

# TOKELAU DEPARTMENT OF EDUCATION

## Standards for Education on Tokelau

DRAFT

Date of this draft: 31 July 2014



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### **Part One: Introduction**

#### **Introduction**

The people of Tokelau recognise the importance of education for the future of their children and sustainability of their nation. As such the Government of Tokelau, together with the Taupulega of each village, commit to improving achievement and outcomes for all students through improving the quality and delivery of educational services.

The call for quality improvement in education is not new to Tokelau. Community members from several of the villages continue to be concerned over what they believe is a lower standard of education at the village school. Persistent student underachievement on national assessments over the last four years, and a recent review of the schools in 2013 by the NZ Education Review Office highlighted a range of serious issues in the quality of educational particularly in two of the schools.

Village and school consultations pointed to what have been on-going concerns in student learning, school governance, leadership and management of the schools, teacher quality, resources and the school environment, and parent involvement in student learning and the schools.

One of the things that has become clear is that Tokelau needs to articulate what it means by 'quality' in education and the observable measures of it. While everyone has an idea of what it is, it will be helpful to have a common understanding of the characteristics or standards of quality and the indicators or observable measures of it, after all these are the measures by which schools are judged.

#### **Tokelau Philosophy of Education**

In outlining standards for education, the Department of Education is mindful that formal education as it exists in the school system on Tokelau today is relatively recent and is set against a backdrop of a traditional Tokelau culture that is vibrant and where the social institutions of society are robust.

Before the arrival of western visitors Tokelau developed their own unique way of adapting to their physical and social environments. It resulted in a cultural knowledge that enabled them to live and survived within these particular contexts (Tokelau National Curriculum Policy Framework (NCPF) 2006:4).

The NCPF (2006:4-6) describes Tokelau's philosophy of education. It highlights Tokelau's traditional forms and processes around which aspects of Tokelau knowledge revolved. Importantly such processes, built on the collective discussions and wisdom of the elders, defined the community

standards, norms and values. They include standards or norms and values around association of knowledge and practice, context of learning and knowledge transmission, family foundation, providers, learning processes, learning by observation, learning by verbal instruction, learning by listening, and learning by demonstration.

Although these have been subject to change over time, many remain consistent with what is current thinking in education on processes of knowledge construction, teaching and learning, achievement and assessment, and quality leadership and management. The Standards for Education on Tokelau are inclusive of Tokelau's traditional philosophy of education, governance, leadership and management. They are referenced explicitly through the standards using traditional concepts and terminology.

### **Purpose**

The strategic vision for the Government of Tokelau is *“Healthy and Active Communities with Opportunities for All.”* Education contributes to the national vision by aiming in its mission *“to raise educational achievement, promote equality of opportunity and outcomes for all students, and to improve the quality of educational services delivery.”*

The purpose of this document is to bring into one place the range of quality standards and indicators Tokelau considers significant when judging the quality of education.

They provide the standards against which the school principal and staff can conduct their own self review and improvement.

The standards will enable the Education Committee of each village to pin point areas to target in specific reviews they wish to undertake.

The Department of Education will use the standards to develop specific tools that can support school self- review and any external reviews it may carry out in consultation with village Taupulega.

Together the Taupulega and Department of Education can use the standards to determine strategies to address quality issues, and the evidence to indicate the achievement of quality in education on Tokelau.

### **Principles**

The principles behind the selection of the standards are that they:

- focus on what is important in student learning and achievement
- are based on current theory and research evidence of indicators of quality and best practice
- include Tokelau philosophy of education as described in the TNCPF 2006
- are easy to use
- assist schools to conduct their own self-review

- assist the Education Committees to monitor school development and provide focused reports to Taupulega

## Sources

A number of sources have been used to compile these standards for Tokelau education.

The Tokelau National Curriculum and Policy Framework (2006) describe Tokelau's philosophy of education and outlines key curriculum policy principles and policies. Based on the NCPF, the Department of Education outlined teachers' standards in 2007 that were used in training principals for teacher appraisal. The contract teachers and one of the three principals have job descriptions. The standards included in those are incorporated in the relevant areas here. These earlier developments have been reviewed for their inclusion in this current set of standards.

The Ministers of Education of the Pacific Forum countries approved Pacific Standards for principals in 2012. New Zealand's Ministry of Education has also established professional standards for primary principals and secondary principals. Tokelau has derived some of its school leadership standards from consideration of these standards.

The Samoa Ministry of Education Sports and Culture has developed professional standards based on research evidence for teachers as well as minimum service standards for schools. Tokelau and Samoa have much shared history that includes education development. The Samoa standards have been considered and where relevant used or adapted to the Tokelau context.

New Zealand's Education Review Office (ERO) reviewed the Tokelau schools in 2013. ERO has an established history in school reviews. Through research, experience and consultations it has established evaluation indicators for school reviews. Tokelau draws much from ERO's indicators and processes in developing its framework of standards to assist in assessing and reviewing current practice and identifying areas for future development.

## Part Two: Standards

The Standards for Education on Tokelau are outlined for student learning and 3 key areas of influence on student learning:

1. Students learning: engagement, progress and achievement
2. School Governance – Governing the school / school administration
3. School Management and Leadership – Leading and managing the school
4. Professional Standards for Teachers – Effective teaching

This set of standards is an initial attempt to identify what Tokelau considers as the desirable characteristics it aspires to for education.

As far as is possible at this stage standards are identified along with indicators or observable measures which show the presence of a standard and whether the standard has been achieved.

The regular use of the standards will provide information for their revision as necessary.

To confirm the standards for Tokelau, this draft will form the basis of consultations with the communities and the schools. The discussions should confirm the standards, the indicators, and identify possible sources of evidence. As well the processes for collecting, recording, analysis, reporting and using the evidence will be clarified.

