

# TOKELAU EDUCATION Plan

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TOKELAU EDUCATION SECTOR Strategic Plan

1 July 2008 – 30 June 2014

## FOREWORD

The provision of good quality education for all students is a priority for the Government of Tokelau.

I am pleased to present the Strategy for Education that will take us into the second decade of the 21st century. This strategy is integral to realising the government's commitment to the nation's social and economic development.

The five areas identified in this Strategy that determines the activities for the education sector over the next six years have been carefully considered. Tokelau has a youthful population and therein lies the future of Tokelau. We must therefore be vigilant to provide equitable opportunities for all our young people to be able to achieve to their potential. We must instil in them the desire to learn as well as empower them to be caring, competent and responsible citizens.

We recognise that to achieve the goals in this Strategy we must work closely with the other social development sectors and keep the public informed about the education system.

This Strategy highlights the influence education has on human development. The challenge for Tokelau as is the case for many small Pacific Islands States, is the limited human resource capacity it can draw on for its social and economic development. The Tokelau Education Sector Strategic Plan highlights the influence that education has on human development and the activities the Department of Education plans to carry out to carry out.

Hon. Kuresa Nasau  
Minister of Education

## THE TOKELAU CONTEXT FOR EDUCATION

### Geography

Tokelau consists of three atolls, Atafu – the northernmost, Nukunonu, the central atoll, and Fakaofu, the southernmost atoll. From Nukunonu, Atafu lies 92 kilometres to the north east while Fakaofu lies 64 kilometres south east. Tokelau's closest neighbour is Samoa where its National Public Service is based and where travel and shipment of supplies originate. Tokelau is relatively isolated, where the only means of transport is by sea via Samoa. Tokelau culture is vibrant and the social institutions of society are robust in spite of its economic limitations and isolation.

### Population

The Tokelau Census of Population and Dwellings in 2006 confirmed the resident population of Tokelau as 1,466. This was made up of 1,074 residents present on census night and 392 residents who were absent from Tokelau at that time. Tokelau has a youthful population with a median age of 22 years. There are almost the same number of males and females, with females having a higher life expectancy. Of the usual resident population, there is a noticeable narrowing of the population structure in the 20 to 29 year olds, most likely because of their mobility for reasons such as education or employment outside of Tokelau. A large proportion of the Tokelau population has lived overseas for six months or more and a reasonably high proportion of the population were born overseas.

### Economy and Labour force

Tokelau has a dual economy consisting of a recently established cash economy that sits alongside a subsistence economy of traditional cooperative work and inati system based on the principle of sharing wealth and sharing of village assets and produce. Tokelau's labour force consists of those over 15 years of age. Over half of Tokelau's working age population are in the paid labour force (54.4%). They include those who work for salaries, wages, or worked on goods to sell in the week prior to the census. A further 28.7% are in the unpaid labour force, people who performed unpaid work for the village or family benefit in the week prior to the census. The smallest group or 16.8% are those in the non-labour force or those who did not work the week prior to the census

## Education Key Challenges

Geographically and economically, Tokelau is vulnerable to environmental and economic changes similar to other small island nations of the Pacific. Its geography and relative isolation makes delivery of basic economic and social services very costly and a significant challenge.

In 2006, a review of each of the schools highlighted a series of actions that needed to be carried out to effect improvements in the areas of:

1. Facilities and Equipment
2. Home-school and community partnership
3. School management and organisation
4. Curriculum planning, assessment and resources
5. Monitoring of the quality of teaching and learning
6. Leadership
7. Standards and targets
8. Professional development of principals and teachers; and
9. Intervention and special assistance.

In the area of literacy development, the review noted issues around adequacy and quality of resource materials, teaching techniques, classroom displays, assessments and monitoring of literacy development, using student achievement data for improvement, the involvement of the home and professional development of teachers.

Whilst some developments have occurred in the some areas, for example, the National Curriculum Policy Framework is now in place and guides school level practice in all areas, much remains to be done in each of the areas identified in the review.

Recent consultations (2008) with the villages and an internal self-review within the Department of Education highlighted challenges in:

1. School Governance. In the devolution of public services to the villages (from being centrally administered), school governance was devolved to the Taupulega or village council for each atoll. This means that all decisions regarding teacher

related policies, strategies and issues are the responsibility of the Taupulega. The challenge for the Department of Education has been to ensure the quality of education is not compromised by decisions made or not made by the Taupulega, as the case may be.

2. Capacity. There are a limited number of people to do the work within the Department of Education. The quality of available capacity also does not adequately meet the needs from central department to school level.

3. Teacher related issues. There is a shortage of trained quality teachers. A large number of teachers in the schools are untrained, unqualified or inexperienced.

4. School leadership. There are real issues around the quality of school leadership, associated with the absence of monitoring and evaluation of schools and staff appraisal.

