MATAEKE O AKOAKOGA

Department of Education

TOKELAU MO TE ATUA

TOKELAU
EDUCATION
STRATEGIC
# PLAN
2020-2025

MATAEKE O AKOAKOGA

Department of Education

TOKELAU MO TE ATUA

TOKELAU EDUCATION STRATEGIC PLAN 2020-2025

Contents

GANTT CHARTS

OUR STRATEGIC GOALS GANTT CHARTS
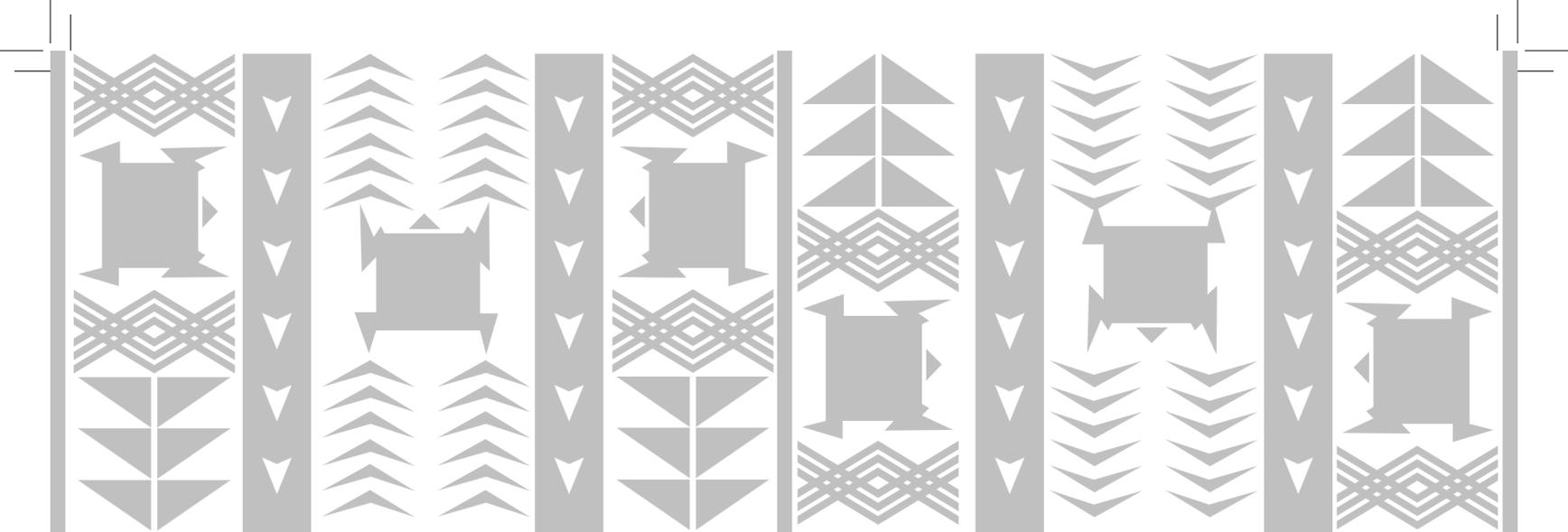
OUR CAPABILITY GOALS GANTT CHARTS

Foreword from our Minister

The Tokelau Education Strategic Plan 2020-2025 sets the direction for education for the next six years.

It is a culimination of village level consultations, formal reviews in the sector, and whole of country messaging at the Tokelau Education Summit 2019.

Our collective vision is for future generations of Tokelau to thrive with resilience in any environment. This vision gives purpose to everything we do. It is the anchor point of our strategic plan. So from inception, each and every child is to be nurtured to be competent and to reach their potential.

Our people reminded us that our building blocks for success and for excellence is in key elements we have termed our strategic themes, and our core values. Their essence is in the idea of mindfulness of one's relationships, internally through the inter-relatedness of one's physical, mental, and spirituality (self-determination, self-regulating values), and externally through being mindful, nurturing, taking care of one's relationships with others. Their central focus is – that of reciprocal, mutually respectful, collaborative relationships that includes even relating to one's physical environment.

Being mindful of the relational space – is our concept of 'va' – ke iloa te va, ke iloa ava ma fakaaloalo, includes one's va with his or her God – ko te va ma te Atua, ke iloa ola mataku ki te Atua, and maintaining relationships within the kaiga, and the nuku - ke iloa te va fealoaki, even to one's environment - taupau lelei na tokaga ma hikomaga. The expression tauhi te va sums it up as caring, cherishing the va, the relationships, which is particularly valuable in our communal societies where the group, belongingness as a member of the group is very important.

These are the foundational and enduring concepts that drive the heart of why we do what we do in education.

We are at the crossroads of our future in education. We are at a point in which crucial decisions have been made which will have far-reaching consequences on the path our children take, and we hope, the successes they will achieve.

This current strategic plan responds to the issues and priorities for education our people have identified as a result of our history, experience, and as highlighted by a number of reviews. It maps the education journey from early childhood through to the post school education and training stage as in the strands of the Tokelau alagakupu: Poupouaki te Afatea, ke Taitea, ke Taiuli (nurture the Afatea to attain Taitea, then Taiuli.

An important priority is around the need for diverse and coherent pathways connecting students from school to further education, training or employment. We note our current choices for students are narrow and limiting, with the vocational pathways being severely underserviced.

Associated with this is the need for access to a broader framework of schooling qualifications through the New Zealand National Certificates of Educational Achievement so that students can transition to other education settings such as New Zealand and Australia

Our tertiary scholarship scheme reviewed in 2016, has seen some positive changes in consistency of policies and improved administration. This strategic plan picks up on associated priorities around the reform of the whole post-school education and training sub-sector and the much needed multisector collaboration on human
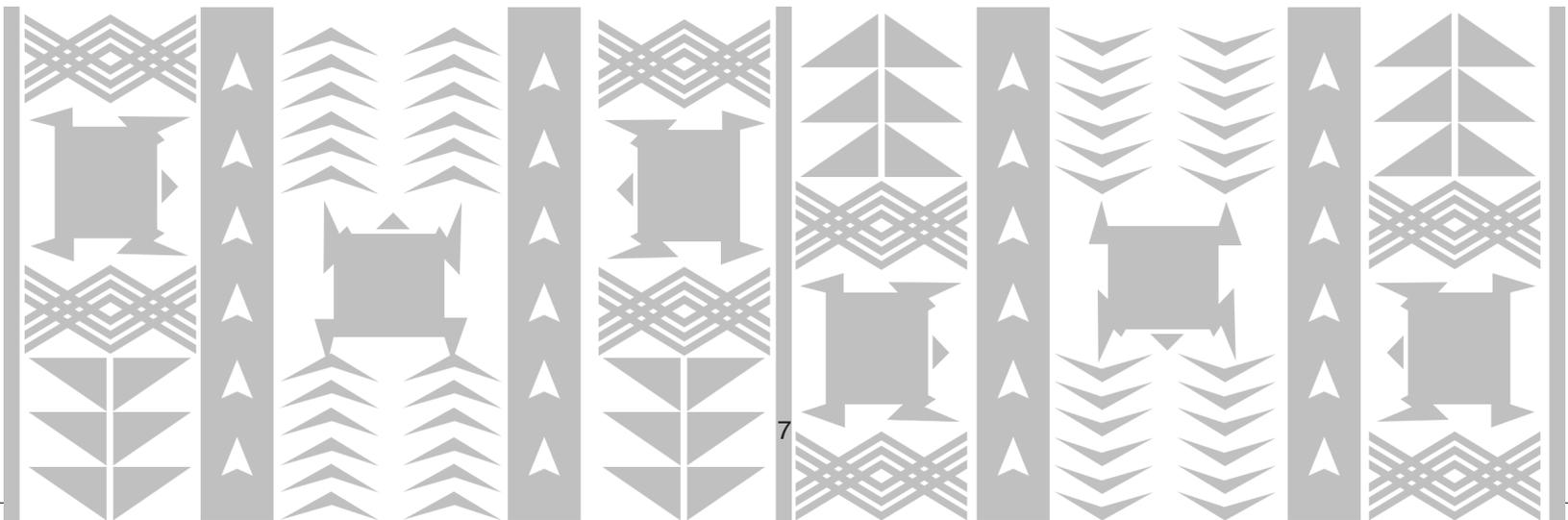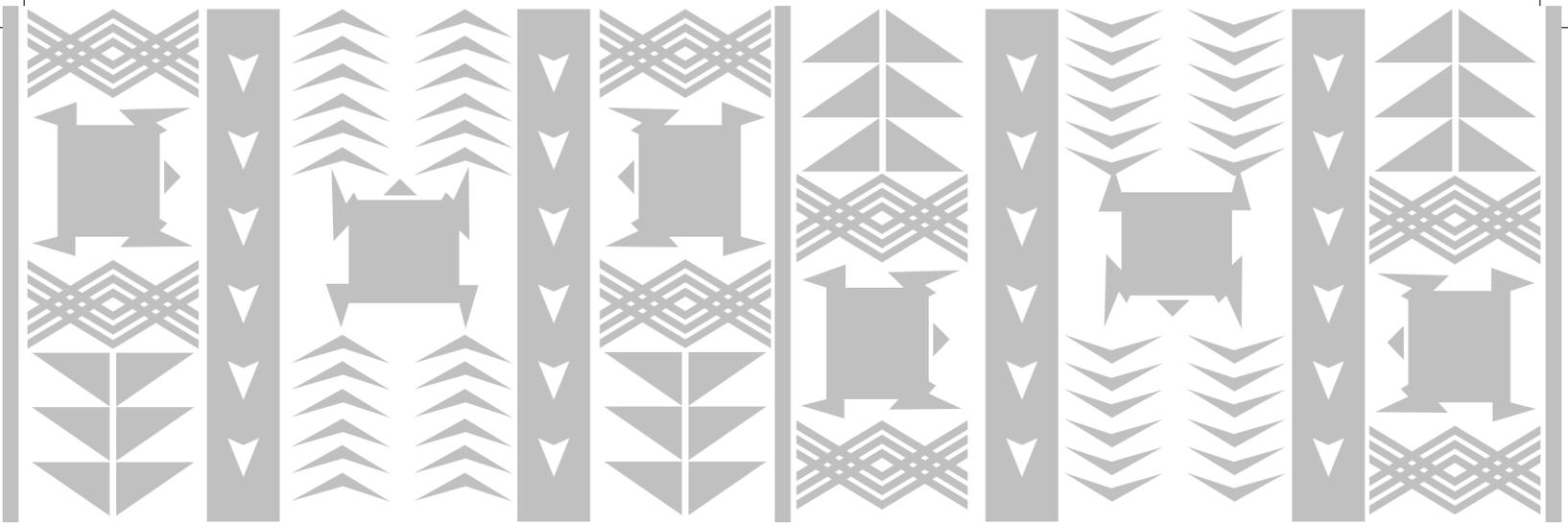
resource priority setting and the study awards, and subsequent employment of graduates.

Tokelau language vitality is a critical issue. As the language of early literacy, and language of instruction, important priorities remain around Tokelau language teacher qualifications and resourcing, and emerging issues around language shift, and language planning. There are specific strategies to address these.

Important development work around early childhood education and primary education in the last 3 years are being sustained in this plan.

We all know that we continue to see rapid changes in technology development, and we are now living in a much smaller world with interconnected information and communication technology.

The installation of the Pacific Submarine Cable in 2020 opens up opportunity to explore the viability of virtual classrooms as part of Tokelau's education and training provision.

We need to make informed decisions on how best Tokelau can harness this technology to solve our issues of a narrow curriculum, the need to provide high quality teachers, and having access to post school education and training opportunities on island. We have begun work on this through a trial of the New Zealand Te Kura o te Ao Pounamu (Correspondence School) and a digital strategy design work that is underway.

Our Education work programme includes some big reviews from our national curriculum policy framework, to the Senior Secondary Education Programme, to learning areas' curriculum statements.

That is a tall order for a small system such as ours. It is not going to be easy to sort out the large amount of change that will be associated with those reviews. But we can be strategic, in defining what are our medium term strategies, and key initiatives.

We will not be starting from scratch. Our work programme of the last four years has resulted in positive reform outcomes at the early childhood and primary education levels along with improvements in school facilities, management and leadership.

Our people responded to the call for collective commitment and being responsible for the future of our children. In this strategic plan, they have set clear directions for education development under the banner: "Tui e, ko te ata kua kakau, e laga kita ko fanau". With a strong monitoring and evaluation framework, we should be able to report yearly on the outcomes of our strategic direction and workplan.

I am pleased to be able to say that the strategic intentions, selection of initiatives and strategies prepared by the Department of Education is consistent with the aspirations and priorities of Tokelau, and the insights gained from the experience of the last decade.

Honorable Kelihiano Kalolo

Minister of Education
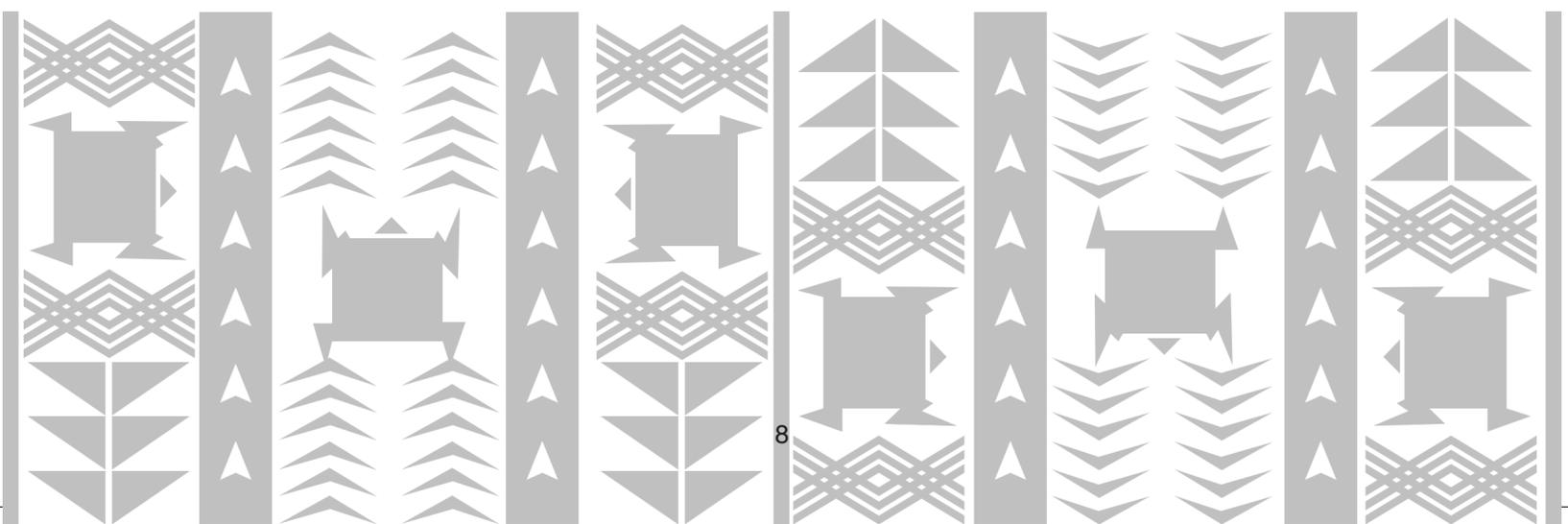
Our Vision

A key aim of the Education Summit 2019 was to articulate and enable a shared ownership of a Tokelau vision for education. The recurring themes in the summit conversations centred around the importance of nurturing relationships (tauhi te va fealoaki) and building vibrant communities that thrive in adversity. Some of the key concepts in this building included resilience, perseverance, socio-economic and environmental sustainability, a fear of God, and children being biblically grounded lifelong learners. In sum, the heart of Tokelau was for her children and young people as the future builders of its communities to live in abundance, to be successful, healthy people of character who live life well.

With that in mind **Our Vision** is ulimately what we want to achieve and gives purpose to everything we do. It is the anchor point of our strategic plan.

Our Mission is a general statement that says how we will achieve our vision.

The summit participants identified elements or areas we must excell in, in order to achieve our vision. We have called these **Our Strategic Themes**. They can be thought of as our building blocks for success or excellence. Their real value is in the specific results that they are tied to in our strategic goals.

Our Values are our deeply held beliefs about what is important. They shape our behaviours and describe our culture. They are expressed in the way we think, feel and act. It is by holding onto these values and acting on them that we are able to live together and thrive.

OUR VISION

He malaga utuola kamata mai ki tona fakamoegatama, poupouaki i te talalelei, ola malolo ma tana aganuku, ke pa atu ki tona taiuli, ke olatia, tutia, ma kukutia ki ho he hikomaga.

A rich journey that begins from the womb and nurtured in the faith, a healthy environment and embedded in its culture, in order to reach maturity, attain prosperity, and to thrive with resilience in any environment.

OUR MISSION

Ko tagata Tokelau e fakamanaola, poupouaki ma akoako ki fanau i te hikomaga e apelega, i te fakatuatua, tu ma na aga. Ko te foafoaga, ko fanau tautokatahi uma lele, ke lautupu-ola, ki te mafai e gata mai ai, i te poupouakiga a na faiakoga, te kau faigaluega i na akoga, na matua, na ekalehia, na kaiga ma te nuku.

The people of Tokelau are spiritually inclined, nurtured and educated in a thriving environment that is rich in faith and culture. From inception, each and every child is nurtured to be competent and to reach their potential with the support of the teachers and staff at school, of parents, the congregation, families and the community.

OUR STRATEGIC THEMES

Community, family development at the heart of education	Christian living and spiritual well-being. A bible-based and Christ-centered faith	Collaborative decision making as in the processes of nanunanu	Health and well-being for learning and national wellness	Effective multisectoral relationships built on trust and respect	Governance and Justice with the emphasis on leadership, equity and accountability	Consistent evidence-based decision making informed by data	Ownership, stewardship and sustainability	Cultural identity, cultural capital for resilience

OUR VALUES

Integrity	Respect (mindfulness of the 'va') Amanaki te va fealoaki	Self-determination, self-directedness and Endurance - Tutia	Self-regulating Values	Wisdom and Knowledge	Excellence
We do the right thing in an honest, fair, sincere and responsible way	We relate to others with respect, interest, compassion and care	We are self-motivated, focused and disciplined in pursuit of our vision and goals, and have the courage to keep going when faced with challenges	We are aware of ourselves and have the ability to regulate our emotions, thoughts and behaviour making positive choices when under pressure	We foster a love of learning so that our children are curious creative and critical thinkers who make wise decisions, and who pursue knowledge and understanding of the world we live in	We aim high for our students to become capable learners who succeed in being the very best they can be

Our Values

Our values are the foundational concepts that drive the heart of why we do what we do

Value Statement	Definition	Attributes, some related concepts
1. **Integrity** We do the right thing in an honest, fair, sincere and responsible way	Acting according to our biblical, moral and ethical standards of honesty, faithfulness, sincerity, truth	Fakamaoni, fai mea tonu, mataku ki te Atua, amiotonu, tauhi tulafono, e he fakapito
2. **Respect – (mindfulness of the 'va')** We relate to others with respect, interest, compassion and care	Mindfulness of one's humanity - relating to others with respect, interest, kindness, compassion and care; tolerance for differences and diversity	Va fealoaki, fakaaloalo, graciousness, forgiveness, poupouaki, loto fealofani, kaimakoi, fakapalepale, generosity, fakamaopooopo, iloa fakahoa, ola amanakia, na inati
3. **Self-determination, self-directedness and endurance** **Tutia** We are self-motivated, focused and disciplined in pursuit of our vision and goals, and have the courage to keep going when faced with challenges	Attitudes, skills and abilities by which we take charge of our own life, setting goals, believing in self, taking the initiative to reach our goals, seeking to improve, having the courage to keep going to continue in the face of hardships	Olaga tauivi, ola hatala, ola amanaki, iviivinaki, ola tologa, iloa ola i ni huiga, kikila mamao, persistence, resilience, confident, self-reliance, self-sufficiency, self-respect and belief, having a vision, goals and strategies, learning from mistakes, endurance, industrious
4. **Self-regulating values** We are aware of ourselves and have the ability to regulate our emotions, thoughts and behaviour making positive choices when under pressure	Being in control of our behaviours, managing our emotions and responses, not given over to extremes/ excessive behaviours, managing self in relation to others	Onohai, fakamaoni, ola fautuagia, ola pulea, fai filifiliga tonu/tatau, self-control, self-regulation, careful about one's choices, honesty, loyalty, faithfulness, responsibility, accountability, loto maualalo
5. **Wisdom and knowledge** We go after new learning and understandings, and are able to discern situations and make wise decisions	Seeking after knowledge, learning, love of learning, being curious, creative critical thinking, weighing up options	Atafai, hahavale ma te hahalaga, hakilikili, toe manatu, akoako te mafaufau, fatuga fou, mata malama, fai ke tonu, fetufaaki, hakili mafaufauga, heai ni tuakoi o te ola akoako, faka kaihoa, naunau ke akoako
6. **Excellence** We aim high, for our students to become capable learners who succeed in being the very best they can be	Aiming high, all actions to have a firm focus on student success, to be the very best at what we do	Fai mea hili ona lelei, achievement, doing your best, perseverance in the face of difficulties, poupouaki i fanau mo na lukitau

Our Strategic Themes

STRATEGIC THEME	WHAT IT MEANS
Community, family development at the heart of education	Education serves to develop our Tokelau human resource capacity and capabilities for village and family well-being.
Christian living and spiritual well-being. A bible-based and Christ-centred faith	Our emphasis is on a bible-based personal relationship with God; and decision making based on biblical principles. Our community is passionate about the things of God, and are led by the Holy Spirit to walk closely with God and relate to Him in spirit and in truth.
Collaborative decision making as in the processes of nanunanu	Our community knowledge is through the collection of different viewpoints, as in the processes of nanunanu, which are recursive, embody challenge, striving for excellence, and endurance (Kalolo, 2019). We use effective stakeholder engagement when making important decisions.
Health and Well Being	Our health and well being contribute significantly to the ability of students to learn effectively and the whole of country wellness.
Effective multisectoral relationships built on trust and respect	We are deliberate in our collaboration among stakeholder groups to jointly achieve policy outcomes e.g. family, community groups and public service sectors.
Governance and Justice with the emphasis on leadership, equity and accountability	Our good governance and leadership with strong social responsibility build stable communities. We uphold the principles of equity, social justice with a clear accountability framework.
Consistent evidence-based decision making informed by data	Our decision making on a policy, practice or programe is grounded in best evidence of social and environmental benefit
Ownership stewardship and sustainability	Our lands, our oceans, our oral history, our language are our heritage - fakahinomaga, pointing to who we are as a people -fenua ma tapu a fenua. We care and nurture our environment with the long view of sustaining it for furture generations. We commit to efficient operations and responsible fiscal decisions.
Cultural identity, cultural capital for resilience	We are Tokelau, shaped by the interactions of our physical, social and spiritual environments through which we have the knowledge, behaviours to be resilient and live competently in any context.

