

Teaching Management Plan

Samoa



OVERVIEW

Company Mission

Our mission is to encourage young people to volunteer for worthwhile work in developing countries. We expect that doing this kind of voluntary work will in time become the norm. As more and more people join us, we aim to create a multi-national community with a passion to serve, to learn, to understand, to teach, to inspire, and to be inspired.

Teaching Programme Mission

Our Teaching programme mission is to provide sustainable educational support within disadvantaged schools and communities to reduce inequality in education. Through our volunteers, we aim to empower underprivileged students by improving their future prospects and equipping them with the skills needed to actively engage in a multi-national community.

Background Information

Samoa is a group of islands in the South Pacific where Samoan is the language most commonly spoken. Though education in Samoa is compulsory for children aged 5 until 14, or until their completion of Year 8, this law is rarely enforced, and neither primary nor secondary education are freeⁱ.

Enrolments in primary and secondary schools have in fact fallen in recent years, and many students fail to make the transition from primary to secondary educationⁱⁱ. Students who do complete Year 12 often drop out before sitting for the PSSC, a certificate required in order to enrol in tertiary studies. There remain disparities between rural and more urban areas, including noticeable differences in transition rates. This is most likely due to the cost of schooling and the need for children from rural families to help in raising finances for the family. There are also significant differences in teaching standards between government and private schools.

Increasing the quality and quantity of students transitioning from primary through to secondary and/or tertiary is where the Projects Abroad Teaching programme and volunteers come into effect.

Partners

Projects Abroad Samoa is registered and operates as a Charitable Trust, working with a number of government, private and church-based primary schools in Apia. The number of students, class sizes and the needs of students and staff vary between each school. All of our primary school placements benefit from receiving volunteers who provide extra support in the classroom, as well as offer new teaching methods, perspectives and ideas. Projects Abroad Samoa has developed strong, sustainable relationships with partner schools in Apia and is still growing. Projects Abroad volunteers have notably worked with: Vaimoso Primary, Saina Primary, Ah Mu Academy, Vaigaga Primary and All Saints Primary Schools.

Projects Abroad Samoa has developed relationships with a number of educational organisations and institutions in the area, including the following:

- Ministry of Education, Sports & Culture
- Ministry of Women, Community and Social Development

- National University of Samoa
- Samoan Qualifications Authority
- Pacific Association of Technical and Vocational Education and Training (PATVET)
- Pacific Regional Initiative for the Delivery of Basic Education (PRIDE)

GOALS

In order to work towards our Teaching programme mission, we have set the following goals to achieve in the placements where we send our volunteers:

1. Increase literacy

Reading and writing are essential skills for every person to master. Building these basic skills at a young age can greatly increase a student's ability and interest later on. Though the literacy rate in Samoa is considered very high, estimated at 98%ⁱⁱⁱ, anecdotal evidence suggests a disparagement or disconnect between basic literacy and satisfactory language comprehension and grammatical competencies.

We aim to assess the literacy levels of different students to hold remedial classes for those identified as needing extra support. Reading Clubs at schools and local orphanages not only help slower learners to improve their reading skills, but also encourage students to take more pleasure in reading and to broaden their mind.

2. Improve support for those with learning disabilities

Projects Abroad works with schools who specifically educate children with physical and mental disabilities. Projects Abroad volunteers have identified a large number of students in government schools who also exhibit learning difficulties that would greatly benefit from purposeful interventions such as our teaching programme. Support for these students through one-on-one assistance and/or small group tutorials are a sustainable and measurable option. By engaging the children and introducing creative games, our volunteers can work with the full-time staff at these organisations to improve the children's education and, consequently, their quality of life.

3. Improve English

English has undeniably become the global language for business. It is vital for countries, businesses and individuals to improve their level of English to become true participants in international trade. It is undeniable that employment opportunities, both domestic and abroad, are increased exponentially with an excellent command of the English language, especially in view of Samoa's continued development and support by various international initiatives. Even though English is an official language of Samoa, its use and proficiency is far less widespread than the indigenous language amongst the Samoan population. Indeed, students are taught in Samoan for the first six years of their lives, with English introduced orally in the third year of school. In the seventh and eighth years, instruction is in English. After eight years of schooling, an examination is held to rank students for secondary school level.

Projects Abroad volunteers work in unison with local teachers to develop children's English abilities in three key areas: reading, writing and speaking. Volunteers, in particular native speakers, can offer invaluable help in improving the students' and also the teachers' phonetics, pronunciation and grammar. We also set up conversation classes to improve the student's oral skills and capacity to participate in "real life" conversations. Particular attention is given to slow learners, where volunteers are able to provide individualised attention to children who need the most assistance with great

results.

4. Improve classroom support

With classes of 50+ students and limited resources, it is difficult for teachers to maintain discipline, deliver creative teaching methods and offer personalised support to students struggling to keep up. Though illegal, corporal punishment remains a remaining source of discouragement for Samoan students. The shortage of highly qualified teachers with a diploma also worsens the problem. We aim to introduce new rules and discipline methods as well as relieve pressure for teachers by dividing the class into small groups, organising remedial classes for slower learners, and encouraging students in their work.