5. Isolation. There are real challenges around the provision of services to schools due to the distances, costs and time for transporting people between atolls. The infrastructure is necessary to address issues of communications for the delivery of good education and establishing an effective monitoring and evaluation system. An effective ICT strategy is required, which establishes the infrastructure and identifies the resource requirements for technical training and support, equipment maintenance and ongoing development costs.

6. Resources. Teaching and learning resources in the Tokelau language need to be developed and produced in a cost effective manner. This is an area that the Department of Education will have to make a financial commitment to, in light of the bilingual policy. There is a shortage of teaching and learning resources which support the new national curriculum, but there is also a wide range of teaching materials in the school, which have been provided by Learning Media and the New Zealand Ministry of Education that can be adapted and used by teachers.

7. Language resources for bilingualism. The bilingual policy requires that teaching from early childhood to year 3 will be in the Tokelau language, and a gradual introduction of English with both languages being used equally by Year 11. There are currently insufficient Tokelau language resources to support teachers in the implementation of this policy. The Department of Education will need to allocate adequate financial and human resources to address this shortcoming.

8. Foundation level of education – ECE to Year 8. Teacher supply at the foundation education level is a challenge for Tokelau given the current low number of trained and experienced teachers in the education system. At this level, teachers need to be fluent Tokelau speakers to be able to deliver the curriculum in both Tokelau and English.

9. Life-skills. An effective and meaningful life-skills programme to address issues such as teenage pregnancy, alcohol and tobacco abuse and lifestyle choices is needed. These issues impact greatly on the lives of young people as well as on the small population of Tokelau. The life-skills programme needs to be integrated into the formal school curriculum and include TVET options which promote lifelong learning as well as links to the non-formal education provisions through programmes run by community groups such as the Fatupaepae, the Aumaga and the Youth and Sports group.

## MISSION AND VISION

Given our context, the mission of the Tokelau Department of Education is to raise educational achievement, promote equality of opportunity and outcomes for all students, and to improve the quality of educational services delivery. The Department of Education will do this through the provision of quality education and equitable opportunities for all students to achieve to their potential. To achieve this outcome our education system will have to undergo many changes some of which will be very challenging.

Our vision is that by the end of this plan period, educational outcomes for students in the early years of their education and in senior secondary and tertiary education will have improved. At the start of the new century, it behoves the Department of Education to have in place policies and strategies that instil in individuals a desire to learn and empowers them to be caring, competent and responsible citizens who value education as a lifelong process.

## CORE FUNCTIONS

An effective education system is critical for the government to be able to achieve its national goals. The education system also makes a contribution to the well-being of families and communities and underpins the nation's social development.

With the devolution of the management, resourcing and governance of schools to each village in July 2004, the Department of Education's role changed to that of lead advisor to the government on the education system. The priorities of the Government of Tokelau determine the planned outcomes for the Department of Education and our role to ensure that the education system provides equitable outcomes for all. We have overall responsibility for shaping the education system so that all learners are affirmed in their indigenous identity, fluent in their mother tongue and are well equipped with skills and knowledge to be good global citizens.

The public is an important contributor to developments in education. Our role is to ensure that the public understands the education system and are consulted and kept informed of any changes as a result of new policies or regulations.

The Education Strategic Plan 2008 – 2013, spans a six year period over which the Department of Education has prioritised activities in five broad areas. Activities are planned in each of these areas to assist the department to fulfil its leadership role in the education sector:

### **1. Human Resource Development**

A key feature of our context is a youthful population with a median age of 22 years, which means that half of our population are under the age of 22 years. This means the demand for basic education programmes in primary and secondary school levels will be an important priority for some time to come. In addition the demand for relevant post school education and training programmes will also be critical to address Tokelau's human resources capacity needs as young people move from formal school to tertiary education and community based activities.

The focus on human resource development for the Department of Education reinforces its role in the area of human development for Tokelau. Human Development is about enriching human lives and the enhancement of human capabilities. Our role in this area includes school level human resource development through building the knowledge, skills and values of students in school to ensure Tokelau has the capacity it needs for the future; developing the knowledge, skills and values of the teaching profession including both principals and teachers; strengthening the knowledge, skills and values in the community

to enable people to live productive, sustainable lives on Tokelau and elsewhere. Education is a social service that contributes to human capital formation. The Department of Education is determined that the limited resources it is allocated contributes to the development of Tokelau.

In the last three years, the Department of Education has made some policy changes and resource redistribution to address inequities in the provision of basic education. The opportunity for all students to continue formal education beyond Year 11 (form 5) and the investment in basic vocational training course provisions at the formal and non-formal education sectors are two areas that were prioritised in the last Strategic Plan period directly related to addressing the issues of inequity and human resource development. The Department of Education plans to consolidate and strengthen the developments in these areas as well as invest more resources at the foundation level of education, particularly in teacher education pre-service and in-service provisions. The key area of human resource development is about enhancing the skills, knowledge and creativity of individuals which equip them to take their rightful place within their families, communities and the world. The three specific sub-themes under this area of development focus on:

#### *Pathways to further education*

The establishment of the senior secondary education programmes within each school in January 2008, utilising USP pre-tertiary courses, was the first step in the department's strategy to promote lifelong learning by opening up opportunities to all students to participate in schooling beyond Year 11. The integration of Technical, Vocational Education and Training (TVET) programmes into the formal and non-formal education sectors was also initiated through the assistance from the Pacific Region Implementation and Delivery of Basic Education (PRIDE) Project. The Department of Education must now consolidate and strengthen the developments in these areas through the provision of quality and effective policy advice, services and resources.

