



TUVALU DEPARTMENT OF EDUCATION

STRATEGIC PLAN 2006 - 2010

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Our Vision

Quality education for sustainable living for
ALL



Provide and sustain excellence in education for
ALL



Our Mission

Our Objectives

The things the Department must achieve to be successful in our mission and make significant progress towards our vision

1. Curriculum and Assessment

Provide relevant and responsive curriculum and assessment system which addresses all areas of learning in order to prepare Tuvaluan for their social, economic and civic roles within the community. Ensure pride in the Tuvalu culture and languages and have a clear sense of their national identity while also recognizing the increasing global environment in which they live and work.

2. Increase student participation by ensuring access and equity for students with special needs

Children of Tuvalu will be provided with access to education and training that can lead to the completion of Form 6 or its equivalent. Programs will be provided to ensure vulnerable students, including those from low socio-economic background, urban groups, those in remote and isolated areas, those with disabilities, female students, and school dropouts and pushouts. Provide learning options and pathways to support students to be lifelong learners and to recognize and

respond to diverse learner needs, learning styles and further learning and employment aspirations.

3. Improving the quality and efficiency of management

The quality and effectiveness of leadership, management and administration in education are of critical importance to effective teaching and learning. Our constant focus must be on quality improvement in educational provision and be accountable and transparent in what we do.

Monitoring and evaluation

A focus on quality and standards will help to ensure that our educational provision supports the best possible outcomes for all students. It is only through monitoring and evaluation that we can identify our strengths and weaknesses and work towards their improvements with the ultimate goal of providing quality education for all.



Resources, assets and facilities

Quality teaching and learning resources supported by safe and well maintained equipment and facilities contribute to the quality of learning that takes place in the school. It is our prime responsibility to address inequity in the distribution of resources and to ensure a safe and healthy learning and working environment for our children and teachers.



4. Human Resource Development

Our teachers are the core of our education system and they carry the primary responsibility for the quality of teaching and learning in our schools. Improving the quality of education depends on first improving the recruitment, training, social status and condition of work of teachers. They need the appropriate knowledge and skills, professional prospects and motivation if they are to meet the expectations placed on them.



Student working hard

5. Strengthen community partnerships and develop a culture of working together

Strategic partnership and effective collaboration will support learning outcomes. Encourage collaboration between DoE and the communities, industries and donor agencies to ensure optimum benefits to education.

Strategic Plan Outcomes and Strategies

Objective and Performance Indicators

OBJECTIVE 1: CURRICULUM AND ASSESSMENT

OUTCOMES	STRATEGIES	PERFORMANCE INDICATORS	FUNDING SOURCE	RESPONSIBILITY
1.1 Curriculum reform				
1.1.1 Establish a National Curriculum Framework	<ul style="list-style-type: none"> • Review existing curriculum for all sub-sectors: ECE, Primary, JSS, Secondary and post-Secondary • Develop Curriculum Framework for all sectors • Conduct in-service training for teacher in-servicing • Introduce the New Curriculum Framework in schools • Implementation of the Curriculum Framework nationwide • Conduct stakeholders workshops on all islands 	<ul style="list-style-type: none"> • Existing curriculum reviewed and aligned with CF • CF for all sub-sectors completed • In-service training for teachers conducted • CF implemented nationwide • Workshops conducted 	<p>Donor</p> <p>Donor</p> <p>Donor</p> <p>MES</p> <p>Donor/MES</p>	<p>DOE</p> <p>DOE</p> <p>DOE</p> <p>DOE/Kaupule</p> <p>DOE/Kaupule</p>
1.1.2 Establish national curriculum guidelines for Early Childhood Education (ECE)	<ul style="list-style-type: none"> • Review the role of the National Pre-school Council (NPC) • Select Council members and prepare TOR • Overseas study tour • Develop curriculum guidelines • Develop teacher learning and resource kits • Develop teacher training materials • In-service training for teachers • Introduce new curriculum guidelines in Pre-schools • Annual stakeholder workshops 	<ul style="list-style-type: none"> • NPC roles reviewed • TOR developed • Study tour report submitted and report recommendations actioned • Curriculum guidelines developed • Learning and resource kits developed • Teacher training materials developed and teacher training conducted • New curriculum guidelines introduced • Stakeholders workshop conducted 	<p>MES</p> <p>Donors</p> <p>Donor/MES</p> <p>Donor</p> <p>Donors</p> <p>MES</p> <p>Donor</p>	<p>DOE</p> <p>2 DOE Officers</p> <p>TA/DOE</p> <p>TA/DOE</p> <p>TA/DOE</p> <p>TA/DOE</p> <p>DOE/NPC/Kaupule</p>
1.1.3 Review National Curriculum Guidelines for primary curriculum	<ul style="list-style-type: none"> • Align existing curriculum to National Framework • Impact assessment of effectiveness of primary curriculum • Ongoing professional development of all teachers • Professional development for Classes 7 and 8 teachers • Support for existing primary curriculum PD Handbook 	<ul style="list-style-type: none"> • Primary curriculum aligned to National Framework • Assessment conducted and relevant recommendations actioned • PD on curriculum for all teachers conducted • Special skills based training for transition years completed • Primary PD Handbook in-serviced 	<p>Donor</p> <p>Donor</p> <p>Donor/MES</p> <p>Donor</p> <p>Donors/MES</p>	<p>TA/DOE</p> <p>TA/DOE</p> <p>TA/SPBEA/DOE</p> <p>TA/DOE</p> <p>TA/DoE</p>

