

Common Teaching Service Standards for Teaching Vanuatu

1. Introduction

The Vanuatu Teacher Standards were developed in 2014 by the Vanuatu Ministry of Education (MOET) and sponsored by its key development partners namely DFAT and MFAT. A total of thirty-two (32) standards statements, organised around four main areas referring to what constitutes quality teaching in schools throughout Vanuatu. The four main areas comprised of;

- ✚ Professional Development,
- ✚ Improving the learning outcomes for students,
- ✚ Professional standing of teachers and
- ✚ Working with the community.

Collectively, the thirty-two standard statements define the work expected of all teachers at ECCE, Primary and Secondary. They also indicate explicitly the elements of high-quality and effective teaching that teachers in schools need to demonstrate to improve student learning outcomes. The Standards do this by providing a framework which makes clear the knowledge, practice and professional engagement required across teachers' careers. They present a common understanding and language for discourse between teachers, teacher educators, teacher organisations, professional associations and the public. Teacher standards also inform the development of professional learning goals, provide a framework by which teachers can judge the success of their learning and assist self-reflection and self-assessment.

Teachers can use the Standards to recognise their current and developing capabilities, professional aspirations and achievements. Standards contribute to the professionalisation of teaching and raise the status of the profession. They could also be used as the basis for a professional accountability model,¹³ helping to ensure that teachers can demonstrate appropriate levels of professional knowledge, professional practice and professional engagement.

2. Current Situation

Since its adoption in 2014, the MOET has made limited use of the Vanuatu Teacher Standards neither for teacher registration and licensing purposes nor for the assessing and monitoring the effectiveness of teaching. Consequently, the Teacher Service Commission (TSC) has not progressed much with the registration and licensing of teachers until now when it launched its new Teacher Registration and Licensing Policy (2017). Similarly, the various divisions and directorates within the MOET that needed the Teacher Standards such as the Education Services Directorate (ESD), the Vanuatu Institute of Education (VITE), the Tertiary Education Directorate (TED), the Policy and Planning Directorate, and recently the Corporate Services Directorate, have yet to integrate the standards into their operation.

To avoid duplication by the various Divisions and Directorates on the use of the teacher standards, the MOET has approved for the development of a Common Teaching Services Standards, based on the Vanuatu Teacher Standards (2014) as well as other teacher related standards such as the Vanuatu Professional Standards for School Principals (2016) and the Minimum Service Standards (MSS) for teachers and school principals.

The common teaching services standards bring together all the various teacher-related standards and take into consideration the needs of all the divisions and directorate within the MOET. It also places emphasis on the role of teachers in the school and their relationship with colleagues within the school as well as those outside the school such as parents and the community.

3. A Common Teaching Service Standards for Vanuatu

3.1. The role of the teacher

Studies conducted globally (Hattie, 2003; *****) found that teachers have the most significant influence on student learning. Teachers are given the responsibility of preparing our children for the future, so they can become successful and productive members of their society. The Vanuatu Common Teaching Service Standards build on the Teacher Standards for Vanuatu (2014) as well as other teacher-related standards. These standards are built on the evidence available locally as well as internationally that the quality of teacher's teaching is the single most important in-school factor influencing student achievement.

While student would benefit immensely from input of effective teachers throughout the instruction process and can be a source of inspiration and motivation for students, identifying such teachers in the context of Vanuatu remains a huge challenge. Putting in place strategies for improving overall teacher quality, and identifying characteristics of effective teachers, would be a worthwhile investment for the MOET as part of its overall strategy for improving student achievements. After all, teachers are the greatest resource the MOET has, and they account for most of annual expenditure in education.

In recent years the MOET has developed professional standards for teachers (2014) as well as for school principals (2016) but has yet to take advantage of them in its efforts to attract, develop, recognise and retain quality teachers. While schools throughout the country, be they ECCE, primary or secondary, are different especially in context, they all have similar focus, on improving teaching effectiveness because of its direct impact upon student achievement.

While the thirty-two teacher standards spell out the behaviours expected of every teacher under each of the four main areas referred to in section 1 above, they need to be translated into specific description of the level of knowledge, skills, practices and attributes teachers are required to demonstrate as evidence of what they can do. This would require a reorganisation of the 32 standards into key domains that reflect evidence on the different levels of performance of each teacher.

3.2. Common Teaching Service Standards for Teachers

Developing professional standards for teachers, and school principals to a lesser extent, that can guide professional development, practice and engagement of teachers helps in facilitating efforts to improve overall teacher quality. Within the teaching services standards, the 32 teacher standards, as well as other teacher-related standards, are organised into five (5) quality domains that are considered relevant to teacher quality.

Within each of the quality domains, the key elements of quality teaching described in the 32 teacher standards are organised into several focus areas which articulate what teachers are expected to know and be able to do at four career stages: Graduate Teacher, Proficient Teacher, Highly Accomplished Teacher and Distinguished Teacher. The four stages reflect the continuum of a teachers as they develop professional expertise starting from pre-service training through to becoming an exemplary classroom practitioner and a distinguished leader in the profession.

The Standards within each focus area in the five quality domains their descriptors represent an initial analysis by the MOET of the level of knowledge and practices of teachers throughout Vanuatu. Close reference was made to the situation in countries such as Australia, as well as the Commonwealth. The development of the descriptors for each of the elements in each focus area within the five quality domains include a synthesis of the descriptions of teachers' knowledge, skills, practice and professional engagement outlined in the 32 teacher standards. Considering the current situation of teachers in Vanuatu, the descriptors articulated need further verification once the teaching service standards are implemented and used to determine the status teachers are currently at. Consequently, a process needs to be in place to validate the reliability and validity of the descriptors and the integrity of future efforts to determine the level of competency of teachers.

The four different stages of proficiency underpin the accreditation of initial teacher education programs. Graduates from accredited programs delivered by accredited institutions such as VITE, USP qualify for registration and to be considered to become a fully licensed teacher in Vanuatu. The Proficient Standards will be used to underpin processes for full registration and to support the requirements of nationally consistent teacher registration. The Highly Accomplished Standards will under pin processes put in place to demonstrate highly competent and highly effective fully registered teachers. Distinguished Standards will underpin processes put in place to demonstrate creative and innovative teachers with leadership qualities.

The five quality domains for teaching identify the level of knowledge, skills, practice and engagement that a teacher is expected to demonstrate, within his/her classroom context, as evidence of what each can do and their level of expertise, as well as reflecting on the learning requirements of the students they teach. The quality domains for teaching, as indicated in *Fig.1*, include;

- ✚ Teaching Competency
- ✚ Effective Practices and Engagement
- ✚ Professionalism
- ✚ Personal Attributes and Values
- ✚ Community Relationship

Fig. 1: Five quality domains for quality teaching



3.3. Focus areas and descriptors

The focus areas and descriptors identify the components of quality teaching at each career stage. They constitute agreed characteristics of the complex process of teaching. An effective teacher is able to integrate and apply knowledge, practice and professional engagement as outlined in the descriptors to create teaching environments in which learning takes place.

The four career stages in the Standards provide benchmarks to recognise the professional growth of teachers throughout their careers. The descriptors across the four career stages represent increasing levels of knowledge, practice and professional engagement for teachers. Progression through the stages describes a growing understanding, applied with increasing competence and skills across a broader and more complex range of situations.

3.3.1. Graduate Teachers

Graduate teachers are those who have successfully completed a course of study and acquired a qualification that meets the requirements of a nationally accredited program of initial teacher education as set from time to time by the Teaching Service Commission. However, they have yet to fulfil the requirements to be a fully registered teacher. The award of this qualification means that they have met the Graduate Standards.

On successful completion of their initial teacher education, graduate teachers possess the requisite knowledge and skills to plan for and manage learning programs for students. They demonstrate knowledge and understanding of the implications for learning of students' physical, cultural, social, linguistic and intellectual characteristics. They understand principles of inclusion and strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.

Graduate teachers have an understanding of; their teaching subjects as well as the curriculum content and teaching strategies. They are able to design lessons that meet the requirements of curriculum, assessment and reporting. They demonstrate the

capacity to interpret student assessment data to evaluate student learning and modify teaching practice. They know how to select and apply timely and appropriate types of feedback to improve students' learning.

