



# Footpath II

Education and Training  
Strategic Plan  
2008 - 2013

Department of Education and Training  
Republic of Nauru

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## **FOREWORD**

The Education Department's Footpath II (2008-2013) sets out our programs and strategies to achieve the education and training goal of the National Sustainable Development Strategy (NSDS) of improved learning outcomes in all our students

The Department of Education and Training has recently reviewed Footpath II to ensure that it accurately reflects current needs, identifies progress and completion of specific activities, modifies activities where appropriate and aligns with NSDS and the Education Implementation Strategy.

Footpath II provides our goals for Education and Training for 2008-2013. Each of the goals in Footpath II is supported by a number of strategies we intend to pursue to realize the goal. Each year we will produce an Annual Operation Plan which will provide details of how we will implement and fund the various strategies in Footpath II

The Education and Training Bill has been drafted and tabled in Parliament. This Bill will govern and support the goals of this Strategic Plan and will provide long overdue legislation in a range of key areas including compulsory education, inclusivity and curriculum and assessment.

This Strategic Plan aims to support our teachers by providing a program which provides all teachers with the skills to implement a relevant curriculum and its supporting pedagogy. By doing this, we will establish a teaching profession which has the skills to take responsibility for the improved education outcomes of our students.

Our teachers occupy a unique position in our society in that they are the only group who work continually in the community. In this rebuilding phase of Nauru, I am asking teachers to take on an added responsibility of being the change agents to deliver the messages of the NSDS to the community. To support teachers in this role, we will provide them with training in leadership.

This strategic plan has a program to implement Nauruan curriculum. The curriculum will prepare our students to be able to meet the challenges of a global community, be active and informed citizens who contribute in a positive manner to their community and the region. This curriculum will be of a standard comparable to Australia, whilst at the same time promoting a sense of national identity.

The government will invest significant public resources in Education and Training. Sustainability of this strategic plan will be achieved through partnerships, alliances and participation in mutually beneficial networks.

Hon Roland Kun MP  
Minister for Education and Training

## Department of Education and Training

### Our Aim

*Every Nauruan is literate and numerate*

*Individuals recognise the importance of, and their right to, Education.*

*Individuals have equal and easy access to Education and Training on Nauru at standards that are comparable to the highest in the Region*

*Students leave the Nauru Education system enriched and equipped to be productive members of the workforce, to be qualified to access further specialised training opportunities outside Nauru and to be independent individuals.*

### Our Mission Statement

*We will provide all Nauruans with access to Education and training of high standards which is relevant to their development and growth*

*We will equip all Nauruans with the skills and knowledge they need in their endeavours as individuals*

*We will inspire and encourage broad participation by:*

- (i) Offering relevant course*
- (ii) Providing continuous effective and efficient management and support*

*We will be accountable to all Nauruans through regular performance reporting and encouraging community partnerships with the Education and Training System.*

| Key Focus Area                           | Goal   | Milestone  |   |   |
|--|--|--|---|---|
|  |  | Short Term   | Medium Term   | Long Term   |
| <b>Our Students</b>                      | Attendance across all sectors of education increase  | Increased pass rates across all grades   | All students graduate at Year 12  | Sustainable economy and environment achieved through National human and social capital capacity development I |
|  | Students leave school at Year 12 as confident Nauruan citizens   |  |   |   |
|  | Have pride in their Nauruan Culture and Identity.  | Increased attendance   |   |   |
|  | Learn in a Supportive School Environment. Have respect for self, others, property, environment   |  |   |   |
| <b>Our Curriculum</b>                    | Provide relevant pathways for all students   | Curriculum and Teacher Registration Board established  | Students enter employment, further education, or society and life with confidence |   |
|  | Balanced, seamless across year levels, with relevant content   |  |   |   |
|  | Is inclusive, including our Able/Disable, ESL learners, academic and TVET students   |  |   |   |
|  | Provides recognised qualifications for students when they leave school   | Curriculum has regional accreditation  |   |   |
|  | Connected to work, national economy, and national goals  |  |   |   |
|  | Explicit details on what students need to learn is provided for teachers   |  |   |   |
|  | Sets performance targets for literacy, numeracy at juncture years  |  |   |   |
|  | Supports a range of teaching and assessment strategies   |  |   |   |
| <b>Our Teacher</b>                       | All teachers registered and qualified  | TRA Established  | All teachers perform as change agents   |   |
|  | Teacher skills, standards and performance levels monitored, evaluated and reported   |  |   |   |
|  | Develop a learning community and exhibit professionalism through regular in-service  | Schools staffed by competent teachers  |   |   |
|  | Undertake leadership and ethics training, especially for Principals  |  |   |   |
|  | Teachers are retained in the teaching service  |  |   |   |
| <b>Our Schools</b>                       | Basic facilities are provided and maintained through sound financial planning, and management  | Maintenance and capital works program ensures every school has running water, toilets, student desks and chairs. | All students provided with adequate learning facilities                           | Nauru recognised as significant Pacific Nation  |
|  | Libraries, classrooms and Able/Disable centre equipped with ICT and teaching resource materials  |  |   |   |
|  | Are healthy, safe and secure environments for students and staff   |  |   |   |
|  | Provide TVET and trade training facilities   |  |   |   |
|  | Provide all lessons as timetabled  |  |   |   |
|  | Have quality support staff to service teachers and Ministry  |  |   |   |
|  | Are serviced by an efficient and reliable Bus and transport system   |  |   |   |
| <b>Our Place in the Community</b>        | Community uses schools for food gardens, displays, sports, theatre, child care and cultural events   | Societal, environmental, health, economic development programs delivered through curriculum                      | Education Department recognised as leader in societal development                 |   |
|  | Our student report cards are informative and understandable  |  |   |   |
|  | Strong networks formed with Health Department, churches and others   |  |   |   |
|  | Policy to empower Parents and Citizens Associations developed  |  |   |   |
|  | Volunteer program, especially involving Youth, exists for schools  |  |   |   |
| <b>Our Accountability</b>                | Strategic Monitoring and Evaluation of student, teacher and system performance occurs  | Capacity of CASE developed   | Annual Reports accepted   |   |
|  | Independent review of the progress of the Strategic Plan conducted regularly   |  |   |   |
| <b>Our Education and Training System</b> | Is aligned closely with the Nauru National Sustainable Development Strategy  | Education and Training Bill enacted  | Education and Training Goals delivered  |   |
|  | Strategic investments and financial planning provides sustainable cash flow to meet demand, and for all schooling to be provided on Nauru including a revitalised trade training program |  |   |   |

|  |
|--|
| Delivers a vision shared by all stakeholders   |
| Delivers services efficiently, including alliances with private or overseas providers and partners |

efficiently and  
sustainably

## **OUR GOALS.**

### **By 2012:**

- ✓ Our Students leave school as confident, literate and numerate citizens who can participate in, and contribute to, a complex, networked, national and international community and economy.
- ✓ Our Curriculum documents show what every child is learning at every level of education and training
- ✓ Our Curriculum delivers the knowledge and skills, attitudes and values expressed in the Constitution and National Sustainable Development Strategy
- ✓ Our Teaching Profession consist of members who have a degree and commit to maintaining the established learning community
- ✓ Our Schools maintain their physical resources such as buildings, texts, libraries and environment
- ✓ Our Education and Training system has a secure source of funding and a financial management system that delivers efficient funding to schools
- ✓ A performance management and accountability office ensures that the education system delivers the outcomes desired by Parliament
- ✓ Competent school support and administration staff deliver a learning environment in schools
- ✓ Principals and education leaders are trained in leadership that values the opinions of all and allows everyone to participate in leadership
- ✓ Parents and community value education



## **2. PROFILE OF EDUCATION AND TRAINING SECTOR**

### **1. Aim of Education**

In his foreword to the 2005 National Sustainable Development Strategy (NSDS), the President declared: *“The NSDS is a plan to achieve a vision of a future where individual, community, business and government partnerships contribute to a sustainable quality of life for all Nauruans.”*

Education will play its part in achieving this vision by preparing our students for the future. Indeed, the motto for the Education and Training Department is “Preparing for Tomorrow”.

In achieving this vision, the aim of the Education Department is to:

*“Provide a learning framework and environment that directs students on the footpath that leads them to leaving school as confident citizens able to live in, and contribute to, both Nauruan society and a complex, global, networked society.”*

This aim recognises the role of education in a society. Education provides the foundations for economic growth and self reliance, and has additional benefits in health, governance, stability and security and in fostering effective states<sup>1</sup>. Education also provides benefits in terms of increased productivity, increased incomes and promotion of better economic growth.<sup>2</sup>

The aim of the Department is also to achieve the goals of the *Education For All* initiative and the *Millennium Development Goals*. *Education for All* incorporates the following six goals:

- i) expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children;
- ii) ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities have access to, and complete, free and compulsory primary education of good quality;
- iii) ensuring that the learning needs of all young people and adults are met through equitable access to and complete, free and compulsory education and life skills programs;
- iv) achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women and equitable access to basic and continuing education for all adults;
- v) eliminating gender disparities in primary and secondary education by 2005 and achieving gender equality in education by 2015, with a focus on ensuring girl’s full and equal access to and achievement in basic education of good quality; and
- vi) Improving all aspects of the quality of education and ensuing excellence of all so that recognised and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

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<sup>1</sup> – A policy for Australian Development Assistance, " AusAID, 2006

<sup>2</sup> The World Bank, 2006



Nauru has committed to these goals and has encapsulated them in this five year Strategic Plan

The NSDS also allocates to the Education and Training Sector the task to: *“Improve the quality and broaden the scope and reach of education”*.