#### *Community-based education*

The Department of Education has a role to play in supporting the development and implementation of training at the community level. Partnerships with Community Based Organisations, such as the Fatupaepae, the Aumaga and the

Sports and Youth groups on each atoll will assist the department to identify courses and training programmes that can be implemented and sustained. Community based education provisions must take into account the needs of students who for various reasons discontinue their secondary education which limits their access to further learning opportunities.

### *Equity and access*

Support through policy advice, resources and services to assist students with special learning and developmental needs to participate in the education system are included in this area of focus. The NZ Ministry of Education Group Special Education team of specialists visited Tokelau in November, 2007 and completed the assessments of students culminating in a report regarding the needs and interventions required for each identified child. The report also made some very pertinent recommendations in specific areas. Work with Group Special Education includes the development of a strategy to address this very important area of education provision.

## **2. Professional Leadership Development**

This area of focus underpins the Department of Education's connection with the school system and its support to teachers and principals. Student achievement is most greatly influenced by the quality of teaching and the relationship between the learner and the teacher. The work by the Department of Education to provide quality resources supports teacher and principal professional leadership in learning and teaching. This includes provisions for curriculum and assessment, materials and resources to support teaching and learning, professional development programmes and relevant policy development and advice.

The Department of Education works with the General Fono, the Council for Ongoing Government, the school sector, families and communities and other key stakeholders to develop and implement strategies. It must therefore take some responsibility in ensuring that its policy advice and professional services is of high quality and reflects the values of the Tokelau Public Service. Its programme of staff professional development should reflect the needs of current personnel as well as target key areas in which the department plans to lead within the public sector.



### **3. Infrastructure Development and Support**

The Tokelau education system is small but it still requires support and maintenance of the same nature and quality as that of bigger and more complex systems. The key priority area of Infrastructure Development and Support comprises of three sub-groups:

#### *Policy development and advice*

Education policy governs the operation of the education system and therefore can directly affect the provision of services and outcomes for all learners. Our role in delivering outcomes which raise the educational outcomes for students and other learners within the education system are sustained through the delivery of effective and relevant policy and advice. The Department of Education will work to develop and establish policies in those output areas delivered in the recent strategic plan period. It will ensure that all output areas prioritised within this current plan are aligned with relevant and up-to-date policies.

#### *School Development and Improvement*

The role of the Department of Education is to provide advice and guidance to the Taupulega in the provision of school buildings, facilities and equipment to meet the curriculum requirements for students at all levels of schooling. It has responsibility for developing national guidelines and curriculum statements and to establish a national professional development programme for teachers. This priority area will include provision of services by the Department of Education to support the governance, management and operation of schools.

#### *Information and Communication Technologies*

Information and communication technologies (ICT) investment to support improved education outcomes is a requirement for Tokelau given the realities of remoteness and irregular transport services. In the absence of a National Digital Strategy, the Department of Education must develop an ICT strategy to guide developments and capital investment with a focus on elements such as connectivity, human capability and confidence building and curriculum content. The Department of Education has begun to investigate how it can collaborate

with existing and potential partners to promote the use of ICT and bring about improved outcomes for students and enhance communication options for communities.

### *Partnerships and Interdependencies*

The Department of Education cannot achieve its planned outcomes on its own. The provision of services, resources and policy advice necessary are complex and in some cases will require the department to work with other sectors within the Tokelau Public Service or external organisations. The social outcomes envisioned are not confined to the work of one department but may cut across one or more sectors. The Department of Education also relies on the services provided by other national public departments such as transport, social services, health and information and communication technology to enable it to fulfil its responsibilities. Partnerships with Pacific regional and international organisations are vital for the department to be able to keep up-to-date with developments and maintain relationships and networks in its areas of interest.

## **4. Tokelau Culture and Language**

A key principle of the National Curriculum Policy Framework (NCPF) is that the curriculum upholds the traditions and values of Tokelau society and affirms the value, maintenance and advancement of Tokelau language. The Department of Education has documented in several of its reports and recommendations to the General Fono, the need for policy decisions and a strategic planning approach to Tokelau language issues to ensure that they are addressed in a principled and systematic way.<sup>1</sup> Tokelau language is important for Tokelau identity, socio-cultural purposes and for developing higher level thinking. The Department of Education has a role in the development and implementation of policies and strategies to establish the Tokelau Language Commission which promotes the status of Tokelau language.

