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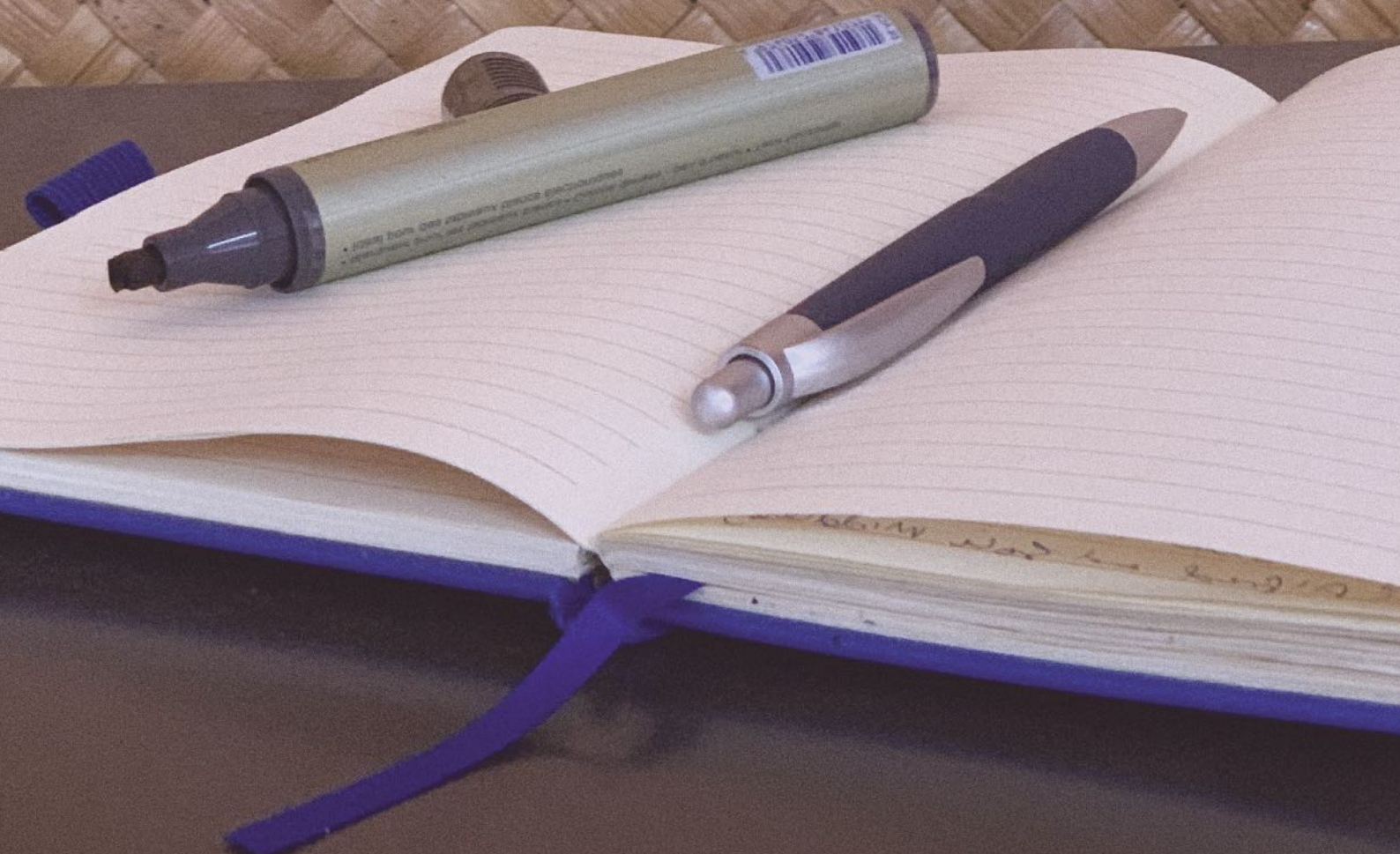


Sustainable
Development
Goals



Excellence in teaching

A review of professional standards
for teachers in the Pacific SIDS



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Published in 2020 by the United Nations Educational, Scientific and Cultural Organization, 7, place de Fontenoy, 75352 Paris 07 SP, France

and

UNESCO Office for the Pacific States,

P.O. Box 615, Matautu-Uta, Apia, Samoa

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ISBN 978-982-225-018-3



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WS/2020/PI/7

Acknowledgements

UNESCO Office for the Pacific States acknowledges the work of the Institute of Education (IOE), University of the South Pacific, for their collaboration in conducting this desk study in fourteen Pacific island countries.

UNESCO and IOE sincerely thank the members of the Pacific Heads of Education Systems (PHES) who provided documents from their ministries and departments, as well as invaluable feedback on the final report.

Special thanks goes to the report authors – Dr Mo’ale’Otunuku, Dr Teukava Finau and Dr Martyn Reynolds, IOE, University of South Pacific, Tonga. I would also like to thank other members of the IOE team for their support, including Dr Ruth Toumu’a for editorial and formatting assistance and Dr Seu’ula Johansson Fua, Director, IOE, for overall coordination with the UNESCO Office for the Pacific States, Apia.

Programme specialists in UNESCO Bangkok and the Pacific Regional Bureau for Education; and the Gender Equality Division and publication unit at UNESCO headquarters in Paris provided useful feedback. My warm appreciation also goes to colleagues in the UNESCO Office for the Pacific States for their technical and administrative support in ensuring the successful publication of the study.

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Teachers are one of the most influential and powerful forces for equity, access and quality in education. However, according to the UNESCO Institute for Statistics, 69 million teachers must be recruited worldwide to achieve universal primary and secondary education by 2030.¹ This is why Sustainable Development Goal (SDG) 4 for quality education specifically calls on countries and donors to significantly increase teacher recruitment and training. In the Pacific region, UNESCO's Strategic Goal 1 is to strengthen policies for education and lifelong learning; and the professional development of teachers, in collaboration with country and regional partners.

This desk review examines teacher professional standards in 14 countries in the Pacific region. Identifying how excellence in teaching is measured and what are the challenges and opportunities for implementing teacher standards and other systems of recognition will help improve teacher performance.

Summarized in the following advocacy note 'Striving towards excellence in teaching in the Pacific: notes for advocacy', the key findings will provide important information to the forthcoming Pacific Islands Forum Education Ministers Meeting and are highly relevant for members of the Pacific Heads of Education Systems in the implementation of the Pacific Regional Education Framework. Globally, the findings will contribute to the provision of equitable quality education, promote lifelong learning opportunities for all (SDG 4) and help meet Target 4.c to improve the supply of qualified teachers by attracting the younger generation, in the Pacific region.

In addition, the review findings will support education authorities, policymakers, trainers, teachers and donors to construct, revise and successfully use professional standards for teachers and improve education outcomes. Parents, community leaders and students who seek a career in the teaching profession are also an important audience for these findings.

I warmly thank the ministries of education in 14 Pacific countries and territory² for their collaboration; and commend the work of the Institute of Education at the University of the South Pacific in Tonga in conducting the study. Investing in teachers, their preparation, support mechanisms, and the means of delivery in the classroom is investing in learning and a prerequisite for the transformative power of education.

Ms Nisha, Director of the Office and UNESCO Representative to the Pacific States

UNESCO Office for the Pacific States

¹ UNESCO. 2016. 'Close to 69 million new teachers needed to reach 2030 education goals'.

http://www.unesco.org/new/en/media-services/single-view/news/close_to_69_million_new_teachers_needed_to_reach_2030_educat/

² Countries include Cook Islands, Fiji, Kiribati, Marshall Islands, Nauru, Niue, Palau, Papua New Guinea, Samoa, Solomon Islands, Tonga, Tuvalu, Vanuatu and Tokelau (Associate Member).

Striving toward excellence in teaching in the Pacific: notes for advocacy

Teachers are one of the most influential and powerful forces for equity, access and quality in education. However, according to the UNESCO Institute for Statistics, 69 million teachers must be recruited worldwide to achieve universal primary and secondary education by 2030.³

In the Pacific region, UNESCO's first strategic goal is to invest in people by strengthening policies for education and lifelong learning; and enhance the professional development of teachers. Guided by the 2030 sustainable development goals and the Pacific Regional Education Framework, UNESCO contributes to regional and country initiatives to strengthen the capacity of educators and teachers, in collaboration with country and regional partners.⁴

Research has shown that implementing teacher standards is effective in improving teacher performance in Fiji, Samoa, Kiribati and the Cook Islands. In fact, every country in the Pacific identifies teachers as the most important factor in delivering quality education. However, in each country, the teaching profession is managed and assessed differently. Commissioned by the UNESCO Office for the Pacific States, the Institute of Education undertook a desk review of teacher professional standards in 14 Pacific island countries to identify how excellence in teaching is measured and what are the challenges and opportunities for implementing teacher standards and other systems of recognition.⁵

Regional review of teacher professional standards

Understanding what excellence in teaching means across the region and how teacher professionalism is defined in Pacific island country codes of standards provides opportunities to communicate what good teachers do and what is expected of them; and articulates entry requirements to support recruitment; training and continuous professional development of teachers and school leaders.

By comparing codes of standards across the region, the study identified a core set of ten common themes. Ranging from the learning environment; teacher content knowledge and planning to equity; student well-being and culture, identifying recurrent themes helps understand what countries regard as important for guiding education in schools; and offers support for jurisdictions who wish to create or revise their codes in the light of regional thinking.

³ UNESCO. 2016. 'Close to 69 million new teachers needed to reach 2030 education goals'.

http://www.unesco.org/new/en/media-services/single-view/news/close_to_69_million_new_teachers_needed_to_reach_2030_educat/

⁴ Sustainable Development Goal 4 for quality education calls on countries and donors to significantly increase teacher recruitment and training. Adopted by Pacific education ministers in 2018, the Pacific Regional Education Framework 2018–2030 outlines a transformative and sustainable regional education agenda aligned with the sustainable development goals and Education 2030: Incheon Declaration on Education for All Framework for Action.

⁵ Countries include Cook Islands, Fiji, Kiribati, Republic of the Marshall Islands, Nauru, Niue, Palau, Papua New Guinea, Samoa, Solomon Islands, Tonga, Tuvalu, Vanuatu and Tokelau (Associate Member). The Institute of Education is an institute of the University of the South Pacific, based in Tonga.

Both professional conduct (actions) and teacher disposition (values, attitudes and beliefs) feature in the codes, emphasizing the significant breadth of skills required to achieve teacher excellence.

In fact, recognition of the unique complexities of the teaching profession through the description of best practices and standards raises the public's perception of the teaching profession and provides opportunities to recruit young people to the teaching workforce.

Challenges identified included a need to improve pre-service training, learning approaches and education management systems and leadership; low standard of school facilities; shortage of quality teachers, high teacher workloads, disengagement of students and lack of support from the community. Most education systems in this study need more significant funding from governments and international donors.

Key recommendations and next steps

- Complement standards for teachers with matching standards for administrators, principals and school leaders to improve education system management and leadership.
- Disaggregation of student outcomes by gender and dis/ability to enable more effective monitoring of inclusive education outcomes and teacher attention to equity.
- Strengthen productive relationships between communities and schools to support teachers and address the lack of school facilities.
- Appropriate remuneration for professional teaching services may be necessary if teachers are held to professional standards.
- Teacher education programmes are important to help teachers to meet professional standards but further significant ongoing support at ministry, school leadership and community levels is needed.
- Teacher education curricula should be strongly linked to professional standards
- More evidence is needed on classroom behaviour and learning approaches. More analysis and data is needed on how teacher standards have changed student learning; how teacher standards are operationalized in schools and what are the structures and processes in place to support teachers achieve professional standards.

These preliminary findings will provide important information to the forthcoming Pacific Islands Forum Education Ministers Meeting and are highly relevant for members of the Pacific Heads of Education Systems in the implementation of the Pacific Regional Education Framework.

The findings will also support education authorities, policymakers, trainers, teachers and donors to construct, revise and successfully use professional standards for teachers to improve education outcomes. Parents, community leaders and students who seek a career in the teaching profession are also an important audience. Investing in teachers, their preparation, support mechanisms, and the means of delivery in the classroom is investing in learning and a prerequisite for the transformative power of education.

Acronyms

IOE	Institute of Education
PacREF	Pacific Regional Education Framework
PHES	Pacific Heads of Education Systems
PILNA	Pacific Islands Literacy and Numeracy Assessment
NTSSF	Kiribati National Teachers Service Standards Framework
RTS	Registered Teacher Standards, Samoa
SIDS	Small Island Developing States
SPC	Pacific Community
UNESCO	United Nations Educational, Scientific and Cultural Organization
USP	University of the South Pacific

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Executive summary

This desk study of teacher professional standards in 14 countries in the Pacific aims to understand what excellence in teaching means across the region and how teacher professionalism is defined in Pacific island country codes of standards. Teacher professionalism is a key policy of the Pacific Regional Education Framework which guides the development of education in the Pacific. Implementing professional standards provides opportunities to be able to communicate what good teachers do and what is expected of them; and helps articulate entry requirements to support teacher recruitment; training and continuous professional development of teachers and school leaders.

Commissioned by the UNESCO Office for the Pacific States, the University of the South Pacific's Institute of Education undertook the review, in collaboration with the ministries of education in the Cook Islands, Fiji, Kiribati, Nauru, Niue, Marshall Islands, Palau, Papua New Guinea, Samoa, Solomon Islands, Tokelau, Tonga, Tuvalu and Vanuatu. Guided by four research questions, the analysis first identified ten common themes in teacher codes of standards across the region. Identifying recurrent themes helps understand what countries regard as important for guiding education in schools; and offers support for jurisdictions who wish to create or revise their codes in the light of regional thinking. Themes included a focus on learner outcomes; learning environments; teacher content knowledge; planning for learning; student learning assessment; equity; student well-being; culture and local context; building partnerships with community; and teacher professionalism.

