



Government of Samoa
Ministry of Education, Sports and Culture

NATIONAL TEACHER DEVELOPMENT FRAMEWORK

2018 - 2028



National Teacher Development Framework

2018 – 2028

MINISTRY OF EDUCATION, SPORTS AND CULTURE

VISION: “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”

LIST OF ACRONYMS

AED	Assessment and Examinations Division
CDMD	Curriculum Development, Materials Division
CEO	Chief Executive Officer
COPE	Council of Pacific Educators
CSD	Corporate Services Division
DFL	Distance Flexible Learning Mode
EFA	Education for All
EI	Education International
EMIS	Education Management Information System
ESCD	Education Sector Co-ordination Division
ESP	Education Sector Programme
FOE	Faculty of Education
ICT	Information, Communication and Technology
MERD	Monitoring, Evaluation and Review Division
MESC	Ministry of Education, Sports and Culture
NPDP	National Professional Development Policy
NTDF	National Teacher Development Framework
NUS	National University of Samoa
ODL	Online Distance Learning
PD	Professional Development
PPRD	Policy, Planning, Research Division
PSC	Public Service Commission
SAMP	School Annual Management Plan
SDS	Strategy for the Development of Samoa
SFS	Sosaiete Faiaoga o Samoa
SIP	School Improvement Plan
SIs	School Inspectors
SOD	School of Operations Division
SMOM	School Management and Organisation Manual
SPBEA	South Pacific Board for Educational Assessment
SQA	Samoa Qualifications Authority
SSLC	Samoa School Leaving Certificate
STAP	Science Teachers Accelerated Programme
TDAD	Teacher Development and Advisory Division
TMIS	Teacher Management Information System
UNESCO	United Nations Educational, Scientific and Cultural Organisations
UNICEF	United Nations International Children's Fund
USP	University of the South Pacific

DEFINITIONS OF TERMS

Framework	A logical structure that is established to organise policy documentation into groupings and categories that make it easier for employees to find and understand the contents of various policy documents. (<i>State Services Commission of New Zealand</i>)
Policy	A course or principle of action adopted or proposed by a government, party, business or individual. (<i>Australian Concise Oxford Dictionary</i>)
Teacher quality	It is generally considered that the quality of teachers is the most important factor that contributes to providing quality education for students. The MSS for Primary and Secondary Schools identifies the minimum standards of qualifications, professional knowledge, practice and attributes of a good teacher. (<i>MSS for Primary and Secondary Schools 2016</i>)
STAP	a teacher upgrade programme provided through USP to address the shortage of Science and Mathematics teachers in both Primary and Secondary education.
SIP	The three-year SIP prioritises the gaps to be addressed and describes how that will be done. The principal and school committee, with the support of the School Inspector must make sure that the goals for improving the school in the areas of the MSS identified as below standard are clear and realistic in terms of timeframes and available resources. (<i>MSS for Primary and Secondary Schools 2016</i>)
DFL	Distance Flexible Learning (DFL) offers students a way to gain a higher education through a variety of modes and technologies. Studying by DFL is ideal for students who are unable to study full-time and who do not have easy access to the main campus(es). (<i>www.usp.ac.fj</i>)
ODL	Online Distance Learning (ODL) provided online to enable rural and Savaii teachers to access teacher upgrade programmes.
SAMP	The principal in collaboration with the school committee and teachers must design the School Annual Management Plan (SAMP) that will move the school towards achieving the goals of the SIP. The SAMP is the operational plan for the school for the year. (<i>MSS for Primary and Secondary Schools 2016</i>)
TMIS	A centralised 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.

