

PACIFIC REGIONAL STANDARDS FOR TEACHERS

SUVA, FIJI, 2023



Pacific
Community
Communauté
du Pacifique



EQAP

Educational Quality and Assessment Programme

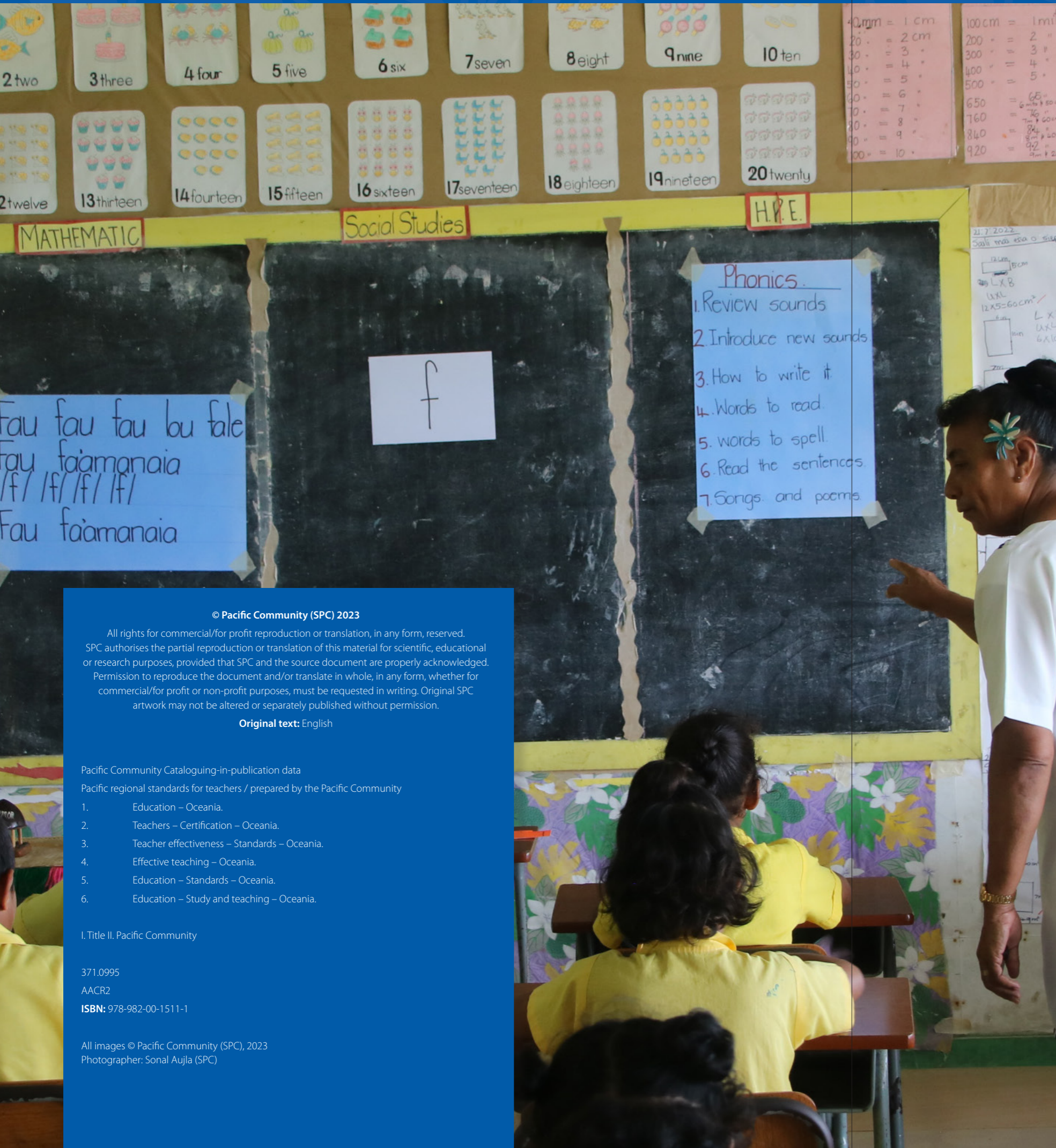


PACIFIC REGIONAL STANDARDS FOR TEACHERS

PREPARED BY THE PACIFIC COMMUNITY



SUVA, FIJI, 2023



CONTENTS

List of Abbreviations06

Acknowledgement07

01: PREAMBLE.....8

02: PURPOSE OF THE STANDARDS 10

03: THE DEVELOPMENT PROCESS 12

04: ORGANISATION OF THE STANDARDS 14

05: THE STATEMENTS OF EXPECTATIONS 16

06: PROFESSIONAL PRACTICE AT THREE LEVELS OF TEACHER EFFECTIVENESS20

 6.1 Developing teachers (emerging effectiveness) 21

 6.2 Proficient teachers (effective)..... 21

 6.3 Accomplished or lead teachers (highly effective)..... 21

07: USE OF THE STANDARDS22

 7.1 Teacher appraisal..... 23

 7.2 Teacher development..... 24

08: CAN THE STANDARDS RELATE TO REMUNERATION AND PROMOTION? 26

09: GUIDELINES FOR IMPLEMENTATION28

 9.1 Teachers understanding the Standards..... 29

 9.2 Guidelines for use of the Standards..... 29

 9.3 Adoption of the Standards..... 29

10: THE STANDARDS IN DETAIL..... 30

11: GLOSSARY OF TERMS.....37

© Pacific Community (SPC) 2023

All rights for commercial/for profit reproduction or translation, in any form, reserved. SPC authorises the partial reproduction or translation of this material for scientific, educational or research purposes, provided that SPC and the source document are properly acknowledged. Permission to reproduce the document and/or translate in whole, in any form, whether for commercial/for profit or non-profit purposes, must be requested in writing. Original SPC artwork may not be altered or separately published without permission.

Original text: English

Pacific Community Cataloguing-in-publication data

Pacific regional standards for teachers / prepared by the Pacific Community

1. Education – Oceania.
2. Teachers – Certification – Oceania.
3. Teacher effectiveness – Standards – Oceania.
4. Effective teaching – Oceania.
5. Education – Standards – Oceania.
6. Education – Study and teaching – Oceania.

