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MALDIVES NATIONAL PROFESSIONAL STANDARDS FOR TEACHERS

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Maldives National Professional Standards for Teachers

National Institute of Education

Ministry of Education

Male'

Maldives

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Maldives National Professional Standards for Teachers 2023

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Foreword

The teaching profession is one of the most important and influential roles in society. Teachers play a vital role in shaping the future of our children and our communities. They are responsible for imparting knowledge, skills, and values that will guide students throughout their lives. Therefore, it is essential that we have high-quality teachers who are equipped with the necessary knowledge, skills, and competencies to effectively educate our students.

The Maldives National Professional Standards for Teachers is a significant step towards ensuring that we have a highly skilled and competent teaching workforce. These standards provide a clear and comprehensive framework for what is expected of teachers at different career stages, and provide a benchmark for the evaluation and development of teachers. They also provide a basis for the recruitment, remuneration, career development, promotion, and rewards and recognition of teachers.

It is important to note that the development of these standards was a collaborative effort involving a wide range of stakeholders, including teachers, education leaders, and experts in the field of education. The standards have been developed with the goal of ensuring that they are both relevant and practical for teachers to implement in their day-to-day work.

I urge all stakeholders, including teachers, school leaders, and policymakers, to support the implementation of these standards. Together, we can ensure that our teachers are well-prepared and equipped to provide the best possible education for our students.

Dr. Aishath Ali

Minister of Education

Preface

The Maldives National Professional Standards for Teachers represent a significant stride in the continuous pursuit of educational excellence within the nation. This document, developed through an inclusive process, establishes a benchmark for teacher competence and professionalism, tailored to the needs and demands of the Maldivian education system. These standards have been designed to empower teachers in their professional growth, ultimately elevating the quality of teaching and the reputation of the teaching profession. Covering essential facets of quality teaching, the Standards delineate the expected knowledge, skills and attributes across four career stages in the teaching profession.

The development of the Maldives National Professional Standards for Teachers began with a thorough desk research effort, delving into comparable standards worldwide. This endeavor encompassed the study of standards from a diverse range of educational systems, including our neighboring countries like India, Pakistan, and Bhutan, as well as Asian counterparts such as the Philippines and Malaysia. We also drew inspiration from educationally advanced nations like Australia and New Zealand. The underlying rationale behind this extensive comparative study was to ensure not only consistency but also the integration of the most effective approaches. This development process was characterised by a commitment to tailoring the standards to the distinctive requirements of our education system while maintaining alignment with global best practices.

The formulation of the standards was a collaborative process, facilitated by a technical committee, who engaged in numerous deliberations to refine and harmonise the standards, including proficiency levels, performance indicators, and sources of evidence. Insights and feedback were actively solicited from a diverse array of stakeholders, encompassing teacher education institutions, current and retired teachers, Leading Teachers, principals, and teacher educators, who actively infused practical insights into the standards.

It is important to note that this document is not a stand-alone policy; rather, it will serve as a guide for teacher training, licensing, and professional development. The lists of indicators and sources of evidence provided under different competency levels are by no means exhaustive. It is anticipated that teachers contribute additional relevant indicators and sources of evidence to demonstrate their competencies, fostering a culture of continuous improvement and innovation.

As we embark on this transformative journey together, let us remain committed to the pursuit of excellence in education, and let these standards serve as a unifying force that elevates the teaching profession to new heights.

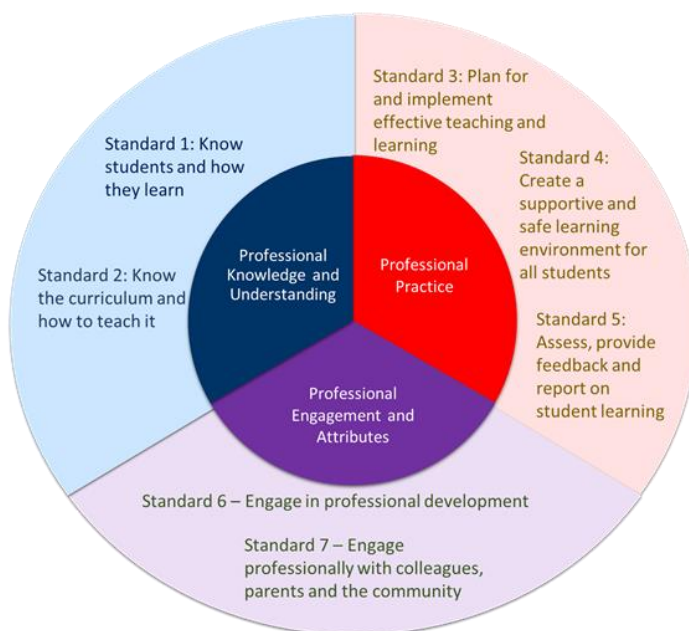
Introduction

The Maldives National Professional Standards for Teachers (MNPST) define teacher quality in the Maldives by explicitly fostering knowledge, skills and attributes required to achieve high levels of professional competence. These standards describe the expectations of teachers' knowledge, skills, attributes and required levels of performance at various stages of their professional career. MNPST promotes reflective practices among teachers through self-assessment as they aspire for sustained professional growth. The standards will lead teacher professional development and continuous improvement of teacher quality, contributing positively to the public standing of the teaching profession. MNPST envisages to be the foundation for developing and retaining a highly motivated quality teacher force, who will ensure high quality, contemporary education to the needs of 21st century students.

The MNPST articulates teacher quality within a framework of seven standards, based on 3 different domains of teaching; Professional Knowledge and Understanding, Professional Practice and Professional Engagement and Attributes. The standards will ensure both quality pre-service teacher education and systematic professional development of in-service teachers. Each of the 7 standards are divided into focus areas, which are separated into 4 competency level descriptors of career stages; Graduate Teacher, Proficient Teacher, Accomplished Teacher and Distinguished Teacher. The competency level descriptors across the career stages are designed to stand as a continuum with gradual progression in professional development, classroom practices and professional engagement. For the purpose of easy assessment of teacher progress from one career stage to the other, a recommended list of performance indicators and sources of evidence to look for is included under each competency level descriptor.

Structure of the National Professional Standards for Teachers

The MNPST is comprised of 7 standards based on 3 different domains of teaching; Professional Knowledge and Understanding, Professional Practice and Professional Engagement and Attributes, as illustrated in the diagram below.

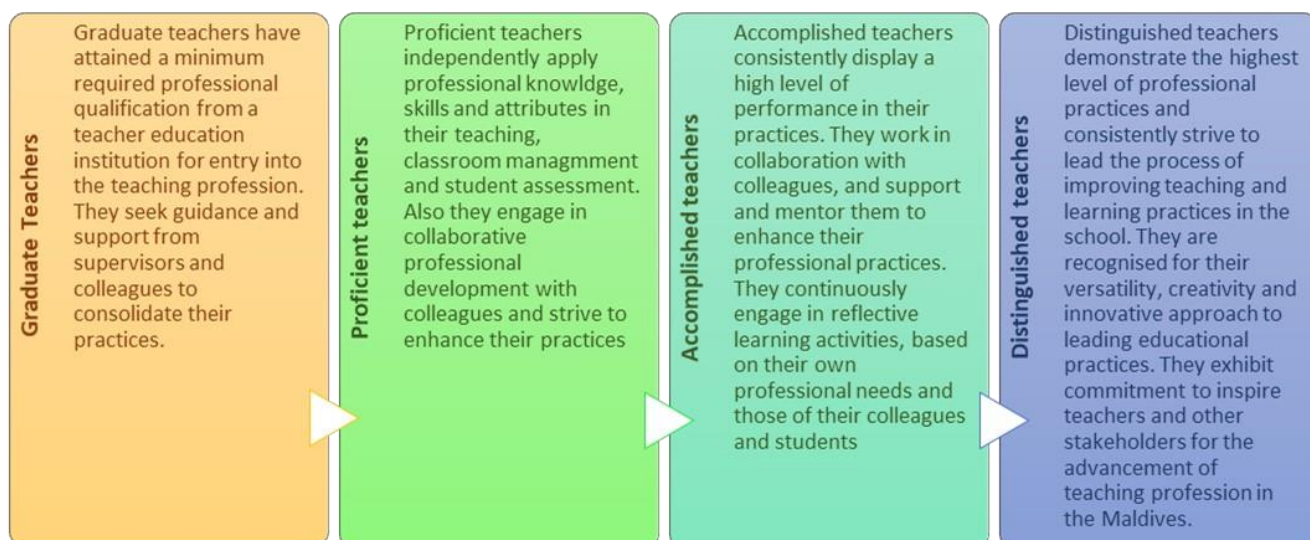


Professional Knowledge and Understanding	Standard 1 Know students and how they learn	1.1 Student characteristics and their physical, social, moral and intellectual development 1.2 Theories of education 1.3 Socioeconomic backgrounds of students 1.4 Students with complex learning profiles
	Standard 2 Know the curriculum and how to teach it	2.1 National Curriculum 2.2 Content knowledge 2.3 Pedagogical Content Knowledge 2.4 Shared values and key competencies 2.5 Literacy and numeracy strategies 2.6 Using Information and Communication Technologies (ICTs)
Professional Practice	Standard 3 Plan for and implement effective teaching and learning	3.1 Establishing high expectations for all students 3.2 Plan, structure and sequence learning activities 3.3 Teaching and learning resources 3.4 Classroom communication strategies 3.5 Applying digital skills
	Standard 4 Create a supportive and safe learning environment for all students	4.1 Classroom management 4.2 Supporting student participation 4.3 Challenging behaviour management 4.4 Maintaining student safety 4.5 Safe, responsible and ethical use of ICTs
	Standard 5 Assess, provide feedback and report on student learning	5.1 Assessing student learning 5.2 Providing feedback to students 5.3 Interpreting student assessment data 5.4 Reporting to parents

Professional Engagement and Attributes	Standard 6 Engage in professional development	6.1 Identify and plan for professional development 6.2 Engage in professional development 6.3 Engage with colleagues and improve practice
	Standard 7 Engage professionally with colleagues, parents and the community	7.1 Teachers' Code of Conduct 7.2 Engage with the parents and the local community 7.3 Engage with professional networks

Continuum of Teaching Career Stages

Teachers' career development happens in a continuum four career stages, which determine the basis to distinguish professional growth throughout their careers. The competency descriptors across the four career stages define progressive levels of knowledge, practice and professional engagement for teachers. These stages of career development are based on the principle of lifelong learning, acknowledging the significance of standards to articulate developmental progression to refine practice, and respond to the complexities of educational reforms. The diagram below illustrates the competencies required by teachers at different stages of career.



Standard 1

Know students and how they learn

Standard 1 focuses on the role of teachers in understanding and effectively responding to the array of student diversities within the classroom. This standard highlights the imperative for teachers to be well-versed in and recognise how distinct attributes and experiences of individual students affect their learning. It also places significance on teachers' ability to not only acknowledge but also celebrate student diversity and adapt their learning experiences according to these differences. Furthermore, it calls for teachers to dynamically tailor learning experiences in alignment with these variations, ensuring that each student's unique needs are met. By adhering to Standard 1, teachers actively contribute to fostering a more inclusive and equitable society for all.

This standard is comprised of 4 focus areas:

- 1.1 Student characteristics and their physical, social, moral and intellectual development
- 1.2 Theories of education
- 1.3 Socioeconomic backgrounds of students
- 1.4 Students with complex learning profiles

Graduate Teacher

Focus Area 1.1

Student characteristics and their physical, social, moral and intellectual development

Proficiency

Performance Indicators and Sources of Evidence

1.1.1

Demonstrate knowledge and understanding of student characteristics and how their physical, social, moral and intellectual development may affect their learning

1.1.1.1

Demonstrates behaviour that shows the awareness of individual students' physical, social, moral and intellectual development.

1.1.1.2

Brings modifications to the learning environment based on students' physical, social, moral and intellectual development.

1.1.1.3

Brings adaptations to lessons based on individual students' physical, social, moral and intellectual development.

1.1.1.4

Uses language and gestures appropriate for students' developmental levels when communicating or interacting with them.

1.1.1.5

Uses a variety of learning resources to cater for students' characteristics and their development.

1.1.1.6

Lesson plans are differentiated according to the developmental needs of students.

Proficient Teacher

Proficiency

Performance Indicators and Sources of Evidence

1.1.2

Use teaching strategies based on the knowledge of students' characteristics and their physical, social, moral and intellectual development

1.1.2.1

Describes/explains teaching strategies based on his/her knowledge of students' physical, social, moral or intellectual development to cater for specific areas of need.

1.1.2.2

Creates lesson plans that incorporate teaching strategies targeted specifically to address the students' characteristics and their physical, social, moral or intellectual development.

1.1.2.3

Have a collection of documents such as anecdotal notes of meetings with supervisors and professional collaborations with other teachers about selecting teaching strategies appropriate for students' characteristics and their physical, social, moral or intellectual development.

1.1.2.4

Have a collection of reflections on different teaching strategies used on the progress of individual students and how their learning improved.

1.1.2.5

Lesson observation records by supervisors (and relevant others) on how lessons are modified to suit the developmental needs of students.

Accomplished Teacher

Proficiency

Performance Indicators and Sources of Evidence

1.1.3

Develop and implement teaching strategies that are responsive to individual students' characteristics and their physical, social, moral and intellectual development

1.1.3.1

A collection of differentiated learning activities for individual students based on the teacher's knowledge of students' physical, social, moral or intellectual development.

1.1.3.2

Creates lesson plans that incorporate a range of teaching strategies targeted specifically to address the students' characteristics and their physical, social, moral or intellectual development.

1.1.3.3

Notes of meetings that show evidence of discussions, agreements and actions on using specific teaching strategies appropriate for individual students' characteristics and their physical, social, moral or intellectual development.

1.1.3.4

Organises professional development activities including collaborative action research, mentoring, etc. for colleagues that help them to learn about teaching strategies appropriate for individual students' characteristics and their physical, social, moral or intellectual development.

1.1.3.5

Consistently collects data and analyses the progress of individual students' characteristics and their developmental needs.

1.1.3.6

Lesson observation records by supervisors and colleagues that show evidence of the teacher's use of a range of strategies and resources to accommodate individual learning needs.

1.1.3.7

Lesson plans or unit plans articulating learning outcomes that are differentiated to cater for the learning needs of individual students.

1.1.3.8

Collaborates with families and colleagues to promote students' growth and development.

Distinguished Teacher

Proficiency

Performance Indicators and Sources of Evidence

1.1.4

Lead colleagues to select and develop teaching strategies that are responsive to individual students' characteristics and their physical, social, moral and intellectual development

1.1.4.1

Works with other teachers to create differentiated learning activities based on students' physical, social, moral or intellectual developmental needs.

1.1.4.2

Works with other teachers to create lesson plans that incorporate a range of teaching strategies targeted specifically to address the students' characteristics and their physical, social, moral or intellectual development.

1.1.4.3

A collection of meeting minutes and reflective notes of discussions led by the teacher about the use of specific strategies for individuals/groups of students along with the impacts of those strategies on student learning.

