GOVERNMENT OF SAMOA
MINISTRY OF EDUCATION, SPORTS AND CULTURE

PaBER COMPONENT 3

SAMOA: FIELD RESEARCH

COUNTRY REPORT

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This research report presents all the phases covered when undertaking and completing the research, through planning; field work execution; data coding, entry, analysis and interpretation; reporting main findings and making recommendations.

Appendix 1 provides a list of activities that were required, from the first steps in preparation through to the submission of country reports and recommendations. As far as possible these are listed in the sequence in which they happened.

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SECTION 1: INTRODUCTION AND BACKGROUND

1.1   OVERVIEW

Samoa is one of three pilot countries (Samoa, Solomon Island and Papua New Guinea) participating in the Pacific Benchmarking for Better Education Results (PaBER) Pilot Program (Program). The PaBER Program, comprising three components, is a joint regional pursuit to improve literacy and numeracy achievements of students in the Pacific region (PaBER Design Document, 2012).

Component 1 established the status of achievement of primary level literacy and numeracy learning outcomes in Year 6 across the three pilot countries in 2012 (PaBER/PILNA Report, September 2013) while Component 2 established in 2013/2014 the policy situation in four domains, namely, teacher quality, assessment systems, curriculum and materials, and school management and governance (PaBER Component 2: Student Assessment Report, October 2014). Each of these four domains impinge upon the functioning of the primary school or schools within the selected communities associated with the field research (Component 3).

The long term overall goal of the PaBER field research is to put in place school environments that promote and support learning (PaBER Design Document, 2012). Therefore the field research investigates and explores to what extent policy is put into practice on the ground, and how it is transformed by practice. Results of the field research are expected to provide insight on the status of implementation of such policies at the ground level as well as the extent to which the implementation influence the dynamics and how schools are run (PaBER Regional Research Framework, 2015, pg. 2).

As the key stage in the implementation of the PaBER Program, the field research brings together the emphases in Component 1 (Learning Assessments) as well as Component 2 (Policy and System Assessments) to Component 3 (Field Research: Policy in Practice) in as far as providing evidence on how policies from the four policy domains are implemented. While policies in the four policy domains that form the focus of the pilot may be well documented and their intent clearly articulated in various documents (Component 2), their implementation at the ground level may be a different story. This is where the field research plays a crucial role. Information collected would allow for the benchmarking of the policy intent against the policy in practice and hence determine the gaps that may exist between the two (PaBER Regional Research Framework, 2015, pg. 7).

1.2   PURPOSE OF THE RESEARCH

The field research centres upon "policy in practice" with the main purpose of examining how policies are implemented at the school level and their impact on learning environments by gathering evidence which indicates the degree to which policies are executed and supported in the field, and also the extent to which those policies contribute towards, and supports, a conducive and enabling school learning environment. For example, the field research will seek to (i) establish whether and in what ways policy is being implemented on the ground, (ii) seek to understand some of the context specific dynamics (processes) that affect the way policy is implemented and the way the system works at the school and community level, and (iii) determine how these processes contribute to and/or support a conducive and enabling learning environment (PaBER Regional Research Framework, 2015, pg. 2).

1.3   FOCUS OF THE RESEARCH

The field research investigated the way in which policies, determined by the Ministry of Education, Sports and Culture (MESC) function at the coal face of education. Policies influence structures and operations within schools. Schools operate within the context of the community. Parents of the children attending the schools are members of the community. Principal and staff are members of the community. In short, the communities in which schools are sited have a vested interest in their success. The community is a long-term observer, and is ideally placed to provide feedback on its perceptions of education; the teachers, the curriculum and materials, assessment, and school management and governance (PaBER Regional Research Framework, 2015, pg. 3).

The field research therefore gleaned policy-related information from the communities in which schools are sited, and also from the schools sited within those communities.

Undertaking field research placed the researchers within the context from which data emerges. This presents an opportunity for direct observation of "policy in practice".

In summary, the field research focused on the investigation of education policies in the four domains that were examined in Component 2 to identify how these policies were being executed at the school level with the intention of determining the extent to which the execution of these policies are in line with their original intention (PaBER Regional Research Framework, 2015, pg. 3).

1.4   RESEARCH QUESTIONS

Given PaBER Component 3's goal, purpose and focus, the following three main questions and supplementary questions guided the field research.

1.4.1 Research Question 1

How were the system policies on student assessment, school-governance and management, teacher quality and curriculum/materials being implemented at the school level?

- To establish whether the centrally-developed (system) policies identified in each of the targeted domains, based on the SABER as well as PaBER developed policy indicators, were being implemented at the school level.

- To what extent were these policies being implemented at the school in comparison to the intent of such policies?

- Where policies were not being implemented, were there practices and procedures adopted by the school that influenced how teaching and learning were managed?

1.4.2 Research Question 2

What were some of the context specific dynamics that affect the way policies identified in 1 above were being implemented and the way the system works at the school and community level?

- To what extent were external and/or internal pre-conditions for policy implementation influencing the way in which schools and their communities are implementing the policies?

- What were the key inhibiting factors that discourage schools from implementing the policies as intended?

- What mechanisms were in place, both at the national and school, to monitor the extent and quality to which policies were being implemented at the school level?

1.4.3 Research Question 3

To what extent did the processes and the way the system worked in the school (as a consequence of policy implementation) supported a conducive and enabling school learning environment?

- What strategy (ies) schools had been put in place aimed at improving the learning environment in the school?

- Were there processes in place (in the school) aimed at improving the following; management and leadership of the school, quality and effectiveness of the pedagogy, the assessment of student learning, and the relevancy and availability of curriculum and support materials to students?

- What changes the school and its community needed to make to improve its overall performance?

1.5 Clarifications of Key Terms

Key terms are clarified early here to ensure clarity of meaning and usage in the rest of the document.

1.5.1 Policy and Policy Intent

In the context of PaBER pilot, 'policy' refers to documented plan developed centrally by the education authority in each pilot country targeting various aspects of the education system. For PaBER, this includes policies the education authority in each country has developed to guide causes of actions in the areas of student assessment, school management and leadership, teacher quality, and curriculum and materials.

End users of the policy such as schools are expected to use such policy in running the school. For example, schools are expected to implement the centrally-developed policies relating to student assessment when assessing the performance of students at the school. In implementing the various system policies, a school may or may not implement a policy as intended (policy intent), rather it may implement the policy in a way that is considered suitable to the situation and context of the school (policy in practice) (PaBER Regional Research Framework, 2015, pg. 5-6).

1.5.2 Policy in Practice and Policy in Theory

Educational policies are intended to guide and facilitate actions of the school in its endeavor to achieve strong educational outcomes for students. Some policies are designed with the intention of having a direct influence on student learning while others are developed with the intention of supporting an environment which is conducive to student learning. No matter how good a policy might potentially be, any fruits will be dependent upon the extent and quality of its implementation. It is in this regard that the phrase "policy in practice" arises. By inference "policy in practice" suggests that there is a potential for "policy in theory" or "policy intent" to fail to materialize as "policy in practice". There are multiple possibilities as to why this might be the case (PaBER Regional Research Framework, 2015, pg. 6).

1.6 THEORY OF CHANGE FOR THE FIELD RESEARCH

The theory of change for the field research attempts to answer three key questions as provided below:

- Are we clear of what we want the field research to achieve?

- Do we understand the changes that might happen by carrying out the field research in the context of each country?

- What strategies do we need to use to make the changes happen?

Given the ultimate goal of the field research to put in place school environments that promote and support learning, and the field research's crucial role in the overall pilot PaBER project in determining the extent to which the implementation of policies are in line with the intent of those policies and identifying gaps that may exist between policy intent and policy practice, the following strategies will be implemented to ensure changes in system policy practice occur at the school level to improve literacy and numeracy performance of students:

- Provision of technical assistance, support and training to pilot countries
- Engaging specialists or institutions with research expertise and experience
- Securing necessary financial and human resources
- Coordinating and communicating with key stakeholders
- Monitoring and evaluating progress and benchmarking research findings

A crucial assumption here is that implementing key policies as intended would most likely lead to improvement in learning than if they are not implemented. Such assumptions need careful consideration taking into account the numerous other factors that also influence learning.

1.7 INTENDED OUTCOMES

As a result of the PaBER field research, outcomes at three different levels are anticipated as described below and illustrated in Figure 1.

1.7.1 Short Term Outcomes
1. Increased capacity of MESC PaBER staff to successfully carry out the field research.
2. Improved chances that all activities anticipated in the research plan will be implemented and on time.
3. Increased awareness amongst stakeholders on status of progress and policy implementation in each country.

1.7.2 Medium Term Outcomes
Evidence from the research is available and MESC and School Committees, principal, staff, students, parents and community stakeholders are committed to use the research evidence to put in place policy interventions to improve the quality of the various policies.

1.7.3 Long Term Outcomes
Improved systems policies on the four domains: Teacher Quality, Assessment Systems, School Governance and Management and Curriculum and Materials, are rolled out and implemented as intended in schools.

Field Research

STRATEGIES	SHORT-TERM OUTCOMES	MEDIUM TERM OUTCOMES	LONG TERM OUTCOMES
Provide Technical Assistance, Support and Training to Pilot Countries	Increased capacity in Pilot Countries to Successfully Carry out the Field Research	Policy interventions, informed by research evidence, are designed to improve the quality of the various policies.	Improved Systems Policies on - Teacher Quality, Assessment Systems, School Governance and Management and Curriculum and Materials - rolled out and implemented as intended in Schools
Engage Specialists or Institutions with Research Expertise and Experience	Improved Chances that All Activities Anticipated in the Research Plan Will be Implemented and on Time		
Secure Necessary Financial and Human Resources			
Coordinate and Communicate with Key Stakeholders	Increased awareness amongst Stakeholders on Status of Progress and Policy Implementation in each Country		
Monitor and Evaluate Progress and Benchmark Research Findings			

DESIRED IMPACT 1

Effective and Efficient School Leadership Focusing on Improving Learning Environment

DESIRED IMPACT 2

High Quality and Effective Teaching in Schools

DESIRED IMPACT 3

Assessment Practices Providing Valid & Reliable Evidence for Improving Teaching and Learning

DESIRED IMPACT 4

Relevant and Quality Curriculum & Materials Accessible to All Students

ULTIMATE GOAL OF PaBER

Improvements in literacy and numeracy performance

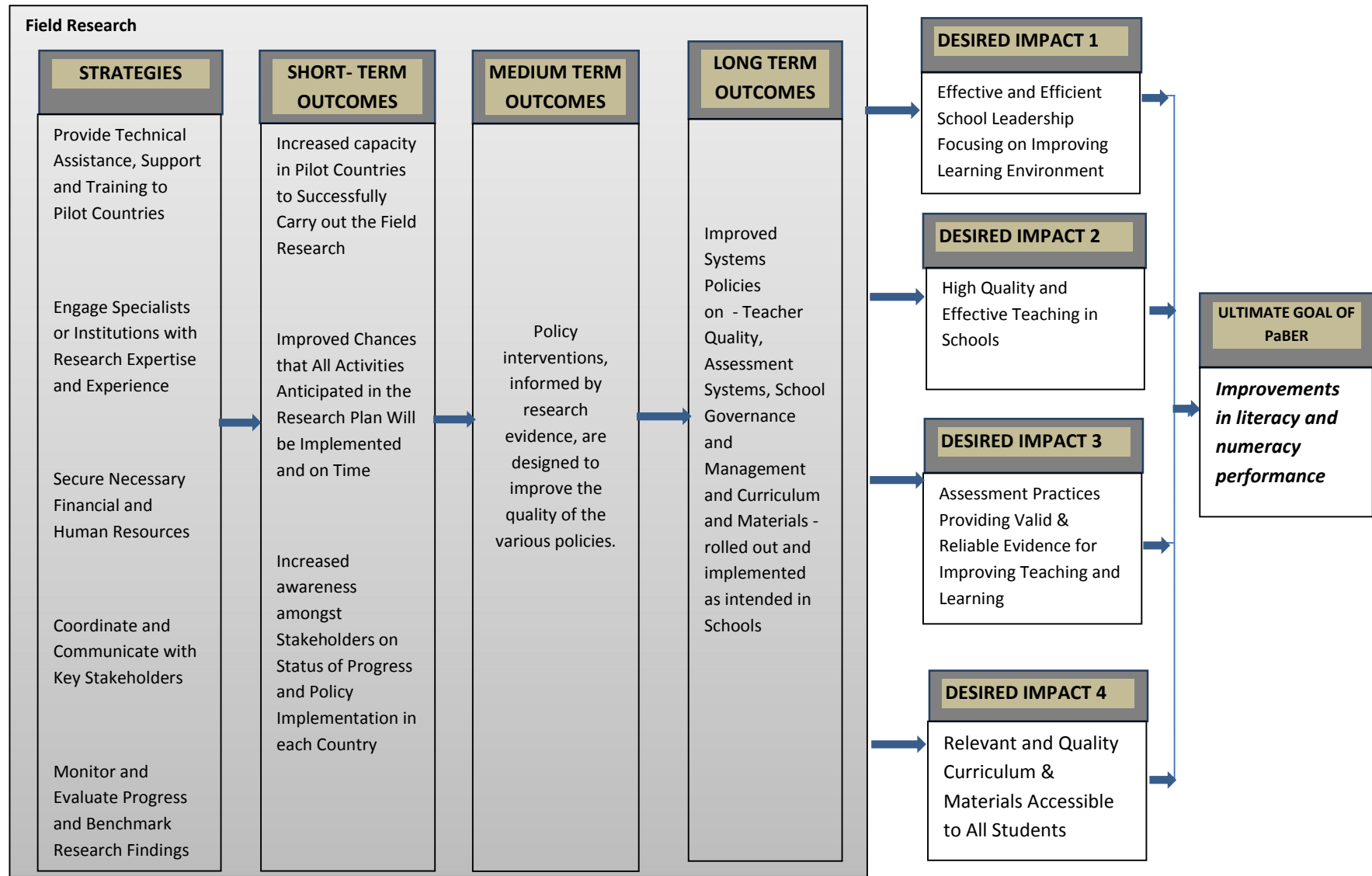**Figure 1: Outcomes of the PaBER Component 3 Field Research (from PaBER Regional Framework, 2015)**

SECTION 2: RESEARCH DESIGN

2.1 METHODOLOGY

2.1.1 Strategy

The research was a medium scale, in-depth mixed methods research study undertaken in a cross section of 50 primary schools and the communities they serve, focusing on policy in practice at the school level in order to determine policy gaps and best-practices. Data, both quantitative and qualitative, from different groups of respondents drawn from both the community and from the school operating within the community were collected via questionnaires, interviews and observation checklists.

2.1.2 Qualitative Data

Qualitative data were collected from both interviews (of school principals, teachers, parents and representatives of School Committees/Boards) and observation checklists. Interviews were semi-structured however interviewers were asked additional probing questions to further clarify and/or confirm responses.

2.1.3 Quantitative Data

Most of the data collected from questionnaires of school principals, teachers, parents and representatives of School Committees/Boards were nominal with some ordinal ones but to facilitate analysis for descriptive statistics these were coded quantitatively to distinguish between categories.

