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Building Education System Resilience in Samoa

Exploring systems, policies and classroom practices

Yung Nietschke

Dr Anna Dabrowski

Nora Warren

Michelle Arasi-Mulitalo

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Abbreviations and acronyms

ACER	Australian Council for Educational Research
DFAT	Department of Foreign Affairs and Trade (Australia)
ESP	Samoa Education Sector Plan 2019-2024
ESSP	Education Sector Support Program
GoS	Government of Samoa
MEC	Ministry of Education and Culture
MFAT	New Zealand Ministry of Foreign Affairs
NUS	National University of Samoa
OECD	Organisation for Economic Co-operation and Development
PILNA	Pacific Islands Literacy and Numeracy Assessment
SQA	Samoa Qualifications Authority

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Introduction

The COVID-19 crisis caused unprecedented levels of disruption to education systems worldwide. Government response strategies have varied across the Pacific region, with some countries imposing prolonged school closures while others have had short, repeated lockdown periods. In Samoa, school disruptions commenced in October 2019 with the measles outbreak, where schools were closed for five weeks, and some national secondary examinations were cancelled. Experience from the measles lockdown prompted the Government of Samoa (GoS) to act quickly when the COVID-19 pandemic reached Samoa in March 2020. A state of emergency was declared, and schools were closed again for six weeks. A second wave in March 2022 forced another lock down period. While studies have been conducted by GoS on access to education during the COVID-19 pandemic, there has not been any studies to examine the systematic impact on learning outcomes, student and teacher wellbeing or preparedness of the education system to respond to such disruptions. Given the potential for future health emergencies and extreme weather events, the GoS recognises the need to build greater capacity of the education system to respond to, and be resilient to, future crises.

This report presents the findings of research undertaken in Samoa. It forms part of a broader investment by the Australian Department of Foreign Affairs and Trade (DFAT) and New Zealand Ministry of Foreign Affairs (MFAT). The research was commissioned in 2020 under a Technical Assistance Facility as part of the Education Sector Support Programme (ESSP). In 2021, support for the research continued under the newly established DFAT-funded Tautua Program, in alignment with the program's focus on cross-cutting human and social development issues. The purpose of the study, therefore, is to build a deeper understanding of what policies and practices were in place during the COVID-19 pandemic and what lessons can be drawn to support system wide adjustments to mitigate future school disruptions. The study identifies the policies and practices that contribute to the Samoan education system's capacity to respond and recover from crisis and the factors that can drive system resilience, including social, human and economic considerations. Rather than a focus on gaps in system readiness, this study highlights the strengths and innovations in the education system and consider ways in which policymakers, school leaders, teachers, parents and the community collaborate to support improved teaching and learning.

Policy context

Samoa aims to deliver and promote high-quality education and training to meet the national, economic, social, and cultural goals. The Samoa Education Sector Plan (ESP) 2019-24 aligns with national, regional, and global plans and reflects the views of the Education Sector's stakeholders and the strategic plans of the three implementing agencies: the Ministry of Education and Culture (MEC); the National University of Samoa (NUS); and the Samoa Qualifications Authority (SQA).

Since 2013, MEC, NUS and SQA have been working together to implement the ESP aimed at improving learning outcomes through increased participation in higher quality and more relevant learning programmes. Through the ESSP, the Governments of Australia and New Zealand provide funding through a well-established budget support modality to support implementation of the ESP. In 2021, a new modality *Tautua* was established with funding from the Governments of Australia to support human development for all, including the education sector.

Regional and national testing of student learning outcomes noted a period of continuous and consistent decline in literacy and numeracy (LN) levels in Samoa. This is reported both in the most recent Pacific Islands Literacy and Numeracy Assessment (PILNA) 2022 as well as National Assessment results.

Outside of the obvious impact of disruptions from natural disasters and health emergencies in Samoa (COVID, measles outbreak), the level of understanding of why results are declining are not well understood nor supported by comprehensive and contemporary empirical evidence. Despite numerous policy adjustment, new investments and reforms by government and key stakeholders over the years, the overall impact on student learning has not had the desired results.

Study rationale

Based on extensive consultations with key education stakeholders, this study addresses the evidence gap in Samoa on system and school readiness to adapt to crises. A scoping mission was undertaken to explore current challenges and opportunities in the Samoan education system. It was clear that the Government of Samoa was already investigating in ways to support system resilience by introducing policies and processes to improve educational quality and student learning outcomes. The mission identified strengths and weaknesses in the system and helped to refine the focus for the study on the following areas:

- Policy fragmentation supporting education system reforms
- Resource allocation
- Monitoring and assessment practices
- Support for teachers

By addressing these areas, the study explores both system and school level practices to understand enablers and barriers to building education system resilience. The findings will support MEC to make research-based decisions to review systems and strategically develop interventions, allocate resources, promote what is working well, improve what is not working well and strengthen effective teaching and learning into the future.

Methodology

To understand the ways in which the education sector has responded to past crises and identify areas for improvement, evidence has been drawn from research, policy, and current examples of practice. The study covers policies and practices focused on supporting teaching and learning, with emphasis on the conditions that support students at the basic education level, particularly those affected by disadvantage.

Research Questions

The study was guided by the following research questions:

1. What evidence of effective teaching and learning practices can be found in Samoan schools?
2. How are policies that support student learning translated into practice?
3. How can these practices be leveraged more broadly to assist school and system improvement in Samoa?

Analytical Framework

An analytical framework (Figure 1) was developed to guide the investigation of the research questions and consider the intersections between policy, school, teacher, parent and student indicators that contribute to a resilient education system. The framework is informed by the extensive literature on effective teaching and learning and draws from the emerging evidence based on COVID-19 impacts on education systems worldwide.

In addition, a mapping of existing policies and recent research relevant to education reform in Samoa was conducted as a basis for exploration between policy and school practice. This supports the study's objectives in identifying system strengths and the interplay between the different levels of the education system and its actors, including classroom level practice and community engagement.

By exploring possibilities and opportunities rather than deficits, this framework guides the exploration of how different levels of the education system operate and interact through the planning and management cycle. Examples of innovative, flexible, and responsive system and school practices, is examined and presented against the framework, creating meaningful pathways to learn and adapt into the future, including promising approaches to address persistent quality and equity challenges in the Samoan education system.

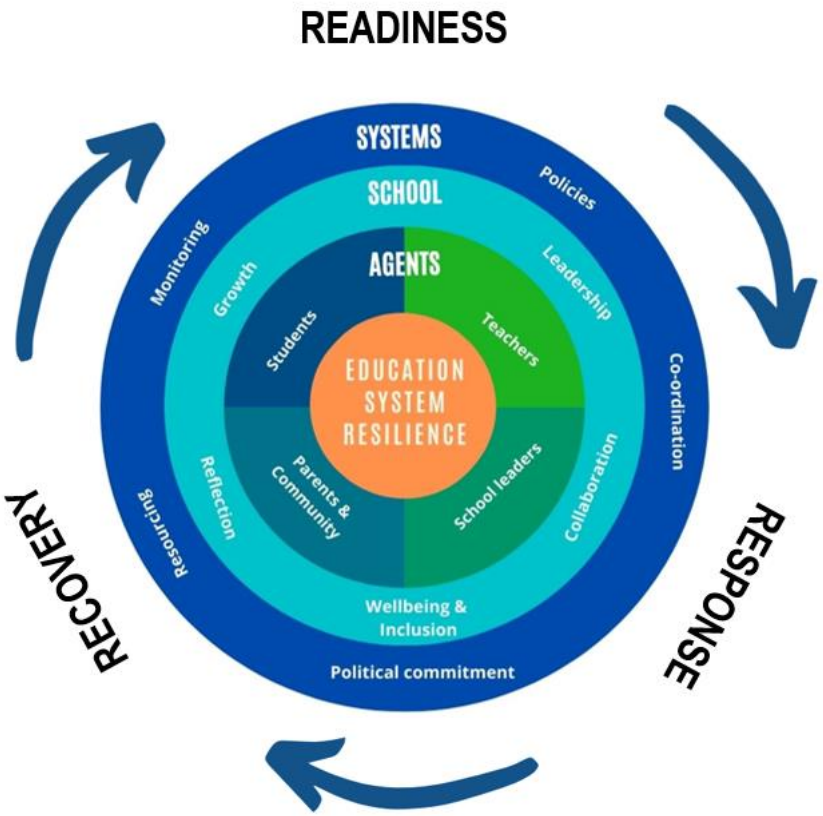


Figure 1. School and System Resilience Analytical Framework

School-level practices

There is no doubt that quality inputs at the school level have the potential to positively influence student outcomes (Hattie, 2003). The quality of those inputs, and the potential they bring for student learning and wellbeing, depends on what students, teachers, school leaders, and parents do, and how they interpret and enact broader policies that guide classroom practice and student learning. When we consider the school-level practices that have the potential to promote a resilient approach to change and support equitable outcomes for all, it is helpful to conceptualise the school as a community made up of four key stakeholder groups that come together to support learning and wellbeing. They are the students, the teachers, the school leaders, and the parents and community. We refer to these different stakeholder groups as “Agents” in recognition of the active role they can play in identifying needs within the school community and responding to those needs, particularly during a time of change or disruption.

In the context of this framework, the school level practices are intentionally broad, and reflect the established body of research on the importance of in-school practices on student learning. This is a point of difference to many existing frameworks assessing school improvement or education quality, which often base quality on access to resources, infrastructure, school management systems, standards-based curricula, and summative assessment. School-level factors that have the potential to positively influence student outcomes include:

Leadership

Leadership that focuses on improving student learning, supporting ongoing teacher professional learning and collaboration, engaging all members of the school community, and promoting the wellbeing and growth of the school community. In the context of this framework, we acknowledge that leadership can occur at various levels, including at policy, school, or classroom level. In this current study, we are interested in how leadership at the school level contributes to resilience in the face of challenge and supporting equitable outcomes. This leadership may come from school leaders themselves, but also collaborative leadership involving teachers, families and the local community.

Collaboration

Quality collaboration between school and families to support learning and wellbeing, professional collaboration between teachers that is focused on improving learning and the impact on student outcomes (Donohoo, 2018), collaboration between students and teachers (e.g., formative assessment (William et al, 2004) to improve student engagement, motivation, and learning (Timperley et al, 2017).

Reflection

A culture of reflection that looks for pathways to improvement and growth, use of evidence to evaluate impact, and identify areas for improvement, involves all members of the school community in the process of reflection. Feedback is also an integral part of the reflective process (Hattie & Clarke, 2018), allowing agents across various levels of the school to develop a sense of agency.

Wellbeing and inclusion

An emphasis on promoting wellbeing as a valued outcome of school, structures, processes, and programs that support the wellbeing of all members of the school community (students, teachers, school leaders, and families) can support student engagement and learning (Ryan & Deci, 2000). Inclusion should also be considered as a key condition for wellbeing (Goldan, 2021).

Growth

An emphasis on making progress, change and improvement, and other structures and processes that support teachers, students, and families to contribute to improvement within their school community (Griffin, 2017).

System level practices

This analytical framework assumes that resilient education systems rely on effective interactions between the system and classroom levels, as well as the ability of agents to translate policies into practice. Successful policy implementation requires skilled teachers and effective school leaders to connect classroom practices with the broader education reform agenda (Schleicher, 2018). Well-designed policies, supported by political commitment and strong institutional structures including coordination and resourcing, have the best chance of success.

The OECD (2020) proposes three key policy priorities to take education forward beyond the COVID-19 pandemic. It challenges systems to take a transformational view of education that ‘values people and processes over classrooms and devices. This links to the second policy priority, which calls for investments in teachers through carefully designed professional development that builds resilience and responsiveness to the new learning environment. It also considers new learning approaches that meet the learning needs of all children. The third priority area focuses on equity and inclusion in learning that combines policies that support effective learning interventions with student engagement and wellbeing.

While system and school structures are a crucial component of educational quality, understanding what happens in a school setting can offer meaningful insights into overcoming barriers to educational quality. Exploring which school-based practices and responses have been effective in supporting learning during periods of disruption, such as the measles outbreak and the COVID-19 pandemic, can provide important lessons for preparing education systems for future crises.

An examination of the policy context in Samoa was conducted through a policy mapping exercise to identify existing areas of policy alignment, overlap and potential gaps in the Samoan education system (Appendix A). The World Bank's Systems Approach for Better Education Results (SABER) tool (World Bank Group, 2019) for monitoring the implementation of policy and institutional frameworks in education systems, has been adapted in this analytical framework to help identify the different policy indicators at the strategic and planning levels and their intended impact at the practice/school level (see Figure 2). The model is based on the assumption that policies supporting education system resilience are well-integrated and aligned across all three levels (strategic, planning and classroom practice) and requires the active involvement of school leaders, teachers, students and parents/community members.

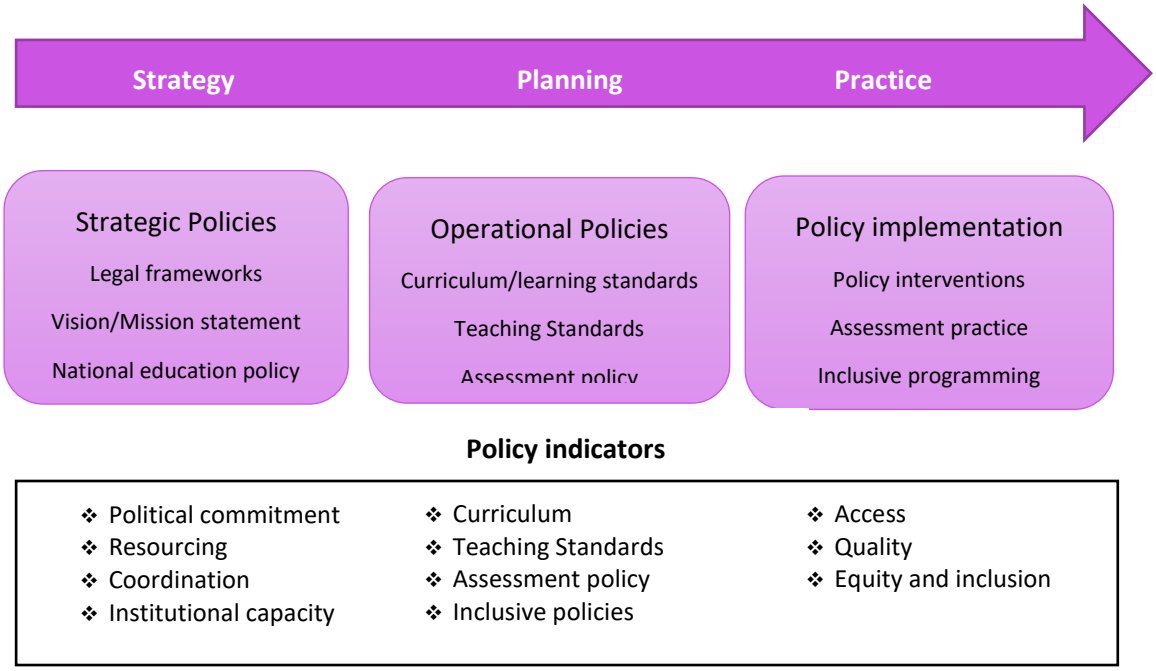


Figure 2. System and school-level policy alignment

The systems level refers to the central processes that guide strategic planning, management and monitoring of education service delivery. These processes involve multiple stakeholders, including national and sub-national government, donors, regional education bodies and private/religious education providers. They operate in more formal institutional contexts and are governed by legislation and policies.

