***Tuvalu Education Sector Situational Analysis***

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***Tuvalu January, 2017***

*The Tuvalu Sector Situational Analysis has been collaboratively developed using the professional expertise and experiences of Ministry of Education officers and coordinated by Pamela Lysaght, (PACTAM 2 Technical Advisor)*

**ACKNOWLEDGEMENTS**

*The Tuvalu Education Sector Situational Analysis has been collaboratively developed using the professional expertise and experiences of PS of MEYS, Acting Director of Education and the Ministry of Education Senior Education officers and coordinated by Pamela Lysaght, (PACTAM 2 Education Advisor, DFAT)*

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# Governance, oversight and management structure

## Government of Tuvalu Education Department

###  1.1.1 Brief Overview

Tuvalu consists of nine small islands in the Western Pacific, just south of the equator. The islands include Nanumea, Nanumaga, Niutao, Nui, Vaitupu, Nukufetau, Funafuti, Nukulaelae, and Nuilakita and the Tuvalu Education Department has provided education opportunities to these communities since independence in 1978.

Education is the responsibility of the Ministry of Education, Youth and Sports (MEYS). The Honorable Fauoa Maani is the current MEYS Minister and he is ably supported by the Permanent Secretary (PS) Talavai Iona and Assistant Permanent Secretary (APS) Tufoua Panapa. Education is the largest of the ministry’s departments, which include, sport, youth, library and archives, and pre-service training (Scholarships).

The Education Department (Ed Dep) managers 9 primary schools and 1 secondary school as well as supporting 18 early childhood centres (ECCE) and 1 primary school and 1 secondary school run by faith-based organisations.

At the end of 2016, Katalina Pasiale Taloka retired after serving as Director of Education for 10 years. Recruitment processes have begun for a new Director and will hopefully be completed by early February. Neaki Letia is Acting Director of Education (ADoE), he is normally Senior Education Officer (SEO) Curriculum.

Apart from the Director and auxiliary staff, the department employs 6 Senior Education Officers in these areas– 1 ECCE, 1 Curriculum,1 Assessment and Examination, 2 Supervisory, and 1 ICT. The organisation structure in TESP III (*see page 13 & 14 of TESP III).*  outlines a structure that the department aspires to but has yet to get approval from Government of Tuvalu Human Resources Unit to implements.

It is noted by PS Talavai that over the past 15 years, the education budget has increased by approximately 66% with a current recurrent budget of $9 million, but the number of staff to deliver this budget remains the same. The current staff are stretched to meet the needs of the department and the schools, particularly in the area of the Supervisory Unit where 3 SEO’s are responsible for a majority of school /department interactions. Likewise, the SEO ECCE has 18 Centres in which she provides; supervision, professional development, resource development, support of curriculum development and more.

## 1.2 Legislation

###  1.2.1 Brief Overview and Observations

*Dating back to 1978, Tuvalu’s education legislation is now more than 30 years old. Yet, its education system has developed beyond its existing legislation, driven primarily by the demand of the people of Tuvalu for education, which remains critically important to the long-term development goals of Tuvalu. (TESP III page 15)*

The current legislation dates back to colonial transition and needs updating.

There is no overarching document that sets out the functioning’s and mechanisms of the Education Department’s; policies, frameworks, guidelines, roles, responsibilities, MOUs, MOAs, etc and this is an inefficiency within the department. Much of the knowledge of the department left with the previous Director even though succession planning was put in place.

It would be recommended to start with the Supervisory Handbook, which was developed in 2003 and reviewed in 2012, and rename it to the Education Manual and update its contents and add missing data.

*Attachment 1 Supervisory Handbook*

## 1.3 Tuvalu Education Strategic Plan (TESP III):

###  1.3.1 Brief Overview and Observations

The vision of the Tuvalu Government Education Department is **“quality education for sustainable living for all”.** This is reflected in the overarching outcomes of TESP III as well as reflecting the strategies and milestones of Tuvalu’s masterplan for the national development TE KAKEEGA III (TK III). *Education and Human Resource is Goal 7 of TK III which states “Providing high quality education; equip people with knowledge and skills to develop more self-reliance; promote Tuvalu’s cultural and spiritual values.”(TK III p81)*

TESP III was written in the third quarter of 2016 by the Education Department Senior Education Officers (SEOs) and the Director of Education, with support from EQAP. It was published in October, 2016.

The organisational structure published in TESP III is not the current structure, but the one that was rejected by Government of Tuvalu Workforce Plan. The structure in ***Table 1****,* represents the current positons. Some of the stated positions in the ‘*proposed’* structure can be managed by current staffing, but as previously stated, SEOs are already stretched and this places more burden on the few.

Like all plans, they are living documents and subject to review. With the employment of a new Director in February, the PS plans on a review of TESP III to update and ensure there are references to TKIII milestones or strategies, as well as regional and global programme references and projects currently underway. (TESP III Logframe ***Appendix 1***)

Attachment 2: - Tuvalu Education Strategic Plan (TESPIII) 2016

## 1.4 Organisational Structure:

### 1.4.1 Brief Overview and Observations

The Education Department is manned at very minimal levels:

* Director
* 6 Senior Education Officers (SEOs)
* 2 Auxiliary staff (Administration and Financial support)
* Procurement Officer

This very small number of people deliver all activities based around a $9M plus budget of new initiatives, curriculum challenges, HR, professional development, child safety, stakeholder support and not to mention the distances needed to travel to do the work. A Senior Education Officer can be away from the office for a month just to visit one school due to weather and unreliable shipping schedules which further impacts the running of the Department. On top of local needs, the Director and SEOs are often overseas attending regional and global meetings with development partners. A 2-day meeting in Taiwan, takes the attendee away from their post for minimum of 2 weeks, often longer.

The Director’s role is a very complex juggling act between school needs, governance and external partnerships. All though it is important to attend meetings and conferences, care should be taken to ensure that the needs of the Schools are met first, before external needs. The 2017 Information Rollout aims to refocus the Department on the Schools. (*see Information Rollout below)*

Table 1: EDUCATION DEPARTMENT ORGANISATION STRUCTURE (current)

Table 2 EDUCATION DEPARTMENT ORGANISATION STRUCTURE (proposed)

## 1.5 Data Collection:

### 1.5.1 Brief Overview and Observations

 The Tuvalu Education Management Information System (TEMIS) is a key data collection tool for the Education Department. Schools complete surveys into the TEMIS program and this information should be used to inform the strategic direction of the department. Unfortunately, under the direction of previous management, only one person, the SEO ICT, had the knowledge and access to this data. The SEO ICT has indicated that it would be easy to allow all SEOs and relevant parties access but this was not permitted.

 The Achieving Education for All in Tuvalu (AEfATP) End of Programme report highlights the data that TEMIS collects but the Education Department requires further development on how to utilise this data to ensure that TEMIS reaches it’s full potential as a ‘*Management Information System”.*

## 1.6 Reporting and Monitoring:

### 1.6.1 Brief Overview and Observations

Corporate plans (2016-2020) for the Ministry are written to reflect the outputs and performance indicators of TESP III and assign timeframes and responsibility for the achieving of each output. Further from this, more detailed yearly Work Plans are completed by all staff.

Although it is stated in TESP III that TEMIS is “a *comprehensive Education Management Information System (TEMIS) is in place to support evidence-based reporting and intervention in areas of need”(TESP III p 12),* as stated above, further development of TEMIS is required for it to reach that level of implementation.

SEOs rely heavily on schools to provide data such as Annual Reports, attendance, teacher appraisal but it would be fair to say that this is not consistently provided by schools. SEOs need to be more proactive in ensuring processes and procedures are in place so that the required information from schools, that is vital to the functioning of the whole system, is provided and where it is not, put disciplinary actions in place. Likewise, when schools do provide the required information, the Department should provide feedback.

School Annual Improvement Plans (SAIPs) were completed 100% in 2015 but as this was seen as part of the AEfATP project. Although there was an expectation by the Department that all schools would continue with these plans yearly, in 2016 many schools did not provide these plans to the Department.

The 2017 Information Roll Out focusses heavily on department support to Head Teachers and Principal of MSS, for the development of SIAPs, as well as the mid-year visit to help track progress and the October visits to support in the correlation of each Schools annual report.

## 1.7 Resourcing and Finance,

### 1.7.1 Brief Overview and Observations

 MEYS is consistently allocated the biggest portion of the government’s budget. The Government of Tuvalu’s budget grew by 101% over the past 15 years and over the same period, the MEYS’s portion (of which Education is 70%) grew by 66%.

 Cash or ‘in-kind’ support received outside the Budget comes from:

* Commonwealth of Learning (COL)
* UNICEF – Child Protection
* DFAT – Technical Advisor
* DFAT – AVID Volunteer
* World Bank – PEARL programme (ECCE and years 1-3)
* SPC – South Pacific Community – Technical support
* EQAP – Technical Support and funding
* UNFPA – Technical Support and funding

UNESCO has frozen aid to Tuvalu due to acquittal of funds. The UNESCO Officer and the Permanent Secretary are reviewing the documentation, that dates back 10 years ago to acquit the fund correctly so the Ministry can access the UNESCO services again.