1.1.4.4

Plays a leading role in organising and facilitating professional development activities for colleagues to enhance their teaching practices on catering to individual students' physical, social, moral or intellectual development.

1.1.4.5

A collection of records and their analysis on the progress of student cohorts over time that are discussed with colleagues.

1.1.4.6

Lesson observation records made for colleagues, showing evidence of guidance given to them on how to modify the lessons and make learning more effective for individual learning needs.

1.1.4.7

Lesson/unit plans developed with colleagues articulating learning outcomes that are differentiated to cater for the learning needs of individual students.

1.1.4.8

Plays a leading role on collaboration and responsive communication with families and colleagues to promote student growth and development.

1.1.4.9

Mentors colleagues and have reflections that highlight the impact it has on their teaching practice.

Graduate Teacher

Focus Area 1.2

Theories of education

Proficiency

1.2.1
Demonstrate knowledge and understanding of educational theories on how students learn and the implications of this on classroom teaching and learning

Performance Indicators and Sources of Evidence

- 1.2.1.1
Uses knowledge of educational theories to inform teaching and learning strategies.
- 1.2.1.2
Applies knowledge of educational theories to understand and respond to student behaviour.
-

Proficient Teacher

Proficiency

Performance Indicators and Sources of Evidence

1.2.2

Design teaching and learning activities using educational theories and advice from colleagues about how students learn

1.2.2.1

Evidence of discussions with supervisors/mentors, who have provided support on how to develop effective learning activities that are based on theories and their experiences.

1.2.2.2

Lesson observation feedback by supervisors/mentors who have provided feedback, based on how the teacher has applied knowledge of educational theories when teaching students.

1.2.2.3

Unit/lesson plans showing reflections of actions taken based on the advice given by supervisors/mentors on how students learn.

Accomplished Teacher

Proficiency

Performance Indicators and Sources of Evidence

1.2.3

Collaborate with colleagues to evaluate the effectiveness of teaching and learning within the school using educational theories and action research

1.2.3.1

Evidence of case discussions with colleagues and documents of action researches on expanding the understanding of how students learn and behave.

1.2.3.2

Unit/lesson plans that reflect research findings on how students develop, learn and behave.

1.2.3.3

Evidence of collaborating with colleagues to review professional literature and making connections between the literature and classroom practices.

1.2.3.4

Lesson observation feedback by supervisors/mentors that show evidence of the teacher using a range of strategies to build upon students' prior knowledge, interests, learning needs and diversity.

1.2.3.5

Organises professional development activities for colleagues, focusing on understanding how students learn and behave.

Distinguished Teacher

Proficiency

Performance Indicators and Sources of Evidence

1.2.4

Lead the process of evaluating the effectiveness of teaching and learning within the school using educational theories and action research

1.2.4.1

Evidence of case discussions led for colleagues and documents on action researches carried out to expand the understanding of how students learn and behave.

1.2.4.2

Lesson/unit plans evaluated with colleagues that include evidence of research findings on how students learn and behave.

1.2.4.3

Evidence of reviewing professional literature, with colleagues about linking and comparing literature with classroom practices.

1.2.4.4

Analyses student performance of the whole school, based on student learning outcomes and strategic priorities of the school.

1.2.4.5

Professional development activities designed and delivered for colleagues, focusing on improving pedagogical practices in relation to recent research.

1.2.4.6

Documents showing evidence of the leading role in reviewing and reforming the pedagogical practices in the school, based on existing literature and school-based action research.

Graduate Teacher

Focus Area 1.3

Socioeconomic backgrounds of students

Proficiency

Performance Indicators and Sources of Evidence

1.3.1

Demonstrate knowledge of teaching practices that are responsive to the learning needs of students from diverse socioeconomic backgrounds

1.3.1.1

Consistently uses culturally sensitive resources and language when teaching and interacting with students.

1.3.1.2

Uses effective questioning or other techniques to engage students from diverse backgrounds.

1.3.1.3

Demonstrates respect for student differences while communicating with them.

1.3.1.4

Encourages all students to express themselves about their socioeconomic statuses positively.

1.3.1.5

Presents issues related to social statuses of people in a sensitive manner.

Proficient Teacher

Proficiency

Performance Indicators and Sources of Evidence

1.3.2

Design and implement teaching and strategies that are responsive to the learning needs of students from diverse socioeconomic backgrounds

1.3.2.1

Unit/lesson plans with teaching strategies consciously designed based on the identified learning strengths and needs of students from diverse socioeconomic backgrounds.

1.3.2.2

Documentation of lesson observations by supervisors/mentors, including reflections on how the implementation of learning activities has supported students in achieving their learning goals, irrespective of their socioeconomic backgrounds.

1.3.2.3

Evidence of reflections on how personal knowledge of the students' strength and needs are used to develop teaching strategies.

Accomplished Teacher

Proficiency

Performance Indicators and Sources of Evidence

1.3.3

Model exemplary teaching strategies using community knowledge and experiences, to meet the needs of students with diverse socioeconomic backgrounds

1.3.3.1

Collaborates with colleagues to develop unit/lesson plans that teach students empathy and understanding of people's differences.

1.3.3.2

Lesson/unit plans developed in collaboration with colleagues that encourage students to demonstrate their learning and strengths in different ways.

1.3.3.3

Lesson observation notes by colleagues that show evidence of how the teacher models different strategies to build on students' prior knowledge, experiences and interests.

1.3.3.4

Professional development activities organised for colleagues focus on modelling teaching and learning strategies that respond to the learning strengths and needs of students from diverse socioeconomic backgrounds.

1.3.3.5

Evidence of mentoring colleagues, leading them to support individual students regardless of their differences.

Distinguished Teacher

Proficiency

Performance Indicators and Sources of Evidence

1.3.4

Lead the teaching and learning activities in the school using community knowledge and experiences, to meet the needs of students with diverse socioeconomic backgrounds

1.3.4.1

Collaborates with community members to evaluate and revise teaching and learning approaches used in the school based on personal, family and community experiences.

1.3.4.2

Lesson observation notes given to colleagues guide them on teaching strategies to build on students' prior knowledge and experiences.

1.3.4.3

Professional development activities designed and delivered for colleagues focus on teaching and learning strategies that are responsive to the learning strengths and needs of students from diverse socioeconomic backgrounds.

1.3.4.4

Evidence of leading colleagues in developing lesson/unit plans that encourage students to demonstrate their learning and strengths in different ways.

1.3.4.5

Meeting notes and reflections of supporting colleagues to develop learning activities that teach students empathy and understanding people's differences.

1.3.4.6

Documents showing evidence of the lead role played in collecting and processing data to evaluate the practice of tolerance and empathy across the school.

Graduate Teacher

Focus Area 1.4

Students with complex learning profiles

Proficiency

Performance Indicators and Sources of Evidence

1.4.1

Demonstrate knowledge of differentiated teaching strategies that are responsive to the learning needs of students with complex learning profiles

1.4.1.1

Develops unit/lesson plans with a variety of learning activities to address the specific learning needs of students across the full range of abilities in the classroom.

1.4.1.2

Develops lesson plans with differentiated tasks, by following the principles of Universal Design for Learning (UDL) to meet the learning needs of individual students and groups of students.

1.4.1.3

Develops and implements individual curriculum plans (ICPs) for students with complex learning profiles by collaborating with specialist support staff/relevant others.

1.4.1.4

Lesson observation records showing evidence of differentiated learning activities implemented for children with varying abilities and needs.

Proficient Teacher

Proficiency

1.4.2
Design and implement differentiated teaching strategies that are responsive to the learning needs of students with complex learning profiles.

Performance Indicators and Sources of Evidence

- 1.4.2.1**
Individual curriculum plans (ICPs) developed using specific teaching activities and/or strategies to meet the learning needs and strengths of students with complex learning profiles.
- 1.4.2.2**
Unit/lesson plans development by the teacher that include a variety of learning activities targeted to meet specific learning needs of students with complex learning profiles.
- 1.4.2.3**
A compilation of student work samples, demonstrating different teaching strategies used to meet the learning needs of students with complex learning profiles using the principles of UDL.
- 1.4.2.4**
Uses adaptive and assistive technologies to maximise participation and learning of individual students with complex learning profiles.
- 1.4.2.5**
Lesson observation records showing evidence of teaching strategies designed and implemented have been adjusted to support the learning needs of individual students with complex learning profiles in accordance with the principles of UDL.
- 1.4.2.6**
Notes of meeting with parents, specialist support staff and services to design and implement learning activities for individual students with complex learning profiles
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Accomplished Teacher

Proficiency

Performance Indicators and Sources of Evidence

1.4.3

Model differentiated teaching strategies that are responsive to the learning needs of students with complex learning profiles

1.4.3.1

Lesson observation notes by colleagues that show evidence of the teacher modelling differentiation through pace modification, communication, task demands and assessment modes.

1.4.3.2

A compilation of student work samples and learning activities developed in collaboration with colleagues to meet the specific learning needs of students with complex learning profiles.

1.4.3.3

Takes demonstration lessons for colleagues on the effective use of adaptive and assistive technologies to maximise participation and learning of individual students with complex learning profiles.

1.4.3.4

Records of mentoring colleagues to develop and implement differentiated learning activities in the classroom to meet the specific learning needs of students with complex learning profiles.

1.4.3.5

Records of reflections of meeting with parents, specialist support staff and services to design and implement learning activities for individual students with complex learning profiles

1.4.3.6

Records of data collected and analysed with colleagues informing the evaluation and modification of teaching strategies and learning activities to cater for the learning needs of students with complex learning profiles.

Distinguished Teacher

Proficiency

Performance Indicators and Sources of Evidence

1.4.4

Lead the process of establishing a culture of inclusion within the school community, through various curricular activities that cater to students across a full range of abilities and learning profiles.

1.4.4.1

Documentation demonstrating the evidence of the lead role in collecting and analysing school-based data to inform the evaluation and modification of teaching strategies and learning activities, aimed at addressing the learning needs of students with complex learning profiles

1.4.4.2

A compilation of student work samples and learning activities developed by leading colleagues to help meet the specific learning needs of students with complex learning profiles.

1.4.4.3

Records of leading individuals and groups of colleagues to develop and implement differentiated learning activities in the classroom to meet the specific learning needs of students with complex learning profiles.

1.4.4.4

Records of professional development activities designed and conducted for colleagues in response to the specific learning needs of students identified in schooldata.

1.4.4.5

Adapts/develops resources to be used collaboratively with colleagues to provide equal access for all students.

1.4.4.6

Documentation of reflections from meetings initiated with parents, specialist support staff, and services to design and implement learning activities for individual students with complex learning profiles.

1.4.4.7

Lesson observation feedback given to other teachers, guiding them to support the learning needs of individual students with complex learning profiles.

1.4.4.8

Records or reports of reviewed ICPs with colleagues to ensure consistency in meeting the learning needs of individual students.

1.4.4.9

Feedback given to colleagues on the use and impact of adaptive/assistive technologies to support participation and learning of students with complex learning profiles.

Standard 2

Know the curriculum and how to teach it

Standard 2 underscores the importance of mastering the National Curriculum, encompassing both content knowledge and pedagogical practices. The standard necessitates teachers to be well equipped with the art and science of teaching, rooted in substantial content knowledge. This standard empowers teachers to effectively foster students' creative thinking, innovation, and problem-solving capabilities, enabling their holistic growth. By prioritising these aspects, Standard 2 emphasises the development of teachers who can skillfully navigate the curriculum landscape, nurturing a dynamic learning environment that fosters 21st century skills.

This standard is comprised of 6 focus areas:

- 2.1 National Curriculum
- 2.2 Content knowledge
- 2.3 Pedagogical Content Knowledge
- 2.4 Shared values and key competencies
- 2.5 Literacy and numeracy strategies
- 2.6 Using Information and Communication Technologies (ICTs)

Graduate Teacher

Focus Area 2.1

National Curriculum

Proficiency

Performance Indicators and Sources of Evidence

2.1.1

Demonstrate a good knowledge and understanding of the national curriculum

2.1.1.1

Explains the vision of the national curriculum, demonstrating the awareness of the interconnectedness of the eight principles with the vision.

2.1.1.2

Seeks advice to develop and implement learning activities that explicitly focus on integrating the shared values stated in the curriculum.

2.1.1.3

Develops unit/lesson plans that integrate key competencies as part of the pedagogy.

2.1.1.4

Actively participates in meetings and/or other contexts discussing strategies to help students experience success through structured support and recognition of efforts.

Proficient Teacher

Proficiency

Performance Indicators and Sources of Evidence

2.1.2

Use the key elements of the national curriculum in the daily teaching and learning process

2.1.2.1

Plans and delivers lessons that promote love for learning and confidence.

2.1.2.2

Develops and implements learning activities that integrate shared values and key competencies stated in the National Curriculum.

2.1.2.3

Lesson observation records by supervisors (and relevant others) showing evidence of the integration of key competencies and shared values in the pedagogical practices.

2.1.2.4

Meeting notes, reflections, or other documentation that demonstrate how the teacher contributes to discussions on strategies for helping students experience success through structured support and recognition of efforts.

Accomplished Teacher

Proficiency

Performance Indicators and Sources of Evidence

2.1.3

Model exemplary practice in integrating the key components of the national curriculum in the daily teaching and learning process

2.1.3.1

Lesson observation notes by colleagues that show evidence of the teacher modelling how to foster love learning while promoting confidence and sense of responsibility in students.

2.1.3.2

A compilation of student work samples and/or documentation of students on task (video, audio) that show exemplary practice of integrating shared values in learning activities.

2.1.3.3

Mentors colleagues on planning and delivering lessons to ensure that students experience success through structured support and recognition of their efforts.

2.1.3.4

Conducts demonstration lessons for colleagues on how to integrate key competencies into lesson pedagogy.

Distinguished Teacher

Proficiency

Performance Indicators and Sources of Evidence

2.1.4

Play a leading role in the school to support the practice of integrating the key components of the national curriculum

2.1.4.1

Plays a lead role in collecting and analysing school-based data to inform and gear the teaching and learning practices and achieve the vision of the National Curriculum.

2.1.4.2

Plays a lead role in collecting and keeping documentary evidence of colleagues implementing learning activities that integrate shared values in the National Curriculum.

2.1.4.3

Documents and other records that demonstrate the teacher's leadership in guiding colleagues and groups of colleagues to develop and implement unit/lesson plans in line with the national curriculum's vision.

2.1.4.4

Records of professional development activities designed and conducted for colleagues to integrate shared values and key competencies in lesson unit/lesson planning.

2.1.4.5

Lesson observation feedback given to other teachers, guiding them to integrate the key components of the national curriculum in their lessons.

Graduate Teacher

Focus Area 2.2

Content knowledge

Proficiency

Performance Indicators and Sources of Evidence

2.2.1

Demonstrate knowledge and understanding of the subject matter and structure of the teaching subject(s)

2.2.1.1

Articulates accurate concept knowledge when explaining/teaching content of the teaching subject(s).

