

# SOLOMON ISLANDS

## REVIEW OF THE

### SCHOOL OF EDUCATION PARTNERSHIP LINK

### PROGRAMME

# REPORT



*Administration Block, SoE, Panatina*



*TIT Programme, Course Materials*

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**CONTENTS**

<b>Abbreviations Used</b>	<b>3</b>
<b>Acknowledgements</b>	<b>3</b>
<b>Executive Summary with Recommendations</b>	<b>4</b>
<b>1. INTRODUCTION AND BACKGROUND</b>	<b>7</b>
<b>2. TERMS OF REFERENCE AND METHODOLOGY USED</b>	<b>9</b>
<b>3. FINDINGS</b>	<b>11</b>
<b>THE TWINNING APPROACH-and Issues of Process</b>	<b>13</b>
<b>COURSES AND PROGRAMMES-Programme Delivery Issues</b>	<b>20</b>
<b>STRENGTHENING OF SoE GOVERNANCE AND         MANAGEMENT-The Strategic Issues</b>	<b>26</b>
<b>4. KEY FINDINGS AND THE WAY FORWARD FOR THE         TWINNING SUPPORT PARTNERSHIP, WITH         RECOMMENDATIONS</b>	<b>31</b>
<b>5. CONCLUDING STATEMENTS</b>	<b>35</b>
<b>APPENDICES</b>	
A. Activities Undertaken and People Met during Review	36
B. Documents Referenced	39
C. Course and Programme Materials Reviewed	40
D. List of People consulted in the Review	41
E. Schooling and Teaching Background of TIT Participants	43

## **ABBREVIATIONS USED**

AHOS	Assistant Head of School (SoE)
BOS	Board of Studies
CDC	Curriculum Development Centre
CPD	Continuing Professional Development
DFL	Distance and Flexible Learning
ECE	Early Childhood Education
ESIRP	Education Sector Improvement and Reform Programme
HOD	Head of Department
HOS	Head of School (SoE)
InTREC	International Training, Research and Education Consortium (UK)
MEHRD	Ministry of Education and Human Resources Development
NESU	National Examinations Unit
NZAID	New Zealand Agency for International Development
PPC	Project Planning Committee
SICHE	Solomon Islands College of Higher Education
SISEP	Solomon Islands School of Education Support Partner Project
SoE	School of Education
TIT	Teachers in Training (Programme)
ToR	Terms of Reference
TTDO	Teacher Training and Development Officer (and Office) (within MEHRD)
TVET	Technical and Vocational Education and Training
UOG	University of Goroka
UPNG	University of Papua New Guinea
USP	University of the South Pacific

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My appreciation to the Head of School and her School of Education team members; and to the Project Director and her Waikato/InTREC team members for willingly making themselves available for this inquisitive, demanding and time-consuming exercise. Their openness has allowed the review to distill real issues which can be addressed in the interests of strengthening the twinning support partnership and enhancing its impact for the School of Education and the wider Solomons educational context.

## **EXECUTIVE SUMMARY WITH RECOMMENDATIONS**

This review has examined the twinning support partnership between the School of Education and the University of Waikato/InTREC consortium against:

- A strategic focus around SoE governance and management
- A process focus around the twinning
- A programme delivery focus around course structure development.

These areas have been discussed in the review in relation to two contextual dimensions:

- The institutional , within the SoE itself
- The bigger and strategic, placing the SoE within the wider Solomon Islands education system

The consortium has employed an effective, collaborative, collegial and participatory approach with Solomon Islands SoE staff. This has promoted an ownership of the developments and innovations and is impacting strongly on an increasingly positive level of staff morale.

The review has concerns around the length, and nature of visits, the integration of inputs into a more coordinated approach, evaluation, monitoring and reporting processes.

The institutional dimension has been the main focus for the twinning support partnership during the first two years of implementation. Impressive programme and course review, design and development work has occurred, most notably in:

- Development , and delivery, of the Teacher-in-Training programme
- Draft design of the new Diploma structures
- Associated policy drafting and sensitization around benchmarking
- The beginnings of support for the SoE management roles and structures.

Initial TIT programme delivery has been through a Pana'ara 4-Block face-to-face model. Materials developed to support this are variable in format and usefulness. New pedagogy being explored and introduced is now being used by SoE staff and is impacting on the way TIT students interact with learners in their own classrooms.

However the bigger, strategic, dimension has not yet been effectively addressed. This has resulted in the review questioning the sequence of activities engaged in by the twinning support partnership. The review strongly recommends that the strategic dimension be addressed by the partnership and other key stakeholders (SICHE, MEHRD, NZAID, other providers) as a matter of urgency. It should identify further priorities, in addition to continuing with current developments, and generate plans which have agreed strategic deliverables, to be implemented against milestones.

Such an approach will more strongly recognize the SoE's place in the wider education sector and promote the links with key stakeholder players, reflect the systemic priorities, while enhancing SoE capacity and strength in delivering quality and cost-effective teacher education programmes.

In order to maintain momentum in current developments, while ensuring that the strategic dimension is addressed, the review recommends an extension to the twinning support partnership. This should be preceded by a strategic analysis process involving all key stakeholders agreeing on plans and priorities and defining mutual responsibilities for implementation.

### **Recommendations:**

#### **A. For the Way Forward (NZAID , SoE and University of Waikato/InTREC )**

<b>1</b>	Twinning support partnership is extended for a further period in order to ensure that capacity and strengthening processes have reached a sustainable point (duration to be based on outcome from Recommendation # 2). An extension will be designed in such a way as to ensure a steady reduction of inputs over time, and enshrine a phasing down process linked with a transition strategy. (see Recommendation # 3)
<b>2</b>	A strategic analysis exercise is undertaken, involving all key stakeholders, to identify and agree on key priorities, with deliverables, for both the third year of the current contract and an extended period. This should occur before any further twinning contract is signed. This is urgently required in order to address both the macro and micro dimensions of the twinning support programme for the School of Education.
<b>3</b>	Any extension contract should contain an agreed transition strategy which will enshrine: sustainable technical skills for programme development, review and delivery; management structures, processes and systems; and consolidated working relationship between the SoE and other key players.
<b>4</b>	Such an extension contract should contain deliverables as agreed by the key players (SoE, SICHE, MEHRD, University of Waikato/InTREC etc), with roles and respective obligated responsibilities stated.
<b>5</b>	The third year of the current partnership, as well as any agreed partnership extension, should provide for regular dialogue between the Consortium, SoE and NZAID beyond just the current level of reporting—for the purposes of ensuring ideas and issues around both the education and development dimensions are being shared and heard.

#### **B. For the Twinning Partners (Waikato/InTREC and SoE)**

<b>6</b>	Evaluation of the impact of twinning support partnership activities should be undertaken on a regular basis and reported on.
<b>7</b>	Reports, at agreed intervals, should be against deliverables and their milestones, and contain findings, with analysis, from evaluations undertaken. (refer recommendation # 6)
<b>8</b>	As much as possible twinning support partnership activities and management should be 'mainstreamed' into existing SoE structures and processes so as to be seen as embedded components of SoE programme rather than as a 'project'.
<b>9</b>	The consortium reviews its counterpart visit programme in order to consider a longer term presence at the SoE for consortium member/s to both drive, and integrate, the strategic, relationship and programme transition components and phases.
<b>10</b>	In an extension contract, consideration is given to sourcing subject and technical expertise primarily from the University of Waikato and regional institutions, and from InTREC where that is justifiable on cost effectiveness grounds, and that InTREC, through its Director, be

	asked to play a stronger role in the strategic and development dimension. This may mean a reduction in the InTREC component of a future contract, from its current 20%.
<b>11</b>	Contact with a regional teacher education institution should consider the use of one, or some, from PNG, providing for a Melanesian context with similar educational challenges. Such contact should involve very specific two-way secondment of respective staff members with quite targeted objectives related to the twinning deliverables and milestones.
<b>12</b>	Programme, policy and SoE management developments should be shared with key MEHRD players and mutual representation on appropriate bodies be used to share ideas and elicit feedback on these developments. Reconstituting an Advisory body has been suggested by many during the review process.
<b>13</b>	Policy and benchmarking ideas should be shared with all SoE staff members and SICHE management as soon as it is practicable to ensure buy-in, understanding and the creation of workable, sustainable changes.
<b>14</b>	Materials development associated with the TIT, new Diploma and other SoE needs should be associated with the provision of an integrated approach comprising the development of a common in-house style reflective of a agreed editorial guidelines.
<b>15</b>	The current initial research plans for year three of the twinning support partnership be revisited so as to both ensure realistic objectives and to collaborate with suggested evaluation processes for twinning impact. (refer recommendations # 6, 7)

### **C. For NZAID**

<b>16</b>	Recommendations 2 and 5 refer to future support design and dialogue. These should be seen as being part of both a proposal scrutiny and implementation monitoring requirement for all stages of future support. Such monitoring should be against agreed indicative deliverables, and should incorporate the possibility of revising deliverables and milestones, in response to identified implementation challenges.
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## 1. INTRODUCTION AND BACKGROUND

The twinning support partnership being provided for the School of Education (SoE), Solomon Islands College of Higher Education (SICHE) is in response to two underlying contextual imperatives:

(i) An historical decline, in previous years, in morale and capacity at the SoE resulting in an inability, and often perceived unwillingness, to engage in course and programme review and new, and innovative, development processes. This, combined with declining levels of resourcing, as well as a lack of effective organisation and management systems, impacted on a staff ability to remain current, and abreast, with good teacher education practice. Capacity and morale issues were inextricably entwined in these contexts. A further complication was the sometimes ineffective working relationships with SICHE (the mother institution, based on the Kukum campus) and the Ministry of Education and Human Resources Development (MEHRD), with its Curriculum Development Centre (CDC). This meant that any progressive, forward-looking initiatives were often overwhelmed by a sense of frustration and a related lack of confidence on the part of SoE staff and management, and further constrained by limited capacity.

Earlier support partnerships did not appear to have provided the SoE with sustained skills capacity in the areas of programme and course review and development, resources for remaining abreast of current good practice-especially in pedagogic areas or basic organisational management skills.

