



PRIORITY OUTCOME 2 –THE TEACHING PROFESSION:

That quality is the critical factor in teacher recruitment, training, development and practice and therefore must be mandatory and supported in Cook Islands classrooms. Principals fulfill their role as curriculum and pedagogical leaders.

WHY

Teacher quality is the most important school-related factor influencing student achievement (King Rice, 2003). Ministry and school level policy must reflect the development of teachers with the different and multiple characteristics that reflect quality.

HOW

- Target high quality new graduates into the teaching profession
- School Leadership training
- Principals role model and support quality classroom practice
- Teacher Qualification upgrade programmes
- Tutor Training
- Ongoing and regular teacher professional development support across a range of curriculum areas and pedagogical approaches
- Teacher Quality research and policy development.
- Professional learning groups, action research and other tools are utilized to support sustainable change in teacher practice.
- Create opportunities to develop and implement research proposals through tools such as sabbatical periods and the Teachers as Researchers programme

EVIDENCE OF SUCCESS

- Student outcomes (NCEA (by enrolment) at 75% for all levels)
- Improved student retention (Year 11-12 80%, Year 12-13 74%, CITTI course completion)
- Percentage of teachers/tutors being awarded excellence in performance management
- Increased levels of teacher/tutor engagement in professional development





PRIORITY OUTCOME 3 – LEARNING ENVIRONMENTS:

Learning environments must be student focused and promotes success through the provision and ongoing resourcing of learning areas, infrastructure and learning materials that create a community of supportive, enthusiastic and lifelong learners.

WHY

Environments where learners feel safe, valued and supported promote active learning in which students can reach their full potential. The Ministry considers not only the physical infrastructure but also the resourcing levels, teacher-student and student-student interaction as part of this environment.

HOW

ITC Integration

Implementation of Cook Islands MLEs

Medium Term (10 year) School Building Plan with a focus on Fitness of Purpose

Define and ensure the fitness of purpose criteria for different types of learning environments

Strengthen our pastoral care systems (including guidance and careers)

Support teachers to understand the impact of quality interactions with students

EVIDENCE OF SUCCESS

School benchmarking indicates transformative use of ICT in learning

Capital Expenditure and Infrastructure plans reflect Education FoP planning

Decreased incidence reports, including stand downs and suspensions, in schools

Improved student retention (Year 11-12 80%, Year 12-13 74%, CITTI course completion)





PRIORITY OUTCOME 4 – A SUSTAINABLE, EQUITABLE TERTIARY SECTOR:

That the tertiary sector embeds programmes and processes that support the development of the Cook Islands through its focus on meeting the needs of learners and the labour market and also provides the opportunity for skill development to promote entrepreneurship and sustainable livelihoods.

WHY

A quality Tertiary Education sector needs to provide opportunity for all people of the Cook Islands to access learning in order to gain the knowledge and skills needed to equip them for the career and lifestyle of their choice. This means understanding all stakeholders; individuals, the workplace and the wider community to ensure that the programmes offered are of high quality and meet the needs of learners.

HOW

Broker appropriate training opportunities by working with individuals, businesses and industry eg apprenticeships, public private partnerships

Use technology to expand programme scope and access

Integrate Cook Islands language and culture elements into all programmes

Ensure high quality management systems to maintain international registration and expand programme scope

Enhance pastoral care and academic guidance systems to ensure a seamless service to all learners from enrolment to graduation

EVIDENCE OF SUCCESS

Increased enrolment and completion rates

Increased number of people involved in apprenticeship and internship programmes

Increased programmes and enrolment in the Pa Enuu





PRIORITY OUTCOME 5 – PROGRESSIVE SECTOR MANAGEMENT:

The culture of sector management creates an environment that leads to innovative governance, leadership and administration.

WHY

The Cook Islands is a dynamic society and the education sector must be able to anticipate and development responses to our changing environment. Governance and management of education must be forward thinking and planning to meet future needs and make the most of opportunities to ensure optimal student outcomes.

HOW

Ensure professional environments support staff in exploring and celebrating new ideas and strategies

The Ministry utilizes a range of consultation approaches to ensure that stakeholders are involved in and informed about education.

Informed Decision Making – the Ministry will continue to implement a comprehensive Monitoring and Evaluation Framework to ensure that valid and reliable information is available for use in decision making to mitigate risks to the sustainability of initiatives.

Quality Assurance systems promote continuous reflection and evaluation.

EVIDENCE OF SUCCESS:

Ministry publicizes innovative practice through a variety of media streams.

Planning reflects better use of information through more comprehensive, disaggregated targets and the implementation of appropriate strategies.

Programme evaluations make recommendations that are reflected in future planning.



