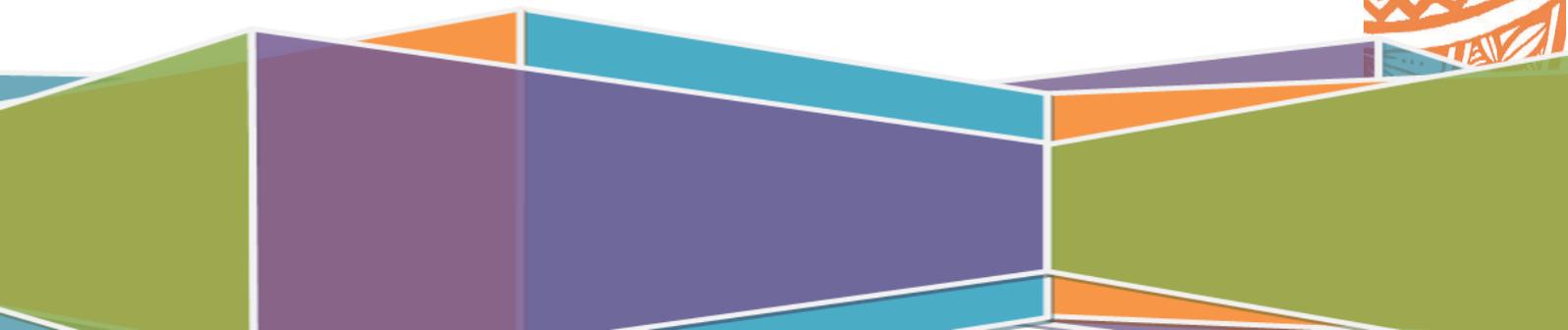




Government of Samoa
Ministry of Education, Sports and Culture

Government Teachers Appraisal Policy

2018 - 2023



Government Teachers Appraisal Policy

2018 – 2023

MINISTRY OF EDUCATION, SPORTS AND CULTURE

ACKNOWLEDGEMENT

Acknowledgment is due to Principals, teachers and all stakeholders who have provided invaluable input into refining this policy.

The views shared through the various consultations have provided a platform for discussion that lead to revisions of the original version of this appraisal policy.

This Policy is developed closely in line with the Registered Teacher Standards, and the Performance Appraisal Guidelines.

LIST OF ACRONYMS

AMP	Annual Management Plan (School)
CEO	Chief Executive Officer
HOD	Head of Department
IS	Infant Supervisor
ISP	Intervention Support Programme
MERD	Monitoring, Evaluation and Review Division
MESC	Ministry of Education, Sports and Culture
MOF	Ministry of Finance
MSS	Minimum Service Standards
NPDP	National Professional Development Policy
NTDF	National Teacher Development Framework
PPRD	Policy, Planning and Research Division
PSC	Public Service Commission
PTS	Professional Teacher Standards
QAPA	Quality Assurance Performance Appraisal
SDG	Sustainable Development Goals
SDS	Strategy for the Development of Samoa
SGF	School Governance Framework
SGP	School Governance Policy
SMP	School Management Policy
STS	Support Teacher System

DEFINITION OF TERMS

Professional Teacher Standards	endorsed standards and values which define what teacher will know, be able to do and to comply with. Teacher Standards comprises of Registered Teacher Standards, Leadership and Management Standards, Standards for Infant Supervisors, Standards for Head of Departments and any other standard endorsed by the Ministry.
Minimum Service Standards (MSS) for Primary and Secondary Schools	a set of standards that measures school autonomy and improvement, school performance and development.
Performance Plan	a template for devising performance targets for all contractual employments (principals and vice principals) from the Public Service Commission.
Teachers Act 2016	Act that is cited as the Teachers Act 2016
Teachers Council	means Samoa Teachers Council established by section 25 of the Teachers Act 2016
Education Act 2009	Act that is cited as the Ministry of Education Act 2009
National Teacher Development Framework 2018	framework that sets out the Government of Samoa's vision for a quality teaching service and the policies that will support its mission.
Performance Appraisal System	appraisal system using the professional teacher standards to monitor, evaluate and review teachers performance.
Quality Assurance Performance Appraisal	the external appraisal process conducted by the Ministry
Public Service Act 2004	Act that is cited as the Public Service Act 2004

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FOREWORD



The development of the National Teacher Development Framework (2011) emphasises the importance of developing the Professional Teacher Standards and Teacher Performance Appraisal for all teachers. The Professional Teacher Standards (PTS) and Appraisal is executed as a tool that would help teachers be objective and reflective on the impact of their teaching on student learning

The Ministry recognises that evolving changes in education in this 21st Century requires the change for attitude and performance of teachers.