This situation had been anecdotally commented on over a number of years, and was formally analysed and reported on by Taylor and Pollard in their 2004 report, '*School of Education, Review Report and Development Plan.*'

(ii) The launch, in 2004, of the Education Sector Improvement and Reform Programme (ESIRP), managed and driven by MEHRD and supported by donor partners, the European Union (EU) and New Zealand (NZ AID), with the intention of implementing the Education Strategic Plan. A key component of this was the establishment of a National Teacher Training and Development function (with policy and planning frameworks) within MEHRD. This function moved quickly to identify the strategic teacher needs of the Solomon Islands which included the categories of:

- training of untrained teachers (which then numbered well over 2000, and this number continues to increase)
- upgrading existing trained and under-trained teachers, and
- providing an on-going stair-cased qualifications pathway for teachers as well as Continuing Professional Development (CPD) opportunities for all in the education system

- meeting the demand for new teachers, created by increasing enrolments at all levels.

These needs were placed alongside the qualitative and quantitative training capacities of the SoE (as the main, and only in-country, provider of basic teacher education in the Solomons) as well as other current and potential teacher education providers. This further prompted, for MEHRD, the need to consider alternative models for the training of teachers which would produce quality teachers, meeting the country's needs, and in the most cost-effective manner.

As a result of the issues raised by Taylor and Pollard and the apparent disconnect between the teacher education needs of the Solomons and the, then, capacity of the SoE to address these, attention was given to ways of supporting the institutional strengthening (for quality implications) and capacity building (for quantity implications) of the SoE. This led to the design, by MEHRD (and its Teacher Training and Development Office-TTDO), SoE and NZAID, of a twinning support partner plan for the SoE involving an external teacher education institution. A subsequent contract was awarded (using a selection panel comprising NZAID and SoE representatives) to the Waikato University, New Zealand, in a consortium arrangement with the International Training, Research and Education Consortium (InTREC) of the United Kingdom, to deliver, and manage, a three-year twinning support partnership programme.

Waikato/InTREC has translated this contract into the Solomon Islands School of Education Support Partner Project (SISEP). The Project Implementation Document (2006) for this outlines the following goal and objectives:

Project Goal: to enhance the quality of the pre-service and in-service teacher education at the School of Education.

This is designed to assist the SoE, its staff and students, gain access to current knowledge, practice and pedagogy in teacher education methodology and delivery models and through three overlapping phases:

- initiation
- implementation
- institutionalization

Project Objectives:

The goal is to be delivered against six indicative objectives:

1. To develop a strong professional development partnership between the SoE and the external partner that enhances the morale, confidence, knowledge and skills of the SoE staff

2. To work with MEHRD to assist in the development of a teacher education programme to address the training of untrained teachers
3. To assist SoE to produce academic and professional programmes of high quality, benchmarked against relevant international standards, and relevant to the Solomon Islands context
4. To work to improve teaching and learning approaches in SoE
5. To assist SoE to develop an effective recorded system of regular review of programmes/courses in SoE, including monitoring (Infrastructure and curriculum resources)
6. To develop a revised policy of assessment of teacher education student work.

## 2. TERMS OF REFERENCE AND METHODOLOGY USED

The Terms of Reference (ToR) for this review are centered on six task areas (see table below). These, in turn, reflect three thematic areas of focus:

- the strategic
- that of process
- those around Programme delivery.

While the latter two areas of focus deal with the more tangible form, approach, methods and nature of the twinning support partnership in action (leading to the more concrete outputs and outcomes), the strategic area of focus is concerned with a bigger picture. This places the SoE not only within its context of changing institutional strength and capacity, but also within the much wider Solomon Islands educational context, embracing:

- its place within SICHE
- its being a key provider for the Solomon Islands education system
- the need for a support partnership to ensure both sustainable and replicable outcomes.

In this respect, then, the ToR imply that the review will provide suggestions for the third year of the partnership, strategically beyond that third year, as appropriate, as well as linking the partnership with players outside of the SoE itself.

**i.e. This strategic focus provides an opportunity to comment on the future, in time, as well as the dimensions, in depth and focus , of the partnership.**

The task areas of the review and a comment on progress, with reference to relevant areas of the review report are listed here:

	Task Area	Progress and Reference
1	Review Partnership Link Programme	Relevant documentation

	<b>Task Area</b>	<b>Progress and Reference</b>
	Documentation	reviewed. Comments embedded throughout this Report.
<b>2</b>	Assess role of the Link Programme (Waikato and InTREC) in strengthening the SoE governance and management (Strategic focus)	Discussed in section 3.3
<b>3</b>	Assess the ‘twinning’ approach adopted under the programme, including constraints. (Process focus)	Discussed in section 3.1
<b>4</b>	Review and assess the quality, nature and relevance of course structure and course content developed to date. (Programme Delivery focus)	Discussed in section 3.2
<b>5</b>	Assess the potential of the courses for sustainability (Integrated)	Referred to throughout this Report.
<b>6</b>	Review the potential for the development of a degree programme and the implications for future support. (Integrated)	Referred to throughout this Report. Future support discussed in section 4, and with related recommendations.

### Methodology Used

The ToR provided for the review prescribe a methodology involving consultations and activities with key stakeholders. Consistent with this the following were undertaken:

- A review of partnership reporting documentation. This mostly involved the integrated reports prepared by the Project Director, and which pulled together material and information from project team members (including those from InTREC) as well as SoE, MEHRD and other stakeholders. (Appendix B)
- A review of materials developed through twinning support partnership activities. These included a whole range of materials prepared for the Teachers in Training (TIT) programme, design documents for the new Diploma programmes, review process guidelines and new policy documents. (Appendix C)
- Focused group discussions and interviews with a whole range of players directly involved with, and impacted by, the twinning support partnership. These included:
  - SoE Head of School and Management Team members
  - Project Planning Committee members

- SoE staff members (teaching and support) both in their subject and programme delivery areas , as well as in larger groups
- Curriculum Development Centre staff members
- Director and Management of SICHE
- MEHRD Management, including members of the TTDO
- Teachers in the first cohort of the TIT programme
- Pre-service students at the SoE
- Project team members (both support and contract members) from Waikato/InTREC
- NZAID staff in both Honiara and Wellington.

It is unfortunate that the review was unable to meet with either the Permanent Secretary or under-Secretary, MEHRD, while in-country. This was due to a combination of their unavailability through their either being out of country, ill, or duties associated with the week-long National Education Board meeting which was held during the time of the review visit. However the review believes that consultations with the Advisor, and TTDO staff members were able to receive all views, and explore issues, relevant to the twinning support partnership and its impact on the SoE.

Common questions around **process, programme delivery and strategic issues** were administered to all stakeholders, as appropriate, with responses probed. Distinctive views and perceptions were triangulated against those of others in order to more accurately identify issues and challenges.

### 3. FINDINGS

The background materials for the original partnership bidding process (and specifically the 2005 NZAID *Request for Proposal* document) described, and informed, around the two dimensions (the ‘problem’) requiring to be addressed by such a twinning support partnership. These two dimensions were:

- The bigger, strategic and systemic dimension, placing the School of Education within the national Solomon Islands education system with its particular teacher education needs. This dimension placed the SoE in a context related to MEHRD and other key stakeholders.
- The more institutional-level dimension which focused on the effective management, qualitative programme development, review and delivery capacity and needs of the SoE.

This review has given attention to both of these dimensions and findings comments are made accordingly.

As an initial statement (and this will feature as a theme throughout this report) it seems evident that the second, more institutional dimension, has been the main focus of the twinning support partnership activities to date. While this latter dimension has been effectively addressed, with exciting developments, intra-institutional cultural changes, and momentum achieved to date (and these will be described in sections 3.1 and 3.2, below) the equally important bigger and strategic dimension has tended to be overwhelmed by the institutional dimension—and this is partly due to pressures to deliver a TIT programme. This is reflected in the initial SISEP Goal and Objectives as stated in the *Project Implementation Document*. (2006). NZAID has provided feedback to Waikato/InTREC about the lack of strategic work and the need for the independent nature of Waikato/InTREC inputs to connect with the broader picture. The situation in MEHRD/SoE in 2005-06, and strong requests from MEHRD for a focus on the TIT programme, prompted the initial focus to be more on operational development and delivery than on strategic level. However apparently by the time of the first annual review (of June 2007) NZAID suggested re-wording Objective 1 to reflect the need for greater attention to institution building in the strategic sense, and has continued to raise this in discussions with Waikato. Such a discrepancy, therefore, in the ultimate implementing focus prompts the question for NZAID and Waikato/InTREC as to how documentation scrutiny, feedback and subsequent partnership monitoring procedures can be strengthened to ensure that on-going concerns and advice, on a mutual basis, can be heard and responded to. A recommendation in section 4.0 responds to this.

This bigger strategic dimension tends to address the ‘development’ imperatives which need to synergize with the ‘educational’ imperatives. Such strategic questions which are important in ensuring sustainability and replicability outcomes from such a twinning support partnership include:

- Where does the SoE fit in the current Solomon Islands teacher education context, and where should it logically fit?
- Where can, and should, it fit in the medium and longer-term teacher education scenarios?
- What are its key relationships and how should these be nurtured and supported?
- What are the immediate, medium and longer-term teacher education needs (qualifications and other) and how should these needs be responded to and training/education delivered? (including: untrained; upgrading from certificate to diploma, and beyond, for primary, secondary, early childhood, technical and vocational and others; on-going pre-service and new pre-service Diploma programmes; degree-level programmes; management and other specialist in-service etc)
- What will the SoE’s role be in providing for the Solomon Islands teacher education needs? As the benchmark and main provider, but working with other providers, and in articulated formats, or in other models? This has direct

implications on the Solomon Islands pursuit of the Millennium Development Goals—in particular goals 2 and 3.

- What are the strategic priorities in responding to these questions, and how do they relate to capacities (of the SoE and other stakeholders), resourcing, urgency, development logic and others?

The review feels, therefore, that the implementation sequence for the support partnership has been flawed. The strategic questions needed attention first in order to design an appropriate, prioritized and planned response for the twinning support partnership which would address both dimensions of the problem facing the SoE and its context. The review accepts, however, that there was an argument that there was an immediate urgent need to improve the SoE as teacher education provider, and that maybe the partnership, with NZAID, could not wait for the outcomes of a strategic analysis process. What is important, though, is that it is certainly not too late to address this strategic dimension and a key recommendation made later in this report suggests a mechanism for having both dimensions addressed as a matter of urgency so as to impact on the remainder of the current partnership life as well as an extended partnership period which is also recommended. These strategic issues are further discussed in section 3.3, below.

Beyond the strategic issues this review repeats the observation, however, that the twinning support partnership, to date, has achieved significant and impressive changes within the SoE environment. A clear SoE culture willing to question, reflect, innovate and produce has replaced one which was formerly more unwilling to engage in change. The Waikato/InTREC role in this cultural change, together with a new and more collaborative leadership in the SoE, are seen as having been pivotal in this.

