

# COOK ISLANDS ADMINISTRATION GUIDELINES

## IMPLEMENTATION

### CIAG “One” CURRICULUM & DELIVERY

#### Core Function

“Each school through the Principal and teaching staff and in consultation with its School Committee is required to foster student achievement by providing teaching and learning programmes which incorporate the “Cook Islands Curriculum”, as set out in the Cook Islands Curriculum Framework and the Cook Islands Curriculum Statements (including the Early Childhood Curriculum Statement)”

Intent: *The Mission Statement provides overarching principles and gives direction to all other policies and documents.*

The school has met this requirement when:

It has written a “Mission Statement:” which describes how the school intends to provide opportunities for each student to realise his/her potential in all aspects of holistic development (physical, intellectual, social, emotional, spiritual and cultural)

Application: All schools

#### 1 Curriculum

- 1 Develop and implement teaching and learning programmes:
  - (a) that provide all students in Year 1 to Year 10 with opportunities to achieve success in all the essential learning and skills areas of the “Cook Islands Curriculum”.
  - (b) that provide opportunities for students to develop self-esteem, social responsibility, respect for the environment, individual and communal rights, Cook Islands culture and the ethnic and cultural heritage of others.
  - (c) giving priority to student achievement in literacy and numeracy, especially in Years 1 – 4.
  - (d) and providing early childhood learners with opportunities to develop identity, independence and a spirit of inquiry.

Intent:

1. *Teaching and learning programmes should be designed to meet the needs of individual learners and groups of students. Up to the end of Year 10, school-wide and classroom planning should encompass the entire curriculum and at the same time ensure promotion of “ivi” Maori*
2. *.Learning programmes that reflect the principles outlined in “Cook Islands Curriculum” and are based upon the strands and achievement objectives of curriculum statements will ensure delivery of a balanced coverage of all the essential learning areas and skills.*
3. *Learning programmes for Years 1 – 4 students that are consciously aimed to build and reinforce essential literacy and numeracy skills will ensure a solid foundation for later learning.*
4. *Development of identity, independence and spirit of inquiry in early childhood learners will build a solid foundation for later formal learning.*

**Application: All schools**

The school is meeting this guideline when:

- 1.1 It has written a curriculum plan (otherwise called the school scheme), which includes statements and/or prescriptions to direct and guide school wide planning and delivery in a format that:
  - 1.1.1 details subjects to be taught at each level.
  - 1.1.2 ensures that the achievement objectives and skills of national curriculum statements are being implemented through written subject schemes
  - 1.1.3 guides the time to be allocated to subjects to ensure a balanced programme
  - 1.1.4 guides long term subject plans for each level
  - 1.1.5 guides the writing of unit plans for each level or groups of levels
  - 1.1.6 allows the sequencing and structuring of lessons from unit plans
  - 1.1.7 guides integration of the curriculum (thematic approach) where appropriate
  - 1.1.8 ensures a coverage of all achievement objectives over two years (odd/even year) where appropriate for some subjects and classes
  - 1.1.9 guides the delivery of a relevant curriculum for early childhood learners based on the objectives of the Cook Islands “Early Childhood Curriculum Statement.”

**2 Assessment**

2 Through a range of assessment practices, gather information that is sufficiently comprehensive to enable the progress and achievement of students and early childhood learners to be evaluated, giving priority first to:

- (a) student achievement in literacy and numeracy, especially in Years 1 – 4, and then to:
- (b) breadth and depth of learning related to the needs, abilities and interest of students, the nature of the school’s curriculum, and the scope of the “Cook Islands Curriculum” (as expressed in Curriculum Statements)

- Intent:
- 1. *The main purpose of all assessment activity is to improve student learning.*
  - 2. *Through a range of assessment practices the school needs to ensure that over a period of time Assessment information gathered is sufficiently comprehensive and reliable to enable teachers to make professional judgements that identify:*
    - *student learning needs and how these will be met*
    - *the progress of individual students as measured against the learning outcomes of the achievement objectives of the national curriculum statements.*
    - *students with special learning needs, particularly “at risk” students in Years 1 to 4 who are not demonstrating achievement in literacy (either Cook Islands Maori or English) and numeracy.*

**Application: All schools**

The school is meeting this guideline when:

- 1.2 It has established achievement goals for the student population and has documented how it will monitor progress against these goals through –

