

**Government of Samoa  
Ministry of Education and Culture**

# **National Teaching and Learning Policy**

**2024 - 2029**

# **National Teaching and Learning Policy**

**2024 – 2029**

---

**MINISTRY OF EDUCATION AND CULTURE**

## **ACKNOWLEDGEMENT**

The Ministry acknowledges the support and invaluable contribution of the people who worked very hard in developing this policy document.

The contribution of the Samoa National School Curriculum Framework (SNCF) 2024 as a foundational document in development of this Policy is acknowledged.

The final version of this policy is thus the work of people who generously gave of their time and effort to produce this document intended to effectively guide how teaching and learning for all subjects are implemented in our schools and at the national level.

## LIST OF ACRONYMS

CBA	Classroom Based Assessment
CDMD	Curriculum Design and Materials Division
ECE	Early Childhood Education
ESD	Education for Sustainable Development
ICT	Information Communication Technology
FLE	Family Life Education
HSP	Home School Programme
NTLP	National Teaching and Learning Policy
NUS	National University of Samoa
OGG	One Government Grant
PaBER	Pacific Benchmark Education Research
SAMP	School Annual Management Plan
SDS	Strategy for the Development of Samoa
SI	School Inspector
SIP	School Improvement Plan
SEGRA	Samoa Early Grade Reading Assessment
SPECA	Samoa Primary Education Curriculum Assessment
SPELL	Samoa Primary Education Literacy Level
SSA	School Support Advisor
SSC	Samoa School Certificates
SSILNaS	Samoa Schools Innovation in Literacy, Numeracy and Science
SSLC	Samoa School Leaving Certificate
Tele	Teaching and Learning Model
TDAD	Teacher Development and Advisory Division
TVET	Technical and Vocational Education and Training
UNESCO	United Nations Educational, Scientific and Cultural Organization

## DEFINITIONS OF TERMS

Authentic context	Genuine environment students can relate their learning in real life.
Background knowledge	Background knowledge refers to a person's prior knowledge. It is a collection of 'abstracted residue' that has been formed from all of life's experiences. Background knowledge is an essential component in learning because it helps students make sense of new ideas and experiences.
Cognitive Skills	Cognitive skills are the core skills your brain uses to think, read, learn, remember, reason, and pay attention. Working together, they take incoming information and move it into the bank of knowledge you use every day at school, at work, and in life.
Competency	Competency is the ability to perform particular tasks and duties to the standard of performance expected in the classroom. Competency requires the student specified skills and knowledge relevant to effective participation in education.
Composite classes	Composite classes are classrooms with students from more than one grade level.
Connectedness	Connectedness in school refers to a learning environment in which students believe that adults in school care about their learning and about them as individual.
Cross-curricular	A cross-curricular approach to teaching is characterized by sensitivity towards, and a synthesis of, knowledge, skills and understandings from various subject areas. These inform an enriched pedagogy that promotes an approach to learning which embraces and explores this wider sensitivity through various methods.
Cultural knowledge	Cultural knowledge includes the mental parts of culture, such as beliefs, rules and attitudes. Cultural knowledge has 5 elements, norms, values, symbols, constructions of reality and worldviews.
Deep knowledge	Deep knowledge is concerned with underlying meanings and principles, integration of facts and feelings with previously acquired knowledge
Educational sectors	The education sector or education system is a group of institutions (ministries of education, local educational authorities, teacher training institutions, schools, universities, etc.) whose primary purpose is to provide education to children and young people in educational settings.
Engagement	Engagement refers to students' degree of attention, curiosity, interest, optimism, and passion when they are learning or being taught, which extends to the level of motivation they have to learn and progress in their education.
Explicit quality criteria	Explicit quality criteria are provided to students for the quality of work they are to produce and those criteria are a regular reference point for the development and assessment of their work.

Formative assessment	The purpose of formative assessment is to monitor student learning to provide ongoing feedback that can be used by teachers to improve their teaching and by students to improve their learning.
Higher-order thinking	Higher-order thinking involves transferable skills that can be essential in a wide variety of contexts.
High expectations	High expectations refer to any effort to set the same high educational standards for all students in class, school, or education system.
Holistic perspective	A holistic perspective is concerned with the development of every person's intellectual, emotional, social, physical, artistic, creative and spiritual potentials. It seeks to engage students in the teaching/learning process and encourages personal and collective responsibility
Implementers	Implementers are organisations or people whose job is to put an educational plan or system into actions.
Inclusivity	Inclusivity refers to the practice or policy providing equal access to opportunities and resources for all students no matter their background, ethnicity or ability.
Intellectual quality	Intellectual quality refers to approaches which are challenging. Teachers focus on developing the students' deeper understanding of the selected knowledge, skills, values and engage them in higher-order thinking.
Knowledge integration	Knowledge integration refers to the process of merging two or more originally unrelated knowledge structures into a single structure.
Learning	Learning is the activity or process of gaining knowledge or skill by studying, practicing, being taught, or experiencing something (Merriam-Webster dictionary) Learning is about what students do, not about what teachers do.
Literacy	Literacy is the ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts. "Literacy involves a continuum of learning in enabling individuals to achieve his or her goals, develop his or her knowledge and potential, and participate fully in community and wider society". (UNESCO)
Maimoaga	Maimoaga is taking the learners outside of the classroom to explore, investigate and discover new ideas, new contexts related to themes they are learning.
Meta-language	Meta-language is any language or symbolic system used to discuss, describe, or analyse another language or symbolic system.
Multi-grade classes	A multi-grade classroom refers to a class that has two or more grade level of children in one classroom.
Narrative	Narrative refers to stories which students and teachers tell about their experiences and through these they organize, interpret and create meaning

	from their experiences while maintaining a sense of continuity through it all.
Professional Development	Professional Development is the process of improving staff skills and competencies needed to produce outstanding educational results for students" (Hassel, 1999).
Problem solving	Problem solving is the process of finding solutions to difficult or complex issues.
Quality learning environment	Quality learning environment refers to a pedagogy that sets high explicit expectations and develops positive relationships between teachers and students and among students.
Soalaupule	Soalaupule is the process of sharing decision making and finding solutions to an issue.
Social skills	<i>Social skills</i> are the <i>skills</i> we use to communicate and interact with each other, both verbally and non-verbally, through gestures, body language and our personal appearance. Human beings are sociable creatures and we have developed many ways to communicate our messages, thoughts and feelings with others.
Summative assessment	Summative assessment refers to any method of evaluation performed at the end of unit or term, allowing teachers to measure students' understanding against learning outcomes. It usually result in students getting grades either being a letter grade or numbered level that tells how well they are performing academically.
Sustainability	Sustainability Education is often referred to as Education for Sustainable Development (ESD), which has been defined as: UNESCO, 2014. "Education for Sustainable Development allows every human being to acquire the knowledge, skills, attitudes and values necessary to shape a sustainable future.
Sustainable development	ESD is to improve access to quality <i>education on sustainable development</i> at all levels and in all social contexts, to transform society by reorienting <i>education</i> and help people develop knowledge, skills, values and behaviors needed for <i>sustainable development</i> .
Significance	Significance refers to pedagogy that helps make learning meaningful and important to students. Such pedagogy draws clear connections with students' prior knowledge and identities, with contexts outside of the classroom, and with multiple ways of knowing or cultural perspectives.
Social support	Social support is the perception and actuality that students are cared for, have assistance available from other people through the act of providing.
Student direction	Student direction occurs when teachers become facilitators and learners of the learning that is taking place and for the students to become investigators who are given choices and encouraged to follow open-ended channels to solve problem and /or find solutions.