 There is a need for regular departmental budget reviews as 2016’s budget was underspent by approximately 20%, which is not a positive as it was stated at the Teacher’s meeting on the 13 January that all schools need more resources. Obviously, money is not the issue but planning and procurement.

 A directive from the PS Talavai in his 2016 Budget Performance presentation highlighted two areas to improve in the area of fiscal management:

* Implementation efforts must match planning efforts
* Early commencement of the 2017 budget implementation (including SDEs)

Attachment 3:- 2016 BUDGET PERFORMANCE POWERPOINT as presented by PS Talavai Iona on 24 January, 2017.

Table 3:- MEYS 2016 BUDGET BY TYPE OF EXPENDITURE

Table 4:- 2016 BUDGET VS ACTUALS BY TYPE OF EXPENDITURE

## Current Projects for Section 1:

* **PACTAM 2 Technical Advisor** – Pamela Lysaght (Sept 2016- August 2017)

Technical Advisor Objectives:

* + Strengthen the capacity of the Ministry of Education to plan and design education support programs
	+ Facilitate the development of a new education sector support program for DFAT consideration
	+ Provide high quality advice and sound analysis on education issues to the Ministry and Cabinet
* **DFAT/UNICEF Child Protection Technical Advisor** (in process)
	+ Development of Policy, processes and procedures
	+ Guidelines for implementation
* **DFAT/ AVID Volunteer Child Protection and Safe Schools Officer** (in process)
	+ Work with counterpart in Education Department to implement Child Protection policies and procedures in schools, to develop safe schools processes and procedures.
	+ Enhance engagement of teachers and other stakeholders in Child Protection and School Safety programmes.
* **Commonwealth of Learning (COL)**
	+ provide technical support and E-Resouces for TVSD.
* **UNICEF and DFAT** ***CHILD PROTECTION AND SAFE SCHOOLS:***
	+ UNICEF and DFAT are funding a role for the Department to develop policies and processes and procedures in the area of Child Protection and Safe Schools. For now, the Supervisory Unit will carry out this role. DFAT funding has secured UNICEF to provide TA’s for Attorney General’s Department and Education Department to write the necessary legislation and policy required for Child Protection. Again, through DFAT funding, a Volunteer position has been developed for Child Protection and Safe Schools in the Education Department. This Volunteer, hopefully in position by April, will work with the Child Protection and Safe Schools Officer to develop a framework for implementation at schools of the new policies and procedures developed by the UNICEF TA. It is hoped that both the UNICEF TA and the AVID volunteer will work very closely with each other.
* ***2017 INFORMATION ROLL OUT:***
	+ It was recognised in late 2016 that the Department needed to refocus its energies to the Schools. A planning workshop was held in October and over a 3 day retreat, Senior Education Officers and PACTAM 2 TA worked on developing a program for school visits that would help the Department share important information, give Professional Development opportunities, support HT/Principal in developing strong “School Annual Improvement Plans (SAIP)”, and sharing TK III and TESP III strategies with Schools and all stakeholders. The 2017 Information Rollout, as it came to be known, is an ambitious undertaking but it is a held belief by all in the Department that it will build strong relationships with the schools and allow all schools to receive vital information. Each school will receive 3 visits from the Department; March, June and October. The first visit in March will be for 3 weeks (*see* ***Appendix 3*** *– Timetable of Rollout Implementation.)*

When developing the concept, SEOs worked through a process to identify the key deliverables of the first Rollout. Once the topics were agreed upon, officers were assigned a topics relating to their fields. It was decided that multi-media presentations would be used with the SEO visiting the school becoming the facilitator of the information. This ensures that there is consistency of content across all schools.

Table 5: List of Packages for 1st Quarter Roll Out.

|  |
| --- |
| **List of Package for 1st Qrt Rollout.** |
| **No** | **PACKAGE** | **CONTENT** | **PERSON** | **TIME** |
| **Hours** |
| **1** | **Documents****TEMIS SURVEY** | GAO/TORs/New Forms (HRM)How to fill out the Survey. | PeteliAlapati | 21 |
| **2** | **Plans Overview** | TESP III & M & ECorporate PlansSAIP/Strategic PlansMQSS/Annual Reports | AlapatiNeaki | 11 |
| **3** | **Assessment, Reports & Feedback****(will be linked to Curriculum)** |  | Peteli | 5 |
| **4** | **Teaching and Learning** | Tch CompetencyTch InductionClassroom ManagementBeh Management TchsLesson Planning | Kaai and Betty | 6 |
| **5** | **Setting the Scene** | AttitudesMotivationAcknowledgementAspirationsSWOTEncouragement and CritiquingEducation Department SWOT | Mana | 2 |
| **6** | **Curriculum****(will be linked to Assessment)** | ECCEPrimary/SecondaryTVSD | Neaki | 222 |
| **7** | **School Leadership** | SAIP/Strategic PlansMI/Annual ReportsPerformance Management Overview Performance Management-HT/Principal | Neaki | 12 hrs |
| **8** | **Feedback on overall 1st Qrt Rollout.** | Overall feedback and things to follow up on | Pamela | 1 ½  |
| **9** | **Kaupules & Stakeholders** | Communication Matrix | Pamela | 1 |
| **10** | **Safe Schools &Child Protection** | Evacuation PlansSchool Audits | Betty | 2 |
| **11** | **School Readiness** | ECCE | Teimana | 2 |
| **12** | **Behaviour Management**  | Positive Behaviours for Learning | Pamela | ½  |
| **13** | **Child Development** | Early Years Learning Development (ELDS) | Teimana | 2 |
| **14** | **TOR for School Management Committee** | Working with School Management Committee to adopt TOR | Betty | 2 |
| **15** | **Teacher Observations** | Each SEO will complete a tch ob on every teacher and also ask Children to complete an observation task. | Betty and Kaai | 1 hour per teacher |
| **16** | **Progression from ECCE to Primary** | Working together to ensure smooth transition. | Teimana | 1 |

## RECOMMENDATIONS FOR SECTION 1:

1. Review of Education Department structure to ensure the department can fulfil the requirements of TKIII and TESP III and resubmit proposed Education Structure to HRM.
2. Review of the Education Act
3. Review and further training and development of TEMIS.
4. Access to TEMIS Data for all SEOs.
5. Development of an Education Manual that sets out the overall framework of the system, legislations, policies, and procedures based on the Supervisory Handbook
6. Review of TESP III
7. More access and training to TEMIS so all Education Department staff can utilise this tool

# Schooling in Tuvalu

1.

## 2.1 EARLY CHILDHOOD CARE AND EDUCATION (ECCE)

### 2.1.1 Brief Overview

*ECCE continues to be a key priority in education in Tuvalu. The government recognises ECCE as the foundation for sustainable development. As a signatory to the Sustainable Development Goals (SDGs), government is committed to giving every child in Tuvalu the best start in life. The government is committed to achieve the SDG 4 Target 4.2 which states, “By 2030, ensure that all girls and boys have access to quality early childhood development care and pre-primary education so that they are ready for primary education”. The government also advocates investing in equitable and comprehensive quality ECCE. (TESP III)*

Although seen as the “*foundation for sustainable development” (TESP III),* ECCE Centres are not managed by the Education Department but it does support them by:

* Providing a senior education officer,
* Payment of teacher’s salaries,
* Professional development of teachers,
* Some infrastructure support,
* Some resources which include reading materials, planning documents,
* Curriculum development support.

ECCE Centres do not all provide the same level of child-centred learning, with differences in funding, parental support, infrastructure and teacher’s ability to implement skills learnt from professional development workshops provided, being major differences.

In 2015, Early Learning Development Standards (ELDS) were published to help Centres understand the standards required for their Centres to function appropriately. These Standards were implemented in all ECCE Centres but capacity for implementation varies across centres. To further support the Centres, ECCE Curriculum Guidelines have been drafted, and the final copy to be published at the end of 2017.

There is only one Senior Education Officer assigned to cover the 18 schools which has been highlighted above.

The Achieving Education for All (AEfATP) project focused intensely on all ECCE teachers gaining qualifications, ECCE School Based Management and Resourcing. Recommendations from the AEfATP End of Project Report (pages114-118) are many, with some captured in TESP III but many policy or budget recommendations do not align. This could be due to the fact that the AEfATP End of Project Report was not used when developing TESP III and that the project ended abruptly.

