



COOK ISLANDS

Ministry of Education

Maraurau o te Pae Api'i

EDUCATION GAZETTE

Term 3 2014

Performance Management: Teacher Portfolios

It is now the start of Term Three, well over half way through the school year, and time for teachers to start feeling good about what they have managed to accomplish. One way to reinforce this positive feeling is to update the performance management portfolio collection.

All principals need to have portfolios from their teachers by the end of November, so now is a good opportunity while sorting through last term's material to pop some of it into the PMS folder.

Here are a few reminders of the sorts of material that have probably been created by now and could be filed away to avoid a mad rush in the middle of Term Four. Remember that the material can be photographic, photocopies, original or electronic but it needs to be sorted appropriately. For further ideas refer to the Performance Management for Cook Islands Teachers booklet.

Of course MU holders can also be storing away evidence now of actions they have taken in relation to their management responsibilities and subsequent feedback. By the time you've done this you'll be feeling even better about having completed two terms of work and ready to face Term Three.

Performance Dimension 1

Material for Dimension 1 is all about quality; thinking about it, learning about it and the steps taken to improve what hasn't worked as well as expected in the classroom, or to build on what did go well.

Here are some possibilities, there are lots of others:

- Units that worked well and their proof in the attached assessment grades.
- A unit that didn't work well with a review comment and a redraft to show what would be different next time.
- Some interesting education-based recent reading (photocopy, print out, handout) with some attached comment about what made it interesting.
- A first set of observation notes and feedback.

Performance Dimension 2

Material for Dimension 2 is about how the students' learning has been helped by teacher management, what's been done in the classroom to increase knowledge and understanding. *Some more possibilities:*

- Some photos from the classroom; learning intentions on display, teacher strategy, feedback in books.
- Some pre and post teaching assessment data (or some work samples) from a range of students who can be followed through the year and their progress commented on.
- Some student feedback (survey) and self review.
- Any programme review if this has happened (with reasons).

Performance Dimension 3

Material for Dimension 3 is about how the teacher has created a positive atmosphere in the classroom and has worked with students, teachers and parents to achieve this. *More possible inclusions:*

- Photos, posters, reports that can give evidence of group work.
- Feedback from students about teacher engagement (survey).
- Notes made about discussions with parents or use of the school behaviour management policies.
- Evidence of teacher creation of, and use of, shared resources.

Performance Dimension 4

Material for Dimension 4 is about working with other teachers, parents, caregivers and the whole community. *More possibilities:*

- Copy of planning, meeting minutes or other documents that show involvement (not just attendance).
- School report samples (including feed forward comments for students).
- Evidence of co-curricular contributions to school (culture, sport, newsletter contributions).
- Evidence of contact with parents over teacher's or parental concerns.

PayGlobal Exolvo the new Payroll System

Welcome to our the new Exolvo Payroll which is a new centralized system that will capture all public sector payroll needs including the Ministry of Education – now and in the future. This includes payments, deductions, entitlements, pay rates and pay cycles from an unlimited number of locations, catering for unlimited numbers of employees. The powerful payroll engine can meet even the most complex requirements. Exolvo Payroll is flexible so it can be adapted easily to accommodate changes in the public sector workforce or in compliance conditions. It integrates seamlessly with other Exolvo modules, minimising administration time. This payroll system can be accessed directly from your school or from your home.

PayGlobal has a library of standard reports which give our Ministry a complete view of the variables that affect payroll management. Your payroll will be right the first time and every time.

Self-Service Payroll function can be used to:

- Access and update personal information
- Proc Manage/approve leave applications, view balances (current and projected)
- Process timesheets
- View pay slips
- Consider available training courses and submit enrolment

The Ministry of Education Finance Division will work closely with the Ministry of Finance to manage the transition of the payroll system by training our school Principals and Administrators to access the payroll system online ready to roll out live on the system by the 3rd September 2014. A Payroll Manual and a Video Clip will be circulated to all school Principals and Administrators for guidelines and step by step access to data entry to the payroll system. Contacts for the system are: Director of Finance Mr Anthony Turua, Financial Accountant Mr Farish Ali, Accounts Technician Mrs Mariake Pirake, Director of Human Resources Management Mr Terry Utanga.

Aggression survey seeks to provide a clear picture for the Cook Islands



Ministry of Education Health and Well-being Advisor, Angela Page is currently collecting data from secondary school students on their experiences of physical and relational aggression. Physical aggression is described as behaviours such as hitting and pushing, and relational aggression includes behaviours such as spreading rumours, verbal put downs, or using silent treatment – all in order to get back at others when you might be mad at them.