2.2 SAMPLE

A representative sample of 50 primary schools, out of a population of 168 primary schools in Samoa, was selected by the MESC's PaBER team using the parameters of school **location**, school **size** and school **governing authority**. Other parameters such as level of school performance (high performing, medium performing and low performing schools) will be considered for selection of case studies.

For parameter: location, two alternatives: **urban** and **rural** are used whereas parameter: size uses three, namely, **small**, **medium** and **large**. For parameter: governing authority, two alternatives, government and non-government are used.

Across the three PaBER countries it was agreed that the size of schools for the research would be, small for a school roll of less than 200 with those between 201 and 600 as medium and a school roll greater than 600 is a large school.

The sample frame for Samoa's research study is shown in Appendix 2 with a summary provided in Table 1 below after random sampling using the sampling frame.

Table 1: List of Selected Schools

Governing Authority	Location	small schools	medium schools	large schools	Total Schools
Government	Apia Urban		Aele PS	Apia PS	
			Lepea PS	Vaimea PS	
			Magiagi PS		
			Saina/Toamua PS		6
	Rest of Upolu	Falease'ela PS	Samusu PS	Faleasi'u PS	
		Falevao PS	Fasito'outa PS		
		Lalomauga PS	Levi PS		
		Leulumoega PS	Saanapu PS		
		Luatuanuu PS	Samatau PS		
		Nene PS	Fale'ula PS		
		Safa'ato'a PS	Siumu PS		
		Salua PS	Sataoa PS		
		Taelefaga PS	Lepa PS		
		Ulutogia PS			
		Salani PS			21
	Savaii	Gautavai PS	Sili PS		
		Laumoli PS (AVao)	Gagaemalae PS		
		Papa/Sataua PS	Palauli PS		
		Patamea PS	Sapapalii PS		
		Sa'asa'ai PS	Falealupo PS		
		Safune PS			
		Saipipi PS			
		Samata-i-uta PS			
		Tufutafoe PS			
		Tutaga PS			15
		21	**18**	**3**	**42**
Non-Government	**Apia Urban**				
	mission		Marist Brother's School		
			Manumalo Baptist School		2
	private	Aoga Faamasani	Pesega Fou		
			Samoa PS		3
	Rest of Upolu				
	mission	Sauniatu PS LDS	St Joan of Arc		2
	private				
	Savaii				
	mission	Sacred Heart - Safotu			1
	private				
		3	**5**		**8**

2.2.1 Year Levels

For each selected school, the Year levels for study were Year 1, Year 4, and Year 6. These are the transition years - from early childhood to school, from early primary to middle primary, and the end of middle primary to late primary. Years 4 and 6 would be the benchmarking years across the PaBER schools.

2.2.2 Target Respondents

The target respondent groups included teachers, principals, School Committee/Board Members, and community members such as parents of current Years 1, 4 and 6 pupils.

All teachers of the targeted levels (i.e. Years 1, 4 and 6) and principals of the selected schools formed the respondent groups of teachers and principals respectively. To ensure a reasonable level of representativeness of a school's extent of policy implementation and practices, other-teachers (i.e. Years 2, 3, 5, 7, and 8 teachers) in the schools also formed the teachers' respondent group.

2.3 DATA COLLECTION METHODS

Data was acquired through field visitation to the primary schools and their communities that form part of the representative national sample. The data was acquired through a combination of questionnaire completion, interview and observation. Data were sourced from individuals who worked within the selected schools, and from individuals in the wider community. Both qualitative and qualitative data were gathered

2.3.1 Questionnaires

Questionnaires included items to seek information about the schools in terms of the extent of implementation of policies at the school level and including any best-practices that support enabling school learning environments. Respondents were asked to complete the questionnaires which provided a written record of their responses to specific sets of questions.

Questionnaire respondents were identified in advance, and questionnaire completion was within a relatively controlled setting. The advantage of this arrangement was that the return rate of completed questionnaires would be very high, and the presence of a Field Research Officer at the school or in the community during questionnaire completion ensured that uncertainties relating to the questionnaire completion were reduced or removed altogether.

All principals and Years 1, 4 and 6 teachers of the sampled 50 schools completed questionnaires. To ensure representativeness, reliability and validity of data collected at the school level, for school committee members and other-teachers (of Years 2, 3, 5, 7, and 8) half the members/other-teachers were randomly selected while it would be 2 parents (of Years 1, 4 and 6 students) per class in the 50 schools, will answer the questionnaires.

2.3.2 Interviews

Semi-structured interviews elicited the interviewee's ideas and opinions as additional, more in-depth information about their perception of the extent and quality of implementation of policy in school in terms of established school strategies, practices and processes to improve the learning environment, the management and leadership of the school, the quality and effectiveness of the pedagogy, the assessment of student learning, and the relevancy and availability of curriculum and

support materials to students (PaBER Regional Research Framework, 2015, pg.17).The objective was to understand people's ideas, opinions and experiences. These were best captured using questions that did not have a fixed set of answers. In the interview, respondents were allowed to speak about their experiences without the restriction of the questionnaire. It was therefore important that the interview were as free-flowing as possible and the interviewee encouraged to talk freely. Interpersonal skills of the interviewer such as the ability to establish rapport, perhaps with humour and humility, were also important.

A two-tier selection process by respondent type, was used to select respondents for interviews from those that answered the questionnaires to maintain representativeness, validity and reliability of school level data. Firstly, all principals and Years 1, 4 and 6 teachers that completed questionnaires were interviewed. Secondly, of those parents and school committee members that answered the questionnaires, half of them (including the chairperson) while a quarter of the other-teachers that answered the questionnaires were interviewed.

2.3.3 Observation Checklists
The focus of the observation was on collecting evidence about the existence of policies, and the extent to which they were implemented. This was done through document verification to cross-validate responses collected through questionnaires and interviews.

Two observation checklists provided the researcher with the opportunity to look at the school environment through their own eyes. The information from this observation were used alongside other information collected, to investigate how the dynamics of a school influence how policy was put into practice.

The questions in the observation guide were organised into the four policy domains over two parts; Part 1 for the physical school environment, school resources and information mainly available at the principal's office and Part 2 focused mainly on the physical classroom environment and resources available therein. All Years 1, 4 and 6 classrooms of each of the 50 schools were observed.

2.3.4 Summary of Instruments Respondents
Table 2 below provides an overview summary of respondents and data collection instruments that were administered.

2.4 DATA COLLECTION INSTRUMENTS

2.4.1 Development of Instruments
The progressive development and design of the PaBER data collection instruments (DCI) was the responsibility of the Regional PaBER Team with the three pilot countries providing feedback and comments to revisions and changes generated as a consequence of two rounds of peer reviews of both the project design framework and draft instruments.

It was agreed that data for benchmarking across the 3 pilot countries would be those collected from the 4 questionnaires (principals, teachers, parents and school committee members) and interviews and observation visits from four case study schools; two high-performing schools and two low performing schools based on a country preferred national test or examinations.

Table 2: Respondents and Data Collection Tools

Respondents	Questionnaire	Interviews	Observation[1]
School Board/Committee	✔	✔	
Parents	✔	✔	
Principals	✔	✔	
Teachers Year 1	✔	✔	✔
Teachers Year 4	✔	✔	✔
Teachers Year 6	✔	✔	✔
Other-Teachers Years 2, 3, 5, 7 & 8	✔	✔	

There were four versions of questionnaires, two to be used with respondents within schools (principals and teachers), and the other two for use with respondents within the community (parents and school committee members). Similarly, with the interview sheets with four versions; two used with individuals involved in the delivery of education within the schools, and two used with identified members of the community within which the school was situated.

Selected educational policy indicators were identified for checking practice through observation. These indicators formed the basis of the recording made by the observer on the observation record sheets. Trained Field Research Officers undertook the observation within the school. Observations were largely confined to the school, its condition, Years 1, 4 and 6 classrooms, and its resources. Observation was a form of verification of practice, and these recorded behavior, physical state, and proof of existence.

2.4.2 Contextualisation and Translation of Instruments

Contextualisation of the instruments and translations (both forward and backward) of instruments were undertaken by the MESC Research Team coordinated by the Samoa PaBER Coordinator. MESC also sought external expertise to undertake the forward translations of the questionnaires and interview questions as required and in accordance with the Samoa PaBER budget. The backward translation of the relevant DCI became the collective responsibility of the MESC Research Team and Research Specialist.

The observation guide did not have to be translated as it would be administered by a trained Field Research Officer (FRO) mainly for document and physical evidence verification as viewed within Years 1, 4 and 6 classrooms and physical school environment.

2.4.3 Finalisation and Validation of Instruments

Finalisation of data collection instruments was the collective responsibility of the research specialist, Samoa PaBER Coordinator and the MESC Research Committee as part of the advance planning and preparations before the pilot study.

The instruments were trialed in the pilot study Vaitele Primary School, a school that is not part of the research sample. Analysis of data from the pilot study informed and guided the finalization of instruments for the actual final study.

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[1]Document and resource verification only.

The post-pilot study finalisation and validation of data collection instruments was the collective responsibility of the research specialist, Samoa PaBER Coordinator and the MESC Research Committee as part of the final planning and preparations for the actual study.

2.5   ETHICAL CONSIDERATIONS

Permission to enter the pilot school and approval of the associated timetable for the field research was coordinated by the Samoa PaBER Coordinator with MESC.

All respondents were given an overview Information Sheet about the PaBER Study and consent forms for their consideration. The return of the signed consent form indicated that participants had read the information sheet and understood the procedures, that their questions were answered to their satisfaction, and that they freely chose to participate in the study. Also, at all times, the privacy, confidentiality and respect for participants were observed. See Appendix 6 for copies of the Information Sheet and Consent Forms.

2.6   DATA ORGANISATION

Data acquired through the field research required organisation for data entry purposes as well as data analyses. Each of the data collection tools were designed to facilitate data organisation.

The primary basis for data organisation is "policy domain". This retained compatibility and comparability with the data obtained from PaBER Component 2.

Data collection instruments grouped the items and focus of interest according to the policy domain most closely associated. All data collection tools comprised items which sought to expose some aspect of policy in practice. Therefore, all data collected were associated with one of the four policy domains under investigation.

2.7 DATA ANALYSIS

To ensure comparability in the outcome of the data analysis so as to allow for benchmarking to take place the regional PaBER team developed a data analysis and reporting framework (DARF) that all three countries were required to adopt/adapt. This ensured that the data structure used by each country would be similar yet flexible enough to allow for any contextualization to take place. In addition, there was opportunity for cross country consultation once the data from each country were captured and verified to agree on the details to be adopted when analyzing the data.

2.7.1 Policy Domain

The four policy domains are the source for data emerging from the field research. The following table (Table 3) shows the number of policy goals and indicators for each of the four policy domains.

2. 7.2 Process: From Data Collected to Extent Levels of Policy Implementation

Error! Reference source not found. illustrates the process undertaken for the data that was collected for each policy indicator (PI) of each policy goal (PG) beginning from compiling and collating the relevant data collected (initially captured in a customised consistent data format) from the 4 questionnaires, 4 interviews and 2 observation checklists through to data analysis and interpretation and triangulation of findings to determine an extent level and descriptive narrative for each PG for each of the four policy domains to answer the three research questions.

Table 3: Summary Count of Policy Goals and Indicators by Policy Domain

A	Policy Domains	Assessment Systems (AS)	Teacher Quality (TQ)	School Management & Governance (SMG)	Curriculum & Materials (CM)	Total
B	**Policy Goals**	3	7	7	6	23
C	**Policy Elements/ Indicators**	5, 3, 5, 5 (18)	3, 1, 2, 6, 10, 3, 2 (27)	5, 1, 2, 3, 3, 4, 6 (24)	10, 6, 12, 6, 1, 2 (37)	106
D	**Data Collected**	Q, I, O	Q, I, O	Q, I, O	Q, I, O	

2.7.3 General Classification Criteria for Extent Levels of Implementation

For cross-country benchmarking of the collected data, the general classification criteria that was used to describe the *extent* levels of policy implementation, based on a 4-point scale, is similar to those used in Component 2 (see 2014 Reports of Component 2). The general descriptions of each level are as shown in the box below. While these provided general guidelines for the formulations of the narrative statements, the actual statements were nonetheless, collectively informed by the content of the identified items and its relevant empirical data.

Latent	**Emerging**	**Established**	**Advanced**
Reflects policy not in place or limited engagement	Reflects some good practice; policy work still in progress	Reflects good practice, with some limitations	Reflects international best practice
	Insufficient elements	Have all the necessary elements in place	Go beyond what is necessary, even have more than what is needed

2.7.4 Narrative Statements

Narrative statements were developed for each policy indicator informed by the triangulated findings from the relevant empirical data for the PI from multiple sources.

2.7.5 Mapping of DCI Items to Policy Indicators, Goals and Domains

The analysis of data from multiple items which assessed each of the policy indicators (by policy goal and by policy domain) from across multiple sources, and subsequent triangulation of these findings, provided evidence to establish levels of connectedness between policies and practices.

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┌─────────────────────────────────────────────────────────────┐
│ Compile & collate relevant data collected from the 10 DCIs   │
│ for EACH Policy Indicator (PI) of EACH Policy Goal (PG)       │
└─────────────────────────────────────────────────────────────┘
          │
          ▼
┌─────────────────────────────────────────────────────────────┐
│ For each PI, triangulate findings from analyses of relevant   │
│ data collected from across multiple sources to develop a      │
│ narrative statement and to determine the PI's extent level    │
│ of implementation                                             │
└─────────────────────────────────────────────────────────────┘
          │
          ▼
┌──────────────────────────────┐
│ For each PG, determine an     │
│ overall Extent Level and      │
│ develop summative narrative   │
│ statements derived from those │
│ of the relevant PIs.          │
└──────────────────────────────┘
          │
          ▼
┌──────────────────────────────────────────────┐
│ For each policy domain (PD), develop overall   │
│ narrative summary statements and overall extent│
│ level derived from those of the relevant PGs.  │
└──────────────────────────────────────────────┘
          │
          ▼
┌──────────────────────────────┐
│ Synthesize main findings to   │
│ answer the 3 Research         │
│ Questions                     │
└──────────────────────────────┘
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Figure 2: Process from Data Collected to Main Findings

Provided in Appendix 3 is the completed mapping of items from the four questionnaires and four interviews and two observation checklists to the approved list of policy indicators in the four domains.

Data consisted of both qualitative and quantitative forms, with a predominance of qualitative data. Policy indicators represented by the items in the collection tools spanned all four policy domains.

SECTION 3: RESULTS

This section is organized into three parts with the first one presenting summaries of respondents and data collection instruments administered, with the second one on the two result templates by policy indicator and then by policy goal with the third part presenting a general statement about policy gaps.

3.1 Summary of Instruments Respondents

Table 4 provides the number of respondents per data collection instrument (DCI) that were administered and collected in the final study. A total of 1450 DCIs were collected of which 742 (51%) were questionnaires, 503 (35%) were interviews and the rest, 205 (14%) were from observation checklists.

Out of the 742 questionnaire respondents, 503 (68%) of them were interviewed and about 159 classrooms were observed for document verification from 46 schools.

