

Mauritius
Institute of
Education



2023 - 2026
Strategic Plan

Empowering Professionals for Quality Education







STRATEGIC PLAN

2023 - 2026

Empowering Professionals
for Quality Education

VISION

Our Vision

Leading educational transformations through a dynamic teacher education, curriculum, and educational research ecosystem.

MISSION

Our Mission

To advance the field of education through innovative and evidence-based practices, cutting-edge knowledge and pedagogical technologies, partnerships and community engagement.



Our core values and guiding principles are:

Integrity

Integrity reflects ethical behaviour which ensures that the highest ethical standards are maintained in all aspects of the institution's operations and that our services are professionally delivered.

Transparency & Accountability

Transparency refers to clear, open, and accessible communication of information and decision-making processes, while accountability pertains to the obligation of MIE to take responsibility for its actions and outcomes. They help maintain public trust by ensuring efficiency and effectiveness at all levels.

Equity & Inclusivity

Equity promotes fairness by ensuring that diverse perspectives are valued, adequately represented and integrated in our practices while inclusivity ensures that our provisions remain accessible and responsive to the needs of a broad range of stakeholders.



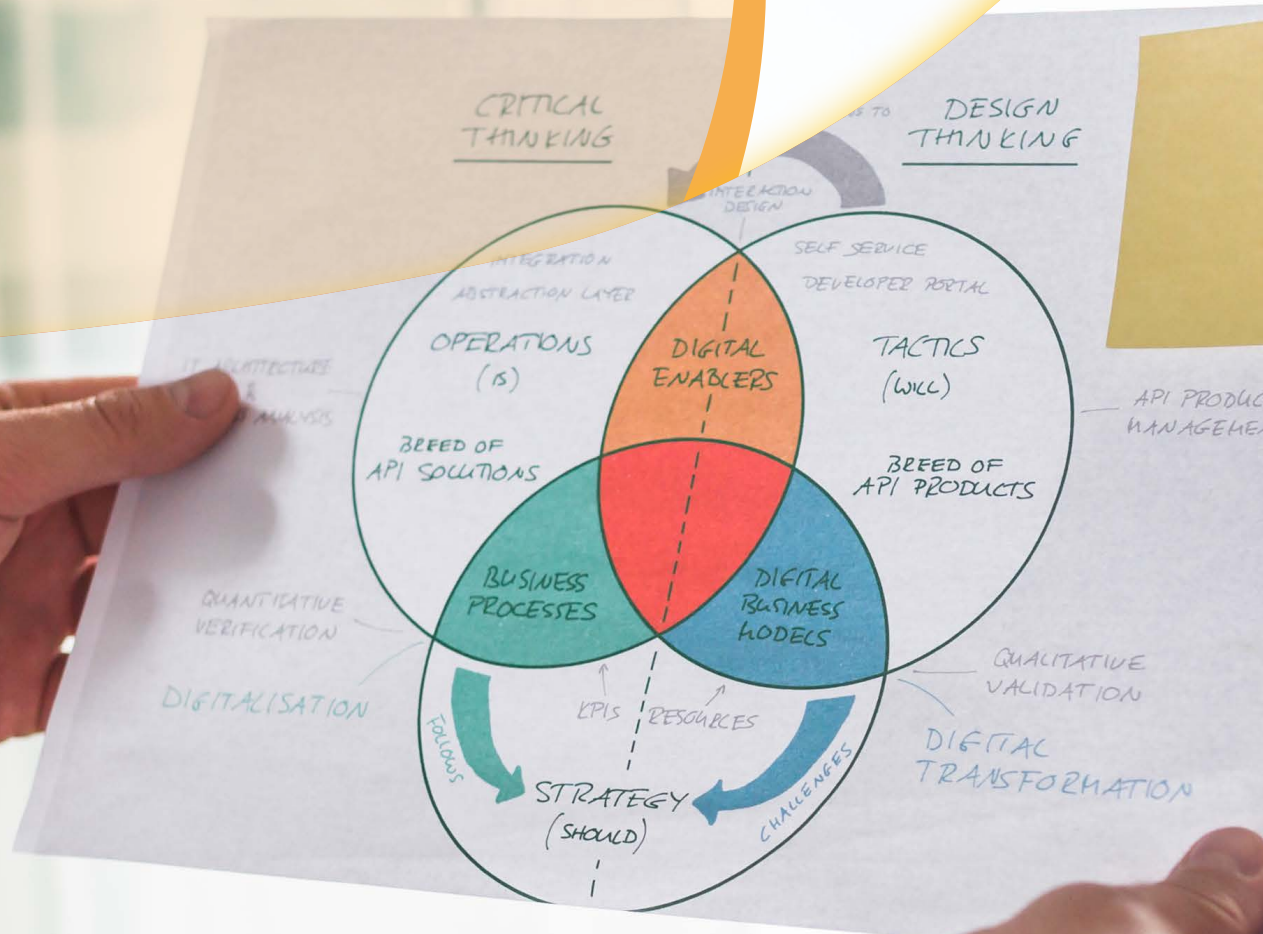