## 1. Students learning: engagement, progress and achievement

Category	Standard	Indicators	Possible sources of evidence	Ratings : Below standard/at standard/above standard
<b>Student achievement (outcome indicators)</b> <i>He mafua ma tamaiti</i>	1.1 All students achieve appropriate levels in literacy and numeracy compared to national and regional expectations for their age	1.1.1 Students are reaching appropriate standards in literacy and numeracy	Assessment data from: <ul style="list-style-type: none"> <li>- teacher developed tools against curriculum outcomes (subject overviews' units of work assessment)</li> <li>- standardised tools e.g. TAPA, PILNA, Y11, STAR, PM Benchmark, PROBE</li> <li>- student work samples e.g. student portfolios, marked written work, performances, work for internally assessed outcomes</li> </ul> Reports such as: <ul style="list-style-type: none"> <li>- syndicate reports, curriculum reports e.g. Matiti's curriculum groups, principal report on student achievement to Education Committee, report of Year 11 examinations, and post year 11 pathways for students</li> <li>- scholarship reports for students at preliminary,</li> </ul>	
	1.2 All students achieve a satisfactory level of achievement in relation curriculum expectations across year levels and learning areas	1.2.1 Students are achieving national expectations in the subject areas 1.2.2 Students leave school to further education, training, or employment <i>E au i le tauola au fo'i i le fagota.</i>		

Category	Standard	Indicators	Possible sources of evidence	Ratings : Below standard/at standard/above standard
			foundation, tertiary studies	
<b>Student progress (outcome indicators)</b> <i>Ua logo le na i ama, logo le na i atea.</i>	1.3 School, cohorts, groups of students make reasonable rates of progress compared with national expectations and other schools	1.3.1 Analysis of achievement data identifies achievement patterns and trends for the school, for cohorts and groups of students 1.3.2 Student achievement is tracked over time to monitor progress of individual students 1.3.3 Achievement from year levels is compared from year to year to identify trends and patterns 1.3.4 Rate of progress for cohort, groups of students is reasonable compared to national and school expectations	<ul style="list-style-type: none"> <li>• Reports such as, curriculum reports, syndicate reports, reports to the principal, principal report to Education Committee</li> <li>• Education Committee minutes including reports on student achievement and reports on students with special needs and abilities.</li> <li>• Cumulative records of student achievement and progress</li> </ul>	
	1.4 Students with special needs make learning and development progress appropriate to the goals of their individual plans <i>E au i le tauola au fo'i i le fagota.</i>	1.4.1 Students with special needs making reasonable progress in relation to their IEPs	<ul style="list-style-type: none"> <li>• IEPs and Individual Care Plans</li> <li>• Education Committee minutes including reports on student achievement and reports on students with special needs and abilities.</li> </ul>	
<b>Engagement (process indicators)</b> <i>Ua vilivili faamanu o matagi/savili</i>	1.5 Students have high levels of engagement in learning	1.5.1 High levels of students interest and motivation are evident across all groups of students 1.5.2 Students know why they are learning and why it is important 1.5.3 Students show they are taking	<ul style="list-style-type: none"> <li>• Observation of students in class and other school activities</li> <li>• Interviews and group discussions with staff, students, parents, specialist</li> </ul>	

Category	Standard	Indicators	Possible sources of evidence	Ratings : Below standard/at standard/above standard
		responsibility for their own learning – talk about their learning and next steps	teachers	
	1.6 Students are involved in decision making as it relates to them	1.6.1 Students are actively consulted in matters that affect them in ways that are age appropriate 1.6.2 Students and their families are involved in goal setting, identifying their next steps and developing plans	<ul style="list-style-type: none"> <li>• Surveys of staff, students, parents, community groups</li> <li>• Data collation, analysis and dissemination (policies and practices)</li> <li>• Interviews with community facilitators of co-curricular school activities</li> </ul>	
	1.7 Students participate in co-curricular school activities	1.7.1 Students are involved in co-curricular activities that complement the academic curricula e.g. newspapers, musical performances, art shows, debate competitions, canoe building, sailing team contests, mathematics team contests, Tokelau language week, fatele creations, science fair, weaving etc.		
	1.8 Parents are involved in matters relating to student attendance and discipline	1.8.1 Schools communicate clearly and regularly and engage parents in matters around student attendance, and discipline	<ul style="list-style-type: none"> <li>• School discipline policy</li> <li>• Interview with parents, students</li> </ul>	
	1.9 Parents of special needs students are involved in decision making relating to their programme, monitoring and assessment.	1.9.1 Parents of children with special needs are engaged in the development of their children’s IEP and monitoring of its achievement.	<ul style="list-style-type: none"> <li>• Interviews with parents or caregivers of students with special needs</li> <li>• IEPs</li> <li>• Progress reports on IEPs</li> <li>• Observation of children with disabilities</li> </ul>	



Category	Standard	Indicators	Possible sources of evidence	Ratings : Below standard/at standard/above standard
<b>Quality of data and analysis</b>  <i>Ia uluulu matafolau</i>	1.10 The school through a range of assessment practices, gathers information that is sufficiently comprehensive to enable the progress and achievement of students to be evaluated; giving priority first to literacy and numeracy Years 1 – 8, and the extent of learning across the curriculum areas	1.10.1 The school has a range of valid, reliable and useful information about student learning across the curriculum but particularly in reading, writing and mathematics in Years 1 to 8 and in each learning area in Years 9-13 1.10.2 The school examines data from different sources to explore factors relating to achievement or non-achievement of individuals and groups of students 1.10.3 Information is gathered about how well the students make the transitions from preschool to school, from Year 11 to senior school or transition, and from senior secondary to tertiary and use to review and improve programmes	<ul style="list-style-type: none"> <li>• School assessment policy providing guidelines to teachers</li> <li>• Teacher kept assessment records</li> <li>• Centralised whole school level achievement database, spreadsheets for particular subjects by level</li> <li>• Timely collation and analysis of school-wide data to show trends, patterns, areas of success and areas of need including for key groups</li> <li>• Collated achievement information, e.g. graphs, spreadsheets, data bases</li> <li>• Transition plans; interview with teachers at transition points</li> </ul>	
	1.11 On the basis of good quality assessment information, schools identify students and groups of students that require particular attention	1.11.1 Achievement data analysis identifies those: (i) who are not achieving; (ii) who at risk of not achieving; (iii) who have special needs (including gifted and talented students); and (iv) aspects of the curriculum needing strategies	<ul style="list-style-type: none"> <li>• Curriculum/department/ syndicate reports</li> <li>• Reports to Education Committee</li> </ul>	
	1.12 Achievement data are analysed to improve future learning programmes	1.12.1 Schools act on the findings of their data analysis - Target or Goal setting is used for the school with parent / Education	<ul style="list-style-type: none"> <li>• Record of planning meetings</li> <li>• Individual Education Plans</li> <li>• Planning documents for intervention strategies</li> </ul>	

