



SOLOMON ISLANDS GOVERNMENT

MINISTRY OF EDUCATION AND HUMAN RESOURCES DEVELOPMENT

**TEACHER EDUCATION AND DEVELOPMENT
POLICY STATEMENT**

19 November 2007

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Definitions

Education Strategic Framework 2007-2015 (ESF) is the Solomon Islands Education Strategic Framework prepared by the Solomon Islands Ministry of Education and Human Resources Development and published in June 2007.

National Education Action Plan 2007-2009 (NEAP) is the Solomon Islands National Education Action Plan 2007-2009 prepared by the Solomon Islands Ministry of Education and Human Resources Development and published in April 2007.

Education Sector Investment and Reform Programme 2007-2009 (ESIRP II) is the sector-wide programme referred to by the Ministry of Education and Human Resources Development (MEHRD) of the Solomon Islands Government, the New Zealand Agency for International Development (NZAID), and the European Commission (EC) as a mechanism for donor support to MEHRD to achieve its education goals. ESIRP II is managed by a Letter of Arrangement, signed by the development partners above in April 2007, which provides the framework for the governance, implementation, monitoring and review of the sector-wide approach, and describes the broad nature and process of the Solomon Islands Government, NZAID and EC inputs into the sector.

Teacher Education: Teacher education, whether formal or non-formal, consists of programmed activities and experiences developed by an institution responsible for preparing people to work as professional teachers. It includes teacher training. Teacher education includes the theoretical preparation of students as well as the transfer of practical skills by coaching and mentoring students before, during and after practical teaching sessions ideally with different groups and numbers of students from different types, levels of education and with different demands. This knowledge, skills and experience enable trainers and other coaches (like inspectors, school managers, education authorities etc.) in a comprehensive and joint effort to guide their students' learning experiences, to contribute to the growth and development of people who come into contact with them, and to contribute to the development of society at large.

Pre-service Teacher Education Programmes are formal programmes of study and professional development, usually based in an institution that prepares people to enter the teaching profession. Pre-service teacher education and training takes place usually *before* an individual starts teaching. The programmes will typically include academic and theoretical study, but also include practicum components of teaching in schools under supervision. The programmes may be structured in different ways, and may include internal on-campus tuition, distance learning, extramural tuition, electronic delivery, or flexible block courses that are run at locations convenient for the client group. These programmes lead to official teacher qualifications.

In-service (teacher) training is education for teacher employees to help them develop their skills generally or in a specific area, discipline or occupation. In-service training takes place *during and after* an individual begins work responsibilities. Most typically, in-service training is conducted during a break in the individual's work schedule or after working hours. These programmes may be short-term (from few hours per day, one full day, to two or three weeks) or longer-term (programmes of extended part-time or full-time study that may extend over a year or more). Depending on the learning outcomes and quality, this type of training can result in certificates or diplomas.

Pana'ara-course: This course is offered to people who paid their own fees. The programme offered a way of increasing the numbers of teachers who could be trained. The School of Education at SICHE has been faced each year with large numbers of applicants for teacher training, and wished to offer an opportunity to study in order to become teachers to those students who could not be accepted into the full-time intake because of funding restrictions. The students study over the summer holiday period for a 4 to 5 week intensive programme, and undertake a second 4 to 5 week intensive programme in June/July. The qualification is awarded when all the course requirements are satisfied and all modules are completed. The qualification awarded is exactly the same qualification as the qualification awarded to the regular annual full-time intake of teacher trainees.

Teachers in training course. A new initiative in 2007 (also referred to as a “pana’ara” programme) is a programme that targets the unqualified (“untrained”) teachers currently in the teaching service. The students study for exactly the same qualification as the regular full-time teacher trainees, but a different mode of delivery is employed. These teachers remain in employment and continue to be paid a salary. The structure of the programme involves participating in four 6-week block courses. There are arrangements for college staff to visit the teacher trainees and provide mentoring while they are teaching in the periods between block courses. The original programme of study has been reviewed by the staff of the School of Education, SICHE, with the help of the University of Waikato. This “teachers-in-training” course is based on a revised programme of study.

Continuing professional development is a human resource development principle in this policy statement which expresses the right for all teaching staff to get continuous access to capacity building opportunities for improved teaching performance and also the right for other education staff to get access to opportunities for improved support towards teaching and learning.

1. Authority

The following legislation provides the underpinning authority for the Solomon Islands policy on teacher education, teacher training and teacher development:

- the Education Act (1978);
- the Solomon Islands College of Higher Education Act (1984, amended in 1987);
- Constitution (Amendment) Act (1982)
- **Employment Act (Year)**

Other important guiding policy documents and strategic links include the following:

- the Government’s policy on education as outlined in the *Grand Coalition for Change Government Policy Framework*;
- the Government’s *Policy Translation and Implementation Document (2006-2008)*;
- the *Education Strategic Framework 2007-2015*;
- the *National Education Action Plan 2007-2009*; and
- ***Memorandum of Understanding between Solomon Islands Government, USP on the campus of the University of the South Pacific ()***.
- The Teacher Service Hand Book 2006 from the Teaching Service Commission.

2. Application

- 2.1 This policy statement is endorsed by the Government of the Solomon Islands through the Ministry of Education and Human Resources Development, and by all education authorities (both Provincial, Church and Private education authorities). The policy applies to all employers of teachers in the Solomon Islands, to all Solomon Islands teacher education providers, and to teachers and supporting education staff at all levels of the education system including those working in the sub sectors of early childhood education, primary, secondary, TVET, tertiary education and training institutions.