5. Encourage learning through creativity

The abilities to problem-solve, think creatively and critically are crucial skills that greatly improve a child's intellectual development. Building up problem-solving and creative thinking skills during a child's education will increase their likelihood of becoming academically successful and economically productive. Critical thinking and creative teaching techniques are generally limited and overlooked within the Samoan curriculum, which favours a linear and rote-learning style of teaching. This learning style has developed in part due to historical familiarity, and a belief that classroom control and discipline is more easily achieved. This is a direct bi-product of the pressures of class overcrowding and resource limitations.

To foster children's abilities and creative growth, we educate and run creative activities that will motivate students in their learning as well as encourage them to think for themselves and become more innovative. Original teaching methods and activities help increase students' concentration as well as their participation in class.

RESOURCES

Human Resources	Average 10-15 volunteers per year Projects Abroad global staff teams Placement staff support
Physical Resources	Projects Abroad offices Placement materials
Online Resources	Volunteer Resources Database Myprojectsabroad webpages
Financial Resources	Monthly budgets for overall operations Donations to specific projects or placements
Intangible Resources	Reputation in destination communities Goodwill; genuine desire to help Expertise

Projects Abroad provides a range of resources for each of our programmes. These fall into four interdependent categories:

Human: Volunteers themselves are our most crucial asset in achieving our goals. Through their creativity and energy, all of our ambitions can be realised. Another central support team is our extensive network of Projects Abroad staff worldwide, dedicated to supporting volunteers and achieving our company mission. We also depend greatly on the staff in all of our placements; whose support guides volunteers through their daily activities.

Physical: Projects Abroad has offices in all of our destinations, where volunteers can come to speak to staff or attend workshops. There are also office materials and placement supplies available to volunteers.

Online: The Volunteers Resources Database and myprojectsabroad webpages all provide vital support before, during and after their placements.

Financial: Funds for all of Projects Abroad's work come solely from volunteer placement fees. These are distributed via monthly budgets, to ensure fair allocation of funds for each destination. Occasionally volunteers may also send donations directly for a specific placement or project.

Intangible: The good reputation of volunteers in local communities is what makes our work possible. This reputation has been earned over years of dedicated volunteer contribution. This is supported by the combined knowledge of our extensive staff network. With over 700 staff across every continent, we are proud to be a diverse and accomplished team.

MONITORING & EVALUATION

Placement visits Volunteer workshop sessions Staff meetings Volunteer Resources Database Feedback evaluation
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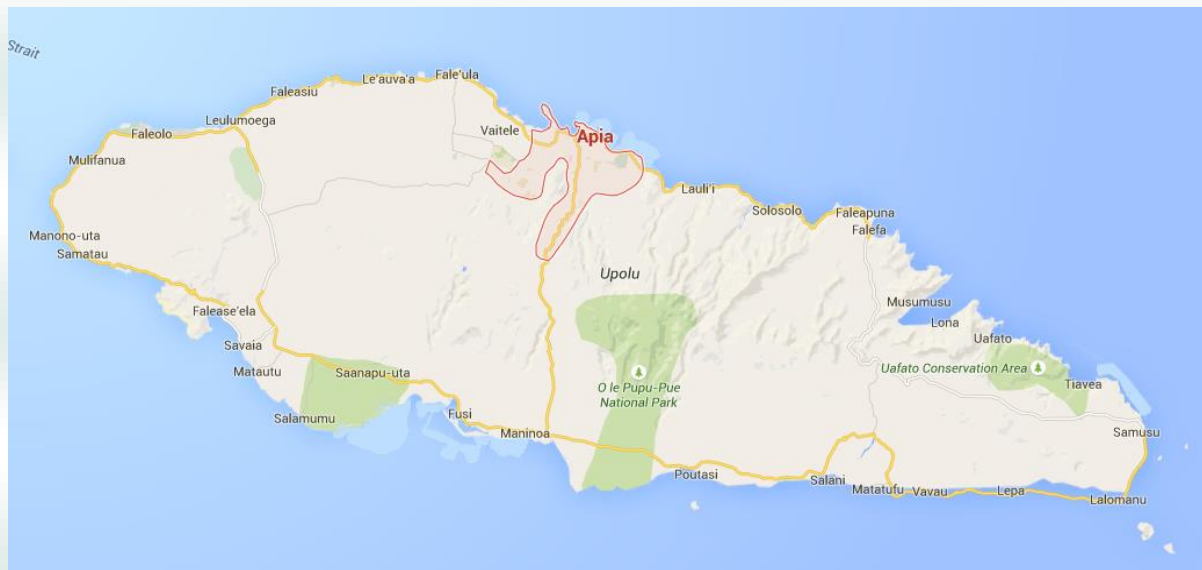
Physical monitoring: Through placement visits and volunteer workshops, volunteers are in frequent contact with staff members, who will observe and advise volunteers in action. Staff participate in regular meetings to discuss best practices within and between destinations.