TABLE OF CONTENTS

FOREWORD.....	1
1. BACKGROUND.....	2
2. GLOBAL COMMITMENT.....	3
3. OBJECTIVES.....	3
4. GUIDING PRINCIPLES.....	4
4.1 Participation.....	4
4.2 Rule of Law.....	4
4.3 Quality.....	4
4.4 Relevance.....	4
4.5 Transparency.....	4
4.6 Responsiveness.....	4
4.7 Equity and Inclusiveness.....	4
4.8 Effectiveness and efficiency.....	4
4.9 Accountability.....	4
4.10 Gender sensitivity.....	5
4.11 Sustainability.....	5
5. GOALS OF THE NATIONAL TEACHER DEVELOPMENT FRAMEWORK.....	5
5.1 Teacher Quality.....	5
5.2 Teacher Professional Development and Career Opportunities.....	5
5.3 Teacher Management.....	5
6. POLICY AREAS.....	5
6.1 Goal 1: Teacher Quality.....	5
6.2 Goal 2: Teacher Professional Development and Career Opportunities.....	6
6.3 Goal 3: Teacher Management.....	7
7. IMPLEMENTATION AND IMPLEMENTERS.....	8
7.1 Establishment of a Teachers Council (TC).....	8
8. MONITORING AND EVALUATION.....	9
8.1 Key Stakeholders.....	9
8.1.1 MESC, PSC, MoF and Sosaite Faiaoga o Samoa.....	9
8.1.2 MESC, NUS and USP.....	9
8.1.3 MESC, SFS and the Council of Pacific Educators (COPE).....	9
8.1.4 MESC, SFS and Education International (EI).....	9

TABLE OF CONTENTS cont'd

8.1.5 MESC, NUS FOE and COPE	9
8.1.6 MESC and Regional and International Organisations (SPBEA, UNESCO, UNICEF).....	10
8.2 MESC Divisions that Support the NTDF.....	10
8.1.1 The Functions of the Teacher Development & Advisory Services Support Division	10
8.1.2 The Functions of the Monitoring, Evaluation and Review Division (MERD)	10
8.1.3 The Functions of the School of Operations Division (SOD)	11
8.1.4 The Functions of the Curriculum Development and Materials Division (CDMD).....	11
8.1.5 The Functions of the ICT and Media Division	11
8.1.6 The Functions of the Corporate Services Division (CSD)	12
9. REFERENCES	13
10. APPENDICES	14
Appendix 1: Overview Structure	14
Appendix 2: NTDF Goals and Policy Areas	15
Appendix 3: Related Documents.....	16
Appendix 4: Risk Management Plan	18
Appendix 5: Implementation Plan	19

FOREWORD



The Strategy for the Development of Samoa (SDS) 2012-2016, states the country's vision to "improve the quality of education for all." Education is crucial to this vision as the SDS Key Outcome 7 aims to 'Improve the Focus on Access to Education, Training and Learning Outcome. A major contributor to the success of education is the quality of teachers that deliver this service to our children. While the core purpose is ensuring that knowledge is transmitted to students, the reality of the teaching profession is rapidly changing. Thus schools must provide various changes to catch up with the fast changes in the

Education arena of today. These changes have been introduced by schools, focusing on the growing needs of our children as they journey into a world requiring knowledge, skills and attitudes to meet the ever changing demands of the world we live in. Many other changes have been driven by multiple factors such as technology, the environment, economic and social status and government policies.

The changes that affect education in Samoa have prompted the Ministry of Education, Sports and Culture to review the National Teacher Development Framework (NTDF 2011) to suit the evolving needs of our teachers and students. The NTDF 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 of policies developed to improve teacher quality, teacher management, professional development and career opportunities.

In an era of continuous reforms in education, teachers 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 development and management of our teachers.

I would like to acknowledge and extend my sincere appreciation to Honourable Magele Mauiliu Magele, previous Minister of Education, Sports and Culture, and his dedicated team for their hard work and vision in drafting the National Teacher Development Framework to guide the development of teaching in our country.

I present this document for your information and I encourage you to join us in implementing these initiatives to contribute to the success of education in Samoa.

A handwritten signature in black ink, appearing to read 'Lōau Sio', written over a horizontal line.

