TONGA NATIONAL PROFESSIONAL STANDARDS FRAMEWORK FOR TEACHERS

MINISTRY OF EDUCATION AND TRAINING

TOFOA, NUKU'ALOFA 2026

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List of Abbreviations

ACER	Australian Council of Educational Research
ECCE	Early Childhood Care and Education
ECE	Early Childhood Education
EMIS	Education Management Information System
EQAP	Educational Quality and Assessment Programme
HoS/HT	Heads of Schools/Head Teachers
MET	Ministry of Education and Training
MSS	Tonga Minimum Service Standards
PacREF	Pacific Regional Education Framework
SPD	Staff Professional Development
PMS	Performance Management System
SPC	South Pacific Community
TESP II	Tonga Education Sector Project II
TEPF	Tonga Education Policy Framework (2019)
TNPSFT	Tonga National Professional Standards Framework for Teachers

1.0 Introduction

The Ministry of Education and Training (MET) of Tonga aims to improve the administration and delivery of education and training and so enhance the quality of educational performance (Strategic Goal 3 of the TEPF). The vehicle through which education and training is delivered is the teacher. According to research[1], teachers are the major determinant of enhanced student performance, they are the most important school related factor that influences student achievement. This Tonga National Professional Standards for Teachers (TNPSFT) is a step toward promoting and achieving quality education, and improvement of learning outcomes for students.

The Tonga MET acknowledges the hard work and dedication that teachers strive towards to always improve student achievement. In this regard, MET also recognises and acknowledges the importance of ensuring that teachers have opportunities to upskill knowledge and understanding that is needed to provide students with the quality of education expected of them.

The TNPSFT document describes what the professional standards are for teachers, clearly outlining the expectations of the effective teacher, and what constitutes effective teaching practices including pedagogical knowledge, skills to manage classrooms, assessment practices and tools and professional conduct. It further guides teachers to identify areas for growth on knowledge and skills and competencies they should develop to enhance their teaching practice. Apart from staff professional development, the document also promotes reflective practise and professional development, encouraging teachers to critically examine their teaching methods and interactions with students. Reflective practises foster continuous improvement by motivating educators to assess the effectiveness of their approaches and adjust based on feedback and reflection.

As this document provides an approach to assess a teacher's performance against established criteria, fair and consistent evaluations may be carried out that focus on specific areas of teaching effectiveness. Feedback allows teachers to identify their strengths, weaknesses and challenges and to address them accordingly. Teacher standards also create opportunities among educators to facilitate meaningful discussions about their teaching and assessment practices, sharing of resources and best practises and collaborative problem solving and management. This supports growth and improvement within schools.

Thus, this tool will provide the following mechanisms for the classroom teacher in Tonga to improve their teaching by:

- Providing guidance and clarity of expectations to be the effective teachers.
- Supporting teachers in evaluation of specific aspects for improvement.
- Promoting accountability by holding teachers liable to meet expectations.
- Providing opportunities for self-reflection and professional development, and

[1] https://www.epi.org/publication/books_teacher_quality_execsum_intro/

- Offering opportunities for collaborative learning to enhance practice and positively impact student learning.

2.0 Background

The development of the Tonga Education Policy Framework (2004-2019)[2] was the initiative of the Government of Tonga through the Ministry of Education. The policy incorporated a broad strategic plan to undertake comprehensive reform and improvement of education in Tonga. It was a document that came about as a result of two principal activities:

a. the production of the *Strategic Development Plan 7 (2001-2004)* in July 2001with three key themes focused on the role of the education sector in promoting the country's growth.
b. a comprehensive review of the education which concluded in the *Final Report: Tonga Education Sector Study (March 2003).*

In 2008, a case study by the Tonga Institute of Education[3] proposed the vision of the Tonga teacher as *to teach for Tonga*. Although simple, the vision is "reflective of multiple layers of values and core beliefs about being Tongan, about Tongan philosophy of education and about Tongan notions of development". A draft *Langa Fale Ako* Framework for professional development was put forward for dialogue with MET, and would serve two purposes:

1. to illustrate a developmental approach to teacher education with suggestion of key streams for professional development and the progression through the developmental phases of a teacher, and
2. to illustrate the vision for Tonga teachers and the pathway to achieving this vision.

The *Langa Fale Ako (*Building a House of Learning for Tonga Teachers) Framework had four components – the *Fakava'e* (foundation of the house); the *Pou fale* (posts of the house); the *Holisi Pola* (walls of the house) and the *Kafa Lalava* (coconut sinnet).

The second component of *Pou fale* makes reference to the development of the teacher. Each of the four posts, which are firmly anchored in the *fonua* and people, constituting the *fale's* connection to the land is linked to fundamental Tongan ideals, beliefs, and philosophies. And every *Pou* signifies a crucial avenue in the growth of Tonga's teaching profession. The *Pous* include *Pou ko 'Lea Fakatonga'* (Tongan Language), *Pou ko 'Ilo* (Knowing), *Pou ko 'Poto'* (Able to do), and *Pou ko 'Fakafeangai 'a e Faiako'* (Teacher Profession). It is these *pous* that influence the Domains of the TNPSFT.