Table 2:- 2017 ECCE Teachers’ Posting

|  |
| --- |
| ***2017 ECCE Teacher’s Postings*** |
| **Center Name** | **Island** | **Roll** | **TEACHERS**  | **RATIO** |
| Hologa o Kautama  | Nanumea | 20 | 2 | 1:10 |
| Afaga o Maumau | Nanumea | 22 | 2 | 1:11 |
| Nanumaga | Nanumaga | 35 | 4 | 1:9 |
| Niutao | Niutao | 39 | 4 | 1:9 |
| Punavai | Nui | 52 | 5 | 1:11 |
| Vaimele | Vaitupu | 66 | 7 | 1:10 |
| Lasagafou | Vaitupu |  32 | 3 | 1:11 |
| Nukufetau | Nukufetau | 46 | 5 | 1:10 |
| Ulukoloa | Nukulaelae | 21 | 2 | 1:11 |
| Niulakita | Niulakita | 4 | 1 | 1:4 |
| Assembly of God |  | 30 | 3 | 1:10 |
| Vaiaku | Funafuti | 77 | 8 | 1:10 |
| Suesue Memorial | Funafuti | 39 | 4 | 1:10 |
| Funafuti | Funafuti | 47 | 5 | 1:10 |
| Gasologa o Kautama | Funafuti | 32 | 3 | 1:11 |
| Olave Ockey | Funafuti | 62 | 6 | 1:11 |
| Grace | Funafuti | 63 | 6 | 1:11 |
| Lofeagai | Funafuti | 11 | 1 | 1:11 |
| **Total roll for children/teacher** | **698** | **71** | **1:10** |
|  | Children | Tchs |  |  |
| Outer islands | 337 | 35 | Qualified teachers | 69 |
| Funafuti | 361 | 36 | Unqualified teachers | 2 |
| **TOTALS** | **698 students** | **69 Teachers** | **2** |

## PRIMARY: (Year 1- 8) Junior Secondary (9) also located at Primary schools but not part of Primary curriculum.

### 2.2.1 Brief Overview

*Primary education is free and compulsory to all children aged 6 -13 years old. Children enter primary schools the year they turn 6 years of age. There are nine government primary schools, one on every island. These schools are run in collaborative partnership with the Kaupule. There is one faith-based primary school on Funafuti, the Seventh day Adventist primary school, which is run and operated by the SDA church. Primary education has a duration of 8 years and at the end of Year 8, children sit the National Year Eight (NYE) examination. This examination is a monitoring examination.(TESP III p15)*

Primary Schools have Head Teachers (not Principals) and most teachers are qualified with the exception of some TVSD teachers who have subject knowledge but no formal training. In these incidences, a supervising teacher is provided for those lessons. Most school’s staffing is centred around straight grade classes but multi-grading is being utilised at many schools as best practise for human resource management. This then provides opportunities for more release for Head Teachers and for students to be tutored at their levels. Teacher/Student ratio is set at is 1:25 (*Education Policy page 11 -12*).

Kaupule’s own the Primary schools and in most schools, play a major support role, particularly with infrastructure and school management. Some Kaupule’s are very proactive in their support of the schools. Where this is not the case, schools suffer from the lack of support. The Education Department through the 2017 Information Rollout have focussed the attention back on schools and will be visiting all schools in March to help with many areas, particularly to support Head Teachers to work in partnership with Kaupules and all stakeholders.

### 2.2.2 Moving yr 9 back to Primary

The bullying at Motufoua came to everyone’s attention in late 2015, although it had been noted in reports prior to this, and the issue was raised with the Minister of Education and then Cabinet. It was mandated by Cabinet for all primary schools to be upgraded to accommodate Junior Secondary (Year 9 and 10). Communities were consulted and some measures put in place by Cabinet to move year 9 back to Primary in 2016 and Year 10 was to be moved in 2017. The move for year 10 has not occurred. The Department, under the mandate of Cabinet is working on costing for the Upgrading of Primary Schools to meet the educational and resourcing needs of conducting Junior Secondary at each Primary School.

### 2.2.3 National Year 8 Exam (NYEE)

*Primary education has a duration of 8 years and at the end of Year 8, children sit the National Year Eight (NYE) examination. This examination is a monitoring examination. (TESP III p15)*

The national year 8 exam results for 2016 have pass rates of 78%. Although this far surpasses the pass rates of the secondary sector, there are still some areas of concern including but not limited to, the teaching in and of English.

In 2014, Internal Assessments (IAs) were introduced to all year 8s. These IAs made up 30% of the score of a student with the other 70% being their exam results. Internal Assessments help to capture capabilities of students who may not cope so well in exam settings and the results prove that this is true.

Attachment 4: National Year Eight Exam - PowerPoint presentation all results for 2016

Graph 1: **Percentage Pass per School 2016**

Graph 2: **NYEE Overall Percentage Pass per Subject 2016**

Graph 3:  **NYEE Overall % Pass Rate 2003 - 2016**

### 2.2.4 Fiji Volunteers in Primary

Volunteer teachers from Fiji were introduced to Primary schools to improve literacy and numeracy levels with a focus on teaching in English. One Fijian Volunteer Teacher was sent to each Primary School. Once Year 9 was moved from Motufoua to Primary schools, another Fiji Volunteer Teacher was sent to each primary school as well. Nuilakita has no volunteers as they have only 11 students.

A third FVS teacher has been requested by the Education Department for each of the Primary Schools (except Nuilakita) to support year 9, TVSD and English instruction.

### 2.2.5 TVSD

Technical and Vocational Skills Development was reintroduced in 2009 at Motufoua Secondary School following the National Consultation that was held in 2008. The first students were those who did not meet the requirements in Fiji Junior Certificate Examination in 2008 and the Tuvalu School Certificate Examinations the same year. In 2010, the Primary Schools started TVSD as an alternative pathway for those who have failed the National Year Eight Examination (NYEE).

There were no proper TVSD programmes in place when TVSD was introduced and in most schools, the school and Kaupules decided on what to teach in their centres. In the Primary Schools, the programmes delivered concentrated on traditional skills such as weaving mats, baskets, fishing, toddy cutting etc. Motufoua Secondary School made use of the resources they have so basic carpentry, sports science, cooking, gardening etc were delivered. In 2013, MSS was accredited by the Fiji National University to offer Certificate programmes including Carpentry and Joinery, Fabrication and Welding and Information Technology. The Horticulture programme was later introduced in 2015. In 2016, we franchised the Information Technology programme from USP TAFE, instead of FNU.

TVSD in Tuvalu is regarded as a second-class choice, a mentality which impacts the enrolment rates to TVSD programmes. Most parents are still discouraging their children from enrolling in TVSD in preference of the normal academic stream. It is important in this regard, to provide outreach programmes to better inform the general public that TVSD is another pathway which also leads to sustainable livelihoods.

To have a successful TVSD programme, we need a Framework to clearly guide and direct the work we should be doing.

Table 6: 2017 Primary Teachers’ Posting

|  |
| --- |
| **2017 Primary Teachers’ Posting** |
| **No** | **Name of School** | **Island Location** | **HT** | **AHT** | **CRT** | **TVSD** | **FVS** | **CT** | **Total****Staff**  | **No** **Students** |
| 1 | Kaumaile Primary School | Nanumea | 1 | 2 | 5 | 1 | 2 | 2 | 10 | 94 |
| 2 | Lotohoni Primary School | Nanumaga | 1 | 1 | 4 | 1 | 2 | 1 | 10 | 101 |
| 3 | Webley Primary School | Niutao | 1 | 1 | 4 | 1 | 2 | 2 | 11 | 116 |
| 4 | Vaipuna Primary School | Nui | 1 | 1 | 4 | 1 | 2 | 4 | 11 | 139 |
| 5 | Tolise Primary School | Vaitupu | 1 | 2 | 4 | 1 | 2 | 4 | 14 | 225 |
| 6 | Tutasi Primary School | Nukufetau | 1 | 1 | 5 | 1 | 2 | 2 | 11 | 97 |
| 7 | Nauti Primary School | Funafuti | 1 | 5 | 22 | 2 | 2 | 16 | 44 | 811 |
| 8 | Faikimua Primary School | Nukulaelae | 1 | 0 | 1 | 1 | 2 | 3 | 8 | 79 |
| 9 | Lotoalofa Primary School | Niulakita | 0 | 1 | 1 | 0 | 0 | 1 | 2 | **11** |
| **Totals** | **9** | **14** | **50** | **9** | **16** | **35** | **96** | **1810** |
|  |

## 2.3 Secondary School - Motufoua

### 2.3.1 Brief Overview

Motufoua is the only government Secondary school and is located on Vaitupu Island approximately 6 hours by boat from Funafuti. Due to the distance, all students board at the school, unless they have specific needs that are best meet by them living with their parents/guardians on Vaitupu. Education, boarding and transportation to school are free for all students attending.

Motufoua has a comprehensive management structure with a Principal, Deputy and Head of Departments. In 2016 the teacher/student ratio was 1/9. Teachers loadings are not consistent which was identified as causing issues amongst staff. Part of the issue is the lack of guidelines around staffing, unlike Primary where the average teacher/student ratio is 1/25, there is no set parameters for Secondary. This year the Acting Director of Education, mandated that the loadings for teachers at Motufoua should be 25 periods as week (out of a total of 40) with one Boarding Supervision. School has started and the staffing issues are still not resolved but are currently being worked on by the Department and the school.