Category	Standard	Indicators	Possible sources of evidence	Ratings : Below standard/at standard/above standard
		<p>Committee involvement – engaging both students and parents in identifying goals, how to get there, and how they know they have arrived</p> <ul style="list-style-type: none"> <li>- Performance against targets are monitored on a regular basis to check progress and to monitor the effectiveness of programmes and practices</li> <li>- Schools develop and implement teaching and learning strategies to address the needs of students and aspects of the curriculum identified above</li> </ul>	<ul style="list-style-type: none"> <li>• Minutes / records of monitoring meetings with parents, syndicates, whole school</li> </ul>	
<b>Reporting to parents and taupulega</b>	1.13 Report to parents on the progress and achievement of their children making known plans and targets for improving students’ achievement	<p>1.13.1 Parents receive clear, detailed, accurate and timely reports of student progress and achievement twice yearly</p> <p>1.13.2 Parents of Years 4 and 6 students receive plain language reports about the progress and achievement of their child in relation to literacy and numeracy national assessments</p> <p>1.13.3 Parents of Year 11 students receive regular reports of student progress and achievement in relation to the internal assessments, and external examinations.</p> <p>1.13.4 Parents have genuine involvement in the learning and achievement of their children:</p> <ul style="list-style-type: none"> <li>- know and are part of the children’s goal setting,</li> </ul>	<ul style="list-style-type: none"> <li>• Reports to parents</li> <li>• Meetings and discussions with parents /and students</li> <li>• Record of any parent training undertaken</li> <li>• Reports to Education Committee / Taupulega</li> <li>• Individual Education or Care Plan meetings</li> <li>• Parent requests for individual plan meetings</li> <li>• Transition and career plans</li> </ul>	

Category	Standard	Indicators	Possible sources of evidence	Ratings : Below standard/at standard/above standard
		<ul style="list-style-type: none"> <li>- know about learning intentions and success criteria so that they can support student learning</li> </ul> <p>1.13.5 The Taupulega through the Education Committee receives quarterly reports on student achievement</p> <ul style="list-style-type: none"> <li>- Overall student achievement, including areas of strength and areas of concern, progress, and trends are reported to the community.</li> </ul>		
<b>Pathways</b>	1.14 Appropriate career education and guidance are given to all students along with their parents in Year 9 and above, with a specific emphasis on Tokelau's human resource needs.	<p>1.14.1 Parents are well informed of the secondary school pathways their children can follow</p> <p>1.14.2 Parents of Year 11 students receive meaningful information about the options for students after Year 11 and have ample opportunity to discuss the choices they have</p> <p>1.14.3 Community has input into the post Year 11 pathways and participate in supporting community based options for Year 11 and beyond</p>	Transition and career plans Interview with parents, students Interview with community programme support / services	

## 2. School governance – Governing the school and administration

Category	Standard	Indicators	Possible sources of evidence	Ratings : Below standard/at standard/above standard
<b>Vision, values and strategic direction</b>	2.1 Effective governance provides strategic direction and coherence across school policies and decision making.	<p>2.1.1 The Education Committee works effectively with the Principal to establish the school’s vision and values, goals and strategic direction in consultation with the staff, parents, students, and village groups.</p> <p>2.1.2 Strategic planning uses valid and reliable information about the needs and aspirations of the students and the village to inform the direction and goals of the school.</p> <p>2.1.3 The school’s vision and values are clearly articulated, understood and agreed to by the village and supported by staff</p>	<p>School Development Plan</p> <p>Education Committee documents</p> <p>Newsletters, school publicity information</p> <p>Consultation records</p>	
<b>Strategic Planning and the focus on student achievement</b>	2.2 A School Development Plan (SDP) with a central focus on student achievement, sets out the school vision, values together with the strategic aims and strategies for the school over a minimum of three years	<p>2.2.1 The SDP identifies the most urgent learning needs for all students and subgroups of students who are at risk of not achieving</p> <p>2.2.2 The SDP sets targets that are challenging, encompass year levels, subject areas, and key groups including students at risk of not achieving, and students with disabilities</p> <p>2.2.3 The SDP promotes school effectiveness through continuous improvement of key factors that affect learners’ achievement e.g. teacher quality, leadership quality, assessment, resources, parent engagement, etc.</p> <p>2.2.4 Strategies on the SDP are prioritised,</p>	<p>School Development Plan</p> <p>School Annual Plan</p> <p>School Reports: principals reports on student achievement, progress of annual plan</p> <p>Education Committee reports: to the Taupulega</p> <p>Professional development plan, reports of programmes</p>	

		<p>realistic, costed, and forms the basis of the schools' annual plan, budget, expenditure, and deployment of resources for the school</p> <p>2.2.5 The Education Committee ensures through the principal that there is clear alignment from the School Development Plan, through the annual plan, to curriculum delivery and programme implementation</p> <p>2.2.6 The Education Committee, the Principal and staff use the annual plan and SDP to monitor and evaluate the school's progress against school vision, goals, and indicators</p> <p>2.2.7 The Education Committee reports to the Taupulega monthly or as required, and is based on the progress of the annual plan, SDP strategies, targets and indicators</p>		
<b>Education Committee focus on student achievement</b>	2.3 The Education Committee's decision making for the SDP is based on analysed student achievement data and other information from the school's self-review processes	<p>2.3.1 Education Committee members are highly interested in and use reliable progress and achievement data to identify student needs, trends and patterns, compare progress over time and to inform decisions for future planning</p> <p>2.3.2 The SDP is based on analysed student achievement data and other information</p> <p>2.3.3 The Education Committee sets clear expectations about the extent and timeliness of reports it should receive from school leaders about student progress and achievement</p>	<p>Education Committee reports to Taupulega on analysis of school wide data including trends and patterns</p> <p>Education Committee records of meetings with principals and staff over assessment data analysis</p> <p>Education Committee policies on reports from principals on student achievement</p>	

<p><b>Allocation of resources</b></p>	<p>2.4 Resources are sufficient to support learning programmes for all students and are allocated based on priorities determined by evidence</p>	<p>2.4.1 The Taupulega education budget is aligned to the School’s Development Plan  2.4.2 Resources are allocated appropriately to priorities  2.4.3 Allocation of resources is reviewed regularly and re-allocated as new needs arises  2.4.4 The Library is well resourced with up-to-date resources that are appealing, useful and readily accessed by all students  2.4.5 There is a budgeted plan for the development and procurement of Tokelau language resources in for literacy as well as in curriculum learning areas  2.4.6 The provision of information and digital technologies enhance learning</p>	<p>School Development Plan  Annual Plan  Education Budget at the Taupulega level  School budget  Library facilities and use  Computer lab and policies for access and use</p>	
<p><b>Policies</b></p>	<p>2.5 Policies to guide the operation of the school are in place and are regularly reviewed</p>	<p>2.5.1 In consultation with the principal and staff, the Education Committee sets policies that are aligned with the schools’ vision, and strategic direction: e.g. policies for health and safety, discipline procedures and behaviour guidelines, assessment and reporting, school provision on bad weather days, field trips, use of ICT etc.  2.5.2 The practices in the school are aligned with the Education Committee policies and procedures  2.5.3 The school runs smoothly  2.5.4 A Policy review cycle is followed</p>	<p>School policies  Policy review cycle  Policy review documentation  Discussions with those affected by policies</p>	
<p><b>Self-review</b></p>	<p>2.6 The Education Committee and School has an ongoing cycle of self-review; the findings from the self-review are acted on</p>	<p>2.6.1 The self-review cycle is ongoing, robust, identifies priorities for improvement, develops and implements plans, monitors progress, and evaluates</p>	<p>Self-review cycle policy and guidelines on processes  Reports of self-review  Interviews with principal, staff,</p>	