Sections 3.1, 3.2 and 3.3, below, will acknowledge much of what has been happening within the institution as a result of the twinning support partnership. The review also notes areas which could be addressed which will further enhance the outcomes and outputs from such a partnership. Section 3.3 further discusses issues around the strategic dimension introduced above.

A series of recommendations are generated from the **findings** discussed in sections 3.1-3.3 are presented in section 4.0. In addition, a number of **suggestions** for the future implementation of the twinning support partnership are embedded in the sections below. These are numbered and highlighted as **[suggestion]**

### **3.1 THE TWINNING APPROACH-and Issues of Process**

The following observations are made which both acknowledge the impressive changes occurring as a result of the partnership, as well as issues of concern. These relate to what is currently being delivered, and how it is being delivered. Discussions around the future process are considered in section 4, below.

### **Relationship between the Partners**

An impressive, collaborative relationship, based on mutual trust, has been employed by Waikato/InTREC and embedded among, and enthusiastically accepted by, the School of Education staff. Longtime staff members have remembered earlier partnerships which did not empower local staff in the process of owning and developing. In the case of this twinning support partnership, SoE staff has been provided the opportunity through a mutual. Sharing and participatory environment to think, reflect and produce through writing and advocacy. The Waikato/InTREC approach has been very favorably received, employing mentoring and through the development of critical professional friendships. These friendships are growing and are becoming a key component of the support energy which has promoted the willing, productive and innovative culture earlier referred to. This approach is encouraging critical thinking. It is provocative and is challenging all players (SoE and Waikato/InTREC staff alike) to think about the connections between theory and practice in the Solomons teacher education context.

SoE staff members made the following kinds of comments about the relationship:

*They have made me think about what I will teach and how I will teach this to my learners. I have, as a result, developed my own look-and-share model of professional development..*  
( TIT Co-ordinator)

*Staff members have been able to see simple things which are making our work more effective and which have created huge impact—on our productivity and on the fun we and our learners are having...*  
(Former TIT Co-ordinator)

*Waikato/InTREC have promoted a process of mutual learning, which respects each others' values and knowledge...*  
(Head of School)

The collaborative and positive chemistry promoted to date provides huge momentum and will allow continued progress over the coming years, well able to complete developments already begun as well as addressing other priorities identified by the review process.

### **The Partnership Contract**

The review was not able to sight the contract between NZAID and the Waikato-led consortium. Waikato/InTREC referred to the implementation paper which contained the project goal and objectives as reflecting the guiding principles of the contract.

The twinning support partnership has not developed agreed strategic deliverables, with indicative progress milestones. Individual task objectives have been drawn up for visiting consultants and generalized work and annual plans have been generated,

but no real coherent milestones have driven a more strategic and integrated twinning support partnership framework. This has implications for scrutinizing, monitoring and advisory processes and these will be referred to elsewhere in this report. The review accepts, however, that a certain level of flexibility in contract management has allowed the twinning support partnership to respond to new and changing priorities.

### **The Twinning Support Partnership Focus**

The partnership has focused very strongly on the ‘task’ of developing and delivering the Teachers in Training (TIT) programme. This was consistently indicated through discussions with SoE staff members, Waikato/InTREC visiting consultants, and validated in the focus of reports from the Project Director. This TIT focus has assumed priority over the more strategic review of existing programmes and development of a new Diploma-anchored teacher education qualifications pathway, as well as the imperative of instituting a range of professional development initiatives for staff and management of the SoE. This is not to say that there has not been significant progress in these other areas (most noticeably in design of a new Diploma structure; policy design work; and support for the management team roles), however the focus on the TIT work has been dominant and has been perceived by Waikato/InTREC as having been a distraction from at least the bigger intra-institutional needs. Neither the SoE nor Waikato/InTREC strongly acknowledged the opportunity benefits from the TIT in having strengthened the bigger-picture and longer-term institution programme review and development capacity.

The need for the TIT development has been strongly articulated by MEHRD in recent years and has been driven at the political level. However, the twinning support partnership can consider this to have had significant benefits for the bigger institutional capacity and strengthening needs.

These benefits, apparent to the review, include:

- The enhancement of a collaborative, SoE-owned, task-focused culture
- A more School-wide collective consciousness with staff thinking more about what they want, professionally, and how, collaboratively, they can achieve this, with a related willingness to participate
- Strengthening of curriculum, course and programme review processes and technical skills and related writing skills
- An awareness of, and exploration in, a new world of pedagogy which is being enthusiastically taken up by SoE staff and even more enthusiastically received by learners—and the review saw evidence of its uptake by both TIT students, as well as SoE staff when delivering to the pre-service students at Panatina
- Professional development and consciousness-raising amongst SoE staff and their recognition of the value, and enjoyment, of such dynamics

- A renewed confidence and vigor, combined with a very positive view of what can be achieved, adhering to benchmarking and policy-guided good practice.

The professional, cultural and confidence skills acquired through the TIT work are all critical attributes required for the continuing development and strengthening of the SoE. These benefits can all be applied and, with further support, will promote the sustainability imperative considered so important as an outcome in such a twinning support partnership.

Waikato/InTREC accepts, and the SoE staff indicates a desire for, the need to enhance the more general Professional Development aspects of the twinning support partnership programme in this third year. This will have implications for the future nature, and format, of the twinning inputs. The growth of the Professional Development focus, as well as the bigger strategic dimension needs to be addressed for the third year and any subsequent period of support. A number of suggestions are made around this in sections 3.3 and 4.

### **Waikato/InTREC Model (inputs)**

Inputs to date have dominantly supported the TIT focus. They have comprised a series of intensive 5-10 day visits by curriculum specialists supplied by the University of Waikato and InTREC. Although there has been obvious sharing of experience amongst visiting consultants and occasional full SoE-staff activities involving wider participation, essentially activities have confined themselves to either curriculum working ‘cells’ or policy development groups. There would be value in promoting more integrated, sharing and mainstreaming of professional, pedagogic, policy and research ‘themes’.

Limited inputs in the area of management strengthening have begun to impact on the effectiveness, and unity, of the senior management team. This represents the early stages of what should be a continuing, and growing, priority of the twinning support partnership.

All Waikato/InTREC staff members and SoE colleagues consulted, without exception, indicated that visits to Panatina were intensive times for all concerned. They have been impressively productive and after initial problems of availability of some members of the SoE staff, most people now required for the various activities are available, present and willing participants.

SoE staff indicated a desire for the visits to be slightly longer (up to two full weeks) and **[suggestion-1]** for the curriculum-focused groups to undertake more demonstration exercises (at the SoE and in local Schools, as appropriate) using new pedagogy and content resources which can be reflected on and analysed. Staff also recognized the need of not becoming too dependent upon a Waikato/InTREC staff

presence. They valued the intensity of the short visits with the momentum these provided in moving review, policy and programme developments forward.

Over three quarters of the 30 SoE staff members interviewed indicated **[suggestion-2]** that having Waikato/InTREC staff working with the SoE in-country for longer would help progress the SoE's development, including the strategic, business and programme transition areas. This idea is consistent with the view of the review, already expressed, that an emphasis on the strategic, bigger picture, should assume greater prominence as this twinning support partnership continues. This suggestion will be further discussed in sections 3.3 and 4.

An important component in the twinning support partnership model was the role of contact between SoE and Waikato/InTREC staff between visits through regular email 'professional buddy' traffic and use of a project website [http://education.waikato.ac.nz/contracts/sissep\\_moodle/auth/cookie/login](http://education.waikato.ac.nz/contracts/sissep_moodle/auth/cookie/login) which was to be the repository of resources, comments and interactive dialogue. Neither of these tools has been effective, and contact between visits has tended to be very limited, with one or two exceptions, and mainly associated with logistics arrangements close to upcoming visits. There are valid infrastructural capacity reasons for this (poor and erratic connectivity), as well as issues around many staff not being familiar with ICT tools for communication, nor even having comfortable and proficient keyboard and computing skills. The project website has limited interactive value and presents a navigation challenge, especially for web novices. The twinning support partnership programme **[suggestion-3]** should address this issue of meaningful contact between visits and explore other ways of more continuous sharing of resources, experiences and queries. The current ICT limitations at Panatina should also prompt a more strategic look at ICT generally to identify what is possible in its use, and how, over the remaining period, and any subsequent period, of the twinning support partnership. This area is further commented on in sections 3.3 and 4.

Future support formats **[suggestion-4]** should therefore be reconfigured to recognize a combination of in-country visit lengths. Some short visits (of the kind currently be used) will support programme development and aspects of specific professional development focus, while longer visits will be more effective responses to the strategic and transition needs. In addition, resourcing of communication technology (outside the mandate of the twinning partnership, but worthy of an approach to other funding agencies, with Waikato/InTREC advice and support in identifying this) will have benefits in enhancing longer-distance mentoring support from the partnership.

The Waikato-led consortium has clearly perceived longer-term partnership benefits in working with InTREC. It values the wider cross-fertilization of academic, research and professional ideas which such a consortium arrangements can have for both this partnership as well as on-going collaboration in the future. However the review is not convinced that much of the specialist curriculum support being provided to the partnership can not be sourced **[suggestion-5]** either from within the University of

Waikato ranks, or elsewhere in New Zealand (e.g. Bethlehem, where the current Science Education specialist is based) or in the Melanesian or wider Pacific region. Indeed Waikato should not feel that all of its team members need to be from within its own ranks. InTREC, through its Director, brings a strong understanding of the bigger, strategic and development perspective which is so much needed in this twinning support partnership. It could be **[suggestion-6]** that in any extension of the support partnership that InTREC's inputs be more confined to this strategic, development area. This is also reflected in the findings to be discussed in section 3.3 and issues highlighted in section 4.

Contact, and possible exchange visits, with a regional teacher education institution was originally a component of the twinning support partnership model. This has not yet happened although Fijian institutions have been identified. SoE and SICHE staff indicated, quite strongly, that Papua New Guinean institutions may have more relevance culturally, and in terms of the education challenges being faced. The University of Goroka-UOG (as a dedicated teacher education institution), Divine Word University (for its innovations in DFL) and a Primary Teachers' College (such as Madang or Kaindi) were specifically mentioned. It may be **[suggestion-7]** that UOG, with its current programme developments and related materials production, would offer insights into how these are undertaken by institution staff. In any case there could be real value in the twinning support partnership facilitating focused, and structured, secondment of key staff members between the SoE and a regional counterpart institution.