 The department will transfer the identified extra teachers to Primary Schools to support year 9 or second them to positions in the Department. Postings processes and procedures need to be developed so they are completed by the end of November the year before so that this disruption does not occur at the beginning of the year.

Numbers at Motufoua have decreased considerably in the last few years with the initial enrolment for 2017 at under 300 students. Some Parents choose to send their children to Fetuvalu High School (Funafuti) or overseas schools, particularly Fiji.

There are several reasons for this decline, the poor academic standards of the school and the bullying at the school which has led to parents not having confidence in the school to provide for their children, academically, physically and emotionally.

A more detailed survey needs to be conducted to gain data around the issues so measures can be put in place to effect change.

### 2.3.2 Junior Secondary Education

*Year 9 (*see above for move to primary*) and Year 10 offers a 2 year programme culminating in students sitting for the Tuvalu Junior Certificate (TJC) examination. In addition, the introduction of the Technical and Vocational Skills Development (TVSD) programme from Year 9 offers an alternative learning pathway for students. (TESP III p 16)*

### 2.3.3 Junior Certificate Results

As previously stated above in the Primary section of this report, Junior Secondary is split over Primary and Secondary locations. 2017 will see the first cohort of students completing year 9 at primary locations and year 10 at Motufoua. The Department is very keen to understand the impact this has had on the students.

The **table 3** below shows clearly that the pass rates for Junior Secondary are unacceptable and have been for some time. As are the pass rates for Secondary Certificate. The department called an urgent meeting on January 13, 2017 to discuss with teachers, SEOs and Head Teachers these poor results and ask for their feedback on tackling this issue.

Immediate intervention is required and the Assistant Secretary has gone to MSS in the hope to gain some information to bring back to the Department to help formulate an Intervention Action Plan for the short term, whilst working on a longer-term solution which would include a complete overview of the how the school operates.

Attachment 5 he Junior Certificate - PowerPoint presentation all results.

Table 7: **Junior Certificate Results Past Years (2013 – 2016)**

|  |
| --- |
| **Junior Certificate Results****Past Years (2013 – 2016)** |
| 2016 | 28 % |
| 2015 | 36 % |
| 2014 | 44 % |
| 2013 | 31 % |

### 2.3.4 Senior Secondary Education

*There are three years of senior secondary education – Year 11, Year 12 and Year 13. At the end of Year 12, children sit for the Tuvalu Senior Secondary Certificate (TSSC) examination. This examination selects students to continue to Year 13 or to the franchised programme for the Certificate IV programmes. At the end of Year 13, students sit for the South Pacific Form Seven Certificate (SPFSC) examination. (TESP III p 16)*

As with the Junior Certificate, pass rates are unacceptable at all levels at MSS.

### 2.3.5 Senior School Certificate

Table 8: **Senior School Certificate Results Past Years (2013 – 2016)**

|  |  |
| --- | --- |
| ***Year*** | ***Overall % Pass*** |
| *2016* | *47* |
| *2015* | *83.5* |
| *2014* | *48.1* |
| *2013* | *83.4* |

Attachment 6 Tuvalu Senior School Certificate Results 2016

## 2.3.6 YEAR 13

Attachment 7: SPFSC (Year 13) – PowerPoint presentation of all results 2016

Table 9: SPFSC Results Analysis 2016

|  |
| --- |
| **SPFSC RESULTS ANALYSIS 2015** |
| **SUBJECTS** |  | **% Pass** | **% Fail** |  | **SUBJECTS** |  | **% Pass** | **% Fail** |  | **SUBJECTS** |  | **% Pass** | **% Fail** |
| **English** | 2014 | 100 | 0 |  | Chem | 2014 | 78 | 22 |  | **Geo** | 2014 | 88 | 13 |
|  | 2015 | 39 | 61 |  |   | 2015 | 0 | 100 |  |  | 2015 |  |  |
|  | 2016 | 82 | 18 |  |   | 2016 | 14 | 86 |  |  | 2016 | 25 | 75 |
| Maths Calculus | 2014 | 67 | 33 |  | Phy | 2014 | 85 | 15 |  | **Hist** | 2014 | 70 | 30 |
|  | 2015 | 33 | 67 |  |   | 2015 | 29 | 71 |  |  | 2015 | 71 | 29 |
|  | 2016 | 25 | 75 |  |   | 2016 | 71 | 28 |  |  | 2016 | 100 | 0 |
| Maths Statistics | 2014 | 83 | 17 |  | Agr | 2014 | 21 | 79 |  | **ICT** | 2014 | 63 | 37 |
|  | 2015 | 0 | 100 |  |   | 2015 | 38 | 63 |  |  | 2015 | 11 | 89 |
|  | 2016 | 38 | 62 |  |   | 2016 | 54 | 46 |  |  | 2016 | 100 | 0 |
| Biology | 2014 | 80 | 20 |  | **Acc** | 2014 | 100 | 0 |  | **Eco** | 2014 | 73 | 27 |
|  | 2015 | 0 | 100 |  |  | 2015 | 0 | 100 |  |  | 2015 | 63 | 38 |
|  | 2016 | 12 | 88 |  |  | 2016 | 30 | 70 |  |  | 2016 | 25 | 75 |

Although the department have been aware of issues at Motufoua, and some interventions have been put in place but have not achieved any results. An immediate short term action plan needs to be developed and extreme measures put in place. Currently , the Assistant Secretary is at the school and the Acting Director is also working with the school on the timetable and staffing. (***Appendix 2)*** Staffing levels did not change for 2016 even though year 9 was removed from the school.

At no level at Motufoua was there an overall acceptable pass rate. As per the recommendations below, some server intervention is required at all levels.

### 2.3.7 BULLYING

As stated above, bullying is a major concern and is captured in many reports such as but not limited to:

Attachment 8 - Gender Affairs Newsletter 3rd Qrt - from school visit (2016) Efforts to Eliminate School bullying at Motufoua High School Page.1

Attachment 9 Commonwealth of Learning – Education development challenges and potential for flexible and open learning in Tuvalu -Dr Shikha Raturi (2016)

Attachment 10 UNICEF Education Consultant – A Brief Field Visit Report (September, 2013)

It is recommended below to develop a system wide Resilience and dealing with bullying programme (ideally developed with the Behaviour Management Programme) to support all stakeholders with the skills and knowledge required to deal with this serious issue. Currently Cyber Bullying is not at the levels of the Western World but it is no doubt an issue at a lesser scale but still a tool to be used by those who would intimidate others.

### 2.3.8 Fiji Volunteers in Secondary

As with Primary schools, Fiji Volunteers were placed at Motufoua to help improve standards of English as the instructional language in the school and to fill in the gaps in subject areas.

Table 10: **2017 Motufoua Secondary School (MSS) Teachers for 2017**

 **Motufoua Secondary School**

**Established Teachers – MSS 2017**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Post**  | **Name**  | **Remarks**  |
|  | **Administration (2)** |  |
| 1 | PMSS | Siautele Lito  |  |
| 2 | DPMSS | Vacant |  |
|  |  |  |  |
|  | **Heads of Departments (7)** |  |
| 1 | English  | Logo Tehulu |  |
| 2 | Math | Tony Kwatoo |  |
| 3 | Science  | Ulisese Kainano  |  |
| 4 | Commerce  | Fineaso Tehulu  |  |
| 5 | Social Science  | Vacant  | Lolohea acting  |
| 6 | Basic Technology  | Vacant | Pateni acting  |
| 7 | Home Economics  | Vacant | Puputi acting  |
|  |  |  |  |
|  | **Graduates (15)** |  |
| 1 | Pati Eka  | Agri Sci/ Geo | On training  |
| 2 | Fetau Karl | Com/ Eco |  |
| 3 | Elu Tataua | Math/ Sci |  |
| 4 | Maeva Tagaloa  | Sci/ Bio |  |
| 5 | Steen Niuatui  | IT/ Geo |  |
| 6 | Alekuea Malolooga | Eco/ Acc |  |
| 7 | Sosea Tusialofa | Agri Sci | Passed away – vacant  |
| 8 | Elika Pepeuga | Eng/ Hist |  |
| 9 | Fuifui Talapai | Sci/ Chem |  |
| 10 | Tekuaa W Pita  | Sci/ Bio | Emigrated – vacant  |
| 11 | Vili Langi  | Math/ IT |  |
| 12 | Saamu Tui | Geo/ Hist |  |
| 13 | Faaui Petelama | Eng |  |
| 14 | Chaplain  | RS | Rev. Ulufale  |
| 15 | Vacant  |  |  |
|  | **Graduates (10) for Year 13 or Form 7** |  |
| 1 |  | Vacant |  |
| 2 |  | Vacant  |  |
| 3 |  | Vacant |  |
| 4 |  | Vacant |  |
| 5 |  | Vacant |  |
| 6 |  | Vacant |  |
| 7 |  | Vacant |  |
| 8 |  | Vacant |  |
| 9 |  | Vacant |  |
| 10 |  | Vacant |  |
|  | **Diplomas (25)** |  |
| 1 | Fagauiala Ikapoti  |  | On training  |
| 2 | Iotobina Sosene | Eng/ Hist |  |
| 3 | Faauina Vili | Eco |  |
| 4 | Senetima Sotaga |  |  |
| 5 | Lolohea Kelesoma  | Geo/ Eco |  |
| 6 | Meleane Uhila  | Eng/ Eco |  |
| 7 | Maaola Sualo  | Eng | On training  |
| 8 | Kiuniu Samia  | Eng | On training  |
| 9 | Alefaio Poasa  | Tech | On training  |
| 10 | Kilisome Tobai  | Tech |  |
| 11 | Vaegano Skieff | Math/ Sci | On training  |
| 12 | Tala Simeti  | Agri Sci |  |
| 13 | Nai Tipeni | P.E |  |
| 14 | Linosia Pateni | SSci/ Geo/ Eco |  |
| 15 | Senita Felemiti | Eng |  |
| 16 | Temahafu Sinapati | Math/ Sci |  |
| 17 | Assistant Chaplain | RS | Rev. Filipi Monia  |
| 18 | Vacant |  |  |
| 19 | Vacant |  |  |
| 20 | Vacant |  |  |
| 21 | Vacant |  |  |
| 22 | Vacant |  |  |
| 23 | Vacant |  |  |
| 24 | Vacant |  |  |
| 25 | Vacant |  |  |