I. Title II. Pacific Community

371.0995

AACR2

ISBN: 978-982-00-1511-1

All images © Pacific Community (SPC), 2023
 Photographer: Sonal Aujla (SPC)

LIST OF ABBREVIATIONS

ACER	Australian Council for Educational Research
CPEM	Conference of Pacific Education Ministers
EQAP	Educational Quality and Assessment Programme
FNU	Fiji National University
FSM	Federated States of Micronesia
IOE	Institute of Education
PacREF	Pacific Regional Educational Framework
PHES	Pacific Heads of Education Systems
PICs	Pacific Island countries
PNG	Papua New Guinea
RMI	Republic of the Marshall Islands
SOE	School of Education
SPBEA	South Pacific Board for Educational Assessment
SPC	Pacific Community
UNESCO	United Nations Educational, Scientific, and Cultural Organization
UNICEF	United Nations Children's Fund
USP	University of the South Pacific

ACKNOWLEDGEMENT

Work on this revised edition of *Pacific regional standards for teachers* began in 2021 with the support of the Pacific Regional Education Framework (PacREF). Significant work was undertaken by the Educational Quality and Assessment Programme (EQAP) of the Pacific Community in collaboration with the Australian Council for Educational Research (ACER), representatives of development partners and representatives of ministries of education across Pacific Island countries in 2021 and 2022. These include:

- the Ministry of Education, Cook Islands
- the National Department of Education, Federated States of Micronesia
- the Ministry of Education, Heritage and Arts, Fiji
- the Ministry of Education, Kiribati
- the Department of Education, Nauru
- the Department of Education, Niue
- the Ministry of Education, Palau
- the Ministry of Education, Papua New Guinea
- the Ministry of Education, Republic of the Marshall Islands
- the Ministry of Education, Sports and Culture, Samoa
- the Department of Education, Tokelau
- the Ministry of Education and Training, Tonga
- the Ministry of Education, Youth and Sports, Tuvalu
- the Ministry of Education and Training, Vanuatu
- the Fiji National University
- the Tonga Institute of Education
- the United Nations Educational, Scientific, and Cultural Organization
- the United Nations Children's Fund
- the University of the South Pacific, School of Education
- the University of the South Pacific, Institute of Education

The final draft version of the revised *Pacific regional professional standards for teachers* will be submitted for endorsement of the Conference of Pacific Education Ministers (CPEM) in March 2023.

The first version of the Pacific Regional Standards for Teachers was endorsed in 2010. It had also been developed collaboratively by heads of education systems, representatives of teacher training institutions and development partners via emails and a regional gathering in November 2009. This collaboration was facilitated by the South Pacific Board for Educational Assessment and UNESCO.



01

Preamble

As anyone who has ever struggled in school can attest, an excellent teacher can make all the difference to a student's learning outcomes. Teacher capability is at the heart of successful teaching and learning and this publication, *Pacific regional standards for teachers* (henceforth called the Standards) has been crafted collectively by teachers, leaders and experts to express the expectations and aspirations for teaching and learning across the Pacific region.

The Standards describes the expectations of effective teaching practices and sets out the standards for ethical behaviour that is expected of every teacher. It is intended to guide improvements in teaching effectiveness through regular assessment and evaluation of teacher competencies and the use of evidence to plan and implement teacher development. It is also intended to guide teacher certification and teacher registration and, where applicable, remuneration increases and promotion.

The formulation of the Standards is a response to the goal and desired outcome of the Pacific Regional Education Framework (2018-2030) (PacREF) for competent, qualified and certified teachers and school leaders who are current in their professional knowledge and practice and who are supportive, engaged, effective and committed to the holistic development of students. The priority strategy to achieve this goal is to "strengthen understanding of teacher professional standards, competencies, teacher professional development, performance management systems and their translation into practice, including their assessment and evaluation at all levels of education" (PacREF p.11).

The formulation of the Standards also keeps in focus the targets of Sustainable Development Goal 4 (SDG 4): ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all.

The Standards is organised along domains of a teacher's practice, and related elements and statements of expectations. It articulates what teachers are expected to value, know and be able to do as they progress through their teaching career along three levels of teaching effectiveness:

- **Level 1:** Beginning or developing teachers with emerging effectiveness
- **Level 2:** Competent or proficient teachers who are effective
- **Level 3:** Accomplished or lead teachers who are highly effective.



02

Purpose of the
Standards

The Standards is a public statement of what constitutes teaching quality and provides a framework that makes clear the professional attributes, knowledge, understanding and skills or practice required across teachers' careers. It is first and foremost a tool for teacher improvement. Secondly, it presents a set of expectations that teachers can hold themselves accountable to, or benchmarks for quality and effective teaching that they can strive towards. It is a tool that articulates the desired generic competencies of teachers, which can be used for monitoring teacher performance.

For the above-mentioned purposes to be realised, the Standards has been developed to reflect the realities of teaching in the Pacific region in the 21st century. Ministries of education, in collaboration with regional education agencies, have worked to ensure that teachers will feel a sense of ownership of the information contained here. Senior representatives of ministries and departments of education across the fifteen PICs have been involved in the design and development process, ensuring that the Standards are aligned to national priorities, in addition to providing a regional perspective of teaching quality.

The Standards can be used to provide clear direction to policy makers, curriculum developers, assessment officers and teacher educators on what constitutes professional practice and expected pedagogical content knowledge of teachers. It provides guidance for reviews of teachers' professional learning and development, and assessment of pre-service teacher training graduates to ensure they meet the minimum standards for entry into the teaching profession. The Standards also establishes a clear path for merit-based teacher placement and career advancement, shifting performance evaluation from an emphasis on educational qualification and years of teaching to observable performance and competency related to facilitating student learning.



03

The development
process

A process of inclusive and iterative development over two years (2021 and 2022) has been applied to the formulation of the Standards. The inclusive approach of involving development partners and senior representatives of ministries and departments of education in an iterative process was used to review, re-define and rewrite the competency standards. The collaboration occurred throughout the two years between senior officers of ministries of education in fifteen PICs (Cook Islands, FSM, Fiji, Kiribati, Nauru, Niue, Palau, PNG, RMI, Samoa, Solomon Islands, Tokelau, Tonga, Tuvalu, Vanuatu) and representatives of development partners and technical agencies, namely UNESCO, USP-IOE, USP-SOE, FNU, UNICEF, ACER and SPC-EQAP.

Due to travel bans imposed by the COVID-19 pandemic lockdown in 2020 and 2021, face-to-face meetings were not possible, so an innovative approach had to be developed. A completely virtual regional gathering was convened in November 2021. Opportunities provided by this virtual modality were maximised for best results, and these included multiple participants joining as representatives from one country, the use of breakout rooms, recording of discussion points in breakout rooms and presentations back to the whole forum, recording of zoom sessions, and the use of the OneNote facility to store relevant documents.

