



St Helena  
Government

# Education & Employment Directorate

## STRATEGIC PLAN

2018 – 2021

*“Opportunity for all”*

### Our Vision

*An inclusive world-class education system with varied and flexible pathways for all to achieve which embraces St Helena's culture and is tailored to its needs and future development.*

### Our Mission

*To help everyone, young and old, to make the most of their potential through high quality learning opportunities and relevant training.*

### Our Values

- *Respect*
- *Opportunity for all*
- *Integrity*
- *Aspiration*
- *Excellence*
- *Commitment*
- *Positive learning environments*

### Our Priorities

- 1 - Improved Attainment
- 2 - Support and Training for Teachers
- 3 - Inclusive Schools
- 4 - Human Capital Development
- 5 - Effective Systems Focused on School Improvement
- 6 - Engagement with Stakeholders

### Welcome to the Education & Employment Directorate's Strategic Plan for 2018-2021

Education is important to both the individual and the community. For the individual, education is opportunity. A good education builds knowledge, skills and understanding and nurtures imagination, creativity and innovation. It gives people the tools they need to navigate in a rapidly changing world. High quality education provision will us make St Helena a community that is **altogether better for children and young people**.

Beyond its value to individual learners, though, education is the single best way to invest in a prosperous, healthy and equitable society. All around the world, research has shown that the value of education to the community is at least as great its value to the individual. Education is the single most important driver of economic empowerment for individuals and countries. That's how education can help make St Helena **altogether wealthier**.

Although schools are the foundation of any community's education system, the Education & Employment Directorate supports learning for people of all ages. Our mission is to provide opportunities for everyone to achieve their potential and to support the development of St Helena by helping develop its people. When we look at the **10 Year Plan for St Helena**, we realise that **every single goal depends on a strong education system**.

This strategic plan is a road map for how we think we can achieve that, but one of the most important priorities for Education is community engagement. We need your support to be successful!