In 2005, the Minimum Service Standards for Schools (MSS) was endorsed and in use. The development of the MSS was the result of the Tonga government's wish to keep raising the standard of education in the nation and to ensure that students in Tonga were prepared for the

[2] https://www.uil.unesco.org/en/articles/tonga-education-policy-framework-2019-issued-2004
[3] chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://core.ac.uk/download/pdf/11533725.pdf; **and** https://www.researchgate.net/profile/Poliana-P-Faoliu-Havea/publication/281347618_FAIAKO_MA'A_TONGA_-_Staff_Perceptions_of_the_Ideal_Tongan_Teacher_A_Case_Study_of_the_Tonga_Institute_of_Education_Presentation_at_the_39th_Annual_Pacific_Circle_Consortium_Conference_-_Fiji_2015/links/55e3491108aede0b5733bd2f/FAIAKO-MAA-TONGA-Staff-Perceptions-of-the-Ideal-Tongan-Teacher-A-Case-Study-of-the-Tonga-Institute-of-Education-Presentation-at-the-39th-Annual-Pacific-Circle-Consortium-Conference-Fiji-2015.pdf

demands of living in a global society. The MSS for schools focused on Teaching methods; Teaching and management capacity; Learning environment and Students achievement.

3.0 Key Principles Guiding the Framework

The Tonga National Professional Standards Framework for teachers (TNPSFT) is guided by the following principles:

- The framework clearly articulates knowledge (*Pou ko Ilo*), skills and Godly wisdom (*Pou ko Poto mo Poto FakaÓtua*), attributes (*Pou ko Fakafeangai*) and Tongan Language (*Pou ko Lea Faka-Tonga*) that are crucial for all classroom teachers in Tonga, operating across four broad levels of competency namely Emerging Teacher (*Potopoto 'a Niumui*); Developing Teacher (*Lakalakai Monū*); Proficient Teacher (*Poto'i Faiako*); and Accomplished Teacher (*Faiako Ma'a Tonga*).
- The competencies are non-specific and can be applied in specific teaching and learning contexts, depending on school location, students, school levels and key learning areas. The four levels describe general and identifiable aspects of professional performance, rather than signifying teaching positions or years of experience.
- There are important qualities that those entering the teaching profession should possess if they are to be effective teachers. The same important qualities should also be part of the practice of a continuing teacher. Effective teachers promote effective learning.
- Teachers develop their knowledge, skills and practices throughout their working career. This development is not linear. Teachers enter the profession with different prior learning, work experience and professional preparation. They work in different contexts, which together form their professional profile.
- Teachers take on tasks outside the classroom to maximize student learning. These duties include working with colleagues and other members of the school community and communicating with parents and other guardians.
- Teachers are the decision makers of their own behaviour and changes in their professional activities. The process of self-reflection is based on self-inquiry and is considered a critical starting point for behaviour change.
- The TNPSFT guides teachers' curriculum decisions as they develop and implement their teaching and learning programmes, ensuring that the learning outcomes set out in the National Curriculum Framework are at the heart of teaching and learning.

4.0 Structure of the Framework

4.1 Domains of the Framework

The role of the teacher is multifaceted, requiring a combination of knowledge, skill and values to be effective. In this Framework, the work of a teacher is divided into four dimensions, each with a set of competencies that contribute to a person's ability to deliver optimal learning outcomes for students. The Framework is designed to serve teachers of all developmental levels from kindergarten through the final years of school. It also covers all the areas of learning and subjects.

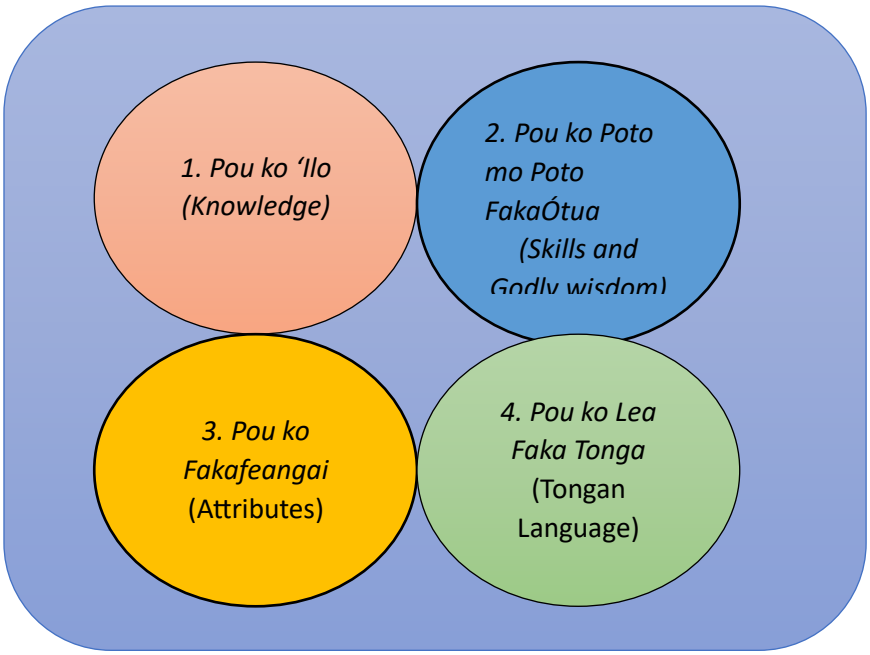

Figure 1: Four Domains of the Framework

4.2 Levels of teaching effectiveness

There are four levels of teaching effectiveness outlined in this framework. There are:

