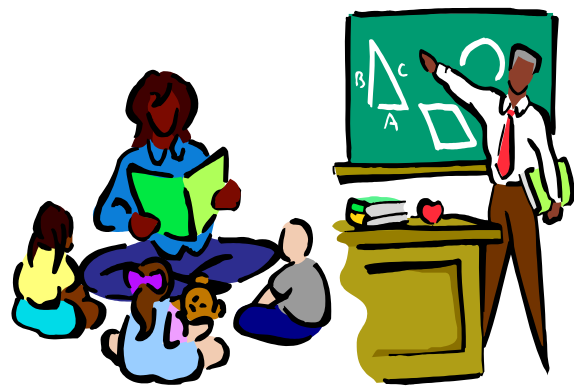


MINISTRY OF EDUCATION



5 YEAR PLAN

(Draft, June 2002)

The Minister's Foreword

Education is priority for me. I am determined to improve the quality of education through the provision of quality training of teachers and better resources in schools and in the homes.

The Government, as indicated in the 2002/03 Budget Policy Statement, is also committed to improving “the range of choices and opportunities for individual development, family participation and community enhancement” through the provision of education services that is consistent with the changing needs of students and the country.

This plan is an indication of the kinds of activities that will take place for the next five years in the education sector as a result of the Education Sector Review in June 2001. I believe these activities will align the education sector in the right direction to achieving the desired outcomes in education.

I know there are other activities planned for the education sector over and above what are outlined in this plan that compliments and/or enhances the effectiveness of the overall services in education. I am confident the Ministry of Education will carry these through successfully.

The schools (teachers and principals) are critical to the growth and development of education. That is why I am fully supportive of plans to improve training for education professionals and the provision of resources to enhance and support education services.

I would also urge parents to take a more proactive role in the education of their children in their homes. We know that education starts in the womb and raising our children in those early years is crucial to developing the foundations of a child's future. I am committed to ensuring parents and education professionals work together to provide the best possible education for our children.

Hon Jim Marurai
Minister of Education.

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The **Goal** of education in the Cook Islands

TO BUILD THE SKILLS, KNOWLEDGE, ATTITUDES AND VALUES OF COOK ISLANDS PEOPLE TO ENSURE SUSTAINABLE ECONOMIC GROWTH, LANGUAGE, AND CULTURE OF THE COOK ISLANDS TO ENABLE COOK ISLANDS PEOPLE TO PUT THEIR CAPABILITIES TO BEST USE IN ALL AREAS OF THEIR LIVES.

This statement sets the direction for education in the Cook Islands. It is consistent with Government policy of “working together with the people in building a better nation” and recognising that people are our greatest resource.

The education system is directed by Government policy to work with people to equitably and efficiently provide relevant, high quality education programmes to develop knowledge, skills and attitudes required by each individual to become a valued member of the Cook Islands society, and to adapt successfully to the modern, ever-changing world. As a result of the education system, Cook Islands people will be empowered to fulfil their social and economic needs and aspirations by being prepared to compete successfully in the global economy and to prudently control their physical and cultural environment.

The **aim** of education in the Cook Islands

To improve quality of education at all levels of school, through improving teacher quality, recruitment and retention, develop and strengthen community partnerships in education, and improve access to higher education in the outer islands.

The **principles** of education in the Cook Islands

The guiding principles of education are of partnership, equity, efficiency, relevancy and quality. These principles form the basis of education policy and are embedded in education practices of schools.

Strategic Directions for education for the next five years

The Review Report states that “the Cook Islands has much to be satisfied about in education”, suggesting that “our outcome figures compare quite favorably with larger countries in the region, and is ahead in its thinking about important aspects of education administration”. Given the above statement however, for the next five years, the following are the new strategic directions planned for education. They are:

Summary of the Strategic Directions of the Ministry of Education 5-year plan.

Strategic Direction one: Providing guidance to the sector

Stakeholders have a good understanding of the direction the education sector is moving towards and the results it is hoping to achieve.

Strategic Direction two: Preparing together at pre-school

Eligible pre-school children are encouraged to start school; pre-school programs are focused on building the foundations for literacy and numeracy; pre-school teachers are properly trained.

Strategic Direction three: Strengthening literacy and numeracy

Strategies for effective learning of literacy and numeracy developed, tested, used and monitored in all schools, especially at pre-school and primary levels.

Strategic Direction four: Introducing workable secondary qualifications

The old traditionally based secondary qualification phased out and replaced by new and improved local and international secondary qualifications; and increased retention rates of secondary students.

Strategic Direction five: Having quality teachers

Teachers are better trained and qualified to provide the quality of education required at each level.

Strategic Direction six: Engaging parents and guardians in education

Parents are better able to apply good education practices in their homes to benefit their children at whatever level they are at.

Strategic Direction seven: Administering the education.

A clear framework for the administration, management and delivery of education that will allow people involved to operate with confidence within accepted education goal.

Strategic Direction eight: More equity in the provision of education services

Students, despite of their location, have the same opportunity for education, and that Island Councils and school committees are able to allow for this opportunity.

Strategic Direction nine: Including students with special needs.

Learning needs for all students with special needs are catered for in the education system.

Strategic Direction ten: Making education services efficient.

Services in the education sector are provided more efficiently for the benefit of students and consistent with the needs and the economic situation of the country.

Strategic Direction 1: Providing Guidance to the Sector

By 2006,

- All employees and stakeholders of education are aware of the direction the education sector is working towards;
- All teachers and students have guidance in the provision of school courses offered at each level through the Cook Islands Curriculum Framework.

Vision and Goal Statements

It is important for the sector that Government endorses, not only a goal statement but also a vision statement that would guide and strengthen the development of the education sector. Ratification of this statement would clearly signal the Government's strategic direction for Cook Islands education, and its commitment to capacity building through education. This statement will reflect community aspirations for education, and will clarify the principles underpinning the development of education policy and programs.

Cook Islands Curriculum Framework and Statements

The Ministry of Education has made significant progress on the development of the Cook Islands Curriculum Framework and is near completion. This document will give direction to future learning, teaching and assessment programs.

The outcomes of the Cook Islands Curriculum Framework must reflect the desired goals and aspirations of the country. It should reflect the cultural, social, and economic objectives that the country aspires to. In this respect, the Curriculum Framework should reflect the economic realities of the Cook Islands and the social and cultural aspirations of Cook Islands people.