The findings also identified that the definition of excellence in teaching in the Pacific draws from both internal and external aspects of teacher conduct and disposition. Disposition, particularly when understood as values, is key to how and why things are done by teachers and how their work is experienced by students, communities and other professionals. Placing disposition more securely in concepts of excellence in the teaching profession in the Pacific may be useful.

The challenges and opportunities presented by systems for recognition of teaching excellence in in the Pacific were outlined. Recommendations to address these challenges include:

- Complement standards for teachers with matching standards for administrators, principals and school leaders to improve education system management and leadership.
- Disaggregation of student outcomes by gender and dis/ability to enable more effective monitoring of inclusive education outcomes and teacher attention to equity.
- Strengthen productive relationships between communities and schools to support teachers and help address the lack of school facilities.
- Appropriate remuneration for professional teaching services may be necessary if teachers are held to professional standards.
- Teacher education programmes are important to help teachers to meet professional standards but further significant ongoing support at ministry, school leadership and community levels is needed.
- More evidence is needed on classroom behaviour and learning approaches in the Pacific region. More analysis and data is needed on how teacher standards have changed student learning; how teacher standards are operationalized in schools and what are the structures and processes in place to support teachers achieve professional standards.

These study findings provide a strong baseline for further robust investigation. It is recommended that more in-depth primary data collection and analysis is necessary to build upon these preliminary findings and work towards excellence in teaching across the Pacific.

Introduction

Education policy today, both regionally and internationally, mandates a variety of steps intended to guarantee that all students are taught by knowledgeable, skilled and committed teachers. Supporting teachers to meet professional teaching standards is central to providing quality education in the complex world of schooling and changing socioeconomic and political landscapes in each country. This is recognized in the objective and targets of the United Nations Sustainable Development Goal 4 which aim to ensure 'equitable quality education and promote lifelong learning opportunities for all'. One of the goal's targets (4.c) is 'to substantially increase the supply of qualified teachers in developing countries by 2030'.

Indeed, research has identified that the quality of a child's teacher is the single most important influence on that child's learning achievement and motivation. This insistence on teacher quality is directly linked to the learning expectation proposed by UNESCO in the 'Standards Framework for Teachers and School Leaders' for teachers in Pacific countries (Gallies and Keevy, 2014). The main purpose of teacher standards is to guide Pacific countries in defining the basic requirements of knowledge, pedagogical skills and personal attributes that teachers and school leaders must demonstrate in order to achieve the objectives of education.

Establishing a quality teaching workforce capable of effectively developing the competencies of students and helping them reach their potential has been one of the main objectives of education reforms in many Pacific countries and territories. Many national education plans have set goals for the quality and recognition of teachers. These goals reflect the shared understanding of the Pacific Heads of Education Systems (PHES) regarding teacher professional standards. The 2018 report 'Pacific Regional Education Framework 2018–2030: Moving towards Education 2030' guides future educational change (Pacific Islands Forum Secretariat, 2018). One of the Framework's policy areas is teacher professionalism with the objective that 'the teaching profession is supported and empowered through opportunities for continuous development, shared understanding and accountability'.

In 1966, the International Labour Organization/UNESCO Recommendation concerning the Status of Teachers⁶ stressed that: 'teaching should be regarded as a profession. It is a form of public service which requires teachers' in which 'expert knowledge and specialized skills is acquired and maintained through rigorous and continuing study'. The recommendation calls for 'a sense of personal and institutional responsibility for the education and welfare of students and of the community at large and for a commitment to high professional standards in scholarship and research'. It also calls for a 'sense of personal and corporate responsibility for the education and welfare of all students in their charge' (Gallies and Keevy, 2014, p. 2).

Recognizing UNESCO's work on teacher development through advocacy and knowledge sharing, this desk review supports Pacific islands countries and territories in understanding excellence in teaching. The review sets the frame for discussion of how standards can be linked to teacher education curricula and will support policymakers as they reflect on how to construct, revise and successfully use professional standards for teachers to improve education systems. The findings will also help advocate for the teaching profession in the wider community, attract upcoming high-achieving teachers and retain early career quality teachers in the region.

⁶ ILO/UNESCO Recommendation Concerning the Status of Teachers (1966) and the UNESCO Recommendation Concerning the Status of Higher Education Teaching Personnel (1997). Revised edition. 2016. International Labour Office, Sectoral Policies Department, Geneva, ILO, 2016. <https://books.google.ws/books?id=vuifDwAAQBAJ&lpg=PP1&pg=PP1#v=onepage&q&f=false>. Retrieved 11 August 2020.

Research objectives

The overarching objective of this study is to understand what excellence in teaching means across the Pacific as represented in standards for educators, school leaders and teachers. This work also provides baseline information on teacher professionalism to inform the future efforts of key implementing education agencies in the first phase of the Pacific Regional Education Framework 2018–2030 (PacREF). PacREF is the Pacific Forum Leaders' education agenda and is aligned with global agendas, particularly Sustainable Development Goal 4.

The study reviewed literature on existing national teacher education systems, teacher professional standards and practices for recognizing teacher excellence to investigate the following four research questions:

1. What core ideas are represented in current teacher professional standards and systems of recognition across the Pacific?
2. What are the descriptors of excellence in teaching across the Pacific?
3. What challenges are presented by systems for recognition of excellence in teaching in the Pacific?
4. What opportunities are presented by systems for recognition of excellence in teaching in the Pacific?

Research design and methodology

Scope

This study focused on fourteen of the fifteen countries included in PacREF: Cook Islands, Fiji, Kiribati, Nauru, Niue, Marshall Islands, Samoa, Solomon Islands, Tokelau, Tonga, Tuvalu, Vanuatu, Palau, and Papua New Guinea. The Federated States of Micronesia is currently working on their teacher standards and was unable to provide any documents for the review.

This study reviewed education legal frameworks; education policies; teacher codes of conduct; ethics documents; criteria for teacher recruitment/deployment/promotion/appraisal; supply and demand; teacher registration; teacher development frameworks; professional standards and other relevant regional documents from 2014–2019. All documents address teachers as one group and are mainly written for primary and secondary school teachers and relevant stakeholders. Together, this collection provides a broad understanding of the interplay between teacher professional standards, teacher education and ideas for quality teaching.

In order to investigate descriptors of excellence across the region, research literature on teachers and teaching across the Pacific, by Pacific and non-Pacific scholars within and outside the region, were examined, in addition to professional standards documents.

Challenges and opportunities for recognizing excellence and advocacy for the promotion of the teaching profession in the Pacific were identified through analysis of education sector plans; strategic development plans of national ministries of education; and national teacher training institutions, where available. The literature reviewed included commentary and research on the state of the teaching profession in the region, including Institute of Education publications from the Vaka Pasifika Education Conference and 'Rethinking Pacific Education for and by Pacific People', a 2001 research initiative.⁷

Data collection

This study was conducted between May and August 2019 with a final review of the findings by PHES members in early to mid 2020. It began with a comprehensive and systematic literature search. Sources were identified using keyword searches for teacher standards, teacher legal frameworks, teacher professional standards, teacher code of conduct, teacher promotion/appraisal, recruitment of teachers, and so forth.

Regional tertiary institutional library databases (e.g. University of South Pacific library), regional organizations' databases (e.g. Pacific Community [SPC], Education Quality and Assessment Programme [EQAP], UNESCO) and Google Scholar were searched, in addition to selective internet searches.

⁷ Rethinking Pacific Education Initiative for and by Pacific People. <https://www.researchgate.net/project/Rethinking-Pacific-Education-Initiative-for-and-by-Pacific-People-RPEIPP-REAP>.

Other documents reviewed included official websites of ministries of education; public reports of teacher standards and their rationales; national education action plan implementation frameworks; and education strategic plans, databases and policies. During this search and review process, a continuous dialogue with each ministry/department of education was maintained to ensure access to relevant, updated documents. It is important to note that some of the 14 countries do not have existing formalized teacher standards.

The review was confined to literature published in or translated into English and prioritized research-based literature published during the last five years. Following an examination of all document titles and abstracts (where available), the full texts of all potentially relevant materials were retrieved and screened by a member of the research team in order to assess their relevance before analysis.

Limitations

The chosen methodology was feasible within the limited timeframe given to complete the review and concurs with widely understood definitions of desk study review.

However, unevenness in the existence and availability of documentation on professional standards for teachers was a limitation. Taking a 'broad brush' approach, this study used the most closely linked and available documentation as proxy standards for teachers, where possible. In addition, the study examined what is present in standards rather than what is absent and sought to make generalized statements of use in a regional framework rather than analyse in depth the output of any single education ministry or department. To indicate the kinds of absences which do exist, there are some gender-specific references in various standards and opportunities to interpret aspects of the standards to include gender equity, but little in the way of addressing gender as a specific concern for education and teacher professionalism.

Major findings

Research question 1: What core ideas are represented in current teacher professional standards and systems of recognition across the Pacific?

Most jurisdictions have standards for educators of one sort or another. In some countries, these include standards for school leaders as well as teachers. The number of standards in the codes vary between four and thirty-two. Two countries have codes of ethics which can be taken as a proxy for standards in the absence of a formal code of standards. One jurisdiction has neither a statement of standards nor a code of ethics for educators.

This 'broad brush' analysis presents a synthesis of standards for teachers across the region. The aim was to draw out commonalities of approach rather than matters of divergence in the way proficient teaching is codified across the region. Ten core themes or ideas are identified, ranging from a focus on learners to a focus on teaching as a profession. In some codes, these themes are directly expressed but, in others, themes are implied in the requirements specified for teachers. Some themes are absent from some codes.

The ten themes are recurring ideas about the expectations of teachers in codes of standards. Identifying recurrent ideas helps understand what countries regard as important for guiding education at the classroom and school levels. This information offers confirmation to those jurisdictions whose standards embody most if not all the ideas described, and support for jurisdictions that wish to create or revise their codes in the light of regional thinking. Full details of national codes can be found in the appendix.

Theme one: Focus on learner outcomes

All codes of standards for educators refer to expected outcomes for learners, generally academic outcomes, as part of quality education. The codes have a diverse range of learner outcomes and vary in the directness with which academic outcomes are presented. Current professional standards for teachers include student achievements, academic and otherwise, as an indicator of recognizable professional teacher behaviour.

The Samoan education system has five guiding principles, one of which is 'quality' plus four other major principles. The principle of quality is focused on teachers playing an effective part in supporting students to achieve high standards of academic achievement, understanding of cultural matters, core values and work ethics. Cultural matters or Faa-Samoa can be understood to include the cultural ethos of being Samoan and living the Faa-Samoan way of life; and its core values of caring, trust, respect and integrity are embedded in the teaching profession.

The Solomon Islands has five standards for teachers. One standard is student achievement and progress, with two indicators to measure engagement and achievement. Teachers need to foster student engagement and active participation; and ensure that all learners are achieving at the appropriate level. The Fijian code expresses standards for learner outcomes in two ways: teachers knowing students and knowing how they learn. These two standards pay attention to the way

teachers can use what they know in order to ensure student progress. The Tokelau code has six principles, one of which is a focus on understanding what is essential for student learning and achievement. Tongan Minimum Service Standards for schools has four standards: teaching methods, teaching and management capacity, learning environment and student achievement. In this context, achievement can be understood as an outcome of learning.

Outcomes for students are also present in many of the nine professional teacher standards promoted in the Republic of Marshall Islands. For example, Standard 2 features an expectation that teachers will provide meaningful learning experiences for students. This can be understood as the provision of experiences from which worthwhile learning outcomes will flow. Palau has seven standards in its code. As with the Marshall Islands, student academic outcomes are implied as an element in several of the standards. For example, Standard 3.4 is about techniques for questioning students, which the code pairs with an outcome of higher level thinking and creativity. This implies that a teacher asking appropriate questions will ensure learning outcomes for students.

Standard 1 in the Papua New Guinea code requires teachers to promote good progress in tandem with outcomes. Sub-sections of this standard link good outcomes to national benchmarks and describe outcomes in terms of student abilities, prior attainment and knowledge. Tuvalu expects school leaders to plan for supporting and improving the achievement of children. High expectations and a belief in the learning potential of all students are included in the Cook Islands teacher standards. Such expectations and beliefs are linked to learning outcomes. The Kiribati National Teachers Service Standards Framework (NTSSF) has two standards that relate to this theme: Teaching and learning methods (Standard 1); and Learning achievement (Standard 4). In Standard 1, teachers are expected to be effective in classroom management and lesson planning. In Standard 4, teachers should be confident in using assessment for learning, evaluation and reporting of results.

Theme two: Learning environment

Many codes of standards make reference to the creation of a suitable learning environment by teachers. Here, the learning environment is understood as the physical space, time and the way relationships are structured in environments created by teachers. Generally, the standards require teacher action to create safe and supportive learning spaces. This includes freedom from bullying, whether based on gender, ethnicity or any other parameters. Some standards are specific about the

equal treatment of students, regardless of gender. There is much more congruence in the way the various codes express ideas about learning environments than in the way student outcomes are articulated. Safety is a common key element of the learning environment at the heart of many codes for teachers; and health and safety are often discussed together in the standards. Across the region, standards generally specify teacher actions to create learning environments considered conducive in a variety of ways to student safety and learning.

The Fijian Professional Standards for Teachers provides for a supporting and safe learning environment in its fourth standard. The Marshall Islands code for school leaders and principals links the action of leaders, inclusive student success and the provision of a safe, efficient learning environment in Standard 4. This is echoed in Standard 4 of the Marshall Islands code for teachers which refers to the obligation on teachers to create an environment which is safe, supportive and encouraging. Palau pays attention to environment through the purposeful use of time and the

establishment of classroom learning routines. Similarly, the Papua New Guinea code refers to the importance of student safety by teachers creating a stimulating and supportive environment built on mutual respect. Samoa's standards empowers learning environments conducive to learning under Domain 2, Standard 4, which focuses on enabling a safe learning space, and encourages positive student behaviour and high student expectations.