2.2.1.2

Provides accurate answers to students' questions related to content.

2.2.1.3

Demonstrates accuracy of content knowledge through lesson planning.

2.2.1.4

Develops unit/lesson plans that show connection between key concepts/themes within and across subjects/key learning areas.

2.2.1.5

Demonstrates the ability to connect current content with previous and future learning, fostering a comprehensive understanding.

Proficient Teacher

Proficiency

Performance Indicators and Sources of Evidence

2.2.2

Demonstrate the ability to organise the content of the teaching subject(s) into an effective sequence

2.2.2.1

Unit/lesson plans are logically sequenced to facilitate the development of student understanding.

2.2.2.2

Unit/lesson plans articulate the content requirements of the curriculum.

2.2.2.3

Lesson observation records, demonstrating the presentation of content in a coherent and well sequenced manner.

2.2.2.4

Meeting notes and self-reflections on matters related to content presentation and/or sequencing.

2.2.2.5

Reflective notes and/or unit/lesson plans, showing connections between content and students' literacy and numeracy skills.

2.2.2.6

Unit/lesson plans, showing the alignment of learning activities related to syllabus outcomes within and across the subjects/key learning areas.

2.2.2.7

Unit/lesson plans articulating content differentiation according to students' interest and abilities.

2.2.2.8

Self-reflective notes related to content delivery and changes for future planning.

Accomplished Teacher

Proficiency

Performance Indicators and Sources of Evidence

2.2.3

Model innovative practice in selecting and organizing content of the teaching subject(s) into well-sequenced learning activities or projects

2.2.3.1

Unit/lesson plans demonstrate the alignment of learning activities to relevant syllabus outcomes within the same subject and other subjects (whenever possible).

2.2.3.2

Unit/lesson plans outline innovative practices and provide reasons for selecting and organising content in a particular way.

2.2.3.3

Student work samples, showing evidence of conceptual understanding, creativity and reasoning skills.

2.2.3.4

Lesson observation notes by colleagues that show evidence of how the teacher models learning activities and time allocations for activities that require high cognitive engagement.

2.2.3.5

Mentors colleagues to differentiate content according students' interest and abilities.

2.2.3.6

Reflections on meetings with colleagues, related to content delivery, indicating changes made to teaching, and recommendations for future planning.

Distinguished Teacher

Proficiency

Performance Indicators and Sources of Evidence

2.2.4

Play a leading role in the school to evaluate and improve content knowledge of colleagues and lead the initiatives on improving teaching and learning through coherent sequencing of content

2.2.4.1

Lesson observation records made for colleagues, showing evidence of guidance given to them on the intentional use of key concepts and ideas that are part of students' everyday experiences and real life.

2.2.4.2

Student work samples that focus on the understanding and application of key concepts.

2.2.4.3

Professional development activities designed and delivered for colleagues who require additional support to upgrade their content knowledge.

2.2.4.4

Professional development activities designed and delivered for colleagues to develop their capacity to connect key concepts and themes within and across subjects.

2.2.4.5

Records of coordination meetings led for colleagues to develop curriculum integration plans to connect key concepts and themes within and across different subjects in order to make learning more meaningful for students.

2.2.4.6

Records of meetings led for colleagues on matters related to content delivery, highlighting changes made to teaching and recommendations for future planning.

Graduate Teacher

Focus Area 2.3

Pedagogical Content Knowledge

Proficiency

Performance Indicators and Sources of Evidence

2.3.1

Demonstrate the understanding of pedagogical content knowledge appropriate to the teaching subject(s)

2.3.1.1

Works with colleagues and explores teaching strategies that are suitable for the context.

2.3.1.2

Develops and implements effective unit/lesson plans using a variety of teaching strategies such as cooperative learning, ICT integration, inquiry learning, etc.

2.3.1.3

Incorporates innovative and engaging teaching methods relevant to the subject matter.

Proficient Teacher

Proficiency

2.3.2

Apply relevant teaching strategies for specific content that help students to experience success through engaging learning activities.

Performance Indicators and Sources of Evidence

2.3.2.1

A compilation of learning activities designed by the teacher demonstrating a range of engaging and meaningful learning to activities, targeted to teach specific areas of content.

2.3.2.2

Lesson observation notes, showing evidence that the teacher consistently uses a variety of teaching strategies to ensure that every child is engaged in the curriculum in a meaningful way (e.g. project-based learning, inquiry learning, differentiated learning, ICT integrated learning, etc.)

2.3.2.3

Documented reflections on content and learning activities used to teach specific content areas.

2.3.2.4

A compilation of student work samples, demonstrating engagement and learning.

Accomplished Teacher

Proficiency

Performance Indicators and Sources of Evidence

2.3.3

Mentor colleagues on the use of relevant teaching strategies for specific content areas that will help students to accomplish the intended learning outcomes

2.3.3.1

Works collaboratively with colleagues to develop learning activities appropriate for teaching specific content areas, using a wide range of teaching strategies (e.g. project-based learning, inquiry learning, differentiated learning, ICT integrated learning, etc.)

2.3.3.2

A compilation of student work samples demonstrating their understanding and application of key concepts.

2.3.3.3

Lesson observation records by colleagues, showing evidence of the teacher modelling how to link concepts and ideas with real life.

2.3.3.4

Records of mentoring colleagues, showing evidence of support provided to develop and build their pedagogical content knowledge.

Distinguished Teacher

Proficiency

Performance Indicators and Sources of Evidence

2.3.4

Play a leading role in the school to evaluate and improve the pedagogical content knowledge of colleagues through modeling and coaching

2.3.4.1

Plays a leading role in collecting and analysing student perception data to inform the pedagogical practice across the school.

2.3.4.2

Meeting notes and reflections that emphasise the pivotal role in evaluating school-level pedagogical practices to ensure they align with national curriculum requirements.

2.3.4.3

Evidence of professional support given to individuals or groups of teachers to improve their pedagogical practices, based on lesson observation records and other data.

2.3.4.4

Records of meetings led by the teacher to plan and develop learning activities appropriate for teaching specific content areas, using a wide range of teaching strategies (e.g. project-based learning, inquiry learning, differentiated learning, ICT integrated learning, etc.).

2.3.4.5

Evidence of professional development activities designed and delivered to colleagues on developing learning activities and resources for differentiating content according to students' abilities and interests.

2.3.4.6

Evidence of professional development activities designed and delivered to colleagues on specific content areas and relevant teaching strategies for those content (project-based learning, inquiry learning, etc.).

Graduate Teacher

Focus Area 2.4

Shared values and key competencies

Proficiency

Performance Indicators and Sources of Evidence

2.4.1

Demonstrate a good understanding of how to integrate the shared values and key competencies in planning and implementation of learning activities

2.4.1.1

Demonstrates the understanding of the concept and rationale behind shared values and key competencies through lesson planning and delivery.

2.4.1.2

Works with colleagues and explores ways of integrating shared values and key competencies as strategies for delivering lesson content.

2.4.1.3

Develops and implements lessons in which shared values and key competencies are used as the pedagogy (e.g. creating a poster to demonstrate understanding of the content, where relating to people and thinking critically and creatively are used as the focus key competencies).

Proficient Teacher

Proficiency

Performance Indicators and Sources of Evidence

2.4.2

Design and implement teaching and learning activities that integrate shared values and key competencies

2.4.2.1

A compilation of unit/lesson plans developed by the teacher to be used in the classroom to explicitly inculcate values and develop key competencies, through the content of the lessons.

2.4.2.2

Lesson observation notes, showing evidence that the teacher consistently integrates shared values and key competencies as pedagogy for delivering lessons.

2.4.2.3

Documented reflections on how the integrated shared values and key competencies are working on students' behaviour and learning.

2.4.2.4

Student assessment records, demonstrating the development of values and competencies.

Accomplished Teacher

Proficiency

Performance Indicators and Sources of Evidence

2.4.3

Model exemplary practice in integrating shared values and key competencies in teaching and learning activities

2.4.3.1

Works collaboratively with colleagues to develop unit/lesson plans to be used in the classroom to explicitly inculcate values and develop key competencies, through the content of the lessons.

2.4.3.2

A compilation of student work samples, demonstrating exemplary integration of shared values and key competencies in lessons.

2.4.3.3

Lesson observation records by colleagues, showing evidence of the teacher modelling the integration of shared values and key competencies as pedagogy of the lessons.

2.4.3.4

Records of mentoring colleagues, showing evidence of support provided to integrate shared values and key competencies in lessons.

Distinguished Teacher

Proficiency

Performance Indicators and Sources of Evidence

2.4.4

Lead colleagues to evaluate and improve school wide implementation of shared values and key competencies in classroom teaching and school wide activities

2.4.4.1

Plays a leading role in collecting and analysing school-based data on the development of key competencies and shared values in students.

2.4.4.2

Meeting notes and reflections that highlight the leading role played by the teacher to evaluate school level pedagogical practices on integrating key competencies and shared values in lessons.

2.4.4.3

Evidence of professional support given to individuals or groups of teachers to integrate key competencies and shared values in lesson planning, delivery and other activities (school assembly, co-curricular activities, etc.)

2.4.4.4

Records of meetings led by the teacher to decide and plan key competencies to focus on during a specific period of time.

2.4.4.5

Professional development activities designed and delivered for colleagues on how to integrate and assess the development of key competencies.

Graduate Teacher

Focus Area 2.5

Literacy and numeracy strategies

Proficiency

Performance Indicators and Sources of Evidence

2.5.1

Demonstrate the knowledge and understanding of effective strategies that promote literacy and numeracy skills

2.5.1.1

Participates actively in professional discussions with colleagues and demonstrates knowledge and understanding of teaching strategies that promote literacy and numeracy skills development.

2.5.1.2

Works with colleagues to develop lesson plans and learning activities to support students' literacy numeracy skills.

2.5.1.3

Uses effective strategies while working with individual or groups of students who need extra support in developing literacy and/or numeracy skills.

2.5.1.4

Promotes literacy and numeracy regardless of the teaching subject.

2.5.1.5

Lesson plans and learning activities that integrate literacy and numeracy concepts into subjects beyond language and mathematics classes.

Proficient Teacher

Proficiency

Performance Indicators and Sources of Evidence

2.5.2

Use a wide range of teaching strategies that enhances literacy and numeracy skills in students

2.5.2.1

Unit/lesson plans with differentiated learning activities targeted to cater for students' literacy and numeracy development, while achieving the intended learning outcomes.

2.5.2.2

Lesson observation notes, showing evidence that the teacher explicitly uses structured activities for literacy and numeracy skills development.

2.5.2.3

Student work samples demonstrating explicit literacy and numeracy development strategies used by the teacher.

Accomplished Teacher

Proficiency

Performance Indicators and Sources of Evidence

2.5.3

Model exemplary practice in developing and implementing effective teaching strategies that enhance literacy and numeracy skills in students

2.5.3.1

Lesson observation notes by colleagues, outlining the teacher modelling explicit literacy and numeracy development strategies.

2.5.3.2

Unit/lesson plans developed in collaboration with colleagues that incorporate structured activities specifically targeted for literacy and numeracy development.

2.5.3.3

Records of mentoring colleagues to enhance their comprehension and application of literacy and numeracy strategies in general classrooms.

2.5.3.4

Records of diagnostic assessments and reflections on how to differentiate teaching according to individual students' literacy/numeracy level.

2.5.3.5

Student work samples that demonstrate the impact of the explicit literacy and numeracy strategies targeted for students who needed additional support.

Distinguished Teacher

Proficiency

Performance Indicators and Sources of Evidence

2.5.4

Lead colleagues to evaluate and improve the effectiveness of teaching strategies used in the school that promote student achievement through literacy and numeracy skills development

2.5.4.1

Lead colleagues to develop and implement diagnostic assessments to determine students' literacy and numeracy levels.

2.5.4.2

Unit/lesson plans evaluated and enhanced with colleagues that incorporate structured activities specifically targeted for literacy and numeracy development.

2.5.4.3

Professional development activities designed and delivered for colleagues to support their understanding and use of literacy and numeracy strategies in general classroom teaching.

2.5.4.4

Meeting notes with colleagues and reflections on how to differentiate teaching according to individual students' literacy/numeracy level.

2.5.4.5

Notes of meetings organised with colleagues or other evidences on designing intervention strategies to develop literacy/numeracy skills of students who need additional support.

Graduate Teacher

Focus Area 2.6

Using Information and Communication Technologies (ICTs)

Proficiency

2.6.1
Know and understand teaching strategies for using ICTs to compliment learning activities for students.

Performance Indicators and Sources of Evidence

- 2.6.1.1**
Actively participates in discussions and demonstrates the understanding of theories and principles of ICT integrated teaching and learning.
- 2.6.1.2**
Develops lesson/unit plans that integrates available ICT resources.
- 2.6.1.3**
Selects and uses relevant ICTs according to student learning outcomes.
-

Proficient Teacher

Proficiency

Performance Indicators and Sources of Evidence

2.6.2

Use effective teaching strategies to integrate ICT into learning and teaching activities and make the content matter more relevant and meaningful.

2.6.2.1

Lesson observation notes demonstrating exemplary practice in incorporating available ICTs (tablets, classroom TVs, etc.) appropriately with a clear focus on maximizing student engagement and motivation.

2.6.2.2

Self-reflections, student feedback and/or work samples that demonstrate that the teacher ensures students use the ICTs confidently and appropriately.

2.6.2.3

Uses learning activities that encourage students to develop analytical and problem-solving skills using ICTs (e.g. gathering information, presenting data, etc.).

2.6.2.4

Demonstrates exemplary practice in flipping learning, using interactive online tools to make learning more meaningful and fun for students.

2.6.2.5

Uses relevant ICTs to cater for diverse learning needs of individual students.

Accomplished Teacher

Proficiency

Performance Indicators and Sources of Evidence

2.6.3

Model a high-level ICT integrated teaching in the school through effective teaching strategies, targeted to improve student learning outcomes

2.6.3.1

Models exemplary practice of ICT integrated teaching through demonstration lessons, in which students use ICTs confidently and appropriately.

2.6.3.2

ICT integrated unit/lesson plans developed in collaboration with colleagues articulating effective student engagement and meaningful learning.

2.6.3.3

Conducts mentoring activities for other teachers like collaborative meetings for generating lesson planning ideas on maximising student engagement and motivation.

2.6.3.4

Evidence of providing professional development support to colleagues for enhancing student learning using specific technologies.

2.6.3.5

Works together with colleagues to develop resources and the learning environment (e.g. Google Classroom) needed to flip learning and make learning more meaningful, by using interactive online tools in the classroom and at home.

2.6.3.6

Models the use of relevant ICTs to modify learning for students with complex learning profiles.

Distinguished Teacher

Proficiency

Performance Indicators and Sources of Evidence

2.6.4

Play a leading role in the school to evaluate and improve the use ICTs with effective teaching strategies targeted to improve the achievement of student learning outcomes

2.6.4.1

Takes leadership in collecting data and evaluating the effectiveness of ICT integrated teaching in the school, based on the impact of ICTs on student learning outcomes.