THE PLAN

YEAR 1 Setting the Scene			
Activities	Planning and Development	Intermediate outputs	Success Indicators
Education Goal	Promulgation of goal	Incorporation of goal in key documents/promotions	Known and used by all Education employees and stakeholders
National Curriculum Framework	Completion of curriculum frameworks	Frameworks distributed to all stakeholders	Stakeholders accept the framework.
Review the Pre-school curriculum with a focus on	Review the current ECE curriculum and identify where	Areas needing strengthening identified.	70% of stakeholders aware of changes needing

strengthening literacy and numeracy.	changes can be made.		to be made.
Year 2 – Targeting student achievement standards			
Vision statement	Develop vision statement	Vision statement completed.	Statement endorsed by Minister.
National Curriculum Framework	Workshop for stakeholders of the framework	Frameworks practiced by teachers	Observed by all schools and early childhood centers
Curriculum statements	Complete 3 curriculum statements	Distributed to all schools	Observed by all teachers.
Pre-school curriculum	Develop strategies to ensure changes to curriculum focus on literacy and numeracy.	All strategies included in the draft curriculum document.	Pre-school teachers taken part in the development of those strategies.
Year 3 – Applying performance tools			
Curriculum Statements	Complete 3 curriculum statements	Distributed to all schools	Observed by all teachers
Pre-school curriculum	Pre-school draft curriculum finalized.	Final draft of pre-school curriculum accepted by pre-school teachers.	The Minister of Education endorses the curriculum.
Year 4 – Making it happen			
Curriculum Statements	Complete 2 curriculum statements	Distributed to all schools	Observed by all teachers
Pre-school curriculum	Conduct workshop to familiarize pre-school teachers with new strategies.	The whole curriculum is explained to all teachers	Pre-school teachers know how to apply the curriculum to their daily lessons.
Year 5 – Demonstrating quality Education for all			
Curriculum Statements	Complete 2 curriculum statements	Distributed to all schools	Observed by all teachers
Pre-school curriculum	Pre-school Curriculum Advisor follow-up progress and offer advice.	Pre-school teachers use the curriculum to guide preparation of their lessons.	All children who attend pre-school are better prepared for primary school.

Strategic Direction 2: Preparing Together at Pre-school

By 2006

- All eligible students attend pre-school;
- Programs are in place which focuses on the development of the foundations of literacy and numeracy *SD4*;
- 50% of teachers are properly qualified and trained. *SD4*

The Cook Islands Education Regulation states that all children who are 3 ½ years old are eligible to attend pre-school, however, our EMIS and CENSUS figures show that there is between 10%– 20% of eligible children who are not attending pre-school. For the next 5 years, various strategies will be engaged to ensure all eligible children attend pre-school.

A recent study showed participation in a high quality early childhood program is an important indicator for educational achievement. This study found a strong correlation between educational performance at school and the quality and length of involvement in early childhood education.

The Early Childhood curriculum is currently under review to ensure that the focus of activities at pre-school level is about effective development of literacy and numeracy. A number of strategies have been found to be effective in other countries and those strategies will be engaged and customized to the needs of children in the Cook Islands.

Currently, there is no provision for proper pre-school teacher training in the country except for a vocational certificate through the University of the South Pacific and one-off short-term in-country training courses. Teachers who are currently teaching at pre-school level are either primary trained and don't have the relevant qualifications for pre-school or are mother helpers who don't have the professional qualifications to teach at all.

Opportunities for the provision of Pre-school teacher training are currently being created in the Cook Islands Teacher Training College. More of these are outlined in Strategic Direction 4.

THE PLAN

YEAR 1 Setting the Scene			
Activities	Planning and Development	Intermediate outputs	Success Indicators
Participation at pre-school.	Conduct a yearly research to find out how many pre-school students are not at school.	A number indicating students not attending pre-school is identified.	The Ministry of Education has baseline to work from.
Developing literacy and numeracy	Carry out stocktake on what already exists for	Existing resources identified and plans made for duplicating	Endorsement to duplicate resources obtained from

	developing literacy and numeracy.	them.	relevant authorities
Improve the quality of teachers at Pre-school level	Review Teachers College to include pre-school teacher training.	Review 75% completed.	
Year 2 - Targeting Student Achievement Standards			
Participation at pre-school.	Promote the importance of participating at pre-school level to parents.	Promotion programs are delivered to parents using various mediums and consultation meetings.	Parents are aware of the importance pre-school education.
Developing literacy and numeracy	Duplicate existing Pre-school resources and research into resources used by other countries.	# Resources duplicated and distributed to schools; # Permission to use overseas resources obtained.	Overseas resources duplicated.
Improve the quality of teachers at Pre-school level	Apply for accreditation for the Cook Islands Teachers College.	NZQA approves accreditation for the College.	Pre-school Teachers can be trained at the College.
Year 3 – Applying Performance Tools			
Participation at pre-school.	Continue with promotion and assess the situation.	Positive changes are made to the program as a result of consultation with parents.	Parents have some resources and are better able to help their children before and at pre-school level.
Developing literacy and numeracy	Ask for permission to use resources from other countries, customize and use them.	Resources developed and distributed to pre-schools.	Pre-school classes are better resourced to develop the foundations of literacy and numeracy
Improve the quality of teachers at Pre-school level	Pre-school teacher training start to be delivered at the College	Teacher training vacancies are opened up for new trainees.	5-8 people are accepted to train at pre-school teachers
Year 4 - Making it happen			
Participation at pre-school.	Continue with developing resources for parents	Resources are distributed to teachers and parents.	Increased parents and community awareness in pre-school education.