Our Strategic Direction

Our people are very clear on the character of Tokelau they aspire to as a nation in the 21st century.

They are very clear that we are wanting generations of Tokelau today and tomorrow to be people who live in the fullness of abundant life, being healthy, vibrant and biblically grounded lifelong learners who are able to navigate their lives successfully and thrive in adversity.

In response to those aspirations, and using the experience of our journey the last five to ten years, we have in this Education Strategic Plan:

- mapped the education journey from early childhood through to the post school education and training stage by setting a strategic goal for each sector.

- included in these six strategic goals, two critical cross-cutting enablers: children and young people's language and culture, and their health for strategic development

- expressed capability goals the Department of Education needs to achieve our strategic goals

Our education vision and strategic goals link to the Tokelau National Strategic Plan vision and goals.

Each strategic goal is elaborated with details around

- why the goal matters

- the impacts we aim to achieve through the outcomes and key results within the goals

- targets that can help us measure our success

- the strategies and initiatives that help deliver the results, and immediate priorities in the next two years

- resourcing implications
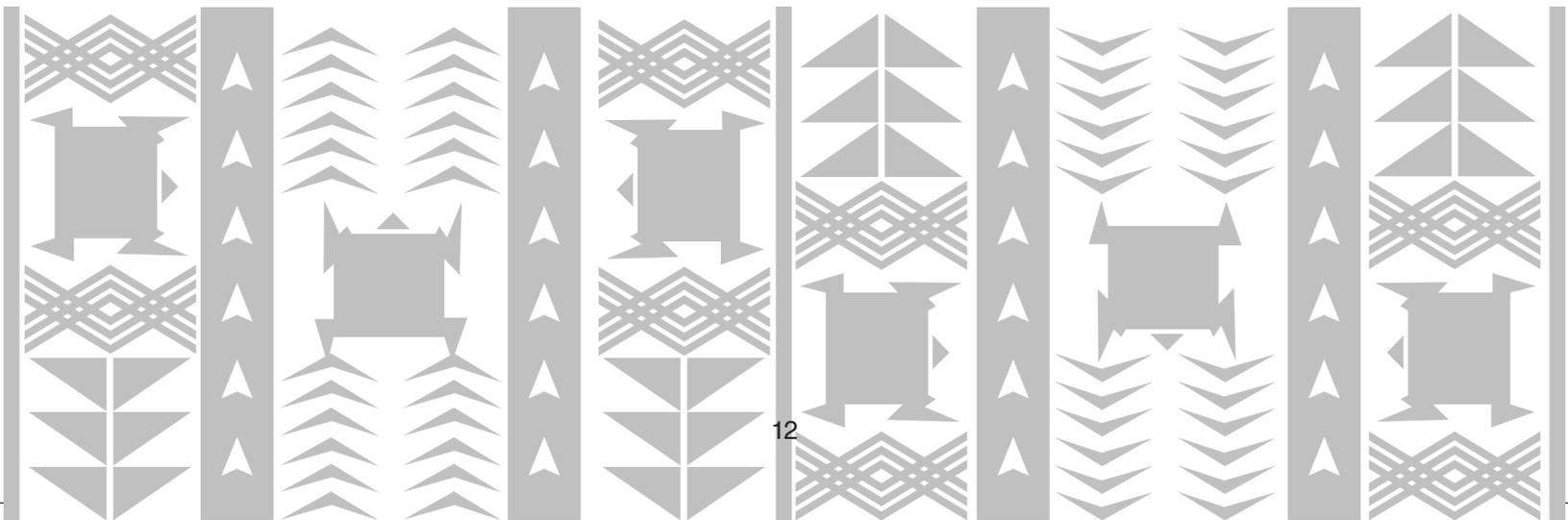
Our Strategic Goals

1.
Thriving Tokelau Language & Culture

Advance Tokelau language development through increasing print and digital resources for language and content learning.

2.
Strengthened Health & Well Being

Raise healthier, safer, and well generation that contribute to resilient and sustainable communities.

3.
Coherent Early Childhood Development

Develop and strengthen a coordinated multisectoral approach to early childhood development that provide quality integrated services for young children.

4.
Sustained Primary Education

Strengthen and sustain a quality teaching and learning environment in which students establish a firm foundation in literacy and numeracy and develop a strong sense of learner agency.

5.
Improved Secondary School Pathways

Improve the range of learning opportunities, achievement outcomes, career and educational pathways available to secondary students.

6.
Increased Workforce Capability-Post School Education Training

Improve the quality and relevance of post school eduation and training so that people gain the skills and knowledge to become successful, and to more fully and effectively participate in workplaces and contribute to their community's development.

Our Capability Goals

1.
Leadership & Management

Effective leadership, management, and coordination of improvement efforts.

2.
School Governance and Management

Taupulega and School Committees govern their schools well to meet their primary focus of improvement of student progress and achievement.

3.
Monitoring & Evaluation

The Department of Education implements a robust evidence-based moonitoring and evaluation framework to support decision-making processes.

TOKELAU NATIONAL STRATEGIC PLAN, VISION & GOALS

Healthy & Active Communities with Opportunities for all

Good Governance

Principles as shaped by current good practice continue to be woven throughout Tokelau's machinery of government aligning public service delivery with Quality of Life outcomes

Human Development

Tokelau's human capital is capable of delivering effective Public Services and shaping a society that strives for a high quality of life, social cohesion based on their religious beliefs as well as reinforcing Cultural Identity

Sustainability

Sustainable economic development. To protect Tokelau's pristine Environment and ensure resilience to the impacts of Climate Change and related hazards

1. Advance Tokelau Language & Culture

WHY THIS MATTERS

Advance Tokelau language development through increasing print and digital resources for language and content learning.

The Tokelau Term 'tūtia' from the saying "'Tūtia te po ke ao' (let me perservere the night til daylight) is in a prayer chanted by fishermen during open sea fishing expeditions asking for the strength, patience, steadfast and perservance in order to make it til daylight.

Tutia, or resilience in this Tokelau context embodies perseverance, patience, strength and steadfastness, the qualities relevant when offering services to family or others." (Kalolo, 2019).

Language is intricately connected to building children and young people's resilience. It is through their language and lived experiences that their values, arts and literature, belief systems, ways of thinking, and more are laid down and passed on from generation to generation. It builds their sense of who they are as a people. Having a strong sense of their identity would greatly enhance their potential to become resilient citizens anywhere in the world.

The Tokelau language and culture strategy gives value to the importance of the language, and culture as enablers in building students' resilience.

Investing in the initiatives outlined can change many things. There can be shifts in students' meaningful engagement with learning as they experience success in reading and writing in their first language Tokelau.

A firm foundation of literacy skills in Tokelau can then be developed to high levels of proficiency. Their strong Tokelau language provides them with a rich foundation for succesful learning of English.

The development and advancement of Tokelau language requires a huge resource base. The availability of the resources as eBooks in multimedia platforms and digital technologies will increase their reach beyond simply print texts. It means generations to come will have the benefit of a broad written literature upon which to base literacy and content learning development.

Associated changes will be the increase in the capacity of writers, illustrators, and translators engaged in the creation of resources. This capacity will be available for the ongoing development and advancement of Tokelau language.

The creation of resources means Tokelau language continues to grow through having new words added to it through translations and text creation in fields not previously available in Tokelau language. The increasing use of technology as a tool for holding and disseminating language materials appeals to 21st century learners. These developments ensure Tokelau will continue to be a vibrant and living language with the capacity to be used in a wide range of domains.

There is a need to increase teachers' capabilities in effective literacy practices in Tokelau language. A critically important environment for early literacy success is the home. The proposed initiatives aim to raise teachers' capabilities, and raise the awareness, and engagement of parents and the community in providing a rich environment for literacy foundations and development.
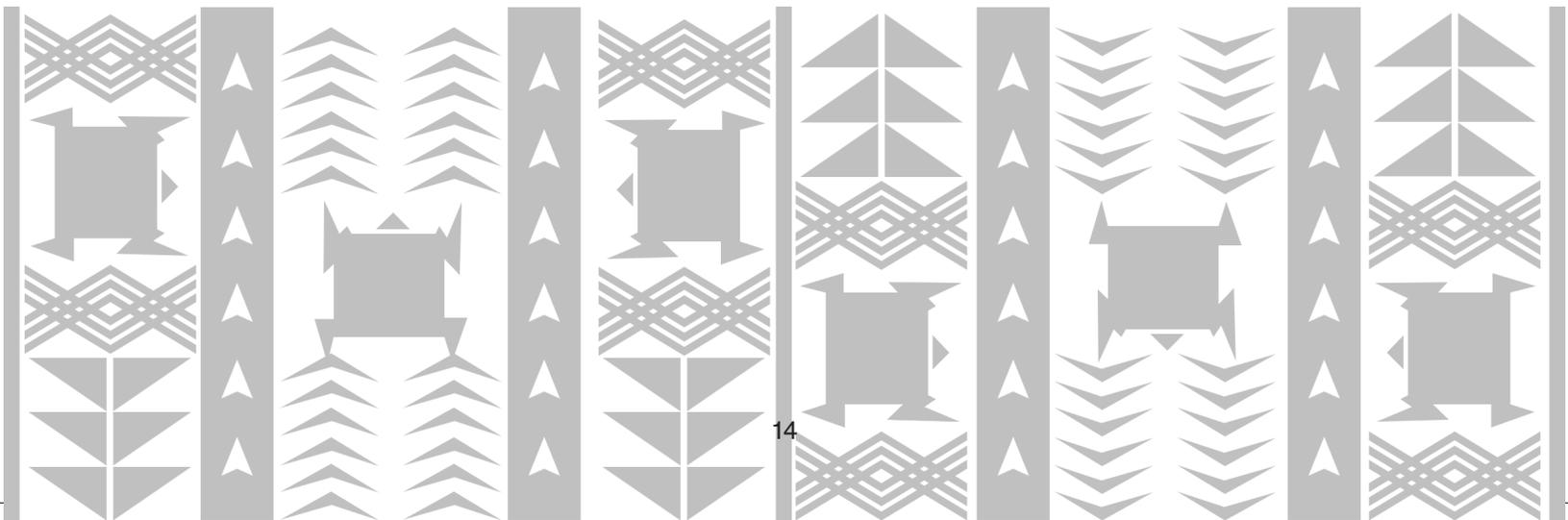
Outcomes and key results we aim to deliver

1. **Rich culturally appropriate Tokelau language resources are available and appreciated by a wider audience**

   1.1. Newly created student texts with audio that support literacy and content learning are produced.

   Targets

   1.1.1. Pre-reading emergent ECE.
   - 4 student texts for different purposes produced for delivery for the pre-reading emergent ECE readers
   - 2 ECE A2 charts for number recognition, shapes recognition
   - 1 Alphabet frieze
   - 5 ECE A2 charts of poems and rhymes

   1.1.2. Fluent to Independent Stage 1 and 2 readers Years 6-8
   - 5 student non-fiction texts for different purposes (explanation of a natural phenonmen, information report, investigative report, explaining a problem)
   - 2 student fiction texts for the purposes of entertaining (narrative, recount, retelling a kakai as a play)
   - 1 an anthology of poems suited to these levels

   1.1.3. Independent readers Year 9-10
   - 10 titles of texts for a range of purposes aimed at literacy development and content learning at Level 9 to 10 – Years 9-10 (narrative, recount, information report, instruction, description, investigative reports, plays, poems, articles)

   1.1.4. Independent readers Year 11
   - 10 titles of texts for a range of purposes aimed at literacy development and content learning at Level 11 - Year 11 (narrative, recount, information report, instruction, description, investigative reports, current global social, environmental, health issues, plays, poems)

   1.2. Existing texts and traditional stories (kakai Tokelau) with audio recordings are redesigned and produced

   Targets

   1.2.1. Fluent to Independent Stage 1 and 2 readers Years 6-8
   - 5 existing texts and traditional stories

   1.2.2. Independent readers Year 9-11
   - 13 existing texts and traditional stories

   1.3. eBooks with embedded audio for online literacy-focused learning are developed and available online and offline

   Targets

   1.3.1. Year 7 to Year 11
   - 10 titles in EPUB file format with embedded audio
   - A short user guide for teachers and students on "how to use" EPUB files to be delivered as a PDF
   - Use files sharing on a Google Drive account, where EPUB files can be downloaded to the desktop for student use

   1.4. Writers, translators, moderators and illustrators receive professional training

   Targets

   1.4.1. Professional Training – developers
   - 8 to 10 days training workshops for writers, translators, moderators and illustrators

15

- Ongoing support through feedback to the various stages of text development

2. Teachers' guides are produced to support the use of the language resources

2.1. Teacher support materials in PDF formats are developed for selected texts to illustrate effective literacy practices across a range of contexts

Targets

2.1.1. Teacher Support Materials

- Available across the range of text purposes: narratives, explanations, information report, plays, poems, recount, procedural
- Available across the Early Primary, Primary and Secondary contexts, and across relevant content focus
- Once a term DOE facilitated in-service training for teachers in each of the three schools on using the Tautai Ake books for effective literacy instruction

3. A Tokelau language website is operational, utilised by a wider audience, and is regulary updated

3.1. A Tokelau Language website is developed and operational to share and store all Tautai Ake resources for easy access by TDOE and teachers, and Tokelau speaking communities outside of Tokelau

Targets

3.1.1. Tokelau Language Website

- Operational by March 2021
- Design, policy, and guidelines on development, use, maintaining the website is confirmed and operational
- Tautai Ake 1, Tautai Ake 2, Tautai Ake 3 resources will be available online
- Tokelau language standards used in the publications are available online
- Teacher support materials are available online
- A repository/ glossary of created words, new word meanings is available online

4. The Tokelau language texts are of a high quality standard

4.1. A quality assurance set of guidelines are in place and followed in the development of Tokelau language resources for learning

Targets

4.1.1. Language standards and guidelines

- Tokelau language standards are established for publication: word creation principles, word definition, style guide identifying standards for printing including the use of macrons, double vowels and others
- Procedures are in place to ensure texts are of a high standard
- Procedures and decisions are documented for ongoing language development work

5. Teachers of Tokelau language have a recognised qualification for the teaching of Tokelau language

5.1. A recognised Tokelau Language Teachers' Certificate Qualification is developed and used for improving Tokelau language teacher competence

Targets

5.1.1. Tokelau Language Certificate for Teachers

- Tokelau language teachers' current pedagogical content knowledge is established including capabilities in effective literacy practices bilingual education, use of multimedia technologies
- EOI for potential providers for course development and delivery is called and assessed
- Component courses for the certificate qualification are developed and processes for qualification and provider accreditation are completed

- Providers deliver experiences and carry out assessments for the award of the qualification
- All Tokelau language teachers on Tokelau enrol and complete the qualification

6. There is increased parent and community engagement with children's literacy and learning

6.1. Parent and community programmes are operational with the aim of increasing their engagement with students' literacy developmet and learning

Targets

6.1.1. Parent and Community Programmes

- 3, 2 day programmes delivered for each of ECE, early primary, middle primary, late primary parents twice a year
- Ongoing monitoring provides feedback and next steps during parent-teacher conferences

7. The Tautai Ake series has positive impact on student literacy: engagement, achievement and progress

7.1. An impact study showing the effects of the Tautai Ake 1 and 2 resources on students' literacy, engagement achievement and progress is completed

Targets

7.1.1. Impact Study Design and administration

- agreed measures of success in place: student outcomes-engagement, achievement, progress; teacher outcomes-pedagogical content knowledge – effective literacy practices; school outcomes – policies and systems – professional learning, collaboration, planning, monitoring, assessment, evaluation
- tools developed and tried; confirmed study design, logistics, implement across the 3 atolls; analyse findings and report
- A visit to each school to report findings
- Professional learning at each school to implement strategies in responses to recommendations

Strategic Goal 1 Priorities and Work Streams
- Tautai Ake 3 series
- Professional training writers, translators, illustrators
- Teacher support materials & professional learning development
- Impact study Tautai Ake 1 & 2
- Parent engagement
- Tokelau Language Teacher Qualification

Resourcing needs
- AusAid funding available for Tautai Ake 3 - 2020-2021
- Recurrent budget allocation for the rest of the outcomes and key results

2. Strengthened Health and Well Being for Learning

WHY THIS MATTERS
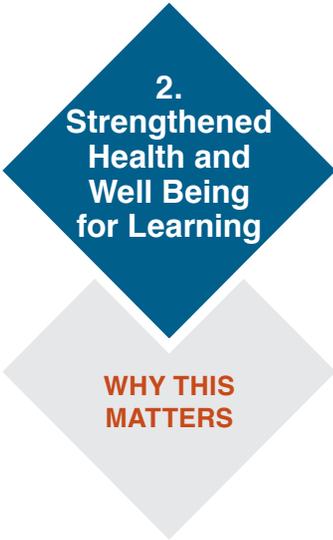
Raise a healthier, safer and well generation of young people that contribute to resilient and sustainable communities

Tokelau's Education Vision 2019 includes the need to ensure children are nurtured in body, mind and spirit from before they are born.

One of the ten values repeatedly raised in the Education Summit 2019 conversation was the health and wellbeing of our children and the need for Tokelau to raise a generation that is healthy, resilient and are lifelong learners.

An important key message was that anything that affects the health of the students, also affects their learning. Health was defined holistically as the wellbeing of the child physically, mentally, socially and spiritually.

The Health Promoting School (HPS) initiative supports schools to put in place simple strategies for enhancing the health of the school community by focusing on the impact of the school environment and organisational systems. It is aimed at enriching students' and their families' health and lifestyles as well as staff. Three strategic areas are aimed at in the activities: Diet and Physical Activity, Water Sanitation and Hygiene, and Mental Health and Well-being.

The situation for students living with disabilities is an uncertain one without a national overview, and without the technical assessments that are needed. The planned initiatives and strategies are intended to increase inclusion, improve access, engagement and outcomes for children with disabilities.