A rapid review of literature on education system resilience in emergency contexts (Tarricone et al, 2021) identified key system level processes that support resilient education systems during and post-crises. These include planning, coordination, communication, ICT infrastructure, school infrastructure and monitoring. Based on this research and the policy mapping exercise, there were four prominent systems-level processes identified in the Samoan context:

Political commitment

Quality improvement is central to Samoa's education reform agenda, which is clearly articulated in the Education Sector Plan 2019-2024. These include access to quality education and training opportunities for all learners, improving the relevance of education and training to meet the demands of the labour market and increased efficiency in the management of the education sector. Across the policy frameworks, priority areas include inclusive education, early childhood education, technical and vocational education and training, information and communication technology and capacity development of staff. At the school level, there is a strong focus on a school improvement through strengthened management and organisation of schools.

Resourcing

Resourcing takes into account education sector funding and human resource capacity. Funding considerations overlap various areas, from provision of financial support to students/families with hardship, disadvantaged and marginalised groups (girls/students with disability/remoteness) to infrastructure support (health/hygiene facilities and resources to support both students and care-givers) and future-proofing on-going continuity in learning through movement to online/digital learning modes. The ICT policy guides the process of embedding and integrating ICT in all Samoan schools, which is linked to the Government of Samoa's development goals.

Coordination

Coordination considers the formal and informal processes across multiple sectors (horizontal) and from the central to the local levels (vertical). In the Samoan context, there is strong engagement and leadership demonstrated at the ministry level, with a willingness to collaborate across different line ministries and government agencies on cross-sectoral issues, such as students/families with needs. There also appears to be overlapping efforts in the implementation of some education initiatives which can create inefficiencies in education sector management. At the school level, there are some disconnect between policy and school level implementation. This could be due to a lack of a clear communication mechanism to schools.

Monitoring

Monitoring processes include the collection and analysis of information about student and school performance that can be used to inform education effective planning and management practices. Importantly, data that are collected should be reliable and enable decision-making about resourcing needs at the school level, which feeds into overall systems accountability (Robinson & Curtiss, 2020). In the Samoan system, monitoring processes appear to be very rigorous, and the use of data is common within the education system and schools. The Samoan guiding principle of quality highlights the significance of strengthening quality assessment processes and timely reporting. At the school level, partnership with the community is embedded in reporting student progress to parents and teachers are expected to build a trusting and reliable relationship with parents and school community.

Data collection and analysis

Drawing upon the above analytical framework, the study employs multiple methods to offer a descriptive account of the ways in which policymakers, teachers, school leaders, and parents have responded to support teachers and students during crises. With a focus on gathering qualitative insights that have not yet been gathered in previous research, the study featured three key data collection and analysis activities, which are explained in more detail below.

Case studies of practice

Building on preliminary findings from the scoping mission, case studies of effective practice is used to provide deeper analysis of school level practices to establish an evidence base for the interpretation of Samoan policies in practice, and to highlight "bright spots" in Samoa's education system. Case studies of schools can identify existing strengths and pre-conditions that support growth and improvement, using interviews, classroom observations and learning materials as evidence. Case studies are also driven by qualitative data, which reveal important insights often missed by large scale quantitative samples.

Based on consultations with MEC and development partners, the case studies were conducted in 8 schools representing government, mission and private schools in both urban and rural areas, including 2 schools in Savai'i. Although the findings generated by the case studies will not be representative, a diverse sample of schools will help identify disparities in resourcing and experiences of students and staff.

Interviews were conducted face-to-face to explore the perspective of teachers (n=18) and parents/community volunteers (n=15). Observations of classroom practice was conducted in 12 classrooms, to identify quality teaching practices as a proxy indicator for engagement and wellbeing in students and to provide important insights into the conditions that promote student learning. Interview and classroom observation data were complemented by evidence derived from sample teaching and learning materials, including lesson plans, student artefacts and school policy and planning documents.

Student assessment data

Findings from the case studies were triangulated by a secondary analysis of data to identify contextual challenges and strengths at both teacher and student levels. Existing national (Samoa Primary Education Literacy Level) and regional (Pacific Islands Literacy and Numeracy Assessment) student assessment data was used to explore the impact on learning outcomes in Samoa.

Analysis

Gathering data using multiple methods and from different data sources provides opportunities for triangulation and supports an in-depth understanding of the richness and complexity of the factors impacting teaching and learning. By exploring the perspectives of different stakeholders, the study is able to identify points of convergence and points of divergence in the dataset. This process of triangulation helps to minimise any bias that might result from using only one data source or one method of data collection. More importantly, triangulation improves the ability to uncover unexpected or otherwise hidden findings and explain those findings within the broader education system.

Qualitative analysis of case studies

Data collected during the case studies was analysed thematically and followed an inductive approach to allow for the exploration of themes that can lead to new ideas and insights. NVivo was used to support the coding and analyses of discussions and classroom observations, guided by the analytical framework developed for the study. The interview data provided insights into the experiences of school-level participants and were triangulated with the classroom observations to consider perceptions of school-level support in the Samoan education system. Saturation in themes was reached during the process of analysis. The findings of the interviews confirmed those key challenges and opportunities facing Samoa, as raised in the scoping mission and policy mapping exercise.

Secondary analysis of PILNA

Secondary data analysis of the 2018-2021 PILNA surveys for Samoa was conducted to explore contextual factors affecting student learning outcomes in Samoa. The focus of the analysis was on the 2021 PILNA with comparisons across the main strata (location, school type, etc.). 2018 and 2021 averages for Samoa were also compared when the identical measure is available in both surveys. In addition, an assessment of the predictive power of the teacher and school leader variables for student achievement was conducted. Additional analysis included multivariate modeling (regression) where the teacher and school leader indicators were added to statistical specifications that include a number of school, student and community controls. Separate analyses were done by study subject and grade. This methodology follows standard practice for analysing data from large-scale assessments, by incorporating replicate weights and plausible values for each test subject.

Findings

Based on the analytical framework, the findings revealed gaps in policies and practices supporting effective teaching and learning that contributes to long-term education system resilience. However, there is also strong evidence of school-level practices that have been adapted to respond to system level challenges and that could be leveraged to support education system resilience. Findings relating to the factors identified in the analytical framework are discussed in detail below.

Resourcing

Infrastructure and resourcing across the observed schools was disparate, with some schools more well-resourced than others in relation to number of teachers, availability of books, and other classroom materials. Many of the observed schools did not have lighting or basic cooling, creating a dark and hot space for teachers and students to work within. Where fans were available, they were often not turned on due to a lack of electricity or associated costs. As a result, schools tend to start earlier than the official start time of 9am and finish earlier to avoid the heat during the day.

The schools observed appear to be grappling with significant challenges related to resources and infrastructure, which severely impact their ability to deliver effective education. These constraints include limited funding, overcrowded classrooms, and outdated facilities. In a few of the schools observed, there were insufficient desks and chairs for all the students in the class, or where there were desks and chairs, these were too high for the younger children to sit on.

Many schools lack sufficient access to computers, reliable internet connectivity, and other technological tools that are increasingly considered essential in the country. Where computers are available, teachers sometimes lack the skills to use them, instead relying on community volunteers. Access to electricity and internet also impacts on the ability of schools to integrate technology. One rural school reported having a satellite dish installed, but internet is no longer available.

Figure 3. Computer lab

Figure 4. Inadequate supply of desks

In the schools observed, there appears to be shortage of basic educational materials, most notably books. Many classrooms are under-equipped with textbooks, and access to supplementary reading materials such as libraries or reading corners is often limited or non-existent. This scarcity of books severely limits students' opportunities for independent reading and learning, constraining their ability to explore subjects in depth or beyond the curriculum. Some of the parents that were surveyed also reiterated the need for more textbooks, with one parent suggesting that access to more books will allow their child to 'broaden their understanding in all subjects'. Teachers appear to rely heavily on

black and white photocopies and shared texts, which may hinder their ability to provide a diverse and engaging learning experience, particularly in subjects such as science and art. When texts or materials were available, some of the content appeared culturally irrelevant or too complex for students.

Of the teachers surveyed, 71 percent identified poor school infrastructure and resources as challenges faced when supporting student learning (Figure 5). This finding is consistent with the PILNA analysis, where school leaders reported the greatest barriers relating to instruction were teacher shortage, classroom quality and shortage and lack of materials (Figure 6). These concerns were more likely to be reported by government school leaders than non-government school leaders.

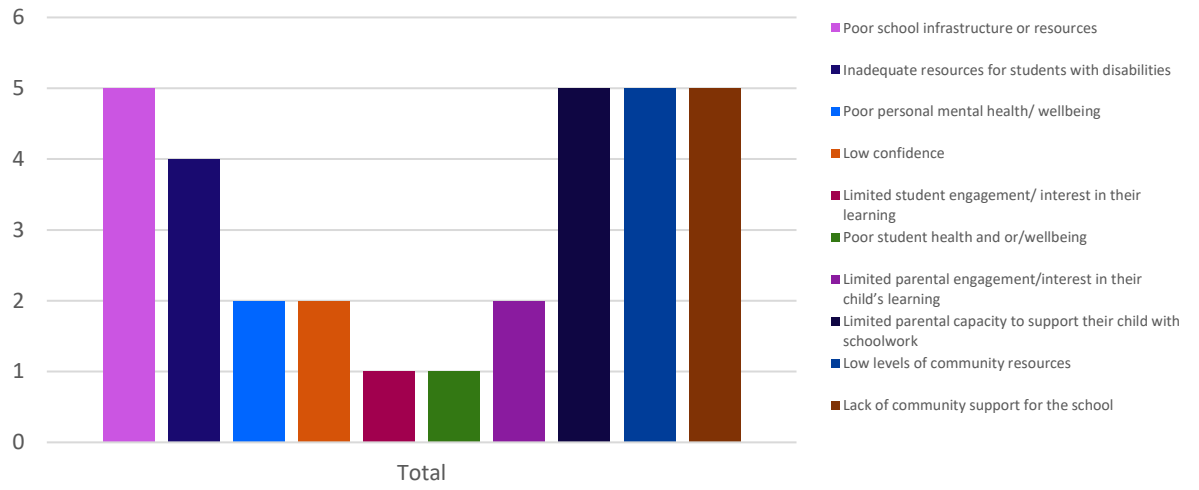


Figure 5. Challenges Identified by Teachers in Supporting Student Learning

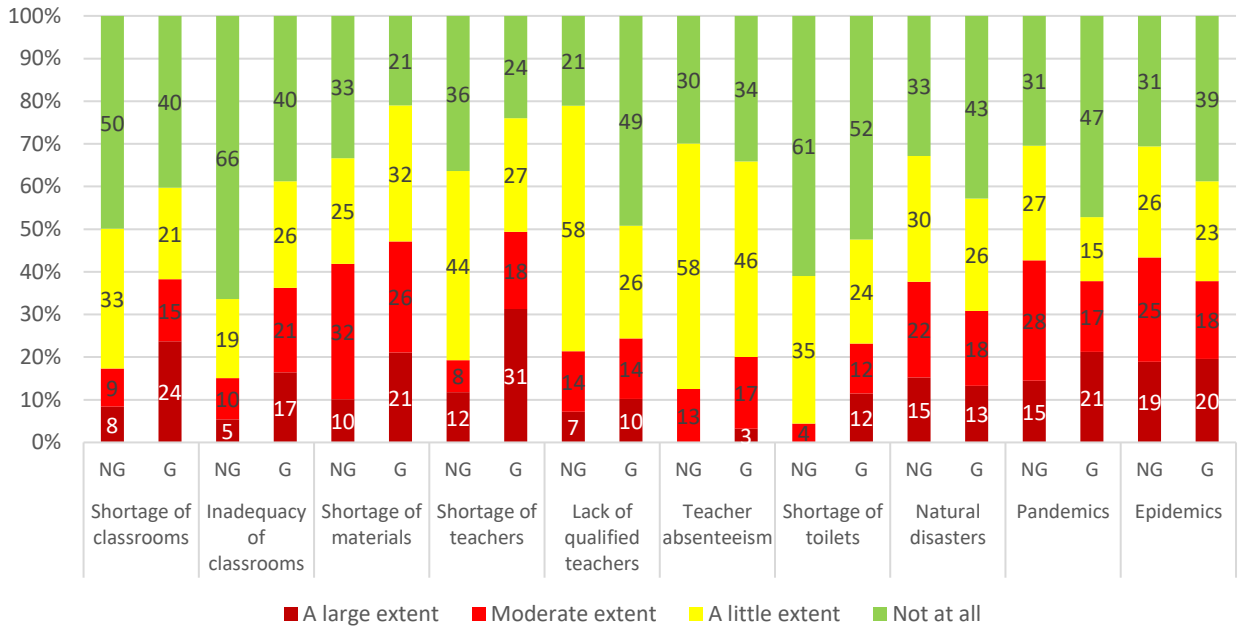
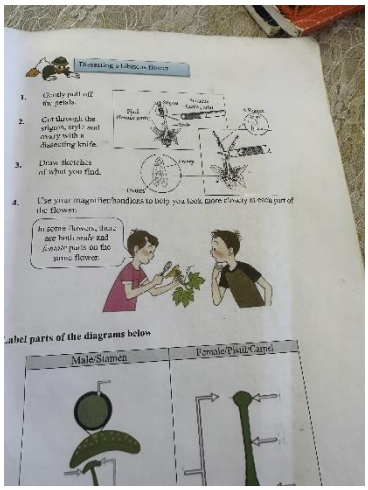


Figure 6. School leader-reported hindrances to implementing curriculum by school type, Samoa, 2021 PILNA

Evidence of adaptation

Despite these obstacles, some educators have attempted to innovate within their teaching methods and leadership strategies, albeit with varying degrees of success in enhancing student engagement and learning outcomes. Amid these limitations, educators in some schools were observed using natural materials as teaching aids, particularly in rural settings. For example, in one a village school, teachers utilized plants to teach biological sciences, and stones and leaves were used to explain mathematical concepts like counting and basic arithmetic.