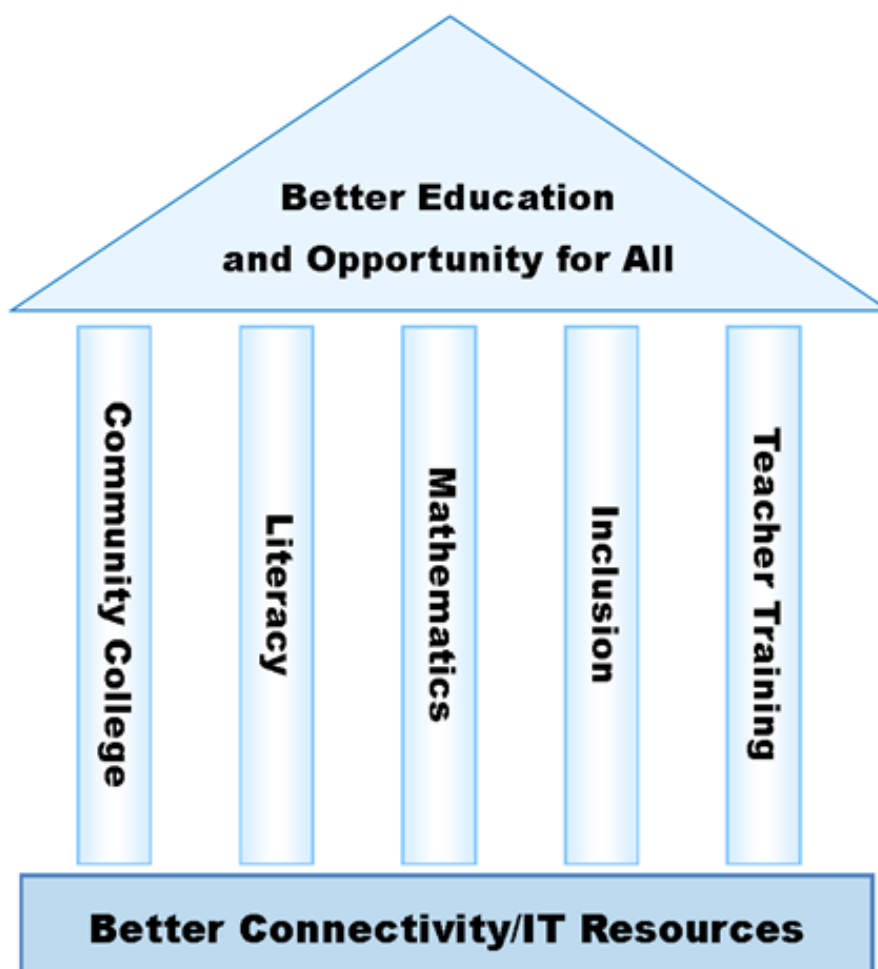
*Shirley Wahler*

Director of Education & Employment

### Annual Priorities 2017/18

In addition to the longer term vision shared in this strategic plan, the Directorate works with the Education Committee to set out priorities for every school year. These operational priorities guide our work, our short to medium term planning and our decisions on how we spend our money.

This how we represented our Annual Priorities for the 2017/18 school year:



These priorities fall directly out of the Strategic Plan. One important rule for strategic planning, though, is that if everything is a priority, nothing is a priority. We find that it helps if we engage our staff every year in the process of thinking through what we are going to focus on and why.

### Altogether Better for Children and Young People

**1 - Improved Attainment: St Helena schools demonstrate steadily improving levels of student attainment and provide targeted support for students to fulfil their potential.**

#### What is our target?

Year 1	Year 2	Year 3
<ul style="list-style-type: none"> <li>• KS2 60% of students achieve Age Related Expectations in Maths and English</li> <li>• KS3 65% of students achieve Age Related Expectations in Maths and English</li> <li>• GCSE 45% 5+ A* - C</li> </ul>	<ul style="list-style-type: none"> <li>• KS2 60% of students achieve Age Related Expectations in both Maths and English</li> <li>• KS3 65% of students achieve Age Related Expectations in both Maths and English</li> <li>• GCSE 50% 5+A*-C</li> </ul>	<ul style="list-style-type: none"> <li>• KS2 65% of students achieve Age Related Expectations in both Maths and English</li> <li>• KS3 70% of students achieve Age Related Expectations in both Maths and English</li> <li>• GCSE 55% 5+A* -C</li> </ul>

#### What will we do to achieve that target?

Year 1	Year 2	Year 3
<ul style="list-style-type: none"> <li>• Data-based targets for student achievement</li> <li>• Intervention programmes developed in literacy and numeracy</li> <li>• Consolidation of primary maths scheme; new primary English scheme</li> <li>• Review implementation of maths scheme</li> <li>• New qualifications implemented at PAS</li> <li>• Ongoing training of teachers</li> <li>• Monitor and work to improve absenteeism</li> </ul>	<ul style="list-style-type: none"> <li>• Data-based targets for student achievements</li> <li>• Monitoring against school targets; intervention programmes for literacy and numeracy needs.</li> <li>• Review of implementation of maths scheme</li> <li>• Ongoing training of teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Data-based targets for student achievements</li> <li>• Monitoring against school targets; intervention programmes for literacy and numeracy needs.</li> <li>• Review of implementation of English scheme</li> <li>• Ongoing training of teachers</li> </ul>

#### What do we need to develop to achieve that target?

Year 1	Year 2	Year 3
Adequate staffing to support intervention programmes at primary and secondary		
Funding and time available to support teacher training, including new trainees		
Funding to support and improve broadband infrastructure adequate for 21st century learning		

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### Altogether Better for Children and Young People

**2 - Support and Training for Teachers:** Schools recruit and retain a skilled and stable teaching staff supported by a scheme of service which promotes and rewards high standards of teacher qualification, competence and performance.