3. Purpose

The purpose of this statement is

To *guide* the general education policy development of the Ministry of Education and Human Resources Development with respect to teacher education and development. It provides guidance for the Teacher Training and Development Office (TTDO), the Teaching Service Division (TSD), the Inspectorate, the School of Education at the Solomon Islands College of Higher Education (SOE, SICHE), and other key stakeholders with an interest in teacher education and development to formulate a *National Teacher Education and Development Plan, 2007-2009*.

To *inform* key stakeholders about the guiding principles underpinning the development of teacher education policy in the Solomon Islands.

To *promote* the principle that all teaching staff and supporting staff to teaching and learning in the country have the right to continuous professional development and to equitable access to opportunities and facilities that assist in improving job performance

To *provide strategic direction* for the 10 Provincial Education Action Plans that are linked to the *National Education Action Plan (NEAP), 2007-2009* and the *Education Strategic Framework, ESF, 2007-2015*, but also at the same time

To *reflect the participatory principle* that the *National Teacher Education and Development Plan, 2007-2009* should be responsive to Provincial Work programmes and inputs and ideas from the schools ('bottom up approach')

To *serve as a benchmark* that will guide and assist in monitoring the work plans, operations and strategic relationships of the Ministry of Education and Human Resources Development over the three-year period covered by the *National Teacher Education and Development Plan 2007-2009*.

4. Background

Rationale

- 4.1 The *National Education Action Plan 2007-2009* and the associated longer-term *Education Strategic Framework 2007-2015* provide the strategic direction for the development of the Solomon Islands education policy statement for teacher education and development.
- 4.2 The first of the strategic goals in the *National Education Action Plan 2007-2009* is to 'provide equitable access to quality basic education for all children in the Solomon Islands'. This goal is

consistent with the Dakar Framework for Action on Education for All and the Millennium Development Goals (especially the second of the Millennium Development Goals which seeks to achieve universal primary education by 2015).

- 4.3 The second strategic goal of the *National Education Action Plan 2007-2009* is ‘to provide access to community, technical, vocational and tertiary education that will meet individual, regional and national needs for a knowledgeable, skilled and competent people’.
- 4.4 The third strategic goal of the *National Education Action Plan 2007-2009* is ‘to manage resources in an efficient, effective and transparent manner’
- 4.5 An essential ingredient to achieving these goals is ensuring there are **enough well-trained and motivated teachers to deliver a quality education.**
- 4.6 Both the *National Education Action Plan 2007-2009* and the *Education Strategic Framework 2007-2015* require the development of a National Teacher Training and Development Policy and a National Teacher Training and Development Plan. (See, for instance, page 42 of the *Education Strategic Framework 2007-2015*, or, in the *National Education Action Plan 2007 - 2009*, Section 7.2.4 for Early Childhood Education, Section 8.2.4 for Primary Education, and Section 9.2.4 for Secondary Education.
- 4.7 This document encapsulates the overarching policy of the Ministry of Education and Human Resources Development (MEHRD) on teacher education and teacher development. The document is intended to be dynamic, and not static. Over time more specific policy positions will be developed by MEHRD in relation to the range of issues involved in the actual delivery of teacher training and development. In this sense, this policy statement is the first step in developing a more comprehensive package of policies and implementation strategies for teacher education and teacher development.

Context & Analysis

- 4.8 The available evidence suggests that the Solomon Islands will face a teacher supply challenge over the next decade. There is a need to examine and analyse available data, and to determine what additional data may be needed, in order to be able to forecast reasonably accurately how many teachers will be needed in future. These forecasts will indicate to the Ministry of Education and Human Resources Development whether new or expanded initiatives will be required to recruit the additional early childhood, primary, secondary and technical and vocational education and training (TVET) teachers that may be needed.
- 4.9 It has also become clear from a scrutiny of the number of unqualified teachers teaching in the Solomon Islands education system that attention will need to be given to improving the quality, motivation, working and living conditions of our teachers. New initiatives are needed to improve the quality of education.
- 4.10 The accompanying *National Teacher Education and Development Plan, 2007-2009*, can be considered the practical follow up and implementation tool of this policy statement as it sets out the expected outputs, activities, indicators, time frame and responsible human resources.

4.11 The other accompanying document is the *Issues Paper* which can be seen as important support document for the implementation and development of the plan and policy, as it sets out in more detail some options, issues for policy consideration, further analysis and management support,

4.12 On the basis of its analysis, the Solomon Islands Government, through the Ministry of Education and Human Resources Development along with development partners, Education Authorities, training providers, school communities, and other community stakeholders,

conscious of the need to train and develop adequate numbers of teachers for future needs and in order to arrest the current national shortage of teachers;

being committed to providing access to *Universal Basic Education* in accordance with the principle of providing *Education for All* and other relevant international conventions; and

in pursuit of enhancing quality in teaching and learning, facilitating excellence in student achievement, building the capabilities of currently serving teachers and providing for the training of quality teachers in adequate numbers in future, in line with the *Education Sector Investment and Reform Programme*, and the *National Education Action Plan 2007-2009*,

intends to pursue effective and efficient teacher education and teacher development activities through this policy framework.

5. Principles

5.1 This policy statement for teacher education (including teacher training) and teacher development sets out a set of guiding principles and values upon which the Teacher Education and Development Policy Statement and the complementary Teacher Education and Development Plan have been constructed. These guiding principles are the foundation on which the vision, goals and policy objectives for teacher education and development set out below have been developed.

