

Department of Education

Niue Education Strategic Plan (2005 - 2010)

VISION: Life-Long Learning is the Pathway to Prosperity.....Moui Fakaako ko e Halavaka ke Monuina

Preamble: to provide and sustain a quality relevant and balanced education service for an effective dynamic education service is central to the fulfilment of our unique identity. It seeks to embrace and nurture the children within a secure learning environment so that as active learners they are healthy, happy and vibrant. Our education service will enable learners to be responsive to change, to make appropriate moral choices to become life long learners and responsible citizens. In these ways the achievements of all children will be raised and the aspirations of the nation will be fulfilled.

Strategic Goal	Strategy	Action	Indicators
<p>1. To enhance the quality of education to raise the achievement of all children.</p>	<p>1. To develop and ensure a relevant and balanced curriculum.</p>	<p>Balanced coverage of NZCF</p> <ol style="list-style-type: none"> 1. Review the ECE, Primary and Secondary delivery plans to ascertain coverage of NZCF. 2. Present and discuss the delivery plan review findings with the Educational professionals. 3. Based on the outcome of this review Educational professionals will enhance and amend coverage of NZCF by making changes to the delivery plans / schemes of work. 4. Monitor and evaluate delivery plans and schemes of work to ensure the agreed changes have been made. <p>Contextualization</p> <ol style="list-style-type: none"> 5. Review NZ curriculum documents to identify where the Niue context may be used to meet the learning outcomes (Secondary, Primary, ECE, ECD). 6. Workshop the findings of the NZ curriculum document review identifying the Niue context for education personnel. 7. Document the contextualisation of NZ curriculum for Secondary, Primary, ECE & ECD. 8. Develop and implement school curriculum plans (Primary) and programme plans (ECE, ECD) that highlight the Niue context for delivery of NZ Curriculum. 9. Include appropriate changes to include the Niue context in schemes of work at Secondary. 	<ol style="list-style-type: none"> 1. NZQF review report completed June 2007 by external reviewer and Principals 2. Curriculum review meetings held at schools & ECE. Recommendations for curriculum change and minutes recorded. 3. Curriculum plans changed as required based on the NZQF review by Educational professionals December 2007. 4. Principals monitoring and evaluation report of curriculum delivery presented to Director each December. <p>Contextualization</p> <ol style="list-style-type: none"> 5. Review teams identify relevant contexts of study and document in permanent form. 6. Workshops delivered by qualified staff. Minutes of workshops available. 7. Schemes of work and delivery plans document relevant contextualization. 8. School delivery plans reviewed by Principal, curriculum leaders and syndicate leaders. 9. Schemes of work reviewed by Principal, HODs, Homeroom teachers and NCEA team.

Strategic Goal	Strategy	Action	Indicators
		10. Monitor and evaluate the contextualisation of the curriculum.	10. Principal's report to Director (December) documents details of monitoring and evaluation of curriculum delivery.
	2. To raise and enhance teacher capacity to ensure effecting teaching and learning.	<p>Appraisal</p> <ol style="list-style-type: none"> 1. Provide Professional development for senior managers in the scope and use of appraisal systems as a mechanism to enhance teacher capacity. 2. Develop and implement appropriate cyclical appraisal systems in each educational setting to enhance teacher capacity. <p>Results of Appraisal leading to Professional Development</p> <ol style="list-style-type: none"> 3. To support the outcome of the appraisal develop a funding mechanism, procedural method and criteria for the implementation of professional development. 4. Prioritize professional development needs in each setting based on the agreed sector focus. Professional development will encompass such key areas as pedagogy, behaviour management and content knowledge to ensure effective teaching and learning. (assistance may include aides, professional assistance, mentors, observation and feedback) 5. Allocate funds and prioritize spending from the professional development budget according to the mechanism developed in 3 above. 6. Principals report annually to the Director of Education regarding <ul style="list-style-type: none"> • The effective implementation of the appraisal system • Evidence of enhanced teacher capacity and more effective teaching and learning. 	<p>Appraisal</p> <ol style="list-style-type: none"> 1. Appraisal workshop delivered by external consultant for DoE, NPSC, NTDC, Principals, HODs, TICs, & curriculum leaders. 2.. Existing appraisal systems reviewed. Standard appraisal system applicable to ECD, ECE, Primary & Secondary Education developed. Appraisal system implemented and documented annually. 3. Funding mechanism, procedures and criteria established and documented by professional development (PD) committee. School budgets determined. 4. Professional development priorities and plans submitted by Principals to PD committee. 5. Annual professional development plans approved and funds allocated by PD committee. 6. Appraisal reports provided.
	3. To promote and develop active learning.	<p>Promotion of Active Learning</p> <ol style="list-style-type: none"> 1. Organize and fund an Education symposium to demonstrate best 	<p>Promotion of Active Learning</p> <ol style="list-style-type: none"> 1. Symposium committee established.

