



*Ministry of Education, Sports
and Culture*

LEADERSHIP AND MANAGEMENT STANDARDS

FOR SCHOOL LEADERS in Samoa

(PRINCIPALS & VICE-PRINCIPALS)

2021

The Leadership and Management Standards for School Leaders in Samoa details eleven standards, key performance indicators, evidence guide and reflective questions for those in positions as education institutional leaders.

The Implementation of these Standards is supported through the Quality Assurance Performance Appraisal (QAPA) System

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GLOSSARY

Ethics: The science of morals or rules of conduct, values of individual behaviours.

Key Professional Practice Areas: Those areas of particular importance a profession considered to be critical in the practice of the profession.

Morals: Custom or conventions of a social group, distinguishing between right and wrong

Pedagogical leaders: Those who lead and make decisions about how teaching and learning should be carried out in school

Principal: Person in charge of a school, including an Early Childhood Centre. This term may include a person appointed as a **Vice-Principal**.

Professional Ethics: The values and qualities of a professional group. The teaching profession has its own values and qualities

Professional Values: Principles and qualities which a profession considers to be worthy or desirable

National Competency Standards Framework: The NCSF supports quality practices for teachers and school leaders of all schools (private, government and mission), including ECE centres. It supports the implementation of the Teachers Act (2016) and provides a platform for expanding teacher standards and applying consistent Performance Appraisal processes.

School: has the meaning in the Education Act 2009; and includes an early childhood centre (Teachers Act 2016).

School Leaders: Principals, Vice-Principals and personnel acting in such leadership positions in ECE centres and primary and secondary schools. The title of the person in the institutional leadership position may vary according to governance (eg: mission, private, government institutions).

School Mission: Statement that explains the assigned duties decided by the school's stakeholders for their school

School Goals: Statement that sets out the desired learning achievement and outcomes of the school from time to time.

Strategic planning: Planning in such a way as to enable goals to be achieved in a timely fashion and using resources wisely and economically.

Teachers Council: Advisory body of (13) educators established in 2019 under the Teachers Act 2016 to regulate the registration and professional standards of Teachers.

SUPPORTING DOCUMENTATION

Education Act	2009
Teachers Act	2016
Education Sector Plan	2019 - 2024
National Culture Framework	2018 - 2028
Performance Appraisal System for Teachers in Samoa	2021
Performance Appraisal System & Process for School Leaders in Samoa	2021
Professional Standards for Teachers in Samoa	2021
Public Service Act	2004
Minimum Service Standards	2016
Government Teachers Appraisal Policy	2018 - 2023
National Professional Development Policy	2018 - 2023
National Teacher Development Framework	2018 - 2028
National Competency Standards Framework	2021 - 2026
National ICT in Education Policy	2018 - 2023
National Culture in Education Policy	2018 - 2028
National Sports in Education Policy	2018 - 2023
School Management Policy	2018 - 2023
School Governance Policy	2018 - 2023
School Governance Framework	2018 - 2023

SECTION I: INTRODUCTION

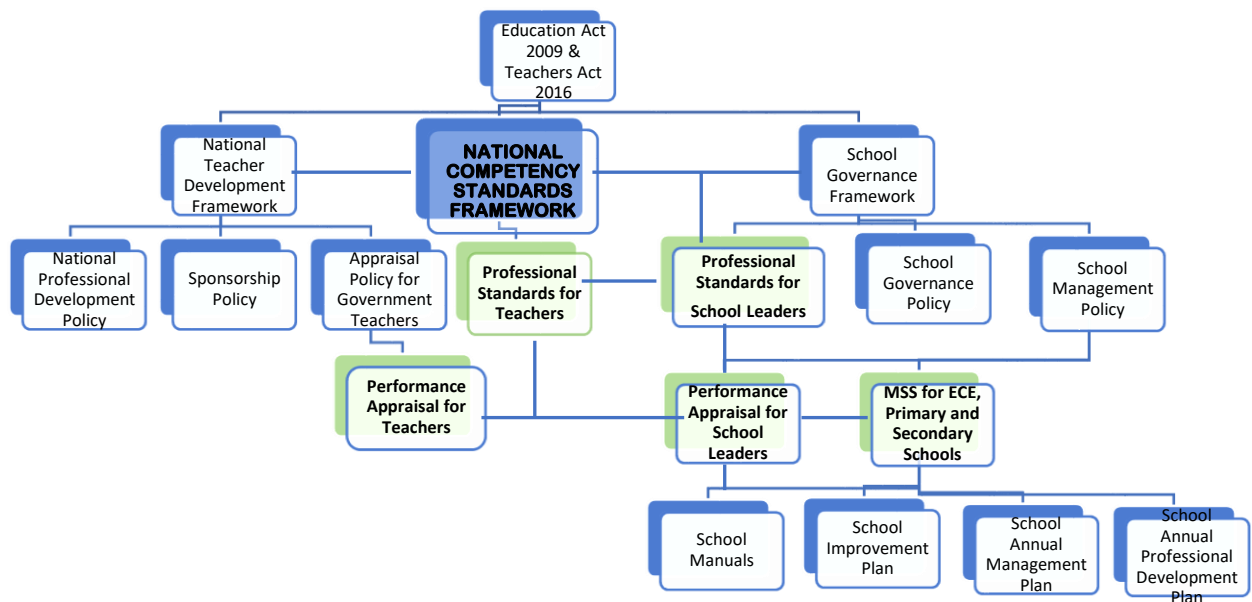


Figure 1: School Management & Governance Structure

The Samoa Professional Standards for School Leaders¹ (the Standards) was initially prepared by consultants in 2014 under the Education Sector Programme II in collaboration with the School Operations Division of the Ministry of Education, Sports and Culture (MESC). Subsequently the Standards were revised and completed by a national consultant working with a taskforce of select principals in collaboration with the Monitoring, Evaluation and Review Division (MERD) of the MESC.

