

Enhancing Community Well-being Through Partnerships in Education

PREL PRIORITIES 2012 - 2017

PREL Charting Our Course

Collaborative Sustainable Culturally Responsive

VISION

PREL envisions strong schools, healthy communities, and thriving cultures with Pacific hearts and global minds.

MISSION

Enhancing community well-being through partnerships in education.

Every 5 years, PREL adopts a new strategic plan to guide its work. Throughout the planning process, PREL took to heart the region's assets and needs, as well as the current social, economic, and political climate. PREL's 2012–2017 Strategic Plan is being put forth during a time of both international economic downturn and political gridlock, as well as a time that increasingly recognizes that America's prosperity is tied to the Asia-Pacific region—a region that U.S. Secretary of State Hillary Clinton has described as “the world's strategic and economic center of gravity” in the 21st century.

We have much to learn from Pacific island communities. As former U.S. Trust Territories, these jurisdictions deeply understand their positioning in a larger global arena and are actively responding to the challenges of climate change, noncommunicable diseases, and the demands of 21st century learning and participation.

PREL's community partners actively prepare their youth to be culturally competent and contributing members of society. They expect schools to prepare students to participate effectively in any context using 21st century skills, while keeping their local identities intact. Overall, they desire that their youth have the power to choose.

Education is the common ground that provides options. Students with a well-rounded education can make choices about whether, and how, they wish to contribute to their own communities and to the larger society at the highest levels.

In advancing our strategic goals, PREL brings deep knowledge in research, pedagogy, equity, culture, information literacy, assessment, evaluation, and education policy. PREL's approach to education is asset driven and highly customized to meet the needs of our partners. PREL takes great pride in working closely with and within Pacific communities to design the best approach for each situation.

These five priorities embraced by PREL's 2012–2017 Strategic Plan emerged from conversations with youth, teachers, community members, and leaders across the Pacific region.

Conditions for Learning for Youth and Young Adults

Promotes academic and/or career and technical achievement for Pacific youth in the areas of ecoliteracy and health literacy.

GOALS

Communities for Learning

Create places of learning where youth, parents, teachers, administrators, and community partners share a vision and work together to make it a reality.

Engaging Learning Spaces

Increase student access to learning spaces where students are responsible, respectful, and have a vested interest in learning together in part because their academic and/or career strengths, interests, and needs are supported.

Motivating and Meaningful Curricula

Define and develop meaningful standards-referenced programs that support student learning, are relevant to community, and apply classroom content to local and global issues.

Instructional Leadership

Increase opportunities for sustainable change through improving instructional leaders' responsiveness to teachers, youth, and young adults.

Education Systems of Support

Strengthen education systems of support and how they are used to promote safe and healthy learning spaces for youth and young adults.

Ecoliteracy

Transforms understandings of the natural world into active and positive impacts on our environment.

GOALS

Food Cultivation & Health

Build community and school partnerships that encourage healthier lifestyles, promote environmental stewardship, and perpetuate cultural traditions through food cultivation and nutrition-related education.

Ecosystem Resiliency

Foster understanding of island ecosystems (terrestrial, shoreline, and marine) and use indigenous and Western knowledge to promote environmental stewardship.

Climate Change Adaptation

Implement a K–14 framework for climate education in the Pacific.

Early Learning

Supports early learning and development programs for children from birth to 8.

GOALS

Collaborative Communities

Partner with public and private sectors that serve young children and their families to promote and sustain comprehensive and effective early learning systems.

Prepared & Engaged Parents and Families

Ensure support is available for, and utilized by, parents and families of young children so that they have the knowledge, skills, confidence, and resources they need to raise their children in healthy and nurturing environments.

Well-Equipped Early Learning Providers

Develop opportunities for early learning providers to increase local and regional capacity to positively impact early learning environments and experiences.

Pathways Between Early Learning & K - 12 Systems

Strengthen early care, preschool, and elementary school partnerships that foster continuity and coherence across the birth through age 8 learning environments and experiences.

Health Literacy

Responds to the noncommunicable disease epidemic and community service requests to collaborate on research and culturally responsive health interventions that focus on youth development, school success, and well-being.

GOALS

Community & School Wellness Plans

Collaborate to develop and implement community and school wellness plans that reflect the values of the community.

Health Literacy Curriculum & Instruction

Enhance the capacity of leaders, teachers, and staff to positively impact student health.

Playground & Facility Safety

Collaborate with schools and communities to strengthen playground and facility safety standards.

Access to Safe Drinking Water

Ensure that schools and communities have continuous access to free and clean drinking water.

Crisis Management & Emergency Response

Increase the number of schools with strong crisis management and emergency response plans.

Languages and Learning

Pays special attention to communities where the language of the community is different from the language of school, addressing bi- and multilingual proficiency through formal language education policies, language proficiency standards and assessments, and language policy use and practices.

GOALS

Language-in-Education Policy

Establish language-in-education policy that reflects the values of the community.

Language Proficiency Standards & Assessments for Teachers and Students

Develop language proficiency standards and assessments for both the vernacular and English, ensuring vernacular proficiency standards and assessments support the local culture and academic learning in school, and English proficiency standards and assessments reflect the social, instructional, and academic language of school.

Language-in-Education Policy Use & Practices

Plan and implement language-in-education policy and standards for learning; create conditions for students to use and practice language with strong, meaningful, and relevant language models in the classroom.

Academic Literacy for Vernacular & English Speakers

Implement instructional practices that address components of academic literacy for all content areas in the vernacular and English.



Following PREL's mission, *enhancing community well-being through partnerships in education*, we envision strong schools, healthy communities, and thriving cultures with Pacific hearts and global minds. Throughout the Pacific, a region of diverse languages and cultures, PREL collaborates with local communities and agencies using the proven results of research to transform schooling and promote dynamic reciprocal learning communities built on strong social and cultural capital. PREL is an independent, nonprofit corporation headquartered in Hawai'i, with offices in American Samoa, the Commonwealth of the Northern Mariana Islands, Guam, the Republic of the Marshall Islands, the Republic of Palau, and the Federated States of Micronesia: Chuuk, Kosrae, Pohnpei, and Yap.

Community

Education

Partnerships

Responsive



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Transformative Place-based Asset-driven Embedded