Under the heading 'High Expectation', the standards for teachers in Tokelau requires them to establish a learning environment in which the opinions, ideas and beliefs of students are valued. The code of standards for school leaders of Tuvalu includes a concern for the learning environment. Standard 7 asks leaders to curate a learning-friendly environment, acknowledging physical, emotional, academic, social and moral aspects. One of the Solomon Islands standards is supporting the learning environment with three indicators: inclusive culture, high expectation and safety and well-being. The Kiribati NTSSF Standard 1 expects teachers to conform to proper classroom management approaches to ensure the learning environment is conducive to student learning. Standard 3 (Teacher Professionalism) expects teachers to demonstrate communication skills/approaches and good, caring relationships to make students feel safe and protected.

Theme three: Content knowledge

The content knowledge of teachers is clearly important in education. Regardless of the sector in which a teacher works, without relevant knowledge teachers are limited in what they can offer students and their communities. For this reason, many professional codes of standards for teachers in the region consistently foreground content knowledge. However, not all jurisdictions are specific about content knowledge. This could be because a level of knowledge is assumed on entry to the profession or, in the case of ethics documents or higher-level frames for education (see Samoa's standards), detailing the content knowledge required is beyond the scope of the policy. Despite these variations, teacher content knowledge is a significant element in codes for teacher standards in the Pacific region.

Tongan teachers are expected to be equipped with the right and appropriate knowledge for teaching. Professional knowledge is a domain of teaching in Fijian teacher standards. In this domain, teachers must know both relevant content and how to teach it. The Marshall Islands code features content knowledge as an area in which teachers must consistently demonstrate

competency so that students may learn well. Standard 2 of the Palau code requires that teachers know their subject areas and the curriculum framework. Similarly, Papua New Guinea requires teachers to demonstrate a secure knowledge of their subjects and curriculum areas. The Cook Islands code expects teachers to develop depth in curriculum knowledge as they pass through the code's three stages of competency. Tokelau also values pedagogical content knowledge in its code. Samoa's Registered Teacher Standards (RTS) emphasizes content knowledge under the Professional Knowledge domain. This includes teacher knowledge in curriculum areas; teaching and learning by knowing their learners; assessment and monitoring to inform planning and teaching; and policies to guide support for all students, including special needs students and ICT. Samoa's standards also indicate that content knowledge is much more than just knowing your subject but also your students.

Theme four: Planning for learning

Planning for learning is an essential requirement in many professional codes of standards for teachers across the region. Planning is the way that teachers bring together their professional knowledge, subject knowledge and knowledge of their students to ensure that learning is productive for all students. In the codes, planning is represented at a wide range of scales from classroom to institution and across a range of time periods from one lesson to one year.

Planning for learning is specified in the Professional Practice section of the Fijian standards for teachers. The Marshall Islands code states that effective teachers plan and implement meaningful learning for students as an aspect of Standard Two: Learning theory and practice. Similarly, Palau expects teachers to know how to plan for learning. The Papua New Guinea code anticipates that teachers plan at daily, weekly and yearly scales in order to engage students effectively in learning.

Planning is implied in the Samoan guiding principle of relevance which is to develop relevant, meaningful and useful learning opportunities. The ability to plan for effective learning is part of Performance Dimension 1 for teachers in the Cook Islands. Standard 1 of the Tokelau code glosses planning as carefully sequenced learning. Macro-level curriculum planning is included in the standards for educational leaders in the Tuvalu code. Tonga has a performance management system for teacher annual appraisals with five performance outputs: planning, organizing, leading, controlling and reporting/ recording. Kiribati NTSSF integrates planning into lesson planning in Standard 1 and assessment planning in Standard 4.

Theme five: Assessment of student learning

Performing assessments and harnessing data from assessments is a key aspect of teacher professionalism in many codes of standards for teachers in the Pacific region. Assessment can provide valuable information with which teachers can shape learning going forward, including information on whether teaching is benefiting particular sub-groups of students – such as students of one gender – differently. It is also needed to keep students, parents and communities informed about the progress of student learning. In some countries, assessment is undertaken in two different forms - formative and summative. Formative assessment is conducted by teachers to improve students' learning during the teaching/learning process and not for grading or judging students' achievement of learning outcomes. On the contrary, teachers conduct summative assessments to make decisions about students' learning and to measure the extent of their achievement of the instructional programme learning outcomes (Popham, 2009).

An aspect of professional practice in the Fiji code is to assess, report and give feedback on student learning. Analysis of a wide range of data sources to seek and be accountable for progressive improvement of student and staff performance is expected of school leaders by the Marshall Islands standards for principals and head teachers. Teachers in the Marshall Islands are also expected to use assessment strategies to evaluate and encourage student development across a range of areas. The code of Palau specifically separates formative and summative assessments and includes an assessment of values to enable teachers to know student interests. Palau also uses assessments for reporting, planning and goal setting. The code of standards developed by Papua New Guinea expects teachers to make accurate and productive use of assessments, both formative and summative. In the Papua New Guinea code, effective teachers enable students to know how to improve their output.

In the Cook Islands code, assessment includes both examination of prior knowledge and also student assessment of teaching strategies. Assessment features in Tokelau's professional code for teachers as a way to construct motivational work, diagnose student needs and facilitate reporting to parents and community. Samoa's professional standards includes the training of teachers to have extensive knowledge and understanding of assessment practices to meet curriculum learning outcomes. The Samoan guiding principle of quality highlights the significance of strengthening quality assessment processes and timely reporting. Kiribati Standard 4: Learning Achievement expects teachers to have competencies in planning both formative and summative assessments and use assessment data to evaluate students and prepare reports.

Theme six: Equity

Many education systems work well for some students and communities and less well for others. If education is to fulfil its promise of supporting the potential of all members of a society, it must be equally available to all, regardless of ethnicity, location, gender and dis/ability. Equal access, achievement and acceptance is written into many codes of standards for teachers in the Pacific region. Disaggregation of student outcomes by gender and dis/ability is recommended to enable more effective monitoring of inclusive education outcomes and teacher attention to equity.

Equity is one of the five guiding principles in the Samoan education system. Equity is also embedded in the RTS, under Domain 2: Standards 1 and 2, where teachers must inclusively plan and design work and lessons that cater for the needs of individual learners. In Standard 1, the importance of allowing for gender, interests and cultural values of all learners is highlighted. Teachers are encouraged to support both students experiencing learning difficulties and accelerated learners. Treating individuals 'fairly' in terms of opportunities and other provisions is thus an expectation placed on teachers, implying equity of access and outcomes for all. In the Marshall Islands code of standards for teachers, equity is implied in Standard 8 which addresses diversity and respect for students' individual and cultural characteristics. In a similar way, the Palau code pays attention to student cultural, socioeconomic and dis/ability differences in Standard

1. Papua New Guinea places equity under the umbrella of adaptive teaching where teachers are expected to teach inclusively for both students with physical disabilities and high ability, for example. The Cook Islands code expects teachers to hold positive beliefs and expectations of all students. Similarly, the Tokelau code links teacher belief about students and inclusiveness to create equity in education.

Inclusive education is one component of Kiribati's Standard 1 with competencies such as 'engage both boys and girls equally in all activities'; 'challenge stereotypes and discriminatory gender norms through words and actions'; and 'create a classroom atmosphere of mutual respect and acceptance amongst students'.

Theme seven: Student well-being

Student well-being features in many codes of standards for teachers. Well-being is described in various ways, including cultural, physical and other forms of well-being. In many Pacific cultures, well-being extends beyond concepts of physical and social safety to embrace spirituality. Many concepts of well-being are relational, emphasizing harmonious balance between genders and rejects gender-based bullying and violence. Student well-being in the codes of standards is

often associated with a safe learning environment, emotional commitment and equity. However, unlike student achievement and the learning environment, well-being is seldom made explicit in the codes. Through direct and indirect references, student well-being is recognized either as a separate category of professional concern or as a matter leading to student achievement.

Samoa's RTS reflects the importance of student interests and well-being across all standards and indicators. Samoa's perspective of well-being is further embedded under Domain 4: Core Values and Work Ethics. It is a core value of teaching where teachers are to demonstrate care for the well-being of all learners and respect for learners, language, families and communities. Similar inferential statements can be made about well-being in the Fijian code, in the domain of Professional Practice. The Marshall Islands Standard 6: Assessment and Accountability requires teachers to ensure student continuous development in physical, social and emotional dimensions. The support of student lifelong learning and 'learning as enjoyment' are elements in the Palau Professional Teacher Standards. These elements imply aspects of well-being because they involve high student self-efficacy and positive emotional engagement. In the Papua New Guinea code, well-being is present in Professional Standard 1 as an outcome for students. Teachers are expected to support the holistic growth of students including their social, spiritual, moral and cultural development, fostering values such as respect for human rights and gender equality. The Kiribati Standard 4 emphasizes caring relationships and expects teachers to show responsiveness to different learning styles and needs in classroom interactions.

Theme eight: Culture and local context

Many aspects of the national codes of teacher standards are universal but some also include an expectation that teachers will support unique local cultures and traditions as part of teacher professionalism. The codes seek to adapt the universally recognized teaching profession to meet the needs of students and systems in unique cultural contexts.

Samoa's RTS values culture highly under Domain 4: Core Values and Work Ethics. The core values of caring, respect, trust and integrity forms the basis of the Faa-Samoa cultural ethos of living and being Samoan. Faa-Samoa core values are embedded as key performance indicators in Domain 4. Samoan teachers are expected to model these core cultural values for students through teaching and learning as well as instil students with the ethos of Faa-Samoa culture.

The six principles that underpin the Tokelau code refer to the need to include the Tokelau philosophy of education. Professional leaders in the Marshall Islands are expected to work towards a vision that includes traditional Marshallese wisdom and knowledge, in conjunction with global sensibilities. Standard 2 of the Marshall Islands code for teachers is based on maintaining Majol culture and values in education. Teachers in Palau are expected to know and praise cultural heritage. Papua New Guinea asks teachers to demonstrate respect for the languages and traditions of local communities and show tolerance for those of different cultures and beliefs. Teachers in the Cook Islands are expected to foster students to learn in a variety of contexts including cultural contexts. This is also the focus of Kiribati Standard 2 curriculum where teachers are expected to have sound knowledge of Kiribati customs and cultural protocols; the cultural context of the school (community values, cultural heritage, traditions, language); and how the surrounding cultural context can positively and negatively affect teaching and learning.

Theme nine: Partnership or relationships with community

Building strong relationships and/or partnerships between educators and other stakeholders in education is an aspect of teacher professionalism in a number of codes of standards for teachers in the Pacific region. This reflects the fact that education takes place in and for communities with important and close relationships between those charged with educating and those from whom the educated are drawn. Some codes specify who teachers must communicate with as part of their educational duties. In some codes, families are the focus of relationships. In other codes, relationships with traditional leaders and/or community leaders also feature.

Partnership with community is embedded in reporting student progress to parents and other relevant members in Samoa's code, Domain 2 (Standard 5). The role of parents in understanding the progress of their child's learning is an important part of the RTS. In Domain 4, teachers are expected to build a trusting and reliable relationship with parents and school community. This is expanded to educators in relationships with members of the school community as well as national and international stakeholders, such as business leaders, elected officials and international organizations and donors. Working with community is an important part of the Vanuatu definition of quality teaching. For Fijian teachers, a concern for relationships is expressed as part of a professional attitude and ethos that leads to engagement with parents/guardians and the community. In the Marshall Islands code for school leaders, relationships with families and traditional and community leaders are specified as significant. Similarly, the Marshall Islands code of standards for teachers values strong relationships between parents and teachers as a way to support student learning. The fostering of relationships in and out of school with parents and communities features in the Palau professional standards. Papua New Guinea expects teachers to communicate with the wider community as well as parents/guardians regarding student achievement and well-being. The code for educational leaders in Tuvalu places relationships in at least two standards. Leaders are expected to empower communities to participate in schools and to foster relationships between schools and all stakeholders in education.

Theme ten: Teacher professional attitudes and behaviours

Professionalism is evident in several codes of standards for teachers in the Pacific region. Professionalism can include desired behaviours that may be uncomfortable or costly for a teacher but are in the best interests of students. In addition, teachers as leaders are role models in many communities. Teachers are expected to look at themselves with a critical eye and relate to others with respect. Professionalism includes both inward-looking behaviour such as self-development and outward-looking attributes such as building quality relationships. Ethics and professionalism often placed together in the way codes portray responsibilities and expectations of teachers.

The Fiji standard for teachers has an expectation for professional attitudes and ethics. This is couched in the language of professional relationships with other educators, parents and community but also includes professional learning. The Solomon Islands standards for teachers have two standards that related to professionalism: professional learning and professional practice. In professional learning, teachers must adapt and demonstrate commitment and knowledge of the curriculum and learning. Professional practice refers to relationships and preparation for student-centred learning. In the Marshall Islands codes, both leaders and teachers are expected to behave with professionalism. Self-evaluation and the promotion of different forms of student success is a key aspect for leaders. For teachers, professionalism also includes self-review and seeking professional learning or advancement. Tokelau principles which guide the development

of standards for teachers and principals includes self-review at the school level. Professionalism in the Palau code is a matter of reflection coupled with actively seeking opportunities for professional growth, professional relationships and improved practice. In the Cook Islands code, professionalism includes commitment to learning, participation in professional learning and development; and self-review.

The code of standards for teachers in Papua New Guinea addresses professionalism in two separate standards. These include the fulfilment of professional responsibilities such as building relationships, communication and self-reflection; and behaving in a professional way. Professional behaviour also includes respect for students, school, communities and nation. Standards 4 and 5 of the code for education leaders of Tuvalu incorporate ethics, professional behaviour and creating opportunities for the professional learning of other educators. Although no specific reference is made to professionalism as an attribute, the code for teachers in Tokelau includes institutional self-review as an indicator for professional standards (Standard 1.6, Policies). Teachers are expected to contribute to self-review. The Kiribati NTSSF Standard 3 addresses teacher professionalism by outlining competencies such as professional development; effective communication; ethics and values; and caring relationships. The code upholds global conventions on the rights of students and respect for difference. Samoa's standards define professionalism across all four domains: professional knowledge; professional practice; professional engagement and participation; and core values and work ethics. Professionalism is instilled in these domains to ensure quality teachers are developed and supported in their personal growth and journey as teachers.