In late 2020 a consultant commenced work on the development of a National Competency Standards Framework (NCSF). This work is a component of the Education Sector Support Program (ESSP 2019 – 2024) funded by the governments of Australia and New Zealand.

As a component of the **implementation of the NCSF** the existing Standards for Principals were reviewed and revised to facilitate the application of the standards in all schools and communities². In particular, the new format of the standards provides clear links to the Key **Performance Indicators, Evidence Guide** and **Reflective Questions**. The Standards apply to Principals and Vice-Principals and all persons in positions of school leadership in government, private and mission

¹ Previously known as the Professional Standards for School Principals. *School leaders includes Principals, Vice-Principals and personnel acting in such positions of school leadership.*

² *The definition of Schools includes Early Childhood Education Centres, as defined in the Teachers Act (2016).*

schools, including ECE centres. **School Leaders** is used to be all inclusive of the different titles used in the different schools and sector.

The 2021 Professional Standards for School Leaders in Samoa are presented as a separate document to the Performance Appraisal System for School Leaders in Samoa³. This new format was developed in consultation with the MESC Division for Monitoring, Evaluation, and Review (MERD) as part of the work developing the implementing documents for the National Competency Standards Framework 2021 – 2026 (NCSF). With MESC approval of the draft NCSF wider consultations were undertaken with the Education Sector Implementing Agencies of MESC, NUS, SQA and other stakeholders⁴. In addition, extensive consultations were undertaken with school leaders⁵ from ECE, Primary and Secondary Schools in Samoa.

The Standards sets out what School Leaders are expected to know, understand and do to achieve their individual and school goals. The Professional Standards for School Leaders is presented as an integrated model of **four Key Professional Practice Areas (KPPA)**. Each of these KPPA's articulates between **two to four standards**. **Reflective questions** are used to enable School Leaders to engage with the standards and to clarify required actions, activities and initiatives that are pivotal to achieve the standards.

Purpose

The Standard has been developed to define the role of the School Leader and to unify understanding and practices for all School Leaders in Samoa. It is intended to provide a framework for leadership succession and continuous professional learning through personal self-reflection and growth. It is also intended to provide coherence among existing and new leadership training programmes. Of prime importance, the Standards engender public trust in the profession of school leadership as it provides assurance that those in charge are discharging their duties in a defined way that builds public trust.

Rationale

Successful leadership plays a significant role in improving student learning. The Standards provides those sets of characteristics or aspects that clarify what successful leadership requires. The Standards are not intended to be prescriptive in nature but rather to help the School Leader or those aspiring for leadership to reflect on her/his learning needs. The fact that this document is aspirational is quite deliberate as it is intended to foster continuous professional learning towards effective leadership. It is unreasonable to expect that all education institutional leaders will have the same expertise in all aspects of the Standards or that the same expertise will be effective in different and changing contexts or environment. Hence it is not a primary objective of these Standards to be an instrument for evaluation or the judgement of individual performance of School Leaders.

The strength of the Standards is through implementation and ownership by the members of the profession so that there is continuous professional improvement that transfers to improved learning outcomes for all children in all schools.

³ Applicable only to government school Principals/Vice-Principals by virtue of the Government Teachers National Appraisal Policy (2018-2023)

⁴ DFAT, MFAT, PSC, NCECE, ESSP-TAS, MoF,

⁵ 67 school leaders attended 3 different workshops in May 2021 on Upolu and Savaii

The Central Role of the School Leader

In today's world, not many roles can be described as having a direct impact on the future of young people and children or indeed of societies. The role of the School Leader is one such role. School Leaders help to create the future. School Leaders are responsible and accountable for the development of children and young people including disadvantaged students such as those with disability so that they can become successful learners and well-informed citizens capable of contributing to their families, villages and Samoan society as a whole.

The values and beliefs of a School Leader are critical. They believe in the power of education to transform and empower lives and society. They believe in the crucial role played by literacy and numeracy in unlocking the treasures of knowledge and learning. They believe that all children are capable of learning and achievement. They believe in the development of the whole person, physical, mental, and spiritual and they celebrate all achievements; social, intellectual, cultural, and physical. School Leaders also believe in continuous and life-long learning for staff and for themselves. In Samoa, School Leaders believe in the role of education to enable the sustainability of Samoan society and culture and as a main purpose of education.

School Leaders are the leading educational professionals in a school. They are fully engaged and participate in all activities to encourage and develop literacy and numeracy at all levels of schooling as well as set high expectation of learning and achievement towards which the whole learning community aspires. They model and set examples that demonstrate the vision and mission of a school. They inspire students, staff, and members of the community to continuously strive to improve learning and achievement for all children in a school.

School Leaders network and collaborate with a wide range of people, institutions and organisations to ensure that the best possible environment for learning is created in the school and to ensure the wellbeing and security of all students and staff. School Leaders ensure compliance with all relevant national legislation and policies as well as global educational initiatives.

School Leaders engage with global issues and open their minds to the challenges of change. Hence, they must understand the theory of change in strategic planning for the school to obtain the maximum benefit for students and staff.

School Leaders engage with the community to resolve challenges and uncertainties that arise, in effective and appropriate ways that suit the context and environment of the school.

In this standards, School Leaders are expected to:

- raise student achievement especially in literacy and numeracy, and information technology at all levels and at all stages of learning.
- promote equity and excellence.
- create and sustain the conditions in which quality teaching and learning thrive.
- influence, develop and deliver community expectations and government policy.

Format of the Standard

The Standard is made up of **4 Key Professional Practice Areas (KPPAs)** that are fully interdependent. The term KPPA is pragmatic and practical and focuses the leader immediately on the essential leadership areas of responsibility.

While the first KPPA is detailed separately, it underpins the other three and is fully integrated in their practice.