5.2 Teacher education and development in the Solomon Islands is based on the following principles and values:

- All teachers in the Solomon Islands are
 - well qualified and trained;
 - professional and motivated
 - encouraging all students to learn
 - continuing professional development and learning throughout their career
 - knowing and adhering to The *Teaching Service Handbook*, in particular Chapter 10 which provides guidelines on teaching in the Solomon Islands, including a Code of Professional Conduct and ethical principles (loyalty, honesty, impartiality, punctuality, neatness, resourcefulness, care, responsibility, trustworthiness)

- All teacher education and training
 - create equitable access for all, regardless of the trainee’s gender, ethnicity, disability or provincial location
 - is based on transparent and agreed selection criteria for entry
 - is based on sound child/student-centred pedagogical principles
 - have a strong practical component, aiming at skills transfer but incorporate both the theory and practice of teaching and learning
 - have pre-formulated learning outcomes and are cost-efficient and effective;
 - look for innovative ways of teaching, training and course delivery and the possibility of Distance Flexible Learning methodology
 - are culturally relevant to the Solomon Islands
 - is evaluated and reviewed regularly in order to increase quality and relevance
- Teacher education and development programmes in the Solomon Islands will be benchmarked against international standards;

5.3 The three main dimensions, in line with the National Education Action Plan, 2007-2009 and Education Strategic Framework, 2007-2015 of the Teacher Education and Development Policy Statement deal with

5.3.1 Maintaining teacher supply in line with demand

5.3.2 Improving teacher quality and motivation

5.3.3 Improved management, co-ordination, monitoring, evaluation of teacher education, training and development

5.4 This policy statement will be reviewed, and revised on a regular basis as the MEHRD Teacher Education and Development function is implemented, and as further policy directions and requirements emerge in the education sector. The first review of this policy statement will occur before the end of the 2009 year, when the new ESIRP, phase III, 2010-2012 is expected to be formulated.

6. Vision and Goals

Vision

Consistent with the *Education Sector Investment and Reform Programme, phase II*, and as outlined in the Vision of the *National Education Action Plan, 2007-2009*, this policy statement envisages a situation where all teachers in Solomon Islands are able to get the best possible professional preparation and support, which results in an adequate number at all levels of education of good quality and motivated teachers, instructors for all levels of education in order to assist all children, students and adults in the country with relevant and effective learning.

Main goals

The goals of the teacher education and development policy of the Solomon Islands are to ensure

- an adequate supply of teachers to meet demand in all education sectors (the early childhood education sector, the primary and secondary schooling sectors, and the post-school (tertiary) education and training sector); and
- all teachers (including teacher trainers) meet standards of the highest possible quality.
- management of teacher education and development is transparent, effective and efficient, and contributes to creating an adequate supply, retaining and increasing the numbers of quality and motivated teachers

7. Policy Objectives

The Teacher Training and Development Goals are translated into policy objectives and priorities set by the *National Education Action Plan 2007-2009* and the *Education Strategic Framework 2007-2015.*, and are documented in this National Teacher Education and Development Policy Framework:

7.1. This framework has the following objectives under the key areas of the NEAP; access, quality and management:

I. **ACCESS (to produce a sufficient supply of teachers to meet demand (or to enable the objective of EFA can be met)):**

- **Policy Objective 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;

II. **QUALITY (to produce good quality and motivated teachers (including teacher trainers))**

- **Policy Objective 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.
- **Policy Objective 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.

III. **MANAGEMENT (to establish a professional, effective and efficient management of teacher education and development)**

- **Policy Objective 4:** To plan, budget, co-ordinate, manage and monitor the National Teacher Education and Training Policy and Plan, including to set out 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);

8. Policy Framework: Solomon Islands Teacher Education and Development.

	Policy Objective	Policy details	Proposed Strategy
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	<p>The Government recognises the importance of informed based decision making and therefore the availability, development and utilisation of good quality data base systems, in particular in the area of teacher supply, education, training, continuous professional development and HRD.</p> <p>The Government will develop accurate forecasts of teacher supply needs over the period 2008 to 2015</p> <p>It will firstly focus on the teacher supply in the compulsory schooling sector in 2008, with gradually growing attention to also early childhood and post-school sectors in 2009</p>	<p>Increase capacity of MEHRD in data base management and monitoring teacher, teacher education, training and development data</p> <p>Ensure that the data in SIEMIS and other databases is accurate, up-to-date and available in a timely way</p> <p>Engage specialist technical assistance to develop teacher supply forecasts for the Solomon Islands (See Issues paper for detail)</p> <p>Monitor and report semi-annually on trends in teacher supply</p>

	Policy Objective	Policy details	Proposed Strategy
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.	<p>In principle the Government will endeavour to ensure that all teachers in the Solomon Islands are well-qualified, trained, committed and competent. Opportunities will be provided to all teachers who are unqualified or under qualified to upgrade their qualifications, in particular for basis education (Class 1 to form III). In general the policy aims at 2 main strategies:</p> <p>To support the development of the School of Education at the Solomon Islands College of Higher Education as the Government's provider of choice for delivery of basic teacher education qualifications and at the same time</p> <p>To encourage the development of other quality providers and strategies for pre-service teacher education to assist in meeting national teacher education needs</p>	<p>Strengthen SOE, SICHE so that increased numbers of ECE, primary & secondary teachers can be trained</p> <p>Continue to collaborate with the University of Waikato to assist in reviewing the pre-service curriculum for certificate and diploma courses at SOE, SICHE</p> <p>Encourage stronger collaboration, partnership and transition opportunities between the different teacher education and training providers in the country (SOE, SICHE, USP, Open University of PNG) or abroad (Fiji Institute of Technology, Technical University of the Pacific etc.)</p> <p>Review of funding arrangements for different education providers, teacher trainees in the light of an overall tertiary education funding policy;</p> <p>Review and strengthen Vanga Teachers' College;</p> <p>Establish the new campus of USP at Panatina to provide improved opportunities for teachers to access pre-service teacher education and to offer a more cost-effective route for teachers to upgrade their qualifications.</p> <p>Develop plans for alternative provision of training for unqualified teachers (field-based training, distance and flexible learning, print-based resources using provincial mentors to support teachers employed in the field, recruitment from the "community</p>