In another school, children were observed using bottle caps as counters, and cut up garden hoses. This innovative use of available resources demonstrates resilience and creativity under resource constraints. When teachers were asked what resources and support they would further require to support students, some teachers identified the need for access to technology and the internet. Other teachers stated the need for resources for activities in 'maths, science, arts (visual), HPE (microphone, speakers, sports gear…)'. Additionally, the need for funds for field trips or programs for students outside of the classroom was also suggested.



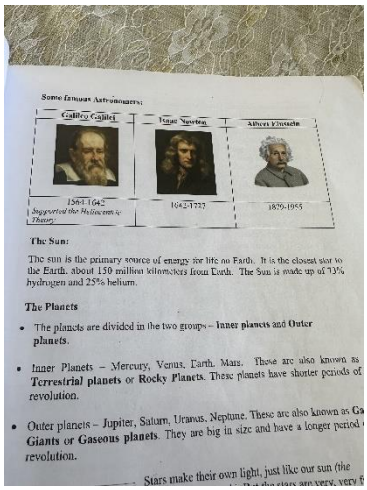


Figure 7. Examples of instructional adaptations

Growth and differentiation

In some schools, efforts to improve student learning through differentiated instruction were observed. However, class sizes appear to be a major barrier to supporting student learning and providing effective differentiated instruction. A number of the teachers that were surveyed indicated the large class sizes as a challenge in supporting student learning. This is further reinforced by similar notions held by the parents surveyed, with one parent stating that 'There is not enough teachers and too many students in a class. This resulted in having teachers not being able to support all students in the room'. In some classes observed, more than 60 students were present, with no access to fans or cooling. This was attributed to teacher shortages.

As a common observation of differentiation, teachers appear to integrate both English and Samoan in various subjects to facilitate comprehension and inclusivity. This bilingual approach aims to support learning among students with different linguistic backgrounds, however in some schools, there were students from other countries in the Pacific who did not speak either language. Depending on the

manner of instruction, the effectiveness of bilingual pedagogies varied, particularly in working with those students with limited language proficiency in either language.

Figure 8. Example of a large class size

In the PILNA analysis, the use of language is correlated with student achievement, with student scores consistently higher in classrooms where the teachers report using English. However, Year 4 students who report using Samoan at home score significantly higher in Numeracy and Writing than students who report speaking English at home (Table 1). Students in non-government private schools who speak English at home outperform those who speak the national language at home. This is supported by observations in one private school where the teacher uses English consistently throughout the lesson, even when students reverted to Samoan. In government schools, teachers were observed more likely to switch between English and Samoan.

Table 1. Mean performance of Year 4 and 6 students by subject and language in home, PILNA 2021

YEAR	DESCRIPTIVE STATISTICS	NUMERACY:		READING:		WRITING:	
		ENGLISH	NATIONAL LANGUAGE 1	ENGLISH	NATIONAL LANGUAGE 1	ENGLISH	NATIONAL LANGUAGE 1
4	Mean	438.8 (8.4)	458.7* (5.0)	415.6 (10.2)	430.9 (4.6)	469.8 (4.4)	479.2* (2.3)
	SD	78.3 (6.2)	73.9 (2.6)	85.5 (8.2)	77.7 (2.3)	51.8 (2.8)	48.2 (1.4)
6	Mean	499.6 (12.9)	504.2 (2.7)	469.7 (14.5)	482.9 (2.5)	498.7 (5.7)	506.5 (1.8)
	SD	87.3 (6.6)	61.8 (1.6)	92.9 (8.2)	64.9 (1.5)	47.6 (2.7)	37.8 (1.0)

From the teachers interviewed, approximately 86% indicated that they felt between moderately to highly prepared to use appropriate teaching strategies to support students with languages other than the dominant language. The remaining 14% felt they were not prepared at all (Figure 9). Most of the

teachers interviewed reported identifying and using differentiation to support student learning. In most of the classrooms observed, teachers separated students into groups based on learning needs. When one teacher was asked how she monitors and plans for her students' growth in reading and writing she responded that "she knew there was an issue and tried some things".

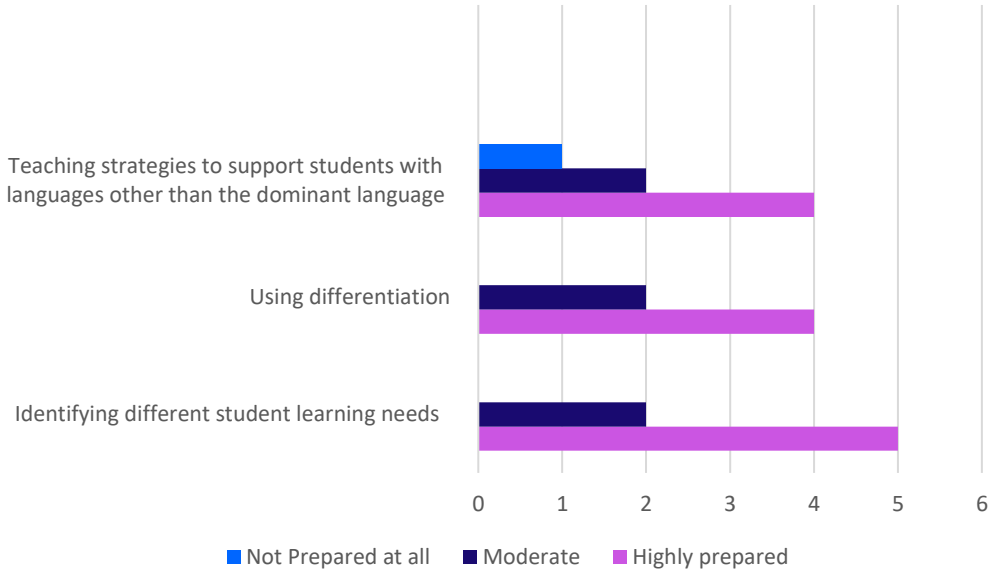


Figure 9. Teacher Reporting of Preparedness in Areas of Differentiation

In one coastal school where bilingual teaching was effectively implemented, communication gaps between students and teachers appeared reduced, enhancing understanding and engagement in classroom activities. The teacher used visual aids and real-life examples to ensure that both Samoan and English-speaking students could grasp mathematical concepts effectively. In these instances, teacher talk was focused on explanation and clarification, providing students with the language tools needed to express mathematical ideas in both languages.

A significant concern observed in many classrooms was the prevalent use of rote learning methods. Direct instruction and teacher led practices were common, with students given little chance to interact or apply their learnings. Chants and repetition were often observed. The 'Tauloto' strategy, which involves memorization and repetition, was commonly used to reinforce language skills. For example, in one Year 2 classroom, a teacher read out a passage and asked students to repeat each sentence after her. While this method aids in vocabulary retention, it does little to promote critical thinking or deeper understanding of the material. For example, during a reading session in a suburban school, students were encouraged to memorize passages rather than engage with the text through discussion or analysis, limiting the development of analytical skills.

Figure 10. Example of teacher directed instruction

In a Year 1 mathematics lesson, a teacher was observed teaching students addition by repeating the number sentence with students singing out the answer “two plus one equals three”. When students were asked to solve a simple equation, they could not as there was no understanding of the concepts of addition. During a visit to a rural school, a math lesson extended for nearly three hours. This suggests a heavy reliance on prolonged direct instruction, potentially misaligned with the planned curricula displayed in staff rooms. Students also reported feeling disengaged due to long lessons, and wishing they had ''harder'' work.

While some teachers conducted live end-of-class revision, in the form of stronger students coming to model their learning in front of the group, or peer corrected presentations, it appeared that most teachers collected samples of student learning to ''tick or cross'' after class, creating an enormous workload. In some classrooms, piles of exercise books were handed in to the teacher to mark after each lesson.

Figure 11. Student exercise books submitted for marking

Evidence of adaptation

It was positive to observe in one urban school, rote learning was complemented by interactive discussions, quizzes, and practical applications that helped contextualize the memorized material, showing a more balanced approach to teaching. Teacher-talk in these classrooms often prompted students to apply what they had memorized in new contexts, asking questions like, "How can we use this word in a different sentence?" or "What might be another meaning of this phrase?" Some teachers used formative assessment practices, such as questioning techniques, to assess understanding. Hands-on assessment methods were also used, as seen in practical science experiments where students tested water quality and analysed the results, effectively bridging theory with practical application. More formative practices can also reduce teacher workloads of marking.

Figure 12. Example of a teacher using questioning techniques with students

Wellbeing and inclusion

Wellbeing and inclusion appear to remain relatively new concepts in Samoan schools. Many teachers described struggling with student behaviour as corporal punishment is no longer permitted. This is consistent with the PILNA analysis, which showed a significant increase in teacher and school leader reported problems related to student behaviour between 2018 and 2021. School leaders also indicated a need for more training in student behaviour management. Given the rise the number of student behaviour issues between 2018 and 2021, it could be a reflection of the COVID-19 impact on students in Samoa. High levels of absenteeism were also broadly reported by teachers in the survey, though processes for following up were inconsistent or unclear.

Inclusion, particularly in regard to recognising student disability, also remains emergent. In some schools, children with obvious dyslexic, sensory, or stimming behaviours were observed, but it was not clear whether teachers recognised these student needs. The majority of teachers that were surveyed identified as moderately to highly prepared in identifying student learning needs and differentiating accordingly. However, 29% of the teachers found that they were ‘not prepared at all’ when supporting students with learning difficulties or disabilities (Figure 13).

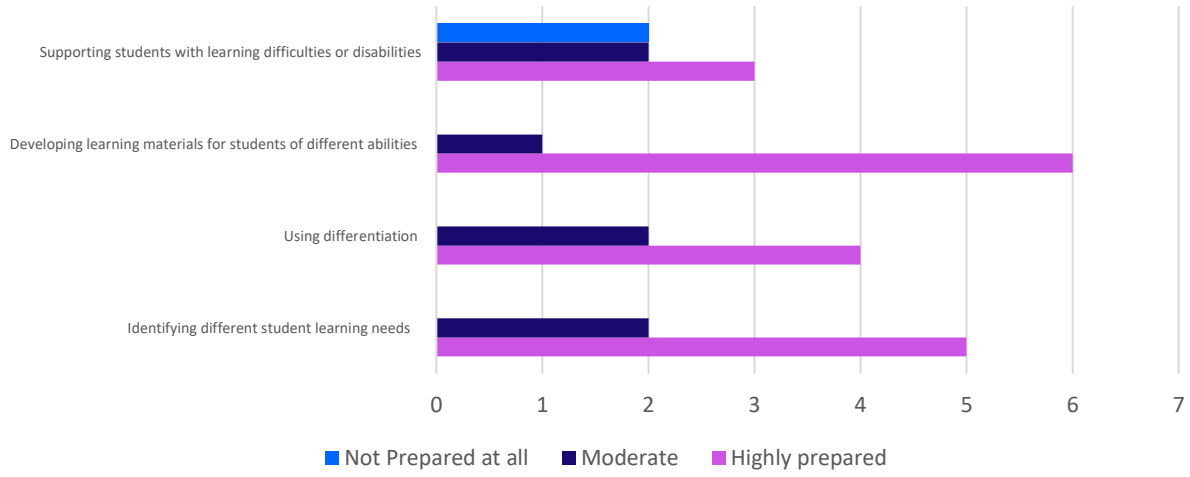


Figure 13. Teacher Preparedness for Inclusive Education

Student wellbeing

Classroom setups often attempt to foster inclusion, with students arranged according to ability levels. This strategy intends to tailor lessons more effectively to group needs but also risks segregating students and reinforcing learning disparities. For example, in one school, while ability-based grouping was intended to cater to each student's pace, it inadvertently highlighted differences in skills among students, which may also have led to some students feeling isolated.

Efforts to maintain a positive classroom environment were evident, yet the actual effectiveness of these strategies was uncertain. The majority of parent respondents that were surveyed reported their child as enjoying attending school to a large extent, as well as identifying that their child's teacher was supportive of their child's learning. However, reports of unsupervised classrooms during teacher breaks and instances of harsh discipline practices detract significantly from the nurturing atmosphere essential for student growth. Half of the parent respondents surveyed indicated that their child was afraid of their teacher. In general, students were observed to be obedient and compliant in the classroom.

Additionally, the physical environment of the schools, often described as very hot and lacking adequate ventilation, adds another layer of challenge for both students and teachers. Despite these issues, some teachers managed to create engaging and supportive classroom environments that fostered student well-being and facilitated learning through interactive and enjoyable educational activities. In one particularly effective example, a teacher implemented a "cool-down" corner in her classroom, where students could take short breaks and manage their emotions, to help improve student focus and participation. In another classroom, the teacher made efforts to engage boys and girls equally.

Figure 14. Example of a typical classroom environment

Teacher wellbeing

When considering the wellbeing of staff, teachers surveyed indicated experiencing stress from work as a weekly occurrence, with all teachers also expressing worry for the wellbeing of students weekly (Figure 15). Efforts by teachers to provide students and families with mental health resources and the incorporation of mental health and well-being activities in teaching practices were also reported by the teachers surveyed.

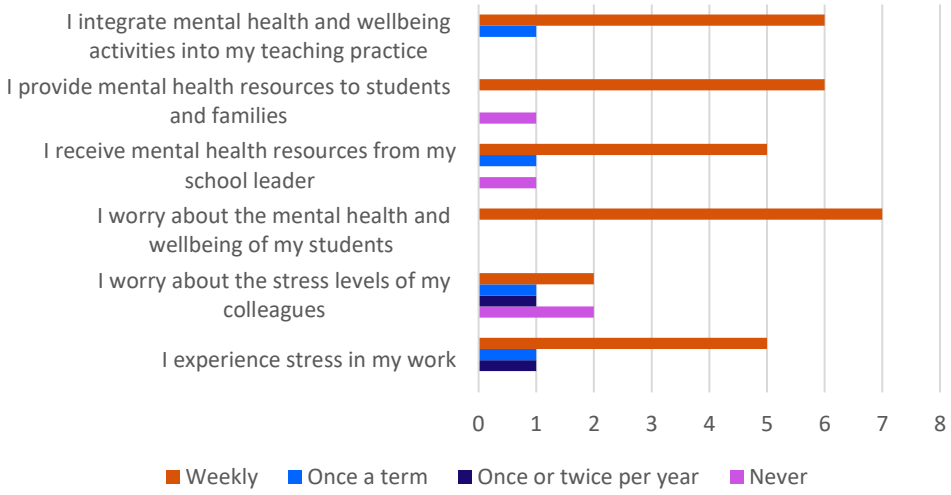


Figure 15. Teacher Reporting of Mental Health and Mental Health Practices

This is consistent with the PILNA findings which showed that teachers in Samoa reported relatively high levels of concern about stress, feeling overwhelmed and difficulty sleeping. Between 2018 and 2021, there is evidence of significant deterioration in the teaching and learning environment which is consistent with the decline in student learning outcomes. These concerns include larger class sizes, a drop in professional development opportunities, lack of teaching materials and increase in student behavioural issues. Samoan teachers also reported nearly 60 percent higher time use than the PILNA regional average, which indicates that Samoan teachers spend more time on activities including

teaching, lesson planning and marking student work than teachers in the region. Given these findings, it is not surprising that teachers are burnt-out and leave the profession.