		<p>effectiveness</p> <p>2.6.2 Self-review processes are well understood and are a natural part of the Education Committee's and school's practice</p> <p>2.6.3 The self-review processes are effective in identifying what is working, what needs to be improved, and acted on</p>	<p>parents, students as participants in self-review</p>	
<b>School environment</b>	<p>2.7 The Taupulega provides a safe school building that is well maintained and meets the needs of all students</p>	<p>2.7.1 Buildings and facilities are easy to access, especially for students, staff, and visitors with disabilities</p> <p>2.7.2 The school grounds and facilities are safe, clean, and well maintained</p> <p>2.7.3 The school environment is checked regularly and hazards are addressed</p> <p>2.7.4 Sufficient water supply, materials and detergents are provided for adequate and hygienic sanitation facilities</p> <p>2.7.5 Clean and sufficient drinking water supply is available for students and teachers</p> <p>2.7.6 Wiring and cabling for electricity supply, communication and ICT networking is safe and adequate to the needs across the whole school</p> <p>2.7.7 Rooms with equipment and storage rooms for supplies are safely locked and protected against water damage, extensive heat</p>	<p>Building inspections and reports of</p> <p>Observations of buildings and facilities</p> <p>Interviews with principal, staff, students, parents</p> <p>Principal reports on building and facilities</p> <p>Health reports</p> <p>Taupulega reports of actions taken</p> <p>Taupulega strategic plans for the school, resource allocation for school maintenance</p>	
	<p>2.8 Safe and adequate furniture / facilities are provided for all students including students with disabilities</p>	<p>2.8.1 Facilities and furniture meet the required standard for their purpose.</p> <p>2.8.2 There is a chair and desk for every student</p> <p>2.8.3 Schools have and follow a maintenance plan</p> <p>2.8.4 Safe storage is provided for Science</p>	<p>Building inspections and reports of</p> <p>Observations of buildings and facilities</p> <p>Interviews with principal, staff, students, parents, IT person</p> <p>Principal reports on building and</p>	

		equipment and chemicals, Maths equipment etc 2.8.5 Electronic equipment (hardware, software, documentation and supplies are safe to use and adequate for students' needs	facilities School maintenance plan	
	2.9 The school canteen and staff practice safe and hygienic food handling and provides healthy choices for students	2.9.1 The school canteen meets safety regulations for food handling 2.9.2 Food choices are healthy and encourage healthy eating	Health sector inspection and report Interviews with parents, students Observation/inspection of canteen facilities and operations including menu	
<b>Education Committee operation and management</b>	2.10 The Education Committee as a committee of the Taupulega has a very clear mandate with defined responsibilities, and operates according to formalised rules and regulations.	2.10.1 The Education Committee's roles and responsibilities are clearly defined and documented 2.10.2 The Education Committee members are clear about their commitment and responsibilities, individually and collectively and undertake them effectively 2.10.3 The Education Committee meetings operate under formalised rules and regulations and are documented 2.10.4 The Education Committee meets at least monthly, with a minimum of 8 meetings per annum 2.10.5 The Education Committee members access training and support to increase their awareness of and understandings of good governance	Education Committee terms of reference describing roles and responsibilities Interviews with Education Committee members Observation of Education Committee meetings Record of Education Committee meetings Education Committee training and reports	
<b>Monitoring and Evaluation; Performance management</b>	2.11 The Education Committee monitors and evaluates the school's progress as it relates to the School Development Plan, the school's annual plan;	2.11.1 The monitoring targets and sources of evidence as outlined on the School Development Plan and annual plan are well understood by committee members 2.11.2 The frequency and nature of reporting	School Development Plan Annual Plan Interview with Education Committee members on their understanding of SPD and AP	



		<p>from the school principal are determined and clearly communicated to the principal e.g. monthly, three monthly</p> <p>2.11.3 The principal's reports are evidence based, timely, and used by the committee for planning</p> <p>2.11.4 The Education Committee reports to the Taupulega are timely, and useful for decision making</p>	<p>Requirement for reporting made explicit</p> <p>Principal's report to the Education Committee</p> <p>Education Committee reports to Taupulega</p> <p>Interview with Taupulega GM on reporting from Ed. Committee</p>	
	<p>2.12 The Education Committee, on behalf of the employer, the Taupulega, undertakes systematic appraisal of the principal's performance; establishes the job descriptions for school staff; receives and acts on effective reports from the principal on teacher appraisals</p>	<p>2.12.1 Appointment procedures consistent with human resource policies are determined and followed</p> <p>2.12.2 Job descriptions are established for all school staff from principals to teachers, administrative staff, support staff such as teacher aides, cleaning and grounds staff</p> <p>2.12.3 The appraisal processes are transparent, outlined clearly in guidelines, and allows contribution by the principal and staff</p> <p>2.12.4 Principal appraisal is rigorous, aligned to professional standards and school strategic goals, and focused on improvement</p> <p>2.12.5 Principal appraisal is informed by a variety of internal and external sources</p> <p>2.12.6 The Education Committee receives teacher appraisal reports from the principal as per the appraisal policy</p> <p>2.12.7 The Education Committee provides opportunities for the principal to undertake appropriate professional learning and development linked to appraisal</p> <p>2.12.8 The Education Committee members</p>	<p>Appointment procedures guidelines</p> <p>Job descriptions for principals and all school staff</p> <p>Appraisal policies, processes and guidelines</p> <p>Appraisal reports for principals, staff</p> <p>Professional learning and development follow up to appraisal</p> <p>Interview with principals and staff regarding appraisal</p> <p>Interview with Taupulega on appraisal processes and reports</p>	

		evaluate their performance against the annual plan and role descriptions		
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### 3. School Management and Leadership – Leading and managing the school

