



The National Teachers' Service Standards Framework

Kiribati

2017 - 2019

The National Teachers' Service Standards Framework has been collaboratively developed using the professional expertise and experiences of School Island Education Coordinators, School Principals, Ministry of Education officers and representatives from various NGOs and Donor organizations. This project has been jointly funded by the National Ministry of Education and the Australian High Commission KIRIBATI.

Secretary's Message

This National Teachers' Service Standards Framework has been developed using the expertise and vast experiences of school-based, provincial-based and central office-based staff within the Kiribati Ministry of Education. The National Teachers' Service Standards Framework provides our Nation with a blueprint for the achievement of a quality education system and more specifically the development of quality teaching and learning outcomes. The document has been informed by best practice and various models of teacher effectiveness from throughout the world but has also incorporated characteristics unique to our society.

The National Teachers' Service Standards Framework incorporates four main standard pillars, namely; Teaching and Learning Methods, Teacher Professionalism, Curriculum and Learning Achievement and is founded upon the Ministry of Education's vision and set of values and beliefs. Within these standard pillars are sixteen standard components and numerous evidence indicators of educational quality.

The National Teachers' Service Standards Framework of Kiribati has multi-functional purposes. The framework can be used by teachers to self-evaluate their own professional competencies but can also be utilized by the Ministry of Education to assess the professional competency of each teacher in the Nation. The framework can also assist with the individual professional development in that it can identify specific professional competencies needing improvement and ensure that these are embedded into the professional development of each teacher. Finally, the Standards Framework can identify various professional competencies required by teachers across all sectors to improve the learning outcomes of all students.

I would like to congratulate all staff who have contributed to this visionary document and encourage all Ministry of Education staff to use the National Teachers' Service Standards Framework to enhance their day-to-day practices and strive for the highest quality of educational outcomes for all students in Kiribati.

Ms Bwakura Metutera Timeon, Secretary of Education, Kiribati 2017

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Introduction

The National Teachers' Service Standards Framework (NTSSF) has been developed to provide a strategy to facilitate the continuous improvement of professional competencies of teachers. It is hoped that through the continual use of this framework and the application of the indicators, that teachers' professional competencies will be enhanced, which will result in an improvement in the teaching and learning within schools.

The NTSSF includes four **standard domains** that have a great impact on teacher's practice. Each of these standard domains lists certain competencies that teachers are expected to achieve, and each competency has a corresponding list of evidence indicators that appraise and assess whether a teacher has demonstrated the competency.

Standard One

Teaching and Learning Methods: This relates to a teacher's ability to implement their plans and how they perform in the classroom. More specifically, it involves a teacher's competence in introducing learning objectives, applying knowledge, sharing techniques, applying learner-centred teaching techniques, applying inclusion techniques and applying classroom management techniques. In this regard, 'teaching' refers to what a teacher actually does to enhance the teaching and learning process. This relates to a teacher's ability to plan, how to implement the syllabus, how to advance student knowledge and skills, how to use learner-centred teaching techniques, how to promote inclusion and how to organize and manage a class.

Furthermore 'planning' reflects a teacher's ability to think ahead and strategically about how to enhance teaching and learning in their classrooms.

Standard Two

Curriculum: This relates to the teacher's understanding of the National Curriculum in terms of the curriculum aims, goals and objectives, and the content and sequencing of the curriculum. This domain also assesses the application of the National Curriculum into the teacher's unit and lesson planning as well as their implementation and understanding of the extra curriculum and cultural and traditional contexts underpinning the National Curriculum and Assessment Framework.

Standard Three

Teacher Professionalism: This relates not only to the subject content and concepts that a teacher is teaching, but also knowledge of broader issues such as the curriculum, participatory teaching techniques, inclusive education, classroom management, Information communication Technology and the culture of the surrounding context. In this regard, 'professional knowledge' reflects a teacher's competence to understand a variety of issues that can positively and negatively affect learning. Professionalism also relates to overall teacher characteristics and behaviours that can enhance the teaching and learning process, such as enthusiasm, collaboration, respect, care and ethics. In this respect, 'professional values & behaviour' are qualities that cut across all of the other competencies and outline how teachers should behave within their schools.

Standard Four

Learning Achievement: This relates to a teacher's ability to design and use different types of assessment (both formative and summative) to adjust lessons and teaching strategies, as well as give students feedback to help them improve their performance. Teachers should also be able to assess their own practice and lessons for the purpose of self-improvement. In this regard, 'assessment & evaluation' refer to teachers being able to reflect on their students and their own performance and make adjustments accordingly.

Each standard domain is comprised of the following:

1. **Competencies:** These competencies are the most significant skills associated with each standard domain.
2. **Evidence Indicators:** Within each competency there are several indicators with corresponding types of evidence that can be used to demonstrate to what extent a teacher has achieved the associated competency.
3. **Overall result:** Each evidence indicator can be assessed on a graduated continuum, which outlines to what extent a teacher has demonstrated a particular indicator. The overall result scale involves;

Not Evident There is <i>no evidence the teacher...</i>	Emerging The Teacher is <i>starting to develop</i>	Established The Teacher <i>has consistently developed and implemented ...</i>	Advanced The Teacher <i>has consistently developed and implemented and developed a variety of ...</i>
NE	EM	ES	AD

This overall result then can be used to identify at what stage the teacher is at on a professional career continuum i.e.,

