



Ministry Of Education

Male', Maldives

# Improving Educational Quality; Action Plan for Reaching O'level Targets

Educational Quality Series 1



*Educational Supervision and Quality  
Improvement Division*

March 2010

## Introduction

The improvement of results is a complex task characterized by many variables; the most important being the changes brought about at the classroom level by individual teachers and schools.

According to a report published by the World Bank<sup>1</sup> Cross country comparisons suggest that student achievement, as measured by test scores, is positively correlated with:

- Administration of schools at the intermediate (rather than the central) level
- School autonomy over process and personnel decisions
- Incentives for individual teachers
- Teacher-selected teaching methods
- Limited influence of teacher unions
- National assessments
- Parental involvement

Another article published by the World Bank<sup>2</sup> noted the following:

- Teacher quality strongly influencing student outcomes.
- That just adding resource does not have much effect on teacher quality.
- That there is growing evidence that changing the incentives in schools has an impact
- Successful systems align rewards with outcomes
- That increased local decision making or local autonomy, coupled with accountability can facilitate these improvements

The following action plan therefore follows the above mentioned principles. It is recognized here that change that is sought here, will not be possible unless otherwise all the stakeholders are on board and working towards achieving these goals. For this to happen, a collective effort

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<sup>1</sup> Hanushek, E.A. and Wößmann, L. (2007) *Education Quality and Economic Growth*, The World Bank Institute, Washington D. C.

<sup>2</sup> Vegas, E. and Petrow, J (2003): *Raising Student Learning in Latin America: The Challenge for the 21<sup>st</sup> Century*, The World Bank, Washington D.C.

needs to be put in place to communicate the nationally set targets and empower school heads so that they work towards meeting these targets and are held accountable to meet them.

***Current situation:*** In 2009, there was an overall increase in the pass percentage (A-C) of 5%, when the target for 2009 was an increase of 7%. with this increase, the pass percentage for children passing in 5 or more subjects is at 32%.

The pass % of 5 subjects (A-C), disaggregated by province is as follows:

Upper North	22
North	22
North Central	13
Central	25
South Central	17
Upper South	28
South	40
Male'	55

According to the above statistics, the schools in the North Central province and South Central Province need special attention, more so than others.

**GOAL 1:** (Immediate) to increase the pass percentage of students sitting in 5 subjects or more (A-C) in the GCE O levels/IGCSE/SSC exams from 32% in 2009 to 40% in 2010.

**GOAL 2:** (Immediate) to reduce the percentage of Us the students get in the GCE O levels/IGCSE/SSC by 5% in 2010.

**GOAL 3:** (Intermediate): to increase the pass percentage of students sitting in 5 subjects of more (A-C) in the GCE O levels/IGCSE/SSC exams to 60% or more by 2013

The following action plan has been developed to achieve these goals:

Target Group	Objectives	Activity	Time frame	Responsible person	comments
Student	Encourage student self responsibility	Set individual targets	By the end of first term	Subject teachers, parents & students	SMT to monitor & give feedback
	Encourage students to seek support	Create study plans	By the end of first term	students & mentor teacher	Schools to report to provinces/ provinces to monitor & give feedback
		Ongoing conferencing schedule with a mentor	April - October 2010	students & mentor teacher	
		Support learning activities	April - October 2010	School board / students/ SMT	Peer learning groups/ study groups/ brainstorming/ shared presentations/ individual conferences/ self analysis of test questions & work etc.

Target Group	Objectives	Activity	Time frame	Responsible person	comments
Teachers	Identify areas in need of improvement	conduct a SWOT analysis	ongoing/immediately after the first term test	Leading teachers	To create individual student profiles
		evaluation of student performance in individual subjects		Leading teachers	
		1st term test evaluation			
		preparation for student performance profile		Teachers	Needs to be regularly updated and individual student targets need to be evaluated
		Action plan based on the analysis		Teachers/students	Leading teachers to monitor it
	Identify the strengths and weakness of teaching and learning strategies	self evaluation of teacher performance in subject areas/set targets		Teachers	Curriculum, methods of teaching
		peer observations		Teachers	Leading teachers to prepare schedule
		peer teaching		Teachers	Observe lessons and give constructive feedback
		Develop an assignment bank for all students	on going	Teachers/leading teachers	Head of school to monitor the teachers/province education units to monitor heads
	Develop subject area goals for each grade	Identify students needing remedial and re-adjustments and cater to them		Teachers	
		Carry out enrichment classes and remedial activities		Teachers	