Hon. Lōau Solamalemālō Keneti Sio

Minister of Education, Sports and Culture

1. BACKGROUND

This framework addresses the need to improve the quality of teaching at all levels in Samoa classrooms. Since teaching is complex, it is helpful to have a road map (*refer Appendix 1*) structured around a shared understanding of teaching. This will ensure that teachers in Samoa are all held to the same standards of practice. In order to achieve the key outcome of ‘Improved Focus on Access to Education, Training and Learning Outcomes’ the Education Sector created a vision which is ‘all people in Samoa are educated and productively engaged’. To ensure this vision is achieved, 5 goals are stipulated in the Sector Plan of which the first Goal is the enhanced quality of education at all levels. The programme to achieve this goal is reflected in the different policy areas of the National Teacher Development Framework (NTDF).

The need for Professional Development (PD) is rooted in the teaching profession to strive in any way for improvement. Through quality Professional Development, teachers meet the rapid changing needs of students and the topic of providing ongoing PD programmes for teachers recurs consistently in Education documents at International level as well as in the Pacific. Since the implementation of the Education reforms in (2012) the Ministry of Education, Sports and Culture moved to centralising Professional Development programmes with the drive to have more focused, and structured PD programmes to support principals and teachers. This was also highlighted in recent PaBER findings (2016), which was a research conducted in Samoa schools to assess the situation of systems and policies that affect teacher quality.

This framework (NTDF) for professional practice is based on three goal areas¹ namely; 1) **Teacher Quality**, 2) **Professional Development and Career Opportunities** and 3) **Teacher Management** and will support the vision of the Sector and the Government of Samoa.

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

¹ Appendix 2: NTDF Goals and Policy Areas.

2. GLOBAL COMMITMENT

The economic success of any country is dependent on the quality of a country's education system which reflects the success of the country's satisfaction. The Samoa Government as a whole highlights its commitment to the SDG Goal 4 which aims at achieving inclusive and equitable quality education for all. This requires increasing country efforts to improve the quality of education particularly in many countries including the Pacific region.

In any country, a large number of parents all have the same aspirations for their children to succeed in school hence is the need to have the most effective teachers possible who deliver quality programmes in the classrooms. While many parents in Samoa are not familiar with the current educational reforms, they are all united in their desire to have the best teacher in front of every child at all levels of the education system in Samoa.

Based on the belief that all teachers are leaders, our neighbouring New Zealand put in place a large emphasis on Professional Development for all teachers to ensure New Zealand teachers were engaged in "professional learning and development." Inspired by the idea that the teacher makes a difference to student learning, New Zealand invested in a nationwide push for schools to encourage their teachers to undertake leadership development for principals as well as teachers at all levels, in an effort to transform leadership in New Zealand schools. This was based on the idea that transformational leaders influence their teachers in various aspects of the teaching profession (Robinson et al., 2009).

3. OBJECTIVES

The ultimate goal of this NTDF framework is to improve the quality of teaching and learning at all levels in Samoa.

The purpose of this NTDF is to:

- provide a logical structure (*refer to Appendix 2*) to organise MESC policies related to national teacher development and management into grouping and categories that make it easier for teachers and ministry staff to find and understand the purpose, statement and implementing process of each policy.
- inform the planning and further development of policy statements and processes into strategies and procedures to facilitate policy implementation and the monitoring, reviewing and evaluation of the practices of these policies by the Ministry and educators.

4. GUIDING PRINCIPLES

4.1 Participation

Participation by both men and women is a cornerstone of good quality teaching and learning. This requires that all means must be deployed to include men and women in teacher development programmes.

4.2 Rule of Law

The NTDF is premised on the Teachers Act 2016 and other related legislation, regulations, frameworks, policies, standards, guidelines as well as manuals of MES². These must be enforced impartially and ensure the protection of human rights of all stakeholders.

4.3 Quality

Quality is achieved in a system that strives for quality assured standards and qualifications that have been validated by relevant agencies.

4.4 Relevance

Teacher quality programmes are guided or informed by reports from relevant divisions and requests submitted from teachers and principals.

4.5 Transparency

All decisions taken and enforced must be done in a transparent manner and follow rules and regulations. It also means that all information by the school and of the school must be freely available and accessible to parents, students, teachers and all stakeholders who are affected by the decisions made.