Students' self-regulations	Self-regulation refers to the self-directive process through which learners transform their mental abilities into task related skills.
Talanoaga	Talanoaga is the process of talking and listening to what others are saying. Learners will openly share their thoughts and take time to actually hear what others are saying.
Virtual environment	A virtual environment is a collaborative platform that enables students and teachers to be more engaged by using technologies for teaching and learning of the curriculum.

## TABLE OF CONTENTS

ACKNOWLEDGEMENT.....	1
LIST OF ACRONYMS.....	2
DEFINITIONS OF TERMS.....	3
FOREWORD .....	8
1. INTRODUCTION .....	9
2. PURPOSE.....	9
3. GUIDING PRINCIPLES.....	10
4. POLICY STATEMENTS.....	12
5. APPLICATION AND SCOPE .....	16
6. ROLES AND RESPONSIBILITIES.....	17
7. MONITORING, EVALUATION AND REPORTING.....	22
8. REFERENCES .....	23
9. ENDORSEMENT .....	24
10. APPENDICES .....	25
Appendix 1 – Policy Overview Structure .....	25
Appendix 2 – Related documents.....	26
Appendix 3: The Teaching and Learning Model.....	27
Appendix 4: The DIA2R3 Model.....	28
Appendix 5: Risk Management Plan.....	29
Appendix 6: Implementation Plan for Policy Development .....	30
Appendix 7: Monitoring and Evaluation Framework .....	31

## FOREWORD



The success of any education or school system is dependent on several factors. These include having quality and effective teachers, sufficient resources and that the environment is conducive for learners across all levels. This is why this policy is crucial as it puts teaching and learning at the center of all the work the Ministry and its relevant stakeholders do.

We need to ensure that our teachers have a thorough knowledge of their subject content and skills. When they are well equipped, they will inspire students to enjoy and love learning in whatever setting they are in, whether it is inside or outside the classroom. Effective teachers are resourceful and will always put the students' needs first. Students' critical thinking and problem solving skills are developed. Their voices will be heard and they are encouraged to value and respect others, express their views and use their day to day experiences to enrich their learning. In other words, learning becomes engaging and fun for them and at the end of the day, they feel supported and there is positive progress in their achievement of the learning outcomes.

This policy will also target the learning environment and ensure there is a sufficient supply of resources for teachers to use. It is also key that teachers are well placed to carry out their role and this means having the capacity to do so. Teachers must take the lead in providing a caring, supportive and stimulating learning environment. Of equal importance is the role of the Ministry, School Committee, community and all key stakeholders in ensuring that this policy is implemented successfully.

I ask all those who are key to the implementation of this policy to continue to work collaboratively for the improvement of teaching and learning in all educational settings.

Soifua

Hon. Seu'ula Ioane Tuā'au  
**Minister of Education and Culture**

## 1. INTRODUCTION

The National Teaching and Learning Policy (**the NTLP**) is the core policy of any education system as it sets out how we will achieve high standards in achievement and puts learning at the centre of all that we do. The policy ensures that everyone is committed to achieving a high quality consistent approach to learning and providing an excellent educational experience for all our children. Therefore it should be holistic and transformational as they mutually inform each other in practice. Furthermore, it strengthens an outcomes-based curriculum which identifies the knowledge, skills, attitudes and values that all learners should be able to demonstrate at a particular year level in a particular subject.

Expectations of teaching and learning are always challenging and creative. Teachers are responsible for providing a caring, supportive and stimulating learning environment in which all children are helped to reach their emotional and academic potential. Teachers should enjoy teaching and should always strive for excellence. Children should be active and have a voice in their learning and development and are at their best when they feel safe and valued. They should also be interested and motivated to take on challenges.

The cross-cutting areas such as Inclusive Education, Bilingual Education and ICT ensure that educational provisions are modified to be relevant and flexible so that all students can participate. These approaches and tools must guide teaching and learning practices to ensure quality teaching and learning is implemented.

The NTLP will address the following:

- Teaching Approaches and Pedagogy.
- Classroom Based Assessment – component of teaching.
- Curriculum Planning and Reporting.
- Teacher professional development.
- Partnership and community support.

## 2. PURPOSE

The NTLP promotes best practices and establishes consistency in teaching and learning across all schools. It aims to ensure that all children are provided with high quality learning experiences that lead to a consistently high level of student engagement and achievement.

This policy also aims to equip and assist teachers with the necessary skills and knowledge enabling and supporting them to provide effective teaching.

### **3. GUIDING PRINCIPLES**

The NTLP is guided by the National School Curriculum Framework (NSCF) 2021-2031 vision:

**“Educating the children to reach their maximum potential for learning”**

This vision is substantiated by the key principles of:

#### **3.1 Participation**

Teachers, students and community take full participation in all aspect of school life. The NTLP recognizes that all students can be successful learners when they are provided with sufficient time, support and are engaged in all activities across the curriculum.

#### **3.2 Rule of Law**

This NTLP is premised on the Education Act 2009 and other related legislations as well as the MEC policies. These must be enforced impartially to ensure the protection of all stakeholders' human rights.

#### **3.3 Quality**

The NTLP identifies that quality in teaching and learning can be seen in the way the knowledge, skills and ability of the teacher are employed to develop meaningful pedagogical experiences for students. Such experiences are evident when teaching impacts learning and learning influences teaching.

#### **3.4 Relevance**

The NTLP recognizes that in order for students to be successful, programs must be carefully planned. Educators must use a range of teaching approaches to cater for the various learning styles of students. Learning experiences should be directly applicable to the personal aspirations, interests or cultural experiences of students (personal relevance) or that are connected in some way to reality issues, problems and contexts (life relevance).

#### **3.5 Confidentiality**

All information regarding student's achievement or health issues must be kept confidential except when requested by the Ministry or any other governing body of the Ministry for monitoring and reporting purposes.

#### **3.6 Responsiveness**

The NTLP recognizes that programs must be broad and balanced and provide opportunities to develop the intellectual, social, spiritual and cultural characters of each student. This way, when students complete their schooling, they are well prepared for work and further studies. Programs must develop the whole person.

#### **3.7 Equity and Inclusiveness**

The system to treat all students equally, provides educational opportunities for all students to have access to all aspects of learning.

**3.8 Effectiveness and efficiency**

Assessments must inform practice. The NTLP recognizes the need for teachers to use monitoring, assessment and reporting practices that help them evaluate the effectiveness of their teaching practices as well as providing an indication of student achievements against established curriculum standards.

**3.9 Accountability**

Accountability must be practiced in all decisions taken. All schools (principals & teachers) should be held accountable for the planning, making, purchasing and distribution of resources, the assessing of student learning, reporting of progress or lack of progress in every student's achievements.

**3.10 Gender sensitivity**

Teachers inspire and empower although they can also discourage and impose limitations according to gender, regardless of whether they are making a conscious effort to do so. To equally raise boys' and girls' achievements, we need more resources to gauge their interests in reading and writing need to capture the interest and passion of both genders.

**3.11 Sustainability**

Educating for sustainability involves teaching and learning and collective problem solving skills to address critical environmental, economic, and social issues.

## 4. POLICY STATEMENTS

The Policy statements will further elaborate Goal 1: Policy Area 1, Sub Policy Area 1: Teaching and Learning Policy of the National Curriculum Framework.