Level 1 - Emerging Teacher (*Potopoto 'a Niumui)*

Level 2 - Developing Teacher *(Lakalakai Monū)*

Level 3 - Proficient Teacher *(Poto'i Faiako)*

Level 4 - Accomplished Teacher (*Faiako Ma'a Tonga*)

The ***Emerging level*** teacher is newly certified, having recently completed their education and training program and in the very early stages of their career and bring a high level of enthusiasm and passion to teaching. They are in the process of gaining practical experience and developing their teaching style and classroom management skills. They are continuously learning, adapting to the dynamics of the classroom environment; benefit from the mentorship of the more experienced educators which will help guide them through the challenges and help to refine their skills. Emerging teachers may be more adept at integrating technology into their teaching, utilizing digital tools and resources to enhance learning.

The ***Developing level*** teacher is in the process of improving their skills, knowledge, and effectiveness in the classroom and is open to change, and willing to adopt new strategies and technologies. Developing teachers often set personal goals for growth, seek out professional learning communities, and take advantage of resources offered by their schools or districts to continue their development throughout their careers.

The ***Proficient level*** teacher is one that demonstrates a high level of skill and effectiveness in their teaching practices, and who not only masters the art and science of teaching but also continually strives for improvement and excellence in their professional practice. They show

a deep understanding of their subject content and are updated with the latest developments; create and maintain a positive learning environment, managing classroom behaviour in a way that supports learning; plan and deliver lessons that are engaging, clear, and tailored to the needs of their students. They use a variety of instructional strategies to reach all learners; and use a range of assessment methods to evaluate student learning and provide timely, constructive feedback to help students improve. Proficient teachers recognize and address the diverse needs of their students, differentiating instruction to ensure all students can succeed.

The ***Accomplished level*** teacher is one who has demonstrated a high level of expertise and effectiveness in their profession. This designation can be recognized through various means, including formal certification processes, peer recognition, and documented achievements in teaching. They show a deep and thorough understanding of their subject content; employ a range of teaching methods and techniques that engage students, accommodate different learning styles, and promote critical thinking and problem-solving. Accomplished teachers create a positive, productive, and inclusive classroom environment, effectively managing student behaviour and fostering a sense of community. They focus on the needs and potential of each student, providing personalized support and encouragement, and helping students set and achieve their academic goals. Further, they make time to help and support the development of their colleagues in their teaching and delivery of subject content and assessment.

4.3 Competency Standards and indicators

Competency standards describe the 'expected professional abilities and skills a teacher should develop through their initial training and as they continue to grow and develop in their professional service and practice'.[4] The expected competency for a teacher in each domain is given as a standard statement.

The structure of the TNPSFT comprises the following:

(i) The **Domains** of the teacher's work.

There are four Domains of (a) Knowledge (*Pou ko Ilo*); (b) Skills and Godly Wisdom (*Pou ko Poto mo Poto FakaÓtua*); (c) Values and Attributes (*(Pou ko Fakafeangai*) and (d) Tongan Language (*Pou ko Lea Faka-Tonga*)

(ii) The **Standards** within each Domain provide a range of professional actions that teachers display and engage in as they apply their professional knowledge, skills and attributes to their teaching context.

(iii) The **indicators** of effective practice for each Standard are competency-related professional actions that provide examples of *professional behaviour* likely to be demonstrated by teachers who have attained a particular competency standard.

[4] chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.lextutor.ca/myanmar/TCSF_v2.pdf

The table below contains a summary of domains, standards and number of indicators for each aspect.

Table 1: Summary of domains, standards and number of indicators for each standard.

Domains		Standards	Number of Indicators
1	Knowledge *Pou ko Ílo*	1. Demonstrates sound knowledge of the subject content and curriculum.	1
		2. Knows appropriate and wide range of teaching strategies (pedagogies) to teach content to children with different learning styles and abilities [inclusivity, equitably, quality education for all.]	2
		3. Knows appropriate method/strategy to assess different content, monitor students learning progress, provide quality feedback and report student's achievement.	3
		4. Has knowledge of the health and well-being of students and school environment (conducive learning environment).	3
		5. Has well-grounded knowledge of God, the foremost (*fungani*) of Tonga's inheritance and of oneself *('ilo'i kita)* a Tongan *Faiako Ma'a Tonga.*	2
2	Skills & Godly Wisdom *Pou ko Poto mo Poto FakaÓtua*	1. Uses appropriate instructional strategies to address different learning styles and abilities.	1
		2. Develops a reliable and valid assessment tool to measure, monitor and use to improve students learning.	2
		3. Uses effective classroom management practices to provide a conducive learning environment. [mentoring and discipline]	1
		4. Has the ability to anticipate students' responses based on their abilities; and develop tasks to address students' misconceptions and provide quality feedback to address the misconceptions.	1
		5. Has the ability to constructively align lesson plans to learning outcomes.	1
		6. Prioritises acquiring Godly wisdom, the spiritual sense dimension.	1

