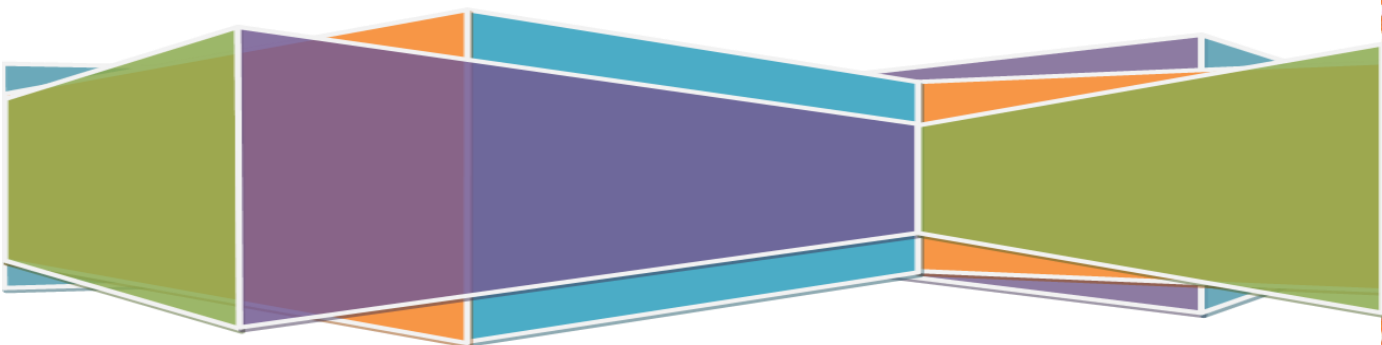




Government of Samoa
Ministry of Education and Culture

National Multi-Literacies Policy (NMLP) 2024 - 2029



**National Multi-literacies
Policy (NMLP)
2024 – 2029**

MINISTRY OF EDUCATION AND CULTURE

ACKNOWLEDGEMENT

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

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Through these collaborations, the development of the National Multi-literacy Policy has been an extensive and valuable exercise.

LIST OF ACRONYMS

CBA	Classroom Based Assessment
CDMD	Curriculum Development and Material Design
ECE	Early Childhood Education
EOTC	Education Outside the Classroom
ESD	Education for Sustainable Development
HSP	Home School Programme
ICT	Information and Communication Technology
IWBs	Interactive Whiteboards
MEC	Ministry of Education and Culture
NMLitP	National Multiliteracy Policy
NSCF	National School Curriculum Framework
NTLP	National Teaching and Learning Policy
NUS	National University of Samoa
OGG	One Government Grant
PaBER	Pacific Benchmark Education Research
PDD	Performance and Development Division
SDS	Strategy for the Development of Samoa
SEGRA	Samoa Early Grade Reading Assessment
SI	School Inspector
SLANIP	Specialised Literacy and Numeracy intervention programmes
SPECA	Samoa Primary Education Curriculum Assessment
SPELL	Samoa Primary Education Literacy Level
SSA	School Support Advisor
SSC	Samoa School Certificates
SSILNaS	Samoa Schools Innovation in Literacy, Numeracy and Science

SSLC	Samoa School Leaving Certificate
TVET	Technical and Vocational Education Training
UNESCO	United Nations Educational, Scientific and Cultural Organization

DEFINITION OF TERMS

Auditory	Auditory learning is a learning style in which a person learns through listening. An auditory learner depends on listening and speaking as a main way of learning.
Champion teacher	A passionate and dedicated teacher with excellent pedagogical skills and knowledge in teaching literacy across the curriculum.
Cognitive skills	Cognitive skills are the core skills your brain uses to think, read, learn, remember, reason, and pay attention. Working together, they take incoming information and move it into the bank of knowledge you use every day at school, at work, and in life.
Competency	The ability to perform particular tasks and duties to the standard of performance expected in the classroom. Competency requires the student specified skills and knowledge relevant to effective participation in education.
Composite classes	classrooms with students from more than one grade level.
Contextual	depending on the preceding or following parts of a text to clarify meaning.
Cross-curricular	A cross-curricular approach to teaching is characterized by sensitivity towards, and a synthesis of, knowledge, skills and understandings from various subject areas. These inform an enriched pedagogy that promotes an approach to learning which embraces and explores this wider sensitivity through various methods.
Education Outside the Classroom (EOTC)	Education outside the classroom is curriculum-based teaching and learning activities that go beyond the walls of the classroom. It includes any curriculum-based activity that takes place outside the school ranging from a museum or plantation visit, to a sports trip, field trip, or outdoor education camp.
Education sector	The education sector or education system is a group of institutions (ministries of education, local educational authorities, teacher training institutions, schools, universities, etc.) whose primary purpose is to provide education to children and young people in educational settings.
Fine motor skills	Fine motor skills are defined as “any of the motor skills that require greater control of the small muscles than large ones, esp. for hand-eye coordination or for precise hand and finger movement. Fine

motor skills include handwriting, sewing, and fastening buttons”
Reading and writing are inseparable skills that work together while supporting each other. Developing and practicing fine motor skills is an effective way to prepare young children for writing (and learning) letters and numbers in the future

Fine motor skill (or dexterity) is the coordination of small muscles, in movements usually involving the synchronization of hands and fingers with the eyes. The complex levels of manual dexterity that humans exhibit can be attributed to and demonstrated in tasks controlled by the nervous system.

- Graphic** The word 'graphic' refers to something that is very lifelike or detailed. Graphic content contains realistic images or language. Usually when you see this term, it refers to bad language, violence, drugs or sex. For example, if a movie is rated R, it is because it has graphic content.
- Holistic perspective** Holistic perspective is concerned with the development of every person's intellectual, emotional, social, physical, artistic, creative and spiritual potentials. It seeks to engage students in the teaching/learning process and encourages personal and collective responsibility.
- Internally assessed** Illustrates aspects of student progress that are not typically evaluated in external assessment.
- Kinesthetic** Kinesthetic learning, kinesthetic learning, or tactile learning is a learning style in which learning takes place by the students carrying out physical activities, rather than listening to a lecture or watching demonstrations.
- Language skills** The four skills of language (also known as the four skills of language learning) are a set of four capabilities that allow an individual to comprehend and produce spoken language for proper and effective interpersonal communication. These skills are Listening, Speaking, Reading, and Writing.
- Literacy** “...is the ability to identify, understand, interpret, create, communicate and compute, using printed (electronic) and written materials associated with varying contexts. Literacy involves a continuum of learning in enabling individuals to achieve his or her goals, develop his or her knowledge and potential, and participate fully in community and wider society.” UNESCO.

