



**Government of Sāmoa  
Ministry of Education, Sports and Culture**

***NATIONAL TEACHER DEVELOPMENT FRAMEWORK  
(NTDF)***

**September 2011**

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SAMOA

## **MESSAGE FROM THE MINISTER OF EDUCATION, SPORTS AND CULTURE**

The Government of Samoa continues to sustain a strong commitment to education. Education is a basic human right and this is reflected in the Government's commitment to international and regional agreements such as the Education For All declaration (EFA), the Millennium Development Goals (MDGs), the Forum Basic Education Action Plan (FBEAP), the Decade of Education for Sustainable Development (DESD) and the Pacific Plan to name a few. At the center of all the agreements is the crucial role of teachers in the development of a quality education system.

The Strategic Policies and Plan July 2006 - June 2015 highlight the need for an overarching framework to guide teacher development policy and to monitor the implementation of sustained quality programmes.

The National Teacher Development Framework (NTDF) therefore aims to assist the Government of Samoa to develop a comprehensive system for the development and management of high quality teachers. Furthermore, the framework provides a foundation for the refinement and development of policies into teacher quality, teacher management, professional development and career opportunities.

In an era of continuous reforms in education, teachers do not only play a vital role in improving educational outcomes, but they are also at the centre of the improvement efforts themselves. Therefore it is fundamental that we continue to develop sound and vigorous policies for the management of our teachers.

The completion of this document is only the first stage towards the development of a more comprehensive system for the development and management of high quality teachers, the challenge of policy implementation remain given our limited human and financial resources.

Therefore it is very important that all key stakeholders (teacher organizations, education authorities and institutions, parents etc) are involved in the determination of broader education policies to ensure the effective development and implementation of such policies.

I present this document for your information and I encourage you to join us in implementing these development initiatives.

Honourable Magele Mauiliu Magele  
**MINISTER OF EDUCATION, SPORTS AND CULTURE**  
**September 2011**

## FOREWORD<sup>1</sup>

The National Teacher Development Framework (NTDF) sets out the Government of Samoa's vision for a quality teaching service and the policies that will support its mission.

### Vision

*An attractive, dynamic, and motivated teaching profession of qualified, trained and committed teachers who are able to encourage and improve student learning.*

### Mission

*The Government of Samoa through the Ministry of Education, Sports, and Culture (MESC) and appropriate partners will provide a teaching service of the highest possible quality that will enable students to reach their maximum potential for learning.*

Two guiding principles inform the approach to the policies and their implementation:

- A framework of Professional Standards for Samoa's Teachers will underpin professional development activities for teachers, school principals, School Review Officers and teacher educators.
- The professional development of teachers will be practice-based. That is, improvement of teaching-learning outcomes in the classroom will be at the core of education, training and staff development programs.

This document is divided into three sections.

**Section I** is an elaboration of the policies indicating how the new policies relate to and complement those in the MESC Strategic Policies and Plan July 2006 – June 2015.

**Section II** contains the ten core policy statements and the processes and procedures by which the policies of the NTDF will be implemented.

The policies, processes and procedures cover the following aspects of (a) Teacher Quality, (b) Teacher Professional Development and Career Opportunities and (c) Teacher Management:

- Pre-service Recruitment and Selection
- Teacher Registration
- Performance Standards
- Teacher Performance Appraisal
- Professional Development
- Career Pathways

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<sup>1</sup> A Teachers Act is being drafted to legalise the Framework.

- Conditions of Service
- Teacher Placement
- Teacher Management Information Systems
- Institutional strengthening and school improvement

**Section III** briefly describes the institutional arrangements and reporting mechanisms for policy implementation and teacher management; and clarifies the role of the Ministry and its stakeholders in developing and implementing the different policy areas.

The Ministry is confident that this framework will provide a foundation for the development of sound policies to guide teacher management and development. This will be further strengthened by the commitment of all stakeholders to ensure that Samoa produces a teaching workforce of the highest quality.

Galumalemana Nu'ufou Petaia  
**CHIEF EXECUTIVE OFFICER**  
**September 2011**

## Acknowledgement

The Ministry acknowledges with gratitude the contribution of all individual educators, consultants and representatives of various education and training institutions in Samoa and abroad, both in the private and public sectors, who have contributed to the development of this Framework. The Ministry also acknowledges the continuous support and contribution of key stakeholders in the refinement of this Framework.

The technical expertise and funding assistance provided by the Government of Australia, the Government of New Zealand and the Asian Development Bank is acknowledged with appreciation. The strategic and advisory role of the Education Advisory Committee and the MESC Strategic Advisor is also acknowledged with gratitude.

The Ministry commends the support of the Government of Samoa in continuing to prioritise the development of education to ensure that every *' Samoan achieves a better quality of life'* (SDS/2005-2007).