In 2022, a virtual online platform (Learning Management System) using Moodle was developed to be the forum for regional collaboration. Nominated representatives of ministries of education were invited as participants into the online platform in which they were provided with activities that they responded to. Many great responses were received. This modality provided a comprehensive record of a wealth of ideas, views and opinions from participants that was easily harvested for analysis and interpretation. These harvested ideas were planted into an Excel file, which formed the base document for discussions during the July 2022 regional gathering facilitated by the SPC-EQAP and ACER teams.

Another virtual gathering was convened in December 2022 for further conversations about the Standards before finalisation and submission to Pacific Heads of System and to the Conference of Pacific Education Ministers in March 2023. The December gathering was again facilitated by EQAP and ACER, with support from UNESCO and USP.



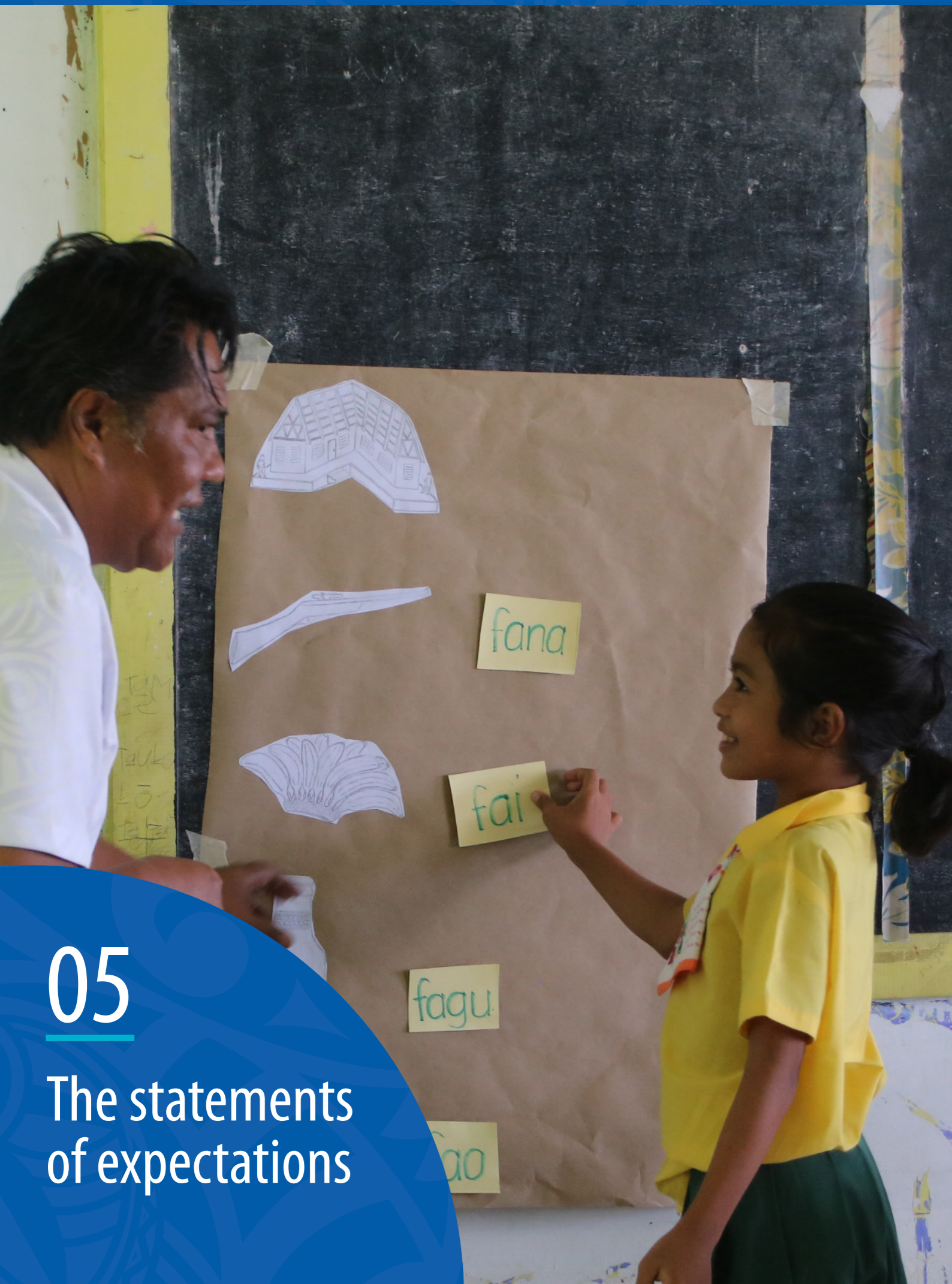
04

Organisation of
the Standards

The framework of the *Pacific regional standards for teachers* comprises three teaching domains, three key levels, fifteen elements and fifteen standards. The fifteen statements of expectations outline what teachers should know, value and be able to do. For ease of reference, the Standards is divided into domains, elements, expectations, and professional levels. These are interconnected, interdependent and overlapping.

The three domains of teaching are: (i) professional attributes; (ii) professional knowledge and understanding; and (iii) professional skills. In a teacher's daily practice, teaching draws on interconnected aspects of all three domains. Thus, each domain refers to a complex combination of knowledge, skills, understanding, values, and attitudes which lead to effective, wholistic teaching actions.

Each domain is divided into elements, where elements are components of the teacher's practices within the domain. For each element, there is a statement of expectation. The three levels of teaching effectiveness are designed as foundations for the growth of teachers.



05

The statements
of expectations

The fifteen statements of expectations describe what is expected of teachers within the three domains of the teacher's practice. Teachers are expected to possess attributes and demonstrate behaviours that align to these expectations within their specific teaching context

at their level of expertise, to maximise the learning outcomes of students in their care. Table 1 provides an overview of the domains, elements, and statements of expectations, and Figure 1 provides a visual representation of the Standards.

Table 1.
Domains, elements, and statements of expectations

Domain 1: Professional values and attributes

This domain refers to the ideas, values and beliefs that teachers hold about education, teaching and learning. It is underpinned by the values expressed in various Education Acts, policies and guidelines of ministries of education across PICs, and reflects the mutual understanding by teachers and the community about a Pacific teacher from any PIC

Elements	Statements of expectations
1. Promotion of equality and equity in education for all students	Establish and maintain ethical equitable relationships with students, exhibit empathy and promote equality.
2. Commitment to the profession and to working ethically with others in the spirit of service	Value service to the profession and to the community and use open and honest communication with others in support of student growth and well-being.
3. Valuing of professional learning and development	Value professional learning and professional engagement with colleagues.
4. Cultural competence	Know and value cultural practices for oneself and how these influence teaching practices and respect cultural differences.