#### What is our target?

Year 1	Year 2	Year 3
<ul style="list-style-type: none"> <li>60% of teachers qualified to Level 4+; 100% of teaching staff with Individual Career Plans;</li> <li>Local teacher trainees with CertHE; internationally accredited school leadership and teacher training available on-island</li> </ul>	<ul style="list-style-type: none"> <li>70% of teachers qualified to Level 4+; 40% of teachers qualified to Level 5+</li> </ul>	<ul style="list-style-type: none"> <li>50% of teachers qualified to Level 5+</li> </ul>

#### What will we do to achieve that target?

Year 1	Year 2	Year 3
<ul style="list-style-type: none"> <li>Support provided by Teacher Trainer and mentors for upskilling teachers</li> <li>Deliver accredited Level 5 Diploma in Teaching and Learning</li> <li>Deliver second round of Level 4 Certificate in Teaching and Learning completed</li> <li>Complete Level 4 Certificate in Education Leadership</li> <li>Ensure that all teaching staff have Individual Career Plans in place, with training needs identified</li> <li>First intake of Teacher Trainees on accredited programme complete full programme</li> <li>Ensure that Scheme of Service provides adequate incentives for on-going development</li> </ul>	<ul style="list-style-type: none"> <li>Complete delivery of Level 5 Diploma in Teaching and Learning</li> <li>Deliver Level 5 Diploma in Education Leadership</li> <li>Provide opportunities for serving teachers to undertake degree-level studies</li> <li>Offer opportunities for university level training for local teachers through distance learning as funding allows</li> </ul>	

#### What do we need to develop to achieve that target?

Year 1	Year 2	Year 3
<ul style="list-style-type: none"> <li>Teacher Trainer in post</li> <li>Funding for training programmes for serving teachers and trainees, including overseas training where necessary</li> <li>Teachers have enhanced staff development time to complete training</li> <li>Funding to support continued implementation of Scheme of Service</li> <li>Funding to support broadband infrastructure adequate to support training needs, including distance learning where appropriate</li> </ul>		

### Altogether Better for Children and Young People

**3 - Inclusive Schools:** Schools are inclusive and deliver a broad and balanced curriculum that recognises the rights and needs of every child and that meets the needs of St Helena in the 21st century.

#### What is our target?

Year 1	Year 2	Year 3
<p>Comprehensive Code of Practice approved and adopted; updated school SEN policies; schools have access to Psychologist. Every school has a designated SEN lead</p>	<p>Schools have support structures and tools to ensure early identification and testing of children in primary schools; Schools have access to therapists, psychologist and psychiatrist Support identified for Gifted and Talented students</p>	

#### What will we do to achieve that target?

Year 1	Year 2	Year 3
<ul style="list-style-type: none"> <li>Develop Code of Practice and school policies</li> <li>100% of SEN students have IEPs</li> <li>Identification of premises for Inclusion</li> <li>Work with Health and Safeguarding to agree appropriate therapeutic resources</li> </ul>	<ul style="list-style-type: none"> <li>Work with Health and Safeguarding to agree appropriate therapeutic resources</li> <li>Set up protocols to screen and assess children as necessary, with a focus on early identification of learning needs</li> <li>Offer appropriate training for SEN/Learning Mentor staff</li> </ul>	<ul style="list-style-type: none"> <li>Have funding and staffing in place to allow a designated SEN person and Learning Mentor(s) in each school</li> </ul>

#### What do we need to develop to achieve that target?

Year 1	Year 2	Year 3
<ul style="list-style-type: none"> <li>Funding for educational Psychologist continued</li> <li>Funding and appropriate accommodation for alternative education programme</li> <li>Time for policy development</li> </ul>	<ul style="list-style-type: none"> <li>Agreed access to mental health resources</li> <li>Funding and appropriate accommodation for alternative education programme</li> <li>Time for policy development</li> <li>Funding for training and adequate staffing to support required release time</li> </ul>	<ul style="list-style-type: none"> <li>Funding and approval for staffing for staff to support inclusion</li> </ul>

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### Altogether Better for Children and Young People; Altogether Wealthier

**4 - Human Capital Development:** A comprehensive and responsive lifelong learning service supports the development of a skilled, qualified and competent work force for the island through the provision of effective lifelong learning and workforce development.