## List of Abbreviations

AMP	Annual Management Plan
ATP	Alternative Training Programme
CMAD	Curriculum, Materials and Assessment Division
FOE	Faculty of Education
GT	Graduate Teacher
IST	In-service Training Committee
LAT	Limited Authority to Teach
LT	Leadership Teachers
MESC	Ministry of Education, Sports and Culture
MSS	Minimum Service Standards
MT	Master Teacher
NUS	National University of Samoa
NTDF	National Teacher Development Framework
SFS	Sosaiete Faiaoga Samoa (Teachers Union)
SIP	School Improvement Plans
SMU	School Improvement Unit
SOD	School Operations Division
SPU	School Personnel Unit
SRO	School Review Officer
SQA	Samoa Qualifications Authority
SQF	Samoa Qualifications Framework
PSC	Public Service Commission
PSSC	Pacific Senior Secondary Certificate
RT	Registered Teacher
TAC	Teachers Advisory Council
TDU	Teacher Development Unit
TMIS	Teacher Management Information System
QAPA	Quality Assured Performance Appraisal

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## SECTION I: POLICY OVERVIEW

This section provides an overview of the policies in the Framework, indicating how the new policies relate to and complement those in the MESC Strategic Policies and Plan July 2006 – June 2015.

### A. TEACHER QUALITY

**A1. Rationale.** Improved entry criteria to teacher training will attract the best people to become teachers

#### **Policy**

*Teacher recruitment and selection will be based on performance in the Pacific Senior Secondary Certificate (PSSC), personal attributes for teaching, performance based on the standards required of Samoa's teachers and mature age students*

#### **Current Policy<sup>1</sup>**

- Standards for pre-service qualifications for teachers will be consistently reviewed over the strategic plan period
- A plan for the incorporation of the foundation program into the school system will be developed and implemented

**A2. Rationale.** Registration will give official recognition that the new teacher has met the standard required to satisfactorily perform the duties of a classroom teacher, a member of the school community and of the wider teaching profession

#### **Policy**

*All teachers will be registered and a registration system will be put in place based on the professional standards expected of Samoa's teachers*

#### **Current Policy**

- All teachers will be encouraged to have a first degree with a teaching professional qualification
- All teachers in the public sector will hold a professional qualification in teaching
- University graduates will acquire teacher training qualifications before entering the teaching service

**A3. Rationale.** Teachers occupy a position of trust and responsibility in the community and like other professionals should be able to demonstrate that they have met the standards of the profession. Professional Standards for Samoa's Teachers sets out *what teachers should know and be able to do*. The standards also provide the framework for preparing new teachers and guiding their induction into the teaching profession

#### **Policy**

*Professional Standards for Samoa's Teacher and Minimum Service Standards for teacher education institutions will ensure high quality teachers.*

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<sup>1</sup> Current policy refers to MESC Strategic Policies and Plan July 2006-June 2015.

**Current Policy**

- Newly qualified teachers are expected to complete a two-year probationary period in schools before qualifying for the Trained Teachers Certificate

**A4. Rationale.** Performance appraisals based on the Professional Standards for Samoa’s teachers with provide teachers with objective and reflective appraisals of their teaching and its impact on student learning. The standards-based Performance Appraisal allows teachers and the whole school to reflect on the quality of teaching and learning and to plan appropriate professional development actions.

**Policy**

*Teacher quality will be raised through a reflective performance review process based on the professional standards for Samoa’s teachers.*

**Current Policy**

- Review and revise Performance Appraisal documentation of school personnel.

## **B. TEACHER PROFESSIONAL DEVELOPMENT AND CAREER OPPORTUNITIES**

**B1. Rationale.** Engaging all school personnel in lifelong professional development increases the quality of teaching and learning throughout the school system.

### **Policy**

*Teaching quality will be sustained through a reflective, practice-based approach to continuous professional development.*

### **Current Policy**

- Teachers will be supported through regular in-service training programs.
- Professional Development courses for teachers will be offered via open and distance learning
- Teacher education will be on-going and in-service training accessible for professional development and lifelong learning
- Teacher education programs will be of the best quality.

**B2. Rationale.** Establishing a broad range of career pathways in both teaching and non-teaching roles will attract and retain quality teachers in the profession.

### **Policy**

*Equitable professional opportunities will be provided for teachers to pursue a broad range of career pathways in both teaching and non-teaching roles.*

### **Current Policy**

- The holder of a position of responsibility will hold that post for a minimum time of three years before they are eligible to apply for another position of responsibility.
- Teachers will progress in the approved PSC Teaching Career and Salary Structure based on continuous excellent performance over a three-year period.
- Teachers outstanding performance will be recognized through special merit awards and further training opportunities.

**B3. Rationale.** Recognizing the welfare, remuneration and professional development needs of teachers, principals and School Review Officers is essential for a quality professional teaching service.

### **Policy**

*Teachers, principals and School Review Officers will be provided with conditions of service commensurate with their professional standing and appropriate recognition for their services to ensure quality teaching for learning.*

### **Current Policy (MESC and Public Service Commission Conditions of Service):**

- A system of incentives and awards will be developed and implemented to attract and retain teachers in the service.

## C. TEACHER MANAGEMENT

**C1. Rationale.** Having all classes staffed by competent teachers helps to ensure school quality.

**Policy.** *Teacher placement will be made in the best interests and needs of the students and the schools.*

### **Current Policy**

- Strategies will be developed to address the mismatch between locations of need and teacher preferences
- All teachers sponsored by MESC will be bonded for a period of time equivalent to the length of time spent on training

**C2. Rationale.** A centralized Teacher Management Information System (TMIS), as an integral part of EMIS, will enable data to be accessed readily for evidence-based decision making for teacher placement and to meet teachers' professional development needs. An efficient TMIS will ensure that schools have the appropriately qualified number of teachers they need and that teachers' performance and career needs are met.

