



Government of Samoa
Ministry of Education, Sports and Culture

School Management Policy

2018 - 2023



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MINISTRY OF EDUCATION, SPORTS AND CULTURE

ACKNOWLEDGEMENT

The Ministry acknowledges the work of Gatoloaifaana Tilianamua Afamasaga in developing this crucial policy document for the management of government schools in Samoa in collaboration with MESc Management and Full Executive.

The invaluable contribution of school committees, school boards, principals and teachers are also appreciated.

The Australian funded PABER project is also acknowledged as an essential source of information especially the collection of specific data that has prompted important recommendations used to inform this policy.

LIST OF ACRONYMS

CATs	Classroom Assessment Tools
MERD	Monitoring, Evaluation and Review Division
MESC	Ministry of Education, Sports and Culture
NTDF	National Teacher Development Framework
PaBER	Pacific Benchmarking Education Results
PPRD	Policy Planning and Research Division
PSC	Public Service Commission
PTA	Parent – Teacher Association
SMOM	School Management and Organisation Manual
SMP	School Management Plan
SMT	School Management Team
SOD	School Operations Division
SSFGS	Samoa School Fee Grant Scheme
TDAD	Teacher Development and Advisory Division
TVET	Technical Vocational Education Training

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>)
Governance	The “process of decision-making and the process by which decisions are implemented (or not implemented)”. (<i>UN ESCAP</i>)
School Governance	“Schools, whether public or private institutions, also have a number of stake-holders 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)
Management	i) The organisation and coordination of the activities of an institution in order to achieve defined objectives. ii) The collective body of those who manage or direct an enterprise.
School Management	The organisation, coordination and operations of a school in order to achieve good learning achievement for all students.
School	<p>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.”</p> <p>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</p>

more resources for the schools especially after the effects of natural disasters such as cyclones and floods.

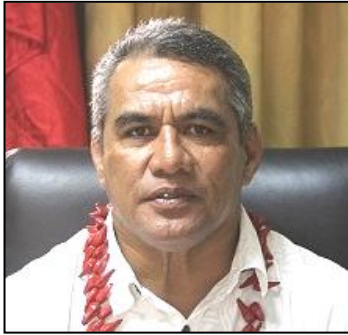
TABLE OF CONTENTS

FOREWORD	1
1. INTRODUCTION.....	2
2. PURPOSE	3
3. GUIDING PRINCIPLES	3
3.1 Participation	3
3.2 Rule of Law.....	4
3.3 Quality.....	4
3.4 Relevance.....	4
3.5 Transparency	4
3.6 Responsiveness.....	4
3.7 Consensus oriented	4
3.8 Equity and Inclusiveness	4
3.9 Effectiveness and efficiency.....	4
3.10 Accountability	5
3.11 Gender sensitivity	5
3.12 Sustainability.....	5
4. POLICY STATEMENTS	5
4.1 Governance and Administration.....	5
4.2 School Manager	5
4.3 Teacher-Student Ratio	6
4.4 Non – Teaching Staff.....	6
4.5 Stakeholders	6
4.6 Management outcomes.....	7
4.7 Improved student-learning outcomes.....	7
4.8 The School Management and Organisation Manual	7
4.9 Effective Management.....	7
4.10 Related Documents.....	8
5. APPLICATION AND SCOPE.....	9
6. ROLES AND RESPONSIBILITIES	9
6.1 The Ministry of Education, Sports and Culture.....	9

TABLE OF CONTENTS cont'd

6.2 School Boards and School Committees	10
6.3 The Principal, Vice Principal and Senior Management	10
7. MONITORING, EVALUATION AND REPORTING.....	10
8. PROCEDURE	11
9. REFERENCES.....	12
10. APPENDICES	13
Appendix 1: School Management Policy Risk Matrix	13
Appendix 2: School Management Implementation Plan.....	14

FOREWORD



The School Management Policy (SMP) will enable Principals and School Committees/School Boards to effectively manage and lead the school to achieve its school goals and objectives.

The policy clearly articulates the responsibilities of key school stakeholders, contributing to strengthening and improving the delivery of service by the School administration. While there are manuals and guidelines in place for school management, the policy assures a coordinated approach, bringing together all the essential aspects for effective management of schools.

The policy will greatly assist the monitoring of the Samoa School Fee Grant Scheme (SSFGS), Minimum Service Standards for Primary and Secondary Schools and the Education Act 2009 (including its Amendment) which requires the commitment of the community in particular the School Committee, Parents and Teachers Associations (PTA), Old Pupils Associations, Village Councils and the wider community of faifeau, members of Parliament, and all other relevant stakeholders who are contributing to the development of schools.

