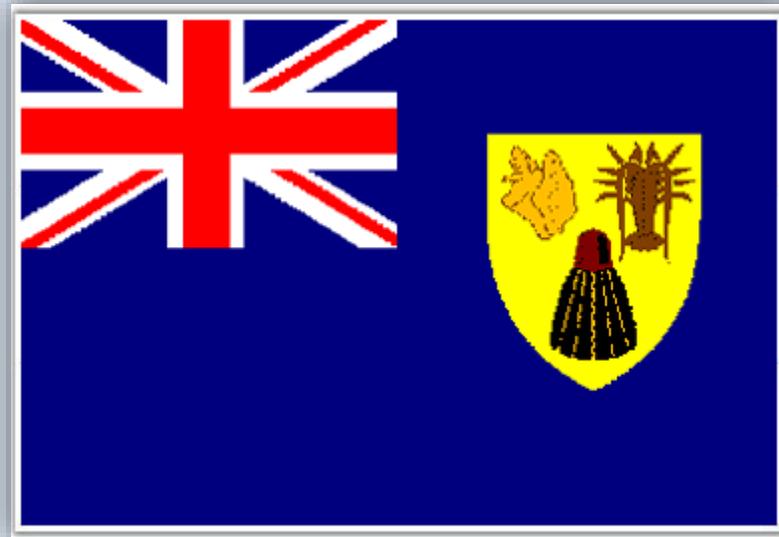


Success for Every Learner

A summary



Education Sector Strategic Plan

Ministry of Education

2013 to 2017

Message from the Deputy Premier and Minister of Education



The development, advancement, and positioning of a country's sustainability significantly depends on the quality of education and skills training opportunities provided to the population.

The Education Sector Plan, 2013-2017 represents the blueprint that the Ministry of Education and by extension, the Turks and Caicos Government has approved to guide the development of the education sector. The underlying theme of this plan is the Success of Every Child. It is our commitment that every child can and will succeed. This commitment and theme gives us the opportunity to address each aspect of our system to ensure that each child, those academically included, those with disabilities, those with a preference for skills and vocational education, can and will find a pathway to success.

This Plan was developed after many consultations with both private and public stakeholders within the Turks and Caicos Islands. The Education Sector Plan has outlined, Eight Strategic Imperatives that the Ministry of Education has adopted and approved. It is those Imperatives that will be central to the realization of a strong and relevant education system for our people.

The Government is committed to the task of ensuring that the Imperatives coupled with the Cross Cutting issues are addressed with alacrity and passion. The realization of this plan, however, will require commitment and dedication to ensure that the goals are achieved. The Plan will be subjected to an annual review and evaluation. It is the intention to develop small teams representing various stakeholders who will be involved in the monitoring and evaluation aspects of this plan. This will ensure that the proposed actions and imperatives remain relevant and applicable and there is a high level of participation and involvement.

There is no denying that the world has transformed into a global village, with competition and quality being pivotal to the success and sustainability of the economy. This means that the areas of skills development teaching and training, the extending of relevant programs at the Community College, the commitment to ensure adequate provision of space for all eligible school aged children are going to be key in this implementation phase.

My Government is committed to the task and we will see it through. We look forward to progressing this sector plan. We are committed to the notion that every child must succeed and this plan provides the opportunity for us to create avenues through strong academics and skill and vocational teaching to ensure that every child is put on a pathway to be a secure and productive participant in the development of these Lovely Turks and Caicos Islands.

Akierra Missick, MP
Deputy Premier & Minister of Education, Youth, Sports, and Library Services
December 2013

Foreword from the Permanent Secretary

This plan builds on the progress made in the Education Development Plan 2006-2010. It is guided by our vision for education and also the aims as articulated in many national plans. The first priority must remain to provide thirteen years of education for all of our children. We must ensure that all of our children complete their education including those with special needs. This priority is the very least that needs to be achieved.

The Plan is based upon the premise that a basic education of 11 years from Infant 1 through to Form 3 is of benefit to the whole community and these 11 years should be used to imbue all children with a sense of what it is to be a Turks and Caicos Islander. The basic education curriculum will involve a strong recognition of custom that goes back many years, a strong grounding for accepted religious principles, a respect for elders, parents, brothers and sisters and a basic knowledge of the modern world. All children should follow the same common curriculum during these years. These years should be used to provide children with the knowledge, the skills and the experience to be able to live peacefully and productively within the Turks and Caicos Islands community.