The twinning support partnership has also facilitated the visit to the University of Waikato of a number of SoE staff, and a further such exercise is planned for the near future. To date there has been no obligatory, systematic sharing of experiences to the wider SoE and SICHE community by those who visited New Zealand. Selection of participants, **[suggestion-8]** and the defined obligation to share and transfer learning experiences upon their return, needs to be carefully considered for this aspect of the twinning process which can otherwise be quite a risky, and sometimes, counter-productive experience for all. Other staff members not involved in such trips see no benefit to the institution as a whole, begin wondering around the criteria used for those selected, and can begin to disengage in the wider twinning project activities.

### **Management and Reporting**

The twinning support partnership is being managed by an agreed 60% equivalent of a full-time position, which has translated into a full-time project Administrator, a 0.6 Project Director, a 0.1 Contract Administrator and provision for InTREC management support. The review regards this as a generous level of management support. At the SoE a Project Planning Committee (PPC), chaired by a senior, experienced, SoE staff member is overseeing arrangements at that end, and is strongly supported by the Head of School. This level of management and administrative support between Waikato/InTREC and the SoE would appear to be very adequate. The PPC has become more active in recent months in monitoring, approving and

validating project outputs. It remains, however, focused on operational rather than strategic issues. Most recently its Chair has been unwell and the HOS has taken over interim leadership. It may be useful to delegate this leadership to another senior member of staff as a strategy in embedding the work of the partnership more strongly within the senior management of the School. The PPC has no membership outside of the School of Education. Given the current strong focus on delivering the TIT programme it may be useful **[suggestion-9]** to extend membership to include a representative of the Ministry (e.g. the TTDO or Director Primary, Secondary or ECE) in order to acknowledge the current role of the TIT work in the wider education system. In this respect several SoE staff members referred to the earlier existence of an Advisory Group, comprising members of the wider education community in the Solomons (including MEHRD, with CDC and NESU) which was able to provide guidance and advice on strategic and systemic issues. It may be worth considering **[suggestion-10]** the reactivation of such a group, under the twinning support partnership umbrella, to drive the strategic links with the wider group of education stakeholders—these issues are alluded to at the beginning of section 3, and are raised again in sections 3.3 and 4.

Reporting on the twinning support partnership programme is by way of a Quarterly cycle from the Project Director. These reports are aggregated into six-monthly and annual reports as appropriate. They summarise and track tasks and activities completed (and not), emerging and continuing risks, and comment on services provided. Additional information around plans and people consulted are also contained in the report, as is a short report from the HOS.

This level of reporting (i.e. 4 reports per year) would seem to the review to be reasonable. However at this stage, as the twinning support partnership activities would be expected to be impacting on the SoE, its management and programme development and delivery, there is a need for these reports to become more analytical and less descriptive in nature. This would represent a change in emphasis, rather than volume, for reporting. It would be useful **[suggestion-11]** to provide evidence-based analysis on an aspect of SISEP impact in each reporting period. This will allow all stakeholders to get a feel for just what is changing and how this is occurring. This reporting requirement should be linked to the need to conduct more evaluation exercises around activities undertaken to, for example, measure the nature of course and programme review and development skills uptake, and pedagogic innovation and their impact on learning at both SoE and in the Solomon Islands school system. The review was not able to see reported evidence of any inquiry-based evaluation being undertaken by SoE staff (supported by Waikato/InTREC) on, for example, TIT activities. The Block 1 TIT Report provided to the review referred to an evaluation having been undertaken in weeks 5 and 6 of the Block but no real evidence, analysis and discussion of findings were presented. Now that the TIT is soon to deliver its third Block, it would be timely **[suggestion-12]** to institute a more robust evaluation process which could be reported on to all stakeholders, and which could be linked with the implementation of a planned research strategy at the SoE.

With reference to the PPC, and the use of the terms ‘Project’ and ‘consultants’ by Waikato/InTREC, the review would suggest that these terms be withdrawn. In a development context such as that prevailing in the Solomons these terms are linked with separateness, a finite life, and excessive resourcing and tend to promote unrealistic expectations on the part of beneficiaries. Everything that this twinning support partnership is about involves embedding skills, capacity and changes into the SoE and the wider Solomons education system. By administering this programme in a ‘project’ sense there is a feeling, on the part of some, that activities are not implicitly part of (mainstreamed) into the SoE culture. While it may make sense for Waikato/InTREC, contractually and financially, to regard this work as a project, it may be better **[suggestion-13]** to deliver using a more mainstreamed approach. One such way would be to use the SoE’s Policy and Planning Committee (a sub-Committee of the BOS) as a way of validating twinning support partnership activities rather than a specially created PPC. A SoE-based partnership Co-ordinator could support this process. These together would dispel the ‘project’ connotations and promote a more embedded, integrated feeling for twinning outcomes. This committee and advice it could offer to the BOS, would be strengthened by enhanced external representation including from school principals, teacher organisations, church agencies and community groups as deemed appropriate.

#### **Waikato/InTREC Consortium and NZAID**

The twinning support partnership, as already noted, exists within elements of both the teacher education environment as well as the ‘development’ environment. The Waikato/InTREC consortium embraces a considerable expertise especially in the teacher education area. InTREC, with its Director, provides a strong international development perspective which will complement the University of Waikato’s inputs in the future activities of the twinning support partnership.

There will be value in Waikato/InTREC perceiving NZAID as more than just a funding agency. Rather it is the repository of considerable development experience (and especially in the area of education for development), with a strong understanding of the Solomon Islands context, including the education sector reform process. This experience should be seen as being a resource for the consortium to tap in to as implementation strategies are planned.

The review feels that this could occur **[suggestion-14]** through a more structured dialogue involving analysis and advice around the twinning process, and including the consortium, NZAID and other stakeholders. This would ensure that both teacher education and development issues are being addressed. This could form part of a constructive monitoring process for NZAID, something which has been absent in the implementation of the twinning process to date. This area will be further commented on in sections 3.3 and 4.

### **3.2 COURSES AND PROGRAMMES-Programme Delivery Issues**

## Course and Programme Developments

The review commends an impressive level of new developments being undertaken at the SoE since the inception of the twinning support partnership. These include:

- Design, development and delivery of the Teachers-in-Training Programme initially targeting 200 primary and 50 secondary untrained teachers. This is a conventional Pana'ara-style 4-Block delivery over a two year period. Comments on delivery are made below. Design work for this programme is being synergized with the work on the new Diploma.
- Review of existing Diploma Programmes and the preliminary design of a credit-hour based stair-cased qualifications pathway which will allow existing certificate holders ultimately to be offered an opportunity for upgrading compatible with a series of new Diploma qualifications. This qualification will also eventually become the basic building block for a degree programme, the development and provision of which is probably some way in the future. The new Diploma's structural framework will soon be presented to the SICHE Academic Board for approval. This will be followed by the full development of Diploma component courses and associated policy, assessment and benchmarking systems. SoE staff members are excited with these developments and most are fully engaged in the conceptual processes associated with this. They do, however, articulate a strong desire to gain an understanding of the 'levels' of coursework and what this means for sequential levels of difficulty.

As earlier stated, the review sees clear programme and course development capacity and benefits accruing from the TIT work which can be extrapolated, with further support, into the upcoming new Diploma work.

Issues associated with the new Programme developments include:

- The classic teacher education dilemma—i.e. the balance, in both the TIT and new Diploma, of pedagogy and professional skills versus subject content knowledge required of teachers in the various school levels. A number of SoE staff members, as well as SICHE management expressed concern about the current high proportion of pedagogy in the TIT programme. However the review notes that by the end of the 4-Block programme the balance addressed will probably be appropriate. It will be important, however, [suggestion-15] for the twinning support partnership to be aware of these concerns and seek to elicit feedback from participants and the wider education stakeholder during the course of continued TIT development and delivery. This process will have on-going benefits for the development of the new Diploma programmes.
- Selection of students for the TIT programme: it appears as if the SoE was not directly involved in the selection of students for this programme. While

it is clearly important for MEHRD to be ensuring a fair and on-going enrolment of untrained teachers from around the country, it is equally important that the SoE works with MEHRD to ensure that appropriate criteria for selection are agreed upon. It is known that a number (around 20%) of TIT participants do not meet the conventionally accepted Form 5 minimal schooling pre-requisite. (see Appendix E ) Some SoE staff noted that some of these TIT participants are facing difficulties during Block times. Although it is probably not in the interests of the education system to deny these teachers the opportunity to become formally trained, it is important [suggestion-16] that the SoE and MEHRD collaborate in the selection process and ensure that, if appropriate, some kind of bridging programme is provided to give those participants with deficiencies against agreed entry criteria some kind of equivalency opportunity.

- Programme development should occur in relation to the bigger strategic picture. This has earlier been commented on and will be discussed in sections 3.3 and 4, below.

### Course Delivery

The review consulted a number of TIT students and all, without exception, were enthusiastic about, and appreciative of, the opportunity provided for this formal training leading to a recognized teaching qualification. They were even more enthusiastic about this qualification eventually giving them access to a professional study pathway which could lead to higher qualifications in the future. They are enjoying the exposure to new pedagogy and are expressing real willingness to innovate in, and reflect on, their teaching. Indeed, TIT students in one subject area acknowledged that by integrating pedagogic innovations across subject areas,

*...English is becoming great fun to teach. Before it was demanding—this is now changing..*

*(TIT students)*

The delivery model is quite conventional—as earlier noted it is based on the Pana’ara model which has been delivered for a number of years at the SoE. It relies on intensive teaching during the 4 Blocks delivered in Honiara. There are no formal links (with, for example, structured activities, supported by contacts—with the exception of assignments—see observation below) between the SoE and the teachers-in-training between Blocks. There are questions around the cost-effectiveness and efficiencies of this kind of approach.

Course materials provided to TIT participants do contain assignments for completion. Instructions for completion vary between subject areas. Many TIT students expressed concern about the clarity of the assignments. Many would have liked clearer explanations with examples provided during the Block sessions in order to make the

assignments more comprehensible. This situation is exacerbated by the fact that TIT students do not feel able to formally seek help between Block sessions.