OUTCOMES	STRATEGIES	PERFORMANCE INDICATORS	FUNDING SOURCE	RESPONSIBILITY
<p>1.1.4 Review and localize the current Junior Secondary School curriculum in the following subject areas:</p> <ul style="list-style-type: none"> • <i>English</i> • <i>Mathematics</i> • <i>Social Science</i> • <i>Basic Science</i> • <i>Technology</i> • <i>Commercial Studies</i> • <i>Home Economics</i> • <i>Physical Education</i> • <i>Tuvalu Studies</i> • <i>Religious Studies</i> • <i>TVET programs</i> 	<ul style="list-style-type: none"> • Study tour – JS options • Examine possibility of localizing Fiji Junior Certificate (FJC) to Tuvalu Junior Certificate (TJC) • Establish and train subject working committees to review and localize the existing Junior Secondary curriculums to meet the needs of Tuvalu and align to the NCF • Develop curriculum guidelines • Develop teacher learning and resource kits • Review and further develop professional development materials • Ongoing liaison with the Fiji Ministry of Education during transition 	<ul style="list-style-type: none"> • Recommendations of the study tour considered • Recommendations for transition considered • Subject Working Committee established and training conducted • Curriculum guidelines developed • Resource kits developed • PD materials reviewed and developed • Ongoing liaison with Fiji MoE 	<p>Donors/PRIDE</p> <p>MES</p> <p>Donors/MES</p> <p>Donors/MES</p> <p>Donors/MES</p> <p>MES</p>	<p>DOE/PRIDE</p> <p>DoE/SPBEA/Fiji MoE</p> <p>TA/DoE</p> <p>TA/DoE</p> <p>TA/DoE</p> <p>TA/DoE</p> <p>DoE/Fiji MoE</p>
<p>1.1.5 Establish national curriculum guidelines for Senior Secondary</p>	<ul style="list-style-type: none"> • Overseas study tour • Conduct feasibility study of the following options: <ul style="list-style-type: none"> - Examine links with USP's Augmented Foundation Program - Re-examine introduction of SPBEA Form 7 at Motufoua Secondary - Investigate trade accreditation with off-shore institutions (eg FIT franchise) - Review curriculum guidelines for Forms 5 and 6 in light of above • Develop teacher learning and resource kits • Develop teacher professional development materials • Introduce new curriculum guidelines at Motufoua Secondary • Annual stakeholders workshop (refer 1.1.2) 	<ul style="list-style-type: none"> • Relevant recommendations of the tour group considered • Relevant actions taken • Resource kits developed • Ongoing PD for teachers conducted • Curriculum guidelines introduced • Stakeholder workshops conducted 	<p>Donors/PRIDE</p> <p>Donors</p> <p>Donors</p> <p>Donors/MES</p> <p>MES</p> <p>Donors</p>	<p>DoE</p> <p>TA/DoE</p> <p>TA/DoE</p> <p>TA/DoE</p> <p>DoE</p> <p>TA/DoE</p>