Creativity & Innovation

Creativity and innovation help to generate new ideas, perspectives, and solutions that are original, valuable, and meaningful. Often manifested in the institute's research and outreach efforts, they play a key role in transforming education and improving its outcomes.

Responsiveness

Responsiveness relates to the capacity to be agile, flexible, and proactive in addressing the demands of changing educational contexts. It ensures that we remain true to our core mission of advancing the field of education.





Ministry
of Education

Teacher Education · Curriculum Development · Research



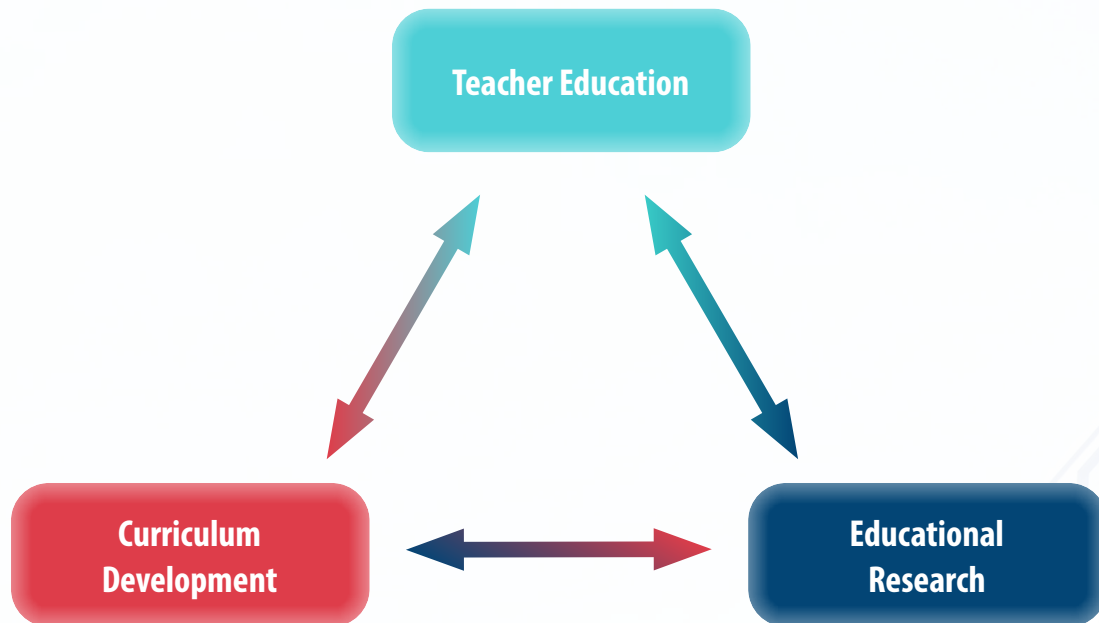
OUR MANDATES AND THEIR INTERRELATIONSHIPS

The Mauritius Institute of Education holds a unique position as the sole institution dedicated to providing initial and continuous learning and development opportunities to education professionals in the country. Given the rapidly evolving education landscape, the institution is called upon to play a crucial role in fostering meaningful connections across three mandates: teacher education, curriculum development, and educational research. This synergy will enable MIE to develop innovative insights and capabilities for establishing a vibrant ecosystem. This will involve strengthening collaboration with a broader range of stakeholders and infusing their voice and perspectives across all aspects of the Institute's operations.