This Policy is derived from the School Governance Framework which will be the overarching strategic document that ensures the effective implementation of the policy and to promote a more active engagement of the School Committee (Komiti o Aoga), Parents Teachers Association (PTA) and the wider community.

I encourage all school personnel and communities to use this policy effectively as a guide to manage 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. INTRODUCTION

The overall aspiration for any policy in education and schools is to enhance and improve student learning. Understanding the dynamics of the relationship between any policy domain and those factors that influence learning outcomes however, remains elusive.

The Ministry of Education, Sports and Culture has been part of the World Bank Pacific Benchmarking Education for Results (PaBER 2016) programme which focuses on eliciting understanding about the relationships between education policy and those factors that influence student learning outcomes.

The School Management and School Governance policies were developed with the intention to ultimately assure full community engagement, ownership and accountability in the governance for the development of the schools.

The MESC School Governance Framework

The School Management Policy derives from the School Governance Framework, which broadly establishes that MESC has the responsibility of policy development and regulatory functions, monitoring and evaluation while the schools and its partners are the implementers.

School Performance Management

Schools in Samoa have become increasingly accountable as a result of reforms carried out since 2010. These have included the development and implementation of the School Fee Grant Scheme, the Minimum Service Standards for Primary and Secondary Schools (2016), Professional Standards for Teachers (2011) and the Samoa Professional Standards for Principal (2014).

These initiatives have meant that the schools must implement all policies and engage fully with the development initiatives. They must demonstrate compliance with the processes and show school development and improvement and most importantly that student achievement and learning are of a high standard.

Curriculum and Pedagogical¹ Autonomy

The MESC determines the national curriculum and provides for the majority of the resources that teach the curriculum. Schools are required to teach the national curriculum and are not expected to deviate or develop their own school-based curriculum although there is some flexibility for adaptation of the national curriculum to suit the context of the school and abilities

¹The discipline that deals with the theory and practice of teaching, i.e. the function or work of a teacher.

of learners. Adaptation however, may only occur when teachers and schools are fully resourced and school committees, principals and teacher capacities are built to manage the change.

Budgetary Autonomy

Implementation of the School Fee Grant Scheme gives the school committees and school principals the autonomy to determine how best to use their funds within the limits of what is allowable in the scheme. The SSFGS Manual of Operations provides guidelines to ensure compliance.

Regular Student Assessment

The Samoa National Assessment Policy Framework has been implemented since 2010. “The Making Assessment Work: Classroom Assessment Manual” was written to provide guidance for the teachers in terms of the Classroom Assessment Tools (CATs) that they should regularly use to assess student learning.

2. PURPOSE

The purpose of the School Management Policy is to bring together all Government and MESC policies that relate to the functions and operations of a school especially in the effective use of resources. This enables a school to carry out its functions and tasks to achieve its vision, mission, goals and objectives in the continuous improvement of learning achievement and learning outcomes by all students.

3. GUIDING PRINCIPLES

This policy is guided by the vision that *“Schools in Samoa manage resources in an effective and efficient manner to bring about positive learning outcomes for the children.”*

This policy is underpinned by the following principles:

3.1 Participation

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

3.2 Rule of Law

This policy is premised on the Education Act (2009), Teachers Act (2016) and other related legislation as well as the policies and regulations of MESCS. These must be enforced impartially and ensure the protection of human rights of all stakeholders.

3.3 Quality

Quality is achieved in a well-managed school that strives for ongoing improvement. It ensures quality resources are provided in order to support teaching and learning.

3.4 Relevance

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

3.5 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.

3.6 Responsiveness

Good school management requires that schools must respond to serve teaching and learning needs of students and teachers in an efficient and effective manner.

3.7 Consensus oriented

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

3.8 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

3.9 Effectiveness and efficiency

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

3.10 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.

3.11 Gender sensitivity

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

3.12 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.

4. POLICY STATEMENTS

4.1 Governance and Administration

The Governance and Administration Authority of the school is the School Committee/School Board, which performs its responsibilities on behalf of the local community (villages and districts), and the Government of Samoa (MESC) in accordance with the policies and regulations provided.

The School Inspector is the main Government (MESC) agent that liaises between the community and the school, between the community and MESC and acts as advisor and supporter to the School Committee, Principal, and Staff as well as to the general community. She/He performs their duties according to their job description, MESC regulations and policies that are in place.

4.2 School Manager

The School Principal is an important member of the School Committee or School Board as they have intimate knowledge and understanding of the school.

4.2.1 The School Manager is the School Principal assisted by the Vice Principal and other Positions of Responsibility in the School. Together they form the School Management Team. They perform their duties according to the legislation, regulations and policies provided by MESC.