Research question 2: What are the descriptors of excellence in teaching across the Pacific?

Codes of standards for teachers can be taken as proxies for statements about excellent teaching. Research question 1 identified core ideas represented in teacher professional standards and systems of recognition across the Pacific. By further analysing these findings, research question 2 examines the place of teacher conduct and disposition as aspects of excellence.

A helpful distinction can be made between external factors in excellence such as teacher conduct (or action) and disposition which are evident and visible to all; and internal factors to do with attitude, understanding and values. A review of several teacher standards' descriptors and related materials collected in this study highlights – explicitly or implicitly – the existence of these two types of teacher competencies.

Table 1 below outlines some examples of descriptors of excellence that commonly appear in the standards for teachers of many countries in the region. The table draws attention to the distinction between external and internal factors of professionalism, or actions/behaviour and disposition.

Table 1: Some descriptors of excellent teaching in the Pacific region

Type of competency	Descriptors
External factors in excellence: Teacher function and duties, behaviour or action, including relationships.	<ul style="list-style-type: none"> • Demonstrates functional knowledge of her/his curriculum/content. • Can describe the various ways that students learn. • Demonstrates a high level of commitment to and active participation in professional development. • Supports the integral development of the 'whole person' in their students regarding their social, moral, spiritual and cultural development. • Demonstrates expertise in encouraging school-wide positive engagement in learning. • Able to reflect on his/her teaching practice. • Know, value and teach according to student characteristics (e.g. different cultures, past experience, family background, educational needs etc.).
Internal factors in excellence: Teacher attitude, values and disposition.	<ul style="list-style-type: none"> • Values the family role in student learning and development. • ... enhances the teaching profession. • ... [believes] that all students can achieve regardless of their ethnicity, social background, gender, ability or needs. • ...accepts their share of the responsibility for achieving [high aspirations for students].

The breadth of external and internal factors in excellence indicates the extent and diversity of descriptors in the standards and expectations of teachers. The configuration and number of standards in any one code is an important consideration if teachers are to develop and be developed in focused ways. Themes 4 (planning for learning) and 5 (assessment) identified in research question 1 are the clearest examples of teacher behaviour linked with excellence in teaching.

However, teacher disposition may require attention than behaviour. Disposition, particularly when understood as values, is the key to how and why things are done by teachers and how their work is experienced by students, communities and other professionals. Placing disposition more securely in concepts of excellence in the teaching profession in the Pacific may be useful. The relationship between Themes 8 (culture and local context), 9 (partnerships) and 10 (teacher professional attitudes and development) and teacher disposition is important. For Theme 8, what a teacher values in a local cultural context is likely to affect their attitude to localization and hence how they decide to support the cultures, languages and identities of students. In Theme 9, the way a teacher understands the role of community in the education of students may affect how the community is approached and included. For Theme 10, teacher perception of the relationship between the local context, community and the teaching profession will shape their identity as a professional, arguably on a continuum between technocratic expert (and thus community outsider) and community servant (and thus more of an insider).

It is clear that excellence in teaching in the Pacific draws from both internal and external aspects of professionalism. Inevitably, these aspects are related, interact and overlap. Drawing attention to these aspects makes more visible the balance and interrelations between action and disposition each jurisdiction sees as important. This analysis supports jurisdictions to learn about where emphasis is or could be placed when constructing or reviewing codes of standards for teachers.

Research question 3: What challenges are presented by systems for recognition of excellence in teaching in the Pacific?

There are some common challenges facing those who seek to improve teacher performance in the region, both in primary and secondary schools. These challenges include pre-service training; education management systems and leadership; low standard of school facilities; shortage of quality teachers, high teacher workloads, disengagement of students and lack of support from the community. In the following discussion, links are drawn between the themes identified in research question 1 and other contextual aspects of education. In this way, the ideas prevalent in the region about teacher professionalism can be both a resource for rethinking standards and a challenge to the status quo.

Improving education management systems and leadership quality

Ministries of education in all countries in the Pacific region are striving to improve teaching practices as well as the learning performance of students but there are some obstacles (perhaps unintentional) and challenges that seem to slow progress. An analysis of the current performance of ministries of education in the 14 study countries shows evidence that most ministries have potential to improve outputs, both in quality and quantity.

For example, in Fijian Ministry of Education, the most prominent challenge perceived by most stakeholders is the rapid pace of educational reform, repeated shifts of policy, curriculum and assessment, and associated changes in regulation and procedures. Talanga sessions conducted by Crossley et al. (2017) indicated that many teachers in Fiji were very stressed and frustrated with what they perceived to be overwhelming and uncoordinated curriculum changes being rolled out. Teachers also argued that policy reform was partly driven by international trends and the national desire to remain comparable with other nations without due contextualization. This is an interesting conclusion given Theme 8 which asks teachers to be cognisant of local culture and context.

At the school level, teachers expressed a desire for improved school leadership and better leadership training to ensure quality education. Complementing standards for teachers with matching and enabling standards for administrators, principals and school leaders could be a promising approach in the region. Perhaps the best existing example of this dual approach is in the Marshall Islands who has provided standards for both teachers and administrators. Given the findings of Crossley et al., extending standards to the ministry level may also ensure there is alignment across education bureaucracies regarding what is desirable, possible and sustainable.

Low standard of school facilities

Most schools in the region experience a lack of resources and facilities, inadequate numbers and quality of textbooks, limited access to technology and low levels of support from school administration, education authorities and parental engagement. Improving the quality and quantity of facilities (including sanitary facilities for boys and girls), equipment, materials and services in education, sports and culture remains a constant challenge.

Many countries in the Pacific are working closely with communities to mitigate some of these challenges. Theme 9 (partnerships with community) emphasizes the value of teachers and leaders in building professional relationships with communities. Strengthening appropriate and productive relationships between communities and schools is one way forward to build non-material resources (e.g. school development or parent associations).

Shortage of quality teachers and high workloads

Most ministries of education work hard to recruit or train good teachers who meet approved minimum entry teacher qualifications, especially in mathematics, sciences and vocational subjects. The shortage of qualified teachers and qualified personnel in technical subjects continues to be a major constraint in most school systems. Remuneration levels are an issue. For example, an IT professional is paid more than an IT teacher in most if not all jurisdictions (Bennel and Paunga, 2012).

The teaching profession in the Pacific is a gendered workforce. Many teachers, particularly in the primary sector, are women. UNESCO data shows that over 77 per cent of Samoa's primary teachers were women in 2010. For the same year, 58 per cent of secondary teachers were women (Indexmundi, 2017)

Heavy workloads related to student-teacher ratios, composite classes and extra-curricular responsibilities also present a huge challenge in the region (Cook Islands, 2015; Crossley et al., 2017; Samoa MESC, 2018). This is coupled with generally low salaries for teachers and limited promotion opportunities, factors which can dampen teacher morale and does not motivate teachers to achieve performance expected in professional standards. This dynamic is not a secret. For example, the Palau Education Strategic Plan 2006–2016 recommends an increase in teacher salaries to improve the quality of classroom instruction. Appropriate remuneration for professional teaching services may be necessary if teachers are held to professional standards. Establishing policies regarding affordable salaries would serve the best interests of children and teachers.

In some countries, pressure from students, parents and communities for high academic performance, both in secondary and primary schools, contribute to teacher stress and performance. Such pressures diminish some aspects of professional codes for teachers, e.g. Theme 7 (student well-being). In some circumstances, teachers are driven to exam-based teaching instead of a more constructive way of teaching and learning. This may not be constructive for the well-being of students or teachers and may not agree with Theme 2 (learning environment). 'Otunuku et al. (2017) found that Tongan students are stressed and pressured to do well in examinations. This pressure inevitably has negative effects on learning.

Improving learning approaches for all students

Most education systems in the region are examination-oriented. This has impact on the quality of education in general. The 2018 Pacific Islands Literacy and Numeracy Assessment (PILNA) found that critical thinking and problem solving skills in both literacy and numeracy remain challenges for students (PILNA, 2018). Teachers need support to change their pedagogy from the predominant rote learning approach and low order thinking to encourage more critical and higher order thinking skills.

The PILNA findings also indicated that education systems need to continue to address the needs of the region's lowest performing students. Further research in Pacific schools is warranted to identify what pedagogical approaches are more appropriate with Pacific students and why.

Various sets of data attest to the gendered nature of school outcomes. For example, across the region, at some levels female students significantly outperform male students in literacy and numeracy. Literacy achievement for boys in Years 4 and 6 is at least 15 per cent lower than that of girls when measured against expected achievement. In fact, around one in three boys in Year 6 did not meeting the minimum expectations for Year 4 students at the time of measurement. This suggests the need to examine the gender implications of pedagogy.

Lack of support from community

Most education systems in the 14 Pacific countries in this study need more significant funding and educational support from government and international donors. Some professional codes anticipate that teachers and school communities will work closely for the benefit of students. However, in some places or communities, there is evidence of a lack of support from parents, guardians and the general community for fostering and supporting teachers in school.

In some cases, teachers feel they are not well respected in society or for their work for the youth of the country. There is a decline in societal respect for teachers and a lack of appreciation of them as professionals (Thaman, 2000; 2009). The public may blame the teaching workforce for the visible failings of the education system such as low literacy and numeracy rates, and poor examination results.

Opportunities do exist for renegotiation of school-community relationships at both national and local levels. For example, communities may value hard-working teachers if high student achievement at school is celebrated in the community. Developing closer relationships between schools and communities will assist the community to support those who teach their children (LEAP Team, 2018; New Zealand MFAT, 2018).

Research question 4: What opportunities are presented by systems for the recognition of excellence in teaching in the Pacific?

Implementing professional standards for teachers provides opportunities to be able to communicate what good teachers do and what is expected of them. This section identifies opportunities for improving teacher quality and entry requirements to the teaching profession.

Improving teacher quality

Teacher standards provide accountability to all education stakeholders and make explicit the desired level of quality and/or a mechanism for assessment of teacher quality or school leader performance. Teacher standards certainly provide a framework for teachers to measure or self-reflect on their accomplishments, as described in Theme 10. Codes of conduct also provide a way for other stakeholders to measure teacher achievement and progress towards accreditation.

There is also potential for codes of professional standards to be linked to reward mechanisms, although problematic, unintended consequences may arise if these rewards or payments are constructed around student achievement/results. The gendered nature of the teaching workforce must also be taken into account when examining professionalism, promotion and access to policymaking. In an ideal world, professionalism and equity go hand in hand.

In Fiji, Samoa, Kiribati and the Cook Islands, teacher standards have been demonstrated to be effective in improving teacher performance. The Cook Islands, Fiji and Palau have revised teacher education programmes to include teacher standards. In addition, these jurisdictions made public their ideas for improving teaching skills. A definite consequential shift was observed in teacher practices and work ethics, in conjunction with student engagement with class activities (Cook Islands, 2015; Crossley et al., 2017; Fiji Ministry of Education, 2016; Soalabai et al., 2019).

In Vanuatu, professional standards provide a framework which makes clear the knowledge, practice and professional engagement required across teaching careers to improve student learning outcomes. Vanuatu developed teacher standards to present a common understanding between teachers, teacher educators, teacher organizations, professional associations and the public. Similar to other countries, Vanuatu's 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. Through the gathering of evidence in portfolios, teachers observe and analyse their practice against the standards and report improvement as a consequence of this reflection. Other countries such as Niue have structured standards at various levels to create a sense of progression for teachers as they develop competency over time on the job.

In 2013 Samoa implemented a rigorous system to implement teacher standards and improve teacher quality. A set of standards was developed with a revision of the RTS in 2019 to support the registration of all teachers in Samoa for early childhood education, primary and secondary schools. Teacher standards are perceived by Samoa to support registration, quality assurance performance appraisal (QAPA) of teachers, personal growth, promotion and career pathways. Samoa has also set national benchmarks for improving teacher performance as a way of assessing progress of the state of education in Samoa.

The implementation of teacher standards may be challenging but most educational ministries in the region believe that this critical work has the potential to improve the quality of teaching and learning. Also, it is argued that recognition of the unique complexities of the teaching profession through the description of best practices and standards raises the public's perception of the teaching profession.

Countries without written standards have developed other ways to ensure teaching quality. In Nauru, there are regulations for in-service teachers and teacher education, for example, codes of ethics. Ethical codes pertain more to teacher disposition than to actions by providing benchmarks about the optimal nature of a teacher's role, character, values and principles. Tonga has not developed standards but has the Faiako Ma'a Tonga Framework as a guideline for teachers

and teacher education. This framework outlines what a teacher does, their disposition and their commitments to the Kingdom of Tonga and its people.

Articulating entry requirements and promotion

Following their study in the Pacific region, Gallies and Keevy (2014) reported the advantages of professional teacher standards to Pacific island countries, if embedded in school systems and teacher education. The benefits included articulation of important entry requirements to support teacher recruitment and selection strategies; support for initial training and development, induction and mentoring; and continuous professional development of teachers and school leaders. Gallies and Keevy reported that professional teacher standards can be used by the relevant ministries to determine additional requirements for promotion to leadership positions, rather than just using academic achievements required for such positions.

Teacher standards also provide benchmarks to judge whether a teacher, institution or system meets optimal requirements. A code of standards is usually used to certify teachers, assess their performance, and accredit initial teacher training institutions. In Fiji and Papua New Guinea, for example, a new teacher must demonstrate that he or she meets the minimum entry qualification standards in order to gain a qualified teaching status. The codes are also used as criteria for teacher training and as the yardstick for government inspection when assessing teacher training institutions.