Literacy outcomes	the development of skills in using language, particularly those that are used regularly by everyone in their everyday lives. These include the ability to apply knowledge about language.
Literacy village	it is a clustered human settlement or community who has great ability to speak, listen, read and write or communicate in any language.
Meaningful Literacy	Using children’s everyday life experiences to learn how to read, write, understand, interpret and analyze things around them.
Multi-grade classes	A multi-grade classroom refers to a class that has two or more grade level of children in one classroom.
Multi-literacies	Encompasses of four competencies, visual literacy, textual literacy, digital literacy and technological literacy.
Multimodal texts	A multimodal approach in the classroom can be a source of creativity for both teachers and students. It focuses on the combination of text, audio and image as individual modes and how these can be creatively combined to produce meaning, encourage interaction and learning in the classroom.
Pedagogies	Any practises and methods used by the teacher to teach a subject inside or outside of the classroom.
Phonics	a method of teaching people to read by correlating sounds with symbols in an alphabetic writing system.
Professional Development	the process of improving staff skills and competencies needed to produce outstanding educational results for students” (Hassel, 1999).
Social skills	<i>Skills</i> used to communicate and interact with each other, both verbally and non-verbally, through gestures, body language and our personal appearance. Human beings are sociable creatures and we have developed many ways to communicate our messages, thoughts and feelings with others.
Sustainability	Sustainability is often referred to as Education for Sustainable Development (ESD), which has been defined as: UNESCO, 2014 ¹ .

¹ United Nations Educational, Scientific and Cultural Organization 2014, *UNESCO roadmap for implementing the Global Action Programme on Education for Sustainable Development*, UNESCO, Paris, viewed 16 Jun 2022, <<http://unesdoc.unesco.org/images/0023/002305/230514e.pdf>>.

"Education for Sustainable Development allows every human being to acquire the knowledge, skills, attitudes and values necessary to shape a sustainable future.

Sustainable development

to improve access to quality *education on sustainable development* at all levels and in all social contexts, to transform society by reorienting *education* and help people develop knowledge, skills, values and behaviours needed for *sustainable development*.

Syntactic

Relating to the grammatical arrangement of words in a sentence.

Visual spatial

Visual learning is a style in which a learner utilizes graphs, charts, maps and diagrams.

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FOREWORD



“A leai se gagana ua po le nuu” If there is no language, darkness descends on the village.” Aiono Dr Fanaafi. We consider our efforts to improve levels of literacy to be an important factor in ensuring that everybody feels included in Samoa. Over the years according to the Education Statistical Digest 2020, there has been an increasingly high percentage of students diagnosed to be at Level 1 for Years 4 and 6 in both English and Gagana Samoa.

Literacy and the acquisition of literacy are complex issues which require a strong commitment from parents, caregivers, highly dedicated professionals and society at large. Our Multi-Literacy Policy adopts a lifelong perspective, with a clear priority on the first and early years. It is at this stage that the foundations of literacy that will influence highly later development are laid down for each child. The Strategy promotes also life-long and inter-generational dimensions by supporting the crucial roles of the family and the community in supporting the literacy development of each child.

Our bilingual status is a rich asset for us in many ways, where both Samoan and English are important. There are other languages (Braille, Sign language) that have surfaced over the years for those who are blind and deaf. We therefore need to continue finding ways of strengthening further our approach to literacy by ensuring that all children and young people have appropriate exposure to both or all languages, visual representation of language and must also be presented opportunities to learn needed digital and technological skills necessary for learning. Our educators need to keep developing and fine-tuning their teaching and learning methods to enthuse their students and motivate them to learn more, through the use of innovative and creative ways. More time is to be devoted to actual reading in both Samoan and English as part of the daily school timetables. Parents and the community alike need to get behind their schools’ literacy programs and continue to play an active role in their children’s learning.

Therefore, I invite you all to join us in the implementation of this *Policy* to improve multi-literacy for all learners at all levels.

Soifua

A handwritten signature in blue ink, which appears to be 'Ioane', written in a cursive style.

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

1. INTRODUCTION

In line with Sector Goals 1 and 2 to enhance the quality of education and training for all learners and provide everyone with access to good quality education and training opportunities, this Policy is central to the achievement of the UNESCO Sustainable Development Goal (SDG) 4 which is to “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”. The Education 2030 Framework for Action (FFA) indicates that by 2030, all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy. Literacy has changed over the years and with the introduction of technology and the changes within society and community, there cannot be one set of standards or skills that constitute the ends of literacy learning. It is therefore essential that there is National Multi literacy Policy (NMLP) to guide and inform efforts across all levels of education in Samoa.

In this modern day and age, there has been a whole movement towards different types of literacies hence this policy is broad, and encompasses four competencies, visual literacy, textual literacy, digital literacy and technological literacy. This policy guides educators, parents and caregivers in improving multi-literacy skills across the curriculum from early learning to secondary school and building strong literacy skills in both languages (Gagana Samoa & English) is vital for improving student achievement.

The focus is on transformational learning and putting in place innovative teaching practices to improve multi - literacy skills and enabling students to cope confidently with the demands of further education, employment and everyday life. It is vital to address the low levels of functional literacy as constantly and evidently shown in the Education Statistical Digests especially in primary levels. These effects can affect all educational levels, sub-sectors, including the National University of Samoa (NUS), Technical and Vocational Education and Training (TVET) providers, and thus the sustainability of the future economic development of Samoa.

The NMLP is derived from the Ministry of Education and Culture’s (MEC) National School Curriculum Framework (NSCF) 2022-2032. This broadly establishes that MEC is responsible for policy development and review, regulatory functions, monitoring, and evaluation. The schools and their partners are the implementers or those expected to assist in ensuring this policy is effectively carried out as reflected in the Governance Framework in Clause 6.

This Policy is one of a number of inter-related policies concerned with student welfare. These include the Early Childhood Education Policy, National Assessment Policy, Teaching and Learning Policy, Inclusive Education Policy and ICT in Education Policy. In other words, it does not exist in isolation but is complementary to others to ensure continuous improvement of teaching and learning in schools, leading to improved school performance.

2. PURPOSE

The purpose of this policy is to assist teachers in understanding the expectations to:

- Improve pedagogical skills in delivering the curriculums successfully.
- Improve students' level of multi-literacies across the curriculums from ECE to secondary level.
- Strengthen partnerships between community, donor partners and schools to enhance the learning of students in all subject areas.
- Assess students learning using standards-based assessment, analyzing and interpreting annual assessments and data to inform decision making to improve literacy and to gauge students' level of abilities.

3. GUIDING PRINCIPLES

The NMLP is guided by the following vision:

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

This vision is substantiated by the key principles of:

3.1 Participation

Recognises literate students as successful learners when they are provided with sufficient teaching and learning experiences relating to the students' interests, needs and learning styles.

3.2 Rule of Law

This policy is premised on the Education Act 2009 (*the Act*), the National School Curriculum Framework, the National Teaching and Learning Policy and other related legislation, regulations and policies of MEC. These must be enforced impartially and ensure the protection of human rights of all stakeholders.

3.3 Quality

Quality is achieved in a system that provides all learners with capabilities they require to become economically productive. This policy recognises that teachers play a pivotal role in ensuring quality literacy outcomes is achieved for students.

3.4 Relevance

Relevant programs must be planned and use a range of teaching approaches in order to cater for the various learning styles of students. Community, parents, librarians and teachers play very important roles in teaching literacy skills through educating, empowering and supporting of students. Sāmoan language needs to develop for higher

level learning to take place, and its resources need to be developed so that it can function in the modern world.