Through the Professional Standards the Ministry is in a better position to understand objectively the skills and knowledge obtained by teachers in performing the job better. On the other hand, PTS also provides the teachers and Principals with a tool that helps to identify their teaching needs, strengths and weaknesses.

The Appraisal Policy is an integral part of the Professional Teacher Standards for Samoa's Teachers and it serves as a guide to supporting the implementation of the Performance Appraisal in schools.

This Policy was developed in consultation with Principals, teachers, relevant stakeholders' educators and practitioners of Education.

It is intended that this policy is adopted by all schools and teachers to support Teacher Registration purposes.

A handwritten signature in black ink, appearing to read 'Loau Sio', written over a horizontal line.

Hon. Loau Solamalemālō Keneti Sio
Minister of Education, Sports and Culture

1. INTRODUCTION

The overall aim of the Appraisal Policy is to support and enhance the implementation of the Professional Teacher Standards and Performance Appraisal systems for both primary and college teachers and Principals.

The Appraisal Policy, guides schools principals and teachers to understand the requirements of and procedures for implementing the Performance Appraisal systems currently in place. The Appraisal Policy supports the Teachers Act 2016, which regulates teacher registration.

Principals are expected to make reference to this policy to guide and monitor Performance Appraisal for all teachers.

2. PURPOSE

The Government Teachers Appraisal Policy derives from the National Teacher Development Framework, which broadly establishes that MESC has the responsibility of policy development and regulatory functions, monitoring and evaluation while the schools and its partners are the implementers.

The National Teacher Development Framework (NTDF)¹ Goal 1 (Policy area 4) focuses on ensuring that Teacher quality is monitored through a performance appraisal systems based on the Professional Standards for Samoa's Teachers (PSST). The standard-based Performance Appraisal allows teachers and the whole school to reflect on the quality of teaching and learning and to plan appropriate professional development actions.

The Performance Appraisal policy (1) provides the framework for clear and consistent overall performance of teachers, principals and vice principals, (2) sets out the process for assessment of teachers overall performance, against the Professional Teacher Standards (or any other Professional Teacher Standards determined by Ministry of Education, Sports and Culture or any other governing body such as the Teachers Council²).

Moreover, this policy supports the Strategy for the Development of Samoa's³ Key Outcome 7 which looks at improving the quality of teaching and learning in Samoa. The policy also aims to ensure that Goal 4 (Quality Education) of the Sustainable Development Goals (2015-2030) is achieved through "substantially increasing the supply of qualified teachers, including through international cooperation for teacher training in least developed countries and small island developing states."⁴

¹ Refer to Appendix 2 of NTDF

² Teachers Act 2016.

³ Strategy for the Development of Samoa 2016/2017-2019/2020.

⁴ Sustainable Development Goals (2015-2030).

3. GUIDING PRINCIPLES

The policy is guided by the following vision:

“All children in Samoa will have equal opportunities to quality education for their future”

This vision is substantiated by the key principles of:

3.1 Participation

Participation by both men and women is a cornerstone of good quality teaching and learning. This requires that all means must be deployed to include men and women in teacher appraisal processes.

3.2 Rule of Law

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

3.3 Quality

Quality is achieved in a system that strives for quality assured standards and qualifications that have been validated by relevant agencies. Teachers must effectively use results of appraisal reports to improve own capacity for effective teaching practice.

3.4 Relevance

Teachers must demonstrate knowledge and understanding of the curriculum, professional standards and use a “range of assessments” to inform their practice.