### **Policy**

*MESC will establish an efficient Teacher Management Information System to support quality teaching for learning.*

### **Current Policy**

- MESC will take a more strategic approach to the management of Information Communication Technology so that it can be fully utilized in the delivery of information and education services.
- MESC will centralize the collection and storage of its teacher data for deployment and career planning.
- Data to be collected in the form that is required for the management information systems.
- The timely collection of teacher data will be supported by a strong research capacity that will drive policy development and disseminate findings.
- The functions and structure of the ICT Unit will be reviewed to reflect its responsibilities of monitoring and management of ICT at the central office and schools.

**C3. Rationale.** The effective delivery of quality teaching services leads to better performing schools and increases opportunities for increased student learning outcomes.

### **Policy**

*The management of education service delivery will be strengthened to make the most efficient (optimum) use of human and financial resources for the benefit of school improvement and student learning*

### **Current Policy**

- The management of schools will be reviewed.
- The partnership with school committees and school communities will be further strengthened.

- Management at all levels will be strengthened.
- Personnel capability and succession planning will be addressed.
- School Review Officers will be supported and recognized in their roles.
- Performance Appraisal documentation of school personnel will be aligned with the Professional Standards for Samoa's Teachers.
- System monitoring and evaluation of the impact of programs will be carried out.

## SECTION II. POLICIES AND PROCEDURES

This section contains the ten core policy statements and the processes and procedures by which the policies of the National Teacher Development Framework will be implemented.

### A. TEACHER QUALITY

#### A1. Pre-service Recruitment and Selection

##### Rationale

Improved entry criteria to teacher training will attract the most suitable people to become teachers.

##### Policy

*Teacher recruitment and selection will be based on performance in the Pacific Senior Secondary Certificate (PSSC), personal attributes for teaching, performance based on the standards required of Samoa's teachers and Mature Age students.*

##### Process

Teacher selection will be broadened and not just based on academic achievements. The university preparation requirement for initial qualification will provide the opportunity to assess and evaluate a teacher candidate's potential to perform effectively as a classroom teacher.

The teacher selection and recruitment processes will recognize that (i) selection begins with self-selection by prospective teachers, and (ii) the process of teacher selection is a continuous one involving the application of established criteria in determining whether candidates are suitable to enter and to continue in teacher preparation programs for initial qualification and to complete teacher certification requirements and to practice the profession of teaching.

Teacher selection and recruitment will also be considered for Mature Age students who have completed at least two years of volunteer work in a classroom setting.

##### Procedures

The pre-service recruitment and selection of teachers will be designed along a continuous process and include the following elements:

- Recognition that teacher candidates self-select teaching as a career choice.
- Candidates will be provided with opportunities to study the teaching profession and organization of the teaching service early in their preparation during the Foundation Certificate of Education Course
- Appropriate teaching practicum will be provided, and this will be used as an indicator of teaching success and as demonstration of professional commitment and responsibility.
- The selection process will involve elements of (a) demonstrated capability to teach effectively (b) demonstrated ability in the communication skills required in teaching, (c) good academic achievement, and (d) skills in establishing and maintaining the appropriate interpersonal relationships for teaching.

- There will be involvement and responsibility of practicing teachers in the summative evaluation of teaching practice activities of trainees.

An Alternative Training Programme (ATP) for primary teacher training has been developed by the Faculty of Education (FOE) at the National University of Samoa (NUS). This 'modular approach' provides a series of 'building blocks' of teacher education and training. The module includes a range of part-time study blocks, in-school experience supported by mentoring, regular tutorials and action research assignments based on teaching and learning situations. The modules have been developed in sequence to be accredited towards a Diploma in Education. Teacher Mentors will be accredited for their role in supporting these student teachers during school and classroom course components.

The modular programme will enable trainee teachers to achieve the minimum qualification of Diploma in Education, within an agreed time-frame. On becoming qualified to teach, the new teacher will complete an induction period to meet the performance requirements for registration. The ATP will be offered on a demand basis based on supply and demand projections for teachers.

A Fellowship Programme for the training of vocational teachers is also offered at NUS. The fellowship programme is designed to increase the number of vocational teachers, namely in Agriculture Science, Food and Textiles, Design and Technology and Visual Arts for secondary schools and colleges to meet the shortage of teachers in these areas. The focus of the programme is to not only equip the teacher trainees with the relevant content knowledge but to emphasise the pedagogical aspect of the training. This will ensure that graduates of the programme will be qualified and trained to teach effectively in the vocational area.

## A2. Teacher Registration

### Rationale

Registration will give official recognition that the new teacher has met the standard required to satisfactorily perform the duties of a classroom teacher, a member of the school community and the wider teaching profession.

### Policy

*All teachers will be registered after becoming qualified to teach and upon the successful completion of the two-year school induction programme.*

### Process

The teacher registration system will ensure that all teachers entering the teaching profession meet the Professional Standards for Samoa's Teachers. Maintenance of a register will assist MESC and other employing bodies in appointing teachers to schools, and reassure parents and the public that a national performance standard for the teaching profession is in place.