The NTLP provide guidelines for best practices and consistencies in teaching and learning across schools. It aims to ensure that all children are provided with high quality learning experiences that lead to a consistent high level of pupil engagement, attitude and achievement through the integration of the three core components of the Teaching and Learning (Tele) Model; these are **intellectual quality, quality learning environment and significance**.

Presented below is the Tele model which will strengthen the policy statements. This is to strengthen an outcomes-based curriculum which identifies the knowledge, skills, attitudes, and values that all learners should be able to demonstrate at a particular year level in a particular subject. Outcomes-based education goes beyond the traditional focus on content and knowledge to also include the development and application of soft skills, such as critical thinking and reasoning as well as collaborative learning and problem solving through transformational and student-centred pedagogies.

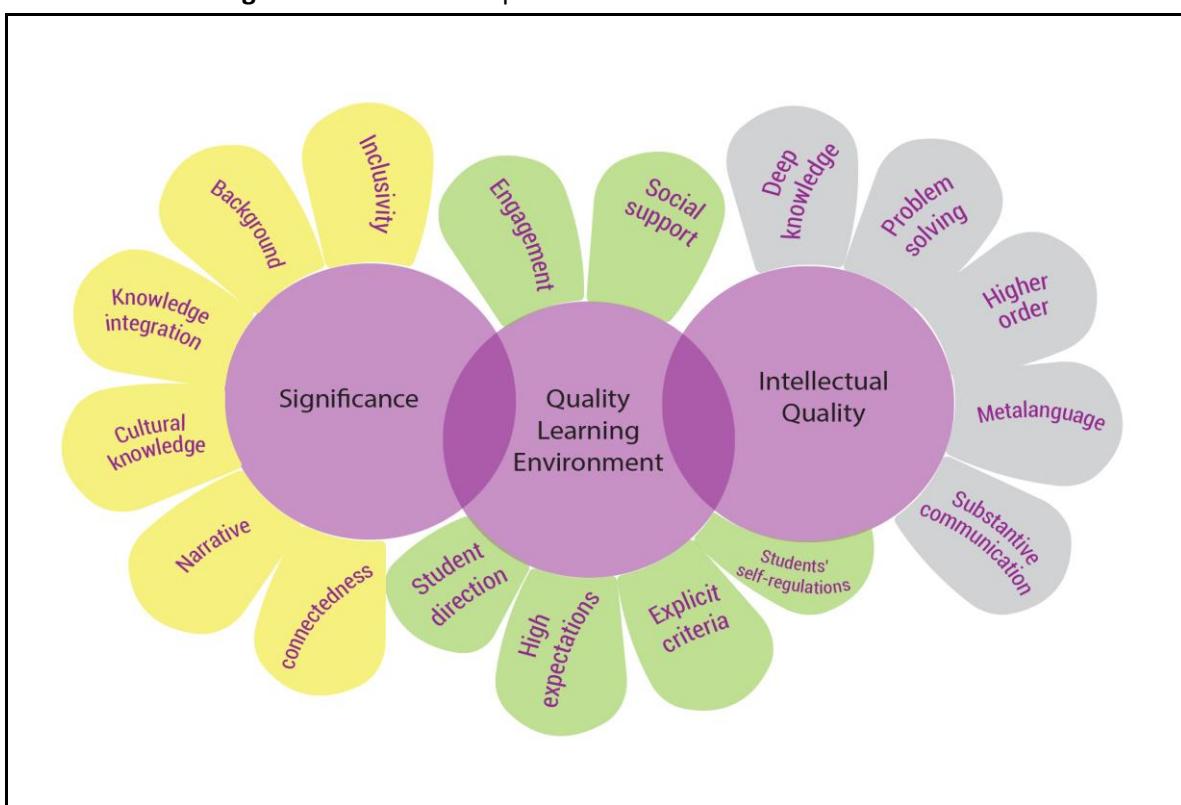
This targets the cross-cutting areas such as Inclusive Education, Bilingual Education as well as Information, Communication and Technology. These are approaches and tools that must guide teaching practices to ensure delivery of quality education. Teachers must be equipped with these strategies to provide a good foundation for learning.

Teaching and learning should be holistic and transformational as they mutually inform each other in practice. Thus clarity of focus on achieving student learning outcomes is critical. This means that student centered teaching and learning aims to provide conducive learning environments for learners to enable and facilitate exploration and investigation of ideas and real life contexts. Multiple interpretations and meanings of ideas, contexts are explored with, and co-constructed between the students and teacher until they reach a consensus and common understanding of a concept. Doing so reflects the **significance** of a learning activity or a teaching episode. Consequently students and teachers actively engage and collaborate so that students are supported in their learning progression towards achieving the expected standards as prescribed in the learning outcomes.

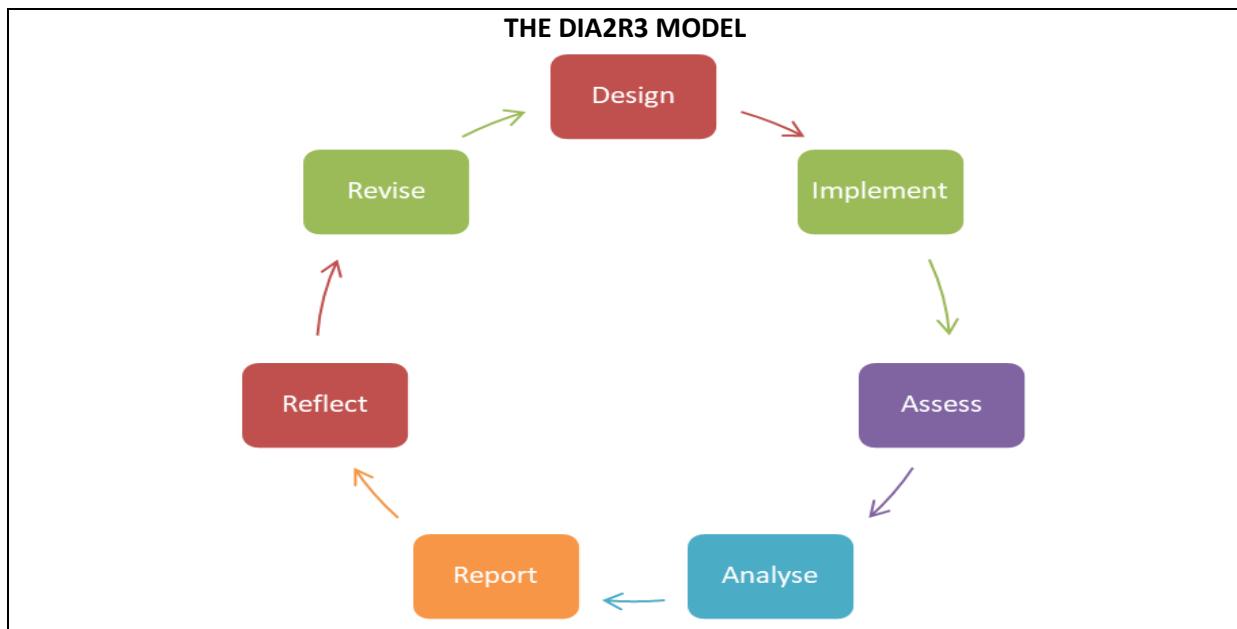
Given the above perspective and the Tele Model, teaching is inclusive of both formative and summative assessments. Formative assessment, that is Assessment *for* learning and Assessment *as* Learning, is Classroom-Based Assessment (CBA) that is focused on the development of the students' knowledge and skills (significance and intellectual quality) within a **quality learning environment**. In contrast summative assessment that is Assessment *of* Learning focuses on assessing students' achievements of their learning outcomes. The emphasis of a quality learning environment is on enabling teaching pedagogies that set high and clearly stated expectations for students within a risk free environment that support the development of positive and nurturing relationships between teachers and students and among students themselves. Findings from the CBA should inform the redesigning of activities iteratively to suit individual student needs until they achieve their learning outcomes, and expected curriculum standards.