Developing literacy and numeracy	Resources continue to be developed and used and situation assessed.	Resources developed and distributed to pre-schools.	Pre-school classes are better resourced to develop the foundations of literacy and numeracy
Improve the quality of teachers at Pre-school level	Continue with delivery of pre-school training. Encourage current preschool teachers to receive training.	Pre-school teacher training course continue to be offered with a focus on teaching of the development of literacy and numeracy.	More new students apply for pre-school teacher training and 3-5 current teachers undertake training at the College.
Year 5 - Demonstrating Quality Education for all			
Participation at pre-school.	Research and continue developing resources for the parents and pre-school. Assess situation.	Resources distributed to pre-school and parents. Framework for assessing situation developed.	Increased awareness of parents and community of pre-school education and 50% improvement in students achievement rate.
Developing literacy and numeracy	Resources continue to be developed and used, and situation assessed.	Teachers and parents develop good working relationships and continue to help children with aid of resources.	Program continues to aid high achievement in children in later years.
Improve the quality of teachers at Pre-school level	Continue with delivery of pre-school training. Encourage current preschool teachers to receive training. Assess situation.	Program continues to be delivered and changes made as a result of effective assessment.	5-8 graduate from pre-school teacher training and 3-5 current teachers graduate from training.

Strategic Direction 3: Strengthening Literacy and Numeracy

By 2006,

- Strategies for effective learning of literacy and numeracy developed, tested, used and monitored in all schools, especially at pre-school and primary level.

Currently, there is no test to show the achievement levels of children at pre-school level, however, the grade one diagnostic standardized test will soon be introduced and implemented in schools which will monitor the achievement rate of children at entry point. That achievement rate will later be monitored by the grade four and grade six standardized monitoring tests.

There is in place a grades four and six standardized diagnostic test that assesses the literacy and numeracy levels of students after three and five years of school, identifies students who are “at risk” and provides the Ministry with information on the progress of these students. Generally, these tests show students achieve at a reasonable level with areas needing improvement. (ie, strengthening of literacy and numeracy skills at earlier level).

It has been necessary to have these exams at the earlier levels of school due to low achievement in formal literacy and numeracy tests at secondary level. The following show New Zealand School Certificate pass rates in the period 1996 – 2000:

	1996	1997	1998	1999	2000
Pass rate	33.9%	36.0%	38.7%	24.8%	34.9%
Pass rate for English	22.4%	26.3%	33.1%	16.1%	32.6%
Pass rate for Maths	23.8%	22.3%	25.2%	16.2%	29.2%

However, more efforts need to be channeled to strengthen literacy and numeracy skills, especially at primary level. Structured resources used overseas, especially in countries where literacy and numeracy programs are successful will be sourced, customized to the local environment and used here, with progress of the project monitored.

THE PLAN

YEAR 1 Setting the Scene			
Activities	Planning and Development	Intermediate outputs	Success Indicators
Develop resources and duplicate existing resources	Carry out stocktake on existing reading resources we currently have. Make plans (fiscal and material) to duplicate them.	Existing resources are gathered at the Ministry of Education and plans for duplication completed.	75% of resources gathered and plans for duplication completed.
Source overseas	Negotiate with	# Negotiations	# Programs piloted

structured literacy and numeracy programs	NZ/Aus. for permission to use and modify their structured literacy and numeracy programs.	completed and permission granted. # Teachers trained to deliver program.	in schools. # Program introduced.
Assess literacy and numeracy programs in schools.	Employ a Reading advisor to assess and advice on literacy status of pre-service training and primary schools, and make recommendations.	Reading programs at Teachers Training College and in primary and pre-schools identified and advice given to teachers on how they can be improved.	More improved reading programs in schools and at Teachers Training College.

Year 2 - Targeting Student Achievement Standards

Develop resources and duplicate existing resources	Duplicate more (as according to the need of the school) Maori and English resources, and resources in other Cook Islands dialects including the Pukapukan language.	More resources are distributed out to schools to assist with the development of literacy skills of students at pre-school, primary and teaching students at Teachers Training College.	Schools have local resources to aid the development of literacy skills of students at pre-school and primary school levels.
Source overseas structured literacy and numeracy programs	Plans for the use of these resources completed.	Local customization begins.	Draft materials distributed for consultation and pilot trials started.
Assess and strengthen Literacy and numeracy programs in schools.	Employ a numeracy advisor to assess and advice on numeracy status of schools, and make recommendations.	Numeracy advisor starts to assess programs at pre-service and primary schools. Starts to make improvements to numeracy programs. Advises and trains teachers.	Pre-service lecturers and primary school teachers are aware of changes to the numeracy programs.

Year 3 - Applying Performance Tools

Develop resources and duplicate existing resources	Further developments are made to local Maori and English resources.	Newly improved resources are distributed to all schools.	Teachers have better resources for the development of Maori and English literacy skills.
Source overseas	Assess the impact	Review is completed.	A revised program

structured literacy and numeracy programs	of overseas structured materials on local students.	Result of review known by teachers and Ministry officials.	is introduced to schools if necessary.
Assess and strengthen Literacy and numeracy programs in schools.	Numeracy Advisor is used to develop pre-service numeracy programs and numeracy programs for schools.	Numeracy programs are developed and improved upon and distributed to all schools.	Structured Numeracy programs at pre-service and primary schools are developed.
Year 4 - Making it happen			
Develop resources and duplicate existing resources	More and better resources are developed consistent with the needs of the schools and students.	Resources are distributed out to schools as according to need.	Teachers and students have good quality local resources to develop literacy and numeracy.
Source overseas structured literacy and numeracy programs	Continue to source more structured literacy and numeracy programs from overseas.	More and better resources are found. Negotiations for permission to use programs completed.	Programs piloted in some schools.
Assess and strengthen Literacy and numeracy programs in schools.	Design assessment tools for literacy and numeracy.	Complete assessment of literacy and numeracy in all schools.	50% improvement in outcomes for achievement in literacy and numeracy is known
Year 5 - Demonstrating Quality Education for all			
Develop resources and duplicate existing resources	Develop more resources for schools as according to need. Review resources if required.	More relevant resources are distributed to all schools. Review results known and improvements to resources made.	Grade one, four and six diagnostic tests show 75% improvement in achievement levels.
Source overseas structured literacy and numeracy programs	Customise and deliver them to schools, train teachers to deliver them.	All resources distributed to schools. Teachers trained to deliver new courses.	Resources piloted. 75% achievement in literacy and numeracy standards.