Graduate teachers demonstrate knowledge of practical strategies to create rapport with students and manage student behaviour. They know how to support students' wellbeing and safety, working within the context of the school. They understand the importance of working ethically, collaborating with colleagues, external professional and community representatives, and contributing to the life of the school. Teachers understand strategies for working effectively, sensitively and confidentially with parents/carers and recognise their role in their children's education.

3.3.2. Proficient Teachers

Proficient teachers meet the requirements put in place by the TSC for full registration through demonstrating achievement of the teaching standards within each focus area in the five quality teaching domains at this level. These teachers create effective teaching and learning experiences for their students. They know the unique backgrounds of their students and adjust their teaching to meet their individual needs and diverse cultural, social and linguistic characteristics.

Proficient teachers develop safe, positive and productive learning environments where all students are encouraged to participate. They design and implement engaging teaching programs that meet curriculum, assessment and reporting requirements. They use feedback and assessment to analyse and support their students' knowledge and understanding.

Proficient teachers use a range of sources, including student results, to evaluate their teaching and to adjust their programs to better meet student needs. Proficient teachers are active participants in their profession and with advice from colleagues identify, plan and evaluate their own professional development needs.

Proficient teachers are team members and work collaboratively with colleagues; they seek out and are responsive to advice about educational issues affecting their teaching practice. They communicate effectively with their students, colleagues, parents and community members. They behave professionally and ethically in all aspects of their work.

3.3.3. Highly Accomplished Teachers

Highly Accomplished teachers are recognised as highly effective, skilled classroom teachers who are able to work independently and collaboratively to improve their own practice and the practice of colleagues. They are knowledgeable and active members of the school. They regularly engage in discussions about effective teaching to improve the educational outcomes for their students.

They maximise learning opportunities for their students by making the effort to understand their backgrounds and individual characteristics and the impact of those

factors on their learning. They provide colleagues, including pre-service teachers, with support and strategies to create positive and productive learning environments.

Highly Accomplished teachers have in-depth knowledge of subjects and curriculum content within their areas of responsibility. They model sound teaching practices in their teaching areas and work with colleagues to plan, evaluate and modify teaching programs to improve student learning. They keep abreast of the latest developments in their specialist content area or across a range of content areas for generalist teachers.

Highly Accomplished teachers are skilled in analysing student assessment data and use it to improve teaching and learning. They are active in establishing an environment which maximises professional learning and practice opportunities for colleagues. They monitor their own professional development needs and align them to the learning needs of students. They behave ethically at all times. Their interpersonal and presentation skills are highly developed. They communicate effectively and respectfully with students, colleagues, parents and community members.

3.3.4. Distinguished Teachers

Distinguished teachers are recognised and respected by colleagues, parents and the community as exemplary teachers. They consistently demonstrate innovative teaching practice over time. Inside and outside the school they initiate and lead activities that focus on improving educational opportunities for all students. They establish inclusive learning environments that meet the needs of students from different backgrounds.

Distinguished teachers continually seek to improve their own practice and readily share their experiences with colleagues. They are skilled in mentoring teachers and preservice teachers, using activities that develop knowledge, practice and professional engagement in others. They promote creative, innovative thinking among colleagues. They apply skills and in-depth knowledge and understanding to deliver effective lessons and learning opportunities and share this information with colleagues and pre-service teachers.

They lead processes to improve student performance by evaluating and revising programs, analysing student assessment data and taking account of feedback from parents. They represent the school and the teaching profession in the community. They are professional, ethical and respected individuals inside and outside the school.

3.3.5. Conclusion

The development of the common standards for teaching is an integral part of ensuring quality learning and teaching in schools throughout Vanuatu. With their development and implementation, the MOET is well placed to make a difference in the quality of education in the country and will help to realise the goals and commitments set out in the current as well as future Education and Training Sector Strategy for the country.

Quality Domain	Focus Area	TEACHER PROFICIENCY BENCHMARK			
		Grade 1 (Graduate)	Grade 2 (Proficient)	Grade 3 (Advanced)	Grade 4 (Distinguished)
1. TEACHING COMPETENCY	1.1. Knowledge and understanding of the curriculum and expectations	Demonstrate adequate knowledge of curriculum (outcomes) and pedagogy to;	Demonstrate ability to use and apply knowledge of curriculum content and pedagogy to;	Demonstrate advance knowledge and understanding of the subject matter to;	Takes a leadership role in empowering teachers in the school to;
		<ul style="list-style-type: none"> plan appropriate learning experiences for students; establish relationship between the prerequisite curriculum, preceding and following the current level; demonstrate the inter-relatedness of the various disciplines being taught in the lessons at a basic level. 	<ul style="list-style-type: none"> plan meaningful, engaging learning experiences appropriate to the different student level; consistently demonstrate the inter-relatedness of disciplines in the lessons. 	<ul style="list-style-type: none"> create and support best possible opportunities for students to learn; plan meaningful, engaging learning experiences appropriate to student level; identify the knowledge and skills required for students to master the content of the levels preceding and following the current level; establish deep knowledge of the content and its interrelatedness within and across the disciplines. 	<ul style="list-style-type: none"> utilise comprehensive content knowledge to improve the selection and sequencing of content into coherently organised teaching/learning programs; evaluate and improve knowledge of content and relevant teaching strategies; using effective teaching and learning strategies and programs to teach the subject content; use comprehensive knowledge of curriculum, assessment and reporting requirements to develop teaching and learning programs that targets the needs of all students.

1.2. Knowledge of students and how they learn	<p>Demonstrate adequate knowledge and understanding of;</p> <ul style="list-style-type: none"> • students' background, skills, interests and prior achievements; • the underlying principles of how students develop and learn and implications for teaching and learning; • the legislative requirements and teaching strategies that support participation and learning of students with disability. 	<ul style="list-style-type: none"> • Demonstrate ability to develop teaching activities that incorporate differentiated strategies to meet the specific learning needs of all students across different cultural, ethnic, socio-economic, and linguistic background, as well as those with disabilities. • Demonstrate sound knowledge and understanding of the underlying principles of how students develop and learn and using it to prepare lessons that engage all students. 	<ul style="list-style-type: none"> • Consistently develop programs that not only differentiate and support the participation of all students and that meet their diverse learning needs, including those with different linguistic, ethnic, religious, cultural and socio-economic background. • Demonstrate advance knowledge and understanding of the underlying principles of how students develop and learn, their socio-economic diversity and how they influence their learning. 	<p>Takes leadership in using knowledge and experience as well as information on how students learn to;</p> <ul style="list-style-type: none"> • select teaching strategies and programs that support equitable and ongoing participation of all students, • evaluate the effectiveness of the teaching and learning programs differentiated for the diverse specific learning needs of students (abilities, language culture, religion, socio-economic status), • assist the school in reviewing its policies to support full participation of students with disabilities in compliance with legislative requirements.
1.3. Knowledge of the subject matter of all the subjects they teach.	<p>Demonstrates adequate knowledge and understanding of;</p> <ul style="list-style-type: none"> • the subject matter used as the basis for student learning, • how to organise content of the subject matter into an effective teaching and learning sequence, • how to use knowledge of the curriculum, assessment and reporting requirements 	<p>Demonstrates sound knowledge and understanding of the curriculum, learning outcomes, assessment and reporting requirements to;</p> <ul style="list-style-type: none"> • develop engaging teaching activities for all students, • organise content into coherent, well-sequenced learning and teaching programs, • use effective teaching strategies to integrate ICT 	<p>Demonstrates advance knowledge and understanding of the curriculum and subject matter and the different assessment and reporting methodologies to;</p> <ul style="list-style-type: none"> • create best possible opportunities for students to learn. • provide support for colleagues on how to implement effective 	<p>Support and assist in school initiatives to;</p> <ul style="list-style-type: none"> • evaluate and improve knowledge of content and teaching strategies; • demonstrate exemplary teaching of subjects using effective teaching and learning programs, • utilise comprehensive knowledge of the curriculum (learning outcomes, assessment and reporting