4.2.2 The SMT under the leadership of the Principal ensures that continuous professional development opportunities are available to all staff members. PDs at the school and national level must be effectively used to improve teaching and learning. The SMT will continuously track and monitor the performance of all teachers in the school.

4.2.3 All schools irrespective of size must have a Principal, Vice Principal, Head of Department or Infant Supervisor

4.2.4 The Principal, Vice Principal and Infant Supervisor make up the Management Team in the primary school. The Principal may co-opt senior teachers into the Management Team of large schools.

4.2.5 The Principal, Vice Principal and Heads of Department make up the Management Team in colleges.

4.2.6 Colleges must have four (4) Heads of Department

4.3 Teacher-Student Ratio

In order to fulfil the requirements of the school curriculum, every school must have a minimum number of teachers according to the following teacher-student ratio.

- Primary 1:30
- College 1:25

4.4 Non – Teaching Staff

- Every school works towards the employment of a librarian and a secretary who is a non-teaching staff to support the work of the school.

4.5 Stakeholders

Stakeholders include:

- PTAs,
- village councils,
- faifeau,
- faipule,
- alumni/old pupils association and
- donors (participation in the school committee, monetary contribution or in kind help).

4.6 Management outcomes

- The school management team must ensure compliance with requirements of deliverables. This includes the effective and efficient teaching of the curriculum and using classroom-based and summative assessments to monitor student progress.
- Instructional time must be strictly adhered to in order for the students to achieve their desirable learning outcomes as per the Staffing Manual.

4.7 Improved Student-learning Outcomes.

The effectiveness of school management will be measured by the improvement in student learning outcomes over a period of at least three (3) years.

4.8 The School Management and Organisation Manual

This manual outlines the responsibilities and roles of all parties in education. These are the Government of Samoa through MESC, School Committee/School Board, School Principals, parents and students. The manual also stipulates all requirements to do with the School Curriculum and Assessment, Professional Development Programmes, Health and Safety in the School, Financial Management, Facilities and Equipment Management, Personnel Management and Student Management.

The manual also clearly states the composition of the school committee, term of office, its procedures and specific responsibilities in the development of the School Improvement plan, School Annual Management Plan and the School Annual Report to MESC.

4.9 Effective Management

In consultation and collaboration with the School Committee/School Board, the SMT and staff will effectively manage the school using a number of related Policies as per table below.²

The Management Team must understand all related policies below for effective and efficient management of the school.

²MESC Policy Register 2017

4.10 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
National Safe Schools Policy	Ministry of Education, Sports and Culture	2017
Early Childhood Education Policy in Samoa	Ministry of Education, Sports and Culture	2017
TVET Consumables for Secondary Schools Policy	Ministry of Education, Sports and Culture	2017
Inclusive Education Policy	Ministry of Education, Sports and Culture	2014
Bilingual Education Policy	Ministry of Education, Sports and Culture	2011
The Samoa National Assessment Policy	Ministry of Education, Sports and Culture	2010
The Samoa National Sports Policy	Ministry of Education, Sports and Culture	2010
The National Curriculum Policy Framework	Ministry of Education, Sports and Culture	2006
Asset Management Policy	Ministry of Education, Sports and Culture	2018
Samoa School Nutrition Standards	Ministry of Education, Sports and Culture	2011
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
The Minimum Service Standards for Primary and Secondary Schools in Samoa	Ministry of Education, Sports and Culture	2016
The Minimum Service Standards for Early Childhood Education	Ministry of Education, Sports and Culture	2015
Working Conditions & Entitlements Manual	Public Service Commission	2015
Behaviour Management Guidelines	Ministry of Education, Sports and Culture	2007
School Management and Organisation	Ministry of Education, Sports and Culture	2017

Manual		
Schools Staffing Manual	Ministry of Education, Sports and Culture	2017
Samoa School Fee Grant Scheme Manual of Operations	Ministry of Education, Sports and Culture	2016
Student Behaviour Guidelines (developed at the school level)	Ministry of Education, Sports and Culture	2010

5. APPLICATION AND SCOPE

Like the School Governance Policy, this School Management Policy derives from the MESC School Governance Framework. This broadly establishes that MESC is responsible for monitoring all government schools to ensure best practice is evident in school management.

The School Management Policy applies to all Government Schools, their School Committees/School Boards, Parent Teachers Association (PTA) and school personnel.

6. ROLES AND RESPONSIBILITIES

6.1 The Ministry of Education, Sports and Culture

The MESC has developed a number of frameworks, policies, standards and guidelines, which bear on school management in its many facets.³

PSC manages contracts for Principals and Vice Principals.