OUTCOMES	STRATEGIES	PERFORMANCE INDICATORS	FUNDING SOURCE	RESPONSIBILITY
1.1.6 Re-introduce school broadcasting program	<ul style="list-style-type: none"> Attachment to School Broadcast Unit (Fiji MoE) Workshop for material production 	<ul style="list-style-type: none"> Report submitted and relevant recommendations actioned Radio Broadcast Program developed 	<p>Donor</p> <p>Donors/MES</p>	<p>DoE</p> <p>DoE/TMC</p>
1.1.7 Integrate across the curriculum perspectives	<ul style="list-style-type: none"> Examine the possibility of integrating the following areas across the curriculum eg: <ul style="list-style-type: none"> ICT HIV/AIDS Environment Health Promotion School Entrepreneurship Education Human rights (CRC) Vernacular languages Values Education Inclusive Education 	<ul style="list-style-type: none"> Clear curriculum statements for integration in relevant subject areas 	<p>JICA</p> <p>WHO</p> <p>PRHP</p> <p>SPREP</p> <p>SOPAC</p> <p>PFIS</p> <p>UNICEF</p> <p>UNESCO</p> <p>PRIDE</p> <p>MES</p>	<p>DoE</p> <p>Other relevant Ministries</p> <p>NGOs</p>
1.2 Strengthen Literacy Outcome				
1.2.1 Re-introduce in-country TEFL course for primary teachers [current curriculum]	<ul style="list-style-type: none"> Source TEFL course materials Conduct in-country workshops Conduct an evaluation of teacher-student activities 	<ul style="list-style-type: none"> Production of updated course materials Workshops conducted Evaluation conducted 	<p>Donors/MES</p> <p>Donors/MES</p> <p>Donors/MES</p>	<p>TA/DoE</p> <p>TA/DoE</p> <p>TA/DoE</p>
1.3 Assessment for Learning				
1.3.1 Improve school based student assessment	<ul style="list-style-type: none"> Review student assessment policy and practice Further develop current student assessment instruments[TUSTA 1, 2 & 3: ARTTLE] Design a school-based pilot for student assessment (to include handbook for teachers and school committees) Pilot new student assessment program Workshop to review pilot outcomes and define national strategy 	<ul style="list-style-type: none"> Assessment policy reviewed Student assessment instruments developed School-based pilot policy developed Student assessment piloted Workshop conducted and national strategy defined 	<p>SPBEA/MES</p> <p>PRIDE/SPBEA/MES</p> <p>Donor/SPBEA</p> <p>Donors/MES</p> <p>Donors</p>	<p>SPBEA/DoE</p> <p>SPBEA/DoE</p> <p>SPBEA/DoE</p> <p>SPBEA/DoE</p> <p>MES/Kaupule</p>
1.4 Develop a National Qualification Framework [NQF]				
1.4.1 Investigate regional initiatives on NQF	<ul style="list-style-type: none"> Possible adaptation for Tuvalu situation 	<ul style="list-style-type: none"> Suitable policy in place 	<p>Donor/SPBEA</p>	<p>SPBEA/PATVET/MES</p>