Teacher Education: We understand teacher education as ongoing professional development opportunities for educators at all stages of their careers. High-quality professional development is the foundation for effective teaching and learning. This includes pre-service training that emphasises pedagogical best practices, evidence-based instructional strategies, and the effective use of pedagogical technology in the classroom. We also prioritise continuous professional development, mentoring, and coaching for in-service educators either in the form of programmes, seminars, or workshop to support their growth and effectiveness throughout their careers.

Curriculum Development: We recognise that curriculum plays a pivotal role in shaping the learning experiences of students. Our vision includes the development of relevant, inclusive, and learner-centered curricula that are aligned with national and international standards, as well as the needs of the local community. We aim to promote interdisciplinary approaches, critical thinking, creativity, and problem-solving skills through innovative curriculum design. We also emphasise the integration of digital literacy, cultural competency, and sustainability education into the curriculum to prepare students for the complexity of the modern world.

Educational Research: We value evidence-based decision making in education and believe that research is crucial for driving educational improvement. Our vision includes fostering a culture of research among faculty members, encouraging them to engage in research and data-driven decision making. We aim to promote collaboration among educators, researchers, policymakers and the wider community to generate and disseminate research that not only enhances best practices in teacher education and curriculum development but also contributes to the formation of education policies. We prioritise research on emerging trends in education, such as artificial intelligence, virtual reality, sustainability, vocational education and adaptive learning, to stay at the forefront of educational innovation.



Consolidating the interrelationship among teacher education, curriculum development and educational research can be described as an iterative process. Teacher education, curriculum development, and educational research are closely interconnected in a single entity within the field of education. They inform and influence each other, with teacher education programmes incorporating the findings of educational research and curriculum development, and curriculum development being informed by educational research. This interrelationship ensures that educators are well-prepared to effectively implement the curriculum through instructional practices, and that curriculum is based on sound educational research to promote student learning outcomes.