		<p>to design learning sequences and lesson plans,</p> <ul style="list-style-type: none"> • how to use ICT to enhance the learning of students. 	<p>where appropriate to enhance learning,</p> <ul style="list-style-type: none"> • provide opportunities for students to develop understanding of and respect for different cultures, religions, and languages, • support students' achievements especially in literacy and numeracy. 	<p>teaching strategies to improve student learning,</p> <ul style="list-style-type: none"> • model high-level teaching knowledge and skills on use current ICT to improve their teaching practice and make content relevant and meaningful, • provide opportunities for students to develop understanding of and respect for different cultures, religions, languages, • support students' achievements especially in literacy and numeracy. 	<p>strategies) to improve selection and sequencing of content into coherently organised learning and teaching programs as well as develop effective teaching and learning strategies,</p> <ul style="list-style-type: none"> • assist colleagues with opportunities for students to develop understanding of, and respect for the diversity of students (ability, gender, culture, ethnicity, socio-economic status), • monitor and evaluate implementation of teaching strategies within the school to improve students' achievement (in literacy and numeracy), and • select and use ICT with effective teaching strategies to expand learning opportunities and content knowledge for all students.
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1. TEACHING COMPETENCY

1.4. Knowledge of appropriate teaching and learning methodologies

<p>Demonstrates adequate knowledge and understanding of;</p> <ul style="list-style-type: none">• the need for differentiated teaching strategies to meet the specific learning needs of students of different abilities including those with disabilities,• how to design and adapt a range of teaching and learning strategies relevant to student stages of learning,• how to identify strategies to support full participation of all students and their engagement in classroom activities.	<p>Demonstrates sound knowledge and understanding of;</p> <ul style="list-style-type: none">• differentiated teaching and learning strategies targeting the needs of students of different abilities including those with disabilities,• planning and designing learning as well as assessment activities aligned to the learning outcomes as well as specific learning needs of individual students,• setting explicit, challenging and achievable learning goals for all students;• selecting and using relevant teaching strategies targeting the development of the knowledge, skills, as well as the problem solving and critical thinking skills of all students.	<p>Demonstrates advanced knowledge and understanding of;</p> <ul style="list-style-type: none">• differentiated teaching and learning strategies based on individual student needs including those with disabilities,• using students' prior knowledge and context to design teaching strategies that engage and motivate all students to learn,• identifying and using appropriate resources to plan and deliver effective teaching strategies that not only meet students' learning needs but inspire curiosity and satisfaction in student learning,• the importance of appropriate knowledge and life skills to everyday life.	<p>Takes leadership in school initiatives to;</p> <ul style="list-style-type: none">• evaluate and improve teachers' knowledge of effective teaching strategies targeting individual student needs including those with disabilities,• provide capacity building for colleagues on using students' prior knowledge and context to design teaching strategies that not only engage students of different abilities but motivate them to learn,• demonstrate exemplary teaching of subjects using effective teaching and learning programs,• utilise comprehensive knowledge of the curriculum (learning outcomes, assessment and reporting strategies) to develop effective teaching and learning strategies,• assist colleagues to factor the diversity of students in their teaching strategies.
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1. TEACHING COMPETENCY

1.5. Knowledge of how to plan lessons, based on Vanuatu Curriculum

<p>Demonstrates adequate knowledge of how to;</p> <ul style="list-style-type: none">• plan lessons to cater for the different learning needs and abilities of students;• link objectives of lessons to learning outcomes;• plan lesson sequences using knowledge of student learning, content and effective teaching strategies;• uses appropriate and varied teaching strategies.	<p>Demonstrates sound knowledge of, and ability to;</p> <ul style="list-style-type: none">• plan lessons that cater for the learning needs of students with different learning abilities;• prepare lesson sequences using knowledge of student learning, content and effective teaching strategies;• link objectives of each lesson to learning outcomes;• use appropriate and varied teaching strategies to develop knowledge and skills of all students;• plan for the effective use of technologies to support teaching.	<ul style="list-style-type: none">• Plan and implement well- structured learning and teaching programs or lesson sequences that engage and promote learning of all students;• Select and use relevant teaching strategies to develop the knowledge, skills, problem solving and critical and creative thinking skills of students.• Select and use a range of resources, including ICT, to engage students in their learning.• sets learning goals that provide achievable challenges for students of varying abilities and characteristics;• Evaluate personal teaching and learning programs using evidence, including feedback from students and student assessment	<ul style="list-style-type: none">• Work with colleagues to plan, evaluate and modify learning and teaching programs to create productive learning environments that engage and promote the learning of all students.• Support colleagues to select, modify and expand their repertoire of teaching strategies to enable students to use knowledge, skills, problem solving and critical and creative thinking.• Assist colleagues to carry out regular reviews of teaching and learning programs using multiple sources of evidence including: student assessment data, curriculum documents, teaching practices and feedback from parents/guardians, students and colleagues.• Initiate contextually relevant processes to establish programs that
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				data, to inform planning.	meaningfully involve parents in the education of their children and in the broader school priorities and activities.
	1.6. Knowledge of how to assess student learning.	<p>Demonstrates adequate knowledge and understanding of;</p> <ul style="list-style-type: none"> • basic assessment (informal, formal, formative, summative, and diagnostic) approaches to assessing student learning although relies primarily on summative approaches. • providing timely and quality feedback to students about their learning. • interpreting student assessment data to evaluate student learning and modify teaching practice. • strategies for reporting to students and parents and the 	<p>Demonstrates sound knowledge as well as ability to;</p> <ul style="list-style-type: none"> • select, develop and use a range of appropriate assessment strategies and practices to assess student learning. • Use a balanced assessment (i.e. formative/summative as well as formal/informal) to guide instruction; • use the results of assessment to provide quality and timely feedback to students. • use student assessment data to analyse and evaluate student understanding of subject/content, identifying interventions and 	<p>Demonstrates advanced knowledge and competency in;</p> <ul style="list-style-type: none"> • developing and applying a comprehensive range of assessment strategies to diagnose learning needs, comply with curriculum requirements and support colleagues to evaluate the effectiveness of their approaches to assessment. • adopting assessment moderation techniques to support consistent and comparable judgements of student learning • using assessment data to provide a clear and constructive feedback that encourages 	<ul style="list-style-type: none"> • Evaluate school assessment policies and practices to support colleagues in the use of assessment data to diagnose student learning needs, complying with curriculum, system and/or school assessment requirements and using a range of assessment strategies. • Assist colleagues in evaluating moderation activities that ensure consistent and comparable judgements of student learning. • Support colleagues in encouraging the use of valid and reliable assessment data to provide clear and constructive feedback that encourages students to reflect and take measures to improve on their learning weaknesses.

		<p>importance of keeping accurate and reliable records of student achievement.</p>	<p>modifying teaching practice.</p>	<p>students to reflect and improve on their learning.</p> <ul style="list-style-type: none"> • using data from both internal and external student assessments to identify student weaknesses and identify targeted interventions. • working with colleagues to construct accurate, informative and timely reports to students and parents about student learning and achievement. 	<ul style="list-style-type: none"> • Work together with colleagues to evaluate and revise reporting and accountability mechanisms in the school to meet the needs of students, parents and colleagues.
<p>1.TEACHING COMPETENCY</p>	<p>1.7. Knowledge of different teaching and learning methodologies including teaching multi-level and multi-ability classes</p>	<p>Demonstrates adequate knowledge and broad understanding of;</p> <ul style="list-style-type: none"> • different theories about teaching and learning and their application in the classroom. • use of appropriate teaching approaches to cater for the abilities of students in small as well as in large groups. 	<p>Demonstrates sound knowledge and ability to;</p> <ul style="list-style-type: none"> • adopt different teaching and learning strategies in different classroom situations. • use appropriate teaching approaches to cater for the abilities of students in small as well as in large classes. • to relate the teaching learning strategies adopted to the different 	<p>Demonstrate advanced knowledge and ability to;</p> <ul style="list-style-type: none"> • model effective classroom practices and support colleagues to implement inclusive strategies that engage and support learning of all students. • adopt learning processes that are learner-centred, participatory and inclusive. 	<p>Take leadership in supporting colleagues to;</p> <ul style="list-style-type: none"> • model and implement inclusive strategies that engage and support learning of all students including those with special needs. • adopt learning processes that are student-centred, participatory and inclusive. • organise and model teaching methods that take into consideration the