OBJECTIVE 2: INCREASE STUDENT PARTICIPATION

OUTCOMES	STRATEGIES	PERFORMANCE INDICATORS	FUNDING SOURCE	RESPONSIBILITY
2.1 Secondary Education				
2.1.1 Junior Secondary School	<ul style="list-style-type: none"> • Conduct advisory study on JSS • Construction of JSS facilities based on the recommendation of the study 	<ul style="list-style-type: none"> • Study conducted and recommendations implemented 	Donors	TA/DoE/Kaupules
2.1.2 Senior Secondary School	<ul style="list-style-type: none"> • Conduct a study on the physical and professional needs of Motufoua Secondary School (refer 1.1.5) • Implement study findings 	<ul style="list-style-type: none"> • Study conducted and findings implemented 	Donors	TA/DoE
2.2 Access and equity				
2.2.1 Inclusive education	<ul style="list-style-type: none"> • Develop Inclusive Education (IE) policy • Implementation of IE policy 	<ul style="list-style-type: none"> • IE Policy implemented 	MES UNESCO PRIDE	TA/DoE
2.2.2 Special Needs Education	<ul style="list-style-type: none"> • Identify appropriate diagnostic tools to identify students with learning needs • Programs in place to assist students with learning needs • Professional development to enable teachers identify and support students with special needs 	<ul style="list-style-type: none"> • Appropriate diagnostic tools identified and implemented • Appropriate programs in place • PD conducted and students supported 	Donors Donors Donors	TA DoE Ministry of Health NGOs
2.3 Vocational and Life Skills Training				
2.3.1 Post-compulsory vocational provision	<ul style="list-style-type: none"> • Study tour on regional post-compulsory vocational schools initiatives • Develop strategies on re-introduction of CTCs • Identify other providers 	<ul style="list-style-type: none"> • Report on findings and implication for Tuvalu • Implement agreed strategies • Develop and maintain register 	Donors Donors/MES/Kaupule/MHARD MES	TA/DoE/Kaupule TA/MHARD/DoE/Kaupule DoE/Kaupule
2.3.2 Community based vocational programs	<ul style="list-style-type: none"> • Develop vocational programs for Community Training Centres (CTC) • Introduce programs [CTCs] • Annual stakeholder workshops 	<ul style="list-style-type: none"> • Vocational programs in place • Island workshops conducted 	Donor/MES/MHARD Donor/MES/MHARD	TA/DoE/Kaupule TA/DoE/Kaupule

OBJECTIVE 3: IMPROVING THE QUALITY AND EFFICIENCY OF MANAGEMENT

OUTCOMES	STRATEGIES	PERFORMANCE INDICATORS	FUNDING SOURCE	RESPONSIBILITY
3.1 Education Advisory Committee (EAC)				
3.1.1 Review the role of the EAC	<ul style="list-style-type: none"> Review TOR for EAC 	<ul style="list-style-type: none"> EAC TOR reviewed and finalized 	MES	MES/AG's Office
3.2 Strengthen Department of Education				
3.2.1 Department of Education Structure	<ul style="list-style-type: none"> Review Department structure Re-structure to reflect critical task Second two qualified teachers to fill the positions of Curriculum and TVET posts 	<ul style="list-style-type: none"> New management structure implemented Curriculum and TVET positions filled 	MES MES	DoE DoE
3.2.2 Strengthen planning and policy	<ul style="list-style-type: none"> Develop Corporate Plan 	<ul style="list-style-type: none"> Corporate plan developed 	MES	DoE
3.2.3 Complete a schedule of capacity building activities	<ul style="list-style-type: none"> Training needs analysis Develop staff capacity 	<ul style="list-style-type: none"> Staff development program in place 	Donors	TA/DoE
3.2.4 Review the Education Act	<ul style="list-style-type: none"> Review Education Act Enact changes 	<ul style="list-style-type: none"> Amended Education Act in place 	Donors	TA/DoE/AG's Office
3.3 EMIS Database				
3.3.1 Upgrade EMIS database	<ul style="list-style-type: none"> Assessment of needs for ECE and secondary component Consultant support for system design and implementation Upgrade EMIS equipment Publish DoE Annual Statistics Digest 	<ul style="list-style-type: none"> ECE, secondary and private providers database components implemented New equipment provided Annual statistics digest published 	Donors Donors MES	TA/DoE TA/DoE DoE
3.4 Monitoring and Evaluation				
3.4.1 Strengthen Monitoring and Evaluation systems	<ul style="list-style-type: none"> Implement annual review process Set up a review schedules on specific areas of education 	<ul style="list-style-type: none"> Annual review process implemented Annual review conducted 	MES MES	DoE DoE
3.5 Assets and facilities management				
3.5.1 Establish minimum standards for schools	<ul style="list-style-type: none"> Develop minimum standards Survey schools to assist against standards Develop Maintenance Plan (MP) to upgrade schools to meet minimum standards Upgrade schools 	<ul style="list-style-type: none"> Minimum standards developed Schools below minimum standards identified Schools upgraded according to Maintenance Plan 	Donor Donor/MES Donor/MES Donor	TA/DoE/Kaupule/MHAR D TA/DoE/Kaupule/MHAR D TA/DoE/Kaupule/MHAR D DoE/Kaupule/PWD