4.6 Responsiveness

It requires that the system is meaningful to the teacher's own learning and teaching needs. Responsiveness is a measure of efficiency and effectiveness to serve all stakeholders in a timely manner and within reasonable timeframes.

4.7 Equity and Inclusiveness

The system to treat all teachers equally, provide educational opportunities and improve access for all irrespective of socially ascribed differences such as gender, socio-economic background, ethnic origin, ability, language, disability, nationality and religion.

4.8 Effectiveness and efficiency

Optimum use of human, financial and material resources is an important dimension of quality education.

4.9 Accountability

Accountability must be practised in all decisions taken and effectively implemented especially in the management and use of all human, financial and other resources regardless of their sources.

² Refer Appendix 3 of related documents which must be taken into account.

4.10 Gender sensitivity

Traditionally, males are not always associated with the teaching profession and the system needs to be aware of stereotyping and discrimination against men and women.

4.11 Sustainability

Teacher quality education requires careful planning for the effective use of resources to ensure programmes are inclusive of relevant stakeholders such as family members as well as respective Ministries.

5. GOALS OF THE NATIONAL TEACHER DEVELOPMENT FRAMEWORK

Improve and strengthen the following:

5.1 Teacher Quality

5.2 Teacher Professional Development and Career Opportunities

5.3 Teacher Management

6. POLICY AREAS

The following provide guidance for the development and sustaining teacher quality in order to improve student learning:

6.1 Goal 1: Teacher Quality

I. Pre-service Selection

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

Policy - Selection for pre-service programmes (NUS Foundation and Degree) as described in the Teacher Sponsorship Policy will be based on:

- i - Performance in the Samoa Secondary Leaving Certificate (SSLC), personal attributes for teaching, and
- ii - Performance based on the standards required of Samoa Teachers and Mature Age students

II. Teacher Registration

Rationale - Registration will give official recognition to all teachers that have met the Standards required to satisfactorily perform all aspects of the duties of a teacher in the classroom or at the school level.

Policy - All teachers will be registered after meeting requirements stipulated in the Teachers Act 2016/Amendment 2017³.

III. Professional Standards

Rationale - Teachers occupy a position of trust and responsibility in the community and like other professionals should be able to demonstrate they have met the standards of the profession. Professional Standards for Registered Teachers in Samoa 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 Teachers (PSST) and for teacher education providers to be SQA accredited as having met the graduate teachers' standards.

IV. Teacher Performance Appraisals

Rationale - Performance Appraisals based on the PSST in Samoa provides the teachers with objectives and reflective appraisals of their teaching and its impact on student learning. The standard-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 is monitored through a performance appraisal systems based on the PSST

6.2 Goal 2: Teacher Professional Development and Career Opportunities

I. 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 as per National Professional Development Policy (NPDP)

II. Teacher Upgrade for Teachers

Rationale - Establishing a broad range of teacher upgrade programmes for teachers in both teaching and positions of responsibilities to attract and retain quality teachers and leaders in the profession.

Policy - Equitable professional opportunities will be provided for teachers to pursue a broad range of teacher upgrade in both teaching and positions of responsibilities as per NPDP.

³ Government Teachers Appraisal Policy 2018 – 2023 and Professional Standards for Registered Teachers in Samoa 2018.

III. PSC Teachers Salary Scale and Awards

Rationale - Recognising the welfare, remuneration and professional development needs of teachers and positions of responsibilities is essential for a quality professional teaching service.

Policy - Teachers and positions of responsibilities will be provided with conditions of service to commensurate with their professional standing and appropriate recognition for their services to ensure quality teaching for learning as per PSC Teachers Salary Scale and NPDP.

6.3 Goal 3: Teacher Management

I. Teacher Placement

Rationale - Having all classes staffed by competent teachers to help ensure quality student learning as per School Staffing Manual.

Policy - Teacher placement will be made in the best interest and needs of the students and the schools as per School Management Policy.

II. Teacher Management Information System (TMIS)

Rationale - A centralised 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 as per ICT Master Plan.

III. School Governance

Rationale - The effective delivery of quality education services leads to better performing schools and greater opportunities for increased student learning outcomes as per School Governance Framework.