3.5 Confidentiality

Information regarding student's achievement or health issues must not be used in any other way except by request to the Ministry or any other governing body of the Ministry for monitoring and reporting purposes.

3.6 Responsiveness

Programs must develop the whole person and should be broad and balanced to provide opportunities for the intellectual, social, spiritual and cultural dispositions of each student. This prepares and assists students as they transition to employment and further study.

3.7 Equity and Inclusiveness

All students, teachers, the vulnerable, community, parents and stakeholders must be treated equally, have equal access to resources and supported to improve literacy achievement, teaching and learning of students.

3.8 Effectiveness and efficiency

Teachers should use monitoring, assessment and reporting practices that help them evaluate the effectiveness of their teaching practices as well as provide an indication of student achievement against established literacy standards.

3.9 Accountability

Accountability must be practiced in all decisions taken. The planning, developing, purchasing, distribution of resources, assessing of student learning and reporting of progress in every student's achievement.

3.10 Gender sensitivity

Gender-sensitive learning materials allow both girls and boys (women and men) become equally equipped with the life skills and attitudes that they need to achieve their full potential. It is necessary to create a gender responsive school in which the academic, social and physical environment and its surrounding community take into account the specific needs of girls and boys.

3.11 Sustainability

Literacy is critical for promoting and communicating sustainable development and improving the capacity of people to address environment and development issues. Literacy gives a person the knowledge, and skills to participate in the social, spiritual, cultural, political, and economic life in Samoa and abroad.

4. POLICY STATEMENTS

The policy statements in this policy will further elaborate Goal 1: Policy Area 2; Sub Policy Area 1; The Multi-literacies policy of the NSCF² provides holistic guidelines for best practices and interventions for improved levels of literacy in Samoa.

The NMLP presents a set of policy statements³ that are essential to its successful implementation. It emphasizes the implementation of the TeLe Model⁴ to ensure core components namely quality learning environment, significance and intellectual quality is achieved in the process of teaching and learning. The MEC believes that building strong multi-literacy skills is essential for promoting student achievement and wellbeing and is committed to equity and excellence in literacy learning for all students. To successfully be part of the modern society and the wider world, students need to be effective oral, written, visual and digital communicators who can think critically and in depth for high quality learning experiences.

4.1 Early Child care and development: To strengthen childhood development for improvement in student progress from ECE to PSET.

Strategy 1: Teachers to stimulate and assist in social, emotional, cognitive, physical and language development of children through various learning and fun activities.

- Students at the early childhood education learn better through nursery rhymes, singing, storytelling, playing games, dancing, drawing, writing, talking, role playing and others.
 - ✓ Reading activities and observations, sight seeing
 - ✓ Tracing / scribbling
- Encourage the use of familiar resources / corners using themes
 - ✓ Use common/familiar objects as resources for learning
 - ✓ Label /name objects and parts of the classroom for example – door, table, windows, use name tags to familiarize students with their names/teachers names, familiarize students with the calenday (dates, months, year)
 - ✓ Use weather charts (raining, sunny, cloudy, windy etc)
 - ✓ Emotion chart (sad face, happy, angry etc)

Strategy 2: Encourage adequate and healthy nutrition for children and teachers to ensure the strengthening of the foundation of child development.

- Schools must encourage home-made lunches for students.
- Students must have a fruit break to encourage students to have at least a fruit a day.

² Refer to Appendix 2: National Curriculum Framework

³ Refer to Appendix 1: National Multi-literacy Policy Framework

⁴ Refer to Appendix 4: The Teaching and Learning Model

- Schools to discourage ban/stop/avoid parents and students from bringing sweets or any unhealthy snacks or drinks to school.
- Encourage students to bring water bottles from home.
- Schools to provide healthy drinking water for teachers and students.

Strategy 3: Provide different learning opportunities for both individual students and societies for effective and equity of child development.

- Schools to initiative learning programmes that allow students, teachers and parents or guardians to participant in student learning. Eg: Easter Day, Field Trips, Culture/Pacific/World Day, English/Samoan Day, Sports Day etc.
- conduct field trip within / outside the school to experience real life activities e.g umu/saka, shopping, swimming etc

4.2 Pre-service and In-service: To provide adequate pre-service and in-service trainings to improve effectiveness of teaching.

Strategy 1: Conduct capacity building initiatives including ICT trainings on curriculum contents and utilizing e-resources and digital mediums or technological tools for effective teaching and learning.

- Ministry to continue providing national in-service trainings to provide support for the teaching staff on specific areas identified where needed. In-service trainings can be either through face-to-face approach or using digital or technological tools where necessary.
- PSET providers and MEC to ensure to provide pre-service trainings on curriculum contents, pedagogies, strategies, teaching practice and classroom management for students and more for those who choose the pathway of Education to become teachers to ensure teachers are well equipped for classroom teaching.
- Strengthen on going national, cluster and school-based professional development programs to ensure precise connection to curriculum resources and supplementary materials.
- Develop basic skills for planning and delivery for teaching
- Enough training on how to deliver the lessons

Strategy 2: Provide professional trainings on teaching phonics and phonemic awareness, using benchmarks in English and Samoan to identify students' strengths and weaknesses, teaching digital and technology skills for teachers to improve the teaching and learning in schools.

- Encourage the use of ICT tools in teaching using available resources
- Ministry (MEC) needs to have a support visit or PD on the use of e-resources

Strategy 3: Encourage continuous trainings on the use of ICT tools such as School-Net, Moodle and more to build capacity on multi-literacy teaching and learning.

- Improve knowledge and understanding about the content of CS
- Offer continuous support system for all teachers (Cluster/school based PDs)

4.3 Learning Environment: To develop a safe learning environment where children will learn multi-literacy.

Strategy 1: Encourage and strengthen learning environmental practices that ensure safety learning settings under the school governance, guidelines for Inclusive education and student friendly settings such as reading corners where children can be exposed to visual, textual, digital and technological literacy learning materials.

- Ensure schools meet the Minimum Service Standards to ensure better access for students with disabilities and safety for all students and teachers.
- Schools to provide a visual and reading corner that makes students feel safe and at home to boost their interest in reading and learning.
- To develop a safe environment where will learn multi-literacy
 - Encourage a student-centered approach to create a comfortable and safe environment for students to learn
 - Co-operative activities, sharings, talanoa sessions, peer sharing
 - Ensure school environment is free of hazards
 - ✓ Set up a programme for every Friday to clean up the school compound
 - ✓ Part of the programme is to conduct the 3Rs awareness: Recycle, Reuse and Reduce
 - ✓ Work with the community to build a fence around the compound
 - ✓ Use resources that are safe for the children

Strategy 2: Ensure teachers provide relevant visual materials (colourful pictures/resources) for students to assist with their ability to observe, identify, comprehend, analyse, critique and interpret visual images or resources.

