



The Statement of Intent outlines the priorities of the Ministry of Education for the next five years (2015-2019). It provides stakeholders with an outline of priority areas, their purpose, specific outputs, desired outcomes and an undertaking from the Ministry as to how progress towards these will be monitored.

The priorities are indicative of the current position of education in the Cook Islands. Whilst not detracting from the goals in their entirety of the Education Master Plan, the priorities reflect the areas that the Ministry believes are required as a base for the remaining goals to be achieved and are areas where considerable gains need to and can be made.

Achieving the outcomes of this statement will allow the Ministry to live its vision and support the achievement of national, regional and international goals.

Vision:

The Ministry of Education values the unique nature of the Cook Islands.

We contribute to the effective governance of our country and are recognised as leaders in education throughout the region.

The Ministry of Education provides a dynamic and professional environment which promotes and supports lifelong learning through the provision of quality services (Ministry of Education, 2009).

This Ministry vision works to support the Education Sector vision to “build the skills, knowledge, attitudes and values of Cook Islanders to put their capabilities to best use in all areas of their lives” (Ministry of Education, 2008).





PRIORITY OUTCOME 1 – LITERACY AND NUMERACY OUTCOMES:

That functional literacy and numeracy outcomes are identified as a priority for all learners and in all programmes given its integral nature to success in learning.

WHY

Literacy and Numeracy are the foundation skills for all other learning. They also provide the foundation for life skills that all individuals need to be active members of their communities. All learners must have access to literacy and numeracy programmes which meet their needs and support their access to other learning. The Ministry of Education considers attainment in both Maori and English to be a requirement of the literate learner.

HOW

Ensuring a strength in first language learning through increased resourcing and professional development.

Identifying and supporting models of first/second language transition appropriate for Cook Island schools

Pacific Literacy and School Leadership programme

Additional support for remedial language programmes at all levels of education

Reliable and valid monitoring at a national level of literacy and numeracy to allow for the targeted use of relevant resources.

Literacy and Numeracy across the curriculum at secondary schools (teacher professional development/resourcing)

Targeted professional development to ensure sustainability of change in classroom practice delivery of literacy and numeracy

EVIDENCE OF SUCCESS

Improved literacy (in both Maori and English) and numeracy outcomes at G3/4 and 8 (Grade 4 = 80% of all students at or above expected level, Grade 8 – 85% of all students at or above expected level)

Improved NCEA Level 1 Literacy and Numeracy outcomes

Improved success rate of Y12 English students in achieving University Entrance language requirements





PRIORITY OUTCOME 3 – LEARNING ENVIRONMENTS:

Learning environments must be student focused and promotes success through the provision and ongoing resourcing of learning areas, infrastructure and learning materials that create a community of supportive, enthusiastic and lifelong learners.

WHY

Environments where learners feel safe, valued and supported promote active learning in which students can reach their full potential. The Ministry considers not only the physical infrastructure but also the resourcing levels, teacher-student and student-student interaction as part of this environment.

HOW

ITC Integration

Implementation of Cook Islands MLEs

Medium Term (10 year) School Building Plan with a focus on Fitness of Purpose

Define and ensure the fitness of purpose criteria for different types of learning environments

Strengthen our pastoral care systems (including guidance and careers)

Support teachers to understand the impact of quality interactions with students

EVIDENCE OF SUCCESS

School benchmarking indicates transformative use of ICT in learning

Capital Expenditure and Infrastructure plans reflect Education FoP planning

Decreased incidence reports, including stand downs and suspensions, in schools

Improved student retention (Year 11-12 80%, Year 12-13 74%, CITTI course completion)





PRIORITY OUTCOME 4 – A SUSTAINABLE, EQUITABLE TERTIARY SECTOR:

That the tertiary sector embeds programmes and processes that support the development of the Cook Islands through its focus on meeting the needs of learners and the labour market and also provides the opportunity for skill development to promote entrepreneurship and sustainable livelihoods.

WHY

A quality Tertiary Education sector needs to provide opportunity for all people of the Cook Islands to access learning in order to gain the knowledge and skills needed to equip them for the career and lifestyle of their choice. This means understanding all stakeholders; individuals, the workplace and the wider community to ensure that the programmes offered are of high quality and meet the needs of learners.

HOW

Broker appropriate training opportunities by working with individuals, businesses and industry eg apprenticeships, public private partnerships

Use technology to expand programme scope and access

Integrate Cook Islands language and culture elements into all programmes

Ensure high quality management systems to maintain international registration and expand programme scope

Enhance pastoral care and academic guidance systems to ensure a seamless service to all learners from enrolment to graduation

EVIDENCE OF SUCCESS

Increased enrolment and completion rates

Increased number of people involved in apprenticeship and internship programmes

Increased programmes and enrolment in the Pa Enea





EDUCATION IS OUR PASSPORT TO THE FUTURE, FOR TOMORROW BELONGS TO THE PEOPLE WHO PREPARE FOR IT TODAY

MALCOM X

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