		<ul style="list-style-type: none"> • the need to relate the teaching learning strategies adopted to the different ability range of students. • how to facilitate teaching and learning in multi-grade and multi-ability classroom environment. 	<p>ability range of students.</p> <ul style="list-style-type: none"> • facilitate teaching and learning in a multi-grade and multi-ability classroom environment. • establish and maintain well-managed routines to create a classroom environment where students focus mainly on the learning tasks. • manage different classroom behaviours by establishing clear expectations for students and methods to address related discipline issues. 	<ul style="list-style-type: none"> • use evidence of achievement of students to organise teaching methods that consider student ability levels in developing classroom activities, • adopt teaching methodologies suitable for classroom situations where students are organised in multi-level and multi-ability groups. • effectively manage challenging classroom behaviours by establishing clear expectations for students and how to address appropriate discipline issues promptly, fairly and respectfully. 	<p>different ability levels of students and use evidence of achievement of each student to design activities that target the specific weakness of each student</p> <ul style="list-style-type: none"> • adopt flexible student-centred teaching methodologies that allow for multi-level and multi-ability grouping of students.
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	1.8. Knowledge of the teaching and learning environment	<p>Demonstrate adequate knowledge and understanding of the school environment and its context in;</p> <ul style="list-style-type: none"> • designing and adapting a range of teaching, learning, and classroom management strategies relevant to students’ different stages of learning; • identifying and implementing strategies to support inclusive student participation and engagement in classroom activities. • identifying strategies that support students’ safety and well-being in working within the school and in the classroom environment. • organising classroom activities and provide clear 	<p>Demonstrate sound knowledge and understanding of the school environment and ability to take into consideration the local context to;</p> <ul style="list-style-type: none"> • put in place classroom strategies in line with school, curriculum, system and legislative requirements that ensure students’ well-being and safety within the school at all times. • establish and implement appropriate strategies and workable routines to create a classroom environment where focus is on improving student learning. • organise student-focused classroom activities with clear directions on what is expected of students, • develop strategies to manage challenging student behaviour by 	<p>Demonstrate advanced knowledge of the school environment and ability to take into consideration the local context to;</p> <ul style="list-style-type: none"> • model and create a supportive learner-centred environment that not only promote learning of all students but also their psychosocial well-being. • develop culturally, socially and linguistically relevant pedagogy to be used to provide formal and non-formal learning opportunities that are appropriate to the context and needs of all students. • organise student-focused classroom activities with clear directions on what students are expected to do and what knowledge and skills 	<p>Take leadership in supporting colleagues in the school on how to;</p> <ul style="list-style-type: none"> • model and create a supportive student-centred environment that that promotes learning of all students as well as their psychosocial well-being. • develop and implement culturally, socially and linguistically relevant pedagogy used to provide formal and non-formal learning opportunities that are appropriate to the context and needs of all students. • design and organise student-focused classroom activities with clear directions on what students are expected to do and what knowledge and skills are they expected to demonstrate at the end, • establish and negotiate clear behavioural expectations with students and how to address discipline issues promptly,
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		<p>directions for all students;</p> <ul style="list-style-type: none"> • developing student behaviour management strategy to deal with challenging student behaviour in the classroom. 	<p>establishing and negotiating clear expectations with students and how to address discipline issues promptly, fairly and respectfully when they arise.</p>	<p>are they expected to demonstrate at the end,</p> <ul style="list-style-type: none"> • establish and negotiate clear behavioural expectations with students and how to address discipline issues promptly, fairly and respectfully when they arise. 	<p>fairly and respectfully when they arise.</p>
	1.9. Knowledge of how to use assessment results to provide feedback.	<p>Demonstrates adequate knowledge and understanding of;</p> <ul style="list-style-type: none"> • the nature of the results of different assessment as evidence of student learning. • the purpose of using evidence from assessment to provide timely and quality feedback to students about their learning. • how to interpret student assessment data to evaluate student learning and modify teaching practice. 	<p>Demonstrates sound knowledge and understanding of;</p> <ul style="list-style-type: none"> • the results of the various assessments and their uses as evidence of student learning. • how to use the various assessment results to provide quality and timely feedback to students on their weaknesses and strengths, to teachers on possible intervention focusing on student weaknesses, and to parents on where to support their child. 	<p>Demonstrates advanced knowledge and competency in;</p> <ul style="list-style-type: none"> • use of the results of the various assessments, as evidence of student learning, • how to use the various assessment results to provide quality and timely feedback to students on their weaknesses and strengths, to teachers on possible intervention focusing on student weaknesses, and to parents on where to support their child. • how to interpret student assessment data to evaluate 	<p>Demonstrate leadership by using highly developed knowledge and competencies in assessment to support colleagues in;</p> <ul style="list-style-type: none"> • using results of the various assessments, as evidence of student learning and how to use the results to provide quality and timely feedback to students on their weaknesses and strengths, and to parents on where to support their child. • interpreting student assessment data to evaluate student achievement to identify areas where teaching practice would be modified.

		<ul style="list-style-type: none"> • a range of strategies for reporting student progress to students and parents and the importance of keeping accurate and reliable records of student achievement. 	<ul style="list-style-type: none"> • how to interpret student assessment data to evaluate student achievement to identify areas where teaching practice would be modified. • identify and select most appropriate types of assessment, to assess student learning. • report clearly, accurately and respectfully to students and parents about student achievement, based on accurate and reliable records. 	<p>student achievement to identify areas where teaching practice would be modified.</p> <ul style="list-style-type: none"> • identify and select the most appropriate types of assessment, including formal, informal and diagnostic, to assess student learning. • use student assessment data to analyse and evaluate student understanding of subject/ content, and to identify appropriate interventions to address student weaknesses. • provide timely, effective and appropriate feedback to students about their achievement relative to their learning goals. • report clearly, accurately and respectfully to students and parents about student achievement, 	<ul style="list-style-type: none"> • selecting most appropriate types of assessment, to diagnose student learning. • analysing and evaluating student understanding of subject/ content and identifying appropriate intervention strategies to address student weaknesses. • providing timely, effective and appropriate feedback to students about their achievement relative to their learning goals. • reporting clearly, accurately and respectfully to students and parents about student achievement, based on accurate and reliable records.
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Quality Domain	Focus Area	Teacher Proficiency Level			
		Grade 1 (Graduate Level)	Grade 2 (Proficient Level)	Grade 3 (Advanced Level)	Grade 4 (Lead Level)
2.EFFECTIVE PRACTICES AND ENGAGEMENT	2.1. Aware of relevant education documents	Demonstrate adequate awareness of the requirements in relevant education documents especially those directly relating to teaching and learning such as; curriculum (outcomes) and assessment (criteria and type) documents and guides, relevant policy documents (entry, licensing, etc), education Act and regulations, etc.	Demonstrate sound understanding and awareness of the relevant education documents through implementation of strategies and policies in line with requirements outlined in education documents such as; <ul style="list-style-type: none"> • planning of instructional lessons based on curriculum expectations; • adopting teaching and assessment strategies based on MOET policies and guidelines, • adopting relevant school policies and procedures in line with provisions in the education act and regulations. 	Demonstrate advanced awareness and understanding of the relevant education documents by adopting teaching strategies that comply with requirements outlined in education documents such as; <ul style="list-style-type: none"> • planning of creative instructional lessons based on curriculum outcomes and targeting the needs of all students especially those with special needs, • adopting multiple approaches to the teaching and assessment of learning based on MOET policies and guidelines, • adopting flexible but relevant school policies and procedures in line with provisions in the education act and regulations but taking into consideration the local context. 	Take leadership in supporting colleagues to be aware and understand the requirements outlined in the relevant education documents and how to adopt such requirements into their teaching and assisting them on how to; <ul style="list-style-type: none"> • plan creative instructional lessons based on curriculum outcomes and targeting the needs of all students especially those with special needs, • adopt multiple approaches to the teaching and assessment of learning based on MOET policies and guidelines, • adopt flexible and relevant school policies and procedures in line with provisions in the education act and regulations but taking into consideration the local context.