Domain 2: Professional knowledge and understanding

This domain centres on the information that teachers should know and be able to demonstrate. It encompasses the knowledge required for teaching different ages and stages and level-appropriate subject content, as well as the necessity to understand how students learn and how they can be effectively taught in the key learning areas. Underpinning these is knowledge of educational policies, school curricula and assessment requirements.

Elements	Statements of expectations
5. Learning and teaching	Know students and how they learn, and teaching pedagogies that suit different learning styles and promote good progress and outcomes by pupils.
6. Assessment and monitoring	Understand the value of assessment, how to assess, record and use assessment information for improvement of teaching and learning, and report on student learning outcomes.
7. Curriculum and subjects	Demonstrate good curriculum and subject knowledge, including a critical understanding of the latest developments in the curriculum and subject areas.
8. Literacy and numeracy	Understand and promote high standards of literacy and numeracy and how to use digital technologies to maximise learning for students and for self.
9. Achievement for all (Inclusivity)	Understand and act within statutory frameworks that govern inclusivity, equality and human rights.
10. Health and well-being	Have regard for the need to safeguard students' health and well-being, as well as one's own.

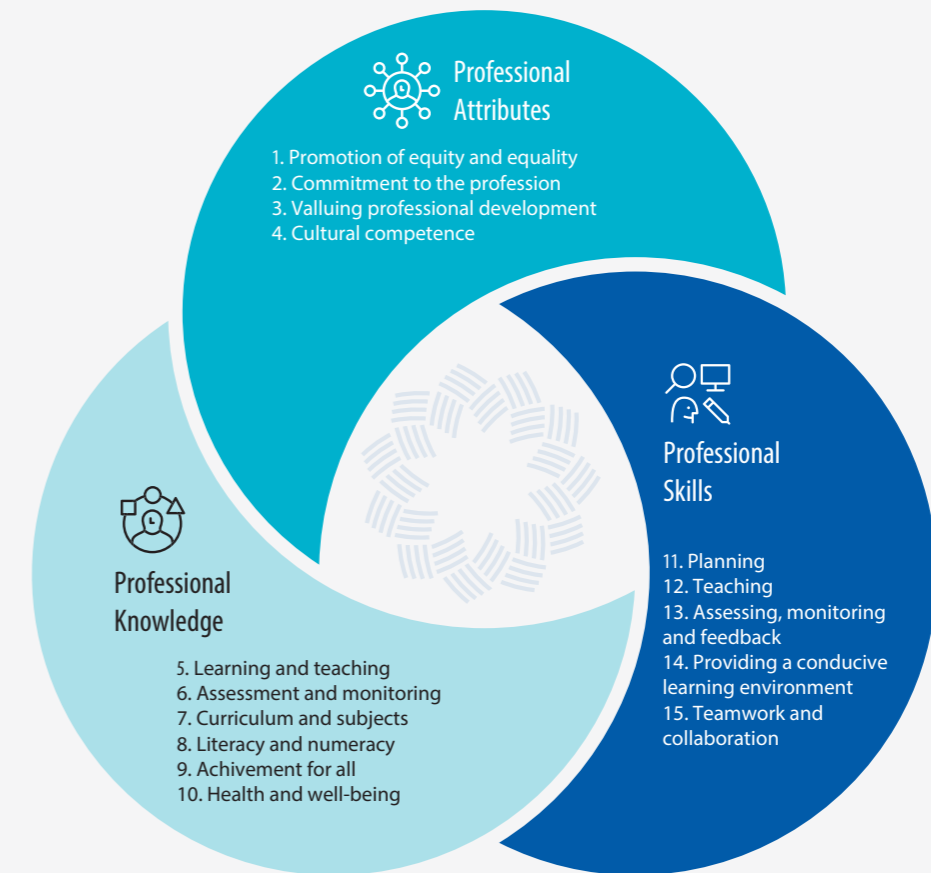
Domain 3: Professional skills

This domain deals with what teachers are able to do. The teacher's professional knowledge and understanding is complemented by possession of a repertoire of teaching strategies for different educational contexts to meet the needs of individual students as appropriate to different subject areas and stages of schooling.

Elements	Statements of expectations
11. Planning	Develop annual plans, unit plans and lesson plans and teach well-structured and engaging lessons that inspire and motivate all students.
12. Teaching / Facilitating student learning	Adapt teaching to respond to the strengths and needs of all students, build relationships based on mutual respect and observe boundaries appropriate to a teacher's professional position.
13. Assessing, monitoring, and feedback	Make accurate and productive use of assessment, feedback, and reporting for monitoring and improving student performance and teacher effectiveness.
14. Providing a conducive learning environment	Manage behaviour effectively to foster a conducive and safe learning environment for all students.
15. Teamwork and collaboration	Develop teamwork and collaboration through effective professional relationships with colleagues within the school and in the wider community.

Figure 1.

A model of the Pacific Regional Teacher Standards



In Figure 1, three intersecting waves of the 'Blue Pacific' are representing the three domains of a Pacific teacher's practice and its accompanying elements.





06

Professional
practice at three
levels of teacher
effectiveness

The Standards provides benchmarks that can be used to recognise the professional growth of teachers throughout their careers. The descriptors across the three levels represent increasing levels of attributes, knowledge and skills for teachers. Progression through the levels signifies a growing understanding and expertise, applied with increasing sophistication across a complex range of situations.

6.1 Developing teachers (emerging effectiveness)

Developing teachers have completed a qualification, including a teaching certificate, in accordance with the requirements of standards of recognised teacher training institutions and ministries of education. Upon successful completion of their initial teacher education, they are posted to teaching positions in schools, whether they are registered on their national Teacher Registration Boards or not. These developing teachers are in their first few years of teaching. They possess the requisite values, knowledge and understanding gained through teacher training and have learnt classroom management and teaching skills on-the-job. They are able to engage students in purposeful and appropriate learning and assessment experiences, and they collaborate with other teachers, parents and the wider community. They are demonstrating an emerging level of effectiveness in their teaching practice.

6.2 Proficient teachers (effective)

Proficient or competent teachers demonstrate values, knowledge and skills that support effective teaching and learning outcomes for their students. They design and implement a variety of engaging learning and assessment activities that cater for diverse student learning needs through the consistent application of a wide range of teaching strategies. These teachers participate in a learning community and support students through partnerships and teamwork with members of the community. They are effective in facilitating high quality learning opportunities, and in engaging with other teachers during professional development sessions and with members of the wider community in support of student learning outcomes.