The strategic areas are selected because of their significance to the health issues faced by Tokelau and the focus on children and young people is deliberate from a prevention standpoint.

Protecting the health of children helps ensure the health of future generations. Non-communicable diseases (NCDS) are associated with four key risk factors: unhealthy diet, physical inactivity, smoking and exposure to tobacco smoke, and the effects of harmful use of alcohol. Tokelau's record on these risk factors is drastic. Many of these behaviours start at early ages, and efforts to tackle NCDs cannot start in adulthood, but begin much earlier. This includes efforts to end childhood obesity. Good mental health is also critical for child health and development, and children have been found to be particularly vulnerable to issues such as bullying.

Ensuring healthy lives and promoting well-being at all ages is essential to sustainable development. The school setting has been recognised as an important environment for supporting the development of healthy behaviours and for protecting the health of children from adolescents. The WHO Health Promoting School Framework for Action identified factors fundamental to creating a positive and healthy learning environment for children and students, and the school community.

A cross-sectoral approach, and active partnerships particularly between departments of health and education is needed to create an environment where health is promoted and protected at schools. Other important partners are the Taupulega, Fatupaepae, Parents, Departments of Environment, Climate Change and Education Committees.
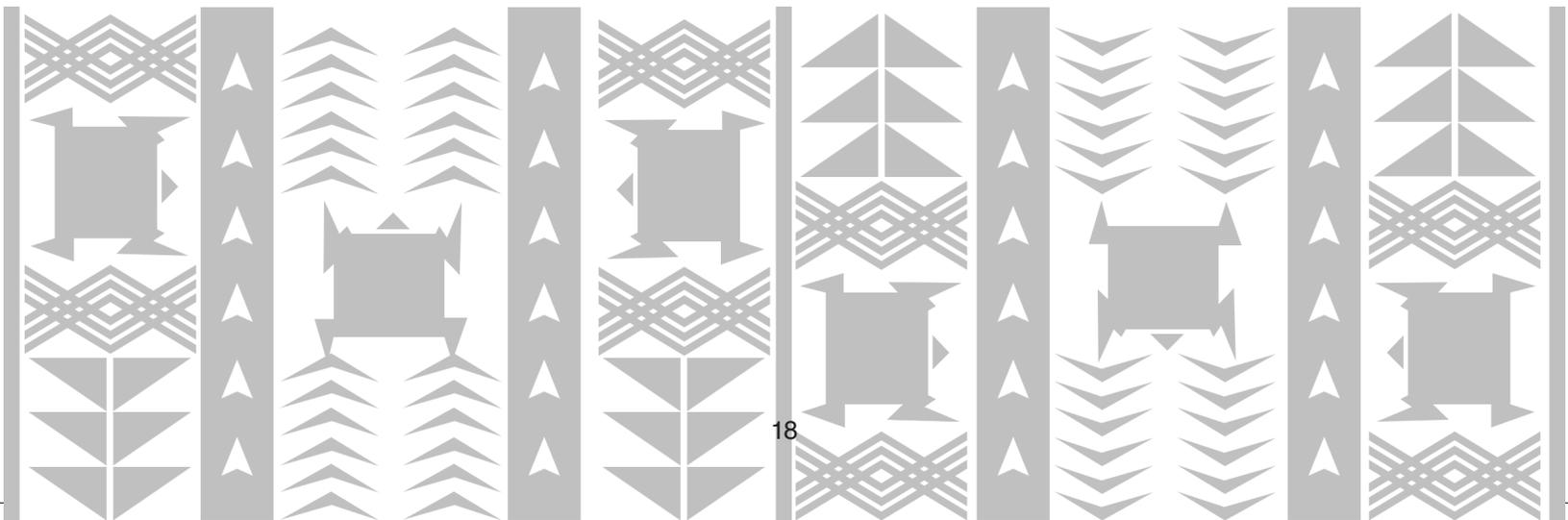
Outcomes and key results we aim to deliver

1. Support school communities to improve child and youth well being for learning through adopting the Health Promoting Schools initiative

1.1. Form partnerhips initially betweend Education and Health to engage with schools and their communities to establish Heath Promoting School (HPS) as a key initiative in meeting both education and health goals

Targets

1.1.1. Education structural preparations:

- Education completes planning before meeting with Health: a) Appoint the HPS Coordinator; b) Prepare presentations on - What is HPS, Purpose, Intended Outcomes, Impact, HPS Inquiry Cycle, Health audit, Self-review rubric, 3-4 year time frame, resourcing, roles and responsibilities, HPS Guidelines

1.1.2. Education and Health collaborative planning

- Health and Education initial one week, and ongoing, engagement to co-construct a common plan, baseline data and measures, and working collaboratively

1.1.3. Engagement with each school and community

- Health, Education engagement with each school community about HPS

- Partnerships are estabalished with and between the school community, Health, Education and other sectors to engage with schools and establish HPS as a important intiative for health and well being for learning

- An active small group HPS Task Force in the school is established to lead and coordinate HPS actions led by a school HPS liaison person and include non teaching staff, teachers, students, principal, community member

- Once a term capacity building of key HPS personnel

1.1.4. Health audit of each school, priority setting and planning

- HPS coordinator in collboration with Health work with the school community to scope the health and wellbeing in their school, to look at their own practices and conduct an audit of their health promoting actions according to WHO 6 elements for Health Promotion

- School are supported to complete a self review using the HPS health and well being for learning self review tool

- Schools and community are supported to collectively identify health and well-being priorities that are hindering children and young people from achieving outcomes

- School partners are supported to co-construct the plan, identifying strategies most likely to address the health/wellbeing priorities; and determine measures of success. The strategies and actions build on the school community's strengths

1.1.5. HPS Monitoring and Evaluation

- Partners collaboratively identifiy targets and measures of success, monitoring and evaluation schedule and reporting processes

- Ongoing monitoring meetings are carried out as part of the syndicate meeting cycles in schools

- Schools and community are supported to conduct an evaluation on the actions and outcomes, describing the changes in thinking and practice through critical reflection on the evidence.

- The evaluation methodology tracks ongoing progress and determines if the strategy has been successful and why.
- Schools report evaluation results to the school community partnerships, and together confirm the next steps and the beginning of a new cycle.

2. Support schools to improve child and youth well being through improving the nutritional quality of their diet and promotion of healthy and sustainable food habits

2.1. Establish and sustain school canteens in each of the three schools

Targets

1.2.1. Nutrition audit, priority setting, planning

- Schools are supported to inquire into the nutritional quality of students' diet
- Schools are to scope their community's support for a school canteen
- HPS to support school community partnerships to develop specifications for a school canteen, action plan, determine measures of success, explore and cost options for the physical space, operations, and sustainability; confirm sources of funding; present options to the Education Committee and Taupulega for consideration, approval; Implement the action plan
- A canteen operator is appointed

1.2.2. School Nutrition Policy

- HPS and school community partners co-construct a school nutrition and drinks policy; promote healthy and sustainable food habits
- Design and trial a canteen menu that is aligned to the policy, submit proposed menu options for the HPS Task Force approval
- Evaluate, reflect and review

3. Support schools to revive school gardens to promote important life skills around sustainable food habits

3.1. Establish and sustain school canteens in each of the three schools

Targets

3.1.1. Partnerships and development

- DOE to form partnerships with EDNRE and other relevant parties on island, develop and present proposal for a school garden for Taupulega support
- Current and previous practices around school gardens are reviewed collaboratively amongs HPS Task Force, school community and establish factors important for sustaining school garden efforts;
- Specification for a school garden, with costed options and action plan is drawn up and implemented to revive, establish and sustain a school garden, enlisting volunteers and hiring as funds allow
- A Grow, Harvest, Prepare and Share programme using the produce from the school garden, that also links to the School Canteen is implemented
- Evaluate, reflect, review, share and celebrate

4. Design and publish Health and Physical Education (HPE) and Wellbeing curriculum, and curriculum resources

4.1. Develop, produce and implement the Health PE and Wellbeing Curriculum for Tokelau schools

Targets

4.1.1. Health PE and Wellbeing Curriculum for Tokelau schools is implemented

- A curriculum reference group is constituted
- A Health PE and Well Being Curriculum is developed with 300 copies published by the end of 2021
- Modules of learning to support teachers' understanding to implement the curriculum are developed and published
- Professional development learning programmes on how to implement the curriculum are provided once a term to each school

5. Promote more inclusive and sustainable growth through developing and implementing social protection systems for children and students with disabilities

5.1. Develop, produce and implement policies and strategies for the Social Protection of children and students with disabilities

Targets

1.2.1. Situational Analysis

- A situational analysis is designed and implemented to identify people with disabilities in Tokelau
- A register of people with disabilities in Tokelau is compiled and digitally maintained
- The outcomes of the situational analysis are used in national planning for strengthening social protection for people with disabilities

1.2.2. Technical assessment of students with disabilities

- Technical support to carry out diagnostic assessments of students with disabilities is contracted, and deployed to undertake testing of students
- Policy and strategies to increase social protection and provision for students with disabilities are developed and implemented, monitored and evaluated

Strategic Goal 2 Priorities and Work Streams

- Health Promoting School initiative, partnerships; audit, planning and strategies, monitoring and evaluation
- School gardens
- School Canteens
- Health and physical Education Curriculum
- Identifying students with disabilities, policy and planning
- Community awareness and engagement
- Professional development for teachers and partners
- Monitoring and evaluation strategy

Resourcing needs

- Recurrent budgets for new position HPS coordinator, Canteen Operator, and sustainability of intiatives
- Co-sharing of costs amongst partners: Education, Health, villages, and other relevant sectors such as EDNRE for the gardening strategy
- UNESCO funding for the Disability strategy
- Improving Secondary Education programme funding for the Curriculum development

3. Coherent Early Childhood Development

WHY THIS MATTERS

Develop and strengthen a coordinated multisectoral approach to early childhood development that provide quality integrated services for young children

On each village the enduring village structures of the Taupulega, fatupaepae, church, parents form a strong network of support services for early childhood.

In recent years there have been notable improvements with new facilities at the ECE centres.

There has been increased understanding of the purpose and philosophy of ECE, the health and safety needs of young children, and therefore related changes in facilities and practice. The centres are now implementing an inquiry approach to planning, assessment and evaluation.

The needs of young children are complex and diverse. They need multiple inputs including health, nutrition, responsive caregiving, security and safety, and early learning.

There are a number of nationally important matters around young children's needs because they impact on the health and well being of future generations. Childhood obesity places children at risk of non-communicable diseases. Keeping their immunisation up to date ensures their own and the community's protection from communicable diseases. These things require a national holistic approach.

Providing for the holistic development of children calls for collaboration and support from multiple entities. An important focus in this goal is to strengthen multi-sector collaboration to enable the achievement of a whole-of-government, whole of society approach to early childhood development.

The focus of ECE has traditionally been on the preparation of children for school readiness. The importance of multi-sectoral coordination is to ensure that ECE goes beyond that to provide children with the best start in life and are able to learn successfully in school.

Tokelau is a party to the commitments made by Pacific Island countries in the Pasifika Call to Action on Early Childhood Development 2017. They focus on key issues of concern including the need for multi-sectoral collaboration to close the gaps in health, nutrition, protection, care and stimulation that adversely affect the well being of children.

An important focus in the ECE goal is results-based monitoring. This means that Tokelau will establish through multi-sector collaboration its indicators and evidence framework for monitoring the quality of its early childhood development.
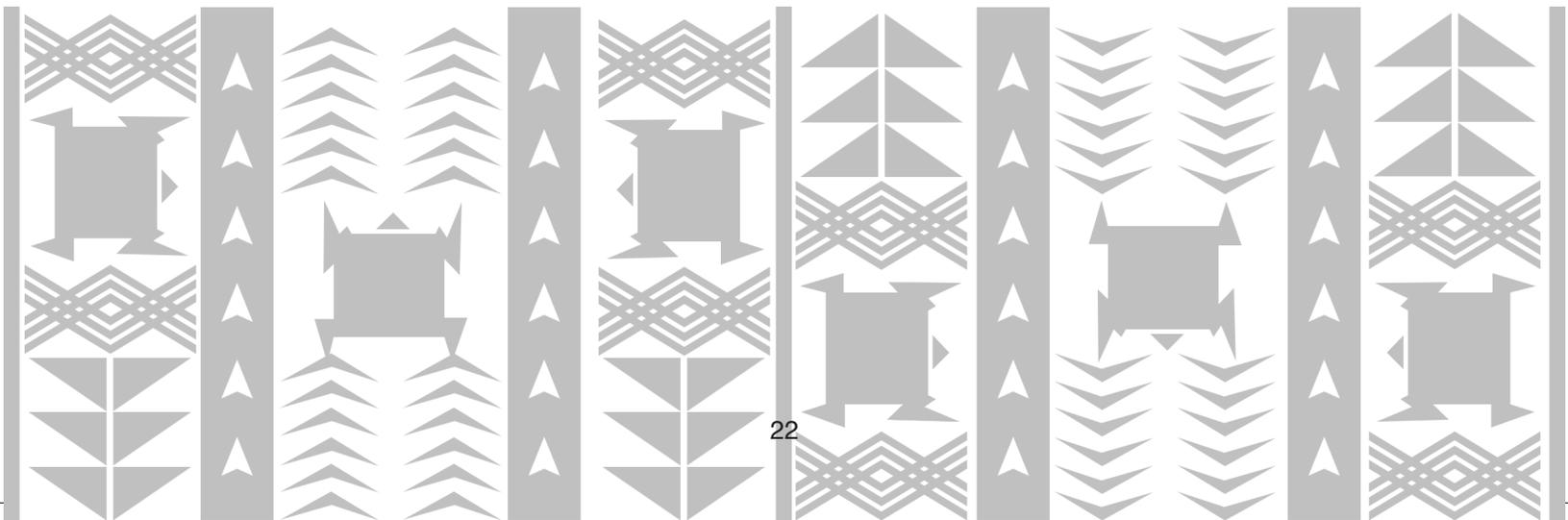
Outcomes and key results we aim to deliver

1. Strengthen multisectoral approach to policies and programmes for children from birth to school entry

1.1. Develop a multi-sectoral framework for early childhood services

Targets

1.1.1. Multi-sectoral framework for early childhood services

- Key services for ECD and providers are identifed in a register of service providers
- Effective partnerships are established and maintained amongst providers, and the homes, with clear terms of reference to ensure a comprehensive programme of support to early childhood development including: health, nutrition, responsive care giving, security and safety
- There is increased investment in early childhood development through recurrent budgets
- Tokelau maintains active participation and collaboration with regional forums, international agencies on ECD policy frameworks and intiatives (e.g. Pacific Forum - Pasifika Call to Action on ECD, UNICEF)
- There are clear indicators and enactment of ongoing monitoring and reporting of efficiency and effectiveness of integrated and multisector approach to ECD services
- There is a culture of improvement with monitoring findings used to iimplement strategies to improve

2. Develop, strengthen and use comprehensive data management, monitoring and assessment systems for informed decision making on early childhood

2.1. Develop and implement an ECD data management system for informed decision making

2.1.1. ECD Data management system

- Completed gap analysis, mapping existing priorities, monitoring frameworks, indicators and reporting mechanisms
- A data management system is developed and implemented for the collection, storage and dissemination of children's information, attendance and outcomes
- An agreed evaluation framework is in place with indicators aligned to national and regional plans (ECD Index (ECDI), Key indicators for monitoring ECD at the global level
- A monitoring and evaluation schedule is implemented with findings used to make informed decisions on strategies for improvement

3. Develop teachers' understanding and capabilities in using the ECE Curriculum Policy Guidelines - Tifa Ola

3.1. Develop and implement an in-service training programme that includes two key features:

(1) providing support for using the Tifa Ola, and

(2) providing a routine programme of IST to regularly update teachers knowledge and skills

Targets

3.1.1. Professional development to use theTifa Ola

- Needs analysis is completed and used to set targets at individual teacher level, and ECE teachers as a group
- Integrated in-service training modules based on the key messages in Tifa Ola are published
- Integrated in-service training is conducted quarterly in each school that meets the needs of the teachers and school management to implement the Tifa Ola; schools use the self-review process to monitor progress.

3.1.2. Routine programme of IST for teachers

- Schools use the inquiry approach to plan and implement ongoing in-service training for all ECE teachers based on priority needs
- There is a quarterly provision of school-based IST for teachers
- Schools develop and implement an effective system of internal evaluation that monitors student outcomes, teachers' development, and centre-wide practices

4. Ensure a continuous supply of qualified ECE teachers on each atoll

4.1. Develop and implement a national supply strategy for qualified ECE teachers

Targets

4.1.1. ECE Teacher supply

- The number of ECE teachers with qualifications is established from the eTAP database
- A costed plan with feasible pathways is implemented to support non-qualified ECE teachers to study towards a recognised qualification
- Pathways can include ECE teachers to apply for GoTSS to study on Tokelau or Short Term Training Scholarships (STTA) as appropriate, either for their first or advanced qualification
- The qualified ECE teacher supply is reviewed yearly and strategies enacted for supporting teachers towards their minimum qualification

Strategic Goal 3 Priorities and Work Streams

- Multi-sectoral framework for early childhood services
- ECD data management system
- ECD Monitoring and Evaluation Framework
- Integrated teacher modules on using the Tifa Ola
- School based Professional development to use the Tifa Ola
- Routine professional development strategy and implementation
- ECE qualified teacher supply

Resourcing needs

- Increased recurrent budget allocation by sector partners including the villages to ECD
- Funding teacher qualification studies
- Hardware for data management systems

4. Sustained Primary Education

Strengthen and sustain a quality teaching and learning environment in which students establish a firm foundation in literacy and numeracy and develop a strong sense of learner agency.

WHY THIS MATTERS

Our goal at the secondary level is to improve achievement outcomes and increase the range of pathways available to all students. The primary levels have a significant contribution to this goal by ensuring that students by the time they finish Year 8 are achieving at a level that enables them to succeed at secondary level.

Tokelau has made significant investment in the last five years that has improved outcomes across primary education that must be sustained and built upon.

Nevertheless our biannual and annual data collection for literacy and numeracy identify pockets of students who are achieving below or well below the expectations for their year level. These are our priority learners some of whom have particular learning challenges brought on by a range of impairments either physically, mentally, or emotionally.

Patterns of achievement at secondary levels show that students who did not meet their primary level expectations persist with the same levels of underachievement.

Whilst schools have improved the use of inquiry to identify these students' needs and were taking some actions intended to shift their achievement outcomes, by and large, all three schools were unable to show that their strategies and actions were effective. It indicates a need for ongoing teacher professional development to build teachers' knowledge of which strategies they could use, and how best to use them.

The role of school principals is vital to successfully accelerate the achievement of our priority learners. They can champion a clear vision that all students are able to succeed. They lead the staff on what constitutes accelerated learning progress. They can reinforce the importance of an inquiry-based teaching and learning approach. They can lead a cohesive and coordinated team approach across the whole school where teachers collaborate in their syndicate teams and across syndicates to respond to children who are not achieving well.

An area that we have worked hard on in the last five years is the improvement in the quality of assessment data. School principals have a critical role to ensure teachers continue to fully use school-wide data to determine individual student strengths and next learning steps. School principals need to maintain a focus on achievement trends over time to monitor the effects of strategies used and to make the necessary changes to accelerate learning.

Outcomes and key results we aim to deliver

1. Maintain an unrelenting focus on student achievement, lifting the achievement for priority learners in reading, writing and mathematics to meet national expectations in Years 1-8

1.1. There are lifts of achievement in literacy and numeracy across all primary age groups and in Tokelau and English language

Targets

1.1.1. Accelerating student learning

- Schools have strong self-review and inquiry processes that make a difference to teaching and learning

- National assessment data and valid and reliable school-based assessment data are used to identify cohorts of priority learners who are below or well below the national expectations in mathematics, reading and writing, in Tokelau and English

- Schools respond with deliberate actions and innovations to improve student outcomes. Effective intervention practices are implemented that accelerate student achievement, sustain student acceleration and ensure intervention coherence at a school-wide level. In developing an accelerated intervention, teaching and learning should be innovative and based on sound evidence of effective teaching practice for acceleration

- Expertise within the school is used to undertake a short-term intervention (15 weeks), that focuses on accelerating the progress of priority learners. This intervention is in addition to effective classroom teaching

- The school has evidence of impact. Students have been deliberately supported to improve outcomes. Schools make half yearly reports of student achievement and progress. Lifts of achievement in literacy and numeracy across all age groups

- Student achievement is tracked systematically through tracking templates completed by teachers as part of the schools self-review process at staff/team/curriculum meetings that discusses 1. What is the shift that happened? 2. What intervention/s caused the shift? 3. Where to next?