The **Tele Model** focuses on the processes through which knowledge is constructed, produced and critiqued. Tele defines the process taking place in the classroom where the teacher and students co-construct and interact successfully while performing tasks within a quality learning environment. The emphasis is on *making connections of students' prior knowledge* to the new knowledge to enhance the intellectual quality of students' learning through the development of their higher order thinking, problem solving, meta-language and substantive communication skills to achieve deeper understanding through the use of challenging activities, self-regulation and reflection. The significance of these skills development is enhanced with inclusivity and the incorporation of students' backgrounds, cultural knowledge and narratives (knowledge integration and connectedness).

Overall, the Tele Model comprises of three core components: **Intellectual Quality**, **Quality Learning Environment** and **Significance** with its respective elements as shown below.



Furthermore, the DIA2R3 below is an activity model to assist in ensuring the roles and responsibilities of all those responsible for the implementation of the processes in the **Tele Model** as outlined in the NTLP. The stakeholders' contribution in performing all parts of the DIA2R3 Model is providing sufficient and efficient feedback as well as accurate information to ensure quality education is acquired.



The NTLP is further elaborated through 5 policy statements with their respective strategies as follows. Each policy statement has a set of strategies to guide the design of activities to ensure the achievement of quality teaching, learning and assessment outcomes.

**4.1 Teaching Approaches and Practices (Pedagogy):** To enhance cultural and student-centred pedagogies to improve students' achievement of their learning outcomes.

**Strategy 1:** Teachers facilitate and guide student's **narrative** and learning through talanoa to develop students learning from **prior knowledge**, towards new knowledge with appropriate support within a conducive and **quality learning environment**.

**Strategy 2:** Encourage classroom discussions through **soalaupule** (brain storming, discussions, open interactions), to develop **higher order thinking** (strategically thinking, analysing, representing, reasoning, reflection, communicating, application) and **problem solving skills** (multiple interpretations, posing questions) which are crucial to holistic education.

**Strategy 3:** Strengthen **authentic context-based learning through exploration (maimoaga)** of the school and community environments and, including virtual environments.

**4.2 Classroom Based Assessment (CBA):** To strengthen the use of variety of students' work to assess (*Assessment for learning and Assessment as Learning*) their developmental level to inform targeted interventions to ensure the achievement of their learning outcomes.

**Strategy 1:** Conduct capacity building initiatives in the use of CBA methods (reflection journals, portfolios, running records, anecdotal reports, peer feedback, projects, experiments, vee-diagrams, concept maps, mind maps) and analyzing the student data against the developmental trend of the learning outcome to inform the next steps of planning and teaching.

**Strategy 2:** Enforce a whole school approach for the implementation, application and practice of the use of CBA methods through in school monitoring by principals, vice principals and senior teachers.

**4.3 Curriculum Planning and Reporting:** To ensure annual unit and term plans and series of lessons are designed and developed to reflect curriculum learning outcomes.

**Strategy 1:** Reinforce the use of the ministry's templates as well as contextualizing curriculum development which integrates and applies exploration, interpretation, adaptation, analysis, **deep knowledge** and high **order thinking**.

**Strategy 2:** Reinforce the minimum hours of instructions for primary and secondary students which is 25 hours per week.

**Strategy 3:** Strengthen support visits and interventions to assist teachers with the utilization of curriculum resources, supplementary materials and CBA methods in their planning and reporting to ensure the essential components of lesson plans are reflected.

**4.4 Teacher Professional Development:** To **encourage** engagement in effective professional development to improve and upgrade teaching skills to apply in **quality learning environment**.

**Strategy 1:** Strengthen ongoing national, cluster and school PD programs as per the National Professional Development Policy (NPDP) ensuring precise connection to curriculum resources and supplementary materials.

**Strategy 2:** Encourage talanoa sessions via consultative staff and subject panel meetings to evaluate and share best teaching practices to improve students' achievements.

**4.5 Partnership and Community Support:** To strengthen positive working partnerships with local communities and international bodies.

**Strategy 1:** Strengthen partnership by **engaging** and including local and global partners in national and international initiatives for ongoing support, to ensure that all three core components of the Tele Model are sustained and maintained.

**Strategy 2:** Strengthen early reading engagement in homes and communities to support cognitive and social development in schools through local and national literacy initiatives.

**Strategy 3:** Encourage and enhance cooperation and awareness of all projects that bolster a child's school well-being and social well-being.

**Strategy 4:** Establish working partnerships with Internal and External Stakeholders and local industries.

## **5. APPLICATION AND SCOPE**

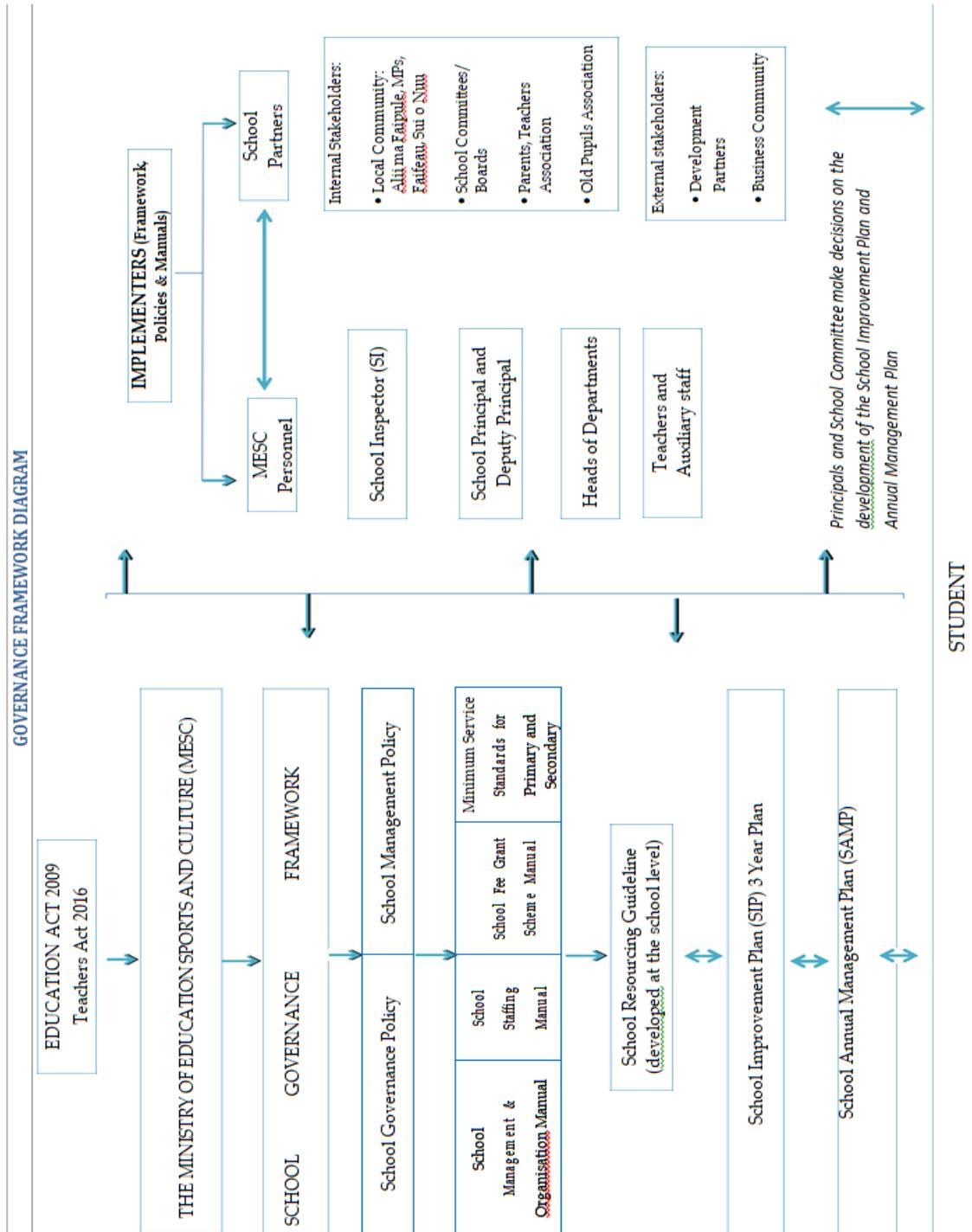
The application of the NTLP is a mechanism to address the teaching and learning pedagogies and issues of all teachers and students at all levels.