6.3 Accomplished or lead teachers (highly effective)

Accomplished or lead teachers value teaching and demonstrate commitment to the values of the profession. They possess in-depth knowledge of subject and curriculum content within their sphere of responsibility. They are confident of their teaching methods, as they have developed a personal philosophy of teaching and learning based on extensive trialling of different teaching and assessment approaches. They make themselves open to new and developing trends in education, acknowledging that teachers, colleagues, specialists and parents/caregivers must all work as a team to provide the best education for students. They mentor other teachers and help establish professional development opportunities to enhance all teachers' learning. They facilitate and motivate when working with team members. They provide direction to team members and create mechanisms for ensuring democratic decision-making processes in the school.



The most critical use of the Standards is for improvement of teaching effectiveness through the provision of a clear set of expectations that teachers can benchmark their practices against. The key requirement is for individual teachers to fully understand the expectations at different levels of effectiveness and career stage. Individual teachers then use this understanding to guide their professional learning as they work to improve their levels of effectiveness.

There are two other related processes – teacher appraisal and teacher professional learning.

7.1 Teacher appraisal

The Standards can be used by teacher training institutions to assess the suitability of graduates for certification and subsequent entry into the teaching profession. Where the national education system has a probationary period before registration of teachers for entry into the profession, the Standards can be used to appraise suitability for registration.

The Standards can be used to assess teacher performance in order to identify development needs and plan professional development programmes at the school level. The 360-degree approach to appraisal is encouraged as the acceptable process of use of the Standards, as it provides an individual with feedback from a variety of sources.

These can include **self-appraisal, school leader appraisal, and an external appraisal.** The critically important first step in the professional development process is that every teacher understands the standards of practice expected within each of the three levels of effectiveness. Head teachers, school principals and other appraisers should use their professional judgement, based on a sound knowledge of the Standards and its proper application, to assess teachers to a level that is consistent with what should reasonably be expected of a teacher, given their context, role and level of experience.

For **self-appraisal**, there should be no compulsion in the appraisal process for a teacher to declare the presence of skills where they do not exist, as the process is purely for development purposes. The teacher is presented with a tool that has indicators of practice and is asked to declare whether he or she has been carrying out the indicated practice. The teacher is expected to declare Yes, or No, or Partly or some other criterion provided in the tool. There is no compulsion on the teacher to say “Yes, I have been doing so and so” when he or she really has not.

Teachers need to understand that it is in their best interest to identify their lack of skills, such that appropriate professional learning activities can be designed and implemented. As teachers become familiar with the Standards, they will be able to determine the type of professional learning activities that best address their individual needs.

School leaders and external appraisers can complete the 360-degree framework of the process. As part of their role in this dialogic process, head teachers and external appraisers visit each teacher in their school to help teachers understand the Standards and, in the process, carry out the appraisal using predefined and tested appraisal and evaluation frameworks, instruments and tools. Differences in points of view between a teacher and appraiser are to be expected, but professional conversations should resolve these differences as the two parties seek ways of ensuring that the focus is on the effectiveness of the teacher’s teaching practices for better student outcomes. Agreed and sound appraisal instruments and sources of evidence are to be at the forefront of these conversations. As teachers, school leaders and external appraisers become familiar with the Standards and its application, they will be able to determine the types of professional learning activities that best address the needs of individual teachers.

Also, as both teachers and external appraisers become familiar with the Standards and its application, they will be able to make valid recommendations that inform decisions about teacher training programmes in teacher training institutions.

7.2 Teacher development

Teacher competency appraisal for development purposes rests on the provision of feedback that is positive and valid and therefore useful for the improvement of teaching practices. It involves helping teachers to use the standards and the appraisal process to learn about, reflect on and improve their practice. This typically occurs within the school context, so professional development opportunities for a teacher need to be aligned to the school development plan and the plan of the ministry of education. The following conditions are critical to the success of teacher appraisal for development purposes:

- a culture of mutually providing and receiving feedback, nurtured by a supportive school leadership;
- clear individual and collective objectives regarding improving teaching within the school, paving the way for a non-threatening context for appraisal and development;
- simple reflection and appraisal instruments, such as self-evaluation forms, exemplars of effective practice, classroom observation and structured interviews;
- opportunities and resources to enhance competencies and improve practice; and
- teacher reflection and appraisal integrated in a coherent system of school self-evaluation and quality assurance.





08

Can the Standards relate to remuneration and promotion?

For a number of reasons, including differences in national priorities and governance structures, the Standards does not yet link directly to pay increases or promotion through career stages. This does not mean that the Standards cannot or should not be used for these purposes. It is anticipated that, at the appropriate juncture for both the region and individual countries, the Standards may be used for appraising teachers for the purpose of teacher registration, remuneration increase and promotion, subject to the legal and policy frameworks within each country. As indicated in Section 2, the Standards also establishes a clear path for merit-based teacher placement and career advancement, shifting performance evaluation and remuneration from an emphasis on educational qualification and years of teaching to observable performance and competencies that maximise student learning outcomes.



09

Guidelines for Implementation

Successful implementation of appraisals using the Standards requires the building of shared understanding of the Standards and its implementation process in a school to support teacher appraisal and teacher development. A commitment by all stakeholders to know and value the Standards and to ensure successful implementation is key to the realisation of improved teacher skills and student learning outcomes.

9.1 Teachers understanding the Standards

It is the teacher's role to grow and develop the minds of students in their classroom. The Standards lets teachers know what they should be aiming to achieve at every stage in their career. Therefore, thorough understanding of the Standards by teachers is the critical first step for appraisal and development. Teachers, individually and collectively, are to dedicate time and effort into understanding the Standards and the requirements associated with its use. It is important that teachers know that they are supported to use the Standards, so school leaders, ministry of education officials, and representatives of regional organisations need to be actively involved in the process. The development of training programmes, paper instruments, electronic tools, websites (as repositories of relevant information), evidence of practice, etc. are essential components of this process.

9.2 Guidelines for use of the Standards

Very clear guidelines on the following are important for the successful use of the Standards for improvement of teaching skills:

- a. the purpose of the Standards;
- b. the content of the Standards – domains, elements, statements of expectations, indicators, sources of evidence;
- c. the process of use of the Standards for improvement of teaching and for progress through career stages;
- d. evidence to be sought and its sources;
- e. exemplars of evidence of different levels of teaching effectiveness;
- f. the procedures and protocols to be followed;
- g. the tools and instruments to be used; and
- h. sites where information is located.