Category	Standard	Indicators	Possible sources of evidence	Ratings : Below standard/at standard/above standard
<b>Establishing goals and expectations</b>	3.1 With the Education Committee, develop and then implement a school vision with shared goals and values that focus on enhanced engagement and achievement (academically, socially, and culturally) for all students	<p>3.1.1 Provide professional leadership in consultation with parents, students, and staff to establish goals and expectations; communicate these clearly and set the provisions for implementation in the School Development Plan</p> <p>3.1.2 Expectations are clearly expressed in school documentation</p> <p>3.1.3 The school leadership articulates high expectations for student learning and achievement and for teachers as professionals</p> <p>3.1.4 Based on the SDP, and together with staff, develop the school annual plan, and budget</p> <p>3.1.5 Staff and students actively work towards the school's vision, goals and expectations</p>	<p>Reports of consultations</p> <p>School Development Plan</p> <p>School Annual Plan</p> <p>School Budget</p> <p>Interviews with staff and students</p> <p>Interview with principals</p>	
<b>School Culture</b>	3.2 Provide professional leadership that focuses the school culture on enhancing learning and teaching	<p>3.2.1 Set the tone for the school culture in which the expectation is that all students will experience success in learning and show leadership through an active focus on raising student achievement</p> <p>3.2.2 Promote a culture whereby staff members assume appropriate leadership roles and work collaboratively to improve teaching and learning</p>	<p>Documentation of school wide codes of conduct, classroom rules etc, including displays</p> <p>Assemblies</p> <p>Parent, staff and student surveys</p> <p>Collation and analysis of school-wide assessment data</p> <p>Strategies to address poor behaviour</p>	

		<p>3.2.3 Model respect for others in interaction with adults and students</p> <p>3.2.4 Promote an inclusive environment in which the diversity and multicultural nature and prior experiences of students, and staff are acknowledged and respected</p> <p>3.2.5 Teachers promote student self-esteem and self-regulation</p> <p>3.2.6 Manage conflict and other challenging situations effectively and actively to achieve solutions</p>	<p>Programmes in place to develop student confidence</p> <p>Teachers have student profiles for their class</p>	
<p><b>Designing, coordinating and evaluating the school curriculum</b></p>	<p>3.3 Demonstrate professional leadership in the design, coordination, and evaluation of the curriculum provision at the school</p>	<p>3.3.1 Articulate clear understanding of the Tokelau National Curriculum Policy Framework (NCPF)</p> <p>3.3.2 Develop and implement school policies and procedures that support teachers to use the national curriculum to design, deliver, assess, and evaluate classroom programmes</p> <p>3.3.3 The school curriculum sets the direction for learning in line with the vision, values and principles of the NCPF, the school, and reflects the aspirations of the taupulega, parents, students and staff</p> <p>3.3.4 Provide leadership to teachers in curriculum mapping, establishing subject level overviews, unit and lesson planning, and assessment planning.</p> <p>3.3.5 The school curriculum design and implementation is clear and coherent, and enhance student engagement and achievement</p> <p>3.3.6 Effective integration of content coverage across the curriculum is evident</p>	<p>Interview with school principal</p> <p>School curriculum and assessment policies and guidelines</p> <p>Subject annual overviews, unit plans to elaborate the overviews, lesson planning and subject assessment plans at class level</p> <p>Interviews with staff, students, parents</p> <p>Reports of curriculum review, reviews of subject overviews</p> <p>Professional development programme and reports</p>	

		<p>in the planning and teaching</p> <p>3.3.7 Learning programmes have appropriate sequences and coherent progression over the class and year levels following the national curriculum</p> <p>3.3.8 Self-review processes are used to investigate the effectiveness of curriculum decision making in improving student engagement and achievement</p> <p>3.3.9 The opinions and views of the students, parents, and whanau are incorporated as part of ongoing review of the curriculum and learning programmes</p>		
<b>Strategic resourcing</b>	<p>3.4 Prioritise resource allocation on the basis of the school's annual and strategic objectives; develop and use a resource management system to support and enhance student learning</p>	<p>3.4.1 Align resource allocation with the school's annual plan and strategic objectives in the SDP</p> <p>3.4.2 Resource identification follows a systematic process of review of current provisions, needs, priorities and gaps</p> <p>3.4.3 The library is transformed into an effective learning centre through appropriate allocation of resources</p> <p>3.4.4 A resource management system is developed and implemented</p> <p>3.4.5 Provide timely reports to the Education Committee/Taupulega to ensure the maintenance and up keep of the school environment to enhance and improve learning</p> <p>3.4.6 Manage, monitor and evaluate the efficiency and effectiveness of the use of the school's human, physical, and financial resources in pursuit of its goals and the improvement of learning of all students</p>	<p>School resource procurement and management plan that is aligned to SPD and annual plan</p> <p>Reports to Education Committee on resource needs</p> <p>School budget</p> <p>Records of staff discussions and meetings on resource needs</p>	

<b>Coordinating and evaluating teaching</b>	3.5 Demonstrate leadership in promoting high expectations and quality teaching, monitoring and evaluating the quality of teaching and support to ongoing professional learning linked to student progress	3.5.1 In consultation with the Education Committee and staff, a performance appraisal system is developed and implemented to monitor and enhance the quality of teaching 3.5.2 The procedures used to monitor and enhance the quality of teaching are transparent and effective 3.5.3 The performance appraisal system identifies personal development goals specifically linked to the school's strategic goals and reflective of 'best practice' research for effective teaching	Performance Appraisal System policies and guidelines Reports of appraisal completed	
<b>Promoting professional learning</b>	3.6 Maintain a professional learning community within which staff members are provided with feedback and the principal takes responsibility for building capacity of teachers as well as themselves by providing a range of professional learning opportunities	3.6.2 The appraisal process identified staff needs 3.6.3 Leaders acknowledge responsibility and work actively to build capacity among staff to cater for the strengths, needs of all students including students with disabilities 3.6.4 Develop and implement a school-wide strategy for building the capacity of all staff targeting the weaknesses and gaps in competencies necessary for achievement of the school goals and vision focusing on student learning, achievement and engagement 3.6.5 Principal promotes and directly participates in formal and informal professional learning	Professional development priorities Professional development strategy Budget for professional development Reports of professional learning and development Interviews with staff, students Post professional development surveys, tests, observations of practice	
<b>Promoting leadership opportunities</b>	3.7 Provide leadership opportunities for staff and students	3.7.1 Equitable and transparent opportunities are provided for staff to develop leadership capability 3.7.2 Professional development and support	Interviews with principals, staff, students Meetings and discussions Professional development	