The 2005 NSDS notes that

*“Education is free and compulsory to Year 10 or age 15 years 9 months. However, teaching and student learning standards are low. Truancy has been high at 60% for some schools, but the overall rate has been 34%. With prevailing economic and social conditions, student non-attendance has risen to very high levels; teacher non-attendance is also on the rise. Literacy is declining. Post secondary vocational training does not exist and success rate for tertiary studies through the USP Centre averages 10%. The majority of intending students cannot afford the financial burden of continuing education locally or overseas. Spending is not adequate to meet teacher appropriation, training and teaching resources.”*

Footpath I, 2005 to 2007, examined these issues, commissioned research, conducted trials and collected data in areas such as literacy and numeracy levels, attendance levels, completion rates, curriculum and human resource capacity.

This evidence and data has been used to frame Footpath II, 2008 to 2013.

## 2. Context of Education and Training.

Our Education System has four groups of formal education students. The Infants group has three year levels; Play School, Pre School and Prep School. The Primary group has six year levels; Years 1 to 6, the Middle School has three year levels; Years 7, 8 and 9 and the Secondary has three year levels; Years 10, 11, and 12.

This Strategic Plan proposes to add Youth and Adults as the fifth group to receive formal, structured learning and skills development programs.

Table 1 shows our ten schools and the number of students at each school as at March, 2008. The numbers are the number on the roll and do not include students who are not enrolled.

Table 1: Effective School Enrolments as at March 2008

| SCHOOL               | TOTAL       |
|----------------------|-------------|
| Able Disable Centre  | 8           |
| Anetan Infant School | 80          |
| Boe Infant School    | 225         |
| Meneng Infant School | 125         |
| Nibok Infant School  | 123         |
| Yaren Primary School | 322         |
| Aiwo Primary School  | 675         |
| Kayser College       | 493         |
| Nauru College        | 451         |
| Nauru Secondary      | 227         |
| <b>TOTAL</b>         | <b>2729</b> |

## 2.1 Our Students

Table 2 shows the number of male and female students in each year level at each of the five schools that have Infants enrolled. The three year levels at the Infant schools are the Play Centers (PC), Pre School (PRE) and Prep School (PREP). Table 1 shows a total of 658 students enrolled at these centres

| School               | INFANT   |     |     |           |      |     |
|----------------------|----------|-----|-----|-----------|------|-----|
|                      | PC       |     | PRE |           | PREP |     |
|                      | M        | F   | M   | F         | M    | F   |
| Able Disable Centre  | 2        | 0   | 1   | 0         | 3    | 1   |
| Anetan Infant School | 15       | 11  | 10  | 11        | 19   | 14  |
| Boe Infant School    | 27       | 38  | 26  | 45        | 46   | 43  |
| Meneng Infant School | 17       | 29  | 20  | 14        | 26   | 19  |
| Nibok Infant School  | 20       | 16  | 24  | 18        | 26   | 19  |
| Yaren Primary School |          |     |     |           |      |     |
| Aiwo Primary School  |          |     |     |           |      |     |
| Kayser College       | 15       | 20  | 11  | 15        | 21   | 16  |
| Nauru College        |          |     |     |           |      |     |
| Nauru Secondary      |          |     |     |           |      |     |
| TOTALS               | 96       | 114 | 92  | 103       | 141  | 112 |
| TOTALS               | 210      |     | 195 |           | 253  |     |
| TOTALS               | 329 boys |     |     | 329 girls |      |     |
| TOTALS               | 658      |     |     |           |      |     |

Table 2: Effective School Enrolments: Infants, March, 2008

Table 3 shows the enrolments in the six Primary year levels at the three schools where these students are enrolled. Years 1 to 3 are at Yaren and 4, 5, and 6 at Aiwo. Kayser has all six year levels.

| School               | PRIMARY  |     |      |     |      |    |           |    |      |     |      |    |
|----------------------|----------|-----|------|-----|------|----|-----------|----|------|-----|------|----|
|                      | YR 1     |     | YR 2 |     | YR 3 |    | YR 4      |    | YR 5 |     | YR 6 |    |
|                      | M        | F   | M    | F   | M    | F  | M         | F  | M    | F   | M    | F  |
| Able Disable Centre  |          |     | 0    | 1   |      |    |           |    |      |     |      |    |
| Anetan Infant School |          |     |      |     |      |    |           |    |      |     |      |    |
| Boe Infant School    |          |     |      |     |      |    |           |    |      |     |      |    |
| Meneng Infant School |          |     |      |     |      |    |           |    |      |     |      |    |
| Nibok Infant School  |          |     |      |     |      |    |           |    |      |     |      |    |
| Yaren Primary School | 75       | 83  | 79   | 85  |      |    |           |    |      |     |      |    |
| Aiwo Primary School  |          |     |      |     | 86   | 80 | 85        | 83 | 85   | 92  | 90   | 74 |
| Kayser College       | 17       | 24  | 23   | 21  | 25   | 19 | 19        | 14 | 24   | 27  | 23   | 19 |
| Nauru College        |          |     |      |     |      |    |           |    |      |     |      |    |
| Nauru Secondary      |          |     |      |     |      |    |           |    |      |     |      |    |
| TOTALS               | 92       | 107 | 102  | 107 | 111  | 99 | 104       | 97 | 109  | 119 | 113  | 93 |
| TOTALS               | 199      |     | 209  |     | 210  |    | 201       |    | 228  |     | 206  |    |
| TOTALS               | 631 boys |     |      |     |      |    | 622 girls |    |      |     |      |    |
| TOTALS               | 1253     |     |      |     |      |    |           |    |      |     |      |    |

Table 3: Effective School Enrolments: Primary, March, 2008

Table 4 shows the Secondary enrolment numbers. There are 48 students enrolled in Year 12 compared to 225 in Year 7 and an average of 209 students in Years 1 to 6.

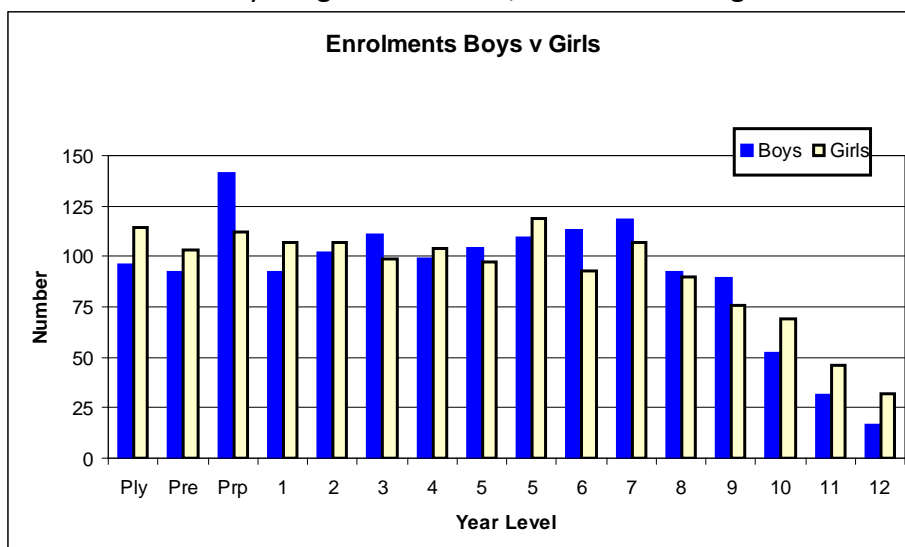
The Year 12 enrolment is a retention rate of less than 25%.