On completion of these eleven years of basic education our young people will have a number of pathways available to them as they move through adolescence into adulthood. All students who complete their basic education will receive two further years of education. These final two years should be used to allow each individual child to develop their skills and knowledge in the field in which they are most inclined and in which they are able to excel. **EVERY CHILD CAN SUCCEED.** The child will use these years to prepare themselves for life after school -usually in the world of formal employment. It is the role of the education system to provide the environment and the opportunity for every child to discover what it is they are able to succeed in and then provide them with the opportunity to excel in that particular field. Our system at present is very academically inclined and for the first time children in the later stages of their education will be given the opportunity to achieve meaningfully in non-academic fields. Financial assistance for future education or training for our most talented, in whatever field, will continue to be available through the scholarship program. The numbers benefiting, however, will be significantly lower than has been the case in recent years. Parents are going to have to take on a much greater share of the responsibility for educating their children to the tertiary level.

This Plan is not going to be easy or is going to be cheap to implement and in order to be successful all stakeholders will need to play their part. Government will need to show strong long term resolve to complete a comprehensive building program. The Ministry and the Department will have to show fiscal discipline and make sure that what little funds that they have at their disposal are spent in pursuance of the outcomes expected from this Plan. The Plan and the budget should be inextricably linked. It is the role of parents to make sure that their children attend school on a daily basis and support them and their schools in any way that they can. Non- Government Organisations are very supportive of those in need and their contributions should be acknowledged and supported by Government. More is needed though, and the private sector will also be expected to play their part because, after all, they will benefit as much as anybody from a well -educated, well trained and orderly society. It is acknowledged that the business community does much already but we should not be afraid of asking for even greater levels of support if it is needed. Let no one stop this from happening.

Mrs. Cheryl Ann Jones,
Permanent Secretary, December, 2013

The Plan

The Turks and Caicos Island Government has some very clear objectives relating to education and principal amongst these is the need to provide 13 years of quality, relevant education for all Turks and Caicos Islanders. The first thing that Government needs to plan for is to *provide the number of school places to equitably meet Government targets and international commitments (Strategic Imperative 1)*. The immediate need is for there to be a significant schools building program in Providenciales that will increase the number of places in line with the rise in demand that has occurred in recent years. There will be a new early childhood centre and a new primary school constructed. The most noteworthy of the proposed buildings, however, is the establishment of a Technical Institute that will play a number of roles ranging from providing an alternative option for the senior high school students through to being a trade testing centre for the nation and providing opportunities for second chance learners.

This implementation of this building program and then the successful launching of all of these new education establishments is going to require careful planning and sound decision making within a framework that is seen to be based upon principles of good governance. There will be a need to *improve the quality and accountability of Leadership and Management (Strategic Imperative 2)* at all levels of the system. Opportunities have to be made available for leaders and managers, from both within the Ministry and also within the school system, to improve their management skills and to keep up to date with international best practice. These skills have to include how to best make use of the limited financial and human resources that are available to the system.

One of the key features of a successful school is recognised as being the quality of the teaching. If the output from the school system is going to be as desired then the Government will have to implement a serious program of teacher education to *Improve Teachers' Professional Development (Strategic Imperative 3)*. There will have to be two programs in particular - one at the pre service level and the other for in service teacher education. The outcome of the successful implementation of these programs will be a teaching force that is confident, that is aware of the latest teaching methods and that is up to date and able to cope with all new innovations.

The new teacher that is developed will be able to appreciate the changing approaches of their profession and this will *Improve the quality of Teaching and Learning (Strategic Imperative 4)*. Schools will be provided with the latest in technology as well as the more traditional equipment and materials that the teachers will need in order to be able to teach effectively and produce the results required of them.

Government expects that the education system will cater for all children. It is widely recognised that different children have different needs and that the system currently fails many of our children. There will be a need to *Improve Curriculum and Strategies for Assessment* (**Strategic Imperative 5**). The teachers should be at the forefront of the type of curriculum reform that is necessary and they will need to be led by a Curriculum Unit that will manage and guide the process of curriculum development, trialling and implementation. The latest in technological innovation will be considered at all stages for integration into the curriculum.

The formal education system provides for those in the four to sixteen year age range but research tells us of the value of early childhood education from the age of two and three years. The country should recognise this and look at ways to *Increase access to quality Early Childhood Development Services* (**Strategic Imperative 6**). Provision for early childhood education currently rests with the private sector and Non-Government Organisations and these will have to satisfy minimum guidelines to be allowed to operate. The Ministry will involve teachers from these schools whenever possible in curriculum development and teacher professional development activities.