2.2. Understand the culture, environment and context in which they teach.

<ul style="list-style-type: none"> • Create and maintain a safe and supportive learning environment where students are treated equally with courtesy, respect, and dignity. • Design and implement contextually relevant teaching and learning strategies. • Demonstrate adequate knowledge of practical approaches to manage student classroom behaviour. 	<ul style="list-style-type: none"> • Demonstrate strategies that support students' well-being and safety working within school. • Identify relevant strategies that support inclusive student participation and engagement in classroom activities. • Demonstrate capacity to organise classroom activities and provide clear directions to all students. • Demonstrate practical approaches to manage challenging student behaviour. • Demonstrate understanding of issues relating to the safe and responsible use of ICT as a tool to support teaching and learning. 	<ul style="list-style-type: none"> • Ensure students' well-being and safety within school by supporting the implementation of relevant policies in line with MOET policies relating to student safety within the school. • Establish and implement inclusive positive interactions, with clear directions, to engage and support all students in classroom activities. • Manage challenging student classroom behaviour by establishing clear expectations for students and strategy to address such behaviour promptly and firmly. • Incorporate strategies to promote safe, responsible and ethical use of ICT in learning and teaching. 	<ul style="list-style-type: none"> • Take leadership in reviewing the inclusiveness of learning environment in the school and explore new approaches to engage and support all students. • Initiate strategies and support colleagues to implement effective classroom management and promote student responsibility for learning. • Evaluate the effectiveness of school policies relating to student well-being and safe working practices and assist colleagues to update their practices. • Support colleagues to develop and implement appropriate strategies to ensure the safe and responsible use of ICT in teaching and learning.
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2.3. Use any opportunity to engage in life-long learning and professional development to improve teaching competencies (knowledge and technical skills).

<ul style="list-style-type: none"> • Recognise that continuous professional growth is an integral part of the teaching strategy for all teachers; • Take responsibility for own learning and development. • Take advantage of opportunities and allowing time to participate in relevant professional development such as in-service training, workshops, courses, etc. that are relevant to the instructional approaches adopted. 	<ul style="list-style-type: none"> • Demonstrate commitment towards continuous professional growth as an integral part of teaching that is influenced by personal, social and educational contexts; • Take responsibility for own learning and development as part of a personal strategy to improve teaching competence. • Engaging in a wide range of appropriate reflective practices as part of an ongoing strategy to improve learning, • Pursue personal professional development goals to enhance level of teaching competency, 	<ul style="list-style-type: none"> • Recognise that continuous professional growth is an integral part of teaching, influenced by personal, social and educational contexts; • Take the initiative to engage and pursue learning and development opportunities to enhance own teaching and learning process. • Participate as active, responsible member of professional community, engaging in a wide range of reflective practices; • Pursue personal professional development goals to advance level of knowledge and skills appropriate to improve teaching competency as well as managing different classroom situations. 	<ul style="list-style-type: none"> • Takes leadership through participation as active, responsible member of professional community, and in encouraging colleagues to pursue opportunities to grow professionally, • Assist in establishing collegial relationships to enhance their own teaching and learning process, and that of colleagues, • Encourage and support professional development among colleagues on issues related to teaching and learning and sharing successful areas of practices where colleagues need professional growth.
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2.4. Prepares creative lessons and activities with resources appropriate to the special needs of individual students.

<ul style="list-style-type: none"> • Set learning goals that provide achievable challenges for students of varying abilities and characteristics, including those with special needs. • Use knowledge of the curriculum, and characteristics of students to prepare lessons with activities and resources appropriate to the different needs of students. 	<ul style="list-style-type: none"> • Demonstrate skills in setting multi-level goals achievable by students with different abilities with particular focus on improving achievement of students with special needs. • Develop learning activities with appropriate resources that target areas of weaknesses of those with specific learning difficulties. • Adopt ongoing monitoring of student performance with intention of using results to carry out improvement of teaching and student learning 	<ul style="list-style-type: none"> • Demonstrate skills in setting multi-level goals achievable by students with different abilities with emphasis on improving achievement of students with special needs. • Develop learning activities with appropriate resources that target areas of weaknesses of those with specific learning difficulties. • Adopt ongoing monitoring of student performance with intention to using results to carry out improvement of student learning 	<p>Take leadership in supporting colleagues to;</p> <ul style="list-style-type: none"> • set multi-level achievable goals for students with different abilities especially goals for students with special needs. • develop relevant learning activities with appropriate resources that target areas of weaknesses of those with specific learning difficulties. • Develop simple tools for ongoing monitoring of student performance and using results to carry out improvement of student learning
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">2.5. Review lessons with a view to improving their teaching</p>	<p>Demonstrate awareness of the need to review and reflect on;</p> <ul style="list-style-type: none"> the effectiveness of classroom practices, use of up-to-date subject knowledge and pedagogy in the instruction, how to make the necessary adjustments to such practices to enhance student learning. 	<ul style="list-style-type: none"> Use data on student achievement and anticipated learning outcomes to identify areas where improvement, in both teaching and learning, need to be made. Review instruction by developing appropriate intervention strategies targeting areas where improvement is needed 	<ul style="list-style-type: none"> Carry out detailed analysis of each student performance to identify areas of specific student weaknesses that need to be targeted. Develop targeted intervention strategies targeting specific areas of weaknesses of each student or group of students with similar areas of need. Organise students according to the ability to assist in implementing relevant and appropriate interventions that target the specific learning needs of each student or group of students 	<p>Support and assist colleagues to be able to;</p> <ul style="list-style-type: none"> conduct detailed analysis of each student performance to identify areas of weaknesses that need to be targeted. develop intervention strategies targeting specific areas of weaknesses of each student (or group of students) with similar areas of need. organise students, according to their ability, to carry out relevant and appropriate interventions that target the specific learning needs of the student (or group of students).
	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">2.6. Relate learning to real life so students can apply their learning to real life situations</p>	<ul style="list-style-type: none"> Demonstrate adequate knowledge and understanding of how to relate the knowledge and skills to be taught to students to real life situation as part and parcel of the teaching strategy. 	<ul style="list-style-type: none"> Plan student activities that not only target appropriate knowledge and skills but allow students to be engaged in real life situations. Organise classroom learning activities for students where knowledge 	<ul style="list-style-type: none"> Adopt teaching strategies where knowledge and skills targeted in student learning activities are related to real life context. Implement classroom learning activities for students where knowledge and skills targeted are

		<p>and skills targeted are based on real life context and situations.</p>	<p>based on real life context and experiences of students.</p>	<p>knowledge and skills targeted are based on real life context and experiences of students.</p>
<p>2.7. Involve and engage the interest of every student to make learning fun</p>	<ul style="list-style-type: none"> • Demonstrate adequate knowledge of teaching strategies that support inclusive student participation and engagement in all classroom activities, including students with disabilities. 	<ul style="list-style-type: none"> • Adopt teaching strategies that recognise the preferred learning style of each student, taking into consideration where they are in their learning. • Develop child-centred or group-centred learning activities based on the interests and ability of students that encourage their full participation either individually or in ability groups. • Provide a range of flexible learning opportunities that is progressively provided to fulfil the learning needs of each student, including those with special needs. 	<ul style="list-style-type: none"> • Adopt flexible child-centred or group-centred learning activities based on the interests and ability of students that encourage their full participation either individually or in ability groups. • Ensure that student learning activities do not deny any student or groups of students from access to quality learning opportunities. • Provide a range of flexible, formal and non-formal opportunities that is progressively provided to fulfil the learning needs of each student. 	<p>Take leadership in assisting colleagues to;</p> <ul style="list-style-type: none"> • adopt flexible learning opportunities for students of different abilities either individually or in ability groups. • ensure that student learning activities do not deny any student or groups of students from access to quality learning opportunities due to discriminatory procedures. • put in place a range of flexible, formal and non-formal opportunities that is progressively provided to fulfil the learning needs of each student, including those with special needs.

2.8. Give clear instructions and explanations appropriate to the level of the students.

<ul style="list-style-type: none"> • Demonstrate the capacity to organise and manage classroom activities with clear directions on what each student is expected to do in carrying out each activity. 	<ul style="list-style-type: none"> • Demonstrate good communication skills especially in providing clear unambiguous instructions that every student can correctly follow. • Adopt teaching methods that include student instructions that are appropriate to the age, developmental level, language competency and capability of each student. 	<ul style="list-style-type: none"> • Demonstrate highly developed communication skills especially in providing clear unambiguous instructions that every student can correctly follow. • Adopt and engage teaching methods that include giving students instructions that are appropriate and relevant to the age, developmental level, language competency and capability of each student, including students with specific learning difficulties. 	<p>Demonstrate leadership through strategies where support is given to all colleagues in the school to enhance their competency in;</p> <ul style="list-style-type: none"> • providing clear unambiguous instructions that every student can correctly follow during their engagement in the learning activities. • adapting teaching methods that include student instructions that are appropriate and relevant to the age, developmental level, language competency and capability of each student, including students with specific learning difficulties.
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2.9. Use a variety of assessment techniques to assess and monitor needs of individual students and give good feedback in a timely manner.