- The Principal ensures the school has a curriculum and achievement map that clearly identifies the range of interventions for priority learners at risk of underachieving. This includes inclass, out- of class, and specialist support

- The mathematics/literacy leader with the Principal would also ensure that the supplementary supports chosen are those that are known to be educationally powerful and cost effective, are well implemented, and monitored for impact in both the short term and long term

- Schools set up a supplementary inquiry team made up of the syndicate leaders. The key role of this team is to ensure there are adequate conditions for sustaining and embedding effective practices. For example, one of the roles of the syndicate leaders is to support other classroom teachers to inquire into the effectiveness of aspects of their own practice and transfer learning from the supplementary programmes to the classroom

- The primary coordinator is recognised as a leader in content and pedagogy

- School leaders are recognised as leaders of learning who lead and manage sound school systems that support learners to succeed

2. Curriculum coordinators and school leadership learn about core principles that underpin accelerated learning, and effective school practices

2.2. Professional learning programme for curriculum coordinators, school leadership and senior management team on accelerated learning.

Targets

2.2.1. Professional Development

- There is ongoing staff professional development on acceleration and the focusing questions "What is acceleration and how do we achieve it?" The focus is on identifying key levers for improved literacy teaching and learning

- Teachers act on the need for urgency in providing effective teaching that is showing accelerated learning for all target students all day, every day

- Teachers understand and integrate the principles / strategies that underpin effective approaches for accelerated learning into their daily teaching practice

- There is strengthened use of data as evidence of effective teaching practice and strengthened practices around the quality of data - accuracy, validity and reliability

- There is school-based expert diagnostic assessments for students with learning difficulties, students living with disabilities with recommendations for approriate intervention strategies

- Curriculum coordinators and a selected accelerated learning leader from each school observe and learn in a New Zealand school how they implement the Accelerated Lilteracy Learning (ALL) and Accelerated Learning in Mathematics (ALiM)

Strategic Goal 4 Priorities and Work Streams

- Ongoing teacher professional development to build teachers' confidence and understanding of the strategies they can use

Resourcing needs

- External technical support on accelerated learning strategies and monitoring

5. Improved Secondary School Pathways

WHY THIS MATTERS

Improve the range of learning opportunities, achievement outcomes, career and educational pathways available to secondary school students

Historically the provision of secondary education on Tokelau has not been easy for many reasons. In particular its isolation meant that for many years only selected students had access to secondary education, which was offered in other countries of the Pacific, including New Zealand. Secondary education when it was available was only up to Year 11. Up until 2007, senior secondary education at Years 12 and 13 was not available on Tokelau. Selected students could attend senior secondary schools in Samoa.

From 2007 senior secondary education was available on each nuku on Tokelau through the University of the South Pacific Senior Secondary Education Programme (SSEP) of preliminary and foundation courses.

A clear intention of the Tokelau National Curriculum Policy Framework (2006) was to establish coherent "parallel" vocational and academic pathways for employment or qualifications "through the availability of a wider range of courses at senior secondary level...to better meet "the needs of the majority of students". There has been no progress with these important objectives to date.

ERO (2018) noted "the quality of secondary education provision in all schools is inadequate. The range of learning opportunities, achievement outcomes and career and educational pathways available are very limited. The curriculum is narrowly focused, and students' learning is predominantly teacher-directed. As a result, students lack challenge and meaningful pathways in their learning and are not achieving to their full potential."

Our current curriculum provision focuses narrowly on the 5 core subjects – Tokelau, English, Maths, Science, Social Science and lacks alignment through Years 9-13. There are few alternative training opportunities, for example, agriculture or trades, for students who do not want to pursue an academic pathway or who have not achieved success at school.

One of the biggest drawbacks to Tokelau offering a broad curriculum is the availability of teachers for the different subjects in terms of capacity and capability. It is very costly recruiting teachers from outside to live and work on Tokelau.

The Tokelau Education Summit (2019) conversation was unanimous on

- Tokelau schools having access to a broader framework of qualifications recognising vocational and academic paths, through the New Zealand National Certificate of Educational Achievement so that students can transition to other education settings such as New Zealand and Australia

- The inclusion of Vocational pathways in schools and exploration of opportunities for Tokelau through the New Zealand vocational and foundational education, secondary-tertiary transitions, the Youth Guarantee initiatives, and Vocational Pathways
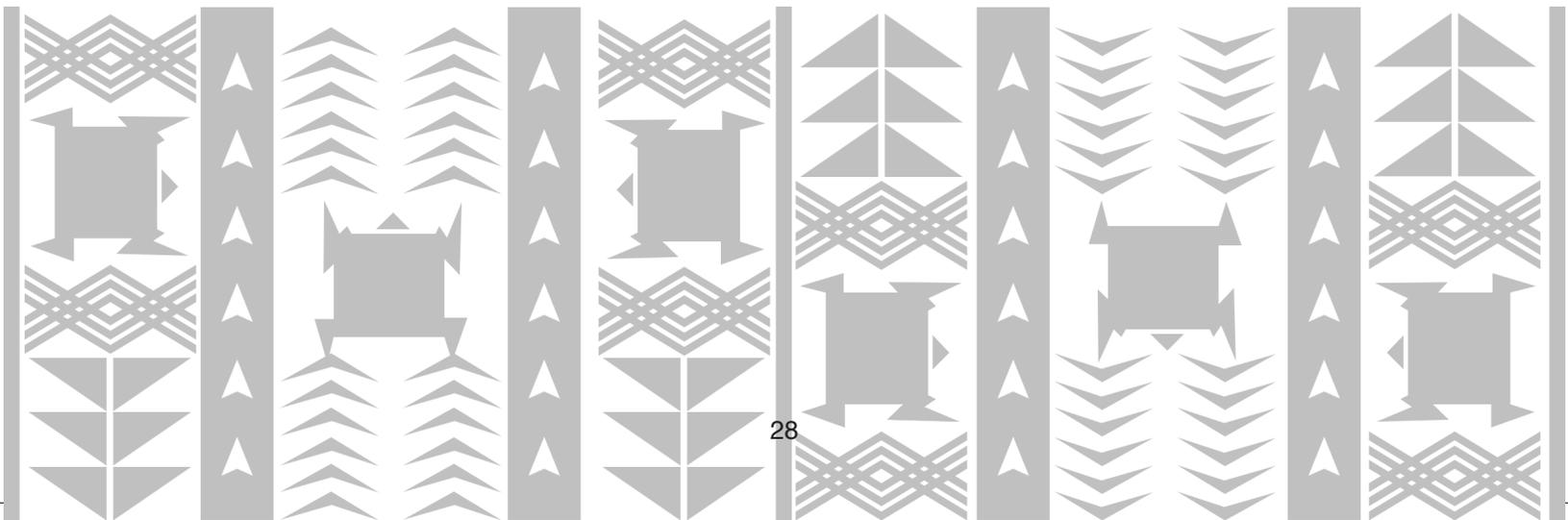
5. Improved Secondary School Pathways

- Reforming the Tokelau curriculum to provide a broad, balanced, and responsive curriculum that engages students with real-life issues Tokelau faces and develops their capabilities for actions and solutions in real, evidence-based decision-making processes

- Biblical Christian education to be integrated into the curriculum

- Tokelau schools using the New Zealand Correspondence School Te Kura

Having online learning will make available a breadth of learning opportunities and pathways throughout the school sectors. Opportunity will be made available to schools to extend curriculum capability and provide access to a wide variety of subjects.

Students at NCEA level will be able to focus on their chosen pathways through selection of relevant subjects with continuity from Year 11 onwards.

Our three schools have varying qualities in their management systems and will need targeted and responsive external support for school governance, leaders and teachers to improve their quality management systems.

Two of the biggest areas that will impact on the successful reform of secondary education are the quality of teachers, and the curriculum. While many secondary teachers have at least a graduate degree from a regional institution, some are not trained teachers. The provision of external expertise to support capability and capacity building in secondary education is an important priority in the immediate future.

It is now a matter of urgency that Tokelau pursues a curriculum reform agenda to review and revise the National Curriculum Policy Framework, review and revise existing curriculum statements, and to develop and implement new curriculum statements to broaden the range of learning opportunities and pathways available. The Department of Education would need external professional support to improve the quality of its curriculum provision.

The Department of Education needs the capacity in terms of dedicated personnel to coordinate the implementation of NCEA. External support is needed to develop the professional capabilities of Department staff to support standards-based assessment and quality management systems in school.

An important aspect of the external support to the Department is in the alignment of the curriculum and assessments from Years 9 to 13 and the transitioning of the system from the SSEP preliminary and foundation programmes to NCEA, noting that NCEA Level 3 can qualify students for the USP.

The review and redesign of secondary education provision is an immediate priority for Tokelau.

Outcomes and key results we aim to deliver

1. Improve the design, structure, management and delivery of the Tokelau national curriculum

1.1. Review and reform tne National Tokelau Curriculum

Targets

1.1.1. Tokelau National Curriculum Reform

- The National Tokelau Curriculum Policy Framework 2006 is reviewed revised and published

- The learning area curriculum statements: Tokelau, English, Mathematics, Science, Social Science are reviewed, revised and published;

- Other priority curriculum: Health and Physical Education Curriculum for Years 1 to 13; Biology, Chemistry, Physics Years 12-13; Geography, History, Economics Years 12-13 are designed and published

- A curriculum pathway map and guidelines is completed showing how other learning areas' curriculum will be accessed on Tokelau online

- There is sustained access to quality multimedia resources to support curriculum implementation

- There is sustained professional learning programmes on curriculum implementation for DOE Staff, school principals, teachers and teacher assistants

- Community have increased awarenss and engagement with the curriculum reforms through community consultations, and cross sector collaborations

- The content and structure of each learning area curriculum makes clear the conceptual and significant learning, developmental progression and activities designed to enhance movement through levels of thinking

- There is improved relevance, coherence / alignment of curriculum across learning areas

2. Develop and implement a coherent integrated pathways structure for secondary schools

2.1. Schools adopt a Pathways Approach to curriculum as learners transition through schooling toward future education, training or employment

Targets

2.1.1. A coherent integrated pathways structure for secondary schools

- Tokelau's human resource priorities at village level and skills needs are identified

- The relevance of the NZ Vocational Pathways to Tokelau's needs is assessed

- Creation of a coherent integrated pathway structure for students from Year 9 onwards that incorporates relevant components of the NZ Vocational Pathways, collaboration with village level workplaces, sector-wide workplaces, with transition to opportunities beyond the village

- Targeted support to schools to design and deliver a pathways approach to school curriculum i.e. Professional learning for school leadership and secondary staff on pathways approach to curriculum planning, delivery and assessment

- Technical support to the Department of Education on Pathways development, pathways approach to national and school curriculum planning and delivery

3. Tokelau students have access to a broader framework of qualifications through the New Zealand National Certificate of Educational Achievement

3.1. All 3 Tokelau Schools offer NCEA Level 1 and Level 2 qualification in the term of this strategic plan

3.1.1. Tokelau students achieve Level 1 and 2 NCEA within the time-frame of this plan

- Tokelau Schools are registered with the NZ MOE

- Initial ERO visit and report completed

- Sustainable development of expert professional leadership and management in secondary education to obtain Consent to Assess:

  » Strengthened school systems in school planning, curriculum design, delivery and assessment

  » Strengthened school leadership and teacher capability in standards-based assessment

  » Reformed current senior school structures and programmes and transition schools from SSEP USP Preliminary Y12, Foundation Y13 to NCEA qualifications

- Implementation of Communication Strategy that maintains community and public understandings of the changes

4. Expanded access to and use of ICT for enhanced learning at all levels

4.1. Develop and implement a Digital Strategy for the use of ICT to enhance learning

4.1.1. The use of ICT to enhance learning

- Appointment of a DOE Correspondence School and Pathways Coordinator

- Delegation of a school teacher as each school's coordinator to oversee the online learning school programme and support students with their online learning across the school.

- Completion of an assessment of the quality, quantity and sustainability of the hardware and software supply at each school, their use, learning space, connectivity, teacher and student capabilities in use of IT for learning, maintenance and replacement policies, and make recommendations for next steps to enable quality provision and systems offer online learning

- Completion of a review of the effectiveness of any computer assisted learning programmes in use at schools, such as those provided through USP, and their implications for new directions in online learning

- Completion and evaluation of a limited Te Kura trial for all the schools to inform future decisions

- Provision of costed options for the use of Te Kura Correspondence School, Open Polytechnic for online learning (iqualifyschools. co.nz), and print resources based on the NZ Curriculum (ESA Publications) and costs for custom made ESA materials for the Tokelau curriculum

- Sustained partnerships with suitable providers to support online learning for students in all three schools

- Provision of hardware devices for students for all 3 schools as a result of the appraisal of the school's ICT situation

- Provision of teacher laptops to improve competence and confidence in using digital student management system, and use of digital technologies to ehance learning

4. Expanded access to and use of ICT for enhanced learning at all levels (continued)

- Sustained support to the DOE and schools in the introductory implementation and establish ongoing systems for online learning:
  - » Provision of professional development from an IT education specialist to assist Principals and senior teachers to develop an ICT strategy (which specifies expectations of student knowledge/ skills at each level) and to work with teachers to develop confidence in using new technologies - support Teachers in updating their pedagogy to a digital medium
- Completion of a review of the current applications of eTAP as SMS for Education Tokelau, develop and implement strategy to increase the range of functions Tokelau uses; advise on options for an SMS for the whole school sector ECE to Y13
- Provision of professional development for all school leaders and teachers on the features and use of eTAP or alternative SMS to manage the day to day activities of the school including the digital systems around assessment

Strategic Goal 5 Priorities and Work Streams

- Curriculum review, revise, publish:
  - » Tokelau, English, Mathematics, Science, Social Science are reviewed, revised and published;
- Curriculum design, develop, publish:
  - » Health and Physical Education Curriculum for Years 1 to 13; Biology, Chemistry, Physics Years 12-13; Geography, History, Economics Years 12-13 are designed and published
- NCPF review, revise, publish
- Explore, implement cost-effective online options for broadening the curriculum in other areas through including Te Kura, Open Poly
- Pathways structure for Secondary Schools
- School governance, management, systems strengthening for Consent to Assess NCEA

Resourcing needs

- External technical consultants for:
  - » curriculum review and development; professional development for curriculum implementation
  - » IT appraisal: complete a review of the provision and use of IT in schools, provide costed options for Te Kura, Open Polytechnic in schools that considers supply of hardware, software, connectivity, teacher capability
  - » implementation of online learning to support and broaden the curriculum, establish ongoing systems
  - » professional development for standards-based assessment
  - » Consent to Assess requirements
  - » developing the pathways structure for secondary schools
- Learning resources:
  - » text-based, digital, audio-visual e.g. ESA
- Community consultations and communications
- Design format layout and publication of curriculum documentss

6. Increased Workforce Capability-Post School Education Training

WHY THIS MATTERS

Improve the quality and relevance of post school education and training so that people gain the skills and knowledge to become successful, and to more fully and effectively participate in workplaces and contribute to their community's development

Post-School Education and Training (PSET) includes all education after secondary school so it covers higher education and vocational training. Other systems like New Zealand refers to this sector as Tertiary Education.

Tokelau currently has a limited range of post school education and training options. The traditional and current main PSET pathway is through the Government of Tokelau Scholarship Scheme (GoTSS). This path has focused primarily on higher education academic courses at regional institutions with a few going to New Zealand.

The other is through the New Zealand Short Term Training Scholarships (STTS). These fund skills training and work experience for between a minimum of one week and up to 12 months. Applicants go to New Zealand to gain experience at a workplace, which may be a private or public sector entity or another organisation, or to attend a training course with a New Zealand-certified training provider. Scholarships are available for: technical or vocational study (e.g. Certificate level), non-formal courses, work experience (a work ,placement'), Diploma programmes (up to Level 6 of the New Zealand Qualifications Framework), certain maritime courses (at Level 7 of the New Zealand Qualifications Framework).

We have not fully utilised our allocation of the STTS. Tokelau must not only create opportunities but also take up opportunities available for people beyond the compulsory education system to gain the needed skills for village and Government Departments.

The offices of the Taupulega on each atoll identified the need for increased governance, vocational, management and leadership skills.

In the trades area, we need to take up options to train for trades and other occupations which could be while people are working or as part of an apprenticeship. Vocational training in schools needs to be planned and delivered. Some of the priorities are in trades such as building, automotive engineering, refigeration and air conditioning, plumbing, fitting and drain laying, and roofing. Priority themes and sectors for training include Climate Change and Resilience covering areas such Climate change and the Environment, Disaster Risk Management, Food Security and Agriculture and Renewable Energy. Good governance, economic resilience covering areas such as Informations Communications Technology, Fisheries are also important priorities.

The current coordination, management and growth of the overall post-school education and training sector is constrained by the wide scope of functions the Department of Education is responsible for from the preschool to the school sector, to the tertiary sector.

Collaboration among all sectors is critical. There is a need to work with the Human Resources division at national and village level to identify needs, plan and coordinate post school education and training programmes. There is a need to rethink how the post-school education and training sector is currently operating to arrive at the best options to improve the quality and relevance of programmes. Other important areas of the post school education and training sector to be considered also are Adult Community Education, and Non-formal education.
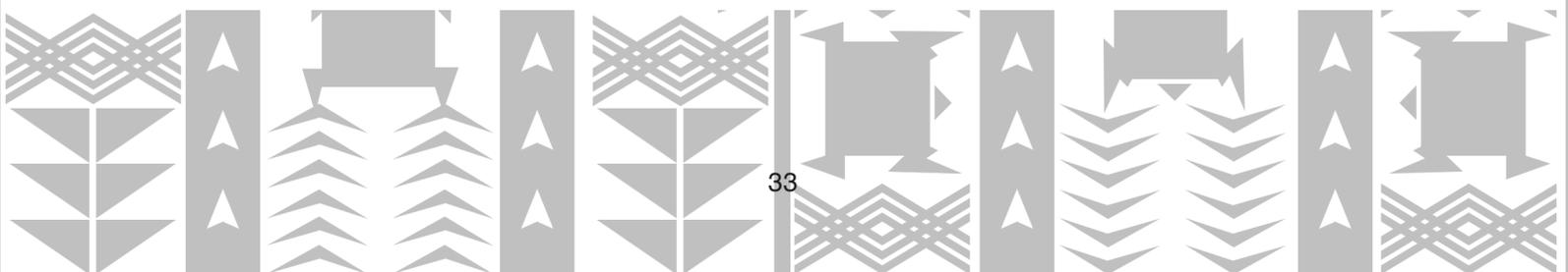
Outcomes and key results we aim to deliver

1. Improve the structure, coordination, management and delivery of post-school education and training

1.1. Review and reform the Post-School Education and Training structure and operations

Targets

1.1.1. Post-school Education and Training Reform

- The scope of post-school education and training in Tokelau is surveyed and described, and is inclusive of both formal, non-formal and informal opportunities for education and training across all sectors.