Assess and strengthen Literacy and numeracy programs in schools.		Complete 5 year plan for literacy and numeracy programs. Another 5 year plan developed.	Literacy and numeracy standards show increase over five years in grades one, four and six.
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Strategic Direction 4: Introducing Workable Secondary Qualifications

By 2006,

- The new CICES levels 1 and 2 National certificates, NCEA qualification levels 1,2 and 3 and New Zealand National Certificates are introduced in all accredited and selected non-accredited secondary schools and used by those schools where relevant;
- Increase retention rate of senior students by 50%.

In the past, senior secondary students used to be fully assessed on their performance at the end of year exams. It is evident that students who do not do very well in examinations, although bright, their marks at the end of the year is not a true reflection of their ability.

The changes in the Secondary qualifications system (which includes the local Cook Islands School Certificate and New Zealand qualifications like New Zealand School Certificate, Sixth Form Certificate and University Bursary) includes the following main features:

- Best practices of both internal and external assessment, ie, assess the students ability in a certain subject throughout the year, in practical and theory components of the course;
- Students study at their own ability level and are able to multilevel;
- Adult students will also be able to complete the courses after school hours if they wish;
- Some of the local courses like Cook Islands Tourism and Cook Islands Maori are registered and offered up to level 3;
- Courses for the local qualification (CICES) are designed locally to meet the specific local needs of the country;
- All local unit and achievement standards offered are registered with NZQA;
- All local unit and achievement standards offered are recognized locally and internationally.

The plan is to phase out the existing traditional secondary school certificates and phase in the new secondary school qualifications like CICES and NCEA levels 1,2 and 3.

Retention rates fall sharply through secondary schooling in the Cook Islands. Three factors contribute to this:

- Poor prior learning especially in literacy and numeracy means that students suffer from intense frustration through lack of success in secondary studies;
- Traditional secondary programs are not seen as highly relevant;
- Some students migrate out of the Cook Islands for secondary education.

Strengthening literacy and numeracy in early years, if adopted, will improve the likelihood of successful secondary schooling experiences for Cook Islands students in the medium to longer term.

THE PLAN

YEAR 1 Setting the Scene			
Activities	Planning and Development	Intermediate outputs	Success Indicators
Introduce new workable secondary school qualifications.	Five-year plan for targeted secondary education. Carry out workshops for teachers to familiarize them with NCEA level 2.	# NCEA and CICES preparation completed # Five year plan promulgated # Year 1 developments in place	# 100% schools NCEA and CICES ready # Secondary schools collaborating on specialist focus plan.
Increase retention rates of senior students	Establish a tracking process to identify the progress of students' achievement.	Research into relevant process for tracking students completed.	Tracking system promulgated and introduced to schools.
Develop resources for new qualifications.	Develop resources to support the new local and NZ qualification.	Resources distributed to all relevant schools.	Schools have the resources to implement new qualifications.
Year 2 – Targeting Student Achievement Standards			
Introduce new workable secondary school qualifications.	Carry out workshops to familiarize teachers with NCEA level 3 process. Review qualification where necessary.	Teachers are ready to deliver NCEA level 2.	100% schools are NCEA level 2 ready.
Increase retention rates of senior students	System for keeping track of senior students started.	All schools are aware, and familiar with system.	Schools are aware of students at risk of leaving school.
Develop resources for new qualifications	Develop resources to support the new local and NZ qualification.	Resources distributed to all relevant schools.	Schools have the resources to implement new qualifications.
Year 3 – Applying Performance Tools			
Introduce new workable secondary school qualifications.	NCEA process are fully implemented and monitored in selected secondary schools.	Teachers are ready to deliver NCEA level 3. Monitoring of NCEA process include MOE and NZQA officials.	All schools are NCEA level 3 ready. Introduction of NCEA qualifications

			completed.
Increase retention rates of senior students	Schools develop a system to cater for the needs of students at risk of leaving school	Schools have programs in place for at risk students.	The needs of most students at school are met by the provision of the new programs.
Develop resources for new qualifications	Develop resources for teachers and students to support the new local and NZ qualification	Resources distributed to all relevant schools.	Schools have the resources to implement new qualifications.
Year 4 - Making it happen			
Introduce new workable secondary school qualifications.	NCEA qualification system continues to be delivered in secondary schools. Register CICES with NZQA. Review qualification where necessary.	All selected schools comply with the provision of NCEA qualifications and monitoring thereof.	All relevant secondary schools
Increase retention rates of senior students	The new program is implemented by all relevant secondary schools.	All relevant secondary schools are able to carry out these programs with available resources.	Some improvement to the retention rates of students noticed.
Develop resources for new qualifications.	Develop resources to support the new local and NZ qualification.	Resources distributed to all relevant schools.	Schools have the resources to implement new qualifications.
Year 5 - Demonstrating Quality Education for all			
Introduce new workable secondary school qualifications.	NCEA qualification system continues to be delivered in secondary schools.	All relevant secondary schools comply with the provision of NCEA qualifications and monitoring thereof.	Students are able to select a career with the support of general education.
Increase retention rates of senior students	The program is further developed and implemented by all relevant secondary schools.	The schools monitor the performance of this program and has systems in place for at risk students.	The 5 year goal of 50% retention rate of senior students is reached or passed

Develop resources for new qualifications.	Develop resources to support the new local and NZ qualifications. Review qualifications if necessary.	Resources distributed to all relevant schools	Schools have the resources to implement new qualifications.
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Strategic Direction 5: Having Quality Teachers

By 2006

- 98% of teachers are better trained to provide the quality of education required at all levels of school.

	Total	Proportion with academic qualification of one NZSC pass or higher	Proportion certificated to teach
Northern group	22	40.9%	90.9%
Southern group	45	51.1%	93.3%
Rarotonga	73	57.5%	93.2%
Total	140	52.9%	92.9%

EFA 2000 Report

While nearly half of all primary teachers in the Cook Islands do not have at least one NZSC pass, nearly all hold a relevant teaching certificate – a Teachers Training College Certificate or better.

In 2000, the reported data on Cook Islands secondary teachers' qualifications showed about one in three secondary teachers have university degree, about half have university level qualifications and three quarters have a teaching certificate or diploma.

There is also a need for secondary teachers to train to deliver the new secondary qualifications (both NZ and local qualifications), and for teachers at primary level to lift their own standards of delivery if we expect the quality of education in our schools to improve.