Strategic Goal	Strategy	Action	Indicators
		<p>practice including teachers and researchers for all members of the education community including parents.</p> <p>The symposium will:</p> <ul style="list-style-type: none"> • Demonstrate the link between effective teaching and higher achievement • Demonstrate active teaching • Implementation of effective strategies to engage children. <p>2. Appoint a teaching and learning coordinator within each setting who is accountable to the Principal. This person would:</p> <ul style="list-style-type: none"> • Ensure key messages from the symposium continue to be promoted. • Provide leadership and support to effective classroom teaching strategies. • Identify and promote examples of best practice within Niue education. <p>3. Establish an annual short term Education scholarship that focuses on effective teaching to promote active learning. The scholarship would be administered by a committee and available to any staff member.</p> <p>4. Develop protocols for the education scholarship including</p> <ul style="list-style-type: none"> • Eligibility • Application • Rights and responsibilities surrounding acceptance and dissemination. • Employment of trained relief teachers <p>Home / School Partnership</p> <p>5. Disseminate information on active learning to the Niue community using a range of methods and publicize home / school learning opportunities. (formal and informal meetings, organized and formal occasions, newsletters, pamphlets and media)</p>	<p>Symposium held.</p> <p>2. Teaching and learning coordinators job description completed. Teaching and learning coordinators appointed. Coordinators report to Principals and PD committee annually.</p> <p>3. Effective Teaching Scholarship established by PD committee.</p> <p>4. Scholarship protocols developed and publicized.</p> <p>Home / School Partnership</p> <p>5. Teaching and learning Coordinators disseminate information to community at least once per year.</p>
	4. To promote equitable outcomes for all	<p>Assessment and Monitoring</p> <p>1. Establish assessment policies that ensure accountability and the</p>	<p>Assessment and Monitoring</p> <p>1. Policies documented, student achievement</p>

Strategic Goal	Strategy	Action	Indicators
	students. <ul style="list-style-type: none"> • Ethnicity • Ability • Disability • Gender 	<p>systematic collection, analysis and tracking of student achievement from ECE to year 13.</p> <p>2. Develop learning programmes, based on evidence, to ensure the achievement of all children is raised.</p> <p>Special Abilities</p> <p>3. Develop and review current policies on children with special abilities including:</p> <ul style="list-style-type: none"> • Identification • Educational provisions • Monitoring achievement. <p>4. Provide professional development in the provision of programmes for children with special abilities.</p> <p>5. Implement and report on the impact of teaching and learning programmes for children with special abilities.</p> <p>Special Needs</p> <p>6. Review and develop policies on special education.</p> <p>7. Establish guidelines to identify children with specific learning and /or behavioural needs.</p> <p>8. Provide funding for children with recognized needs including:</p> <ul style="list-style-type: none"> • Access • Resources • Staffing • Programmes <p>9. Train teachers in individual education planning (IEP).</p> <p>10. Implement and report on the impact of teaching and learning programmes for children with special needs.</p> <p>Guidance and Counselling</p> <p>11. Develop a pastoral care system including careers guidance and counselling at NHS.</p>	<p>recorded June & November, students tracked from ECE to Year 13 and a permanent record maintained.</p> <p>2. Achievement analysed & learning programmes adjusted based on evidence.</p> <p>Special Abilities</p> <p>3. Review completed. Policies written</p> <p>4. Professional development seminars completed.</p> <p>5. Teaching plans/schemes demonstrate provision for students with special abilities.</p> <p>Special Needs</p> <p>6. Review completed. Policies written.</p> <p>7. Guidelines, including funding mechanisms documented.</p> <p>8. Funding provided based on an IEP.</p> <p>9. IEP training completed. IEP process operating.</p> <p>10. Special needs provision monitored annually.</p> <p>Guidance and Counselling</p> <p>11. Training completed for teachers and specialist staff in pastoral care, counselling and career guidance.</p>
2. To secure and	1. To actively promote the	Community awareness	Community Awareness