2.6.4.2

Develops and implements professional development materials and teacher guides to facilitate effective ICT integrated teaching relevant for the school.

2.6.4.3

Conducts professional development activities for other teachers in the school on how to maximise student learning and motivation using available ICTs.

2.6.4.4

Unit/lesson plans evaluated and enhanced for colleagues that integrate ICTs, articulating effective student engagement and meaningful learning.

2.6.4.5

Lesson observation records, showing evidence of effective feedback given on the use ICTs.

2.6.4.6

Notes of meetings, demonstrating the lead role taken by the teacher to modify learning through ICTs in order to cater for the learning needs students with complex learning profiles.

Standard 3

Plan, design and implement effective teaching and learning

Standard 3 highlights the significance of teachers' ability to translate the written curriculum into meaningful learning experiences for students to achieve the intended learning outcomes. This standard expects teachers to apply their professional knowledge and understanding to plan, design and implement well-structured and sequenced lessons individually or in collaboration with colleagues. It also puts an emphasis on the essential role of digital skills for teachers of today.

This standard is comprised of 5 focus areas:

- 3.1 Establishing high expectations for all students
- 3.2 Plan, structure and sequence learning activities
- 3.3 Teaching and learning resources
- 3.4 Classroom communication strategies
- 3.5 Applying digital skills

Graduate Teacher

Focus Area 3.1

Establishing high expectations for all students

Proficiency

Performance Indicators and Sources of Evidence

3.1.1

Demonstrate the knowledge and understating of setting learning goals for students with varying abilities, interest and needs

3.1.1.1

Identifies clear and appropriate learning goals according to syllabus requirements and the learning needs of students.

3.1.1.2

Works with supervisors and/or mentors to differentiate lessons in accordance with the set learning goals for individual students.

3.1.1.3

Reflects on and seeks advice of the supervisors and/or mentors on the effectiveness of learning goals set for individual students.

3.1.1.4

Demonstrates the ability to identify when students lag behind achieving learning goals.

Proficient Teacher

Proficiency

Performance Indicators and Sources of Evidence

3.1.2

Set achievable but challenging goals for all students including those with complex learning profiles

3.1.2.1

Works with students to set termly learning goals that are challenging but achievable.

3.1.2.2

Student work samples that demonstrate the link between their learning goals, assessment and syllabus outcomes.

3.1.2.3

Student feedback, explaining how challenging, realistic, and measurable the goals they have set with the teacher are.

3.1.2.4

Student assessment records showing evidence that the teacher evaluates the achievement of student learning outcomes and takes necessary steps to help them achieve the goals.

Accomplished Teacher

Proficiency

Performance Indicators and Sources of Evidence

3.1.3

Develop and model a culture of high expectations for all students by setting challenging learning goals for all students

3.1.3.1

Demonstrates exemplary practice in working with students to set termly learning goals that are challenging but achievable.

3.1.3.2

Student work samples shared with colleagues and parents to demonstrate the achievement and celebration of high expectations.

3.1.3.3

Records of mentoring colleagues on setting challenging, realistic and measurable learning goals with individual students.

3.1.3.4

Student assessment records, showing evidence that the teacher evaluates the achievement of student learning outcomes and takes necessary steps to help them achieve the goals.

Distinguished Teacher

Proficiency

Performance Indicators and Sources of Evidence

3.1.4

Inspire exemplary practice of high expectations and lead colleagues to encourage students to pursue challenging goals in all aspects of schooling

3.1.4.1

Creates and establishes a positive and encouraging learning environment that empowers students through self-reflection.

3.1.4.2

Designs and delivers professional development activities for colleagues on establishing high expectations for all students and making sure that the students achieve them.

3.1.4.3

Lesson observation notes and feedback given to colleagues on goal setting and helping students achieve them.

3.1.4.4

Student perception data collected, analysed and shared with colleagues, to determine priority areas in goal setting.

3.1.4.5

Lesson observation records, showing evidence that the teacher sets and evaluates achievement of goals that are challenging but realistic for students.

3.1.4.6

Student work samples demonstrating the achievement and/or reflections of learning goals.

Graduate Teacher

Focus Area 3.2

Plan, structure and sequence learning activities

Proficiency

Performance Indicators and Sources of Evidence

3.2.1

Design unit plans/lesson plans appropriate to student' level of development, learning styles and learning needs

3.2.1.1

Ensures that lesson objectives/learning intentions are linked to the relevant syllabus outcomes.

3.2.1.2

Uses a variety of strategies to achieve the learning objectives/intentions.

3.2.1.3

Uses a range of meaningful and fun learning activities that always keep students on task.

3.2.1.4

Knows and uses a range of approaches to cater for learning styles and abilities when designing learning activities.

3.2.1.5

Manages time effectively and appropriately to achieve learning objectives/intentions.

3.2.1.6

Reviews student learning after every lesson and makes plans to follow-on learning.

Proficient Teacher

Proficiency

Performance Indicators and Sources of Evidence

3.2.2

Plan and implement well-structured unit/lesson plans that engage students in meaningful learning

3.2.2.1

Lesson plans that demonstrate logical sequencing of meaningful/authentic learning activities that are engaging and challenging, according to the needs of students.

3.2.2.2

Lesson observations records by supervisors/mentors indicating the delivery of meaningful/authentic learning activities that are engaging and challenging, according to students' needs.

3.2.2.3

Student work samples, demonstrating effective engagement and meaningful learning.

Accomplished Teacher

Proficiency

Performance Indicators and Sources of Evidence

3.2.3

Work with colleagues to plan, evaluate and modify unit/lesson plans to ensure student engagement in meaningful learning

3.2.3.1

Unit/lesson plans developed in collaboration with colleagues that expand student understanding and engagement in meaningful learning.

3.2.3.2

Lesson observation notes by colleagues, showing evidence of the teacher modelling the implementation of effective learning strategies that develop student understanding and engagement in meaningful learning.

3.2.3.3

Student work samples that show evidence of choices provided by the teacher to ensure engagement in meaningful learning.

3.2.3.4

Meeting notes giving details of collaborations with colleagues on evaluating and modifying unit/lesson plans.

3.2.3.5

Records of mentoring colleagues on effective lesson planning and delivery, with a special focus on making learning meaningful and engaging for students.

Distinguished Teacher

Proficiency**Performance Indicators and Sources of Evidence****3.2.4**

Play a leading role in planning and reviewing the effectiveness of teaching and learning activities in the school

3.2.4.1

Demonstration lessons taken for colleagues or videos recorded to exemplify how to sequence lessons, assisting students in applying new knowledge and making connections within and across subjects.

3.2.4.2

Meeting notes or lesson evaluation reports, with a special focus on the degree of student engagement in meaningful learning.

3.2.4.3

Lesson observation notes on how learning activities are designed in alignment with syllabus outcomes and key competencies.

3.2.4.4

Lesson observation notes on the lesson structure and pacing to ensure that students are provided with the time needed to intellectually engage with and reflect on their learning.

3.2.4.5

Learning activities developed by leading colleagues to enable students to have choices in achieving learning outcomes.

3.2.4.6

Professional development activities designed and delivered for colleagues that focus on making learning more engaging and meaningful for students.

Graduate Teacher

Focus Area 3.3

Teaching and learning resources

Proficiency

Performance Indicators and Sources of Evidence

3.3.1

Demonstrate the knowledge and skills in the selecting and using of a variety of teaching and learning resources including ICTs to make learning meaningful for students

3.3.1.1

Uses a range of available teaching and learning resources and maximises student engagement through them.

3.3.1.2

Uses a variety of available technologies to engage students.

3.3.1.3

Takes students' developmental levels into consideration when selecting and using resources and manages them effectively.

Proficient Teacher

Proficiency

Performance Indicators and Sources of Evidence

3.3.2

Select, develop, and use appropriate teaching and learning resources including ICTs to address specific learning needs and make learning more meaningful for all students.

3.3.2.1

Unit/lesson plans showing a variety of teaching and learning resources, including ICTs that are appropriate for achieving the learning intentions.

3.3.2.2

Reflective notes, lesson plans and other sources of information, demonstrating that the teacher uses a variety of resources effectively and reuses them with modifications, in accordance with the learning activities.

3.3.2.3

Lesson observation notes demonstrating the selection, development and use of a range of resources, including ICTs, to engage students in their learning.

3.3.2.4

Student work samples showing evidence of engagement with a variety of resources including ICTs, where appropriate.

3.3.2.5

The actual resources, which have been used in the classroom developed or customised by the teacher for use in specific learning activities.

Accomplished Teacher

Proficiency

Performance Indicators and Sources of Evidence

3.3.3

Model exemplary practice in selecting, developing and using appropriate teaching and learning resources including ICTs to address specific learning needs and make learning more meaningful for all students

3.3.3.1

Unit/lesson plans developed in collaboration with colleagues that include a variety of teaching and learning resources, including ICTs appropriate for the learnings intentions.

3.3.3.2

Lesson observation notes by colleagues showing evidence that the teacher has selected, created and used a range of resources that align with the learning intentions and make the content accessible to all students.

3.3.3.3

Lesson observation notes by and of colleagues that reference the teachers' use of resources to facilitate independent or team learning.

3.3.3.4

Notes of meetings with colleagues referencing the mapping of resources, including ICTs to meet the learning needs of all students.

3.3.3.5

The actual resources used in the classroom developed in collaboration with colleagues to engage students in learning (including classroom displays).

3.3.3.6

Student work samples demonstrating the availability of choice in selecting learning resources.

Distinguished Teacher

Proficiency

Performance Indicators and Sources of Evidence

3.3.4

Lead colleagues in the development and evaluation of teaching and learning resources including ICTs for use within and beyond the school

3.3.4.1

Evaluates and enhances lesson/unit plans by colleagues to include teaching and learning resources (including ICTs) that are appropriate for the lessons.

3.3.4.2

Lesson observation notes from colleagues that guide teachers in selecting, creating, and using a range of resources that align with the learning intentions and make learning more meaningful for all students.

3.3.4.3

Notes of meetings showing evidence of the teacher leading the process of modifying and/or mapping resources to cater for individual learning needs.

3.3.4.4

Lesson observation notes made for colleagues that reference mentoring on how to use interactive technologies to enhance student understanding and foster critical and creative thinking.

3.3.4.5

Professional development activities conducted for colleagues on selecting, developing and using resources to maximise student learning.

3.3.4.6

Develops and establishes a culture that systematically manages and makes resources readily available for school teachers.

Graduate Teacher

Focus Area 3.4

Classroom communication strategies

Proficiency	Performance Indicators and Sources of Evidence
3.4.1 Demonstrate the understanding of a range of verbal and non-verbal communication strategies to support student understanding, participation and engagement	<p>3.4.1.1 Uses effective oral and written communication skills, including grammatically acceptable language.</p> <p>3.4.1.2 Uses effective verbal and non-verbal communication strategies appropriate to the age and developmental levels of students.</p> <p>3.4.1.3 Uses voice variations effectively with respect to pitch, strength and speed.</p> <p>3.4.1.4 Uses non-verbal communication strategies such as eye contact, posture, strategic classroom circulation, active listening, etc. effectively.</p> <p>3.4.1.5 Uses a variety of question types unambiguously, such as open ended and closed questions, higher order and lower order questions, literal to inferential questions, etc.</p> <p>3.4.1.6 Acknowledges student responses and engages all students fairly as appropriate to the context.</p> <p>3.4.1.7 Provides positive and timely feedback to all students.</p>

Proficient Teacher

Proficiency

Performance Indicators and Sources of Evidence

3.4.2

Demonstrate the use of a range of verbal and non-verbal communication strategies to support student understanding, participation and engagement

3.4.2.1

Lesson observation notes demonstrating the use of grammatically correct, age/developmentally appropriate inclusive language with a mixture of effective non-verbal communication strategies.

3.4.2.2

Lesson observation notes and other records about the teacher's interactions with students demonstrating the use of effective verbal and non-verbal communication strategies to support student understanding, participation, engagement.

3.4.2.3

Lesson observation notes of the teacher facilitating discussions using a wide range of questioning techniques that encourage students and maximise participation and engagement.

3.4.2.4

Lesson plans demonstrating the teacher facilitating students to use multiple ways of expressing their understanding, e.g. using concept maps, visual tools, oral presentations, etc.

3.4.2.5

Consistently responds positively and inclusively to all students inside and outside the classroom.

3.4.2.6

Feedback given to students' work, demonstrating the teacher's effective communication strategies.

Accomplished Teacher

Proficiency

Performance Indicators and Sources of Evidence

3.4.3

Model the use of a wide range of effective verbal and non-verbal communication strategies that maximises student engagement and learning

3.4.3.1

Lesson observation notes by colleagues, showing the teacher effectively modelling verbal and non-verbal communication strategies through clear instructions and procedures.

3.4.3.2

Records of peer observations analysed with colleagues, focusing on the communication strategies used to explain content and develop conceptual understanding.

3.4.3.3

Teaching and learning materials developed by the teacher with clear guidelines for students and teachers to use them effectively.

3.4.3.4

Assists colleagues formally and informally to select a wide range of verbal and non-verbal communication strategies to help student understanding, engagement and achievement.

3.4.3.5

Mentors colleagues on the use of effective questioning and explanation skills.

Distinguished Teacher

Proficiency

Performance Indicators and Sources of Evidence

3.4.4

Play a leading role in the school to promote effective communication strategies and demonstrate exemplary practice of verbal and non-verbal communication strategies using contextual knowledge to support students' understanding, and engagement

3.4.4.1

Collects and analyses student perception data on communication strategies used by teachers and use them to inform focus for improved classroom practice.

3.4.4.2

Lesson observation feedback given to colleagues on the use of inclusive and contextually appropriate verbal and non-verbal communication.

3.4.4.3

Teaching and learning materials developed by leading colleagues, with a special focus on offering students choices to express their understanding through various modes of communication.

3.4.4.4

A compilation of unit/lesson plans developed by leading colleagues that use collaborative strategies to support and maximise students' engagement.

3.4.4.5

Lesson observation notes completed for colleagues, demonstrating evidence of the teacher's guidance in using communication techniques to facilitate effective discussions and enhance student engagement and learning.

3.4.4.6

Professional development activities developed delivered to build the capacity of colleagues to use a range of verbal and non-verbal communication strategies in order to maximise students' engagement and achievement.

Graduate Teacher

Focus Area 3.5

Applying digital skills

Proficiency

Performance Indicators and Sources of Evidence

3.5.1

Demonstrate the awareness of the functions of common ICT devices and be able to use them in teaching and learning

3.5.1.1

Demonstrates the ability to create/edit documents, presentations, graphics, etc. needed for classroom teaching.

3.5.1.2

Navigates and uses the Internet for teaching and learning purposes.

3.5.1.3

Utilises a range of available software, relevant for the teaching subject(s) and students' interest (e.g. being certified as a Google Certified Educator Level 1).