Evidence of adaptation

Across the observation data, mutual support and understanding for other staff working under difficult conditions was often discussed. This was also outlined by school leaders, who recognised and made efforts to celebrate the work being done by teachers. For example, in one school, staff profiles were highlighted in the staffroom.

Collaboration and Coordination

The reliance on community volunteers as temporary teachers due to staff shortages was prominently observed across the schools. Some schools successfully integrated community volunteers who brought valuable local knowledge and enthusiasm into the classroom, enhancing the cultural relevance and richness of the curriculum. In one example, a local artist volunteered to teach art classes, offering a new perspective on classroom content, and fostering creativity among students.

However, as parent or community volunteers also lack formal training, affecting the quality of education and classroom management. Instances and descriptions of inappropriate discipline by parent volunteers, including inappropriate or abusive language, as well as physical punishment by volunteers, were concerning. Such behaviour not only undermines the learning environment but also impacts student well-being and safety, highlighting the important of school oversight in using parent volunteers to assist. For example, in one school, volunteers who were teaching different classes were observed speaking forcefully, shouting at students and using abusive language.

Evidence of adaptation

In more ideal cases, volunteer involvement was structured and supervised by professional staff, leading to more positive contributions that supported educational goals and enhanced student learning experiences. Teachers and school leaders in the PILNA survey reported strong parent and community engagement in their schools and there is evidence of strong positive correlation between parental support and student academic achievement (Figure 16). This was much more common in government than non-government schools, which typically relies on parents and community volunteers to contribute to maintaining the school grounds, providing lunches and fundraising activities.

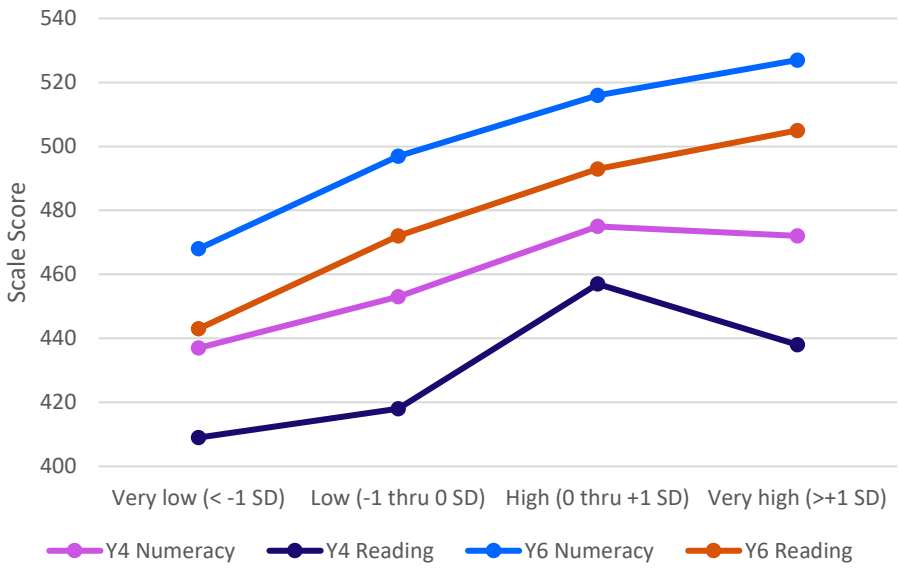


Figure 16. Student scale scores by subject, grade level and overall levels of parental support, Samoa, PILNA 2021

For example, in another school, a volunteer with a background in science helped organize a school science fair, which provided a hands-on learning experience for students. In another school, parents were actively in a weekly reading program, which supported literacy development and strengthened the home-school connection. Furthermore, community involvement extended to local businesses and village elders, who contributed resources and shared cultural knowledge with students, respectively. This collaboration was described by school leaders and teachers as enhancing the sense of community belonging and mutual responsibility for educational success.

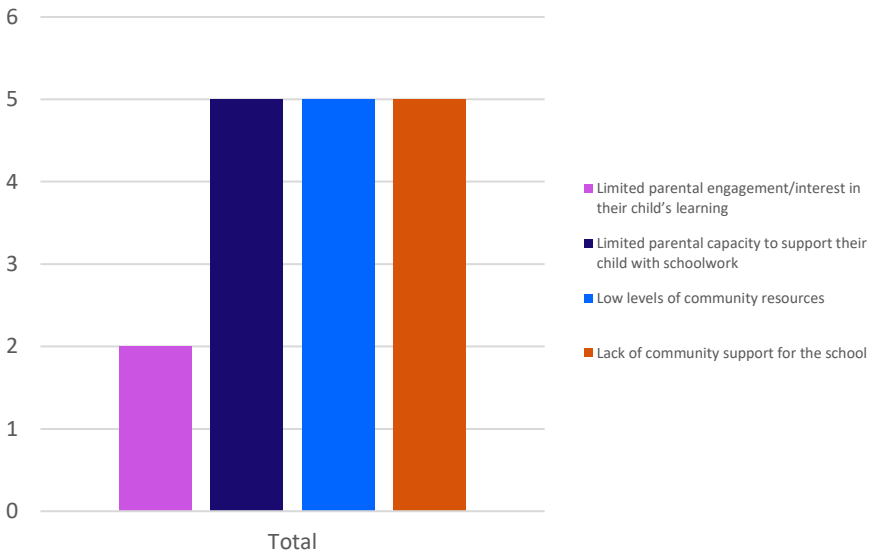


Figure 17. Teacher perceptions of parent and community involvement in student learning

Leadership and Autonomy

In most schools, leadership appeared to be a hierarchical process, in which teachers are given little autonomy and are under the direct supervision of their Principals. The majority of teachers' surveyed indicated weekly meetings with school leaders in regards to discussing the needs and challenges of the teacher and ways to support their students (see Figure 18). Some school leaders described ''marking'' lesson plans from experienced teaching staff. However, leadership within many of these settings often appeared reactive, with superficial adaptations to teaching practices during inspection periods rather than processes to support teaching quality or the work of teachers. This may be driven by system pressures or expectations related to the monitoring of teachers and schools.

Evidence of adaptation

Yet, there were examples of effective school leadership where proactive measures were taken to optimise resource use and improve teaching methods, demonstrating a genuine commitment to educational advancement. In one school, the principal successfully lobbied for additional funding to renovate classrooms and update educational materials, which significantly improved the learning environment. In another school, teachers were given more freedom by their school leader to modify the setup of classroom environments, which likely contributed to the high levels of student interaction observed.

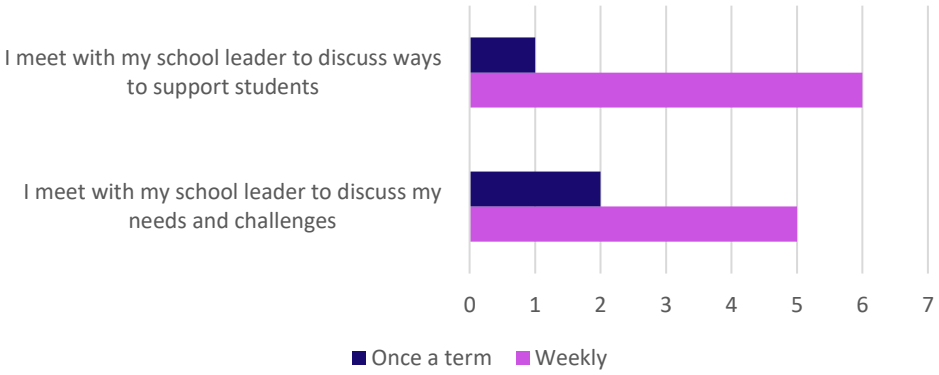


Figure 18. Frequency of Interaction between Teacher and School Leaders

Additional Observations

Overall, the observations across different schools illustrated ongoing efforts to address the challenges of limited resources and infrastructural deficits, as well as traditional methods of teaching. While there is evident commitment among educators to improve student learning, the effectiveness of these efforts appears to be hampered by inconsistent application of effective teaching practices across schools, as well as disparate resource access and allocation. The dedication of educators is clear, but without more comprehensive support and resources, particularly infrastructure and qualified teaching staff, it will likely remain difficult to achieve significant improvements in educational outcomes for all students.

Finally, many of the observed lessons appeared to be scripted, repeated, or rehearsed. Most schools were prepared for the observations, and the school leaders were engaged in the selection of teachers. Despite difficult environmental conditions, some teachers appeared to be to have been coached for the observations, rather than delivering an authentic lesson. In many cases, student engagement also appeared inauthentic. For example, the preparation of new lesson plans and classroom materials in anticipation of visits suggests a practice of 'putting on a show' rather than implementing sustained improvements. This behaviour calls into question the authenticity of the teaching practices and the reliability of the positive feedback during official visits. This should be taken into consideration when reviewing the findings of the observations.

Discussion: Opportunities and challenges for building education system resilience

This section examines the current gaps in the Samoan education system and identifies opportunities to leverage existing systematic strengths and classroom practices to enhance the system's resilience. It outlines overarching systemic concerns and potential policy entry points to address issues such as teacher shortages, declining student performance, and dropout rates. Additionally, it evaluates what is working well and considers gaps against the guiding analytical framework, at both the system and school levels.

Readiness

Prolonged school disruptions due to the measles outbreak and COVID-19 pandemic have underscored critical gaps in the education system resilience of Samoa. While the system demonstrated flexibility and adaptability to respond quickly through the introduction of technology interventions to facilitate continuity learning, there were challenges in ensuring that teaching and learning reached all students, particularly the most marginalised. As the Samoan education system recovered from the pandemic, there are lessons that could be drawn to better prepare for future disruptions and safeguard learning outcomes for all. System readiness involves having plans and processes in place that can guide responses during and after a crisis. Resilient education systems rely on having robust policies and procedures and an enabling environment to support their enactment. Therefore, the alignment between policies and practice is critical and requires effective interactions between the institutional and classroom levels, where school leaders and teachers are supported to connect classroom practices with the broader education reform agenda.

Strong policy environment

In Samoa, the education sector is supported by a robust policy framework focused on ensuring resourcing and funding allocation is equitable, wellbeing and inclusion mechanisms are prioritised, and that school governance mechanisms, and teacher professional development, are focused on enhancing the outcomes of students. However, the success of these policies, especially during periods of crisis, relies heavily on their practical implementation. Despite the intention of Samoa's policies to guide and protect beneficiaries within the education system, research undertaken during this study suggests that teachers and school leaders often feel overwhelmed by the multitude of policies they are required to enforce. This is important, as teachers are key agents in the enactment of education policies. Additionally, there are instances where policy implementation lacks clarity or has not been effectively communicated to schools. In particular, consultations with school level stakeholders reveal a significant gap in understanding policy availability, interpretation, and access to necessary resources and structures, including technological tools and professional development materials for teachers.

Global insights from the COVID-19 pandemic highlight the importance of teacher autonomy in adapting teaching practices to ensure effective student learning during school disruptions (Nietschke et al., 2022; OECD, 2021). However, a highly regulated and monitored school environment can restrict opportunities for teacher autonomy and innovation, which are crucial for addressing student learning needs, especially during crises. To build a more resilient education system in Samoa, it is essential to strike a balance between the expectations placed on teachers and their capacity to support student learning and wellbeing during disruptive periods.

Strong coordination mechanisms

Global experience from the COVID-19 pandemic demonstrated that coordination across different ministries through prioritisation and sequencing of agreed education targets has brought greater efficiency in the mobilisation of education resources and more coherent management of the education sector during times of crisis and disruption (Dabrowski et al, 2022). This research has found that there is strong engagement and leadership capacity at MEC, with an openness to change and growth. The study also found evidence of willingness to collaborate across different line ministries and government agencies on cross-sectoral issues. These features were recognised as key strengths in the Samoan education sector that could be leveraged to drive system level improvements and resilience.

However, a number of different agencies and ministries appear to be working on different education policy initiatives, and in some cases, areas of overlap. Despite existing cross-sectoral coordination structures in place, there appears to be a siloed approach to policy development and implementation, particularly at the operational levels. This could result in further policy fragmentation and the apparent disconnect observed between policy and school level implementation. To build a more resilient education system, a coordinated and coherent approach to address cross-cutting priority areas (such as teacher shortage or student absenteeism), is needed across line ministries and within government departments to maximise efficiency of resource allocation and harmonisation of efforts during and after periods of disruption.

Response

Unlike many other countries around the world, Samoa was in a unique position to respond to the COVID-19 pandemic, by taking advantage of experience learnt from the measles outbreak. It provided an opportunity for the education system to consolidate existing policies and processes to support continuity of learning during the pandemic. Although challenges remain, this study has identified several good examples of promising practices at the school level that could be leveraged to support long-term education resilience. These are described in more detail below.

Ministry support and engagement

At the policy level, MEC demonstrates strong engagement and leadership capacity, exhibiting a readiness for change and growth. Evidence shows a willingness to collaborate on cross-sectoral issues, with different ministries and agencies working together to ensure children's safety and continued learning. Ministry stakeholders who participated in this study highlighted numerous policy and practice shifts over recent years, noting that the 2019 measles outbreak provided Samoa with an opportunity to prepare and test responses, which were further strengthened during the COVID-19 pandemic. New initiatives were introduced to support learning continuity and professional development for teachers through online and blended learning modalities. Efforts by system leaders to engage community members in supporting student learning, safety, and wellbeing were also noted.

Strong teacher collaboration

The most significant strength identified in the study was the high level of teacher collaboration in Samoa. International evidence suggests that “making collaboration, learning, and adaptation an integral part of programming contributes to more responsive, adaptive education systems” (USAID, 2020). Given that collaborative efforts among teachers can lead to improved student outcomes, the positive and supportive relationships observed among Samoan teachers provide a critical foundation

for educational reform efforts. However, it is essential that teachers receive the appropriate support to foster collaboration, autonomy, and growth within the classroom. Overall, the research presented in this report highlights a need for further examination of how education policies are translated into practice, and to explore how effective school-based practices can be leveraged to inform policy and overall system improvement. While there are robust frameworks and collaborative efforts in place, ongoing support and research are crucial to ensuring these practices are sustainable and effective in driving educational reform. Taking a strengths-based, collaborative approach will also help the Samoan education system to be recognised for what it already does well, contributing to new ways of thinking about educational reform in the Pacific.