- Each **Key Professional Practice Area** stipulates **2-4 Standards**
- Each standard has a set of **Reflective Questions** to enable the School Leaders to address the key elements and main factors of each standard and make the appropriate decisions. The list of reflective questions is not exhaustive. You can add to the list.
- **Key Performance Indicators (KPIs)** are identified for each standard.

Key Professional Practice Areas (Vaega Tulimata'ia o le Faatinoga o Nafa Faa-Pulea'oga)

1. Moral Stewardship (*Tapasaina o Aoga i Aga e Tonu ma Aga e Lelei*)
2. Leading Teaching and Learning (*Taitaiga o Aoaoga: A'oa'o atu ma le A'oa'oina*)
3. Leading Management of the School (*Taitaiga o le Pulega o le Aoga*)
4. Leading Engagement and Working with the Community (*Taitaiga o Sootaga ma le Galulue Fe'oe'oea'i ma Matua, Nu'u ma Ala'alafaga*)

SECTION II: THE KEY PROFESSIONAL PRACTICE AREAS

This section describes each of the four **Key Professional Practice Areas**.

KEY PROFESSIONAL PRACTICE AREA 1: MORAL STEWARDSHIP

(Tapasaina o Aoga i Aga e Tonu ma Aga e Lelei)

Focuses on the leader's role in setting and sustaining a sense of moral purpose of education.

(E patino tonu i le nafa o le taitai e faamautuina ai le faavae poo le anava taua a le aoga i lana vaaiga mamao, manulauti ma fuafuaga lelei uma e ausia ai.)

STANDARD 1 (AGAVAA TAUSILI 1): School Leaders guide the development and implementation of shared values, vision, mission and goals to support learning and achievement of all students.

STANDARD 2 (AGAVAA TAUSILI 2): School Leaders articulate the process of decision making using an ethical framework based on the moral purpose and direction of the school.

KEY PROFESSIONAL PRACTICE AREA 2: LEADING TEACHING AND LEARNING

(TAITAIGA O AOAOGA: A'OA'O ATU MA LE A'OA'OINA)

The core business of any school is Teaching and Learning. School leaders are most effective when they are at the centre of teaching and learning in their school, for example, when they are pedagogical leaders. They are most effective when they set clear pedagogical goals; when they develop staff consensus around the goals; when they provide the tools for the teachers to achieve the goals; when they immerse themselves as leaders in the professional development associated with these goals and when they foster trustful relationships in their schools.

(O le a'oa'o atu ma le a'oa'oina o le nafa patino lava lea a so'o se a'oga. E pito sili ona aogā ma nanea se uluaoga e lotolotoi i le faatonutonuina ma le taitaiga o faatinoga o a'oa'oga. E tatau ona manino sini atu ma faamoemoega tulimata'ia ina ua iai foi le lagolagosua a faiaoga uma. E tatau ona mautu mea faitino e taulimaina ai ma fesoasoani i galuega a faiaoga, ma iai le talitonuina ma le faatuatuaina o le auaigaluega e galulue faatasi ai mo sini atu o le aoga.)

STANDARD 3 (AGAVAA TAUSILI 3): School Leaders plan strategically to ensure that the school has a flexible and diverse curriculum supported by creative and responsive teaching and learning approaches within an environment that is conducive to learning.

STANDARD 4 (AGAVAA TAUSILI 4): School Leaders ensure that there is an effective learning and assessment framework that uses data benchmarking and observations to monitor the progress of every child's learning while at the same time keeping a school wide focus on student achievement.

STANDARD 5 (AGAVAA TAUSILI 5): School Leaders encourage good performance and challenge underperformance at all levels and support teachers to make effective interventions and corrective measures to enable all students to engage in learning and achieve to the best of their abilities.

KEY PROFESSIONAL PRACTICE AREA 3: LEADING MANAGEMENT OF THE SCHOOL

(TAITAIGA O LE PULEGA O LE AOGA)

School Leaders use a range of data management methods and technologies to ensure that the school's resources and staff are efficiently organised and managed to provide an effective and safe learning environment as well as value for money. This includes appropriate delegation of duties to staff and the monitoring of accountabilities. School Leaders ensure that these accountabilities are met. They seek to build a successful school through effective collaboration with the school committees, the MESC, parents, community leaders and others. They use a range of technologies effectively and efficiently to manage the school.

STANDARD 6 (AGAVAA TAUSILI 6): School Leaders ensure that the school's organisational structure and processes reflect the school's values, vision and mission and in line with legislative and policy requirements.

STANDARD 7 (AGAVAA TAUSILI 7): School Leaders also ensure that the funds from the SFGS and other sources are managed efficiently and in a transparent manner to support teaching and learning and ensure that the annual school budget is integrated and aligned with learning priorities.

STANDARD 8 (AGAVAA TAUSILI 8): School Leaders continuously support, monitor and evaluate staff and their performance to support the implementation of strategic plans and to improve the quality of education and learning outcomes of all students.

STANDARD 9 (AGAVAA TAUSILI 9): School Leaders manage the school's human and physical resources and create a positive environment of trust through consultation and delegation and equitable distribution of workload to achieve the school's goals and priorities.

KEY PROFESSIONAL PRACTICE AREA 4: LEADING ENGAGEMENT AND WORKING WITH THE COMMUNITY.

(TAITAIGA O SOOTAGA MA LE GALULUE FE'OE'OEA'I MA MATUA, NUU MA ALAALAFAGA)

School Leaders are expected to embrace inclusion and help to build a culture of high expectations for all students, parents and the community. They develop and maintain positive partnerships with all members of their community. They create an ethos of respect, taking account of the intellectual, spiritual, cultural, moral, social, health and wellbeing of all students especially those with special needs. They promote sound life-long learning from pre-school through to adult life. They recognise the importance of developing and using the rich cultural resources available in the community and to foster the development of the mother tongue as well as the second language for all students. They recognise and support the needs of students, families, parents and carers who are facing complex challenges in their lives.