- The subsectors that constitute the PSET sector are confirmed

- The outcomes, access and equity, quality, efficiency and effectiveness of structures and operational services in human resource priorities identification and strategies, current skills development education and training are assessed

- A number of costed proposals on how to transform the PSET system forms the basis of a development plan that addresses identified issues and priority areas of post-school education, and is inclusive of a pathway model for students after formal schooling (with options for higher education, training in trades (workplace training and apprenticeships), and other occupations

- A reformed, effective PSET sector is operational with increased access to education and training opportunities and importantly, producing individuals with the knowledge, skills and dispositions necessary to meet the skills demands in the village and global economies

- A workforce development framework is implemented to plan, deliver and evaluate training and education for those already in the workforce as a means of linking skills development not only to evolving changes in the sector, but also to succession and sustainability

- The workforce development framework includes a strategy that promotes employment opportunities for recent graduates

- Improved coordination mechanisms stimulate targeted skills development in response to local, national and regional development priorities

- A much more rigorous approach to Monitoring and Evaluation with village level publication of results is effectively operating

2. Priority skills and knowledge needs for village and public service departments are being met

2.1. Adult learners access and successfully complete relevant education and training opportunities

Targets

2.1.1. Post-school Education and Training implementation

- A post secondary education and training coordinator is appointed

- Village and national level human resource priorities, knowledge and skills demands are annually confirmed

- The Government of Tokelau Scholarship Scheme align with the human resource development needs of villages and public sectors

- The NZ Short Term Training Scholarships are fully utilised to meet the skills demands

- Collaborative partnerships with external skills providers are operating effectively to supply on and off island learning opportunities

- Learning programmes to meet the numeracy and literacy needs of second chance learners on each atoll deliver better outcomes for learners

- Better targeted skills development investments are implemented through a range of educational and training options, in flexible ways such as distance learning, to meet the needs of adult learners, and skills demand in the villages and sector

- Monitor the effectiveness of post school education and training programmes in terms of meeting village and departmental needs

Strategic Goal 6 Priorities and Work Streams

- Situational analysis of Post-school education and training

- PSET costed development plan and organisational structure

- A workforce development framework for those already in the workplace, and a strategy to promote experience and employment for recent graduates

- Post secondary school pathways for students transitioning from school to further education and training

- Creating ollaborative partnerships with external providers for skills development

- A rigorous M&E framework

Resourcing needs

- External technical consultants for:
  - » PSET situational analysis, costed development plan, organisational framework

- Recurrent budget new position: Post School Education and Training Coordinator

- Government of Tokelau Scholarship Scheme

- NZ Short Term Training Scholarships

- New budget allocation for village-based post school education and training programmes including online training

1. Leadership & Management

WHY THIS MATTERS

Effective leadership, management, and coordination of improvement efforts

Education is a major sector in the public services with responsibilities for the largest number employees that include staff within the Department and senior teachers across the three schools. It has responsibilities to administer the Government of Tokelau Scholarship Scheme, as well as coordination of the Short Term Training Scholarships. It also has responsibility for managing the operations of one of the schools.

Our capacity to deliver services well within such a broad scope of responsibilities needs effective leadership, management and coordination of improvement efforts at every level. It requires clarity of systems and processes, lines of accountability, and key roles and responsibilities in the operations of the Department.

Our planning, policies, systems need strengthening. We need our DOE staff to be capable and competent to carry our their key roles and functions in order for us to deliver on our policy and practice.

1.

Leadership & Management
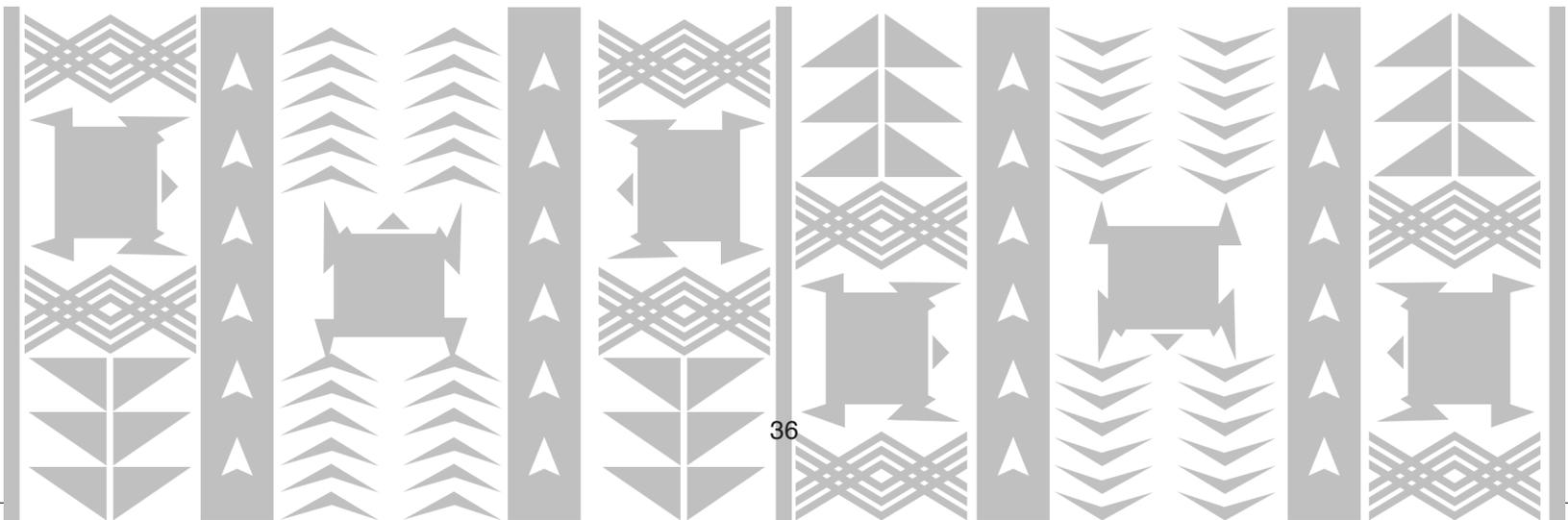
Effective leadership, management, and coordination of improvement efforts

Outcomes and key results we aim to deliver

1. **Improved efficiency and effectiveness of the Department of Education**

   1.1. Coherent and effective plans, systems and policies are in place to support student learning and the efficient operations of the Department

   Targets

   1.1.1. Policies, plans, systems and operations

   - Policies, plans, systems support the areas of department leadership, management and operations, school leadership, governance and management for all levels of the school system
   - Policies align with and fully represent the expectations of governance on the provision of quality education in the schools
   - The processes and work plans for the application of the policies are transparent and understood well by the targeted audience
   - Improved documentation, storage, access, review and update of policies and operational guidelines
   - The DOE operates efficiently and effectively in carrying out its core functions:
     » has clear, concise and easy to understand annual plans and reporting processes and systems
     » a strong collaborative culture
     » fortnightly staff meeting
     » staff monthly reports
     » operates within budget
     » and M & Framework is operational

2. **DOE staff have increased skills and understanding on how to perform their roles and responsibilities**

   2.1. Coherent and effective plans, systems and policies are in place to DOE staff have enhanced ability to carry out their roles and responsibilities

   Targets

   2.1.1. Staff capabilities

   - Job descriptions outline clear roles and responsibilities for the department staff ensuring that they align well with the scope of work and services to be delivered
   - DOE staff experience a robust appraisal process which includes individualised feedback and feedforward, linked to responsive professional learning opportunities.
   - Appraisal reports are documented and staff show increasing competence in their roles
   - Professional development implemented and evaluated, demonstrate positive impacts
   - Salary increments implemented, aligned to appraisal outcomes and national level frameworks

3. DOE HR responsibilities to all staff are managed efficiently ensuring staff have a safe and healthy working environment

3.1. Develop and maintain updated HR responsibilities for all staff on DOE payroll

Targets

- Employment contracts are current and comply with Tokelau Public Service policies and guidelines
- Improved DOE HR information systems and record keeping of e-copies and hardcopies
- Safe secure staff accommodation housing standards
- Legal employment requirements for travel, immigration, work permits are current
- Induction and training for new staff is implemented

4. The Government of Tokelau Scholarship Scheme and Short Term Training Scholarships are coordinated and managed efficiently ensuring the human resource needs of Tokelau are met

4.1. Coordinate and manage all required services to ensure the effective and efficient operations of the Governnment of Tokelau Scholarhsip Scheme, and Short Term Training Scholarships

Targets

4.1.1. Government of Tokelau Scholarship Scheme

- GoTSS Policies and Operating Guidelines are current, relevant, and transparent
- A GoTSS student management information system is designed and operating effectively and efficiently to capture student data and enable insight and predictive analysis to be completed for reporting and advise purposes
- The Scholarship Committee is effective in meeting its governance responsibilities with integrity and accountability through the DOE

4.1.2. Short Term Training Scholarships

- Increased and improved communication with all sectors on STTS
- Effective support on application processes
- Positive impacts on skills and capabilities

Capability Goal 1 Priorities and Work Streams

- Stock-take of policies, documentation, storage and access and update – filing systems – digital and hard copies
- Annual planning and reporting
- Updating of JDs, contracts
- A rigorous M&E framework for the Strategic Plan and annual plan, reporting and response
- Annual performance appraisal for all staff and teachers
- GoTSS student information management system
- Multisector collaboration to identify Tokelau human resource priorities
- Partnerships with PSET providers

Resourcing needs

- Recurrent budget: recruit for Policy Planning Research and Procurement Officer (PPRP)
- Recurrent budget allocation for all outcomes and results including salary increments
- Scholarship recurrent budget

2. School Governance and Management

WHY THIS MATTERS

Taupulega and Education Committees govern their schools well to meet their primary focus of improvement of student progress and achievement

The Taupulega has delegated responsibility for the governance of the schools to Education Committees who provide leadership and strategic direction to the schools. The School Committee's primary objectives in governing the school are to ensure that every student at the school is able to achieve their highest possible standard, that the school is inclusive of and caters for students of different needs, and that the school is a safe place for all students and staff.

How the Education Committee works is very important in keeping a focus on its primary objectives. Effective governance processes and structures will support the Education Committee to govern well. These structures and processes include (1) strategic leadership and direction – engaging with the school to arrive at the school's strategic plan that sets direction for a period of time – usually three years; with annual plans being derived from it; (2) ongoing monitoring through quarterly reports; (3) a 3 year review that covers all aspects of the school's performance; (4) a policy framework that guides all school activities; (4) a current school budget that is aligned to the school strategic and annual plan; (5) an effective meeting process that focuses on student progress and achievement; (6) an effective process for the appraisal of the school principal; (7) an effective process for working with parents and the community.

It is important that the Taupulega and Education Committees are provided with the professional support that will help them govern their school well. There is further increasing demand on the schools to be governed well and be operating effectively and efficiently with the planned adoption of the NZ NCEA.

The Education Committee is accountable to the Taupulega for the performance of their school with the key focus being improved student outcomes, monitoring and evaluating the school's performance to make sure it is on track to achieve the aims and targets in their strategic plan.

The principal has delegated responsibility for how the school will achieve the strategic plan through management of the school's operations. The principal may, in turn, delegate some of that responsibility to other staff members. We need strong, competent principals with a clear understanding of their respective roles and responsibilities and work in partnership with the Education Committee.

Effective principal-Education Committee relationships based on trust and respect is important for getting the best possible outcomes for the students. Understanding each other's roles and responsibilities is important. While the Education Committee and principal and staff share the vision and expectations, it is the Education Committee that makes the final governance decisions.

2.
School Governance & Management

Taupulega and School Committees govern their schools well to meet their primary focus of improvement of student progress and achievement

Outcomes and key results we aim to deliver

1. **Improved school governance with effective and sustained governance structures and processes with the focus continously on improving student progress and achievement**

   1.1. **Effective governance processes and structures are in place, implemented and regularly reviewed with a focus on improved student progress and achievement**

   Targets

   1.1.1. Governance structures and processes

   Indicators to help measure success:
   - These processes and structures are implemented:
     - » School Strategic Plan (3 years)
     - » School Annual Plan
     - » Quarterly report against the annual plan with a focus on improved student achievement
     - » A review of the strategic plan
     - » A school policy framework
     - » A school budget aligned to the plans
     - » Effective meeting processes that focus on student progress and achievement
     - » Effective process for Principal Appraisaland M & Framework is operational
     - » Effective processes for working with the community

2. **Improved School leadership and management**

   2.1. **Strengthened and sustained school systems, policies and operations improving student progress and outcomes**

   Targets

   2.1.1. Improved principal and teacher performance
   - An inquiry-based professional learning programme targeted to the needs of each school's principal and staff is implemented for each school
   - Principals are responsive to external support and are building a cooperative leadership team with clear leadership guidelines and structures
   - Principals and staff experience a robust appraisal process that includes individualised feedback and next steps, linked to responsive professional learning opportunities
   - There is quality educational leadership supporting and promoting teaching and learning, and maintaining a culture of school improvement

   2.1.2. Systems and policies
   - An inquiry-based policy review cycle is enacted and ensures systems, policies and guidelines are regularly updated and are responsive to achieving quality learning outcomes for all students
   - School policies and guidelines are developed from practice in consultation with relevant stakeholders, are documented, and easily accessible by target audiences
   - There are effective, inclusive policies and systems around curriculum management, assessment, resources, and teaching at schools impacting positively on all students' progress and achievement

2.1.3. Improved student outcomes

- There is systematic monitoring and evaluation of student progress and achievement, reflection on achievement data and implementation of suitable intervention strategies, and evaluation of their impact

- All students experience positive shifts in their engagement with learning, achievement and progress at all levels in all learning areas

- Students develop an increasing sense of 'agency' with opportunities to initially make choices and have more autonomy to positively contribute to context, content, process and learning experiences

2.1.4. School facilities that promote and enhance quality learning

- Learning facilities more conducive to learning for students in the secondary areas across the three atolls are provided

- In the ECE area provide purpose-built facilities for early childhood education including a secure area for outdoor play

- An ongoing maintenance and development programme is prioritised in the schools budget to sustain and maintain a healthy and safe school environment that is conducive to teaching and learning

Capability Goal 2 Priorities and Work Streams

- Review and report of current governance structures and processes

- Professional Development programme for the School Committees throughout the year to set processes and structures

- School leadership and middle managemet professional development

- Develop and implement a quality Department of Education Communication policy and guidelines

- ECE outdoor play areas for Matiti and Matauala

- Refurbish repurpose secondary learning spaces

- Review Tokelau Education Standards

Resourcing needs

- Collaborative recurrent budget workings – DOE and village for professional development

- Village recurrent budget – School Budget – refurbishment of facilities for secondary learning requirements NCEA

3. Monitoring & Evaluation

The Department of Education implements a robust evidence-based monitoring and evaluation framework to support decision-making processes

WHY THIS MATTERS

Our people set very clear expectations for generations of Tokelau today and tomorrow to be people who live life well and who are able to thrive in any context. In response, we have set six strategic goals with three capability goals that map the educational journey from early childhood to post-school education and training.

A significant proportion of public finances gets spent on the education system. The purpose of monitoring and evaluation (M & E) is to track implementation and outputs systematically, and measure the effectiveness of programmes and strategies. We want to know if we are doing a good job, if we are making and maintaining progress and who is benefitting from it.

We need to demonstrate the effective use of funds to improve our outcomes and development impact, and that the lessons learned are used to adapt what we are doing to be better.

As a department we need to invest significant efforts into the monitoring and evaluation of our programmes and activities. Lack of monitoring and evaluation systems, access to quality data, financial restrictions, and staff capabilities are some of the impediments to improving our monitoring and evaluation.

We need a monitoring and evaluation approach that indicates progress towards our goals and outcomes, but also with the purpose of carefully measuring the results taking account of the significance or value of the initiatives for our participants. This means a methodology that includes opportunities for feedback from our primary participants.

To have an effective monitoring and evaluation it is necesssary that our education staff are supported to have the capabilities to use new techologies and innovative approaches to monitoring and evaluation, and to produce the necessary reports.
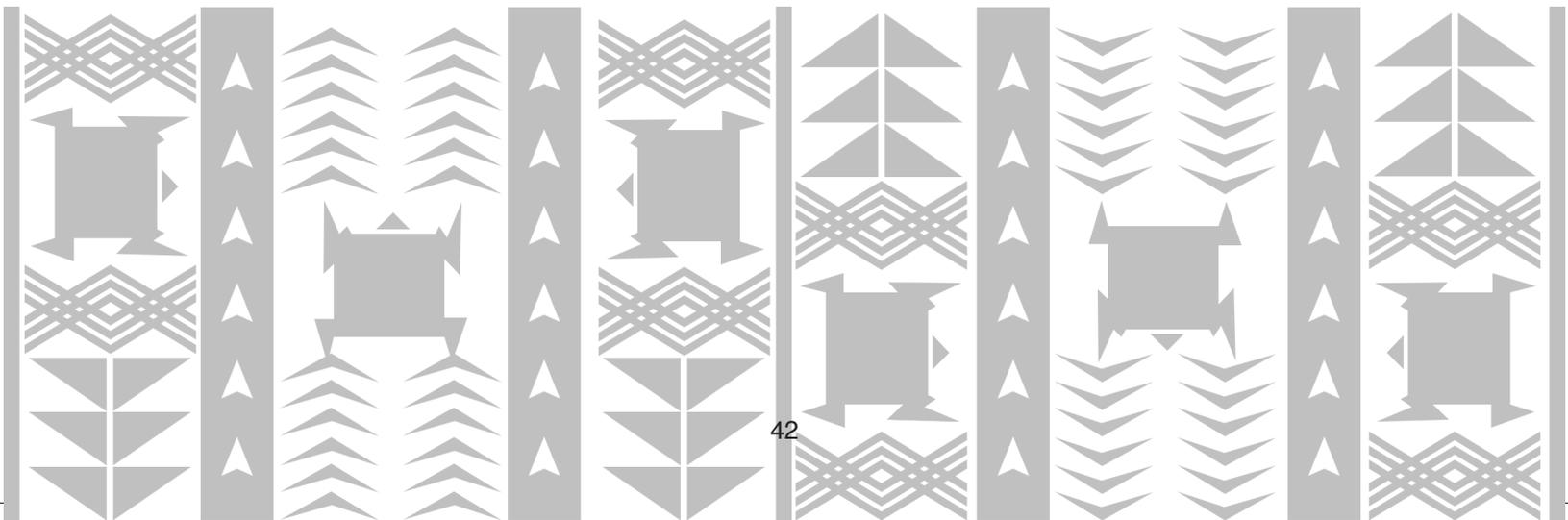
Monitoring & Evaluation

The Department of Education implements a robust evidence-based monitoring and evaluation framework to support decision-making processes

Outcomes and key results we aim to deliver

1. All support programmes executed by the Department are monitored and evaluated with feedback translating into changes

1.1. A monitoring and evaluation (M&E) framework for the DOE strategic plan and operations is effective and adequately resourced

Targets

1.1.1. Monitoring and Evaluation Framework

- An effective M & E is designed and implemented to better plan our programmes, improve progress, increase impact and enhance our learning
- The M&E uses a range of evaluation techniques and innovative approaches using information and communication technology enabled tools to collect, manage and analyze data, thus reducing the labour-intensive costs of gathering real-time data
- The M&E includes opportunities for feedback from primary beneficiaries
- There is stronger and more timely feedback loops to synthesize and act on lessons learned
- Evaluation techiques such Cost Benefit Analysis, and Return on investment is used in the evaluation of high cost investments such as the scholarship scheme, Digital strategy and online learning
- M&E expenditure is adequate and a required feature of the recurrent budget
- DOE provides schools, and governance with support to enhance their M&E systems and implementation

2. Improved M&E structures and capabilities within the Department

2.1. Department of Education arrangements for M&E are in place with ehanced staff capabilities for M&E

Targets

2.1.1. Structures and Staff capabilities

- DOE approach to managing M&E is made clear (centralised, de-centralised, commissioned, independent, self-evaluation, programme team evaluations)
- DOE structures responsible for M&E are in place and adequately resourced, with clear descriptions of roles and responsibilities
- All DOE staff have opportunities for professional development on M&E
- Increased staff capabilities contribute to a sustained culture of M&E making use of findings to inform its decisions for improvement

Capability Goal 3 Priorities and Work Streams

- Design & Implementation of M & E framework
- Coordinating M& E role
- M&E professional development learning programmes for DOE staff
- M&E professional development learning programmes for school management and school governance

Resourcing needs

- Recurrent budget for M& E framework
- Technical adviser or consultant for M&E framework development
- ICT enbled tools to collect, manage and analyse data for M& E purposes
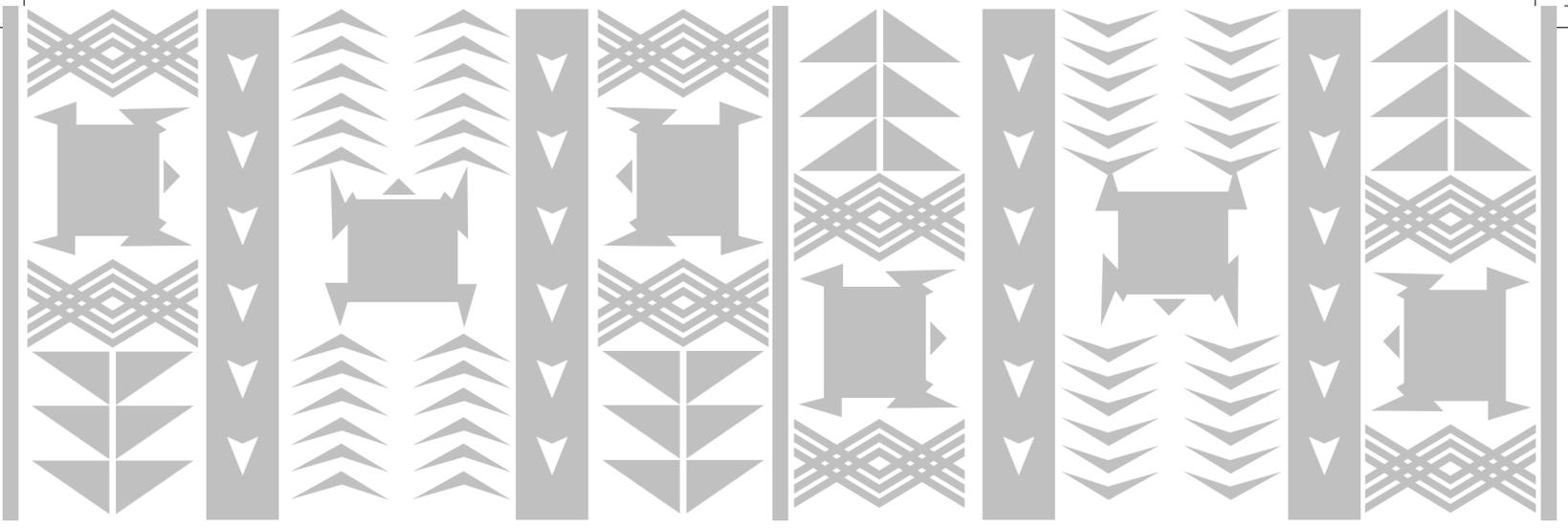
GANTT CHARTS

Underpinning this plan is an inquiry-based approach where experience and best-practice informs our actions. The Gantt Charts explain the intention those with responsibility for implementation have towards the actions, outcomes, and impact.