			<p>pool” of ex-teachers not currently employed)</p> <p>Develop an accreditation system for training providers</p> <p>Develop policy options for decentralisation of pre-service training</p> <p>Develop a second stream of the “teachers-in-training” (Pana’ara) programme at SOE, SICHE for another 250 teachers planned to start either early in 2008 or in mid-2008;</p> <p>Strengthen the Inspectorate to ensure that all graduates of SOE, SICHE are inspected and confirmed after one year of probation</p> <p>Review of criteria and procedures for registration of teachers to improve standards of teacher quality</p> <p>Organise Formal Induction programmes for first year teachers</p> <p>Develop a communications strategy and a recruitment campaign to highlight the attractiveness of the teaching profession and to attract quality and motivated students</p>
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	Policy Objective	Policy details	Proposed Strategy
3	<p>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.</p>	<p>The government will design and deliver a comprehensive human resource development programme to improve the organisation and management by supporting education staff, management of schools and to upgrade the knowledge, skills and attitudes of teachers. Initially the focus of HR-development will be on the school managers and provincial supporting staff.</p> <p>The HRD-programme will go beyond continuous professional development (CPD) or capacity building for teaching and also encourage measures for increased job satisfaction, motivation, performance and well-being.</p> <p>CPD will provide selected teachers and supporting education staff over time with diverse in-service training to upgrade their knowledge, skills and attitude.</p> <p>The Government will continue to support some primary and secondary teachers or other education staff to undertake long-term qualifications upgrading in Fiji (USP), at SICHE, and in Papua New Guinea.</p>	<p>Strengthen TTD-office, develop HRD-plan for TTD</p> <p>Design and undertake a survey of HRD and capacity building needs</p> <p>To develop a comprehensive professional development/in-service-training programme to be delivered to a large a number of teachers, school leaders and supporting education staff possible</p> <p>Create provincial support/training teams who can assist schools and teachers with their in-service training, school development and HRD-plans</p> <p>Review the existing training programmes for school managers to assess whether additional professional development modules need to be developed</p> <p>Promote the concept of whole school development planning by linking HRD and school development planning</p> <p>To encourage more cost-effective delivery of professional development programmes through a “train the trainers”-approach (to train local mentors, and to use distance education approaches to promote self-learning, teacher and school development)</p>

	Policy Objective	Policy details	Proposed Strategy
4	<p>To plan, budget, co-ordinate, manage and monitor the National Teacher Education and Training Policy and Plan, including to set out 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);</p>	<p>MEHRD has established the Teacher Training and Development Office (TTDO) and National Teacher Training Development Committee to co-ordinate the policy development and implementation in relation to teacher education and development. TTDO in close co-ordination with the Coordination Team will set up mechanisms to ensure that various stakeholders work together to achieve common goals and that all plans are adequately prepared, staffed and integrated in the recurrent or development budget (by projects)</p> <p>The government organises regular review of the implementation of this Policy statement and its accompanying document, the National Teacher Education and Development Plan, 2007-2009</p>	<p>The strategy is to establish National Teacher Training Development Committee which meets at least monthly</p> <p>Strengthen TTDO – through capacity development, consideration of increasing staff resources and re-forming TTDO as a Division rather than just an office.</p> <p>Need to strengthen teacher education and development in the provinces by appointment of officers with specialist expertise in teacher training</p> <p>Establish linkages between TTDO and the education authorities</p> <p>Establish linkages between TTDO and teacher education providers on policy matters such as selection of trainees, & consultation about the teacher education curriculum</p> <p>To encourage more cost-effective in-country training rather than expensive training in other countries.</p> <p>Review progress on this teacher education policy framework by end of 2010</p>

9. Policy Priorities

Priorities for the delivery of teacher education and development activities in the Solomon Islands are indicated in the Teacher Education and Development Plan. The immediate priorities for the following areas include :

Improved planning and monitoring of teacher supply and demand

- Verify the accuracy of statistical data about students and teachers;
- Develop useful forecasts of teacher supply over the two years 2008 and 2009, and out to 2015
- Determine the policy interventions that MEHRD supports to meet future teacher supply needs;

Quality pre-service training of teachers

- Support and extend qualifications training for unqualified and under qualified teachers (including the “teachers-in-training” (pana’ara) programme at SOE, SICHE);
- Develop policy and determine funding for the specified numbers of teacher trainees that will be supported by scholarships at SOE SICHE , USP or other training providers in 2008 & 2009 & beyond;
- Continue to support the ‘twinning’ of University of Waikato in the review of pre- and in-service education and training with SOE, SICHE; so that teacher education programmes in the Solomon Islands are benchmarked against international standards.

Human resource development

- Develop and deliver a comprehensive human resource development programme for teachers and school leaders and other education staff , including a capacity building programme for in-service training needs
- Develop distance and flexible learning methodologies to assist local and decentralised pre-service education and in-service training of teachers;

Teacher training management and co-ordination

- Confirm new functions for the National Teacher Education and Development Committee to oversee and co-ordinate teacher education and development matters, and hold monthly meetings;

Quality pre-service training

All untrained teachers in the teaching service will receive training to a basic qualification level. For primary teachers this qualification will be not less than a one-year equivalent Certificate, and for secondary teachers it will be a two-year equivalent Diploma.

To maintain and extend the “teachers-in-training” programme is a high priority.