3.5 Confidentiality

Information regarding teacher’s performance appraisal may not be used in any other way except by request of the Ministry or any other governing body of the Ministry for monitoring and registration purposes.

3.6 Responsiveness

It requires that the system is meaningful to the teacher’s own learning and teaching needs. Responsiveness is a measure of efficiency and effectiveness to serve all stakeholders in a timely manner and within reasonable timeframes.

3.7 Equity and Inclusiveness

The system to treat all teachers equally, provide educational opportunities and improve access for all irrespective of socially ascribed differences such as gender, socio-economic background, ethnic origin, ability, language, disability, nationality and religion.

3.8 Effectiveness and efficiency

Continuous use of key elements of appraisal (setting objectives, monitoring progress, giving feedback) on a regular basis. Teachers actively participate in the objective setting and review process. It is a partnership, so that teachers feel accountable for their own performance.

3.9 Accountability

Accountability must be practiced in all decisions taken. The performance appraisal will be a supportive and developmental process that will inform how principals and teachers are teaching recognising both their strengths and professional development needs.

3.10 Gender sensitivity

- The system will avoid biased decisions and distorted results from appraisal processes and must ensure teachers have met the set standard that is required of them.
- Traditionally, males are not always associated with the teaching profession and the system needs to be aware of stereotyping and discrimination against men and women.

3.11 Sustainability

Performance appraisal processes require careful planning and ongoing implementation for the effective use of resources to ensure these processes are inclusive of relevant stakeholders such as family members as well as respective Ministries.

4. POLICY STATEMENTS

The policy statement that supports the development of the Appraisal Policy is referenced from the National Teacher Development Framework, 2018.

4.1 Professional Teacher Standards

Policy statement: “Teacher quality will be monitored through a QAPA based on the Professional Standards for Samoa’s Teachers”⁵

Professional Standards for Samoa’s Teachers sets out what teachers will know and be able to do. The standards also provide the framework for preparing new teachers and guiding their induction into the teaching profession.

4.2 Teacher Registration

Policy statement: “All teachers will be registered after becoming qualified to teach and upon the successful completion of the two-year school induction programme”.

Teacher Registration will give official recognition that all teachers have met the standard required to satisfactorily perform the duties of a classroom teacher, a member of the school community and the wider teaching profession.

4.3 Related Documents

This policy is governed under the Ministry’s Education Act (2009), the National Teacher Development Framework (2018), the Teachers Act (2016) *Part 2: Registration of Teachers*.

- All standards endorsed by MESC and the Teachers Council are governed under this Policy.
- The fairness and treatment of all teachers can be reviewed and evaluated under the Public Service Act⁶ and Teachers Act 2016⁷.

⁵ National Teacher Development Framework 2018 – 2028.

⁶ Public Service Act 2004

⁷ Teachers Act 2016

The following documents are referenced in this policy. The school management team must be well versed in all the related policies below for effective, efficient management and implementation of this policy.

RELATED DOCUMENTS	LEGISLATIVE & AUTHORITY	YEAR
Education Act	Ministry of Education, Sports and Culture	2009
Teachers Act	Ministry of Education, Sports and Culture	2016
Public Service Act	Public Service Commission	2004
National Teacher Development Framework (NTDF)	Ministry of Education, Sports and Culture	2018
School Governance Framework (SGF)	Ministry of Education, Sports and Culture	2018
School Management Policy (SMP)	Ministry of Education, Sports and Culture	2018
School Governance Policy (SGP)	Ministry of Education, Sports and Culture	2018
Professional Standards and Performance Appraisal for Samoa's Teachers	Ministry of Education, Sports and Culture	2011
Minimum Service Standards for Primary and Secondary Schools in Samoa	Ministry of Education, Sports and Culture	2016
Samoa Professional Standards for Principals	Ministry of Education, Sports and Culture	2014

5. APPLICATION AND SCOPE

The policy is in two separate sections in which a) covers the appraisal and it applies to all teachers employed in Government schools (Primary and College). It also b) sets out the formal procedures of the appraisal (QAPA) that applies to all Principals and Vice Principals in Government schools.