The questionnaire is a two tiered approach by Angela to first show the extent of aggressive behaviours among secondary school students in the Cook Islands, whilst also providing a way forward for schools to be able to pinpoint and address specific behaviours. From the survey Angela describes how girls and boys use different ways to bully and harass each other.

The questionnaire also measures pro-social and helping behaviours, so that once the data is collated, we can see how we use positive as well as negative ways of interacting with each other.

Conducted as an anonymous and confidential study, a summary of the results will be given to schools in order to contribute to the Health curriculum's area on relationship development and positive mental health.

All Cook Islands secondary schools have been invited to participate in the study, and to date, many have expressed their enthusiasm for the project. The results will be available later in the year.

Students allocated time after the survey to discuss scenarios and strategies on ways to deal with a bully. They also discussed how hurtful being bullied and being teased can be, and soon realised that "getting even" with someone is not the best way to deal with conflict, because it can make things worse.

CONTRIBUTORS

Angela Page - Health and Well Being Advisor

Anthony Turua - Director Finance Division

Cara Haque - Acting Director of Planning and Development

Janet Woodger - Enterprise Advisor

Kairangi Thompson - Policy Advisor

Nooroa Teipo - Policy and Review Officer

Teresa Tararo - NZQA/OIAG Advisor, Acting Manager, Student Support

Designing School Reports

All Cook Islands schools are required to issue formal reports for parents and caregivers on students' progress. Traditionally schools have produced mid-year and end of year reports often following on from exams. Today, while exams are recognised as only one form of assessing children's learning, this twice yearly pattern continues. However, increasingly, schools are accepting the responsibility of informing parents no later than Term One about how their children are settling in to their new year.

Interim Reports

These short 'interim' reports are a real step forward in building a strong relationship between school and parents. They need not be long and detailed; the message at this stage is about attitude and general capability. Is the student attending regularly? Is homework being completed? How well is the student coping with the work being set? Is the student relating well to peers and teachers? If the reports go out no later than six weeks into the first term, and where necessary are followed by more direct parent and caregiver contact, then changes can follow which will lead to improved student progress throughout the year.

Formal Reports

The other two sets of reports, generally issued in Terms Two and Four, are the more detailed and formal documents. These reports sometimes provide the only form of documentation that children have to represent them when they move or leave school. Secondary schools, employers and tertiary training institutes can, and usually do, ask to see these school reports.

Most schools now recognise this fact and steady improvements are appearing in both style and content.

Disappearing from these reports are the numbers and

percentages which can mean nothing to a parent. Instead teachers are using a one to four code to indicate whether children are coping well with the level or standard of work, or whether they are falling behind or are 'at risk'. At secondary level the 'NAME' coding as used by NZQA for NCEA assessment is explained on most reports.

At the same time the reports are including the curriculum levels at which children are working. This is important for parents whose children are in multilevel classes and again helps other teachers understand where the child is if s/he moves school.

Finally, teacher comments are becoming much more constructive. They are less about negative behaviour and more about learning processes. Disappearing are the vague comments such as 'Tere seems to enjoy Maths' or even 'Maria is good at Art'. Now teachers are informing parents about the skills their children are being taught each term or half year, how well they are mastering them and, best of all, suggesting ways that the parents and the children themselves can build their skills.

One very positive change made by a few schools to the report format has been to allocate space for parents to write a comment. In this way the reporting process can become a two way process where parents can also contribute.

The review team visiting a school will always ask to see copies of completed reports and will look for all the above good practices.

The table below, identified by the 'Four Ts', gives a quick check as to whether the reports schools issue are as effective as they could be.

Reports and the Four 'T's

Truthful – Only what is actually known, what can be supported by evidence from the child's work during the period covered.

Transparent- Understandable; acronyms and numbers are explained somewhere on the report, there is evidence of how a student is doing in relation to expectations of the age group.

Transportable- the details are in a form which other schools will be able to make use of, curriculum based.

Transforming- the comments for subjects provide some learning (not behaviour) suggestions which, if followed, can lead to the child making progress.

Water Safety

Over the last few years schools on Rarotonga have increased the range of their water-based, or sea side activities. Although schools do all have EOTC policies, concern has been expressed that there needs to be greater emphasis on water safety.

The Ministry of Education (MoE) is in the process of developing a set of Water Safety Guidelines for schools which can fit alongside their other EOTC policies.

The various types of water-based activities have distinct characteristics, which require different considerations and raise different safety issues.

It is assumed that parents will be informed of all water-based activities that their children will participate in.

No child is to participate in any EOTC activity without signed parental permission.

The table below shows suggested planning and considerations such as risk management and responsibility.