- Ensure learning incorporates visual learning. Students learn better with colours and pictures. Teachers can make use of cuttings from old magazines, newspapers, posters (either ready-made or custom made), printings of available and relevant images, infographics for more complex information, PowerPoint presentations, educational charts, drawings, models, recorded videos, etc.
- Create an environment that is both functional and authentic by understanding children's interests and everyday routines, and embedding the components of a literacy-rich environment within these.
- Provide a literacy-rich environment that takes into account the cultural and linguistic diversity of children in the school and classrooms.
- Develop rules and procedures on the use of technology on language
 - ✓ Conduct a meeting with parents /guardians
 - ✓ Cyber bullying
 - ✓ Language use in school

Strategy 3: Encourage and enhance cooperation and awareness of any project or initiatives that helps boost a child's school well-being and social well-being through improving their learning environment.

- Encourage students to participate in health programmes such as Zumba, Nobesity, World Healthy Nutrition Day, World Toilets Day, and more to improve the learning environment.

Strategy 4: Encourage Education Outside the Classroom (EOTC) to reinforce learning by enabling students to make connections between what they have learnt in the classroom and the world beyond the classroom by having field trips outside the classroom or school.

- Students learn best when they explore outside of the classroom. Children learn from playing outside. They learn using their 5 senses to appreciate their environment.
- Students also learn best when they are taken out of the school environment. They experience and learn from new environment, people and places.
- Field trips / Solution to finding
- ✓ Use everyday life resources to make connection of what they have learned in class to their daily lives.

4.4 Language Teaching: To ensure the delivery of the curriculums aligns with the Bilingual policy for all schools.

Strategy 1: Encourage / Strengthen the language of instructions for teaching and assessments in all levels of a child's learning as recommended in the Bilingual Policy 2011.

- Motivate students learning to speak in language activities/ For example morning talks, oral drills and others

Strategy 2: Develop t relevant and adequate readers in the Samoan language for the development of early language learning in early childhood education and primary level.

- Enough homework centers for example extra tutorials / home works / IAs etc

Strategy 3: Advocate having daily reading periods or library sessions as a priority in all schools to build students interest are motivate them to read.

- Encourage and strengthen villagers to assist students learning activities for example assignment

Strategy 4: Necessitate participating in reading activities using readers available, electronic or digital devices or resources, visual posters, newspaper articles, the Bible, and other available reading materials as part of daily class routine.

- Students mother tongue must be encourage before teaching second language

Strategy 5: Ensure English is used as the medium of instruction to teach and assess all subjects in the secondary level with the exception of the Gagana Samoa subject as recommended in the Bilingual Policy.

- Target language but other language but other language helps in achieving the target language

Strategy 6: ECE develop the mother tongue only with demonstrations and sign language

4.5 Multi-Literacy Programmes at all levels: To ensure teachers and schools put emphasis on initiatives that improve the levels of multi-literacy for all levels.

Strategy 1: Schools at all levels to encourage having school-based literacy programmes to help improve students' basic skills of speaking, listening, reading, writing, viewing and presenting in both Samoan and English.

- Encourage school based multi-literacy activities such as Literacy Day, English/Samoan Day, Culture Day, ICT Day, Arts Exhibitions, and more to promote literacy and boost teachers and students' passion and interest in learning.
- Encourage literacy intervention programs
 - ✓ School based English and Samoan Initiative Day
 - ✓ Cluster and district competitions in all areas of learning

Strategy 2: Encourage students, teachers and schools to initiate and participate in programmes regarding textual literacy, visual literacy, digital literacy and technological literacy to improve teaching and learning such as the SSILNaS programme, Parenting Education, etc.

- Strengthen and encourage community participation
 - ✓ Parents day, Culture day, Community day, Sports day

Strategy 3: Encourage Meaningful Literacy in teaching and learning. Teachers contextualize learning materials to allow students to learn of people, places, things or events that they are more familiar with either at home, in the villages, at church, in school, or any other environment where they are provided with the opportunities to learn.

- Use labels from familiar items or goods that students see every day as reading materials. Examples, empty carton of milk, a can of fish, packet of noodles etc.
- Encourage the use of images with names of workplaces, shops, restaurants, banks etc. as reading materials.
- Develop reading materials such as short stories, poems, song lyrics and more about familiar people, places, things or events.
- Encourage the use of available resources found in the classroom / local for activities
 - Encourage visual learning
 - ✓ Reinforce mental ideas (morning talks)
 - ✓ Using pictures, resources from the environment
 - ✓ School radio programs

4.6 Partnerships and community support: To strengthen positive working partnerships with local communities and international bodies.

Strategy 1: Strengthen partnership by engaging with local and global partners in national and international initiatives for ongoing support for multi-literacy.

- Encourage working in collaboration with international partners such as US Peace Corps, EQAP, UNICEF, UNESCO, ASI and others on initiatives that promote multi-

literacy. For examples, Folauga Project, MILLLS, Phonics by Phone, Study Technology etc.

- Encourage working with the Education Sector Reference Group to provide advisory support on Literacy initiatives.
- Encourage and strengthening working in partnership with other government ministries. E.g MNRE, MOH, MAF, SROs and others
- Encourage working with subject panels, Literacy Working Group, Subject Associations and more to help develop initiatives and relevant resources for improvement of literacy in Samoa.

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

- Encourage community engagement in school programmes that promote literacy such as Reading Mums, Parenting Education, Homework Centres etc.
- Encourage Bible reading sessions at church and at home with the assistance of the parents/guardians.

Strategy 3: Establish collaborative partnerships with parents, school committees, churches, subject associations to improve community support for all levels.

- School committees to encourage community support in school programmes to improve literacy.
 - ✓ Old pupils associations (ex-students)
 - ✓ Subject associations
 - ✓ Qualify and approved from MEC
- Encourage subject associations to provide support for teachers and students through training, providing available resources, student tutorials etc.

4.7 Assessment data analysis and reporting: To strengthen the use of a variety of assessments whether it be assessments for learning or assessments of learning to ensure expected learning outcomes are achieved.

Assessment for Learning

Strategy 1: Strengthen teacher ability to develop varieties of Classroom Based Assessments (CBA) that can help students achieve expected learning outcomes.

- Train teachers on different strategies in developing CBA.
- Teachers to be well trained on analysing student results, identifying the gaps that need to be addressed, and inform new strategies to improve student achievement.
- Teachers to provide consistent feedback on CBA to ensure students are well engaged and aware of the learning outcomes they have or have not achieved.
- Results must be visible / displayed in classrooms (good challenge) in graphs / tables or school based feedbacks
- To strengthen parents day learning program in school
 - ✓ Invite parents to participate, Inform parents about the students results
 - ✓ Use newsletters regularly – group chat

Strategy 2: Schools to reflect on national assessment analysis to inform new strategies to improve teaching and learning.