THE PLAN

YEAR 1 Setting the Scene			
Activities	Planning and Development	Intermediate outputs	Success Indicators
Lifting the standards of training at the Cook Islands Teachers College	Review Teachers College for accreditation to NZQA standards. Reading Advisor to develop reading program for the College.	Major decisions about accreditation made. Reading programs are introduced to the Teachers College.	College officials know what direction to take to further develop the Teachers Training College.
Quality training for current teachers.	# Conduct NCEA workshops for	# All secondary teachers are trained	# All relevant secondary schools

	secondary teachers # Reading Advisor advise teachers on developing literacy programs	for NCEA level 2. # Programs endorsed and distributed to the College.	are NCEA level 2 ready. # Teachers College students have better appreciation for literacy.
Performance Management System	Performance Management system for teachers is endorsed by the Ministry of Education.	The Performance Management System is completed and distributed to all teachers in schools.	Schools modeling good performance management for teachers.
Teacher recruitment and retention, especially secondary school teachers.	Research into ways in which teachers can be recruited and retained. Do promotion of teaching as a career.	Incentives for recruiting and retaining teachers identified. Year 1 promotion completed.	

Year 2 - Targeting Student Achievement Standards

Lifting the standards of training at the Cook Islands Teachers College	Literacy and numeracy programs are introduced into the curriculum of the Teachers College. Formal links with NZ College of Education negotiated.	Accreditation process finalized. Literacy program already delivered and numeracy program introduced. Formal links established.	Students at the College better trained in developing literacy skills.
Quality training for current teachers.	More training of teachers in the development of literacy and numeracy skills, and the provision of NCEA courses.	Year 2 training courses for various levels completed.	Teachers are more confident in delivering literacy, numeracy and NCEA level 3 in schools.
Performance Management System	Development of process and timing for expanding performance management system to include other staff.	Professional development by good practice principals.	Integrated system trialled in up to five schools through to Ministry. Teacher performance management fully accepted.
Teacher	# Review progress	# Teacher recruitment	

recruitment and retention, especially secondary school teachers	of teacher training, development and recruitment incentives. Establish monitoring process. # Do more teacher promotion, targeting specific groups of people. # Negotiate secondary teaching scholarship with NHRD.	and retention initiatives completed. Monitoring process completed. # Year 2 teacher promotion completed. # Negotiations completed.	# 5 local teachers are recruited for secondary level. All vacancies in primary schools filled. # 3 secondary teaching scholarship endorsed.
Year 3 - Applying Performance Tools			
Lifting the standards of training at the Cook Islands Teachers College	Numeracy and reading advisors assist with training at college. Accreditation process still worked on for full accreditation.	Numeracy program delivered at Teachers College along with literacy program. Continue to work on achieving full accreditation.	Teachers college students better trained to teach numeracy and literacy. Achieved 75% of the way to full accreditation.
Quality training for current teachers.	More training of teachers in the development of literacy and numeracy skills, and the provision of NCEA training.	Year 3 in-service training plans completed.	50% of teachers are better trained in the delivery of literacy and numeracy in pre-school and primary schools.
Performance Management System	Review of trials and planning for full implementation of integrated system.	Completed system in place. Integrated professional development opportunities.	25% of all involved employees report satisfaction with performance management system
Teacher recruitment and retention, especially secondary school teachers	# Deliver revised strategies for recruitment and retention. # Continue teacher promotion campaign. # Renegotiate with NHRD to increase quota.	# Revised strategies promulgated to teachers # Year 3 campaign completed. # Renegotiations completed.	70% of teachers satisfied with work and employment conditions. # 5 new secondary teachers recruited. # 2 extra secondary teaching scholarships

			approved.
Year 4 - Making it happen			
Lifting the standards of training at the Cook Islands Teachers College	Literacy and numeracy programs continue at Teachers College. Continue working towards full accreditation.	Student teachers receive quality training to teach literacy and numeracy. Work towards full accreditation is completed.	Student teachers are satisfied with literacy and numeracy training. Full accreditation from NZQA is given.
Quality training for current teachers.	More training for current teachers in teaching literacy and numeracy. NCEA training reviewed or reinforced.	Year 4 in-service training completed.	75% of teachers better trained to deliver literacy and numeracy programs in pre-school and primary levels.
Performance Management System	Review	Integrated professional development opportunities.	At least 75% of all employees and employers satisfied with performance management process.
Teacher recruitment and retention, especially secondary school teachers	# Continue teacher promotion campaign. # Renegotiate to increase quota to include one-year teacher training for degree holders.	# Year 4 teacher promotion campaign completed. # Renegotiation completed.	# 5 local secondary teachers recruited. # 3 extra one-year scholarships approved for secondary teachers.
Year 5 - Demonstrating Quality Education for all			
Lifting the standards of training at the Cook Islands Teachers College	Continue training in literacy and numeracy. Start operating as a quality assured training institute.	Operation of the College is according to NZQA standards and quality assured.	Student teachers better able to develop literacy and numeracy skills in schools. Qualification from Cook Islands Teachers College is quality assured and internationally recognized.

Quality training for current teachers.	Review literacy and numeracy training.	Year 5 in-service training completed.	100% of teachers better able to deliver literacy and numeracy programs at pre-school and primary levels.
Performance Management System	Review	Integrated professional development.	100% of system operating adequately with teachers, support staff, principals and officials, knowing how they can apply it to their situation.
Teacher recruitment and retention, especially secondary school teachers	# Continue teacher promotion campaign. # Renegotiate to increase quota to include one-year teacher training for degree holders.	# 5-year plan for teacher promotion campaign completed. # Renegotiation completed.	# 5 extra secondary teachers recruited. # 2 extra teaching scholarships approved.

Strategic Direction 6: Engaging Parents and Guardians

By 2006,

- 75% of parents with children at school participate in the education of their children.

It is very important that work be done to help families – parents, grand-parents and caregivers understand the contribution they can make to supporting children’s learning – especially in language and numeracy development, and that they become involved in doing so.