Strategic Goal	Strategy	Action	Indicators
<p>promote our unique identity as Niue people.</p>	<p>Niue identity.</p>	<ol style="list-style-type: none"> 1. Develop, fund, implement and monitor a programme to inform the community of the importance of enabling students to develop their Niue identity. This programme would highlight for parents and the community: <ul style="list-style-type: none"> • Information on the importance of a strong first language • Cultural knowledge as a foundation for successful learning. • The significance of the national language policy. 2. Ensure that the implications for Education, of the information provided in the Taoga Niue Strategic Plan, is understood. 	<ol style="list-style-type: none"> 1. Project designed, TOR written and global linguistic information obtained. 2. Written report of linguistic information translated and report findings disseminated to the village council. 3. Language policy developed in consultation with Taoga Niue. 4. Language policy submitted to cabinet for endorsement. 5. Village meetings held to raise awareness of the language policy. Attendance and minutes recorded.
	<ol style="list-style-type: none"> 2. To continue to develop programmes and guidelines for the teaching of Niue Arts and Crafts, Niue History and Culture and Vagahau Niue. 	<p>Content & Curriculum knowledge</p> <ol style="list-style-type: none"> 1. Identify the experts with specialized skills in Arts and Crafts, History and Culture and Vagahau Niue. 2. Organize workshops in which the experts will work collaboratively with teachers to develop content knowledge for teaching programmes. 3. Develop a language, arts, craft, history and culture curriculum encompassing ECE to senior secondary. 4. Provide time for teachers to develop interactive programmes in the areas of Arts and Crafts, History and Culture and Vagahau Niue. 5. Monitor and evaluate the effectiveness of these programmes. 	<p>Content & Curriculum knowledge</p> <ol style="list-style-type: none"> 1. Project designed, TOR written & Curriculum expert identified and recruited. 2. Specialist experts in Arts and Crafts, History and Culture and Vagahau Niue identified and appointed. TOR written. 3. Curriculum Arts and Crafts, History and Culture and Vagahau Niue developed. 4. Curriculum workshops held with ECE to senior secondary teachers and teaching programmes developed. 5. Monitoring report from each school submitted annually.
	<ol style="list-style-type: none"> 3. To develop a range of 	<p>Develop resources for all curriculum areas</p>	<p>Develop resources for all curriculum areas</p>

Strategic Goal	Strategy	Action	Indicators
	resources.	<ol style="list-style-type: none"> 1. Review and rationalize existing resource production. 2. Compile an inventory of all existing Vagahau Niue resources. 3. Document all other resources in the process of production and those yet to be published. 4. Identify and prioritise the resource needed in consultation with the specialist teachers delivering the programmes. 5. Establish and monitor annual resource production targets. 6. Acquire funding and personnel to develop resources using the correct conventions of the language. 7. Seek funding to publish the resources needed to support education programmes. 8. Ensure there is appropriate storage for resources so that they can be preserved, reprinted and accessible. 	<ol style="list-style-type: none"> 1. Review of current resources in all identity areas completed. 2. Resource production reviewed & rationalized. 3. Unpublished and published resources documented. 4. System established to identify resource needs and priorities. 5. Production targets established. Monitoring reports presented to Director annually. 6. Funding and personnel acquired for resource production. 7. Resources published according to the recourse needs plan. 8. Storage facility established in collaboration with Taoga Niue.
	4. To provide professional development opportunities for teachers and other personnel associated with maintaining and improving knowledge of identity.	<p>Professional development</p> <ol style="list-style-type: none"> 1. To ensure an awareness of the Niue identity prepare and implement a general induction training programme for all new teachers in the Niue education sector. 2. Ensure that opportunities for further professional development in areas of language and culture are available to all teachers. 3. Monitor and evaluate through the appraisal system, the teachers' commitment to deliver programmes that reflect the Niue identity. 	<p>Professional development</p> <ol style="list-style-type: none"> 1. Induction and professional development programme in identity awareness developed and delivered. 2. Professional development opportunities provided for each of the identity components. 3. Appraisal report completed annually and action plans developed.
3. To increase the effectiveness of governance and management of the Education System.	1. To clarify and develop good governance to ensure effective education services are maintained.	<p>Review</p> <ol style="list-style-type: none"> 1. Establish a small review group of Niue people with highly developed analytical skills to review existing governance practices including: <ul style="list-style-type: none"> • the role of parents, • management practices • administrative practices • leadership practices of the education sector. 	<p>Make up of the review group in consultation with the Minister of Education on:</p> <ul style="list-style-type: none"> • Criteria for selection & group selected. • Number and remuneration • Guideline for selection. • Timeline