OUTCOMES	STRATEGIES	PERFORMANCE INDICATORS	FUNDING SOURCE	RESPONSIBILITY
3.5.2 Provide schools with proper teaching resources	<ul style="list-style-type: none"> • Provide basic teaching and learning materials to all schools • Replenish science kits in primary schools • Replenish science, home economics and industrial arts equipment in secondary school • Upgrade library books and reference materials 	<ul style="list-style-type: none"> • Teaching and learning materials provided • Science kits replenished • Science, Home Economics and Industrial Arts equipment replenished • Schools have up to date library books and reference materials 	Donors Donors/MES Donors Donors/MES	TA/DoE TA/DoE TA/DoE
3.5.3 Develop model pre-school centres	<ul style="list-style-type: none"> • Upgrade one centre as a model pre-school • Upgrade two pre-schools annually 	<ul style="list-style-type: none"> • Model pre-school upgraded • Upgrading plans implemented 	Donors/MES Donors/MES	TA/DoE/Kaupule DoE/Kaupule

OBJECTIVE 4: HUMAN RESOURCE DEVELOPMENT

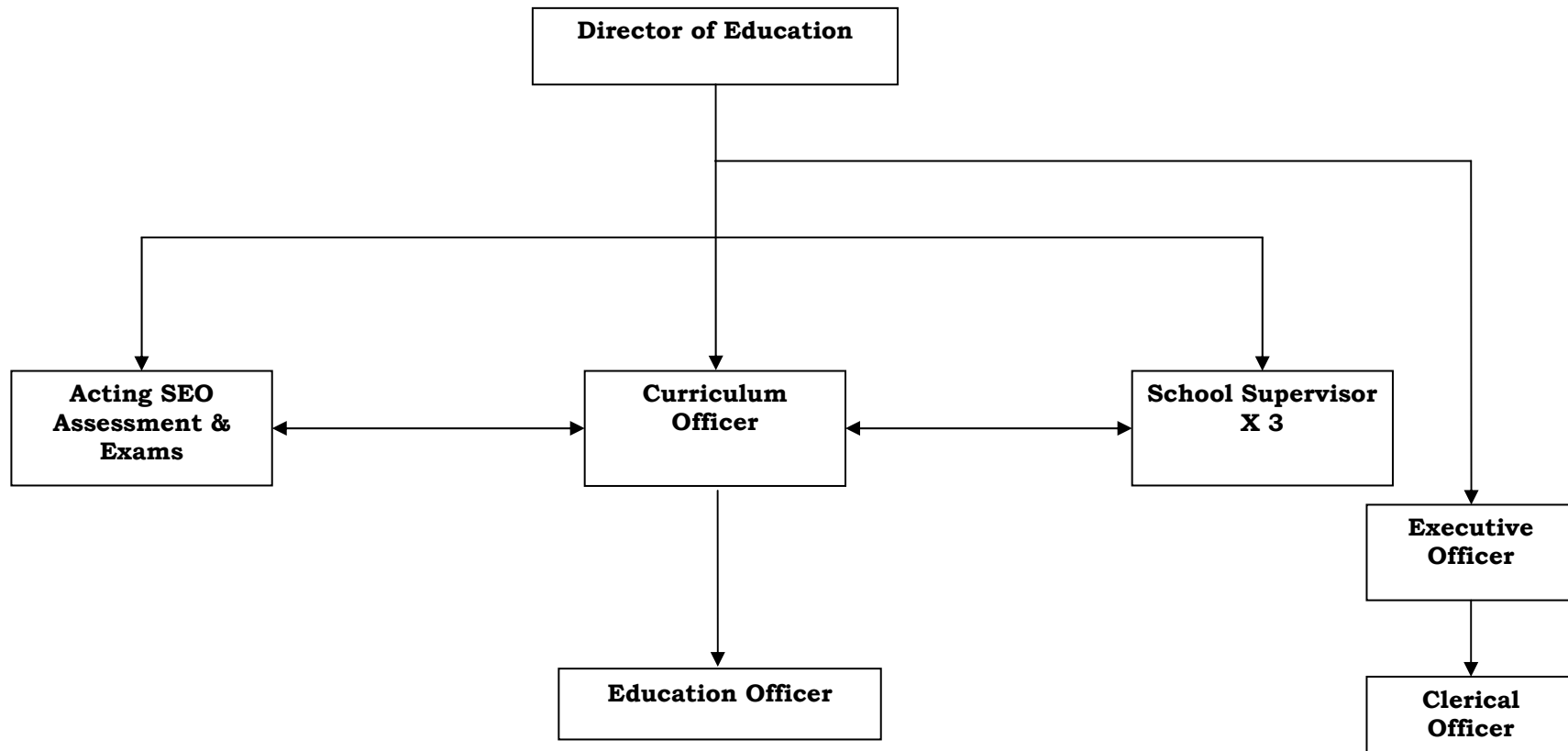
OUTCOMES	STRATEGIES	PERFORMANCE INDICATORS	FUNDING SOURCE	RESPONSIBILITY
4.1 Teacher Development				
4.1.1 Improve the quality of teaching	<ul style="list-style-type: none"> • Review/establish policy on teacher professional development • Develop national teacher training and development plan • Develop Performance Management System (PMS) 	<ul style="list-style-type: none"> • Policy established and PD for teachers conducted • PD Plan developed and implemented • PMS in place 	<p>Donor</p> <p>Donor</p> <p>Donor</p>	<p>TA/DoE</p> <p>TA/DoE/P&T Dept.</p> <p>TA/DoE/P&T Dept.</p>
4.1.2 Leadership training	<ul style="list-style-type: none"> • Development professional development program for principals and head teachers • Train potential leaders 	<ul style="list-style-type: none"> • PD programs developed and implemented • Training conducted 	<p>Donor</p> <p>Donor</p>	<p>TA/DoE/P&T Dept.</p> <p>DoE/P&T Dept.</p>