- 1.2.1 writing statements of expectation of student achievement for selected subjects including achievement in literacy and numeracy in Years 1 - 4
- 1.2.2 specifying the process for determining the school's expectation of student achievement, including assessment processes and procedures and assessment records (running records, student profiles, portfolios etc.) Student and school achievement data provided by MoE national diagnostic tests at Years 3 and 4 may be incorporated into the school's assessment processes.
- 1.2.3 establishing policies for the gathering and analysis of achievement data
- 1.2.4 determining methods of monitoring student progress against school expectations and learning outcomes of national achievement objectives
- 1.2.5 ensuring there is a consistent approach to assessment and evaluation across the curriculum
- 1.2.6 ensuring that the achievement information gathered is valid and reliable.
- 1.2.7 interpreting achievement information in terms of the extent of individual student progress and overall trends

### 3 **Barriers to student achievement**

3 On the basis of good quality assessment information, identify students and groups of students:

- (a) who are not achieving
- (b) who are at risk of not achieving
- (c) who have special needs

And identify

- (d) aspects of the curriculum, which require particular attention.

**Intent:**

1. *Schools should identify, analyse and where possible remove barriers that restrict learning for individuals and groups of students. This means that schools will respond to the educational needs, experiences, interests and values of students. Barriers to learning may arise from a variety of factors.*
2. *Quality assessment data (as documented in 2 above) should be used to identify students and groups of students who are not meeting the school's achievement expectations; those who are at risk of not achieving (based on assessment data from literacy and numeracy) and those who have special learning needs.*
3. *The assessment data should also be used in a review of the school's curriculum plan with a special focus on those areas of the curriculum in which significant groups of students are not achieving to the school's expectations.*

**Application: All schools.**

The school is meeting this guideline when:

- 1.3 It has identified and documented barriers to learning and has developed strategies to mitigate these through:
  - 1.3.1 drawing up a checklist of possible "in-school" barriers and identifying those which might contribute, such as
    - 1.3.1.1 teacher incompetence
    - 1.3.1.2 lack of teaching resources
    - 1.3.1.3 teaching styles and practices (other than suspected physical and verbal abuse of students – see 5.2.1)
    - 1.3.1.4 lack of student guidance & counselling
    - 1.3.1.5 timetabling

- 1.3.1.6 the school's language policy
  - 1.3.1.7 the language(s) of instruction used across the curriculum
  - 1.3.1.8 promotion of students from level to level
  - 1.4.1.9 placement of students at inappropriate learning level
- 1.3.2 drawing up a checklist of possible "out of school" barriers and identifying those which might be of significance, such as
- 1.3.2.1 truancy
  - 1.3.2.2 poor nutrition or lack of nutrition
  - 1.3.2.3 poor home study conditions
  - 1.3.2.4 sickness or other physical impediment (eyesight, hearing)
  - 1.3.2.5 transportation to school etc.
- 1.3.3 documenting how it communicates these issues to parents or groups of parents.
- 1.3.4 ensuring that assessment data gathered is used to review the school's curriculum plan.

#### **4 Inclusive Education**

4 Develop and implement teaching and learning strategies to address the needs of students and aspects of the curriculum identified in 3 above.

**Intent:** *Having identified barriers to learning the school should develop action plans that aim to improve the learning conditions of students who are not achieving to the school's expectation.*

**Application:** All schools.

The school is meeting this guideline through:

- 1.4.1 establishing a register of students with special learning needs.
- 1.4.2 identifying those students who are gifted and talented
- 1.4.3 clearly identifying and documenting learning needs that are not being met
- 1.4.4 planning and making the desired changes
- 1.4.5 providing recovery/special programmes for identified students
- 1.4.6 providing individual educational programmes (IEPs) for students with special needs in consultation with parents, health authorities and MoE personnel
- 1.4.7 monitoring the effectiveness of the changes.
- 1.4.8 regularly reassessing the situation

## 5 **Language**

5. Develop and implement a language policy, based on the guidelines of the Ministry of Education's Language policy that will ensure each student attains a high level of bi-lingualism.

**Intent:** 1. *National identity and the promotion of "ivi" Maori are interwoven with language growth of every student in both English, Cook Islands Maori and its dialects (including the Pukapukan language).*  
2. *Language profiles and language acquisition varies from island to island and no "universal" policy will be effective in achieving government's aim. The school's language policy should take into account the language profile of its community and use recognised approaches to achieve high levels of bi-lingualism of its students.*

### **Application: All schools**

The school is meeting this guideline through:

- 1.5.1 identifying the language profile of its community and the most appropriate approach to use for its language policy (based upon the guidelines of the Ministry of Education's language policy)
- 1.5.2 writing and implementing a language policy that will achieve the aim of high levels of bi-lingualism.
- 1.5.3 monitoring through its on-going programme of student achievement in languages the extent to which its policy is achieving the aims

## 6 **Careers Education**

- 6 Provide appropriate career education and guidance for all students in Year 7 and above, so that students have access to quality information to enable them to make an informed choice of a career pathway.

