



Government of Samoa
Ministry of Education, Sports and Culture

SCHOOL GOVERNANCE FRAMEWORK

2018 - 2028



School Governance 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

ICT	Information Communication Technology
MESC	Ministry of Education, Sports and Culture
MSS	Minimum Service Standards for Primary and Secondary Schools
PTA	Parent - Teacher Association
SAMP	School Annual Management Plan
SGF	School Governance Framework
SI	School Inspector
SIP	School Improvement Plan
SSFSGS	Samoa School Fee Grant Scheme
UN ESCAP	United Nations Economic and Social Commission for Asia and the Pacific

DEFINITIONS OF TERMS

Governance “is the process of decision-making and the process by which decisions are implemented (or not implemented)” (UN ESCAP)

School Governance “Schools, whether public or private institutions, also have a number of stakeholders in their activities. Their governance is therefore done through a coalition of interests working together, but performing different functions, all aimed at enabling each school to operate and to achieve its aims and objectives”(www.researchgate.net/post)

The Framework for School Governance in Samoa identifies the stakeholders, the ‘coalitions of interest’ and their functions and how they work together to achieve the aims and objectives of the schools.

Schools A school is an institution designed to provide learning spaces and learning environments for the teaching of students (or "pupils") under the direction of teachers. From the Education Act 2009, school means “an organisation for the provision of education from the first level of primary education for any of the years up to the final year of secondary education.”

A government school in Samoa is under the jurisdiction of MESC in partnership with the communities in which the schools are located, represented by either a village school committee, a district school committee, or a school board in which a variety of coalitions of interest are represented. The teachers are paid by the Government, while the communities build the schools and provide other resources. In recent years, the Government of Samoa has provided more and more resources for the schools especially after the effects of natural disasters such as cyclones and floods.

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FOREWORD



The School Governance Framework (SGF) is intended to improve and strengthen the governance and management of government schools.

It provides a logical framework that assures school governance extends beyond the school principal and staff to include the wider community in addition to the traditional school community partners such as the School Committee (Komiti o Aoga) and Parents-Teachers Association (PTA).

Further, the School Governance Framework will strengthen ownership and engagement of the wider community in the development and progress of their school in relation to student learning outcomes. The SGF will also regularise the school governance and school management policies, manuals and Minimum Service Standards for Primary and Secondary Schools 2016 (MSS) for guiding and monitoring the roles and responsibilities of schools as well as the communities for improving school performances.

The SGF will assist in the monitoring of the Samoa School Fee Grant Scheme (SSFGS), Minimum Service Standards and the Education Act 2009 (including its Amendment). While there are manuals and guidelines in place for school management, this SGF assures a coordinated approach, by bringing together all the essential aspects for effective governance of schools.