Teacher at Risk/ Novice Teacher/ Experienced Teacher/ Mentor Teacher

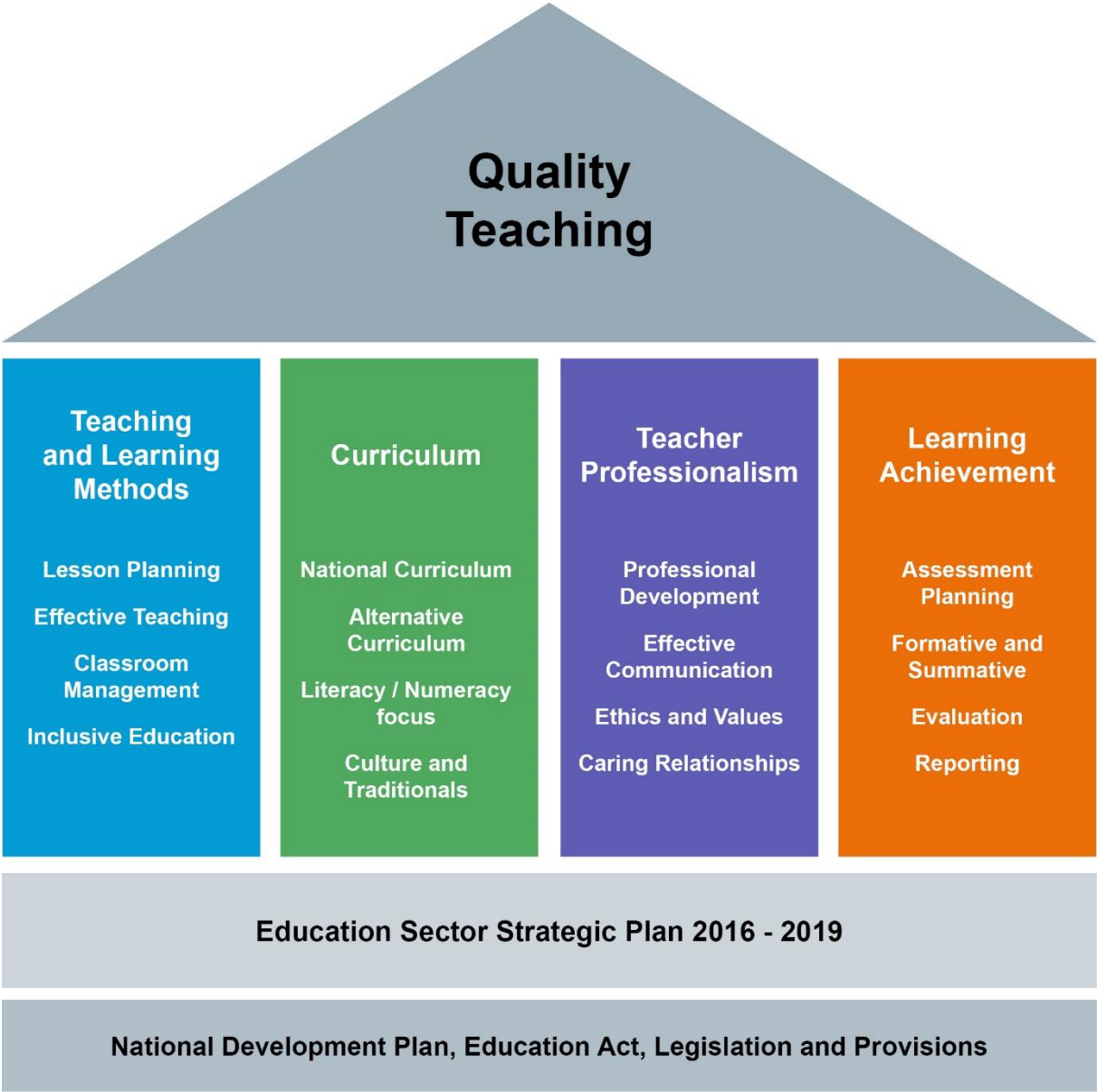
4. **Appraisal method:** There are different methods required to observe and assess the different forms of evidence. Some of the evidence can occur through observation in teacher classrooms, and some evidence needs to be gathered outside of the classroom and during an extended timeframe.

These various appraisal methods include:

- **Teacher Questionnaire:** Provides questions about teacher competencies
- **Teacher Interview:** Discussions about teacher professional knowledge, understanding and practice.
- **Classroom Observations:** Where a Principal or Island Education Coordinator observes the competencies, a teacher demonstrates while teaching.
- **Teacher's Portfolio:** Where a teacher provides various forms of evidence for competencies that cannot be readily observed while teaching.
- **Teacher Self-Assessment:** Where a teacher provides their own assessment of certain competencies.

It should be noted that teacher's professional competencies are at different levels as they move through their careers so these standards may be achieved at different times. Some teachers may have already achieved many of the competencies whilst others are still developing them. That is why this document has accompanying appraisal templates, which will help Principals and Island Education Coordinators Officers gauge what level their teachers are performing at, as well as develop **Individual Professional Development Plans** to help their teachers move to an improved level.

National Teachers' Service Standards Framework



The National Teachers' Service Standards Framework Overview

Standard 1	Component	Evidence Indicators (a competent teacher is able to...)
Teaching and Learning Methods	1.1 Lesson Planning	<ul style="list-style-type: none"> • Link the lesson plan to the curriculum Standard and weekly planner • Ensure that the lesson plan indicates: objectives/learning outcomes, introduction (topic to be included), development, application (assessment), teaching aids/resources, conclusion and evaluation • Prepare classroom and various relevant, locally available and affordable teaching resources
	1.2 Effective Teaching	<ul style="list-style-type: none"> • link new concepts to previous learning and real-life situations/examples • state the topic of the lesson, the new skills and knowledge to be learned and how it is related to previous learning • clearly present explanations and examples for the concepts, knowledge and skills being taught • use correct English and Kiribati Language as relevant when teaching lessons • provide constructive feedback to students on their learning and propose ways for them to improve • effectively use different interactive resources and activities to facilitate learning within a lesson (such as games, role play, songs, debates, observing objects, making objects, problem-solving, exercises, etc.) • ask students a range of questions about the topic (some simple, some complex, some with multiple answers, some with one answer) and adjust lesson according to student understanding • Use of a strategy(ies) that encourages students to ask questions and discuss about the topic (for clarification, further knowledge, out of curiosity etc) • encourage and facilitate peer tutoring and activity based cooperative learning. • come to class on time and use the entire lesson period effectively • summarise what has been taught at the end of every class
	1.3 Classroom Management	<ul style="list-style-type: none"> • Organise the classroom with learning corners and teaching aids, with student work displayed