Table 4: Summary of Data Collection Instruments Completed by Type of Respondents

Data Collection Instruments (DCI)	Principals	Teachers (Years 1, 4 & 6) and Other-Teachers (Years 2, 3, 5, 7, & 8)	School Committee members	Parents (Years 1, 4 & 6 Students)	TOTAL
Questionnaires	45	285	110	302	742
Interviews	46	197	90	170	503
Observation School	46				46
Observation Classroom		159			159
Total DCI Respondents					1450

3.2. Policy Indicator and Policy Goal Result Templates

Two types of general result templates are used below to present Samoa's outcomes and main findings of data analysis.

The first template presents the results of analysis at the policy indicator level to include a narrative description for each PI for each PG across the four PD.

The second template is an overview one at the policy goal level to include an overall summary narrative and an overall extent level for each PG across the four domains.

These two templates present the triangulated findings based on the triangulation of data from multiple items as in the mapping matrix in Appendix 3.

3.2.1 Summary Narrative Statements by Policy Indicators

The following narrative statements are based on triangulated findings from analysis of empirical data from multiple sources as illustrated by the mapping matrix in Appendix 8.

Reference #	ASSESSMENT SYSTEMS (AS)
AS.PG1	**What are the reporting mechanisms for classroom assessment?**
AS.PG1.1	Is the school required to report on individual pupil performance? **Description** Less than half principals and teachers said they were aware of the national assessment policy framework and that they reported individual pupil performance as written feedback on students' work, to whole class and supported by less than half the parents, child's assessment results were also reported through end of term and end of year reports.
AS.PG1.2	Does the reporting mechanism emphasise Assessment for Learning? **Description** The reporting is mainly percentage of marks achieved and rank in subjects and/or class.
AS.PG1.3	Is classroom assessment reported to parents? **Description** Classroom assessment are reported to parents via marks and comments on homework and student class work with child's progress to date via parent-teacher interviews.
AS.PG1.4	Is classroom assessment reported as feedback to pupils? **Description** As comments on students' work and marks on tests and exams.
AS.PG1.5	Does the school emphasise the distinction between using assessment information for summative purposes and for formative or intervention purposes? **Description** Assessment information collected by the majority of teachers were mainly for ranking purposes with inconsistent use for formative or intervention purposes.

AS.PG2	What is reported?
AS.PG2.1	Pupil learning achievement?
	Description
	Pupil achievement was mainly recorded as marks in a test or exam.
AS.PG2.2	Pupil progress in achievement?
	Description
	Pupil progress in achievement was consistently recorded as marks.
AS.PG2.3	Pupil marks or grades?
	Description
	Marks or grades were consistently used by the vast majority of teachers.
AS.PG3	**Is there any monitoring of the quality of classroom assessment?**
AS.PG3.1	Is there any monitoring of the quality of classroom assessment?
	Description
	There was little to no evidence available to indicate the monitoring of the quality of classroom assessment. Most common were regulars submissions of lesson plans to principal including records of summative assessments
AS.PG3.2	Is quality monitored through Ministry inspection?
	Description
	The quality of classroom assessment for the majority of teachers was consistently monitored through inspection of submitted lesson plans and mark books in addition to periodic checks by the principal and/or infant supervisor
AS.PG3.3	Does the school have a quality monitoring mechanism?
	Description
	The majority of principals monitored teachers' work through observations and assessing submitted teacher plans.
AS.PG3.4	Does quality focus on instrumentation?
	Description
	For most teachers a variety of ways of assessing students were practiced

AS.PG3.5	Does quality focus on purpose and delivery?	
	Description	
	For most teachers and principals quality of classroom assessment was dependent on purpose of why it was done	
AS.PG4	**Does assessment play an important role in Literacy and Numeracy acquisition?**	
AS.PG4.1	Does classroom assessment form an integral part of the strategy for promoting the acquisition of numeracy?	
	Description	
	Many teachers consistently used classroom assessment as a means of identifying where students in relation to the material being covered in literacy	
AS.PG4.2	Does classroom assessment form an integral part of the strategy for promoting the acquisition of literacy?	
	Description	
	Many teachers consistently used classroom assessment as a means of identifying where students in relation to the material being covered in numeracy	
AS.PG4.3	Does the assessment system employed by the school distinguish between assessment for learning and assessment of learning?	
	Description	
	Assessment conducted in more than half of the schools were basically summative for ranking students and for reporting at end of term or annually	
AS.PG4.4	Does the school promote assessment for learning as a strategy for promoting the acquisition of literacy and numeracy?	
	Description	
	Assessment for learning was inconsistently practiced by the majority of teachers as demonstrated by little to no evidence cited in the classrooms	
AS.PG4.5	Does the school encourage pupil engagement in the assessment process?	
	Description	
	Pupil engagement in the assessment process was not evident for the majority of teachers and principals	
	TEACHER QUALITY (TQ)	
TQ.PG1	**Setting Clear Expectations for Teachers**	
TQ.PG1.1	Are there standards for what students must know and be able to do?	
	Description	

		The Curriculum Statements clearly stated the Learning Outcomes that should be achieved by students at the different levels. There were clear expectations as to what students should know and what teachers should teach.
	TQ.PG1.2	Are the tasks that teachers are expected to carry out officially stipulated? **Description** Teaching duties and responsibilities were clearly stipulated by policy (Staffing Manual) but the efficient and effective extent of implementation of duties remained a challenge.
	TQ.PG1.3	Do teachers' official tasks include tasks related to instructional improvement? **Description** Teachers official tasks included those related to instructional improvement but this remained a challenge with student achievement remaining below par.
TQ.PG2		**Attracting the best into teaching**
	TQ.PG2.1	How many pupils are there per teacher? **Description** Rural and urban schools appeared to operate on different ratios, that is, rural Schools 1:30; Urban Schools 1:50
TQ.PG3		**Preparing Teachers with Useful Training and Experience**
	TQ.PG3.1	Do teachers receive adequate training in the delivery of sound pedagogy for numeracy acquisition? **Description** Teachers did not receive adequate training for the delivery of sound pedagogy for numeracy acquisition for the new primary curriculum. Targeted invention to address students struggling in numeracy remained a challenge.
	TQ.PG3.2	Do teachers receive adequate training in the delivery of sound pedagogy for literacy acquisition? **Description** Teachers did not receive adequate training for the delivery of sound pedagogy for literacy acquisition. Targeted invention to address students struggling in literacy remains a challenge.
TQ.PG4		**Matching Teachers' Skills with Students' Needs**
	TQ.PG4.1	Do teachers demonstrate sound pedagogy for numeracy acquisition? **Description** Teachers did not demonstrate sound pedagogy for numeracy acquisition.

TQ.PG4.2	Do teachers demonstrate sound pedagogy for literacy acquisition?
	Description
	Teachers did not demonstrate sound pedagogy for literacy acquisition.
TQ.PG4.3	Do teachers demonstrate awareness of pupil needs in the development of numeracy?
	Description
	Teachers did not demonstrate a deep awareness of pupil needs in the development of numeracy and lacked the ability to identify the child's development needs in numeracy
TQ.PG4.4	Do teachers demonstrate awareness of pupil needs in the development of literacy?
	Description
	Teachers did not demonstrate awareness of pupil needs in the development of literacy and lacked the ability to identify the child's development needs in literacy.
TQ.PG4.5	Does the principal provide guidance for curriculum and teacher-related tasks?
	Description
	The principal provided to teachers guidance for curriculum and teacher-related tasks but lacked in-depth knowledge and confidence of the curriculum to provide continuous guidance.
TQ.PG4.6	Does the principal evaluate teacher performance?
	Description
	The majority of principal evaluated teacher performance as part of the schools Professional Development programmes by observing teaching lessons and providing feedback to the teacher on gaps in teacher practices. The evaluation by the Principal fed into the Teachers Portfolio which formed part of teachers' performance appraisals.
TQ.PG5	**Monitoring Teaching and Learning**
TQ.PG5.1	Does the teacher include assessment as a tool for promoting the acquisition of numeracy?
	Description
	Many teachers did not include assessment as a tool for promoting the acquisition of numeracy. The uses of Formative and Summative assessments were not consistent and therefore gaps in student learning of numeracy were not addressed. Development of effective and efficient assessment tools also remained a challenge.

TQ.PG5.2	Does the teacher include assessment as a tool for promoting the acquisition of literacy?
	Description
	The teacher did not include assessment as a tool for promoting the acquisition of numeracy. The uses of Formative and Summative assessments were not consistent and therefore gaps in student learning of numeracy were not addressed. Development of effective and efficient assessment tools also remained a challenge.
TQ.PG5.3	Are teachers trained to assess student achievement?
	Description
	Teachers had limited to no access to training on how to effectively assess student achievement. Adopting varied strategies to address gaps in student achievement remained a challenge.
TQ.PG5.4	Are national large scale examinations used to monitor education quality levels?
	Description
	National large scale examinations were used to monitor education quality levels. The question though remained on the validity and credibility of the assessment tool in measuring student achievement.
TQ.PG5.5	Are student national assessment findings disseminated to teachers and/or used to provide guidance to underperforming teachers and schools
	Description
	National Assessment results were disseminated to schools but these were not used extensively to plan and address learning gaps.
TQ.PG5.6	Are student assessments used to inform teaching lesson plans and instructional practices?
	Description
	Student assessments were used to inform teaching lesson plans and instructional practices to meet student needs.
TQ.PG5.7	Are teachers required to participate in evaluations? (? performance evaluation?)
	Description
	Teachers were encouraged to reflect on their teaching and had the opportunity to do so as part of self-assessed performance appraisals.
TQ.PG5.8	Do authorities (national, sub-national or local) monitor teacher performance?
	Description
	Central Authority monitors teacher performance

TQ.PG5.9	Are classroom observations part of teacher assessment systems?
	Description
	Classroom observations formed part of teacher assessment systems such as for their performance appraisals
TQ.PG5.10	Are a variety of criteria (subject matter knowledge, teaching methods, student assessment methods, students' academic achievement) used to assess teacher performance?
	Description
	A variety of criteria were used to assess teacher performance as specified in the teachers' professional standards.
TQ.PG6	**Supporting teachers to improve instruction**
TQ.PG6.1	Do teachers participate in professional development?
	Description
	Teachers participated in professional development at national, district and school levels.
TQ.PG6.2	Does professional development include activities that may promote best-practice sharing?
	Description
	PD often included activities that promote best-practice sharing of information and new ideas through group presentations and group discussions
TQ.PG6.3	Does professional development provide opportunities for analysis of instructional practice?
	Description
	Opportunities for analysis of instructional practice were embedded as part of PD activities through role-playing and critiquing of presented models of teaching and learning
TQ.PG7	**Motivating Teachers to Perform**
TQ.PG7.1	Are there programs to support the development of leadership skills?
	Description
	Leadership and Management programs were conducted for all principals. However, the challenge was to offer these at appropriate times to ensure that incoming or aspiring school leaders had the opportunity at the beginning of their tenure or if planning to be a school leader.

	SCHOOL MANAGEMENT and GOVERNANCE (SG)
SG.PG1	**Support for school leadership**
SG.PG1.1	Has the Educational Authority developed standards for school leaders? **Description** The Samoa Ministry of Education, Sports and Culture has developed Leadership standards for school Principals particularly for Government Schools.
SG.PG1.2	Does the Educational Authority provide professional training for aspiring school leaders? **Description** The Teacher Development Division, Curriculum Material Development Division and School Operations within the MESC have provided professional trainings for aspiring school leaders over the years.
SG.PG1.3	Does the Educational Authority provide professional training for new school leaders? **Description** The Teacher Development & Advisory (TDAD), Curriculum & Material Development (CMD), School Operation Divisions (SOD) of the Samoa Ministry of Education, Sports and Culture have over the years conducted professional training for new school leaders.
SG.PG1.4	Does the Educational Authority provide in-service support to school leaders? **Description** The majority of Government school leaders are provided with in-service support from MESC.
SG.PG1.5	Is there a system in place to monitor and support the performance of school leaders? **Description** The Monitoring, Evaluation and Review Division have the Appraisal system in place to monitor the performance of school leaders. With school leaders in contract position this system has been very effective in its implementation. The appraisal results is then transfer to the TDAD, CMD and SOD divisions to provide the appropriate support for school leaders.

	School and student assessment
SG.PG2	**Use of school assessments for making school adjustments**
SG.PG2.1	Is the school obligated to use school assessments to make pedagogical, personnel, and operational adjustments? **Description** According to the (National Assessment Policy Framework) NAPF, results of school assessments should be used to make improvements and adjustments for the school in all areas however, most schools do not implement this policy in the school level.
SG.PG3	**Existence and frequency of standardized student assessments**
SG.PG3.1	Are there any standardized tests used to assess students? **Description** SPELL 1 for Year 4, SPELL 2 for Year 6 and SPECA for year 8 are national exams that is used yearly to assess the level of literacy and numeracy for all students both Government, mission and private schools.
SG.PG3.2	What is the coverage of standardized student assessments? **Description** All schools in Samoa are examined using the three national standardized examinations mentioned above (SG.PG3.1).
SG.PG4	**Use of standardized student assessments for pedagogical, operational, and personnel adjustments**
SG.PG4.1	Is the school obligated to use standardized student assessments to make pedagogical, personnel, and operational adjustments? **Description** All schools should use SPELL 1, SPELL 2 and SPECA to make school overall adjustments, however there was minimal evidence to prove that this is practiced in the school level.
SG.PG4.2	If yes, who is mandated to analyze standardized student assessments results? **Description** The MESC is mandated to analyse standardized student assessments results using systems in place.
SG.PG4.3	Who is mandated to receive standardized student assessments results and recommendations? **Description** All Principals, teachers, students and parents.

	Accountability
SG.PG5	**Accountability guidelines for student assessments**
SG.PG5.1	Are there any guidelines for the use of results of student assessments? **Description** A guideline in the use of student assessments results is stipulated in the NAPF document.
SG.PG5.2	How are the guidelines for the use of results of student assessments made available? **Description** This NAPF document is made available to all Principals and Teachers.
SG.PG5.3	Can the school council or parents use the guidelines to demand accountability? **Description** Yes if they request for the document but evidence shows that they normally do not ask for the NAPF document and have no knowledge of it.
SG.PG6	**Pedagogical autonomy**
SG.PG6.1	Who has the legal authority to choose textbooks for the school? **Description** The CMD Division through Curriculum Officers of each subject as well as the Principals and Teachers.
SG.PG6.2	Who has the legal authority to determine teaching and learning materials for the school? **Description** The CMD Division through Curriculum Officers of each subject as well as the Principals and Teachers.
SG.PG6.3	Who has the legal authority to determine course content for the curriculum? **Description** The MESC through the CMD division.
SG.PG6.4	Who has the legal authority to decide which courses are offered? The MESC through the CMD division.