THE PLAN

YEAR 1 Setting the Scene			
Activities	Planning and Development	Intermediate outputs	Success Indicators
Engaging parents in education	Research into the most effective way parents can practice good education practices at home.	Research completed.	Results from research used to develop strategies for campaign.
Resources for education in homes	Carry out stocktake on existing resources which can be used in the home.	Stocktake completed, resources identified for duplication for parents in the homes.	
Year 2 - Targeting Student Achievement Standards			
Engaging parents in education	Develop strategies to market good education practices in the homes, complimenting the current Home Education program. Develop policy on the inclusion of parents in education	Strategies completed. Delivery started by using various mediums of communication. Policy completed and distributed to schools	50% of parents surveyed are aware of good education practices in the homes. Policy accepted by stakeholders.
Resources for education in homes	Duplicate reading resources to develop literacy and numeracy skills for parents to use in the homes.	Resources are distributed to parents.	50% of parents use those resources to educate their children in the homes.

Year 3 - Applying Performance Tools

Engaging parents in education	More strategies continue to be developed and promulgated, targeting one specific level at a time.	Continue delivery using various mediums of communication. Policy start to be implemented by parents and schools.	60% of parents surveyed use good education practice at home with their children. Parents and schools know their role in the education of their children. Increased achievement level of students.
Resources for education in homes	Duplicate reading and other resources developing literacy and numeracy skills for parents to use in the homes	Resources are distributed to parents.	60% of parents use those resources to educate their children in the homes.

Year 4 - Making it happen

Engaging parents in education	Review and continue to deliver more strategies, targeting the next level.	Continue delivery using various mediums of communication.	70% of parents surveyed use good education practice at home. Achievement levels of children at school increase by 60%
Resources for education in homes	Duplicate reading and other resources developing literacy and numeracy skills for parents to use in the homes	Resources are distributed to parents	70% of parents surveyed use resources in their homes. Increase in childrens achievement levels

Year 5 - Demonstrating Quality Education for all

Engaging parents in education	Review and continue to deliver more strategies, targeting the next level.	Continue delivery using various mediums of communication.	80% of parents surveyed use good education practice at home. 80% increase in achievement levels of children at school.
Resources for education in homes	Duplicate reading and other resources developing literacy and numeracy skills for parents to use in the homes. Review.	Resources are distributed to parents. Review completed.	More than 80% of parents surveyed use resources in their homes. Significant increase in achievement levels. Changes to resources made where necessary

Strategic Direction 7: Administering the Education Sector

By 2006,

- A framework for administration, management and delivery of education that provides a clear, as distinct from detailed, operating base and allows the people involved to operate with confidence within an accepted education goal.

An Act of Parliament is the outcome of a range of agreed policies. It sets in place a regulatory framework in which those responsible for the education system can implement and operate the agreed policies. It provides levers and incentives to ensure that the appropriate head of ministry has the authority of ensure the agreed policies are operated for the benefit of children and students.

New policies will emerge when the Cook Islands Government adopts the recommended priorities for action of the Education Sector Review and the new Education Goal.

THE PLAN

YEAR 1 Setting the Scene			
Activities	Planning and Development	Intermediate outputs	Success Indicators
Language Policy	Promulgation of policy	Incorporation in key documents and training.	Known and used by all educators.
Regulation and Policy	Identify means to progress new Education Act.	Date for enactment of new Education Act negotiated.	Draft scoping accepted.
Promoting Education	Research into successful ways of promoting education. Develop Year 1 plan.	Customize methods from overseas after permission sought. Year one plan implemented.	A number of promotion strategies in place.
School Performance Data	National curriculum framework developed.	National curriculum framework completed and distributed.	National curriculum framework accepted by schools.
Education Equity	Responsibility for	Monitoring	Responsibilities of

	equity monitoring agreed	process/checklist developed and promulgated.	Ministry officials and advisors built into employment
Change Management	Process for managing the implementation agreed including integration of distance education possibilities.	Implementation director and support team in place	Implementation framework finalized, promoted and known by all in sector.
Budget	Developmental needs costed.	Budget/aid requirements negotiated.	Budget agreed.
Year 2 – Targeting Student Achievement Standards			
Language Policy	Develop Year 2 plan.	Plan completed.	In place and accepted as basis for planning by government and education sector.
Regulation and Policy	Draft of instructions for new Education Act as a result of change in policy.	Draft Act completed.	Stakeholders agree with changes to the Education Act.
Promoting Education	Plans for promoting education documented and resources developed. Year 2 plans developed. Target pre-school and early primary.	TV promotions started. Catalogues developed. Radio and video clips developed and distributed. Year 2 plans completed.	The public has a better understanding of the importance of education and a few parents using some of the strategies.
School Performance Data	Design of reporting tool with information from the National curriculum framework.	Reporting tool consulted and draft finalized.	Reporting tool endorsed.
Education Equity	Review	Report completed.	Responsibilities of Ministry officials built into performance agreements.
Change Management	Review	Report on progress; Distance Education	Report and further implementation

		possibilities identified; Implementation framework for years 3-5 modified as necessary.	plans accepted and promulgated.
Budget	Development needs costed.	Budget/aid requirements negotiated.	Budget agreed.
Year 3 - Applying Performance Tools			
Language Policy	Review application of policy	Review completed.	Applied with emphasis on review findings.
Regulation and Policy	Draft of instructions for new Education Act as a result of change in policy.	New Education Act passed.	New Education Act known by all in the education sector.
Promoting Education	Continue with development of new promotion strategies. Year 3 plans developed. Target primary level.	Strategies distributed and implemented by various mediums. Year 3 plans completed.	50% of parents surveyed assist their children by using education strategies in the home.
School Performance Data	Development of output based school reporting (student achievement data/school performance indicators.	Draft completed and consultation with stakeholders.	Up to four schools involved in testing the draft material based on literacy and numeracy outcomes in completed curriculum statements.
Education Equity	Review	Report	70% of affected employees meeting equity performance requirements.
Change Management	Review progress; Review ITC capacity in Cook Islands	Report on progress; Further distance possibilities identified; Implementation framework for years 4-5 modified as necessary.	Report and further implementation plans accepted and promulgated.
Budget	Development needs costed	Budget/aid requirements	Budget agreed.

		negotiated.	
Year 4 - Making it happen			
Language Policy			In place
Regulation and Policy			The new education Act is known by all stakeholders.
Promoting Education	Further development of good education practices at home. Year 4 plans developed. Target junior secondary.	Year 4 plans completed and strategies distributed to various mediums of communication.	60% of parents surveyed use good education practices in their homes.
School Performance Data	Review of trials and planning for full implementation of integrated system	Trial system in place; Professional support in place for schools needing improvement.	All schools and communities knowing how their students and schools achieved in the trials.
Education Equity	Review	Report	90% of affected employees meeting equity performance requirements.
Change Management	Review	Report on Progress; Further distance education possibilities identified; Implementation framework for Year 5 modified as necessary.	Report and final implementation plans accepted and promulgated.
Budget	Final development needs assessed	Budget/aid requirements negotiated.	Budget agreed.
Year 5 - Demonstrating Quality Education for all			
Language Policy			Applied.
Regulation and Policy	Continue to review legislation as a result of changes to education policy.		