**Intent:** 1. *Delivery of a structured careers education programme will ensure students can make an informed choice of career pathway before leaving school and entering the workforce or further post-secondary training.*

### **Application: All schools with Years 7-13.**

The school is meeting this guideline through:

- 1.6.1 documenting how it will deliver its careers education programme within its curriculum plan through integrating career education programmes with core subjects such as Social Studies, Languages etc.

## 7 Secondary Qualifications

7 Provide for students in Year 11 and above, courses and programmes of learning that meet students' interests and lead to the award of internationally recognized, portable qualifications.

- Intent:
1. *Career pathways, relevant programmes and courses should provide all senior secondary students with opportunities to gain the initial levels of nationally and internationally recognised qualifications whilst at school and to set a foundation for post-secondary training, tertiary education, and the acquisition of higher levels of qualifications.*
  2. *A broad and balanced curriculum extends to the end of Year 10. Progressive subject and course specialisation is expected to occur as students move through their senior secondary schooling. Schools should ensure that they are meeting students' needs and adequately preparing them for when they leave.*

### **Application: All schools with Years 11 - 13.**

The school is meeting this guideline through:

- 1.7.1 creating coherent and integrated courses which relate to the Cook Islands Curriculum Framework
- 1.7.2 providing detailed information to students and parents/caregivers on courses, subjects, programmes and qualifications the school can offer; a breakdown of the unit and achievement standards and the number of credits needed for students to gain a qualification.

## **CIAG "Two" DOCUMENTATION AND REVIEW**

### **1 Strategic Plan**

1 Develop a strategic plan, which documents how the school is giving effect to the Cook Islands Education Guidelines through its policies, plans and programmes, including those for curriculum, assessment and staff professional development;

- Intent:
1. *The strategic plan is the management document that sets a direction for the school, taking into account its character, its resources, the community and what the school hopes to achieve for its students. It sets the direction for the development of the school over a period of time (usually up to five years), taking into account the aspirations of the community and the Ministry's development objectives. The strategic plan provides focus for school improvement.*
  2. *The strategic plan is most effective in a school where there is agreement on issues and directions. This means that the staff, School Committee, parents and students share a clear understanding of what the school stands for and where it is heading. This implies ownership.*

**Application: All schools.**

The school is meeting this guideline through:

- 2.1.1 discussing and addressing issues such as: Where are we at? Where do we want to be? How will we get there? What do we need to do to get there? How will we know when we have got there?
- 2.1.2 developing a *strategic plan* (five years), which is aligned to the Educational Master Plan and the Ministry of Education's Statement of Intent for managing change in:
  - Curriculum and delivery – CIAG 1
  - Documentation and review – CIAG 2
  - Personnel – CIAG 3
  - Finance & Property – CIAG 4
  - Health & Safety – CIAG 5
  - Administration – CIAG 6

[While the plan needs to relate to the CIAGs, it should be organised in a manner most suited to the school's requirements.]
- 2.1.3 setting *goals* – broad statements of what the school wants to achieve
- 2.1.4 establishing *objectives* – specific measures of the goals
- 2.1.5 writing annual *operational plans*, which detail the actions the school will take each year to implement its strategic plan

## 2 **Self-review**

2 Maintain an on-going programme of self-review in relation to the above policies, plans and programmes, including evaluation of information on student achievement;

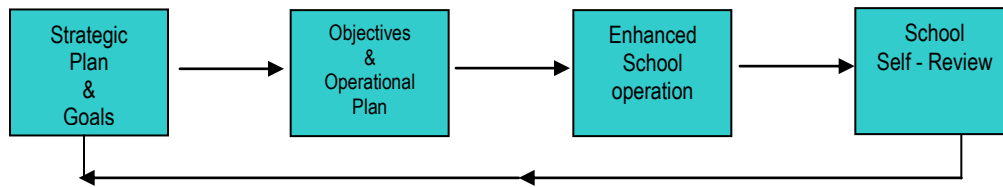
- Intent:**
- 1. *Self-review is the mechanism for schools to continually strive to improve the quality of education and to meet the challenge of change.*
  - 2. *Self-review means a school knows if and when it is meeting its objectives and goals and what changes are needed to ensure these are met.*

**Application: All schools.**

The school is meeting this guideline by:

- 2.2.1 developing an on-going review plan that will ensure review of the following:
  - 2.2.1.1 the school's vision
  - 2.2.1.2 the strategic plan
  - 2.2.1.3 operational plans and/or annual development plans
  - 2.2.1.4 progress made towards attaining the stated objectives and goals
  - 2.2.1.5 all policy statements and procedures
  - 2.2.1.6 curriculum and learning programmes, including schemes of work and assessment methods
  - 2.2.1.7 special needs register
  - 2.2.1.8 evaluation of information on student achievement
- 2.2.2 providing evidence that review has occurred (dates of review – endorsement of documents etc.)