- Teachers need to be well aware and trained on national assessment processes including Internal Assessment tasks and External Assessment processes and blueprints to ensure they provide the necessary support for the students.
- Teachers to be well informed and well trained in analysing national assessment results.
 - Encourage home works
 - School plan (assessment plan)
 - Homework plan
 - Encourage the use of classroom based assessment (summative/formative/diagnostic)
- Schools to ensure national assessment analysis provided by the Ministry are well utilized to inform new initiatives, strategies, and activities for improvement.
 - ✓ National results must be on time
 - ✓ All exams blue prints must be given out to teachers/schools

5. APPLICATION AND SCOPE

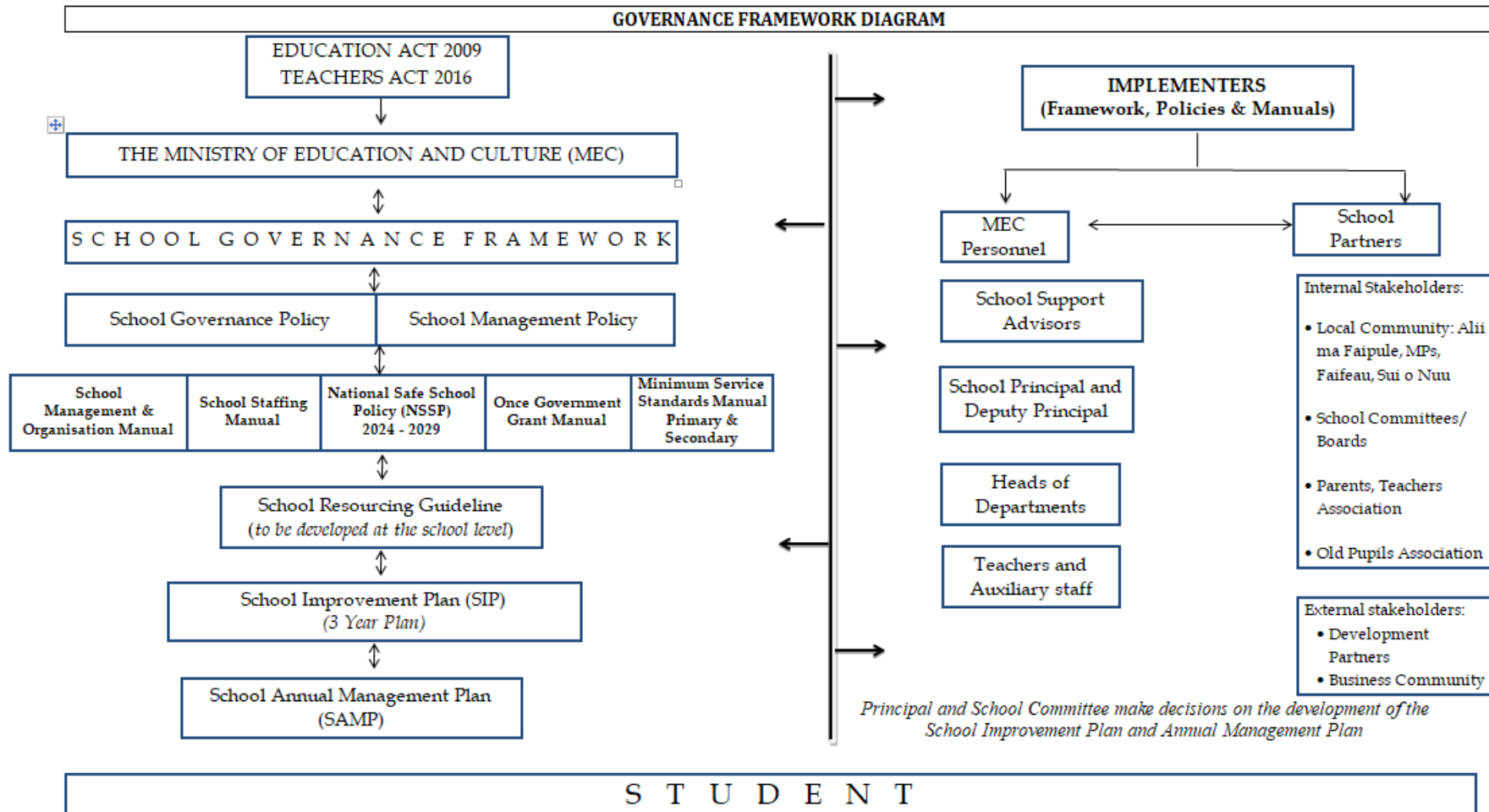
The National Multi-literacy Policy applies to the practice of pedagogies for the development and delivering of effective teaching and learning. The scope includes the community, NGOs and all other supporting agencies with a shared interest in literacy development from Early Childhood Education to Secondary Education to be well equipped with the constructive and mandatory skills and knowledge:

- a. to plan and deliver literacy programmes across the curriculum in the classroom.
- b. to provide support for ALL students in and outside (EOTC) the classroom and set out intervention programmes for students at risk in literacy.
- c. for capacity building and professional development for all teachers within schools and in the national level.
- d. for parents and guardians to support the learning of their children at home and at school.
- e. for the monitoring of teaching and learning of literacy in the classroom.

6. ROLES AND RESPONSIBILITIES

The governance framework diagram below clarifies the MEC Personnel and School Partners both Internal and External Stakeholders who have a great responsibility in improving educational outcomes through the use of this National Multi-literacy Policy.

The aim is to create a literate village where all parts of the school community contribute towards the promotion and improvement of literacy.



6.1 EDUCATION SECTOR

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

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

6.2 MEC

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

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

6.3 SCHOOL SUPPORT ADVISORS

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

- Work collaboratively with school principals to identify the needs of teachers in any areas of the curriculum;
- Consult with PDD and CDMD to assist in teacher training and cluster professional development;
- Facilitate professional developments and identify experts in each subject areas to take a lead in the capacity building of teachers within the district;

- Advise principals and teachers on better ways to improve school and students' results;
- Inform schools and principals on any new initiative to be implemented related to multi-literacy;
- Enforce the use of results to better school learning environment;
- Model different strategies when placing students with mixed ability;
- Report to MEC and provide school-based progress to inform interventions and national initiatives.
- Strengthen professional developments for teachers teaching composite and multi grade classes.
- Lead and provide support for all national activities.

6.4 SCHOOL PRINCIPALS

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

- Monitor teachers and students' performance.
- Monitor the planning and the delivery of the curriculum within schools especially student achievement.
- Ensure that the minimum learning hours are met.
- Ensure that the minimum teaching hours for teachers are met.
- Provide accurate school data to inform decision making.
- Develop annual management plan to ensure delivery of curriculum is implemented effectively.
- Monitor teachers' work plans regularly.
- Enforce "non-violence" policy to encourage all learners to interact and communicate calmly with each other the same way as adults do.
- Ensure the TeLe Model⁵ is reflected in teachers' work.
- Enforce DIA2R3⁶ Model for planning and reporting.
- Collaborate and initiate intervention programmes devised to cater for the needs of students with learning difficulties.
- Lead the development of school literacy programmes in collaboration with teachers;
- Organize parents and teachers' meetings.
- Include progress of literacy activities in their reports.

6.5 SCHOOL TEACHERS

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

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

⁵ Refer to Appendix 4: The Teaching and Learning Model

⁶ Refer to Appendix 5: The DIA2R3 Model

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

6.6 LIBRARIAN

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

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

6.7 SCHOOL COMMITTEE

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

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

6.8 COMMUNITY

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

- Ensuring students attend school every day and on time.
- Providing space and assistance at home for students to complete homework and assignments.
- Supporting homework centers that are available to all students organized by local church and community.
- Providing support for each key learning area where available and relevant.
- Supporting every child's learning after hours.