The scope includes all internal and external supporting agencies from Early Childhood Education to Secondary Education to be equipped and assisted with the necessary skills and knowledge in providing effective teaching and learning strategies such as:

- i. planning and delivery of all curriculum programmes in the classroom;
- ii. providing support for ALL students in the classroom, set out intervention programmes for students at risk in literacy, numeracy and science, and provide opportunities for accelerated or gifted students to explore learning further;
- iii. capacity building and professional development for all teachers within schools and in the national level;
- iv. parents and guardians to support the learning of their children at home in the monitoring of learning and teaching in the classroom.

## 6. ROLES AND RESPONSIBILITIES

While the Ministry plays a critically important leading role in the implementation of NTLP, its success will not materialize without the assistance of other external agencies such as the Education Sector, NCECES, Donor Partners and Service Providers. Similarly, the MEC governance framework illustrates that the Implementers are School Inspectors (SSA), School Principals, school teachers, librarians, school committees/boards, school committees as well as development partners and business community.



## **6.1 EDUCATION SECTOR**

The role of the Education Sector is to endorse and support the Ministry's strategic plan to implement the NTLP in order to achieve quality outcomes for all students in collaboration with its other implementing agencies.

- Provide advisory support to address key priority areas in the Education Sector Plan such as Inclusive Education, Early Childhood Education, TVET, ICT and Capacity Development.
- Providing strategic direction and leadership with a particular focus on key priority areas and especially literacy, science and numeracy performance across all levels of learning;

## **6.2 MEC**

The Ministry's role is to translate strategies into action and implementation plan to enable the delivery of the policy Key Performance Indicators. As per the following but not limited to:

- Develop, review and provide curriculum materials for teaching and learning;
- Develop and provide supplementary resources for teaching of the curriculum;
- Support teachers by providing different methodologies or pedagogies to meet the learning needs of all students during support visits;
- Effectively Integrate ICT into the curriculum to improve literacy, numeracy and scientific content knowledge of students across the curriculum;
- Appraise teachers and provide feedback for improvement;
- Develop resources in partnership with teachers, relevant partners and local industries to cultivate the learning of all students at all levels;
- Develop and review assessment tools for teaching and learning;
- Develop Inclusive Education guidelines and assessment tools to support teaching and learning processes;
- Plan, coordinate, facilitate implement and execute the national SSILNaS initiative, HSP, FLE, The Guardian Project, TVET Exhibition etc.;
- Strengthen governance and management needs through capacity building to facilitate the building of partnerships and networks with relevant stakeholders and the response to the needs, demands, social issues, school needs and awareness of global issues in education;
- Establish necessary systems and structures to provide efficient and effective implementation of the NSCF;
- Provide up-skilling and pedagogical training of teachers through the provision of appropriate training programmes in partnership with providers and development partners.
- Conduct awareness programs on the NTLP;

## **6.3 SCHOOL SUPPORT ADVISORS**

The roles of the School Inspectors (School Support Advisors) include ensuring activities at the school level are operationalized in accordance with the NTLP action and implementation plan and incorporated into schools' SIP and SAMP. The SSA roles include the following but not limited to:

- Work collaboratively with school principals to identify the needs of teachers in any areas of the curriculum;

- Consult with TDAD and CDMD to assist in teacher training and cluster professional development;
- Facilitate professional developments and identify experts in each subject areas to take a lead in the capacity building of teachers within the district;
- Advice principals and teachers on better ways to improve school and students' results;
- Inform schools and principals on any new initiative to be implemented related to teaching and learning of the curriculum;
- Enforce the use of results to better school learning environment;
- Model different strategies when placing students in mixed ability and ability group;
- Report to MEC and provide school based progress to inform interventions and national initiatives.
- Strengthen professional developments for teachers teaching composite and multi grade classes.
- Lead and provide support for all national activities.

#### **6.4 SCHOOL PRINCIPALS**

The school principals' role is to practise and operationalize the NTLP's action and implementation plan as documented in their SIP and SAMP, as follows but not limited to:

- Monitor teachers and students' performance.
- Monitor the planning and the delivery of the curriculum within schools especially student achievement.
- Ensure that the minimum learning hours are met.
- Ensure that the minimum teaching hours for teachers are met.
- Provide accurate school data to inform decision making.
- Develop annual management plan to ensure delivery of curriculum is implemented effectively.
- Monitor teachers' work plans regularly.
- Enforce "non-violence" policy in the same way adults are expected to be calm when interacting with students. Children are encouraged to communicate calmly with each other.
- Ensure the Tele Model is reflected in teachers' work.
- Enforce DIA2R3 Model for planning and reporting.
- Collaborate and initiate intervention programmes devised to cater for the needs of students with learning difficulties.
- Organize parents and teachers meetings.

#### **6.5 SCHOOL TEACHERS**

Teachers are the key implementers of the NTLP through the teaching and learning across all levels and subjects. Their roles also include the following but not limited to:

- Making adjustments to the resources to suit individual's needs.
- Develop unit and lesson plans to ensure delivery of curriculum is implemented effectively.
- Plan relevant assessment tasks to measure the learning of each student.
- Foster a love for learning.
- Teach children the skills and knowledge and promote the understanding they require to become confident, disciplined and effective lifelong learners.

- Provide an inclusive education for all children, where all IE Guidelines are implemented effectively by valuing and respecting all students and by providing a safe and happy learning environment.
- Improve levels of achievement for ALL students, enabling them to achieve their personal best.
- Strengthen collaborative and enquiry based approach to teaching and learning, where good practice is shared.
- Monitor students' daily progress in the classroom and identify students with learning difficulties.
- Initiate intervention programmes devised to cater for their learning needs.
- Provide regular feedback on student's performance.
- Implement "non-violence" policy in the same way adults are expected to be calm when interacting with students. Children are encouraged to communicate calmly with each other.
- Implement the components of the Tele Model through teaching and learning in the classroom.
- Implement the use of the DIA2R3 Model in the teaching and learning process in the classroom.
- Inform parents and guardians of students' progress in class.
- Provide analytical report based on student's progress.