Those secondary teachers currently trained in only one teaching subject will be upgraded to enable them to teach a second teaching subject.

Only after the immediate priorities identified in 9.2, 9.3 and 9.4 respectively are adequately addressed will other up-grading qualifications training be given priority.

Further study by teachers towards postgraduate diplomas, masters and doctoral qualifications, however, is to be encouraged, as this study would improve a teacher’s level of skill and competence. Provision of state funding for such programmes is not at present, however, considered a high priority for practising teachers. In the short term teachers who wish to undertake postgraduate study will need to finance this activity themselves. A review may be needed in 2012 to assess whether postgraduate study by teachers should be reconsidered for funding.

All basic teacher qualifications training at certificate and diploma level will be delivered in the Solomon Islands.

Post-basic qualifications training options will be explored both within the Solomon Islands and externally, as resources permit.

Training providers (particularly the School of Education, SICHE) will review their practice in the light of this policy framework. A key focus of the review would be to consider increasing trainee intake numbers, thus responding to projected teacher supply requirements. Delivery methods for basic training will also be reviewed and revised with a view to adapting a school-based teacher training mode. This review would feed into the work currently being undertaken by the School of Education, SICHE, in conjunction with its partner institution, the University of Waikato, to ensure that programmes are revised in content and methodology.

Ultimately, as a more distant priority, all early childhood education, primary and secondary teachers shall be upgraded to a qualification based on a minimum of two years of training up to a diploma level. Secondary teachers will be trained through a qualification based on a minimum of two major teaching subjects for delivery at the upper secondary level, and up to two minor teaching subjects for delivery at the lower secondary level.

Teacher education programmes using the “pana’ara” mode of delivery will be supported as an alternative means of training more teachers and providing them with appropriate qualifications.

At the same time MEHRD and USP need to develop its policy and identify funding for support of pre-service teacher education initiatives through the Solomon Islands USP Campus.

Teacher training and development may be delivered by more than one locally-based training provider, accredited through an approved process (outlined in a later section of this policy framework). These other training providers may include Education Authorities.

In this context a review should be undertaken of Vanga Teachers' College, in order to assess whether the delivery of teacher training (tutor training) for the technical and vocational education sector is being adequately catered for, and to make recommendations about improvements that may be necessary to enhanced the delivery of pre-service teacher training for tutors who work in rural training centres and in the post-secondary vocational sector.

Continuing Professional Development Training

The provincial teams of Continuing Professional Development Trainers are supported, with resources and materials, based in the Provinces, with a capacity using local transport and communication resources and, where necessary, supplemented by national technical support (from Early Childhood, Primary, Secondary, TVET, Inspectorate Division and Curriculum Development Centre) and through government budgetary provisions to deliver in response to identified needs.

Priority areas will focus on teacher training needs identified through a systematic training needs analysis. Provinces gradually develop longer term Provincial Teacher Education and Development Plans which are part of the general Provincial Education Action Plans.

Modularised continuing professional development curricula will be designed to address training and development needs of school managers and classroom teachers. These modules will focus on generic management, leadership, financial and human resource management, teaching and learning skills, content-based curricula and other skill needs identified from time to time.

Management and co-ordination

A new National Teacher Education and Development Committee will be established. Its prime function is to oversee, to manage and to co-ordinate teacher education and development policy development, the National Teacher Education and Development Plan including its Human Resource Development Plan for teachers, school managers and supporting education staff. It will meet monthly to discuss policy issues, priorities and implementation of the plans. The membership of this committee will be proposed and regularly reviewed by TTDO and endorsed by the Permanent Secretary.. The following MEHRD Divisions will be represented in this Committee: Primary; Secondary; Technical and Vocational Education and Training; Early Childhood Education; Teaching Service Division; Curriculum Development Centre; National Training Unit; Inspectorate, School of Education, Teacher Service Commission, USP, Solomon Islands National Teachers Association (SINTA) and representatives of other possible training providers.

10. Roles and Responsibilities of Stakeholders

This Policy Statement recognises various roles, processes and linkages in the teacher training and development system. There are a number of key stakeholders, including the various Divisions of the Ministry of Education and Human Resources Development, the various teacher education providers, schools and their communities, children, teachers, school managers, education authorities, professional organisations of teachers and school managers and other Government departments and agencies such as the Teaching Service Commission and National Training Commission

The **Ministry of Education and Human Resources Development (MEHRD)** has overall responsibility for determining teacher education and development policy. It oversees all education policy that determines the conditions of employment of teachers, their remuneration, how and where teachers are trained, who may be registered as a teacher, and what standards of conduct a teacher must adhere to. Several Divisions of the MEHRD have different roles in relation to teacher education and development. The **Permanent Secretary of MEHRD and the Co-ordination Team** have the statutory role of co-ordinating all education policy advice and advising the Minister of Education and the Government of the Solomon Islands on education policy matters. The Permanent Secretary and/or Minister will endorse the policies.