O Pulea'oga e tapenaina le a'oga ina ia mautu agaifanua e faatauaina ai tamaiti uma i le naunautaiga e mafai ona o latou ausia tulaga maua i aoga. O Puleaoga e faamautuina ia fesootaiga aoga ma nuu ma alaafaga. E tausili i aga faaaloalo e faatauaina ai le poto, atamai, agaifanua, faaleagaga, soifua maloloina ma le soifua laulelei o tamaiti uma ae maise i latou e iai manaoga faapitoa. O puleaoga e uunaia le naunautaiga ina ia a'oa'oina i le olaga atoa. E latou te faatauaina le atamai e maua mai nuu ma aiga ae maise agaifanua ma tu ma aga masani ma le aoga o tamaiti i gagana e lua, o le Gagana Samoa ma le Gagana faaperetania. E latou te fesoasoani malosi i aiga le taualoa ma le vaivai i totonu o nuu.

School Leaders are expected to embrace inclusion and help to build a culture of high expectations for all students, parents and the community. They develop and maintain positive partnerships with all members of their community. They create an ethos of respect, taking account of the intellectual, spiritual, cultural, moral, social, health and wellbeing of all students especially those with special needs. They promote sound life-long learning from pre-school through to adult life. They recognise the importance of developing and using the rich cultural resources available in the community and to foster the development of the mother tongue as well as the second language for all students. They recognise and support the needs of students, families, parents and carers who are facing complex challenges in their lives.

O Pulea'oga e tapenaina le a'oga ina ia mautu agaifanua e faatauaina ai tamaiti uma i le naunautaiga e mafai ona o latou ausia tulaga maua i aoga. O Puleaoga e faamautuina ia fesootaiga aoga ma nuu ma alaafaga. E tausili i aga faaaloalo e faatauaina ai le poto, atamai, agaifanua, faaleagaga, soifua maloloina ma le soifua laulelei o tamaiti uma ae maise i latou e iai manaoga faapitoa. O puleaoga e uunaia le naunautaiga ina ia a'oa'oina i le olaga atoa. E latou te faatauaina le atamai e maua mai nuu ma aiga ae maise agaifanua ma tu ma aga masani ma

le aoaoina o tamaiti i gagana e lua, o le Gagana Samoa ma le Gagana faaperetania. E latou te fesoasoani malosi i aiga le taualoa ma le vaivai i totonu o nuu.

STANDARD 10 (AGAVAA TAUSILI 10): School Leaders ensure engagement with the community through effective structures for liaison and consultation to ensure that all students are at school, that the community participates in students learning and actively seek feedback about students learning from parents and the community and their ambition for education.

STANDARD 11 (AGAVAA TAUSILI 11): School Leaders create and maintain effective partnerships with parents and the community to support student's personal development and achievement. They must also cooperate and work with relevant agencies to protect and support children and young people.

SECTION III: STANDARDS, KEY PERFORMANCE INDICATORS, EXAMPLES OF EVIDENCE, REFLECTIVE QUESTIONS

PROFESSIONAL PRACTICE AREA: MORAL STEWARDSHIP <i>Beliefs, Value and Ethics are core to a sense of moral purpose of education and school leaders must have the essential set of such attributes to be able to negotiate a shared vision and mission of the school with the teachers, parents and the community.</i>		
STANDARD 1: (AGAVAA TAUSILI 1) Guide the development and implementation of shared values, vision, mission and goals to support learning and achievement of all students. <i>O Puleaoga e taitaiina le atina'ega ma le faatinoga o aga tausili, o le vaaiga mamao, o manulauti ma sini e fia ausia e aveia ma fesoasoani i le tausinio o le fanau ina ia a'oa'oina.</i>		
Key Performance Indicators	Examples of Evidence	Reflective Questions Fesili Faatupumanatu
a) Collaborates with school's stakeholders in the development of the school's vision, mission and goals.	<ul style="list-style-type: none"> Records of meetings with staff, school community and other stakeholders. School Charter is current and active School Improvement Plan, AMPs reflect vision and mission Vision and mission is shared among stakeholders [Presentation to stakeholders, promotional posters, newsletters etc] Written values and beliefs; School level and grade level goals are written and shared 	<ul style="list-style-type: none"> What are the key values of your school? How do you foster a shared vision with the parents, the community and other partners of the school? How is the vision reflected in the daily life of the school? How does your School Improvement Plan reflect the values, vision and mission?
b) Coordinates efforts to implement a vision for the school that defines desired results of improved and high learning achievement for all students	<ul style="list-style-type: none"> SIP and AMPs reflect desired levels of achievement and goals. Student learning achievement targets are set annually; artifacts/documents. Staff and parents are clear about academic expectations and homework guidelines [homework policy, academic guidelines, parents' handbook] 	<ul style="list-style-type: none"> How do you articulate, manage, monitor, evaluate, revise and sustain the values, vision and mission? What changes in the world do you see that challenge the vision, values and mission of the school?

PROFESSIONAL PRACTICE AREA: MORAL STEWARDSHIP <i>Beliefs, Value and Ethics are core to a sense of moral purpose of education and school leaders must have the essential set of such attributes to be able to negotiate a shared vision and mission of the school with the teachers, parents and the community.</i>		
STANDARD 1: (AGAVAA TAUSILI 1) <i>Guide the development and implementation of shared values, vision, mission and goals to support learning and achievement of all students.</i> <i>O Puleaoga e taitaiina le atina'ega ma le faatinoga o aga tausili, o le vaaiga mamao, o manulauti ma sini e fia ausia e avea ma fesoasoani i le tausinio o le fanau ina ia a'oa'oina.</i>		
Key Performance Indicators	Examples of Evidence	Reflective Questions Fesili Faatupumanatu
c) Motivate staff and students to demonstrate consistent values and positive behaviour aligned to the school's vision and mission and model all such ethical values and behavior.	<ul style="list-style-type: none"> Written values and behavioural expectations [artifacts, rules, expectations etc] Frequent reminders in school schedules eg formal assembly, staff meetings [minutes of meetings, student feedback] Overall culture of the teachers and students 	<ul style="list-style-type: none"> <i>What are examples of how you have modelled moral courage to uphold the values, vision, and mission of the school?</i> <i>What is your school culture like?</i>

PROFESSIONAL PRACTICE AREA: MORAL STEWARDSHIP

Beliefs, Value and Ethics are core to a sense of moral purpose of education and school leaders must have the essential set of such attributes to be able to negotiate a shared vision and mission of the school with the teachers, parents and the community.

