

MARAURAU O TE PAE APII
COOK ISLANDS MINISTRY OF EDUCATION
STATEMENT OF INTENT
(2020 – 2023)



ROAD TO 2023



This Statement of Intent outlines the priorities of the Cook Islands Ministry of Education for the next four years (2020 – 2023), taking us to the end of the 15-year Education Master Plan 2008 - 2023.

This Statement of Intent provides stakeholders with an outline of priority areas, their purpose, specific outputs, desired outcomes, and an undertaking from the Ministry as to how progress towards these will be monitored.

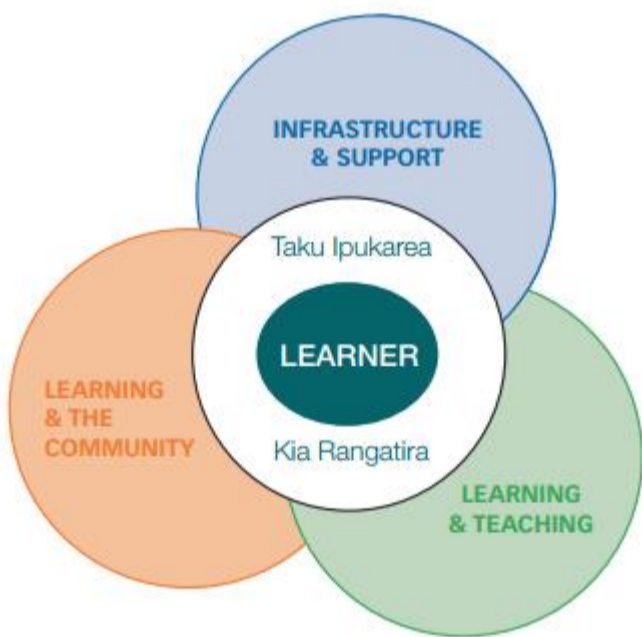
The priorities are indicative of the current position of education in the Cook Islands and reflect the areas that the Ministry of Education believes are required as a base for the remaining goals to be achieved and are areas where considerable gains need to and can be made.

The Ministry has set these final priorities under the four key areas of which the Education Master Plan is focused, allowing the sector to reflect on what has been achieved since the plan's inception but to keep the momentum of progress at the fore as 2023 draws closer.

Achieving the outcomes of this statement will allow the Ministry to live its vision and support the achievement of national, regional and international goals while at the same time prepare for what lifelong learning will aim from 2023 and beyond.

The strategic vision for Education is to *“build the skills, knowledge, attitudes and values of Cook Islanders to put their capabilities to best use in all areas of their lives”* (Ministry of Education, 2008).

The Ministry, with the support of all our learners, schools, providers, our partners, and communities, remains committed to providing a dynamic and professional environment which promotes and supports lifelong learning through the provision of quality services, and that is deeply entrenched in the unique nature of the Cook Islands.





PRIORITY OUTCOME 1 – TAKU IPUKAREA KIA RANGATIRA:

That all learning involves strength in Maori language, culture, perspectives and aspirations in providing for a firm foundation for engagement with the wider world.

WHY?

Strength of a learner's identity as a Cook Islander is the key to all learning. Being confident in the language and culture and understanding the visions and aspirations of our people and their islands will provide a firm foundation for a sense of belonging and will contribute to quality engagement with the wider world.

Strength in Cook Islands identity is not at the expense of any other area. The Ministry of Education considers attainment in Maori Literacy, English Literacy, and Numeracy to be requirements of confident learners to be active members of their communities.

HOW?

Ensuring strength in appropriate language learning through relevant teaching and learning styles and methods.

Improved Maori Literacy, English Literacy and Numeracy at all levels of Education.

Literacy and Numeracy across the curriculum at all levels of education, with a focus on targeted professional development to ensure sustainability of change in classroom practice.

Ensuring a curriculum that is representative of our identity and which meets our future needs.

Continued strengthening of support for remedial programmes at all levels of education.

Reliable and valid monitoring of all Literacy and Numeracy at both school and national level to allow for targeted resources and to inform effective pedagogical practices.

EVIDENCE OF SUCCESS

Improved literacy (in both Maori and English) at Year 4 and 8, including improved numeracy outcomes at Year 3 and Year 8.

Sustainable tracking of NCEA results across all levels (NCEA 1-3), including Literacy and Numeracy requirements.