The stated objective for the curriculum to be relevant to the needs of all Turks and Caicos Islanders means that there will be a shift away from the heavily academic curriculum that we have at present to *provide opportunities for all learners in Technical and Vocational Education and Training* (**Strategic Imperative 7**). This shift in emphasis will help to address the stigma that is currently attached to all forms of skills training.. At the school level, skills development subjects will be introduced, or further enhanced where they already exist, from the early years of schooling and opportunities made available for our young people to gain accreditable qualifications whilst still at schools. The Technical Institute will provide opportunities for Turks and Caicos Islanders tradesmen to gain formal trade qualifications that will allow them to compete for employment on an equal footing with tradesmen from overseas.

In the past there have been significant appropriation made for scholarships to allow for Turks and Caicos Islanders to continue their studies overseas but this is no longer the case. The Ministry will have to *Increase provision for Tertiary and Continuing Education* (**Strategic Imperative 7**) in order to satisfy the demand for such opportunities. In particular, a mechanism will be developed for the financing of tertiary education in a way that is cost effective for both Government and parents.

Strategic Imperative 1

Provide the number of school places to equitably meet Government targets and international commitments

The Turks and Caicos Island Government have to continue to provide sufficient places in primary schools in order to cope with the growing indigenous population and the increasing number of immigrant children.

Outcome 1 Sufficient places in an appropriate and safe environment for the 4 to 11 year age group
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| <ul style="list-style-type: none">• Establish a sufficient number of primary schools• Keep schools adequately maintained |
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The increasing numbers of children completing Grade 6 means that there will have to be an expansion in the number of places available in the high schools in order for all children to complete the full years of compulsory education.

Outcome 2 Sufficient places in an appropriate and safe environment for the 12 to 16 year age group

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| <ul style="list-style-type: none">• Establish a sufficient number of schools to cater for Forms 1 to 5• Keep high schools adequately maintained |
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There is an urgent need for more opportunities for Turks and Caicos Island children to be able to gain further qualifications beyond Form 5 and that these opportunities be created within the country in order to be cost effective for both parents and Government,

Outcome 3 Suitable opportunities for students to continue their studies beyond Form 5
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| <ul style="list-style-type: none">• Provide opportunities for students to continue studies beyond Form 5 |
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Strategic Imperative 2

Improve the quality and accountability of Leadership and Management

The effectiveness of an education system is often determined by the quality of its leadership. There is strong leadership needed in all sections of the system from the Ministry of Education through to the smallest of the primary schools. It is only with strong leadership operating on the principles of good governance that outcomes will be achieved.

Outcome 1 Qualified leaders are in place across the education system and are supported by Boards (where applicable) and governing
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bodies
<ul style="list-style-type: none"> • Provide leadership and management training opportunities for school leaders.
<ul style="list-style-type: none"> • Provide a program of staff development training for all Ministry / Department staff
<ul style="list-style-type: none"> • Establish Governing Bodies in all schools
<ul style="list-style-type: none"> • Develop school plans
<ul style="list-style-type: none"> • Sound and transparent governance of the education system

The administrative structures of both the Department and the Ministry need to be such that they can serve the needs of this Plan and deliver the education priorities of Government (reword!!!)

Outcome 2 An administrative structure that is sensitive to the needs of the system
<ul style="list-style-type: none"> • Restructure the Ministry / Department to reflect the needs of the system
<ul style="list-style-type: none"> • Establish data requirements and reporting procedures with relevant accountability frameworks.
<ul style="list-style-type: none"> • Formulate a communications policy

The teaching force is the greatest single resource available to the system and has to be utilised in the most effective, equitable way possible. Teachers should expect to be fairly remunerated for the important work that they do and also to be appraised on a regular basis.

Outcome 3 The effective management of teachers
<ul style="list-style-type: none"> • Appraisal of teachers and schools on an annual basis
<ul style="list-style-type: none"> • Deploy teachers in an efficient and cost effective fashion
<ul style="list-style-type: none"> • Undertake a review of teacher terms and conditions

Strategic Imperative 3

Improve Teachers' Professional Development

In a rapidly changing teaching and learning environment the teachers need to be initially prepared and then kept up to date on a regular basis. A professional development program will provide ongoing support for teachers.

Outcome 1 Improved teacher quality

- Develop and implement a pre service teacher training program.
- Develop and implement a national teacher development program

Plans will be made to make sure that sufficient number of teachers are prepared by the Turks and Caicos Island Community College and that there is sufficient funding made available to pay for the teachers that required.