### Procedures

- Beginning teachers will undergo a two-year induction program in schools.
- Beginning teachers will be supported by a trained designated teacher 'mentor' in the school through a structured plan of teaching and learning activities agreed to by the School Principal and the School Review Officer (SRO).
- The beginning teacher, mentor and School Principal will periodically reflect on the beginning teacher's practice in line with the Professional Standards for Samoa's teachers.
- Close mentoring will continue to be provided throughout the induction program by trained mentors, the principal, School Review Officers and the School Operations Division (SOD) and reported periodically to the Teachers Advisory Council (TAC).
- The teacher's readiness for full registration will be assessed by Quality Assurers and reported to the TAC for approval.
- MESC appraisal meetings will be carried out once a year during the probation period/induction program.

The pathway for all teachers beginning after graduation from NUS comprises (a) initial qualification to teach followed by (b) an induction program in schools and (c) performance appraisal for certification as a registered teacher.

Limited Authority to Teach (LAT): A person will be classified as a LAT when they (i) do not have a qualification (ii) have an incomplete programme and (iii) has obtained a Degree but does not have a teaching qualification. All those classified as LAT's will be supported to complete a teaching qualification.

Graduate Teacher (GT): A person will be classified as a graduate teacher when they have completed the academic requirements, minimally the Diploma in Education and after an interview to establish their suitability for teaching. The academic course completed will be relevant to the position to be taken up, for example - the primary course for primary teaching; a Samoan language subject major for teaching Samoan at the secondary level.



Registered Teacher (RT): A person will be certified as a registered teacher when they have satisfactorily completed the two-year induction program and there is evidence that the new teacher is able to meet the performance standards required of the Professional Standards for Samoa's Teachers.

Master Teacher (MT): A person will be classified as a Master teacher when they are selected as heads of subject departments in secondary schools and for special areas of expertise such as teaching English as a second language, early childhood education, literacy development. "Master" teachers will also include those teachers with additional training in a subject specialism/grade level who will provide professional support to other teachers through seminars, workshops, in-service training, materials development etc.

Leadership Teacher (LT): A person will be clarified as a Leadership teacher when they have acquired a position of responsibility within the school. For example, as a Principal, a Deputy Principal, and/or School Review Officer.

### A3. Professional Standards

#### Rationale.

Teachers occupy a position of trust and responsibility in the community and like other professionals should be able to demonstrate that they have met the standards of the profession. Professional Standards for Samoa's Teachers sets out *what teachers should know and be able to do*. The standards also provide the framework for preparing new teachers and guiding their induction into the teaching profession.

#### Policy

*Professional Standards for Samoa's Teacher and Minimum Service Standards for teacher education institutions will ensure high quality teachers.*

#### Process

A framework setting out the Professional Standards for Samoa's Teachers has been developed. The standards seek to articulate the over-arching elements of professional knowledge, professional practice and professional attributes expected of all teachers and against which teachers' professional practice is measured.

The framework for Professional Standards for Samoa's Teachers will have

- A Statement of Principle for the teaching profession in Samoa that sets out the vision of a competent Samoan teacher.
- Three professional domains: Professional Knowledge, Professional Practice, and Professional Attributes, around which the standards are organized.
- Fifteen professional standards each of which sets out *what teachers should know and be able to do* to meet the standard.

In addition, MESC expects that teacher education institutions will meet high quality standards of delivery of teacher education and training programs. The Minimum Service Standards for Teacher Training Institutions will provide the basis of accreditation of institutions that provide programs of teacher education and training.

#### Procedures

The Professional Standards for Samoa's Teachers will ensure teacher quality and provide a framework for review of a teacher's performance at different stages of their professional development. All probationary teachers would be expected to reach the standards in order to qualify as a registered teacher.

Teachers will progress from being a Graduate Teacher (GT) to a Registered Teacher (RT) to being a Master Teacher (MT) and/or Leadership Teacher (LT). Opportunities and support to achieve a Graduate Teacher status will also be provided for those with Limited Authorities to Teach (LAT).

- *Limited Authority to Teach (LAT)*: what a volunteer, trainee teacher and/or graduate without a teaching qualification should be able to do in order to be registered as a graduate teacher.

- *Graduate teacher*: what a trainee teacher should know and be able to do on completion of the initial teacher training program and in order to be qualified.
- *Registered teacher*: the minimum standard to teach without supervision on the successful completion of the school induction program for newly qualified teachers entering the teaching service.
- *Master teacher*: representing an advanced stage of teaching practice, including evidence of applied professional knowledge and mentoring of colleagues.
- *Leadership Teacher*: applies to classroom teachers, and including school principals, who have superior knowledge and classroom practice and who make a professional contribution to the school and broader education community.

The Framework of Professional Standards for Samoa’s Teachers will guide design of initial and in-service teacher development programs and the accreditation of professional qualification for career pathways. The professional standards would also inform the design and use of teacher performance appraisal, that is, recognizing *what teachers should know and be able to do* for effective teaching and learning in their specific classroom and school environment. Thus the standards and the performance appraisal will become mechanisms for identifying further professional development needs within the school context or from professional development programs in the wider community.