The Year 10 enrolment of 121 students is a retention rate of 57%. The construction of new Secondary School, revised curriculum, training of secondary teachers and employment of a guidance officer is aimed at significantly boosting these retention rates.

| School               | SECONDARY |     |      |    |      |    |           |    |       |    |       |    | TOTAL |             |
|----------------------|-----------|-----|------|----|------|----|-----------|----|-------|----|-------|----|-------|-------------|
|                      | YR 7      |     | YR 8 |    | YR 9 |    | YR 10     |    | YR 11 |    | YR 12 |    |       |             |
|                      | M         | F   | M    | F  | M    | F  | M         | F  | M     | F  | M     | F  |       |             |
| Able Disable Centre  | 3         |     |      |    |      |    |           |    |       |    |       |    |       | 8           |
| Anetan Infant School |           |     |      |    |      |    |           |    |       |    |       |    |       | 80          |
| Boe Infant School    |           |     |      |    |      |    |           |    |       |    |       |    |       | 225         |
| Meneng Infant School |           |     |      |    |      |    |           |    |       |    |       |    |       | 125         |
| Nibok Infant School  |           |     |      |    |      |    |           |    |       |    |       |    |       | 123         |
| Yaren Primary School |           |     |      |    |      |    |           |    |       |    |       |    |       | 322         |
| Aiwo Primary School  |           |     |      |    |      |    |           |    |       |    |       |    |       | 675         |
| Kayser College       | 37        | 30  | 10   | 17 | 14   | 13 | 7         | 12 |       |    |       |    |       | 493         |
| Nauru College        | 81        | 77  | 82   | 73 | 75   | 63 |           |    |       |    |       |    |       | 451         |
| Nauru Secondary      |           |     |      |    |      |    | 45        | 57 | 31    | 46 | 16    | 32 |       | 227         |
| TOTALS               | 118       | 107 | 92   | 90 | 89   | 76 | 52        | 69 | 31    | 46 | 16    | 32 |       | <b>2729</b> |
| TOTALS               | 225       |     | 182  |    | 165  |    | 121       |    | 77    |    | 48    |    |       |             |
| TOTALS               | 398 boys  |     |      |    |      |    | 420 girls |    |       |    |       |    |       |             |
| TOTALS               | 818       |     |      |    |      |    |           |    |       |    |       |    |       |             |

Table 4: Effective School Enrolments: Secondary March, 2008

Table 4 shows that that there are 22 more girls (5.5%) than boys enrolled in Secondary. Graph 1 shows the comparative numbers of boys and girls across all year levels. Across all year levels the ration of boys to girls is 1: 1.007, which is not a significant difference.



Graph 1: Boys and Girls Enrolments by Year level.

## 2.2 Our Teachers

In March 2008, there were 140 teachers engaged in schools. Table 5 shows that 114 were engaged as class teachers, while 16 teachers are engaged as specialist teachers in the areas of Sport, Library and ICT and 10 are Principals or Teachers in Charge

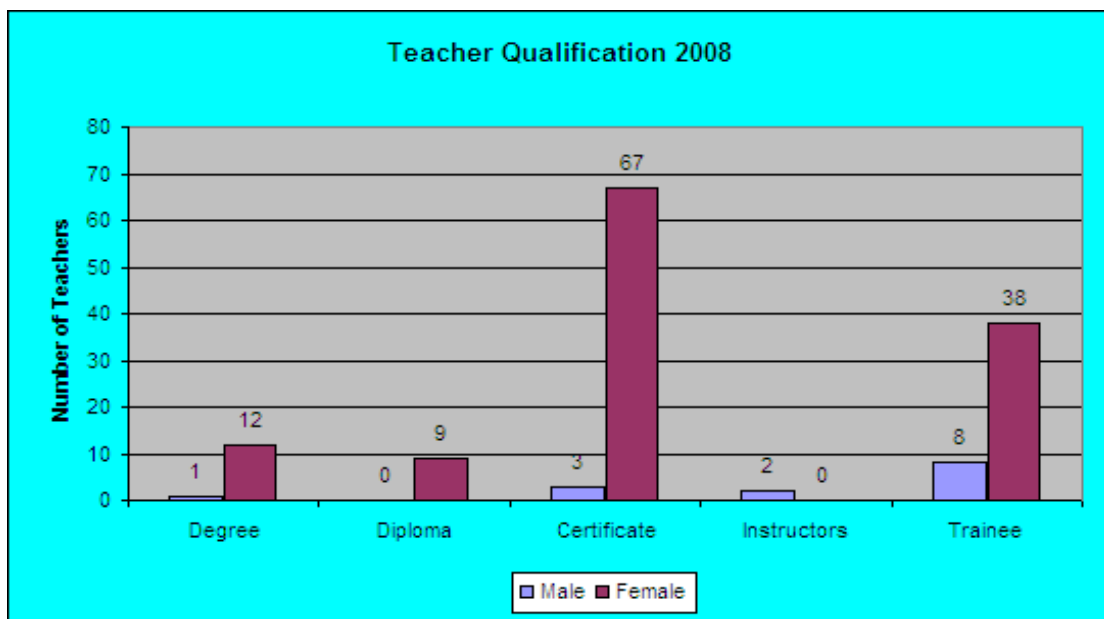
| Year Levels   | Number of Students | Number of Teachers | Student Teacher Ratio |
|---------------|--------------------|--------------------|-----------------------|
| Infants       | 651                | 38                 | 17                    |
| Year 1 to 6   | 1252               | 49                 | 26                    |
| Year 7 to 9   | 572                | 19                 | 30                    |
| Year 10 to 12 | 254                | 8                  | 32                    |
| <b>TOTALS</b> | <b>2729</b>        | <b>114</b>         | <b>24</b>             |

Table 5: Student Teacher Ratios

Table 5 shows that the class sizes increase from Infants to Secondary with there being almost twice as many students in a secondary class (32) as in Infants class (17). There is a major priority to train secondary teachers.

The qualifications of these teachers are a cause of concern and been identified by PRIDE as the area that needs major attention.

Graph 2 shows that only 9% of teachers have a degree, 6.4% a Diploma, 50% have a Certificate, and 34.4% have no qualifications, being a trainee or instructor. Only four teachers at the Secondary School have a degree.



Graph 2: Profile of Teacher Qualifications, 2008

## 2.3 Our Curriculum

Footpath I began a curriculum review and, following the UNESCO four Pillars model, organized the content of student learning around four Footpaths or Pathways. They are:

- |  |   |
|--|---|
| <b>1. Personal Pathways</b>                        | <i>Who am I and where am I going</i>  |
| <b>2. Communication Pathways</b>                   | <i>How do I make sense of, and communicate with the world</i>                         |
| <b>3. Community Pathways</b>                       | <i>What are my rights and responsibilities in communities, cultures and economies</i> |
| <b>4. Environmental and Technological Pathways</b> | <i>How do I describe, analyse and shape the world around me.</i>                      |

The review was conducted through regular teacher workshops and consultation. A National Curriculum Committee and a National Moderation Committee were established and staff support positions in CASE (Curriculum, Accreditation Statistics and Exams) Unit were established. The curriculum content was selected by teachers at the workshops using the relevance to the Nauruan context as one important selection criteria. Selected content was organized into a series of Rich Tasks and teachers provided with inservice in using appropriate pedagogies.

A review by PRIDE published in 2007 recommended the Rich Task trial be continued, but at a slower pace. It found that the scaffolding of prior knowledge and skills required to obtain the depth of understanding required in Rich Tasks was not being taught and that teachers needed to be in-serviced in teaching basic foundational knowledge.

A review of Rich Tasks was undertaken by CASE in 2010 and it was determined that a sound core curriculum needed to be developed. In addition, it was decided that Rich Tasks take the role of an integrating device and strategy for delivery of core curriculum. This strategic plan implements that recommendation.

A survey of young people conducted in 2006 showed that many students thought that secondary school was only for those who want to go to University. Out proposed curriculum provides courses in TVET and Life Skills that will encourage young people to continue their participation in the formal education process.

## 2.4 Our Physical Resources

A new Secondary School was completed in 2009. This resource will allow us to not only improve our Secondary Education and Training services, but also offer improved services to Youth, Adults and the Community. Our other School buildings are currently being refurbished and a Facilities Maintenance Policy and Plan has been developed.

Our pedagogy intends to utilise the opportunities that ICT can offer the delivery of education and training services. ICT services will be provided in the context of improved Library, or access to information, services to our students.

Student texts and resources have been provided by the government to students at no cost. There is some evidence that the free provision of these resources does not produce an increased level of learning and an investigation will be conducted into charging a hiring fee for texts provided for students in an effort to focus students' attention on the importance of these resources and to sustain the program.

## **2.5 Our Funding**

In the 2007-08 Financial Year, Education and Training received 19% of the Gross National Income, which includes donor contributions. Of the four million dollars provided in that financial year for education and training, 43% came from Republic of Nauru funds and 57% from Donors. The largest donors were AusAID and New Zealand Aid. The AusAID contribution did not include \$8.5 million allocated for the new Secondary School.

In 2007-08 budget, the amount allocated per student was \$1527. Although this is higher than some other regional countries, it does not compare with the OECD average of around \$8000 per student.

The largest line item in the budget was salaries which was 29% of the budget in 2007-08. This line item is expected to increase, both absolutely and relatively, as teacher salaries are increased and teachers become better qualified, and the amount expended on capital items, such as rebuilding infrastructure and acquiring resources such as ICT equipment and texts, decreases

## **2.6 Our Departmental Administration**

To operate an effective and efficient Education and Training Organisation, our professional workforce needs to be supported by a competent trained support workforce. This workforce needs to operate in an Administrative framework that allows the flexibility required to adapt quickly to constant change and to practice a policy of distributed leadership and accountability.

The Education and Training Bill will underpin the Administrative changes necessary to improve the performance and accountability of the Department.

## **2.7 Our Priorities**

To sustain the curriculum being developed and fully utilise the physical resources provided in the Plan, the most critical factor is the supply of quality teachers. Further, these teachers need to be proficient in not only the subject content and pedagogy that supports the learning outcomes desired, but also proficient in the role of change agent in delivering the future Nauru. This will require innovative programs of teacher training and continual in-service.

ICT is seen as a major factor in delivery of quality Education services. Teachers need to have skills in the use of ICT and Education needs to be serviced by an efficient ICT service provider.