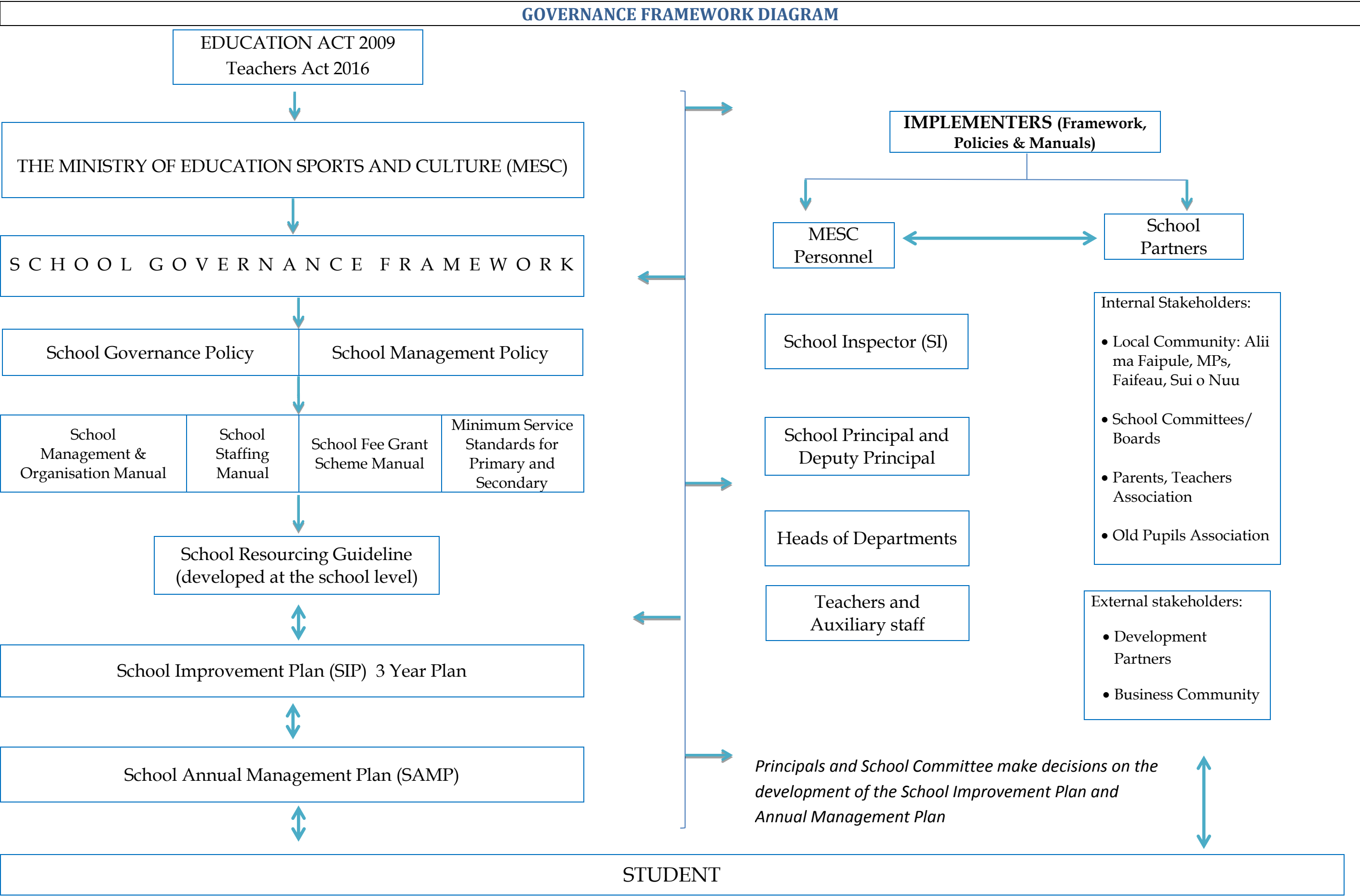
To facilitate its implementation and promote a more active engagement of the School Committee/Board, Parents and Teachers Association (PTA) and the wider community, a School Governance Policy and a School Management Policy have been developed as a result of this work.

I am pleased to present this important document to ensure good governance in schools.

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

The Government of Samoa is the main provider of educational services in Samoa, especially the 144 government primary schools enrolling about 81% of primary aged students and 23 secondary schools enrolling 62% of the secondary aged students. The government schools employ 1,082 primary and 540 college teachers. Female teachers make up 72% of the government teaching workforce.¹ This is the profile of the government schools sub sector under the jurisdiction of the Ministry of Education, Sports and Culture (MESC) for which this Framework is intended for the next five years.

2. GLOBAL COMMITMENT

In developing this document, the Ministry looks to strengthen and promote ownership and engagement of School Committees and the wider community in the development and improvement of governance and management at the school level. The initiative will ensure Samoa's educational system aligns with governing international school policies, processes and activities.

3. OBJECTIVES

This School Governance Framework (SGF) is developed to help improve and strengthen the governance and management of the school. It is a guiding document that clearly promotes and strengthens ownership and community engagement in the development and progress of school performance and in particular student learning outcome.

Strong school governance is arguably more important now than it has ever been – governing bodies have more responsibilities and are held accountable for the performance of the school more now than before. The SGF aims to help School Committees/Boards and Principals maximise their effectiveness, and secure the best possible education for their students.

¹ Source: MESC Pelican Database-Payroll, 2016

The SGF is linked to the National Teacher Development Framework (NTDF) Goal 3² which looks at the effective delivery of quality education services in Samoa. This is developed to help improve and strengthen the governance and management of the school. It is a guiding document that clearly promotes and strengthens ownership and community engagement in the development and progress of school performance and in particular student learning outcomes.