## **6.6 LIBRARIAN**

The librarians' roles in the implementation of the NTLP in schools are to support the teachers and students with teaching and learning by:

- Providing relevant support for teachers and students.
- Assisting teachers and students by providing relevant materials needed.
- Assisting with students reading whenever required.
- Providing interventions that encourage students to utilise library materials.

## **6.7 SCHOOL COMMITTEE**

School Committees play a supporting role towards the principal, teachers and students. These roles include:

- Strengthen partnership with teaching staff in the education process.
- Enforce supporting roles in individual learning styles.
- Work collaboratively with teaching staff in implementing school programmes and national activities.
- Provide support for the appropriate utilization of the One Government Grant (OGG).

## **6.8 COMMUNITY**

The Community's role focus on ensuring students are provided with the necessary support such as:

- Ensuring students attend school every day and on time.

- Providing space and assistance at home for students to complete homework and assignments.
- Supporting homework centers that are available to all students organized by local church and community.
- Providing support for each key learning area where available and relevant.
- Supporting every child's learning after hours.
- Providing support in cultural and traditional knowledge and skills. Provide support for extracurricular activities and projects that enhance teaching and learning.

## **6.9 VOLUNTEERS**

The roles of volunteers are also vital in the NTLP. Volunteers such as JICA, AVI, US Peace Corps as well as local volunteers such as reading mums provide support for the teaching and learning. These include:

- Providing support for classroom teachers in teaching and learning of the curriculums in the primary and secondary schools.
- Providing support for any curriculum interventions implemented in schools.

## **6.10 NATIONAL COUNCIL OF EARLY CHILDHOOD EDUCATION IN SAMOA (NCECES)**

The NCECES plays a significant monitoring and collaborative role for all ECE in Samoa. These roles include:

- Implement the NTLP where appropriate in the ECE curriculum;
- Monitor the implementation of the NTLP in ECE centers;
- Collaborate school visits and provide support for ECE teachers in centers;
- Monitor performance of teachers and children;
- Collaborate with MEC and NUS for trainings and professional development for teachers;
- Participate in ECE Reference group and panels;
- Provide data to inform decision making.

## **6.11 DONOR PARTNERS**

The donor partners play an appreciable role in the implementation of the NTLP especially through their funding assistance. These roles include:

- Providing assistance through funds and resources.
- Participating in discussions to improve the implementation of NTLP.

## **6.12 SERVICE PROVIDERS**

The Service Providers roles are to provide specific service to support students with disabilities with their learning transition in all subject areas. These roles include:

- Supporting classroom teachers by providing and training teacher aides to adjust tasks and activities in their Individual Education Plans.
- Providing assistive devices and relevant resources.
- Assisting principals and teachers in providing accurate data to inform decision making.

## **7. MONITORING, EVALUATION AND REPORTING**

### **7.1 National and School Level Monitoring**

Effective monitoring of Teaching and Learning at all levels is vital to ensure that:

- Balanced programs are in place to cater for the needs of the learners;
- Resources provided for Learning are directed to schools and utilized in the classroom. Schools should closely monitor them.
- School Principals will include monitoring of each student learning in each area of the curriculum as part of their regular monitoring. Their focus should be on effective incorporation of literacy, numeracy and science into planning, monitoring of assessment opportunities.

### **7.2 Evaluation**

- Evaluation on the effectiveness of the NTLP in schools through student achievements and teacher quality.

### **7.3 Reporting**

- Schools report the implementation of the NTLP through School AMP
- PPRD to report on the implementation of the policy through the MSS.
- CDMD to report on the implementation of curriculum and supporting materials and activities.
- TDAD to report on trainings of in-service teachers on the policy.
- MERD to report on the implementation of strategies in the NTLP in classrooms by teachers through teacher appraisals.
- SOD to report on school committee and community involvement in school activities.
- CSD to report on the utilization of OGG to support the implementation of the policy.
- AED to report on national results that reflect the implementation of the policy through the national assessment analysis.

### **7.4 Review of Policy**

The NTLP will be reviewed at the end of 2029

## 8. REFERENCES

1. Ministry of Education and Culture. (2009). *Education Act 2009*.
2. Ministry of Education and Culture. (2016). *Teachers Act 2016*.
3. Ministry of Education and Culture. (2016). *Samoa School Fee Grant Scheme Manual of Operations 2016*.
4. Ministry of Education and Culture. (2018). *School Management Policy 2018-2023*.
5. Ministry of Education and Culture. (2016). *Annual Reports, 1 July 2015-30 June 2016*.
6. Ministry of Education and Culture. (2018). *Corporate Plan July 2015-June 2018*.
7. Ministry of Education and Culture. (2016). *Minimum Service Standards for Primary and Secondary Schools 2016*.
8. Ministry of Education and Culture. (2017). *National Safe Schools Policy 2017*.
9. Ministry of Education and Culture. (2017). *School Management and Organisation Manual 2017*.
10. Ministry of Education and Culture. (2017). *School Staffing Manual 2017*.
11. Pacific Benchmarking Education for Results (PaBER) Paper 7. (2016). *Final Report on SABER School Autonomy and Accountability, and Cross –country Analysis Report October, 2014*.

## 9. ENDORSEMENT



### Certificate of Endorsement

Effective Date: \_\_\_\_\_

Review Year: \_\_\_\_\_

**SIGNED AND APPROVE BY THE HONOURABLE MINISTER**

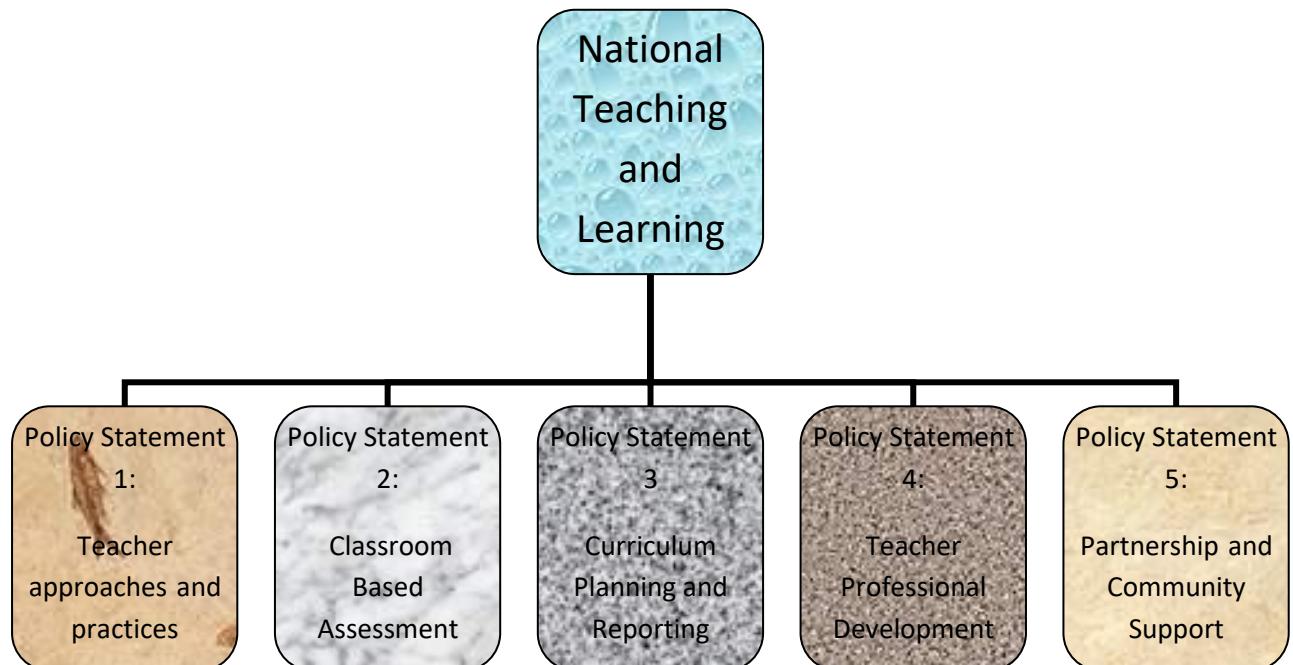
A handwritten signature in blue ink, appearing to read "Seu'ula Ioane Tu'a'u".