OBJECTIVE 5: STRENGTHEN PARTNERSHIPS AND DEVELOP A CULTURE OF WORKING TOGETHER

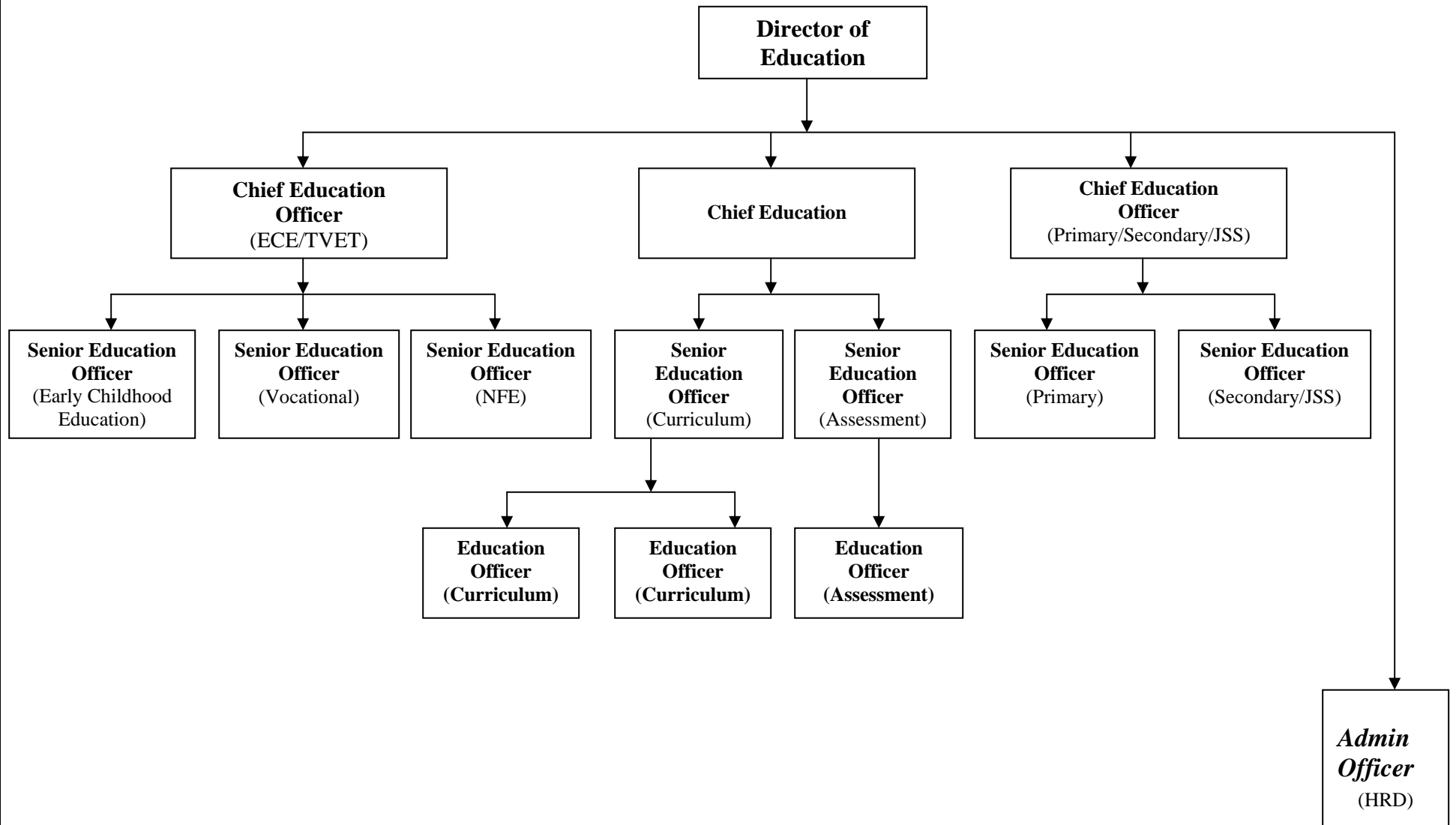
OUTCOMES	STRATEGIES	PERFORMANCE INDICATORS	FUNDING SOURCE	RESPONSIBILITY
5.1 Strengthening partnerships				
5.1.1 Partnership with regional and international organisations	<ul style="list-style-type: none"> Commitment to regional and international conventions such as FBEAP, EFA, MDG, CRC etc and organisation such as UNESCO, SPBEA etc 	<ul style="list-style-type: none"> DoE plans aligned to Regional and international conventions 	MES	DoE/Other Ministries/NGOs
	<ul style="list-style-type: none"> Establish strategies to harmonize donor support. 	<ul style="list-style-type: none"> International organisations and donor agencies support education development in Tuvalu 	MES	DoE/MFEPI
5.1.2 Partnership and networking with businesses, NGOs, other government ministries and departments	<ul style="list-style-type: none"> Involve business and other stakeholders in curriculum development Seek the involvement of stakeholders in policy development, planning and resource use Utilise expertise within the community to promote and support learning 	<ul style="list-style-type: none"> Business communities are involved in curriculum development 	MES	DoE/NGOs
		<ul style="list-style-type: none"> Stakeholders involved in policy development and planning 	MES	DoE
		<ul style="list-style-type: none"> Members of the community contribute to education development 	MES/NGOs	DoE/NGOs
5.1.3 Conduct community support awareness programs with all stakeholders and school communities	<ul style="list-style-type: none"> Develop and conduct community support awareness program Support and encourage communities to participate in school improvement 	<ul style="list-style-type: none"> Program developed and implemented 	MES/Kaupule/NGOs	DoE/Kaupule/NGOs
		<ul style="list-style-type: none"> Increased community support 	MES/Kaupule/NGOs	DoE/Kaupule/NGOs
5.1.3 Strengthen relationship between the Department of Education and the Kaupules	<ul style="list-style-type: none"> Establish regular consultations between the Department and the Kaupules Provision of Annual Reports to the Kaupules on the performance of the education sector 	<ul style="list-style-type: none"> Ongoing consultation between the Department and the Kaupules 	MES/Kaupule	DoE
		<ul style="list-style-type: none"> Annual reports distributed and promoted 	MES	DoE