Experience since 2015 has taught us that successful implementation of past development plans required an unwavering focus on the intended outcomes while flexing our actions in response to the changing rhythms of village life, unintended outcomes of earlier actions and emerging issues and needs.

The plan indicates that all the actions begin in 2020 and will flow through the next 5 years as the inquiry process takes us through reflections, monitoring (and evaluations) leading to the next cycle as we journey towards our goals.
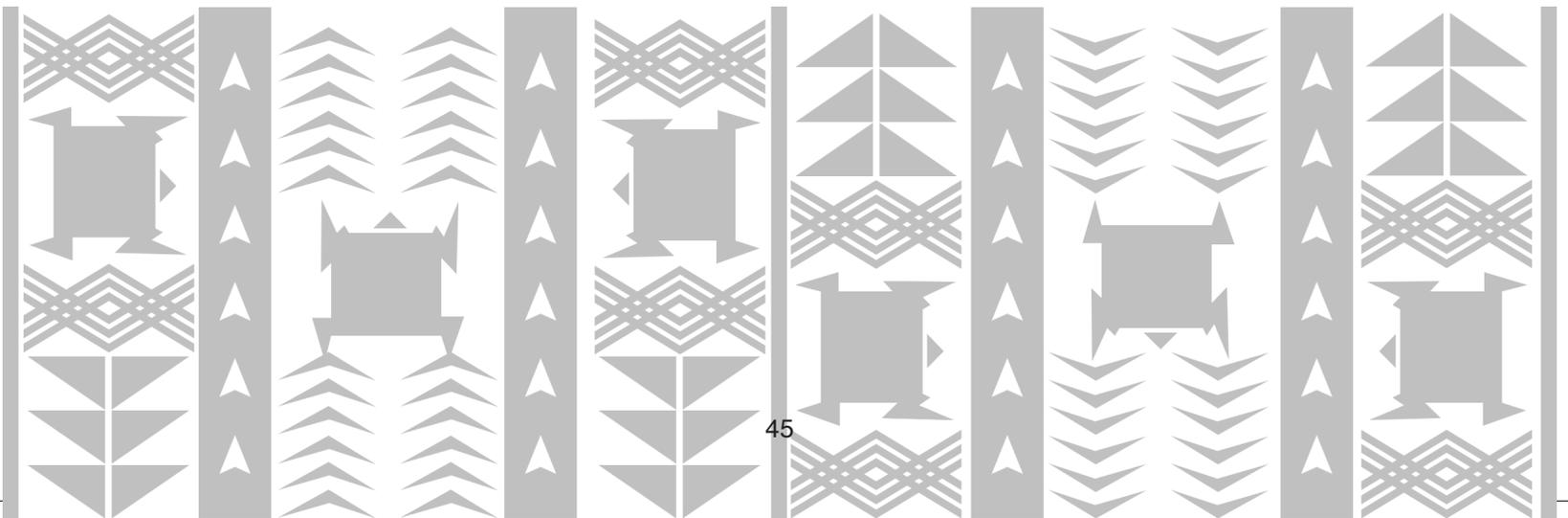
ADVANCE TOKELAU LANGUAGE AND CULTURE

STRATEGIC GOAL 1 – Advance Tokelau language development through increasing print and digital resources for language and content learning.

		Who	When	Cost min	Cost max	2020				2021				2022				2023				2024				2025			
						Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
OUTCOME 1: Rich culturally appropriate Tokelau language resources are available and appreciated by a wider audience																													
1.1	*Development, production and delivery of newly created student texts with audio that support literacy and content learning*	GoT / DFAT	Q2 2020-Q1 2021				█	█	█	█																			
	1.1.1 Pre-reading emergent ECE																												
	4 student texts for different purposes produced for delivery for the pre-reading emergent ECE readers																												
	2 ECE A2 charts for number recognition, shapes recognition																												
	1 Alphabet frieze																												
	5 ECE A2 charts of poems and rhymes																												
	1.1.2 Fluent to Independent Stage 1 and 2 readers – Years 6 – 8																												
	5 student non-fiction texts for different purposes (explanation of a natural phenomenon, information report, investigative report, explaining a problem)																												
	2 student fiction texts for the purposes of entertaining (narrative, recount, retelling a kakai as a play)																												
	1 an anthology of poems suited to these levels																												
	1.1.3 Independent readers Years 9 – 10																												
	Produce 10 titles of texts for a range of purposes aimed at literacy development and content learning at Level 9 to 10 – Years 9-10 (narrative, recount, information report, instruction, description, investigative reports, plays, poems, articles)																												
	1.1.4 Independent readers Year 11																												
	Produce 10 titles of texts for a range of purposes aimed at literacy development and content learning at Level 11 - Year 11 (narrative, recount, information report, instruction, description, investigative reports, current global social, environmental, health issues, plays, poems)																												

		Who	When	Cost min	Cost max	2020				2021				2022				2023				2024				2025			
						Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
1.2	*Redesign, production and delivery of existing texts and traditional stories (kakai Tokelau) with au*	GoT / DFAT	Q2 2020-Q1 2021				■	■	■	■																			
	1.2.1 Fluent to Independent Stage 1 and 2 readers – Years 6 – 8																												
	Redesign and produce 5 existing texts and traditional stories																												
	1.2.2 Independent readers Year 9 to Year 11																												
	Redesign and produce 13 existing texts and traditional stories																												
1.3	*Develop and deliver eBooks with embedded audio for online literacy-focused learning*	GoT / DFAT	Q2 2020-Q1 2021				■	■	■	■																			
	1.3.1 Develop 10 titles from the Year 7 to Year 11 titles in EPUB file format with embedded audio																												
	1.3.2 Create a short user guide for teachers and students on "how to use" EPUB files to be delivered as a PDF																												
	1.3.3 Use files sharing on a Google Drive account, where EPUB files can be downloaded to the desktop for student use																												
1.4	*Provide professional training for writers, translators, moderators, and illustrators*	GoT / DFAT	Q2 2020-Q1 2021				■	■	■																				
	1.4.1 Complete an 8 to 10 daystraining workshops for writers, translators, moderators and illustrators																												
	1.4.2 Provide ongoing support through feeback to the various stages of text development																												
**OUTCOME 2: Teachers' guides are produced to support the use of the language resources**																													
2.1	*Develop Teacher Support Material in PDF formats for selected texts to illustrate effective literacy practices across a range of contexts*																												
	2.1.1 Teacher Support Materials are available across the range of text purposes: narratives, explanations, information report, plays, poems, recount, procedural																												
	2.1.2 Teacher Support Materials are available across the Early Primary, Primary and Secondary contexts, and across relevant content focus																												
	2.1.3 Provide DOE facilitated in-service training for teachers in each of the three schools at least once a term on using the Tautai Ake books for effective literacy instruction	GoT	2020-2021-2022			■	■	■	■	■	■	■	■	■	■	■	■												

		Who	When	Cost min	Cost max	2020 Q1	Q2	Q3	Q4	2021 Q1	Q2	Q3	Q4	2022 Q1	Q2	Q3	Q4	2023 Q1	Q2	Q3	Q4	2024 Q1	Q2	Q3	Q4	2025 Q1	Q2	Q3	Q4
OUTCOME 3: A Tokelau language website is operational, utilised by a wider audience, and is regulary updated																													
3.1	*Develop a Tokelau Language Website to share and store all Tautai Ake resources for easy access by TDOE and teachers, and Tokelau speaking communities outside of Tokelau*	GoT / DFAT	Q2 2020-Q1 2021				▓	▓	▓	▓																			
	3.1.1 Tautai Ake 1 and Tautai Ake 2 resources will be available online																												
	3.1.2 Tokelau language standards used in the publications are available online																												
	3.1.3 A repository/ glossary of created words, new word meanings is available online																												
OUTCOME 4: The texts are of a high quality standard																													
4.1	*Develop and implement a quality assurance programme to ensure high quality of texts*	GoT/ Lift EDN	Q2-Q1 2021				▓	▓	▓	▓																			
	4.1.1 Tokelau language standards are established for publication: word creation principles, word definition, style guide identifying standards for printing including the use of macrons, double vowels and others																												
	4.1.2 Procedures are in place to ensure texts are of a high standard																												
	4.1.3 Procedures and decisions are documented for ongoing language development work																												
OUTCOME 5: Teachers of Tokelau language have a recognised qualification for the teaching of Tokelau language																													
5.1	*Develop and implement a recognised Tokelau Language Teachers' Certificate qualification*	GoT / Consultant / External Provider	Q3, 4 2020-Q4 2021					▓	▓	▓	▓	▓	▓																
	5.1.1 Establish what Tokelau language teachers should know and be able to deliver including capabilities in bilingual education, and use of multimedia technologies (pedagogical content knowledge)																												
	5.1.2 Explore options and recruit potential providers for course development and delivery																												
	5.1.3 Develop the component courses for the certificate qualification and facilitate processes for the qualification's accreditation																												
	5.1.4 Deliver the learning experiences and carry out assessments for the award of the qualification	GoT / Consultant / External Provider	Q1 2022 ongoing											▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓

		Who	When	Cost min	Cost max	2020 Q1	Q2	Q3	Q4	2021 Q1	Q2	Q3	Q4	2022 Q1	Q2	Q3	Q4	2023 Q1	Q2	Q3	Q4	2024 Q1	Q2	Q3	Q4	2025 Q1	Q2	Q3	Q4
OUTCOME 6: There is increased parent and community engagement with children's literacy and learning																													
6.1	*Develop and implement parent and community programmes that support students' literacy and learning*																												
	6.1.1 Deliver a 5 day programme, for each of ECE, early primary, middle primary, late primary, on effective home practices that enrich literacy and learning, beginning with quality oral interactions	GoT	Q3 2020, 2021, 2022					▓				▓					▓													
	6.1.2 Monitor and provide feedback and next steps during parent-teacher conferences	GoT	Q3 2020, 2021, 2022					▓				▓					▓													
OUTCOME 7: The Tautai Ake series has positive impact on student literacy: engagement, achievement and progress																													
7.1	*Develop and implement an impact study that identifies the impact of the Tautai Ake 1 and 2 resources on students' literacy engagement, achievement and progress*	GoT & Consultant	Q2 2020-Q2 2021				▓	▓	▓	▓	▓																			
	7.1.1 DOE in consultation with schools establish measures of success for: engagement, achievement, progress; develop design methodology, and schedule for data collection																												
	7.1.2 Implement , analyse and report findings																												
	7.1.3 Implement strategies in response to recommendations																												

STRENGTHENED HEALTH AND WELL BEING FOR LEARNING

Strategic Goal 2 - Raise a healthier, safer, and well generations of young people that contribute to resilient and sustainable communities

		Who	When	Cost min	Cost max	2020				2021				2022				2023				2024				2025			
						Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
OUTCOME 1: Support school communities to improve child and youth well being for learning through adopting the Health Promoting Schools initiative																													
1.1	*Form partnerhips initially between Education and Health to engage with schools and their communities to establish HPS as a key initiative in meeting both education and health goals;*																												
	1.1.1 DOE complete a planned process of preparations before engaging with Health: a) Appoint the HPS Coordinator; b) Prepare presentations on - What is HPS, Purpose, Intended Outcomes, Impact, HPS Inquiry Cycle, Health audit, Self-review rubric, 3-4 year time frame, resourcing, roles and responsibilities, HPS Guidelines	GoT DOE	Q3 2020					▓																					
	1.1.2 Health and Education initial one week, and ongoing, engagement to co-construct a common plan, baseline data and measures, and working collaboratively	GoT, DOE/DOH	Q4 2020						▓																			
	1.1.3 Health, Education engagement with each school community about HPS; form partnerships with and between the school community, Health, Education and other sectors to engage with schools and establish HPS as a important intiative for health and well being for learning	GoT, DOE/DOH	Q2 2021									▓																
	1.1.4 Create an active small group HPS Task Force in the school leading and coordinating HPS actions led by a school HPS liaison person and include non teaching staff, teachers, students, principal, community member	GoT DOE	Q4 2020						▓																			
	1.1.5 Provide and sustain capacity building of key HPS personnel across sectors	GoT, DOE/DOH	Q4 2020 and ongoing						▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓
	1.1.6 HPS work with the school community to scope the health and wellbeing in their school, to look at their own practices and conduct an audit of their health promoting actions according to WHO 6 elements for Health Promotion	GoT, DOE/DOH	Q2,3, 2021									▓	▓															
	1.1.7 HPS support schools to complete a self review using the HPS health and well being for learning self review tool	GoT	Q2,3, 2021									▓	▓															

		Who	When	Cost min	Cost max	2020 Q1	Q2	Q3	Q4	2021 Q1	Q2	Q3	Q4	2022 Q1	Q2	Q3	Q4	2023 Q1	Q2	Q3	Q4	2024 Q1	Q2	Q3	Q4	2025 Q1	Q2	Q3	Q4
	1.1.8 HPS support school community to collectively identify health and well-being priorities that are hindering children and young people from achieving outcomes	GoT DOE	Q2,3, 2021								▨	▨																	
	1.1.9 HPS support school partners to co-construct the plan, identifying strategies most likely to address the health/wellbeing priorities; and determine measures of success. The strategies build on the school community's strengths.	GoT DOE	Q2-4, 2021								▨																		
	1.1.10 Through collaborative partnerships, the school community puts in place school-wide actions that are then monitored, reviewed and evaluated as part of the school's strategic and annual planning targets. Support is differentiated to build on the school community's capability and capacity	GoT, DOE/DOH	Q1 2022 ongoing											▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨
	1.1.11 HPS support schools conduct an evaluation on the actions and outcomes, describing the changes in thinking and practice through critical reflection on the evidence. The evaluation methodology tracks ongoing progress and determines if the strategy has been successful and why.	GoT, DOE/DOH	Twice yearly mid and end of year reviews								▨		▨		▨		▨		▨		▨		▨		▨		▨	
	1.1.12 HPS with the school report evaluation results to the school community partnerships, who confirm the next steps and the beginning of a new cycle.	GoT, DOE/DOH	Q4 yearly											▨				▨				▨				▨				▨
OUTCOME 2: Support schools to improve child and youth well being through improving the nutritional quality of their diet and promotion of healthy and sustainable food habits																													
2.1	*Establish and sustain school canteens in each of the three schools*																												
	2.1.1 HPS support schools to inquire into the nutritional quality of student's diet	GoT, DOE/DOH	Q1 2021							▨																			
	2.1.2 Schools to scope their community's support for a school canteen	GoT, DOE/DOH	Q1 2021							▨																			
	2.1.3 HPS to support school community partnerships to develop specifications for a school canteen, action plan, determine measures of success, explore and cost options for the physical space, operations, and sustainability; confirm sources of funding; present options to the Education Committee and Taupulega for consideration, approval; Implement the action plan	GoT, DOE/DOH	Q2 2021								▨																		

	Who	When	Cost min	Cost max	2020				2021				2022				2023				2024				2025			
					Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
2.1.4 HPS and school community partners co-construct a school nutrition and drinks policy; promote healthy and sustainable food habits	GoT, DOE/DOH	Q3 2021									█																	
2.1.5 Appoint a canteen operator	GoT, DOE/DOH	Q3 2021									█																	
2.1.6 Design and trial a canteen menu that is aligned to the policy, submit proposed menu options for the HPS Task Force approval	GoT, DOE/DOH	Q3 2021									█																	
2.1.7 Evaluate, reflect and review	GoT, DOE/DOH	Q4 2021										█																
OUTCOME 3: Support schools to revive school gardens to promote important life skills around sustainable food habits																												
3.1 *Establish and maintain a thriving school garden*																												
3.1.1 DOE to form partnerships with EDNRE and other relevant parties on island, develop and present proposal for a school garden for Taupulega support	GoT DOE/EDNRE	Q3 2021									█																	
3.1.2 HPS Task Force, school community to review the current or previous practices around school gardens, establish factors important for sustaining school garden efforts;	GoT DOE/EDNRE	Q4 2021										█																
3.1.3 Draw up specification for a school garden, with costed options; complete and implement an action plan to revive, establish and sustain a school garden, enlisting volunteers and hiring as funds allow	GoT DOE/EDNRE	Q1 2022											█															
3.1.4 Develop and implement a Grow, Harvest, Prepare and Share programme using the produce from the school garden, that also links to the School Canteen	GoT DOE/EDNRE	Q4 2022														█	█	█	█	█	█	█	█	█	█	█	█	█
3.1.5 5. Evaluate, reflect, review, share and celebrate	GoT DOE/EDNRE	Q4 yearly																█				█				█
OUTCOME 4: Design and publish Health and Physical Education (HPE) and Wellbeing curriculum, and curriculum resources																												
4.1 *Develop, produce and implement the Health PE and Wellbeing Curriculum for Tokelau schools*																												

	Who	When	Cost min	Cost max	2020 Q1	Q2	Q3	Q4	2021 Q1	Q2	Q3	Q4	2022 Q1	Q2	Q3	Q4	2023 Q1	Q2	Q3	Q4	2024 Q1	Q2	Q3	Q4	2025 Q1	Q2	Q3	Q4
4.1.1 DOE and Health partnership develop agreed processes and curriculum committee for drafting, reviewing and rewriting, publication	GoT DOE/HEALTH	Q3 2020					■																					
4.1.1 Develop Terms of Reference for a technnical support person to produce a draft curriculum statement for consultation, and produce the final version in response to feedback	GoT DOE/HEALTH	Q3 2020					■																					
4.1.2 Confirm funding, recruit and appoint technical support	GoT DOE/external support	Q4 2020						■																				
4.1.3 Technical support and curriculum committee agree on an action plan and timeframes	GoT DOE Consultant	Q4 2020						■																				
4.1.4 Develop review and publish the curriculum statement	Consultant	Q1-2 2021							■	■																		
4.1.5 Develop and produce modules of learning to support teachers' understanding to implement the curriculum	Consultant	Q1-2 2021								■	■																	
4.1.6 Implement in-service training to implement the curriculum	DOE/ Consultant	Q1 2022, ongoing for the year DOE											■	■	■	■												

OUTCOME 5: Promote more inclusive and sustainable growth through developing and implementing social protection systems for children and students with disabilities																												

	Who	When	Cost min	Cost max	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
5.1 *Develop, produce and implement policies and strategies for the Social Protection of children and students with disabilities*																												
5.1.1 Design and implement a situational analysis for people with disabilities in Tokelau																												
5.1.2 Provide technical support to carry out diagnostic assessments of students with disabilities																												
5.1.3 Develop policy and strategies to increase social protection for students with disabilities																												
5.1.4 Implement strategies, monitor and evaluate the situation for students with disabilities																												

COHERENT EARLY CHILDHOOD DEVELOPMENT

STRATEGIC GOAL 3 – Develop and strengthen a coordinated multisectoral approach to early childhood development that provide quality integrated services for young children