6. ROLES AND RESPONSIBILITIES

6.1 Part A - Appraisal for Teachers

The performance appraisal will be a supportive and developmental process designed to ensure that teachers have the skills and knowledge that is required to carry out their role effectively. It is a tool that will inform how teachers are teaching recognising both their strengths and professional development needs.

6.1.1 The Appraisal Period and Process

- All teachers will be monitored through the school's Annual Performance Appraisal system. The Annual Performance Appraisal is implemented and monitored by the Principal and Vice Principal.
- All new teachers who are inducted into the system will undergo a 2 year induction period. In the duration of the 2 years, Principals must conduct the Annual Performance Appraisal before the end of the school calendar year.
- All teachers who are currently teaching will also be monitored through the Annual Performance Appraisal implemented by the Principal and Vice Principal of the school. All teachers must undergo an Annual Performance Appraisal prior to the end of the school Calendar year or during Term 4 of the school year.

NB: *There is flexibility in the annual performance appraisal period of a teacher when teachers begin or end employment within a school or when a teacher changes post or position or responsibility.*

6.1.2 Appointing Appraisers

a) Teachers

The school Principal may allow the delegation of the Appraiser role to either of the following teachers who are currently holding the position of:

- Vice Principal of primary and colleges
- Infant Supervisor (IS) for primary schools
- Head of Department for Colleges
- Or any other senior teacher considered by the Principal to have held a previous position of responsibility such as the following:
 - Support Teacher
 - Retiree – currently teaching
 - Senior teacher with adequate years of teaching experience (of not less than 10 years teaching)

b) Infant Supervisors/Head of Departments

- Teachers who hold roles of responsibilities such as IS, and HOD are to be appraised by the Principal or Vice Principal.

c) Appointment of External Appraisers

- The Ministry will be responsible for conducting the Quality Assurance Performance Appraisal for all teachers, throughout the calendar year. All teachers will undergo a Quality Assurance Performance Appraisal given year of induction and timeframes set by MESC.

6.1.3 Requirement for Conducting Annual Performance Appraisal.

a) Establish a Support Teacher System (STS)

- It is important that all schools develop a support teacher system to empower teacher practice and to identify teacher needs in the beginning of the year. The support teacher system is a way of encouraging sharing of ideas and knowledge amongst teachers and colleagues through observation of lessons.
- Support Teachers are selected by the Principal and they are either IS, HOD and any other senior teacher considered by the Principal to have held a previous position of responsibility as in 6.1.2 (a) of the Appraisal Policy.

b) Conduct Observation

- It is important that all Principals and Vice Principals conduct periodic observation for all teachers. Periodic observations are determined by the Principal in consultation with the staff. No appraisal performance will be conducted without evidence of observations conducted throughout the year either by the Principals or any one listed in the appointing appraiser section (6.1.2) for teachers.
- During formal observation of teaching, the following work will be sighted and used to provide feedback for the teacher.
 - Annual Plans for all subjects and levels
 - Unit Plans
 - Term Plans

- Lesson Plan and linkages to specific learning outcomes and activities are consistent and correct
- Assessment Plans and Folders
- Portfolios (students and teachers)
- Students work and books

***NB:** this is just a guide but does not limit the evidence that a school or principal wishes to use and sight during observations.*

c) Student Evaluation

- Student evaluation will be part and parcel of the observation conducted during the performance appraisal.
- Student evaluation will be used to inform next steps for teaching and inform better teaching practices. Samples of Student Evaluation forms are attached in the Guidelines⁸ for Conducting Teachers Quality Assurance Performance Appraisal Booklet.

d) Develop Portfolio System for Teacher and Students

- It is important that teachers develop a portfolio system for themselves and students. The portfolio system is a systematic way of capturing students' progress and work that highlights how learning has taken place. Samples of portfolios and work that will be considered can be sighted in the Guideline for Conducting Teachers QAPA.
- Teachers are to also establish and maintain a portfolio that displays evidence of best teaching practice, work or achievements that reflect highly on student achievements.

e) Student Assessment data

- It is pivotal that Principals monitor the progress of student's learning during the performance appraisal of a teacher. The provision of data from national

⁸ Refer to Guidelines for Conducting Teachers Quality Assurance Performance Appraisal Booklet 2018

assessments and school based assessments will be highly evaluated and reviewed during the performance appraisal to identify effective teaching.

f) Professional Development⁹

- It is mandatory that Principals and Vice Principals take the lead in conducting professional development for teachers throughout the year.
- Annual performance appraisal of teachers will be used to drive and facilitate professional development in schools.