A qualifications and certification pathway for all students has been mapped, networks formed and it now needs to be implemented. The pathway will strategically place our students at the end of Year 12 to take advantage of the opportunities available through globalisation and make significant contributions to the national interest.

Our students' advancement through the various academic and skills levels needs to be strategically managed by intervention programs in the short term and by realistic expectations of aggregate student performance in the medium term. These intervention programs need to be based on evidence and individually focused. This requires a targeted monitoring and evaluation program supported, in the short term (five years) by a remediation program that will require additional human resources.

An undervalued asset in our Education and Training system is parental and community involvement. A priority is to raise the profile of our schools and teachers so that parents prefer to send their children to our schools and not overseas.

The plan for Education and Training realises that a student who starts school in 2009 will not leave school until 2021 and we need to be strategic in how we prepare our citizens for 2021, not 2009. This requires a vision of what the world will be like for a young Nauruan adult in 2021. No such vision is clear, but the pervasive role of ICT and a globalised education and training system, including a globalised certification system, is a safe assumption.

### **3. How Footpath II is Implemented**

The Strategic Plan has recorded the visions and goals of many stakeholders in a Framework aimed at providing ownership to the stakeholders. To reflect this concept of ownership by stakeholders, the goal statements are recorded in categories labelled "Our ..." , where the "Our" is intended to indicate stakeholder ownership.

The Strategic Plan is owned by the stakeholders and the Education and Training Department is the instrument used by government to implement the goals and visions of stakeholders. The **goals** are grouped into seven **Key Focus Areas** (KFA). The Key Focus Areas are:

- Our Students
- Our Curriculum
- Our Teachers
- Our Schools
- Our Place in the Community
- Our Accountability
- Our Education and Training System.

In order to achieve each of the **goal statements** contained in each KFA, various implementation strategies are employed. These strategies are provided in Section III of this document. Some of these strategies may require implementation over five years, but the

Department operates on an Annual Budget cycle and needs to plan its operations on this basis.

To prepare its Annual operations, the Department will examine the strategies in Footpath II and prepare an Annual Operation Plan (AOP). The AOP is much more detailed than the Strategic Plan and includes a line item budget, Performance Indicators and Source of Funds tables. It is the basic device used by the Department as a Monitoring and Evaluation tool



## **SECTION III**

### **GOAL STATEMENTS**

This Section provides the Goal Statements for Education and Training. Each Goal Statement is grouped into one of seven Key Focus Areas. Each Goal Statement is accompanied by the context in which it is made, the strategies proposed to achieve the goal and performance indicators for achievement of the goal.

The seven Key Focus Areas are:

- (i) Our Students**
- (ii) Our Curriculum**
- (iii) Our Teachers**
- (iv) Our Schools**
- (v) Our Place in the Community**
- (vi) Our Accountability**
- (vii) Our Education and Training System**

These Goal Statements are a distillation of the expectations for Education and Training by 2013. The expectations are derived from a number of sources. These include:

1. Consultation with stakeholders groups over the three year period, 2005 – 2007
2. The findings and results of programs, strategies and research conducted in Footpath I
3. International and Regional Agreements that Nauru has committed to:
  - (i) Education for All,
  - (ii) Millennium Development Goals,
  - (iii) Education for Sustainable Development
  - (iv) FORUM Basic Education Action Plan (FBEAP) Benchmarks
4. Reports on the Status of Education in Nauru (PRIDE, AusAID, Consultants)
5. The Nauru National Strategic Development Strategy (NSDS)

These goal statements are summarized in a table on page 3. This table provides Milestones for each Key Focus Area.

**KEY FOCUS AREA 1**

**OUR STUDENTS**

### OUR STUDENTS

**GOAL** Student Attendance rates for all year levels to Year 10 exceeds 85% by 2015

**CONTEXT** The Attendance rate across all year levels in 2007 was 67%, up from 62% in 2006. A 2007 survey of 530 students who were classified as chronic truants in 2006 provides a wide range of reasons for truancy. These included:

- (a) student required to stay home for domestic duties and food gathering
- (b) parental shame at having to send their child to school without food, uniform or basic school supplies
- (c) school not valued by parents or students because teachers were not presenting engaging, relevant or structured lessons
- (d) bullying – from other students and teachers
- (e) no transport

**STRATEGY** The basic strategy is to make school a safe, supportive and inviting environment so that students want to come to school rather than force students to attend school.

Increased attendance requires attention across all areas of schooling including:

1. Improved quality of teaching – more relevant and engaging lessons
2. Engaging curriculum
3. Improved physical infrastructure of schools such as toilets and libraries and appropriate classroom equipment
4. Supply of basic school materials such as texts and teaching and learning resources
5. Improved school transport
6. Supportive school environment policies
7. Attention to nutritional needs of students
8. Active involvement of Liaison officers in dealing with truants
9. Improved tracking and reporting of student attendance and to use data to inform policy and practice
10. Public awareness program on the value of schooling

**PERFORMANCE INDICATOR** Attendance rates increase by 2012

### **OUR STUDENTS**

|                       |  |
|-----------------------|--|
| GOAL                  | Every student will have complete compulsory education via a personal Footpath of defined studies after Year 9.   |
| CONTEXT               | Currently there is no vocational guidance advice for students entering upper Secondary. Only 17% of students remain at school after Year 10 to complete an academic curriculum. The 2006 “Hearts and Minds” Survey reported that “over 90% of students might continue to Year 12 if they could choose a combination of studies, - academic, TVET and Life Skills” (p 5). TVET and Life Skills strands of the curriculum need to be provided as valued footpath of study. |
| STRATEGY              | <ol style="list-style-type: none"><li>1. Engage a Guidance Officer to advise Year 9 to 12 students on career pathways, study options and personal development issues</li><li>2. Provide comprehensive curriculum for all learners</li><li>3. Undertake a comprehensive survey of youth expectations of schooling.</li></ol>  |
| PERFORMANCE INDICATOR | Secondary completion rate reaches 35% of the potential Year 12 cohort by 2013  |

### **OUR STUDENTS**

|                       |  |
|-----------------------|--|
| GOAL                  | Boys and Girls Share equally in the benefits of our education system   |
| CONTEXT               | The ratio of girls to boys up to Year 8 is 1; 1.007; However in upper Secondary, girls dominate the enrolments and in 2005 to 2007, of the 45 Year 8 scholarships, 28 went to girls. There is a need to reengage boys in the Education system at the Secondary level |
| STRATEGY              | <ol style="list-style-type: none"><li>1. Provide vocational guidance at Secondary level to show relevance to schooling</li></ol>   |
| PERFORMANCE INDICATOR | By 2013, the number of Year 8 and Year 12 scholarships are shared equally by boys and girls  |

### OUR STUDENTS

|                       |   |
|-----------------------|---|
| GOAL                  | Students will have pride in their Nauruan culture and identity  |
| CONTEXT               | One of the aims of the Education system is to provide a footpath for a student that develops in them the confidence to operate in the Nauruan community and economy. This aim is achieved by endorsing a curriculum which values Nauruan culture and history and is grounded in a Nauruan epistemology. |
| STRATEGY              | <ol style="list-style-type: none"><li>1. Continue to develop curriculum that values Nauruan identity</li><li>2. Introduce a Language policy</li><li>3. Integrate Nauruan industry and community, including Rehab and RonPhos, into curriculum content</li></ol>   |
| PERFORMANCE INDICATOR | <ol style="list-style-type: none"><li>1. Curriculum has a Nauruan context</li><li>2. Achievement levels in Nauruan and English increase</li></ol>   |

### OUR STUDENTS

|                       |  |
|-----------------------|--|
| GOAL                  | Schools provide a safe and supportive learning environment, which encourages engagement in learning.   |
| CONTEXT               | Students can sometimes find school an unsettling experience, especially if bullying and exclusion are present in the school environment. For example: <ul style="list-style-type: none"><li>▪ The 2007 Truants survey and the 2006 Hearts and Minds Surveys both reveal bullying as a reason for not attending school;</li><li>▪ Liaisons Officers report behaviour management of students as a major issue;</li><li>▪ There is a clear absence of school based Behaviour Management policies</li><li>▪ Teachers have little formal training in behaviour management</li></ul> |
| STRATEGY              | <ol style="list-style-type: none"><li>1. Introduce a Supportive School Environment Policy and a Behaviour Management Policy</li><li>2. Provide training for teachers and Liaison Officers in behaviour management</li></ol>  |
| PERFORMANCE INDICATOR | Increase in student attendance rates   |

## **KEY FOCUS AREA 2**

## **OUR CURRICULUM**

## OUR CURRICULUM

|                       |  |
|-----------------------|--|
| GOAL                  | Provide relevant curriculum for all students   |
| CONTEXT               | Learning for Nauruan students is promoted when the content and context of a curriculum is relevant and meaningful.   |
| STRATEGY              | <ol style="list-style-type: none"><li>1. CASE to undertake a review of current curriculum (including Rich Tasks).</li><li>2. Continue Teacher Training to support the effective delivery of curriculum</li><li>3. Provide resources to support curriculum delivery</li><li>4. Undertake a review of core curriculum to ensure alignment of core curriculum with Rich Tasks</li><li>5. Conduct parent awareness programs of the core curriculum and Rich Tasks and support professional development of DET staff in attending and presenting at regional and international conferences.</li><li>6. Implementation of an Australian Secondary curriculum</li></ol> |
| PERFORMANCE INDICATOR | Development of core curriculum and enhanced achievement levels of students   |