- Providing support in cultural and traditional knowledge and skills. Provide support for extracurricular activities and projects that enhance teaching and learning.

6.9 VOLUNTEERS

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

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

6.10 NCECES

The National Council for Early Childhood Education in Samoa plays a significant monitoring and collaborative role for all ECE in Samoa. These roles include:

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

6.11 DONOR PARTNERS

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

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

6.12 SERVICE PROVIDERS

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

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

7. MONITORING, EVALUATION AND REPORTING

7.1 National and School level Monitoring

Effective monitoring of Literacy at all levels is vital to ensure that:

- Balanced literacy programmes are in place to cater for the needs of the learners.
- Resources provided for Literacy are directed to schools and utilized in the classroom. Schools should closely monitor them.
- Students with learning difficulties in literacy – well planned interactive teaching and effective intervention programmes are implemented which may lead to improvement in students' literacy. School Principals will include monitoring of Literacy across the curriculum as part of their regular monitoring. Their focus should be on effective incorporation of literacy into planning, monitoring of assessment opportunities.

7.2 Evaluation

- Evaluation of the effectiveness of the multi-literacy policy in schools through student achievements and teacher quality.

7.3 Reporting

- Schools report the implementation of the NMLP through School AMP
- PPRD to report on the implementation of the policy through the MSS.
- CDMD to report on the implementation of curriculum and supporting materials and activities. CDMD to report also on the planning and successful implementation of SSILNaS (Samoa Schools Innovation in Literacy Numeracy and Science) yearly programme.
- PDD to report on trainings of in-service teachers on the policy.
- PDD to report on the implementation of strategies in the NMLP in classrooms by teachers through teacher appraisals.
- SGMD to report on school committee and community involvement in school activities.
- CSD to report on the utilization of OGG to support the implementation of the policy.
- AED to report on national results that reflect the implementation of the policy through the national assessment analysis.

7.4 Review of Policy

This policy will be reviewed at the end of 2029.

8. REFERENCES

1. Ministry of Education and Culture. (2009). *Education Act 2009*.
2. Ministry of Education and Culture. (2016). *Teachers Act 2016*.
3. Ministry of Education and Culture. (2016). *Samoa School Fee Grant Scheme Manual of Operations 2016*.
4. Ministry of Education and Culture. (2018). *School Governance Framework 2018-2028*.
5. Ministry of Education and Culture. (2018). *School Management Policy 2018-2023*.
6. Ministry of Education and Culture. (2016). *Annual Reports, 1 July 2015-30 June 2016*.
7. Ministry of Education and Culture. (2018). *Corporate Plan July 2015-June 2018*.
8. Ministry of Education and Culture. (2016). *Minimum Service Standards for Primary and Secondary Schools 2016*.
9. Ministry of Education and Culture. (2017). *National Safe Schools Policy 2017*.
10. Ministry of Education and Culture. (2017). *School Management and Organisation Manual 2017*.
11. Ministry of Education and Culture. (2017). *School Staffing Manual 2017*.
12. Pacific Benchmarking Education for Results (PaBER) Paper 7. (2016). *Final Report on SABER School Autonomy and Accountability, and Cross –country Analysis Report October, 2014*.
13. Ministry of Education and Culture. (2021). *National Teaching and Learning Policy 2024*
14. Ministry of Education and Culture. (2021). *National Curriculum Framework 2024*

9. ENDORSEMENT



Certificate of Endorsement

Effective Date: 01 May 2024

Review Date: 2029

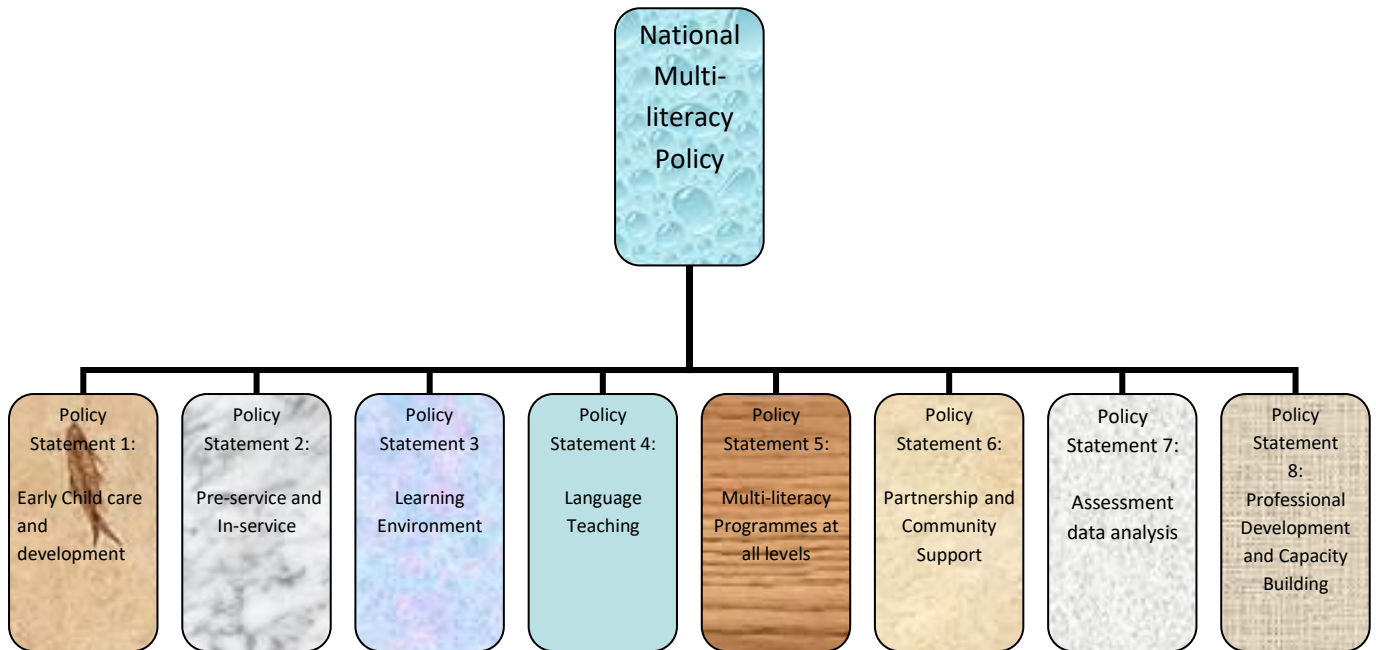
SIGNED AND APPROVED BY THE HON. MINISTER