6.1.4 Determining Overall Performance of Teachers

At the end of every annual performance appraisal the Principal is expected to use the relevant Professional Teacher Standards that pertain to teachers and their respective position of responsibility at the time. The following standards apply:

- Registered Teacher Standards: Teachers without roles of responsibilities:
- Standard for Infant Supervisors for primary schools
- Standards for Head of Departments for colleges.

a) Rating

- All evidence collected from the observation and student evaluation will be considered in determining if the teacher has met a certain area of the professional standards. Ratings for each indicator of a standard will reflect the information observed and collected throughout the year.
- Consideration of student classroom-based and summative assessment during the year will be strongly considered, to determine rating in indicators of the standards that point to student achievement.

NB: All other forms to be filled out for the performance appraisal are in the Guidelines for Conducting Teachers Quality Assurance Performance.

⁹ Refer to NTFD 2018 – 2028 (Section, 5.2) and NPDP 2018 – 2023 (Section 5.1)

b) Absence during the performance appraisal

- It is up to the Principal and Vice Principal of the school to conduct a follow up appraisal of any teacher that is absent during the appraisal cycle.

Exception for follow up will be considered for those that are:

- On maternity leave
- Bereavement leave
- Paternity leave
- Long term illness
- Study leave

Any teacher that will be absent for a duration of time should be considered for an early arrangement for conducting his/her performance appraisal before the long absence is effective.

6.2 Part B - Appraisal for Principals and Vice Principals

The performance appraisal system for Principals and Vice Principals is conducted by the MERD Division of the Ministry.

6.2.1 The Appraisal Period and Process

- The Monitoring Evaluation and Review Division work collaboratively with the Public Service Commission in implementing the Quality Assurance Performance Appraisal cycles for Principals and Vice Principals.
- Principals undergo two appraisal cycles during their 3 year contractual term:
 - The first appraisal is conducted by the Ministry prior to the 18 month period
 - The second one prior to the 30 month period.

This is to ensure that Principals and Vice Principals performance are monitored and reported for their Performance Review conducted by the Public Service Commission.

6.2.2 Appointing Appraisers

- The Ministry is responsible for appraising all Principals and Vice Principals. During the QAPA, the Ministry (MERD) will inform the relevant Principals and Vice of their appraisal period.

6.2.3 Requirement for Conducting Quality Assurance Performance Appraisal.

The following Plans are requirements for the QAPA:

a) *Minimum Service Standards*

- All contracted Principals and Vice Principals are to ensure that the MSS for their respective schools are implemented and monitored in order to measure school performance.
- All schools are expected to conduct their MSS evaluation given timeframes stipulated in the MSS.

b) *School Improvement*

- School Improvement Plans is a 3 year Plan that reflects areas that need improving from the MSS Evaluation conducted by the school.

c) *Annual Management Plan*

- Annual Management Plan is a 1 year plan that is adapted from the School Improvement Plan. The AMP will reflect areas that need improvement for a school within a year in line with school's calendar year.

d) *Submit a completed Appraisal Contract Employee Plan (Template 3)*

- The Performance Appraisal Contract Employee Plan (Template 3) reflects areas of priority agreed to by the Principal and the Ministry, for endorsement of the Public Service Commission.
- All Principals and Vice are to submit a completed Appraisal Contract Employee Plan (Template 3) to the Ministry (SOD) for CEO approval before submission to Public Service Commission after they have been appointed.

- The Performance Appraisal Contract Employee Plan (Template 3)¹⁰ will closely reflect areas for improvement that are evident in the Schools Improvement Plan, and Annual Management Plan.

e) Leadership and Management Standards

“The Standard has been developed to define the role of the principal and to unify all principals in Samoa. It is intended to provide a framework for leadership succession and continuous professional learning through personal self-reflection and growth. It is also intended to provide coherence among existing and new leadership training programmes”¹¹.