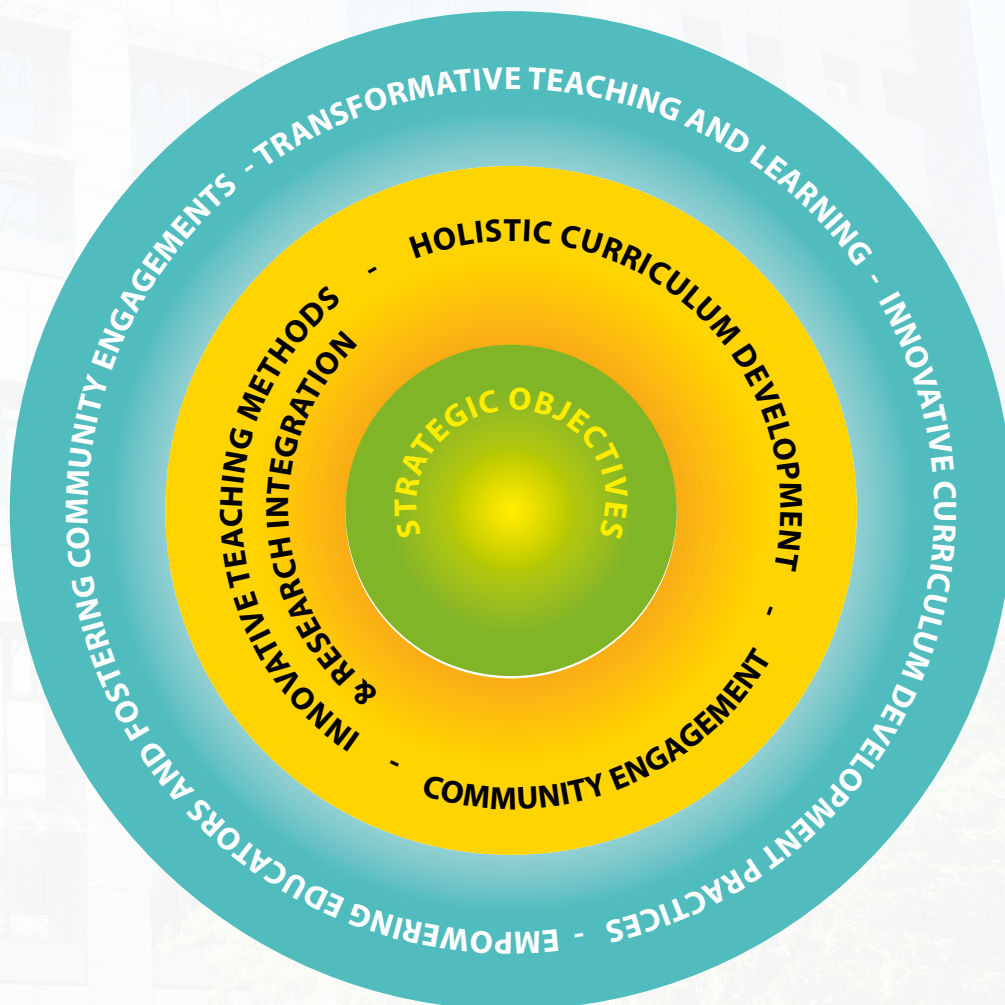




STRATEGIC THEMES, GOALS & OBJECTIVES

We have embraced a thematic approach as the foundation of our strategic plan. This approach entails the seamless integration of pivotal themes that encapsulate MIE's three core mandates, highlighting their interconnected nature. Each of these themes is accompanied by an overarching goal and a set of precisely delineated strategic actions. Furthermore, throughout the duration

of our strategic plan, we encourage our faculty and students to engage in open debate in response to emerging and evolving contextual issues within the realm of academic freedom. This commitment to academic freedom underscores our dedication to fostering a dynamic and intellectually stimulating environment.





THEME 1: TRANSFORMATIVE TEACHING AND LEARNING

In our pursuit of excellence, we prioritise “Transformative Teaching and Learning” as one of the pivotal themes within our strategic plan. This theme embodies our commitment to advancing education by innovating and enhancing the teaching and learning experiences within MIE.

Goal 1: Promoting transformative learning through evidence-based practices in both teacher education and curriculum development.

Goal 2: Creating an environment conducive to the integration of research outcomes in teacher education and curriculum development.

Goal 3: Empowering trainees to adopt a proactive role in their education, encouraging a sense of ownership and accountability for their learning journey.

Strategic Objectives

To bring these goals to fruition, we will adopt the following orientations through:

- **Enhanced Pedagogy:** we will use cutting-edge teaching methodologies, incorporating pedagogical technology to engage trainees in knowledge construction and development of skills as well as promote active participation.
- **Curriculum Innovation:** we will update and/or review our teacher education programmes to reflect the latest trends in teaching and learning to ensure that our trainees are well-prepared for the evolving demands in the education fields.
- **Faculty Development:** we will provide comprehensive support for professional growth and research engagement, empowering our faculty to remain at the vanguard of innovative pedagogies and their respective disciplines.
- **Trainee Empowerment:** we will ensure that trainees take active role in their education while fostering a sense of ownership and accountability.
- **Assessment Mechanisms:** we will implement a robust assessment framework including enhanced feedback loops to facilitate effective learning, ensuring continuous improvement in the process.
- **Partnership Initiatives:** we will actively seek and engage with relevant organisations and institutions to further enhance the quality of our programmes and the overall educational experience of faculty and trainees. We will consolidate our partnership with the parent ministry in the field of curriculum development.







THEME 2: INNOVATIVE CURRICULUM DEVELOPMENT PRACTICES

Curriculum development encompasses education. This process entails fostering the development of curricula for pre- innovation by incorporating research primary, primary and secondary levels; it outcomes into the activities of the also comprises the curricula for teacher curriculum development cycle.

Goal 1: Cultivating a holistic curriculum development approach that incorporates the latest research outcomes into curricula to ensure the highest quality of interdisciplinary educational offerings at all levels.

Goal 2: Establishing a sustainable framework for continuous improvement in curriculum development, which includes regular evaluation, feedback integration and adaptation to evolving educational needs and standards, across all levels of education, including teacher education.