## **5. Research, monitoring and evaluation**

This outcome area focuses on the need for the Department of Education to take a more strategic approach to monitoring and evaluation to inform policy decisions.

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1. Lameta, E, Report of NCPF Translation Workshop, July 2006.

Globally, more and more countries are now focusing on improving monitoring and evaluation at the systems level to assess the progress and results of their education improvement effort. The Department of Education's monitoring and evaluation practices are limited and fragmented. The department reports against its strategic plan and its annual plan and uses this information to determine priorities and financial allocations. More needs to be done in monitoring at the school level so that data collected can be used to improve policy making decisions and the implementation of strategies.

The Tokelau Education Sector Strategic Plan 2008 – 2013 sets out the priorities upon which the work programmes for the Department of Education will be based. Reporting against outcomes will prove to be problematic as the current budgeting system is not outputs-focused. Therefore, regular reporting to stakeholders against set objectives may not include the financial resources utilised but will take on the form of narratives describing indicators which give evidence of improvements that have occurred.

**National Strategic Key Areas:**

- Capacity building and sustainability
- Implementation of economic development initiatives

**Priority Area One:**

**Human Resource Development**

**Priorities for action are ensuring:**

- Alignment of Government of Tokelau Scholarships Scheme, school-based TVET, and community-based education to National Human Development Plan
- Develop and implement a structured cost effective programme to address skills required for the Department of Education
- Develop and implement a teacher supply strategy to meet demands
- Partnerships for community-based education programmes
- Equitable access to all levels of education through effective and realistic pathways to further education and training

GOALS	STRATEGIES	TARGETS	OUTCOMES
1. Government of Tokelau Scholarships Scheme, school-based and community-based TVET addresses national human resource development requirements	1. Review and finalise GOT Scholarships Scheme operating guidelines 2. Assist TPS and OCOG in the development of Tokelau Human Resource Development Plan 3. Integrate National Human Resource Development Plan priorities into GOT Scholarships Scheme selection criteria 4. Complete stakeholder consultations on GOT Scholarships Scheme 5. Implement GOT Scholarships Scheme according to policy	• By 2009, have GOT Scholarships Scheme operating guidelines finalised and published • By 2011, have National Human Resource Development Plan priorities integrated into GOT Scholarships Scheme selection criteria.	• Tokelau communities are well informed about the GOT Scholarships Scheme • GOT Scholarships Scheme processes are fair, transparent and meet future human resource development needs of Tokelau communities

GOALS	STRATEGIES	TARGETS	OUTCOMES
<p>2. Develop and implement a structured cost effective programme to address the skills required for the Department.</p>	<ol style="list-style-type: none"> <li>1. Identify current skills gaps (skills and abilities DOE needs in its staff now, but are either missing or need development)</li> <li>2. Identify future skills gaps (skills and abilities DOE will need in the next two to six years)</li> <li>3. Develop and implement DOE staff professional review strategy</li> <li>4. Identify individual staff learning needs</li> <li>5. Identify minimum competencies expected of staff working at a given level, i.e. skills applicable to most or all of the DOE (may include management and leadership skills general skills, information technology skills, communication skills, job-specific skills)</li> <li>6. Develop and implement a structured cost effective programme to address the skills required for the DOE's current and future needs</li> </ol>	<ul style="list-style-type: none"> <li>• By Jan 2010, review for skills for DOE completed and proposed re-structure approved by General Fono</li> <li>• By July 2010, performance review process integrated into modus operandi of Department of Education</li> <li>• By 2010, develop and implement a structured cost effective programme to address DOE skills needs</li> </ul>	<ul style="list-style-type: none"> <li>• Education sector human resource needs are met and has the required competencies on board</li> <li>• DOE capacity strengthened with increased efficiency in service delivery</li> </ul>
<p>3. Develop and implement a teacher supply strategy to meet demands</p>	<ol style="list-style-type: none"> <li>1. Develop and implement a succession plan for teachers of the Year 12 and Year 13 programme</li> <li>2. Identify teacher supply and demand projections against recent census and current teacher-pupil ratios</li> <li>3. Develop and implement a teacher supply strategy</li> </ol>	<ul style="list-style-type: none"> <li>• Teacher supply strategy developed and ready for implementation by January 2011.</li> <li>• Qualified and experienced Tokelau teachers teaching Year 12 and Year 13 programmes from start of school year 2013.</li> </ul>	<ul style="list-style-type: none"> <li>• Costed teacher supply strategy addresses issues for demand</li> <li>• Adequate numbers of teachers are available for all levels</li> <li>• Efficient processes around teacher recruitment</li> </ul>