The **National Teacher Education and Development Committee (NTEDC)** considers and endorses the Teacher Education and Development Policy Statement and National Teacher Education and Development Plan. (or will modify it if necessary), and advises the National Education Board and Permanent Secretary on matters relating to teacher education and development. The functions of NTEDC include responsibility for

- advising the Permanent Secretary and the Minister of Education on strategies for improving teacher education in the Solomon Islands;
- coordinating and advising on all pre-service and in-service teacher education offerings;
- approving or rejecting the selection of trainees by the education authorities and schools for all pre-and inservice education and training
- overseeing the development of a coordinated plan for pre-service and in-service education and training in the Solomon Islands, which recognises serving teachers' need for a qualification;
- encouraging partnership between Government and non-Government providers for integrated planning; and implementation

The **Teacher Training and Development Office** of MEHRD has responsibility to

- Oversee teacher education and teacher development and to support its co-ordination and implementation
- Report on progress to the National Teacher Education and Development Committee after consultation with, and receipt of advice from the following MEHRD Divisions: Primary; Secondary; Technical and Vocational Education and Training; Early Childhood Education; Teaching Service; Curriculum Development Centre; National Training Unit; and Inspectorate. These Divisions of MEHRD assist in managing the Teacher Education and Development Policy Statement and National Teacher Education and Development Plan

- Develop the National Teacher Training and Development Policy and the Plan. The plan will be approved by the National Teacher Education and Development Committee, and revised annually to reflect current and emerging teacher education and development needs and changes
- Link with assigned Teacher Training and Development Education Officers at the Education Authority level and in Provinces in order to develop, co-ordinate and support activities identified in the National Teacher Education and Development Plan and the Provincial Work programmes or Provincial Education Action Plans

The **Planning, Co-ordination and Research Unit** within the Ministry of Education and Human Resources Development provides and organises data and research information in the form required by Teacher Training and Development planners and implementers.

The **Teaching Service Division** ensures that conditions of service for teachers are adequate and correspond with teachers' needs and adhere to the Teaching Service Handbook regulatory framework, that teachers' salaries and postings are regularised, and liaises with the Teacher Training and Development Office on matters related to teachers' service and conditions.

The Inspectorate contributes to the coaching, mentoring, assessment and monitoring of teachers and school managers in order they are receiving regular, professional guidance and recognition and increase their longer term commitment and motivation for the job.

The **Education Authorities** are responsible

- To identify, confirm and communicate the training and development needs of the teaching staff, management at schools.
- To initiate the Provincial Teacher Training Teams, to recruit its members, to maintain and support the teams, which are co-ordinating, developing, organising and monitoring the different capacity building activities for teaching staff and management at schools.
- To assist in the recruitment of Provincial Teacher Training and Development Officers

It is proposed in this Policy Statement that all Provinces and the main Church Education Authorities will have a Teacher Training and Development Officer (full-time or part-time, depending on the size of the authority) to manage the teacher training and development function in that authority and to liaise with the Teacher Training and Development Office of MEHRD.

The **Provincial Teacher Training and Development Officer** will report directly to the Chief Education Officer in each education authority. The officer's functions will include

- Supervise and deliver professional development training in the provinces (each officer would need to have subject specialisation and would work with CDC, or other providers such as SOE at SICHE, USP or UPNG)
- Acting as mentors for delivery of training modules developed as part of a comprehensive professional development plan;
- Assisting with decentralising training functions in the provinces, and supporting school development plans at the school level;
- Managing a small budget for delivery of professional development training in their province;

- Working with Education Authorities in their respective Provinces through the Chief Education Officer, TTDO, in MEHRD;
- Liaising on teacher training and development matters with appropriate education officers in the Ministry of Education and Human Resources Development, Education Authorities, Inspectors and community leaders;
- Developing and reviewing Provincial Teacher Education and Development Plans, which will include those of other Education Authorities existing in a Province's jurisdiction; and
- Submitting Provincial Teacher Education and Development plans to the Chief Education Officer-Teacher Training and Development Office, who will oversee the implementation of plans.

Small Church and Private Education Authorities will communicate planning and implementation of teacher training and development activities to the host Province

Other stakeholders involved in teacher education and development in the Solomon Islands include **children, their parents, and the local community**. The local community will confirm through School Boards of Management and Committees the suitability of teachers for training and professional development.

School management has a critical role in teacher education and development since it is in schools that teachers deliver the curriculum. School managers will recommend teachers for training to the Education Authorities, and reflect this, as appropriate, in school staff training and development plans.

Teacher Education Providers will collaborate with the Teacher Training and Development Office in the development and delivery of teacher training strategies. The existing teacher education providers located in the Solomon Islands include the School of Education at SICHE and the University of the South Pacific.

The **Solomon Islands National Teachers Association (SINTA)** and the **Solomon Islands School Principals Association** undertake to liaise with the Teacher Training and Development Office and the Teaching Service Division on the planning and delivery of qualifications training and continuing professional development activities and, where appropriate, facilitate in the delivery of continuing professional development activities for teachers.

11. Approaches

The approach outlined in this policy statement, and in the accompanying National Teacher Education Development Plan, is intended to provide a framework for efficient and effective delivery of sufficient well-trained and motivated teachers to meet the forecast needs of the Solomon Islands education system in the medium term (3 to 5 years) and the longer term (5 to 10 years).

Teacher education, training and continuing professional development providers are encouraged to explore a range of methods, models and approaches to the delivery of teacher training and development. This range shall reflect the country's training and development needs, both in terms of quality and quantity, and will comply with the Evaluation and Benchmarking issues covered in the next section of this policy statement.

Approaches employed shall seek to develop training and development capacity at the Provincial level, whether by way of qualifications training through the use of trained mentors and supervisors in a field-based delivery model, or through continuing professional development using the development of teams of locally-based and resource trainers.

All approaches shall seek, where appropriate, to use Information and Communications Technology to enhance communication and training delivery. Where appropriate, the developing network of Distance Learning Centres will be used to support both trainers and trainees.

In-service upgrading and pre-service training at Diploma level will normally use teacher training and development programmes offered at the School of Education at the Solomon Islands College of Higher Education.

Post-basic qualifications programmes offered on-campus by overseas-based institutions which require a lot of resources will be reserved for priority subject areas inaccessible locally.

Teachers who intend to pursue programmes offered by overseas-based institutions are encouraged to pursue studies through the distance and flexible learning mode.