<p>Demonstrate understanding of how to;</p> <ul style="list-style-type: none"> • to use a variety of assessment strategies to gather data on student performance. • keep a record of individual student achievements. • report and provide ongoing feedback of individual achievement to students and parents. • use data on student performance to monitor progress over time. 	<ul style="list-style-type: none"> • Adopt different assessment methods and processes, both formal and informal, in assessing the performance of each student. • Ensure that the content of the assessments and the processes used are directly linked to the learning outcomes in the curriculum and materials that have been taught, thereby reflecting student's actual learning rather than gaps in teaching. • Keep up-to-date records of all types of assessment data collected and use such data to provide report to parents and guardians on student progress. • Demonstrate understanding of the purpose of providing timely and appropriate feedback to students 	<ul style="list-style-type: none"> • Develop and apply a comprehensive range of assessment strategies and methods to diagnose each student's learning needs, comply with curriculum requirements and support colleagues to evaluate the effectiveness of their approaches to assessment. • Ensure that the assessment and evaluation methods developed and adopted are fair, reliable and conducted in a way that does not increase fear or anxiety among students. • Use results of the assessments to monitor and provide comprehensive feedback to parents on the academic achievements of their children throughout the year. • Identify, develop and implement appropriate targeted interventions for each student based on informed and timely judgements of each 	<p>Take leadership by providing assistance and support to colleagues on;</p> <ul style="list-style-type: none"> • development and use of various assessment methodologies to diagnose each student's learning needs based on curriculum requirements. • the use of assessment data to evaluate the effectiveness of teaching as well as approaches to assessment. • making sure that the content of the assessments, and the processes used, are directly linked to the materials that have been taught and the student learning outcomes identified from the curriculum. • the use of results of the assessments to monitor and provide comprehensive feedback to parents on the academic achievements of their children throughout the year. • how to adopt appropriate and easily used assessment tools and methods to collect data on student progress and the use of such data to provide a range of timely, effective and
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">2.10. Engagement in ongoing professional learning and development.</p>	<ul style="list-style-type: none"> • Demonstrate understanding of the importance of continued professional learning and the implications for improved student learning. • Take advantage of the support of external professionals and community representatives to broaden teachers' professional knowledge and practice. 	<ul style="list-style-type: none"> • Incorporate professional learning and development as part of the ongoing efforts to improve student learning by engaging and participating in ongoing quality professional learning and development. • Take advantage of the support of external professionals and community representatives to broaden teachers' professional knowledge and practice. 	<ul style="list-style-type: none"> • Take responsibility for their own professional learning and development as part and parcel of each teacher's teaching strategy and in response to addressing areas of identified teaching weaknesses. • Engage and participate in quality professional learning programs delivered by learning and development providers or by external professionals and community representatives as part of support programs to broaden teachers' professional knowledge and practice. 	<p>appropriate feedback to students and parents.</p> <p>Demonstrate leadership by assisting and supporting the school in;</p> <ul style="list-style-type: none"> • developing/reviewing its policy regarding professional learning and development for colleagues. • encouraging colleagues to engage and take part in ongoing professional learning and development as a strategy for improving teaching effectiveness and student learning. • conducting within-school, short-term capacity development as part of a school-wide strategy for improving overall school quality.
			<p>about their learning and competency in use of student assessment data to monitor student progress over time.</p>	<p>student's current needs in order to progress learning.</p>

Quality Domain	Focus Area	Teacher Proficiency Level			
		Grade 1 Benchmark	Grade 2 Benchmark	Grade 3 Benchmark	Grade 4 Benchmark
3. PROFESSIONALISM	3.1. Perform duties and carry out responsibilities.	<ul style="list-style-type: none"> • Demonstrate awareness of the duties and responsibilities of being a teacher as outlined in job description and any contractual agreement with the employer. • Complies with requirements and expectations outlined in job description and in any official contractual documentations; 	<ul style="list-style-type: none"> • Perform the duties and responsibilities of being a teacher as outlined in the job description and any contractual agreement with the employer. • Carry out classroom activities, in line with job description and responsibilities, that target overall improvement in learning of all students in the class, including those with different backgrounds in terms of ability, ethnicity, socio-economic status, etc. 	<ul style="list-style-type: none"> • Take initiative to perform the duties and responsibilities beyond those outlined in the job description and any contractual agreement with the TSC/employer for the benefit of all students. • Carry out classroom activities, in line with job description and responsibilities, that target the learning needs of students with different abilities, ethnicity, socio-economic status and background, including those with special needs. 	<p>Demonstrate leadership within the school especially in relation to;</p> <ul style="list-style-type: none"> • encouraging and empowering colleagues to take up their roles and responsibilities professionally and beyond the call of duty. • identifying initiatives, in line with the duties and responsibilities of being a teacher, to enhance the implementation of their roles and responsibilities. • creating a classroom environment that allows them to improve the fulfilment of their roles and responsibilities.
	3.2. Be a good role model and leader both inside and outside	<p>Demonstrate;</p> <ul style="list-style-type: none"> • appropriate behaviour, character and virtues expected of students; • high self-esteem and honesty in dealing with 	<ul style="list-style-type: none"> • Demonstrate behaviour, character and virtues expected of students. • Willingly accept other responsibilities outside designated roles; 	<ul style="list-style-type: none"> • Consistently demonstrate behaviour, character and virtues expected, both within and outside of the school. • Show empathy and caring for each student and a 	<ul style="list-style-type: none"> • Always demonstrate behaviour, character and virtues expected, both within and outside of the school. • Always willing to help students with the challenges they face

	<p>students, colleagues and the community;</p> <ul style="list-style-type: none"> tolerance when dealing with diversity in personal characteristics of students including differences in religion, ethnicity, language, socio-economic status, etc.; 	<ul style="list-style-type: none"> Show empathy and caring in dealing with each student in the class Value constructive criticism, as part of two-way rapport with colleagues, students, parents and community. Treat every student with respect and in the same way regardless of where they are in their journey. 	<p>willingness to help even after school hours.</p> <ul style="list-style-type: none"> Take onboard criticisms from colleagues, students, parents, and community when reviewing strategy for teaching. Treat every student equally, fairly and with respect regardless of who they are and where they are in their journey. 	<p>even beyond the call of duty and after school hours.</p> <ul style="list-style-type: none"> Review teaching strategy based on feedback from colleagues, students, parents, and community when reviewing strategy for teaching. Treat every student equally, fairly and with respect as a human being. Encourage ethical behaviour among colleagues and to be a good role model for students and the community.
<p>3.3. Reward and discipline students appropriately, according to policies and guidelines of the ministry and school rules.</p>	<p>Demonstrate understanding of;</p> <ul style="list-style-type: none"> MOET and school policies and guidelines on use of data on student performance as basis to reward and discipline students. reward and discipline (positive) as means to motivate students to improve learning. 	<ul style="list-style-type: none"> Develop strategy on the use of reward and discipline in the classroom situation as means for motivating students to improve learning. Develop clear guidelines clearly outlining behaviours that warrant to be rewarded and/or disciplined students. Adopt reward/discipline fairly based on criteria outlined in approved guidelines. 	<ul style="list-style-type: none"> Develop strategy on the use of reward and discipline in the classroom situation as means for motivating students to improve learning. Develop clear guidelines clearly outlining behaviours that warrant to be rewarded and/or disciplined students Incorporate the concept of reward and discipline as part and parcel of a classroom strategy to 	<p>Support colleagues through sharing of experiences and encouraging them to;</p> <ul style="list-style-type: none"> develop strategies and relevant guidelines to guide the use of reward/discipline in the classroom. incorporate the concept of reward and discipline as part and parcel of the teacher's classroom strategy to motivate students to improve learning