		Develop individual intervention (learning) plans		Teachers and parents	Learning plans to include special literacy and numeracy components, where necessary and TVET and alternate curriculum choice for students
	Involve parents as partners in teaching and learning	Plan and implement a schedule for feedback to parents on the progress made towards achieving the set goals	ongoing and scheduled	Leading teachers	Ongoing and scheduled
	Build team work amongst the teachers	Conduct regular meetings with all teachers to discuss about students performance and (if and where necessary) formulate new targets	ongoing and scheduled	All teachers	Head of school to facilitate/assign a leading teacher
	Teachers and school management	Involve parents in teaching and learning			
		invite specialist from outside to conduct seminars and study circles	ongoing and scheduled	Principal	
		upgrade teaching competencies through interaction of peers and subject specialists at school level	ongoing and scheduled	Principal	Need to provide the teachers with opportunities like teachers' forums etc.
	Setting directions for students	Set targets with students	end of March	Teachers, students & parents	Monitor student target setting at province level and at ESQID
		Conduct action research		teachers	Learning styles etc.
	Motivate the students	Introduce to the classroom innovative learning strategies where there is more involvement by the students in their on learning	Beginning of first term after the half term break	Teachers	Monitoring by principal and leading teachers

Target Group	Objectives	Activity	Time frame	Responsible person	comments
Parents	Motivate their child to perform better	Provide a suitable learning environment for the children at home.	throughout the year	Parents	School to provide the necessary guidelines
		Provide necessary resources for the children.	throughout the year	Parents	Past papers etc.
		Ensure that their children are well-fed at all times			Special attention should be given to feed them a good breakfast and nutritious food
	Support and monitor their child's learning	Have discussions with the children to identify their difficulties and concerns.	throughout the year	Parents and students	School to provide guidance on this
		Monitor whether the children follow the study plan and report to the respective subject teachers.	throughout the year	Parents and teachers	Facilitate this by setting relevant dates
		Meet or call the subject teachers at least once a week and discuss how the child is doing at home as well in school	throughout the year	Parents and teachers	Ask and clarify about the plans of the school for improving results.
	Be better informed on an ongoing basis on their child's progress	Build a better relationship and good rapport with the school, and the student's teachers	throughout the year	Parents	School to facilitate this
		Know your child's targets and goals, and the progress your child is making towards achieving them	throughout the year	Parents	School to facilitate this
	Re-assess the students' performance	Initiate discussions with the child and the school to discuss other options if the child is not achieving the set targets	twice a term	Parents and teachers	School to facilitate this

Target Group	Objectives	Activity	Time frame	Responsible person	comments
School Head	Set direction	Set clear shared goals	Immediate	Principal	Performance targets for the whole school and individual subjects
		Build social networks and structures that enable goal achievement	On-going and scheduled		Hold networking activities
	Motivate the staff	Be personally involved in instructional supervision and support	Immediate and ongoing		Schedule observation of classes
		Conduct planned, organised and targeted programmes to build teacher capacity	Immediate and ongoing		Could do a needs analysis of areas needing PD input for teachers
		Base the school culture on care and welfare principles, where the staff feel cared for	immediate		Discuss school culture with entire school
	Support staff via resources etc.	Provide the resources for achieving the set targets	immediate and ongoing		Ensure that these resources are fully utilised
	Get everyone on board	Reach out to all stakeholders and motivate them to work for the set target	Immediate and ongoing		Need to communicate the targets to the entire school community and involve them in the work towards achieving it.
		Work with parents and other groups outside the school to reach the school targets	On-going		
	Competency with the curriculum	Hold activities where the school head and others discuss curriculum outcomes	On-going		



Target Group	Objectives	Activity	Time frame	Responsible person	comments
School Board and PTA	Create a mutual understanding of parent involvement in the school	Invite parents to frequent and meaningful and informational workshops/sessions	On-going	School Board /SMT	Make a strategic plan for school based interventions, incorporating all the mentioned elements
	Create awareness among the parents about the importance of education	Plan and conduct parent teacher meetings, workshops and sessions	On-going		School to facilitate
	Strengthen the infrastructure of the school-resources/ICT	Monitor the current situation and draw-up a plan and communicate it with the province	On-going		
	Conduct programmes to upgrade resources, and the maintenance of building	Design programs with NGO or government agency support to raise funds	On-going		Seek funding opportunities and support opportunities
	Make the parents aware of students learning	Consult parents in small groups to discuss teacher/student/SMT issues	On-going		School to facilitate
	Provide training for teachers	Raise funds in order to conduct training programmes for teachers	Scheduled and on-going		

Target Group	Objectives	Activity	Time frame	Responsible person	comments
Province	Develop school management staff	Conduct workshops for the head of the schools	March20-October31	Province Education Unit	
		Create dialogue with the school heads about raising standards	On-going and scheduled	Province Education Unit	
	Develop teaching staff	Conduct workshops for the teachers	March20-October31	Province Education Unit	
		Do a needs analysis of the province on the scope of PD	By the end of April	Province Education Unit	TRCs to be a major partner in implementation
	Develop a network system	Share best practices through emails, fax, phone etc.	March20-October31	Province Education Unit	
	Accountability mechanism	Collect weekly reports, provide necessary suggestions and feedbacks	March20-October31	Province Education Unit	TRCs to be a major partner in implementation
		Build a supervision team and supervise the schools	May01-October31	Province Education Unit	Begin with the lowest performing schools
		Conduct a national Assessment of Student Achievement Levels and share the results and work out action plans at the province level	June/July	Province Education Unit	
	Share resources and skills	Partner schools based on performance	May01-October31	Province Education Unit	Partner high performing schools with struggling schools
		Monitor teacher performance quality and termination		Province Education Unit	
		Seek performance data from E-section and use it to judge how to improve results		Province Education Unit	E section to orient the province heads