Domains		Standards	Number of Indicators
		7. Values self-evaluation of performance against expectations for improvement. [Understand where difficulties may arise and modify their practice.]	2
		8. Is competent in Information Computer Technology (ICT).	1
3	Values and Attributes *Pou ko Fakafeangai*	1. Committed to produce up-to-date lesson plans, and passionate delivery of lessons that address all learning abilities and integrity and in assessing students learning in a manner that is fair to all.	1
		2. Maintains professional relationships vertically and with students, colleagues, parents and relevant stakeholders.	2
		3. Demonstrates the four core values of a Tongan (respect, humility, nurturing relationships and loyalty)	1
		4. Adheres to the Code of Conduct expected of all Public Servants in Tonga.	1
		5. Values Professional Development as a means of upgrading and maintaining skills and knowledge.	1
		6. Contributes positively to the school, community and environment.	1
		7. Willingly participates in extra-curricular activities as needed.	1
4	Tongan Language *Pou ko Lea Faka-Tonga*	1. Aligns planning, delivery and assessment to the Language policy to preserve culture and identity.	1
		2. Has an excellent command of both Languages – Tongan and English.	2
		3. Values cultural knowledge, awareness and practices.	3
		4. Values language as a spiritual entity with power to prosper Tonga	1

4.4 The Framework Details

These are provided here on pages 11 to 14. Included in the details are the **Domains**, the **Standards** and each indicator for the Standard.

Table 2: Details of the TNPSFT

COMPETENCY STANDARDS FOR THE TNPSFT		
Domain	***Standards***	***Indicators of effective practice: The teacher***
1. Knowledge *(Pou ko 'Ilo)*	1. Demonstrates sound knowledge of the subject content and curriculum.	• Has a strong in-depth knowledge of the content of the subject and curriculum.
	2. Knows appropriate and wide range of teaching strategies (pedagogies) to teach content to children with different learning styles and abilities [inclusivity, equitably, quality education for all.]	• Knows appropriate and relevant instructional strategies to address different learning styles and abilities. • Identifies different learning styles and abilities of their students.
	3. Knows appropriate method/strategy to assess different content, monitor students learning progress, provide quality feedback and report students achievement.	• Knows the different assessment requirements for each subject area. • Applies principles of assessment to develop appropriate, valid tools to measure students' achievement. • Understands the important of providing timely and appropriate feedback and reporting for maximum students learning outcomes.
	4. Has knowledge of the health and well-being of students and school environment (conducive learning environment).	• Knows their duty of care for students and school properties. • Knows how to manage students with special needs. • Understands the holistic well-being of students.
	5. Has well-grounded knowledge of God, the foremost (*fungani*) of Tonga's inheritance and of oneself *('ilo'i kita)* a Tongan *teacher.*	• Knows God, Tonga's inheritance and establishes a personal relationship with Him • Knows who they are as Tongans, and as Christian *Teacher.*
2. Skills & Godly wisdom (*Pou ko Poto mo Poto Faka'Ótua)*	1. Uses appropriate instructional strategies to address different learning styles and abilities.	• Uses appropriate and relevant instructional strategies and resources to address different learning styles and abilities.
	2. Develops a reliable and valid assessment tool to measure, monitor and use to improve students learning.	• Use tools that are valid and appropriate for measuring students learning. • Provides constructive and timely feedback about students' achievement and progress.
	3. Uses effective classroom management practices to provide a conducive learning environment. [mentoring and discipline]	• Designs and enforces rules for a safe and positive learning environment.

COMPETENCY STANDARDS FOR THE TNPSFT		
Domain	***Standards***	***Indicators of effective practice: The teacher***
	4. Has the ability to anticipate students' responses based on their abilities; and develop tasks to address students' misconceptions and provide quality feedback to address the misconceptions.	• Demonstrates competency in tasks of teachings (Anticipation, Evaluation, Selecting & Developing appropriate tasks and providing Qualitative Feedback).
	5. Has the ability to constructively align lesson plans to learning outcomes.	• Develops Lesson Plans that show appropriate resources, activities for teaching and assessment that aligns to learning outcomes.
	6. Prioritises acquiring Godly wisdom, the spiritual sense dimension for teachers	• Draws daily on Godly wisdom to guide a teacher's work and as they interact with students and others.
	7. Values self-evaluation of performance against expectations for improvement. [Understand where difficulties may arise and modify their practice.]	• Reviews and modifies planning, teaching and assessment based on assessment evidence. • Adapts teaching to maximize learning potential and achievement for all students.
	8. Is competent in Information Computer Technology (ICT).	• Teacher has competence in Information Computer Technology (ICT).
3. Attitudes and Value (*Pou ko Fakafeangai)*	1. Committed to produce up-to-date lesson plans, and passionate delivery of lessons that address all learning abilities and integrity and in assessing students learning in a manner that is fair to all.	• Demonstrates commitment to planning and is passionate about delivering and assessing content of syllabus.
	2. Maintains professional relationships vertically and with students, colleagues, parents and relevant stakeholders.	• Actively communicates and professionally engages with students, colleagues, parents and relevant stakeholders. • Engages in collaborative and participatory activities that demonstrate valuing of God and the teaching profession.
	3. Demonstrates the four core values of a Tongan (respect, humility, nurturing relationships and loyalty)	• Complies with the four core values of a Tongan (respect, humility, nurturing relationships and loyalty).
	4. Adheres to the Code of Conduct expected of all Public Servants in Tonga.	• Complies with the Code of Conduct expected of all Public Servants in Tonga.
	5. Values Professional Development as a means of upgrading and maintaining skills and knowledge.	• Identifies Professional Development Needs; Develops Professional Learning and Development Plans and Engages in Professional Learning Activities.