	CURRICULUM & MATERIALS (CM)
CM.PG1	**Do you have curriculum documents in the school?**
CM.PG1.1	For all primary years? **Description** Currently the Samoan Bilingual new curriculum has in place all curriculum statements for all the primary levels. These are now being used throughout the schools in all levels and for both missions and privates except for only few maybe two of them whom currently having other or their stand-alone curriculum statements based on other country.
CM.PG1.2	For all subjects? **Description** Samoa has curriculum documents in place for all subjects and using a bilingual approach in its new Curriculum. This is line with the current goal of primary curriculum where the expectation of all students is; 'to ensure that all students must achieve acceptable standards in all subjects and in order for all schools to establish the high expectations for all students' (NCPF, 2010p. 5).
CM.PG1.3	For English Literacy? **Description** Samoa has strongly emphasised the value for literacy and from our language policy and within the English as learning areas in the new Curriculum for English has in its goal for 'all students to be equally competent in both language. However, for English and literacy it requires that literacy is used as a means of instruction as well as the learning of features of the English language that is incorporate into the teaching of the subject. Thus English need to use English as a literacy tool for them to enable to read , write, listen and speak to understand, to process information, and to communicate it in ways appropriate for different purposes.
CM.PG1.4	For Vernacular Literacy? **Description** Similar to the English, students to be equally competent in Samoan which requires them to understand the language use as a means of instruction as well as the learning of different features of the Samoan language. Students who are truly bilingual have the advantage of operating both socially and conceptually in either language and be able to read, write, listen, speak to understand as what the English language has stated. Overtime, Samoan will be used as the shared medium of instruction in primary schools and the teaching methods used to develop literacy skills should be based on the best research evidence available (NCPF, 2010p.8).

CM.PG1.5	For Numeracy?
	Description
	The study of Mathematical concepts and processes is the search for patterns and relationships. It involves the ability to calculate, to estimate, and to reason logically and solve problems. It deals with application of mathematics both to the physical world and to the more abstract social, economic, culture and political context in which students have to operate.
CM.PG1.6	Are documents current editions?
	Description
	All documents are current and have been implemented since 2013 and has been roll out to the schools with new editions in place for the smooth operation of the new primary curriculum.
CM.PG1.7	Are current editions readily available for English Literacy?
	Description
	For Samoa, literacy is integrated in almost all levels of the new primary curriculum. Documents have been readily available, published and distributed annually to all primary schools including missions, private and government schools. In addition, schools can access electronic copies of curriculum documents from the SchoolNET web page developed by MESC.
CM.PG1.8	Are current editions readily available for Vernacular?
	Description
	For Samoa, vernacular is integrated in almost all levels of the new primary curriculum. Documents have been readily available, published and distributed annually to all primary schools including missions, private and government schools. In addition, schools can access electronic copies of curriculum documents from the SchoolNET web page developed by MESC.
CM.PG1.9	Are current editions readily available for Numeracy?
	Description
	For Samoa, numeracy is integrated in almost all levels of the new primary curriculum. Documents have been readily available, published and distributed annually to all primary schools including missions, private and government schools. In addition, schools can access electronic copies of curriculum documents from the SchoolNET web page developed by MESC.

CM.PG1.10	Do curriculum documents specify learning outcomes for particular Year levels? **Description** Learning areas are broad categories of knowledge, within which related skills understanding and values are developed. In the current bilingual primary curriculum, they organised related areas of learning into broad groupings, in order to achieve a broad and balance education, students are expected to study all seven study areas from year 1 to year 11 with some specialisation thereafter. The focus in each learning areas, is on the attainment of key learning outcomes that outline what student are expected to know, be able to do and are expected to value. All these learning outcomes are well documented in these curriculum statements.
CM.PG2	**Are curriculum documents comprehensive in their design?**
CM.PG2.1	Do curriculum documents provide clear guidelines on what is to be taught? **Description** Curriculum documents guidelines of what to be taught by teachers are clear and easy to understand. It is very important that the curriculum has been developed as a continuum from year 1 to year 8 which clearly links between the various stages of schooling as outline in the current curriculum, therefore it provides a current clear guidelines on what the curriculum expectations and what is to be taught.
CM.PG2.2	Do the curriculum documents specify the sequence of topics or skills to be taught? **Description** Within the current curriculum, there is clear progression and sequence of topics taught from one level to another and it sets a clear progression from each subject as it progresses to a higher level. That is incorporated within a matrix that has been developed prior to its implementation.
CM.PG2.3	Do the curriculum documents specify time allocated to specific topics? **Description** As evident from schools, there are annual plans been displayed on the walls to show the teachers daily, unit, and the yearly plans for them to follow. It also set the different topics to be covered from term 1 to term 4.
CM.PG2.4	Do the curriculum documents make clear all expected learning outcomes? **Description** It has been written and clearly documented within the current curriculum statements for all subjects and all year levels for teachers to refer to and base their teaching and lesson planning.

CM.PG2.5	Does the English Literacy curriculum document make clear all expected learning outcomes?
	Description
	It is evident that the English curriculum has clearly outlined all expected learning outcomes and these outcomes are relevant to the design of integrated units and it should indicate which outcomes are being covered within the units. Through this process, the English curriculum documents has the capacity to ensure relevant outcomes for literacy are addressed overtime and it is evident in several schools implementing programs related to literacy such as for example; literacy weeks, English days, speech competitions, impromptu speech and many others.
CM.PG2.6	Does the Numeracy curriculum document make clear all expected learning outcomes?
	Description
	It is evident that the Numeracy curriculum has clearly outlined all expected learning outcomes and these outcomes are relevant to the design of integrated units and it should indicate which outcomes are being covered within the units. Through this process, the English curriculum documents has the capacity to ensure relevant outcomes for numeracy are addressed overtime and it is evident in several schools implementing programs related to numeracy.
CM.PG3	**Do curriculum documents carry sections of advice for teachers?**
CM.PG3.1	Do the curriculum documents suggest teaching strategies for particular topics?
	Description
	Within the curriculum statements, there are advisory sections integrated that particularly focus on strategies for teachers to use as guideline towards planning and implementing lessons. For example, for primary students, the study of social sciences, will involve stories, drama and begin with the understanding of themselves, their families and local communities, this will allow teacher to focus on setting relevant countries to use as case studies and for particular topics as a suggestion for teaching strategies.
CM.PG3.2	Does the English Literacy document suggest teaching strategies for particular topics?
	Description
	It is evident that the teaching methods for students will initially through conversational English and will be used as the share medium of instruction in primary schools and within these documents, teaching methods are in place to be used by the teachers to develop literacy skills such as reading, writing, listening and communicate in ways appropriate for different purposes. It also include processing information, developing concepts and forming generalizations and using the English language to explore new areas of knowledge as suggestions for teaching strategies in particular topics.

CM.PG3.3	Does the Vernacular Literacy document suggest teaching strategies for particular topics? **Description** Similar to the English, Samoan as a language subject has included an advisory section that will inform the teachers for related strategies in order to teaching particular topics. And both Samoan and English will be used as shared medium of instructions in primary schools.
CM.PG3.4	Does the Numeracy document suggest teaching strategies for particular topics? **Description** The study of mathematics requires the teacher to have the ability to calculate, estimate, and to reason logically and solve problems. It deals with the application of mathematics both to physical world and the more abstract context in which students have to operate, therefore, the curriculum documents for mathematics inform the teacher to use necessary tools and practical applications in these areas, and also provide a framework for deciding what is underlying mathematical concepts skills and processes students should acquire.
CM.PG3.5	Do the curriculum documents carry exemplars of responses that meet the stated learning outcomes? **Description** Curriculum documents have exemplars of responses however it was evident that the majority of teachers found it difficult to understand this area. Familiarization programs to introduce the new curriculum had been conducted , which focused on how to use different year level standards and learning outcomes provided to inform their planning and design of activities to progress students towards the achievement of their learning outcomes.
CM.PG3.6	Does the English Literacy document carry exemplars of responses that meet the stated learning outcomes? **Description** The English Literacy document have exemplars of responses that meet the stated learning outcomes for the student progression for the teacher to follow and use as guidelines
CM.PG3.7	Does the Vernacular Literacy document carry exemplars of responses that meet the stated learning outcomes? **Description** All these are well documented in the curriculum as for the Samoan as well
CM.PG3.8	Does the Numeracy Literacy document carry exemplars of responses that meet the stated learning outcomes? **Description** Similar to the numeracy as well

CM.PG3.9	Do the curriculum documents carry advisory notes on intervention?
	Description
	While the vast majority of students can be assisted with additional support as part of their regular classroom experience, a large number of students required ongoing specialist support and access to highly specialised programs and facilities. These require development of differential programs to meet the diverse needs of all students. As stated in the curriculum all programs should have intervention strategies build into them to assist those students whose development is of concern. This is especially needed in the early years where foundation skills in literacy and numeracy are developed. Such programs should operate within the spirit of accelerating development and not on a deficit model of intervention. Therefore, it was evident that these documents carry advisory notes on intervention for teachers to use as guidelines.
CM.PG3.10	Does the English Literacy document carry advisory notes on intervention?
	Description
	It is evident that it is well documented in the curriculum and similar to the vernacular.
CM.PG3.11	Does the Vernacular Literacy document carry advisory notes on intervention?
	Description
	Yes, it helps the teachers to develop vernacular literacy in the teaching of the Samoan language.
CM.PG3.12	Does the Numeracy document carry advisory notes on intervention?
	Description
	Very similar to English literacy and other learning areas because it guides the teacher to provide interventions for students to progress.
CM.PG4	**Are curriculum support materials available?**
CM.PG4.1	For all primary years?
	Description
	Curriculum documents are in place but support materials is the number one problem faced by teachers out in the field. Even with the available ones bought under the school grant, teachers are not fully incorporating their use into their teaching, learning and assessment activities. Furthermore, the ministry does not have the funds to develop text books or student books to support the new curriculum.

CM.PG4.2	For all subjects?
	Description
	No, not at all. It is up to the teacher but only the curriculum statements and some teacher manuals that are utilize by them in their daily work. Therefore, text books are urgently needed to back-up teaching.
CM.PG4.3	Are support materials available for the **current version** of the curriculum?
	Description
	Its only the teachers' manual and the curriculum statement are available but no other support materials. Therefore it is a need.
CM.PG4.4	Are support materials available for the **current version** of the English Literacy curriculum?
	Description
	Very few to no support materials are available for the current version of the English Literacy curriculum.
CM.PG4.5	Are support materials available for the **current version** of the Vernacular Literacy curriculum?
	Description
	Not at all, similar to English but strongly needed resource and support materials.
CM.PG4.6	Are support materials available for the **current version** of the Numeracy curriculum?
	Description
	Yes, some materials are provided by the Japanese program for the improvement of mathematics (IPMS) 2013 and still ongoing. But otherwise, similar problems.
CM.PG5	**Are written curriculum support materials reviewed in tandem with the curriculum?**
CM.PG5.1	Are support materials aligned with the current curriculum?
	Description
	Only the curriculum documents and manuals align very well but other support materials are lacking.

CM.PG6	Are there areas of the current curriculum that require improvement?
CM.PG6.1	Have you identified areas of the Literacy curriculum that require improvement? **Description** Some learning areas, teachers find very difficult to understand the terminologies in which the level of these materials are written and needs modifications.
CM.PG6.2	Have you identified areas of the Numeracy curriculum that require improvement? **Description** More text book needed and more Professional developments for teachers are strongly needed.

3.2.2 Summary Narrative Statements and Extent Implementation Levels by Policy Goals

The following narrative statements for each policy goal of the four domains are based on those of the relevant policy indicators presented above in the last section.

Reference #	ASSESSMENT SYSTEMS (AS)	
AS.PG1	**What are the reporting mechanisms for classroom assessment?**	**Goal E/Level**
	Summary Description *While there are some systems in place to inform assessment planning, there is a lot of inconsistency across schools on implementation, the level of teacher understanding of the role of assessment in teaching and learning, and how these assessment mechanisms should inform practice at classroom level. Student results are communicated to parents mainly at either the end of term or end of year through student reports.*	●●○○
AS.PG2	**What is reported?**	**Goal E/Level**
	Summary Description *Mechanisms for reporting student progress vary from school to school and assessment results are mainly used for ranking students. Planning assessments and communicating of assessment results are predominantly summative focused.*	●●○○
AS.PG3	**Is there any monitoring of the quality of classroom assessment?**	**Goal E /Level**
	Summary Description *Over half the schools used exam/test and collection of students work throughout the year to determine student grades. Majority of teachers used in addition assessment tasks and assignments to assess student performance. However, most of the records cited indicate summative uses of these to rank and grade students. Little to no evidence that student portfolios and running records were used consistently across the majority of the schools.*	●●○○
AS.PG4	**Assessment and its role in literacy and numeracy acquisition**	
	Summary Description *Planning assessments and communicating of assessment results are predominantly summative focused. The emphasis on the portfolio system as part of the assessment processes is well in place in some schools but ineffective in others. Very little evidence of systematic record keeping for monitoring learning in the classroom.*	●●○○

AS.PG4	Does assessment play an important role in Literacy and Numeracy acquisition?	Goal E/Level
	Summary Description *Classroom assessment forms an integral part of the strategy for promoting the acquisition of numeracy and literacy. Assessment of students is a continuous process implemented in schools. However, whilst the majority of teachers practise 'assessment of learning' for ranking students, there is very little evidence that 'assessment for' and 'assessment as' learning and encouragement of pupil engagement in the assessment process is practised.*	●●○○
	TEACHER QUALITY (TQ)	
TQ.PG1	Setting Clear Expectations for Teachers	Goal E /Level
	Summary Description *There are clear expectations in the guiding documents as to what students should know and what teachers should teach but the efficient and effective use and application of the curriculum vary between districts and schools. While the majority of teachers understand the need to include tasks related to instructional improvement, the use of varied methods that are student-centred remain limited.*	●●○○
TQ.PG2	Attracting the best into teaching	Goal E /Level
	Summary Description *The majority of teachers have teaching qualifications at the Diploma level. Half of teachers have classes above the approved 1:30 teacher student ratio, particularly in urban Government Schools exceeding what is stipulated the Minimum Service Standards for Schools.*	●●●○
TQ.PG3	Preparing Teachers with Useful Training and Experience	Goal E /Level
	Summary Description *While the majority of Teachers (over 80%) receive in-service training, most do not specifically address the targeted areas required for literacy and numeracy there is little or no evidence that these are planned in advance or structured to specifically address school achievement results on literacy and numeracy. Transfer of training remains a challenge.*	●●○○

TQ.PG4	**Matching Teachers' Skills with Students' Needs**	Goal E /Level
	Summary Description	●●○○
	Majority of Teachers (over 70%) demonstrate sound pedagogy for numeracy and literacy with 80% also demonstrating awareness of methods to identify pupil needs in numeracy and literacy. There is some evidence of principal and/or senior staff monitoring at the school level.	
TQ.PG5	**Monitoring Teaching and Learning**	Goal E /Level
	Summary Description	●●○○
	The use/s of Formative and Summative assessments is not consistent with the majority of teachers using summative assessments. Development of effective and efficient assessment tools also remain a challenge. Adopting varied strategies to address gaps in student achievement remains a challenge. National Assessment results are disseminated to schools but these are not used extensively to plan and address learning gaps.	
TQ.PG6	**Supporting teachers to improve instruction**	Goal E /Level
	Summary Description	●●○○
	Teachers are required to participate in professional development but the majority of teachers do not receive this on an on-going basis. There is little evidence that school-based professional development are planned in advance or structured to specifically address school achievement results on literacy and numeracy.	
TQ.PG7	**Motivating Teachers to Perform**	Goal E /Level
	Are there programs to support the development of leadership skills?	●●○○
	Summary Description	
	Majority of School Principals have not received any formal training in school leadership and management. There is some evidence of principal and/or senior staff monitoring at the school level but this is not consistent.	