Way forward: opportunities and challenges

Across the Pacific, the existence of many codes of professional standards for teachers and education leaders demonstrates that education administrators see potential for using codes to encourage teaching excellence. With clear frameworks for the development and recognition of skills, teachers will be able to undertake professional self-reflection. At the same time, a written code is of little value without investment of time, support and encouragement for teachers to meet code standards.

At ministry level, there is agreement that introducing standards to improve teacher performance can be a partial solution to improving education standards in the region. Most of the codes of teacher standards imply that professional knowledge, excellence in teaching skills, values and attributes will address some of the problems and challenges, if implemented well, in each education system. However, this belief is tempered by a realization that professional standards cannot not solve all problems associated with dysfunctional school organization; outdated curricula; and inequitable allocation of resources.

This report argues that the impact of professional standards on teaching practices is not straightforward but complex. Although the configuration and content of standards vary across jurisdictions, this study has identified a core set of ten themes through comparative analysis. Both professional conduct (or actions) and teacher disposition (or values, attitudes and beliefs) feature in the codes, emphasizing the significant breadth of skills required to achieve teacher excellence.

Where teachers are able to meet the standards, their knowledge and skills directly shape/change what is taught in the classroom. Teacher education has an initial part to play in supporting teachers to meet professional standards but further significant support at ministry, school leadership and community levels is needed. The involvement and expectations of different stakeholders in education on the development and negotiation of teacher standards also has an impact on teacher quality standards.

Recruiting quality female and male teachers to sustainably staff education systems should be a top priority to all ministries. Pre-service and in-service professional learning and development programmes in teacher training institutions should support teachers to develop good communication and listening skills, deep knowledge and passion for teaching subjects, foster good relationships with students, and excellent preparation and organization skills.

Ministries should take immediate action when teacher institutions fail to produce quality teachers. Teacher education curricula should be strongly linked to professional standards. In this context, professional standards in education complement rather than replace teacher education curricula.

In moving forward, there are some critical questions relevant to developing appropriate teacher professional standards in the Pacific region. First, what is known about Pacific children's learning styles, learning preferences and pedagogy? Many 'best practices' have been assumed but more evidence is needed on classroom behaviour and learning approaches. Is there a common pedagogical approach for the Pacific context? Ongoing research-based projects (e.g. Leadership and Education Authorities Project [LEAP], Tonga Education Support Activity [TESA], and Pacific Literacy and School Leadership Programme [PLSLP]) are important because they examine current

teaching approaches and how students learn. Second, how have existing teacher standards changed student learning, if at all? How are teacher standards operationalized at the school and classroom level? Finally, what structures and processes are in place to support teachers achieve professional standards?

These preliminary findings provide a strong base for further robust investigation. It is recommended that this desk study be a baseline report for further in-depth primary data collection and analysis to understand and achieve excellence in teaching across the Pacific.

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Appendices

Appendix 1: Tuvalu Standards

Standard	Indicators	Note
1. A school leader (principal or head teacher) is an education leader who manages the limited resources of the school wisely to achieve its goals	<p>1.1. A school policy, as well as relevant procedures, are established and implemented that focuses on managing all school resources.</p> <p>1.2. Up to date records are kept on the disbursement and utilization of the human, physical and financial resources of the school.</p> <p>1.3. A plan is developed outlining not only the acquittal procedures for the use of resources but also linking the use of the resources to the achievement of the goals of the school.</p>	This standard covers the requirements for managing the limited resources of the school such as human resources, physical resources as well as financial resources and any other resources that the school has access to, in its effort to maximize efficiency and effectiveness by directing and focusing the use of all resources to achieving the school goals. Emphasis is on what the school leader does to demonstrate achievement of standard.
2. A school leader is an education leader who ensures that the school carries out its programs and activities effectively to achieve its goals.	<p>1.4. Records available indicating leadership in facilitating development and implementation of the programme implementation plan.</p> <p>1.5. Records available confirming the implementation of activities in the plan as well as on the effect of the implemented activities (principal/head teacher and teacher's record books, student achievement records)</p>	This standard covers the requirements for managing the overall school programs and making sure that all planned as well as ad hoc activities are carried out. This requires putting in place the necessary plans and ensuring they are implemented.
3. A school leader is an education leader who initiates and helps to set a clear and achievable vision and mission for educational excellence.	<p>1.6. Records are available demonstrating the role of the school leader not only in initiating but also in facilitating the consultation on the development of the vision and mission for the school.</p> <p>1.7. Records are available demonstrating the involvement of stakeholders in the development of the shared vision and mission for the school.</p> <p>1.8. Vision and mission statements that use clear and simple language that can be understood by all stakeholders.</p> <p>1.9. A strategic plan is developed for implementing the vision and mission of the school to achieve educational excellence.</p>	This standard covers the requirement for setting a clear direction for the school to follow in its pursuit for education excellence. It focuses on the leadership role of the leader not only in developing the vision on a mission for the school but also coordinating support for their development as well as a strategy for implementation. Emphasis is on demonstrate by the leader of his/her role in setting a direction for the school to pursue to achieve its goals.

<p>4. A school leader is an education leader who 'walk the talk' and leads ethically at all times</p>	<p>1.10. Records are available of staff meetings indicating actions taken by the school leader in following up on decisions made as well as evidence of work done and completed (e.g. receipts, reports, photographs, actual products, principal's/head teacher's log etc.)</p> <p>1.11. Documents and records are available showing evidence of dissemination of decision taken to stakeholders (e.g. information bulletin to parents, kaupules and community leaders, school and public notice board).</p> <p>1.12. Evidence is available of communication by the leader to all staff on actions taken as follow up to decisions made (emails, notices, records of staff meetings, etc.)</p>	<p>This standard covers the leadership style of the school leader and focuses on a demonstration by the school leader of commitment towards following up and implementing collective decisions made. It also focuses on the demonstration of the leader's commitment towards the code of ethics as well as ethical behaviours in implementing their roles.</p>
<p>5. A school leader is an education leader who facilitates the development and implementation of a school-wide professional development programme to enhance teachers' competencies and effectiveness.</p>	<p>1.13. A whole-school professional development plan to enhance teacher competencies and teaching effectiveness, embedding all key teaching competencies, is developed, implemented and promoted within the school community.</p> <p>1.14. Records of consultations on the development of the teacher professional development plan in the school are available showing the role and involvement of the school leader.</p> <p>1.15. Opportunities are provided, as part of the plan, for teachers to take part in activities targeting their teaching competencies such as capacity building workshops, attachments, exchange programs focusing on teacher competencies, etc.</p> <p>1.16. Demonstrations by teachers, through their planning and teaching, that they have acquired the targeted competencies and are used to improve their teaching effectiveness.</p> <p>1.17. Records of achievement of students showing the effect of</p> <p>1.18. improved competencies of teachers in student learning</p>	<p>This standard covers the level of commitment of the school leader towards improving the quality of learning by enhancing the level of competencies of teachers. Special emphasis is given to actions taken by the school leader to enhance the level of competencies and hence the effectiveness of teachers.</p>

<p>6. A school leader is an educator who leads and facilitates the development and implementation of a school plan focusing on improving students' performances.</p>	<p>1.19. 18. School policy and implementation strategies for improving student learning, embedding effective teaching, assessment of/for learning as well as intervention strategies, are developed and implemented throughout the school.</p> <p>1.20. School records on the consultation between the school leader and the teachers on the development of the overall school policy for improving students' performances are available showing the role played by the leader.</p> <p>1.21. A school policy, as well as appropriate procedures for assessing, monitoring, reporting, recognizing and rewarding the achievement of students, are developed and implemented throughout the school.</p> <p>1.22. A student record of achievement (RoA) incorporating the achievement and progress of the students is developed, implemented and promoted throughout the school community.</p>	<p>This standard covers the level of commitment of the school leader towards improving the quality of children learning by putting plans in place that targets the improvement of student learning. This does not only include a plan for improving learning but also for addressing situations where improvement in learning has not taken place.</p>
<p>7. A school leader is an education leader who leads and facilitates the development of a conducive learning and teaching environment for students and teachers in the school.</p>	<p>1.23. A school policy, as well as guidelines focusing on the creation of a learning-friendly environment (physical, academic, social, moral, environment, etc.), is developed, implemented and promoted throughout the school community.</p> <p>1.24. A record showing the quality (condition, safety and cleanliness) of all school facilities (such as classrooms, school library, furniture, textbooks, sporting gear, toilets, school grounds, equipment, etc.) is developed, updated and used as basis for renovation and improvement.</p>	
<p>8. A school leader is an education leader who empowers effective and active participation of community in the school.</p>	<p>1.25. School records of consultations and meeting initiated by the school leader as part of the effort to encourage greater participation of the community in the life of the school is available showing frequency of meeting as well as issues discussed, and resolutions reached.</p> <p>1.26. A school policy and guidelines that incorporates strategy for involvement of community and areas of involvement is developed and implemented.</p> <p>1.27. School records showing different areas of school life where community is involved, frequency of such involvement as well as impact of such involvement in the life of the school are available and made available to both the staff and the wider school community.</p>	<p>This standard focuses on the actions by the school leader to encourage the community to play an active role in the school and its effort to pursue its vision. Focus is placed on the crucial role of the school leader in empowering the community to play an increasing role in the affairs and life of the school as part of the community it serves.</p>

Appendix 2: Cook Islands Teacher Standards

Performance Dimension 1: Demonstrates knowledge of the important elements of quality teaching, and a commitment to ongoing professional development to improve this knowledge.	Performance Dimension 2: Demonstrate ability to successfully apply knowledge in the classroom to maximize student engagement and outcomes	Performance Dimension 3: Promotes a collaborative, inclusive and supportive student learning environment.	Performance Dimension 4: Works collaboratively with other teachers, parents/ caregivers and the community
An EXCELLENT teacher demonstrates ALL the dimensions of the professional standards CONSISTENTLY and EXTENSIVELY			
<p><input type="checkbox"/> 1. Demonstrates and applies advanced knowledge of her/his curriculum content as well as other related curriculum areas:</p> <ul style="list-style-type: none"> • Leadership role in the development of plans, resources, lessons and assessment activities. Materials validated by a third party (evidence of this). • Up to date units of work/course outlines/ lesson plans that comprehensively reflect the curriculum. <p><input type="checkbox"/> 2. Demonstrates a high commitment to self-review, resulting PD actions and to the vision of the school:</p> <ul style="list-style-type: none"> • Review informed by student assessment data analysis and peer/ appraiser feedback • Evidence of contribution to the strategic visioning of the school <p><input type="checkbox"/> 3. Demonstrates an analytical understanding of qualitative data:</p> <ul style="list-style-type: none"> • Analysed formative and summative assessment data/information used 	<p><input type="checkbox"/> 1 & 2. Demonstrates a thorough understanding of what is important for students to learn and communicates this to students:</p> <ul style="list-style-type: none"> • Evidence of learning intentions clear to students based on a comprehensive and thorough assessment of prior knowledge. • Evidence of learning intentions and differentiated activities is obvious and consistent. There are clear links between the learning intentions and the learning activities. <p><input type="checkbox"/> 3 & 4. Creates learning opportunities that ensure students can independently transfer and apply knowledge into new contexts. Teacher allows students to take responsibility for their own learning:</p> <ul style="list-style-type: none"> • Uses a variety of teaching approaches that meet the needs of and engage all students (evidence of). • Evidence of applied learning in different contexts, including cultural contexts, and 	<p><input type="checkbox"/> 1 & 2. Demonstrates effective management of student behaviour which focuses on clear boundaries and positive reinforcement and reflects school policy guidelines:</p> <ul style="list-style-type: none"> • Students are active in the classroom, naturally willing to ask questions and seek clarification at all times. Behavioural or school rule infringements are dealt with promptly and discreetly in a professional manner (Evidence required, classroom obs, meetings, collaboration). • Evidence of Teacher as facilitator and guide, allowing students to work cooperatively together in groups or pairs or on their own as appropriate. • There is evidence of the teacher taking action to meet the cultural, emotional and physical needs of all students. <p><input type="checkbox"/> 3. Actively fosters trust, respect and cooperation with and amongst students:</p> <ul style="list-style-type: none"> • Environment fosters mutual respect between students and students, and students and teachers. 	<p><input type="checkbox"/> 1 & 2. Works collaboratively in syndicate or department by sharing knowledge, technology, assessment and teaching resources:</p> <ul style="list-style-type: none"> • Proactively contributes at syndicate and/ or departmental meetings offering support and leadership to all, regardless of her/ his role and position (Evidence of). • Supports and contributes to school wide PD. This could include planning and/or implementation. <p><input type="checkbox"/> 3. Actively supports the school by willingly taking on extra curriculum or other activities as reasonably requested by the Principal.</p> <ul style="list-style-type: none"> • The teacher will contribute voluntarily, positively and extensively to extra curricula and additional activities such as sporting, cultural and academic events.