Activity	Risk	Management	Responsibility
Swimming lessons Swimming at beach Deeper water activities	Drowning	Prior weather and tide check. Active supervision. ECE = Adult to child 1:5 Y 1 -6, 1:15. Teacher Aide for each special needs child. One adult current First Aid Certificate. Appropriate swimwear.	Principal to have signed off planning document. TiC has all other responsibilities in coordination with any person providing formal instruction.
Swimming lessons Swimming at beach Deeper water activities (reef visits) Foreshore activities	Injury/ abrasions stone fish/jelly fish	Parents notified of benefit of footwear. First Aid kit. One adult current First Aid Certificate.	Principal to have signed off planning document. TiC has all other responsibilities in coordination with any person providing formal instruction.
Over water activities Kayaking/sailing/ Vaka Ama	Drowning	Prior weather and tide checks carried out. Lifejackets available for those who cannot swim or feel insecure. All boating regulations known and followed. Supervisor to be capable of capsize training for the smaller craft. Teacher Aide for each special needs child.	Principal to have signed off planning document. TiC in coordination with person providing formal instruction.
Over water activities Kayaking/sailing/ Vaka Ama	Injury	One adult current First Aid Certificate.	Principal to have signed off planning document. TiC in coordination with person providing formal instruction.

We would like all schools to help us develop these guidelines further. Please contact Planning and Development at the MoE with suggestions and comments concerning any water based activities (Foreshore or in or on water) not mentioned or concerns which may have been omitted. The information gathered will assist the progress and development of the MoE Water Safety Guidelines.

Funding for ECE Resources

Schools with an ECE centre attached to it and ECE centres are reminded that the Ministry of Education (MoE) have allocated resource funding for ECE to be used for the purpose of learning in the ECE centres only:

- The Principal of the school is expected to ensure that, at a minimum, all funds identified for ECE by MoE are spent on ECE resources.
- For quality assurance purposes, it is essential that schools and centres maintain transparent and distinct financial records of all ECE related purchases.
- Funding for ECE is \$100 per pupil and this can be used for expenditure relating specifically for ECE students. There is also base funding for each school which can be pro-rated to the number of ECE students in each school. Contact the Finance Division of the MoE if you have any enquiries.

Ina Tamarua at MoE may be able to help with resources your ECE Centre may need. Schools are to keep an accurate ECE inventory and a resource register.

Enterprising students in Action



An after school workshop for Aitutaki Primary Schools was held at Vaitau Primary School on 28th May where Enterprise Advisor, Janet Woodger, held a presentation around key principles for engagement with enterprise. The presentation was followed by a breakout group activity where teachers from Tekaaroa, Araura and Vaitau Primary schools navigated the enterprise curriculum and discussed appropriate learning activities to achieve enterprise achievement objectives and learning outcomes. These have been shared to offer ideas for other teachers in the Cook Islands.

You must start with an idea

ECE Level 1: Eteta Teinangaro, Meremere Daniel (Vaitau), Louisa Charlie, Leah George (Tekaaroa), Michelle Paerau (Araura).

Strand 2.2 Participate in the enterprise process: LO - Participate in a simple enterprise activity.

Learning Activity: Make photo frames – Creativity was used to inspire decorations to make our photo frames. Children collected local, natural and recycled materials such as shells, wrappings, buttons, wood and family photos including the use of class resources like paint, glue, scissors and paper to add that professional touch. With the help and supervision of mamas, volunteers and support staff, students started out on the construction of their photo frames. Priced between \$5 - \$10 we decided to sell students' masterpieces to family and friends.

Knowledge and understanding

Year 1-3 Level 2: Maria Turi (Tekaaroa), Tuaine Rota, Karen MacShane (Vaitau).

Strand 1.4 Enterprise Knowledge and Understanding.

LO - Gain knowledge of the components and elements of business activity, and be able to identify who works in a business and describe what they do.

Learning experience: Field Trip – Students mapped out the Arutanga township and the businesses in the area forming a list of questions that students could ask individual workers of selected businesses. In small groups students travelled into town and paid a visit to the selected businesses collecting photos for evidence and questionnaires for information. From there, it was back to school for share and tell of the local stores, its employees and their job roles.

Enterprise in Society

Year 4-6 Level 3: Mataio Karore, Naomi Henry (Tekaaroa), Winnie Boaza, Tariatua Varu (Vaitau).

Strand 4.1 Enterprise in Society – Understand the impact of enterprise on society and the economy (in the past, present and possible future) in local, national and international settings.

LO – Identify and consider different views and feelings of people in relation to some particular enterprise development locally or its effects e.g. pollution from businesses.