	SCHOOL MANAGEMENT and GOVERNANCE (SG)	
SG.PG1	**Support for school leadership**	**Goal E /Level**
	Support for school leadership **Summary Description** *School leadership and mentoring workshops have been offered for a number of school principals. Leadership Standards are available. However, the high turnover of principals(retiring or exiting) or new appointments mean that there are some who have not had this opportunity.*	●●○○
	School and student assessment	
SG.PG2	**Use of school assessments for making school adjustments**	**Goal E/Level**
	Is the school obligated to use school assessments to make pedagogical, personnel, and operational adjustments? **Summary Description** *Not all principals and teachers are fully aware of SNAPF and even fewer refer to it for guidance in designing whole school strategies and/or classroom assessment. Little evidence to indicate the existence of school assessment plans except for tests, term and yearly exams. There is however evidence that many teachers are aware of SPELL tests and the need to tailor their teaching and assessment to address school results*	●●●○
SG.PG3	**Existence and frequency of standardized student assessments**	**Goal E/Level**
	Summary Description *SPELL results (Years 4 and 6) are made available to schools and guidance is provided through ministry workshops at district and national levels for awareness and targeted development of school-based PD.*	●●●○
SG.PG4	**Use of standardized student assessments for pedagogical, operational, and personnel adjustments**	**Goal E/Level**
	Summary Description *National tests are analysed at MESC. All schools receive copies of their school results which are then used to design intervention strategies and inform operational, and personnel adjustments.*	●●○○

	Accountability	
SG.PG5	**Accountability guidelines for student assessments**	**Goal E/Level**
	Summary Description *SNAPF provides guidelines for the use of student assessment results The majority of board/committee members and parents are not aware of these guidelines. Teachers report student assessment results back to parents through reports, student written work and parent:teacher interviews.*	●●●○
SG.PG6	**Pedagogical autonomy**	**Goal E/Level**
	Summary Description *The decision to decide textbooks for the school, determine teaching and learning materials and content to be taught is done by MESC. Schools however can choose to purchase additional support materials using their school grant.*	●●○○
SG.PG7	**Participation of the School Council**	
	Summary Description *The role of School Board/Committees and PTA is pretty consistent with the majority of government schools being mainly confined to financial and school environment matters with little to no engagement at all in teaching, learning and assessment matters. In contrast for some mission and all private schools their boards are more engaged in assessment and intervention strategy decision making.*	●●●○
	CURRICULUM & MATERIALS (CM)	
CM.PG1	**Do you have curriculum documents in the school?**	**Goal E/Level**
	Summary Description *Almost all schools have copies of the new primary curriculum statements in all subjects but limited number and incomplete sets of teacher manuals for all subjects in many of the schools.*	●●○○
CM.PG2	**Are curriculum documents comprehensive in their design?**	**Goal E/Level**
	Summary Description *The new primary curriculum documents are comprehensive in their design providing clear guidelines on what is taught, how to sequence topics, and make clear learning outcomes in both Literacy and Numeracy. However, because of limited copies and incomplete sets available to most teachers, teaching the new curriculum is challenging or not at all.*	●●●○

CM.PG3	Do curriculum documents carry sections of advice for teachers?	Goal E/Level
3	**Summary Description** *New curriculum documents have sections of advice for teachers including examples of student responses and activities that when completed by students meet the stated learning outcomes. A number of teachers reported that these sections are helpful for their planning and that students liked doing the activities.*	●●●○
CM.PG4	**Are curriculum support materials available?**	Goal E/Level
	Summary Description *Most of the schools purchase literacy and numeracy resources and materials using their School Grant. However, not all schools fully utilise these resources in their classrooms and/or incorporate them in their planning for teaching and learning claiming the language used is too difficult despite having had some workshops on it.*	●○○○
CM.PG5	**Are written curriculum support materials reviewed in tandem with the curriculum?**	Goal E/Level
	Summary Description *Only purchased resources from the school grant are currently available but how to effectively use these in planning for teaching, learning and assessment is the challenge. The new primary curriculum was introduced in schools in 2013 however national- , district and/or school-led development of curriculum support materials remains a challenge.*	●●○○
CM.PG6	**Are there areas of the current curriculum that require improvement?**	Goal E/Level
	Summary Description *Most teachers find the literacy and numeracy curricula challenging given its student-centred focus and need to implement process outcomes along with knowledge and skills ones. Most teachers prefer to work with the Samoan version of curriculum documents.*	●●○○

3.3 Identification of Policy Gaps

Component 2 of PaBER had researched the existence of a full range of educational policies in four target domains using specially adopted or developed tools. General findings indicated that policy implementation fell primarily into one of four categories:

I.   Policy which was documented and which was regarded as currently practiced
II. Practices which were regarded as policy-driven though no policy was actually documented
III. Policy which was documented though not policed or practiced
IV. Areas where policy was warranted but neither policy nor practice existed

The field research attempted to identify any gaps in practice, which were associated with any one of the above categories.

The main findings at the policy indicator and policy goal levels demonstrated that, with empirically derived ratings of implementation levels ranging from latent up to established levels and none at advanced level, the majority of practices where policy existed (categories I, II and III) implied that their implementations were not according to policy intent due to a variety of factors from lack or limited knowledge of their intent or existence.

SECTION 4. MAIN FINDINGS & RECOMMENDATIONS

This section is in two parts; first the presentation of main findings from the empirical data analysed as answers to the three research questions and the second part are the recommendations based on the main findings to indicate areas that need addressing.

4.1 Main Findings

Research Question 1

How are the system policies on student assessment, school-governance and management, teacher quality and curriculum/materials being implemented at the school level?

The centrally-developed (system) policies identified in each of the targeted domains were being implemented at the school level at different levels ranging from latent through to emerging and established. All principals and teachers have varying levels of awareness, understanding and practices of system policies. Policies relating to assessment systems were mostly rated emerging as despite availability of the national assessment policy framework, its implementation to inform school-wide practices was limited. Many adopted school practices as advised by their school leaders (principals and/or senior teachers) without necessarily being aware of relevant guiding policies. These practices were oftentimes continuation of their own experiences and/or passed down as instructions and/or plans from more senior teachers. Similarly, for policies relating to teacher quality in terms of rating and practices on the ground at school level. There were clear expectations for teachers with available teacher development opportunities targeting specific areas of teaching and learning school needs but school practices and assessment results demonstrated partial implementation of the full intent of policies. Established ratings of reporting of assessment results, were mainly confined to summative assessment and working school committees, were mostly related to only school environment and fundraising

involvements. For curriculum materials policy, ratings ranged from latent with limited availability of current supporting materials to emerging and established with other policy indicators such as, on one hand, the availability of school grant bought support materials and pedagogical challenges of student-centred learning and, on the other hand, established practices given comprehensively designed curriculum documents with clear advice to teachers.

Research Question 2

What were some of the context specific dynamics that affected the way policies identified in 1 above are being implemented and the way the system worked at the school and community level?

Evidence showed that whilst policy documents may exist and/or found at the school principal's office, the majority of teachers were not necessarily aware of them and/or fully conversant with their intent. Where principals and/or senior leaders had been at the school for some time, evidence showed that practices were often a continuation of what worked or was practised before and/or in an effort to respond to identified areas of needs in the four domains from time to time. School performances were commonly monitored and assessed through national tests and examinations results, compliance with minimum standards and collection of mandatory school and student data and including school leaders' and teachers' appraisals. For the majority of schools, evidence showed school committee's and community members' role and responsibilities were entrenched and confined to the physical school environment and fundraising but not extending to matters related to teaching and learning except assisting with reading programs and sometimes ensuring child did his/her homework Also newly recruited school leaders and/or weak or lack of professional or curriculum school leadership skills contributed to ad hoc, instead of school-wide, teaching, learning and intervention approaches and practices to address identified literacy and numeracy needs, advanced/structured planning of school-based professional development and/or promoting community engagement in teaching and learning matters. With many teachers accessing PD opportunities, there was little evidence to suggest that skills learnt had translated to improved teaching and assessment practices.

Research Question 3

To what extent do the processes and the way the system works in the school (as a consequence of policy implementation) support a conducive and enabling school learning environment?

Evidence showed that there were collective efforts, to different extents for most of the schools, by the principal, school committee, parents and community to provide and maintain safe and healthy school environments through clearing and maintaining school grounds and buildings and assisting with fundraising. However, very little to no evidence was found in the majority of schools, to indicate any community contribution to the quality and effectiveness of the pedagogy except through participation in reading mums program as matters to do with teaching and learning were commonly believed to be teachers' business and responsibility. With the assessment of student learning, and the relevancy and availability of curriculum and support materials to students, these were mainly school driven and determined by the principal and teachers, guided by system policies, but not the community. Also where school-grant purchased supporting materials were indeed available, there was little evidence available that these were fully utilized by the majority of teachers as resources to support teaching, learning and assessment.

4.2 Recommendations

The following recommendations are provided, in relation to policy goals, for the school and its community to address in order to improve their school's overall performance.

Assessment Domain			
Policy Goal	**Status**	**Main Findings**	**Recommendations**
AS.PG1: Reporting mechanisms for classroom assessment	Emerging	While there are systems in place to inform assessment planning, there is a lot of inconsistency across schools on the level of teacher understanding and how these assessment mechanisms should inform practice at classroom level. Mechanisms for reporting student progress vary from school to school and assessment results are mainly used for ranking students. Student results are communicated to parents mainly at either the end of term or end of year through student reports	Ministry to review the Samoan National Assessment Policy Framework. There needs to be training to unpack assessment policies not only at ministerial level but school level to develop teachers' practical understanding of how assessment policies should underpin teaching practice, development of a variety of both formative and summative tasks that involve and engage students to support students' achievement of their literacy and numeracy outcomes, and how to administer and report formative assessment to parents and students.
AS. PG2: What is reported?	Emerging	Planning assessments and communicating of assessment results are predominantly summative focused. The emphasis on the portfolio system as part of the assessment processes is well in place in some schools but ineffective in others. Very little evidence of systematic record keeping for monitoring learning in the classroom.	Development of Monitoring and Evaluation Framework. Urgent need to develop monitoring procedures for literacy and numeracy for the early years (Year 1-3) of schooling. Development of Literacy and Numeracy Policies

Policy Goal	Status	Main Findings	Recommendations
AS.PG3: Monitoring quality of classroom assessment	Emerging	Over half the schools used exam/test and collection of students work throughout the year to determine student grades. Majority of schools used exam/test and collection of students work throughout the year to determine student grades and majority of teachers used in addition assessment tasks and assignments to assess student performance. However, most of the records cited indicate summative uses of these to rank and grade students. Little to no evidence that student portfolios and running records were used consistently across the majority of the schools.	Development of sample resource packages of activities for formative as well as summative assessment purposes for all year levels to illustrate to teachers the kinds and types of activities to support and monitor the development of students' understanding, knowledge and skills and to facilitate their progress towards the achievement of their literacy and numeracy outcomes.
AS.PG4: Assessment and its role in Literacy and Numeracy acquisition	Emerging	Classroom assessment forms an integral part of the strategy for promoting the acquisition of numeracy and literacy. Assessment of students is a continuous process implemented in schools. However, weak support was realised to encourage pupil engagement in the assessment process.	MESC review the Samoa National Assessment Policy Framework and review the National Teacher Development Framework with a focus on making PD mandatory. There is a need to provide targeted training for teachers on how to plan, structure and implement a program of school-based PD workshops/training that focus on gaps as identified by school performance results on national literacy and numeracy tests.
Teacher Quality			
Policy Goal	**Status**	**Main Findings**	**Recommendations**
TQ.PG1: Setting clear expectations for teachers	**Emerging**	There are clear expectations in the guiding documents as to what students should know and what teachers should teach but the efficient and effective use and application of the curriculum vary between districts and schools. While the majority of teachers understand the need to include tasks related to instructional improvement, the use of	Review and Strengthen Staffing Policies. There is a need to activate a more empowering and collaborative model of PD whereby the teachers themselves take ownership and lead the development and generation of teaching, learning and assessment resources guided by the relevant principles in curriculum documents.

		varied methods remain limited	
TQ.PG2: Attracting the best into teaching	**Established**	The majority of teachers have teaching qualifications at the Diploma level. Half of teachers have classes above the approved 1:30 teacher student ratio, particularly in urban Government Schools exceeding what is stipulated the Minimum Service Standards for Schools.	Implement Zoning Policies (to address issues in over crowdedness) and ensure a fair and equal distribution of qualified teachers and up to date supporting resources. Review and Strengthen Staffing Policies and policies relating to multi grade classes.
TQ.PG3: Preparing teachers with useful training and experience	**Emerging**	While the majority of Teachers (over 80%) receive in-service training, most do not specifically address the targeted areas required for literacy and numeracy there is little or no evidence that these are planned in advance or structured to specifically address school achievement results on literacy and numeracy. Transfer of training remains a challenge.	An innovative and more empowering strategic approach to professional learning is needed to encourage communities of practitioners within and between schools in clusters and between clusters of schools as they develop, exchange and share resources amongst themselves. Develop and implement; a National Numeracy Policy and a National Literacy Policy
TQ. PG4: Matching teachers' skills with student needs	**Emerging**	Majority of Teachers (over 70%) demonstrate sound pedagogy for numeracy and literacy with 80% also demonstrating awareness of methods to identify pupil needs in numeracy and literacy. There is some evidence of principal and/or senior staff monitoring at the school level.	Development of Literacy and Numeracy Policies and Strategies Strengthen Monitoring and Evaluation at all Levels – Development of an M& E Framework that captures and consolidates developments in the 4 Domain Areas.

TQ.PG5: Monitoring teaching and learning	**Emerging**	The use/s of Formative and Summative assessments is not consistent with the majority of teachers using summative assessments. Development of effective and efficient assessment tools also remain a challenge. Adopting varied strategies to address gaps in student achievement remains a challenge. National Assessment results are disseminated to schools but these are not used extensively to plan and address learning gaps.	Strengthen Monitoring and Evaluation at all Levels – Development of an M& E Framework that captures and consolidates developments in the 4 Domain Areas. Review of National Teacher Development Framework with a focus on Professional Development
TQ.PG6:Supporting teachers to improve instructions	**Emerging**	Teachers are required to participate in professional development but the majority of teachers do not receive this on an on-going basis. There is little evidence that school-based professional development is planned in advance or structured to specifically address school achievement results on literacy and numeracy.	Review National Teacher Development Framework A Monitoring and Evaluation Policy
TQ.PG7: Motivating teachers to perform	**Emerging**	Majority of School Principals have not received any formal training in school leadership and management. There is some evidence of principal and/or senior staff monitoring at the school level but this is not consistent.	Leadership Training for School Principals to be made mandatory as part of review of the National Teacher Development Framework and Leadership and Teacher Standards

School Governance and Management Domain			
Policy Goal	**Status**	**Main Findings (from country Report)**	**Recommendations**
SGM.PG1: Support for school leadership	Emerging	School leadership and mentoring workshops have been offered for a number of school principals. Leadership Standards are available. However, the high turnover of principals(retiring or exiting) mean that there are some who have not had this opportunity.	MESC has, in the last year, moved to appoint principals on 3-year contracts with clearly defined JD. This will enable MESC to hold principals accountable for school performance. MESC should revise existing school management manuals and school improvement plans to align with current reforms for public school governance.
SGM. PG2: Use of school assessment for making school adjustments	Established	Not all principals and teachers are fully aware of SNAPF and even fewer refer to it for guidance in designing whole school strategies and/or classroom assessment. Little evidence to indicate the existence of school assessment plans except for tests, term and yearly exams. There is however evidence that many teachers are aware of SPELL tests and the need to tailor their teaching and assessment to address school results	MESC to provide national and district workshops to publicise and introduce the new reporting of SPELL results which are directly linked to learning outcomes. MESC should develop and package curricular resources that specifically address identified needs for schools.
SGM.PG3: Existence and frequency of standardized student assessment	Established	SPELL results (Years 4 and 6) are made available to schools and guidance is provided through ministry workshops at district and national levels for awareness and targeted development of school-based PD.	MESC should move to launch a series of cluster-based workshops to introduce and raise awareness about the new report format and how it should be interpreted and used to inform their teaching and intervention strategies.