9.3 Adoption of the Standards

When adopting the Standards, a country is to ensure that guidelines are documented and disseminated, and training on implementation carried out with teachers, school leaders, ministry of education staff, and other stakeholders.

Regional and international agencies involved in the development of the Standards are to work together with ministries of education for the development of an online portal and accompanying application (app) to capture and store information on the implementation of the Standards at both national and regional levels.



10

The Standards in detail

Table 2.
The Standards – elements, statements of expectations, indicators, and demonstrations in practice

Domain 1: Professional values and attributes				
Elements and statements of expectations	Indicators The teacher	Beginning/ Developing teacher	Competent/ Proficient teacher	Accomplished/ Lead teacher
<p>1. Promote equality and equity in education for all students</p> <p><i>Establishes and maintains ethical equitable relationships with students and exhibits empathy and equity.</i></p>	<ul style="list-style-type: none"> • Uses culturally appropriate language and ways of addressing students • Shows awareness of the right to education of every child • Uses positive reinforcement and nurturing words • Fosters equality and equity in school activities 	Demonstrates a high regard for student rights, respect for diversity of students and belief that all students can learn	Demonstrates awareness of the right to education of every child and sensitivity to students' culture and a commitment to nurturing the potential in each student	Demonstrates commitment to serving the school and community and supports staff in integrating concepts of equality, justice and the rights and responsibilities of students into class and school activities
<p>2. Commitment to the profession and to working ethically with others in a spirit of service</p> <p><i>Values service to the profession and to the community and uses open and honest communication with others in support of student growth and well-being</i></p>	<ul style="list-style-type: none"> • Communicates and positively engages with students, colleagues and parents and members of the wider community • Complies with the professional code of conduct, rules, and regulations • Engages in collaborative and participatory activities that demonstrate valuing of the teaching profession 	Demonstrates commitment to supporting student well-being by complying with the professional code of conduct and participating with students, colleagues, and the wider school community in organised school activities	Engages in activities that are service-oriented and complies with the professional code of conduct	Supports staff to engage in collaborative, participatory, and ethical activities that serve the interests of students, colleagues and members of the wider school community

Domain 1: Professional values and attributes				
Elements and statements of expectations	Indicators The teacher	Beginning/ Developing teacher	Competent/ Proficient teacher	Accomplished/ Lead teacher
<p>3. Valuing of professional learning and development</p> <p><i>Values professional learning and professional engagement with colleagues</i></p>	<ul style="list-style-type: none"> • Identifies professional learning and development needs • Creates a professional learning and development plan • Engages in professional learning activities 	Demonstrates valuing of professional learning and development by having a professional learning and development plan and engaging in professional learning activities	Demonstrates valuing of professional learning and development by sharing approaches to teaching and learning, using evidence to create a professional learning and development plan, reflecting on practice, and sharing ideas and innovations with colleagues	Places high value on professional learning and development by engaging in professional learning activities that promote critical self-reflection, as well as supporting and fostering the professional learning and development of colleagues
<p>4. Cultural competence</p> <p><i>Knows and values cultural knowledge and practices and how these influence teaching practices, and respects cultural differences</i></p>	<ul style="list-style-type: none"> • Participates in cultural activities in the school • Supports student involvement in cultural activities • Embeds cultural values in teaching and learning activities 	Understands, values and takes part in cultural activities in the school, supports students to take part and shows respect for cultural differences	Strives to enhance personal cultural competence by understanding and valuing cultural differences between community groups and shares these with colleagues	Places high value on cultural competence by consistently taking the lead in cultural activities as well as supporting colleagues to enhance understanding of cultural beliefs and norms

Domain 2: Professional knowledge and understanding				
Elements and statements of expectations	Indicators The teacher	Beginning/ Developing teacher	Competent/ Proficient teacher	Accomplished/ Lead teacher
<p>5. Learning and teaching</p> <p><i>Knows students and how they learn, knows a wide range of teaching and learning strategies and knows how to maximise student progress and outcomes</i></p>	<ul style="list-style-type: none"> • Knows a wide range of teaching, learning and behaviour management strategies • Knows how to maximise learning potential of students • Understands the importance of a conducive learning environment 	Demonstrates knowledge and understanding of the content to be taught and related teaching and learning strategies, and organises content into an effective learning and teaching sequence	Applies knowledge of content and teaching and learning strategies to develop engaging learning activities and programmes that are coherent, inclusive and well sequenced.	Uses knowledge base of content and teaching and learning strategies to support colleagues to implement engaging learning activities and programmes that are coherent, inclusive and well sequenced.