Proficient Teacher

Proficiency

Performance Indicators and Sources of Evidence

3.5.2

Incorporate various digital tools and resources to create an integrated digital learning environment to support students' higher-order thinking and problem-solving skills

3.5.2.1

Creates and use interactive learning resources to enhance student learning and engagement.

3.5.2.2

Utilises the currently employed school management information system for analysing student data.

3.5.2.3

Uses various software such as audio and video editing tools to adapt digital materials for specific learning purposes.

3.5.2.4

Troubleshoots commonly used ICT tools.

3.5.2.5

Uses digital communication tools to support student collaborations and solve complex problems.

Accomplished Teacher

Proficiency

Performance Indicators and Sources of Evidence

3.5.3

Work with colleagues to establish an integrated digital learning culture in the school to support higher-order thinking and problem-solving skills in students

3.5.3.1

Works collaboratively with colleagues to design interactive learning resources on various topics to be used in the classroom.

3.5.3.2

Mentors colleagues to use digital tools and help improve student learning outcomes.

3.5.3.3

Mentors colleagues on analyzing student data using school management information system that is currently in use.

3.5.3.4

Works collaboratively with colleagues to explore and select effective digital communication tools to support student collaborations and solve complex problems.

Distinguished Teacher

Proficiency

Performance Indicators and Sources of Evidence

3.5.4

Lead and support colleagues to select and use ICT with effective teaching strategies to expand learning opportunities and content knowledge for all students

3.5.4.1

Professional development activities designed and conducted for colleagues on the use of digital tools to help improve student learning outcomes.

3.5.4.2

Professional development activities conducted for colleagues to design and utilise digital learning materials that will help expand learning opportunities for students and improve student learning.

3.5.4.3

Leads the process of creating an ICT-enhanced learning environment in the school.

3.5.4.4

Uses data from school management information system to make informed decisions about student learning and teacher development in the school.

3.5.4.5

Leads the process of creating digital content for teaching and learning different subjects.

Standard 4

Create a supportive and safe learning environment for all students

Standard 4 highlights the pivotal role of teachers in cultivating an inclusive learning environment characterised by safety, equity, and encouragement. This standard requires teachers to create a learning-focused physical or virtual space, where positive behaviour and self-regulated learning is encouraged and established. In essence, Standard 4 underscores that teachers are instrumental in shaping a space wherein all students can thrive emotionally, socially, and cognitively.

This standard is comprised of 5 focus areas:

- 4.1 Classroom management
- 4.2 Supporting student participation
- 4.3 Challenging behaviour management
- 4.4 Maintaining student safety
- 4.5 Safe, responsible and ethical use of ICTs

Graduate Teacher

Focus Area 4.1

Classroom management

Proficiency

Performance Indicators and Sources of Evidence

4.1.1

Demonstrate the capacity to organise and manage classroom activities and provide clear directions.

4.1.1.1

Establishes and communicates clear expectations and protocols for all activities including group work and transitions.

4.1.1.2

Establishes clear classroom rules, routines and guidelines in collaboration with students.

4.1.1.3

Uses reinforcement effectively.

4.1.1.4

Implements interesting learning activities that are engaging and challenging for students.

4.1.1.5

Implements effective and practical time management strategies to meet the needs of the students.

4.1.1.6

Ensures that the physical environment supports learning with no loss in instructional time.

4.1.1.7

Classroom resources utilised as part of classroom management strategies, including classroom rules, exit cards, interactions and procedures for moving around in the classroom.

Proficient Teacher

Proficiency

Performance Indicators and Sources of Evidence

4.1.2

Establish and maintain an orderly classroom with practical classroom rules and routines that ensure student safety and engagement in learning

4.1.2.1

Lesson observations notes indicating the use of a variety of effective strategies for student engagement on learning tasks.

4.1.2.2

Lesson observation notes indicating the effective implementation and enforcement of rules and routines consistently.

4.1.2.3

Classroom displays, artifacts and other resources consistently utilised as part of classroom management strategies, including classroom rules, exit cards, interactions and procedures for moving around in the classroom.

4.1.2.4

Lesson plans explicitly indicating effective time management that is well paced and moved through a variety of interesting and engaging learning tasks.

4.1.2.5

Student feedback stating that rules and routines are clearly articulated and negotiated.

4.1.2.6

Lesson observation notes indicating how well the teacher fosters active student participation, enthusiasm, and on-task behavior while maintaining positive teacher-student relationships.

Accomplished Teacher

Proficiency

Performance Indicators and Sources of Evidence

4.1.3

Model and share with colleagues a flexible range of strategies for classroom management to ensure all students are engaged in purposeful learning

4.1.3.1

Lesson observation records by colleagues showing evidence of the teacher modelling well-managed and productive learning environments.

4.1.3.2

Lesson plans developed by the teacher that are and shared with colleagues to model clear, effective and meaningful set-inductions, closures and lesson pacing.

4.1.3.3

Lesson observation feedback given to colleagues and/or records of other discussions with colleagues on how to develop a flexible range of effective classroom management strategies, including smooth transitions between different learning activities.

4.1.3.4

Works with colleagues to plan lessons that are logically sequenced to ensure that all students are engaged in purposeful learning.

4.1.3.5

Models the use of roles, responsibilities and expectations to support the engagement of all students in purposeful learning.

4.1.3.6

Models the establishment of a positive and inclusive learning environment through effective strategies that proactively address and manage disruptive behaviors, ensuring a pleasant experience for all students.

Distinguished Teacher

Proficiency

Performance Indicators and Sources of Evidence

4.1.4

Initiate strategies and lead colleagues to implement effective classroom management strategies and promote student responsibility for learning

4.1.4.1

Meeting notes and other evidences demonstrating the leading role played by the teacher on collaboratively developing and establishing common classroom protocols.

4.1.4.2

School-based policy documents developed/contributed by the teacher to establish flexible and innovative organisational structures across the school to maximize student responsibility for learning.

4.1.4.3

Lesson observation feedback given to colleagues by the teacher, guiding them to implement effective classroom management strategies that promote student responsibility for learning.

4.1.4.4

Professional development activities developed and delivered for colleagues to implement effective classroom management strategies that promote student responsibility for learning.

4.1.4.5

Leads colleagues to implement effective classroom management and promote student responsibility for learning by modelling and explaining strategies for colleagues.

4.1.4.6

Leads colleagues to develop a positive and pleasant learning atmosphere with cooperation of students.

Graduate Teacher

Focus Area 4.2

Supporting student participation

Proficiency

Performance Indicators and Sources of Evidence

4.2.1

Identify strategies to support students with individual differences to participate and engage in classroom activities

4.2.1.1

Respects and uses positive language and tone when dealing with students, colleagues and parents.

4.2.1.2

Plans and implements a variety of teaching and learning strategies to cater for students with different learning needs.

4.2.1.3

Acknowledges work by all students by displaying them in the classroom and provides positive feedback and encouragement.

4.2.1.4

Encourages and celebrates individual talents and skills.

4.2.1.5

Keeps records of individual students' needs, interests, abilities and family backgrounds with support of supervisors/colleagues.

Proficient Teacher

Proficiency

**4.2.2
Implement inclusive
opportunities for all students to
positively interact and
participate in classroom
activities**

Performance Indicators and Sources of Evidence

- 4.2.2.1
Creates an inclusive learning environment where all students are acknowledged as individuals regardless of their differences.
- 4.2.2.2
Lesson observation notes indicating teacher providing opportunities for maximum student participation.
- 4.2.2.3
Student/parent feedback about the friendly environment the teacher has created, where students feel belonged and motivated to participate.
- 4.2.2.4
Lesson observation notes by the supervisors/mentors about the friendly environment the teacher has created, where students feel belonged and motivated to participate.
- 4.2.2.5
Teacher's notes about individual students' needs, interests, abilities and their family backgrounds.
-

Accomplished Teacher

Proficiency

Performance Indicators and Sources of Evidence

4.2.3

Model effective practice to implement inclusive strategies that engage and support all students

4.2.3.1

Lesson observation notes that demonstrate the modelling of inclusive and engaging teaching strategies for colleagues, enabling them to enhance their capacity to implement inclusive strategies.

4.2.3.2

Meeting notes that demonstrate that the teacher mentoring colleagues on differentiated teaching strategies.

4.2.3.3

Classroom observation notes or other evidences (e.g. photos, videos) demonstrating how the teacher has developed classroom environments that are inclusive for all students.

4.2.3.4

Effective feedback given to colleagues based on lesson/classroom observations to support them to implement inclusive strategies that engage all students.

4.2.3.5

Works with colleagues to assist them in planning learning activities that are inclusive, engaging and supportive of all students.

Distinguished Teacher

Proficiency

Performance Indicators and Sources of Evidence

4.2.4

Inspire colleagues and lead by example in developing productive and inclusive learning environments across the school practicing inclusive strategies and exploring new approaches to engage and support all students

4.2.4.1

Lead colleagues to develop and implement school wide procedures and protocols to create a productive and inclusive learning environment across the school.

4.2.4.2

Lesson observation notes that demonstrate how the teacher develops an exemplary inclusive learning environment in the classroom.

4.2.4.3

Professional development activities designed and delivered for colleagues to demonstrate inclusive strategies and new approaches to engage and support students.

4.2.4.4

Collects data related to students' and parents' perceptions of the inclusiveness of the school environment and collaborates with colleagues to implement desired changes.

4.2.4.5

Reviews strategies used by colleagues to engage and support students, including students with complex learning profiles.

4.2.4.6

Plays a leading role in the development of policies and procedures related to inclusion of all students.

Graduate Teacher

Focus Area 4.3

Managing challenging behaviour

Proficiency

Performance Indicators and Sources of Evidence

4.3.1

Demonstrate the knowledge of practical approaches to manage different kinds of challenging behaviour in the classroom

4.3.1.1

Establishes, displays and implements clear expectations, protocols of classroom rules and their consequences.

4.3.1.2

Employs a firm and consistent approach to classroom management.

4.3.1.3

Uses effective behaviour management practices, which reflect school policies.

4.3.1.4

Treats all students fairly and consistently.

4.3.1.5

Addresses issues consistently before they intensify and become problems.

Proficient Teacher

Proficiency

Performance Indicators and Sources of Evidence

4.3.2

Manage challenging behaviour constructively using assertive and non-violent approaches

4.3.2.1

Communicates clear and explicit expectations and instructions on protocols of classroom rules.

4.3.2.2

Involves students' voice when setting protocols of classroom rules.

4.3.2.3

Employs a firm and consistent approach to classroom management that ensures fairness for all students.

4.3.2.4

Treats all students fairly and encourages them to take responsibility for their own actions.

4.3.2.5

Practices vigilance and attends to challenging behaviour issues promptly before they intensify.

4.3.2.6

Implements positive behaviour management practices that reflect policies set by school and the Ministry of Education.

Accomplished Teacher

Proficiency

Performance Indicators and Sources of Evidence

4.3.3

Develop and model a range of behaviour management strategies using expert knowledge and contextual experience.

4.3.3.1

Lesson observation notes demonstrating highly effective behaviour management skills.

4.3.3.2

Behaviour management plans developed and shared with colleagues to effectively maintain a culture of positive behaviour in the classroom, based on the teacher's knowledge and classroom experience.

4.3.3.3

Mentors colleagues to implement positive behaviour management strategies and encourages students to take responsibility for their own actions.

4.3.3.4

Models a range of effective, fair and respectful responses to inappropriate student behaviour for colleagues to learn from.

Distinguished Teacher

Proficiency

Performance Indicators and Sources of Evidence

4.3.4

Lead and implement behaviour management initiatives to support colleagues to manage challenging behaviour in their classrooms

4.3.4.1

Plays a leading role in developing and implementing a school-based behaviour management policy.

4.3.4.2

Leads colleagues to conduct action researches on strategies used for behaviour management.

4.3.4.3

Professional development activities developed and conducted for colleagues on the use of positive approaches to behaviour management.

4.3.4.4

Lesson observation notes that demonstrate teacher modelling a range of exemplary behaviour management strategies.

4.3.4.5

Mentors colleagues on how to use effective conflict resolution skills that can be used to support students with challenging behaviours.

4.3.4.6

Mentors colleagues to monitor and evaluate the success of behaviour management initiatives and to broaden their range of strategies.

Graduate Teacher

Focus Area 4.4

Maintaining student safety

Proficiency

Performance Indicators and Sources of Evidence

4.4.1

Demonstrate the capability to use strategies that support students' well-being and safety

4.4.1.1

Listens to and acknowledges students' opinions and contributions.

4.4.1.2

Establishes explicit routines and implements them consistently with regard to matters related to student safety and wellbeing.

4.4.1.3

Identifies risks and consistently reminds students of safe behaviour.

4.4.1.4

Demonstrates a caring attitude and values equity when dealing with students and providing them with opportunities.

4.4.1.5

Is flexible with students according to their needs, situations and circumstances.

4.4.1.6

Demonstrates the awareness to respond to emergency situations such as fire drills, evacuation procedures, safety referral procedures, etc.

Proficient Teacher

Proficiency

Performance Indicators and Sources of Evidence

4.4.2

Establish a safe and secure environment for all students through consistent implementation of policies, guidelines and procedures

4.4.2.1

Lesson plans and/or observation notes demonstrating the teacher's awareness of school and/or system requirements regarding bullying.

4.4.2.2

Lesson observation notes and/or reflections demonstrating the teacher implementing school level and system level policies related to student safety and wellbeing.

4.4.2.3

Lesson plans that include tasks/processes different from regular lessons (e.g. field trips) include safety measures that will be taken, demonstrating that the teacher knows and understands the concept and implications of risk management.

4.4.2.4

Lesson observation notes provide evidence that the teacher implements and ensures safety routines and procedures are in place.

4.4.2.5

Correspondence (emails, text messages, notes, etc.) showing that the teacher reports issues or incidents to the relevant authorities according to standard procedures.

4.4.2.6

Student attendance records and teacher reflections for individual students' safety concerns.

4.4.2.7

Teacher's personal notes and meeting records of risk assessment documents for individual students and referrals where relevant.

4.4.2.8

Complies with all safety procedures and rules established in the school including emergency evacuations, fire safety, chemical storage, etc.

Accomplished Teacher

Proficiency

Performance Indicators and Sources of Evidence

4.4.3

Ensure safety and wellbeing for every student by implementing school and system level policies and establishing a secure learning environment

4.4.3.1

Written communications, including text messages written to parents, classroom displays, etc. that have been developed by the teacher to raise awareness of safety concerns.

4.4.3.2

Fieldtrip plans demonstrating the teachers' awareness and assumed role in contributing to risk management.

4.4.3.3

Individual student risk assessments developed by the teacher to ensure student well-being and safety.

4.4.3.4

Checklists or other records that the teacher has used to confirm that policy requirements are being met, such as classroom safety, safety checks on chemical storage, or evacuation procedures.

4.4.3.5

Mentors colleagues to raise awareness of school and system safety requirements.