Parent and community engagement

A report by UNESCO and UNICEF (2021) found that collaborative practice can enhance the impact of education systems, "especially to the most marginalized and vulnerable, who can often be found in remote and disconnected locations" (p. 80). Active engagement with local authorities and the community can support short-term interventions during crises while building the foundations for long-term student success. Parental engagement and support was found to vary significantly across different schools. Some schools face challenges in engaging parents, while others report that parents are overly involved in their children's work, to the extent that some children are not completing their assignments themselves; instead, parents are doing the work for them. There also appears to be some resistance from parents, schools, and the community to allow children to use devices in Samoa. As technology is introduced, parental engagement and concern over the use of devices in schools present an important opportunity to engage parents in a conversation about the introduction of technology. This discussion should consider both the benefits and the potential drawbacks to social-emotional wellbeing and the risks involved, which are currently being examined in countries that have widely implemented technology in schools. Parental awareness of cyberbullying is widespread and should be viewed as an area of opportunity alongside broader reforms aiming to mitigate violence against children. Overall, there are varying levels of parental engagement, and more needs to be done to help schools and teachers engage with parent and community members effectively. Given the presence of a strong traditional culture that can foster mutual responsibility for children's learning and wellbeing, examples of successful community engagement and reciprocity should be leveraged in resilience planning.

Resilience

Support for teachers

Research indicates that the mental health and wellbeing of teachers plummeted during the pandemic (Ozamiz-Etxebarria et al., 2021; Rehman et al., 2021), and is an ongoing impediment to teacher retention, participation in professional development/training, and overall delivery of education quality. However, teacher mental health and wellbeing remains underacknowledged in most teacher retention policies and building system resilience will require greater support for teacher wellbeing.

Samoa faces a significant teacher shortage and an ageing workforce, posing challenges to delivering quality education. In remote and disadvantaged schools, class sizes can reach up to 60 students, often comprising multiple grades. Teachers report a lack of opportunities for continuous professional development, particularly in maths, science, and digital literacy. They are also subject to strict monitoring through regular supervision, with even very experienced teachers required to submit lesson plans for compliance. Despite the heavy monitoring and compliance demands, teacher collaboration is common in many schools. Teachers work together to share resources, support "slow

learners," and provide psychosocial support to one another. However, role clarity for principals, teachers, and school support advisors remains a challenge. In rural and remote schools, staff are often responsible for more than just teaching, including mental health and wellbeing support.

Although resourcing is a challenge, there is a recognised need for school counsellors and support staff to allow teachers to focus on teaching. Some innovative practices have been implemented by school leaders to access additional support, such as internships for graduates from NUS, parent literacy groups, and mentoring from retired teachers. Increased investment in education through government funding and public-private partnerships is essential. Moving forward, policy changes to clarify roles and reduce administrative burdens, along with targeted mental health services and training to support teachers as part of their daily practice, may create a more supportive environment which shares the burden of responsibility for student learning across educational stakeholders.

Monitoring and assessment

Monitoring processes within Samoa's education system are rigorous, with extensive data collection and student testing. However, the system appears to be data-driven rather than data-informed, as the use of collected data to improve student engagement and growth is unclear. There is a significant focus on student learning outcomes, but limited emphasis on using data to inform teaching practices. The alignment between curricula and assessments is not well-examined or validated, and there is no systematic process to ensure coherence between what is taught and what is assessed, either in classroom-based or national assessments.

The research presented in this report highlights opportunities for exploring large-scale national and regional student assessments to better understand the contextual factors affecting student learning and to plan for more targeted policy reforms. Throughout consultations, the use and understanding of student assessment data emerged as a common theme. While School Support Advisors play a key role in interpreting this data, both advisors and the MEC report challenges for school staff in understanding the reports. Additionally, there appears to be no systematic alignment between what is taught at NUS, what is assessed in schools, and the content of the national examinations. There appears to be a need for a more data-informed approach that focuses on student engagement and growth, and thus, establishing a systematic process to align curricula with assessments, both classroom-based and national, is crucial.

Conclusion and recommendations

This study aimed to understanding the enablers and barriers to building education system resilience by examining policies and practices at the systems and school levels. The study found that while education disruptions due to the measles outbreak and COVID-19 pandemic exposed numerous weaknesses in the Samoan education system, there are many opportunities to leverage innovative practices and adaptations to support long term system improvement and resilience.

In Samoa, there is evidence of effective practices that could significantly enhance the education system's resilience and response to future crises. These include well-designed policies and strong coordination mechanisms that ensure continuity of learning, particularly for the most marginalised students. Additionally, robust monitoring systems are in place to track student learning and growth. The study also highlighted successful examples of parent and community involvement in schools, where shared responsibility for children's learning has proven beneficial. These partnerships can elevate the value of education within homes and communities, fostering greater confidence in the education system. Strengthening strategies that promote and reinforce positive school-home partnerships will further support student learning and engagement.

The research indicates that while Samoa's education sector is supported by a comprehensive policy framework, the effectiveness of these policies is undermined by implementation challenges and inadequate communication at the school level. Teachers need support to adapt their teaching methods to foster inclusive learning, crucial for safeguarding student outcomes and wellbeing during and after crises. The measles outbreak and COVID-19 pandemic underscored the necessity of teacher autonomy in adapting to disruptions, yet Samoa's highly regulated environment restricts this flexibility. Educators report feeling overwhelmed by the numerous policies and monitoring mechanisms, leading to implementation fatigue, reduced motivation, and uncertainty about their expertise.

Resources, teacher absenteeism, and low levels of literacy skills are also an ongoing challenge in the Samoan education system. Large class sizes appear to contribute to rote learning approaches, which in turn limit the capacity for differentiated instruction, resulting in decreased engagement amongst students, and likely contributing to student absenteeism and drop out. To build a more resilient education system, it is essential to balance policy demands with established teacher capabilities, provide clearer guidelines, better communication, increased autonomy, targeted professional learning, and greater trust and recognition in teachers' skills and expertise. This investment could reduce teacher attrition rates and better equip educators to support student learning and wellbeing more effectively.

Finally, enhancing the utilisation of Samoa’s established monitoring systems could support Ministry officials, school leaders, and teachers, to better understand and use student data to inform continuous improvement. Enhanced collaboration between NUS, the Ministry of Education and Culture, and Samoa’s schools, will ensure that new teachers are well-prepared for assessment delivery, and know how to use student data to plan for growth. Targeted policy reforms, informed by data collected from large-scale assessments and contextual research, will help Samoa to work towards a more effective education system.

This study has provided opportunities to look at the Samoan education system differently by examining the impact of the measles and COVID-19 health crises on teaching and learning, and what

can be learned to create conditions for enhancing education system resilience to prepare for future school disruptions. The following key priority areas are identified for further exploration.

Monitoring student growth
System level monitoring of student performance does not always take into account what practices are being employed at a classroom level, and how well teachers are prepared to assess student learning.

Support for teachers
Policies and processes focus on curricula, assessment and student performance with less evidence of support for teacher practices and skills that enable them to deliver these more effectively.

Support for schools
There is little evidence of the role school leaders play in supporting innovative teaching and learning practices, and the extent to which they are prepared to support student learning and wellbeing during crises.

Support wellbeing and inclusion
While a focus on student performance is important, experience from past crises suggests inclusive policies and practices that prioritise the wellbeing of teachers and students is critical to building long-term resilience in the education sector.

Figure 19. Priority areas for further exploration

Recommendations

To support Samoa's education sector moving forward, the following recommendations are provided:

1. **Establish a shared understanding of student assessment data** among educators and policymakers including the purposes and uses of student assessment data. Build the capacity of policymakers in data analysis and reporting to help inform policy decisions. This will ensure that data is effectively utilised to inform better teaching and learning and systems level monitoring, leading to more targeted and impactful policy interventions and education strategies.

2. **Education Sector Coordination Division (ESCD) to coordinate policy initiatives across ministries:** should map and communicate common policy initiatives across relevant ministries to leverage existing work, minimize overlaps, and coordinate efforts towards building resilience in the education sector. This approach will ensure a more cohesive and efficient implementation of policies across line ministries and down to the district and school levels.

3. **Enhance School Support Structures**:
   a. Improve the communication and implementation of policies at the school level to ensure that teachers and school leaders have a clear understanding of available resources, guidelines, and their roles.
   b. Encourage school leaders to work with teachers on lesson planning and delivery that focuses on growth and inclusion

c. Establish stronger support structures to help educators adapt their teaching methods for inclusive learning, particularly during crises.
d. Develop a database for sharing resources and best practices, fostering a community of practice among school leaders, teachers, and support staff including parents, and volunteers. This platform will facilitate collaboration and the exchange of ideas, enhancing the overall quality of education.

4. **Strengthen support for teachers**:

   a. Provide comprehensive **professional learning opportunities** for teachers to build their pedagogical skills and address other critical areas such as mental health and wellbeing. Target professional learning opportunities that recognise teachers' skills and expertise to maintain their motivation and commitment to the profession.
   b. Foster an environment that grants teachers more **autonomy** to innovate and adapt their teaching practices in response to student needs and disruptions. Appoint dedicated school staff to focus on supporting student learning needs, ensuring that all students receive the necessary support to thrive academically and emotionally.
   c. Promote **differentiated instruction** by focusing on strategies that allow teachers to cater to individual student growth and wellbeing, thereby enhancing overall educational resilience.
   d. Take measures to manage large class sizes and reduce reliance on unqualified, volunteer teachers, who can have a negative impact on student learning outcomes.

5. **Engage Parents, Caregivers, and Communities**: Design and implement strategies to engage parents, caregivers, and communities in the education process, particularly in building capacity around technology use. Encouraging their involvement will enhance the learning experience and create a supportive environment for students.

6. **Focus on Strategies to Improve Student Retention and Transition**:
   a. Focus on foundational learning in the early grades to consolidate and build student confidence in basic literacy and numeracy skills. Students who master foundational skills are more likely to succeed and transition to higher grades.
   b. Identifying and addressing the factors that contribute to student dropout, the education system can ensure that more students complete their education and achieve their full potential.

Next Steps – Suggested Action Plan

Based on the findings and recommendations from this study, the following Action Plan has been developed to identify short, medium and long-term research and policy intervention areas. For the timeframes intended for achieving the focus areas' priority actions, 'short term' means less than two years, 'medium term' can be translated to more than two but less than five years, and long term denotes 10 years or more. It is intended to guide further discussion with stakeholders and is subject to approval from MEC.

Focus area	Priority actions	Responsible division	Timeframe
1. Monitoring student growth	• Engage with EQAP on capacity building activities on using **PILNA data** to inform policy initiatives, and teaching and learning practices in Samoan schools.	• PPRD/ Education Sector IAs	• Short term
	• Create a **Consultation Group** of school supervisors, school leaders and teachers on how to use SPELL data, understand the reports and how to plan for student learning accordingly.	• PPRD/AED	• Short term
	• Look at SPELL data from **high-performing schools** to determine characteristics that could be used to improve teacher professional learning	• PPRD/AED/ NUS	• Short term
	• Consider a review of the **SPELL assessment framework** with consideration for items, administration cycle, analysis plan and reporting.	• AED	• Medium term
	• Investigate factors contributing to student **drop-out and out-of-school children** through secondary analysis of national and regional data (e.g. demographic health survey, migration, labour force and child labour survey and Multi Indicator Cluster Survey).	• PPRD/ Education Sector IAs	• Short term

2. Support for teachers	• Conduct predictive modelling and analysis of **teacher stock and flow** to address the short, medium, and long-term staffing needs of the teaching profession. • Conduct further analysis to explore factors contributing to **teacher shortage** including surveys of teachers' intention to leave the profession and interviews with teachers who have left. • Review of the **pre-service curricula** to better prepare teachers to deliver inclusive and effective lessons. • Review existing processes for **monitoring teacher quality** in Samoan schools. Consider the barriers and enablers contributing to teacher workloads e.g. design, lesson plan templates, and use student data for planning. • Promote greater **collaboration** efforts between pre-service and in-service training providers	• PPRD • PPRD/TDAD • TDAD/NUS • MERD/ NUS • PPRD/TDAD	• Short term • Short term • Short term • Medium term • Ongoing
3. Curriculum and pedagogy	• Review of the national curricula to ensure key skills are introduced and reinforced during primary school, with a focus on **foundational literacy**. • Focus on training teachers to use **formative assessment and evaluative practices.** Encourage teacher uses of data to support student learning and growth (for example, use the Learning Detective Toolkit to support teacher professional development).	• CDMD • TDAD/ NUS	• Short term • Medium term
4. Parent and community engagement	• Research on factors supporting **positive engagement** with parents and the community in Samoan schools to enhance opportunities for learning. Consider ways to engage and upskill parents as a short-term way to address the teacher shortage.	• PPRD	• Short term

Appendix A: Mapping of Samoa's education sector policies

Framework Areas	Focus	Policy Documents	Systems	School Leaders	Teachers	Students	Parents and Community
Coordination and collaboration	Inter-agency alignment	Samoa National Policy for Gender Equality 2016-2020	X				X
		Education Sector Plan 2019 - 2024	X	X	X	X	
		MESC Corporate Plan 2021-2024	X				
	ICT	MESC Communication Strategy 2019-2022	X	X	X	X	X
		National information and Communication Technology Education Policy 2018-2023	X	X	X	X	X
		Education Management Information Systems SABER Country Report 2015	X				
		Samoa Education Data Quality Assessment Report	X				
	Culture	National Cultural Industries Policy 2018 -- 2028	X				
		National Culture in Education Policy 2018 – 2028	X				
		National Culture Framework 2018 - 2028	X				
	Sports	National Sports Framework 2018-2028	X				
Resourcing	Funding	GPE 2020 Application – Covid-19 Education Sector Response	X		X	X	X

SAMOA AUSTRALIA
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Framework Areas	Focus	Policy Documents	Systems	School Leaders	Teachers	Students	Parents and Community
		The Status of Pacific Education 2020 Strengthening Government Finances to Enhance Human Capital in the Pacific Full Report + Exec Summary	X				
	Teacher mobilisation	Education Sector Annual Review Report FY2021 - 2022	X		X	X	
Leadership and autonomy	School Governance	Minimum Service Standards for Primary and Secondary Schools in Samoa 2016	X	X	X	X	
		Minimum Service Standards Primary Schools and Colleges - Revised (2019)	X	X	X	X	
		MESC School Governance Framework 2018 - 2028	X	X			
		School Governance Policy 2018-2023	X	X			
		School Management Policy 2018 - 2023		X			
		School Management and Organisation Manual 2018	X	X		X	X
		Staffing Manual 2019		X	X		
	Professional Standards	Excellence in teaching: A review of professional standards for teachers in the Pacific SIDS	X	X	X		
		Samoa Professional Standards for Principals		X			
	COVID-Related	Education Sector COVID-19 Response Plan		X	X	X	X
		Implementing the COVID Basic Education Response Programme August 2020		X	X		
		Service Continuity and Emergency Response Plan 2017		X	X		