APPENDICES

Appendix 1: Current Organization Structure

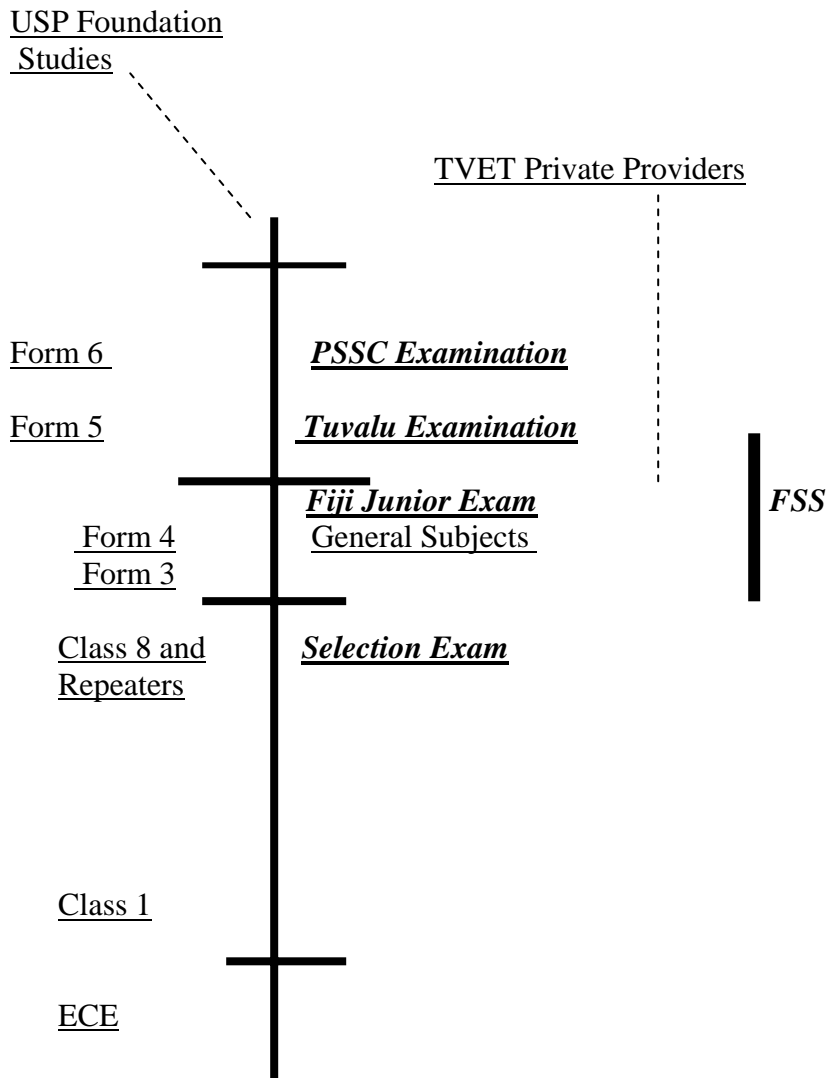


Appendix 2: Proposed Organization Structure



Appendix 3: Education Pathway

CURRENT STRUCTURE



POSSIBLE FUTURE STRUCTURE