GOALS	STRATEGIES	TARGETS	OUTCOMES
<p>4. Increase the number of students who qualify for entry into tertiary undergraduate study courses</p>	<p>1. Strengthen the USP foundation course provisions on Tokelau                  2. Build on progress made for integrating TVET into formal and non-formal sector                  3. Provide career information for students and their families                  4. Provide parent education and support programmes to help them engage with their children                  5. Provide quality and timely assessment information for parents and caregivers which help them to understand and support their children's progress at school                  6. Develop a bank of valid and reliable assessment tools to assess year 9 to Year 11 student progress in literacy, numeracy and life-skills                  7. Develop and implement a learning support programme for at risk students at primary and secondary levels</p>	<ul style="list-style-type: none"> <li>• Increase in number of school leavers finishing school with qualifications for further education or useful livelihood skills</li> <li>• Career information programme in schools by 2010</li> <li>• Parent education and support programme developed and implemented in each school by the end 2009</li> </ul>	<ul style="list-style-type: none"> <li>• Students leave school with potential to participate in further education</li> <li>• Parents and caregivers are well informed about the education system and further education options for their children</li> </ul>
<p>5. Improve opportunities and access to community-based education and training and align to national human resource development plan</p>	<p>1. Review existing community-based education programmes for their impact at household and community levels                  2. Identify and implement courses and programmes which enhance livelihood choices and could be practicably delivered at community level                  3. Identify opportunities to work in partnership with other sectors to provide community-based programmes and training                  4. Establish formal partnerships for education and training with Taupulega and other sectors through mechanisms such as Memorandum of Agreement and cost-sharing.</p>	<ul style="list-style-type: none"> <li>• Complete review of community-based training by Dec 2009</li> <li>• Develop community-based training strategy by Dec 2009</li> <li>• At least two community-based training / programmes implemented each year</li> </ul>	<ul style="list-style-type: none"> <li>• Community-based programmes are relevant, promote self-sufficiency and entrepreneurship</li> <li>• Increased opportunities for livelihood creation</li> <li>• Increased participation in community-based training</li> <li>• Families are self-sufficient and have sustainable cash income</li> </ul>

**National Strategic Key Areas:**

- Capacity building and sustainability
- Provision of quality education services

GOALS	STRATEGIES	TARGETS	OUTCOMES
<p>1. Improve the quality of learning experiences and outcomes for all students</p>	<p>1. Initiate effective early interventions for children identified with special education needs</p> <p>2. Establish and implement Special Education strategy</p> <p>3. Establish and implement assessment of learning strategy including development of tools for bilingual literacy and numeracy assessment</p>	<p>• All teachers use national curriculum statements to inform their teaching practice at all levels of schooling from ECCE to Year 11 by 2009</p> <p>• Develop and implement a Special Education strategy by end 2009</p> <p>• Identify priority list of primary health / education concerns for children by 2009</p> <p>• Establish programme of consultation with villages to increase understanding of special education and gather views to integrate into a strategy by July 2009.</p> <p>• Increase in the number of qualified ECCE teachers across all three schools by 2012</p> <p>• ECCE student profiles are developed and implemented by 2009</p> <p>• Develop and implement assessment strategy by 2009</p> <p>• By 2010, all teachers use assessment tools in reading, writing and mathematics to inform their teaching practice for each student</p> <p>• Develop and implement bilingual assessment tools for literacy and numeracy by end of 2009</p> <p>• Develop and implement revised reporting formats for student learning</p>	<p>• Student programmes are relevant to student needs and consistent with curriculum requirements</p> <p>• Improved school level culture with regard to planning with programmes being coherent from level to level and increased collaboration among staff when planning</p> <p>• Students leave school with qualifications and skills that provides them with good livelihood options</p> <p>• Increased awareness and appreciation of Special Education</p> <p>• Improved equity of access, outcomes and quality of programmes for relevant students</p> <p>• Increase in the number of special needs children enrolled and participating in formal school system</p> <p>• Improved quality of ECCE programmes through improved planning and delivery consistent with NCPF guidelines</p> <p>• ECCE student outcomes enable smooth transition for learning in Year 1 and planning and informs parents on student progress</p> <p>• Improved student outcomes through improved feedback and feed-forward</p> <p>• Systematic collection and use of student achievement data for feedback and feed-forward</p> <p>• Effective school-wide systems (e.g. processes, hardware, software applications) for capturing, analysing and using student achievement data</p> <p>• Improved teacher capacity for assessment and use of assessment results to improve learning</p> <p>• A greater focus on learning in classrooms</p> <p>• Enhanced parental understanding of children's achievement</p>