Strategic Objectives

We are dedicated to creating a synergistic relationship between research and curriculum development at all levels through the following actions:

- Infusing latest research findings to ensure that educational content remains current and aligns with novel pedagogical practices.
- Promoting interdisciplinary collaborations to identify and incorporate cutting-edge research into curriculum content.
- Engaging a diverse range of stakeholders, including students and parents in the curriculum development process to ensure the curricula remain relevant and responsive to societal and economic changes.
- Implementing robust performance evaluation processes to ensure research integration in the curriculum development process.
- Initiating continuous professional development for the effective integration of research-based innovations into teaching methods and curriculum delivery.
- Collaborating with stakeholders to identify new avenues for enhancing curriculum development processes.



THEME 3: EMPOWERING EDUCATORS AND FOSTERING COMMUNITY ENGAGEMENT

Community engagement is understood as enhancing collaboration between universities and their broader communities for mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity. The community engagement approach of MIE will be constructed around knowledge transfer and application of participatory approaches. This will serve to enhance the socio-economic development and welfare by integrating the community concerns and aspirations in its institutional agenda. This theme embodies our commitment to strengthening the educational ecosystem by equipping trainees with knowledge and appropriate support to excel in their studies and practice in schools and the broader community. Through this theme, we aspire to create a vibrant educational community that nurtures collaboration, inclusivity and continuous growth.

Goal 1: Integrating community engagement in the fundamental and applied research agenda of the MIE to bring into balance development of knowledge and connectedness.

Goal 2: Establishing a coherent and focused approach to partnership at the local and international levels in priority areas.

Goal 3: Incorporating community engagement and service learning in our quality assurance processes.

Strategic Objectives

MIE will not only reiterate its commitment to the public purpose of education but will also take one further step by integrating community engagement into its core activities through:

- Redesigning the quality indicators of research to integrate impact and benefits to the community in terms of actionable knowledge, social development, economic opportunities as well as political advancement in terms of democracy.
- Promoting, through funding mechanisms, research which integrates community voices in their design process to highlight the democratic and social responsibility aspects of research.
- Reviewing our programme design and validation to frontload community engagement and service learning.
- Reviewing existing partnerships and their scope to determine priority areas and the mutual benefits to be reaped.
- Opening up our facilities to the community including avenues for cultural and social activity, or as providers of other public services.

DAY

Success



performance

A

B

Critical Thinking Skills

TEAM

Success



performa

A

2

POTENTIAL



Development

focus



Vision



Experience





THEMES, GOALS, STRATEGIC OBJECTIVES & KEY PERFORMANCE INDICATORS

The Key Performance Indicators (KPIs) have been strategically established to assess the success of each defined strategic objective. Aligned with our goals, these KPIs adhere to the SMART criteria, ensuring they are Specific, Measurable, Achievable, Relevant, and Time-bound. These performance metrics serve as valuable tools for clear and quantifiable evaluation, empowering us to monitor progress effectively and steer towards the

GOALS	STRATEGIC OBJECTIVES	KPIs
T R A N S F O R M A T I V E		
Promoting transformative learning through evidence-based practices in both teacher education and curriculum development. Creating an environment conducive to the integration of research outcomes in teacher education and curriculum development. Empowering students by fostering a proactive role in their education, encouraging a sense of ownership and accountability for their learning journey.	Enhanced Pedagogy, we will use cutting-edge teaching methodologies, incorporating pedagogical technology to engage trainees in knowledge construction and development of skills as well as promote active participation.	- Achieve a minimum of 50% of courses implementing project/problem-based learning, gamification, or hands-on tasks, as recorded in the MIS. - Ensure that 100% of departments utilise pedagogical technology in at least one module per semester.
	Curriculum Innovation, we will update and/or review our teacher education programmes to reflect the latest trends in teaching and learning to ensure that our trainees are well-prepared for the evolving demands in the education fields.	- Integrate all six professional standards into 100% of reviewed or newly developed programmes. - Achieve 90% faculty participation in staggered capacity building on research within the two-year timeframe. - Ensure seamless integration of research outcomes in 75% of new/reviewed teacher programmes.
	Faculty Development, we will provide comprehensive support for professional growth and research engagement, empowering our faculties to remain at the vanguard of their respective disciplines.	- Achieve a minimum of one funded research project per department annually. - Ensure that 40% of funded research projects incorporate community voices in their design. - Attain a minimum of two publications in a local or international peer-reviewed journal per department annually.
	Student Empowerment, we will ensure that students take active role in their education while fostering a sense of ownership and accountability.	Organise a minimum of one seminar or roundtable on a relevant social issue per semester for trainees, reflecting on a relevant societal issue.
	Assessment Mechanisms, we will implement enhanced feedback loops to facilitate effective learning and continuous improvement.	Ensure that feedback loops are integrated into 100% of continuous assessments tasks.