The review feels that an opportunity has been lost to design, from the outset, a more innovative school-based training model which could have been piloted with the first cohort. There is pressure, now, for the current, and evolving, TIT programme to be converted, very quickly, into a Distance and Flexible Learning (DFL) mode. This could ultimately address much larger numbers and deal with the big mass of untrained teachers quite quickly, allowing the SoE to focus on its new Diploma programmes, and beyond, and to enhance its role as the pivotal, benchmarked provider in the Solomons. The process of conversion to DFL mode is still under discussion with elements of both confusion and urgency which may compromise quality. All appropriate stakeholders **[suggestion-17]** should be fully involved in agreeing about what is ultimately possible.

### **Course Materials**

Associated with the TIT developments has been the preparation of considerable amounts of support materials—including Course Outlines, Tutor’s Manuals and Course Readers. Writing has largely been undertaken by SoE staff members after support from, and agreement through, the twinning support partnership counterpart visits. Staff members of the SoE are feeling a justifiable sense of pride and ownership as a result of this work.

The review commends these developments but does note the following concerns:

- Although there is reference to a common template for the materials production this is not strongly apparent in the final products. Formats and style do vary between subject and course areas. A move toward a common ‘in-house’ style would be useful.
- Related to the point above is the lack of an integrated editorial approach to the production of these materials. There are editorial inconsistencies and variations in the appropriateness and level of language used. This issue could be addressed **[suggestion-18]** by a prioritized focus on the development of a material design/editorial committee/board or function at the SoE.
- There are variable links between the Course Materials and the Course Readers. Some Readers do not have page numbers and this can lead to navigation frustrations for readers, especially those second language speakers who are confronted with large volumes of materials to interrogate.
- Some materials could be rationalized for cost-effective purposes. e.g. one course has both a Tutor’s Manual and a Tutor’s Resource Book, each with the same colour covers etc. Could they not be combined? Again, an overseeing editorial function would be able to deal with this.

- Authors of, and contributors to, materials could be acknowledged **[suggestion-19]** in some form. This has a huge impact on a slowly growing SoE staff morale and enhances a sense of purpose and ownership.
- A number of stakeholders expressed a wish that more local examples and materials be adapted into the broader materials developments so as to provide more cultural and experiential relevance. Many also expressed a desire for Waikato/InTREC to provide more materials in areas where there is little available (e.g in Special Education), adapted and produced for a Solomon Islands context.
- The materials, at present, do not contain enough self-explanatory content suitable for a DFL mode and nor are they written in a friendly, interactive self-study mode, allowing for meaningful footprints to be made by the learner as she or he journeys through them. There is much work to do here and those concerned with making decisions on a DFL conversion need to be fully aware of this.
- Materials production for Block session use was sometimes delayed leading to late delivery and frustrations for TIT participants. The review notes, however, that discussions with relevant players in the production process should see this situation overcome at the next Block session.

The review considers that many of these concerns may have arisen as a result of the subject teams tending to work in isolation. A more integrated approach **[suggestion-20]**, or at least having a process where teams are threaded together through agreed generic policies and processes, would be able to deal with a number of these areas of concern.

### **Policy and Research Developments**

Through participatory processes involving small working groups a number of policy areas have been addressed and draft policy documents have been generated in the areas of:

- Assessment (which is moving away from summative to more of a formative and outcomes-based approach)
- Teaching Experience
- Equity.

Benchmarking issues are now also being addressed using a small group to drive the thinking and development process.

There is now a need **[suggestion-21]** to have a wider staff awareness of these policy developments, their contents and implications for SoE and staff functionality as many staff members were not aware of what has been done to date. This may involve training or workshops.

There may also be a need [suggestion-22] for SICHE management to be involved in the process as the policy developments in the SoE will ultimately need to be consistent with, and accepted by, the mother institution. Reference to MEHRD and Teaching Service Commission guidelines may also be a useful moderating process in these developments.

Many of the policy developments will involve big mindset changes on the part of SoE staff and SICHE management. This is especially so in the area of assessment. Consideration should be given to how the awareness-raising associated with the policy changes, and the subsequent implementation strategies, can be managed.

Waikato/InTREC is working with senior management to develop a research programme which will promote a culture of robust inquiry, evaluation and analysis. Initial plans are for a number of SoE staff members to use their former postgraduate study research (through Theses and Dissertations) and to distill these for a published monograph. This is proving daunting for the AHOS-Academic who will be working with a University of Waikato mentor to drive this. The review regards the development of a research culture as being very important, although with workloads of SoE staff members currently being stretched pressure in this area should be limited in the immediate future as programme developments take priority. Earlier mention has been made of the need to evaluate the impact of, for example, the TIT programme on learning and teaching pedagogy. There is scope to generate initial research work out of this process and to share it in Solomons-based seminar formats, and with stakeholders, and in mentored publications guided by the twinning support partnership. It may be useful [suggestion-23] to review current research plans in the light of these suggestions.

#### **Involvement of other Key Stakeholders**

Of concern to the review in the whole Programme and Course development and delivery area has been the lack of involvement of, and collaboration with, other key stakeholders in the education area.

MEHRD needs to be part of any Programme planning and delivery process because of a range of systemic implications. The TTDO has been created to provide an operational link with the SoE. This link is not yet functioning effectively and this twinning support partnership should be encouraged to assist in the development of formal structures which could embed functionality to this link. An earlier mention of a twinning Advisory Group could be one way. While the SoE is represented on a number of MEHRD Committees and groups it could be useful [suggestion-24] to have the TTDO represented in such bodies as the Policy and Planning Committee, and facilitated and encouraged to attend.

The same goes for the CDC, which is a division of MEHRD. Many SoE staff members are active participants in CDC curriculum developments, and particularly on the Syllabus Advisory Committees as well as Subject Working Groups. This means that

staff members are very much aware of the nature of new curriculum materials and requirements e.g. those of Nguzu Nguzu English and Mathematics. However there is only a limited involvement of CDC staff in curriculum developments at the SoE. They could be very useful in validating the compatibility of SoE Programme and Course developments against the National Curriculum Statement. CDC staff members are also very willing to actively induct SoE staff into new curriculum thinking and materials. It could be useful [suggestion-25] for the twinning support partnership to more actively promote this two-way collaboration. This would involve moving beyond just contact, and rather to engage in the sharing and validation of curriculum aspects to programme developments.

Finally, and critically important, should be [suggestion-26] the active knowledge of, and involvement by, key SICHE management and staff in any programme development and related policy changes. The SoE is one of five Schools in SICHE and its management needs to ensure appropriate consistency and synergy in programme structures and policies. SICHE management is anticipating that the skills in programme review and development being enhanced in the SoE through the twinning support partnership can be ultimately shared with the wider SICHE staff. However they also want to be kept in the loop on thinking around programme developments so that there is, at least, conceptual understanding of changes being proposed. This will make the later approval process through the SICHE Academic Board, for example, much less of a ‘gamble’ (a term used by the Director, SICHE.)

### **3.3 STRENGTHENING OF SoE GOVERNANCE AND MANAGEMENT-The Strategic Issues**

#### **3.3.1 Institutional Governance and Management**

The twinning support partnership is providing strong support for the leadership and management of the SoE. In particular the HOS and the SISEP Director have developed an effective working relationship. This has been further strengthened by the provision of a leadership and governance consultant as mentor/counterpart and combined with the InTREC lead in the benchmarking processes.

The recent participatory design of job descriptions for the two Assistant Heads of School will help to strengthen the creation of a collegial management team at the SoE. This is just a beginning as the process of active delegation of responsibilities through the management structure and the more willing sharing of ideas and issues amongst staff through open communication processes is still to occur. The twinning support partnership will be important in mentoring these processes.

More senior staff members are being provided with programme development responsibilities, through co-ordination and leadership of subject design and writing groups, chairing the PPC and co-coordinating the leadership of TIT delivery and policy design groups. Waikato/InTREC is providing good support for these processes

and this is enhancing the confidence and standing of a key cadre of leaders within the SoE.

SoE staff members also indicated a need for support in enhancing organisational management capacity, staff management and time management skills. This allows the emergence of the cadre of management and leadership in the SoE to be supported by well founded and respected, day-to-day management skills. Waikato/InTREC support **[suggestion-27]** for these areas would supplement with work already being undertaken with the senior management team members.

Policy developments and an emerging benchmarking consciousness will help to consolidate management systems and provide structures to support those systems. This emerging awareness and conceptual design work needs now to be translated into workable implementation strategies. This will become a key focus of the twinning support partnership over the coming period.

In relation to management and governance issues the review does note the following concerns:

- The impressive amount of work being done in Programme review and development should be more strongly embedded in existing management and governance structures within the SoE and SICHE. As earlier indicated there has been a tendency, for example, to place developments within the specially created project-PPC environment. By more strongly using **[suggestion-28]**, instead, the School's Policy and Planning Committee, BOS, the delegated duties of the AHOS's, and other key senior staff, in mentored and supported ways, management and governance confidence and systems would be more mainstreamed. This could ensure that the PPC, as an apparent sub-Committee of the BOS, would be actively reporting to that body and engaging with the wider SoE staff community. This is potentially much more sustainable through embedded capacity-building using programme developments.
- The need to provide support **[suggestion-29]** for basic organisation and staff management systems. This includes areas like basic Human Resource Development plans (so, for example staff study leave arrangements can be more effectively managed), time management skills, work load planning, value and structure of team meetings.
- The SoE is part of the larger SICHE mother institution. It is one of several Schools and needs to comply with the programme development, academic regulations and human resourcing policies (as examples) of that institution. These are driven by bodies such as the Academic Board and others and overseen, as appropriate, by the Deans of Academic Services and Corporate Affairs. It will be useful **[suggestion-30]** to more fully engage these wider management players and structures in, at least, sharing and awareness-raising, and to secure support from SICHE for management and governance initiatives

being driven by the twinning support partnership. This area will be commented on, further, in 3.3.2 below.

- SoE staff and management feel that their relationships and credibility with MEHRD need strengthening. Management and Governance initiatives under the twinning support partnership should consider **[suggestion-31]** more strongly embedding an active two-way representation of SoE and MEHRD representatives on appropriate bodies. This could include the re-activation of an Advisory Group as well, for example, in using identified Liaison Officers from SoE and CDC to promote work and sharing between the two—this idea was strongly advocated by SoE staff (and the new job description has this role enshrined for the AHOS-Academic) and CDC. The review notes that although the HOS, and other SoE staff members are representatives on the National Teacher Education and Development Committee and Teachers-in-Training Coordinating Committee, as well as other bodies constituted around MEHRD interests, it is now opportune for the twinning support partnership to assist in making this representation more informative for MEHRD and pro-active in catering for SoE interests.