Framework Areas	Focus	Policy Documents	Systems	School Leaders	Teachers	Students	Parents and Community
Wellbeing and inclusion	Gender	UN and EU launch the Samoa Spotlight Initiative Program	X				
		Samoa National Policy for Gender Equality 2016-2020	X				X
		Samoa Gender Dynamics Monograph 2020				X	
		Women and Young People with Disabilities: A needs assessment of sexual and reproductive health and right, gender-based violence and access to essential services	X				
		Gender and Education – Facts and implications				X	
		Gender gaps in foundation-level mathematics performance				X	
		Safe Schools 2017		X	X	X	X
		The impact of COVID-19 pandemic on Girls' Education and Wellbeing in Pacific Island Countries: Rapid Evidence Review		X	X	X	
		National Sports in Education Policy			X	X	X
Reflection	Student Learning	Reasons Students in Samoa Do Not Complete Secondary		X		X	X
		Samoa National School Assessment Policy Framework ARR FY2021_22 Consultations Report		X	X	X	
		Progression from primary to secondary to post-secondary education and training to identify issues affecting transition rates			X	X	

Framework Areas	Focus	Policy Documents	Systems	School Leaders	Teachers	Students	Parents and Community
		Progression from primary to secondary to post-secondary education and training to identify issues affecting transition rates – Executive Summary			X	X	
	COVID-Related	The impact of COVID-19 pandemic on Girls' Education and Wellbeing in Pacific Island Countries: Rapid Evidence Review		X	X	X	
		GPE 2020 Application – Covid-19 Education Sector Response	X		X	X	X
		COVID-19 Education Response Mapping Study: A system response framework for safeguarding learning		X	X	X	X
		Samoa COVID-19 Socio-Economic Impact Assessment: Key Findings	X				
	Reviews	Progression Research Report 2023 (National University of Samoa) Education Statistics at a Glance (Digest 2022)	X			X	
		Progression Research Report 2023 (National University of Samoa) Exec Summary Education Statistics at a Glance (Digest 2022)	X			X	
		Education Sector Annual Review Report FY2021 - 2022	X		X	X	
		Education Statistics at a Glance		X	X	X	
		'Pacific Regional Education Framework 2018–2030: Moving towards Education 2030'	X				
	Evaluations	Evaluation of the Samoa Education Sector Support Program Education Sector Plan 2019-2024	X				
Growth		MESC National Professional Development Policy 2018-2023		X	X		

Framework Areas	Focus	Policy Documents	Systems	School Leaders	Teachers	Students	Parents and Community
	Professional Learning	National Teacher Development Framework 2018-2028	X	X	X		
		Government Teachers Appraisal Policy 2018 -2023			X		

Appendix B: List of Schools

1. Sataua Fagasa Primary
2. St. Mary's Primary
3. Salelologa Primary
4. Siumu Primary
5. Mulifanua Primary
6. Faleula Primary
7. Lalomanu Primary
8. Samoa Primary

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TASI LE AIGA, E TUTU MALOSI FA'ATASI

Appendix C: Instruments

Teacher Questionnaire (English)

Building a Resilient Education System in Samoa
Teacher Questionnaire

Data collection administrator name

Date of administration DD / MM / YYYY

GENERAL INFORMATION

This project is focused on understanding ways to improve student learning in Samoa, and also improve the education system's ability to respond to disaster and crisis. This questionnaire is focused on your perceptions of home and school-based practices that support student learning. In this questionnaire, you will find questions about:

- You and your school
- Received and required support
- Teaching and Learning Practices

Please read each question carefully and answer as best as you can. In this questionnaire you usually tick your answers. Some questions require you to write a short text response in the space provided.

There are no 'right' or 'wrong' answers. Your answers should be the ones that are 'best for you'.

All your answers will be kept confidential. They will be combined with answers from other teachers to calculate totals and averages in which no one school or teacher can be identified.

PLEASE READ THESE INSTRUCTIONS

- Use **black** pen when completing this form.
- If a mistake is made, correct it this way: Yes No
- Leave answer circles blank if you cannot or do not wish to respond.
- There are no 'right' or 'wrong' answers. Please answer each question as best as you can.
- **Please return your form** to the data collection administrator and seal it in the envelope provided.

SECTION A: ABOUT YOU

Q1. **What is your gender?** ***(Please tick one box only)***

- Female ☐
- Male ☐
- Prefer not to say ☐

Q2. **How many years have you been working as a teacher?**

(Please do not count any period of extended leave such as maternity/paternity/long service leave. Please tick one box only).

- Fewer than 2 years ☐
- 2 to 5 years ☐
- 6 to 10 years ☐
- 11 to 20 years ☐
- More than 20 years ☐

Q3. **Where is your school located?** (*Please tick one box only)*

- Remote/rural ☐
- Urban ☐

SECTION B: CHALLENGES

Q4.	Which challenges do you face in supporting students learning?	Please tick
A	Poor school infrastructure or resources (e.g. no photocopiers to produce worksheets, no internet access).	☐
D	Inadequate resources for students with disabilities (e.g., physical disabilities, mental or emotional/ psychological)	☐
E	Low engagement amongst yourself/other teachers	☐
F	Poor personal physical health	☐
G	Poor personal mental health/ wellbeing	☐
H	Attrition/resignation of other teachers	☐
I	Not enough teaching skills (for example, in ICT, literacy, numeracy etc)	☐
J	Low confidence	☐
K	Limited student engagement/ interest in their learning	☐
L	Poor student health and or/wellbeing	☐
M	Limited parental engagement/interest in their child's learning	☐
N	Limited parental capacity to support their child with schoolwork	☐
O	Low levels of community resources	☐
P	Lack of community support for the school	☐

Q5. Are there any other experiences/events impacting on student learning or your ability to teach (e.g. harvest, death in family)? Please list them below.

_____

_____

_____

SECTION C: PERCEPTIONS OF SUPPORT

Q6. **To what extent do you agree with the following statements?** *(Please tick one box on each line only)*

	My school …	Strongly disagree	Disagree	Agree	Strongly agree
A	Provides me with internet connection	☐	☐	☐	☐
B	Provides me with adequate resources (facilities, learning materials)	☐	☐	☐	☐
C	Provides students with adequate resources (internet connection, digital facilities, devices, learning materials)	☐	☐	☐	☐
D	Communicates teaching and learning strategies with parents and families	☐	☐	☐	☐
E	Monitors the mental health and wellbeing of teachers	☐	☐	☐	☐
F	Monitors the mental health and wellbeing of students	☐	☐	☐	☐
I	Monitors student engagement / interest in learning	☐	☐	☐	☐
J	Assesses student learning	☐	☐	☐	☐
K	Provides additional support for vulnerable students (girls, students from low-income families etc.)	☐	☐	☐	☐
L	Provides additional support for students with different learning abilities or needs	☐	☐	☐	☐

		Strongly disagree	Disagree	Agree	Strongly agree
Q7.	**Overall, I am satisfied with the level of support provided by my school.**	☐	☐	☐	☐

Q8. What other resources or support do you need from your school to help you do your job?

_____

_____

_____

	Q9. Please indicate how often the following activities occur in your school	Never	Once or twice per year	Once a term	Weekly
A	I attend professional development	☐	☐	☐	☐
D	I meet with my school leader to discuss my needs and challenges	☐	☐	☐	☐
E	I meet with my school leader to discuss ways to support students	☐	☐	☐	☐
F	I communicate with parents on ways to support students	☐	☐	☐	☐
	learning				
G	I have opportunities to practice leadership				

Q10. Please indicate how often the following activities occur in your school		Never	Once or twice per year	Once a term	Weekly
A	I adapt the curriculum to meet student needs	☐	☐	☐	☐
C	I use evidence/student assessment data to reflect on how students in my class were performing	☐	☐	☐	☐
D	I collect evidence/ student assessment data to monitor student growth	☐	☐	☐	☐

Q11. Please indicate how often the following activities occur in your school		Never	Once or twice per year	Once a term	Weekly
A	I experience stress in my work	☐	☐	☐	☐
B	I worry about the stress levels of my colleagues	☐	☐	☐	☐
C	I worry about the mental health and wellbeing of my students	☐	☐	☐	☐
D	I receive mental health resources from my school leader	☐	☐	☐	☐
E	I provide mental health resources to students and families	☐	☐	☐	☐
F	I integrate mental health and wellbeing activities into my teaching practice	☐	☐	☐	☐
G	I try new ways to engage all students in learning	☐	☐	☐	☐
H	I receive additional resources and training for supporting my students with individual learning needs/disabilities	☐	☐	☐	☐

Q12.	How prepared are you to support students in the following areas?	Not prepared at all	Low	Moderate	Highly prepared
A	Identifying different student learning needs	☐	☐	☐	☐
B	Teaching socioemotional skills (eg social skills, relationship skills)	☐	☐	☐	☐
C	Planning lessons	☐	☐	☐	☐
D	Teaching speaking and oral language skills	☐	☐	☐	☐
E	Teaching reading skills, for example phonics, phonology, vocabulary, comprehension, and fluency	☐	☐	☐	☐
F	Teaching writing skills, including spelling and handwriting	☐	☐	☐	☐
G	Teaching numeracy, including addition and subtraction	☐	☐	☐	☐

H	Teaching numeracy, including multiplication and division	☐	☐	☐	☐
I	Helping students with their mental health and wellbeing	☐	☐	☐	☐
J	Teaching cross-curricular skills (e.g. critical thinking, problem solving)	☐	☐	☐	☐
K	Using differentiation (teaching to different ability levels)	☐	☐	☐	☐
L	Using technology for teaching	☐	☐	☐	☐
M	Ensuring classroom and behaviour management	☐	☐	☐	☐
N	Developing learning materials for students of different abilities	☐	☐	☐	☐
O	Supporting students with learning difficulties or disabilities	☐	☐	☐	☐
P	Teaching strategies to support students with languages other than the dominant language	☐	☐	☐	☐
Q	Evaluating your teaching practice	☐	☐	☐	☐
R	Communicating with parents/caregivers	☐	☐	☐	☐
S	Other (please explain)	☐	☐	☐	☐

Q13. What works best to support students in your school? Please explain your response.

_____

_____

_____

Q14. What other assessment methods do you use to support student learning?_ Please explain your response.

_____

_____

_____

Thank you for completing this questionnaire

Teacher Questionnaire (Samoan)

Faufauina o se Faiga Faafoe Malosi mo Aoaoga i Samoa

Pepa Fesili mo faiaoga

Suafa o le sui o le Ofisa

Aso na faatino ai DD / MM / YYYY

FAAMATALAGA FAALAUAITELE

O le auga o lenei suesuega ina ia manino ni auala e siitia ai le aoaoina o alo ma fanau i Samoa, atoa ai ma le siitia o agavaa mo le faafoega o aoaoga e tali atu i faalavelave tutupu faafuase'i ma nisi o mala e le i fuafuaina e ono afaina ai le faagasologa masani o aoga. O le auga o lenei pepa fesili e saili ai lou finagalo i aga masani o loo faatinoina i aiga ma totonu o le aoga o loo fesoasoani i aoaoga o le fanau. O le a fesiligia oe i faamatalaga e faatatau:

- ia oe ma lau A'oga
- i le fesoasoani o loo mauaina ma moomia
- Faatinoga masani o aoaoga a le fanau

Faamolemole faitau manino fesili ona tali lea i tali sili ona aanoa. I totonu o lenei pepa fesili e matele lava na o le togi sa'o o le tali ete silafia e aupito sili ona sao ma talafeagai. O nisi fesili e moomia ai ona e tali tusitusia mai e faaaoga ai avanoa ua saunia.

E leai se tali sa'o poo se tali sese ao tali ete tuuina mai o faamatalaga moni ma aanoa i lou silafia.

O le a malu puipuia uma tali o le a e tuuina mai. O le a tuufaatasi mo le faitauina o le faitau aofai ma le averesi ma tali a isi faiaoga ina ia le mafai ona iloa se faiaoga, aoga poo ni matua e fitoitonu ai.

FAAMOLEMOLE FAITAU FAATONUGA NEI

- Faaaoga le peni uliuli e faatumu ai.
- Pe a sese ona faatumu, pe toe sui foi sau tali ona kolosi lea faapea: ☒ Ioe ☐ Leai
- Pe a e le mana'o e tali se fesili, faaavanoa pea ae see i le isi fesili.
- E leai ni tali sa'o poo ni tali sese. Ia tali i fesili taitasi i mea e gata ai le mafai faamolemole
- **Faafo'i atu lau pepa faatumu i le sui o le ofisa ma faamau loa i teutusi ua saunia ia aua nei toe tatalaina.**

VAEGA A: FAATATAU IA TE OE

F1. *O le a lou kenera? aamolemole togi faasa'o le pusa e tasi)*

Tamaita'i ☐

Alii ☐

E le faailoa atu ☐

F2. **Ua fia nei tausaga o e galue o se faiaoga?**

(Faamolemole aua le faitauina ai vaitaimi o livi uumi e pei o le maternity/paternity/long service leave) (Faamolemole togi faasa'o le pusa e tasi)

E lei atoa se 2 tausaga ☐

2 i le 5 tausaga ☐

6 i le 10 tausaga ☐

11 i le 20 tausaga ☐

Ua silia ma le 20 tausaga ☐

F3. *O fea e tu ai le A'oga o loo e faia'oga ai?(Faamolemole togi faasa'o le pusa e tasi)*

Nuu i tua ☐

Taulaga ☐

VAEGA E: LUITAU

F4.	O a luitau o loo feagai ma oe i le lagolagoina o aoga a le fanau	Togi
A	Faaletonu le tulaga o mea e faatino ai aoga ma alagaoa a le aoga (leai ni masini lomitusi, leai se internet)	☐
E	E le lava alagaoa mo fanau e iai aafiaga tumau o le soifua (ft fanau e iai aafiaga tuga i le tino, mafaufau ma faalogona	☐
I	E le o lava la'u tapenaga poo le tapenaga a nisi faiaoga.	☐
O	E le o lelei le tulaga i le soifua maloloina	☐
U	Faamaamulu poo le faamavae o au poo nisi faiaoga	☐
F	E le o lava lo'u tomai e a'oa'o atu	☐
G	E le lelei ma le to'a lelei lo'u faatinoga o aoaoga	☐
L	E le o auai lelei tamaiti i le taimi o aoga.	☐
M	E le lelei le soifua maloloina o tamaiti	☐
N	E le o i ai se lagolago a matua	☐
P	E itiiti le silafia o matua e fesoasoani ai i meaaoga a le fanau	☐
S	E utiuti alagaoa i aiga e fai ai meaaoga a tamaiti	☐
T	E leai se lagolago a nuu ma aiga i mea e moomia mo aoga a le fanau	☐

Q5. E iai nisi luitau e ese atu i luitau o loo lisiina atu i luga o loo feagai ma oe poo ni luitau foi o loo feagai ma le fanau aoga ua lapelapea ai le faatinoga o aoaoga (ft. maliu o se sui o le aiga)? Faamolemole faamatala manino i avanoa o loo i lalo.

