan courses and programmes of study	• Programmes for school leavers are identified, developed and promoted. • Training programmes for school leavers are conducted • The number of school leavers enrolled in training programmes increase • Post-secondary Course Co-ordinator positions in each nuku is filled
2. Relevant community education programmes	(a) Inform Taupulega of relevant community education programmes available through TVET and other providers (b) Assist Taupulega to implement TVET and other community education programmes a required.	• Community education programmes are developed and training conducted • Increase in the uptake of community education courses • Increase in the number of small enterprises being established
3. Appropriate support to scholarship students in Samoa	(a) Provide efficient and effective after-hours study support to Tokelau students studying in Samoa (b) Provide a relevant life-skills programme for scholarship secondary students studying in Samoa (c) Record for individual student progress is kept in database	• After-hours study programme and venue established and functioning • Individual student file kept in file, recording assessment requirements and achievement record • Individual scholarship student achievement record improves

*EMIS – Education Management Information System