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 as per School Governance and School Management Policies.

7. IMPLEMENTATION AND IMPLEMENTERS

This section briefly describes the key responsibilities as well as the composition of the Teachers Council.

7.1 Establishment of a Teachers Council (TC)

The primary function of the Teacher's Council 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 TC are to:

- a) Provide professional leadership
- b) Approve teacher registration
- c) Approve (i) Professional Standards for Registered Teachers in Samoa and (ii) standards for initial teacher education programmes
- d) Monitor teacher professional development programmes
- e) Exercise disciplinary functions relating to teacher misconduct and incompetence

The Teacher's Council will comprise of a maximum of 8 members:

- Chief Executive Officer (MESC)
- SPPPA President
- SFS President
- Chief Executive Officer (SQA)
- Dean, Faculty of Education, NUS
- Director of Mission School (1 rep)
- Board representative from Private Schools (1 rep)
- Community representative appointed by MESC (1 rep)
- ACEO MERD (Secretary)

The Teacher's Council will meet quarterly and as required. The TC will provide advice on the minimum qualifications, experience, knowledge required for registration. The TC 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 TC will give oversight to the monitoring of teachers' behavior in compliance with established professional standards of registration and Code of Ethics.

8. MONITORING AND EVALUATION

This section describes key stakeholders' main functions 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.

8.1 Key Stakeholders

8.1.1 MESC, PSC, MoF and Sosaiete Faiaoga o Samoa

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 teacher upgrade and promotions based on the Professional Standards for Samoa's Teachers. MESC will also continue to work collaboratively with MoF to ensure an accurate and timely budget process, in accordance with service wide deadlines.

8.1.2 MESC, NUS and USP

MESC, NUS and USP while recognising their respective mandates will continue to collaborate on all matters, particularly in regards to Distance and Flexible Learning, pertaining to the recruitment, development and training of teachers, to ensure alignment with Graduate Teacher's Standards (GTS) and accreditation of programmes by SQA.

8.1.3 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.

8.1.4 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.

8.1.5 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.

8.1.6 MESC and Regional and International Organisations (SPBEA, 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 profess in their fields of specialisation, etc.

8.2 MESC Divisions⁴ that Support the NTDF

The Policy, Planning and Research Division (PPRD) will take the lead in policy development and refinement of policies identified in the NTDF with the assistance of relevant Divisions:

8.1.1 The Functions of the Teacher Development & Advisory Services Support Division (TDAD) will include:

- Coordinate induction programmes for new teachers and POR
- Coordinate and facilitate professional development programmes to address teachers and POR needs
- Coordinate training providers for teacher professional development programmes
- Update teachers training and qualification profiles on EMIS/TMIS database
- Coordinate and monitor all pre-service and in-service local and overseas scholarships
- Coordinate and implement the teacher upgrade programme
- Plan and execute awards systems for POR and Teachers
- Promote and market the teaching profession in primary and colleges and tertiary institutions
- Provide advanced notice to teachers for planned PD prior to participation and advice back to relevant Divisions

8.1.2 The Functions of the Monitoring, Evaluation and Review Division (MERD) will include:

- Implement and support the on-going development of the Professional Standards for all government teachers (primary and college)
- Monitor, Review and Evaluate Teachers Performance using the Professional Teacher Standards
- Evaluate the effectiveness of the Quality Assurance Performance Appraisal System for monitoring teacher performance
- Review the Professional Standards for Samoa's Teachers to inform policy recommendations, changes and interventions to improve teacher quality.
- Evaluate teacher performances to support Professional Development Training initiatives.
- Conduct awareness amongst teachers, stakeholders and communities of the expectations of the Professional Teacher Standards
- Conduct Quality Assurance Performance Appraisal for both contracted and non-contracted Principals
- Evaluate Principal performance to support Professional Development Training initiatives.