		<p>is given to extend senior and middle leadership</p> <p>3.7.3 Support and opportunities for students to develop and demonstrate leadership are provided</p>	<p>goals and plans</p> <p>Documentation on applications and appointments</p> <p>Staff meeting minutes</p> <p>Duty rosters</p> <p>Assemblies</p> <p>Student council agendas and minutes</p>	
<b>Systems, Management in a positive environment that supports learning</b>	3.8 Develop and use management systems in a positive environment to support and enhance student learning and achievement	<p>3.8.1 Demonstrate leadership that results in efficient and effective day to day management and operation of the school</p> <p>3.8.2 Responsibilities are clear and appropriately delegated</p> <p>3.8.3 Routines are established, smooth and well managed</p> <p>3.8.4 Systems for assessing and managing health and safety risks are sound</p> <p>3.8.5 Effective communication processes are evident</p> <p>3.8.6 Effectively manage personnel with a focus on maximising the effectiveness of all staff members</p> <p>3.8.7 Operate within Education Committee/Taupulega policies and regulations</p> <p>3.8.8 Provide the Education Committee with timely, accurate information and advice on student learning and school operation</p>	<p>School documentation including staff handbook</p> <p>Observations</p> <p>Meetings and discussions</p>	
<b>Self-review</b>	3.9 Demonstrate leadership in establishing systems and practices for self-review to monitor and gauge ongoing effectiveness	<p>3.9.1 Self-review processes are well understood, effectively used and promoted by the school leadership</p> <p>3.9.2 Self-review processes use school/external evidence to inform planning for future action, monitor progress and manage change</p>	<p>Self-review policies and guidelines</p> <p>School documentation of self-review undertaken and follow up actions</p>	

		3.9.3 Where changes are needed as a result of self-review, they are managed sensitively and inclusively		
<b>Analysis and use of assessment data</b>	3.10 Analyse and act upon school-wide evidence on student learning to maximise learning for all students	<p>3.10.1 The principal and staff in consultation with the Education Committee develop the assessment policy.</p> <p>3.10.2 Effective tools and systems including national assessments are used to gather, collate, analyse and use student assessment and other information for improving teaching and learning</p> <p>3.10.3 The school leadership analyse and use data to identify priorities, implement programmes, and monitor effectiveness</p> <p>3.10.4 The analysis of student assessment data including separated data for specific populations e.g. students with disabilities, girls, boys, is used to improve teaching and to identify areas for teacher professional development</p> <p>3.10.5 Curriculum/department/syndicate reports include analysis of student achievement data and the implications for teaching and learning</p>	<p>School Assessment Policy</p> <p>Assessment tools</p> <p>Documentation of analysis meetings and outcomes</p> <p>Curriculum, department, syndicate reports</p> <p>Collation and analysis of school-wide data to show trends, patterns, areas of success and areas of need including for key group/s and how this is acted upon</p>	
<b>Links with community/ Partnerships and networks</b>	3.11 Actively foster positive relationships with the Taupulega and village community, parents; actively foster professional relationships with, and between colleagues, and with Department of Education, and other departments	<p>3.11.1 Promote and develop links with parents and the community that enhance outcomes for students – use strategies which encourage parents to participate and support their children’s learning e.g. provide information to parents on curriculum, assessment etc. on a regular basis; invite parents and community to participate in school programs, include parents and community on celebrations and extra curricula</p> <p>3.11.2 School-family links are designed to</p>	<p>Surveys of staff, students and parents</p> <p>Policies to promote engagement with families and communities</p> <p>Reports of activities and initiatives designed to engage families and communities</p> <p>Discussion with community groups related to students with diverse needs and abilities</p>	



		support parents' active involvement in their child's learning 3.11. Personnel and physical resources from within the community are used to improve student learning and to support priorities	Cross sector involvement in school activities as appropriate	
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#### 4. Professional Standards for Teachers – Effective teaching

Category	Standard	Indicators	Possible sources of evidence	Ratings : 1,2,3,4,5 (see end)
<b>A. PROFESSIONAL KNOWLEDGE</b>				
<b>Teacher knowledge of student knowledge, interests, needs and abilities</b>	4.1 Demonstrate in practice their knowledge and understanding of their students’ background, their skills, knowledge, interests, needs and abilities	4.1.1 Display understanding of the developmental characteristics of the age group, as well as exceptions to the general pattern 4.1.2 Teachers use their knowledge of their students and their achievement information and interests to decide learning goals, on the teaching content and approach that will motivate and challenge them 4.1.3 Students learning activities and content are relevant, authentic, and interesting, carefully sequenced to build on their prior knowledge 4.1.4 Students who have special needs or abilities are effectively provided for 4.1.5 IEPs are prepared for high needs students in consultation with parents, specialist and support staff 4.1.6 Maintains ongoing records of individual student assessments and refers to these when planning lessons to meet students’ learning goals	Interview with teacher re children in the class Planning documents showing differentiated work for students included gifted or special needs IEPs Interviews with parents of children with disabilities Individual student assessment records Class observations Student work Environment Analyses of assessment results Minutes of meetings with support staff Feedback from parents, Student feedback	

<p><b>Teacher knowledge of curriculum, pedagogy, and pedagogical content knowledge</b></p>	<p>4.2 Apply and use knowledge of curriculum content<sup>1</sup>, pedagogy, and pedagogical content to plan meaningful, engaging learning experiences appropriate to student level</p>	<p>4.2.1 Demonstrates knowledge of the curriculum content across all subjects at the appropriate student level.</p> <p>4.2.2 Demonstrates knowledge of curriculum materials and resources available for use.</p> <p>4.2.3 Demonstrates knowledge through their unit planning, lesson planning of what is needed to meet the curriculum requirements at the appropriate level across all subjects.</p> <p>4.2.4 Demonstrates knowledge through their planning and implementation, of a variety of learning strategies that enable relevant curriculum learning outcomes to be met</p> <p>4.2.5 Teachers sequence their programmes to link previous and future learning, other learning areas and the key competencies of the curriculum</p>	<p>Qualifications of teachers including content-specific knowledge</p> <p>Classroom observations</p> <p>Interviews, group discussions</p> <p>Annotated teacher notes (e.g. alongside planning)</p> <p>Evidence of differentiated teaching and flexible grouping</p> <p>Professional learning goals and plans</p>	
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<sup>1</sup> **Content knowledge:** the teacher’s knowledge about the subject matter students will learn. It includes knowledge of concepts, theories, ideas, organisational framework, and evidence and proof, as well as the practices and approaches that lead to developing such knowledge (Shulman, 1987). **Pedagogical knowledge:** the teacher deep understands of the processes and practices or method of teaching and learning. It includes: understanding the nature of the students; having strategies for evaluating the students; understanding the cognitive, social and developmental theories of learning and how they apply to the students in the classroom (Koehler & Mishra 2009). **Pedagogical content knowledge:** The blending of content and pedagogy into an understanding of how particular topics, problems, or issues are organized, represented, and adapted to the diverse interests and abilities of learners, and presented for instruction (Shulman, 1987).