Standard 1	Component	Evidence Indicators (a competent teacher is able to...)
		<ul style="list-style-type: none"> • Correct students' mistakes without embarrassment or punishment (and provide extra support if needed) • Manage students' behavior without fear tactics (such as carrying a stick, caning, excessive shouting etc) • effectively use different types of positive reinforcement for good work and effort (clapping, praise, awards, recognition) • engage students in the development of classroom rules to manage student behavior • use <i>classroom routines</i> to manage student behaviour (for example, routines for forming groups, assigning group leaders, doing group activities, handing in work, finishing lesson) • manage the learning environment of the classroom to ensure that the maximum amount of time in class is focused on learning. • create a variety of student groupings and seating arrangements
	1.4 Inclusive Education	<ul style="list-style-type: none"> • use inclusion strategies to address the learning challenges of all students, especially those from marginalised groups • create a classroom atmosphere of mutual respect and acceptance amongst students • engage both boys and girls equally in all activities • challenge stereotypes and discriminatory gender norms through words and action • Ensure the teaching techniques, the classroom environment, learning materials and assistive devices are appropriate for students with disabilities and relevant to Individualized Education Plan (IEP)

Standard 2	Component	Evidence Indicators (a competent teacher can demonstrate an understanding of...)
Curriculum	2.1 National Curriculum	<ul style="list-style-type: none"> • how to effectively explain subject concepts and skills to pupils • how to relate the subject content to real life situations • relevant teaching and learning materials/resources appropriate to achieve the standard objectives • the subject beyond the standard being taught in order to support and challenge more able students • Formative and summative subject-specific assessments

Standard 2	Component	Evidence Indicators (a competent teacher can demonstrate an understanding of...)
		<ul style="list-style-type: none"> • National Curriculum and Assessment Framework and relevant syllabi. • the content and learning objectives of the syllabus for the subject(s) of specialization or appropriate grade level • the relationship between topics and different subjects
	2.2 Alternative Curricula	<ul style="list-style-type: none"> • how to develop a variety of extra-curricula activities appropriate to the grade level of their class • a variety of intergration learning activities for students with special needs • how to develop a gifted and talented programme • ways to designing an individual education programme (IEP) for students with special needs • methods and approaches to develop learning programmes for a variety of disadvantages groups • integrating the curriculum • adapting the curriculum for returning and re-entry students and multi grade teaching • adult education programmes • strategies to encourage the development of innovation, creativity and insight
	2.3 Literacy and Numeracy Focus	<ul style="list-style-type: none"> • teaching targeted vocabulary lessons • teaching phonics • a variety of reading strategies (comprehension, grapho- phonic reading etc) • the importance of focussing on the development of student's proficiency in Literacy and Numeracy and in real-life contexts • ensuring that literacy is embedded in all lessons and activities across the curriculum • taking responsibility everyday for the teaching of literacy (reading, writing, speaking, viewing and listening) • taking responsibility everyday for the teaching of numeracy • using standardised literacy and numeracy assessments to enhance National curriculum initiatives
	2.4 Culture and Traditions	<ul style="list-style-type: none"> • Sound knowledge of Kiribati customs and cultural protocols

Standard 2	Component	Evidence Indicators (a competent teacher can demonstrate an understanding of...)
		<ul style="list-style-type: none"> • the context of the school (community values, cultural heritage, traditions, language) • how the surrounding context can positively and negatively affect teaching and learning • appropriate teaching strategies or methods for different kinds of cultural contexts • the importance of using local members of the community to enhance understanding of cultural curriculum goals

Standard 3	Component	Evidence Indicators (a competent teacher ...)
Teacher Professionalism	3.1 Professional Development	<ul style="list-style-type: none"> • self reflects about personal strengths and weaknesses and overall competencies using the National Teacher Service Standard Framework • continually updates their individual professional development plan and ensures links with the school's strategic goals • acquires and applies basic ICT knowledge and skills in teaching • participates in frequent professional development and applies their professional development learning to classroom practices • shares new ideas and undertaking and /or facilitating peer support, coaching and mentoring
	3.2 Effective Communication	<ul style="list-style-type: none"> • Has an appropriate level of proficiency in English • Has an appropriate level of proficiency in Te-Kiribati • Uses the two languages in line with the language policy • Follows the MoE Communication protocols and procedures • Schedules parent meeting and attend staff meetings • Uses the most appropriate communication methods (oral, written, ICT) to convey information • Works cooperatively with colleagues • Communicates constructively about their learners and the school to parents and the community • Respects parents and community views and beliefs. • Schedules parent meetings and attends staff meetings