	Who	When	Cost min	Cost max	2020 Q1	Q2	Q3	Q4	2021 Q1	Q2	Q3	Q4	2022 Q1	Q2	Q3	Q4	2023 Q1	Q2	Q3	Q4	2024 Q1	Q2	Q3	Q4	2025 Q1	Q2	Q3	Q4
OUTCOME 1: Strengthen multisectoral approach to policies and programmes for children from birth to school entry																												
1.1 *Develop a multi-sectoral framework for early childhood services*																												
1.1.1 Identify key services for ECD and providers	GoT	Q1-4 2020			X	X	X	X																				
1.1.2 Develop and maintain effective partnerships amongst providers, the home, with clear terms of reference to ensure a comprhensive programme of support to early childhood development including: health, nutrition, responsive care giving, security and safety	GoT	ongoing			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
1.1.3 Increase investment in early childhood development through recurrent budgets	GoT	Q2 2020 review biannually				X								X									X						
1.1.4 Tokelau to maintain active participation and collaboration with regional forums, international agencies on ECD policy frameworks and intiatives (e.g. Pacific Forum - Pasifika Call to Action on ECD, UNICEF)	GoT	ongoing			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
1.1.5 Monitor the efficiency and effectiveness of integrated and multisector approach to ECD services; implement strategies to improve as needed	GoT	ongoing			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
OUTCOME 2: Develop, strengthen and use comprehensive data management, monitoring and assessment systems for informed decision making on early childhood																												
2.1 *Develop and implement an ECD data management system for informed decision making*																												
2.1.1 Complete gap analysis, mapping existing priorities, monitoring frameworks, indicators and reporting mechanisms	GoT	Q1-2 annually			X	X			X	X			X	X			X	X			X	X						
2.1.2 Develop an agreed evaluation framework with indicators aligned to national and regional plans (ECD Index (ECDI), Key indicators for monitoring ECD at the global level	GoT	Q1-4 2020			X	X	X	X																				
2.1.3 Establish a monitoring and evaluation schedule and implement; use findings to make informed decisions on strategies for improvement including the allocation of appropriate levels of resourcing	GoT	Q1-4 2020			X	X	X	X																				

		Who	When	Cost min	Cost max	2020				2021				2022				2023				2024				2025			
						Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
OUTCOME 3: Develop teachers' understanding and capabilities in using the ECE Curriculum Policy Guidelines - Tifa Ola																													
3.1	*Develop and implement an in-service training programme that includes two key features: (1) providing support for using the Tifa Ola, and (2) providing a routine programme of IST to regularly update teachers knowledge and skills*																												
	3.1.1 Identify target audience for the training and identify their training needs, setting targets at individual teacher level, and ECE teachers as a group	GoT	Q1-3 2020, Q4 2020, Q1 2021			█	█	█	█	█																			
	3.1.2 Plan and develop integrated in-service training modules based on the key messages in Tifa Ola	GoT, consultant	Q2-3 2020, Q1-3 2021				█	█		█	█	█																	
	3.1.3 Deliver an integrated in-service training that meets the needs of the teachers and school management to implement the Tifa Ola, and use the self-review process to monitor progress.	GoT	Q2-3 2020, Q1-3 2021 and yearly				█	█		█	█	█		█	█	█		█	█	█		█	█	█		█	█	█	
	3.1.4 Support schools to use the inquiry approach to plan and implement ongoing in-service training for all ECE teachers based on priority needs	GoT	Q2-3 2020, Q1-3 2021 and yearly				█	█		█	█	█		█	█	█		█	█	█		█	█	█		█	█	█	
	3.15 Support schools to develop and implement an effective system of internal evaluation that monitors student outcomes, teachers' development, and centre-wide practices	GoT	Q2-3 2020, Q1-3 2021 and yearly				█	█		█	█	█		█	█	█		█	█	█		█	█	█		█	█	█	
OUTCOME 4: Ensure a continuous supply of qualified ECE teachers on each atoll																													
4.1	*Develop and implement a national supply strategy for qualified ECE teachers*																												
	4.1.1 Update the ETAP data on teacher qualifications and establish the number of ECE teachers with qualifications, and those without	GoT	Q1 2020, Q4 yearly			█				█				█				█				█				█			
	4.1.2 Develop a plan to support non-qualified ECE teachers to study towards a recognised qualification	GoT	Q3-4 2020 yearly						█		█				█				█				█				█		
	4.1.3 Support ECE teachers to apply for GoTSS to study on Tokelau or Short Term Training Scholarships (STTA) as appropriate, either for their first or advanced qualification	GoT	Q4 yearly					█				█			█				█				█				█		
	4.1.4 Review the qualified ECE teacher supply yearly and enact strategies for supporting teachers towards their minimum qualification	GoT	Q4 yearly						█				█				█				█				█				█

SUSTAINED PRIMARY EDUCATION

STRATEGIC GOAL 4 – Strengthen and sustain a quality teaching and learning environment in which students establish a firm foundation in literacy and numeracy and develop a strong sense of agency

		Who	When	Cost min	Cost max	2020				2021				2022				2023				2024				2025			
						Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
OUTCOME 1: There are lifts of achievement in literacy and numeracy across all primary age groups and in Tokelau and English language																													
1.1	*Maintain an unrelenting focus on student achievement, lifting the achievement for priority learners in reading, writing and mathematics to meet national expectations in Years 1-8*																												
	1.1.1 National assessment data and valid and reliable school-based assessment data are used to identify cohorts of priority learners who are below or well below the national expectations in mathematics, reading and writing, in Tokelau and English	GoT	Q1 yearly			■				■				■				■				■				■			
	1.1.2 Staff professional development on acceleration and the focusing question "What is acceleration and how do we achieve it?"The focus is on identifying key levers for improved literacy teaching and learning through the development of a short and intensive supplementary support. This is to accelerate the literacy and mathematics learning of identified students and is in addition to an effective classroom teaching programme.	GoT, Maths Consultant	Q1-3			■	■	■		■	■	■		■	■	■		■	■	■		■	■	■		■	■	■	
	1.1.3 Develop effective intervention practices that accelerate student achievement, sustain student acceleration and ensure intervention coherence at a school-wide level. In developing an accelerated intervention, teaching and learning should be innovative and based on sound evidence of effective teaching practice for acceleration.	GoT	Q1-3			■	■	■		■	■	■		■	■	■		■	■	■		■	■	■		■	■	■	
	1.1.4 Use the expertise within the school to successfully undertake a short-term intervention (15 weeks), that focuses on accelerating the progress of priority learners. This intervention is in addition to effective classroom teaching. Evaluate, review, and refocus.	GoT	Q1-2, 3			■	■	■		■	■	■		■	■	■		■	■	■		■	■	■		■	■	■	
	1.1.5 Develop student achievement tracking templates that are completed by teachers as part of the schools self-review process at staff/team/curriculum meetings. These templates record every student's progress compared to expectations in relation to meeting the national expectations. These templates record the progress of each learner under the following headings: 1. What is the shift that happened? 2. What intervention/s caused the shift? 3. Where to next?	GoT	Q1-4 2020, Q1 2021 and yearly			■	■	■	■	■				■				■				■				■			

				2020				2021				2022				2023				2024				2025			
Who	**When**	**Cost min**	**Cost max**	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4

Item	Who	When	2020–2025 shading
<u>1.1.6</u> The Principal ensures the school has a curriculum and achievement map that clearly identifies the range of interventions for priority learners at risk of underachieving. This includes inclass, out- of class, and specialist support.	GoT	Q1-4 yearly	shaded continuously Q1 2020 – Q4 2025
<u>1.1.7</u> The mathematics/literacy leader with the Principal would also ensure that the supplementary supports chosen are those that are known to be educationally powerful and cost effective, are well implemented, and monitored for impact in both the short term and long term.	GoT	Q1-4 2020	shaded Q1 2020 – Q4 2020
<u>1.1.8</u> Schools set up a supplementary inquiry team made up of the syndicate leaders. The key role of this team is to ensure there are adequate conditions for sustaining and embedding effective practices. For example, one of the roles of the syndicate leaders is to support other classroom teachers to inquire into the effectiveness of aspects of their own practice and transfer learning from the supplementary programmes to the classroom.	GoT	Yearly	shaded continuously Q1 2020 – Q4 2025
In sum this is about schools identifying priority learners who are below or well below expectation for, designing and implementing a programme that will support the acceleration, and identifies the support they need to do this. The focus is always on the learner and their progress.			(no shading)

OUTCOME 2: Curriculum coordinators and school leadership learn about core principles that underpin accelerated learning acceleration of student achievement, and effective school practices

Item	Who	When	shading
2.1 *Develop and implement a professional learning programme for curriculum coordinators, school leadership (principals and senior management team, curriculum lead teachers) on accelerated learning.*	GoT NZ MOE/consultant	Q2 2020/Q1 2021	shaded Q4 2020 – Q1 2021
<u>2.1.1</u> Get the teachers to recognise the need for urgency in providing effective teaching (that is showing accelerated learning for all target students) all day, every day.	GoT	ongoing	(no shading)
<u>2.1.2</u> Help teachers recognise that there is not one single recipe that tells us what to do to fix the problem of underachievement for priority learners. There are many strategies contained within different programmes. Help the teachers understand the principles / strategies that underpin these approaches and then assist them to integrate these into their daily teaching practice.	GoT	ongoing	(no shading)
<u>2.1.3</u> Strengthen the place of data as evidence of effective teaching practice. Strengthen the practices around the quality of data - accuracy, validity and reliability.	GoT	Q1 2020 - ongoing	shaded continuously Q1 2020 – Q4 2025
<u>2.1.4</u> Provide school-based expert diagnostic assessments for students with learning difficulties, students living with disabilities and make recommendations for approriate intervention strategies	NZ MOE / consultant	Q1 2021	shaded Q1 2021

	Who	When	Cost min	Cost max	2020 Q1	Q2	Q3	Q4	2021 Q1	Q2	Q3	Q4	2022 Q1	Q2	Q3	Q4	2023 Q1	Q2	Q3	Q4	2024 Q1	Q2	Q3	Q4	2025 Q1	Q2	Q3	Q4
2.1.5 Provide school-based PLD and mentoring for curriculum coordinators and school leadership on accelerated learning	GoT NZ MOE / consultant	Q2-4 2021								▓	▓	▓																
2.1.6 Provide opportunities for curriculum coordinators and a selected accelerated learning leader from each school to observe and learn in a New Zealand school how they implement the Accelerated Lilteracy Learning (ALL) and Accelerated Learning in Mathematics (ALiM).	GoT NZ MOE / Provider	Q4 2020/Q1 2021							▓	▓																		
2.1.7 Develop and implement learning applications for Tokelau schools	GoT	Q1-2 2021								▓																		

STRATEGIC GOAL 5 – Improve the range of learning opportunities, achievement outcomes, career and educational pathways available to secondary students

		Who	When	Cost min	Cost max	2020				2021				2022				2023				2024				2025			
						Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
OUTCOME 1: Improve the design, structure, management and delivery of the Tokelau national curriculum.																													
1.1	*Review and reform tne National Tokelau Curriculum*																												
	1.1.1 Review, revise and publish the National Tokelau Curriculum Policy Framework 2006	GoT & NZ MOE	Q2-4 2020				▓	▓	▓																				
	1.1.2 Review, revise and publish learning area curriculum statements: Tokelau, English, Mathematics, Science, Social Science	GoT & NZ MOE	2020-2021									▓	▓	▓	▓													
	1.1.3 Develop and publish other priority curriculum: Health and Physical Education Curriculum for Years 1 to 13; Biology, Physics, Geography, History for Years 12 to 13	GoT & consultant	2020-2021					▓	▓																			
	1.1.4 Complete curriculum map and guidelines showing how other learning areas' curriculum will be accessed on Tokelau	GoT & NZ MOE	2020					▓																				
	1.1.5 Provide a trial access to quality multimedia resources to support curriculum implementation	Te Kura, Open Polytechnic	Q4 2020 +					▓																				
	1.1.6 Implement a series of professional learning programmes on curriculum implementation for DOE Staff, school principals, teachers and teacher assistants	GoT, Consultant	Q1-4 2021								▓	▓	▓	▓	▓	▓	▓										
	1.1.7 Implement community awarenss programmes on curriculum reform	GoT	Q1 2021+								▓	▓	▓	▓	▓	▓	▓										
OUTCOME 2: Schools adopt a Pathways Approach to curriculum as learners transition through schooling toward future education, training or employment																													
2.1	*Develop and implement a coherent integrated pathways structure for secondary schools*																												
	2.1.1 Identify Tokelau's human resource priorities at village level and skills needs	GoT HR	Q3-4 2020, q1 2021					▓	▓	▓																		

		Who	When	Cost min	Cost max	2020				2021				2022				2023				2024				2025			
						Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	2.1.2 Assess the relevance of the Vocational Pathways NZ to Tokelau's needs	GoT, Taupulega, Consultant	Q4 2020						█	█																			
	2.1.3 Create a coherent integrated pathway structure for students from Year 9 onwards that incorporates relevant components of the Vocational Pathways NZ, collaboration with village level workplaces with transition to opportunities beyond the village	GoT, Taupulega, Consultant	Q4 2020 Q1 2021						█	█																			
	2.1.4 Targeted support to schools to design and deliver a pathways approach to curriculum i.e. Professional learning for school leadership and secondary staff on pathways approach to curriculum planning, delivery and assessment	GoT, Consultant	Q1-4 2021/2022									█	█	█	█	█	█	█											
	2.1.5 Technical support to the Department of Education on Pathways development, pathways approach to curriculum planning and delivery	Consultant	Q1 2021+								█																		
	2.1.6 Targeted professional learning, building with village workplaces who are potential partners in the implementation of vocational pathway	GoT, Taupulega, Sector leaders, Consultant	Q1-4 2021								█	█	█	█															
OUTCOME 3																											

OUTCOME 3: Tokelau students have access to a broader framework of qualifications through the New Zealand National Certificate of Educational Achievement

		Who	When	Cost min	Cost max	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
3.1	*All 3 Tokelau Schools offer NCEA Level 1 and Level 2 qualification in the term of this strategic plan*																												
	3.1.1 Register Tokelau Schools with the NZ MOE	GoT, NZMOE	Q2-3 2020				█	█																					
	3.1.2 Complete ERO Initial visit	GoT, ERO	Q2 2020				█																						
	3.1.3 Sustainable development of expert professional leadership and management in secondary education to obtain Consent to Assess:	GoT, NZQA, Consultant	Q2 2020 - Q4 2021				█	█	█	█	█	█	█	█															
	3.1.4 Strengthen school systems in school planning, curriculum design, delivery and assessment	GoT, Consultant	Q2 2020-Q2 2021				█	█	█	█	█	█			█	█													
	3.1.5 Strengthen school leadership and teacher capability in standards-based assessment	GoT, NZQA, Consultant	Q3 - Q4 2021+					█	█	█	█	█	█	█															
	3.1.6 Reform of the current senior school structures and programmes and transition schools from SSEP USP Preliminary Y12, Foundation Y13 to NCEA qualifications	GoT, Consultant	Q3-Q4 2020 Q1-2 2021					█	█	█	█																		

		Who	When	Cost min	Cost max	2020				2021				2022				2023				2024				2025			
						Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	3.1.7 Implement a Communication Strategy that maintains community and public understandings of the changes	GoT	Q2 2020 ongoing					█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	

OUTCOME 4: Expanded access to and use of ICT for enhanced learning at all levels

		Who	When	Cost min	Cost max	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
4.1	*Develop and implement a Digital Strategy for the use of ICT to enhance learning*																												
	4.1.1 Appoint DOE Correspondence School and Vocational Pathways Coordinator	GoT	Q3 2020					█																					
	4.1.2 Schools to delegate a teacher as coordinator to oversee the online learning school programme and support students with their online learning across the school.	School	Q3 2020					█																					
	4.1.3 Assess the quality, quantity and sustainability of the hardware and software supply at each school, their use, learning space, connectivity, teacher and student capabilities in use of IT for learning, maintenance and replacement policies, and make recommendations for next steps to enable quality provision and systems offer online learning	Consultant	Q4 2020						█																				
	4.1.4 Review the effectiveness of any computer assisted learning programmes in use at schools, such as those provided through USP, and their implications for new directions in online learning	Consultant	Q4 2020						█																				
	4.1.5 Increase internet connectivity and bandwidth to enable the schools to operate an effective and reliable ICT system	GoT	Q1-4 2021, Q1 2022							█	█	█	█	█															
	4.1.6 Provide costed options for the use of Te Kura Correspondence School, Open Polytechnic for online learning (iqualifyschools.co.nz), and print resources based on the NZ Curriculum (ESA Publications) and costs for custom made ESA materials for the Tokelau curriculum	Consultant	Q4 2020						█																				
	4.1.7 Following appraisals of each school's IT provision (4.1.3-4.1.4) provide classroom technology devices for all 3 schools' secondary divisions	Grant Funding	Q1-4 2021							█	█	█	█																
	4.1.8 Provide teacher laptops to improve competence and confidence in using digital student management system, and use of digital technologies to ehance learning	Grant Funding	Q1-4 2021							█	█	█	█																

Task	Who	When	Cost min	Cost max	2020 Q1	Q2	Q3	Q4	2021 Q1	Q2	Q3	Q4	2022 Q1	Q2	Q3	Q4	2023 Q1	Q2	Q3	Q4	2024 Q1	Q2	Q3	Q4	2025 Q1	Q2	Q3	Q4
4.1.9 Develop partnerships with suitable providers to support online learning for students	GoT, Provider/s	Q1 2021 - Q4 2025							■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
4.1.10 Support the DOE and Schools in the introductory implementation and establish ongoing systems for online learning:	Provider																											
● Provide professional development from an IT education specialist to assist Principals and senior teachers to develop an ICT strategy (which specifies expectations of student knowledge/skills at each level) and to work with teachers to develop confidence in using new technologies - support Teachers in updating their pedagogy to a digital medium	Provider / Consultant	Q1-4 2021							■	■	■	■																
4.1.11 Review the current applications of eTAP as SMS for Education Tokelau, develop and implement strategy to increase the range of functions Tokelau uses	GoT, eTAP, Consultant	Q1 2021							■																				
4.1.12 Provide professional development for all school leaders and teachers on the features and use of eTAP to manage the day to day activities of the school including the digital systems around assessment	GoT, eTAP, Consultant	Q3-4 2021, q1 2022									■	■	■															

INCREASED WORKFORCE CAPABILITY-POST SCHOOL EDUCATION AND TRAINING

STRATEGIC GOAL 6 – Improve the quality and relevance of post-school education and training so that people gain skills and knowledge to beome successful, and to more fully and effectively participate in workplaces and contribute to their community's development

		Who	When	Cost min	Cost max	2020	2021	2022	2023	2024	2025
						Q1 Q2 Q3 Q4	Q1 Q2 Q3 Q4	Q1 Q2 Q3 Q4	Q1 Q2 Q3 Q4	Q1 Q2 Q3 Q4	Q1 Q2 Q3 Q4
OUTCOME 1: Improve the structure, coordination, management and delivery of post-school education and training											
1.1	*Review and reform the Post-School Education and Training structure and operations*										
	1.1.1 Scope and produce a report confirming the range of post-school education and training in Tokelau inclusive of both formal, non-formal, and informal opportunities across all sectors	GoT, All sectors	Q3-4 2021								
	1.1.2 Assess the outcomes, identify enablers and barriers to access and equity, quality, efficiency and effectiveness of structures, and operational services in human resource priorities identification and strategies, current skills education and training	GoT, All sectors	Q3-4 2021								
	1.1.3 Produce a development plan with costed options on how to transform the PSET system addressing identified issues and priority areas of post-school education, and is inclusive of a pathway model for students after formal schooling (with options for higher education, training in trades (workplace training and apprenticeships), and other occupations	GoT, All sectors	Q3-4 2020-Q1-4 2025								
	1.1.4 A reformed, effective PSET sector with effective coordination mechanisms is operational with increased access to education and training opportunities and importantly, producing individuals with the knowledge, skills and dispositions necessary to meet the skills demands in the village and global economies	GoT, All sectors	Q3-4 2020-Q1-4 2025								
	1.1.5 Develop and implement a workforce development framework that delivers and evaluates training and education for those already in the workforce as a means of linking skills development not only to evolving changes in the sector, but also to succession and sustainability	GoT, All sectors	Q3-4 2020-Q1-4 2025								