Learning experience/activities: Theme: Marine pollution – human waste, petrol/oil/chemical spillages.

- Brainstorm issues and feelings of people to particular enterprise.
- Develop questionnaire for community views.
- Conduction interviews within community.
- Further research – library, internet.
- Discuss local information, national information, one other global situation.
- Hold debate, talkback on radio, beach contest to seek solutions for marine pollution.
- Submissions for legislation – Marine Act Integrated with Science, Maori, Social Science, Maths, Health Assessment – proposed submissions for legislation.

Appropriate timeframes for students to engage with each strand were discussed and general agreement that Level 1 activities and outcomes could be planned over a 2-3 week period. Level 2 activities and outcomes over a 3-6 week period depending on the progression of interviews with business people. Due to the integrated approach, research and community events for Level 3, the students could engage with this project over four terms. Term One for local research, Term Two for national research, Term Three for an international case study and Term Four for submissions for the Marine Act.

Disability Access in Schools

The MoE recognizes its obligations under the Cook Islands Disability Act 2008 and schools are encouraged to consistently work towards improving their facilities and services in order to make them more accessible for people with disabilities. Disabled people have the same rights and opportunities as others to access educational services within the school community. Access and inclusion are about ensuring that all educational services, facilities and information are available to all school community members, including those who have a disability, so that they have the opportunity to participate in all aspects of education.

Schools need to consider making reasonable adjustments when and where possible to their school facilities in order to accommodate the needs of disabled people. The following are some suggestions to improve the quality of educational services and access to facilities for those with specific impairments:

- Provide clearly designated disabled parking as close as possible to facilities.
- Avoid abrupt vertical changes of level (steps, entrance way) to ensure a continuous accessible path of travel for wheel chairs or those who need support when walking.
- Provide wheelchair ramps to allow easy access to other facilities.
- Provide clear and adequate space into doorways and within rooms to allow for wheelchair dimensions and movement.
- Provide hand rails on steps and ramps to allow continuous movement and for support.
- Modify current school toilets to include a disabled accessible toilet facility.
- Make all signage as clear as possible for visually impaired students and visitors.

Y- Yes and within specifications.
N- No or not within specifications.
NA – Not applicable because there are ramps or no need for stairway access.
O – Only some.

Access to:	School 1	School 2	School 3	School 4
Access to Administration Block	Y	Y	Y	N
Access to classroom	Y	Y modification to edges	Y	O
Accessible toilet	N	N	Y	N
Accessibility signs	N	N	Y	N
Accessible footpaths	Y grass	Y grass	Y	O
Wheelchair ramp	Y	N	Y	N
Hand rail on the ramp	N- ramp width 2.4m	N	Y	N
Hand rail on steps	Y Preschool N Primary	N	Y	Y library only
Designated disabled parking	Not designated but space available for drop off and pick up	Not designated but space available for drop off and pick up	Not designated but space available for drop off and pick up	N
Door (width)	Y	Y	Y	Y
Door (lever handles)	Sliding door	Y	Sliding doors	Y
Hazards on pathways (for sight impaired)	None	Y	None	Y
Library & computer levels suit wheelchairs	Y		Y	Y
Width of corridors or verandahs	Y	Y	Y	Y
Stairs	NA	NA	NA	N

At present, schools appear to have easy access to the administration block and classrooms e.g. spacious corridors or verandahs and wide doors that allow wheelchair users to move freely. However, there are a few areas in the schools that still require adjustment to meet disabled people’s needs e.g. minimising hazards on pathways, installing handrails on ramps or steps and adding a disability toilet.

Schools are encouraged to apply a cost-effective approach to their future planning and renovation. It is suggested that schools start with low cost upgrades such as doors, handles, handrails, signage and designated parking space and as needs arise, they gradually progress towards higher-cost construction such as disabled toilets, ramps and concrete footpaths.

Policies

This article is to assist new principals and staff to put in place policies for their school and their school community

What does policy mean?

The world is full of policies—for example, families make policies like “No TV until homework is done”. Agencies and organisations make policies that guide the way they operate. Stores have return policies. Workplaces have policies about things like sick days. Schools have policies that describe the way they expect children to behave.

In short, policies are clear statements of how schools intend to conduct their services and actions. They say what is to be done, who is to do it, how it is to be done and for (or to) whom and why the policy is to be done. In other words they are guiding principles to help with decision making.

Why have policies in schools?