Distinguished Teacher

Proficiency

Performance Indicators and Sources of Evidence

4.4.4

Evaluate the effectiveness of policies related to student well-being and safe working practices and assist colleagues to improve their practices

4.4.4.1

School-level student well-being policy aligned with current system-level policy requirements, developed with contributions from teachers.

4.4.4.2

Documented organization of fire drills and evacuations, implemented and evaluated with contributions of the teacher.

4.4.4.3

Student and/or staff welfare guidelines designed and/or implemented with contribution by the teacher.

4.4.4.4

Professional development activities developed and conducted for colleagues to enhance their knowledge of student safety and well-being requirements.

Graduate Teacher

Focus Area 4.5

Safe, responsible and ethical use of ICTs

Proficiency

Performance Indicators and Sources of Evidence

4.5.1

Demonstrate the knowledge and understanding of issues and strategies to support safe, responsible and ethical use of ICTs

4.5.1.1

Advocates the importance of safe, responsible and ethical use of ICTs and discusses about the consequences of not following them (e.g. plagiarism, cyber bullying, fraud, etc.)

4.5.1.2

Discusses and promotes safe, responsible and ethical use of ICTs with students during lessons.

4.5.1.3

Demonstrates responsible and ethical behaviour when using ICTs.

Proficient Teacher

Proficiency

Performance Indicators and Sources of Evidence

4.5.2

Employs strategies to promote the safe, responsible and ethical use of ICT classroom teaching and beyond

4.5.2.1

Includes explicit activities in lessons that promote the safe, responsible and ethical use of ICTs, including how to evaluate the appropriateness and reliability of digital resources and websites.

4.5.2.2

Communication details and guidelines given to students such as feedback to learning tasks, modelling responsible and ethical use of ICT by the teacher.

4.5.2.3

Implements safe, ethical and responsible procedures for students using ICTs that demonstrate the understanding of school and central level ICT policies.

4.5.2.4

Consistently discusses and reinforces safe online behaviour with students and promotes student stewardship in their use of digital devices.

Accomplished Teacher

Proficiency

Performance Indicators and Sources of Evidence

4.5.3

Model good practice to promote safe, responsible and ethical use of ICT in teaching and learning.

4.5.3.1

Models ethical and responsible use of ICTs for students and colleagues to follow and learn from (e.g. demonstrate how you keep your online identities protected and how sources are acknowledged).

4.5.3.2

Lesson observation records conducted by colleagues, demonstrating evidence of the teacher modelling explicit strategies on how ICTs are used safely, responsibly, and ethically.

4.5.3.3

Adheres to national and school-based policies related to the use of ICTs and takes the necessary steps for cases of breaching the guidelines.

4.5.3.4

Creates awareness among parents and colleagues on the importance of safe, responsible and ethical use of ICTs.

Distinguished Teacher

Proficiency

Performance Indicators and Sources of Evidence

4.5.4

Support colleagues to develop, strategies that promote the safe, responsible and ethical use of ICT in teaching, learning and other activities

4.5.4.1

Implements new ideas with students on ensuring safe, responsible and ethical use of ICTs and share these ideas with colleagues.

4.5.4.2

Plays a lead role in developing/reviewing school-based ICT policies and regulations.

4.5.4.3

Orients staff, students and parents for ICT related guidelines and policies.

4.5.4.4

Trains/coaches colleagues and other staff for the safe, ethical and responsible use of ICT.

Standard 5

Assess, provide feedback and report on student learning

Standard 5 underscores the utilisation of a diverse array of assessment methods and instruments to ensure effective student learning. This standard expects teachers to continuously monitor and evaluate individual students' progress and provide timely feedback to them and their parents. Additionally, it necessitates teachers to reflect and improve their teaching methodologies and approaches through the lens of student assessment data. Therefore the main aim of this standard is to reinforce the iterative process of assessment, feedback, and teaching methodology, facilitating a continuous cycle of growth for both students and teachers.

This standard is comprised of 4 focus areas:

- 5.1 Assessing student learning
- 5.2 Providing feedback to students
- 5.3 Interpreting student assessment data
- 5.4 Reporting to parents

Graduate Teacher

Focus Area 5.1

Assessing student learning

Proficiency

Performance Indicators and Sources of Evidence

5.1 .1

Demonstrate the knowledge and understanding of multiple methods of assessment, to monitor student progress and engage them in their own growth

5.1.1.1

Plans and uses assessment tasks that are integrated with learning activities.

5.1.1.2

Uses formal and informal assessment strategies to monitor student learning.

5.1.1.3

Implements a variety of assessment tools to assess student learning.

5.1.1.4

Discusses with colleagues about assessment processes and procedures.

5.1.1.5

Links assessment tasks to learning outcomes.

5.1.1.6

Uses assessment to allow students to demonstrate their learning in a variety of ways.

5.1.1.7

Provides students opportunities to reflect on their learning.

Proficient Teacher

Proficiency

Performance Indicators and Sources of Evidence

5.1.2

Develop and implement multiple methods of assessment, to monitor student progress and engage them in their own growth and meet curriculum requirements

5.1.2.1

Develops and implements differentiated assessments to address a range of abilities, learning needs and styles, preferences and interests.

5.1.2.2

Ensures that assessments meet relevant syllabus requirements using different types and modes of assessment.

5.1.2.3

Implements diagnostic assessment to address individual student learning needs and plans future learning.

5.1.2.4

Student work samples demonstrating the teachers' use of varied assessment strategies.

5.1.2.5

Lesson observation notes demonstrating the teacher using assessment as an integral part of the teaching and learning, allowing students to regularly demonstrate learning achievement in multiple ways.

5.1.2.6

A compilation of assessment tasks planned, marking criteria/rubrics, student work samples and examples of feedback provided according to syllabus outcomes.

Accomplished Teacher

Proficiency

Performance Indicators and Sources of Evidence

5.1.3

Model the development, application and evaluation of a comprehensive range of strategies to assess student learning and meet curriculum requirements

5.1.3.1

Lesson observation notes by colleagues providing evidence of the teacher modeling good practice of students' self and peer assessment, through explicitly taught skills of checking work against criteria.

5.1.3.2

Lesson observation notes and other evidences of mentoring colleagues on using questions and prompts to diagnose evidence of student learning.

5.1.3.3

A compilation of assessment criteria and rubrics, developed in collaboration with colleagues and integrated into lessons, is used to assess student achievement and diagnose learning needs.

5.1.3.4

Lesson observation notes by colleagues indicating adjustments the teacher has brought to planned assessments, in order to cater for individual learning needs.

5.1.3.5

Meeting notes and/or reflections with colleagues, assessing the effectiveness of assessment approaches and identifying necessary modifications.

5.1.3.6

Records of mentoring colleagues on building their understanding of assessment methods and strategies.

5.1.3.7

Assessment criteria and rubrics developed by the teacher in collaboration with colleagues to assess student achievement, diagnose learning needs and meet curriculum requirements.

Distinguished Teacher

Proficiency

Performance Indicators and Sources of Evidence

5.1.4

Play a leading role in evaluating school-based assessment policies and guidelines that relate to the design and implementation of multiple methods of assessment to monitor student learning

5.1.4.1

School assessment policies and procedure guidelines, which have been developed by the teacher to guide colleagues in determining the use of an appropriate range of assessment strategies.

5.1.4.2

Examples of student assessment data analysed by the teacher to provide information to support colleagues in diagnosing the learning needs of their students.

5.1.4.3

Professional development activities developed and delivered to colleagues on the development of diagnostic tools and assessment strategies and analysis of assessment data to inform classroom practice.

5.1.4.4

Evaluates assessment practices and strategies used in the school and provides feedback to relevant colleagues.

5.1.4.5

Evaluates assessment tasks developed by colleagues and supports them to implement the tasks in the classroom.

Graduate Teacher

Focus Area 5.2

Providing feedback to students

Proficiency

Performance Indicators and Sources of Evidence

5.2.1

Demonstrate the knowledge of providing timely, accurate and constructive feedback to students about their learning

5.2.1.1

Ensures that students' work is marked as soon as possible and provides prompt feedback for all learning activities.

5.2.1.2

Gives constructive feedback to improve performance and provides corrective instruction where appropriate.

5.2.1.3

Ensures that students' work is marked within a timeframe, which is appropriate to the type or purpose of task.

5.2.1.4

Provides time for the students to help them address identified areas for improvement.

5.2.1.5

Ensures that the feedback given to students is linked to curriculum requirements.

5.2.1.6

Uses appropriate and transparent assessment criteria for evaluating student work.

5.2.1.7

Uses different types of rubrics suitable for individual students' abilities and interests when marking work/assignments.

5.2.1.8

Develops effective and continuous feedback to improve student learning.

Proficient Teacher

Proficiency

Performance Indicators and Sources of Evidence

5.2.2

Use effective strategies to provide timely, accurate and constructive feedback to students about their learning

5.2.2.1

Ensures that all students are aware of the next specific steps to be taken to improve their learning.

5.2.2.2

Gives constructive and justified feedback with specific comments on positive achievement and recommendations for areas that require improvement.

5.2.2.3

Provides strategic feedback to individual students, indicating the level achievement and time frame required to achieve specific goals.

5.2.2.4

Logs of oral feedback given to individual students on their progress and achievement against learning outcomes/goals.

5.2.2.5

Samples of various types of progressive feedback given to student work taken from their books, worksheets, projects, etc.

5.2.2.6

Lesson observation records demonstrating the use of a range of feedback strategies tailored to the individual differences of students.

5.2.2.7

Lesson observation notes, showing evidence of the teacher providing timely and effective feedback to students, encouraging them to reflect/respond to the feedback.

Accomplished Teacher

Proficiency

Performance Indicators and Sources of Evidence

5.2.3

Model the use of a range of effective strategies for providing timely, accurate and constructive feedback to students and encourage them to reflect on their own learning

5.2.3.1

A collection of student work samples marked by the teacher to demonstrate a range of effective feedback strategies.

5.2.3.2

Records/notes of mentoring meetings with colleagues, reflecting on the kind of feedback they give to students.

5.2.3.3

Lesson observation notes of the teacher modelling the provision of effective, informed and timely verbal feedback to students.

5.2.3.4

Lesson observation notes by colleagues, indicating how the teacher uses effective feedback to scaffold student learning and help them construct their own understanding of concepts.

5.2.3.5

Classroom displays and other ways of visual presentation of student progress toward explicitly stated goals.

5.2.3.6

Well maintained, systematic records of the individual students' progress.

5.2.3.7

Uses student feedback to adjust and improve teaching practices.

Distinguished Teacher

Proficiency

Performance Indicators and Sources of Evidence

5.2.4

Model exemplary practice and lead colleagues to apply effective strategies for providing timely, accurate and constructive feedback to students and improve their learning and achievement

5.2.4.1

Plays a leading role in developing school-based policies and procedures that support colleagues in applying effective strategies for providing timely, accurate, and constructive feedback to students.

5.2.4.2

Collects and evaluates student perception data on the kind of feedback they receive from teachers and uses this data to build the capacity of colleagues on giving timely, accurate and constructive feedback to students.

5.2.4.3

Evidence of professional development activities designed and delivered to colleagues to support them in applying a range of effective strategies for providing timely, accurate, and constructive feedback to students

5.2.4.4

A collection of student work samples that demonstrate exemplary progressive feedback given by the teacher.

5.2.4.5

Lesson observation notes by colleagues demonstrating the teacher's exemplary practice in providing progressive feedback to students.

5.2.4.6

Notes of meetings with colleagues, discussing different ideas and strategies that can be used, applying a range of effective strategies for providing timely, accurate, and constructive feedback to students.

Graduate Teacher

Focus Area 5.3

Interpreting student assessment data

Proficiency

Performance Indicators and Sources of Evidence

5.3.1

Demonstrate an understanding of the role of student assessment data to inform and improve teaching and learning practices

5.3.1.1

Discusses with colleagues and supervisors about issues in student learning and seeks advise on how to improve teaching practices.

5.3.1.2

Modifies lesson plans or learning activities based on student assessment data.

5.3.1.3

Gathers a variety of evidence to inform effective assessment and evaluation.

5.3.1.4

Discusses with colleagues and supervisors about the types of evidences needed to effectively evaluate student learning.

Proficient Teacher

Proficiency

Performance Indicators and Sources of Evidence

5.3.2

Use student assessment data to inform the planning and modification of teaching and learning practices

5.3.2.1

Analyses student assessment data, identifying areas of strengths and weaknesses in understanding concepts and acquiring essential skills.

5.3.2.2

Actively participates and contributes to meetings/discussions related to curriculum implementation and assessment issues.

5.3.2.3

Uses assessment as, of and for learning to identify and inform about student learning.

5.3.2.4

Listens to students, understands and responds to indicators of learning.

5.3.2.5

A compilation of lesson plans demonstrating modifications brought to differentiate learning for individuals and groups of students, based on their assessment data.

5.3.2.6

Reflections on the impact of interventions carried out for individuals or groups of students based on their assessment data.

5.3.2.7

Notes of meetings with colleagues/supervisors on evaluating lesson plans based on student assessment data, to identify appropriate interventions or modifications to teaching approaches.

Accomplished Teacher

Proficiency

Performance Indicators and Sources of Evidence

5.3.3

Analyse student assessment data in collaboration with colleagues to identify gaps in teaching and learning and modify practices

5.3.3.1

A compilation of assessment data analysed with colleagues, identifying strengths and weaknesses in understanding concepts and acquiring skills.

5.3.3.2

A collection of unit/lesson plans developed with colleagues, showing modifications made based on student assessment data.

5.3.3.3

Analysis of a sample of student work that identifies point of interventions for the next stage of learning.

5.3.3.4

Mentors colleagues on analysing student assessment data to modify teaching for individual students.

5.3.3.5

Records of meetings with colleagues that demonstrate the examination of various sources of data including achievement, behaviour, and student feedback to identify trends and intervention strategies.

5.3.3.6

Works with colleagues to assess students' prior learning to determine the starting point of learning for individual students.

Distinguished Teacher

Proficiency

Performance Indicators and Sources of Evidence

5.3.4

Play a leading role in the school to explore, develop and implement effective teaching and learning practices using information derived from student assessment data

5.3.4.1

Student assessment data that has been evaluated and used by the teacher to inform teaching practice for students with a range of differences.

5.3.4.2

Evidence of professional development activities developed and delivered for colleagues to build their capacity to analyse student assessment data for the purpose of improving teaching practice.

5.3.4.3

Formats, guides and/or processes developed by the teacher to lead a coordinated and systematic evaluation of student performance and learning within the school.

5.3.4.4

A collection of revised unit/lesson plans using assessment data analysis, led by the teacher.

5.3.4.5

Meeting notes and related materials demonstrating the teachers' leading role in coordinating program evaluation using student assessment data.

5.3.4.6

Records of strategic advice given to colleagues to bring adjustments to their teaching practices, using the evaluation of student assessment data.

5.3.4.7

Evidence of the teacher leading colleagues in the analysis of student assessment data to identify strengths and weaknesses in understanding concepts and acquiring skills should be recorded.