MESC Divisions supporting the implementation of this policy include:

- SOD
- TDAD
- MERD
- PPRD

³ Refer to National Teacher Development Framework (NTDF), School Governance Framework (SGF), School Governance Policy (SGP), School Management and Organisation Manual (SMOM).

6.2 School Boards and School Committees

School Committee/School Boards must understand the policies that are in place in order to inform decision making for school results.

The School Committee/School Board has full responsibility to develop the School Resourcing Guidelines, School Improvement Plan and School Annual Management Plan. These must be informed by the School Governance Framework, School Governance Policy, the School Management Policy, the Samoa School Fee Grant Scheme and the Minimum Service Standards for Primary and Secondary Schools (2016).

The School Committee/School Board:

- meets monthly and may hold other meetings as necessary.
- appoints a chairperson, a secretary and a treasurer for a term of three years.

NB: *The responsibilities for School Committee/School Board are set out in the SMOM.*

6.3 The Principal, Vice Principal and Senior Management.

The duties and responsibilities of the SMT are clearly set out in the SMOM.

7. MONITORING, EVALUATION AND REPORTING

The School Committee/School Board is expected to closely monitor and evaluate all plans and activities throughout the implementation of regulations and policies. They are also expected to support the Principal in the preparation of the reports which are required to be submitted to MESCS. All reports must have full endorsement of the School Committee/School Board.

Such documents include:

- i) Annual school assessment against the schools Minimum Service Standards
- ii) The School Improvement Plan (3 yearly plan)
- iii) The Annual Management Plan
- iv) The School's Annual Report (*includes the monitoring of annual, term, unit, lesson plans and assessment plans for each curriculum subject; School Literacy and Numeracy Strategy; implementation of the Asset Policy and the TVET consumables Policy*)

The SI advises and provides key information to inform decision making at school level. This is in relation to the use of MSS to formulate and evaluate the School Improvement Plan, which informs the School Annual Report.

Monitoring and Evaluation of the School Management and School Governance Policies should be co-jointly carried out and should involve a two-tier process

1. Self-Assessment by the School using the MSS
2. Periodic monitoring visits by MESC (SOD & MERD)

8. PROCEDURE

This policy must be read in conjunction with the *School Governance Policy* and the *School Management and Organisation Manual*. These documents provide full description of all relevant procedures that impact on the implementation of this policy.

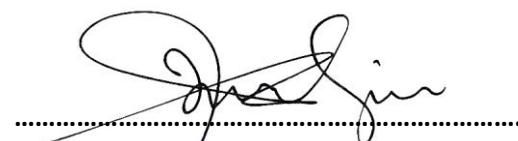
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EFFECTIVE DATE: July 2018

RECOMMENDED REVIEW DATE: 2023

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


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Signature

14/03/2018
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Date

Lōau Solamalemālō Keneti Sio

10. APPENDICES

Appendix 1: School Management Policy Risk Matrix

No.	Risk/Activity	Risk Level	Implications	Mitigation Plan
1	Policy is misinterpreted	Low	Slow rate of implementation	Consultations and workshops
2	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 or SOD
3	School committees do not want to be limited to governance functions	Medium	Micro management of the school by the school committee	Intervention by the School Inspector or SOD
4	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
5	Non -compliance with policy initiatives	Low	Slow rate of implementation	Sanctions are in built for non-compliance.
6	Inexperience and Lack of capacity by the principal	High	Non-cooperation by the school committee	Training and capacity building for principals
7	Too many related policies to be managed and considered by the principal and senior staff for school management.	High	Principals have little or no understanding which results in poor school management and total neglect of policies.	Continuous Professional development programme for teachers and senior staff on all related policies
8	Weak monitoring and evaluation	High	No real knowledge by the MESC of the issues involved	Monitoring and evaluation processes to be diligently followed by SOD and the School Inspectors. School Annual Reports to be thoroughly analysed and used to provide input and feedback to schools

Appendix 2: School Management Implementation Plan

Phase	ACTION	TIMEFRAME	RESPONSIBILITY
Awareness and Endorsement	Workshops with key stakeholders School Inspectors School Committees and Boards -identify key professional development needs	August-December 2017	School Operations Division
Transition Phase	i) On-going professional development for school principals, vice principals and lead teachers.	Planned Leadership Training programme for principals, deputies and lead teachers From August 2017 to August 2018	Outsourced
	ii) On-going training for school committees	Planned programme for school committees twice a year for 3 years	SOD or outsourced
Monitoring and Evaluation	Periodic visits by MESC to check on implementation of key policy strategies	On-going as part of SOD's work in the schools	SOD to lead
Review Phase	Conduct Review on effectiveness of policy implementation	2022	SOD to lead