STANDARD 2: (AGAVAA TAUSILI 2)**Articulate the process of decision-making using an ethical framework based on the moral purpose and direction of the school**

O Puleaoga e faamatalatalaina ia auala ma aga-fesootai e faia ai faaiuga e faavae i pulega lelei ma le tonu ina ia ausia ai le faasinomaga ma le anavataua o le aoga.)

KEY PERFORMANCE INDICATORS	EXAMPLES OF EVIDENCE	REFLECTIVE QUESTIONS <i>Fesili Faatupumanatu</i>
(a) Ensures that the school's identity, vision and mission drive school decisions.	<ul style="list-style-type: none"> School decision-making processes [minutes of meetings, types of meetings, professional development activities] 	<ul style="list-style-type: none"> What are your core values and beliefs? How do your core values and beliefs apply to your role as a professional leader? In arriving at a decision how do you consider evidence, confirm facts or carry out consultation? How do you determine a timeline of action based on the distinction between action and response? How do you determine the difference between a problem and a dilemma? How does that difference impact your decision making?
(b) Conducts difficult but crucial conversations with staff and parents on a timely manner based on students' performance to ensure the improvement of students learning	<ul style="list-style-type: none"> School staff professional development plan address conversations to improve and enhance student learning [observations and artifacts; SIP and AMPs]. Teacher conversations and meetings are focused on improving student achievement and demonstrate high expectations [observations and artifacts; team meeting minutes or staff professional development plans] 	
(c) Implements rules and regulations to ensure the protection of instructional time	<ul style="list-style-type: none"> Rules and regulations. Examples of practice. School Report provide evidence of implementation of planned curriculum. 	

PROFESSIONAL PRACTICE AREA: LEADING TEACHING AND LEARNING

School leaders are most effective when they are at the centre of teaching and learning in their school, i.e. when they are pedagogical leaders. They are most effective when they set clear goals, provide the tools for teachers to achieve the goals and when they immerse themselves as leaders in the professional development associated with these goals.

STANDARD 3: (AGAVAA TAUSILI 3)

Plan strategically to ensure that the school has a flexible and diverse curriculum supported by creative and responsive teaching and learning approaches within an environment that is conducive to learning. *Puleaoga latou te faataatitia fuafulaga mautu ina ia a'oa'oina ai mataupu uma i auala e faaofi gofie mo tamaiti uma ae maise le faatamasoaliiga o faiaoga ina ia faatinoina aoga ua talafeagai ma nanea mo e a'oa'oina. Ia faia lea i totonu o se siosiomaga, o le aoga o tamaiti uma, o le fatu lea*

KEY PERFORMANCE INDICATORS	EXAMPLES OF EVIDENCE	REFLECTIVE QUESTIONS <i>Fesili Faatupumanatu</i>
a) Achieve a safe, clean and orderly learning environment for all students/children.	<ul style="list-style-type: none"> The general school environment, classrooms, materials and equipment meet the Minimum School Standards for primary and secondary schools. ECE centres meet standards according to governance of Early Childhood Education. 	<ul style="list-style-type: none"> How do you engage your teachers in monitoring and reporting on matters of a safe learning environment? How do you engage your teachers in putting together the Annual Curriculum Plan for your school?
b) Works with staff to implement a framework of activities that includes a relevant curriculum for all students, teaching practice that is based on research information and effective practice and high expectations for all students	<ul style="list-style-type: none"> A system of teacher workplans and lesson plans produce explicit evidence of curriculum coordination, and alignment to common core standards [observation and artifacts ; staff lesson plans] School curriculum plan that reflects vision and mission and set targets for the year/term at all levels. 	<ul style="list-style-type: none"> What processes do you use to enable your staff to communicate to you their needs in teaching the curriculum? How do you engage teachers in conversations around teaching and learning and sharing both challenges and examples of best practice? How do you support teachers to capitalise on children's learning from their homes and environment to support student engagement and success?
c) Implement student interventions that differentiate instruction based on student needs.	<ul style="list-style-type: none"> School intervention plan for students at risk in literacy and numeracy. Record of implementation including partners in implementation. Data that report on progress effectiveness and student achievement. 	<ul style="list-style-type: none"> How do you engage teachers in ongoing professional dialogue to develop an understanding of curricular change?

PROFESSIONAL PRACTICE AREA: LEADING TEACHING AND LEARNING

School leaders are most effective when they are at the centre of teaching and learning in their school, i.e. when they are pedagogical leaders. They are most effective when they set clear goals, provide the tools for teachers to achieve the goals and when they immerse themselves as leaders in the professional development associated with these goals.

STANDARD 4 (AGAVAA TAUSILI 4)

Ensure that there is an effective learning and assessment framework that uses data, benchmarking and observations to monitor the progress of every child's learning while at the same time keeping a school wide focus on student achievement.

O Puleaoga e faamautuina ia faiga faavae lelei e faatautaia ai le fuataga o le aoaoina o tamaiti uma. Ia faamauina ma faaaogaina ia soo se fuataga ma ia ona matauina le faagasologa lelei o le aoaoina o tamaiti uma. Ia faamautuina foi le agai i luma o sini ausia i aoaoga.