Graduate Teacher

Focus Area 5.4

Reporting to parents

Proficiency

Performance Indicators and Sources of Evidence

5.4.1

Demonstrate the familiarity with a range of strategies for reporting student learning progress, and acknowledge the purpose of keeping accurate and reliable records of student learning

5.4.1.1

Attends to parent-teacher conferences and uses appropriate language when communicating with parents.

5.4.1.2

Collects, organises and sorts student assessment data consistent with the standard procedures followed in the school.

5.4.1.3

Employs a variety of methods to keep records of evidence gathered through assessment activities.

5.4.1.4

Gives learning-focused feedback that is easily understood by parents.

5.4.1.5

Uses appropriate samples of student learning and other evidences in the verbal reporting of student progress to parents.

5.4.1.6

Marks students' work and provides effective feedback according to assessment criteria.

5.4.1.7

Develops termly report cards of individual students with support from colleagues and supervisors.

Proficient Teacher

Proficiency

Performance Indicators and Sources of Evidence

5.4.2

Report student learning and achievement to their parents, clearly and accurately

5.4.2.1

Clear, accurate and respectfully worded report cards of student learning and progress.

5.4.2.2

Individual students' assessment records carefully maintained by the teacher for the purpose of formal and informal reporting.

5.4.2.3

Records of parent-teacher conferences conducted to discuss about student learning and achievement, in accordance with the standard procedures followed in the school.

5.4.2.4

Record of engagement with parents including phone conversations, text messages, emails and other modes, demonstrating regular updates about student achievement and learning.

5.4.2.5

Notes prepared for parent-teacher conferences and other engagements, demonstrating accurate and respectful reporting of student strengths, achievement of learning goals and areas for further development.

Accomplished Teacher

Proficiency

Performance Indicators and Sources of Evidence

5.4.3

Model the establishment of a wide range of strategies that ensures effective communication of student learning and achievement with parents

5.4.3.1

Records of parent-teacher conferences conducted to discuss student achievement involving students and parents in accordance with school policy and practice.

5.4.3.2

Accurate and comprehensive assessment records of individual students that have been maintained and used to report to parents inform future learning.

5.4.3.3

Records of engagement with parents through various mediums such as phone, email, meetings, etc demonstrating consistent feedback provided on student achievement and learning.

5.4.3.4

Meeting notes that show evidence of support provided to colleagues in developing student report cards and giving feedback to parents.

5.4.3.5

Records of mentoring colleagues, focusing on effective reporting and/or quality report writing.

Distinguished Teacher

Proficiency

Performance Indicators and Sources of Evidence

5.4.4

Play a leading role in evaluating and revising the reporting and accountability procedures established in the school to align them with the changing needs and demands

5.4.4.1

Procedure documents revised by the teacher to ensure that school reports on student achievement meet the needs of students and parents.

5.4.4.2

Plays a leading role in the evaluation and revision of reporting procedures followed in the school on student achievement.

5.4.4.3

Survey results, meeting notes and/or feedback collected from students, parents and colleagues about the effectiveness of reporting procedures used in the school.

5.4.4.4

Evidence of contribution to the revision of school reporting procedures, demonstrating the teachers' active role in the evaluation process.

5.4.4.5

Provides professional development support for colleagues on student report writing and reporting to parents in general.

5.4.4.6

Establishes processes to obtain feedback from colleagues, parents and students, and use the information to revise reporting mechanisms.

Standard 6

Engage in Professional Development

Standard 6 emphasises the critical importance of ongoing professional growth and enhancement for all teachers. The standard underscores the imperative for teachers to proactively assume ownership of their own professional development by setting goals and by being actively involved in self-reflection and committing to lifelong learning. This standard inspires teachers to have a high personal regard for teaching by acquiring and maintaining qualities that uphold the dignity of the profession.

This standard is comprised of 3 focus areas:

- 6.1 Identify and plan for professional development
- 6.2 Engage in professional development
- 6.3 Engage with colleagues and improve practice

Graduate Teacher

Focus Area 6.1

Identify and plan for professional development

Proficiency

6.1.1
Have a good understanding of how student assessment data and other methods of inquiry can be used as means for self-assessment and professional development plans.

Performance Indicators and Sources of Evidence

- 6.1.1.1
Reflects upon and develops an accurate self-evaluation of teaching performance based on student behaviour and feedback.
- 6.1.1.2
Seeks advice and participates in discussions with supervisors and colleagues related to teaching expectations and use this information to set personal professional development goals.
- 6.1.1.3
Identifies specific professional development goals in relation to the National Professional Standards.
- 6.1.1.4
Develops a personal professional development plan in collaboration with supervisors/mentors.
-

Proficient Teacher

Proficiency

Performance Indicators and Sources of Evidence

6.1.2

Use student assessment data and advice from colleagues to identify and plan for personal professional development

6.1.2.1

Records of meetings with supervisors and colleagues regarding observed lessons, lesson planning and reflections on student achievement, that are linked to specific focus areas of the National Professional Standards.

6.1.2.2

Records of engagement in professional development activities inside and outside the school. These records may include certificates achieved, meeting notes, reflections and lesson observation feedback given by others.

6.1.2.3

Performance appraisal documents and personal reflections that identify goals for learning in relation to student learning outcomes and National Professional Standards.

6.1.2.4

Lesson observation notes related to the implementation of effective teaching strategies, learning frameworks, classroom feedback, assessment tools and new teaching and learning resources developed by the teacher.

6.1.2.5

Personal professional development plans developed in collaboration with supervisors with clearly set goals targeted to improve student learning and meeting the requirements of National Professional Standards for Teachers.

Accomplished Teacher

Proficiency

Performance Indicators and Sources of Evidence

6.1.3

Collaborate with colleagues to identify and plan for different kinds of professional development activities based on collaborative reflection, student assessment data and National Professional Standards for Teachers

6.1.3.1

Notes of meetings or discussions that the teacher has initiated for colleagues on setting professional development goals that are targeted to improve classroom practice.

6.1.3.2

Mentoring notes showing evidence that the teacher has provided support for colleagues, in relation to their practice against the National Professional Standards.

6.1.3.3

Supports colleagues in developing their professional development goals in relation to their practice against the National Professional Standards.

6.1.3.4

Personal professional development plans developed with clearly set goals targeted on improving teaching and learning practices in the school through modelling and mentoring.

Distinguished Teacher

Proficiency

Performance Indicators and Sources of Evidence

6.1.4

Play a leading role in analyzing and planning for school-based professional development using educational research, student assessment data and other methods of inquiry

6.1.4.1

Notes of meetings with principal, supervisors and/or colleagues regarding areas of need for professional development, based on observed teaching, lesson planning and student achievement records that are linked to specific focus areas of the National Professional Standards for Teachers.

6.1.4.2

School Professional Development Plan developed, with the teacher playing an evident leading role, in which goals are clearly linked to specific focus areas of the National Professional Standards.

6.1.4.3

Lesson observation notes and other documents showing evidence of the teacher mentoring colleagues.

6.1.4.4

Professional development activities designed and delivered for colleagues to achieve their professional development goals in relation to the National Professional Standards for Teachers.

6.1.4.5

Personal professional development plans with clearly set goals against improving teaching and learning practices in the school by leading the professional development within the school.

6.1.4.6

Records of professional development activities completed, with clear indicators of the achievement of goals in the personal professional development plan

Graduate Teacher

Focus Area 6.2

Engage in professional development

Proficiency

Performance Indicators and Sources of Evidence

6.2.1

Understand relevant and appropriate ways and methods of professional development

6.2.1.1

Participates in professional development activities such as coordination meetings, professional development day activities and other appropriate contexts.

6.2.1.2

Demonstrates willingness to accept professional advice and new knowledge from colleagues and leaders.

6.2.1.3

Attempts to incorporate professional development into, lesson planning, teaching and other professional practices.

6.2.1.4

Demonstrates willingness and interest to work collaboratively with colleagues as part of a team to gain advice, knowledge and expertise.

Proficient Teacher

Proficiency

Performance Indicators and Sources of Evidence

6.2.2

Take the responsibility of completing the needs identified in the personal professional development plan and participate in relevant professional development activities based on school and system priorities

6.2.2.1

Evidence of participation in professional development activities to update knowledge and develop practice targeted to school and/or system priorities.

6.2.2.2

Personal professional development plans include self-reflections related to literature, feedback/advice given by colleagues and targeted professional development needs of school and/or system priorities.

6.2.2.3

Reflections from group discussions of professional readings, compiled with implementation notes for classroom practice.

6.2.2.4

Feedback from others on implementing shared professional development and the impact that the practice had on student learning.

Accomplished Teacher

Proficiency

Performance Indicators and Sources of Evidence

6.2.3

Demonstrate exemplary practice of professional development using various modalities of reflective practice including action research, lesson study and study groups targeted in improving student learning outcomes

6.2.3.1

Personal professional development plan includes activities such as collaborative action research and participatory lesson study practices, which are targeted to create a culture of learning within the school.

6.2.3.2

Evidence of professional development engagement targeted to achieve the professional development goals in the personal plan.

6.2.3.3

Lesson observation notes developed by the teacher for colleagues to provide feedback for their professional development needs.

6.2.3.4

Evidences of communication, such as meeting notes or screenshots of digital activities, demonstrating the teacher supporting colleagues to plan for improved practice.

Distinguished Teacher

Proficiency

Performance Indicators and Sources of Evidence

6.2.4

Play a leading role in making the school a productive professional learning community through reflective practice and participation in collegial activities

6.2.4.1

Meeting notes and other evidences, demonstrating the teacher building relationships to develop professional development activities to enhance knowledge and improve practice.

6.2.4.2

Evidence of leading a variety of professional development activities for individual and groups of colleagues and ensuring that the intended change is brought to classroom practice.

6.2.4.3

Professional development activities designed and delivered for colleagues to expand their repertoire of teaching strategies and meet the learning needs of students.

6.2.4.4

Evidence on the impact professional development conducted for colleagues, based on the increased knowledge and enhanced practice.

6.2.4.5

Session outlines and other documentation that reference content and processes used to engage and support colleagues to improve their practice.

Graduate Teacher

Focus Area 6.3

Engage with colleagues and improve practice

Proficiency

Performance Indicators and Sources of Evidence

6.3.1

Seek and follow constructive feedback from supervisors and other colleagues to improve teaching practices.

6.3.1.1

Reflects upon and develops self-evaluation based on feedback received from supervisors and colleagues.

6.3.1.2

Seeks assistance and advice from supervisors and other colleagues.

6.3.1.3

Displays willingness to act upon professional advice.

6.3.1.4

Accepts constructive feedback on a professional rather than personal level.

6.3.1.5

Engages in professional discussions and shares ideas and resources collaboratively.

6.3.1.6

Demonstrates willingness to work collaboratively with colleagues as part of a team.

6.3.1.7

Assists in collaborative lesson planning.

6.3.1.8

Shows respect for individual personalities.

Proficient Teacher

Proficiency

Performance Indicators and Sources of Evidence

6.3.2

Participate and contribute to collegial discussions and follow constructive feedback to improve teaching practices

6.3.2.1

Minutes of meetings (e.g. coordination meetings), detailing the involvement of the teacher in collaborative discussions, evaluations and reflections.

6.3.2.2

Evidence of engagement in regular constructive discussions with colleagues, including feedback aimed at supporting improvement in professional practice and development of schemes of work and unit/lesson plans.

6.3.2.3

Documented reflections on teaching practice arising from professional discussions with colleagues.

Accomplished Teacher

Proficiency

Performance Indicators and Sources of Evidence

6.3.3

Initiate and engage in professional discussions with colleagues in a range of forums to evaluate and improve professional knowledge and practice within the school

6.3.3.1

Minutes of meetings such as coordination meetings that reference development of annual professional development plans.

6.3.3.2

Records of engagement in regular constructive discussions with colleagues including feedback aimed at supporting improvement in professional practice.

6.3.3.3

Documented reflection on practice arising from professional discussions with colleagues.

6.3.3.4

Reflections on team teaching.

6.3.3.5

Professional development designed and delivered to colleagues, based on teacher feedback and student learning needs.

6.3.3.6

Action research projects designed and implemented with colleagues to address identified gaps in student learning.

Distinguished Teacher

Proficiency

Performance Indicators and Sources of Evidence

6.3.4

Lead professional dialogues which are informed by classroom observations records, student assessment data and analysis of current research, to evaluate and improve professional knowledge and practice within the school and beyond

6.3.4.1

Minutes of meetings that reference the leading role played by the teacher in the development of the school's annual professional development plan.

6.3.4.2

Records of engagement in regular constructive discussions with colleagues, including feedback aimed at supporting improvement in classroom practice.

6.3.4.3

Team teaching reflections of colleagues showing evidence of the leading role played by the teacher in creating the culture of team teaching.

6.3.4.4

Professional development designed and delivered to colleagues based on classroom observations and student assessment data.

6.3.4.5

Paper presentations done in academic conferences.

6.3.4.6

School based action research strategy designed and implemented with colleagues to address identified gaps in student learning.

6.3.4.7

Professional development sessions designed and delivered for teachers outside the school.

6.3.4.8

Collaborative action research projects led by the teacher to address identified gaps in student learning.

Standard 7

Engage professionally with colleagues, parents and the community

Standard 7 underscores the important role of teachers in fostering collaboration among peers, parents, and the community to collectively shoulder the responsibility of ensuring quality education for every student. This standard also emphasises the profound moral and professional obligations that teachers are entrusted with, highlighting the expectation for them to uphold a high standards of conduct.

This standard is comprised of 3 focus areas:

- 7.1 Teachers' Code of Conduct
- 7.2 Engage with the parents and the local community
- 7.3 Engage with professional networks

Graduate Teacher

Focus Area 7.1

Teachers' Code of Conduct

Proficiency

Performance Indicators and Sources of Evidence

7.1.1

Understand and apply the key principles described in the Teachers' Code of Conduct

7.1.1.1

Respects the uniqueness and individuality of every student and supports them reach their full potential without any bias.

7.1.1.2

Keeps records of personal information and other and relevant documentation about individual students secure and confidential.

7.1.1.3

Understands and follows mandatory reporting requirements.

7.1.1.4

Cooperates and interacts with colleagues professionally and with respect.

7.1.1.5

Performs duties to the best ability and acts with honesty and integrity.

7.1.1.6

Meets the attendance requirements of the school.

7.1.1.7

Presents one's self professionally through personal hygiene, attire and social behaviour.

7.1.1.8

Complies fully with mandatory legal, administrative and professional policies and procedures.

Proficient Teacher

Proficiency

Performance Indicators and Sources of Evidence

7.1.2

Fully comply with the Teachers' Code of Conduct

7.1.2.1

Demonstrate values and attitudes consistent with the acceptable social behaviour, deemed important by the Maldivian society.

7.1.2.2

Demonstrates a high degree of honesty and integrity all the time in all contexts.

7.1.2.3

Incorporates MOE policies and school procedures in classroom management and organisation.