achievement of our strategic objectives with purpose and accountability. Intermediate Key Performance Indicators serve several crucial purposes in the strategic planning and management of objectives. They allow for the incremental measurement of progress towards long-term goals as they provide checkpoints at specific intervals, allowing the MIE to assess how well the Institution is advancing towards its objectives.

Intermediate KPIs & Time Frame

T E A C H I N G A N D L E A R N I N G

- Conduct a mid-year assessment to ensure that 30% of courses have successfully integrated project/ problem-based learning, gamification, or hands-on tasks, with plans for scaling up by the end of the academic year.
- Monitor and report bi-annual on the progress of departments, aiming for 50% utilisation of technology in one module by the end of the first semester and achieving 100% by the end of the academic year.
- Establish a review schedule, aiming to integrate three professional standards into 30% of programmes by the end of the first year and progressively include the remaining standards in subsequent years.
- Conduct bi-annual assessments of faculty participation, aiming for 30% participation in the first year, 60% in the second year, and reaching 100% by the end of the third year.
- Monitor programme integration progress, aiming for 40% seamless integration by the end of the first year, 60% by the end of the second year, and achieving 75% by the end of the third year.
- Track departmental efforts, aiming for at least one proposal submission by the end of the first year and progressively achieving an annual target in subsequent years.
- Monitor research project proposals, aiming for 20% with community involvement in the first year, 30% in the second year, and reaching 40% by the end of the three-year period.
- Implement feedback loops in 30% of continuous assessments by the end of the first semester, expanding to 60% by the end of the second semester, and achieving 100% by the end of the academic year.
- Monitor departmental publication efforts, aiming for at least one submission in the first year and progressively achieving an annual target in subsequent years.
- Plan and organise two seminars or roundtables by the end of the first semester, scaling up to four by the end of the academic year, and sustaining this frequency in subsequent years.



GOALS	STRATEGIC OBJECTIVES	KPIs
	I N N O V A T I V E	C U R R I C U L U M
Cultivating a holistic curriculum development approach that integrates innovative research findings into curricula while ensuring the highest quality of educational offerings at all levels.	• Infusing latest research findings to ensure that educational content remains current and aligns with novel pedagogical practices.	- Achieve 25 % increase in the integration of recent research findings into all reviewed curriculum materials for schools.
	• Promoting interdisciplinary collaborations to identify and incorporate cutting-edge research into curriculum content.	- Achieve 12-20 % increase in interdisciplinary collaboration department-wise within the same School for a holistic perspective on well-rounded educational experience. - Ensure 10-20% increase in interdisciplinary collaboration department-wise across other Schools to adopt a holistic perspective on a well-rounded educational experience.
Establishing a sustainable framework for continuous improvement in curriculum development, which includes regular evaluation, feedback integration, and adaptation to evolving educational needs and standards, across all levels of education, including teacher education.	• Engaging a diverse range of stakeholder, including students and parents in the curriculum development and research process to ensure the curricula remain relevant and responsive to societal and economic changes.	- Achieve a minimum of 25% increase of faculty members engaged in professional development activity programmes related to research integration in teacher education and curriculum development. - Achieve a 50% increase on number of faculty members completing professional development courses focused on integrating research-based innovations.
	• Implementing robust performance evaluation processes to improve research integration in the curriculum development process.	- Attain 20% increase in research projects incorporating impact and benefits to teacher education and curriculum development.
	• Initiating continuous professional development to enable faculties to effectively integrate research-based innovations into their teaching methods and curriculum delivery.	- Reach at least 50% improvement in student learning outcomes associated with faculty who have undergone continuous professional development.
	• Collaborating with stakeholders to identify new avenues for enhancing curriculum development processes.	- Implement regular feedback loops with stakeholders to assess the effectiveness and relevance of curriculum updates.