⁴ MESC Website, www.mesc.gov.ws

- Conduct Quality Assurance Performance Appraisal for registration of teachers both college and primary

8.1.3 The Functions of the School of Operations Division (SOD) will include:

- Coordinate Annual School Reviews and provide continuous feedback to schools and principals
- Monitor the performance of schools against the Minimum Service Standards for Primary and Colleges
- Assist schools to develop School Improvement Plans (SIP) and School Annual Management Plans (SAMP)
- Facilitate the collection of school performance and school improvement data
- 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
- Undertake human resource functions (recommend salary increments, teaching staff entitlement and working conditions, address complaints by schools, parents and village).
- Management of Contracts for Teaching Personnel (Positions of Responsibility).

8.1.4 The Functions of the Curriculum Development and Materials Division (CDMD) will include:

- Provide ongoing support for teachers for effective implementation of the National Curriculum Policy Framework and curriculum statements through network meetings and monitoring visits
- Liaise with PEO Teacher Development to schedule and conduct training for Principals, SIs and teachers on the use of the National Curriculum Policy Framework and curriculum statements
- Manage the development of curriculum support materials including multimedia resources efficiently and according to the agreed development schedule and Materials Production Plan
- Establish and maintain subject committees
- Conduct regular reviews of support materials to ensure consistency with the curriculum statements and according to the procedures specified in the Review and Evaluation Plan.
- Liaise with PEO Teacher Development to schedule and conduct in-service training for Principals, SIs and teachers on effective use of support materials and equipment.
- Conduct monitoring visits to ensure effective implementation of support materials and equipment.
- Develop intervention strategies for systems wide improvement.

8.1.5 The Functions of the ICT and Media Division will include:

- Improve schools access to MESC Network and Infrastructure to ensure communication between schools and MESC office
- Ensure connectivity in schools so distance learning and flexi mode professional development programmes are accessed in Savaii and Upolu rural areas
- Develop an integrated system for collection of teacher data and a Strategy for an effective data collection mechanism to ensure data integrity and accuracy.

8.1.6 The Functions of the Corporate Services Division (CSD) will include:

- Maintain a close liaison with PSC and Ministry of Finance on HR matters.
- Regularly monitor data entry procedures and maintain accurate payroll records and systems
- Maintain, review and establish efficient work flow patterns
- Monitor the implementation of MESC standard formats, templates, and procedures manuals
- Maintain accurate and up-to-date payroll and administration records
- Co-ordinate recruitment, appointment, resignations, retirements and assessment of corporate and teaching staff
- Identify training needs and budget, and schedule relevant training
- To print all educational support materials for the Ministry and all schools in a timely and efficient manner

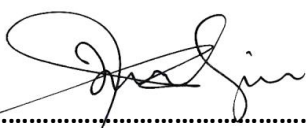
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APPROVED BY THE HON. MINISTER OF EDUCATION, SPORTS AND CULTURE