MEHRD will encourage innovation in effective delivery of teacher education and training to meet the country's education priorities, and will identify, in conjunction with training providers, effective strategies for delivering qualifications training to teachers (including both pre-service and in-service training, and training for unqualified teachers, under-qualified teachers, and teachers who wish to upgrade their qualifications and skills).

The approach adopted will ensure that links are formalised between the Curriculum Development Centre and training providers, so that teachers able to deliver teaching programmes that meet agreed school curriculum aims and objectives.

MEHRD will develop systems for appropriate monitoring and evaluation of teacher performance. This will involve strengthening the inspectorate, and may involve a review of the current system for teacher registration.

The capacity of the National Teacher Training and Development Office with its Education Authority linkages as well as the National Teacher Education and Development Committee, will be developed. Staff will receive appropriate training.

12. Evaluation and Benchmarking

All teacher training providers shall undertake on-going monitoring and regular reviews of their programmes. These reviews should include representation from external moderation sources.

Teacher training providers at the different levels from basic qualifications to post-basic qualifications shall seek to promote representation on each other's Programme Development bodies, so as to ensure validation and compatibility for study pathway purposes.

An independent quality assurance system will be developed to monitor and audit the quality of teacher education programmes. Each tertiary education provider operating in the Solomon islands would

be accredited by the independent authority to deliver teacher education programmes that met appropriate internationally benchmarked standards of quality. The MEHRD will have responsibility initially for developing appropriate policy proposals and guidelines on how an independent quality assurance system would operate. It may undertake responsibility itself for developing appropriate preliminary criteria and systems, or it could delegate the task of undertaking the preliminary work to an appropriate authority or agency. MEHRD would make a recommendation on a teacher education quality assurance policy to the National Education Board. It might identify a panel which could be used, as required, to deliberate on applications from intending teacher training providers. The National Education Board would have responsibility for oversight of the accreditation system for teacher training providers, including approval of a set of appropriate accreditation guidelines and criteria.

The Chief Education Officer and Teacher Training and Development and Education Officers responsible for the teacher training and development function in the Ministry of Education and Human Resources Development, and Education Authorities will undertake participant and employer evaluations of in-service training and continuing professional development activities to ensure that these meet objectives which are determined from a systematic training needs analysis.

13. Financing

MEHRD will set guidelines on funding and allocation of resources for teacher education, including guidelines on access to scholarships and support for teacher trainees and teachers who are upgrading their qualifications.

Financing of teacher training and development activity will be consistent with the principles of partnership (funding coming from different resources like individual candidate/student, Education Authority and National Government) and the tertiary training policy (under development).

The principle of sharing increasing levels of training and development costs amongst the users will be introduced and applied gradually and will be decided on by the Permanent Secretary. The Teacher Education and Development Committee will advise on the details of cost sharing for the different education and training courses

Qualifications training will require a percentage contribution by the trainee to the cost of training as specified. The user contribution will eventually move towards an eventual student contribution of up to 50%.

While the priorities of training of unqualified teachers and achieving a basic level of training for all teachers to meet demand are being pursued by the Solomon Islands Government and Education Authorities, the bulk of costs of teacher training will be met through sponsorship.

The National Teacher Education and Development Committee may set a percentage contribution to be paid by users to be endorsed by the Permanent Secretary, but this percentage will not be more than specified or implied in the Community Standard Funding or other existing policies or practices in the education sector.

The National Teacher Training and Development Committee, may, at a time when it sees fit, when an adequate number of teachers have been trained, decide to alter regulation 10.18 of this policy, which provides that all teacher training places offered in programmes at the School of Education at the Solomon Islands College of Higher Education shall be (partially) sponsored, consistent with existing

tertiary education sponsorship regulations, by the Solomon Islands Government or its development partners.

Externally-delivered training will be financed according to development partner and scholarship funding arrangements.

Continuing professional development financing will be shared among the Solomon Islands Government or its development partners, Education Authorities, Teacher Unions, Teachers Professional Associations, schools and their communities.

In order to develop a sustainable policy in the Solomon Islands, the Government of the Solomon Islands will make a commitment to support teacher education and teacher development activity with a specified percentage of the education vote through its annual budget. To achieve this objective, and to ensure that tertiary education costs are manageable for the Government, the wider tertiary education policy development may need to consider options such as provision of a subsidy rather than meeting the full costs of education and training, and/or the development of a student loan scheme.

Annex. Regulations Governing Teacher Training and Development

1. There is a need for a regulatory framework to implement the MEHRD policies on teacher education and training.
2. Locally-based teacher qualifications training providers, if more than the two institutions offering qualifications in 2007 (the School of Education at SICHE and the Solomon Islands campus of the University of the South Pacific (USP)), will be accredited. All providers of teacher education will be governed by the criteria and moderation processes developed for that accreditation.
3. Until other providers are accredited, all basic level teacher qualifications training up to diploma level will continue to be delivered in the Solomon Islands through the School of Education at the Solomon Islands College of Higher Education, and through other accredited providers such as USP through a distance and flexible learning mode.
4. Post-basic teacher qualifications training at degree level will be delivered either locally through on-campus and/or distance and flexible learning offered by an accredited and recognised teacher training institution, or by external providers regionally or in other overseas-based recognised teacher training institutions, as resources and priorities permit.
5. A recognised level of basic qualifications training is at least a one year equivalent qualification for primary teachers and a two year equivalent qualification for secondary teachers, except in the case of the Diploma of Advanced Standing in Secondary Teaching from the School of Education at the Solomon Islands College of Higher Education (entry into which is restricted to those who possess a university degree or equivalent).
6. Employing Education Authorities, the Ministry of Education and Human Resources Development and schools (in the case of teachers undertaking long-term in-service programmes) will be involved in identifying and approving suitable candidates to undertake pre-service and in-service qualifications training. The actual selection process will be governed by agreed transparent criteria. The policy process for achieving agreement, and the proposed selection criteria for entry to pre-service teacher education programmes, are set out in the Issues paper.
7. Selection of teachers for training and development will target training needs. The distribution of training opportunities will be equitable according to gender, Education Authorities and Provinces. While priority will be placed on training teachers to work in primary and secondary schools, attention will also be paid to ensuring opportunities are available across sub-sectors, so that teachers are trained to teach in the early childhood education sector and in the TVET sector.
8. The National Teacher Education and Development Committee in-service and pre-service candidates will recommend candidates for teacher training which shall be endorsed by the National Training Committee and will liaise with training providers regarding admission to appropriate teacher training programmes.
9. Only teacher candidates approved by the National Teacher Education and Development Committee will be eligible for teacher training funding support with relevant entitlements, on any teacher training programme, locally or overseas.