_____

_____

_____

VAEGA I: FINAGALO FAAALIA I TULAGA TAU LAGOLAGOSUA

Q6. O le a sou finagalo i faamatalaga o loo taua i lalo? (*Togi faasa'o le pusa e tasi i manatu taitasi)*

	O la'u a'oga e:	**Matuā teena**	**Teena**	**Ioeina**	**Matua Ioeina**
A	Lelei le fesootaiga tau initaneti poo upega tafailagi ou te faaaogaina mo lesona a le fanau	☐	☐	☐	☐
E	Tele ma lava saunia alagaoa ou te faaaogaina mo le faiga o aoga (aseta atoa ai ma tusiaoga ma alagaoa e faaaoga i aoaoga)	☐	☐	☐	☐
I	Saunia alagaoa talafeagai mo tamaiti (fesootaiga tau initaneti, masini faaonapo nei, mea e faaaoga mo le aoao atu)	☐	☐	☐	☐
O	Fesootai ma matua ma aiga i le auala o loo aoao atu ma aoaoina ai fanau.	☐	☐	☐	☐
U	Amanaia ma mata'itu le soifua maloloina lelei o le mafaufau ma le ola manuia o faiaoga	☐	☐	☐	☐
F	Amanaia ma mata'itu le soifua maloloina lelei o le mafaufau ma le ola manuia o le fanau aoga	☐	☐	☐	☐
G	Mata'ituina le auai ma le naunau o le fanau i aoaoga	☐	☐	☐	☐
L	Faia fuataga ma suega e mataitu ai le tomai aoaoina o le fanau aoga.	☐	☐	☐	☐
M	Saunia fesoasoani faaopoopo mo fanau aoga e manaomia le fesoasoani (tamaita'i, fanau mai aiga e vaivai le tamaoaiga ma isi)	☐	☐	☐	☐
N	Saunia fesoasoani faaopoopo mo fanau e eseese tulaga e latou te gafatia mo le aoaoina ma mea e mana'omia.	☐	☐	☐	☐

		Matuā teena	**Teena**	**Ioeina**	**Matua Ioeina**
F7.	**I lona tulaga aotetele, o loo faamalieina au i le lagolagosua ma le fesoasoani o loo saunia e la'u aoga i le faatinoina o lau galuega.**	☐	☐	☐	☐

F8. O a nisi alagaoa ma fesoasoani o loo e moomia e ofoina atu e lau aoga mo le faatinoina o lau galuega?

_____

_____

_____

_____

F9. Faailoa mai pe masani ona faia vaega nei i lau a'oga		E le faia	Faatasi pe faalua i le tausaga	Faatasi i le Kuata	E fai i vaiaso taitasi
A	Ou te auai i aoaoga mo le siitia o tomai faafaiaoga.	☐	☐	☐	☐
E	E masani ona ma faasoa ma le puleaoga e faatalanoa mea ou te mana'omia faapea ma luita'u.	☐	☐	☐	☐
I	E masani ona ma faasoa ma le puleaoga i ni auala e faaleleia ma fesoasoani ai i le fanau aoga.	☐	☐	☐	☐
O	E masani ona ou faasoa ma fesoota'i ma matua i auala e fesoasoani ma lagolago ai i meaaoga a le fanau.	☐	☐	☐	☐
U	E i ai taimi poo avanoa ou te faatino ai galuega faata'ita'i i totonu o le aoga.				

F10. Faamolemole faailoa mai pe masani ona fai vaega nei i totonu o lau aoga?		E le faia	Faatasi pe faalua i le tausaga	Faatasi i le Kuata	E fai i vaiaso taitasi
A	Ou te fetuutuunaia le silapasi ina ia talafeagai ma tulaga o tamaiti.	☐	☐	☐	☐
E	Ou te faaaogaina mau/faamaumauga mai suega ma fuataga ina ia manino ai le taumafai o tamaiti o lau vasega	☐	☐	☐	☐
I	Ou te aoina mau/faamaumauga o suega ma fuataga e mata'itū ai poo alualu i luma le taumafai a le fanau.	☐	☐	☐	☐

F11. Faamolemole faamanino mai pe masani ona faatinoina tulaga nei i totonu o lau aoga		E le faia	Faatasi pe faalua i le tausaga	Faatasi i le Kuata	E fai i vaiaso taitasi
A	Ua tele le avega o loo tauave nei i la'u galuega.	☐	☐	☐	☐
E	Ou te popole i le tulaga lofituina o i latou matou te faigaluega faatasi	☐	☐	☐	☐
I	Ou te popole i le tulaga soifua maloloina i le mafaufau ma soifua manuia o a'u tamaiti a'oga.	☐	☐	☐	☐
O	Ou te maua le fesoasoani mai le puleaoga ina ia maloloina lelei lou mafaufau	☐	☐	☐	☐
U	Ou te avatu alagaoa o le soifua maloloina o le mafaufau i tamaiti ma aiga	☐	☐	☐	☐
F	Ou te tuuina i totonu o au aoaoga i le fanau nisi o galuega e fesoasoani i le mafaufau ma le soifua maloloina o le fanau pe a faia au vasega.	☐	☐	☐	☐
G	Ou te faia foi ni faiga fou i aoaoga ina ia fiafia ma naunau tamaitai e auai.	☐	☐	☐	☐
L	Ou te maua alagaoa faaopoopo ma a'oa'oga mo le lagolagoina o a'u tamaiti a'oga i o latou manaoga patino/aafiaga tumau o le soifua.	☐	☐	☐	☐

F12.	O e lava tapena e lagolago ma fesoasoani i vaega nei?	E le o tapena	E le o lava au tapenaga	O loo lelei ae le o atoatoa	E matuai lava saunia
A	Manino i manaoga eseese i le itu tau aoaoga o alo ma fanau aoga.	☐	☐	☐	☐
E	Aoaoina le fanau i tomai tau agafesootai	☐	☐	☐	☐
I	Fuafuaina o Lesona	☐	☐	☐	☐
O	Aoaoina i le Gagana Tautala	☐	☐	☐	☐
U	A'oa'oina o le tomai faitau tusi (e aofia ai le faaleoina o mataitusi, o le faaleoina o upu, o upu ma o latou uiga, faitau ia malamalama ma manino ma ia solo lelei le faitau tusi)	☐	☐	☐	☐
F	Aoaoina o le agavaa tusitusi, e aofia ai ma le sipelaina o upu ma le tusilima.	☐	☐	☐	☐
G	Aoaoina o le faamatematika i le faaopoopo ma le toese.	☐	☐	☐	☐
L	Aoaoina o le tomai faamatematika i le faatele ma le vaevae.	☐	☐	☐	☐
M	Fesoasoani i fanau aoga ia maloloina le mafaufau ma le soifua	☐	☐	☐	☐

N	Aoaoina o le tomai i mataupu eseese (ft. mafaufau mataala ma le tomai e foia ai faafitauli)	☐	☐	☐	☐
P	Faaeseeseina o le aoaoina o tamaiti ia fetaui ma le malamalama/ tomai o loo i ai	☐	☐	☐	☐
S	Faaaogaina o fesootaiga faatekonolosi i aoaoga	☐	☐	☐	☐
T	Faamautinoa le puleaina lelei o amioga i totonu o le potu aoga	☐	☐	☐	☐
V	Fausiaina o alagaoa e faaaoga mo le aoaoina o fanau e eseese le agavaa ma le malolosi o mafaufau.	☐	☐	☐	☐
H	Fesoasoani i fanau e iai to'atugā o le aoaoina pe iai aafiaga tumau o le soifua	☐	☐	☐	☐
K	Faaaogaina nisi auala e fesoasoani ai i le fanau e leiloa tautala i le Gagana o loo matele ina faaaogaina i totonu o le potu aoga.	☐	☐	☐	☐
R	Toe Iloilo auala o loo faaaoga e aoaoina ai le fanau	☐	☐	☐	☐
A2	Fesootai ma matua/latou o loo tausia fanau e tusa o le taumafai a le fanau	☐	☐	☐	☐
E2	O nisi vaega faaopoopo (faamolemole faamatala)	☐	☐	☐	☐

F13. O a ni vaega sa sili ona aoga ma sa fesoasoani tele i le aoaoina o le fanau? Faamolemole faamatala manino mai

_____

_____

_____

F14. O a nisi au auala poo metotia faa-iloiloga poo suega o loo e faaaogaina e fesoasoani ai i le aoaoina o le fanau? Faamolemole faamatala manino mai

_____

_____

_____

Faafetai lava mo le faatumuina o lenei pepa fesili!

Parent Questionnaire (English)

Building a Resilient Education System in Samoa

Parent questionnaire

Data collection administrator name

Date of administration DD / MM / YYYY

General information

This project is focused on understanding ways to improve student learning in Samoa and improve the education system's ability to respond to disaster and crisis. This questionnaire is focused on your perceptions of home and school-based practices that support student learning. This questionnaire asks for information about:

- Your family
- Your home
- Your child

The questions will ask about your child. Read each question carefully and answer honestly. There are no right or wrong answers.

All your answers will be kept confidential. They will be combined with answers from other parents to calculate totals and averages in which no one school, teacher, student, or parent can be identified.

PLEASE READ THESE INSTRUCTIONS

- Use **black** pen when completing this form.
- If a mistake is made, correct it this way: ☒ Yes ☑ No
- Leave answer circles blank if you cannot or do not wish to respond.
- There are no 'right' or 'wrong' answers. Please answer each question as best as you can.
- **Please return your form** to the data collection administrator and seal it in the envelope provided.

SECTION A: ABOUT YOU AND YOUR FAMILY

Q1.	This questionnaire is completed by: *(Please tick one box only)*	
A	Mother/female guardian	☐
B	Father/male guardian	☐
C	Grandparent	☐
D	Other (e.g. sibling, relative, another caregiver)	☐

Q2. If you chose "Other" in Q1 above, please specify who (e.g. older sister/brother, aunt)

_____

Q2. What is the highest level of formal education you have completed

(Please tick one circle only)

A Tertiary ☐

B Secondary ☐

C Primary ☐

Q3.	How many children under the age of 18 are you responsible for? *(Please tick one box only)*	
A	1	☐
B	2	☐
C	3	☐
D	4 or more	☐

Q4.	What is the main language spoken at home? *(Please tick one box only)*	
A	Samoan	☐
B	English	☐
C	Sign language	☐
D	Other	☐

Q5.	Does your child have a disability? *(This doe not include a child that is a slow learner or at risk)*	
A	No, my child does not have a disability	☐
B	Yes, my child has a disability	☐

SECTION B: ABOUT YOUR CHILD'S LEARNING

Q6.	How much time do you spend with your child in their learning? Can you describe what you do?

Q7. How often do you do the following things to support your child's learning?
(Please tick one box on each line)

		Very frequently (at least 3-4 times a week)	Frequently (Once a week)	From time to time (once a month)	N/A
A	Ask someone else to help your child with their school work (sibling etc)	☐	☐	☐	☐
B	Paying a tutor to help your child with their school work	☐	☐	☐	☐
B	Help your child with homework	☐	☐	☐	☐
C	Read books to your child	☐	☐	☐	☐
D	Help with digital/online learning	☐	☐	☐	☐
E	Check that your child has completed all his/her homework	☐	☐	☐	☐
F	Talk with your child's teacher about their learning progress	☐	☐	☐	☐
G	Provide a quiet space for your child to learn/study/read	☐	☐	☐	☐

Q8. How often does your child engage in the following activities?

	(Please tick one box on each line)	Very frequently (at least 3-4 times a week)	Somewhat frequently (Once a week)	From time to time (once a month)	N/A
A	Attending extra curricula activities	☐	☐	☐	☐
G	Completing homework set by the teacher	☐	☐	☐	☐
H	Reading recreational books	☐	☐	☐	☐
I	Reading educational books from school	☐	☐	☐	☐
J	Reading other educational material (includes newspapers)	☐	☐	☐	☐
K	Miss or skip school	☐	☐	☐	☐

Q9. To what extent do the following statements describe your child's interaction at school

	(Please tick one box on each line)	To a large extent	To a moderate extent	To a little extent	Not at all
A	My child enjoys going to school	☐	☐	☐	☐
B	My child has friends at school	☐	☐	☐	☐
C	My child completes their homework	☐	☐	☐	☐
D	My child's teacher supports their learning	☐	☐	☐	☐
E	My child likes their teacher	☐	☐	☐	☐
F	My child talks about what they learn at school	☐	☐	☐	☐

Q10. What are the barriers to your child's learning?

	(Please tick one box on each line)	Strongly disagree	Disagree	Agree	Strongly agree
A	Not attending school regularly	☐	☐	☐	☐
B	Not having the educational material to learn from (e.g. workbooks, worksheets, textbooks, notebooks)	☐	☐	☐	☐
C	My child's lack of literacy skills prevents him/her from learning	☐	☐	☐	☐
D	My child gets bullied at school	☐	☐	☐	☐
E	Lack of teacher support	☐	☐	☐	☐
F	My child is frightened of their teacher	☐	☐	☐	☐
G	Lack of support at home	☐	☐	☐	☐
H	My child has to help with earning money/doing chores at home	☐	☐	☐	☐

SECTION C: PERCEPTIONS OF SUPPORT

Q11. To what extent do you agree with the following statements?

(Please tick one circle only)

	My child's school …	Strongly disagree	Disagree	Agree	Strongly agree
A	Provides me/my child with adequate resources (e.g. learning materials) to support learning at home	☐	☐	☐	☐
B	Communicates teaching and learning strategies with me, as a parent/caregiver	☐	☐	☐	☐
C	Communicates to me about how my child is doing in his/her learning				
D	Supports my mental health and wellbeing as a parent	☐	☐	☐	☐
E	Monitors/supports the mental health and wellbeing of my child	☐	☐	☐	☐
F	Communicates their expectations for my child's learning	☐	☐	☐	☐
G	Tries new and innovative ways to engage my child in learning	☐	☐	☐	☐
H	Monitors my child's learning	☐	☐	☐	☐

		Strongly disagree	Agree	Disagree	Strongly agree
Q12.	I am satisfied with the level of support provided by my school	☐1	☐2	☐3	☐4

Q13.	What other support would you like from your child's school and from their teacher? Please describe.