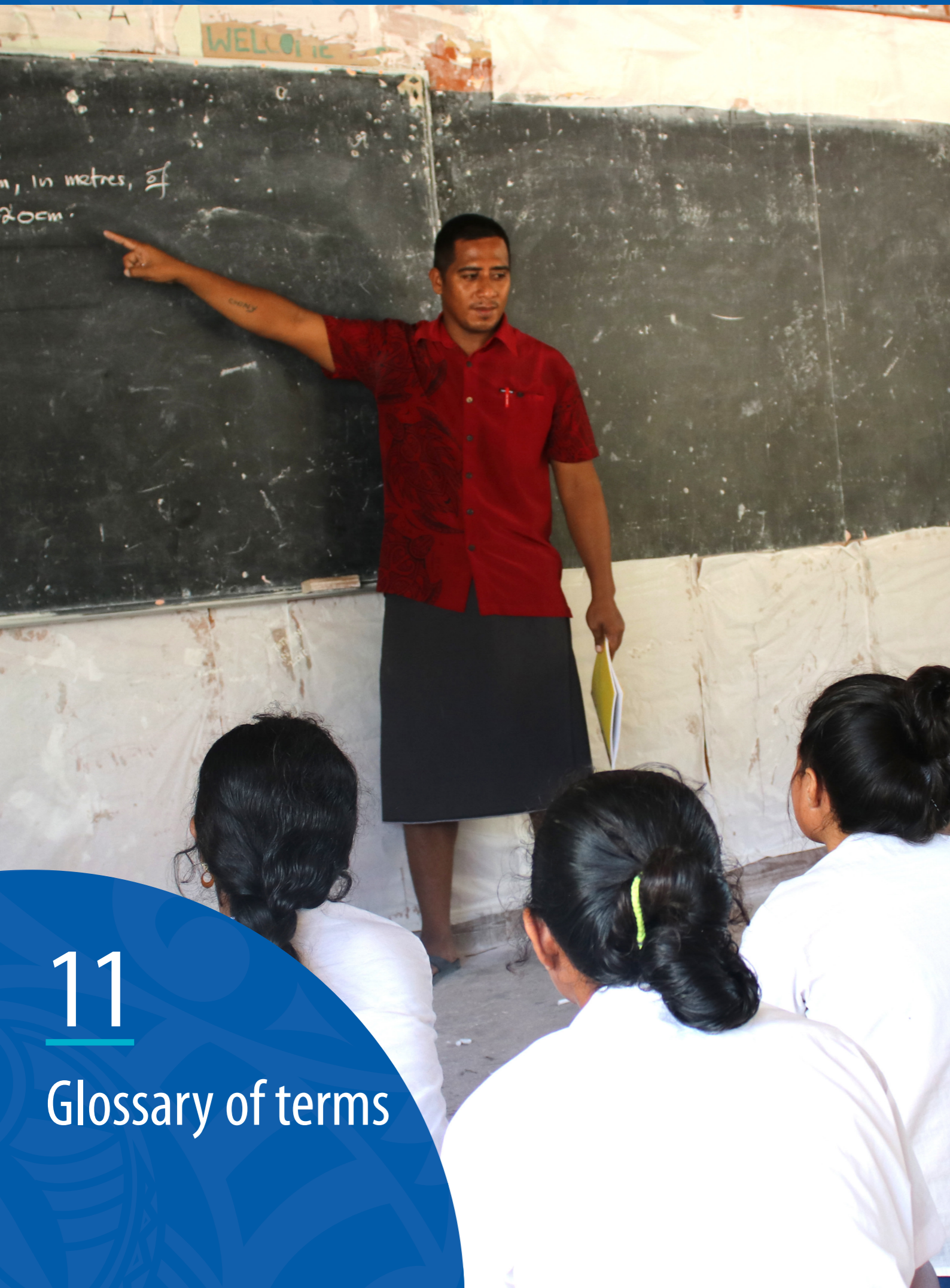
Domain 2: Professional knowledge and understanding				
Elements and statements of expectations	Indicators The teacher	Beginning/ Developing teacher	Competent/ Proficient teacher	Accomplished/ Lead teacher
<p>6. Assessment and monitoring</p> <p><i>Understands the value of assessment, how to assess and use assessment information for improvement of teaching and learning, and how to report on student learning outcomes</i></p>	<ul style="list-style-type: none"> Knows the assessment requirements for relevant subject areas Knows different assessment approaches, principles and strategies and their purposes Understands the importance of timely and appropriate feedback for maximisation of student learning outcomes 	Demonstrates knowledge of assessment and monitoring principles and approaches to design learning sequences and lesson plans	Designs and implements learning and teaching activities that are student-centred and aligned well to relevant principles of assessment and reporting requirements.	Uses knowledge base of assessment principles and strategies to support colleagues in designing effective assessment strategies, and uses assessment evidence to inform teaching and learning
<p>7. Curriculum and subjects</p> <p><i>Demonstrates strong subject and curriculum knowledge, including a critical understanding of latest developments in subject and curriculum areas</i></p>	<ul style="list-style-type: none"> Has strong knowledge and understanding of the content of their teaching subjects, and the most suitable pedagogy for different aspects of content Knows the curriculum that they are teaching and its current requirements 	Demonstrates knowledge of subject content and curriculum to design learning and teaching programmes	Demonstrates knowledge of subject content and curriculum to design and implement engaging learning and teaching programmes	Uses knowledge base of subject content and curricula to support colleagues to design and implement engaging and productive learning and teaching programmes

Domain 2: Professional knowledge and understanding				
Elements and statements of expectations	Indicators The teacher	Beginning/ Developing teacher	Competent/ Proficient teacher	Accomplished/ Lead teacher
<p>8. Literacy and numeracy</p> <p><i>Understands and promotes high standards of literacy, numeracy, and global citizenship and how to use digital technologies to maximise learning for students and for self.</i></p>	<ul style="list-style-type: none"> Understands the foundational importance of language, literacy and numeracy Understands the possibilities that digital literacy offers for maximisation of student learning Knows the importance of global citizenship skills for holistic development of students 	Knows and understands the importance of literacy and numeracy and ICT skills for learning, and their application in teaching and learning	Knows and promotes high standards of literacy and numeracy, ICT skills and global citizenship skills to engage learners	Uses knowledge base and skills to support colleagues in implementing effective teaching strategies to improve students' literacy and numeracy achievement and global citizenship skills, as well as model high level teaching of knowledge and skills in using current ICT to improve their teaching strategies
<p>9. Achievement for all (Inclusivity)</p> <p><i>Understands and acts within statutory frameworks that govern inclusivity, equality and human rights.</i></p>	<ul style="list-style-type: none"> Knows the factors that contribute to children's development Knows inclusive education principles and implementation strategies that bring about equity in learning opportunities 	Knows factors that contribute to children's development, as well as principles of inclusivity, and uses these in the design of learning activities	Knows factors that affect children's development and understands the principles of inclusivity and frameworks that govern inclusivity and human rights; uses these to design inclusive and engaging learning activities	Uses the knowledge base about children's development, inclusivity, rights and equality to support colleagues in implementing inclusive and engaging teaching strategies to improve student outcomes for all students

Domain 2: Professional knowledge and understanding				
Elements and statements of expectations	Indicators The teacher	Beginning/ Developing teacher	Competent/ Proficient teacher	Accomplished/ Lead teacher
<p>10. Health and well-being (in conducive learning environments)</p> <p><i>Have regard for the need to safeguard students' safety and well-being as well as their own</i></p>	<ul style="list-style-type: none"> Knows their duty of care for their students, and school property, including legal requirements and national policies Knows how to manage 'special' student behaviours Understands the importance of holistic well-being of students and teachers 	Knows the importance of teachers' and children's well-being, as well as the importance of a conducive learning environment for student well-being and for effective teaching and learning; uses these to design teaching programmes.	Uses knowledge of well-being and conducive learning environments to design engaging and productive teaching programmes.	Uses the knowledge base about well-being and conducive learning environments to support colleagues in designing and implementing engaging and productive teaching strategies to improve student outcomes