## Planning and Review Cycle



### 3 Reporting

3 Report to students and their parents/caregivers on the achievement of individual students, and to the school's community on the achievement of students as a whole and groups of students (identified through CIAG One 3 above).

- Intent: 1. *Education is a co-operative venture between the school and parents and caregivers. Quality reporting to parents and caregivers on the progress and achievement of students provides a sound basis on which co-operation may be nurtured.*
2. *Reporting to the school's stakeholders through its School Committee on student achievement as a whole and groups of students that have been identified for special consideration will provide a further avenue to strengthen co-operation and enlist additional support. N.B. Under no circumstances should the names or identity of individual students be made known.*

**Application:** All schools.

The school is meeting this guideline by:

- 2.3.1 identifying significant learning outcomes that should be reported on.
- 2.3.2 developing and implementing a reporting policy
- 2.3.3 developing report forms that are used to report student achievement against the identified learning outcomes and other important information such as social adjustment
- 2.3.4 updating "student profiles" to provide additional information to parents/caregivers at report sessions.
- 2.3.5 keeping portfolios of students' work to show parents
- 2.3.6 advising the School Committee and/or groups of parents of the school's achievement goals and how these will be measured -See CIAG One (2)
- 2.3.7 providing valid assessment data (such as school achievement graphs from national monitoring tests) to the School Committee or groups of parents on whole school achievement and/or groups of students with special needs



**1 Performance Development**

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| 1 | Develop and implement professional development programmes and performance appraisal systems that promote high levels of staff performance and ensure relevant standards are met in accordance with Ministry of Education Teacher Performance Development System (PDS) guidelines. |
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Intent: 1. *Effective performance development enables stakeholders in education to have confidence that teachers are meeting the school's and the Ministry's quality expectations, the educational needs of the students and the goals of the school.*  
2. *On-going professional development of teachers through in-service programmes and appraisal systems lies at the heart of successful teacher advancement and performance development.*  
3. *Effective performance development sets professional standards, identifies and rewards quality performance, providing opportunities for teachers to progress within the profession and at the same time allows for termination of employment of teachers who consistently fail to meet standards.*

**Application:** All schools.

The school is meeting this guideline by:

- 3.1.1 developing and implementing a performance policy and appraisal system (Refer to PDS booklets)
- 3.1.2 liaising with Human Resource Management at the Ministry of Education so that professional development needs can be met at school, island and national levels.
- 3.1.3 employing discipline and counselling procedures as the need arises
- 3.1.4 completing and forwarding to MoE an annual performance development report on each teacher as set out in the PDS booklet.

**2 Use of personnel**

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| 2 | Deploy personnel resources in the most effective and efficient manner to maximize students' learning |
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Intent: *It is critical that with our small population, scattered geographical distribution of teachers and limited financial resources, personnel resources are used as effectively as possible to maximise students' learning*

**Application:** All schools.

The school is meeting this guideline through:

- 3.2.1 identifying professional expertise, previous experiences, special training and qualifications of its teachers.
- 3.2.2 ensuring that staff expertise and new learning are shared through school, syndicate and departmental professional development programmes
- 3.2.3 placing teachers in classes to effect greatest benefit to learners
- 3.2.4 incorporating identified expertise in a teacher's position description to allow a maximum of student learning

- 3.2.5 effectively utilising ancillary staff in ways that support teachers and hence students.
- 3.2.6 ensuring that any minimum staffing requirements set by the Ministry of Education are adhered to.

## CIAG “Four” FINANCE & PROPERTY

### 1 Finance

1	Manage and account for all funds raised by the school or the School Committee in accordance with Section 43 (Public Money) of the Ministry of Finance and Economic Management Act (1995-96) and ensure that school and School Committee accounts are audited annually by a person or body approved for this.
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**Intent:** 1. *Money obtained through school and School Committee fund raising activities, fees paid by parents/caregivers and other revenue generated by a school should be properly accounted for.*  
2. *Annual external audit of accounts is needed to demonstrate financial accountability and to ensure that funds raised are used to meet the needs of students*

**Application:** All schools.

The school is meeting this guideline through:

- 4.1.1 writing and implementing a financial management policy
- 4.1.2 keeping documentary evidence of all financial transactions to enable annual audit of accounts.
- 4.1.3 preparing statements of income and expenditure and regularly reporting financial transactions to School Committees and Governing Bodies
- 4.1.4 ensuring there is an annual audit of accounts
- 4.1.5 adhering to all the requirements of Education legislation with reference to School Committee finances.