GOALS	STRATEGIES	TARGETS	OUTCOMES
<p>2. Improve quality and competence of teachers</p>	<p>1. Establish minimum standards for academic and professional competencies for ECE, primary and secondary teachers, subject advisers and lead teachers</p> <p>2. Establish comprehensive pre-service teacher training strategy</p> <p>3. Review and strengthen national professional development programme for principals, subject advisers, lead teachers and subject teachers</p> <p>4. Develop and implement the teacher appraisal process</p>	<ul style="list-style-type: none"> <li>• By 2013, increase the number of Tokelau qualified primary school teachers by 50%</li> <li>• Establish minimum standards for academic and professional competencies for ECE, primary and secondary teachers, subject advisers and lead teachers by 2009</li> <li>• Establish comprehensive pre-service teacher training strategy by 2011</li> <li>• By 2009 professional development strategy established and implemented for principals, subject advisers, lead teachers and subject teachers</li> <li>• Develop the teacher appraisal process by 2009 with full implementation expected by 2010 when all teachers will be annually appraised by the principal or delegated staff member</li> </ul>	<ul style="list-style-type: none"> <li>• An overall increase in the number of qualified and competent Tokelau teachers in the teaching profession</li> <li>• Shared understanding by teachers, school, Taupulega, parents of standards of teacher / subject advisers / lead teachers' performance</li> <li>• Evidence of positive practice change based on the standards at teacher level and at whole school level</li> <li>• Pre-service teacher training strategy is cost effective and is utilised to meet relevant needs effectively – e.g. teachers are trained and the supply of trained teachers is maintained</li> <li>• Improved quality of teaching and learning</li> <li>• Improved capacity of subject advisers and lead teachers to facilitate professional development activities</li> <li>• Improved quality of school leadership</li> <li>• Improved quality of school culture focusing on learning</li> <li>• Improved monitoring and evaluation of teacher quality with results used effectively to make needed changes</li> <li>• Improved stakeholder engagement with school and school-improvement</li> </ul>



GOALS	STRATEGIES	TARGETS	OUTCOMES
<p>3. Enhance management and leadership of schools</p>	<ol style="list-style-type: none"> <li>1. Review devolution of administration and management of schools</li> <li>2. Promote for centralisation of school management under the DOE</li> <li>3. Regularly review School Development Plans</li> <li>4. Establish minimum standards for school principals and senior managers</li> <li>5. Review, strengthen and implement performance review process for principals</li> <li>6. Establish and implement PD and training programme for Principals and senior teachers</li> <li>7. Make available mentoring and advisory services for Principals</li> <li>8. Establish a governance programme for Taupulega and relevant village representatives</li> </ol>	<ul style="list-style-type: none"> <li>• By 2009, complete review of current management of schools by Taupulega</li> <li>• By 2010, all Principals and teachers will be contracted by the DOE</li> <li>• School Development Plans are reviewed annually</li> <li>• By 2009, establish minimum standards for school principals and senior managers</li> <li>• By 2009, review, strengthen and implement performance review process for principals</li> <li>• By 2009, establish and implement PD and training programme for Principals, and senior managers</li> <li>• Make available mentoring and advisory services for Principals by 2010</li> <li>• Establish governance training programme for Taupulega and relevant village representatives by 2010</li> </ul>	<ul style="list-style-type: none"> <li>• Schools are governed and managed very well</li> <li>• Effective DOE, school and Taupulega relations regarding teacher quality</li> <li>• School principals provide good quality teaching and learning leadership</li> <li>• The Taupulega have a clearer understanding of their governance role</li> <li>• Teachers are valued and respected members of the community</li> <li>• Effective and efficient school systems for monitoring teacher quality</li> <li>• Improved capacity of Taupulega and community leaders for school governance</li> </ul>

**National Strategic Key Areas:**

- Capacity building and sustainability
- Improved IT capacity and capability

**Priority Area Three:**

**Infrastructure Development and Support**

Priorities for action are ensuring:

- Effective and relevant policy development and advice
- Support for the governance, management and operation of schools
- Equitable access to quality resources, engaging with and advocating use of information literacy for lifelong learning
- Managed investment in Information and Communication Technologies (ICT) that promotes information literacy and improved educational outcomes
- Effective leadership to positively engage cross-sectoral partnerships
- Ongoing positive relationships and networks with Pacific regional and international organisations

GOALS	STRATEGIES	TARGETS	OUTCOMES
1. Education policies are relevant, up-to-date and reflect government values and principles	1. Review national education policies and identify gaps for which policies need to be developed 2. Develop policies for priority output areas and follow through with process for approval and implementation 3. Ensure criteria for development of policies align with agreed government values and principles	<ul style="list-style-type: none"> <li>• Stocktake of current education policies for priority output areas identified by June 2009</li> <li>• Gap analysis completed to identify schedule for policy review and development for priority output areas by July 2009</li> <li>• National education policies formalised for relevant priority output areas as required and reported on every three years – July 2009, July 2012, etc</li> <li>• Establish criteria for development of policies</li> </ul>	<ul style="list-style-type: none"> <li>• Education policies promote and sustain student achievement and realistically address issues of access</li> <li>• Quality policy advice facilitates strategic level decision making</li> <li>• Schedule for review and update of operational policies in place and followed</li> <li>• Education policies are widely understood by stakeholders</li> <li>• Criteria for development of policies align with agreed government values and principles</li> </ul>