4. GUIDING PRINCIPLES

The School Governance Framework is based on the characteristics of good governance which are; participatory, consensus oriented, accountable, transparent, responsive, effective and efficient, equitable and inclusive and follows the rule of law.

4.1 Participation

Participation by both men and women is a cornerstone of good governance. In school governance this requires that all means must be deployed to include women in school committees and boards of schools so that decision making is balanced and comprehensive.

4.2 Rule of Law

The School Governance Framework is premised on the Education Act (2009), Teachers Act (2016) and other related legislation as well as the policies and regulations of MESC. 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

Effective school governance is guided and informed by relevant documentation/reports based on MSS for Primary and Secondary Schools, SIP, SAMP, SAR.

4.5 Transparency

All decisions taken and enforced must be done in a transparent manner and follows 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.

² Refer Appendix 1: NTDF Goals and Policy Areas (3) Institutional Strengthening and School Improvement

4.6 Responsiveness

Good governance requires that institutions such as schools must respond to serve all stakeholders in a timely manner and within reasonable timeframes. Responsiveness is also a measure of efficiency and effectiveness.

4.7 Consensus oriented

Consensus decision making is a basic practice of Samoan decision-making processes and must apply to schools. Good governance is reflected in the level of consensus that is achieved amongst the decision makers in the school setting.

4.8 Equity and Inclusiveness

All stakeholders must be made to feel that they have a stake in the school and do not feel excluded in any way. All students, teachers and parents and the vulnerable must be treated equally and supported to improve or maintain their well-being so that they are encouraged to support their children and the school in order for the children to complete their schooling.

4.9 Effectiveness and efficiency

The needs of the school including all their stakeholders must be met in ways that ensure the best use of resources available, both material and human.

4.10 Accountability

This is another key requirement of good governance. It means that the school committees or boards must be held accountable to all stakeholders which are the Government through MESC, Development Partners, parents, students, and the whole community. Accountability must be practised in all decisions taken and implemented especially in the management and use of all human, financial and other resources regardless of their sources.

4.11 Gender sensitivity

Gender sensitivity should be reflected in the composition of School Committees/PTAs/School Boards. 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.

4.12 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 SCHOOL GOVERNANCE FRAMEWORK³

The Mandate for this framework begins with the Education Act 2009 (The Act) which stipulates the establishment of village and district/ministry schools which are directly under the jurisdiction of the Ministry of Education, Sports and Culture.⁴ The Act also stipulates the establishment of School committees by Village Councils to manage the Village schools with the support of the principals (section 39 (1) (2) and (3)). The Chief Executive Officer is responsible directly for the management of the ministry schools (Section 46 (1) and (2) through the principal. Thus there are two systems of school management in the Education Act 2009.

While awaiting changes in the legislation to reflect current practice, the village schools in Samoa are all primary schools, while the district schools are all colleges which are now all named colleges.

The Education Act 2009, School Governance Policy, School Management Policy and the School Resourcing Guidelines are the main documents that provide guidance for governance and management of schools.

There are also related frameworks, policies, standards, guidelines and manuals which must be taken into account especially in the formulation of the School Improvement Plan and School Annual Management Plan.⁵ These documents will:

- enable the schools to function and have formulated and implemented programmes and schemes to address concerns and pursue goals in the education development plans.
- provide guidance in school governance and management and the means whereby schools are able to set goals and objectives for their schools.

5.1 Policies and Guidelines

The Framework stipulates that the main role and function of MESC in school governance is two-fold:

- i) the formulation of policies and guidelines by which the schools will be governed and managed and
- ii) the monitoring and evaluation of the implementation of these policies.

³ Refer Appendix 2: Overview Structure which links to Acts and NTDF

⁴ Education Act 2009; Section 39 and Section 46.

⁵ Refer Appendix 3: related documents which must be taken into account.

6. POLICY AREAS

The following policy areas are developed to strengthen governance and management of all government schools:

6.1. School Governance Policy

The aim of a School Governance Policy is to clarify who the key stakeholders are and their roles in the governance of the school. All those with key roles in school governance must agree on a common vision and mission of the school. The links or relationships between the key roles will also be explicit so that in playing their parts they altogether work towards the achievement of the goals and objectives of the school.