KEY PERFORMANCE INDICATORS	EXAMPLES OF EVIDENCE	REFLECTIVE QUESTIONS <i>Fesili Faatupumanatu</i>
a) Create a continuous cycle of improvement that uses multiple forms of data and students work samples to support individual, group and school wide improvement goals, identify and address areas of improvement and celebrate success.	<ul style="list-style-type: none"> • School Assessment Plan and Teachers Assessment Books that record all formal assessment • Students portfolios or student workbooks reflect learning. • Key data is reviewed at assessment meetings [observations and artifacts; formative and summative assessment analysis, the Improvement Plan, Teacher analysis of class assessment data, identification of learning needs of students]. • Clear re-teaching plans to guide the work of individual teachers • Student report cards clearly show learning of the student- areas of success and areas that need to be improved 	<ul style="list-style-type: none"> • <i>How have you encouraged and supported the use of assessment</i> <ul style="list-style-type: none"> ○ <i>As learning (student self-assessment)</i> ○ <i>For learning (to guide instruction)</i> ○ <i>Of learning (evaluation)</i> • <i>How have you engaged your teachers in the design of a school assessment plan that aligns with the Samoa National Assessment Policy and Framework?</i> • <i>How do you and your staff set annual benchmarks and targets for literacy and numeracy in the different levels in your school?</i> • <i>What processes and targets have you and your staff set for yourself in the maintenance of all student portfolios in your school?</i> • <i>How effective is your assessment plan in ensuring the recorded progress of each child's learning and in ensuring learning achievement by each child?</i>

PROFESSIONAL PRACTICE AREA: LEADING TEACHING AND LEARNING

School leaders are most effective when they are at the centre of teaching and learning in their school, i.e. when they are pedagogical leaders. They are most effective when they set clear goals, provide the tools for teachers to achieve the goals and when they immerse themselves as leaders in the professional development associated with these goals.

STANDARD 5: (AGAVAA TAUSILI 5)

Encourage good performance and challenge underperformance at all levels and support teachers to make effective interventions and corrective measures to enable all students to engage in learning and achieve to the best of their abilities. *O Puleaoga e u'una'ia le tinou ina ia ausia sini autu o aaoaga mo tamaiti uma. Latou te luitauina faiaoga, matua ma tamaiti ina ia siitia le tulaga o le aaoaina. E fesoasoani i faiaoga ina ia faataatitia auala eseese e saga aaoaina ai tamaiti ina ia siitia lo latou aaoaina ma ausia ai tulaga faataatitia o aaoaga.)*

KEY PERFORMANCE INDICATORS	EXAMPLES OF EVIDENCE	REFLECTIVE QUESTIONS <i>Fesili Faatupumanatu</i>
a) Encourage teacher sharing and collaboration on interventions to improve student learning	<ul style="list-style-type: none"> School Professional Development Plan to show regular schedule when teachers meet to share, exchange, observe each other's lessons, share effective practice. 	<ul style="list-style-type: none"> <i>How do you develop high expectations for all in your school community?</i> <i>How might you bring about positive change in your school community?</i> <i>How do you engage teachers to re-examine approaches to teaching especially for under-achieving students?</i> <i>What approach do you use when appraising your teachers?</i> <i>How do you design an improvement plan for your teacher based on the outcome of his/her appraisal?</i>
b) Models and promote respect for all students irrespective of backgrounds and support their learning	<ul style="list-style-type: none"> Student feedback on leadership and teacher behavior. School community perceptions and views Staff perceptions and views Observations by MESC support visits 	
c) Appraises the teacher based on the registered teacher standards and provide hands on advice to support their teaching	<ul style="list-style-type: none"> QAPA evaluation forms for all teachers appraised per year Teacher feedback re support needed and challenges that need to be addressed Principal feedback on his/her support provided for the teacher 	

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KEY PERFORMANCE INDICATORS	EXAMPLES OF EVIDENCE	REFLECTIVE QUESTIONS <i>Fesili Faatupumanatu</i>
d) Encourage teachers to try out new ideas of teaching and share results.	<ul style="list-style-type: none"> • Observations by School Leaders and Lead Teachers of teacher lessons using new ideas. • Presentations at meetings and professional development which introduce new teaching ideas and provide teachers with an opportunity to share their experiences. 	<ul style="list-style-type: none"> • <i>How do you encourage teacher to share ideas and work collaboratively to try new ideas in teaching, in particular to allow students to excel in different ways?</i>
e) Promote and implement instructional technology in the learning environment	<ul style="list-style-type: none"> • Plan and implementation of School net facilities use on a regular schedule in the school. • Feedback of professional development activities including IT learning for all school personnel • Observed lessons where IT is used. 	<ul style="list-style-type: none"> • <i>How do you recognise good performance not only in academic but also in social, personal and sporting achievement?</i>

PROFESSIONAL PRACTICE AREA: LEADING MANAGEMENT OF THE SCHOOL

School leaders use a range of data management methods and technologies to ensure that the school's resources and staff are efficiently organized and managed to provide an effective and safe learning environment as well as value for money. This includes appropriate delegation of duties to staff and monitoring of accountabilities. They ensure these accountabilities are met. They seek to build a successful school through effective collaboration with the school committees, the MESC, parents, community leaders and others.