All Principals and Vice Principals are expected to reflect in their daily roles and responsibilities as per domains of the Samoa Professional Standards for Principals (2014).

f) Conduct observation and feedback sessions

- During the QAPA process, observation is conducted to sight evidence of work done and improvements made. During this process, all plans and teacher’s work and student’s assessment work are viewed and sighted.
- Feedback sessions are conducted with the Principals and Vice Principals before and after the QAPA.

g) Principal Portfolio

- Principals are encouraged to develop a portfolio to display evidence of all work done throughout the year.

¹⁰ Performance Appraisal Contract Employee Template (PSC).

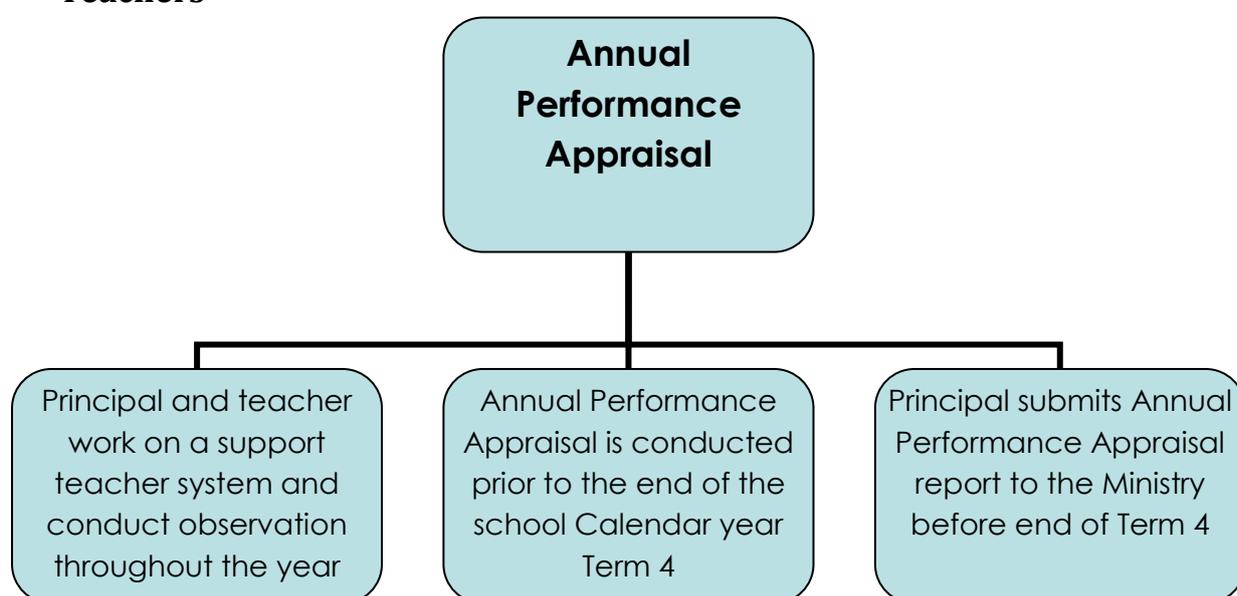
¹¹ Samoa Professional Standards for Principals 2014, pg 4.

7. MONITORING, EVALUATION AND REPORTING

7.1 Reporting of Annual Performance Appraisal for Teachers.

- At the end of every year, schools are expected to submit to the Ministry through the MERD Division copies of teachers' performance appraisals.
- Forms and evidence to be submitted are clarified in the Guidelines for Conducting Teachers Quality Assurance Performance.

7.2 Flow Chart of Annual Performance Appraisal Cycle and Reporting for Teachers



7.3 Underperformance and not meeting the Registered Teacher Standards

- Any teacher who is identified not to meet the Registered Teacher Standards will be put in the Intervention Support Programme conducted by the Ministry.
- This is a 12 month intervention support programme facilitated by the Teacher Development and Advisory Division. At the end of the first 6 month's a follow up QAPA will be conducted to determine teachers either meeting or not meeting the standards. Teachers who do not meet the standards will continue under the ISP¹² for

¹² Refer to Guidelines for Conducting Intervention Support Programme (MERD)

the last 6 months of the ISP programme before another follow up QAPA is conducted.