Strategic Goal	Strategy	Action	Indicators
		<ul style="list-style-type: none"> • alignment of practices with NPS Regulations. <p>2. In light of the review develop appropriate and transparent structures and systems of governance, management and administration.</p> <p>Definition</p> <p>3. Define the roles of governance and management within the education sector including:</p> <ul style="list-style-type: none"> • Roles and responsibilities of key personnel including job descriptions. • Specify areas of responsibility for the decision making which will ensure the professional autonomy of the Education leaders. <p>4. Develop and implement policies that ensure effective governance, management and administration.</p>	<p>2. Group selected finalized by the working committee and endorsed by Cabinet.</p> <p>3.</p> <ul style="list-style-type: none"> • Definition of governance & management clarified with respect to education sector and aligned with NPS regulations. • Roles of governance and management defined. • JD for key personnel written • Professional autonomy of education leader guaranteed. • Specific areas of responsibility and levels of decision making be made explicit in documentation. <p>4.</p> <ul style="list-style-type: none"> • Update and develop policies that ensure effective governance, management and administration implementation • Training for personnel in governance and management is provided.
	<p>2. Ensure effective management of human resources.</p>	<p>1. Provide training for personnel in governance & management roles to ensure the effective management of human resources.</p> <p>2. Establish and maintain accurate databases to establish the short & long term teaching and support personnel needed for an efficient education service.</p> <p>3. Develop & implement effective systems for recruitment, appointment & retention of suitably qualified staff.</p>	<p>1. Training personnel provided.</p> <p>2. Accurate database establish</p> <ul style="list-style-type: none"> • Teaching and support personnel required in short and long term established. <p>3.</p> <ul style="list-style-type: none"> • Systems for recruitment and appointment of staff implemented. • Develop criteria for suitably qualified staff in a Niue context developed.

Strategic Goal	Strategy	Action	Indicators
		<p>4. Institute an induction system for all personnel entering the Niue education system.</p> <p>5. Implement an on going advice and guidance system for beginning personnel.</p> <p>6. Develop a system of targeted professional development which is integral to the schools action plan & linked to a systematic appraisal system.</p> <p>7. Establish a system of remuneration for designated responsibilities and extra curricular activities and areas of expertise which are contracted to individuals & subject to regular review.</p> <p>8. Ensure all employees of the education sector are conversant with and abide by relevant codes of conduct.</p>	<ul style="list-style-type: none"> • Effective system in recruitment and appointment of staff. • Retention of effective/efficient staff linked to appraisal and appropriate remuneration <p>4.</p> <ul style="list-style-type: none"> • Institute induction systems for all personnel entering the Niue education system. • Needs of beginning personnel across the sectors established. <p>5.</p> <ul style="list-style-type: none"> • Ongoing advice and guidance system for beginning personnel provided. • Advice and guidance given documented. <p>6.</p> <ul style="list-style-type: none"> • Systematic appraisal systems developed, documented and actioned. • Targeted professional development provided on the basis of appraisal completed. <p>7. Systems of remuneration proposed.</p> <ul style="list-style-type: none"> • Designated responsibilities • Extra curricular activities • Areas of expertise • Regrading • Systems of remuneration and mechanisms, reviewed, proposed and discuss by stakeholders. • Budgeted for and implements. <p>8.</p> <ul style="list-style-type: none"> • Current codes of conduct reviewed by stakeholders in consultation with NPSC. • Develop code of conduct documented for the education sector and • Codes of conduct explained to stakeholders