<p>to inform planning and as part of the review process for a unit/lesson/ programme.</p> <p><input type="checkbox"/> 4. Demonstrates that s/he regularly reads and shares relevant professional literature and applies aspects of this to their teaching:</p> <ul style="list-style-type: none"> • Evidence of evaluation/ reflection of the effect of any interventions on the learning outcomes of his/her students. <p><input type="checkbox"/> 5 and 6. Comprehensively contributes to and participates in relevant PD:</p> <ul style="list-style-type: none"> • Facilitates PD opportunities. • Substantial evidence of how PD has informed teaching and learning, and planning and used for future planning. 	<p>provides opportunities for students to reflect on their own learning (evidence of reflection being analysed).</p> <p><input type="checkbox"/> 5. Actively questions students and seeks to gauge the effectiveness of her/his teaching:</p> <ul style="list-style-type: none"> • Analysed assessment data provided to support her/his judgments in this matter, demonstrating how her/his teaching plans and programmes for classes have been changed as a result of analysis of student assessment data and feedback. • Robust pre and post teaching data is documented and regularly available for all students and student groups. <p><input type="checkbox"/> 6, 7 & 8. Demonstrates the importance of feedback and feed forward to inform teaching and learning:</p> <ul style="list-style-type: none"> • Evidence of regular feedback and feed forward to students, along with analysis and reflection. • Evidence details how review and evaluation has improved teaching performance. • Demonstrates a high expectation for students, with the belief they all can succeed. 	<p><input type="checkbox"/> 4. Communicates effectively with caregivers:</p> <ul style="list-style-type: none"> • Initiative taken to communicate with all caregivers on a regular basis. Caregivers are well informed about class activities and student progress (Evidence required). <p><input type="checkbox"/> 5. Actively collaborates with colleagues to ensure effective teaching and learning takes place:</p> <ul style="list-style-type: none"> • Facilitates discussion and/ or PD opportunities • Engagement in meetings, advice and feedback given. 	<p><input type="checkbox"/> 4 & 5. Responds to caregivers' concerns in a timely and helpful manner:</p> <ul style="list-style-type: none"> • Teacher will (within guidelines set out in school policies) proactively communicate with caregivers, especially about the learning progress of their children. Evidence required. <p><input type="checkbox"/> 6. Engages in ethical, respectful and collaborative relationships with students, teaching colleagues and caregivers:</p> <ul style="list-style-type: none"> • When group decisions are made the teacher will actively support these decisions in private and in public at all times in a professional manner. <p><input type="checkbox"/> 7. Responds professionally to feedback from other teachers, students and the community:</p> <ul style="list-style-type: none"> • Seeks feedback from other teachers and caregivers or other members of the wider community and will consider the feedback honestly and objectively and act upon it if appropriate. • Upholds the reputation of the teaching profession and the school and its community at all times.
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Appendix 3: Fiji Professional Standards for Teachers

Fiji Teacher Attributes Framework for Early Childhood Education/Primary/Special/Secondary/TVET.

Graduate and In-Service Teachers should be able to display the following attributes at the appropriate levels of qualifications in Fiji.

Professional Knowledge		Professional Practice			Professional Attitude and Ethics	
1. Know students and how they learn	2. Know the content and how to teach it	3. Plan for and implement effective learning and teaching	4. Create and maintain supportive and safe learning environments	5. Assess, provide feedback on and report on student learning	6. Engage in professional learning	7. Engage professionally with colleagues, parents/guardians and the community
<p>1.1 Physical, social and intellectual development and characteristics of students</p> <p>Can describe the physical, social and intellectual developmental stages and characteristics of these students and how these may affect their learning</p>	<p>2.1 Content and appropriate teaching strategies of the teaching area</p> <p>Can describe the developmental sequence of content knowledge, skills, concepts and application; appropriate teaching strategies; and links with related content areas; of the teaching area.</p>	<p>3.1 Establish challenging and achievable learning goals</p> <p>Can produce short and longer term learning goals that are both challenging and achievable for each learner and for groups of learners</p>	<p>4.1 Encourage and support student participation</p> <p>Can implement classroom management strategies that make each individual learner feel welcome, safe, valued and successful – all learners want to come to learn.</p>	<p>5.1 Assess student learning</p> <p>Can develop and apply a range of learner assessment strategies – informal and formal; diagnostic; formative and summative – and can use the results for the continuous improvement of learning and teaching programmes and outcomes for individuals and for groups</p>	<p>6.1 Take responsibility for own professional learning</p> <p>Has a plan for own continuous professional learning and development</p>	<p>7.1 Meet professional ethics standards</p> <p>Can describe and embody the ethical standards and Code of Conduct of the teaching profession in Fiji</p>
<p>1.2 Understand how students learn</p> <p>Can describe the various ways that students learn and can describe ways of incorporating this knowledge into effective learning and teaching programmes</p>	<p>2.2 Content selection and organization</p> <p>Can describe the process for developing effective learning and teaching plans – day, week, month, term – for whole class; groups; individuals based on content AND individual student development</p>	<p>3.2 Plan, structure and sequence learning and teaching programmes</p> <p>Can produce learning and teaching programmes that are based on sound knowledge of content development, individual and group learning needs and styles and relevant teaching strategies</p>	<p>4.2 Classroom management</p> <p>Can implement classroom management strategies that ensure that each learner can learn in a safe, stimulating, and well-ordered learning environment</p>	<p>5.2 Provide feedback to students on their learning</p> <p>Can provide timely, evidence-based, developmental feedback to individual students to help them to improve their learning programmes and outcomes</p>	<p>6.2 Engage with colleagues to improve practice</p> <p>Can work with colleagues and supervisors to become a reflective and reflexive professional. Applies professional learning to continuously improve learning programmes and outcomes for all learners</p>	<p>7.2 Comply with legislative, administrative and organizational requirements</p> <p>Can describe the government policies, regulations and procedures that apply to all teachers in Fiji</p>

<p>1.2 Understand how students learn</p> <p>Can describe the various ways that students learn and can describe ways of incorporating this knowledge into effective learning and teaching programmes</p>	<p>2.2 Content selection and organization</p> <p>Can describe the process for developing effective learning and teaching plans – day, week, month, term – for whole class; groups; individuals based on content AND individual student development</p>	<p>3.2 Plan, structure and sequence learning and teaching programmes</p> <p>Can produce learning and teaching programmes that are based on sound knowledge of content development, individual and group learning needs and styles and relevant teaching strategies</p>	<p>4.2 Classroom management</p> <p>Can implement classroom management strategies that ensure that each learner can learn in a safe, stimulating, and well-ordered learning environment</p>	<p>5.2 Provide feedback to students on their learning</p> <p>Can provide timely, evidence-based, developmental feedback to individual students to help them to improve their learning programmes and outcomes</p>	<p>6.2 Engage with colleagues to improve practice</p> <p>Can work with colleagues and supervisors to become a reflective and reflexive professional. Applies professional learning to continuously improve learning programmes and outcomes for all learners</p>	<p>7.2 Comply with legislative, administrative and organizational requirements</p> <p>Can describe the government policies, regulations and procedures that apply to all teachers in Fiji</p>
<p>1.3 Students with different linguistic, cultural, religious and socio-economic backgrounds</p> <p>Can describe appropriate teaching strategies for responding to the learning strengths and needs of students from different linguistic, cultural, religious and socioeconomic backgrounds</p>	<p>2.3 Learning assessment and reporting</p> <p>Can describe the process for developing learning and teaching plans for individuals and groups of learners that are based on the analysis of individual student performance and group performance in class and school-based assessments for learning and of learning</p>	<p>3.3 Use teaching strategies</p> <p>Can choose and implement appropriate teaching strategies, as required, from a repertoire of individual, small group and large group strategies developed through a structure programme of practice teaching in Fiji classrooms.</p>	<p>4.3 Behaviour management</p> <p>Can protect the rights of all learners by using a range of appropriate strategies, when required, to effectively manage the challenging behaviours of individual learners.</p>	<p>5.3 Valid and reliable judgements</p> <p>Can make valid and reliable, evidence-based assessments of student performance at all levels of the learning taxonomy</p>	<p>6.3 Reflective and Review Practice</p> <p>Can demonstrate methods of seeking student feedback and acting on findings.</p>	<p>7.3 Engage with parents/guardians and the community</p> <p>Can use appropriate strategies for engaging effectively, sensitively and confidentially with parents, guardians and community members as a member of the teaching profession</p>
<p>1.4 Differentiate teaching strategies to meet the specific learning needs of students across the full range of abilities (slow to gifted)</p> <p>Can describe appropriate teaching strategies for satisfying the learning needs of all students, including slow, average and gifted learners</p>	<p>2.4 Literacy and numeracy strategies</p> <p>Can describe how the development of literacy and numeracy knowledge and skills can be integrated with the development of content knowledge, skills, concepts and application in all learning and teaching areas</p>	<p>3.4 Select and use learning and teaching resources</p> <p>Can select, develop and use learning and teaching resources (including e-resources) that will enhance students' learning opportunities, interest and engagement, and learning outcomes in all planned learning programmes</p>	<p>4.4 Student safety</p> <p>Can ensure the safety and well-being of each learner while attending school by implementing programmes, guidelines and regulations such as Safer Schools; WASH; Child protection; Corporal Punishment etc</p>	<p>5.4 Interpret and use assessment data</p> <p>Can analyse and interpret qualitative and quantitative student performance data and can use the results for the continuous improvement of learning and teaching programmes and outcomes for individuals and for groups</p>	<p>6.4 Respond to mentoring</p> <p>Ability to act upon advice and feedback from coaching and mentoring.</p>	<p>7.4 Engage with professional teaching networks and broader education groups</p> <p>Is aware of relevant professional teaching organizations and groups and the ways in which active membership can enhance professional knowledge and practice.</p>

<p>1.5 Strategies to support the full participation of students with disabilities</p> <p>Can describe appropriate teaching strategies for satisfying the learning needs of students who present with physical, behavioural and/or intellectual disabilities</p>	<p>2.5 Information and Communication Technology</p> <p>Can describe how ICT (e.g. e- learning materials) can be effectively used in learning and teaching programmes to enrich learning opportunities, experiences and outcomes for individual learners in all learning and teaching areas</p>	<p>3.5 Use effective classroom communication</p> <p>Can engage all learners in learning and teaching programmes through the use of effective verbal, non- verbal and inclusive discourse strategies.</p> <p>Are proficient in using a range of questioning and answering techniques that elicit responses across the learning taxonomy</p>	<p>4.5 Use ICT safely, responsibly and ethically</p> <p>Can use ICT resources effectively and efficiently to enhance learning and teaching programmes, opportunities and outcomes for all learners. Models professional and ethical use of ICT and social media at all times.</p>	<p>5.5 Report and student achievement</p> <p>Can maintain accurate, reliable, comprehensive and complete records of student learning performance (formative and summative; qualitative and quantitative). Can provide regular, appropriate progress reports and developmental feedback to individual learners and their parents/ guardians in both written and verbal forms.</p>	<p>6.5 Professional dialogue/ conversation</p> <p>Ability to converse professionally during conversations, meetings and ability to dialogue with challenging situations.</p>	
<p>1.6 Recognize student issues</p> <p>Can demonstrate awareness of the content of Ministry policies around students physical, mental and social well-being e.g. Bullying and how to implement these policies.</p>	<p>2.6 Incorporate 21st century Skills</p> <p>Can demonstrate the ability to incorporate the 21st century skills into teaching and learning such as critical thinking, problem solving, analyzing, creativity, innovation.</p>	<p>3.6 Assess, evaluate and improve learning and teaching programmes</p> <p>Can assess learning and teaching programmes; can analyse performance data; and can reflect on the data to make continuous improvements to learning and teaching programmes</p>		<p>5.6 Operate Fiji Student Management System</p> <p>Effective use of the Fiji Education Management Information System (FEMIS)</p>		
<p>1.7 Inclusive education skills</p> <p>Must be aware and use of special skills such as braille, sign language, dealing with multilingualism, interdisciplinary approaches to learning to respond to special needs.</p>	<p>2.7 Curriculum Linkages</p> <p>Can apply the knowledge of relevant initiatives and applications into the curriculum e.g. Climate change, school culture, etc.</p>	<p>3.7 Engage parents/ guardians in the learning and teaching process</p> <p>Can implement realistic strategies for informing parents/guardians of the planned learning/teaching programme for their student and for eliciting their active interest in and support of their learner.</p>				



FIJI TEACHER ATTRIBUTES FRAMEWORK

(ECE/Primary/Special/Secondary/TVET)

Graduate and In-Service Teachers should be able to display the following attributes at the appropriate levels of qualifications in Fiji.

Professional Knowledge

Know students and how they learn

- Physical, social and intellectual development and characteristics of students
- Understand how students learn
- Students with different linguistic, cultural, religious and socio-economic backgrounds
- Differentiate teaching strategies to meet the specific learning needs of students across the full range of abilities (slow to gifted)
- Strategies to support the full participation of students with disabilities
- Recognize student issues
- Inclusive education skills

Know the content and how to teach it

- Content and appropriate teaching strategies of the teaching area
- Content selection and organisation
- Learning assessment and reporting
- Literacy and numeracy strategies
- Information and Communication Technology
- Incorporate 21st century Skills
- Curriculum Linkages

Professional Attitude & Ethics

Engage in professional learning

- Take responsibility for own professional learning
- Engage with colleagues to improve practice
- Reflective and Review Practice
- Respond to mentoring
- Professional dialogue/conversation

Engage professionally with colleagues, parents/guardians and the community

- Meet professional ethics standards
- Comply with legislative, administrative and organisational requirements
- Engage with parents/guardians and the community
- Engage with professional teaching networks and broader education groups

Professional Practice

Plan for and implement effective learning and teaching

- Establish challenging and achievable learning goal
- Plan, structure and sequence learning and teaching programmes
- Use teaching strategies
- Select and use learning and teaching resources
- Use effective classroom communication
- Assess, evaluate and improve learning and teaching programmes
- Engage parents/ guardians in the learning and teaching process

Create and maintain supportive and safe learning environments

- Encourage and support student participation
- Classroom management
- Behaviour management
- Student safety
- Use ICT safely, responsibly and ethically

Assess, provide feedback on and report on student learning

- Assess student learning
- Provide feedback to students on their learning
- Valid and reliable judgements
- Interpret and use assessment data
- Report on student achievement
- Operate Fiji Student Management System