Online monitoring: The Volunteer Resource Database is platform for staff and volunteers to share and develop ideas.

Feedback evaluation: Feedback from placement staff, Projects Abroad staff and volunteers is continuously gathered and used to inform future plans.

LOCATION OF PLACEMENTS

Our teaching placements are based in and around the capital city of Apia, on the island of Upolu.



ⁱ http://www.ibe.unesco.org/fileadmin/user_upload/Publications/WDE/2010/pdf-versions/Samoa.pdf

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http://www.icde.org/projects/regulatory_frameworks_for_distance_education/country_profiles/samoa/education_system/

ⁱⁱⁱ http://www.unicef.org/infobycountry/samoa_statistics.html

**Projects Abroad
Teaching programme**

		INDICATORS	MONITORING (MEANS OF VERIFICATION)	ASSUMPTIONS
Company Mission: (the change we want to see in greater society)				
Our company mission is to make it the norm for men and women from developed countries to live and work as volunteers in a developing country; they should work on projects which have a clearly favourable impact on host-communities. In this way, we will continue to create a multi-national community with a passion to serve and to inspire.				
Teaching Programme Mission: (the change we want to see for the target group)				
Our Teaching programme mission is to provide sustainable educational support within disadvantaged schools and communities to reduce inequality in education. Through our volunteers, we aim to empower underprivileged students by improving their future prospects and equipping them with the skills needed to actively engage in a multi-national community.			1. Onsite visits 2. Placement staff feedback 3. Projects Abroad staff feedback 4. Volunteer feedback (DQs & EOPF) 5. Children feedback 6. Test results	1. Number of volunteers does not drop considerably 2. Number of volunteers with a good grasp of English does not drop considerably 3. Political and civil stability in the countries we work 4. No natural disasters that could affect our work
Goal 1: (what we want to achieve)				
Improve English				
Actions: (the tasks that need to take place to achieve the goal)				
1,1	Incorporate in school reading classes for Class 7 focusing on one-on-one or small group reading (each child/group 30 minutes)			
1,2	Allow a regulated time-period per week to implement spelling tests/pronunciation exercises/reading practice in the classroom.			
1,3	Create and manage a Projects Abroad Library of English language story books. Volunteers can sign books in and out for when they use them on placement.			
1,4	Establish a weekly after school English conversation club. ½ hour small group sessions on a chosen topic each week.			
1,5	Use creative techniques to help improve the listening and speaking skills of student's e.g. role plays, acting and drama, games.			
Goal 4:				
Improve classroom support				
Actions:				
4,1	One to one tutoring for the strugglers either during school hours or after; keep a weekly records of these students to check their progress			
4,2	Develop lesson plans in line with the school which would focus on the development of struggling children/learning disabilities			
4,3	Introduce after-school clubs based on the skills of the volunteers (e.g. first aids skills, dance, public speaking, debate)			
4,4	Work with teachers to improve classroom rules and methods of discipline			
4,5	Help guide teachers with correct pronunciation and grammar (English)			
4,6	Develop workshops to run at the schools providing alternative methods of teaching subjects to keep children interested (PRO)			
4,7	PRO teachers to lead teacher training sessions focused on how to plan lessons, different learning style, positive discipline (PRO)			
Goal 2:				
Increase literacy				
Actions:				
2,1	Organise workshops with volunteers to help them understand techniques for working with slow learners			
2,2	Conduct fortnightly remedial sessions for children who have been identified as needing extra support.			
2,4	Read and feed club weekly during term time.			
2,5	Allow a regulated time-period per week to implement spelling tests/pronunciation exercises/reading practice in the classroom.			
2,7	Organise monthly workshops with volunteers to help them identify areas of weakness in literacy among the children			
2,9	Set up diagnostic and assessment tools for adult participants and create literacy modules for project that meet national literacy standards by the end of 2014			
Goal 6:				
Encourage learning through creativity				
Actions:				
6,1	For a minimum of 1 hour per week research and document new teaching aids			
6,2	Volunteers to work with the placements to make learning environments visually appealing and educational to the students e.g. "word of the day wall" –whereby the volunteer displays a new word each day along with a definition and the students are tested on it the following morning			
6,3	Initiate story writing competitions/ poem writing which can then be presented to the class			
6,4	In break times engage children in regular games and activities to improve their attention span, stimulate their brains and encourage team work.			
6,5	Volunteers to do a presentation to their class on their home country, and divide class into groups to prepare a presentation on a topic of their choice.			
Goal 8:				
Improve support for those with learning disabilities				
Actions:				
8,1	Introduce a record keeping system for each placement and maintain it for each child on a monthly basis including profile of child, learning ability, preferences, dislikes, etc.			
8,2	Introduce creative activities to help develop skills			
Hold monthly workshops with the teachers on how to deal with/work with learning disabilities PRO- To teach the teachers on how to recognise learning disabilities of the children				