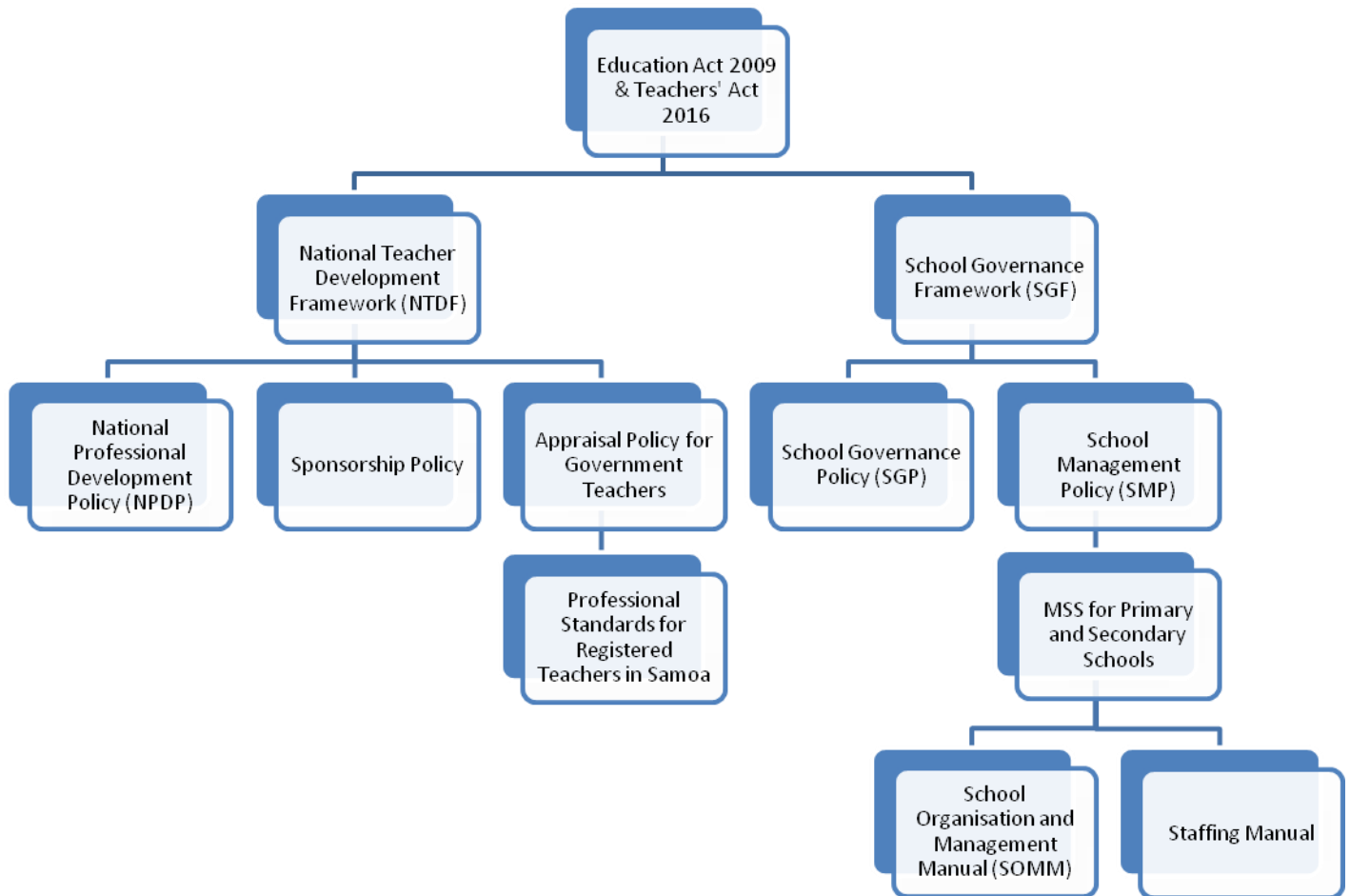

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Signature

Lōau Solamalemālō Keneti Sio

14/03/2018
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Date

10. APPENDICES

Appendix 1: Overview Structure



Appendix 2: NTDF Goals and Policy Areas

National Teacher Development Framework

Goal 1:
Teacher Quality

Goal 2:
Professional Development
and Career Opportunities

Goal 3:
Teacher Management

Pre-service
Recruitment
and Selection

Teacher
Registration

Professional
Standards

Teacher
Performance
Appraisal

Continuous
Professional
Development

Career
Pathways for
Teachers

Career
Incentives
and Awards

Teacher
Placement

Teacher
Management
System

Institutional
Strengthening
and School
Improvement

Appendix 3: Related Documents

RELATED DOCUMENTS	LEGISLATIVE & AUTHORITY	YEAR
Education Act	Ministry of Education, Sports and Culture	2009
Teachers Act	Ministry of Education, Sports and Culture	2016
Public Service Commission Act	Public Service Commission	2004
The National Teacher Development Framework	Ministry of Education, Sports and Culture	2018
The National Curriculum Policy Framework	Ministry of Education, Sports and Culture	2006
National Safe Schools Policy	Ministry of Education, Sports and Culture	2017
Early Childhood Education Policy in Samoa	Ministry of Education, Sports and Culture	2017
National Professional Development Policy	Ministry of Education, Sports and Culture	2018
TVET Consumables for Secondary Schools Policy	Ministry of Education, Sports and Culture	2017
National Culture Policy	Ministry of Education, Sports and Culture	2018
Inclusive Education Policy	Ministry of Education, Sports and Culture	2016
Government Teachers Appraisal Policy	Ministry of Education, Sports and Culture	2018
Information Communication Technology in Education Policy	Ministry of Education, Sports and Culture	2018
Bilingual Education Policy	Ministry of Education, Sports and Culture	2011
The Samoa National Assessment Policy Framework	Ministry of Education, Sports and Culture	2010
The Samoa National Sports Policy	Ministry of Education, Sports and Culture	2010
Asset Management Policy	Ministry of Education, Sports and Culture	2018
The Minimum Service Standards for Primary and Secondary Schools in Samoa	Ministry of Education, Sports and Culture	2016
Samoa Professional Standards for Principals	Ministry of Education, Sports and Culture	2014
Professional Standards and Performance Appraisal for Samoa's Teachers	Ministry of Education, Sports and Culture	2011
Professional Standards for Registered Teachers in Samoa	Ministry of Education, Sports and Culture	2018

The Minimum Service Standards for Early Childhood Education	Ministry of Education, Sports and Culture	2015
Samoa School Nutrition Standards	Ministry of Education, Sports and Culture	2011
Behaviour Management Guidelines	Ministry of Education, Sports and Culture	2010
Working Conditions & Entitlements Manual	Public Service Commission	2015