Appendix 4: Tokelau Teacher Professional Standards

Category	Standard	Indicators
	Professional Knowledge	
Teacher knowledge of student knowledge, interests, needs and abilities	1.1. Demonstrate in practice their knowledge and understanding of their students' background, their skills, knowledge, interests, need and abilities	<ul style="list-style-type: none"> • Display understanding of the developmental characteristics of the age group, as well as exceptions to the general pattern • Teachers use their knowledge of their students and their achievement information and interests to decide learning goals, on the teaching content and approach that will motivate and challenge them. • Students learning activities and content are relevant, authentic, and interesting, carefully sequenced to build on their prior knowledge.
Teacher knowledge of curriculum, pedagogy, and pedagogical content knowledge	1.2. Apply and use knowledge of curriculum content, pedagogy, and pedagogical content to plan meaningful, engaging learning experiences appropriate to student level.	<ul style="list-style-type: none"> • Demonstrate knowledge of the curriculum content across all subjects at the appropriate student level • Demonstrates knowledge of curriculum materials and resources available for use • Demonstrates knowledge through their planning and implementation, of a variety of learning strategies that enable relevant curriculum learning outcomes to be met.
Teaching and learning using a wide range of teaching methods and strategies	1.3. Use practical and theoretical knowledge of pedagogy, to design and adapt a wider range of teaching, learning methods and strategies, and classroom management strategies to build on prior knowledge and engage students in challenging, meaningful learning.	<ul style="list-style-type: none"> • Teachers provide sufficient and effective opportunities for all students to engage in purposeful learning • Students understand and use processes, tools and strategies to learn new concepts and transferable skills. • Deliberate acts of teaching are targeted to students' learning needs. • Teacher provide opportunities for students wo work with others in a variety of ways within and between classes.
Assessment and monitoring	1.4. Demonstrate comprehensive knowledge and understanding of a range of effective assessment practices to assess student achievement of learning outcomes	<ul style="list-style-type: none"> • Displays comprehensive knowledge and practical application of a range of assessment methods including diagnostic, formative, summative, self and peer assessment to gather evidence of student learning. • Assessment information is valid and reliable and gathered from variety of sources • Fair and inclusive assessment processes enable all students to demonstrate their learning. • Teacher provide timely, accurate and meaningful information to parents on student achievement and progress.
Formative Assessment	1.5. Provide meaningful feedback to students and assist students to use learning strategies effectively	<ul style="list-style-type: none"> • Teacher co-construct appropriate learning intentions and success criteria with their students • Regular, specific and constructive teacher feedback on students' work contributes to the next stage of learning. • Teachers assist student to understand more about their own learning • Exemplars are effectively used to help students understand what high quality work looks like • Students can talk about their own learning and achievements and their next steps for learning

Policies	<p>1.6. Contribute collaboratively to the development and implementation of school policies and practices</p>	<ul style="list-style-type: none"> • Participate in school self-review and policy development processes • Has sound knowledge of the school policies and practices and works collaboratively with leadership and colleagues to ensure the smooth operation of the school by observing policies
High Expectation	<p>1.7. Demonstrate high expectations of all students and a commitment to provide learning opportunities to enable all students to achieve their potential</p>	<ul style="list-style-type: none"> • Establishes a learning environment in which all students' ideas, beliefs, and opinions are valued and shared • Demonstrates the belief that all students can achieve regardless of their ethnicity, social background, gender, ability or needs • Identified strengths and potential in all students to support their learning and development • Encourages students to set high personal learning goals and take their share of the responsibility for achieving these

Appendix 5: Samoa Registered Teacher Standards 2019¹ (revised standards)

Domain 1 (Vaega 1: Professional Knowledge: (Tomai ma Agavaa Anoa)	Focus Area (Itu Mataituina)	Standard 1 (Alafua 1)	Key Indicators (Fa'ailo Autu)
	Curriculum (Taiala)	Knowledge of curriculum content and teaching requirements (Malamalamaaga I le aano o le Taiala ma lona Faatinoina)	<p>1.1 Demonstrates knowledge and understanding of curriculum content and requirements to teach specific learning outcomes across all teaching subjects</p> <p>1.2 Demonstrate knowledge of curriculum pedagogies to support the learning needs of students including special needs.</p> <p>1.3 Knowledge of curriculum materials and resources available to support teaching and learning for students at different levels (e-resources, curriculum resources)</p> <p>1.4 Knowledge of curriculum instructional teaching time for all teaching subjects</p>
	Teaching and Learning (Aoa atu ma le Aoaoina)	Knowledge of learner's well-being and how they learn to inform teaching and learning of curriculum and learning outcomes. (Malamalamaaga)	<p>2.1 Understand learner's cultural, social, physical and intellectual development to support curriculum planning and teaching.</p> <p>2.2 Knowledge of learners literary, numeracy, and scientific literacy needs to inform teaching and learning</p> <p>2.3 Knowledge of learners diverse abilities across subjects and level to inform planning and teaching</p> <p>2.4 Knowledge of best practices and strategies to contextualise learning outcomes in order to expand the teaching of curriculum</p>
	Assessment and monitoring (Mataituina o Fuataga)	Knowledge of assessment to inform planning, teaching and monitoring Malamalamaaga I Fuataga ina ia faailoa ai fuafuaga o aoaoga ma le Mataituina	<p>3.1 Knowledge of a range of assessment methods including, diagnostic formative, summative, self and peer assessment, to inform planning, teaching and monitoring.</p> <p>3.2 Knowledge of literacy, numeracy and scientific literacy assessment requirements including, diagnostic formative, summative, self and peer assessment for all levels.</p> <p>3.3 Evaluates and uses assessment evidence to make decisions about student achievement of learning outcomes (including national assessments and school based/classroom assessments)</p> <p>3.4 Knowledge of national assessments and their purposes.</p> <p>3.5 Knowledge of monitoring assessment</p>

¹ Approved by the Ministry of Education 2019, pending Teachers Council endorsement

	Knowledge of Policies. (Malamalamaaga I Faiga Faavae)	Knowledge of policies including ICT to support teaching and learning (Malamalamaaga I Faiga Faavae e aofia ai Auala Faatekonolosi e lagolagoina ai le aoao atu ma le aoaoaina)	4.1 Knowledge of workplace policies for teachers to support teaching and learning including health and safety 4.2 Knowledge of curriculum and assessment policies and frameworks to guide teaching and learning 4.3 Knowledge of policies and legislative requirements that support participation and learning of students including special needs. 4.4 Policies to guide the appropriate use and integration of ICT to support teaching and learning
Domain 2 (Vaega 2):Professional Practice (Fa'atinoga Anoa)	Inclusive Planning Tapenaga Sauoo	Inclusive planning for teaching and learning for all students including students with special needs. (Tapenaga Sauoo mo aoaoga)	1.1 Designs units of work with a logical sequence of lessons to meet major curriculum learning outcomes. 1.2 Design all unit of work with logical sequence of lessons, and learning outcomes to meet curriculum expectations. 1.3 Designs lessons using a variety of teaching strategies and resources including ICT to support student engagement. 1.4 Designs lessons that are contextualised to cater for students individual learning needs across all subjects and levels.
	Teaching Pedagogies (Metotia mo Aoaoga)	Implementation of lesson plans for teaching and learning (Faatinoina fuafuaga mo lesona Aoaoina)	2.1 Implements well-structured lessons that clearly define learning outcomes that relate to subject content. 2.2 Applies a variety of teaching strategies to support student centred learning gender engagement and participation 2.3 Applies effective literacy and numeracy strategies to teach literacy and numeracy across all teaching subjects. 2.4 Empowers the use of ICT e-resources to expand curriculum teaching and learning 2.5 Selects a variety of learning strategies and resources to support gender interest and cultural values of all learners. 2.6 Provides extra assistance opportunities and activities for students experiencing difficulties with their learning 2.7 Provides extension opportunities for students who are particularly able

	<p>Communication strategies (Fuafuaga mo Feso'otaiga)</p>	<p>Effective Communication strategies for teaching and learning (Fuafuaga fetalai mo Aoaoga)</p>	<p>3.1 Applies effective communication strategies verbal and non-verbal to teach lessons</p> <p>3.2 Clearly communicates lessons using bilingual approach/policy as part of curriculum requirements</p> <p>3.3 Provides clear instruction, concepts and ideas clearly during teaching and learning.</p> <p>3.4 Expands on issues, topics or challenging problems to expand and stimulate discussions during teaching and learning.</p> <p>3.5 Applies a range of questioning techniques with emphasis on open questions, and higher order thinking skills to extend student learning.</p> <p>3.6 Listens to students and encourages students to respond in ways that encourage further thinking and discussions</p> <p>3.7 Provides opportunities for students to interactively work with others, and exchange ideas beliefs, opinions with others in a supportive manner.</p> <p>3.8 Provides opportunities for feedback with students about their learning and to address issues arising</p>
	<p>Classroom management strategies (Fuafuaga e mataituina ai Potuaoga)</p>	<p>Environment conducive to learning (Siosiomaga e lagolagoina ai le aoaoina)</p>	<p>4.1 Establishes a classroom environment that is conducive to learning, where students feel comfortable and safe to learn.</p> <p>4.2 The classroom reflects students learning and work, encouraging the use of concepts, vocabulary, ideas, and initiatives.</p> <p>4.2 Applies strategies for managing positive and challenging behaviour using constructive methods.</p> <p>4.3 Sets high expectations for all learners and insists on high quality work.</p> <p>4.4 Encourages real life and purposeful activities to encourage student motivation and participation. SILNAS evidence in source of evidence.</p>
	<p>Assessment and reporting (Lipotiina o Fuataga)</p>	<p>Assessment practices and reporting (Faatinoga Fuataga ma le Lipotiina)</p>	<p>5.1 Applies assessment practices that are clearly linked to assessing students learning outcomes/classroom based assessment .</p> <p>5.2 Uses a wide range of formative and summative assessment strategies to guide and support student learning</p> <p>5.3 Analyses assessment evidence to inform ethical decisions and overall judgment of students learning.</p> <p>5.4 Provides students with timely consistent oral and written feedback to assist student in improving their learning</p> <p>5.5 Keeps clear and updated records of students' progress and assessment outcomes using various forms including the use of ICT.</p> <p>5.6 Uses a variety of methods and strategies to report on student progress to parents and other relevant members.</p>

<p>Domain 3(Vaega 3): Professional Engagement and Participation (Galulue So'oso'o tauau ma fe'oe'oe'ai)</p>	<p>Professional development and engagement Aoaoga anoa ma lona fefa'asooaiga)</p>	<p>Professional development and engagement (Aoaoga anoa ma fefa'asooaiga)</p>	<p>1.1 Engages in the design and participates in leading the Professional Development Plans of the school with commitment 1.2 Uses feedback from (QAPA)Professional Teacher Standards to inform professional development training 1.3 Teacher takes lead in sharing experience, ideas and knowledge to support other colleagues through PD or school projects and activities 1.4 Applies knowledge of professional development and training to improve student teaching and learning 1.5 Engages in self-reflection about their own practice using assessment data and programme evaluations to identify areas for personal learning and development needs. 1.6 Is receptive to new ideas and prepared to try new ways of working. 1.7 Seeks opportunities for professional development to enhance content knowledge and teaching skills 1.8 Values other people's ideas and supports the workload, participating collaboratively in school improvement</p>
<p>Domain 4 (Vaega 4): Core Values and Work Ethics (Aga Tausili ma Fa'atinoga Talafeagai)</p>	<p>Core value of teaching Agatausili o Aoaoga</p>	<p>Demonstrates core values of teaching. Fa'atinoga o Agatausili o aoaoga</p>	<p>1.1 Caring: Alofa, Amana'ia, Faafailele ma Aputiputi Teacher conducts duties and responsibilities with compassion, and insight towards students other colleagues and community. Teacher cares for the interest and well-being of all learners. 1.2 Respect: Fa'aaloalo ma Vafealoialoi Teacher role-models respect demonstrating Christian and cultural values, for the teaching profession, students and others. Teacher shows respect for culture (Faa-Samoa), dress code, language, environment, families and communities of the school 1.3 Trust: Faamoemoeina ma Faatuatuaia Teacher is reliable and responsible cultivating a culture of trust between teacher-student, colleagues, parents and the school community. 1.4 Integrity (Moral Behaviour and decency): Amiotonu ma le Faamaoni. Teacher conducts all duties, responsibilities and decision making with honest judgement and decency. Teacher values, equity, justice, peace, democracy. PSC values</p>
	<p>Work ethics Faatinoga Talafeagai</p>	<p>Demonstrates work ethics in the teaching profession. Faatinoga o galuega talafeagai l aoaoga anoa</p>	<p>2.1 Teacher is of good character and demonstrates core values to high standards 2.2 Teacher values the role of parents, and community in supporting the learning of all students. 2.3 Teacher abides by the working conditions, legislation and policies required of a teacher to guide the teaching profession. 2.4 Teacher shows commitment to the teaching profession by accepting his/her duties laid out in the professional teacher standards.</p>

Appendix 6: Marshall Islands Professional Principal and Headteacher Standards

Standards	Descriptor
Standard 1: Vision	1. A school administrator is an educational leader who promotes the success of all students by facilitating the development articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community and based on traditional Marshallese wisdom and knowledge as well as global sensibilities.
Standard 2: Instructional Leadership and school culture	2. A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining their sense of identity within a school culture that is supportive of and promotes among students a clear sense of their own challenging instructional programs focusing on high expectations for student learning and staff professional growth.
Standard 3: Assessment and Accountability	3. A school administrator is an educational leader who accepts responsibility for the continuous improvement of student achievement and teacher/staff performance by using a variety of data sources to make decision.
Standard 4: School Management and Operations	4. A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
Standard 5: Leadership and school governance	5. A school administrator is an educational leader who collaboratively plans and implements effective school organization procedures in collaboration with families, traditional and community leaders, and community members, responding to diverse community interests and needs, and mobilizing community resources.
Standard 6: Diversity	6. A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.
Standard 7: Professionalism	7. A school administrator is an educational leader who continually evaluates the effects of his or her choices and actions and actively seeks opportunities to grow professionally. A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

Standards	Descriptors
Standard 1: Philosophy	1. Effective teachers can describe their philosophy of education and demonstrate its relationship to their practice
Standard 2: Learning Theory and Practice	2. Effective teachers consistently plan and implement meaningful learning experiences for students based on learning theories and adopted Marshall Islands student and curriculum standards
Standard 3: Mantin Majol Culture and Values	3. Effective teachers help students progress with a clear sense of their own local culture identity, built on strong foundations of their own cultures, languages, and spirituality, and with a deep pride in their own values, traditions and wisdom
Standard 4: Learning Environment	4. Effective teachers consistently create a safe and positive learning environment that encourages social interaction, civic responsibility, active engagement in learning, and self-motivation. Effective teachers consistently provide opportunities inclusive of and adapted to diverse learners.
Standard 5: Content and Instruction	5. Effective teachers consistently demonstrate competency in content areas to develop student knowledge and performance. Effective teachers consistently engage student in appropriate experiences supporting their development as independent learners.
Standard 6: Assessment and Accountability.	6. Effective teachers consistently apply appropriate assessment strategies to evaluate and ensure the continuous intellectual, social, physical, and emotional development of the learner.