HON. SEU'ULA IOANE TUĀ'AU

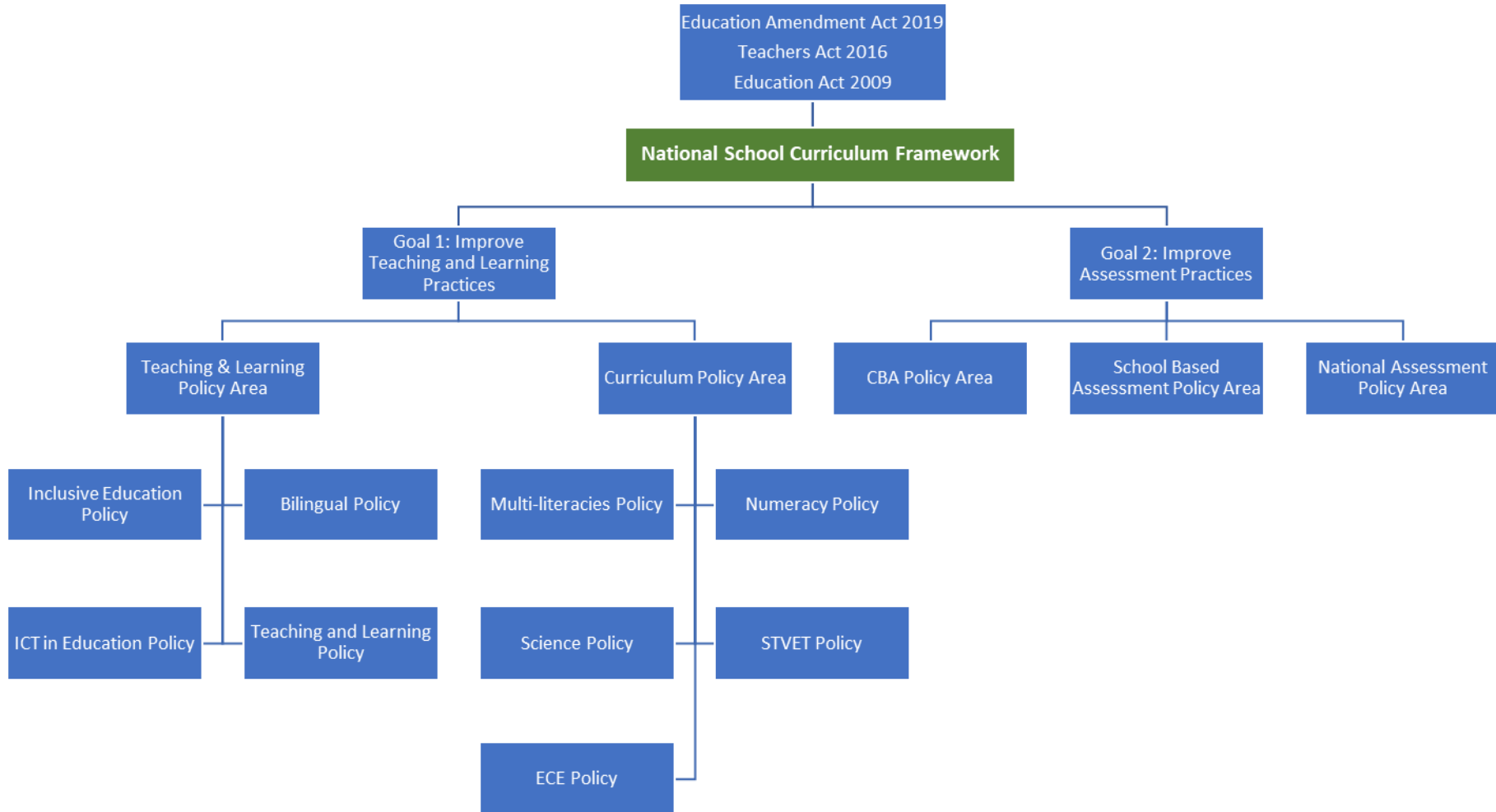
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10. APPENDICES

Appendix 1: Policy Overview Structure



Appendix 2: National Curriculum Framework Structure



Appendix 3: Related Documents

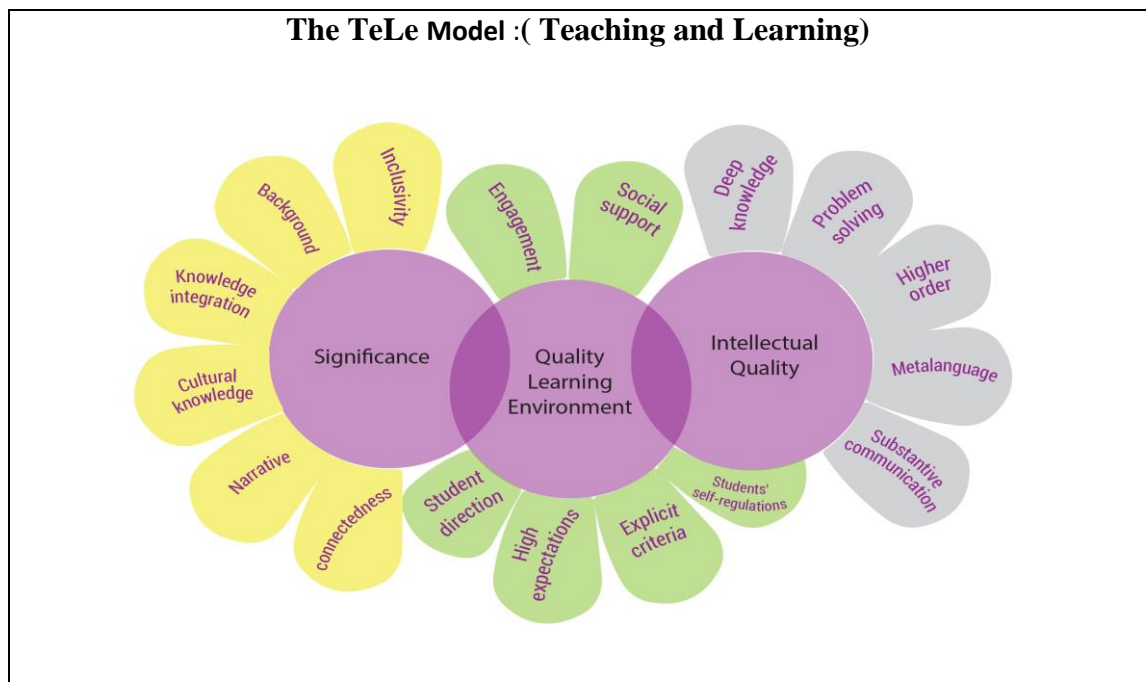
RELATED DOCUMENTS	LEGISLATIVE & AUTHORITY	YEAR
Asset Management Policy 2018	Ministry of Education and Culture	2018
Bilingual Education Policy 2011	Ministry of Education and Culture	2011
Corporate Plan July 2015 - June 2018	Ministry of Education, and Culture	2018
Early Childhood Education Minimum Service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

School Governance Policy 2018-2023	Ministry of Education and Culture	2018
School Management and Organisation Manual 2017	Ministry of Education and Culture	2017
School Management Policy 2018-2023	Ministry of Education and Culture	2018
Teachers Act 2016	Ministry of Education and Culture	2016
The Minimum Service Standards for Primary and Secondary Schools in Samoa 2016	Ministry of Education and Culture	2016
National Teaching and Learning Policy 2022-2027	Ministry of Education and Culture	2021
National School Curriculum Framework 2022-2032	Ministry of Education and Culture	2021

Appendix 4: The Teaching and Learning Model.