6.2. School Management Policy

The purpose of the School Management Policy is to bring together all guidelines that relate to the functions and operations of a school. This enables a school to carry out its functions and tasks to achieve the vision, mission, goals and objectives.

6.2.1 School Resourcing Guideline

A school resourcing guideline sets out what a school is able to do in terms of the effective use of resources to achieve its aims, goals and objectives. This includes how a school is financed and how the funds are expended and monitored, to ensure that a school's goals and objectives are met in a timely manner.

6.2.2 School Communication Strategy

The school must have a comprehensive and informative communication strategy. This ensures that all information to and from schools and stakeholders are accurate, coherent, timely and consistent.

7. IMPLEMENTATION AND IMPLEMENTERS

The Framework suggests that the implementers of all policies and guidelines are the schools and their partners and all stakeholders from the community. The implementers include:

- the school principals and teachers,
- school committees,
- parents and Parent Teacher Associations (PTA),
- village councils,
- members of parliament,
- village faifeau and other

- stakeholders.

Of particular importance, is the role played by the School Inspector in monitoring the roles played by all school personnel, committees, school boards, PTA and the wider community. This is a pivotal role as the main agent of MESC providing oversight of all that is/will be implemented in the schools according to governance and management policies.

8. MONITORING AND EVALUATION

The principal monitors and evaluate the implementation and effectiveness of school initiatives, programmes, schemes in line with the SIP, SAP and the school overall compliance with the MSS. Many of the evaluative tools are built into the structure and work of the schools.

The School Inspector monitors and collect required school data, evaluate, review, and report the performances of his/her cluster of schools regularly against the Ministry's Minimum Service Standards (MSS) and School Management Plan and School Improvement Plan to provide strategic and operational advice to School Principals (Vice Principals & Staff) on the improvement of overall school performances.

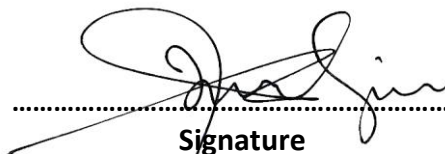
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EFFECTIVE DATE: July 2018