Standard 7: Family and Community Relationships	7. Effective teachers establish and maintain strong working relationship with parents and members of the school community to support student learning
Standard 8: Diversity	8. Effective teachers teach students with respect for their individual and cultural characteristics.
Standard 9: Professionalism	9. Effective teachers continually evaluate the effects of their contributions and actions to the teaching profession and actively seek opportunities to grow professionally.

Appendix 7: Palau Professional Teacher Standards

Standard 1: Teacher demonstrates cultural sensitivity	
Recognizes that there are differences between cultures	Knows the cultural background of each student
	Demonstrates functions, such as listening, speaking, reading, and translating of both first and second language.
Views all students as unique individuals and acknowledges that their experiences, beliefs, values, and languages are important	Is aware that all students come from the diverse socio-economic background.
	Is aware and knows that students have learning/physical disabilities
	Is aware that students have different learning styles and can meet their needs
Uses a wide variety of instructional strategies that connect to different learning styles.	Knows and praises the students' cultural heritage
Standard 2: Teacher knows his/her subject areas, the curriculum frameworks, and how to plan for learning:	
Demonstrates subject area knowledge, related skills, and language appropriate for the students and subject areas he/she teaches.	
Demonstrates an understanding of and ability to explain subject area content.	
Demonstrates an understanding of and ability to apply the Palau Curriculum Frameworks in everyday teaching.	
Organizes subject matter into meaningful lessons to address learning objectives and meet diverse student needs.	
Plans for, and sequences a range of relevant learning experiences, including the integration of technology, that promote student learning and creativity.	
Standard 3: Teacher uses effective strategies	
Demonstrates an understanding of and ability to use an inquiry-based approach to learning that involves hands-on activities	
Demonstrates an understanding of and ability to use interactive tasks that help students consolidate their learning and develop their language proficiency in Palauan and English.	
Builds students' background knowledge and links known knowledge to new information	
Uses effective questioning techniques and other strategies that encourage higher-level thinking and creativity.	
Encourages risk-taking, questioning, and experimentation by establishing a safe and conducive learning environment that promotes and encourages students to become high achievers and lifelong learners	
Standard 4: Teacher manages student learning	
Uses instructional time in a focused, purposeful way	
Demonstrates an understanding of and ability to establish learning routines in the classroom	
Organizes prepares students for and monitors group work that allows for full and varies participation of each student.	
Creates a cognitive-rich environment through the use of real objects, guest speakers, and posted student, teacher, publisher-made texts and visuals students can refer to.	
Uses a variety of teaching strategies that are suited to the individual needs of students and promotes learning as enjoyment	

Student 5: Teacher monitors student learning:

Uses assessment for different purposes

Uses ongoing formative assessment processes to gather evidence of student learning; e.g. clarifies learning objectives, asks questions, provides feedback, and involves students in self- and peer-assessment.

Uses assessment-based information to improve learning to better meet the interests, strengths, and needs of students.

Uses summative assessment practices, e.g. tests, quizzes for regular and comprehensive recording to chart student progress.

Communicates assessment information clearly and explicitly to keep students and parents informed.

Plans for assessment by considering learning goals, purposes, and practices.

Responds to the learning needs of every student, including those with special needs, through appropriate accommodations to ensure the needs of students with special needs are met.

Standard 6: Teacher integrates technology to enrich learning opportunities

Engages students in exploring real-world issues and solving authentic problems using digital tools and resources.

Models and assists students in the effective use of current and emerging digital tools to locate, analyse, evaluate, and use information resources to support research and learning.

Advocates, models, and teaches safe, legal and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources.

Promotes and models digital etiquette and responsible social interactions related to the use of technology and information.

Standard 7: Teacher demonstrates teacher professionalism

Is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others and actively seeks other opportunities to grow professionally.

Uses evidence to critically reflect and refine instructional practices.

Seeks out opportunities to grow professionally

Fosters relationships with school colleagues, parents, and agencies in the larger community to support student learning and well-being.

Participates in collegial activities.

Makes links with other learning environments.

Identifies and uses community resources to foster learning.

Establishes respectful and productive relationships with parents and guardians

Develops cooperative partnerships in support of student learning and well-being.

Talks and listens to students, and is sensitive and responsive to their needs and them

Is a reflective practitioner who evaluates and reflects on his/her practices, continually looking for possible improvement opportunities.

Conducts self-assessment regularly and revisits professional goals to ensure progress and growth.

Adjusts teaching strategies, techniques, and methods based on results of previous lesson

Participates in appraisal process provided by the Ministry of Education (MOE).

Understands and respects statutes and regulations with regards to being a teacher under Palau's MOE

Appendix 8: Papua New Guinea

A teacher must:

1. Promote good progress and outcomes by students. They must;
 - Be accountable for the outcomes of their students in relation to the national benchmarks
 - Ensure that the majority of students in their classes make good progress in relation to their abilities, prior knowledge and attainment.
 - Support the integral development of the whole person in their students regarding their social, moral, spiritual and cultural development.
2. Demonstrate good subject and curriculum knowledge, They must
 - Have a secure knowledge of the relevant subject and curriculum areas for which they are teaching.
 - Foster and maintain students' interest in the subject
 - Support students with literacy skills and the correct use of English whatever the teacher's specialist subject
 - If teaching in the early years of school demonstrates an understanding of the foundation skills in literacy and numeracy.
3. Adapt teaching to respond to the strengths and needs of all students. They must;
 - Know when and how to adjust the work appropriately which enable all students of different learning abilities and needs to be taught effectively
 - Have a clear understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these.
 - Demonstrate an awareness of the physical, social and intellectual development of students, know how to adapt teaching to support their learning at different stages of development.
 - Have a clear understanding of the needs of all students, including those who have specific learning difficulties, those with physical disabilities, those of high ability, and be able to use and evaluate distinctive teaching approaches to engage and support them in their classes.
4. Plan and teach well-structured lessons. They must;
 - Plan daily lessons, as well as weekly and yearly programmes of study, which use an appropriate range of teaching strategies and resources, to fully engage students in their learning.
 - Impart knowledge and develop understanding through effective use of lesson time
 - Promote an enquiring mind and a love of learning within their students
 - Use questioning effectively to engage students, check their understanding and challenge them in their learning.
 - Set homework, plan out-of-class activities and use community expertise and resources to consolidate and extend the knowledge and understanding students have required.
5. Set high expectations which inspire, motivate and challenge students. They must;
 - Established a safe, supportive and stimulating learning environment for students, based on mutual respect
 - Set goals that extend and challenge students of all backgrounds and abilities
 - The model consistently the positive attitudes, behaviour, values and virtues which are expected of students
 - Encourage students to take a responsible and conscientious attitude to their work.
6. Manage behaviour effectively to ensure a good and safe learning environment. They must;
 - Have clear rules and routines for the management of behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the national and schools' behaviour management policy.
 - Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.

- 7.** Make accurate and productive use of assessment. They must;
 - Know and understand when and how to assess the relevant subject and curriculum areas
 - Make use of formative and summative assessment to measure and record students' progress
 - Use relevant data to monitor progress, set targets and plan subsequent lessons
 - Give students regular feedback, both orally and through accurate marking, so that students know how to improve their work.
- 8.** Fulfil wider professional responsibilities. They must;
 - Make a positive contribution to the wider life and culture of the school
 - Communicate effectively with parents, guardians, community and other stakeholders with regard to students' achievements and well-being
 - Develop effective professional relationships with colleagues, knowing how and when to draw on advice and feedback from them
 - Reflect critically on the effectiveness of their teaching and take responsibility for improving it through appropriate professional development and research.
- 9.** Demonstrate consistently high standards of personal and professional conduct. They must;
 - Maintain high standards in their behaviour, dress, commitment to work, attendance, punctuality, and use of appropriate language.
 - Have proper and professional regard for the culture, policies, and practices of the school in which they teach.
 - Have an understanding of, and always act within, the professional code of the teaching service which sets out their duties and responsibilities
 - Treat students with dignity, building relationships based on mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - Have regard for the need to safeguard students' well-being and safety
 - Show tolerance of and respect for the rights of others of all faiths, races, ethnicities, genders, ages and disability.
 - Promote national identity and pride as well as celebrating the multi-cultural diversity of Papua New Guinea within its global context
 - Respect the traditions and language of the local community as well as supporting community activities as appropriate
 - Support fundamental cultural values, including democracy, individual liberty, mutual respect, the support from extended family and community and tolerance of those with different beliefs and cultures
 - Ensure that personal beliefs and actions do not exploit students' vulnerability or lead them to break the law.

Appendix 9: Solomon Islands Standards for Teachers

Standard	Indicators	How do I meet the Standard?
Professional Learning Use professional learning to improve your capability to impact positively on learners' progress.	Commitment	Demonstrate an ongoing commitment to improving your knowledge and practice; be reflective about your teaching, seek feedback and actively participate in appraisal.
	Curriculum knowledge	Develop and apply up-to-date knowledge of the curriculum and your subject areas. Maintain up-to-date knowledge of effective teaching practice.
	Learning knowledge	Demonstrate sound knowledge of how learners learn, the context you teach in, the developmental levels of children or young people and the implications for your teaching.
	Adapt and apply	Apply your professional learning in practice with learners and colleagues. Adapt your teaching and programmes to the needs and abilities of all learners.
Professional Practice Use effective practices and approaches, based on professional knowledge and evidence of learners' needs and abilities, to impact positively on learning.	Relationships	Develop professional relationships; communicate effectively. Engage families and the community in partnerships for learning that support improved learning outcomes.
	Preparation	Provide well prepared and managed learning programmes based on effective planning, regular reflection and review, using evidence to inform decision-making. Use available resources well.
	Child/student-centred learning	Use a range of teaching strategies, learning activities and questioning. Modify teaching in response to differences in learners' needs and abilities. Use specific, instructional feedback to help students learn. Help students develop independence in their learning. Use new technologies to support learning where possible.
	Assessment	Gather and analyse appropriate assessment information to help identify needs, design teaching practices and programmes. Make effective use of a variety of assessment tools and methods.
Supportive Learning Environment Develop and maintain a learning environment that supports and includes all learners equally.	Inclusive Culture	Develop a classroom learning culture that fosters a sense of belonging, is meaningful to learners, values-based and inclusive. Make connections to students' prior learning and cultural backgrounds.
	High expectations	Set high expectations for learning. Enable all learners to take increasing responsibility in their learning. Minimize whole class teaching. Use questioning, discussion and shared problem solving.
	Safety and well-being	Ensure learners are safe from all forms of harm. Treat all learners with respect.
Accountability and Commitment Demonstrate commitment to learners and families; ensure you meet all the requirements of your role.	Accountability	Be accountable for your decisions and actions. Meet your professional commitments to learners, families, colleagues, the community and the Education system's vision and goals.
	Systems	Use school systems effectively, including all record keeping for attendance, assessment and appraisal. Attend and engage in staff meetings and training.
	Compliance	Ensure that you comply with National and Education Authority policies, priorities and requirements, including the Code of Conduct for Teachers.

Student achievement and progress Make best use of learning programmes and practices to enable learners to make progress at an appropriate level.	Engagement	Foster student engagement and active participation in learning. Ensure learners understand what they are learning and develop their understanding of how they learn. Provide opportunities for them to self-assess. Involve learners in decisions about what they learn and how they learn.
	Achievement	Ensure all learners are achieving at an appropriate level, perform successfully in national tests and experience success in their learning. Report accurately and clearly on their learning.
	Progress	Regularly monitor what learners have and have not learned; monitor whether they are making sufficient progress each term. Respond to concerns about learners' rates of progress. Be able to demonstrate a positive impact on the learning outcomes of all learners.

Each Standard includes an **action** that must be taken (e.g. analyse; demonstrate), some **knowledge** that needs to be used or developed (e.g. professional learning; collaboration) and an **outcome** (e.g. improving learner rates of progress).

Solomon Islands Ministry of Education, Human Resource and Development <https://www.mehrd.gov.sb/documents>

Appendix 10: Tonga Performance Management System and Minimum Service Standards

<https://drive.google.com/open?id=1flwxg2F8aAnKs6SYuiRzOkAmUJCcgSgq>

https://drive.google.com/open?id=195nK0spe7WT_e1pV2yPpP3jH3uG4_7VT

Appendix 11: Nauru Code of Ethics

https://drive.google.com/open?id=1q2gcFS4BLmXTsf8T3A_pKpeyVdnMPcPE

Appendix 12: Vanuatu Teaching Standards

http://www.espvanuatu.org/Documents/TeachersTraining/Common%20Teaching%20Service%20Standards%20for%20Teaching%20in%20Vanuatu_Public.pdf

Appendix 13: Niue Professional Standards for Teachers

<https://drive.google.com/file/d/1Znw5WvELfdmpVR89tqOVUTOiLdnAXavM/view>

Appendix 14: Kiribati National Teachers' Service Standards Framework (NTSSF)

www.moe.gov.ki



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