Standard 3	Component	Evidence Indicators (a competent teacher ...)
	3.3 Ethical Behaviour and Personal Values	<ul style="list-style-type: none"> • has signed and complies with Code of Ethics and Conduct of Teachers and the National Conditions of Service • understands and applies the Education Act and other MoE policies • understands and enacts their duty of care for their students, school property and the legal professional requirements under the National Child protection policy • is a model of good citizenship for students, parents and the community • is diligent (eg in attendance register completion, roster duties, completing reports) and punctual in all aspects of his or her work • is not corrupt or unethical and has no disciplinary action taken against them • reports student abuse, misuse of authority, corruption or unethical behaviours. • recognizes and respects the cultural and personal differences between students, parents and members of the community, valuing the diversity of culture and language and avoiding any actions of exclusion or discrimination. • is willing to work out of school hours to enhance learning • copes with criticism and disagreement in constructive ways • promotes values upheld by society and encourages Values Education with children • is excited about teaching and makes students interested in their lessons
	3.4 Caring Relationships	<ul style="list-style-type: none"> • shows responsiveness to learners' different learning styles and needs in classroom interactions • organizes the classroom to foster a good learning atmosphere • supports and helps struggling teachers and new or returning teachers to improve their teaching • promotes initiative and innovation within the school • shares their skills and knowledge with their colleagues and participates regularly in professional discussions • shares practices with other teachers from other schools • develops fair, strong, supportive and caring teacher-pupil, teacher-teacher and teacher parent relationships

Standard 3	Component	Evidence Indicators (a competent teacher ...)
		<ul style="list-style-type: none"> constantly reviews the school and classroom environments for various risks that may harm students to ensure students and their own safety actively takes responsibility to follow up student absences and non-attendance reports acts that go against the Child Protection Policy such as the physical, emotional and sexual abuse of their students to the appropriate authority

Standard 4	Component	Evidence Indicators (a competent teacher is able to)
Learning Achievement	4.1 Assessment planning	<ul style="list-style-type: none"> undertake assessment for learning and assessment of learning when conducting student assessments develop lesson assessment tasks within their lesson plans ensure that marking criteria has been made known to students modify and adapt learning assessments for students with special needs and impairments use assessment criteria clearly linked to learning outcomes which are made clear to students Include an assessment plan in the teacher's units of work for the term Link all learning assessment with the Learning Outcomes Design appropriate end of term and annual exams to evaluate students learning against the syllabus
	4.2 Formative and summative assessments	<ul style="list-style-type: none"> use assessment criteria clearly linked to learning outcomes which are made clear to students give meaningful and constructive feedback to students which is linked to the assessment criteria. design and administer assignments, quizzes and homework to gauge student understanding assess students in what they must know, understand and do use a variety of assessment tasks (diagnostic tests, cumulative and formative) to cater for the different learning styles and multiple intelligence categories of students involve students in a self-assessment process

Standard 4	Component	Evidence Indicators (a competent teacher is able to)
		<ul style="list-style-type: none"> • use the results to reflect on student progress and adjust lessons, teaching strategies and levels of support accordingly • ensure that pre and post unit testing occurs • use Blooms' Taxonomy and SOLO to inform the development of assessment instruments • use the results to reflect on student progress and adjust lessons, teaching strategies and levels of support • monitor and track that student assessment portfolios exist and travel with the student to their next year level to assist teachers to individualise learning plans • integrate whole of school learning outcome assessment results to inform school and classroom learning improvements • make certain that results of National Examinations are appropriately recorded and used to inform curriculum review to enhance learning and instruction
	<p>4.3 Evaluation</p>	<ul style="list-style-type: none"> • allow students to self-assess and evaluate their learning achievement • show evidence in Workbooks of reflection on the outcomes of lessons/units/ term programs and make adjustments accordingly • use the student's cumulative and summative assessment records and results to make a learning evaluation • benchmark students results and assessment results against the curriculum standards • write evidence-based student learning evaluation statements • use a moderation process that compares student assessment against other student assessments • record and use results of assessment to inform curriculum reviews and in order to enhance learning and instruction • ensure that assessment results are used regularly to develop strategies for improving student learning • use statistics and graphs to help analyses student learning evaluations • use evaluation results to develop strategic learning interventions
	<p>4.4 Reporting</p>	<ul style="list-style-type: none"> • report to students, parents and other teachers provide valid information about students' progress against the Standards

Standard 4	Component	Evidence Indicators (a competent teacher is able to)
		<ul style="list-style-type: none"> • prepare accurate progress records and a student database • produce accurate and evidence-based student report cards • ensure that formal reporting of student's learning outcomes occur at least twice a year • adhere to the common school reporting procedure • conduct parent/teacher interviews occur at least twice a year • assist in the review and modification of the school's report card every few years

NTSSF evidence

This section separates the NTSSF Standards and Competencies into two parts relevance to evidence gathering:

Part A: Observation based: those for which evidence can be gained through observation

Part B: Document based: those competencies for which evidence can be gained through examining relevant documentation

NTSSF PART A: Observation

Appraisal Scale:	Not Evident There is <i>no evidence the teacher...</i>	Emerging The Teacher is <i>starting to develop</i>	Established The Teacher <i>has consistently developed and implemented</i>	Advanced The Teacher <i>has consistently developed and implemented and developed a variety of ...</i>
	NE	EM	ES	AD
	Teacher at Risk	Novice Teacher	Experienced Teacher	Mentor Teacher

Standard One: Teaching and Learning Methods



Competency One: Lesson Planning

This competency relates to the teacher's ability to plan how to implement the syllabus to enhance teaching and learning in their classroom.

Evidence (a competent teacher is able to...)	NE	EM	ES	AD
<ul style="list-style-type: none"> Link the lesson plan to the curriculum Standard and weekly planner 				
<ul style="list-style-type: none"> Ensure that the lesson plan indicates: objectives/learning outcomes, introduction (topic to be included), development, application (assessment), teaching aids/resources, conclusion and evaluation 				
<ul style="list-style-type: none"> Prepare classroom and various relevant, locally available and affordable, teaching resources 				

Competency Two: Effective Teaching

This competency relates to the pedagogical methods and techniques the teacher uses to maximize the learning opportunities for all students in his/her class.