Intermediate KPIs & Time Frame

D E V E L O P M E N T P R A C T I C E S

- Monitor quarterly progress of research integration, aiming for a 15% increase by the end of the first year, 20% by the end of the second year, and 25% by the end of the third year.
- Track collaboration initiatives, aiming for a 12% increase within the first year, 16% within the second year, and 20% by the end of the three-year period.
- Assess cross-School collaborations, aiming for a 12% increase in the first year, 16% in the second year, and 20% by the end of the third year.
- Monitor faculty engagement, aiming for a 10% increase in the first year, 18% in the second year, and 25% by the end of the three-year period.
- Track completion rates, aiming for a 20% increase by the end of the first year, 35% by the end of the second year, and 50% by the end of the third year.
- Assess project proposals, aiming for a 10% increase in the first year, 15% in the second year, and 20% by the end of the three-year period.
- Conduct bi-annual assessments, aiming for a 20% improvement in the first year, 35% in the second year, and 50% by the end of the third year.
- Establish feedback mechanisms, aiming for quarterly assessments in the first year, bi-annual in the second year, and ongoing regular feedback loops by the end of the third year.



GOALS	STRATEGIC OBJECTIVES	KPIs
E M P O W E R I N G E D U C A T O R S A N D		
Integrating community engagement in the research agenda of the MIE to bring into balance between development of knowledge and connectedness. Establishing a coherent and focused approach to partnership locally and international in clear priority areas. Incorporating community engagement and service learning in our quality assurance process.	• Redesigning the quality indicators for research to integrate impact and benefits to the community in terms of actionable knowledge, social development, economic opportunities political outcomes advancement in terms of democracy.	- Achieve a 10 % increase in the number of research projects that include a systematic assessment of the impact and benefits on the local community. - Initiate and achieve a 10% growth in number of collaborative initiatives established between the MIE and local community organisations.
	• Promoting through funding mechanisms research which integrates community voices in their design (process) to highlight the democratic and social responsibility aspects of research.	- Reach a quantifiable score measuring the positive impact of research on the local community, assessed through surveys, feedback, and tangible outcomes. - Initiate a 25 % increase in partnerships specifically focussed on improving pedagogical practices with primary and secondary schools.
	• Reviewing our programme design and validation to frontload community engagement (process) and service learning (outcomes).	- Implement a teacher training satisfaction survey to measure the effectiveness of pedagogical improvement initiatives, aiming for a 20% increase in teacher satisfaction scores.
	• Reviewing existing partnerships and their scope to determine priority areas and the mutual benefits to be reaped.	- Initiate and achieve a 25 % increase in partnerships dedicated to improving the behaviour of primary and secondary schools students.
	• Opening up our facilities to the community including venues for cultural and social activity, or as providers of other public services.	- Track disciplinary incidents in partnered schools and aim for a 15% reduction in behavioural issues as a result of collaborative initiatives.



**Mauritius Institute
of Education**

Teacher Education . Curriculum Development . Research



Intermediate KPIs & Time Frame

F O S T E R I N G C O M M U N I T Y E N G A G E M E N T

- Monitor ongoing projects, aiming for a 5% increase in the first year, 7% in the second year, and 10% by the end of the third year.
- Track new initiatives, aiming for a 4% growth in the first year, 7% in the second year, and 10% by the end of the third year.
- Conduct an initial baseline assessment in the first year, aiming for a 20% improvement by the end of the second year and 30% by the end of the third year.
- Monitor new partnerships, aiming for a 10% increase in the first year, 15% in the second year, and 25% by the end of the third year.
- Conduct the first survey in the second year, aiming for a 10% increase in satisfaction scores, and then work towards a 20% increase by the end of the third year.
- Monitor new partnerships, aiming for a 10% increase in the first year, 15% in the second year, and 25% by the end of the third year.
- Conduct a baseline assessment in the first year, aiming for a 7% reduction in disciplinary incidents by the end of the second year, and 15% by the end of the third year.



Business activity of company and subsidiaries

Date and progress of activity



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Other information related to the company
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