Target Group	Objectives	Activity	Time frame	Responsible person	comments
ESQID	Mandate school heads to develop strategies to improve standards	Coordinate with the school head and facilitate in developing the school development program for grade 10	End of March	Person in charge in ESQID	Minister to send a policy statement regarding this
	Ensure that province heads monitor and support the school development planning process	Set up a monitoring tool to update the information of the school's development program and provide feedback to both the school head and province head	Effective from end of half-term	TEAM ESQID	Minister to send a policy statement regarding this
		Coordinate with the province head to monitor the activity carried out in the school related to the development program of grade 10	March - October 2010	Person in charge of the region	Minister to send a policy statement regarding this
		Train province level supervision teams	March - June	Supervision Team at ESQID	
	Support Schools in their development work	Call/visit schools and closely monitor and support in their daily development activities	March - October 2010	Person in charge of the region	
		Train leading teachers for self-evaluation of schools using Child-friendly Baraabar School Indicators	March - October 2011	QI Team at ESQID	
		Start the <i>Adopt a School</i> programme by identifying professionals who are willing to work with low performing schools as their mentor	Immediately	ESQID	
	Accountability mechanism	Monitoring of this intervention plan	On-going		

Target Group	Objectives	Activity	Time frame	Responsible person	comments	
Other sections of MOE	Assure that all basic facilities are available in the school	Check schools through the province.	By the end of April	G. Section, physical facilities/provinces/schools	Single session schools need importance in terms of additional furniture/classroom	
	Ensure that required number of teachers are available	Conduct continuous monitoring of teacher placements and respond to needs	On going	D. Section (Human Resource)		
	Provide necessary performance data to provinces	Make data available and accessible	On going	E. Section (Planning)	Need to train others to use data for planning at various levels	
	Facilitate the smooth running of the schools	Get resources for the schools		On going	SA. Section	
		Place and support school heads for increased achievement results				Understand the school and island culture
		Fire-fight				
		Establish a zero - tolerance attitude towards heads of non-performing schools				Establish a system where rewards are there for outcomes and non-performing school heads are made accountable
		Develop standard operational procedures for various functions of the school				
	Liaise with ESQID to target under performing schools	Organise, design and implement specific intervention programmes (PD) to increase pass percentage and decrease Us		Immediate	CCE	Re-deploy personnel for this activity
		Conduct i-radio programmes targeting all stakeholder groups towards achieving results		On going	EDC	
	Ensure resource availability for various curriculum interventions	Create intervention resources and fun activity based learning and review resources targeting mixed ability groups and deploy them to target schools	Immediate	EDC	Work with ESQID on schools to be targeted	

Target Group	Objectives	Activity	Time frame	Responsible person	comments
Minister of Education	Enhance student employment opportunities	Develop relationships with ministries and public which can support work-study programs	Immediate		Private businesses, foreign companies, banks, etc.
	Advocate for volunteer programs	Emphasize volunteer group tuition model over private tuition model especially for crisis and financially limited students	Immediate		Encourage parents and the public to volunteer tutor and assist in targeted schools
	Enforce rigorously the educational mission statement of 2010	Call supervision culture of MoE, provinces, and schools into accountability	Immediate		Get these parties together for discussion and goal setting for self- and outside accountability procedures
	Determine what changes need to be made for the future	Do a needs analysis/evaluation of the whole sector/part by part and implement the necessary changes required	Begin immediately with 6 month diagnosis evaluation		Outside diagnostics professionals or consultancy group
	Target student options for those who do not sit the exams	Design a policy on conducting student study programs which will excite and involve students in a sustainable future	Immediate	Involve students, businesses and NGOs	Develop a policy and communicate it to everyone
	Educate the public	Be more visible to the public with regards to giving the message to the school heads and the general public	Immediate		Radio, television interviews, pamphlet
		Develop a behaviour change strategy to implement the necessary changes	Immediate		Outside consultancy group
	Improve school results through motivational strategies	Introduce reward and incentives system e.g. Best teacher medal, staff development training opportunities for performing teachers etc. Incentives to include; providing special accommodation to teachers, to work towards establishing a more attractive salary scale for teachers, etc.	Immediate		Determine what teachers and schools want

## References

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Robinson, V., Hohepa, M. and Lloyd, C. (2009) *School Leadership and Student Outcomes: identifying What Works and Why Best Evidence Synthesis Iteration*, New Zealand, Ministry of Education

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