## OUR CURRICULUM

|                       |   |
|-----------------------|---|
| GOAL                  | Seamless linkages exist between all stages of the education and training process  |
| CONTEXT               | <p>The NSDS, Social Sector Priority is <i>“to improve the educational system focusing on quality, scope, (primary Secondary, vocational and life and trade skills) and reach (new audiences such as mature age)”</i>.</p> <p>This priority sets the scope and reach of the Education system. It requires five distinct groupings of students; Infants, Primary; Middle School, Secondary and Youth. Services to these groups are currently provided by three Education Service providers; The Education Department, Kayser College and Youth Affairs.</p> <p>The Linkages from Infants to Upper Secondary and across the Education Department and Kayser are to be based on common curriculum. The Youth Affairs curriculum or programs have weak linkages to school sector programs and Secondary programs have unsure linkages to Tertiary institutions or Trade Training providers. Currently there is no body to provide formal Adult Education.</p>  |
| STRATEGY              | <ol style="list-style-type: none"><li>1. Establish a Curriculum and Teacher Registration Board which establishes and mandates a seamless curriculum which includes a Youth Affairs curriculum</li><li>2. Establish a Qualifications Framework which provides a pathway to University, Trade School or other post Secondary Training opportunities</li><li>3. Provide entry to Youth Affairs programs to only students over 20 years of age, or have sat the NSS Year 11 and 12 curriculum program</li><li>4. Strengthen the Year 10, 11, 12 program to included TVET, Life Skills and Work Experience</li><li>5. Develop programs to cater for older students with children, disabilities, economic hardship or domestic situations which restrict access to normal education programs</li><li>6. Develop partnerships with University and Trade course providers</li><li>7. Establish a new position within CASE to provide Adult Education classes using the facilities of the new Nauru Secondary School after normal school hours</li></ol> |
| PERFORMANCE INDICATOR | Programs and [processes are established to enable students to access and transition successfully through the education system.  |



### OUR CURRICULUM

|                              |  |
|------------------------------|--|
| <b>GOAL</b>                  | A Curriculum Framework that promotes and values depth of knowledge and understanding.  |
| <b>CONTEXT</b>               | With the explosion in the volume of knowledge, the problem for educators is to select what is important knowledge. A curriculum can become cluttered with knowledge resulting in students acquiring “shallow” learning of knowledge without the depth of understanding. Students need to acquire skills in accessing new knowledge and critically examining that knowledge.  |
| <b>STRATEGY</b>              | <ol style="list-style-type: none"><li>1. Provide critical literacy skills across the curriculum</li><li>2. Commission literature and environmental scans at three year intervals to report on the adequacy of the knowledge provided across the curriculum in the context of the aims of the education system</li><li>3. Survey students, parents and employers on the adequacy and depth of content in the curriculum</li></ol> |
| <b>PERFORMANCE INDICATOR</b> | Teachers express satisfaction that the knowledge component of the curriculum is balanced   |

### OUR CURRICULUM

|                              |  |
|------------------------------|--|
| <b>GOAL</b>                  | Students are proficient in the Nauruan language  |
| <b>CONTEXT</b>               | There is currently no requirement for Nauruan students to be proficient in our own language. Evidence suggests that for a student to learn in a second language, they must be proficient in their Primary language   |
| <b>STRATEGY</b>              | <ol style="list-style-type: none"><li>1. Introduce a Language Policy that requires all students to Year 3 to be immersed in Nauruan</li><li>2. Produce Resource materials including a set of Nauruan Readers</li><li>3. Train teachers to use the resources and to use standardised Nauruan in class</li></ol> |
| <b>PERFORMANCE INDICATOR</b> | Policy exists and is enforced  |

### OUR CURRICULUM

|                              |   |
|------------------------------|---|
| <b>GOAL</b>                  | Provides students with a set of Life Skills as defined by SPBEA   |
| <b>CONTEXT</b>               | SPBEA and UNESCO have produced a list of Regional Benchmarks in Life Skills. Life Skills are defined as <i>“knowledge, skills, attitudes, values and behaviours embedded in the local (and embracing the global) context which empower an individual to improve and sustain quality of life in their community and beyond.”</i> Life Skills include team work, environmental awareness and respect for others. In the past it had been assumed that schools develop Life Skills in students, but this goal mandates that assumption |
| <b>STRATEGY</b>              | <ol style="list-style-type: none"><li>1. Review Rich Tasks to map the Tasks which contain the components of the Life Skills as published by SPBEA</li><li>2. Embed any Life Skills which are not covered in the formal curriculum</li><li>3. Provide training for teachers in teaching the Life Skills</li><li>4. Assess and report on levels of students in achieving the Benchmarks</li></ol>   |
| <b>PERFORMANCE INDICATOR</b> | Students demonstrate Life Skills  |

### OUR CURRICULUM

|                              |   |
|------------------------------|---|
| <b>GOAL</b>                  | Support reading, writing and understanding English  |
| <b>CONTEXT</b>               | Our goal in Education is to provide students with a framework that allows them to leave school and be able to operate in a complex global network. For this they need to be competent in English. Texts, especially at a level of Secondary and beyond, are written in English. Parents have expressed a strong desire to have their child taught English |
| <b>STRATEGY</b>              | <ol style="list-style-type: none"><li>1. Support the 4S Reading Program</li><li>2. Measure Literacy Benchmarks and report the results</li><li>3. Train teachers in teaching English as a subject</li><li>4. Provide resources such as texts, and library equipment</li></ol>  |
| <b>PERFORMANCE INDICATOR</b> | Improvement in Literacy Benchmarks  |

### OUR CURRICULUM

|                              |   |
|------------------------------|---|
| <b>GOAL</b>                  | TVET is promoted as a valued pathway for all Learners   |
| <b>CONTEXT</b>               | The NSDS requires education to be broadened include vocational and life skills education.<br>The Hearts and Minds survey revealed that young people see Secondary Education as being academic in nature and were not aware of the TVET scope of a secondary curriculum.             |
| <b>STRATEGY</b>              | <ol style="list-style-type: none"><li>1. Develop, staff and resource a TVET Curriculum</li><li>2. Develop a Qualification Framework that provides accreditation for TVET courses</li><li>3. Promote TVET through the Guidance Officer and public displays of student work</li></ol> |
| <b>PERFORMANCE INDICATOR</b> | Percentage of students choosing a TVET pathway is greater than 33% of Student enrolled in Years 11 and 12   |

### OUR CURRICULUM

|                              |   |
|------------------------------|---|
| <b>GOAL</b>                  | Support for all learners, including those with Disabilities and Special needs   |
| <b>CONTEXT</b>               | The current curriculum has no footpath for students who are disable students or students with special learning needs such as hearing, sight, or intellectual impairment   |
| <b>STRATEGY</b>              | <ol style="list-style-type: none"><li>1. Able Disable Curriculum developed</li><li>2. All students in Infants tested for Hearing, Sight and Motor Skills and data recorded in association with Health Department</li><li>3. Able Disable Centre refurbished</li><li>4. Special needs teachers trained for Primary year levels for those student with reading difficulties,</li><li>5. Support for hearing and visual impaired learners provided</li></ol> |
| <b>PERFORMANCE INDICATOR</b> | Number of students at Able Disable increased to 40;<br>Permanent site for Able Disable established  |

### **OUR CURRICULUM**

|                              |   |
|------------------------------|---|
| <b>GOAL</b>                  | Have an assessment program that is inclusive and aligns with a regional qualifications framework  |
| <b>CONTEXT</b>               | Assessment serves many purposes. The first group of purposes involves reporting to students on their progress and allowing teachers to measure the effectiveness of their teaching; the second group of purposes relates to providing quality assurance of the standards of student performance   |
| <b>STRATEGY</b>              | <ol style="list-style-type: none"><li>1. Provide Teacher training in assessment</li><li>2. Certify teachers as registered assessors</li><li>3. Use services of SPBEA to provide quality assurance measures of standards Courses through regular visits and adherence to a regional qualifications framework</li><li>4. Develop and disseminate an Assessment Policy for all schools and levels of courses</li></ol> |
| <b>PERFORMANCE INDICATOR</b> | Assessment Policy exists and enforced<br>Qualification Framework endorsed   |

### **OUR CURRICULUM**

|                              |  |
|------------------------------|--|
| <b>GOAL</b>                  | Provide Work Experience for Secondary students   |
| <b>CONTEXT</b>               | A work experience program has many benefits for students through introducing them to the world of work and benefits for the school and employers in developing productive partnerships.  |
| <b>STRATEGY</b>              | <ol style="list-style-type: none"><li>1. Appoint a Work Experience Coordinator</li><li>2. Develop a formal work experience program with goals and a policy</li><li>3. Timetable a Work experience program in the school calendar</li></ol> |
| <b>PERFORMANCE INDICATOR</b> | Work Experience program exists   |

## OUR CURRICULUM

### **GOAL**

Is explicit in what students need to learn and in the minimum hours required for various areas of learning

### **CONTEXT**

Curriculum documents need to guide teachers in what outcomes are expected in students and how much time teachers need to spend on various areas of learning

### **STRATEGY**

1. Develop curriculum of specific learning outcomes required in English, Maths, Science, Social Science, TVET and Life Skills for all appropriate year levels.
2. Backward map the outcomes with Rich Tasks to extract the learning outcome covered in Rich Tasks
3. Produce a teachers' guide for all year levels for all Rich Tasks and other content organisers. The Teacher's guide shows explicit details of what learning outcomes are expected of a student at various stages of the school cycle
4. The Curriculum Board prescribes minimum hours of study for various courses and topics or subjects within a Course
5. The Curriculum Board will investigate setting minimum homework hours for each year level.