### **Minimum Service Standards for Teacher Training Institutions**

To ensure the quality and delivery of teacher education and training programs, and in order to be recognised as accredited providers, education and training institutions are expected to meet the following standards for service delivery:

#### *Staff*

- Qualified teacher educators with the pre-requisite academic and professional qualifications of no less than a Masters Degree including qualifications in the teaching area;
- Qualified teacher educators who had taught in either primary or secondary schools or both with no less than five years experience;
- Qualified teacher educators who engage in research to inform their practice;
- Qualified teacher educators who have the requisite skills and experience to be supervisors for the studies during Teaching Practicum

#### *Programs*

- Quality pre-service concurrent teacher education/training programs that comprise fifty percent theory and fifty percent practice in which teacher trainees undertake studies at no less than a minimum time duration of four semesters or two years. Each semester to comprise a minimum of ten (10) weeks of face-to-face instruction and four (4) weeks of field studies or Teaching Practicum in schools;
- The minimum qualification for a graduate teacher is a Diploma in Education that is at Diploma Level 2 in the Samoa Qualifications Framework (SQF)

#### *Quality assurance*

- A quality assurance mechanism for the determination, development and approval of its programs. All programs to be accredited and subjected to periodic audit by the SQA;

- A process of formative evaluation and monitoring that enables a review of its programs every three years;
- Fair, valid and effective system for assessing learners against program outcomes;
- Adequate and appropriate research is conducted to meet the requirement of degree and post graduate qualifications and programs.

*Program Management and financing*

- Policies and procedures to ensure adequate and appropriate learner information, entry and support for the program;
- An adequate and dedicated annual budget that supports the teaching of its program;
- Demonstrated capacity in terms of connectivity, LAN, access to the internet and adequate equipment such as computers and accessories;
- Adequate and appropriate physical and learning resources to support the delivery of its programs.

#### **A4. Teacher Performance Appraisal**

##### **Rationale.**

Teacher Performance Appraisals based on the Professional Standards for Samoa's teachers will provide teachers with objective and reflective appraisals of their teaching and its impact on student learning. The standards-based Performance Appraisal allows teachers and the whole school to reflect on the quality of teaching and learning and to plan appropriate professional development actions.

##### **Policy**

*Teacher quality will be monitored through a performance review process based on the Professional Standards for Samoa's Teachers*

##### **Process**

Two Performance Appraisal processes will be implemented to support teachers, one for seeking registration and another for experienced teachers.

##### **Procedures**

The Performance Appraisal for teachers seeking initial registration will have the following features:

- A requirement to undergo one Teacher Performance Appraisal during the first 12 months of induction and another at the end of the second year of induction. A satisfactory Teacher Performance Appraisal rating must be attained by the end of the second year in order to become a registered teacher.
- The Teacher Performance Appraisal will be based on appropriate performance indicators and evidence of performance using the framework for Professional Standards for Samoa's Teachers.
- The process will focus on new teacher's skills, knowledge and attitudes with strengths and areas for growth identified.
- Professional dialogue will be required between the school Principal, the mentor and the teacher, including a pre-observation meeting in preparation for a classroom observation and a post-observation meeting after the classroom observation. Student evaluations should be included in the process. The dialogue during these meetings will provide opportunities for reflection and collaboration to promote professional growth.
- Additional support will be provided to teachers where required and will be based on a Self Assessment Plan (SAP).
- In circumstances where a teacher has an alternative teacher qualification (e.g. from another country) they can apply to be appraised to become registered after 6 months of working in a school in Samoa.

The Performance Appraisal for registered teachers will have the following features:

- Teachers will be required to have one full Quality Assured Performance Appraisal (QAPA) every 3 years.
- Teachers will also individually complete a Self Assessment Plan (SAP) every year to determine their needs and goals for ongoing professional development.
- Components of the SAP will include identification of strategies, in consultation with the school principal, for professional growth and development for the years between appraisals, a

summative report documenting the SAP, a rating scale, and a process for providing professional support.

- Professional dialogue will be required between the school Principal, the mentor and the teacher, including a pre-observation meeting in preparation for a classroom observation and a post-observation meeting after the classroom observation. The dialogue during these meetings will provide opportunities for reflection and collaboration to promote professional growth.

## **B. PROFESSIONAL DEVELOPMENT AND CAREER OPPORTUNITIES**

### **B1. Continuous professional development**

#### **Rationale**

Engaging all school personnel in lifelong professional development increases the quality of teaching and learning throughout the school system.

#### **Policy**

*Teaching quality will be sustained through a reflective practice-based approach to continuous professional development*

#### **Process**

Professional development may follow from system changes, such as the introduction of a new curriculum. Professional development will also follow from the Teacher Performance Appraisal findings, and may be provided by the Curriculum, Materials, Assessment Division (CMAD), and the Schools Operation Division, universities or other education providers.