### **3.3.2 SoE in the Bigger Picture**

The introduction to section 3 referred to the need to engage in the bigger, strategic dimension as an equally key focus of the twinning support partnership. The review offers the following comments around this aspect.

#### **The Problem**

In discussions with a range of stakeholders the ‘problem’ for the SoE, which prompted the provision of a twinning support partnership, was perceived as containing all of the following elements, in no particular order of importance:

- Resourcing of the SoE in particular, and of teacher education in general
- Currency of programmes—in terms of subject content, pedagogy and delivery processes
- Technical skills required to address the programme currency issues-review, design, writing etc
- Related lack of benchmarking to both internal and international teacher education standards, through validated indicators
- General morale of the SoE staff
- Lack of staffing collaboration and professional conversations between staff and other education players in the community
- Isolated, often self-imposed, nature of the SoE, with an unwillingness to systematically involve other players such as CDC, NESU, other providers, and the community
- Staffing workloads, and perceptions of these by outsiders ,and the need to rationalize workloads

- Issue of over-assessment, both in terms of its relevance in the learning and teaching process, as well as its impact on staff workloads, as mentioned in the previous point
- Governance of the SoE, and the roles of MEHRD, SICHE and others in academic and professional decision-making with elements of perceived interference. Perception that SOE was being ‘*..thwarted rather than supported..*’ (N. Wright, University of Waikato)
- SoE and how it is (or isn’t) servicing the teacher education needs of the Solomon Islands, or stimulating the pedagogic and educational research conversations in the wider Solomons community.

Some of the elements of this ‘problem’ can be dealt with through an intra-institutional skills-based and confidence–building focus and this is being addressed by the SISEP objectives and twinning support partnership activities.

However many of the bigger, strategic elements have not been addressed to date. It may have been more appropriate to have initially engaged in a full contextual analysis with the SoE and other stakeholders before designing an implementation plan and undertaking work on the TIT programme in its current format. Such an analysis, in a strategic sense, could have looked at:

- the SoE within the education system (being guided by the Education Sector Reform process), determining its’ and the system’s needs
- determining how these could be addressed (resourcing, infrastructure and with who—other players, both institutions and individuals—the ‘movers and shakers’, and taking into account other projects currently being implemented in the education sector in the Solomon Islands, including those funded by the European Commission and other development agencies), and
- above all else, have an agreed set of priorities which the twinning support partnership and all appropriate stakeholders have ‘buy-in’ on.

The fact that this process was not undertaken for the bigger picture points to both NZAID’s proposal/plan scrutinizing processes and monitoring systems, and to the partnership members (SoE, Waikato/InTREC) in not injecting the ‘development’ perspective into partnership goals through seeking, or accepting, advice from development and MEHRD expertise.

In section 4, below, this issue will be highlighted as a key issue to be addressed as the twinning support partnership proceeds, and a suggestion as to a how this could be done is made.

Had the strategic analysis been undertaken it would have identified the following issues which could then have been realistically prioritized in a twinning strategy with all key stakeholders agreeing on their respective obligations during the

implementation process—rather than having the SoE and the Waikato/InTREC consortium tending to ‘go it alone’:

**The issues needing [suggestions-32] to be considered in the Strategic ‘mix’.**

- The mainstreaming of strategic thinking and planning amongst SoE staff and management with SICHE, and MEHRD, fully involved in the appropriate components of that.
- Identification of programme development and delivery priorities—including how they should be delivered, and by who and, therefore by implication, links with, and roles for, other providers and facilitators both in-country (e.g. SDA and Church of Melanesia agencies; Vanga TC currently serving the Rural Training Centre network; and the growing Distance Learning Centre network), as well as externally from the region (e.g. USP, UOG, UPNG). It could also include potential thinking about articulation of programmes, or parts, in delivery models. (possibly involving the University of Waikato)
- Strategic provision of resourcing from MEHRD and its allocation within the SoE. An example of where this could apply is with the current push to convert the TIT programme into a DFL mode which may require that some SoE staff members be freed up to undertake the mentored conversion. Strategic thinking, with plans, would allow MEHRD to consider funding replacement staff for an agreed duration.
- A more strategic look at the role of ICT in both the SoE and SICHE for use in:
  - provision of learning and teaching resources through the www options
  - tools for facilitating teaching and learning
  - data and information management
  - communication
- The need to have a much higher level of collaboration between the SoE and other key players which is mutual, structured and dynamic. This will involve, among other things:
  - A more sharing role for SoE management in the National Teacher Education and Development Committee
  - A dialogue role for MEHRD in understanding, and providing feedback on, developments at the SoE. e.g. with the new stair cased credit-hour based qualifications design, with its place in a study pathway which could involve other providers
  - Reactivating the former Advisory Group within the Ministry with a need to actively involve primary , secondary, ECE and TVET players along with the SoE and SICHE
  - Having SICHE management involved in the changing conceptual thinking and policy developments at the SoE beyond just a reporting and, sometimes, passive level. There is scope to employ enshrined representation of SoE in SICHE bodies in a way which promotes mutual understanding and more strongly ensures that the interests of the SoE are considered.

#### **4. KEY FINDINGS AND THE WAY FORWARD FOR THE TWINNING SUPPORT PARTNERSHIP, WITH RECOMMENDATIONS**

The review now distills the discussions above into a series of key findings, and suggestions around the way forward. Below this are a number of recommendations which are provided as responses to the findings and the basis for discussions about the future form of the twinning support partnership.

1. Programme and Course review, development and delivery activities, and their impact, have been impressive. The twinning support partnership has fostered enhanced skills and cultures within the SoE in:

- Programme review, design and associated materials development
- Pedagogic innovations
- Benchmarking and policy developments
- Reflection and collaboration
- Research.

It has done this while being cognizant of the view, expressed to the review, that,

*We, the SoE staff, want to increase our leadership in, and ownership of, the changes—in order, ultimately, to promote access to education, through good teachers and teaching, in the Solomon Islands..*

*(Head of School)*

However these developments are not yet sustainable. The skills, capacities and changes need more time, and support, in being embedded into living and owned systems, processes and practices.

2. A stronger acknowledgement, and understanding, of the development context needs to be made in the future stages of the twinning. This involves:

- Working with all of the key players both within, and outside, of the SoE. Being aware of the influence of the movers and shakers who can both enhance and disturb new developments in the SoE.
- Knowing where, and how, the SoE (as the only in-country teacher education provider in the Solomons) fits into the education system. This includes not only the Government system but also the large Christian mission system reflecting this strong religious strand threaded throughout Solomons society.
- Incorporating an understanding of the country's teacher needs into twinning and SoE strategies.
- Being constantly compelled to ensure that outcomes are sustainable and that outputs are relevant, appropriate and consistent with the Solomon Islands cultures and values.

3. This development context also means the need to strengthen the bigger strategic picture, so that developments in the SoE are aligned to, and reflect priorities of, the wider Education Sector. This ultimately would be presented in the form of a strategic plan for the SoE, within SICHE which would embrace the academic and operational aspects of what is commonly referred to as an organization's Business Plan.

4. Year Three of the twinning support partnership, and a recommended (see below) extended period for that arrangement, need to be contracted against agreed deliverables, with milestones, for the University of Waikato/InTREC consortium, the SoE and MEHRD signed up to these. The arrangement should **[suggestion-33]** ideally involve a revision of the current components and more strongly reflect the balanced needs of:

- Continued programme and course review, development and implementation, alongside systems-strengthening through policy developments and continuing professional development.
- An enhanced strategic focus placing developments and gains in institutional strength within the context of a wider group of players from across the education system, and adhering to agreed priorities with mutual obligations to support implementation plans for those priorities. Such a strategic approach will allow a transition strategy to be embedded into the closing phase of the twinning support partnership.

5. Points 2, 3 and 4 above can be designed through a strategic analysis workshop where all priorities for the twinning support partnership are identified and agreed upon and where roles and obligations of all the strategic participating stakeholders are identified and also agreed upon. A twinning contract can then be drawn up following this process and agreement.

6. In the meantime, however, work already begun needs to be continued with and milestones identified around agreed deliverables for this coming year. The University of Waikato/InTREC consortium and the SoE consistently identified these areas for priority and advancement, if not completion, in Year 3:

- TIT programme fully developed in its current form and delivery to first cohort completed. Implementation then reviewed.
- Working with MEHRD to convert the TIT into a DFL mode of delivery.
- Adapting the already-developed TIT courses for the first year of the new Diploma.
- Approval, through the SICHE processes, of the new programme structures.
- Year 1 courses for new Diplomas written in draft form for initial delivery
- Beginning design work on year 2 courses for new Diplomas.

- Organisational and staff management skills support for a cadre of managers and leaders in the SoE
- Enhanced professional development activities with SoE staff around identified areas.
- Improving information management systems.
- Implementation of draft policy developments.
- Implementation of a revised research strategy.

An additional area around the designing of a Bachelor of Teaching degree is not something which is possible during Year Three of the twinning support partnership. Consideration of this development should be undertaken during the suggested strategic analysis process.

**Recommendations:**

**A. For the Way Forward (NZAID, SoE and the University of Waikato/InTREC Consortium)**

<b>1</b>	Twinning support partnership is extended for a further period in order to ensure that capacity and strengthening processes have reached a sustainable point (duration to be based on outcome from Recommendation # 2). An extension will be designed in such a way as to ensure a steady reduction of inputs over time, and enshrine a phasing down process linked with a transition strategy. (see Recommendation # 3)
<b>2</b>	A strategic analysis exercise is undertaken, involving all key stakeholders, to identify and agree on key priorities, with deliverables, for both the third year of the current contract and an extended period. This should occur before any further twinning contract is signed. This is urgently required in order to address both the macro and micro dimensions of the twinning support programme for the School of Education.
<b>3</b>	Any extension contract should contain an agreed transition strategy which will enshrine: sustainable technical skills for programme development, review and delivery; management structures, processes and systems; and consolidated working relationship between the SoE and other key players.
<b>4</b>	Such an extension contract should contain deliverables as agreed by the key players (SoE, SICHE, MEHRD, University of Waikato/InTREC Consortium etc), with roles and respective obligated responsibilities stated.
<b>5</b>	The third year of the current partnership, as well as any agreed partnership extension, should provide for regular dialogue between the Consortium, SoE and NZAID beyond just the current level of reporting—for the purposes of ensuring ideas and issues around both the education and development dimensions are being shared and heard.