			motivate students to improve learning	
3.4. On time and present during working hours.	<ul style="list-style-type: none"> • Demonstrate commitment towards the responsibilities and on time to work and in the classroom each working day. • Adhere to both the MOET and school policy regarding truancy. 	<ul style="list-style-type: none"> • Demonstrate commitment towards the responsibilities and on time to work and in the classroom each working day. • Follow and adhere to both the MOET and school policy regarding truancy and absence from school. 	<ul style="list-style-type: none"> • Always on time and present at school and in the class during working hours, except for unforeseen circumstances beyond control such as illness, or other acceptable reasons. • Follow and adhere to both the MOET and school policy regarding truancy and absence from school. 	<ul style="list-style-type: none"> • Always on time and present at school and in the class during working hours, except for unforeseen circumstances beyond control such as illness, or other acceptable reasons. • Follow and adhere to both the MOET and school policy regarding truancy and absence from school. • Make alternative arrangements for students when not able to be in school.
3.5. Always professional in outfit and behaviour.	<ul style="list-style-type: none"> • Understand and apply the key principles described in codes of ethics and conduct for the teaching profession in all aspects of the work and at all time. • Comply with the provisions in the code of ethics for teachers in Vanuatu, especially in regard to outfit and behaviour. 	<ul style="list-style-type: none"> • Wear respectable outfit to school each day taking into consideration local context and provisions in the code of ethics for teachers. • Demonstrate acceptable behaviours, both within and outside the school, in line with those outlined in the code of ethics for teachers in Vanuatu and consistent with local customs and culture. 	<ul style="list-style-type: none"> • Always wear respectable outfit to school each day taking into consideration local context and provisions in the code of ethics for teachers. • Consistently demonstrate acceptable behaviours, both within and outside the school, in line with those outlined in the code of ethics for teachers in Vanuatu and consistent with local customs and culture. 	<p>Takes leadership and set good example for colleagues and students by;</p> <ul style="list-style-type: none"> • always wearing acceptable outfit that complies with code of ethics and acceptable in the context of the local context and culture. • Always demonstrating behaviours that are not only consistent with those anticipated in the code of ethics for teachers but also with local customs and culture.

	<p>3.6. Comply with legislative, administrative and organisational requirements</p>	<ul style="list-style-type: none"> • Demonstrate, through actions, knowledge and understanding of the relevant legislative, administrative and organisational policies and processes all teachers are required to comply with. • Keep to contractual agreements with the TSC regarding roles and responsibilities expected of teachers. 	<p>Adopt a working strategy that is in line and complies with;</p> <ul style="list-style-type: none"> • provisions in the Vanuatu education Act, the PSC Act, and all policies based on these acts. • administrative and organisational policies, and processes and procedures as part of policy implementation, all teachers are required to comply with. 	<ul style="list-style-type: none"> • Ensure that all actions carried out, as part of fulfilment of roles and responsibilities as a teacher, always comply with both legislative and policy requirements. • Develop strategy for teaching, based on the processes and procedures adopted by the MOET and the TSC to guide the work of all teachers in Vanuatu. 	<ul style="list-style-type: none"> • All actions carried out, as part of fulfilment of roles and responsibilities as a teacher, always comply with both legislative and policy requirements. • Develop strategy for teaching, based on the processes and procedures adopted by the MOET and the TSC to guide the work of all teachers in Vanuatu. • Support colleagues develop a working strategy in line with code of ethics for teachers but comply with legislative as well as administrative and organisational requirements.
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Quality Domain	Focus Area	Teacher Proficiency Level			
		Grade 1 Benchmark	Grade 2 Benchmark	Grade 3 Benchmark	Grade 4 Benchamrk

4. PERSONAL ATTRIBUTES & VALUES
(ETHICS)

4.1. Well qualified and trained

<ul style="list-style-type: none">• Successfully complete a qualification that meets the TSC requirements of a nationally accredited program of initial teacher education (Bachelor of Education, VITE).• Demonstrate the required knowledge and skills to plan for and manage learning programs for students.	<ul style="list-style-type: none">• Meet both the academic requirements and necessary teaching experience for full registration through demonstrating achievement of the Standards expected at this level.• Demonstrate the required knowledge and skills to plan for and manage learning programs for students.• Demonstrate knowledge and understanding of students' background and individual characteristics and their implications for student learning.	<ul style="list-style-type: none">• Demonstrate in-depth knowledge of subjects and curriculum content within their sphere of responsibility and model sound teaching practices in their areas of teaching.• Demonstrate ability to work independently and collaboratively to improve their own practice and the practice of colleagues.• Maximise learning opportunities for their students by understanding their backgrounds and individual characteristics such as students' physical, cultural, social, linguistic and intellectual characteristics, and the impact of those factors on their learning.	<ul style="list-style-type: none">• Demonstrate consistent and innovative teaching practice over time and they initiate and lead activities that focus on improving educational opportunities for all students.• Demonstrate leadership by seeking to improve their own practice and sharing their experiences with colleagues as part of attempt to improve the practice of colleagues.• Demonstrate leadership by supporting school in mentoring teachers and preservice teachers, using activities that develop knowledge, practice and professional engagement in others.• Support colleagues in efforts to maximise learning opportunities for their students by understanding their backgrounds and individual characteristics, and the impact of those factors on student learning.
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4.2. Understand the culture and context in which they teach

<ul style="list-style-type: none"> • Demonstrate knowledge and understanding of the conduciveness of the school environment for teaching and learning, how inclusive it is in relation to the different student abilities and differences in student characteristics as well as the style of leadership adopted, and the nature of the relationship between the school, parents and the community. • Demonstrate knowledge of how to support students' wellbeing and safety, working within the context of the school and system curriculum and legislative requirements. 	<ul style="list-style-type: none"> • Demonstrate sound knowledge and understanding of issues relating to; school environment, inclusion in relation to student abilities and background, style of leadership and nature of the relationship between the school and the community. • Develop safe, positive and productive learning environments where all students are encouraged to participate. • Aware of local school context especially the unique background of students and their ability and how to factor them into the teaching. • Design teaching programs that are appropriate to the culture and context of the school but meet the curriculum, assessment and reporting requirements. 	<ul style="list-style-type: none"> • Demonstrate in-depth knowledge and understanding of importance of local culture and context in shaping the school environment, its inclusiveness in relation to student abilities and background, style of leadership and nature of the relationship between the school and the community and their influence of teaching and learning. • Develop safe, positive and productive learning environments where all students are encouraged to participate. • Initiate and design teaching programs that are appropriate to the culture and context of the school, and the specific needs of students, but meet the curriculum, assessment and reporting requirements. 	<ul style="list-style-type: none"> • Demonstrate in-depth knowledge and understanding of importance of local culture and context in shaping the school environment, its inclusiveness in relation to student abilities and background, style of leadership and nature of the relationship between the school and the community and their influence of teaching and learning. • Develop safe, positive and productive learning environments where all students are encouraged to participate. • Initiate and design teaching programs that are appropriate to the culture and context of the school, and the specific needs of students, but meet the curriculum, assessment and reporting requirements.
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4.3. Committed and Motivated

<ul style="list-style-type: none"> • Demonstrate commitment to the overall vision of the school especially for students, colleagues and communities. • Work as a team member and identify opportunities for collaboration, cooperation and collegiality in working with colleagues and sharing the development of effective practices. 	<ul style="list-style-type: none"> • Demonstrate commitment to the overall vision of the school especially for students, colleagues and communities. • Identify opportunities for collaboration and cooperation with colleagues in developing and sharing effective teaching practices that focus on addressing the specific learning needs of all students, including those with special needs. 	<ul style="list-style-type: none"> • Develop school initiatives that that involve colleagues, parents and community to work together to achieve the overall vision of the school especially the overall improvement of student learning. • Identify opportunities for collaboration and cooperation with colleagues in developing and sharing effective teaching practices that focus on addressing the specific learning needs of all students, including those with special needs. 	<p>Assist and support the school leadership to;</p> <ul style="list-style-type: none"> • review the overall school vision so it focuses not only on the overall school improvement but on improvement of student learning. • develop school-based initiatives that involve colleagues, parents and community to work together to achieve the overall vision of the school especially the overall improvement of student learning. • identify opportunities for colleagues to collaborate and cooperate within the school to develop and share effective practices that focus on addressing the learning needs of all students, including those with special needs.
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4.4. Have good communication skills

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| <ul style="list-style-type: none">• Demonstrate knowledge of practical strategies to create two-way communication with students in every lesson. This includes having strong voice, so every student can hear and follow instructions clearly. | <ul style="list-style-type: none">• Ensure that every student can clearly hear and understand all instructions as part of teaching.• Adopt a flexible approach that encourages a two-way rapport with students, encouraging students to question and seek clarification from teacher. | <ul style="list-style-type: none">• Design a strategy to ensure effective communication with every student in the class, including clarity of verbal communication so every student can clearly hear and understand all instructions given during lesson.• Adopt a flexible approach to teaching that encourages a two-way rapport with students, including those with hearing challenges. | <ul style="list-style-type: none">• Design a strategy to share with colleagues to ensure highly effective communication with every student in the class, including clarity of verbal communication, as well as other means, so every student can clearly understand and follow all instructions given during lesson.• Share practice on adopting a flexible approach to teaching with emphasis on adopting a two-way rapport with students, including those with hearing challenges as well as those with other special needs. |
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4.5. Have a healthy lifestyle, body and mind