SGM.PG4: Use of standardized student assessment for pedagogical operations	Emerging	National tests are analysed at MESC. All schools receive copies of their school results which are then used to design intervention strategies.	MESC needs to launch a public school governance campaign, reform and policy that strengthen community engagement as part of school governance and management in the decision-making in all matters including those related to teaching and in addition to financial and school environment.
SGM.P5:Accountability guidelines for student assessment	Established	SNAPF provides guidelines for the use of student assessment results. The majority of board/committee members and parents are not aware of these guidelines. Teachers report student assessment results back to parents through reports, student written work and parent:teacher interviews.	MESC to revise its current policies for school management to strengthen both the roles of principals and community in decision-making that includes as well strategically planning school interventions to improve school achievement and environment.
SGM.P6: Pedagogical autonomy	Emerging	The decision to decide textbooks for the school, determine teaching and learning materials and content to be taught is done by MESC. Schools however can choose to purchase additional support materials using their school grant.	MESC should encourage development of teacher-generated resources to support the teaching and students' achievement of their learning outcomes.
SGM.P7: Participation of the School Board, Parents and citizens committee	Established	The role of School Board/Committees and PTA is pretty consistent with the majority of government schools being mainly confined to financial and school environment matters with little to no engagement at all in teaching, learning and assessment matters. In contrast for some mission and all private schools their boards are more engaged in assessment and intervention strategy decision making.	MESC should advocate a broader concept of school governance which includes the community at large beyond simply just the School Committee and PTA.

Curriculum and Materials Domain			
Policy Goal	**Status**	**Main Findings (from country Report)**	**Recommendations**
CM.PG1: Curriculum documents at school	Emerging	Almost all schools have copies of the new primary curriculum statement in all subjects but limited number and incomplete sets of teacher manuals for all subjects.	MESC needs to immediately print a batch of Years 1-8 Teacher Manuals to distribute to all schools especially for literacy and numeracy followed by the rest of the subjects.
CM.PG2: Are curriculum comprehensive in their design	Established	The new primary curriculum documents are comprehensive in their design providing clear guidelines on what is taught, how to sequence topics, and make clear learning outcomes in both Literacy and Numeracy. However, because of limited copies and incomplete sets available to most teachers, teaching the new curriculum is challenging or not at all	MESC needs to urgently provide more regular curriculum support to teachers as they struggle to make sense of curriculum documents and need to also provide pedagogical training to enable teachers to implement a more student-centred teaching and learning approach than had been the case up to now.
CM.PG3: Do curriculum documents carry sections of advice for teachers	Established	New curriculum documents have sections of advice for teachers including examples of student responses and activities that when completed by students meet the stated learning outcomes. A number of teachers reported that these sections are helpful for their planning and that students liked doing the activities.	MESC should drive and promote a more collaborative, community of practice approach to PD with schools within a district forming clusters in which they work together to share ideas and collaboratively develop and exchange resources. For school inspectors to monitor and review more regularly (monthly) the school-based PD to ensure alignment with schools' assessment plan and SNAPF.

CM.PG4: Are curriculum support materials available?	Latent	Most of the schools purchase literacy and numeracy resources and materials using their School Grant. However, not all schools fully utilise these resources in their classrooms and/or incorporate them in their planning for teaching and learning claiming the language used is too difficult despite having had some workshops on it.	MESC to provide curriculum support and PD specifically on how to use these resources to support the teaching of literacy and numeracy and then monitor the flow of these and the impact or not students' achievement of their literacy and numeracy learning outcomes.
CM.PG5: Are written curriculum support materials reviewed in tandem with the curriculum	Emerging	Only purchased resources from the school grant are currently available but how to effectively use these in planning for teaching, learning and assessment is the challenge. The new primary curriculum was introduced in schools in 2013 however national- , district and/or school-led development of curriculum support materials remains a challenge.	MESC to provide curriculum support at the school level and district cluster PD to enable and empower teachers to drive the development and co-sharing of resources.
CM.PG6: Are there areas of the curriculum that require improvement?	Emerging	Most teachers find the literacy and numeracy curricula challenging given its student-centred focus and need to implement process outcomes along with knowledge and skills ones. Most teachers prefer to work with the Samoan version of curriculum documents.	MESC to provide curriculum support and PD with regular monitoring by school inspectors. MESC to fast track the printing of Samoan versions of curriculum documents and year manuals

REFERENCES

Pacific Benchmarking for Better Education Results (PaBER) Pilot Program. (March 2015). PaBER Regional Research Framework.

Pacific Benchmarking for Better Education Results (PaBER) Pilot Program. (2012). PaBER Regional Design Document.

APPENDICES

Appendix 1: Research Implementation Plan

TIMELINE, ROLES AND RESPONSIBILITIES

NO	ACTIVITIES	EXPECTED OUTCOMES	RESPONSIBILITY	TIMEFRAME	
				START	FINISH
PHASE 1: COUNTRY RESEARCH FRAMEWORK					
1.	Development of Country Research Framework	A national Research Framework developed consisted with regional research framework	TA and MESC	December 2013	February 2013
2.	Approval of country research framework	Research framework endorsed by MESC Core Executive	TA	February 2014	February 2014
3.	**Recruitment of TA**	**A highly qualified TA is recruited**	**MESC**	**May 29 2015**	**February 2016**
4.	Develop ToR for Data Collectors Develop ToR for Translator	Identify and contract data collectors Identify Translator	MESC	**July 2015**	**July 2015**
5.	**Establishment of Research Team**	**MESC Research Team established**	**MESC**	**June 2015**	
6.	Development of research training manual	A research training manual developed	SPBEQ and National PaBER Teams	**June 2015**	**July 2015**
7.	Meetings with the Research Team	Meetings with the MESC Research Team completed	MESC	**June 9 2015**	**February 2016**
8.	Training of relevant participants as Field Researchers	Training of Field Researchers completed	MESC & TA	**June 29 2015**	**July 24 2015**
9.	Field work logistical arrangement including an initial common meeting	Completed field work logistical arrangement	MESC	**June 9 2015**	**July 24 2015**
PHASE 2: RESEARCH METHODOLOGY					
10.	Regional review of instruments consultation	Completed the discussion and endorsement of research tools	SPBEQ and National PaBER Teams	**June 10 2015**	**July 6 2015**

11.	Translation of instruments	Forwards and Backwards translation of relevant tools		**June 2015**	**July 24 2015**
12.	Procure the appropriate equipment and technology	Have the appropriate equipment and technology to assist data collection and analysis	MESC	**June 9 2015**	**July 24 2015**
13.	Sampling strategy	Completed sampling strategy for the selection of schools and participants	TA & MESC	**June 9 2015**	**June 30 2015**
14.	Trialing of instruments	Trialing of instruments in Pilot schools completed	TA and MESC	**July 27 2015**	**July 31 2015**
15.	Meeting on the results of the trial	Trial issues discussed and appropriate amendments made to the logistical arrangements	TA and MESC	**July 27 2015**	**July 31 2015**
16.	Finalizations of instruments	Appropriate and relevant amendments made on the instruments	TA and MESC	**Aug 5 2015**	**Aug 6 2015**
17.	Printing of instruments	Printing of all instruments completed and ready for implementation of field work.	MESC	**Aug 7 2015**	**Aug 11 2015**
18.	Field work-Data collection	Completed the collection of all required data in the 50 schools	MESC Research Team & TA	**Aug 10 2015**	**Aug 28 2015**
19.	Collected data quality assurance checks	All collected data quality assurance checks completed	TA and MESC	**Aug 17 2015**	**Aug 28 2015**
20.	Data Entry and Validation	All collected data is entered and validated using the centrally developed ==data entry template==	TA and MESC	**Aug 31 2015**	**Sept 6 2015**
PHASE 3: DATA ANALYSIS and REPORT WRITING					
21.	Determine and implement processes for data analysis	Data disaggregation by policy domain completed	TA and MESC	September 2015	September 2015
22.	Determine and implement reporting processes	Data disaggregation by school authority, school locality, Gender, school size completed	TA and MESC	October 2015	October 2015
23.	Reporting by Policy domains	Reporting writing by policy domains completed	TA and MESC	November 2015	December 2015

24.	Triangulation- mix method of reporting	Triangulation of reporting writing completed	TA	November 2015	December 2015
25.	Completion Report	Draft Completion Report submitted to MESC	TA	November 2015	December 2015
PHASE 4: DATA INTERPRETATION					
26.	Identify level of policy implementation-school governance and accountability, student assessment, teacher quality, curriculum and materials	Identify level of policy implementation- school governance and accountability, student assessment, teacher quality, curriculum and materials completed	TA and MESC	November 2015	December 2015
27.	Identify policy successes and strengths-cross-tabulations	Cross tabulations of Identify policy successes and strengths completed	TA and MESC	November 2015	December 2015
28.	Identify issues and gaps-cross tabulations	Cross tabulations of gaps and issues identified completed	TA and MESC	October 2015	November 2015
29.	Carryout statistical analysis relevant to country – correlations, coefficient	Carryout appropriated statistical analysis relevant to country completed	TA and MESC	Jan-April 2016	Jan-April 2016
30.	Case Study	Data verified and cross checked against policy domains	TA and MESC	Jan-April 2016	Jan-April 2016
PHASE 5: REPORTING AND USING THE FINDING					
31.	Present to MESC, and relevant Divisions	Presentation of draft final report to MESC completed	TA and MESC	Jan-April 2016	Jan-April 2016
32.	Present the findings to the Education Stakeholders	Presentation of findings to the affected divisions in the Ministry of Education completed.	TA and MESC	May 2016	May 2016
33.	Publish the findings	Publication of report completed	TA and MESC	June 2016	June 2016
34.	Launch the report	Research Report launched.	TA and MESC	June 2016	June 2016

2. RISK MATRIX

RESEARCH STUDY: RISK MATRIX

Risk #	Risk Description	Country	Risk Severity Level	Potential Impact	Mitigation
1	Availability of Key MESC Officers to participate in the data collection	Samoa	High	Delay in field researchers training and data collection	• Discuss with relevant Output Managers and Divisional Heads, the workloads and availability of identified Officers • Identify a pool of relievers in case of emergencies and unavailability
2	Availability of participants from sample schools	Samoa	High	Delay data collection	• Research Team to organize travel arrangements and data collection plan in advance and inform sample schools • Confirm at the first meeting with sample schools dates and times
3	Logistical organization and arrangements	Samoa	Medium	Unavailability of sample schools on allocated days and dates to school programmes	• Research Team to confirm data collection dates as soon as practical and inform sample schools
4	Timing of data collection	Samoa	High	Depending on return of instruments from Peer Review	• Dates and times need to be confirmed as soon as practical so schools do not miss on important schools programmes because the times and dates for data collection are changed
5	Confirmation of approved instruments	Samoa	High	Will determine: • data collection dates, • logistical arrangements • availability of respondents	• Respond as soon as received, to any queries and or further requirements to speed up the process of approving the instruments
6	Delay in Data Analysis	Samoa	High	Delay in analysis will delay the completion of the study within the timeframe allowed for the study	• Ensure the centrally developed template is available beforehand so changes and queries can be responded to in an efficient manner

Appendix 2: Sampling Frame

Table 1 Samoa's Sample Frame

GOVERNING AUTHOURITY	LOCATION	SMALL (n<200)	Fraction of Popn. n=168	Sample selected number n=50	Sample number of schools	MEDIUM (200<n<600)	Fraction of Popn. n=168	Sample expected number n=50	Sample number of schools	LARGE (n > 600)	Fraction of Popn. n=168	Sample expected number n=50	Sample number of schools	TOTAL	Proportion of total popn. n=168	Total sample schools n=30% (50 schools)
POPULATION GRID – NATIONAL FIGURES															
SCHOOL SIZE															
Government	Apia Urban	1	0.01	0.30		14	0.08	4.17	4	5	0.03	1.49	2			
	Rest of Upolu	38	0.23	11.31	11	30	0.18	8.93	9	1	0.01	0.30	1			
	Savaii	35	0.21	10.42	10	18	0.11	5036	5							
Sub-Total		74	0.44	22.02	21	62	0.37	18	18	6	0.04	1.79	3	142	0.85	42
Non-Government	Apia Urban															
	Mission					5	0.03	1.49	2	1.00	0.01	0.03				
	Private	2	0.01	0.6	1	5	0.03	1.49	2							
	Rest of Upolu															
	Mission	5	0.03	1.49	1	4	0.02	1.19	1							
	Private															
	Savaii															
	Mission	4	0.02	1.19	1											
	Private															
Sub-Total		11	0.07	3.27	3	14	0.08	4.17	5	1	0.01	0.30		26	0.15	8
TOTAL														n=168		s=50

Table 2 Sample Frame Summary

Governing Authority	Location	small schools sample number of schools	medium schools sample number of schools	large schools sample number of schools	TOTAL number of schools	Proportion of total popn n=168	Total sample schools n=30% (50 schools)
Government	Apia Urban		4	2			
	Rest of Upolu	11	9	1			
	Savaii	10	5				
Sub-Total		21	18	3	142	0.85	42
Non-Government	Apia Urban						
	mission		2				
	private	1	2				
	Rest of Upolu						
	mission	1	1				
	private						
	Savaii						
	mission	1					
	private						
Sub-Total		3	5		26	0.15	8
TOTAL					N = 168		S=50

Table 3: List of Sample Schools

Governing Authority	Location	small schools	medium schools	large schools	Total
Government	Apia Urban		4	2	
	Rest of Upolu	11	9	1	
	Savaii	10	5		
Sub-Total		21	18	3	42
Non-Government	Apia Urban				
	mission		2		
	private	1	2		
	Rest of Upolu				
	mission	1	1		
	private				
	Savaii				
	mission	1			
	private				
Sub-Total		3	5		8
TOTAL					50

Table 4: Summary Number of Respondents by School and By Data Collection Instrument and Field Research Officers

LOC – Location   Prl – Principal   QN-Otr – Questionnaire   INT – Interview   QN – Questionnaire   S – Small   M - Mission
GA – Authority   Ter – Y146 Teachers   Other Teachers   OBS – Observation   Respt – Respondent   FRO – Field Research Officers
RU – Rural Upolu   SV - Savaii   AU –Apia Urban   Classroom & School   M – Medium   L – Large   P - Private