## 2.4 Faith-based Schools

Fetuvalu High School and Seventh Day Adventist Primary (SDA Primary) school are run independently to Education Department. The Department, in the 2017 Education Budget, has allocated $400, 000 to Fetuvalu and $104, 343 to SDA Primary. The Department has concerns of the quality of education provided, particularly at Fetuvalu, as they give limited information and access to the Department even though they receive large injections of funding.

Table 11 **SWOT MATRIX FOR SCHOOLS completed by Senior Education Officers (Ed Dep)**

**SWOT MATRIX FOR SCHOOLS completed by Senior Education Officers (Ed Dep)**

|  |  |
| --- | --- |
| **STRENGTHS*** Work closely with parents/guardians
* Get support of students, teachers
* Planning
* Majority of teachers are qualified
* Teachers can make own teaching and learning resources using available resources in the environment
* Create a healthy working environment with in the school first and then continue outside the box
 | **WEAKNESSES*** harnessing support from students, teachers, leaders, Ed Dep and all stakeholders
* communication
* fulfilling/carrying out all roles of Head Teacher
* channel of communication
* Feedback
* Head Teachers to have good relationship with teachers
* Availability of appropriate and relevant teaching and learning resources in schools at the right time.
* The leader is the only one that can be a hinder
 |
| **OPPORTUNITIES*** Parent and Teachers Association
* Stakeholders (communities)
* Programmes
* Social media
* Media
* Community gatherings
* School teachers to work together with children’s parents to get resources for teaching and learning.
* To use the school radio program weekly for school’s highlights and development news for the public to hear
* More education al awareness workshops for stakeholders.
* Reminding us of the time flying and we need to make use of all the opportunities we are involved especially in upgrading schools
 | **THREATS (RISKS)*** Communication
* Teachers’ ways of teaching are to teacher centred
* No lesson plans by teachers sometimes
* Students daily attendance register not marked daily
* Students daily work sometimes are not marked by the teachers (Primary School)
* Children whom their parents cannot afford to select best school for their kids will be the consequences: The students will under performance.
 |

###  Current Projects for section 2:

* **Realising Educational Access in the Pacific - Tuvalu (PEARL)** (World Bank funded)
	+ This has two components;
		- School readiness for to prepare students for transitioning to Primary schools.
		- Interventions on early literacy **years 1-3.**
* **ECCE Curriculum development and resource materials** (Government of Tuvalu – Education Department funded)
	+ Publish ECCE Curriculum
	+ Resources required for this curriculum
* **DFAT Classrooms Nauti Project** will commence in building in June and is a project that will provide 12 classrooms and WASH facilities.
* **Outer Island Classrooms** is a Tuvalu Government project that is funding the replacement of classrooms in schools on the outer islands.

### RECOMMENDATIONS FOR SECTION 2:

1. AEfATP End of Project Report recommends for ECCE centres to be managed by the Department but this would mean more staff in this area and a structured plan.
2. Teachers, students and all stakeholders trained in a behaviour management program such as ***Positive Behaviour 4 Learning*** (New Zealand based program but is widely used in Australia)
3. Holistic Resilience and dealing with bullying programme developed for all students, teachers, management, parents and all stakeholders.
4. Internal national year 9 test to identify students at risk before they enter year 10 at Motufoua.
5. Upgrading of all Primary schools to accommodate Junior Secondary
6. TVSD Framework developed
7. English as a Second Language (ESL) for teachers.
8. Whole system at Motufoua needs review from the timetable through to the management.
9. Review on drop from NYEE results of consistent 80% to failure in the Junior Certificate two years later
10. School Registration process be developed for Private Tuvalu schools.
11. Survey of Parents who send their children to private secondary schools in Funafuti or overseas to understand why they choose to do so.

# Achieving Education for All (AEfATP) – updates on report recommendations

Not to rehash the already comprehensive End of Project report for AEfATP, it is important that lessons learnt from it are considered for the next design phase for DFAT.

Whatever modality, management structure, way forward, the most important attributes of the next Project structure need would appear to be good communication processes and defined outcomes with clear performance indicators. Consideration needs to be taken on the limited number of staff at the Education Department, only 6 Senior Education Officers, and implementation adjusted accordingly so that it is not seen as a burden but a support for all.

**Attachment 11 is the reflections and updates from the Department on the Recommendations from the AEfATP End of Project Report.** By updating this document, the Department was able to identify and understand the positive developments of AEfATP and to see where there were gaps and need for further development. Many of the recommendation have been captured in TESP III even though this document was not used in the preparation of this strategic plan which highlights that the concepts of the original project are embedded in the strategies of the Department.

Attachment 11: - Tuvalu Education Department’s review of AEfATP recommendations.

## RECOMMENDATIONS FOR SECTION 3:

1. Linkages between AEfATP and the new project should be obvious so all stakeholders can see that the Department is building on all concepts, not throwing them out for new ones.
2. Consideration to the capacity of current staffing numbers to deliver more.
3. Clear lines of communication and coordination in the development and implementation of the new project.

# Key Issues and Challenges in system and service delivery,

## 4.1 Student access and participation

Outer islands have less truancy issues then Nauti Primary on Funafuti. The distance for students to get to school is an issue on Funafuti but this problem was resolved last year when a Private businessman donated a bus to the Education Department which is strictly for children only. The Department has undertaken to pay for the Petrol and driver of the bus so this service remains free for all students, even the private school students. In the past there has been positions within the Department and Nauti Primary that deal with Truancy but currently no positions exist. Other Access issues include, monetary costs of uniforms, parental support, behavioural issues, weather and inability for schools to meet the needs of children. Special Needs children are mostly not included in mainstream schooling with some attending Fusi Alofa Community Centre if on Funafuti. The capabilities of the schools to deal with most special needs children is an issue and the Education Department is taking steps to remedy this but it will take time . TESP III identifies Inclusive Education and as such, the Department will endeavour to support all schools and the Fusi Alofa Community Centre to provide the best available education for all.

Toilse Primary School on Vaitupu Island, started a program in 2016 of enrolling a small number of children with special needs. This was driven by a teacher and Head Teacher who are both trained in this area. The Teacher will be transferred to another school for 2017 and it is hoped that a similar program can commence at the new school.

## Communication between the Department and Schools

The 2017 Information Roll Out was developed firstly to overcome the poor communication and visiting schedules of the Department to the schools. More trips by SEOs were taken to overseas destinations then visits to schools. With three visits per school scheduled for 2017, it is hoped that data gathering, information sharing and professional development will be better and overall understanding and relationships between all stakeholders will be improved.

## Skill level of Teachers

As stated at the beginning of this report, Effective teachers means higher performing students. Issues and challenges in the area of teacher professional development but also in teacher appraisal. Many workshops have been conducted and resources provided but teachers who are appraised by Principals and Head Teachers and are found to be under achieving are left in the classroom with little done to address the issues of failure. The Department needs to work with the schools to put in place strict processes on underperforming teachers and where necessary provide disciplinary or process letters to those teachers and Head Teachers/Principal who fail to meet the standards of as set out in the Competency Standards Framework.

During the Information Roll Out visits, SEO’s will be completing teacher and management appraisals, as per the framework, and working with the staffs to overcome any issues. They will work with Head Teachers to plan interventions were necessary. It will also inform the Department on what areas of Professional Development are necessary at a school level and help Schools to capture this in their Annual and Strategic Plans which then allow the Department to identify resources to support the plans.