COMPETENCY STANDARDS FOR THE TNPSFT		
Domain	***Standards***	***Indicators of effective practice: The teacher***
	6. Contributes positively to the school, community and environment.	• Participates in a range of activities that supports the school and its community.
	7. Willingly participates in extracurricular activities as needed.	• Actively participates in extra-curricular activities.
4. Tongan Language (*Pou ko Lea Faka-Tonga*)	1. Aligns planning, delivery and assessment to the Language policy to preserve culture and identity.	• Complies planning, delivery and assessment of lesson content to the Language policy.
	2. Has an excellent command of both Languages – Tongan and English.	• Competently demonstrates fluency when communicating in both Tongan and English. • Ably conduct dual-language scaffolding
	3. Values cultural knowledge, awareness and practices.	• Is culturally competent and embed culture in teaching and learning activities. • Respect cultural differences Knowledgeable of traditional customs and culture.
	4. Values language as a spiritual entity with power to prosper Tonga	• To be fully aware and knowledgeable of the power language have and its implications to prosper teachers, students and Tonga

5.0 The Purpose of the Framework and its implementation

5.1 The Purpose of Improvement

Any professional standards framework generally has two main purposes. Firstly, the **improvement purpose** which aims to enhance professional practice by identifying strengths and weaknesses for further professional development. Secondly, the **accountability function** which aims to ensure that professionals perform at their best to improve the overall effectiveness of service delivery. The TNPSFT can serve both functions. However, the main purpose of TNPSFT and its implementation is to improve teacher performance by clearly defining what constitutes effective teaching. It is anticipated that this in turn will improve the quality of education.

Competency assessment and teacher appraisal for teacher improvement focuses on gathering evidence for providing feedback that is useful for improving teaching practices through professional development. It helps teachers learn, reflect and improve their practice. This usually happens within the context of the school, so that each teacher's professional development opportunities are aligned with each school's development plan as well as the MET plans.

5.2 Analysis, goal setting and development planning

(i) Teachers are to analyse the findings of both their self-evaluation and that of their supervisors to identify their own areas of strength and need for improvement. This is regarded as the starting point for creating staff professional development (SPD) plans and defining goals. The SPD plan is an individual one and schools can utilize it to start strengthening areas where they are weak by careful action analysis, wise target setting, and a personal commitment to better teaching and learning.

(ii) After carefully reviewing the assessment findings for each teacher in the school, the Head Teacher/Principal decides on the Domains and Standards that will serve as the main focus for the design, development, and execution of school-based professional development goals. School heads must lead their school's instruction in order to fulfill this job. This is the second goal setting, planning, and implementation step for SPD.

(iii) The Education Officers of MET examine the appraisal results from all sources, including teachers, school heads, and/or other supervisors. Working with school heads, MET may define goals for professional development and carry them out for groups or clusters of teachers. They do this with the help of the report on professional development needs generated by a survey using questionnaires., This is the third step in creating, organizing, and implementing SPD goals.

6.0 The Theory of Change

The Theory of Change is a method that explains how a given process or set of interventions is anticipated to bring about a specific change, based on fundamental evidence that is available.[5]

6.1 Why implement teacher competency standards?

According to research the teacher matters more to student achievement than any other aspect of schooling.[6] Therefore, gathering accurate and trustworthy information on the effectiveness of a teacher is essential to assessing the standard of instruction and classroom dynamics in Tongan schools, and determining the best way forward in providing every child the chance to obtain a high-quality education. The primary goal of the TNPSFT process is to give teachers a standard by which to measure their own performance. The kind of information that enables teachers' areas of strength and difficulty to be discovered so that focused support and development may be given will be provided through the establishment of an equitable and strict appraisal system based on these standards.

6.2 The appraisal and professional development cycle

The teacher competency appraisal and improvement process, as outlined in the five-step cycle[7] below (Figure 3), is a continuous process that starts with self-evaluation and continues

[5] https://unsdg.un.org/sites/default/files/UNDG-UNDAF-Companion-Pieces-7-Theory-of-Change.pdf

[6] https://www.rand.org/education-and-labor/projects/measuring-teacher-effectiveness/teachers-matter.html#:~:text=Teachers%20matter%20more%20to%20student,related%20factors%2C%20teachers%20matter%20most **and** chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.rand.org/content/dam/rand/pubs/research_reports/RR4300/RR4312/RAND_RR4312.pdf

[7] Adapted from: https://massteacher.org/employment-and-licensure/educator-evaluation

until the final goal for which the appraisal results are used. The goal of this first phase of the competency appraisal is formative. Depending on the availability of such data for specific teachers, data from the appraisal then becomes a valuable source of information for the teacher's subsequent self-assessment and goal setting for professional development (PD).
The purpose of the TNPSFT documents, which include the appraisal forms and rubrics is to support education officers, head teachers, and teachers in the following ways:

(i) creating a common, shared understanding of what effective teaching actually entails.
(ii) creating a common vocabulary and organizing structure for evidence.
(iii) making professional decisions about performance ratings on each indicator; and
(iv) making decisions about professional development needs.