**B. For the Twinning Partners (Waikato/InTREC and SoE)**

<b>6</b>	Evaluation of the impact of twinning support partnership activities should be undertaken on a regular basis and reported on.
<b>7</b>	Reports, at agreed intervals, should be against deliverables and their milestones, and contain findings, with analysis, from evaluations undertaken. (refer recommendation # 6)
<b>8</b>	As much as possible twinning support partnership activities and management should be 'mainstreamed' into existing SoE structures and processes so as to be seen as embedded components of SoE programme rather than as a 'project'.
<b>9</b>	The consortium reviews its counterpart visit programme in order to consider a longer term presence at the SoE for consortium member/s to both drive, and integrate the strategic, relationship and programme transition components and phases.
<b>10</b>	In an extension contract, consideration is given to sourcing subject and technical expertise primarily from the University of Waikato and regional institutions, and from InTREC where that is justifiable on cost effectiveness grounds, and that InTREC, through its Director, be asked to play a stronger role in the strategic and development dimension. This may mean a reduction in the InTREC component of a future contract, from its current 20%.
<b>11</b>	Contact with a regional teacher education institution should consider the use of one, or some, from PNG, providing for a Melanesian context with similar educational challenges. Such contact should involve very specific two-way secondment of respective staff members with quite targeted objectives related to the twinning deliverables and milestones.
<b>12</b>	Programme, policy and SoE management developments should be shared with key MEHRD players and mutual representation on appropriate bodies be used to share ideas and elicit feedback on these developments. Reconstituting an Advisory body has been suggested by many during the review process.
<b>13</b>	Policy and benchmarking ideas should be shared with all SoE staff members and SICHE management as soon as it is practicable to ensure buy-in, understanding and the creation of workable, sustainable changes.
<b>14</b>	Materials development associated with the TIT, new Diploma and other SoE needs should be associated with the provision of an integrated approach comprising the development of a common in-house style reflective of an agreed editorial guidelines.
<b>15</b>	The current initial research plans for year three of the twinning support partnership be revisited so as to both ensure realistic objectives and to collaborate with suggested evaluation processes for twinning impact. (refer recommendations # 6, 7)

### **C. For NZAID**

<b>16</b>	Recommendations 2 and 5 refer to future support design and dialogue. These should be seen as being part of both a proposal scrutiny and implementation
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	monitoring requirement for all stages of future support. Such monitoring should be against agreed indicative deliverables, and should incorporate the possibility of revising deliverables and milestones, in response to identified implementation challenges.
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## **6. CONCLUDING STATEMENTS**

Considerable momentum in SOE capacity-building and institutional strengthening has been achieved through the twinning support partnership. This support should continue, and with it, a level of sustainability which, among other things, will provide a platform on which a Degree-level programme can be confidently constructed.

The SoE will gain in status and its pre-eminence in the Solomons teacher education context be more accepted as strategic relationships and links are strengthened.

**APPENDIX A****Activities Undertaken and People Met during Review**

<b>Date</b>	<b>Activities Undertaken</b>
Wed 16 Apr Day 1	Documentation Review
Thu 17 Apr 2	Documentation Review Telephone briefing with NZAID (Tara Thurlow-Rae, Rebecca Spratt, NZAID Education Programme Officer, Honiara, Myra Harrison, Education Advisor.)
Fri 18 Apr 3	Documentation Review Telephone consultation with David Lancaster, InTREC, UK
Sat 19 Apr	Travel Napier - Auckland
Sun 20 Apr 4	Travel Auckland - Hamilton. Preliminary Meeting with Jane Strachan, Project Director, University of Waikato
Mon 21 Apr 5	Met with the following at the University of Waikato: -David McPherson, Social Studies and Prof Studies Curriculum Development -Noeline Wright, English and Preparation for Tertiary Learning Curriculum Development -Solomon Pita, SoE staff, now a student at University of Waikato -Jane Strachan, Project Director. Travel: Hamilton -Auckland-Brisbane
Tue 22 Apr 6	Travel Brisbane - Honiara. Preliminary meeting with Susanne Maezama, Head of School, SoE; Joanna Daiwo, AHOS, Academic; Sampson Tahuniara, AHOS, Administration.
Wed 23 Apr 7	Met with: -Susanne Mazaema, HOS, SoE. -Stanley Karuo'o, Teacher Training and Development Officer (TTDO), MEHRD. -SoE Management Team. (Susanne HOS, Joanna AHOS-Academic, Sampson AHOS-Administration).
Thu 24 Apr 8	Met with: -Social Science Team: Eddie Maelagi, HOD; Lincy Pende, TE Co-ordinator, Primary and ECE; Mathew Fakaia, Secondary and ECE; Brenda Sevala, Primary and Advanced Diploma. -Mathematics Team: John Beuka, HOD, Assessment Policy Development; Oswald Bako, Co-ordinator, Primary. -Project Planning Committee members: Susanne, Joanna, Sampson, Oswald, Graham Hiele, Teaching Experience Co-ordinator, Diploma. -NZAID: Brenda Waleka, Programme Officer, with Susanne, HOS. Review TIT course materials.
Fri 25 Apr	Met with:

Date	Activities Undertaken
9	<p>-Language Studies team: Immaculate Runialo, HOD; Roslyn Maneipuri, Senior Lecturer.</p> <p>-Curriculum Development Centre staff: Georgina Pita, Language, Primary; Linda Puia, Social Science and Language, Secondary.</p> <p>-Science Team: Andrew Misitom, Lecturer, Science; Eric Thoqole, Lecturer, Industrial Arts.</p> <p>-Librarian, Roslynn Maelagi, on visit to Library.</p> <p>-preliminary discussions with Paul Dyson, InTREC</p> <p>Review TIT course materials</p>
Sat 26 Apr 10	<p>Review TIT course materials</p> <p>Met with Paul Dyson, InTREC</p> <p>Preliminary Report Writing</p>
Sun 27 Apr 11	<p>Review TIT course materials</p> <p>Preliminary Report Writing</p>
Mon 28 Apr 12	<p>Met with:</p> <p>Lydia Ghemu, PPC Chairperson;</p> <p>Mark Tehe, TIT Co-ordinator;</p> <p>Business Studies Team: Lawrence Hunumeme, Graham Hiele;</p> <p>AHOS, Administration, Sampson Tahuniara;</p> <p>CDC Advisors, Mike McCrory (Primary) and Julian Treadaway (Secondary).</p>
Tue 29 Apr 13	<p>Met with:</p> <p>AHOS, Academic, Joanna Daiwo;</p> <p>James Porakari, HOD, Science, Chairperson IT Committee;</p> <p>Raelyn Laemane, former TIT student;</p> <p>Julian Treadaway, CDC Secondary Advisor;</p> <p>Paul Dyson, Business Studies, InTREC.</p>
Wed 30 Apr 14	<p>Met with:</p> <p>Social Science-Religious Education team: David Taufa, Ataban Tahu;</p> <p>Education team: Nollan Teika, Viola Malasa, Cecil Reggie, Joanna Daiwo, Lydia Ghemu, Janine Simi, Louise Misitom;</p> <p>Michael Haukaria, MEHRD, TTDO ;</p> <p>Peter Potter, Sector Advisor, Education, MEHRD.</p> <p>Draft Report writing</p>
Thu 1 May 15	<p>Met with:</p> <p>Susanne Maezama, HOS;</p> <p>Group of 7 TIT students;</p> <p>Church of Melanesia Education team.</p> <p>Draft Report writing</p>
Fri 2 May 16	<p>Feedback sessions with:</p> <p>Senior Management, SoE (HOS, AHOS, Academic; AHOS Administration);</p> <p>Full staff group, SoE.</p>

Date	Activities Undertaken
	Met with: Group of 8 Year Three pre-Service students, SoE. Brenda Waleka, NZAID; Dean, SICHE: Francis Romauifilia (Corporate Services)
Sat 3 May 17	Draft Report writing. Travel Honiara - Brisbane
Sun 4 May	Travel Brisbane-Auckland-Napier
Tue 6 May 18	Travel, Napier - Hamilton. Follow up consultations with Waikato University in Hamilton. Met with: Jane Strachan, Project Director; David McPherson, Noeline Wright, Richard Edwards, Niger Calder, Noeline Alcorn, Consultants; Alister Jones, Dean; Clive McGee, Carolyn Jones. Russell Yates. Travel, Hamilton-Napier
Thu 8 May 19	Travel, Napier-Wellington Follow up consultations with NZAID in Wellington. Met with: Tara Thurlow-Rae and Myra Harrison Travel, Wellington-Napier
Fri 9 May	Follow up telephone consultation with David Lancaster, InTREC, UK
Mon 12 May 20	Report Writing
Tue 13 May 21	Report Writing
Wed 14 May 22	Report Writing
Thu 15 May 23	Telephone consultation with Rebecca Spratt, NZAID, Honiara Report Writing
Fri 16 May	Draft Review Report submitted to NZAID and University of Waikato
Mon 19 May 24	Travel Napier-Wellington Presentation of Findings and recommendations to NZAID, SoE, Waikato/InTREC Travel Wellington-Napier
Mon 26 May 25	Preparation of Final Review Report
Tue 27 May 26	Preparation of Final Review Report
Wed 28 May	Submission of Final Review Report

**APPENDIX B: Documents Referenced**

Alcorn, N	SISEP	Consultant Report on visit to the School of Education, SICHE, April 14-18, 2008
Lancaster, D		Benchmarking
NZAID		Request for Proposal, Management Services Contract, Solomon Islands, Education Partner Support Project, December 2005.
Pita, S	SoE, SICHE	Pana'ara Report 2004-2007 (undated)
Pita, S	SoE, SICHE	Block 1 Report, The Teachers in Training Programme, April 2008.
SICHE-MEHRD		MOU Regarding the Delivery of a Programme of Teacher Preparation for Teachers in Training (undated)
SOE (?)		Course Review and Development Process (undated)
Strachan J.	SISEP	Implementation Document, undated
Strachan J.	SISEP	Six Monthly Report, December 2006
Strachan J.	SISEP	Quarterly Report, March 2007
Strachan J.	SISEP	Summary Annual Report, June 2007
Strachan J.	SISEP	Report on March-April PI Visit to SoE, April 2007
Strachan J.	SISEP	Annual Report, July 2007
Strachan J.	SISEP	Quarterly Report, September 2007
Strachan J.	SISEP	Six-Monthly Report, December 2007
Strachan J.	SISEP	Quarterly Report, April 2008
Strachan	SISEP	Terms of Reference for Consultants (for a range of Visit dates/periods over 2006-2008.
Strachan	SISEP	Activity Milestones for 2007-2008.