Evidence (a competent teacher is able to...)	NE	EM	ES	AD
<ul style="list-style-type: none"> link new concepts to previous learning and real-life situations/examples 				
<ul style="list-style-type: none"> state the topic of the lesson, the new skills and knowledge to be learned and how it is related to previous learning 				
<ul style="list-style-type: none"> clearly present explanations and examples for the concepts, knowledge and skills being taught 				
<ul style="list-style-type: none"> use correct English and Kiribati Language as relevant when teaching lessons 				
<ul style="list-style-type: none"> provide constructive feedback to students on their learning and propose ways for them to improve 				
<ul style="list-style-type: none"> effectively use different interactive resources and activities to facilitate learning within a lesson (such as games, role play, songs, debates, observing objects, making objects, problem-solving, exercises, etc.) 				

This competency relates to the pedagogical methods and techniques the teacher uses to maximize the learning opportunities for all students in his/her class.

Evidence (a competent teacher is able to...)	NE	EM	ES	AD
<ul style="list-style-type: none"> ask students a range of questions about the topic (some simple, some complex, some with multiple answers, some with one answer) and adjust lesson according to student understanding 				
<ul style="list-style-type: none"> Use of a strategy(ies) that encourages students to ask questions and discuss about the topic (for clarification, further knowledge, out of curiosity etc) 				
<ul style="list-style-type: none"> Encourage and facilitate peer tutoring and activity based cooperative learning 				
<ul style="list-style-type: none"> come to class on time and use the entire lesson period effectively 				
<ul style="list-style-type: none"> summarise what has been taught at the end of every class 				

Competency Three: Classroom Management

This competency relates to the strategies the teacher uses to achieve effective classroom and behaviour management within their class.

Evidence (a competent teacher is able to...)	NE	EM	ES	AD
<ul style="list-style-type: none"> Organise the classroom with learning corners and teaching aids, with student work displayed 				
<ul style="list-style-type: none"> Correct students' mistakes without embarrassment or punishment (and provide extra support if needed) 				
<ul style="list-style-type: none"> Manage students' behaviour without fear tactics (such as carrying a stick, caning, excessive shouting etc) 				
<ul style="list-style-type: none"> effectively use different types of positive reinforcement for good work and effort (clapping, praise, awards, recognition) 				
<ul style="list-style-type: none"> engage students in the development of classroom rules to manage student behaviour 				
<ul style="list-style-type: none"> use <i>classroom routines</i> to manage student behaviour (for example, routines for forming groups, assigning group leaders, doing group activities, handing in work, finishing lesson) 				
<ul style="list-style-type: none"> manage the learning environment of the classroom to ensure that the maximum amount of time in class is focused on learning. 				
<ul style="list-style-type: none"> create a variety of student groupings and seating arrangements 				

Competency Four: Inclusive Education

This competency relates to the processes, practices and methods the teacher uses to include all students, especially those from marginalized and disadvantaged groups into a quality learning programme within their class.

Evidence (a competent teacher is able to...)	NE	EM	ES	AD
<ul style="list-style-type: none"> use inclusion strategies to address the learning challenges of all students, especially those from marginalised groups 				
<ul style="list-style-type: none"> create a classroom atmosphere of mutual respect and acceptance amongst students 				
<ul style="list-style-type: none"> engage both boys and girls equally in all activities 				
<ul style="list-style-type: none"> challenge stereotypes and discriminatory gender norms through words and action 				
<ul style="list-style-type: none"> Ensure the teaching techniques, the classroom environment, learning materials and assistive devices are appropriate for students with disabilities and relevant to Individualized Education Plan (IEP) 				

Standard Two: Curriculum



Appraisal Scale:	Not Evident There is <i>no evidence the teacher...</i>	Emerging The Teacher is <i>starting to develop</i>	Established The Teacher <i>has consistently developed and implemented</i>	Advanced The Teacher <i>has consistently developed and implemented and developed a variety of ...</i>
	NE	EM	ES	AD
	Teacher at Risk	Novice Teacher	Experienced Teacher	Mentor Teacher

Competency One: National Curriculum

This competency relates to the knowledge of and strategies that the teacher demonstrates to implement the National Curriculum and Assessment Framework in their classroom

Evidence (a competent teacher can demonstrate an understanding of ...)	NE	EM	ES	AD
• how to effectively explain subject concepts and skills to pupils				
• how to relate the subject content to real life situations				
• relevant teaching and learning materials/resources appropriate to achieve the standard objectives				
• the subject beyond the standard being taught in order to support and challenge more able students				
• Formative and summative subject-specific assessments				

Competency Two: Alternative Curricula

This competency relates to the development and application of a variety of alternative curriculum programmes that the teacher demonstrates through their planning and teaching.

Evidence (competent teacher has demonstrated an understanding of ...)	NE	EM	ES	AD
• All document based				

Competency Three: Literacy and Numeracy

This competency relates to the explicit teaching methods the teacher uses to improve the literacy and numeracy of their students across all subject areas and in all learning activities.

Evidence (competent teacher has demonstrated an understanding of ...)	NE	EM	ES	AD
• teaching targeted vocabulary lessons				
• teaching phonics				
• a variety of reading strategies (comprehension, grapho-phonetic reading etc)				

Competency Four: Culture and Traditions

This competency relates to the strategies and techniques the teacher uses to include, integrate and embed National and local culture and traditions into their planning and teaching.