#### **Procedures**

The Teachers' Development Unit in Schools Operation Division will have the responsibility for:

- Development of a comprehensive Professional Development plan for all teachers, principals and SRO which will be upgraded annually from SAP returns
- Monitoring and reporting to the appropriate authority for incentive recognition of the professional development completed by teachers.
- Identifying and collaborating with a range of accredited training providers such as NUS/FOE, NUS/Oloamanu Centre, USP, SFS and MESC in the provision of professional development for teachers, principals and SRO. In this respect, the Oloamanu Centre of NUS will indicate to MESC the availability of FOE and other faculties to be involved in the annual Professional Development Plan
- Identifying how much professional development it is able to deliver, e.g. 30% of primary teachers and 50% secondary teachers annually
- Open and Distance Professional Development Programs will also be available for teachers in the rural areas

An In-service Training Committee (IST) will develop and coordinate a sector wide collaboration in the provision of teachers' professional development. This Committee will be made up of representatives from the School Operations Division-MESC, the Curriculum Materials and Assessment Division-MESC, SFS, NUS/FOE, NUS/Oloamanu, USP, as well as Mission and Private Schools provided that this is in line with current policies and legislation. The Committee will determine the Professional Development schedule in October for the following year, structure it into an annual plan and will monitor and evaluate implementation. The ACEO, Schools Operation Division will chair the committee.

The Professional Development Unit will also be responsible for modifying the present Teachers Profile to include all pertinent information from the Teacher Performance Appraisal process to assist in accurate decision-making about teachers. The Profile should become a one-stop reference point to find all the

required information about any teacher by personnel in MESC and / or the teacher, whilst controlling for confidential matters. The Teachers Profile will need to be compatible with the EMIS system.

MESC will continue to provide scholarships for students in the FOE Foundation Dip.Ed. Program and will increase scholarship opportunities for B.Ed. students.

### **Recognition of Credits**

MESC and NUS/FOE will together agree on a criteria for reviewing in – service training programs offered by a range of training providers and the award of credit points for participants in such programs towards an accredited qualification.

- The conditions decided upon will be formally approved by NUS and key providers
- On-going dialogue between MESC and NUS will be maintained to maximize the possibility of credit awards, compromising neither the actual requirements for the in-servicing required in MESC of teachers nor NUS academic requirements,
- The Teacher Development Unit, Schools Operation Division, together with NUS/FOE, will review all in-servicing to see how programs might be packaged to qualify for a credit rating
- MESC will pursue the possibility of negotiations on credits for in-servicing with NUS/FOE, USP, and other tertiary or professional institutions in the region and beyond, following the above or amended steps
- Samoa Qualifications Authority (SQA) will provide quality assurance of programs for accreditation.



## **B2 Career Pathways for Teachers**

### **Rationale**

Establishing a broad range of career pathways in both teaching and non-teaching roles will attract and retain quality teachers in the profession.

### **Policy**

*Equitable professional opportunities will be provided for teachers to pursue a broad range of career pathways in both teaching and non-teaching roles*

### **Process**

MESC will promote and facilitate access to career pathways for teachers including classroom teacher, Principal, School Review Officer, counselling, and MESC positions.

### **Procedures**

- On their first appointment, teachers who have completed the academic requirements, minimally a Diploma in Education and after an interview to establish their suitability will be designated as a Graduate Teacher.
- On the successful completion of a two-year induction and a satisfactory teacher performance appraisal [*see also the section above on Teacher Performance*]; teachers will be designated as a Registered Teacher. Teachers have to consistently perform in order to remain registered.
- Teachers will be required to renew their license every three years after completion of a satisfactory Quality Assured Performance Appraisal (QAPA).
- Legislation will be established to govern the registration of all teachers after every 3 years.
- Teachers will be required to serve as teachers in the same school for a period of three years as required in the MESC Strategic Policies and Plan 2006-2015. During this time, they will take part in the Teacher Performance Appraisal process to provide the diagnostic support for each teacher in mapping their future teacher development pathway.
- Action plans will be put in place to support teachers whose qualifications are incomplete or who are unqualified, to enable them to undertake accredited training modules to achieve a minimum of a Diploma in Education.
- Following the first three years of teaching service, a career path will be developed to enable a teacher to remain a teacher for the longer term with opportunities for designated posts of responsibility, or to move from teaching into the management/administration or counselling fields.
- These paths are neither linear, nor static, nor exclusive. Crossovers need to be made readily available, depending on qualifications. New paths may open up as education expands to accommodate new concerns: for example, education counsellors.
- In terms of status, salaries or conditions, no one career path shall have precedence over another, and this will be reflected in the determination of awards for employment on the varying pathways.
- Different pathways will require different types of teacher development mapping. A teacher on the path to becoming a mentor teacher would be expected to be building a portfolio of experience, preferably leading to formal recognition by way of certification or degree. Similarly a teacher pursuing a school management career would be expected to be involved in management studies, preferably leading to formal recognition by way of certification or degree.

### **B3. Career Incentives and Awards**

#### **Rationale**

Recognizing the welfare, remuneration and professional development needs of teachers, principals and School Review Officers is essential for a quality professional teaching service.

#### **Policy**

*Teachers, Principals and School Review Officers will be provided with conditions of service commensurate with their professional standing and appropriate recognition for their services to ensure quality teaching for learning*

#### **Process**

MESC together with the Public Service Commission (PSC) and the Teachers Union and/or SFS, will collaborate through the Teachers Advisory Council (TAC) to ensure equality conditions of employment for all teachers.