School Management and Organisation Manual	Ministry of Education, Sports and Culture	2017
School Staffing Manual	Ministry of Education, Sports and Culture	2017
Samoa School Fee Grant Scheme Manual of Operations	Ministry of Education, Sports and Culture	2016

Appendix 4: Risk Management Plan

Risk/Activity	Risk Level	Implications	Mitigation Plan
Full understanding of NTDF	Moderate to High	Inconsistency of implementing the policy	<ul style="list-style-type: none"> Conduct/strengthen awareness workshops of the purpose of the NTDF.
Full understanding of new policies and frameworks generated from NTDF	Moderate to High	Inconsistency of implementing the policy	<ul style="list-style-type: none"> Conduct awareness workshops of new policies and frameworks generated from NTDF with MESC staff, principals and teachers. Ensure appropriate communication within the school and community and encourage support of all involved.
Avoid guidelines stated in policy	Moderate to High	Policy objectives will not be achieved	<ul style="list-style-type: none"> Ensure that all relevant members and parties involved should understand the policy contents.
Monitoring	Moderate to High	Policy issue areas cannot be solved	<ul style="list-style-type: none"> Monitor schools for changes that reflect the NTDF is integrated in school planning.
Policy objectives not filtered down to the implementers of the NTDF	Moderate to High	Policy objectives will not be achieved	<ul style="list-style-type: none"> Ensure correct and open communication from the MESC office to principals and teachers.
Resistance of staff to change past practices	High	Ineffective implementation of the policy Minimal and no improvement from policy implementation overtime	<ul style="list-style-type: none"> Change the mindset of staff, principals and teachers through correct and open communication by building relationships of trust. Ensure senior management is of the same understanding of the NTDF and additional policies and frameworks derived from NTDF.

Appendix 5: Implementation Plan

Phase	Action	Timeframe	Responsible Ministry/Organisation
Endorsement Phase to finalise NTDF	Ongoing follow up	January	MESC CORE and Full Executive, Cabinet
Awareness Phase	Conduct workshops with key stakeholders (eg; principals, teachers, NUS, USP and relevant educational institutions and government agencies)	February- April 2018	MESC- TDAD MESC PPRD MESC MERD MESC SOD MESC IT
Transition Phase	Professional development for principals and teachers to encourage the integration of the NTDF in their school plans which should be reflected in an improvement in their teaching responsibilities.	May 2018- April 2019	MESC- TDAD MESC – MERD MESC SOD
Monitoring Phase	School visits to view initial application of ideas/strategies to develop a higher quality teaching force.	May 2019- October 2019	MESC
Review Phase	Evaluate/Conduct review on the effectiveness of policy implementation.	February 2020	MESC