Evidence (competent teacher has demonstrated an understanding of ...)	NE	EM	ES	AD
All document based				

Standard Three: Teacher Professionalism



Appraisal Scale:	Not Evident There is <i>no evidence the teacher...</i>	Emerging The Teacher is <i>starting to develop</i>	Established The Teacher <i>has consistently developed and implemented</i>	Advanced The Teacher <i>has consistently developed and implemented and developed a variety of ...</i>
	NE	EM	ES	AD
	Teacher at Risk	Novice Teacher	Experienced Teacher	Mentor Teacher

Competency One: Professional Development

This competency relates to the professional development strategies the teacher applies to enhance their professional knowledge and skills.

Evidence (a competent teacher ...)	NE	EM	ES	AD
<ul style="list-style-type: none"> All document based 				

Competency Two: Effective Communication

This competency relates to the teacher's knowledge, understanding and application of the theory and stages of Effective Communication

Evidence (a competent teacher ...)	NE	EM	ES	AD
<ul style="list-style-type: none"> Has an appropriate level of proficiency in English 				
<ul style="list-style-type: none"> Has an appropriate level of proficiency in Kiribati 				
<ul style="list-style-type: none"> Uses the two languages in line with the language policy 				

Competency Three: Ethics and Values

This competency relates to the ethics and values the teacher believes in and displays throughout their everyday professional and personal behaviour.

Evidence (a competent teacher can demonstrate that they)	NE	EM	ES	AD
<ul style="list-style-type: none"> Is excited about teaching and makes students interested in their lessons 				

Competency Four: Caring Relationships

This competency relates to caring relationships the teacher develops and demonstrates with their students, colleagues, parents and community members.

Evidence (a competent teacher ...)	NE	EM	ES	AD
<ul style="list-style-type: none"> shows responsiveness to learners' different learning styles and needs in classroom interactions 				
<ul style="list-style-type: none"> organizes the classroom to foster a good learning atmosphere 				

Standard Four: Learning Achievement



Appraisal Scale:	Not Evident There is <i>no evidence the teacher...</i>	Emerging The Teacher is <i>starting to develop</i>	Established The Teacher <i>has consistently developed and implemented</i>	Advanced The Teacher <i>has consistently developed and implemented and developed a variety of ...</i>
	NE	EM	ES	AD
	Teacher at Risk	Novice Teacher	Experienced Teacher	Mentor Teacher

Competency One: Assessment Planning

This competency relates to the processes, methods and tools the teacher uses to facilitate and monitor the ongoing assessment of student learning				
Evidence (a competent teacher is able to ...)	NE	EM	ES	AD
• undertake assessment for learning and assessment of learning when conducting student assessments				
• develop lesson assessment tasks within their lesson plans				
• ensure that marking criteria has been made known to students				
• modify and adapt learning assessments for students with special needs and impairments				
• use assessment criteria clearly linked to learning outcomes which are made clear to students				

Competency Two: Formative and Summative Assessment

This competency relates to the processes, methods and tools the teacher uses to facilitate the assessment of student learning.

Evidence (a competent teacher is able to ...)	NE	EM	ES	AD
<ul style="list-style-type: none"> use assessment criteria clearly linked to learning outcomes which are made clear to students 				
<ul style="list-style-type: none"> give meaningful and constructive feedback to students which is linked to the assessment criteria. 				
<ul style="list-style-type: none"> design and administer assignments, quizzes and homework to gauge student understanding 				
<ul style="list-style-type: none"> assess students in what they must know, understand and do 				
<ul style="list-style-type: none"> use a variety of assessment tasks (diagnostic tests, cumulative and formative) to cater for the different learning styles and multiple intelligence categories of students 				
<ul style="list-style-type: none"> involve students in a self-assessment process 				

Competency Three: Evaluation

This competency relates to the processes, methods and logic the teacher uses to provide an evidenced-based evaluation of a student's learning outcomes using learning assessment information and data against a standard or benchmark

Evidence (a competent teacher is able to ...)	NE	EM	ES	AD
<ul style="list-style-type: none"> allow students to self-assess and evaluate their learning achievement 				

Competency Four: Reporting

This competency relates to the processes, methods and systems the teacher uses to provide an evidenced-based record and report of their student's learning achievement

Evidence (a competent teacher is able to ...)	NE	EM	ES	AD
<ul style="list-style-type: none"> All document based 				

Part B: Document Based Evidence

Standard One: Teaching and Learning Methods



Competency One: Lesson Planning

This competency relates to the teacher's ability to plan how to implement the syllabus to enhance teaching and learning in their classroom.

Evidence (a competent teacher is able to...)	NE	EM	ES	AD
<ul style="list-style-type: none">All in Observation based				

Competency Two: Effective Teaching

This competency relates to the pedagogical methods and techniques the teacher uses to maximize the learning opportunities for all students in his/her class.

Evidence (a competent teacher is able to...)	NE	EM	ES	AD
<ul style="list-style-type: none">All in Observation based				

Competency Three: Classroom Management

This competency relates to the strategies the teacher uses to achieve effective classroom and behaviour management within their class.

Evidence (a competent teacher is able to...)	NE	EM	ES	AD
<ul style="list-style-type: none">All in Observation based				

Competency Four: Inclusive Education

This competency relates to the processes, practices and methods the teacher uses to include all students, especially those from marginalized and disadvantaged groups into a quality learning programme within their class.