#### **Procedures**

- The MESC to review the data input and analysis of teachers' information pertaining to their position in the salary and career structure and take appropriate action to address any discrepancies.
- MESC, PSC and SFS will determine an annual award round process for negotiations of teachers' conditions of employment.
- Monitoring and evaluation of compliance with teachers' conditions of service such as levels of remuneration and reward for outcomes of the Teacher Performance Appraisal is reviewed and strengthened.
- Enable professional development for teachers who take up positions that include administrative duties.
- MESC and SFS hold meetings to clarify the career and salary structure of teachers' promotion opportunities and how teachers move from one level to another. This is particularly important in relation to the Teacher Performance Appraisal System and the Teacher Registration System.
- MESC to review with teachers, School Review Officers and school communities the travel allowance and/or accommodation of teachers to ensure that teachers are supported when posted to areas other than their home location;
- Monitoring and evaluation of teachers' performance including monitoring and feedback by principals to ensure that teachers are aware that they are performing well and are acknowledged. Monitoring and evaluation of school principals' and School Review Officer's compliance with job descriptions will also provide timely and effective feedback to schools and their communities.
- All procedures will align with the current legal conditions and public service regulations.

## C. TEACHER MANAGEMENT

### C1 Teacher Placement

#### Rationale

Having all classes staffed by competent teachers helps to ensure school quality.

#### Policy

*Teacher placement will be made in the best interests and needs of the students and the schools.*

#### Process

The placement of teachers will be a system wide responsibility providing the best possible match of a teacher's skills and qualifications with a particular school vacancy.

Teachers will be interviewed by the appropriate authority, as determined by existing legislation, and will be invited to express their own preferences and advised of vacant positions suitable to their expertise.

The School Operations Division of MESc will be responsible for teachers' placement. MESc will publish annually a list of vacant positions in schools and the selection criteria used for appointment. Teachers will be able to apply for advertised vacancies.

#### Procedures

The following factors will be considered in the allocation and placement of teachers:

- The needs of students.
- The grade level, the training specialization of the teacher (primary, secondary) and subject specialty.
- Career plans and other personal circumstances of the teacher.
- Particular needs of the school.
- Teacher-student ratios disaggregated to schools and classes.

Priorities will be established for placement depending on circumstances, including:

- Transfer of teachers who have been inappropriately placed will have high priority.
- Teachers will remain for three years in their first full appointment, except in exceptional circumstances.
- Teachers request for transfer will be met only in exceptional circumstances and if a suitable vacancy is available.
- Tied placements (where a teacher may tie an application for placement with another teacher) will only be effected when both teachers can be placed
- The school Principal shall be responsible for the specific assignments of the teachers in her / his school.
- Mutual transfer will take place when teachers agree to a transfer.
- A Bond System will be established to ensure teachers remain in the service equivalent to the number of years sponsored by the Ministry for pre-service and in-service teacher training education.

## C2 Teacher Management Information Systems (TMIS)

### Rationale.

A centralized Teacher Management Information System, as an integral part of EMIS, will enable data to be accessed readily for evidence-based decision-making for teacher placement and to meet teachers' professional development needs. An efficient Teacher Management Information System will ensure that schools have the appropriately qualified number of teachers they need and, that teachers' performance and career needs are met.

### Policy

*MESC will establish an efficient Teacher Management Information System to support quality teaching for learning.*

### Process

The teacher management information system will be further developed to ensure that MESC has relevant, timely information for annual planning and administrative purposes so that

- (a) schools have the required number of appropriately qualified teachers (that is, taking account of deployment, transfers, promotions, release on leave, retirement and resignations);
- (b) the recruitment of applicants for teaching scholarships matches planned subject specialist teacher needs in the school system;
- (c) teachers' professional development needs can be identified for planning in-service training programs;
- (d) an individual teacher's profile contains regularly updated information on the teacher's professional participation and career path.

### Procedures

- Teacher data is collected from a number of sources, for example, through the annual school census, through the payroll and salaries sections and through the School Operations Division.
- All teacher related data will be entered into, and accessed from the MESC Central Education Management and Information System data set.
- Reporting of teacher data will be included in the annual MESC Digest.
- Specific reports will be generated to meet planning and decision-making demands.

### **C3. Institutional strengthening and school improvement**

#### **Rationale.**

The effective delivery of quality education services leads to better performing schools and greater opportunities for increased student learning outcomes.

#### **Policy**

*The management of teaching services will be strengthened to make the most efficient (optimum) use of human and financial resources for the benefit of school improvement and student learning.*

#### **Process**

Monitoring and evaluation of the performance of teachers, school principals and School Review Officers will be carried out through the teacher performance appraisal process. The monitoring and evaluation of schools will be assessed against the Minimum Service Standards for Schools.

The School Operations Division will continue to monitor and manage the performance of schools in accordance with established standards and procedures.

#### **Procedures**

- The Teacher Performance Appraisal and Teacher Management Information Systems will be designed to be compatible for recording, analyzing and providing feedback to teachers, principals, School Review Officers and the Teacher Development Unit in such areas as:
  - Appraisal for promotion, transfer etc
  - Professional Development Progress
  - Preparation of references and other types of testimonials
  - A record that can update any teacher of what is currently held in the Ministry's database about him/herself
  - Teacher Professional Conduct
- The School Management Unit, School Operations Division regulatory role will be strengthened to ensure the effective and efficient implementation of the Minimum Service Standards (MSS) in schools.
- The MSS will be used to assess the performance and achievement levels of schools against established standards and procedures.