Basically schools need policies because:

- They enable staff to get on with their job without the need to discuss issues each time they arise, ie the smooth running of the school.
- They allow the different parts of the school community to work towards a common goal, ie SMT, teachers, teacher aides, students, parents, school committees and the community.
- They provide consistency and predictability of actions and services throughout the school because all personnel are aware of and understand the policies and their procedures.
- They ensure that schools are in compliance with their legal and other requirements.
- They also ensure quality assurance and improvements in schools.

Ultimately, creating a policy is about **achieving objectives**. It is a means to an end. It signals a course of action or an approach to an issue designed to attain certain results.

What Types Of Policies Do Schools Need?

Schools need policies:

1. To cover all the requirements of the Cook Islands Administrative Guidelines (CIAG).

Here are some examples:

- CIAG 1- Curriculum and Delivery Policy, Assessment Policy.
- CIAG 2- Reporting Policy.
- CIAG 3- PDS Policy, Use of Personnel Policy.
- CIAG 4- Financial Management Policy, Resource Management Policy.
- CIAG 5- Evacuation Policy, Food Policy, Discipline Policy.
- CIAG 6- Truancy Policy, Use of School Properties Policy.

2. To satisfy other areas in the school not covered under the CIAG. These are from the Ministry of Education Regulations.

For example:

Enrolment Policy, Standing students down for misbehaviour Policy, Suspension Policy.

3. For areas according to school need.

For example:

Use of IT and IT Room Policy, Water Policy.

Who writes these policies?

All schools are expected to have policies. They need to write their own policies that **reflect their special nature and the needs of their students**. They don't need to be long and complicated and most of them will be a one-page document as long as the key sections of a policy are covered.

Most policies are developed by the principal and staff. Some will be developed in discussion with the school committees and students. It is very important that all staff have an input into the development of the policies so that there is a sense of ownership. For some issues this also applies to the school committees and students' involvement.

There are many ways schools can start the process. Develop one at a time or as many as appropriate. Organise time and the staff (or school committees) then:

1. Using existing policies, adapt them to suit the school and school community.
2. Use policy templates (from internet or MoE or others) and fill them in as you go, again to suit the school.
3. Do your own from start to finish.
4. Any of the above will be drafts only at this stage.
5. Trial it or have it looked at by others.
6. Put in final changes if any, then have it signed.

Policies

Continued... All policies, when completed must be dated, sighted and signed by the principal and the school committee chairman. All policies must have a review date on them but they don't need to be reviewed all at the same time. Different policies will have different review frequencies. Some will be annually, some biennially, and some every three years from the date of endorsement. These reviewed policies are also to be sighted and signed by the principal and school committee chairperson.

Policy Template

Here is a sample of subheadings that schools can use if they so wish or can adapt.

1. **TITLE and number**
2. **POLICY STATEMENT- what the policy is about**
3. **PURPOSE – what is it for or why**
4. **SCOPE - who does it apply to**
5. **OBJECTIVE – what is it going to achieve**
6. **POLICY DETAILS - steps, agreements /processes**
7. **ROLES AND RESPONSIBILITIES**
8. **MONITORING, EVALUATION AND REVIEW**
9. **DATED AND SIGNED BY PRINCIPAL AND SCHOOL COMMITTEE CHAIRPERSON**



COOK ISLANDS

Ministry of Education
Maraurau o te Pae Api'i

Vacancies

Applications are invited from qualified and experienced Principals, Teachers, Curriculum Advisors and Education Administrators for the following positions to start in January 2015:

Primary & Secondary School Principals (8 Positions)

These contract positions are being renewed due to end of contracts and new employment conditions.

1. Rarotonga: Arorangi School, Takitumu School, Titikaveka College, Tereora College.
2. Southern Group: Mangaia, Mauke, Mitiaro Schools.
3. Northern Group: Niua School (Pukapuka).

(Positions may involve some teaching responsibilities)

Teachers (5 positions)

1. Tereora College (able to teach to NCEA Level 3): Drama, Music, Tourism – state supporting subjects (3 positions)
2. Titikaveka College (to NCEA Level 2): Health and Physical Education
3. Niua School, Pukapuka (to Year 11): Secondary Mathematics/ Science

Ministry of Education (6 positions)

1. Planning and Development Division (2 positions)
 - Director (a senior management position, responsible to the Secretary)
 - Review Officer (Secondary)
2. Learning and Teaching Curriculum Advisors (4 positions)
 - Early Childhood Education (ECE)
 - Literacy Development (2 positions – primary and secondary)
 - Te Reo Maori (Apii Tuarua)

Applications close on **Friday 5 September, 2014**. An application pack is available from the Ministry or the website at: www.education.gov.ck. Send completed application forms with CV and references to:

Director HRM Division

Ministry of Education

P O Box 97

Rarotonga

Cook Islands

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