Evidence (a competent teacher is able to...)	NE	EM	ES	AD
<ul style="list-style-type: none">All in observation based				

Standard Two: Curriculum



Appraisal Scale:	Not Evident There is <i>no evidence</i> the teacher...	Emerging The Teacher is <i>starting to develop</i>	Established The Teacher <i>has consistently developed and implemented</i>	Advanced The Teacher <i>has consistently developed and implemented and developed a variety of</i> ...
	NE	EM	ES	AD
	Teacher at Risk	Novice Teacher	Experienced Teacher	Mentor Teacher

Competency One: National Curriculum

This competency relates to the knowledge of and strategies that the teacher demonstrates to implement the National Curriculum and Assessment Framework in their classroom

Evidence (a competent teacher can demonstrate an understanding of ...)	NE	EM	ES	AD
<ul style="list-style-type: none"> National Curriculum and Assessment Framework and relevant syllabi. 				
<ul style="list-style-type: none"> the content and learning objectives of the syllabus for the subject(s) of specialization or appropriate grade level 				
<ul style="list-style-type: none"> the relationship between topics and different subjects 				

Competency Two: Alternative Curricula

This competency relates to the development and application of a variety of alternative curriculum programmes that the teacher demonstrates through their planning and teaching.

Evidence (competent teacher has demonstrated an understanding of ...)	NE	EM	ES	AD
<ul style="list-style-type: none"> how to develop a variety of extra-curricula activities appropriate to the grade level of their class 				

This competency relates to the development and application of a variety of alternative curriculum programmes that the teacher demonstrates through their planning and teaching.

Evidence (competent teacher has demonstrated an understanding of ...)	NE	EM	ES	AD
• a variety of intergration learning activities for students with special needs				
• how to develop a gifted and talented programme				
• ways to designing an individual education programme (IEP) for students with special needs				
• methods and approaches to develop learning programmes for a variety of disadvantages groups				
• integrating the curriculum				
• adapting the curriculum for returning and re-entry students and multi grade teaching				
• adult education programmes				
• strategies to encourage the development of innovation, creativity and insight				

Competency Three: Literacy and Numeracy

This competency relates to the explicit teaching methods the teacher uses to improve the literacy and numeracy of their students across all subject areas and in all learning activities.

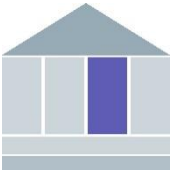
Evidence (competent teacher has demonstrated an understanding of ...)	NE	EM	ES	AD
• the importance of focussing on the development of student's proficiency in Literacy and Numeracy and in real-life contexts				
• ensuring that literacy is embedded in all lessons and activities across the curriculum				
• taking responsibility everyday for the teaching of literacy (reading, writing, speaking, viewing and listening)				
• taking responsibility everyday for the teaching of numeracy				
• using standardised literacy and numeracy assessments to enhance National curriculum initiatives				

Competency Four: Culture and Traditions

This competency relates to the strategies and techniques the teacher uses to include, integrate and embed National and local culture and traditions into their planning and teaching.

Evidence (competent teacher has demonstrated an understanding of ...)	NE	EM	ES	AD
<ul style="list-style-type: none"> • Sound knowledge of Kiribati customs and cultural protocols 				
<ul style="list-style-type: none"> • the context of the school (community values, cultural heritage, traditions, language) 				
<ul style="list-style-type: none"> • how the surrounding context can positively and negatively affect teaching and learning 				
<ul style="list-style-type: none"> • appropriate teaching strategies or methods for different kinds of cultural contexts 				
<ul style="list-style-type: none"> • the importance of using local members of the community to enhance understanding of cultural curriculum goals 				

Standard Three: Teacher Professionalism



Appraisal Scale:	Not Evident There is <i>no evidence the teacher...</i>	Emerging The Teacher is <i>starting to develop</i>	Established The Teacher <i>has consistently developed and implemented ...</i>	Advanced The Teacher <i>has consistently developed and implemented and developed a variety of ...</i>
	NE	EM	ES	AD
	Teacher at Risk	Novice Teacher	Experienced Teacher	Mentor Teacher

Competency One: Professional Development

This competency relates to the professional development strategies the teacher applies to enhance their professional knowledge and skills.				
Evidence (a competent teacher ...)	NE	EM	ES	AD
<ul style="list-style-type: none"> self reflects about personal strengths and weaknesses and overall competencies using the National Teacher Service Standard Framework 				
<ul style="list-style-type: none"> continually updates their individual professional development plan and ensures links with the school's strategic goals 				
<ul style="list-style-type: none"> acquires and applies basic ICT knowledge and skills in teaching 				
<ul style="list-style-type: none"> participates in frequent professional development and applies their professional development learning to classroom practices 				
<ul style="list-style-type: none"> shares new ideas and undertaking and /or facilitating peer support, coaching and mentoring 				

Competency Two: Effective Communication

This competency relates to the teacher's knowledge, understanding and application of the theory and stages of Effective Communication

Evidence (a competent teacher ...)	NE	EM	ES	AD
• Follows the MoE Communication protocols and procedures				
• Schedules parent meeting and attend staff meetings				
• Uses the most appropriate communication methods (oral, written, ICT) to convey information				
• Works cooperatively with colleagues				
• Communicates constructively about their learners and the school to parents and the community				
• Respects parents and community views and beliefs.				
• Schedules parent meetings and attends staff meetings				

Competency Three: Ethics and Values

This competency relates to the ethics and values the teacher believes in and displays throughout their everyday professional and personal behaviour.

Evidence (a competent teacher can demonstrate that they)	NE	EM	ES	AD
• has signed and complies with Code of Ethics and Conduct of Teachers and the National Conditions of Service				
• understands and applies the Education Act and other MoE policies				
• understands and enacts their duty of care for their students, school property and the legal professional requirements under the National Child protection policy				
• is a model of good citizenship for students, parents and the community				
• is diligent (eg in attendance register completion, roster duties, completing reports) and punctual in all aspects of his or her work				
• is not corrupt or unethical and has no disciplinary action taken against them				
• reports student abuse, misuse of authority, corruption or unethical behaviours.				