		Who	When	Cost min	Cost max	2020 Q1	Q2	Q3	Q4	2021 Q1	Q2	Q3	Q4	2022 Q1	Q2	Q3	Q4	2023 Q1	Q2	Q3	Q4	2024 Q1	Q2	Q3	Q4	2025 Q1	Q2	Q3	Q4
	1.1.6 The workforce development framework includes a strategy that promotes employment opportunities and career councelling for recent graduates	GoT, All sectors	Q3-4 2020-Q1-4 2025									X	X																
	1.1.7 Develop and Implement an effective PSET monitoring and evaluation framework that reports on outcomes and results relative to investments made	GoT, All sectors	Q3-4 2020-Q1-4 2025					X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

OUTCOME 2: Priority skills and knowledge needs for village and public service departments are being met

2.1	*Adult learners access and successfully complete relevant education and training opportunities*																												
	2.1.1 Appoint a post-secondary learning coordinator	GoT	Q3 2020					X																			
	2.1.2 Establish an inquiry approach to the development planning delivery monitoring and reporting of post-school education and training	GoT	Q4 2020						X																		
	2.1.3 Work with the Human Resources Department to identify needs, plan and coordinate post school education and training programmes	GoT	Q4 2020 - Q1-2 2021						X	X	X																
	2.1.4 Create collaborative partnerships with external skills providers to supply on and off island learning opportunities	GoT, Providers	Q1-2 2021							X	X																
	2.1.5 Establish learning programmes to meet the numeracy and literacy needs of second chance learners on each atoll	GoT, Providers	Q3-4 2021								X	X															
	2.1.6 Explore and establish online learning opportunities	GoT, Providers	Q3-4 2021								X	X															
	2.1.7 Access short term training awards to meet identified needs	GoT, MFAT	Q3-4 2020-Q1-4 2025					X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	2.1.8 Work with the office of Taupulega, Aumaga, Fatupaepae, and government departments to establish and promote scholarships for adult learners	GoT, Taupulega	Q3-4 2020-Q1-4 2025					X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	2.1.9 Create a cohesive approach that aligns nuku and department needs, learning opportunities and promote these to potential participants	GoT, Taupulega	Q3-4 2020-Q1-4 2025					X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	2.1.10 Work with Human Resources and Public Service to develop a Workforce Strategy that promotes employment opportunities for recent graduates	GoT, Taupulega	Q3-4 2020					X	X																		
	2.1.11 Monitor the effectiveness of post school education and training programmes in terms of meeting village and departmental needs	GoT	Ongoing					X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

	Who	When	Cost min	Cost max	2020 Q1	Q2	Q3	Q4	2021 Q1	Q2	Q3	Q4	2022 Q1	Q2	Q3	Q4	2023 Q1	Q2	Q3	Q4	2024 Q1	Q2	Q3	Q4	2025 Q1	Q2	Q3	Q4
<u>4.1.4</u> Carry out systematic monitoring and evaluation of student progress and achievement, reflection on achievement data and implementation of suitable intervention, and evaluation of their impact	GoT	ongoing			█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█
<u>4.1.5</u> Review and revise the student report form; complete twice yearly face to face reporting of student achievement and progress to parents from ECE to Year 13	GoT	Q2,Q4 yearly				█		█		█		█		█		█		█		█		█		█		█		█
<u>4.1.6</u> Complete reporting to Education Committee of student outcomes twice yearly	Principals	Q2,Q4 yearly				█		█		█		█		█		█		█		█		█		█		█		█

OUTCOME 5: The schools have proper and safe facilities promoting and enhancing quality learning

	Who	When	Cost min	Cost max	2020 Q1	Q2	Q3	Q4	2021 Q1	Q2	Q3	Q4	2022 Q1	Q2	Q3	Q4	2023 Q1	Q2	Q3	Q4	2024 Q1	Q2	Q3	Q4	2025 Q1	Q2	Q3	Q4
5.1 *Develop and implement a School Maintenance and Development Plan*																												
<u>5.1.1</u> Complete an assessment of all school facilities, equipment, and digital infrastructure	Principals, Ed Comm	Q2,Q4 yearly				█		█		█		█		█		█		█		█		█		█		█		█
<u>5.1.2</u> Implement a planned, budgeted maintenance and development plan as a regular feature of the school plan	Principals	ongoing yearly			█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█
<u>5.1.3</u> Build purpose-built outdoor play area for ECE that meet required safety and health standards for quality learning environments	Principals, Ed Comm	Q1Q4 2020			█	█	█	█																				
<u>5.1.4</u> Policies are developed and implemented for the use of specialised learning equipment and facilities, and keeping them safe and secure	Principals, Ed Comm	Q2 -Q42 2020-2021				█	█	█	█	█																		

POLICY, TRAINING, SYSTEMS AND PROCESSES
CAPABILITY GOAL 1 – Effective leadership management and coordination of improvement efforts

		Who	When	Cost min	Cost max	2020				2021				2022				2023				2024				2025			
						Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
OUTCOME 1: Improved efficiency and effectivenss of the Department of Education																													
1.1	*Develop policies, systems, and plans to support student learning and the effective operations of the department*																												
	1.1.1 Map out the policies in the department's current policy framework, carry out a policy gap analysis to determine the gaps, and work on the next steps based on the outcomes of those analyses	GoT, consulant	Q1 2021							█																			
	1.1.2 Draft policy guidelines, review in consultation with target audience, use to guide practice, monitor and update as scheduled	GoT, consulant	Q2-3 2021								█	█																	
	1.1.3 With Education Committee, raise awareness of policies that pertain to student learning, safety, staff, school operations for their information, decision making, and monitoring	GoT, consulant	Q4 2021										█																
	1.1.4 Develop an online filing system for all department policies and key documents to ensure ease of access by target audience	GoT	Q3 2020					█																					
	1.1.5 DOE develop clear, concise and easy to comprehend work plans for school and governance engagement that ensure the application of policies is fair, transparent, and understood well by the targeted audience	GoT	Q1-4 2021								█	█	█	█															
	1.1.6 DOE implements and sustains PD programme to support the schools on the curriculum, effective lesson deliveries, classroom management, assessment and data, and school leadership, at least twice a school year	GoT	Q1, Q3 yearly			█		█		█		█		█		█		█		█		█		█		█		█
OUTCOME 2: DOE staff have increased skills and understanding on how to perform their roles and responsibilities effectively																													
2.1	*Develop and implement a professional training strategy that meets the needs of staff to perform their roles effectively*																												
	2.1.1 Set out the duties and responsibilities for the department staff ensuring that they align well with the scope of work and services to be delivered	GoT	Q1-4 2020			█	█	█	█																				

		Who	When	Cost min	Cost max	2020 Q1	Q2	Q3	Q4	2021 Q1	Q2	Q3	Q4	2022 Q1	Q2	Q3	Q4	2023 Q1	Q2	Q3	Q4	2024 Q1	Q2	Q3	Q4	2025 Q1	Q2	Q3	Q4
	2.1.2 Ensure the duties and responsibilities are properly reflected in the JDs of the staff, are specific, fit for purpose and together embrace the core functions of the department	GoT	Q1-4 2020			X	X	X	X																				
	2.1.3 Ensure the staff fully understand their JDs. Together with staff map out the skills of staff, carrry out a gap analysis of skills to determine the gaps;	GoT	Q1-4 2020			X	X	X	X																				
	2.1.4 Develop, implement and evaluate a programme that provides DOE staff with opportunities for upskilling, internally and externally	GoT, consulant	Q4 2020 - ongoing t0 2025						X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	2.1.5 DOE staff experience a robust appraisal process which includes individualised feedback and feedforward, and linked to responsive professional opportunities, and salary increments	GoT	Q4 2020 - ongoing t0 2025						X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

OUTCOME 3: DOE HR responsibilities to all staff are managed efficiently ensuring that staff have a safe and healthy work environment

		Who	When	Cost min	Cost max	2020 Q1	Q2	Q3	Q4	2021 Q1	Q2	Q3	Q4	2022 Q1	Q2	Q3	Q4	2023 Q1	Q2	Q3	Q4	2024 Q1	Q2	Q3	Q4	2025 Q1	Q2	Q3	Q4
3.1	*Complete and maintain updated HR responsibilities for all staff on the DOE payroll*																												
	3.1.1 Review and update all staff employment contracts and JDs so that all staff have current contracts that comply with Tokelau Public Service policies and guidelines	GoT	Q1-2 2020			X	X																						
	3.1.2 Develop and maintain an improved DOE HR information systems and record keeping of e-copies and hard copies	GoT	Q3-4 2020					X	X																				
	3.1.3 DOE collaborates with village GMs in the coordination and provision of safe and secure staff accommodation, housing standards, and work permits	GoT	Q4 2020 - ongoing to 2025						X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	3.1.4 DOE complete induction for new staff and maintain regular contact with all staff on the importance of compliance with Public Service Regulations, Tokelau Finance Guidelines, and Village level regulations	GoT	Q1, Q3 yearly- ongoing to 2025			X		X		X		X		X		X		X		X		X		X		X		X	

OUTCOME 4: The Government of Tokelau Scholarship Scheme and Short Term Training Scholarships are coordinated and managed efficiently ensuring that the HR needs of Tokelau are met

		Who	When	Cost min	Cost max	2020 Q1	Q2	Q3	Q4	2021 Q1	Q2	Q3	Q4	2022 Q1	Q2	Q3	Q4	2023 Q1	Q2	Q3	Q4	2024 Q1	Q2	Q3	Q4	2025 Q1	Q2	Q3	Q4
4.1	*Coordinate and manage all required services to ensure the effective and efficient operations of the GoTSS*																												
	4.1.1 Develop an information pack for the new government selected Scholarship Committee; conduct face to face briefing of the Committee at the earliest opportunity in 2020	GoT	Q1 2020 and as needed			X																							

	Who	When	Cost min	Cost max	2020				2021				2022				2023				2024				2025			
					Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
4.1.2 Coordinate two meetings of the Scholarship Committee per year submitting all supporting documents for their decision making, and providing policy-based advice to guide decision making	GoT	Q1, Q4 yearly			■			■	■			■	■			■	■			■	■			■	■			■
4.1.3 In consultation with the Scholarship Committee, maintain and update the Government of Tokelau Scholarships Operating Policy and Guidelines	GoT	Q1, Q4 yearly			■			■	■			■	■			■	■			■	■			■	■			■
4.1.4 In collabration with the Office of the Public Service Commission, implement a workplan for collecting and collating information on HR needs for each Taupulega and all the government sectors, and provide advice to the Scholarship Committee for their endorsement on the number and variety of scholarships that need to be awarded for that given year	GoT	Q2 yearly				■				■				■				■				■				■		
4.1.5 Develop, update the relevant supporting documents to the Operating Policy and Guidelines: the supporting templates, the conditions in offer letter and others as required	GoT	Q2				■																						
4.1.6 Develop and disseminate publicity material to raise awareness about the scholarships, purpose, processes and procedures	GoT	Q2				■																						
4.1.7 Facilitate the return travel of students from home to their country of study, liaising and maintaining collaborative relationships with institutions to ensure students have the optimum conditions to succeed; provide ongoing support to students throughout the year	GoT	Q2, Q4 yearly				■		■		■		■		■		■		■		■		■		■		■		■
4.1.8 Review the cost-effectiveness and efficiency of current processes and procedures around two semesters in-take, placement offer, travel logistics,study permits, transfer of funds, required GPA; implement changes for improvement	GoT	Q2				■																						
4.1.9 On a yearly basis, submit reports, including financial reports, to the Scholarship Committee on the GoTSS for their information and/or decisions, reporting, and submissions to the General Fono as appropriate	GoT	Q4						■				■				■				■				■				■
4.1.10 Review the role of the Scholarship Liaison Officer following the first three year of operations in Suva, implement actions for needed changes	GoT	Q4						■																				
4.1.11 DOE in collaboration with village HR use new media and face to face presentations with different village groups, workplaces, governance, to promote the STTS and ensure submissions of applications	GoT	Q1,Q3 yearly			■		■		■		■		■		■		■		■		■		■		■		■	

				2020				2021				2022				2023				2024				2025			
	Who	When	Cost min	Cost max	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
4.1.12 Develop and use publicity material, case studies examples to increase awareness of the scholarships and their impact on village skills level.	GoT	Q1,Q3 yearly			■		■		■		■		■		■		■		■		■		■		■		■		■	
4.1.13 Review and make application processes easier, ensure timely response time	GoT	Q1,Q3 yearly			■		■		■		■		■		■		■		■		■		■		■		■		■	
4.1.14 Monitor, evaluate and report on the effectivess of the STTS on skills development and efficiency of operations, make recommendations for improvement	GoT	Q4						■				■				■				■				■				■

SCHOOL GOVERNANCE AND MANAGEMENT

CAPABILITY GOAL 2 – Taupulega and Education Committees govern their schools well to meet their primary focus of improvement of student progress and achievement

	Who	When	Cost min	Cost max	2020 Q1	Q2	Q3	Q4	2021 Q1	Q2	Q3	Q4	2022 Q1	Q2	Q3	Q4	2023 Q1	Q2	Q3	Q4	2024 Q1	Q2	Q3	Q4	2025 Q1	Q2	Q3	Q4
OUTCOME 1: Improved school governance with effective and sustained governance structures and processes with the focus continuously on improving student progress and achievement																											
1.1 *Effective governance processes and structures are in place, implemented and regularly reviewed with a focus on improved student progress and achievement*																											
1.1.1 Provide support to Education Committees and School leadership to develop and implement governance processes and structures:	DOE	Q1, Q3 yearly			▓		▓		▓		▓		▓		▓		▓		▓		▓		▓		▓		▓	
• School Strategic Plan (3 years)					▓				▓				▓				▓				▓				▓			
• School Annual Plan					▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓
• Quarterly report against the annual plan with a focus on improved student achievement					▓				▓				▓				▓				▓							
• A review of the strategic plan					▓				▓				▓				▓				▓							
• A school policy framework					▓				▓				▓				▓				▓							
• A school budget aligned to the plans					▓				▓				▓				▓				▓							
• Effective meeting processes that focus on student progress and achievement					▓				▓				▓				▓				▓							
• Effective process for Principal Appraisal					▓				▓				▓				▓				▓							
• Effective process for working with the community							▓																					
OUTCOME 2: Improved school leadership and management																											
2.1 *Strengthened and sustained school systems, policies and operations improving student progress and outcomes*																											
Improved principal and teacher performance, professionalism and motivation																											
2.1.1 Develop and implement an inquiry-based professional learning programme targeted to the needs of each school's principal and staff	DOE	Q4,Q2 yearly						▓	▓																				
2.1.2 Principals are supported to develop and build cooperative leadership teams with clear guidelines and structures	DOE	Q1, Q2, Q4			▓	▓		▓	▓	▓		▓	▓	▓		▓	▓	▓		▓	▓	▓		▓	▓	▓		▓	
2.1.3 Principals are provided with coaching support to conduct staff appraisal, complete feedback and reporting processes	DOE	ongoing during school visits			▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓
Strengthened and sustained school systems and policies																											
2.1.4 Schools are supported to use an inquiry approach to review practice, develop, review and revise policies and guidelines; maintain and update records of policies and guidelines	DOE	ongoing during school visits			▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓

		Who	When	Cost min	Cost max	2020				2021				2022				2023				2024				2025			
						Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	Improved student outcomes					▓	▓	▓						▓	▓	▓		▓	▓	▓		▓	▓	▓			▓	▓	▓
	2.1.5 School management, syndicate meetings and school wide meetings purposed for reflecting on student progress and achievement data are scheduled, implemented, and documented, with deliberate actions taken and outcomes reported on	DOE/ School management	Ongoing: syndicates, twice a term school wide			▓	▓	▓						▓	▓	▓		▓	▓	▓		▓	▓	▓			▓	▓	▓
	2.1.6 Complete reporting cycles to parents on student outcomes; Complete reporting to Education Committee on student outcomes twice yearly					▓	▓	▓						▓	▓	▓		▓	▓	▓		▓	▓	▓			▓	▓	▓
	Proper and safe facilities promoting and enhancing quality learning	DOE/ Taupulega	Q1, Q4 yearly			▓	▓	▓						▓	▓	▓		▓	▓	▓		▓	▓	▓			▓	▓	▓
	2.1.7 Complete an assessment of all school facilities, equipment, and digital infrastructure	Principals, Ed Comm	Q2, Q4 yearly			▓	▓	▓						▓	▓	▓		▓	▓	▓		▓	▓	▓			▓	▓	▓
	2.1.8 Build purpose-built learning facilities as required for secondary learning requirements as priority: science laboratories; improved libraries; digital infrastructure					▓	▓	▓						▓	▓	▓		▓	▓	▓		▓	▓	▓			▓	▓	▓
	2.1.9 Implement a planned, budgeted maintenance and development plan as a regular feature of the school plan	Principals	ongoing yearly			▓	▓	▓						▓	▓	▓		▓	▓	▓		▓	▓	▓			▓	▓	▓
	2.1.10 Build purpose-built outdoor play area for ECE that meet required safety and health standards for quality learning environments	Principals, Ed Comm	Q1, Q4 2020			▓	▓	▓																					
	2.1.11 Policies are developed and implemented for the use of specialised learning equipment and facilities, and keeping them safe and secure	Principals, Ed Comm	Q2 -Q42 2020-2021			▓	▓	▓																					

OUTCOME 3: Improved principal and teacher performance, professionalism and motivation

		Who	When	Cost min	Cost max	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
3.1	*Ensure a robust appraisal process is operational and sustained, with outcomes contributing to school improvement*																												
	3.1.1 All staff are appraised on a yearly basis.	Principals	ongoing during school year				▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	
	3.1.2 Staff review the Tokelau Education Standards, complete school-wide self-evaluation against the standards, and set school goals for each term.	GoT	ongoing during school visits				▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	
	3.1.3 A yearly inquiry-based professional learning programme targeted to the needs of the school staff is planned, implemented and evaluated	GoT	Q1 yearly				▓			▓				▓				▓				▓				▓			
	3.1.4 Principals respond to external support and build cooperative leadership team within the school and across the principal group, with clear leadership guidelines and structures	GoT	ongoing				▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	

OUTCOME 4: Improved outcomes for all students

		Who	When	Cost min	Cost max	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
4.1	*Ensure a systematic monitoring and evaluation of student engagement, achievement and progress across the whole school*																												
	4.1.1 Set and communicate to school leaders the national assessment schedule	GoT	Q1 yearly				▓			▓				▓				▓				▓				▓			
	4.1.2 Establish measures of achievement and progress on school-based assessment tools	GoT	Q1 yearly				▓			▓				▓				▓				▓				▓			
	4.1.3 Ensure school wide systems are operational for the required collection, recording, moderation and analysis of student data	GoT	Q1 yearly				▓			▓				▓				▓				▓				▓			

MONITORING AND EVALUATION

CAPABILITY GOAL 3 – The Department of Education implements a robust evidence-based monitoring and evaluation framework to support decision-making processes

		Who	When	Cost min	Cost max	2020 Q1	Q2	Q3	Q4	2021 Q1	Q2	Q3	Q4	2022 Q1	Q2	Q3	Q4	2023 Q1	Q2	Q3	Q4	2024 Q1	Q2	Q3	Q4	2025 Q1	Q2	Q3	Q4
OUTCOME 1: All support programmes executed by the Department are monitored and evaluated																													
1.1	*Develop and implement a monitoring and evaluation programme for all DOE delivered programmes*																												
	1.1.1 Establish programme outcomes, targets, measures of success, schedule of monitoring and evaluation activities including both internal and external evaluation	GoT, ERO	Q3,4 2020					█	█																				
	1.1.2 Monitor and report on the expenditure of funds against planned activities	GoT	Q2, 4 yearly				█		█		█		█		█		█		█		█		█		█				█
	1.1.3 Collect and collate the data from monitoring and evaluation to use in the departmen's review work; review activities based on the M & E data	GoT	ongoing				█	█	█		█		█		█		█		█		█		█		█		█		█
	1.1.4 Report results of monitoring and evaluation for stakeholders' decision making	GoT	Q2, 4 yearly				█		█		█		█		█		█		█		█		█		█				█
	1.1.5 Use results of M & E to improve systems for implementation of DOE's support programme	GoT	ongoing				█	█	█		█		█		█		█		█		█		█		█		█		█
OUTCOME 2: Improved Monitoring and Evaluation structures and capabiities within the DOE																													
2.1	*Establish Monitoring and Evaluation structures within the Department*	DOE	Q1 (2021)																											
	2.1.1 Implement Professional Development for DOE staff on Monitoring and Evaluation	DOE	ongoing					█	█																					

72