GOALS	STRATEGIES	TARGETS	OUTCOMES
<p>2. Schools are well managed and supported by an effective governance structure</p>	<ol style="list-style-type: none"> <li>1. Establish minimum standards for monitoring and evaluation of school performance annual reviews</li> <li>2. School Development Plans are implemented and reviewed annually</li> <li>3. Establish and implement monitoring and evaluation of all schools to produce a School Report Card as part of the Monitoring and Evaluation Strategy</li> <li>4. Develop and implement ongoing governance training for Taupulega and School Committee</li> </ol>	<ul style="list-style-type: none"> <li>• By Dec 2009 establish minimum standards for monitoring and evaluation of school performance annual reviews</li> <li>• School Development Plans are reviewed and updated annually</li> <li>• Performance review of principals carried out annually and reported back to each Taupulega</li> <li>• School Report Card for each school available to all stakeholders by March each year</li> <li>• School Management and Governance Manual completed by end of 2009</li> <li>• Develop and implement ongoing governance training for Taupulega and School Committee by end of 2009</li> </ul>	<ul style="list-style-type: none"> <li>• School Development Plans are implemented and reviewed annually</li> <li>• Improved performance by school principal</li> <li>• Establish and implement monitoring and evaluation of all schools to produce a School Report Card as part of the Monitoring and Evaluation Strategy</li> <li>• The School Report Card shows improvement over time for the areas included in the school report card</li> <li>• Effective school management and governance making use of the guidelines in the Manual</li> <li>• Parents and community members have confidence in their local school and the education system</li> </ul>
<p>3. Information Communication Technology (ICT) utilised to enhance learning opportunities for all students</p>	<ol style="list-style-type: none"> <li>1. Develop ICT Strategy for education sector</li> <li>2. Work collaboratively to explore potential partners in the provision of more sustainable connectivity solutions for all three schools and USP Centres</li> </ol>	<ul style="list-style-type: none"> <li>• ICT Strategy developed by 1 July 2009</li> <li>• Reliable and secure internet services available for schools and USP by July 2010</li> <li>• Work collaboratively to explore potential partners in the provision of more sustainable connectivity solutions for all three schools and USP Centres</li> <li>• Explore opportunities to extend USPnet services in all three USP Centres by July 2010</li> <li>• Develop and implement OLPC pilot by beginning of 2009</li> </ul>	<ul style="list-style-type: none"> <li>• Internet services to school and USP Centres are reliable and secure</li> <li>• ICT utilised by teachers and students to access teaching and learning resources</li> <li>• USPnet available in all three atolls</li> <li>• OLPC pilot is effective in meeting proposed objectives</li> </ul>

GOALS	STRATEGIES	TARGETS	OUTCOMES
<p>4. Work collaboratively within TPS and with international organisations to progress the department's vision for education in Tokelau</p>	<p>1. Identify initiatives requiring education to work closely with other TPS departments</p> <p>2. Develop MOA with TPS departments to formalise work programme and responsibility details</p> <p>3. Explore opportunities to extend USPnet services and strengthen relationship with USP together with other small Pacific Island States to address issues related to the provision of quality education</p> <p>5. Continue to foster and strengthen relationship with regional and international education organisations</p>	<p>• By 2010, MOA with TPS departments to formalise work programme and responsibility details formalised</p> <p>• Health promoting schools pilot initiated by start of school year 2010.</p> <p>• Opportunities to work together with other small Pacific Island States to address issues related to the provision of quality education are identified and utilised by 2011</p> <p>• Relationship with regional and international education organisations active and maintained</p>	<p>• Increased collaboration with other TPS departments through cost sharing and implementation of relevant initiatives</p> <p>• Lessons learned from inter-country attachments and collaboration enhance Tokelau development</p> <p>• Director of Education leadership of the sector obvious in her contribution to TPS development</p> <p>• Increased and improved networks with regional and international organisations</p>
<p>5. Establish equitable access to quality resources, engaging with and advocating the use of information literacy for lifelong learning</p>	<p>5. Establish and implement curriculum resource and teaching material procurement / production strategy</p> <p>6. 2. Refurbish school libraries as open and accessible learning centres to the whole community</p> <p>7. 3. Train librarians</p> <p>8. 4. Develop and implement strategy to promote information literacy in the homes</p>	<p>• Develop and implement curriculum resource and teaching material procurement / production strategy by 1 July 2009</p> <p>• Refurbished libraries / learning centres are functional by early 2010</p> <p>• Trained librarians in school libraries by January 2010</p> <p>• Information literacy strategy developed and implementation started by 2010.</p>	<p>• Increased availability of quality resources in schools</p> <p>• Increased access by community to information literacy materials either hard copy or digital</p> <p>• Trained librarians in libraries by 2011</p> <p>• Improved information literacy outcomes for students and community members</p>

**National Key Areas:**

- Provision of quality education services
- Cultural and Language Retention and Development

Priority Area Four:

**Tokelau Culture and Language**

Priorities for action are ensuring:

- National curriculum upholds traditions and values of Tokelau society
- A nationally coordinated approach to strengthen Tokelau language status and sustainability