#### What is our target?

Year 1	Year 2	Year 3
Deliver a wide range of accredited and local training to meet the needs of individuals and employers on St Helena;	Deliver a wide range of accredited and local training to meet the needs of individuals and employers on St Helena; annual course review agreed with Board; Institutional Improvement Plan includes targets set against agreed metrics; annual report submitted to Education Committee	

#### What will we do to achieve that target?

Year 1	Year 2	Year 3
<ul style="list-style-type: none"> <li>Annual Training Needs Assessment and subsequent analysis</li> <li>Implement student needs assessment programme to ensure that underlying academic needs are identified and addressed</li> <li>Develop annual Institutional Improvement Plan linked to academic year</li> <li>Complete annual report to Education Committee</li> <li>Work to develop high level of employer engagement</li> </ul>	<ul style="list-style-type: none"> <li>Use baseline data to set performance targets in annual Institutional Improvement Plan and track progress against agreed metrics</li> <li>Training Needs Assessment and subsequent analysis</li> <li>Complete annual report to Education Committee</li> </ul>	

#### What do we need to develop to achieve that target?

Year 1	Year 2	Year 3
<ul style="list-style-type: none"> <li>Maintain funding for broadband infrastructure suitable to provide distance learning</li> <li>Funding for range of distance learning courses that cannot be otherwise delivered</li> <li>Staffing to support delivery of academic, technical and vocational training as required, including assessors for practical qualifications</li> </ul>	<ul style="list-style-type: none"> <li>Funding to support broadband infrastructure suitable to support distance learning</li> <li>Funding for range of distance learning courses that cannot be otherwise delivered</li> <li>Staffing to support delivery of academic, technical and vocational training as required, including assessors for practical qualifications</li> </ul>	



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### Altogether Better for Children and Young People

**5 - Effective Systems Focused on School Improvement:** The education system has a shared vision and clear and effective systems, policies and processes and a focus on school improvement.

#### What is our target?

Year 1	Year 2	Year 3
<ul style="list-style-type: none"> <li>Updated Education Ordinance and Regulations</li> <li>All schools with School Improvement Plans: SHCC and Library have Organisational Improvement Plans</li> <li>Continue implementation of SIMS</li> </ul>	Make increasingly effective use of SIMS and REMS and Resource-Mate to improve efficiencies of operation in key areas (schools, SHCC, Public Library)	Clear annual priorities; annual School/Organisational improvement plans

#### What will we do to achieve that target?

Year 1	Year 2	Year 3
<ul style="list-style-type: none"> <li>Clear annual priorities published</li> <li>Education Ordinance and Regulations updated</li> <li>School Improvement Plans and Organisational Improvement Plans agreed, reviewed and updated annually</li> <li>Support SIMS in primary schools and more fully develop SIMS provision in secondary</li> <li>Fully implement REMS (college database) in SHCC</li> <li>Develop web presence for Public Library</li> <li>School leadership training</li> </ul>	<ul style="list-style-type: none"> <li>Clear annual priorities published;</li> <li>School Improvement Plans agreed, reviewed and updated annually</li> <li>Utilise SIMS to support effective school management and support teaching and learning</li> <li>Improved broadband provision including better connectivity between schools</li> <li>School leadership training and effective talent management processes</li> </ul>	

#### What do we need to develop to achieve that target?

Year 1	Year 2	Year 3
<ul style="list-style-type: none"> <li>Support from Education Committee to update Ordinance and Regulations</li> <li>Continued provision of enhanced staff development time</li> <li>Funding for SIMS and SIMS management</li> <li>Improved broadband provision including better connectivity between schools</li> <li>Funding for school leadership training</li> </ul>	<ul style="list-style-type: none"> <li>Continued provision of enhanced staff development time</li> <li>Funding for SIMS and SIMS management</li> <li>Improved broadband provision including better connectivity between schools</li> <li>Funding for school leadership training</li> <li>Funding for training to support talent management and development processes</li> </ul>	

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### Altogether Better for Children and Young People

**6 - Engagement with Stakeholders:** The Education Directorate promotes a culture of parental and community engagement in which education and educators are valued.