## Attitudes of Teachers and Students

A decline in teacher’s and student’s attitudes has been noted by the Department. Absenteeism of students and staff, lack of application to duties, behaviour of students, unkempt conditions of schools, poor attendance to meetings called by the Department are just a few indications that attitudes of teachers and students is poor overall.

Recent feedback from exiting Fiji Volunteer Teachers portrayed a very negative picture of the day to day happenings at the schools.

Of course, there are still those dedicated teachers who do their best for the students in their care but the Department is working on addressing these poor attitudes in 2017 through the Information Roll Out which will provide valuable support and data for the Department to make changes.

REAP project is another avenue the Department is using to address access and participation but also addressed the teacher and student attitudes that leads to students not attending school.

## Behaviour Management in Schools

In 2017 the Education will be amended to repel Corporal Punishment. There is great fear in schools on how they will “control” students when this occurs. This is because they have no training in the area of Behaviour Management and the only approach used system wide is punishment based.

Teachers, students and all stakeholders need to be trained in a behaviour management theory and processes and procedures so they have alternative approaches to when working on children’s behaviour issues. A program, such as ***Positive Behaviour 4 Learning*** (New Zealand based program but is widely used in Australia), looks at Behaviour Management as not only a school responsibility but the whole community which would work well in Tuvalu. Changing a mindset from punishment to behaviour management is the key and upskilling all stakeholders in how to do this would benefit the whole community. This program should also link in with the Resilience and dealing with Bullying programme so that both work together to help students understand their own behaviours and how to change them if necessary.

## School Management

Many of the stumbling blocks in communication, information sharing and stakeholder support, lie with the Head Teacher/Principal’s capabilities and attitudes. The Management of schools have been given many opportunities to gain skills through professional development, the many School Based Management workshops held over the life of the AEfATP project.

The degree of capability to transition the knowledge gained into practice at the school level is evidence easily in the Head Teachers/Principal’s ability, aptitude or will to complete SIPs and Annual Reports for 2016 when they did not have others driving them to do so.

Most workshops were conducted on Funafuti and management travelled in and spend a few weeks away from their schools and then returned. They were the only people holding the knowledge. It is hoped that with the Information Roll out being done at school level, more ownership and shared knowledge will occur.

Issues in management also show in their communication with schools and willingness to follow processes and procedures. Teachers leave their posts in the outer islands, and Management fail to inform the department, which is a requirement. Likewise, students leave outer island schools and management fail to inform Nauti Primary of a students need to enrol with them which leads to either students arriving at Nauti without appropriate documentation or children not enrolling at all and therefore with no follow up because authorities are unaware they have left their previous school.

## Distance and Cost of visiting schools

Travel cost in money and time is a barrier for school visits by the Department and bringing staff in from the outer islands for meetings of workshops. Although this is an issue, it should not stop either activity happening and should be part of the planning processes when deciding how best to convey information. Best practise is to go out to the schools as this allows all members of staff to benefit from training and development and allows the department to perform appraisals and to collect data.

Table 12: SWOT MATRIX FOR Student Access and Participation in Quality Education completed by Senior Education Officers (Ed Dep)

|  |
| --- |
| **SWOT MATRIX FOR Student Access and Participation in Quality Education completed by Senior Education Officers (Ed Dep)** |
| **STRENGTHS*** Counselling students, parents and guardians
* Teaching
* Planning
* Outer islands schools apart from Tolise Primary School at Vaitupu children walk from home to school
* Classrooms are well built with plenty space (outer island schools)
* Early learning development standards (ELDS) in schools
* Create a friendship atmosphere
* Strengthen partnership with in the school environment
* Strengthen partnership outside school hours
 | **WEAKNESSES*** Communication with students, school leaders and teachers, Ed Dep
* Content knowledge
* Skills to capture students ???
* Planning skills
* Commitment
* Attitude of students to attendance, teachers
* To teaching, leaders to teachers
* Programming/timetabling may not emphasis student learning
* Build in a more conducive learning environment for each year by teachers
* If there is disagreement with the leader
 |
| **OPPORTUNITIES*** Time and access to students
* Programmes
* Social media
* Parent’s/Guardian’s s support
* Teachers
* Teachers to work as a team in a school, to share ideas and develop child-centred activities
* Use radio program to deliver better and recent teaching strategies
* To provide a system for teachers to send, post their queries or questions.
* Reminding that time is very important and make use of all the opportunities we are supposed to engage in.
 | **THREATS (RISKS)*** Students attendance vary poor
* System not very strict on teachers, leaders and SEO’s and support staff performance
* Students attitudes to participate in activities
* The effectiveness of letting children know the objectives of an activity in the beginning
* For the Education Officers to go to school to conduct capacity building workshops rather then teachers coming to Funafuti – cost effective and all teachers in the school participate and receive the same information
* Changes and improvement may occur to those who are will to learn more and accept changes in our Education System
 |

## RECOMMENDATIONS FOR SECTION 4:

1. Increase funding and support to Fusi Alofa.
2. Teachers, students and all stakeholders trained in a behaviour management program such as ***Positive Behaviour 4 Learning*** (New Zealand based program but is widely used in Australia)
3. REAP programme funding to be continued

# System and service delivery strengths, major achievements and successes

## 5.1 ECCE Qualification of Teachers

A major success of AEfATP was the achievement of nearly 100% of All ECCE teachers now being qualified teachers. This upskilling is a major achievement considering the approximately 70 teachers, across 18 centres on 9 islands.

## TEMIS

The development of this Management System was a major achievement. As already stated, more work is required to ensure this system is used to reach its full potential but it has driven the usage of data for decision making and will be of great benefit into the future.

## 5.3 FIJI VOLUNTEER TEACHERS

Through the Fiji Volunteer Teachers Scheme great improvements have been seen in academic achievement at Primary Schools. The experience and knowledge of these teachers has been readily shared with the Tuvaluan teachers.

## 5.4 TESP III

The Tuvalu Education Sector Plan III is seen as a great accomplishment that will give the Education Department direction and help to improve service delivery. This document is the basis for Corporate Plans and Yearly Work Plans that will hold the Department Officers and schools accountable for their performance.

Table 13**: SWOT MATRIX FOR Education Department and System completed by Senior Education Officers (Ed Dep)**

|  |
| --- |
| **SWOT MATRIX FOR Education Department and System****completed by Senior Education Officers (Ed Dep)** |
| **STRENGTHS*** Policies and procedures in place for most of it’s functions
* Support to schools
* TEMIS
* Available data for some policy development
* Pay ECCE teachers’ salaries
* Completed ELDs and used by schools
* Kaupule pay ECCE teachers’ salaries if ECCE not yet receive grant from the Government
* Radio program every week
* Education Department officers support public queries anytime freely
* Healthy Atmosphere
* Work to the best of your ability
* Seeking guidance and help from others
 | **WEAKNESSES*** Communication
* Feedback
* Attitudes and commitment
* Need 2 more Education Officers to work in ECCE unity
* Need to complete training of ECCE teachers and stakeholders in utilizing ELDs
* Develop a more systematic radio program, school visits timetable, school supplies to schools, professional development workshops for teachers
* Sort out own differences in order to work with passion and mom
* No bias for leaders
 |
| **OPPORTUNITIES*** Programmes
* Training and capacity building opportunities
* Recruit more officers to the Education Department
* Incorporate ECCE to the formal school system
* Use radio programme to inform:
	+ Techers on more teaching strategies as requested or needed
	+ Parents on parenting or based on request.
* Makes sure you carry on with own role and responsibilities on a daily basis
* Try to accomplish own tasks and other given tasks on the given dates
* Never leave tasks incomplete
* Very important to have a Reflective Journal
 | **THREATS (RISKS)*** Timely communication
* Developments and feedback to stakeholders
* Attrition rate
* Duty travel
* Transport to outer islands
* Internet connections, telephones
* Not working to our best ability.
 |

# All Recommendations (reference)

1. Review of Education Department structure to ensure the department can fulfil the requirements of TKIII and TESP III and resubmit proposed Education Structure to HRM.
2. Review of the Education Act
3. Review and further training and development of TEMIS.
4. Access to TEMIS Data for all SEOs.
5. Development of an Education Manual that sets out the overall framework of the system, legislations, policies, and procedures based on the Supervisory Handbook
6. Review of TESP III
7. More access and training to TEMIS so all Education Department staff can utilise this tool
8. Linkages between AEfATP and the new project should be obvious so all stakeholders can see that the Department is building on all concepts, not throwing them out for new ones.
9. Consideration to the capacity of current staffing numbers to deliver more.
10. Clear lines of communication and coordination in the development and implementation of the new project.
11. AEfATP End of Project Report recommends for ECCE centres to be managed by the Department but this would mean more staff in this area and a structured plan.
12. Teachers, students and all stakeholders trained in a behaviour management program such as ***Positive Behaviour 4 Learning*** (New Zealand based program but is widely used in Australia)
13. Holistic Resilience and dealing with bullying programme developed for all students, teachers, management, parents and all stakeholders.
14. Internal national year 9 test to identify students at risk before they enter year 10 at Motufoua.
15. Upgrading of all Primary schools to accommodate Junior Secondary
16. TVSD Framework developed
17. English as a Second Language (ESL) for teachers.
18. Whole system at Motufoua needs review from the timetable through to the management.
19. Review on drop from NYEE results of consistent 80% to failure in the Junior Certificate two years later
20. School Registration process be developed for Private Tuvalu schools.
21. Survey of Parents who send their children to private secondary schools in Funafuti or overseas to understand why they choose to do so.
22. Increase funding and support to Fusi Alofa.
23. Teachers, students and all stakeholders trained in a behaviour management program such as ***Positive Behaviour 4 Learning*** (New Zealand based program but is widely used in Australia)
24. REAP programme funding to be continued