HON. SEU'ULA IOANE TUĀ'AU

DATE

## 10. APPENDICES

### Appendix 1 – Policy Overview Structure



#### Roles and Responsibilities

*(each group stated below has an important role to play in the implementation of the above statements)*

**Principals, Teachers, Parents and Caregivers, Community, Partners & Stakeholders, Volunteers, School Inspectors, MEC**

Monitoring, Evaluation, Reporting

Monitoring, Evaluation, Reporting

Monitoring, Evaluation, Reporting

## Appendix 2 – Related documents

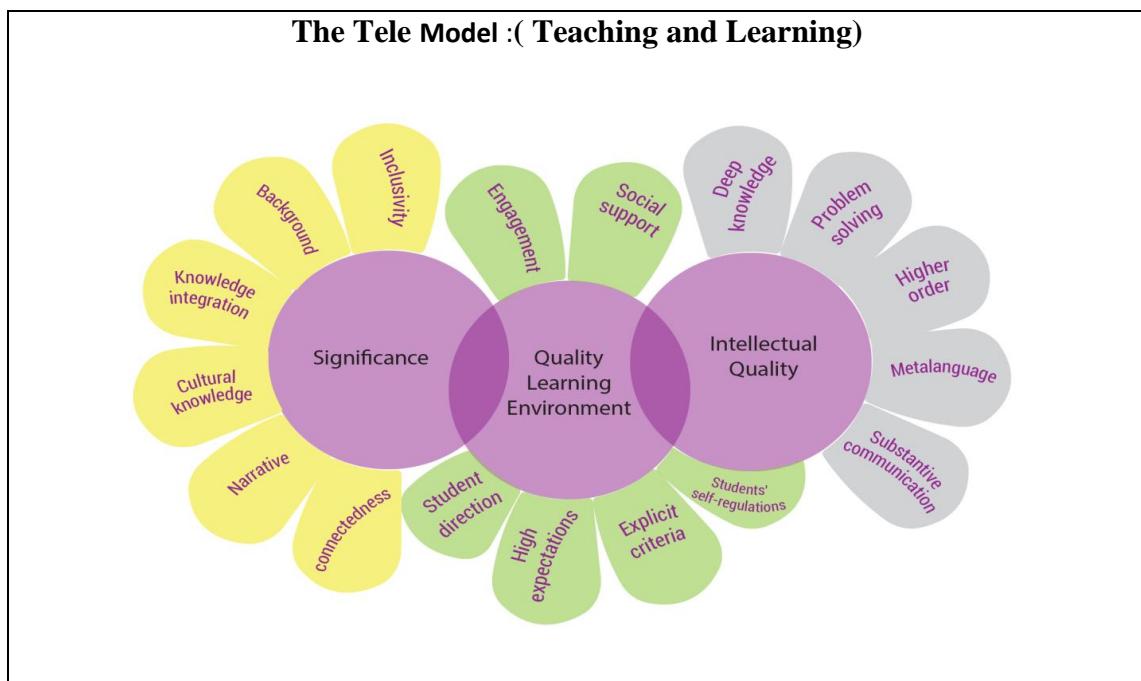
RELATED DOCUMENTS	LEGISLATIVE & AUTHORITY	YEAR
Asset Management Policy 2018	Ministry of Education and Culture	2018
Behaviour Management Guidelines 2010	Ministry of Education and Culture	2010
Bilingual Education Policy 2011	Ministry of Education and Culture	2011
Corporate Plan July 2015 - June 2018	Ministry of Education and Culture	2018
Early Childhood Education Minimum Service Standards 2015	Ministry of Education and Culture	2015
Early Childhood Education Policy in Samoa 2017	Ministry of Education and Culture	2017
ECE National Curriculum Guidelines 2016	Ministry of Education and Culture	2016
Education Act 2009	Ministry of Education and Culture	2009
Government Teachers Appraisal Policy 2018-2023	Ministry of Education and Culture	2018
Inclusive Education Policy for Students with Disability 2015	Ministry of Education and Culture	2015
Samoa National Curriculum Policy Framework 2006	Ministry of Education and Culture	2006
National Professional Development Policy 2018-2023	Ministry of Education and Culture	2018
National Safe Schools Policy 2017	Ministry of Education and Culture	2017
National Sports Framework 2018-2028	Ministry of Education and Culture	2018
National Teacher Development Framework 2018-2028	Ministry of Education and Culture	2018
Public Service Commission Act 2004	Public Service Commission	2004
Samoa National Sports Policy Review Report 2017	Ministry of Education and Culture	2017
Samoa National Assessment Policy Framework 2010	Ministry of Education and Culture	2010
Samoa Professional Standards for Principals 2014	Ministry of Education and Culture	2014
One Government Grant Manual of Operations	Ministry of Education and Culture	2018
Samoa School Nutrition Standards 2011	Ministry of Education and Culture	2011
School Governance Framework 2018-2028	Ministry of Education and Culture	2018
School Governance Policy 2018-2023	Ministry of Education and Culture	2018

School Management and Organisation Manual 2017	Ministry of Education and Culture	2017
School Management Policy 2018-2023	Ministry of Education and Culture	2018
School Staffing Manual 2017	Ministry of Education and Culture	2017
Teachers Act 2016	Ministry of Education and Culture	2016
The Minimum Service Standards for Primary and Secondary Schools in Samoa 2016	Ministry of Education and Culture	2016
TVET Consumables for Secondary Schools Policy 2017	Ministry of Education and Culture	2017
Youth, Sports and Cultural Affairs Act 1993	Ministry of Women, Community and Social Development	1993
Samoa Inclusive Education Handbook 2019	Ministry of Education and Culture	2020

### Appendix 3: The Teaching and Learning Model.

The Teaching and Learning Model (Tele) simply focuses on the processes through which knowledge is constructed, produced and critiqued. Tele defines the process taking place in the classroom where the teacher and students co-construct activities and effectively interact while performing tasks. The emphasis is on the importance of making connections of what students already know to the introduction on new knowledge and what they are currently learning.