Domain 3: Professional skills				
Elements and statements of expectations	Indicators The teacher	Beginning/ Developing teacher	Competent/ Proficient teacher	Accomplished/ Lead teacher
<p>11. Planning</p> <p><i>Plan and teach well-structured and engaging lessons that inspire and motivate students</i></p>	<ul style="list-style-type: none"> Translates curriculum objectives into learning outcomes Develops a teaching, learning and assessment programme Plans and prepares resources for teaching 	Plans lesson sequences using knowledge of student learning, subject content, and effective teaching strategies; applies a professional knowledge base to the design of basic learning experiences.	Plans lesson sequences using knowledge of student learning, subject content, and effective teaching strategies; applies a professional knowledge base to the design of engaging learning experiences	Works with colleagues in a lead role to plan, evaluate and modify learning and teaching programmes, including resources to create productive learning environments that engage all students
<p>12. Teaching and learning</p> <p><i>Teach lessons that build on prior knowledge, develop concepts and processes and enable learners to apply new knowledge and meet learning objectives.</i></p>	<ul style="list-style-type: none"> Uses teaching skills and resources appropriately to facilitate learning Adapts teaching to maximise learning for all students Maximises time and resources allocated to teaching 	Uses a range of teaching strategies during teaching, manages the teaching and learning process and selects and uses instructional resources.	Uses a range of engaging teaching strategies that promote student learning.	Supports colleagues to design and use engaging teaching strategies that enable students to achieve the intended outcomes

Domain 3: Professional skills				
Elements and statements of expectations	Indicators The teacher	Beginning/ Developing teacher	Competent/ Proficient teacher	Accomplished/ Lead teacher
<p>13. Assessing, monitoring, and providing feedback</p> <p><i>Makes accurate and productive use of assessment, feedback and reporting.</i></p>	<ul style="list-style-type: none"> Uses a range of assessment and monitoring methods Provides timely and constructive feedback about student achievement and progress Reviews and modifies planning, teaching and assessment based on assessment evidence 	Assesses and monitors student learning outcomes to provide the basis of ongoing planning and reporting; records student learning outcomes and reports progress to parents and others responsible for the care of students	Collects a range of evidence to monitor student learning outcomes; uses evidence to inform ongoing planning and reporting processes; participates in whole-school monitoring, recording and reporting activities	Consistently uses exemplary assessment and reporting strategies, reviews the effectiveness of these assessment strategies, shares knowledge and experiences with colleagues and parents, and supports colleagues to improve their assessment expertise.
<p>14. Providing a conducive learning environment</p> <p><i>Manages behaviour effectively and fosters a conducive and safe learning environment</i></p>	<ul style="list-style-type: none"> Creates and manages a safe and positive learning environment Establishes a framework for classroom behaviour 	Uses basic practical approaches to organise classroom activities and manage challenging behaviour; maintains a conducive learning environment for students' well-being	Establishes and maintains orderly and workable routines, including managing challenging behaviour to create an environment where students are safe, independent and task oriented	Manages learner behaviours constructively and supports colleagues in ensuring a conducive learning environment and in promoting wellness, self-control and independence of students
<p>15. Teamwork and collaboration</p> <p><i>Develops teamwork and collaboration through effective professional relationships with colleagues within the school and in the wider community</i></p>	<ul style="list-style-type: none"> Works with colleagues in sharing effective practices Works with members of the wider school community in support of student outcomes 	Builds and maintains learning partnerships with students, cooperation with colleagues and interaction with parents and other members of the wider school community	Identifies opportunities for working together with colleagues; encourages a team spirit through engaging in team planning processes and contribution to team meetings.	Motivates team members towards achieving quality outcomes, provides direction for team members, shares knowledge of educational initiatives, and empowers team members to take responsibility for tasks



11

Glossary of terms

Appraisal instrument	An instrument that translates indicators of practice from the Standards to enable appraisal of teacher values, knowledge and skills, through teacher self-appraisal, head teacher appraisal and appraisal by an external appraiser/evaluator
Appraisal process	The process involved in the assessment of professional competencies of teachers against the prescribed standards and indicators
Appraisal tool	A tool/software for capturing and analysing teachers' and supervisors' appraisal results, and reporting on levels of effectiveness as and when required
A standard	A statement of the expected competency for a teacher to exhibit for that element and domain
The Standard	The name given to this document, <i>Pacific regional standards for teachers</i>
Domains	These are the three spheres of influence on a teacher's professional practice – professional attributes, professional knowledge and understanding, and professional skills
Elements	These are the building blocks of each domain and the point of reference for the statement of expectation; areas of teachers' professional engagement as they apply professional knowledge, skills and attributes to promote student learning in schools
External appraisal	A process of external assessment of the teacher's practice, based on the Standards and including reflections on practice, practice observations, professional conversations (interviews), document analysis, etc. to identify areas of weakness and strength of teachers; use these to design and drive strategies to improve teaching effectiveness
Improvement function	This function is paramount for the Standards, and it is the purpose of the Standards and its related processes, i.e. to seek improvement in professional practice by identifying strengths and weaknesses for further professional development
Indicator	Is a competency-related professional action or professional behaviour likely to be demonstrated by teachers who have attained a particular standard
Levels of effectiveness	These are levels of professional knowledge, values and skills that a teacher possesses and demonstrates at a particular point in time. These levels can be determined through a comprehensive process of appraisal and can be used for purposes of accreditation, promotion and remuneration improvement, where applicable
Operationalisation	Putting into practice a set of ideas or principles
Professional attributes	These are good personality traits of a teacher that have a connection to student achievement; for example, enthusiasm, warmth, credibility, honesty, encouragement, adaptability, patience, open-mindedness, being a good communicator, being a good listener, etc.
Professional knowledge	Teachers' knowledge that is needed for teaching and learning, including subject content knowledge, pedagogical content knowledge, educational theories, curriculum and assessment theories and best practices, and educational policies and regulations
Professional skills	Those hard and soft skills that help a teacher keep students, parents and colleagues engaged. They help teachers to position themselves as good educators; for example, organisational skills, communication skills, planning skills, leadership skills, etc.
Professional learning and development	A continuous process of acquiring new teaching knowledge and skills through targeted intervention activities. These activities help develop an individual teacher's skills, knowledge, expertise, and other characteristics of a teacher
Self-appraisal	The process of a teacher appraising his or her own professional attributes, knowledge and skills through a process of honest self-reflection and self-declaration, using the standards and indicators of practice as criteria
Self-reflection	A process of reflective practice, reflection-on-actions and reflection-in-action, that a teacher undertakes in order to identify areas of weakness and strength and using these to improve effectiveness in teaching
Source of evidence	This can be a document, an interview, an observation, a test, etc. from which desired evidence of a teacher's knowledge, attributes and skill can be obtained, collated and analysed



Pacific
Community
Communauté
du Pacifique



EQAP

Educational Quality and Assessment Programme

ISBN 978-982-00-1511-1



9 789820 015111