<ul style="list-style-type: none"> • Demonstrate understanding of the importance of having a healthy lifestyle and its influence in the performance of duties and responsibilities. 	<ul style="list-style-type: none"> • Keep a healthy lifestyle and routine to minimise absence from school and classes due to health reasons. • Take appropriate measures to minimise absence due to health reasons and to provide guidance to colleagues on what to do to support students during absence. 	<p>Take preventative measures, as part of a healthy lifestyle and routine to minimize;</p> <ul style="list-style-type: none"> • potential for personal health becoming a challenge for fulfilling roles and responsibilities. • absence due to health reasons and to provide guidance to colleagues on what to do to support students during absence. 	<p>Take preventative measures, as part of a healthy lifestyle and routine to minimize;</p> <ul style="list-style-type: none"> • potential for personal health becoming a challenge for fulfilling roles and responsibilities. • absence due to health reasons and to provide guidance to colleagues on what to do to support students during absence.
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4.6. Good reading and writing skills according to subject they are teaching and ensure that students can easily understand.

<ul style="list-style-type: none"> • Adequate knowledge and understanding of literacy and numeracy teaching strategies and their application in teaching areas. • Demonstrate reading and writing competency at the required level in the teaching subject that guarantee comprehension by students of what is being taught. 	<ul style="list-style-type: none"> • Sound knowledge and understanding of literacy and numeracy teaching strategies and their application in teaching areas. • Demonstrate sound reading and writing competency in the teaching subject and adopt strategy that guarantees every student, including those with learning difficulty, to understand and follow teachers' instructions. 	<ul style="list-style-type: none"> • Demonstrate advanced reading and writing skills in the teaching strategies adopted, and their application in the various teaching areas. • Effectively communicate in writing and reading such that it minimises the communication barriers between the teacher and students, especially those with special needs. 	<ul style="list-style-type: none"> • Demonstrate advanced reading and writing skills in the teaching strategies adopted, and their application in the various teaching areas. • Effectively communicate in writing and reading such that it minimises the communication barriers between the teacher and students, especially those with special needs. • Promote creative, innovative thinking among colleagues to apply their literacy skills, communication skills and knowledge and understanding of content, to deliver effective lessons for students.
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Quality Domain	Focus Area	Teacher Proficiency Level			
		Grade 1 Benchmark Standard	Grade 2 Benchmark Standard	Grade 3 Benchmark Standard	Grade 4 Benchmark Standard
5. Community Relations	5.1. Engage with parents about childrens' participation and progress.	<ul style="list-style-type: none"> • Demonstrate respect and courtesy towards parents regarding the learning of their children. • Work actively to engage and involve parents in the academic activities and performance of their children. • Communicate regularly with parents regarding their children's academic progress. 	<ul style="list-style-type: none"> • Establish mechanism that allows for respectful and collaborative relationships with parents regarding their children's learning and wellbeing. This involves the roles parents are expected to play in children's learning. • In close consultation with parents, put in place a two-way communication strategy that clearly outlines expectations for both the teacher and parents regarding their children's progress in school. 	<ul style="list-style-type: none"> • Reach out and engage parents, taking into consideration their different background, in the effort to maintain ongoing respectful and collaborative relationships with parents on how to better support their children's learning and wellbeing. • Organise frequent communication with each parent to keep them up to date with their children's' progress. This might involve home visits if feasible or one-on-one consultation with each parent 	<ul style="list-style-type: none"> • Support and assist colleagues to engage parents, taking into consideration their different background, in the effort to maintain ongoing respectful and collaborative relationships with parents on how to better support their children's learning and wellbeing. • Provide leadership by helping colleagues on how to put in place a two-way communication strategy that provides for frequent communication with each parent to keep them up to date with their children's' progress. This might involve home visits if feasible or one-on-one consultation with each parent

5.2. Engage with external groups and wider community.

<ul style="list-style-type: none"> • Recognise the important role of external professionals and community representatives in broadening teachers' professional knowledge and practice. • Understand the importance of having strategies for working effectively, sensitively and confidentially with external professional groups and the wider community in any plan or activities aimed at overall improvement of student learning. 	<ul style="list-style-type: none"> • Develop strategy for the meaningful engagement of external professional groups and community members in enhancing teachers' professional knowledge and practice. • Create flexible classroom environment that encourages close partnership with external professionals and community representatives in developing and implementing plans for the overall improvement of student learning. 	<ul style="list-style-type: none"> • Engage external professionals and community representatives, especially those with the appropriate expertise and experience, to support teachers in enhancing and broadening teachers' professional knowledge and practice. • Seek assistance of external professionals and community representatives, as part of a partnership strategy with the school, to develop and implement plans for improving teaching effectiveness and student learning. • Contribute to professional networks and teacher associations and build productive links with the wider community to improve teaching and learning. 	<p>Take a leadership role in supporting colleagues to;</p> <ul style="list-style-type: none"> • engage external professionals and community representatives with the appropriate expertise and experience to support teachers in enhancing and broadening their professional knowledge and practice. • seek assistance of external professionals and community representatives, as part of a partnership strategy with the school, to develop and implement plans for improving teaching effectiveness and student learning. • contribute and be members of professional and community networks to support the involvement of colleagues in external learning opportunities.
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<p style="text-align: center;">5. Community Relations</p>	<p style="text-align: center;">5.3. Learn, respect culture of the community, establish good relationships, and work with and encourages community support for development of the school.</p>	<ul style="list-style-type: none"> • Demonstrate broad knowledge and understanding of the impact of culture and cultural identity on the education of students. • Demonstrate commitment towards preserving and respecting the local culture as part of the strategy to establish good working relations with community and to ensure its support towards the development of the school. • Demonstrate commitment to taking measures to learn and understand the culture of the local community as part of the effort to better engage with the community in the development of the school 	<ul style="list-style-type: none"> • Incorporate knowledge and understanding of the local culture as an integral part of the teaching strategy adopted throughout the education of students. • Take the appropriate actions to preserve and respect the local culture as part of the strategy to establish a good working relation with the community to ensure its support towards the development of the school. • Demonstrate an effort to learn and understand the culture of the local community, to enhance the opportunity for the community to be engaged in the development of the school. 	<ul style="list-style-type: none"> • Consistently use the in-depth knowledge of the local culture as part and parcel of the strategy adopted to better engage with the community regarding the education of all students in the school. • Whenever necessary, take the appropriate actions to enhance the preservation of, and respect towards, the local culture as part of the strategy to establish a good working relation with the community to ensure its support towards the development of the school. • Use knowledge and understanding of the culture of the local community to create opportunities for the community to be engaged in the development of the school. 	<p>Take a leading role in the school particularly in mentoring, supporting and empowering colleagues to'</p> <ul style="list-style-type: none"> • consistently use their knowledge of the local culture as part and parcel of their strategy to better engage with the community regarding the education of all students in the school. • take the appropriate actions to enhance the preservation of, and respect towards, the local culture as part of the strategy to establish a good working relation with the community to ensure its support towards the development of the school. • use their knowledge and understanding of the culture of the local community to initiate opportunities for the community to be better engaged in the development of the school.
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5.4. Respect different religions in the community.

<ul style="list-style-type: none"> • Demonstrate respect for the different religions within the community. 	<ul style="list-style-type: none"> • Identify and understand the basic beliefs of every religion within the community. • Use understanding of the different religions in the community to demonstrate respect and non-bias attitude towards the different religious affiliation of students in the school. 	<ul style="list-style-type: none"> • Consider and demonstrate respect towards the religious affiliation of students in any strategy developed to enhance school-community relations. • Use knowledge and understanding of the different religions in the community to demonstrate respect and non-bias attitude towards the religious affiliation of students in the school. 	<p>Provide guidance and support for colleagues on how to;</p> <ul style="list-style-type: none"> • Incorporate the religious affiliation of students as part of the inclusive school environment, and in any strategy developed to enhance school-community relations. • use knowledge and understanding of the different religions in the community to demonstrate respect and non-bias attitude towards the religious affiliation of students in the school.
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