<p><b>Teaching and learning using a wide range of teaching methods and strategies</b></p>	<p>4.3 Use practical and theoretical knowledge of pedagogy, to design and adapt a wide range of teaching, learning methods and strategies, and classroom management strategies to build on prior knowledge and engage students in challenging, meaningful learning</p>	<p>4.3.1 Teachers provide sufficient and effective opportunities for all students to engage in purposeful learning</p> <p>4.3.2 Students understand and use processes, tools and strategies to learn new concepts and transferable skills</p> <p>4.3.3 Deliberate acts of teaching are targeted to students' learning needs</p> <p>4.3.4 Open-ended questions are used to promote thinking and learning</p> <p>4.3.5 The pace of learning is appropriate to students' needs and the complexity of the subject matter</p> <p>4.3.6 Teachers provide opportunities for students to work with others in a variety of ways within and between classes</p>	<p>Classroom observations</p> <p>Meetings and discussions, group discussions</p> <p>Lesson planning documents</p> <p>Use of range of media and technologies</p> <p>Evidence of assistive technology for students with special needs to access the curriculum</p>	
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<p><b>Assessment and monitoring</b></p>	<p>4.4 Demonstrate comprehensive knowledge and understanding of a range of effective assessment practices to assess student achievement of learning outcomes.</p>	<p>4.4.1 Displays comprehensive knowledge and practical application of a range of assessment methods, including diagnostic, formative, summative, self and peer assessment to gather evidence of student learning.</p> <p>4.4.2 Assessment information is valid and reliable and gathered from a variety of sources</p> <p>4.4.3 Fair and inclusive assessment processes enable all students to demonstrate their learning</p> <p>4.4.4 Assessment data are used effectively to inform planning, identify individual students for support or extension and to set goals with students and their parents, support staff or specialist teachers</p> <p>4.4.5 Teachers provide timely, accurate and meaningful information to parents on student achievement and progress</p> <p>4.4.6 Has comprehensive knowledge of national tests and examinations applicable to their students.</p> <p>4.4.7 Communicates requirements and processes clearly to students.</p> <p>4.4.8 Analyses and uses data from national tests to inform their own practice.</p>	<p>Assessment tasks Assessment tools Class achievement data Collation and analysis of class data Surveys of student and parent satisfaction</p>	
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<b>Formative assessment</b>	4.5 Provide meaningful feedback to students and assist students to use learning strategies effectively	<p>4.5.1 Teachers co-construct appropriate learning intentions and success criteria with their students</p> <p>4.5.2 Regular, specific and constructive teacher feedback on students' work contributes to the next stage of learning</p> <p>4.5.3 Teachers assist students to understand more about their own learning</p> <p>4.5.4 Exemplars are effectively used to help students understand what high quality work looks like</p> <p>4.5.6 Students can talk about their own learning and achievements and their next steps for learning</p>	<p>Written feedback on student work</p> <p>Exemplars</p> <p>Interviews, group discussions</p> <p>Observations of lessons and conferencing</p> <p>Feedback from parents</p> <p>Feedback from students</p>	
<b>Policies</b>	4.6 Contribute collaboratively to the development and implementation of school policies and practices	<p>4.6.1 Participate in school self-review and policy development processes</p> <p>4.6.2 Has sound knowledge of the school policies and practices and works collaboratively with leadership and colleagues to ensure the smooth operation of the school by observing policies</p>	<p>Meetings and discussions on self-review and policy development</p> <p>Observations</p> <p>Interviews</p>	

Category	Standard	Indicators	Possible sources of evidence	Ratings : 1,2,3,4,5
<b>B. PROFESSIONAL PRACTICE</b>				
<b>High Expectations</b>	4.7 Demonstrate high expectations of all students and a commitment to provide learning opportunities to enable all students to achieve their potential	4.7.1 Establishes a learning environment in which all students' ideas, beliefs, and opinions are valued and shared 4.7.2 Demonstrates the belief that all students can achieve regardless of their ethnicity, social background, gender, ability or needs 4.7.3 Establishes and articulates high expectations for learning 4.7.4 Identifies strengths and potential in all students to support their learning and development 4.7.5 Encourages students to set high personal learning goals and take their share of the responsibility for achieving these	Observations Meetings and discussions with students Student and parent surveys Classroom environments School and playground environments Displays of student work	

<p><b>Planning</b></p>	<p>4.8 Design and implement a variety of learning sequences within and across a sequence of lessons that are coherently matched to learning goals related to the subject and the curriculum</p>	<p>4.8.1 A clear structure is evident within lessons, in planning and implementation, that clearly identifies the learning outcomes, an opportunity for identifying students existing ideas, strategies to enable learning outcomes to be met, formative assessment opportunities and reflection</p> <p>4.8.2 Demonstrates understanding of the relationships between topics and concepts, and reflects this in planning and practice</p> <p>4.8.3 Designs and implements units of work with a logical sequence of lessons to major curriculum learning outcomes</p> <p>4.8.4 Plans include different possibilities for different student needs</p> <p>4.8.5 Provides extra assistance for students experiencing difficulties with learning.</p> <p>4.8.6 Provides extension opportunities for those students who are particularly able</p> <p>4.8.7 Selects and uses a variety of ICT resources to make content more meaningful to students and to support their learning</p> <p>4.8.8 Uses ICT resources as an effective tool to enhance learning</p>	<p>Planning documents Observations of teaching based on the plans Interviews with students, parents</p>	
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<p><b>Presentation skills</b></p>	<p>4.9 Clearly communicate in Tokelau language and English, learning goals, procedures, content and achievement expectations so all students are able to fully participate</p>	<p>4.9.1 Communicates clearly in both Tokelau and English  4.9.2 Shares learning outcomes for each lesson with the class.  4.9.3 Discusses success criteria (achievement expectations) with the students.  4.9.4 Gives clear instructions to enable students to understand what they are to do during the lesson (activities).  4.9.5 Explains concepts and ideas clearly.</p>	<p>Observations  Interviews / student surveys</p>	
	<p>4.10 Demonstrate ability to use a range of strategies with individuals, groups and whole classes, and to modify their teaching, to gain interest and engagement in learning activities.</p>	<p>4.10.1 Demonstrates use of a range of teaching and learning strategies that engage students in examining their own ideas and those of others  4.10.2 Selects topics, problems and issues that are relevant to students and that stimulate discussion.  4.10.3 Responds flexibly to meet student needs.</p>	<p>Observations  Interviews / student surveys</p>	
	<p>4.11 Use questions and classroom discussion to probe students' understanding of content and processes.</p>	<p>4.11.1 Demonstrates a range of questioning techniques with an emphasis on open questions, and higher order thinking skills to promote thinking and extend student learning.  4.11.2 Encourages students to share ideas and to ask questions of each other and the teacher.</p>	<p>Observations  Interviews / student surveys</p>	