GOALS	STRATEGIES	TARGETS	OUTCOMES
1. Teachers competent in Tokelau language and culture for teaching and learning  2. Ensure that all children are literate in Tokelauan and able to use it for academic, cultural and social purposes	1. Establish minimum standards in Tokelau language for teachers to be able to effectively use it for teaching and learning purposes 2. Develop and implement professional development strategy for teachers to be able to use Tokelau language as a medium of instruction  1. National policy on Languages and Bilingualism is implemented throughout all schools 2. Develop and implement a national programme for senior school cultural and sports exchanges 3. Work with Statistics Dept to develop appropriate tools to measure Tokelau language usage amongst the population	<ul style="list-style-type: none"> <li>• All teachers from ECE to Year 13 are highly proficient in teaching Tokelau and using Tokelau for instruction by start of the school year 2014.</li> </ul> <ul style="list-style-type: none"> <li>• All teaching programmes conform to the Bilingual Language Policy across all core subjects by the start of 2012</li> <li>• Tools for measuring Tokelau language usage amongst the population are developed and integrated into Census for 2012</li> <li>• National programme for senior student cultural and sports in place by 2010</li> </ul>	<ul style="list-style-type: none"> <li>• Tokelau language valued and used appropriately in all learning and teaching programmes according to the Bilingual Language Policy</li> <li>• Children leave school literate in Tokelauan and able to use it for social, cultural and academic purposes</li> <li>• Children and young people have a strong sense of their identity as Tokelauan and able to contribute positively to their community</li> </ul>

GOALS	STRATEGIES	TARGETS	OUTCOMES
<p>3. Develop and implement Tokelau language resource production / procurement strategy</p>	<p>1. Identify content and nature of materials for resource development using curriculum documents and Culture and Heritage Strategy, content, student materials, teaching materials, references, types, print, multimedia and digital</p> <p>2. Establish costs and implement processes for development: writers, translators, quality assurance, illustrators, publication, timeline</p> <p>3. Establish and implement training for introducing materials into classrooms</p>	<p>• Tokelau language teaching, resources development and procurement strategy implemented by start of 2010</p>	<p>• Teaching resources are available in Tokelau language for all curriculum areas</p>
<p>4. Tokelau Language Commission is established</p>	<p>5. Gather information from established Language Commissions for other Pacific regional countries</p> <p>6. Develop and cost a number of models for Tokelau Language Commission including structure, TORs, space and legislation</p>	<p>• Tokelau Language Commission established and operational at the start of 2012</p>	<p>• Tokelau Language Commission is operational and fulfilling its mandate</p>

**National Key Areas:**

- Capacity building and sustainability

**Priority Area Five:**

**Research, monitoring and evaluation**

Priorities for action are ensuring:

- Research, monitoring and evaluation informs all policy decisions
- Improved national monitoring and evaluation system
- Efficient EMIS is available for monitoring and evaluation

GOALS	STRATEGIES	TARGETS	OUTCOMES
<p>1. Monitoring and evaluation of student and achievement and school management</p>	<p>1. Bilingual literacy development monitored and evaluated against aims and objectives of language policy                      2. Establish achievement standards and monitoring procedures which can be systematically and regularly carried out to measure student achievement                      3. School reviews carried out to evaluate school management systems and all aspects as required for the School Report Card                      4. Implement monitoring mechanisms pertaining to language and literacy and numeracy development of students against national standards</p>	<ul style="list-style-type: none"> <li>• National standards for literacy and numeracy are identified and approved by 2009</li> <li>• First School Report Cards available for each school by Term 3, 2009.</li> </ul>	<ul style="list-style-type: none"> <li>• Research-based decision-making becoming a feature of DOE's operations</li> <li>• M&amp;E reports provide effective responses to national and international requirements</li> </ul>

GOALS	STRATEGIES	TARGETS	OUTCOMES
<p>2. Develop and implement an efficient EMIS to support monitoring and evaluation and policy development</p>	<ol style="list-style-type: none"> <li>1. Review existing information system and processes for data analysis and reporting</li> <li>2. Identify, cost and implement an efficient EMIS system to meet purposes for information including student achievement databases</li> <li>3. Produce analytical reports using data</li> </ol>	<ul style="list-style-type: none"> <li>• An effective EMIS is functional by 1 July 2009</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence-based decision making a feature of DOE's operations</li> </ul>
<p>3. Use monitoring and evaluation to improve policy making decisions and delivery of programmes</p>	<ol style="list-style-type: none"> <li>1. Evaluate the existing systems and practices at the school governance and operations levels</li> <li>2. Develop and implement Monitoring and Evaluation Framework</li> <li>3. Review and revise policies using findings</li> </ol>	<ul style="list-style-type: none"> <li>• Research capacity available to support research M&amp;E as needed</li> <li>• National monitoring and evaluation framework established by 2011</li> </ul>	<ul style="list-style-type: none"> <li>• M&amp;E Reports provide effective responses to national and international requirements</li> <li>• Improved DOE capacity to understand and use research findings and to implement M&amp;E procedures</li> </ul>