Evidence of effective pedagogical practices being used in classrooms.

Continued development and use of learning resources that support improved Maori Literacy outcomes.





PRIORITY OUTCOME 2 –LEARNING AND TEACHING:

That all learners are provided with equal opportunity to quality learning. That learning experiences are equitable and designed for success through a range of programmes that meet individual needs and celebrate talents.

WHY?

Quality learning programmes and quality teaching goes hand in hand. Both must be supported with resourcing, sustainable financing and development opportunities. Teacher quality is the most important school-related factor influencing student achievement (King Rice, 2003). Ministry and schools must deliver development programmes and strategies that meet the professional needs of all teachers and tutors within their specific learning contexts.

HOW?

Ongoing and regular professional development support delivered across a range of curriculum areas and pedagogical approaches (School-led and Ministry-led initiatives).

Focus on School Leadership Learning – Developing all school leaders and practitioners as Leaders of Learning.

Targeted support for the development of new graduates into the teaching profession.

Continued Programmes – ICT Integration, E-Learning for Science, Pacific Science & Health Literacy, Careers Education, Student Wellbeing & Pastoral Care, Early Childhood Development.

Increased access for all senior students to continue learning

Increased access to quality vocational courses and tertiary learning that meet the needs of learners, industry and government.

EVIDENCE OF SUCCESS

Student outcomes (NCEA, by enrolment) at 75% for all levels).

Increased Vocational and Tertiary completion data.

Improved student retention at senior secondary school and tertiary level.

Increased levels of teacher/tutor engagement in professional development.

Decreased incidents of learner misbehavior in schools - Successful implementation of the Hub (student support programme).

Increased levels of school-based leaders (all levels) engaging in ongoing professional development and mentoring.

Scholarship support increased and maintained (Tertiary & Pa Enuā).





PRIORITY OUTCOME 3 – LEARNING AND THE COMMUNITY:

Engaging families and the community in the education of all learners creates relevant, connected, and supportive learning experiences.

WHY

Increased participation of all stakeholders; individuals, the workplace and the wider community to ensure that learning programmes offered across all levels are of high quality and meet learners needs. The Ministry considers and values the high level of community involvement and expertise in shaping a learner's experience.

HOW

Increased community and resource support of Inclusive Education.

Early childhood development – education, care, health and resourcing.

Provision of a seamless service for all learners from enrolment to graduation – Transitional programmes.

Expansion of partnerships across a range of education providers to enhance opportunities for learning success.

Continued Programmes – Inclusive Education, Early Intervention, Remedial Learning.

Confident and active School Committee's fostering the needs of the school community.

EVIDENCE OF SUCCESS

Increased levels of teacher-aide and school support engagement in professional development.

Increased number of post-secondary learning programmes in the Pa Enuā.

Increased levels of parent/ family engagement in school activity.

Expanded partnerships and expertise with schools and providers that fosters sustained traditional knowledge and practices.





PRIORITY OUTCOME 4

— INFRASTRUCTURE AND SUPPORT:

That the sector is supported by appropriate legislation, supportive policy and standards, research, and adequate budget to deliver opportunities for learning.

WHY?

The Cook Islands is a dynamic society and the education sector must be able to anticipate and respond to our ever-evolving learning environment and development needs. Infrastructure and support must remain well planned and informed by quality and reliable data to ensure positive learning outcomes for all.

HOW?

Ensure professional environments support all staff to explore and celebrate new ideas and strategies.

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

Evidence based and informed decision making.

Quality assurance systems promote continuous reflection, evaluation and progress.

Teacher quality research and policy development.

Collaborative and resourced approach to Fitness of Purpose of school and provider premises across Government.

EVIDENCE OF SUCCESS

Successfully implemented Communications Strategy.

Planning reflects better use of information through more comprehensive, desegregated targets and the implementation of appropriate strategies to achieve these.

Programme evaluations make recommendations that are reflected in future planning.

Education budget managed within 5% of initial estimates.

Responsive policy development and review cycle.

Improved education buildings, grounds, and facilities.





COOK ISLANDS

Ministry of Education

Maraurau o te Pae Api'i

Contact:

Planning & Development

Cook Islands Ministry of Education

PO Box 97, Rarotonga, Cook Islands

Phone: +(682) 29357 | fax: +(682) 28357

Email: info@education.gov.ck | Website: www.education.gov.ck