- Teachers who continue not to meet the standards after the 12 month ISP programme will be referred to the CEO for next steps as per PSC Act (2004).
- The QAPA reports will be used as documentation of underperformance in addition to other reports stipulated in the PSC Act 2004.
- Teachers who continue to underperform after the ISP will also be scrutinised under the Public Service Act 2004 Section 14: *Dealing with Poor Work Performances, and the Teachers Act 2016*”.

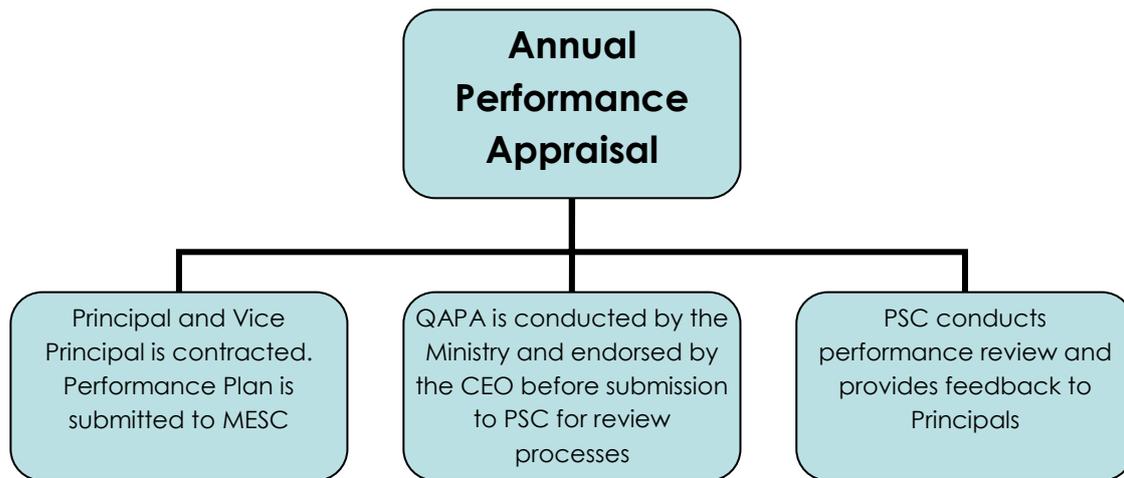
7.4 Reporting of Principals and Vice Principals Quality Assurance Performance Appraisal

- At the end of every QAPA, a report is generated by the Ministry (MERD) for feedback to the respective Principals and Vice Principals.
- Copies of QAPA reports are endorsed by the CEO before submission to Public Service Commission for their performance review processes.

7.5 Determining Overall Performance of Principals and Vice Principals

- The PSC conducts a review process to evaluate overall performance of Principals and Vice Principals.

7.6 Flow Chart of Principal QAPA and Review Process



7.7 Underperformance

- Any Principals and Vice Principals identified by the Ministry to be underperforming will be dealt with under the Public Service Act 2004 Section 14: *Dealing with poor work performances*, and the Teachers Act 2016.

