



SOLOMON ISLANDS GOVERNMENT

MINISTRY OF EDUCATION AND HUMAN RESOURCES DEVELOPMENT

**NATIONAL TEACHER EDUCATION AND DEVELOPMENT PLAN
2007-2009**

MEHRD, November 2007

National Teacher Education and Development Plan, 2007-2009					
Solomon Islands Ministry of Education and Human Resources Development					
ID	Objective	Output	Activities	Time Frame	Responsibility
1	To develop effective data collection, management and analysis systems for improved planning and monitoring of teacher supply and demand and providing evidence based policy development in the area of teacher education and resource allocation	Accurate teacher supply and demand forecasts for all sub sectors over the period 2007 to 2015; Improved teacher planning, monitoring and allocation.	1. Support schools to complete their school surveys accurately and by deadlines	Every first quarter	<i>PCRU</i>
			2. Collect student enrolment and teacher data (nrs., qualifications, personal data, employment status etc.)	Every first quarter	<i>TSD, TTDO, PCRU</i>
			3. Analyse teacher supply and demand data (nrs., types, levels, nrs. of schools to be opened, requested transfers) and produce monitoring reports on teacher vacancies, loss rates, projected retirements by sector, by region/province, by education authority, by subject area, and report to NTEDC	Annually and before AJR	<i>TTDO, TSD, PCRU</i>
			4. Engage specialist technical assistance to assist with development of student enrolments, teacher supply and demand forecasts	First quarter 2008	<i>TSD, PCRU, TTDO</i>
			5. Provide training for staff in how to use the data in SIEMIS and other databases	Continuously by SIEMIS team of trainers	<i>PCRU</i>
			6. Publish Digest of Education Statistics 2006, 2007 and 2008	First quarter 2008 and fourth quarter of 2008	<i>PCRU</i>

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2	To develop and implement strategies to ensure all teachers receive quality pre-service training, in numbers sufficient to meet demand and that all existing teachers are well qualified and meet appropriate standards	Provision of well-trained, competent and motivated teachers for the Solomon Islands education system; improved access to SoE/SICHE, paper produced on alternative strategies for pre-service; increased competition among different training providers; Inspectorate more responsive to needs of teaching and management staff; policy paper on accreditation and quality control produced; reviewed and relevant pre-service training curriculum in place; Vanga teachers' college reviewed; new USP-campus established in Honiara; pilot project in place for mainstreaming DFL into pre-service training	<p>7. Continue provision of support for the initial stream of the "teachers-in-training" (pana' ara) programme at SOE, SICHE</p> <p>8. Extend the "teachers-in-training"(pana' ara) programme and secure funding for a second stream of 250 teachers</p> <p>9. Develop and deliver formal induction programmes for all new teacher graduates entering the teaching profession</p> <p>10. Organise teacher validation and review, complete registration of teachers in accordance to validation details</p> <p>11. Strengthen the Inspectorate to ensure that all graduates of SOE, SICHE are inspected and confirmed after one year of probation</p> <p>12. Train School Managers to assist in the confirmation of probationary teachers</p> <p>13. Develop policy position paper on quality assurance and accreditation of providers in line with tertiary education policy</p> <p>14. Continue and implement curriculum review of basic teacher education pre-service courses at SoE/ SICHE through support from the University of Waikato</p> <p>15. Develop a pilot scheme to use distance and flexible learning in pre-service teacher education through SoE/SICHE, with support from overseas institutions</p> <p>16. Develop a paper on agreed selection criteria for entry to School of Education, SICHE</p> <p>17. Develop a paper with costed options on ways of increasing pre-service enrolment numbers at SoE/SICHE</p>	<p>Ongoing, 2007 to 2009</p> <p>By 30 June 2008</p> <p>Every first quarter, starting in 2008</p> <p>First and second quarter 2008</p> <p>By end of 2008</p> <p>By 30 June 2008 and from 2009 continuously</p> <p>By end of 2008</p> <p>Ongoing, 2007 & 2009</p> <p>By mid of 2008</p> <p>By mid of 2008</p> <p>By mid of 2008</p>	<p>TTDO, SoE/SICHE, University of Waikato and other education providers</p> <p>TTDO, SoE/SICHE, University of Waikato and other education providers</p> <p>TTDO with Primary & Secondary Division & TSD, & on-job support from school managers</p> <p>TSD, TSC, TTDO, PS & National Education Board</p> <p>Inspectorate</p> <p>TTDO, Inspectorate, in 2009 with involvement of Provincial Teacher Education Teams</p> <p>TTDO, NTU, Policy Technical Working Group, National Education Board</p> <p>SoE/SICHE, University of Waikato, TTDO, NZAID</p> <p>TTDO, SoE/SICHE, Policy TWG on DFL, CoL, USP, UPNG</p> <p>SoE/SICHE, TTDO, NTEDC</p> <p>SoE/SICHE, TTDO, NTEDC, NZAID</p>