10. In-service teachers who are admitted to a teacher training programme without the consent of the employing Education Authority and the National Teacher Education and Development Committee may not be funded, and shall be reported to the Teaching Service Commission for withholding of in-service entitlements and other disciplinary actions deemed applicable by the Commission.
11. In-service teachers pursuing long-term full time teacher training as recommended in employing Education Authority Training and Development Plans and approved by the National Teacher Training and Development Committee shall be endorsed by the Teaching Service Commission, to allow the processing of in-service entitlements and shall be regarded as teachers on Supernumerary Posting.
12. In-service teachers on supernumerary posting shall be required to enter into a *Bonding Agreement* with the employing Education Authority and the Ministry of Education and Human Resources Development through the Teacher Training and Development Office.
13. In-service teachers on supernumerary posting who wish not to enter into, or are refused a *Bonding Agreement* by the employing Education Authority and the Ministry of Education and Human Resources Development, may apply for Unpaid Leave.
14. The *Bonding Agreement*, among other things, requires the teacher to:
 - Serve after successful completion of the programme in the employing Education Authority, for a period of time equivalent to the time required to complete the programme of study;
 - Supply all copies of academic results to the employing Education Authority and the Teacher Training and Development Office in the Ministry of Education and Human Resources Development (non-compliance with this provision in the *Bonding Agreement* may result in the withholding of entitlements, privileges and benefits);
 - Retire all imprests and make reports to the managing Education Authority and relevant Directors or Officers in the Ministry of Education and Human Resources Development, to reach these officers at least two weeks prior to undertaking an approved teacher training and development programme, and, in addition, hand-over notes where applicable to successors.
15. Depending on the modality and duration of the in-service training, the National Teacher Education and Development Committee will decide whether teachers who recently completed a teacher training and development academic programme could be eligible for selection for any further in-service scholarship or fellowship of more than six months in duration. In general , a period of three years will be maintained before the same participant/teacher could subscribe for a new training.
16. Teachers who have recently completed an academic training programme of more than six months in duration and who intend to pursue further studies leading to an academic qualification within three years after completion of the last training programme, shall apply for unpaid leave and will be ineligible for any in-service entitlements offered by Education Authorities, the Teaching Service Commission or the Solomon Islands Government.
17. Selection of new intakes to relevant teacher training programmes at the School of Education SICHE shall involve members from the Teacher Education and Development Committee.

18. All teacher training places offered in programmes at the School of Education at the Solomon Islands College of Higher Education shall be (partially) sponsored , consistent with existing tertiary education sponsorship regulations, by the Solomon Islands Government or its development partners, until such time as the teacher supply of the country is fully satisfied or the Solomon Islands Government changes its policy.
19. Graduates (partially) sponsored by the Solomon Islands Government, or any of its development partners, shall take up teaching positions in Education Authorities according to existing vacancies in the current Teaching Service Establishment at the discretion of the Teaching Service Commission, which will confirm the appointments.
20. Teachers seeking teacher qualifications training to upgrade skills beyond a basic teaching qualification shall have taught for a minimum of three years with a proven good quality teaching record as determined by the Education Authority and/or the Inspectorate Division.
21. Teachers seeking to undertake continuing professional development activities shall be identified by their schools and Education Authorities through a systematic training and development needs assessment, which is shared with the Teacher Training and Development Office.
22. In the case of continuing professional development activities of less than six months in duration, Regulations 10.16 and 10.17 shall not apply. The implication is that teachers are able to pursue professional development activities, including workshops, seminars, research and internships as recommended by the Education Authority or the Ministry of Education and Human Resources Development, on a regular basis.
23. At national level continuing professional development activities will be coordinated by the National Teacher Training and Development Committee in the Ministry of Education and Human Resources Development in response to teacher training and development needs identified from time to time. The committee will also support the Provincial Teacher Training Teams. Provincial capacity building activities are co-ordinated by the Provincial Teacher Training teams in accordance with the Provincial Work Programmes, Provincial Education Action Plans and the *National Teacher Training and Development Plan 2007-2009*
24. The Ministry of Education and Human Resources Development through the Teacher Training and Development Office, Primary Division, Secondary Division, Teaching Service Division, Technical and Vocational Education and Training Division, Curriculum Development Centre, the Early Childhood Education Office and other Project Offices in the Ministry shall conduct continuing professional development activities to address skill gaps existing in their respective areas of responsibility.
25. The Ministry of Education and Human Resources Development may out-source specific training and development assignments to approved training institutions, groups and individual training providers to address specific development needs of teachers, school managers and Education Authorities when such needs arise from time to time.