### **PERFORMANCE INDICATOR**

Teachers Guide exists for all year levels for all content organisers

### **KEY FOCUS AREA 3**

### **OUR TEACHERS**

## OUR TEACHERS

|                              |   |
|------------------------------|---|
| <b>GOAL</b>                  | All teachers registered and qualified, especially in ESL teaching pedagogies  |
| <b>CONTEXT</b>               | The PRIDE 2007 report identified the need to train teachers as the highest priority for Education and Training. Currently less than 10% have a degree. The lack of teachers with qualifications is significant at the Secondary level.  |
| <b>STRATEGY</b>              | <ol style="list-style-type: none"><li>1. Increase percentage of male and younger teachers through improved training and better career opportunities. Survey and prepare a profile of teaching workforce to show this data</li><li>2. Provide upgrading for Infants and Primary teachers in curriculum content</li><li>3. Provide structured training course for up to 70 Trainee over four years teachers leading to a teaching qualification</li><li>4. Provide Inservice course, leading to teaching qualifications, for existing teachers</li><li>5. Provide leadership training for Principals and aspiring leaders</li><li>6. Provide specialised training for specialist positions such as Assessment, disabilities/inclusive education and Secondary specialist areas</li><li>7. Engage expatriate teachers to act as mentors, and take classes while teachers are training</li><li>8. Consider flexible Term dates to allow for inservice course</li><li>9. Appoint a training coordinator to provide support services to teachers undertaking upgrading courses</li><li>10. Negotiate Agreements with Universities to provide teacher Training and upgrading courses</li></ol> |
| <b>PERFORMANCE INDICATOR</b> | <ol style="list-style-type: none"><li>1. Teaching workforce survey instrument developed, disseminated, collected and analysed</li><li>2. Upgrading and inservice programme developed and implemented.</li><li>3. Teachers have a relevant teaching qualification.</li><li>4. Secondary has specialist teachers in English, Maths, Science, TVET,</li></ol>  |

## OUR TEACHERS

|                              |  |
|------------------------------|--|
| <b>GOAL</b>                  | Teacher skills, performance and competency levels monitored and evaluated  |
| <b>CONTEXT</b>               | Currently there is a need for a <ul style="list-style-type: none"><li>▪ System of teacher registration and standards for being a teacher.</li><li>▪ Guidance on qualifications or training for those who want to be teachers.</li><li>▪ Requirement for teachers to maintain their teaching competency or upgrade their skills once they enter the profession</li><li>▪ Program to train teachers that aligns with changing system needs</li><li>▪ Facility to train teachers</li></ul>  |
| <b>STRATEGY</b>              | <ol style="list-style-type: none"><li>1. Establish a Teacher Registration Authority (TRA) with authority to<ol style="list-style-type: none"><li>(i) register all teachers,</li><li>(ii) conduct teacher performance reviews,</li><li>(iii) accredit and conduct Teacher Training courses</li><li>(iv) set remuneration and employment conditions for teachers</li></ol></li><li>2. Conduct awareness raising program of the TRA with teachers, principals and other key stakeholders.</li><li>3. Establish a formal program to train teachers</li><li>4. Establish and resource a Teacher Training Centre</li></ol> |
| <b>PERFORMANCE INDICATOR</b> | A set of standards for teaching is published and regulated by a Teacher Registration Board   |



### OUR TEACHERS

|                              |   |
|------------------------------|---|
| <b>GOAL</b>                  | Our Secondary School staffed by qualified specialist teachers   |
| <b>CONTEXT</b>               | Secondary classes require 25 teachers who are registered teachers and who have expertise in a particular subject area. Currently there are 13 and these are expatriates.  |
| <b>STRATEGY</b>              | <ol style="list-style-type: none"><li>1. Negotiate with a teacher training service provider to train 25 Secondary teachers in English, Maths, Science, Social Science, TVET</li><li>2. Develop a relationship with a teaching service, University or Training Provider such as FIT to provide an exchange program for Secondary teachers</li><li>3. Work with Teacher Registration Authority to provide framework of qualifications required for secondary teaching</li></ol> |
| <b>PERFORMANCE INDICATOR</b> | Secondary classes are staffed by qualified secondary teachers   |

### OUR TEACHERS

|                              |  |
|------------------------------|--|
| <b>GOAL</b>                  | A Learning Community of Teachers is established  |
| <b>CONTEXT</b>               | All professions require lifelong learning commitments from its members. Education and Training require teachers to involve themselves in professional dialogue at regular and structured situations.   |
| <b>STRATEGY</b>              | <ol style="list-style-type: none"><li>1. Provide opportunities for our teachers to upgrade their skills, be involved in professional discussions</li><li>2. Establish Professional Associations of teacher – eg Infants teachers, Science teachers</li><li>3. Provide opportunities for our teachers to present their work to Regional and International forums</li><li>4. Support the Social Moderation as not only as an assessment strategy but also an opportunity for professional dialogue</li><li>5. Conduct regular Principal and TIC meetings</li></ol> |
| <b>PERFORMANCE INDICATOR</b> | Teachers present papers or make presentation to Regional workshops<br>Social Moderation meetings held once per semester<br>Professional associations established<br>Meetings well attended   |

### OUR TEACHERS

|                              |   |
|------------------------------|---|
| <b>GOAL</b>                  | Principals have Post Graduate qualifications in Leadership in an Education context  |
| <b>CONTEXT</b>               | Principals are the most recognisable leaders in Education due to their visibility as the senior Officer at school sites. Principals have daily contact with all our students and are frequently consulted by parents and community on education and training issues   |
| <b>STRATEGY</b>              | <ol style="list-style-type: none"><li>1. Provide a post graduate Leadership training for Principals</li><li>2. Require all appointees to Principal and Teachers in Charge positions to have a Leadership qualification</li><li>3. The Department Education mandate the content of the Leadership Units to be covered in the Leadership training program</li></ol> |
| <b>PERFORMANCE INDICATOR</b> | Principals possess Post graduate Leadership qualifications  |

**KEY FOCUS AREA 4**

**OUR SCHOOLS**

### OUR SCHOOLS

|                              |   |
|------------------------------|---|
| <b>GOAL</b>                  | Our Schools have electric power, running water and flushing toilets   |
| <b>CONTEXT</b>               | Currently Nauru Secondary and Yaren Primary are the only schools with continuous power. Other schools have power for six hours per day in one week but no power the next week. Apart from the obvious disruption this causes to the use of ICT equipment, lights, fans and office equipment, the water pumps for the toilets are also disabled.   |
| <b>STRATEGY</b>              | <ol style="list-style-type: none"><li>1. Provide each school with a water reticulation system that relies on gravity for pressure rather than electricity</li><li>2. Participate in a solar power project at Nauru College with Utilities</li><li>3. Provide each school with a generator of sufficient capacity to run the school library, ICT facility, Office and toilets</li><li>4. Maintain the trial position of Buildings Supervisor</li><li>5. Provide Building Supervisor with transport</li></ol> |
| <b>PERFORMANCE INDICATOR</b> | School have continuous power  |

### OUR SCHOOLS

|                              |  |
|------------------------------|--|
| <b>GOAL</b>                  | Libraries equipped with affordable ICT technology  |
| <b>CONTEXT</b>               | <p>The NSDS vision of producing students who can operate in a global context, and the Rich task pedagogy requiring students to access and critically evaluate information, requires our students to be competent in the use of ICT technology.</p> <p>The constant growth in the amount of knowledge in the world, and the form in which it is available requires Libraries to adopt ICT technology.</p> |
| <b>STRATEGY</b>              | <ol style="list-style-type: none"><li>1. Equip Libraries at NSS, Nauru College, Kayser, Aiwo and Yaren with ICT technology that integrates with Nauru's Communications network</li><li>2. Teachers and students trained in the use of the ICT technology</li></ol>   |
| <b>PERFORMANCE INDICATOR</b> | Library has ICT facilities   |