## **APPENDIX C: Policy, Course and Programme Materials Reviewed**

### **Policy and Benchmarking Material:**

Assessment Policy for School of Education

Benchmarking Policy

Equity Policy

Failing Pre-requisites for Teaching Experience

Policy on Review Systems for Programme and Courses

Re-Admittance of Teacher Trainees after non-Completion of Teaching Experience

Responsibilities of Supervising Lecturers

Teacher Trainee Expectations while attending Teaching Experience

### **Course and Programme Material:**

#### Education:

TIT-Human Development (Block 1)-Course Outline

TIT-Human Development (Block 1)-Course Book

TIT-Preparation for Tertiary Learning (Block 1)-Tutors' Manual

TIT-Preparation for Tertiary Learning (Block 1)-Tutors' Resource

TIT-Preparation for Tertiary Learning (Block 1)-Readings

TIT-Professional Studies (Block ?)-Course Outline

TIT-Professional Studies (Block ?)-Readings

#### Language:

TIT-English Curriculum Course-Secondary Minor (Block 2) - Course Outline

TIT-English Curriculum Course-Secondary Minor (Block 2) -Tutor Manual and Course Outline

TIT-English Curriculum Course (Block 2)-Secondary Minor-Readings Booklet.

TIT-Literacy for Learning (Block 2)-Tutors' Manual

TIT-Literacy for Learning (Block 2)-Student Reflective Workbook

TIT-Literacy for Learning (Block 2)-Readings Book

#### Mathematics:

TIT-Learning and Teaching Mathematics (Block 2)-Course Outline

TIT-Learning and Teaching Mathematics (Block 2)-Course Book

TIT-Learning and Teaching Mathematics (Block 2)-Course Readers

#### Science:

TIT-Primary and Secondary Minor Science (Block 2)-Course Outline

TIT Science Course Reader (Block 2)

**APPENDIX D: LIST OF PEOPLE CONSULTED IN THE REVIEW****SICHE AND SoE**

Dick Ha'amori	Director, SICHE
Francis Romauifilia	Dean, Corporate Services, SICHE
Susanne Maezama	Head of School SoE. Member PPC
Joanna Daiwo	Assistant Head of School, Academic, SoE. Member PPC
Sampson Tahuniara	Assistant Head of School, Administration, SoE. Member, PPC.
Samson Pita	Formerly Co-ordinator, TIT Programme (now a post-graduate student at Waikato University)
Eddie Maelagi	HOD, Lecturer, Social Science
Lincy Pende	Lecturer, Social Science
Brenda Sevala	Lecturer, Social Science
Mathew Fakaia	Lecturer, Social Science
David Taufa	Lecturer, Religious Education
Ataban Tahu	Lecturer, Religious Education
John Beuka	HOD, Lecturer, Mathematics
Oswald Bako	Lecturer, Mathematics. Member PPC
Lawrence Hunumeme	Senior Lecturer, Business Studies
Graeme Hiele	Lecturer, Business Studies, Teaching Experience Co-ordinator, Diploma. Member PPC
Nollan Teika	HOD, Lecturer, Education, Special Education
Cecil Wilson Reggie	Lecturer, Education.
Lydia Ghemu	Lecturer, Education. Chairperson, PPC
Viola Malasa	Lecturer, Education, ECE
Janine Simi	Lecturer, Education Studies
Louise Misitom	Lecturer, Education Studies
Immaculate Runialo	HOD, Lecturer, Language
Roslyn Maneipuri	Senior Lecturer, Language, Co-ordinator Diploma Programme
James Porakari	HOD, Science. IT Committee
Andrew Misitom	Lecturer, Science (Chemistry)
Eric Thoqole	Lecturer, Technology and Industrial Arts
Mark Tehe	Lecturer, Health Science. Co-ordinator, TIT Programme
Roslynn Maelagi	Librarian, Circulation

**MEHRD**

Peter Potter	Technical Advisor
Stanley Karuo'o	Chief Education Officer, TTDO
Michael Haukaria	Senior Education Officer, TTDO
Georgina Pita	Curriculum Development officer, CDC, Language Secondary
Linda Puia	Curriculum Development Officer, CDC, Social

Mike McRory Science (and Language), Primary  
 Advisor, Primary, CDC  
 Julian Treadaway Advisor, Secondary, CDC

### **OTHER EDUCATION STAKEHOLDERS, SOLOMONS**

Raelyn Laemane Former TIT student , Takaito CHS, Malaita. Now  
 Year 1 student , Diploma in Secondary.

#### **TIT Students:**

Richard Sade Dereni Secondary, Panatina Secondary School  
 Linta Waletelia Primary. Ilia Primary School.  
 Rosemarie Sikwa'ae Primary, White River Community High School  
 Rolf Chuata Saonuku Secondary, Mbokona CHS  
 Lilly Liolea Primary, Mbokonavera CHS  
 Wellington Aengari Secondary, Burns Creek Adventist High School  
 Rowley Oeta Secondary, White River CHS

#### **Year Three Diploma, Secondary, pre-Service students, SoE:**

Geraldine Losi Diploma Eng/Soc Stud  
 Royce Pita Diploma Eng/Soc Stud  
 Jocelyn Goulolo Diploma Eng/Soc Stud  
 Joseph Gesiau Diploma Eng/Soc Stud  
 Carina Ranio Diploma Eng/Soc Stud  
 Jocelyn Oneasi Diploma Maths/Business  
 John Modesto Diploma Maths/Business  
 Crincy Ta'aru Diploma Eng/Soc Stud

#### **Church of Melanesia Education Group:**

Moffat Wasuka Education Secretary  
 Christina Vunagi Principal, St Nicholas School  
 James Memua Deputy Principal, Secondary, St Nicholas School  
 Nelson Vike Deputy Principal, Primary, St Nicholas School  
 Noel Hou Careers Master, St Nicholas School

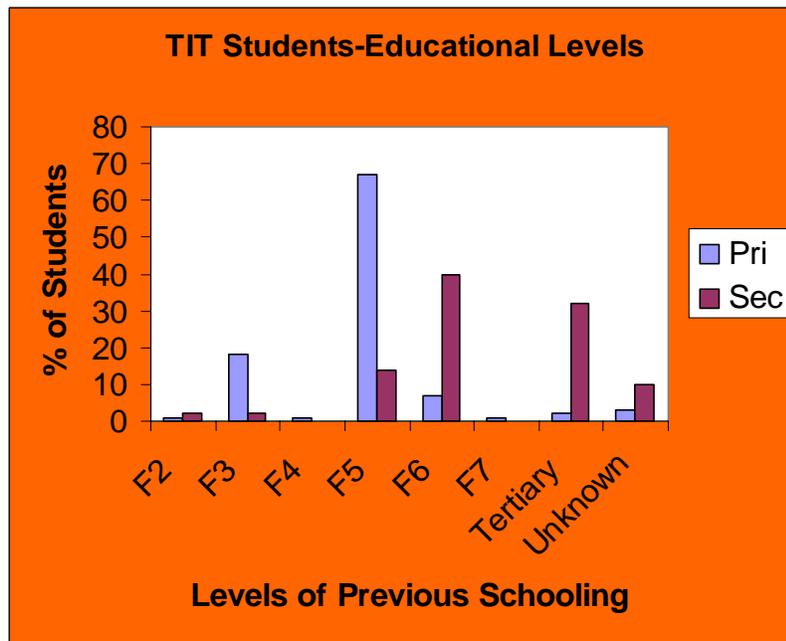
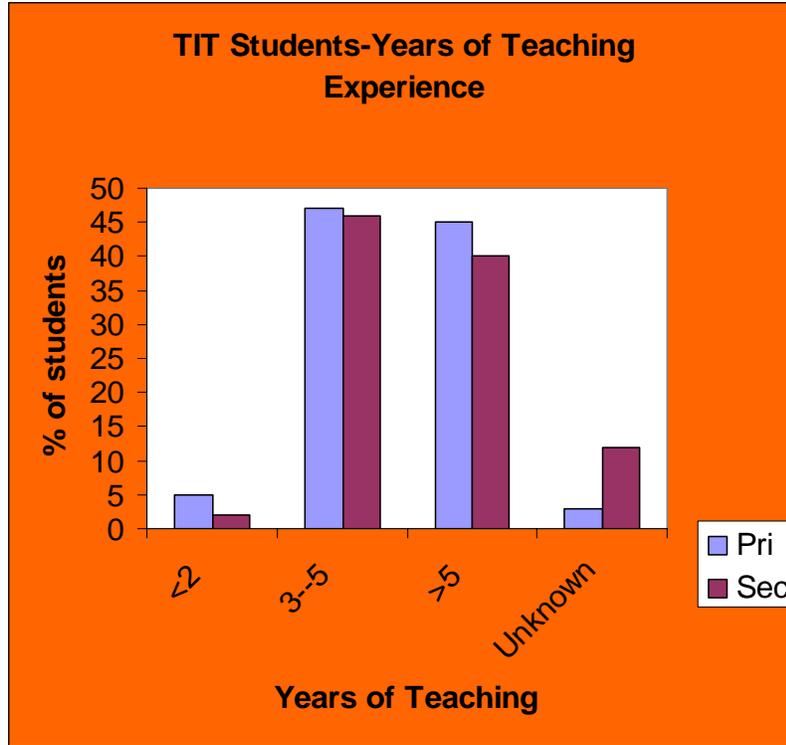
### **UNIVERSITY OF WAIKATO AND InTREC**

Jane Strachan Project Director  
 Alister Jones Dean  
 Noeline Alcorn Advisory Committee and SoE Senior Management, Research  
 David McPherson Social Science  
 Noeline Wright Language Studies  
 Richard Edwards Science  
 Nigel Calder Mathematics  
 Russell Yates DFL Teacher Education  
 Clive McGee Advisory Committee  
 Carolyn Jones Contract, Budget  
 David Lancaster Director, InTREC. Benchmarking. (by telephone link)  
 Paul Dyson Business Studies, InTREC

### **NZAID**

Myra Harrison Education Advisor  
 Rebecca Spratt Programme Officer, Honiara (by telephone link)  
 Brenda Waleka Programme Officer, Honiara  
 Tara Thurlow-Rae Programme Officer, Wellington

**APPENDIX E: SCHOOLING AND TEACHING BACKGROUNDS OF TIT PARTICIPANTS**



Source: Teacher Training and Development Office, MEHRD.