Promoting Education	Further development of good education practices at home. Year 4 plans developed. Target senior secondary and all other levels.		
School Performance Data	Review	Output based school and students achievement reporting system in place.	All schools and communities knowing what school strengths and weakness are and how to improve.
Education Equity	Review	Report	95% of affected employees meeting equity performance requirements
Change Management	Overall review and preparation for phasing out implementation management.	Report on overall policy and operational directions; Distance education directions determined; Implementation team disestablished.	Report accepted and ongoing tasks allocated.
Budget	Ongoing costs identified.	Budget/aid negotiated.	Budget agreed.

Strategic Direction 8: More Equity in the Provision of Education Services.

- By 2006,
- Students living on the outer islands have access to higher levels of secondary schooling or Post-secondary training through the Distance Education system.
 - Island authorities have a system to ensure education is a priority on their islands and have a close working relationship with central government;
- There is a strong need for equity in the provision of educational opportunities for all students in the Cook Islands;
 - Students in small isolated schools, particularly in the northern group have limited access to senior programs and qualifications;
 - Telecom's infrastructure to the outer islands is a limiting factor in improving communication and information sharing with the Ministry of Education and outer island schools.
 - Teachers and Principals in the outer islands schools are professionally isolated from the Ministry of Education advisors and educational support;
 - Current distance education programs provided by NZ Correspondence school are restricted to those islands that have ready access to transport, ie, those regularly serviced by Air Rarotonga flights.

THE PLAN

YEAR 1 Setting the Scene			
Activities	Planning and Development	Intermediate outputs	Success Indicators
Distance Education system (school programs)	# Continue with NZ correspondence school programs; # Appoint DE manager; # Research and development phase.	# DE manager start developing resources; # Research completed.	# Outer island students continue to gain from NZ correspondence school programs; # Outer island education needs better understood
Distance Education System (Electronic communication between parties)	Phase 1 of Edunet project; Start of Phase 2	Phase 1 process completed; Phase 2 set up.	Phase 1 successfully piloted
Distance Education System (Pre-service and In-service training)	Research NZ institutes for existing DE courses.	Research completed.	A variety of courses customized and adopted for

			delivery.
Devolution/community involvement	Planning for staged increase in responsibility	# Responsibility for outer islands education re-centralised. # Arrangements for increased school community responsibilities complete and pilots in place.	Up to four school committees taking increased responsibility.

Year 2 - Targeting Student Achievement Standards

Distance Education system (school programs)	Continue with NZ Correspondence school programs; Start developing DE materials for CICES.	4 unit standards of DE materials for CICES completed.	Outer island students continue to gain from NZ correspondence school programs. CICES piloted one outer island school.
Distance Education System (Electronic communication between parties)	Continue implementation of Phase 1 to Rarotonga schools and start at Pukapuka school.	All schools on Rarotonga hooked up to the Edunet system. Established link with Pukapuka.	Rarotonga and Pukapuka hook up successful.
Distance Education System and In-service training)	Research and Development	Research completed, development of courses continue.	
Devolution/community involvement	Review	Review completed.	Up to 8 school committees taking increased responsibilities.

Year 3 - Applying Performance Tools

Distance Education system (school programs)	# Continue with NZ Correspondence school programs; # Start delivering at least 3 courses; # Ongoing development of DE courses.	# Year 1 of pilot program for CICES completed; # 5 more units completed for DE	# Outer island students continue to gain from NZ correspondence school programs. # Pilot of the further 5 program successful.
Distance Education	Continue	5 more outer islands	5 more islands

System (Electronic communication between parties)	implementation to outer island schools. Ongoing improvements to system.	hooked up on to the system.	receiving education using the Edunet system.
Distance Education System and (Pre-service and In-service training)	Implementation of trial course. Material from trial course to be available via the intranet.	# Trial completed; # Materials delivered through the internet.	# Trial successful; # Materials reach teachers and teachers trainees.
Devolution/community involvement	# Review; # Initial planning for devolved governance		80% of school committees accepting increased responsibilities.
Year 4 - Making it happen			
Distance Education system (school programs)	# Continue with NZ Correspondence school programs; # Whole local secondary qualification available via DE; # Ongoing development of DE courses.	# The whole CICES is delivered using the Edunet system	Outer island students continue to gain from NZ correspondence school programs. All students in the outer islands have access to CICES via the Edunet system.
Distance Education System (Electronic communication between parties)	Continue implementation to outer island schools. Ongoing improvements to system.	5 more outer islands hooked up on to the system.	5 more islands receiving education using the Edunet system.
Distance Education System and (Pre-service and In-service training)	Further development of courses; Ongoing development of material and delivery methods.	Courses further refined and completed. More materials developed and completed.	The delivery of more courses via the Edunet more successful.
Devolution/community involvement	Review	Criteria and accountability mechanisms for devolved governance completed.	# 100% of school committees operating with increased responsibilities;

			# Up to 4 schools testing full governance responsibilities.
Year 5 - Demonstrating Quality Education for all			
Distance Education system (School programs)	# Continue with NZ Correspondence school programs; # Develop learning materials for NCEA level 1; # Ongoing development of DE courses.	# Completed two units for NCEA level 1; # Five more units started on.	Outer island students continue to gain from NZ correspondence school programs; # Two units successfully piloted to outer island schools.
Distance Education System (Electronic communication between parties)	Continue implementation to outer island schools. Ongoing improvements to system.	All 12 islands with schools have successfully hooked on to the system.	All 12 islands with schools have access to secondary education via the edunet system.
Distance Education System (Pre-service and In-service training)	Further development of courses; Ongoing development of material and delivery methods.	More courses refined;	50% of materials for pre-service and in-service courses delivered using the edunet system.
Devolution/community involvement	Review and refinement.	# Criteria and accountabilities for devolved governance promulgated; # Training.	All school committees confident in full range of responsibilities; Outer Island/Individual school governance negotiated against readiness criteria.