## OUR SCHOOLS

|                              |   |
|------------------------------|---|
| <b>GOAL</b>                  | Schools have safe and healthy learning environments   |
| <b>CONTEXT</b>               | Learning is promoted by an environment that is free from environmental dangers, physical abuse, bullying or lack of discipline. The school environment needs to be secure through policies that promote tolerance, avoids violence and requires a framework of school rules for students and teachers.  |
| <b>STRATEGY</b>              | <ol style="list-style-type: none"><li>1. All schools enrol in the Healthy Schools Program organised by the World Health Organisation</li><li>2. Develop a budgeted program of regular maintenance and repair of education buildings</li><li>3. Schools fenced</li><li>4. Environmental and Liaison Officers policy continues; E.O. responsible for school maintenance</li><li>5. School Rules are displayed in each school</li><li>6. Teachers exhibit respect for each other and for students</li><li>7. Behaviour Management Policy developed</li><li>8. All schools participate in the safe and healthy school programme</li><li>9. Reliable security measures are taken for each school The Environmental Officer supervises the cleaning of schools</li><li>10. Cleaner provided with training</li><li>11. Schools provided with cleaning supplies</li></ol> |
| <b>PERFORMANCE INDICATOR</b> | Staff, students and parents express satisfaction with school environment<br>Buildings program of repair and maintenance exists<br>A safe and healthy learning environment established in each school  |

### OUR SCHOOLS

|                              |   |
|------------------------------|---|
| <b>GOAL</b>                  | A qualified team of frontline staff ensure schools are provided with timely and efficient administration and logistics support  |
| <b>CONTEXT</b>               | Schools are seen as the sites where “the tyre meets the bitumen”. They are where our students are and this is where we need to concentrate on their professional duties. This requires a team of trained administrators to service the administration and frontline needs of schools such as pays, leave, logistics, transport, urgent repairs, finances and tuckshops. |
| <b>STRATEGY</b>              | <ol style="list-style-type: none"><li>1. Provide Frontline Courses for all administration and service staff of the Department</li><li>2. Provide facilities, equipment, software applications and policies that facilitate provision of timely services to schools</li></ol>  |
| <b>PERFORMANCE INDICATOR</b> | Administration staff have Frontline qualifications  |

### OUR SCHOOLS

|                              |  |
|------------------------------|--|
| <b>GOAL</b>                  | Reliable and efficient Bus service delivers students to school and to home on time and provides service to schools when transport is required for excursions, workshops, deliveries, meetings  |
| <b>CONTEXT</b>               | Parents gave transport problems as a main reason for their child not going to school. Teachers quote late bus arrivals at school for not starting at 8.00 am. Principals complain busses are not available for excursions. A bus which is regularly 30 minutes late in starting school, means that a child loses 10% of their allocated teaching time, or 1 year of schooling over 10 years. |
| <b>STRATEGY</b>              | <ol style="list-style-type: none"><li>1. Negotiate a MOU with Transport Department for improvement in schedules and bus and transport availability</li><li>2. Ensure safety practices are observed in transport operations</li></ol>   |
| <b>PERFORMANCE INDICATOR</b> | All buses arrive before 8.00 am and have all students home before 2.30 pm  |

## OUR SCHOOLS

|                              |   |
|------------------------------|---|
| <b>GOAL</b>                  | TVET and Trade Training facilities are operational  |
| <b>CONTEXT</b>               | The proposed Upper Secondary curriculum contains significant TVET and Life Skills offerings. These are at the Certificate I to IV level and require appropriate facilities and resources. These include facilities for students to learn skills related to the building and mining trades, hospitality services, the marine economy, and the electronic services economy. The new NSS site provides a building for these offerings, but the building needs to be equipped with appropriate facilities   |
| <b>STRATEGY</b>              | <ol style="list-style-type: none"><li>1. Conduct an audit of TVET needs and associated courses using the services of UNESCO</li><li>2. Use the audit to<ol style="list-style-type: none"><li>(i) Prepare a list of courses and accreditation requirements</li><li>(ii) Prepare a TVET staff organisation chart</li><li>(iii) Prepare a list of required facilities and equipment</li><li>(iv) Prepare a timetabled work program which shows efficient use of the resources provided in (iii) and the staff provided in (ii)</li><li>(v) Provide a community and student awareness campaign to promote the TVET program</li></ol></li><li>3. Engage qualified TVET training and teaching staff, and consider the use of short term contracted trainers</li><li>4. Consider increasing efficiency of the TVET budget by use of ICT to deliver some skills training competencies</li></ol> |
| <b>PERFORMANCE INDICATOR</b> | Facilities for TVET courses are available   |

**OUR SCHOOLS**

|                              |  |
|------------------------------|--|
| <b>GOAL</b>                  | A long term schools maintenance, refurbishment and replacement program exists  |
| <b>CONTEXT</b>               | Schools are expensive assets and require regular maintenance and refurbishment programs to meet changing education and demographic needs.  |
| <b>STRATEGY</b>              | <ol style="list-style-type: none"><li>1. Develop a capital works program for schools</li><li>2. Review the School's Buildings Policy introduced in 2007</li><li>3. Implement and support the revised Building Policy</li></ol> |
| <b>PERFORMANCE INDICATOR</b> | Students are adequately housed and provided with appropriate learning facilities   |

**OUR SCHOOLS**

|                              |  |
|------------------------------|--|
| <b>GOAL</b>                  | School hours and length of time at school will be reviewed   |
| <b>CONTEXT</b>               | <p>Although the starting time of schools is 8.00 am, classes rarely start until 9.00 am. – a loss of 20% of teaching time per day. By the time a student finishes Year 10, they have lost two years of schooling.</p> <p>If Secondary students are to be encouraged to engage in the education process, it may be beneficial to make school hours more flexible to allow for Work Experience, on the job training, specialised research, intensive full day programs with visiting experts, or efficient use of limited specialist teaching staff.</p> |
| <b>STRATEGY</b>              | <ol style="list-style-type: none"><li>1. Prepare a series of options for school hours for consideration by stakeholders</li><li>2. Set minimum instruction time for students in various year levels and enforce them</li><li>3. Negotiate MOU with Transport Department to guarantee timely arrival and departure of students</li></ol>  |
| <b>PERFORMANCE INDICATOR</b> | Students are provided with full instruction time per term.   |



**KEY FOCUS AREA 5**

**OUR PLACE IN THE COMMUNITY**

**OUR PLACE IN THE COMMUNITY**

|                              |  |
|------------------------------|--|
| <b>GOAL</b>                  | Schools will operate as part of the community  |
| <b>CONTEXT</b>               | Community ownership and involvement in schools is one of the factors identified in the literature as being a hallmark of a successful and effective schools  |
| <b>STRATEGY</b>              | <ol style="list-style-type: none"><li>1. Strengthen linkage and integration with the delivery of education programs in which community participation is encouraged.</li><li>2. Support Parents and Citizens Associations</li><li>3. Work with local community NGOs and interest groups such as Father's Club, Sporting Clubs, Churches and others.</li><li>4. Community members represented on Education and Training Committees</li></ol> |
| <b>PERFORMANCE INDICATOR</b> | Active Parents and Community Associations in each of the 10 schools.   |

**OUR PLACE IN THE COMMUNITY**

|                              |  |
|------------------------------|--|
| <b>GOAL</b>                  | Our student report cards will be transparent and meaningful accounts of students' progress   |
| <b>CONTEXT</b>               | To be accountable, schools need to report in terms which are readily understood by parents and students. The reports provide the student's progress against the stated aims of the school in terms of learning outcomes for each student.  |
| <b>STRATEGY</b>              | <ol style="list-style-type: none"><li>1. Review existing format of report cards</li><li>2. Ensure report cards are informative and reflect a meaningful account of students' progress</li><li>3. Ensure all students receive a report</li><li>4. Train teachers to complete report cards</li><li>5. Conduct awareness raising campaign with community on understanding the report card</li></ol> |
| <b>PERFORMANCE INDICATOR</b> | Stakeholders express satisfaction with format of report cards  |

**OUR PLACE IN THE COMMUNITY**

|                              |  |
|------------------------------|--|
| <b>GOAL</b>                  | Schools will be venues for Youth and Adult and continuing education and training programs  |
| <b>CONTEXT</b>               | The National Sustainable Development Strategy calls for our Education and Training system to broaden its scope to include Adult Education.   |
| <b>STRATEGY</b>              | <ol style="list-style-type: none"><li>1. Develop a policy on Adult and Community Education</li><li>2. Develop a program for Adult and Community Education and Training (ACET)</li><li>3. Train resource people to teach the program</li><li>4. Develop policy on shared use of resources and facilities</li><li>5. Appoint a co-ordinator to manage the ACET program</li><li>6. Provide relevant resources for Adult and Community Education and Training</li><li>7. Conduct community awareness programs on ACET.</li><li>8. Provide funding for ACET</li><li>9. Negotiate a MOU with Youth Affairs Directorate to delineate the groups and the services that are to be provided by Education and by Youth Affairs to avoid duplication of services, or some groups “dropping between the cracks”</li></ol> |
| <b>PERFORMANCE INDICATOR</b> | Youth, Adult and Community Education policy developed and implemented  |

**KEY FOCUS AREA 6**

**OUR ACCOUNTABILITY**

### **OUR ACCOUNTABILITY**

**GOAL**

The operations and performance of the Education and Training Department are reported annually

**CONTEXT**

Education and Training is a priority of the NSDS. The government allocates a significant percentage of its Budget to this priority. The community and government need to be assured that the investment is being monitored.