RECOMMENDED REVIEW DATE: 2028

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


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Signature

Lōau Solamalemālō Keneti Sio

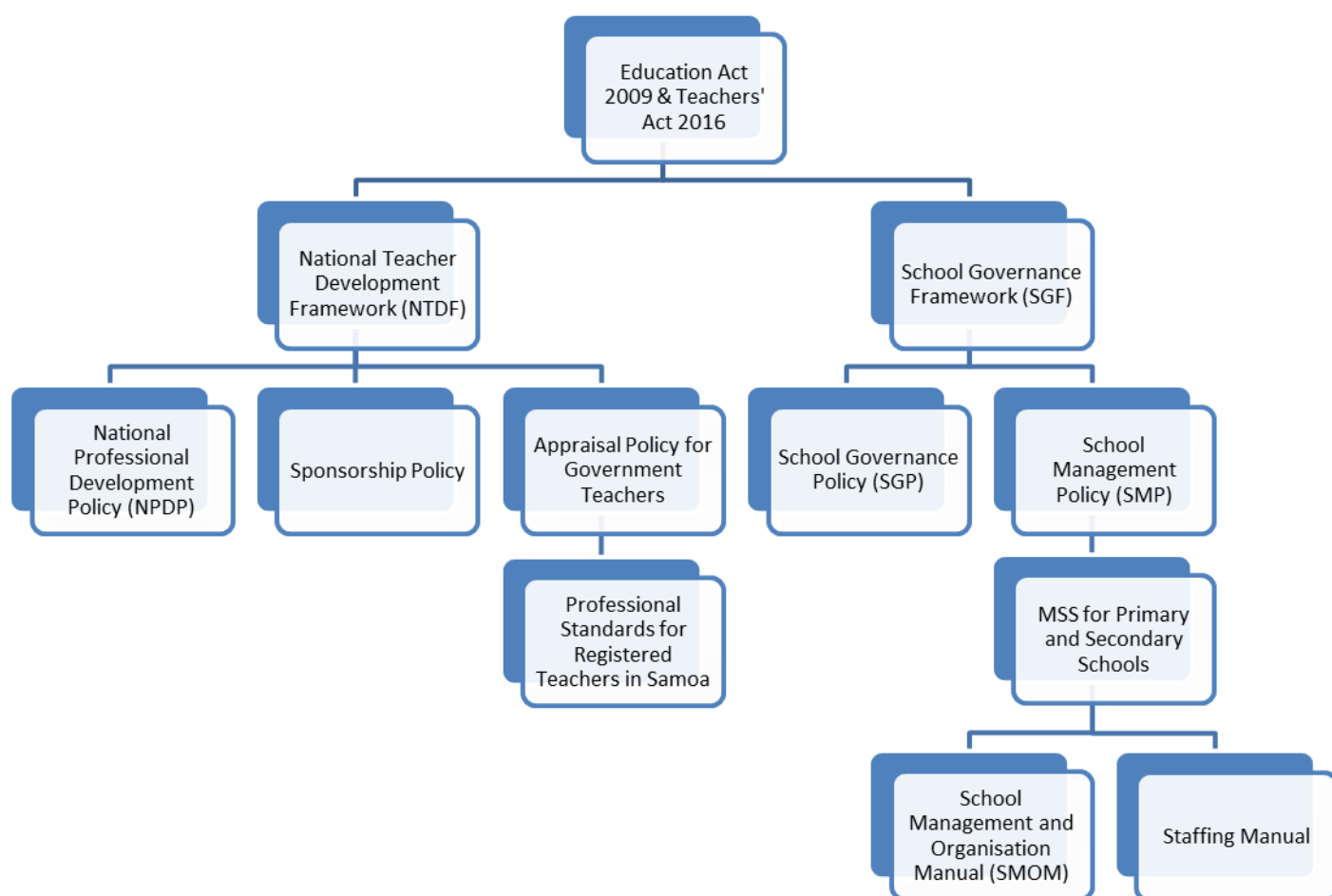
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10. APPENDICES

Appendix 1: NTDF Goals and Policy Areas



Appendix 2: Overview Structure and Links to Acts and NTDF



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	Ministry of Education, Sports and Culture	2011

Teachers		
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			
Phase	Action	Timeframe	Responsible Division
Endorsement of the Framework	<ul style="list-style-type: none"> Finalise SG Framework 	February – March 2018	MESC CORE and Full Executive, Cabinet
Awareness Phase	Workshops with key stakeholders <ul style="list-style-type: none"> School Inspectors School Committee and Boards identify key professional development needs 	From April 2018 to August 2019	MESC SOD MESC PPRD MES TDAD
Transition Phase	i) On-going professional development for school principals, deputy principals and lead teachers. i.e. Planned Leadership Training programmes for principals, deputies and lead teachers ii) On-going training for school committees i.e. Planned programmes for School Committee twice a year for 3 years	From April 2018 to August 2019	MESC SOD MESC-TDAD
Monitoring and Evaluation	Periodic visits by MESC to check on implementation of the Framework through the implementation of key MESC documents <ul style="list-style-type: none"> School Governance Policy School Management Policy Minimum Service Standards 2017 School Staffing Manual School Organizational and Management Manual 	On-going as part of SOD's work in the schools	SOD to lead

Appendix 5: Risk Management Plan			
Risk/Activity	Risk Level	Implications	Mitigation Plan
Delay endorsement	High	Delay implementation of the whole process	Regular follow-up and prompt response to required information.
Framework is misinterpreted	Low	Slow rate of implementation	Consultations and workshops
Lack of cooperation between the school committee and school principal	Medium	Delay in decision making which result in delayed action and activities	Intervention by the School Inspector (SI) or School Operations Divisions (SOD)
Mind-sets are entrenched and difficult to change	High	Non-compliance and non-implementation	School Inspector continuously engage with the school committee Regular Training for school committees
Non -compliance with policy initiatives	Low	Slow rate of implementation	Sanctions are in built for non-compliance.
Inexperience and Lack of capacity by the principal	High	Non-cooperation by the school committee	Training and capacity building for principals