Strategic Direction 9: Including Students with Special Needs

By 2006,

- The learning needs of all students with special learning needs are catered for in the education system.

To provide teachers with the necessary tools to educate children with special learning needs the same opportunity to learn as any other students at school.

Special education provision has to be made for all those children and students who have sensory impairments, communication difficulties, physical or intellectual impairments, medical conditions, learning and behavioral difficulties, and those specially gifted or talented.

Currently, the Special Education School attached to Avarua School caters for the needs of students with disabilities that ordinary classroom teachers cannot accommodate in their classrooms. The objective of this program is to re-orient these students back into mainstream classrooms.

On the other hand, ordinary classroom teachers have been trained to accommodate students with special needs in their classrooms and offer them equal opportunity as anyone else. This training has been offered by NZODA. A review of that training program is currently underway.

THE PLAN

YEAR 1 Setting the Scene			
Activities	Planning and Development	Intermediate outputs	Success Indicators
Special education policy and programs.	Develop policy on the provision of special education. Special education program developed.	Policy completed.	Policy endorsed by SMT
Special education resource provision	Identify the types of resources required for special education.	Resources documented.	Resource provision included as part of policy.
Special education assistance to teachers.	Special Need Advisor employed to provide advice to teachers in schools.	Teachers receive advice and support in schools.	Teachers have greater understanding of how to cater for students needs.

Year 2 - Targeting Student Achievement Standards			
Special education policy and programs.	Policy promulgated. Program promulgated to stakeholders.	Policy distributed and accepted. Program distributed and accepted by stakeholders.	Stakeholders have understanding on the direction taken for special education.
Special education resource provision	30% of resources required for special education are provided.	Those resources distributed to students requiring them.	40% of special need children are better supported with their education need.
Special education assistance to teachers.	Special Need advisor continue to provide advice to teachers in schools. Review.	Teachers receive advice and support in schools.	Teachers have greater understanding of how to cater for students needs.
Year 3 - Applying Performance Tools			
Special education policy and programs.	Implement special education programs consistent with policy.	Programs delivered in schools.	Programs accepted by schools.
Special education resource provision	A further 30% of resources required for special education are provided for.	Those resources distributed to students requiring them.	60% of special need children are better supported with their education need.
Special education assistance to teachers.	Special Need advisor continue to provide advice to teachers in schools.	Teachers receive advice and support in schools.	Teachers have greater understanding of how to cater for students needs.
Year 4 - Making it happen			
Special education policy and programs.	Implement special education programs consistent with policy. Review.	Programs delivered in schools.	Programs accepted by schools and parents.
Special education resource provision	A further 30% of resources required for special education are provided for.	Those resources distributed to students requiring them.	90% of special need children are better supported with their education need.

Special education assistance to teachers.	Special Need advisor continue to provide advice to teachers in schools.	Teachers receive advice and support in schools.	Teachers have greater understanding of how to cater for students needs.
Year 5 - Demonstrating Quality Education for all			
Special education policy and programs.	Implement special education programs consistent with policy.	Programs delivered in schools.	Program accepted and used by all stakeholders.
Special education resource provision	A further 10% of resources required for special education are provided for.	Those resources distributed to students/schools requiring them	All students with special education need are better supported.
Special education assistance to teachers.	Special Need Advisor continue to provide advice to teachers in schools. Review.	Teachers receive advice and support in schools.	Teachers have greater understanding of how to cater for students needs.

Strategic Direction 10: Making Education Services Efficient.

By 2006,

- Services in education are provided more efficiently for the benefit of students and consistent with the needs and the economic situation of the country.


Population data has shown that the current number of schools in the Cook Islands is in excess of what is needed. There is little problem with such an excess of school space, provided the schools are educationally and economically sound and able to deliver high quality education with high quality teachers at a reasonable per pupil cost. Issues of teacher quality and the proportion of teachers nearing retirement age suggest that some consolidation of school sites should be considered. The Ministry of Education estimates that around 44% of the teaching force will reach retirement age over the next 10 years. Without some consideration of consolidation, the goal of high quality teaching for children and students within the funding resources available may be elusive.

THE PLAN

YEAR 1 Setting the Scene			
Activities	Planning and Development	Intermediate outputs	Success Indicators
Networking of schools	Identify schools or resources that may be used more efficiently.	Schools and resources identified.	The Ministry have a better understanding of how to plan to deliver services more efficiently
Year 2 - Targeting Student Achievement Standards			
Networking of schools	Initial planning of policy framework for merging of schools	Planning completed.	Policy framework endorsed by Ministry of Education.
Year 3 - Applying Performance Tools			
Networking of schools	Further development of policy framework	Policy framework for merging schools published and distributed.	Survey shows the community comfortable with merger notion.
Year 4 - Making it happen			
Networking of schools	Policy framework applied to schools and specialist	Schools know of services to be made more efficient.	Merger policy applied as required.

	services.		
Year 5 - Demonstrating Quality Education for all			
Networking of schools	Merger policy reviewed.	Policy refined.	Application of merger policy with better use quality specialist resources.

Who does what – an overview

Ministry of Education	Schools	School Committees	Parents
			
Develops policy	Participates in the policy development process.	Participates in the policy development process	Participates in policy development process
Advises the Government on priorities	Provides education services to students	Ensures the welfare of students in schools.	Ensures the daily welfare of students in schools.
Provides guidelines to schools	Uses guidelines to develop school policies.	Ensures the management of the school is efficient.	Applies good education practices in the homes.
Develops and monitors school performance and curricula activities	Delivers the curriculum according to the National Curriculum Framework	Applies good management practices to the operation of the committee.	Monitors their children's achievement in school and assists where necessary at home.
Provide efficient education system	Ensures students achieve to their maximum potential.		
Provide resources to meet the education needs of the people/country.	Use resources to educate students	Ensures sufficient resources are provided for the education of children.	
Promote education and encourage participation.	Practices inclusive education programs.		