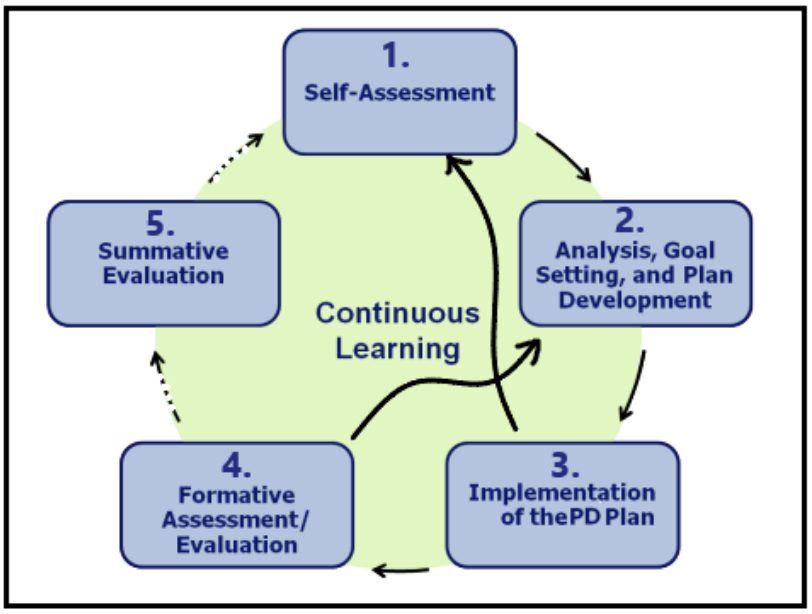

Figure 3: The appraisal and development cycle

6.3 Illustrating the Theory of Change

The following activities are covered within the flow of the theory of change:

- Self (and supervisor) assessment – both teachers and supervisors need to be familiar with the TNPSFT documents, especially the appraisal instruments and the rubrics. The teacher's behaviour and practice are scrutinised against the standards and indicators, and comments or reports are made on whether the standards are met by the teacher. This will then be the basis for identifying areas of strength or weakness, and PDs are planned accordingly.
- Self- Reflection- Researchers and theorists in teacher development suggest that reflective practice is an intentional, active process[8] of critically analysing practice in which a person (teacher) is empowered to engage in self-enquiry. This behaviour challenges the

[8] chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://files.eric.ed.gov/fulltext/EJ1123364.pdf

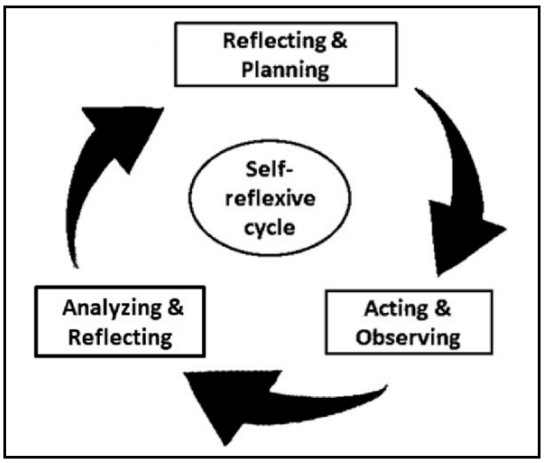

Figure 4: Reflexive spiral cycle of change

person (teacher) to realise desirable and successful practices within a reflexive spiral of personal transformation (Figure 4).[9]

- Teachers must both participate in and document their reflection. A teacher can transform their experiences into meaningful learning when they carefully consider what they are doing and why. A reflective practitioner teacher makes use of the new learning for the benefit of the students in the classroom (See Figure 5).

Learning from experience through reflection is not a novel idea. Humans have a natural tendency to think back on our experiences and environment. It is far more difficult to use reflection as a learning tool in one's professional activity in an intentional, purposeful, and organized manner.

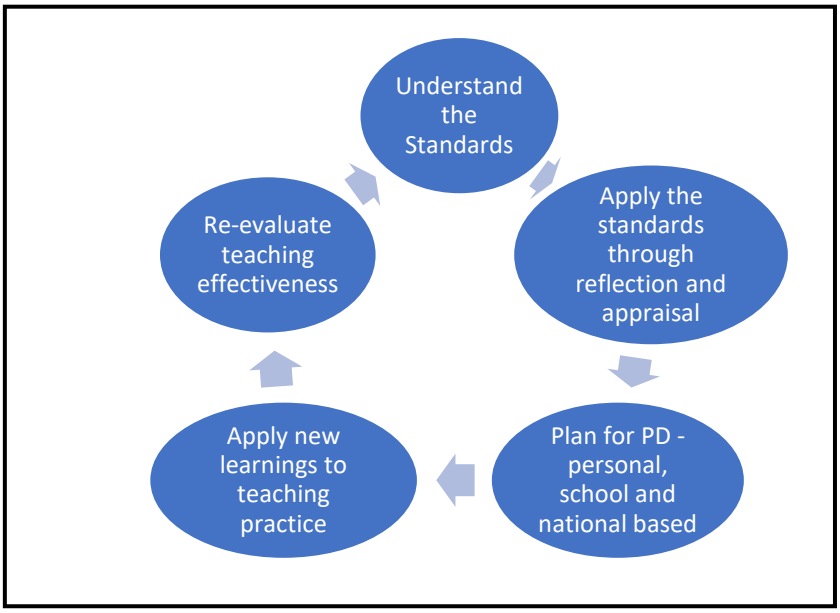

Figure 5: The Theory of Change flow chart

7.0 The Appraisal Instruments

These are provided in the following pages: 17 - 34 are the Self-appraisal instruments while 35 – 54 are the Supervisor appraisal instruments.