7.1.2.4

Implements relevant policies in classroom practice such as, behaviour management policy, inclusive education policy, etc.

7.1.2.5

Meets deadlines for key administrative tasks and demonstrates the ability to manage time.

7.1.2.6

Strives to maintain a high degree of professionalism by regularly and constantly updating and improving professional knowledge.

7.1.2.7

Knows and understands policies and procedures related to privacy of student information and seeks parental consent before disclosing any student information.

7.1.2.8

Keeps confidential records and personal information about individual students secure and well-organised.

7.1.2.9

Understands and complies with mandatory reporting requirements and promptly reports issues/incidents to relevant authorities

Accomplished Teacher

Proficiency

Performance Indicators and Sources of Evidence

7.1.3

Maintain high ethical standards and support colleagues to interpret the Teachers' Code of Conduct and exercise sound judgements in the school and outside

7.1.3.1

Feedback given by school authorities and parents regarding the exemplary display of high ethical standards in different aspects of professional behaviour.

7.1.3.2

Maintains context-appropriate speech, respectful attire and demeanor at all times.

7.1.3.3

Mentoring notes showing evidence of the teacher supporting colleagues to interpret and apply the requirements of the Teachers' Code of Conduct.

7.1.3.4

Records of communications carried out with colleagues, to support their ethical practice and sound judgement, such as interpretations of school policies and procedures to deal with sensitive issues of students.

7.1.3.5

Supports colleagues by advising or guiding them to use ethical standards and exercise sound judgement when dealing with parents and the community.

7.1.3.6

Professional development materials prepared by the teacher to help colleagues understand the Teachers' Code of Conduct.

Distinguished Teacher

Proficiency

Performance Indicators and Sources of Evidence

7.1.4

Model exemplary ethical behaviour and exercise informed judgements in all professional dealings with students, colleagues, parents and the community

7.1.4.1

Standard procedure documents developed by the teacher to support colleagues in understanding and following ethical practices and protocols for communicating with students, colleagues and parents.

7.1.4.2

Evidence of communications carried out by the teacher to a range of stakeholders, including students, colleagues, parents and the community, that model exemplary ethical behaviour and/or informed judgements.

7.1.4.3

Induction programmes developed and delivered by the teacher to inform newly joining teachers about the school's expectations with regard to ethical behaviour.

7.1.4.4

Models exemplary ethical behaviour and exercises informed judgement in all contexts.

7.1.4.5

Plays a leading role in establishing school-wide practices that ensure consistent application of Islamic and Maldivian values and protocols.

Graduate Teacher

Focus Area 7.2

Engage with the parents and the local community

Proficiency

Performance Indicators and Sources of Evidence

7.2.1

Demonstrate a sound understanding of strategies for working effectively and sensitivity with parents

7.2.1.1

Knows and follows the line of communication established by the school to communicate with parents.

7.2.1.2

Communicates with respect to all parents under all circumstances and in all situations.

7.2.1.3

Engages in community-based services where student welfare and learning needs are at interest.

7.2.1.4

Works with colleagues to help families understand school norms.

Proficient Teacher

Proficiency

Performance Indicators and Sources of Evidence

7.2.2

Establish and maintain respectful and collaborative relationships with parents and the wider community, regarding student learning and wellbeing

7.2.2.1

Plays an active role in building positive relationships between the school and parents.

7.2.2.2

Advocates to build connections with parents and the wider community to gain support and required resources for student learning and wellbeing.

7.2.2.3

Fosters respect, flexibility and openness to change among parents, regarding student learning and wellbeing.

7.2.2.4

Promotes parents' sense of belonging to enhance their role in student learning and wellbeing.

7.2.2.5

Keeps records of important communications with parents.

7.2.2.6

Facilitates and listens to parents' concerns and feedback with empathy, and establish a collaborative approach to student issues.

Accomplished Teacher

Proficiency

Performance Indicators and Sources of Evidence

7.2.3

Demonstrate a high level of responsiveness in all communications with parents and the wider community about student learning and well-being

7.2.3.1

Creates opportunities for parents to grow as leaders, for them to work alongside the teachers on matters related to students' learning and wellbeing.

7.2.3.2

Records of attendance to parents' concerns (including positive feedback given by parents), related to issues on student wellbeing and learning.

7.2.3.3

Uses an effective communication mechanism between the teacher and parents for exchanging information about students' learning and wellbeing.

7.2.3.4

Plays a key role in organising parental education events on various issues related to student learning and wellbeing.

7.2.3.5

Plays an active role in community engagement activities organised by the school to promote student learning and welfare.

7.2.3.6

Creates partnerships with community based-services/resources (such as shops, health centre, etc.) to link learning to students' real life.

Distinguished Teacher

Proficiency

Performance Indicators and Sources of Evidence

7.2.4

Identify, initiate and build on opportunities that engage parents and the wider community related to academic and non-academic programs of the school

7.2.4.1

Initiates and leads a variety of activities in the school to increase parental involvement in students' learning.

7.2.4.2

Parental guides and other resource materials developed by the teacher to educate parents on how children learn and develop.

7.2.4.3

Develops and establishes an effective mechanism in the school to exchange information between parents and teachers about students' learning and wellbeing.

7.2.4.4

Initiates and coordinates parental education activities on various issues related to student learning and wellbeing.

7.2.4.5

Initiates and coordinates community engagement activities for promoting student learning and welfare.

7.2.4.6

Collaborate with community based-services/resources to help teachers to link learning to students' real life.

7.2.4.7

Initiates home-visiting programmes and use data collected to improve/increase parental involvement in student learning through various intervention strategies.

Graduate Teacher

Focus Area 7.3

Engage with professional networks

Proficiency

Performance Indicators and Sources of Evidence

7.3.1

Understand the role of external professional networks for improving professional knowledge and practice

7.3.1.1

Demonstrates the interest to participate in external professional activities such as conferences and seminars outside the school.

7.3.1.2

Discusses with peers about the willingness to participate or seek professional development opportunities that are available in external networks.

7.3.1.3

Demonstrates awareness of various external professional networks and the benefits of participating in their activities.

Proficient Teacher

Proficiency

Performance Indicators and Sources of Evidence

7.3.2

Participate in professional networks and forums to improve professional knowledge and practice

7.3.2.1

Participate in events and professional activities conducted by external professional networks.

7.3.2.2

Records of engagement in professional networks (e.g. certificate of participation).

7.3.2.3

Encourages colleagues to participate in professional activities such as conferences that are relevant for their professional development needs.

7.3.2.4

Shares ideas and learnings gained from professional networks with colleagues and discusses how those ideas can be implemented in the classroom.

Accomplished Teacher

Proficiency

Performance Indicators and Sources of Evidence

7.3.3

Contribute to and learn from professional networks through research and sharing of practice

7.3.3.1

Seeks opportunities or platforms where researches conducted can be shared and published.

7.3.3.2

Records of engagement in professional networks including certificates, presented work, reports, etc.

7.3.3.3

Conducts action research to be shared in external professional networks such as in local and international conferences.

7.3.3.4

Papers or articles written by the teacher that are published by external professional networks.

7.3.3.5

Conducts trainings or awareness programmes for external professional networks.

Distinguished Teacher

Proficiency

Performance Indicators and Sources of Evidence

7.3.4

Play a leading role in external professional learning communities and inspire colleagues to join external learning opportunities for their professional development

7.3.4.1

Leads and encourages colleagues to participate in conferences and seminars.

7.3.4.2

Conducts collaborative researches with colleagues and participates in conferences and seminars along with them.

7.3.4.3

Conducts collaborative researches with colleagues and gets the work published in external professional networks.

7.3.4.4

Collaborates with professionals from external networks to conduct and publish research work.

7.3.4.5

Plays a lead/administrative role in external professional networks.

Glossary

Assessment Data	Learner data obtained from diagnostic, formative and/or summative assessment practices
Career stage	Benchmarks which recognise the professional growth of teachers throughout their careers, represented by increasing levels of knowledge, practice and professional engagement.
Classroom	A specially designed space for teaching students, which generally includes the arrangement of chairs, tables and other equipment that maximise learning. A classroom can be a virtual space that allows teachers and students to communicate, interact and collaborate.
Content Knowledge	Competencies that teachers are expected to master for them to teach efficiently and effectively
Culturally-appropriate teaching strategies	Teaching strategies that respect cultural differences between and among students and teachers
Curriculum Areas	Different learning/subject areas taught and learned in the basic education curriculum
Developmentally Appropriate Learning Experience	Teaching and learning activities and tasks suited to the needs, abilities, skills, and developmental level of learners
Differentiated Teaching	Teaching-learning processes involving a wide variety of texts, tasks, processes and products suited to the various learning needs of diverse students
Digital Skills	The ability to use digital devices, communication applications and networks to access and create learning resources and manage student information.
Domain	Broad conceptual sphere of teaching and learning practices defined by specific strands in the set of professional standards for teachers
Exemplary	A high standard of practice, serving as a model for others.
Focus area	Specific dimensions of teaching practices under each of the 7 standards in the Maldives National Professional Standards for Teachers.
Information Communications Technology (ICT)	Tools and services that handle and communicate information used to improve the teaching and learning process.
Formative assessment	Refers to a wide variety of methods that teachers use to conduct in-process evaluations of student comprehension, learning needs, and academic progress during a lesson, unit, or course. Formative assessments help teachers identify concepts that students are struggling to understand, skills they are having difficulty acquiring, or learning standards they have not yet achieved so that adjustments can be made to lessons, instructional techniques, and academic support.

Learning Activities	Organized and sequenced set of strategies, activities and tasks that are used in the classroom by the teacher for teaching students.
Learning Goals	Reflect long-term objectives to learn new skills, master new tasks, or understand new things. They refer to specific knowledge, skills, attitudes and values stated as curriculum competencies that children must develop as a result of the teaching-learning process
Learning Outcomes	Products and performance targets that are stated in the syllabus documents, through which students demonstrate the knowledge, skills and attitudes they learn.
Mentor	A more experienced teacher who supports and assists a lesser experienced teacher to grow and learn in their role.
Performance Indicators	Concrete, observable and measurable teacher behaviours and/or practices that are used to assess teacher competencies.
Professional network	A community of educators who are connected through online or offline mode for professional engagement.
Professional standards for teachers	Educational policy document that defines teacher quality in the Maldives through standards, focus areas, competency level descriptors and performance indicators that provide measures of professional learning, competent practice and effective engagement.
Reflection	How teachers review their own professional practice critically, realistically and constructively.
Source of Evidence	Data that is considered valid, reliable and can be used to support the assessment of teacher competencies.
Student Assessment Data	Evidence of learning, progress or achievement in student performance reflected in various assessment results, portfolios, class records and report cards
Students with Complex Learning Profiles	Students with diverse learning needs including those with special educational needs and students with various disabilities.
Teachers' Code of Conduct	The policy of the Ministry of Education that states the principles, rules and values that establishes a set of expectations and standards for teachers in the Maldives to follow.

Appendix

Participants of various stakeholder engagements

Mariyam Nasir	Director General	Ministry of Education
Mariyam Fizana Rashyd	Director General	Maldives Qualifications Authority
Aminath Nasha	Accreditation Officer	Maldives Qualifications Authority
Fathmath Shafeega	Retired Teacher Educator	
Dr. Waseema Fikuree	Dean, Faculty of Education	The Maldives National University
Dr. Ahmed Mohamed	Assistant Professor	The Maldives National University
Visama Hassan	Lecturer	Islamic University of Maldives
Dr. Fathimath Muna	Senior Lecturer	Islamic University of Maldives
Nuzhath Anees	Dean, Faculty of Education	Avid College
Zeema Abdulla	Deputy Director General	Avid College
Mohamed Haleem	Chief Executive Officer	Mianz International College
Manju Chacko	Deputy Dean, Faculty of Language Education and Arts	Mianz International College
Abdul Sattar Gasim	Dean, Faculty of Educational Studies	Villa College
Moosa Mohamed Manik	Director	Villa College
Yusra Murad	Education Development Professional	Ministry of Education
Majida Ibrahim	Education Development Professional	Ministry of Education
Fatimah Sausan Husein	Education Development Professional	Ministry of Education
Aminath Saadhaa	Education Development Professional	Ministry of Education
Hussain Rasheed	Senior Public Examination Analyst	Department of Public Examinations
Haleemath Hussain	Senior Inclusive Education Analyst	Department of Inclusive Education
Nazim Abdulla	Principal	Rehendi School
Saeed Ahmed	Principal	Villa International High School
Nazira Hassan	Principal	I'zzudhdheen School
Ali Musthafa	Principal	Ghiyasuddin International School
Nasiha Idrees	Principal	Afeefuddin School
Ismail Saudulla	Principal	Gn. Atoll Education Centre
Fazna Yoosuf Fariq	Principal	Lhaviyani Atoll Education Centre

Aminath Zeeniya	Principal	Seenu Atoll School
Fathimath Shinaz Moosa	Deputy Principal	I'zzudhdheen School
Sheeza Ali	Deputy Principal	Majeediyya School
Fathimath Shareef	Deputy Principal	Centre for Higher Secondary Education
Aminath Yusra	Deputy Principal	Kalaafaanu school
Sobeeha Abdul Latheef	Deputy Principal	Muhyiddin School
Safoora Nafiu Moosa	Deputy Principal	DH. Atoll Education Centre
Rifdha Rasheed	Deputy Principal	Galolhu School
Mazkoora Moosa	Deputy Principal	Sharafuddin School
Mariyam Najeelaa	Leading Teacher	Laamu Atoll Education Centre
Shadiya Abdul Raheem	Leading Teacher	Haa Alifu Atoll Education Centre
Aminath Azuma	Leading Teacher	Vaavu Atoll Education Centre
Mariyam Ibrahim	Leading Teacher	Hanimaadhoo School
Rahma Moosa	Leading Teacher	Haa Alifu Atoll School
Aniya Raseed	Leading Teacher	Addu High School
Mariyam Seema Mohamed	Leading Teacher	Aminiya School
Nazeema Moosa	Leading Teacher	Hiriya School
Shahidha Abdul Gafoor	Leading Teacher	B. Atoll Education Centre
Simla Rasheed	Senior Teacher	Iskandhar School
Aishath Dhiyana	Economics Teacher	Sharafuddin School
Khadeeja Shabana	Teacher	Finland International School Maldives
Aishath Sana Rashad	Teacher	A.Dh. Atoll Education Centre
Mariyam Shuzra	Teacher	G.Dh. Atoll Education Centre
Fathimath Shimana	Teacher	Thoddoo School
Mariyam Aseela	Primary Teacher	Ungoofaaru School
Ramla Ibrahim	Primary Teacher	Maafushi School
Khadheejath Nathsha	Pre School Teacher	Meyna School
Fauziyya Ali	Member	Teachers' Registration Board
Yusra Murad	Member	Teachers' Registration Board
Aminath Mohamed	Member	Teachers' Registration Board
Nahuza Shareef	Member	Teachers' Registration Board