8. REFERENCES

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EFFECTIVE DATE: July 2018

RECOMMENDED REVIEW DATE: 2023

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


.....
Signature

Loau Solamalemālō Keneti Sio

14/03/2018
.....
Date

9. APPENDICES

Appendix 1: Risk Management Plan

Appendix: Policy Risk Management Plan			
Risk/Activity	Risk Level	Implications	Mitigation Plan
Non-compliance	High	Policy objectives will not be achieved	<ul style="list-style-type: none"> Reassign school accountability, roles and responsibility of school personnel
Misinterpretation of the policy	High	Inconsistency of implementing the policy	<ul style="list-style-type: none"> Conduct ongoing awareness raising workshops and utilize mass media for a wider coverage Ensure appropriate communication within the school and community and encourage support of all involved
Avoid guidelines stated in policy	High	Policy objectives will not be achieved	<ul style="list-style-type: none"> Ensure that all relevant members and parties involved should understand the policy contents.
Monitoring	High	Policy issue areas cannot be solved	<ul style="list-style-type: none"> Monitor schools for changes that reflect the policy is effectively implemented
Policy objectives not filtered down to classroom level	High	Increase in chaos and problems	<ul style="list-style-type: none"> Ensure appropriate communication within the school and community and encourage support of all involved
Resistance of staff to change past practices	High	Ineffective implementation of the policy Minimal and no improvement from policy implementation overtime	<ul style="list-style-type: none"> Change the mindset and ensure appropriate communication of benefits to the school and staff Ensure senior management backing
Failure to consult all relevant entities during the review phase	High	Policy fail to address other issues ought to eliminate	<ul style="list-style-type: none"> Ensure a holistic approach is taken.
Prolong and delay process of policy review	High	Overdue finalization and endorsement of policy New issues arise in which new policy will not address.	<ul style="list-style-type: none"> Ongoing follow up and ensure officials with such authority are given strict timeframes. Ensure the mid-term review is done as planned and the policy to accommodate these issues.

Appendix 2: Implementation Plan

Phase	Action	Timeframe	Responsible MESC Stakeholder/s in Taskforce
Endorsement Phase	<ul style="list-style-type: none"> Ongoing follow up and ensure that various levels of authority endorse the policy in a timely manner and as planned. 	2017	MESC
Awareness Phase <i>Raising Awareness and Education in understanding the ECE Policy at national and local levels</i>	<ul style="list-style-type: none"> Conduct seminars with stakeholders (eg; PSC, teachers, principals, School Inspectors, MOF) 	2017	MESC
Transition Phase <i>Whole School Approach</i>	<ul style="list-style-type: none"> Professional development for school teachers and principals, School Inspectors (pre service and existing teachers) <ul style="list-style-type: none"> Staff understanding of their roles and responsibilities QAPA/self performance appraisal description, schedule 	2017	MESC MESC
Follow Up Phase	<ul style="list-style-type: none"> School visits to view school initial application of ideas/strategies to 	2017	PPRD/MERD

Monitoring Phase	<ul style="list-style-type: none"> • Actively manage ongoing Appraisal Policy compliance <ul style="list-style-type: none"> ○ Ensure this policy is embedded into government school and school staff rules, guidelines and procedures ○ Notify MESCC CEO of non – compliance issues 	November 2017 – 2023	MERD
	<ul style="list-style-type: none"> • Ongoing monitoring of the Appraisal Policy implementation on a quarterly basis throughout the school year 	November 2017 – 2023	MERD
Review Phase	<ul style="list-style-type: none"> • Evaluate/Conduct review on effectiveness of policy implementation 	2023	PPRD to lead

Appendix 3: Monitoring and Evaluation Framework

MONITORING & EVALUATION FRAMEWORK															
Government Teachers Appraisal Policy 2018 - 2023															
SDG TARGETS	SDG INDICATOR	SDS KEY OUTCOME	GOALS	Strategy	Outcome	Indicator	Baseline Data	Year 1 Target FY 18/19	Year 2 Target FY 19/20	Year 3 Target FY 20/21	Year 4 Target FY 21/22	Year 5 Target FY 22/23	Means of Verification	Policy Documentation	Responsible division
		KO 7: Quality Education and Training Improved: <i>All People in Samoa are Educated and Productively Engaged.</i>	NTDF GOAL 1: Teacher Quality	Teacher Registration	All teachers meeting agreed standards are officially registered	% of all teachers registered	N/A (baseline to be established in 2019)	10% increased of baseline	Teachers Council /MERD	NTDF sub-section 6.1.(ii) pg 5. Appraisal Policy sub-section 4.2 pg 5.	MERD				
				Professional Standards	Improved teacher performance	% of teachers meeting professional standards	2016	50%	65%	75%	85%	95%	MESC Educational Statistical Digest	Appraisal Policy	MERD
				Teacher Performance Appraisal	improved professional standards for teachers	% of teachers re-appraised and meet the standards	2016	25%	45%	55%	85%	95%	MESC Educational Statistical Digest	Appraisal Policy	MERD