Outcome 2 Sufficient number of teachers in schools

- Ensure that sufficient funds are budgeted to cover all teacher salaries and entitlements
- Prepare the required number of appropriately trained teachers.

More Turks and Caicos Islanders will be encouraged to enter the high school teaching profession to lessen the current reliance on overseas recruited contract officers.

Outcome 3 Increased number of TCIs teaching in secondary schools

- Provide opportunities for TCIs to train as Secondary school teachers

Strategic Imperative 4

Improve the quality of Teaching and Learning

Outcome 1 Learners are engaged in all parts of the teaching and learning process

- Teachers to take a child centred approach to teaching.

In order that teaching can be child centred schools will have to be adequately equipped with materials and equipment as well as being able to make the best use of modern technologies.

Outcome 2 Availability of learning resources in schools

- To ensure that all schools and children have sufficient teaching materials
- To re-establish school libraries in all primary schools
- To integrate technology into classroom teaching

Strategic Imperative 5

Improve Curriculum and Strategies for Assessment

The curriculum at all levels will be reviewed and adapted to take into account the changing needs of the population and also to strengthen the parts of the curriculum that contribute towards nations building and developing a sense of national identity. This review process will be led by a newly established Curriculum Unit.

Outcome 1 A curriculum that is relevant to the children of the Turks and Caicos Islands
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| <ul style="list-style-type: none">• Review the primary school curriculum and produce curriculum and support materials for all subjects at the primary level on a regular basis. |
| <ul style="list-style-type: none">• Review the secondary school curriculum and assessment support materials for all subjects. |
| <ul style="list-style-type: none">• Measure and monitor the standard of education at the primary level |

Support materials will be produced to be used with the reform curriculum and included will be materials for installation on servers in all schools computer labs to allow students to utilise the latest in technology to aid their learning.

Outcome 2 Technology fully integrated into the teaching and learning process

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| <ul style="list-style-type: none">• Design and develop multimedia support materials for students and teachers |
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Strategic Imperative 6

Increase access to quality Early Childhood Development Services

Outcome 1 Guidelines reviewed and refined to allow all children an opportunity to enrol at ages 2 and 3 years
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| <ul style="list-style-type: none">• The Department of Education to register and supervise a sufficient number of schools to allow all children the opportunity to enrol. |
| <ul style="list-style-type: none">• Review the curriculum guidelines to ensure that they are appropriate for use in the Turks and Caicos Islands. |

Outcome 2 Government to provide support for early Childhood Education services

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| <ul style="list-style-type: none">• Provide both pre service and professional teacher development opportunities for early childhood teachers. |
| <ul style="list-style-type: none">• Provide professional and technical assistance to the early Childhood Centres |

Strategic Imperative 7

Provide opportunities for all learners in Technical and Vocational Education and Training

Outcome 1 School curricula, teaching and learning incorporate skills development that develop basic competencies and an appreciation for the world of work
<ul style="list-style-type: none">• Integrate skills development into the primary school curriculum• Strengthen and expand skills development components of the secondary school curriculum
Outcome 2 Competency based curricula linked to the Caribbean Vocational Qualification framework established
<ul style="list-style-type: none">• Establishment of a Technical Training Institute.• Provide access to TVET courses.

Strategic Imperative 8

Increase provisions for Tertiary and Continuing Education

Outcome 1 Sustainable funding mechanisms for tertiary and continuing education to meet the economic, social and labour market needs of the Turks and Caicos Islands
<ul style="list-style-type: none">• To make the most efficient use of the scholarship awards• Conduct urgent strategic review of options for funding of tertiary and continuing education courses
Outcome 2 Accredited tertiary and continuing education institutions in and outside the TCI provide high quality relevant programmes.
<ul style="list-style-type: none">• Expand the range of courses offered

Cross cutting issues

Outcome 1 To provide children with special education needs with support that they require
<ul style="list-style-type: none">• Recreate the Special Needs officer position in the Department of Education• Establish formal linkages between the Ministry of Education and the Department of Health

Outcome 2 To raise the standing of boys in the community
<ul style="list-style-type: none"> • To improve the performance of boys in all examinations • To raise boys self esteem
Outcome 3 All children drilled in disaster preparedness
<ul style="list-style-type: none"> • To ensure disaster management plans are in place
Outcome 4 All children in need have support available
<ul style="list-style-type: none"> • Facilitate linkages between the Department of Social Development and Gender Affairs and schools • Support the efforts of NGOs in providing opportunities for second chance learners.