STANDARD 6: (AGAVAA TAUSILI 6)

Ensure that the school's organisational structure and processes reflect the school's values, vision and mission and in line with legislative and policy requirements. (*O Puleaoga e faamautuina le faatulagaga o matafaioi ae maise gaoioiga ma faatinoga ina ia atagia ai le vaaiga mamao, o manulauti, ma aga tausili a le aoga. Ia faapea foi ona usitaia ma mulimulita'i i tulafono ma aiaiga a le Malo ma le Matagaluega o Aoga, Taaloga ma Aganuu.*)

KEY PERFORMANCE INDICATORS	EXAMPLES OF EVIDENCE	REFLECTIVE QUESTIONS <i>Fesili Faatupumanatu</i>
a) Work collaboratively with teachers and school committee to develop the school improvement plan and implement through annual management plans to ensure continuous improvement of student achievement.	<ul style="list-style-type: none"> Annual Management Plan to show regular meetings with School Committee. Minutes to show decisions made and action implemented. Meeting minutes to reflect monitoring and evaluation of plans School Improvement Plan to show meetings, decisions, actions and alignment with new legislative and policy requirements 	<ul style="list-style-type: none"> <i>What examples of your school's organisational structure and processes reflect your school's values, vision and mission?</i> <i>What acts, laws (regulations, policies and contracts) govern your decisions and actions?</i> <i>Have there been any changes to legislation and policy that require school plans to be revised? Has this been undertaken?</i> <i>What are the risks and implications of how you plan your school's schedules and timetables?</i>
b) Collaborate with staff to allocate personnel, time, material and learning resources to achieve all school improvement targets.	<ul style="list-style-type: none"> Annual planning schedules, timetabling, allocation of resources Minutes of meeting to show conversations on prioritizing resources, monitoring of the use of resources, [artifacts, teachers resource files, library resources, teacher lesson plans, resource allocation policies. 	

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STANDARD 7: (AGAVAA TAUSILI 7)

Ensure that funds from SFGS and other sources are managed efficiently and in a transparent manner to support teaching and learning and ensure that the annual school budget is integrated and aligned with learning priorities.

(O Puleaoga latou te faamautuina le faaaogaina tatau ma le manino o tupe mai le SFGS atoa ai ma isi alaga'oa, ma ia mautu le faamauina i auala e manino ma le faamaoni mo le faatinoga o aoga ina ia mafai ona faatupeina ma faatinoina mea uma e moomia mo le ausia o sini autu faalea'oa'oga o tamaiti uma.)

KEY PERFORMANCE INDICATORS	EXAMPLES OF EVIDENCE	REFLECTIVE QUESTIONS <i>Fesili Faatupumanatu</i>
a) Ensure compliance with all requirements for financial and other resources management.	<ul style="list-style-type: none"> • SSFGS/OGG records and reports; level of compliance with regulations, • Keeping within budget \pm 5% • Planning documents reflect leadership skills in prioritizing resources based on the needs of the schools. 	<ul style="list-style-type: none"> • <i>What structures and processes do you have in place to ensure school financial resources are effectively managed?</i> • <i>How might you assign staff to maximise their capacity to support student learning needs?</i> • <i>How do you prioritize the needs of your teachers to ensure teachers are provided with the resources to effectively teach their classes? TVET, English, Science, etc?</i>
b) Ensure the timely preparation and submission of all school reports to parents, school committees, the MESC or other administrative authorities.	<ul style="list-style-type: none"> • Reports Parents/community Day records Dates of preparation and submission. • Student reports clearly note improvements and areas that students need more support in their learning. • Teachers provide reports to the Principal/Leader on the overall learning of his/her class. • Principal/Leader should have copies of both student and teacher reports. 	<ul style="list-style-type: none"> • <i>How has the Samoa School Net/OGG initiative guided your thinking and planning?</i> • <i>How might you determine if existing learning resources (eg computers, digital devices, reading books, specialised learning programmes eg SRAs are being used effectively?</i> • <i>What type of school culture does your school encourage?</i>

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KEY PERFORMANCE INDICATORS	EXAMPLES OF EVIDENCE	REFLECTIVE QUESTIONS <i>Fesili Faatupumanatu</i>
		<ul style="list-style-type: none"> How are resources allocated to support learners with special needs?

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STANDARD 8: (AGAVAA TAUSILI 8)

Continuously support, monitor and evaluate staff and their performance to support the implementation of strategic plans and to improve the quality of education and learning outcomes of all students.

(O Puleaoga latou te fesoasoani ma lagolagosua i le faatinoga o galuega a faiaoga. E faatino lea i le matauina, fuaina ma faatonuina o faiaoga i le faatinoga o fuafuaga faataatitia ina ia faaleleia atili le aoaoina o tamaiti uma.)

KEY PERFORMANCE INDICATORS	EXAMPLES OF EVIDENCE	REFLECTIVE QUESTIONS <i>Fesili Faatupumanatu</i>
a) Develop systems and structures for staff professional development and sharing of effective practices including providing and protecting time allocated for professional development.	<ul style="list-style-type: none"> Professional Development Plan for school-based activities and external programmes. Record of regular implementation Record of review of staff self-appraisal, including feedback and suggestion for action. Record of review of VP and Principal self-appraisal and MERD reporting Use QAPA evaluation forms to develop professional development needs 	<ul style="list-style-type: none"> How well are the needs of the school met through your allocation of teachers based on their skills and knowledge? How well do you facilitate school improvement processes through team building and other processes? What system is in place to enable you to review the effectiveness of teachers in the school in students learning? How is support provided for your teachers in areas in which they are not strong?
b) Evaluate the effectiveness of instruction and of individual teachers by conducting frequent formal and informal observations and providing timely feedback on instruction to teachers.	<ul style="list-style-type: none"> School Leader record of observations of staff in classrooms both formal and informal. Discussions during PD activities. 	<ul style="list-style-type: none"> How often do you address critical issues with your teachers? What is your approach to address sensitive issues with the teachers, students or school committees?