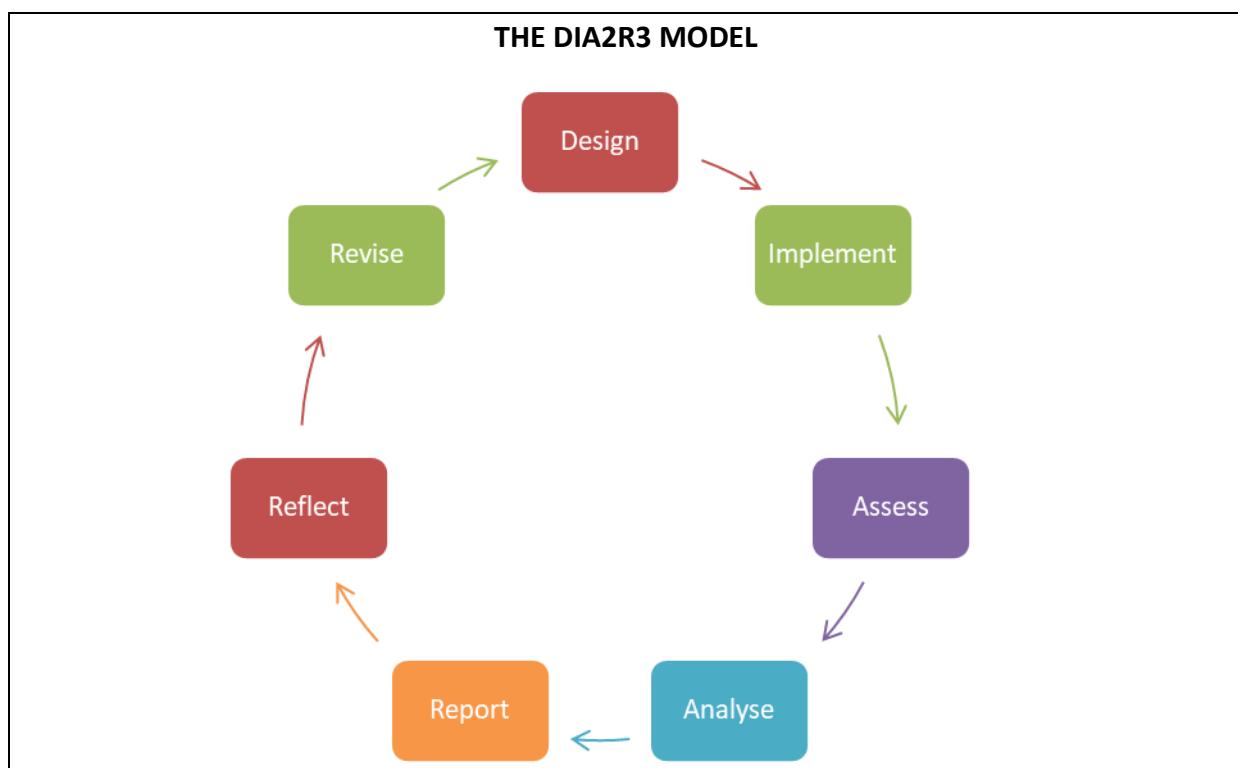
The Tele consists of three core components namely the Intellectual Quality, Quality Learning and Environment and Significance.



- I. **Intellectual quality** refers to approaches which are challenging. They focus on building students to achieve better results. Students centered on deep understanding of important, practical concepts, skills and ideas. Teachers focus on developing the students' deeper understanding of the selected knowledge, skills, values and engage them in higher-order thinking.
- II. **Quality learning environment** refers to approaches that generate classrooms where students and teachers work productively in an environment clearly focused on learning. Such approach develops positive relationships between teachers and students and those around them.
- III. **Significance** refers to approaches that helps make learning meaningful and important to students. Such pedagogy draws clear connections to students' prior knowledge and how they practise their cultural knowledge and apply those to their current learning in the classroom.

#### Appendix 4: The DIA2R3 Model

Teachers are responsible for teaching various skills and pedagogical knowledge and for ensuring the best possible learning opportunities are planned, delivered and monitored using the **DIA2R3 Activity Model**. Central to the Activity Model is that every learning activity planned should be **intentional, meaningful and useful**



## Appendix 5: Risk Management Plan

<b>Risk Management Plan</b>				
<b>No</b>	<b>Risk/Activity</b>	<b>Risk Level</b>	<b>Implications</b>	<b>Mitigation Plan</b>
1	Policy is misinterpreted	Low	Slow rate of implementation	Consultations and workshops
2	Lack of cooperation between the school principal and staff	Medium	Delay in	Intervention by the School Support Advisor
3	Full understanding of policies and strategies	Moderate to High	Inconsistency of implementation of the policy	Intervention strategies by CDMD, TDAD and School Support Advisor
4	Monitoring	Moderate to High	Policy cannot be implemented on time	Review strategies
5	TNLP goals not achieved	High	Ineffective implementation of the policy	Review of the TNLP

## Appendix 6: Implementation Plan for Policy Development

Phase	Action	Timeframe	Responsible Ministry/Organisation
Endorsement Phase to finalise Teaching and Learning Policy	Ongoing follow up	Jan – Jul 2022	MEC CORE and Full Executive, Cabinet
Awareness Phase	Conduct workshops with key stakeholders (e.g; principals, teachers, parents, NUS, USP and relevant educational institutions and government agencies)	April - December 2024	MEC- CDMD MEC PPRD MEC MERD MEC SOD MEC IT
Transition Phase	Professional development for principals and teachers to encourage the integration of the Teaching and Learning Policy in their school plans which should be reflected in an improvement in their teaching responsibilities.	April 2024	MEC-CDMD MEC – MERD MEC SOD
Monitoring Phase	School visits to view initial application of ideas/strategies to develop a higher quality learning and teaching force.	2024 - 2029	MEC
Review Phase	Evaluate/Conduct review on the effectiveness of policy implementation.	2029	MEC

## Appendix 7: Monitoring and Evaluation Framework

POLICY MONITORING & EVALUATION FRAMEWORK															
National Teaching and Learning Policy 2024 - 2029															
TARGET	SDG INDICATOR	SDG KEY OUTCOME	GOALS	Strategy	Outcome	Indicator	Baseline Data	Year 1 Target FY24/25	Year 2 Target FY25/26	Year 3 Target FY26/27	Year 4 Target FY27/28	Year 5 Target FY28/29	Means of Verification	Policy Documentation	Responsible division
			1. Enhance the quality of education at all levels	1.1 Strengthen support for all schools to improve implementation of all curriculums	Students performance is improved in all areas (spiritual, social, physical, cultural and academic)	% of schools with students' progress reports in their portfolios.	Establish baseline	1% increase of baseline	2% increase of baseline	AMP Report	NTLP	CDMD			
						% of teachers using diagnostic assessment as part of teaching in lesson plans.	N.A								
						% of primary and secondary performances at all levels improved									

		2: Enhance educational access and opportunities at all levels	2.2 Increase awareness and practice of inclusive education in schools	Increase participation and achievement of students with disability in the main stream system both primary and secondary	% of students' participation in SSILNaS Activities.		1% increase of baseline		2% increase of baseline		2% increase of baseline		AMP Report	TNLP	CDMD & TDAD
					% of schools participating in field trips and community extra-curricular projects.	N.A									
					% of teachers trained in the use of CBA methods.	N.A									
					% of students with disability attending primary and secondary schools improved	N.A									
			2.3 Improve participation of ECE children in ECE centres	Increase number of children enroll in ECE centres	% of schools implementing CBA methods.	XXX									



					Number of local and national initiatives implemented.						
					Number of literacy programs conducted in school communities.	Establish baseline					
					Number of awareness programs on safety and health conducted						
					Number of teachers participating in professional associations.						
					% of schools using the MEC template on lesson planning	N/A	1% increase of baseline	2% increase of baseline	2% increase of baseline	2% increase of baseline	AMP quarterly report