[9] https://www.researchgate.net/figure/Spiral-of-self-reflexive-cycles-reflecting-and-planning-acting-and-observing-and_fig1_350179901

Teachers Name: _____

School: _____

TONGA TEACHERS Professional Standards

SELF-APPRAISAL INSTRUMENT

Gender: _____

Date of assessment: _____

Number of years of teaching: _____

7.1 Self-App: Domain 1-*Pou ko Ilo* (Knowledge)

Standards	Indicators: I am a teacher that	Comments on quality indicators	Compare against Competency Levels	Level of competency	Comments from teacher, where relevant
1. Demonstrates sound knowledge of the subject content and curriculum.	• has a strong in-depth knowledge of the content of the subject and curriculum.	• I provide clear and accurate information in lesson delivery. • My lessons are scaffolded so complex content is broken down and well understood • My lessons show clear linking of lesson concepts to prior knowledge, in particular the questions that are asked and contextual examples that are given.	1. Has no or limited knowledge of the content of the subject teaching. 2. Demonstrates the basic knowledge of the subject content and curriculum. 3. Applies in-depth knowledge of the subject to engage students in learning and implement in teaching. 4. Uses in-depth knowledge of the subject and curriculum to support colleagues to design and implement engaging and productive learning and teaching program.		
2. Knows appropriate and wide range of teaching strategies (pedagogies) to teach content to children with different learning styles and abilities.	• knows appropriate and relevant instructional strategies to address different learning styles and abilities. • identifies different learning styles and abilities of their students	• My lesson plans and/or teaching include a variety of strategies that provide a variety of learning experiences that meet the learning needs of pupils of varying abilities. • The teacher varies the tone of speaking and instruction when dealing with different students.	1. Demonstrates limited understanding of range of teaching strategies, students learning styles and learning abilities. 2. Demonstrates teaching strategies that match students learning styles or abilities. 3. Applies a variety of teaching strategies in addressing student learning styles and abilities.		

Standards	Indicators: I am a teacher that	Comments on quality indicators	Compare against Competency Levels	Level of competency	Comments from teacher, where relevant
			4. Uses the variety of teaching strategies to support colleagues in addressing the variety of student learning styles and abilities.		
3. Knows appropriate method/strategy to assess different content, monitor students learning progress, provide quality feedback and report on student's achievement.	• knows the different assessment requirements for each subject area. • applies principles of assessment to develop appropriate, valid tools to measure students' achievement. • understands the important of providing timely and appropriate feedback and reporting for maximum students learning outcomes.	• The teacher constructs assessment tasks that are aligned to learning outcomes. • The teacher uses assessment tasks in ways that accommodate different levels of student ability i.e. different difficulty levels of items in tasks. • The teacher provides a detailed written and/or oral report on student progress after each assessment.	1. Demonstrates limited knowledge of the principles of assessment requirements for each subject area in order to monitor students' achievement in order to provide timely feedback. 2. Identifies and demonstrate knowledge of assessment strategies to construct valid assessment tools. 3. Applies knowledge of different assessment strategies and the principles of assessment to design valid assessment tools to measure students learning, provide quality feedback to students. 4. Uses knowledge of the principles of assessment to design valid assessment of students' achievement to monitor and improve learning; and support teachers to provide timely and quality feedback and report to students and parents.		

Standards	Indicators: I am a teacher that	Comments on quality indicators	Compare against Competency Levels	Level of competency	Comments from teacher, where relevant
4. Has knowledge of the health and well-being of students and school environment (conducive learning environment).	• knows their duty of care for students and school properties. • knows how to manage students with special needs. • understands the holistic well-being of students.	• The teacher provides awareness on health and safety issues; ensures that the learning environment is safe for students; and upholds their duty of care for all students at all times. • The teacher learns and calls all students by their names, gives attention when they speak to them and reinforces good behaviour with genuine praise.	1. Has limited knowledge of duties of care for students' holistic well-being, and of student, properties and resources. 2. Demonstrates basic duty of care for students and makes an effort to ensure learning environment is conducive to learning/ Demonstrates duty of care for the holistic well-being of students and the school properties and resources. 3. Demonstrates duty of care for students and makes an effort to ensure a classroom environment conducive to learning/ Applies duty of care for the holistic well-being of students and be able to manage well the school properties and resources. 4. Makes every effort to provide duty of care for students including special needs students and makes classroom environment conducive to learning/ Uses knowledge and experience of the student's holistic well-being to support teachers to apply their duty of care to all students, school properties and resources.		
5. Has well-grounded knowledge of God, the foremost	• knows God, Tonga's inheritance and establish a	• The teacher is a Christian and appreciates their heritage as a Tongan.	1. Has limited knowledge of one's inheritance as Tongans, no personal relationship with God, and limited		