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STANDARD 9: (AGAVAA TAUSILI 9)

Manage staff and physical resources in a positive environment of trust through consultation and delegation and equitable distribution of workload to achieve the school's goals and priorities. *(O Puleaoga e taulamua i le faatautaiga o galuega fuafua a le aoga e galulue ai faiaoga atoa ai ma le faaogaina o tupe ma isi alaga'oa. Ia taulamua foi i le faafaileleina o le faamaoni, fetalitonu'ai ma le faatuatua'ina o lana aufaigaluega i le faasoa iai o nisi o galuega faata'ita'i, o soalaupulega o mataupu uma, faatasi ai ma le laugatasia o le tauaveina o tiute mo le ausia o sini autu mo le aoga.)*

KEY PERFORMANCE INDICATORS	EXAMPLES OF EVIDENCE	REFLECTIVE QUESTIONS <i>Fesili Faatupumanatu</i>
a) Create a happy and safe learning environment that builds staff and students self-confidence and enhances achievement.	<ul style="list-style-type: none"> Teacher registers to show absenteeism. Staff attendance records. School student data on enrolments, attendance, drop-out rates, completion rates 	<ul style="list-style-type: none"> How do you effectively manage conflict in your school? What are the means at your disposal to communicate with stakeholders both internal and external to the school? What strategies and processes do you use to determine whether to evaluate, investigate or discipline a staff member? What is the appraisal process for teachers and what is your role in this process? What type of feedback do you give a teacher after an informal visit to their classroom? How and when do you implement a staff appraisal cycle starting with supporting them in self appraisal? How do you create a safe, orderly and healthy school environment? How do you model and encourage a climate of trust, risk taking and optimism?
b) Develop a staff capability and delegate responsibility to create a culture of shared leadership in the school community.	<ul style="list-style-type: none"> Record of staff training (professional development) on sharing and delegation, co-teaching and teacher buddy activities. Delegation on a permanent basis and on a temporary basis (meetings, artifacts, school annual management plan) Delegation of responsibilities to students for leadership roles in academic and extracurricular activities 	
c) Maintain a system of efficient staff and student data and information	<ul style="list-style-type: none"> Staff and student portfolios implemented and maintained. Data extracted from time to time for discussion of student achievement (formal and informal) 	

PROFESSIONAL PRACTICE AREA: LEADING ENGAGEMENT AND WORKING WITH THE COMMUNITY

Embrace inclusion and help to build a culture of high expectations for all students, parents and the community. Develop and maintain positive partnerships with all members of their community. Create an ethos of respect, taking account of the intellectual, spiritual, cultural, moral, social, health and wellbeing of all students especially those with special needs. Promote sound life-long learning from pre-school through to adult life. Recognise the importance of developing and using the rich cultural resources available in the community and to foster the development and using the rich cultural resources available in the community and to foster the development of the mother tongue as well as the second language for all students. Recognise and support the needs of students, families, parents and guardians who are facing complex challenges in their lives.

STANDARD 10: (AGAVAA TAUSILI 10)

Ensure engagement with the community through effective structures and processes for liaison and consultation to ensure that all students are at school; that the community participates in students learning and actively seek feedback about students learning from parents and the community and their ambition for education. (O Puleaoga e tausili ina ia iai ni auala mautu e faatino ai le galulue faatasi ma matua, nuu ma alalafaga e o mai ai tamaiti aoga. Ia fesootai ma matua ma faatino le soalaupulega o mataupu uma e fitoi tonu i tamaiti, o o latou manaoga, ae maise le solosolo lelei o lo latou aoaoina. Ia manino i soo se puleaoga ia naunautaiga o matua ma tulaga fia ausia o le aoaoina o a latou fanau.)

KEY PERFORMANCE INDICATORS	EXAMPLES OF EVIDENCE	REFLECTIVE QUESTIONS <i>Fesili Faatupumanatu</i>
<p>a) Develop strategies and structures with the community and other partners to:</p> <ul style="list-style-type: none"> develop a sense of shared purpose between the school and the community support students learning and personal development, support the school's fund-raising activities provide fora <p>for discussing expectations and aspirations for the achievement of their children.</p>	<ul style="list-style-type: none"> Written strategies in School Improvement Plan for community engagement. Samples of reports on implementation of all strategies Eg Culture Day, Parents Day, Sports Day Identify links between the theory taught in the classroom and the practices as noted above (English day, etc). 	<ul style="list-style-type: none"> <i>What forms of communication do you use to stay connected with and to inform all members of your learning community?</i> <i>What structures or activities have you established to provide opportunity for the parents to be involved in their child's education?</i> <i>How do you develop an inclusive school culture where all individuals are treated fairly, and equitably with dignity and respect?</i> <i>What types of prevention and intervention practices do you have in place to support positive student, staff and parent interaction?</i> <i>What are some improvements that have come about due to the different strategies to engage the community?</i>

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STANDARD 11: (AGAVAA TAUSILI 11)

Create and maintain effective partnerships with parents and the community to support students' personal development and achievement. Co-operate and work with relevant agencies to protect and support children and young people. (*E faamaite e puleaoga ia faiga paaga ma matua ma nuu ma alaafaga. Ia o latou galulue faatasi foi ma faalapopotoga eseese e auala atu ai faamanuiaga e tele mo le fesoasoani i le aoaoina ma le puipua o tamaiti aoga.*)

KEY PERFORMANCE INDICATORS	EXAMPLES OF EVIDENCE	REFLECTIVE QUESTIONS <i>Fesili Faatupumanatu</i>
a) Represent and advocate for the school in wider forums to achieve optimal learning for students, staff and community.	<ul style="list-style-type: none"> Record of committees or task forces in which the school leader participates on behalf of the school. Presentations made by the school leader. 	<ul style="list-style-type: none"> What structures and opportunities are in place to encourage parent and community input? <i>What outside agencies and support groups have you established positive working partnerships with?</i> <i>How might you support interagency involvement to support children and their families?</i> <i>How might you facilitate smooth transitions throughout the educational experience for all learners?</i>
b) Maintain effective partnerships with relevant agencies to support student health, social development and protection.	<ul style="list-style-type: none"> Record of school activities with other agencies. Activities of the school for community service, national days that are commemorated, agencies that support sports, health and other social activities. 	<ul style="list-style-type: none"> <i>How might you promote opportunities for youth to engage in work experience and career development?</i> <i>What structures does your school use to promote and effectively engage early learners and families?</i>