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# APPENDIX

## APPENDIX 1 - TUVALU EDUCATION SECTOR PLAN III - LOGFRAME

|  |
| --- |
| *Outcome 1: All young people in Tuvalu have access and can achieve in a relevant, worthwhile education system.* |
| **Teaching and Learning** |
| **Focus** **(Log Frame)** | **Strategic Objective****(M & E)** | **Outputs** |
| 1. Student learning
 | *Improved Student Learning* | 1. Effective and more coordinated student support services:
* Increase availability of Learning Support Services for students to improve learning
	+ Students have access within the classroom setting to content suitable to their learning level.
* Strengthen character building programmes in schools
* Establish counselling services in schools
1. Conducting research into effective student learning approaches:
* REAP Tuvalu
1. Strengthen ICT to support students learning
* Set up ICT labs in all schools
* Contextualize existing OERs and deliver through eLearning
 |
| 1. Teacher pedagogy
 | *Teacher Pedagogy - effectiveness* | (i) Improving teacher effectiveness:* Develop and deliver a range of professional learning programmes to improve the competence and capacity of teachers
* Improve ICT literacy training for teachers
* Provide ICT training opportunities for teachers
* Teacher’s planning identifies and implements activities and strategies that meets the needs of varied learning levels of the class.
 |
| (ii) Build capacities of teachers to become competent and confident users of more effective classroom-based assessment techniques  |
| (iii) Improving teacher attitude and efficacy towards inclusive teaching* teachers provide planning that addresses the varied ability levels of children in their classroom cohort.
* Teachers utilise Learning Support programmes to support their classroom learning.
 |
| 1. Improving effectiveness of TVSD teachers
* Provide competency-based and assessment training
* Ongoing specialised trainings in regional institutions
* Provide ICT training opportunities for TVSD teachers
 |
| **Universal Access to Education** |
| **Focus** **(Log Frame)** | **Strategic Objective****(M & E)** | **Outputs** |
| (a) Inclusive Education | *Inclusive Education* | Provide enabling learning environments for special needs students.* Conduct research into special needs children follow on form the 2012 census data
* Development of an Inclusive Education Policy and Framework
* Development of eLearning materials for children with special needs
* Update all strategic plans and policies to inclusive language where necessary
* Update plans and reports to capture students with special needs.
* Promote a multi sector approach to support the Fusialofa Centre.
* E Learning for children who can’t attend schools in their homes.
 |
| (b) Access to education at all levels | *Access to Education at all levels* | 1. **ECCE:**
* Improving enrolment, attendance and retention of children of ECCE and Special Needs
* School management committees be more proactive in the learning process:
* Strengthen roles of school management committees in monitoring teacher performance
1. **Primary:**
* Strengthen relevant and enabling policies to maintain universal access to primary education
* Empower school management committee to be more proactive in the teaching and learning process
* School management committee to monitor school attendance
1. **Secondary:**
* Improve access and retention rate in secondary education
* Expand learning programmes and facilities at secondary level
* Ongoing maintenance of infrastructure at Motufoua Secondary School
1. **TVSD:**
* Create awareness on TVSD programmes
* Develop competency-based TVSD programmes
* Strengthen partnership with national, regional and international partners on TVSD
* Increase number of TVSD programmes available
* Improve linkages and alignment of TVSD programmes to learning and labour mobility through programme development
 |
| ***Outcome 2: Improved governance, partnership, administration and financing of an efficient and sustainable education system.*** |
| **Resourcing** |
| **Focus** **(Log Frame)** | **Strategic Objective****(M & E)** | **Outputs** |
| Curriculum development | *Curriculum Development* | * 1. Implementation of the National Curriculum Policy Framework through the development of curricular materials and support resources:
* Develop and implement curricula materials and support resources for ECCE and align them to TNCPF
* Develop and implement curricula materials and support resources for Primary level and align them to TNCPF
* Develop and implement curricula materials and support resources for Secondary level and align them to TNCPF
* Develop and implement curricula materials and support resources for TVSD and align them to TNCPF
* Establish capacity building and teacher training resources supporting implementation of curricular materials and support resources
	1. Contextualize Open Educational Resources for all levels and deliver through e-Learning system
	2. Strengthen radio programme to enhance teaching and learning
	3. Strengthen Tuvalu Studies for all levels
	4. Strengthen Education for Sustainable Development
* Mainstream Climate Change Education and Disaster Risk Reduction into the curriculum
* Develop and implement relevant curriculum materials and resources for Climate Change Education and Disaster Risk Reduction

Revise/improve curriculum materials and resources for Family Life Education including HIV/Aids* Extend the teaching of life skills, human rights and values education to all school levels
 |
| Assessment and Qualifications  | *Assessment and Qualifications* | (i) Strengthening of assessment to improve teaching and learning* Provide on-going support and training for teachers on more effective classroom-based assessment techniques
	+ Assessment of Learning
	+ Assessment for Learning
	+ Assessment as Learning
* Build capacity of teachers on outcomes-based assessment
* Provide supporting resources to improve execution of student assessment
1. Strengthen and monitor literacy and numeracy
* Develop/implement literacy and numeracy testing for Year 2 Tokai School Improvement Programme (ToSIAP)
* Establish literacy and numeracy standards and benchmarks to guide teaching and learning

(iv)Improve administration, analysis and reporting of national and regional examinations |
| **Human Resources** |
| **Focus** **(Log Frame)** | **Strategic Objective****(M & E)** | **Outputs** |
| Akoakoga a faiakoga (Professional Development) | *Akoakoga a faiakoga (Professional Development* | (i) Improve effectiveness of teaching* Develop and implement a Quality Teaching and Learning Framework for teachers
* Deliver relevant professional training programmes for teachers
* Ongoing teacher in-service training
* Develop a PD policy for teachers
 |
| 1. Reinforce teacher performance management system
* Implement and administer competency standards for teachers
* Strengthen capacity of school leaders to monitor and report on teacher performance
* Continue and improve the current template for the evaluation and monitoring of teachers
 |
| 1. Capacity building on TVSD
* Specialised training of TVSD trainers in regional institutions
* Develop competency-based and assessment training for TVSD teachers
* Establish a pool of skillful locals with potential to deliver/share indigenous knowledge and skills at CTC level
 |
| School leadership | *School Leadership* | 1. Strengthening the quality of leadership and management at school level
* Strengthen leadership skills of school leaders through ongoing training and mentoring
* Reinforce capacity of school managers to monitor and report on teacher performance
* Develop and implement a leadership code of conduct aligned to the *National Teacher Code of Ethics*
 |
| National Qualifications and Recognition | 1. *Accreditation*
2. *Quality Assurance*

*Skills and Qualifications Register* | (i) Establishment of NQA unit and its board (ii) Implementation of the National Qualifications Framework* Capacity building of NQA officers to be qualified accrediting officers
* Accrediting of local providers
* Accrediting of programmes offered by local providers

(iii) Implementing of National Quality Assurance Framework* Capacity building of NQA officers to be qualified quality assurance officers
* Quality Assuring of all local qualifications providers
* Quality Assuring of all local Programmes