## SECTION II. INSTITUTIONAL ARRANGEMENTS

This section briefly describes the institutional arrangement and reporting mechanisms for teacher development and management and clarifies the contributing role of key stakeholders in implementing the various policy areas in the Framework.

### **(a) Establishment of a Teachers Advisory Council (TAC)**

The primary function of the TAC is to advise the Minister on policy development, policy implementation and to provide quality assurance on matters relating to teacher development and performance.

The purpose and processes for the TAC are to:

1. Provide professional leadership
2. Approve Teacher Registration.
3. Approve (i) Professional Standards for Samoa's Teachers and (ii) standards for initial teacher education programmes
4. Monitor teacher professional development programs
5. Exercise disciplinary functions relating to teacher misconduct and incompetence

The TAC will comprise of a maximum of 8 members

- Chief Executive Officer (MESC)
- Chief Executive Officer (PSC)
- President - SFS
- Chief Executive Officer (SQA)
- Dean, Faculty of Education, NUS
- Director of Mission School (1 rep)
- Board representatives from private Schools
- Community representatives appointed by MESC (1 member)
- ACEO School Operations Division (Secretary)

The TAC will meet quarterly and as required.

The TAC will provide advice on the minimum qualifications, experience, knowledge required for registration.

The TAC will collaborate with a range of stakeholders particularly in the development and monitoring of competencies and standards e.g. MESC, SQA, SFS, and NUS/FOE.

The TAC will give oversight to the monitoring of teachers' behaviour in compliance with established professional standards of registration and Code of Ethics.

### **(b) MESC, PSC, MOF and SFS**

MESC, PSC, MOF and SFS will continue to collaborate and determine an annual award round process for negotiations of teachers' conditions of employment. Collaboration will be strengthened to develop transparent, updated Career and Salary Structures, including information on Career Pathways and promotions points based on the Professional Standards for Teachers. MESC will also continue to work

collaboratively with MOF to ensure an accurate and timely budget process, in accordance with service wide deadlines.

**(c) MESC and NUS**

MESC and NUS, while recognising their respective mandates will continue to collaborate on all matters pertaining to the recruitment, development and training of teachers.

**(d) MESC and USP**

MESC and the University of the South Pacific (USP) while recognising their respective mandates will continue to collaborate on all matters pertaining to the recruitment, development and training of teachers particularly in regards to Distance and Flexible Learning.

**(e) MESC, SFS and the Council of Pacific Educators (COPE)**

SFS can apply to COPE for project funding to use for training purposes. This partnership will provide further capacity building opportunities for the teaching profession.

**(f) MESC, SFS and Education International (EI)**

SFS is affiliated to EI and is part of the EI campaigns such as Global Education Campaign and Education for All (EFA) initiatives. The partnership will strengthen Samoa's involvement in EFA developments amongst others.

**(g) MESC, NUS/FOE and COPE**

MESC, NUS/FOE and COPE will continue to collaborate on training available to teacher educators. MESC will be able to utilise the skills and training of NUS/FOE staff in professional development programmes for teachers.

**(h) MESC and Regional (SPBEA)/International Organisations (UNESCO, UNICEF)**

MESC and its key stakeholders will continue to collaborate with both regional and international organisations on opportunities that will further promote teaching as a profession. The strengthened partnership will provide capacity building opportunities for teachers to progress in their fields of specialisation etc.

**(i) Internal MESC Arrangements.**

MESC (PPRD) will continue to take the lead in policy development and refinement.

**Teacher Development Unit (TDU,SOD)**

The functions of the Teacher Development Unit will include:

- Monitor Professional Standards of the Teaching staff
- Manage the Teacher Registration System
- Coordinate and monitor Induction programs
- Coordinate the Teacher Performance Appraisal System
- Analyze performance appraisal data
- Identify professional training needs of teachers, principals and SRO;
- Identify training providers for teacher professional development programs
- Feed appraisal outcomes to salaries, to teachers' portfolios, to teachers, principals and SRO, respecting confidentiality
- Update teachers training profile

- Plan and execute awards system for Principals and Teachers

#### School Management Unit (SMU, SOD)

The functions of the SMU will include:

- Coordinate Annual School Reviews and provide continuous feedback to schools, principals and SRO's.
- Monitor the performance of schools against the Minimum Service Standards
- Assist schools to develop School Improvement Plans and Annual Management Plans
- Facilitate the collection of school performance and school improvement data
- Identify under performing schools;
- Monitor the requirements of Compulsory Education as stipulated in the Education Act 2009
- Disseminate management guidelines and support School Committees and principals in school management

#### School Personnel Unit (SPU, SOD)

The functions of the School Personnel Unit will:

- Undertake human resources functions (recommend salary increments, teaching staff entitlements and working conditions, complaints handling, disciplinary procedures handling etc);
- Liaise with NUS/FOE on pre-service teacher training (identify staffing needs);
- Recruitment, selection and appointment of teachers and principals to all schools and SRO to various districts;
- All functions as under school staffing in the MESC Current Organizational Structure: [e.g.: Recruit, appoint and post teachers; Maintain personnel records for all teachers, principals and SRO; maintain school staffing database; Forecast staffing needs; advise Core Executive on staffing strategies; Ensure schools are staffed equitably; Coordinate with donors regarding teacher supply



## Proposed NTDF Institutional Structure for Quality Teaching For Learning