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2	To develop and implement strategies to ensure all teachers receive quality pre-service training, in numbers sufficient to meet demand and that all existing teachers are well qualified and meet appropriate standards	see above	18. Develop a policy paper to assess options and costs for decentralisation of teacher training arrangements to provinces (e.g use of SICHE campuses in Western and Malaita provinces) , including the utilisation of DFL.	By mid 2009, before AJR and start budget process	TTDO, <i>SoE/SICHE</i> , NTEDC, EA's
			19. Increase numbers of teacher trainees in Early Childhood Education, Primary and Secondary teacher trainee intakes at SoE/SICHE	Beginning of 2009	TTDO, <i>SoE/SICHE</i> with NTEDC
			20. Develop a paper to assess costs and benefits of alternative strategies (other than through SoE) for pre-service and options to address teacher demands and shortages by DFL and other ways like field-based training, extension of pana'ara, inclusion of other education providers, overseas teachers' recruitment, cost sharing, PR and communication strategy for teacher profession etc.	End of 2008	NTEDC, TTDO, National Education Board
			21. Review Vanga Teachers' College	From 2008 till end end of 2009	Director TVET with Technical Assistance (EU), TTDO and NTEDC
			22. Establish a new USP campus at Panatina	By end of 2009	Steering Committee (MEHRD, SICHE/SoE, USP, TTDO)

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3	To formulate and develop a comprehensive Human Resource Development and Management programme for teachers and school leaders in order to keep recruitment process in line with demand of schools, teachers, teachers' supporting staff and other actors and to create a happy, motivated, professional teaching work force. One of the HRD-tools is ensuring access to continuing professional development of good quality.	Effective human resource capacity development for Solomon Islands teachers and managers; delivery of good quality cost-effective in-service training and continuous professional development for teachers, school managers and education staff	23. Continue support for the USP mixed-mode Diploma in Leadership and Change for Principals (30 enrolments)	Ongoing, 2008 & 2009	USP with <i>TTDO</i>
24. Review and extend financial management programmes for school managers			Beginning 2008 review, then continuous implementation	TWG-grants, <i>Accounts</i> , TTDO, PIU	
25. Maintain and extend management of record-keeping courses for school leaders (3 courses a year)			Ongoing, 2008 & 2009	PCRU with <i>TTDO</i>	
26. Maintain and extend school leadership and management programmes for school leaders (3 courses a year)			Ongoing, 2008 & 2009	TTDO	
27. Design, undertake and report on a survey of a sample of teachers and school leaders to identify needs for professional development			Mid 2008	<i>TTDO</i> , NTEDC	
28. Develop HRD programme for the MEHRD-staff, including for TTD-office, teachers, school managers and education staff in the provinces (includes costed training plan for continuous professional development, but also introduction of organisation change, performance management, motivation measures, whole school development planning)			End of 2008	<i>TTDO</i> , NTEDC	
29. Design modules for HRD-programme and Continuing Professional Development based on the training plan (see above) and integrate these with DFL-methodologies			By mid 2009	<i>CDC, ECE-, PE-, SE-, TVET-division</i> with TTDO, provincial training teams and EA's	

ID	Objective	Output	Activities	Time Frame	Responsibility
4	To plan, budget, co-ordinate, manage and monitor the National Teacher Education and Training Policy and Plan, including the teacher education and development responsibilities of different MEHRD Divisions (TTDO, TSD, Inspectorate, PCRU, CDC, ECE, Primary, Secondary, TVET), other Government departments and agencies including education authorities, and other stakeholders (SOE at SICHE, USP, other providers)	Improved planning, budgeting, management, co-ordination and monitoring of teacher education and development in the Solomon Islands	30. Arrange meetings of National Teacher Education & Development Committee (NTEDC)	Monthly	TTDO, NTEDC
31. Develop a paper including procedures to determine entrance by teacher trainees to the SOE, SICHE, for all programmes, including decisions about the number of teacher trainees who will be funded & given access to scholarships each year			Mid 2008	TTDO, NTU, SoE/SICHE, NTEDC	
32. Support to working teachers to study part-time to upgrade qualifications via the Solomon Islands USP campus using distance education or (after 2009) face-to-face (e.g. increase number by 30)			By end of 2008	TTDO with NTEDC	
33. Develop a costed proposal including ToRs for appointment of full-time staff members to work in provincial education authorities to support teacher education and development			By mid 2008, before start budget process	TTDO, Admin, EA's, MPS	
34. Appoint officers in selected Provinces with specialist expertise in teacher training and development (see also activity 20)			By end of 2008	Provincial Education Authorities, Admin	
35. Contribute to development of tertiary policy development, review scholarships for SoE/SICHE and incentives for teachers to upgrade			By mid of 2008	TWG-tertiary policy, TTDO, SoE/SICHE	
36. Review progress on this teacher education policy framework by end of 2010			By end of 2010	TTDO, with local technical assistance	