(iv) Development of Qualifications Registers and linking it to the Pacific Register* Capacity building for officers on setting up and maintenance of the National Skills and Qualifications register
 |
| **INFRASTRUCTURE DEVELOPMENT** |
| Schools | *Schools* | 1. Improve and upgrade infrastructure for all Schools
2. Develop and implement School Infrastructure and Maintenance Manual (SIMM)to assist schools in assessing and planning for infrastructure and maintenance that meets the minimum standards. (This should be added to Strategic Plans and SIAP to meet minimum standards)
3. Improve assets and facilities management system through SIMM
4. Upgrade school resources, teaching aids and infrastructure to enable learning for inclusive education as part of SIMM
 |
| TVSD | *TVSD* | 1. Upgrade TVSD facilities to meet accreditation requirements
 |
| ICT | *ICT* | 1. Develop and implement ICT in Education Strategy and Policy
	1. Develop eLearning system processes and procedures
	2. Establish National Virtual School
	3. Establish Multimedia Learning Resource Development studio
2. Improve ICT services in all schools to support teaching and learning
3. Resource schools with relevant ICT equipment and support
4. Collaborate with other stakeholders to integrate extra-curricular resources (ECRs) into eLearning system to support the community and basic research potential/capacity at the school level
 |
| ***Outcome 3: Improved governance, partnership, administration and financing of an efficient and sustainable education system.*** |
| **GOVERNANCE (**The governance programme) |
| **Focus** **(Log Frame)** | **Strategic Objective****(M & E)** | **Outputs** |
| Governance | 1. *Governance*
 | 1. Effectiveness of policies, plans and legislations to strengthen capacity of education.
* Review and amend Education Act
* Develop Policy Development and Implementation Policy
	+ Format of policies
	+ Requirements
	+ Inventory of current and future policies and stages (not yet developed, developed, implemented, date of review)
	+ Calendar of Policy review
* Develop, review and implement appropriate legislations, policies, strategies, frameworks and plans
* Strengthen capacity of education legislations and policies
 |
| Policy & Planning | 1. *Policy and Planning*
 | 1. Strengthen the quality and management of the Education Department
* Review and effect the appointment of the Education Advisory Committee
* Review and implement new organizational Department structure
* Ongoing capacity building in planning and policy development within EdDep
* Develop and implement M&E system within EdDep
 |
|  |  | 1. Strengthening the quality of leadership and management at the school level
* Re-align School Strategic Plan to TESP III
* Continue to develop *School Annual Improvement Plan (SAIP)*
* Timely submission of Annual Reports based on SIAP
 |
|  |  | 1. Safer Schools (Disaster Risk Reduction)
* School Risk Reduction Management Plans developed
* To enhance fire safety, evacuation and preparedness of schools
 |
| Data collection & Research | 1. *Data Collection and Research*
 | 1. Improve quality of data management at all levels
* Expand TEMIS and SIMS functionalities to capture Education developments and interventions
* Develop and install TEMIS and SIMS in schools
* On-going capacity building for EdDep officers on additional features of TEMIS and SIMS
* Strengthen data collection and analysis
* Use data to inform policy on learning and teaching needs
* TEMIS developed to capture all data for use across the department to aid information sharing.
* Secure electronic information sharing developed for each Education Unit
 |
| Non-government agencies | *Non-government agencies* | 1. Improve capacity of School Management Committees (SMC) to involve actively in management of school
2. Strengthen partnership between EdDep and Kaupules
3. Improve communication between EdDep and stakeholders through regular awareness programmes
4. Strengthen partnership with business and NGOs
 |
| Government agencies | *Government agencies* | 1. Partnership with other government ministries and departments
2. Develop Safe School Policy
 |
| Development partners | *Development partners* | 1. Strengthen partnership with international organisations, aid donors and overseas institutions to enhance the quality of education services
	1. Review all current projects run through external funding.
	2. Review effectiveness of programs
	3. Develop a portfolio of funding sources
	4. Develop a list of skills, resources and Technical Assistance required.
 |

## APPENDIX 2: - Summary of teaching load for teachers

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No** | **Name** | **Department** | **Load Total** |  |
| 1234567 | Logo Tehulu | HOD English | 12 | 1 |
| Sereana | English  | 16 | 2 |
| Meleane | English  | 18 | 3 |
| Senita | English  | 20 | 4 |
| Makereta | English/SScience | 16 | 5 |
| Valeria | English  | 14 | 6 |
| Iotobina | English/SScience | 20 | 7 |
| 12345678 | Tony | Math/HOD | 12 | 8 |
| Vili | Math/IT | 24 | 9 |
| Faauina | Math/Com | 20 | 10 |
| Temahafu | Math/Science | 20 | 11 |
| Olimeti | Math/Science | 22 | 12 |
| Lesia | Math | 22 | 13 |
| Savenaca | Math/Science | 18 | 14 |
| Lonise | Math/IT | 24 | 15 |
| 1234 | Lolohea | SScience/AHOD | 10 | 16 |
| Linosia | SScience | 20 | 17 |
| Sene | SScience | 20 | 18 |
| Naomi | SScience | 12+ | 19 |
| 1234 | Alekuea | Acting HOD Com | 12 | 20 |
| Fetau | Com | 22 | 21 |
| Luamano | Com | 18 | 22 |
| Mamele | Com | 20 | 23 |
| 1234 | Elu | Math/Science | 22 | 24 |
| Elisaia | Science | 22+ | 25 |
| Sinamoe | Science | 24 | 26 |
| Lorima | Science | 30 | 27 |
| 1234 | Pateni | Technology | 12+ | 28 |
| Kilisome | Technology | 20+ | 29 |
| Kelisiano | Technology | 20 | 30 |
| Alifereti | Technology | ? | 31 |
| 1 | Steen | IT | 30- | 32 |
| 123 | Puputi | HOD Home Economic | 12 | 33 |
| Leala | Home Economic | 16 | 34 |
| Mitiana | Home Economic | 12+ | 35 |
| 1 | Nai | PE | 15+ | 36 |
| 12 | Ulufale | RS + counseling | 7 | 37 |
| Filipi | RS + counseling | 8 | 38 |
| 12 | Siautele Lito | administration | 0 | 39 |
| Fineaso | administration | 0 | 40 |
|  |  |  |  |  |

Notes:

1. Teachers with the **+ sign** indicate additional periods to be added to their noted periods once TVSD and franchised programs are finalized.
2. Teachers with the minus **- sign** indicate their load can be decreased when two forms can be combined when drafting the timetable.

## APPENDIX 3: – Timetable of Rollout Implementation

|  |
| --- |
| **INFORMATION SHARING SCHOOL VISIT TIMETABLE****WEEK ONE**  |
| **TIME** | **DAY 1** | **DAY 2** | **DAY 3** | **DAY 4** | **DAY 5** |
| 7.30-8 | (7) School Leadership PlansHT/P and PO | HT/P and PO | HT/P and PO | HT/P and PO Kaupule |  |
|  |
| 8-11 | 9-10am(9) Courtesy visit to Kaupule | 8.30-9.30am -110-11am – 2 | 8-11.30 (4) Teaching and Learning11.30-12.30(1) TEMIS Surveys1-4pm (3/6) Assessment and CurriculumPD Day for all Primary Tchs | 8.30-9.30am - 3 | 8.30-10.300(6) TVSD CurriculumTVSD Teachers |
|  |  |  |
| 11-1PM | (7) Leadership Meeting with ECCE head teacher  | 11.30-12.30 (1) TEMIS Surveys ECCE | (11) School ReadinessECCE | 11.30 – 12.30 - 4 |
|  |  |  |
| 2-4PM | (5) Setting the SceneECCE and Primary | (1) DocsECCE and Primary | (2) TESP III Overview School Plans OverviewALL stakeholders | HT Plans (Primary) |
| **INFORMATION SHARING SCHOOL VISIT TIMETABLE****WEEK TWO** |
| **TIME** | **DAY 6** | **DAY 7** | **DAY 8** | **DAY 9** | **DAY 10** |
| 7.30-8 | (7) School Leadership PlansHT/P and PO | HT/P and PO | HT/P and PO | HT/P and PO  |  |
|  |
| 8-11 | 8.30-9.30am -510-11am – 611.30- 12.30 - 7 | 8.30-9.30am - 8 | 8.30-9.30am - 9 | 8.30-9.30am - 10 | 8.30-9.30am -1110-11am – 1211.30- 12.30 - 13 |
| 11-1PM | (13) Child Development/ELDSECCE | (6) ECCE CurriculumECCE | 12-1(16) Progression from ECCE to grade 1 & 2ECCE, Yr 1 and Yr 2 Tchs |
|  |
| 2-4PM |  | (7) Sharing Draft (Primary and ECCE)SAIP with Stakeholders  | (3/6) Curriculum and AssessmentPrimary | (4) Teaching and Learning Primary(12) Behaviour Management  | (14) TOR School Management CommitteeCommittee Members |

|  |
| --- |
| **INFORMATION SHARING SCHOOL VISIT TIMETABLE****WEEK THREE** |
| **TIME** | **DAY 11** | **DAY 12** | **DAY 13** | **DAY 14** | **DAY 15** |
| 7.30-8 | (7) School Leadership PlansHT/P and PO | HT/P and PO | HT/P and PO | HT/P and PO |  |
|  |
| 8-11 | 8.30-9.30am -1410-11am – 1511.30- 12.30 - 16 |  |  |  |  |
| 11-1PM | (7) ECCE Head Teacher Performance Management | (8) Feedback and Follow-upBehaviour Management | Presentation of the final SAIPECCE |  |
|  |
| 2-4PM | (7) Head Teacher Performance ManagementFinalise SAIP Documents | (4) Teaching and Learning | (10) Safe SchoolsECCE and Primary | (8) Feedback and Follow-upPresentation of the Final SAIPPrimary |  |