		LOC	Size	GA	Prl	Ter	QN-OTr	INT-25% (QN-OTr)	QN-Parent (2/class)	INT-25%(QN-Parent)	QN-50% SchCom	INT-50% (QN-SchCom)	OBS-Clasm+SE	QN--TOTAL Respt	INT-TOTAL	Number of FRO
1	Falease'ela Primary	RU	S	G	1	3	3	1	6	2	4	2	3	17	8	
2	Falevao Primary	RU	S	G	1	3	3	1	6	2	4	2	3	17	8	
3	Lalomauga Primary	RU	S	G	1	3	3	1	6	2	4	2	3	17	8	
4	Leulumoega Primary	RU	S	G	1	3	3	1	6	2	4	2	3	17	8	
5	Luatuanuu Primary	RU	S	G	1	3	3	1	6	2	4	2	3	17	8	
6	Nene Primary	RU	S	G	1	3	3	1	6	2	4	2	3	17	8	
7	Safa'ato'a Primary	RU	S	G	1	3	3	1	6	2	4	2	3	17	8	
8	Salani Primary	RU	S	G	1	3	3	1	6	2	4	2	3	17	8	
9	Salua Primary	RU	S	G	1	3	3	1	6	2	4	2	3	17	8	
10	Taelefaga Primary	RU	S	G	1	3	3	1	6	2	4	2	3	17	8	
11	Ulutogia Primary	RU	S	G	1	3	3	1	6	2	4	2	3	17	8	
12	Gautavai Primary	SV	S	G	1	3	3	1	6	2	4	2	3	17	8	
13	Laumoli Primary (AVao)	SV	S	G	1	3	3	1	6	2	4	2	3	17	8	

#	School														
14	Papa/Sataua Primary	SV	S	G	1	3	3	1	6	2	4	2	3	17	8
15	Patamea Primary	SV	S	G	1	3	3	1	6	2	4	2	3	17	8
16	Sa'asa'ai Primary	SV	S	G	1	3	3	1	6	2	4	2	3	17	8
17	Safune Primary	SV	S	G	1	3	3	1	6	2	4	2	3	17	8
18	Saipipi Primary	SV	S	G	1	3	3	1	6	2	4	2	3	17	8
19	Samata-i-uta Primary	SV	S	G	1	3	3	1	6	2	4	2	3	17	8
20	Tufutafoe Primary	SV	S	G	1	3	3	1	6	2	4	2	3	17	8
21	Tutaga Primary	SV	S	G	1	3	3	1	6	2	4	2	3	17	8
22	Aoga Faamasani	AU	S	P	1	3	3	1	6	2	4	2	3	17	8
23	Sauniatu Primary LDS	RU	S	M	1	3	3	1	6	2	4	2	3	17	8
24	Sacred Heart - Safotu	SV	S	M	1	3	3	1	6	2	4	2	3	17	8
25*	Marist Brothers	AU	M	M	1	6	5	1	12	3	4	2	6	29	13
26	Aele Primary	AU	M	**G**	1	3	4	1	6	2	4	2	3	18	8
27	Apia Primary	AU	L	G	1	9	8	2	18	5	4	2	9	40	18
28	Faleasiu Primary	RU	L	G	1	6	4	1	12	3	4	2	6	27	13
29	Faleaula Primary	RU	M	G	1	4	3	1	8	2	4	2	4	21	10
30	Fasitoo-Uta Primary	RU	M	G	1	4	3	1	8	2	4	2	4	20	9
31	Lepa Primary	RU	M	G	1	3	3	1	6	2	4	2	3	17	8
32	Lepea Primary	AU	M	G	1	6	5	1	12	3	4	2	6	29	13
33	Levi Primary	UP	M	G	1	3	3	1	6	2	4	2	3	17	8

#	School														
34	Magiagi Primary	UP	M	G	1	5	4	1	10	3	4	2	5	25	11
35	Manumalo Baptist	UP	M	M	1	3	3	1	6	2	4	2	3	17	8
36	Pesega Fou	UP	M	M	1	4	2	1	8	2	4	2	4	20	9
37	Saanapu Primary	UP	M	G	1	3	3	1	6	2	4	2	3	18	8
38	Saina/Toamua Primary	UP	M	G	1	5	5	1	10	3	4	2	5	26	12
39	Samatau Primary	UP	M	G	1	3	3	1	6	2	4	2	3	17	8
40	Samoa Primary	UP	M	P	1	6	6	1	12	3	4	2	6	29	13
41	Samusu Primary	UP	M	G	1	3	3	1	6	2	4	2	3	17	8
42	Sataoa Primary	UP	M	G	1	3	3	1	6	2	4	2	3	17	8
43	Siumu Primary	UP	M	G	1	4	3	1	8	2	4	2	4	21	10
44	St. Joan of Arc	UP	M	M	1	3	2	0	6	2	4	2	3	16	8
45	Vaimea Primary	UP	L	G	1	6	6	2	12	3	4	2	6	30	13
46	Sapapalii Primary	SV	M	G	1	3	3	1	6	2	4	2	3	17	8
47	Falealupo Primary	SV	M	G	1	3	3	1	6	2	4	2	3	17	8
48	Gagaemalae Primary	SV	M	G	1	3	3	1	6	2	4	2	3	17	8
49	Palauli Primary	SV	M	G	1	6	5	1	12	3	4	2	6	29	13
50	Sili Primary	SV	M	G	1	3	4	1	6	2	4	2	3	18	8
	Total				50	182	151	38	364	91	175	88	182	972	448

Appendix 3: Mapping of Questionnaire, Interview and Observation Items to Policy Indicators

Res Ques			Principal QN	Teacher QN	Parents QN	Board QN	Principal INTW	Teacher INTW	Parents INTW	Board INTW	OBS P1	OBS P2
	Policy Indicator	ASSESSMENT SYSTEMS (AS)										
	AS.PG1	What are the reporting mechanisms for classroom assessment?										
123	AS.PG1.1	Is the school required to report on individual pupil performance?	59vi, 70	54vi,viii	34, 31		8ab, 11	5, 8	3, 4	3	2, 9, 12bc, 21-22	6-7
123	AS.PG1.2	Does the reporting mechanism emphasise Assessment for Learning?	59, 68, 69, 70	54, 63, 64, 65	32		8a, 11	5, 8	3, 4	3	2, 9, 12bc, 21-22	6-7
123	AS.PG1.3	Is classroom assessment reported to parents?	59vi, 68, 71viii	63, 64, 66viii	5, 34		8a, 11	5, 8	3, 4	3	2, 9, 12bc, 21-22	6-7
123	AS.PG1.4	Is classroom assessment reported as feedback to pupils?	59vi, 68, 70	63, 65	31, 35,		8acde, 11	5, 8	3, 4	3	2, 9, 12bc, 21-22	6-7
123	AS.PG1.5	Does the school emphasise the distinction between using assessment information for	57, 64, 71	52, 59, 66	30, 32		8abcde, 11	5, 8	3, 4	3	2, 9, 12bc, 21-23	6-8

Res Ques			Principal QN	Teacher QN	Parents QN	Board QN	Principal INTW	Teacher INTW	Parents INTW	Board INTW	OBS P1	OBS P2
		summative purposes and for formative or intervention purposes?										
		What is reported?										
123	**AS**.PG1.6	Pupil learning achievement?	67	62	**31**, 33		11a	5, 8	3, 4	3	2, 9, 12bc, 21-22	6-7
123	**AS**.PG1.7	Pupil progress in achievement?	67	62	**31**, 33		11	5, 8	3, 4	3	2, 9, 12bc, 21-22	6-7
123	**AS**.PG1.8	Pupil marks or grades?	67	62	**31**, 33		11a	5, 8	3, 4	3	2, 9, 12bc, 21-22	6-7
	AS.PG2	**Is there any monitoring of the quality of classroom assessment?**										
123	**AS**.PG2.1	Is quality monitored through Ministry inspection?	59, 60	54, 55		30	11	1	3, 4	3	2, 23	8
123	**AS**.PG2.2	Does the school have a quality monitoring mechanism?	61, 62, 64	54, 55, 59		31	11b	1, 5	3, 4	3	2, 23	8

Res Ques			Principal QN	Teacher QN	Parents QN	Board QN	Principal INTW	Teacher INTW	Parents INTW	Board INTW	OBS P1	OBS P2
123	AS.PG2.3	Does quality focus on instrumentation?	63, 64	56, 57, 59	32	30	11	1, 5	3, 4	3	2, 23	8
123	AS.PG2.4	Does quality focus on purpose and delivery?	63, 64	56, 58, 59	33	31	11c	1, 5	3, 4	3	2, 23	8
	AS.PG3	**Does assessment play an important role in Literacy and Numeracy acquisition?**										
123	AS.PG3.1	Does classroom assessment form an integral part of the strategy for promoting the acquisition of numeracy?	62, 71, 72	57, 66, 67	25ii, 25iii, 25iv, 36		8a, 11	1, 5	3, 4	3	2, 21-23	6-8, 10-17
123	AS.PG3.2	Does classroom assessment form an integral part of the strategy for promoting the acquisition of literacy?	62, 71, 72	57, 66, 67	24, 25ii, 25iii, 25iv, 36		8a, 11	1, 5	3, 4	3	2, 21-23	6-8, 10-17
123	AS.PG3.3	Does the assessment system employed by the school distinguish between assessment for learning and assessment of learning?	65, 69	62, 64	29, 32		8abc, 11	1, 5	3, 4	3	2, 21-23	6-8, 10-17

Res Ques	Policy Indicator		Principal QN	Teacher QN	Parents QN	Board QN	Principal INTW	Teacher INTW	Parents INTW	Board INTW	OBS P1	OBS P2
123	AS.PG3.4	Does the school promote assessment for learning as a strategy for promoting the acquisition of literacy and numeracy?	65, 66	59, 60, 61	26. 31,		8ac, 11	1, 5	3, 4	3	2, 21-23	6-8, 10-17
123	AS.PG3.5	Does the school encourage pupil engagement in the assessment process?	59viii, 63vi, 64vi	54viii, 58vi, 59vi	27		8a	1, 5	3, 4	3	2	
	TQ.PG1	Setting Clear Expectations for Teachers										
123	TQ.PG1.1	Are there standards for what students must know and be able to do?	52bi, 50	47bi, 44	25ii		8e, 11	1, 6			2, 13-14,	
123	TQ.PG1.2	Are the tasks that teachers are expected to carry out officially stipulated	25, 27, 50	21, 22, 24, 25	22, 23		8c	1, 6			2, 13-14,	
123	*TQ.PG1.3	Do teachers' official tasks include tasks related to instructional improvement?	29, 47a, 62	26, 45, 57,	4, 5, 25		8c	1, 6			2, 13-14,	

Res Ques	Policy Indicator		Principal QN	Teacher QN	Parents QN	Board QN	Principal INTW	Teacher INTW	Parents INTW	Board INTW	OBS P1	OBS P2
	TQ.PG2	Attracting the best into teaching										
123	TQ.PG2.1	How many pupils are there per teacher?	7b	6b		33					2	9
	TQ.PG3	Preparing Teachers with Useful Training and Experience										
123	TQ.PG3.1	Do teachers receive adequate training in the delivery of sound pedagogy for numeracy acquisition?	36, 73	32, 59		24b	8cd	1, 6			2	
123	TQ.PG3.2	Do teachers receive adequate training in the delivery of sound pedagogy for literacy acquisition?	34,35, 73	30, 31, 59		24c	8cd	1, 6			2	
	TQ.PG4	Matching Teachers' Skills with Students' Needs										
123	TQ.PG4.1	Do teachers demonstrate sound pedagogy for numeracy acquisition?	57, 66	43 56, 60, 61,	22, 26, 27		8ce	1, 7			14, 19	4

Res Ques	Policy Indicator		Principal QN	Teacher QN	Parents QN	Board QN	Principal INTW	Teacher INTW	Parents INTW	Board INTW	OBS P1	OBS P2
123	TQ.PG4.2	Do teachers demonstrate sound pedagogy for literacy acquisition?	46, 47, 57, 60	30, 31, 40, 41, 56, 60	19, 24a, 24b, 27		8ce	1, 7			14, 18,	3
123	TQ.PG4.3	Do teachers demonstrate awareness of pupil needs in the development of numeracy?	49, 56, 60	43, 56	27, 28, 31		8ce	1, 7			14, 19	4
123	TQ.PG4.4	Do teachers demonstrate awareness of pupil needs in the development of literacy?	46, 47, 48, 56, 60	40, 41, 42, 56	20, 21, 27, 28, 31		8ce	1, 7			14, 18,	3
123	TQ.PG4.5	Does the principal provide guidance for curriculum and teacher-related tasks?	53v, 64	23, 25, 48v, 59,		34	8cde	1, 7			13	
123	TQ.PG4.6	Does the principal evaluate teacher performance?	27, 30,	25, 27a, 28abc, 59		23a, 23b	8cd,	1			13	
	TQ.PG5	Monitoring Teaching and Learning										

Res Ques	Policy Indicator		Principal QN	Teacher QN	Parents QN	Board QN	Principal INTW	Teacher INTW	Parents INTW	Board INTW	OBS P1	OBS P2
123	TQ.PG5.1	Does the teacher include assessment as a tool for promoting the acquisition of numeracy?	56, 58	51, 53		30	8cde, 9a, 11	1	5		2, 12bc, 21-23	6-8
123	TQ.PG5.2	Does the teacher include assessment as a tool for promoting the acquisition of literacy?	56, 58	51, 53		30	8cde, 9ab, 11	1	5		2, 12bc, 21-23	6-8
123	TQ.PG5.3	Are teachers trained to assess student achievement?	40iv, 43iii, 56	35iv, 51,		24d	8cde, 9ab, 11	1	5		2	
123	TQ.PG5.4	Are national large scale examinations used to monitor education quality levels?	10a, 11ab	9a, 10ab		8	10abc, 11	1	5		2, 12bc, 21-23	6-8
123	TQ.PG5.5	Are student national assessment findings disseminated to teachers and/or used to provide guidance to underperforming	9, 10a, 10c, 10d, 11ab	8, 9a, 9c, 9d, 10ab		7d, 7e	10abc, 11	1	5		2, 12bc, 21-23	6-8

		teachers and schools										

Res Ques	Policy Indicator		Principal QN	Teacher QN	Parents QN	Board QN	Principal INTW	Teacher INTW	Parents INTW	Board INTW	OBS P1	OBS P2
123	TQ.PG5.6	Are student assessments used to inform teaching lesson plans and instructional practices?	11ab, 71	10ab, 61, 66		30	10abc, 11	1	5		2, 12bc, 21-23	6-8
123	TQ.PG5.7	Are teachers required to participate in evaluations? (? performance evaluation?)	27, 30c	27b, 29		23c		1				
123	TQ.PG5.8	Do authorities (national, sub-national or local) monitor teacher performance?	27, 30a	25, 27a		23a, 23b		1	5		2	
123	TQ.PG5.9	Is classroom observations part of teacher assessment systems?	30b	28aiv, 28avi		23d	11	1			2	
123	TQ.PG5.10	Are a variety of criteria (subject matter knowledge, teaching methods, student assessment methods, students' academic achievement) used to assess teacher performance?	30d	28abc		23e	11	1			2	