#### What is our target?

Year 1	Year 2	Year 3
<ul style="list-style-type: none"> <li>Schools increase contacts and communication with parents;</li> <li>Training Needs Assessment</li> <li>Monthly communications plan</li> <li>Review role of PTAs;</li> <li>Websites for schools and SHCC ; library catalogue online</li> <li>Social media presence for SHCC</li> </ul>	<ul style="list-style-type: none"> <li>Work to strengthen PTAs; media releases/web updates at least monthly</li> <li>More parents attending curriculum related activities</li> <li>Schools share good practice about what works</li> </ul>	<ul style="list-style-type: none"> <li>100% parental engagement with some activity of the school; 100% turnout for parents' evenings.</li> </ul>

#### What will we do to achieve that target?

Year 1	Year 2	Year 3
<ul style="list-style-type: none"> <li>Annual Training Needs Assessment</li> <li>Annual Teacher Appreciation Day</li> <li>Develop school websites/social media</li> <li>Review schedule of parental meetings/events</li> <li>Continued implementation of Scheme of Service for teaching staff, including training and career progression</li> <li>Improved communication within the Directorate (based on CI strategies)</li> </ul>	<ul style="list-style-type: none"> <li>Annual Training Needs Assessment</li> <li>Annual Teacher Appreciation Day</li> <li>Communication plan in place for Directorate</li> <li>Continued implementation of Scheme of Service for teaching staff, including training and career progression</li> <li>Focus on Continuous Improvement</li> </ul>	<ul style="list-style-type: none"> <li>Annual Training Needs Assessment</li> <li>Annual Teacher Appreciation Day</li> <li>Schools have communications plans linked to Directorate plan</li> <li>Focus on Continuous Improvement</li> </ul>

#### What do we need to develop to achieve that target?

Year 1	Year 2	Year 3
<ul style="list-style-type: none"> <li>Community/SHG support for schools and education staff</li> <li>Improved ICT provision for schools (to support regular updating of websites)</li> <li>Funding to support website development</li> <li>Funding for implementation of Scheme of Service and teacher training to support career progression</li> </ul>	<ul style="list-style-type: none"> <li>Community/SHG support for schools and education staff</li> <li>Support from Press Office for communication plan</li> <li>Staff time</li> <li>Funding for implementation of Scheme of Service and teacher training to support career progression</li> </ul>	

### St Helena Education & Employment Directorate Values

*Our values guide everything we do. It is important to recognise that words alone are not sufficient; it is actions based on these values that are important. As an organisation, we model these values for our learners.*

#### Excellence

We have high expectations for our learners and a strong commitment to the pursuit of excellence and innovation in our people, in our programs and in our resources.

#### Respect

We treat all individuals with care. We recognise and value diversity of culture and thought, treating ourselves and others with honour and dignity. Our relationships are based on trust, mutual respect and responsibility.

#### Opportunity for All

We all have the right to challenging and engaging learning opportunities in appropriate settings.

#### Integrity

We are honest, open, and principled and treat everyone fairly.

#### Aspiration

We believe that our learners can achieve great things and that high expectations are required to achieve our goals, hopes, and dreams. We challenge our students to achieve their full potential.

#### Commitment

We believe in the power of teaching and learning to develop and advance individuals and communities and we work hard to make this happen. We take responsibility for achieving positive outcomes.

#### Positive Learning Environments

We work together in safe, nurturing environments where everyone is welcomed, valued and supported. We recognise and value hard work and positive attitudes .