Strategic Goal	Strategy	Action	Indicators
		9. Establish human resources policies including: <ul style="list-style-type: none"> • Equal employment opportunities. • Staff leave • Appraisal • Professional development 	<ul style="list-style-type: none"> • Include in the induction programme for new teachers. • Senior managers work to ensure adherence to relevant codes of conduct. • Level of integrity act with professionalism. 9.Human resources policies developed, reviewed and extended where appropriate.
	3. Ensure effective management of assets and physical resources	<ol style="list-style-type: none"> 1. Establish and/or maintain an asset register of all physical resources for all sectors of education. 2. Clarify the present legal status of Education grounds and buildings. 3. Develop a five year building plan for the maintenance, upgrading and provision of all Education facilities and resources. 4. Establish a system of identifying and prioritizing resource acquisitions across ECE, Primary and Secondary. 5. Establish a mechanism to ensure external assistance is linked to identified priority needs. 6. Develop a contingency plan to ensure the on going delivery of education services in suitable settings. 7. Develop policies and systems to ensure that equipment is systematically, acquired, maintained and or replaced. 8. Review the technological resources present in the education sector. 9. Establish priorities and develop technological facilities to ensure children, teachers and educational managers have access 	<ol style="list-style-type: none"> 1. Asset register in place. 2. Legal status of education grounds and buildings clarified. 3. 5 year plan for building maintenance proposed, discussed and prioritized by stakeholders and agreed to by Cabinet. 4. Systems for identifying and prioritizing resource acquisition across ECE/Primary and Secondary established and documented. 5. Mechanism established to ensure external assistance is linked to identified priority needs. 6. Contingency plan for delivery of education services developed and documented. 7. Policies written and documented. 8. Review of technological resources undertaken and develop appropriate facilities as a result. 9. Establish priorities of the review undertaken.

Strategic Goal	Strategy	Action	Indicators
		ICT to enable them to function in a global world.	
	<p>To strengthen the working relationships within the education sector with government agencies and other stakeholders.</p>	<ol style="list-style-type: none"> 1. Define lines of communication between members of the education sector. 2. Develop protocols for meetings between sectional heads & directors and DoE and the Minister. 3. Develop a regular schedule of meetings for sectional heads and directors at the beginning of each calendar year. 4. The Department of Education establish a cohesive working relationship with regular meetings with: <ul style="list-style-type: none"> • Internal government agencies. • Government agencies, • Employers • NTDC • External agencies including NGOs, NZ MOE, NZQA, Learning Media and tertiary teaching providers to ensure that education responds to the NISP. 	<ol style="list-style-type: none"> 1. Lines of communication clarified discussed reaffirmed and documented. <ul style="list-style-type: none"> • Lines of communication reviewed as personnel changes. 2. Protocols and procedures for meetings developed by consensus. 3. Develop a schedule of meeting at beginning of the year. <ul style="list-style-type: none"> • Schedule documented & minutes kept. 4. <ul style="list-style-type: none"> • Designated liaison personnel from the Department of Education nominated. • Schedule of meetings as the need arises. • Liaison personnel to meet with other agencies where appropriate. • Liaison personnel reported back to Department.
	<p>5. To promote and develop links between the education sector, parents and the community.</p>	<ol style="list-style-type: none"> 1. Establish mechanisms for genuine consultation and dialogue to ensure parents and community are able to actively contribute to education policy. 	<ul style="list-style-type: none"> • Appropriate mechanisms developed and documented. • Consultation and dialogue between parents and community apparent. • Changes to education policy made where relevant and appropriate.
<p>6. To maintain & monitor systems to ensure effective financial</p>	<ol style="list-style-type: none"> 1. Identify and prioritize the budgetary needs of the education sector. 	<ol style="list-style-type: none"> 1. Budgetary needs discussed prioritized and documented. 2. Process for planning, implementing, evaluated 	

Strategic Goal	Strategy	Action	Indicators
	management.	<ol style="list-style-type: none"> 2. Develop a process for planning, implementing and evaluating the budget. 3. Develop systems to ensure that all funds are distributed equitably and in accordance with established priorities. 4. Ensure that budget provisions are linked to the five year resources plan. 5. Link budget provision to the targeted professional development in each schools action plan. 6. Investigate the implications of maintaining 2 schools. Investigate the cost of relocating ECE and NPS to another site adjacent to NHS. 7. Review school bus contracts. 8. Investigate the establishment and funding of play groups in the villages. 9. Provide funding support to ensure the quality of playgroups for children 0-3. 10. Provide advice if requested to establish a full day childcare facility in Alofi. 11. Monitor and report on financial inputs against expected outcomes including vote education and external funding. 	<p>documented.</p> <ul style="list-style-type: none"> • Personnel responsible. • Time frame applicable. • Mechanism for evaluation of budget. <ol style="list-style-type: none"> 3. Systems developed. 4. Clear links between budget and 5 years resources planned are apparent through documentation. 5. Link between budget provided and professional development undertaken apparent in school records. 6. Investigation completed, recommendations made to Cabinet. 7. Contracts reviewed; new contracts agreed to and signed where appropriate. 8. Investigate completed and recommendation made to Cabinet. 9. Funding support provided to play groups to maintain quality facilities and supervision. 10. Childcare facility. 11. Monitored and report upon documents available.