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

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



I. **Intellectual quality** refers to approaches which are challenging. They focus on building students to achieve better results. Students centered on deep understanding of important, practical concepts, skills and ideas. Teachers focus on developing the students' deeper understanding of the selected knowledge, skills, values and engage them in higher-order thinking.

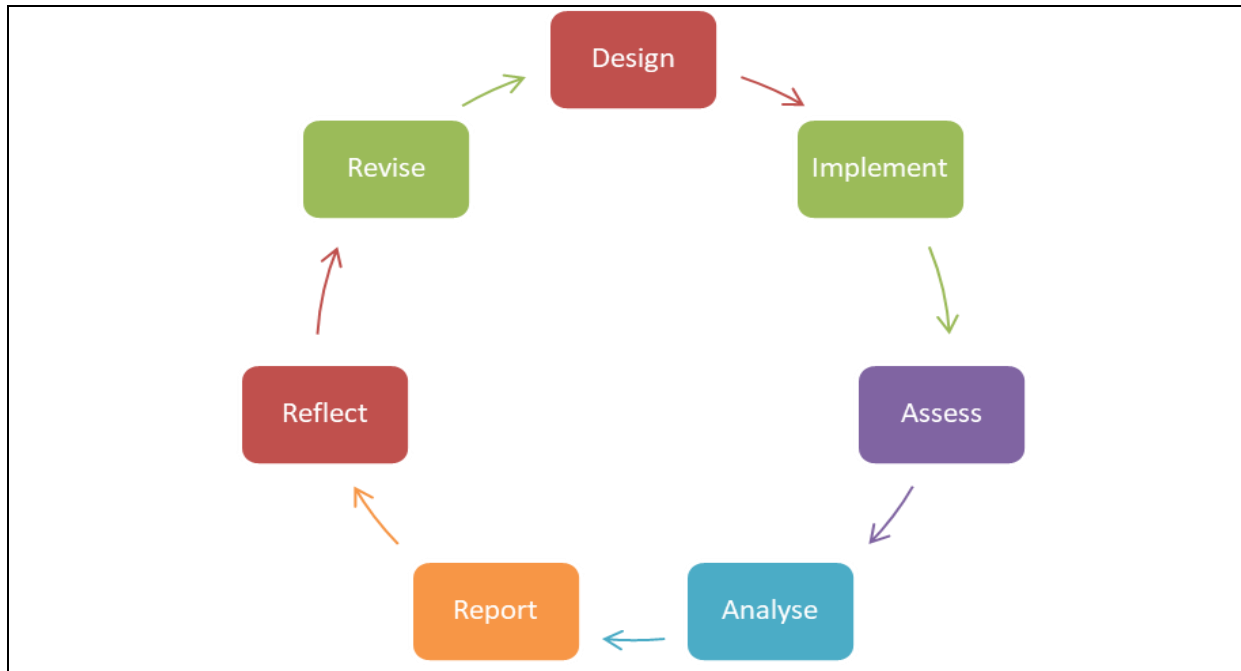
II. **Quality learning environment** refers to approaches that generate classrooms where students and teachers work productively in an environment clearly focused on learning. Such approach develops positive relationships between teachers and students and those around them.

III. **Significance** refers to approaches that helps make learning meaningful and important to students. Such pedagogy draws clear connections to students' prior knowledge and how they practise their cultural knowledge and apply those to their current learning in the classroom.

Appendix 5: DIA2R3 Model

The DIA2R3 below is an activity model extracted from the NTL policy to assist in ensuring the roles and responsibilities of all those responsible for the implementation of the processes in the TeLe model.

The DIA2R3 Model



Appendix 6: Risk Management Plan

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

Appendix 7: Implementation Plan for Policy Development

Phase	Action	Timeframe	Responsible Ministry/Organisation
Endorsement Phase to finalize National Multi-Literacy Policy	Ongoing follow up	Jan 2023 – Jun 2024	MEC CORE and Full Executive, Cabinet
Awareness Phase	Conduct workshops with key stakeholders (e.g., principals, teachers, parents, NUS, USP and relevant educational institutions and government agencies)	Jul - December 2025	MEC- CDMD MEC PPRD MEC PDD MEC SGMD MEC IT
Transition Phase	Professional development for principals and teachers to encourage the integration of the Teaching and Learning Policy in their school plans which should be reflected in an improvement in their teaching responsibilities.	Jan – Jun 2025	MEC-CDMD MEC – PDD MEC SGMD
Monitoring Phase	School visits to view initial application of ideas/strategies to develop a higher quality learning and teaching force.	2024 - 2029	MEC
Review Phase	Evaluate/Conduct review on the effectiveness of policy implementation.	2029	MEC

Appendix 8: Monitoring and Evaluation Framework

POLICY MONITORING & EVALUATION FRAMEWORK															
National Multi-Literacy Policy 2024 - 2029															
TARGET	SDG INDICATOR	SDS KEY OUTCOME	GOALS	Strategy	Outcome	Indicator	Baseline Data	Year 1 Target FY 24/25	Year 2 Target FY 25/26	Year 3 Target FY 26/27	Year 4 Target FY 27/28	Year 5 Target FY 28/29	Means of Verification	Policy Documentation	Responsible division
Improve Literacy at all levels	SDG 4 2017, 4.1.1 Proportion of children and young people achieving at least a minimum proficiency level in (i) reading and (ii) Mathematics, by sex. In grades 2/3 At the end of primary at then of lower secondary: in grades 2/3; (b) at the end of primary; and at the end of lower secondary This means that students in Year 2, Year 4, Year 6 will be assessed with SPELL 1 & 2. Students in Year 8 will be assessed in the Year 8 National Examination, Year 10 in the Merit Certificates before the Year 12 examinations.		Goal 1: Enhance the quality of education and training for all learners. Goal 2: Provide everyone with access to good quality education and training opportunities.	1.1 Implement and monitor quality assurance systems. 1.2 Coordinate and facilitate the development of national curriculum and competency standards. 1.3 Develop a committed and competent education workforce at all levels.		1. Percentage of Year 4 SPELL students meeting Level 3 & 4 for English and Gagana Samoa	2022 English-9% Gagana Samoa-21%	1% increase of baseline	2% increase of baseline	3% increase of baseline	4% increase of baseline	5% increase of baseline	Statistical Digest	NMLP	CDMD AED PDD

				1.4		2. Percentage of Year 6 SPELL students meeting Level 3 & 4 for English and Gagana Samoa	2022 English-21% Gagana Samoa-24.4%	1% increase of baseline	2% increase of baseline	3% increase of baseline	4% increase of baseline	5% increase of baseline	Statistical Digest	NMLP	CDMD AED PDD
				1.5		3. Percentage of schools (primary and secondary) participated in the SSILNAS programme	FY22/23 84%	1% increase of baseline	2% increase of baseline	3% increase of baseline	4% increase of baseline	5% increase of baseline	SSILNAS report	NMLP	CDMD AED PDD