Res Ques	Policy Indicator		Principal QN	Teacher QN	Parents QN	Board QN	Principal INTW	Teacher INTW	Parents INTW	Board INTW	OBS P1	OBS P2
	TQ.PG6	Supporting teachers to improve instruction										
123	TQ.PG6.1	Do teachers participate in professional development?	27, 28, 37, 38, 39, 64	24,25, 33, 34, 35, 59		22, 24a-24e, 31	8d, 9a	1			2	
123	TQ.PG6.2	Does professional development include activities that may promote best-practice sharing?	27, 28, 40, 43, 44, 53, 64	24, 25, 26, 35, 37, 38, 48, 59		22, 31	8d, 9a	1				
123	TQ.PG6.3	Does professional development provide opportunities for analysis of instructional practice?	27, 28, 40v, 44, 45, 64	24, 25, 26, 35, 38, 39, 59		22, 31	8d, 9a	1				
	TQ.PG7	Motivating Teachers to Perform										
123	TQ.PG7.1	Are there programs to support the development of leadership skills?	26, 51, 40i, 43v, 46	20, 37, 38v		24e					2	

Res Ques	Policy Indicator		Principal QN	Teacher QN	Parents QN	Board QN	Principal INTW	Teacher INTW	Parents INTW	Board INTW	OBS P1	OBS P2
		SCHOOL MANAGEMENT and GOVERNANCE (SG)										
	SG.PG1	Support for school leadership										
123	**SG.PG1.1**	Has MESC developed standards for school leaders?	1, 2, 3, 7a,7b, 24	1, 3, 6a, 6b		1, 2, 3	1a-l		1	4	2	
123	**SG.PG1.2**	Does MESC provide professional training for aspiring school leaders?	4, 6	2, 3		3, 4, 6	1a-l		1	4	2	
123	**SG.PG1.3**	Does MESC provide professional training for new school leaders?	4,6	4		3, 4	1a-l		1	4	2	
123	**SG.PG1.4**	Does MESC provide in-service support to school leaders?	4, 5, 6, 41, 42	4, 5, 36, 37		3, 4, 5, 6	1a-l		1	4	2	
123	**SG.PG1.5**	Is there a system in place to monitor and support the performance of school leaders?-	31, 32, 33	27, 29	2	2, 4, 5, 20	1a-l	1	1, 5		2	

Res Ques	Policy Indicator		Principal QN	Teacher QN	Parents QN	Board QN	Principal INTW	Teacher INTW	Parents INTW	Board INTW	OBS P1	OBS P2
		School and student assessment										
	SG.PG2	**Use of school assessments for making school adjustments**										
123	**SG.PG2.1**	Is the school obligated to use school assessments to make pedagogical, personnel, and operational adjustments?	10a, 11ab	9a, 9d, 10a, 10b	3, 36	8, 30	1, 9, 10d, 11c,	1	4	2, 3	2	
	SG.PG3	**Existence and frequency of standardized student assessments**										
123	**SG.PG3.1**	Are there any standardized tests used to assess students?	8, 9,	7, 8		7a, 8	1, 9	1	4	2, 3	2	
123	**SG.PG3.2**	What is the coverage of standardized student assessments?	8	7		7b, 8	9	1	4	3		

Res Ques	Policy Indicator		Principal QN	Teacher QN	Parents QN	Board QN	Principal INTW	Teacher INTW	Parents INTW	Board INTW	OBS P1	OBS P2
	SG.PG4	Use of standardized student assessments for pedagogical, operational, and personnel adjustments										
123	SG.PG4.1	Is the school obligated to use standardized student assessments to make pedagogical, personnel, and operational adjustments?	10a, 11	9a, 10a, 10b	3, 15, 36	8	1, 9, 10d	1	4	2, 3	2	
123	SG.PG4.2	If yes, who is mandated to analyze standardized student assessments results?	10b	9b,		7c	1	1	4	2, 3	2	
123	SG.PG4.3	Who is mandated to receive standardized student assessments results and recommendations?	10c	8, 9c		7d	1	1	4	2, 3	2	

Res Ques	Policy Indicator	Accountability	Principal QN	Teacher QN	Parents QN	Board QN	Principal INTW	Teacher INTW	Parents INTW	Board INTW	OBS P1	OBS P2
	SG.PG5	**Accountability guidelines for student assessments**										
123	SG.PG5.1	Are there any guidelines for the use of results of student assessments?	11a, 11b, 59	10a, 10b, 54	30, 31	29a, 29b	10d, 11	1	1, 4	2, 3	2	
123	SG.PG5.2	How are the guidelines for the use of results of student assessments made available?	62	54, 57		29a	10d, 11		4, 5	2, 3	2	
123	SG.PG5.3	Can the school council or parents use the guidelines to demand accountability?	60	54, 63	4, 5, 18	29b	1, 10d, 11	1	1, 4,	2, 3	2	
	SG.PG6	**Pedagogical autonomy**										
123	SG.PG6.1	Who has the legal authority to choose textbooks for the	12,13	11, 12		9	1	1		5	2	

Res Ques	Policy Indicator		Principal QN	Teacher QN	Parents QN	Board QN	Principal INTW	Teacher INTW	Parents INTW	Board INTW	OBS P1	OBS P2
		school?										
123	SG.PG6.2	Who has the legal authority to determine teaching and learning materials for the school?	12,13	11, 12		9, 27a	1	1		5	2	
123	SG.PG6.3	Who has the legal authority to determine course content for the curriculum?	12,13	11, 12	4, 25	9	1	1			2	
123	SG.PG6.4	Who has the legal authority to decide which courses are offered?	12,13	11, 12	25	9	1	1			2	
	SG.PG7	**Participation of the school council**										
	SG.PG7.1	Is there a School Council or PTA to involve parents/community members/school stakeholders in school	13, 15, 18, 19, 23	12, 16	4, 5, 6a, 7, 8, 13a, 14, 15	3, 4, 6, 13-15, 17, 21	1		2	2, 4	2-8, 10-12	

Res Ques	Policy Indicator		Principal QN	Teacher QN	Parents QN	Board QN	Principal INTW	Teacher INTW	Parents INTW	Board INTW	OBS P1	OBS P2
		management?										
	SG.PG7.2	What kind of roles/responsibility is the school council or PTA supposed to play?	13, 15, 16, 18-21, 23	14- 19	4, 5, 6abc, 10-12, 13b, 14,	3-7bcde , 8-16, 18--34	1, 2, 4, 7, 8		2	1, 2, 4, 5	2-8, 10-12	
	SG.PG7.3	What are the membership of the school management?	13, 14, 17	13a, 13b,	4-6a, 9ab, 13a, 14	3, 4, 13, 14, 17	1			1, 2, 4	2-8, 10-12	
	SG.PG7.4	What role does the school principal play in the school council and PTA?	14, 15, 17, 18, 22, 23	16, 18, 20	4, 5, 6abc, 12	3-6, 7bcde, 8, 9, 15, 21, 31, 32,	1, 3, 4,	2	2	1, 2, 4, 5	2-8, 10-12	
	SG.PG7.5	What role does the School Council and PTA have in planning the school budget?	16, 18- 20	15-17, 19	6abc, 11-13b, 14	3- 5, 10-12, 18, 19, 25, 26,	1, 2, 3, 7		1, 5	1, 2, 4, 5	2-8, 10-12	
	SG.PG7.6	Who has the final responsibility for preparation of school budget?	16,	15, 19	6abc, 11, 14	3-5, 10-12	1, 2, 3, 7, 9		1	1, 2, 4, 5	2-8, 10-12	

Res Ques	Policy Indicator		Principal QN	Teacher QN	Parents QN	Board QN	Principal INTW	Teacher INTW	Parents INTW	Board INTW	OBS P1	OBS P2
		CURRICULUM & MATERIALS (CM)										
	CM.PG1	**Do you have curriculum documents in the school?**										
123	**CM.PG1.1**	For all primary years?	54ab, 55	49ab, 50				3ab			15-17	1-2
123	**CM.PG1.2**	For all subjects?	54ab, 55	49ab, 50				3ab			15-17	1-2
123	**CM.PG1.3**	For English Literacy?	54ab, 55	49ab, 50				3ab			15-17	1-2
123	**CM.PG1.4**	For Vernacular Literacy?	54ab, 55	49ab, 50				3ab			15-17	1-2
123	**CM.PG1.5**	For Numeracy?	54ab, 55	49ab, 50				3ab			15-17	1-2
123		Are documents current editions?		49ab, 50								1-2
123	**CM.PG1.6**	Are current editions readily available for English Literacy?	54ab, 55	49ab, 50				3ab			15-17	1-2
123	**C M.PG1.7**	Are current editions readily available for Vernacular?	54ab, 55	49ab, 50				3ab			15-17	1-2

Res Ques	Policy Indicator		Principal QN	Teacher QN	Parents QN	Board QN	Principal INTW	Teacher INTW	Parents INTW	Board INTW	OBS P1	OBS P2
123	CM.PG1.8	Are current editions readily available for Numeracy?	54ab, 55	49ab, 50				3ab			15-17	1-2
123	CM.PG1.9	Do curriculum documents specify learning outcomes for particular Year levels?	52bi	47bi				3abde			15-17	1-2
	CM.PG2	Are curriculum documents comprehensive in their design?										
123	CM.PG2.1	Do curriculum documents provide clear guidelines on what is to be taught?	52bii	47bii				3a-f			15-17	1-2
123	CM.PG2.2	Do the curriculum documents specify the sequence of topics or skills to be taught?	52biii	47biii				3a-f			15-17	1-2
123	CM.PG2.3	Do the curriculum documents specify time allocated to specific topics?	52biv	47biv				3a-f			15-17	1-2

Res Ques	Policy Indicator		Principal QN	Teacher QN	Parents QN	Board QN	Principal INTW	Teacher INTW	Parents INTW	Board INTW	OBS P1	OBS P2
123	CM.PG2.4	Do the curriculum documents make clear all expected learning outcomes?	52bv	47bv				3a-f			15-17	1-2
123	CM.PG2.5	Does the English Literacy curriculum document make clear all expected learning outcomes?	52bv	47bv				3a-f			15-17	1-2
123	CM.PG2.6	Does the Numeracy curriculum document make clear all expected learning outcomes?	52bv	47bv				3a-f			15-17	1-2
	CM.PG3	Do curriculum documents carry sections of advice for teachers?										
123	CM.PG3.1	Do the curriculum documents suggest teaching strategies for particular topics?	52bvi	47bvi				3a-f			16	1-2

Res Ques	Policy Indicator		Principal QN	Teacher QN	Parents QN	Board QN	Principal INTW	Teacher INTW	Parents INTW	Board INTW	OBS P1	OBS P2
123	CM.PG3.2	Does the English Literacy document suggest teaching strategies for particular topics?	52bvi	47bvi				3a-f			16	1-2
123	CM.PG3.3	Does the Vernacular Literacy document suggest teaching strategies for particular topics?	52bvi	47bvi				3a-f			16	1-2
123	CM.PG3.4	Does the Numeracy document suggest teaching strategies for particular topics?	52bvi	47bvi				3a-f			16	1-2
123	CM.PG3.5	Do the curriculum documents carry exemplars of responses that meet the stated learning outcomes?	52c	47c				3a-f			16	1-2
123	CM.PG3.6	Does the English Literacy document carry exemplars of responses that meet the stated learning outcomes?	52c	47c				3a-f			16	1-2

Res Ques	Policy Indicator		Principal QN	Teacher QN	Parents QN	Board QN	Principal INTW	Teacher INTW	Parents INTW	Board INTW	OBS P1	OBS P2
123	CM.PG3.7	Does the Vernacular Literacy document carry exemplars of responses that meet the stated learning outcomes?	52c	47c				3a-f			16	1-2
123	CM.PG3.8	Does the Numeracy Literacy document carry exemplars of responses that meet the stated learning outcomes?	52c	47c				3a-f			16	1-2
123	CM.PG3.9	Do the curriculum documents carry advisory notes on intervention?	52d	47d				3a-f			16	1-2
123	CM.PG3.10	Does the English Literacy document carry advisory notes on intervention?	52d	47d				3a-f			16	1-2
123	CM.PG3.11	Does the Vernacular Literacy document carry advisory notes on intervention?	52d	47d				3a-f			16	1-2

Res Ques	Policy Indicator		Principal QN	Teacher QN	Parents QN	Board QN	Principal INTW	Teacher INTW	Parents INTW	Board INTW	OBS P1	OBS P2
123	CM.PG3.12	Does the Numeracy document carry advisory notes on intervention?	52d	47d				3a-f			16	1-2
	CM.PG4	Are curriculum support materials available?										
123	CM.PG4.1	For all primary years?	54c	49c				4			17, 20, 24-25, 30-33	2, 5, 13, 20-23, 30-31
123	CM.PG4.2	For all subjects?	54c	49c				4			17, 20, 24-25, 30-33	2, 5, 13, 20-23, 30-31
123	CM.PG4.3	Are support materials available for the current version of the curriculum?	54d	49d				4			17, 20, 24-25, 30-33	2, 5, 13, 20-23, 30-31
123	CM.PG4.4	Are support materials available for the current version of the English Literacy curriculum?	54d	49d				4			17, 20, 24-25, 30-33	2, 5, 13, 20-23, 30-31

Res Ques	Policy Indicator		Principal QN	Teacher QN	Parents QN	Board QN	Principal INTW	Teacher INTW	Parents INTW	Board INTW	OBS P1	OBS P2
123	CM.PG4.5	Are support materials available for the current version of the Vernacular Literacy curriculum?	54d	49d				4			17, 20, 24-25, 30-33	2, 5, 13, 20-23, 30-31
123	CM.PG4.6	Are support materials available for the current version of the Numeracy curriculum?	54d	49d				4			17, 20, 24-25, 30-33	2, 5, 13, 20-23, 30-31
	CM.PG5	Are written curriculum support materials reviewed in tandem with the curriculum?										
123	CM.PG5.1	Are support materials aligned with the current curriculum?	54d	49d				4			17, 20, 24-25, 30-33	2, 5, 13, 20-23, 30-31
	CM.PG6	Are there areas of the current curriculum that require improvement?										
123	CM.PG6.1	Have you identified areas of the Literacy curriculum that require	52e	47e	25			3f				

		improvement?									
123	**CM.PG6.2**	Have you identified areas of the Numeracy curriculum that require improvement?	52e	47e	25			3f			

SCHOOL CALENDAR 2015

	TERM ONE (10 weeks)	TERM TWO (10 weeks)	TERM THREE (9 weeks)	TERM FOUR (11 weeks)
START	26 January	13 April	29 June	21 September
END	2 April	19 June	28 August	4 December
SCHOOL HOLIDAYS	6 - 12 April (1 week)	22 - 28 Jun (1 week)	31 Aug - 20 Sept (3 weeks)	5 Dec - 24 Jan 2016 (7 weeks)
PUBLIC HOLIDAYS	**Good Friday - 3 Apr** **Easter Sunday - 5 Apr** **Easter Monday - 6 Apr**	**Mother's Day - 10 May** **Mother's Day Holiday - 11 May** **Independence Day - 1-2 June**	**Father's Day - 9 Aug** **Father's Day Holiday - 10 Aug** **Commonwealth Youth Games (CYG) - 5 - 12 Sept** **Note:** Samoa College finishes on the 21st Aug in preparations for CYG.	**White Sunday - 11 Oct** **White Monday - 12 Oct** **Christmas Day - 25 Dec** **Boxing Day - 26 Dec**

The 2016 School Year begins 25th of January