Thank you for completing this questionnaire

Parent Questionnaire (Samoan)

FAUFAUINA O SE FAIGA FAAFOE MALOSI MO A'OA'OGA I SAMOA

Pepa Fesili mo Matua

Suafa o le sui o le Ofisa

Aso na faatinoina ai *AA / MM / TTTT*

Faamatalaga faalauaitele

O le faanaunautaiga o lenei suesuega ina ia manino ni auala e siitia ai le aoaoina o alo ma fanau i Samoa, atoa ai ma le siitia o agavaa i le faafoega o aoaoga e tali atu i faalavelave tutupu faafuase'i ma nisi o mala e ono afaina ai le faagasologa masani o aoaoga. O le auga o lenei pepa fesili e saili ai lou finagalo i aga masani o loo faatinoina i aiga ma totonu o le aoga o loo fesoasoani i aoaoga a le fanau. O le a fesiligia oe i faamatalaga e faatatau:

- *i lou aiga*
- *i lou maota poo le laoa*
- *i lou alo*

O fesili e faatatau i lou alo. Faamolemole faitau manino le fesili ona tuuina mai lea o lau tali faamaoni. Mo le silafia e leai ni tali sa'o pe sese i soo se tali e te tuuina mai e faatatau i lenei suesuega.

O le a malu puipuia uma tali o le a e tuuina mai. O le a tuufaatasi foi ma tali a isi matua e iloilo ai le aofaiga ma le averesi ma e le mafai ona iloa le aoga, faiaoga, ma le matua e fitoitonu i ai tali e tuuina mai.

FAAMOLEMOLE FAITAU FAATONUGA NEI

Faaaoga le peni uliuli e faatumu ai.

Afai e sese ona faatumu, pe toe sui foi sau tali ona kolosi lea faapea ☒ Yes ☐ No

Afai e te le mana'o e tali se fesili ona faaavanoa lea aua le taliina ae faasolo i le isi fesili.

E leai ni tali sa'o poo ni tali sese. Ia tali i fesili taitasi i le mea e gata ai lou mafai .

Ia toe faafo'i lau pepa faatumu i le sui o le Ofisa ma faamau loa i teutusi ua saunia ia aua nei toe tatalaina.

VAEGA A: O OE MA LOU AIGA

F1.	***O lenei pepa fesili sa faatumuina e:*** ***Togi faasa'o le pusa e tasi)***	
A	***Tinā / Tinā poo se tamaita'i o loo vaavaaia le tamaititi***	☐
E	***Tamā / Tamā poo se alii o loo vaavaaia le tamaititi***	☐
I	***Matua o matua***	☐
O	***Isi (ft: uso/tuafafine,tauaiga, poo isi)***	☐

Pe afai e te filifilia "Isi" i le F1, faamolemole faailoa manino mai poo ai (ft uso/tuafafine matua, uso o le tinā / tuafafine o le tamā)

_____

F2. ***Ole a le maualuga o le aoaoga aloaia na e ausia?***
(Togi faasa'o le pusa e tasi)

A ***Iunivesite*** ☐

E ***Aoga maualuluga/ Kolisi*** ☐

I ***Aoga tulagalua*** ☐

F3.	***E toafia tamaiti e i lalo ane o le 18 tausaga o loo e gafa ma le vaaiga poo le tausiaina?*** ***(Togi faasa'o le pusa e tasi)***	
A	***1***	☐
E	***2***	☐
I	***3***	☐
O	***4 pe sili atu***	☐

F4.	*Ole a le gagana tautala autu o loo faaaogaina i le aiga?* *(Togi faasa'o le pusa e tasi)*	
A	*Faa-Samoa*	☐
E	*Faa- Peretania*	☐
I	*Gagana faitaga*	
O	*Isi gagana*	☐

F5.	*E iai se aafiaga tumau o aafia ai lou alo? (E le aofia ai le fanau e tuai le latou maitau i aoaoga poo slow learners)* *(Togi faasa'o le pusa e tasi)*	
A	*E leai se aafiaga tumau o aafia ai la'u tama*	☐
E	*E iai aafiaga tumau ole tino o la'u tama*	☐
I	*E iai aafiaga tumau o le mafaufau o lau tama*	☐
O	*E iai aafiaga o le tino ma le mafaufau o la'u tama*	☐
U	*E iai aafiaga o le ola a'oa'oina o lau tama*	☐
F	*Ou te leiloa*	☐
G	*E le fia tali*	☐

VAEGA E: FAATATAU I LE A'OA'OINA O LOU ALO

F6.	O le a se telē o le taimi e te fesoasoani pe mataitu ai le faiga o meaaoga a lou alo? E faafefea ona e fesoasoani i lou alo i le faiga o ana meaaoga?

F7. *E masani ona e faia vaega nei e fesoasoani ai i le aoaoina o lou alo? (Togi faasao le pusa e tasi i laina taitasi)*

		E matuai masani (pe 3-4 taimi i le vaiaso)	*E masani ai (pe faatasi i le vaiaso)*	*E tupu i nisi taimi ae le o taimi uma (faatasi i le masina)*	*Ou te le faia*
A	*Talosaga le fesoasoani a nisi e fesoasoani i lou alo i ana meaaoga (uso ma tuafafine poo isi)*	☐	☐	☐	☐
E	*Totogi se faiaoga (tutor) e fesoasoani i meaaoga a lou alo*	☐	☐	☐	☐
I	*Fesoasoani i a latou meaaoga e aveatu e fai i le fale*	☐	☐	☐	☐
O	*Faitau se tusi i lou alo*	☐	☐	☐	☐
U	*Fesoasoani e faaaogaina ai aoaoga i luga o masini faatekonolosi pe faaaoga ai le upega tafailagi*	☐	☐	☐	☐
F	*Siaki po ua maea lelei na fai meaaoga a lou alo na aveatu e fai i le fale*	☐	☐	☐	☐
G	*Talanoa i le faiaoga a lou alo e faatatau i lona taumafai.*	☐	☐	☐	☐
L	*Saunia se avanoa toafilemu i le fale e fai ai meaaoga a lou alo*	☐	☐	☐	☐

F8. *E masani ona auai pe faatino e lou alo vaega nei o loo lisiina atu i lalo.*

	(Togi le pusa e tasi i manatu taitasi)	*E fai ma masani (pe 3-4 taimi i le vaiaso)*	*E masani ona tupu (pe faatasi i le vaiaso)*	*E tupu i nisi o taimi ae le o taimi uma (I i le masina)*	*E le masani ai.*
A	*Auai i galuega faatino faaopoopo tau aoaoga a le aoga e pei o siva ma taaloga*	☐	☐	☐	☐
E	*Uma lelei na faia meaaoga na aumai e le faiaoga e fai i le fale*	☐	☐	☐	☐
I	*Faitau tusi e faafiafia ai*	☐	☐	☐	☐
O	*Faitau tusi aoga mai le aoga*	☐	☐	☐	☐
U	*Faitau isi mea e fesootai i le aoga (aofia ai ma nusipepa)*	☐	☐	☐	☐
F	*Faamisi pe le auai i le aoga*	☐	☐	☐	☐

F9. *O le fea o faamatalaga nei o loo auiliili ai le olaga aoaoina o lou alo?*

	(Togi faasa'o le pusa e tasi i laina ta'itasi)	*Matuai sa'o lelei*	*Sa'o lelei*	*Sa'o i E le nisi o sa'o taimi*	
A	*E naunau la'u tama e alu i le a'oga*	☐	☐	☐	☐
E	*E i ai uo a la'u tama i le aoga*	☐	☐	☐	☐
I	*E maea lelei ona faia e lau tama ana meaaoga e aveatu i le fale*	☐	☐	☐	☐
O	*E fesoasoani le faiaoga a la'u tama i lo latou a'oa'oina*	☐	☐	☐	☐
U	*E fiafia la'u tama i lana faiaoga*	☐	☐	☐	☐
F	*E faamatala lava e lau tama latou galuega e fai i le aoga.*	☐	☐	☐	☐

F10. *O ā ni vaega o loo fai ma faafitauli i le ola a'oa'oina o lou alo?*

	(Togi faasa'o le pusa e tasi i laina taitasi)	Matuā teena	Teena	loeina	Matuā ioeina
A	E masani ona le auai i le aoga	☐	☐	☐	☐
E	E leai ni tusi aoga ma nisi meaaoga e fesoasoani i ana meaaoga (ft: api e fai ai galuega tusitusi, pepa o galuega tusitusi, tusi aoga, ma api aoga)	☐	☐	☐	☐
I	E le lelei le tusitusi ma le faitau tusi a la'u tama ma ua fai ma faafitauli i lona aoaoina	☐	☐	☐	☐
O	E fasi pe sauaina e isi tamaiti la'u tama i le aoga	☐	☐	☐	☐
U	E leai se fesoasoani a le faiaoga i le faiga o meaaoga	☐	☐	☐	☐
F	E fefe la'u tama i lona faiaoga	☐	☐	☐	☐
G	E leai se isi e fesoasoani i lau tama i meaaoga i le fale.	☐	☐	☐	☐
L	E fesoasoani la'u tama i le sailia o tupe ma le faiga o feau i totonu o le aiga.	☐	☐	☐	☐

VAEGA F: FINAGALO FAAALIA I TULAGA TAU LAGOLAGOSUA

F11 *O le a sou finagalo i faamatalaga nei?*

	(Togi le pusa e tasi faamolemole)	Matuāi teena	Teena	loeina	Matuāi loeina
	O le a'oga a la'u tama e.....				
A	lava saunia alagaoa talafeagai e tuuina mai mo a'u ma la'u tama e fesoasoani i le aoaoina o ia i le fale.	☐	☐	☐	☐
E	faasoa mai ia te au i aoaoga ma auala o loo aoaoina ai la'u tama i le aoga.	☐	☐	☐	☐
I	talanoa mai le tulaga o loo i ai le taumafai o la'u tama i le aoga	☐	☐	☐	☐
O	fesoasoani i lou ola ma le mafaufau maloloina.	☐	☐	☐	☐
U	mata'ituina ma fesoasoani i le ola ma le mafaufau maloloina o si au tama.	☐	☐	☐	☐
F	faasoa mai le latou faanaunautaiga i le olaga aoaoina o si au tama.	☐	☐	☐	☐
G	taumafai i ni auala ma ni faiga fou tau aoaoga ina ia fiafia ai la'u tama e auai i aoaoga.	☐	☐	☐	☐
L	iloiloina le tulaga ua i ai le aoaoina o la'u tama.	☐	☐	☐	☐

		Matuāi teena	*Teena*	*loeina*	*Matuāi loeina*
F12.	***O loo faamalieina a'u i fesoasoani ma le lagoalgosua o loo maua mai i le aoga mo le aogaina o la'u tama.***	☐	☐	☐	☐

F13.	O a nisi fesoasoani o loo e moomia e tuuina atu e le aoga ma faiaoga mo lou alo? Faamolemole faamatala auiliili lou finagalo.

Faafetai tele mo le faatumuina o lenei pepa fesili.

Observation Protocols

Building a Resilient Education System in Samoa

Conducting Classroom Observations

Classroom observation is the formal or informal observation of teaching and learning activities and interactions occurring during instruction in a classroom or other learning environment.

Considerations: Observations can be daunting and overwhelming for many teachers, and for their students. Taking time to introduce yourself and explaining the purpose of the observation can reduce some of the stress upon teachers during the observation process. It is also important not to have more than one person observing a lesson.

Types of Observation

There are different types of observation, including open, focused, semi structured, and systematic. In focused and semi structured, a checklist is used, and there is often a key focus (i.e. formative assessment). Systematic approaches also rely on quantitative frequency counts and coding. However, for this study, we are focusing on qualitative insights, and will use open observation.

Open observation

The approach for this study is open observation, based on Elmore's established open observation method. In this method:

1. Observers are required to **describe what they see and hear in the classroom, to consider the nature of academic work, and the conditions for learning.**
2. All recorded data should be based on evidence from the classroom observation
3. There is no checklist used in this method. Instead, the observer records everything that happens in the classroom using a simple template (see next page), guided by simple questions on teacher practice, classroom interactions, and student learning. This approach allows the observer to record factual and descriptive information, and to leave the interpretation for after the observation.

There are challenges associated with bias and subjective judgements using this method, so it is important to be as objective and descriptive as possible when making notes. Learning to objectively observe classroom practice takes practice.

Preparing for Data Collection

The following questions provide a basis for reflecting on what you need to consider when developing protocols for classroom observation. These questions can also help you to prepare teachers for the process of observation. These questions should be discussed with the research team prior to observations being conducted.

– Who will observe the teacher? What will other members of the research team do while observations are taking place?

– Who determines the focus of the observation? The researcher or teacher?

– How long will the observer be in the teacher's classroom?

– When will the observer come into the teacher's classroom?

– Will the observer talk to the teacher before the observation?

– Will the observer talk to the students in the class?

– How many times will the observer visit the class?

– What will the observer do with the information

they gather?

– **How** will the observer collect information?

– **Where** will the observer place himself or herself in the classroom?

– **Will** the observer use the same method as all observers in other schools?

– **Will** the observer be looking for specific practices?

The answers to these questions should frame the protocols for how classroom observation is conducted.

Observation Template

Date of observation
Observer's name
School name
School Description - *location, school type (public, mission etc), number of students, number of teachers, single or multigrade classrooms, resources available, any other relevant information*
Classroom Description - *number of students, single or multigrade classroom, classroom set up (chairs/tables/mat), resources observed (books, paints, natural resources), any other relevant information)*

Classroom Observation Guiding Questions

Use the questions below to guide your observation. Not all questions will be relevant, so describe what you see and hear.

What is the teacher doing (lecturing/asking questions etc)? What is the teacher saying and to who? What are the students doing (sitting quietly/talking etc)? What are the students saying and to who?

What kind of activities are the students doing?

Are all students being given the same chance to contribute to classroom discussions and activities? Are there are adjustments being made on learning tasks for different kinds of students (different learning tasks, extra time)?

What kind of strategies does the teacher use to help students learn? (Praise/ warmth/ positive reinforcement, peer work, teacher assessment of student work, guilt/punishment/threat of consequences etc)
Does the teacher use any assessment strategies to check for evidence of learning (questions to students to check for understanding, requests for feedback, relevant activities to see what students can do/make/say etc)?
Are there any other relevant things that happened in this lesson? (This lesson was introductory so lots of teacher talk, there were behaviour issues, students were doing a test etc)

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