**STRATEGY**

1. Develop and support the Curriculum, Accreditation, Statistics and Examinations (CASE) unit to provide the Monitoring and Evaluation services to the Department
2. CASE to prepare an Annual report which shows the level of progress in achieving the goals of this Strategic Plan. In particular, report against each performance indicator provided in Annual Operation Plan of the Department
3. Report published and made available for all stakeholders and public.
4. Train CASE staff in Monitoring and Evaluation skills
5. Provide CASE with resources, including human resources, to ensure Accountability programs are effective
6. CASE conducts annual satisfaction survey of all stakeholders

**PERFORMANCE INDICATOR**

Annual Report produced

### **OUR ACCOUNTABILITY**

|                              |   |
|------------------------------|---|
| <b>GOAL</b>                  | The quality of student outcomes and teachers' performances are monitored and reported   |
| <b>CONTEXT</b>               | The learning outcomes of our students need to be on par with regional standards. Our teachers need to be competent in their performance   |
| <b>STRATEGY</b>              | <ol style="list-style-type: none"><li>1. Provide the CASE unit with resources and policies to allow it to provide the accountability services to the Department</li><li>2. CASE conducts benchmark and standardised testing and makes results available to decision makers</li><li>3. Develop Teacher Appraisal Program</li><li>4. CASE, in collaboration with the Principals, conducts teacher performance reviews and<ol style="list-style-type: none"><li>(i) Provides feedback to teachers</li><li>(ii) Makes recommendation based on teacher's performance</li><li>(iii) Ensures continuous improvement in teachers' skills</li><li>(iv) Ensures performance is recorded in teacher's file</li></ol></li><li>5. Train Officer for Teacher Appraisal</li><li>6. CASE publishes reports on student outcomes</li><li>7. CASE maintains a secure record of student and teacher performance</li><li>8. Maintain a secure Scholarship database</li></ol> |
| <b>PERFORMANCE INDICATOR</b> | Reports on student results in regional benchmark tests and on teacher performance are published.  |

### **OUR ACCOUNTABILITY**

|                              |   |
|------------------------------|---|
| <b>GOAL</b>                  | Timely data is available to our Education planners and managers to make evidence based decisions  |
| <b>CONTEXT</b>               | The Department aims to make decisions based on evidence. The evidence can come from existing data, from trials, from the literature, from workshops or analysis of departmental performance   |
| <b>STRATEGY</b>              | <ol style="list-style-type: none"><li>1. Operate a functional Education Management Information System that is used by CASE</li><li>2. Provide training for staff in maintaining the system</li><li>3. Build an ICT networking system that allows data and file sharing between Support Office and Schools.</li><li>4. Train staff to analyse data and present reports</li></ol> |
| <b>PERFORMANCE INDICATOR</b> | <ol style="list-style-type: none"><li>1. Timely presentation of reports</li><li>2. Improved communication capability between Support Office and Schools</li></ol>   |

### **OUR ACCOUNTABILITY**

|                              |   |
|------------------------------|---|
| <b>GOAL</b>                  | Provide regular reviews of the Strategic Plan   |
| <b>CONTEXT</b>               | This Plan is based on the vision NSDS has of the world in 2013. Developments in ICT will impact on the delivery of education services. Sixty five percent of education funding is from donors who may reorder their priorities, and opportunities for improved efficiency may arise in the next five years. |
| <b>STRATEGY</b>              | <ol style="list-style-type: none"><li>1. Annual reviews of Footpath II,</li><li>2. Implement Footpath II through Annual Operation Plans which allow for flexibility</li></ol>   |
| <b>PERFORMANCE INDICATOR</b> | Annual Review approves extension of Footpath II<br>Annual Operation Plans produced  |

### **OUR ACCOUNTABILITY**

|                              |  |
|------------------------------|--|
| <b>GOAL</b>                  | Ensure equitable and efficient allocation of resources   |
| <b>CONTEXT</b>               | The Department expends over \$4 million annually and operates ten school sites. Resources allocated to schools need to be equitable and efficient.   |
| <b>STRATEGY</b>              | <ol style="list-style-type: none"><li>1. Maintain an asset register updated by annual stocktake and audit</li><li>2. Create and appoint an Asset Manager</li><li>3. Operate a software program that tracks all assets and consumables, including texts and materials in schools.</li><li>4. Prepare table of various ratios that allows comparison of allocations to various schools and year levels.</li><li>5. Prepare schedule of annual allocation of resources to each school</li><li>6. Ensure transport available for efficient distribution.</li><li>7. Provide secure storage for consumables and assets at school and Departmental level</li></ol> |
| <b>PERFORMANCE INDICATOR</b> | Asset Management Database is available and a process is in place to monitor it   |



**KEY FOCUS AREA 7**

**OUR EDUCATION SYSTEM**

### OUR EDUCATION SYSTEM

|                              |   |
|------------------------------|---|
| <b>GOAL</b>                  | We will operate under a new Education and Training Act which governs the curriculum taught, standards of learning and teaching, accountability of the Department, operations of schools and reporting.  |
| <b>CONTEXT</b>               | The existing legislation is based on a Ordinance last amended in 1954 and it now needs to be updated  |
| <b>STRATEGY</b>              | <ol style="list-style-type: none"><li>1. Prepare draft Bill for consideration by Parliament</li><li>2. Prepare material to assist community to be made aware of proposals in the Bill</li><li>3. Conduct community awareness program on all aspects of the Bill</li></ol> |
| <b>PERFORMANCE INDICATOR</b> | An Education and Training Bill is enacted.  |

### OUR EDUCATION SYSTEM

|                              |  |
|------------------------------|--|
| <b>GOAL</b>                  | The Goals of our Education System align with the Nauru National Sustainable Development Strategy Goals   |
| <b>CONTEXT</b>               | The Nauru National Sustainable Development Strategy is the endorsed government blueprint for Nauru's development. Education strategies need to be aligned to the National strategies.  |
| <b>STRATEGY</b>              | <ol style="list-style-type: none"><li>1. Prepare a strategic plan that aligns with the NSDS goals</li><li>2. Develop Annual Operation Plan to implement the Strategic Plan programs</li><li>3. Strategic Plan is reviewed annually and Annual Operation Plan reviewed quarterly</li><li>4. Report to Aid Management Unit and NSDS Implementation Unit as required</li><li>5. A comprehensive review of NeatRP is conducted in mid 2010</li></ol> |
| <b>PERFORMANCE INDICATOR</b> | Department's Strategic Plan aligns with NSDS   |

## OUR EDUCATION SYSTEM

|                              |   |
|------------------------------|---|
| <b>GOAL</b>                  | Is sustainable in terms of human and financial resources  |
| <b>CONTEXT</b>               | In 2007-08 the Education Budget consumed \$4 million of the Gross National Income. The number of staff in the Department exceeded 200, but staff need significant skills upgrading The number of students exceeded 2700, but truancy was 34%. The leaning outcomes and level of qualifications of students was below regional standards. This Strategic Plan lays a sound foundation to address these issues, but the gains need to be sustainable in the context of the financial capacity of the country and ability of Department to retain the skills it develops   |
| <b>STRATEGY</b>              | <ol style="list-style-type: none"><li>1. Prepare annual Budgets that fund recurrent salary and staff expenditure and sustain operations of the System</li><li>2. Promote the value and importance of Education and Training to the Community</li><li>3. Prepare long term projections on student and teacher numbers</li><li>4. Prepare a succession plan for higher level positions</li><li>5. Establish a human resource capacity building program</li><li>6. Consider scope for parental financial contributions for schooling</li><li>7. Consider a training levy on employers to partly fund education</li><li>8. Consider ways to retain staff trained at Departmental expense</li><li>9. Develop productive partnerships with donors and regional education and training bodies</li><li>10. Consider franchising and forming alliances with other service providers to deliver sustainable quality services</li><li>11. Develop a position paper on corporatising the Education and Training system, or aspects of the system, to ensure sustainability</li><li>12. Support Regional initiatives for donor harmonisation</li></ol> |
| <b>PERFORMANCE INDICATOR</b> | Strategies endorsed by government, industries and other stakeholders<br>Demographic report published by Bureau of Statistics.   |

### OUR EDUCATION SYSTEM

|                              |   |
|------------------------------|---|
| <b>GOAL</b>                  | All stakeholders have a shared vision for Education and Training goals  |
| <b>CONTEXT</b>               | Quality schools research shows that all stakeholders must have ownership of the programs and policies of the school and the system if quality is to be achieved. This ownership is achieved through consultation and meaningful engagement of all stakeholders. The ownership is demonstrated when all stakeholders have a shared vision.   |
| <b>STRATEGY</b>              | <ol style="list-style-type: none"><li>1. Use consultative process to develop Strategic Plan</li><li>2. Disseminate the Strategic Plan through publications, meetings, activities and ceremonies</li><li>3. Principals, as community change agents, “walk the talk” about the vision expressed in the Strategic plan</li><li>4. Promote community involvement in the Education process</li></ol> |
| <b>PERFORMANCE INDICATOR</b> | Stakeholders express satisfaction with their ability to influence Education and Training programs   |