This competency relates to the ethics and values the teacher believes in and displays throughout their everyday professional and personal behaviour.

Evidence (a competent teacher can demonstrate that they)	NE	EM	ES	AD
<ul style="list-style-type: none"> recognizes and respects the cultural and personal differences between students, parents and members of the community, valuing the diversity of culture and language and avoiding any actions of exclusion or discrimination. 				
<ul style="list-style-type: none"> is willing to work out of school hours to enhance learning 				
<ul style="list-style-type: none"> cope with criticism and disagreement in constructive ways 				
<ul style="list-style-type: none"> promotes values upheld by society and encourages Values Education with children 				

Competency Four: Caring Relationships

This competency relates to caring relationships the teacher develops and demonstrates with their students, colleagues, parents and community members.

Evidence (a competent teacher ...)	NE	EM	ES	AD
<ul style="list-style-type: none"> supports and helps struggling teachers and new or returning teachers to improve their teaching 				
<ul style="list-style-type: none"> promotes initiative and innovation within the school 				
<ul style="list-style-type: none"> shares their skills and knowledge with their colleagues and participates regularly in professional discussions 				
<ul style="list-style-type: none"> shares practices with other teachers from other schools 				
<ul style="list-style-type: none"> develops fair, strong, supportive and caring teacher-pupil, teacher-teacher and teacher parent relationships 				
<ul style="list-style-type: none"> constantly reviews the school and classroom environments for various risks that may harm students to ensure students and their own safety 				
<ul style="list-style-type: none"> actively takes responsibility to follow up student absences and non-attendance 				
<ul style="list-style-type: none"> reports acts that go against the Child Protection Policy such as the physical, emotional and sexual abuse of their students to the appropriate authority 				

Standard Four: Learning Achievement



Appraisal Scale:	Not Evident There is <i>no evidence the teacher...</i>	Emerging The Teacher is <i>starting to develop</i>	Established The Teacher <i>has consistently developed and implemented ...</i>	Advanced The Teacher <i>has consistently developed and implemented and developed a variety of ...</i>
	NE	EM	ES	AD
	Teacher at Risk	Novice Teacher	Experienced Teacher	Mentor Teacher

Competency One: Assessment Planning

This competency relates to the processes, methods and tools the teacher uses to facilitate and monitor the ongoing assessment of student learning

Evidence (a competent teacher is able to ...)	NE	EM	ES	AD
• Include an assessment plan in the teacher's units of work for the term				
• Link all learning assessment with learning outcomes				
• Design appropriate end of term and annual exams to evaluate the student learning against the syllabus				

Competency Two: Formative and Summative Assessment

This competency relates to the processes, methods and tools the teacher uses to facilitate the assessment of student learning.

Evidence (a competent teacher is able to ...)	NE	EM	ES	AD
• use the results to reflect on student progress and adjust lessons, teaching strategies and levels of support accordingly				
• ensure that pre and post unit testing occurs				

This competency relates to the processes, methods and tools the teacher uses to facilitate the assessment of student learning.

Evidence (a competent teacher is able to ...)	NE	EM	ES	AD
• use Blooms' Taxonomy and SOLO to inform the development of assessment instruments				
• use the results to reflect on student progress and adjust lessons, teaching strategies and levels of support				
• monitor and track that student assessment portfolios exist and travel with the student to their next year level to assist teachers to individualise learning plans				
• integrate whole of school learning outcome assessment results to inform school and classroom learning improvements				
• make certain that results of National Examinations are appropriately recorded and used to inform curriculum review to enhance learning and instruction				

Competency Three: Evaluation

This competency relates to the processes, methods and logic the teacher uses to provide an evidenced-based evaluation of a student's learning outcomes using learning assessment information and data against a standard or benchmark

Evidence (a competent teacher is able to ...)	NE	EM	ES	AD
• show evidence in Workbooks of reflection on the outcomes of lessons/units/ term programs and make adjustments accordingly				
• use the student's cumulative and summative assessment records and results to make a learning evaluation				
• benchmark students results and assessment results against the curriculum standards				
• write evidence-based student learning evaluation statements				
• use a moderation process that compares student assessment against other student assessments				
• record and use results of assessment to inform curriculum reviews and in order to enhance learning and instruction				
• ensure that assessment results are used regularly to develop strategies for improving student learning				

This competency relates to the processes, methods and logic the teacher uses to provide an evidenced-based evaluation of a student's learning outcomes using learning assessment information and data against a standard or benchmark

Evidence (a competent teacher is able to ...)	NE	EM	ES	AD
<ul style="list-style-type: none"> use statistics and graphs to help analyses student learning evaluations 				
<ul style="list-style-type: none"> use evaluation results to develop strategic learning interventions 				

Competency Four: Reporting

This competency relates to the processes, methods and systems the teacher uses to provide an evidenced-based record and report of their student's learning achievement

Evidence (a competent teacher is able to ...)	NE	EM	ES	AD
<ul style="list-style-type: none"> report to students, parents and other teachers provide valid information about students' progress against the Standards 				
<ul style="list-style-type: none"> prepare accurate progress records and a student database 				
<ul style="list-style-type: none"> produce accurate and evidence-based student report cards 				
<ul style="list-style-type: none"> ensure that formal reporting of student's learning outcomes occur at least twice a year 				
<ul style="list-style-type: none"> adhere to the common school reporting procedure 				
<ul style="list-style-type: none"> conduct parent/teacher interviews occur at least twice a year 				
<ul style="list-style-type: none"> assist in the review and modification of the school's report card every few years 				