### 2 Assets and Resources

2	Manage the school's assets and resources in accordance with guidelines provided by the Ministry of Education or the school's Board of Management.
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**Intent:** 1. *Assets and material resources are expensive and schools should ensure that management practices ensure sustainability so as to maximise students' learning.*  
2. *Schools are required to account to their Governing Body for all assets and resources supplied to them for the purpose of teaching and learning.*

**Application:** All schools.

The school is meeting this guideline through:

- 4.2.1 writing and implementing a resource management policy that will ensure sustainability of its assets and resources to maximise the benefit to student learning.

- 4.2.2 keeping an asset register of all assets acquired and reporting these to the Ministry or Governing body.
- 4.2.3 depreciating and writing off assets according to the Ministry's or Governing Body's guidelines on asset depreciation.
- 4.2.4 conducting a regular (minimum annual) stock take of assets and resources and being able to account for any loss.
- 4.2.5 in conjunction with the school's strategic and annual development plans, planning for new and replacement assets and resources.

## CIAG "Five" HEALTH & SAFETY

Provide a safe physical and emotional environment for staff and students and comply in full with any legislation currently in force or that may be developed to ensure the safety of students and employees

- Intent: **1. Parents and caregivers should have confidence that their child is attending a school that is safe (physically and emotionally) - in all meanings and interpretations of the word.**  
**2. A school that sets high standards in health issues demonstrates to its community care and concern for the well being of its students.**

**Application: All schools.**

The school is meeting this guideline through:

- 5.1 writing a health and safety policy.
- 5.2 developing specific policies and procedures [may be recorded in one manual ]which Inclusively cover all of the following:
  - 5.2.1 suspected abuse of students – physical, emotional, sexual (All cases are to be handled in accordance with MoE guidelines as set down in MoE August 2000 Gazette)
  - 5.2.2 procedures for dealing with accidents and medical emergencies at school
  - 5.2.3 an accident and incident register
  - 5.2.4 hazard identification check list – including rats, vermin, stagnant water and anything that may be potentially offensive or injurious to health
  - 5.2.5 behaviour management/discipline of students
  - 5.2.6 guidance and counselling of students
  - 5.2.7 playground supervision
  - 5.2.8 fire drill/evacuation procedures
  - 5.2.9 hurricane safety procedures
  - 5.2.10 bus and road safety – including bus loading where appropriate.
  - 5.2.11 administration of "First Aid"
  - 5.2.12 a smoke free environment
  - 5.2.13 alcohol and other drugs
  - 5.2.14 education conducted outside of the classroom or away from school
  - 5.2.15 physical and emotional health of students
  - 5.2.16 crisis management
  - 5.2.17 administration of medication to students.
  - 5.2.18 handling of blood – HIV risk.

- 5.2.19 stray animals (pigs, dogs etc.) – where applicable.
  - 5.2.20 hygiene standards for schools that cook, store or sell food.
  - 5.2.21 healthy food
- 5.3 ensuring that all staff are familiar with and enforce school health and safety policies, including regular practice of emergency procedures

## CIAG “Six” ADMINISTRATION

Each Governing Body and Principal is required to comply with the Education Act 1986/87, its amendments, all Ministry of Education regulations and instructions issued by the Secretary of Education from time to time.

**Application:** All schools.

The school is meeting this guideline through:

- 6.1 holding a copy, on the office file, of the Education Act 1986/87, its amendments, Ministry of Education regulations and instructions issued by the Secretary of Education.
- 6.2 ensuring that all teachers are aware and have knowledge of the documents detailed in 1 above.
- 6.3 enrolling students in accordance with enrolment procedures.
- 6.4 keeping records of daily student attendance in accordance with Ministry guidelines.
- 6.5 writing policies and procedures for dealing with cases of truancy
- 6.6 furnishing the Ministry with information on students who have transferred to another school or who have left school
- 6.7 forwarding to the Ministry student enrolment numbers each term.
- 6.8 compiling EMIS data accurately and forwarding to the Ministry by due date.
- 6.9 ensuring that the school is open on the prescribed number of days each year.
- 6.10 developing policies in conjunction with the School Committee for the community use of the school grounds/buildings/property outside of school hours
- 6.11 developing policies and procedures on religious instruction at the school.
- 6.12 developing policies and procedures, in accordance with Ministry guidelines, for suspension of students