	<p>4.12 Listen to students, encouraging them to share their existing ideas and experiences and engage in class discussion, in order to make links with new learning experiences.</p>	<p>4.12.1 Listens carefully to students' ideas and student responses in ways that encourage further thinking and discussion.</p> <p>4.12.2 Provides opportunities for students to reflect on their learning experiences and apply their new understandings to new topics, problems and issues.</p>	<p>Observations Interviews / student surveys</p>	
	<p>4.13 Design and facilitate a variety of purposeful group structures that encourage students to share ideas and ask questions to make content meaningful and improve learning</p>	<p>4.13.1 Organizes groups efficiently in a variety of combinations of students to contribute to building positive classroom relationships.</p> <p>4.13.2 Provides clear guidelines to the group as to the purpose and expectations of the task.</p> <p>4.13.3 Ensures that students work interactively on the task and that responsibilities are shared.</p> <p>4.13.4 Facilitates reporting back in ways that can encourage further discussion and challenge.</p>	<p>Observations Interviews / student surveys</p>	

<p><b>Learning environment</b></p>	<p>4.14 Establish and maintain a positive, focused, inclusive, and safe learning environment in which a culture of respect and trust prevails</p>	<p>4.14.1 Teachers actively work to build and maintain a positive, constructive learning environment</p> <p>4.14.2 The relationships and interactions between teachers and students, and between students and students are supportive and respectful</p> <p>4.14.3 Students feel physically and emotionally safe and are supported to learn</p> <p>4.14.4 Students support and treat each other respectfully</p> <p>4.14.5 The physical environment is attractive and supports student learning</p>	<p>Observations</p> <p>Meetings and discussions with students</p> <p>Student and parent surveys</p> <p>Classroom environments</p> <p>School and playground environments</p> <p>Displays of student work</p>	
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<b>Classroom management</b>	4.15 Establish a supportive and positive classroom culture where the expectations for behaviour in class are well understood and practiced	<p>4.15.1 Classroom management values the culture and well-being of all student</p> <p>4.15.2 Classroom management is focused on learning rather than on behaviour, and management strategies elicit, and sustain student cooperation and engagement</p> <p>4.15.3 Teachers demonstrate a high degree of positive feedback and praise, and acknowledge positive behaviours</p> <p>4.15.4 Students are taught how to manage their learning and behaviour</p> <p>4.15.5 Predictable and well understood school and classroom routines are evident, including smooth transitions between lessons and classes</p> <p>4.15.6 Serious student behaviour incidents are managed effectively and promptly. Causes are identified and addressed.</p>	<p>Observation</p> <p>Student/parent interviews</p> <p>surveys</p> <p>Documentation of serious behaviour incidents</p> <p>Chart/information booklets on routines and classroom rules, procedures</p>	
<b>Category</b>	<b>Standard</b>	<b>Indicators</b>	<b>Possible sources of evidence</b>	<b>Ratings : 1,2,3,4,5</b>
<b>C. PROFESSIONAL ATTRIBUTES</b>				
<b>Critical reflection on practice and support</b>	4.16 Critically reflect on their own practice and their impact on student learning; use assessment data and programme evaluations to make changes to improve their teaching and enhance student learning	<p>4.16.1 Uses student assessment data and program evaluations to reflect on the effectiveness of their teaching and to develop personal professional learning goals</p> <p>4.16.2 Collaboratively works with colleagues to share teaching practices likely to provide the best outcomes for student</p>	<p>Interviews</p> <p>Observations</p> <p>Journals or other documentation of reflections</p>	

<p><b>Commitment to professional development</b></p>	<p>4.17 Demonstrate commitment to ongoing learning by participating in professional development opportunities to improve their competence and to continue to explore educational ideas, issues and research</p>	<p>4.17.1 Accepts constructive feedback to improve teaching and learning practices, and to support and contribute to professional development within the school community.</p> <p>4.17.2 Seeks out opportunities for professional development to enhance content knowledge and teaching skills.</p> <p>4.17.3 Participates in assisting other teachers by sharing their ideas and expertise.</p> <p>4.17.4 Outcomes of educational research are reviewed and incorporated, where appropriate into their teaching and learning practice.</p>	<p>Observations Interviews Professional learning reflections Professional learning programmes Contributions to whole school professional sharing or syndicate</p>	
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<p><b>Commitment to whole school development</b></p>	<p>4.18 Contribute towards the effective functioning of the total school operation including the school's relationship with the parents and with the wider community</p>	<p>4.18.1 Plans with, supports and co-operates willingly with school staff and school leaders</p> <p>4.18.2 Values other people's ideas and supports the workload</p> <p>4.18.3 Demonstrates through participation, service, sharing, leadership commitment to school development and improvement</p> <p>4.18.4 Contributes to the professional culture of the school through collaborative professional learning and sharing, through presentations at syndicate and staff meetings, leading professional sessions</p> <p>4.18.5 Teaching duties, including teaching and non-teaching tasks are conducted ethically and professionally in accordance with their job description and Taupulega regulations</p> <p>4.18.6 Contributes to extra-curricular activities</p> <p>4.18.7 Models safe and healthy behaviours in the school environment, for example, refraining from smoking</p>	<p>Observations</p> <p>Interviews with principal and other staff, syndicate leaders, curriculum leaders</p> <p>Parents and student surveys</p> <p>Documentation of extra curricula activities planning and practice</p>	
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<b>Working with the community</b>	4.19 Contribute positively to the school's relationship with the parents and wider community	4.19.1 Contributes positively to class/school open day, report days encouraging parent participation 4.19.2 Contribute to the overall security and cleanliness of the school 4.19.3 Communicate respectfully, openly and clearly with colleagues, parents, guardians and school community members on all matters relevant to student progress and well-being and wider school issues  4.18.7 Models safe and healthy behaviours in the school environment and in the community.	Interviews Observations Surveys of parents, taupulega and other groups	
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Rating	Level of achievement	Criteria
1	<b>Not demonstrated</b>	knowledge and skills of the performance criteria is not observed
2	<b>Basic</b>	Evidence of basic knowledge and skills in performing the task but requires assistance
3	<b>Proficient</b>	demonstrates adequate knowledge of the standard and consistent practice is a normal part of teaching practice
4	<b>Advanced</b>	demonstrates substantial knowledge and understanding of the standard and regularly applies it in teaching practice

5	<b>Exemplary</b>	comprehensive knowledge and understanding of the standard/ performance criteria and skillfully integrates it into practice
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