Standards	Indicators: I am a teacher that	Comments on quality indicators	Compare against Competency Levels	Level of competency	Comments from teacher, where relevant
(*fungani*) of Tonga's inheritance and of oneself *('ilo'i kita)* a Tongan *Teacher*	personal relationship with Him. • knows who I am as a Tongan, and as a Christian, *Teacher*.		understanding of oneself a Tongan Christian Teacher 2. Demonstrates an understanding of Tonga inheritance through an established personal relationship with God and a good understanding of oneself a Tongan Christian Teacher 3. Applies the knowledge of their inheritance, God, and of oneself in ways reflective through their ways of being, teaching, students' learning and interactions with others. 4. Employs their knowledge and understanding of Tonga inheritance and of oneself to support others to the full realization of who they really are as Tongan Christian Teacher		

Teachers Name: _____

School: _____

TONGA TEACHERS Professional Standards

SELF-APPRAISAL INSTRUMENT

Gender: _____

Date of assessment: _____

Number of years of teaching: _____

7.2 Self-App: Domain 2-*Pou ko Poto mo Poto FakaÓtua* (Skills and Godly Wisdom)

Standards	**Indicators:** • **I am a teacher that**	**Comments on quality indicators**	**Compare against Competency Levels**	**Level of Competency**	**Comments from teacher, where relevant**
1. Uses appropriate instructional strategies to address different learning styles and abilities.	• uses appropriate and relevant instructional strategies and resources to address different learning styles and abilities.	• I use a variety of resources to support my explanations of concepts and to accommodate different student understandings and abilities e.g. activity cards/sheets, charts, real life examples etc. i.e. there is evidence of my shift away from heavy reliance on textbooks only.	1. Uses limited, relevant instructional strategies and resources to maximize students learning potential and achievement. 2. Demonstrates relevant instructional strategies and use of resources in teaching. 3. Applies appropriate range of instructional strategies and resources to address students different learning styles and abilities; and maximize learning potential and achievements. 4. Uses of a range of appropriate instructional strategies to support colleagues in maximizing learning potential and achievements of students with all learning styles and abilities.		
2. Develops a reliable and valid assessment tool to measure, monitor	• uses tools that are valid and appropriate for measuring students learning.	• I develop assessment tools that are appropriate and valid for measuring students learning. • I provide feedback that are constructive (leads to student	1. Has limited ability to develop valid assessment tools to measure students learning and feedback. 2. Demonstrates ability to develop assessment tools that are valid to measure students		

Standards	**Indicators:** • **I am a teacher that**	**Comments on quality indicators**	**Compare against Competency Levels**	**Level of Competency**	**Comments from teacher, where relevant**
and improve student learning.	• gives constructive and timely feedback about students' achievement and progress.	understanding of errors and ways to improve) and timely (during or soon after the assessment).	learning, record of achievements, to monitor students learning achievement and provide some quality feedback 3. Designs valid assessment tools and implement them appropriately to measure students learning, traces record of students learning achievement to provide quality feedback to improve student learning progression. 4. Uses assessment skills to support teachers to develop valid assessment tools, to collect information on students learning achievements in order to trace students' performance and develop initiatives to address students' misconceptions / weaknesses.		
3. Uses effective classroom management practices to provide a conducive learning environment. [mentoring and discipline]	• designs and enforces rules for a safe and positive learning environment.	• I have classroom rules that are clear and simple on my noticeboard, and my students know and understand them. • I involve the students in the creation of classroom rules. • I teach my students to value respect for each other and for everything inside the classroom and school compound.	1. Demonstrates limited ability to enforce positive and conducive learning environment. 2. Demonstrates the ability to design and enforce positive and conducive learning environment. 3. Effectively applies appropriate classroom management strategies to manage student behaviour, counsel and mentor students' behaviour. 4. Uses skills on classroom management and mentoring of students to support colleagues in		

Standards	**Indicators:** • **I am a teacher that**	**Comments on quality indicators**	**Compare against Competency Levels**	**Level of Competency**	**Comments from teacher, where relevant**
			building their capacities to effectively manage their classroom and mentor students.		
4. Has the ability to anticipate students' responses based on their abilities; and develop tasks to address students' misconceptions and provide quality feedback to address the misconceptions.	• demonstrates competency in tasks of teachings (Anticipation, Evaluation, Selecting & Developing appropriate tasks and providing Qualitative Feedback).	• I design simple (diagnostic) tasks to regularly check for misunderstanding and misconceptions in learning; • I use the results of the test to guide instructions and inform next steps and provide support where it is needed most.	1. Has limited ability to anticipate students 'response to assigned tasks. 2. Demonstrates ability to anticipate and evaluate students' responses to assigned tasks. 3. Demonstrates the ability to anticipate, accurately evaluate students' responses to assigned tasks and develop or select tasks to address students' misconceptions. 4. Uses competency in tasks of teaching to assist/support colleagues in developing their competencies in the ability to anticipate and evaluate students' responses to select or develop appropriate tasks to address students' misconceptions. (Tasks of Teaching)		
5. Has the ability to constructively align lesson plans to learning outcomes.	• prepares lesson plans that show appropriate resources, activities for teaching and assessment aligns to the learning outcome.	• My lesson plans focus on the learning outcomes specified in the curriculum document and accompanied by lesson notes that suit the level of development of pupils in the class. • My lesson plans reflect a variety of resources and teaching strategies that can be implemented to accommodate the different learning styles and	1. Has limited ability to develop lesson plans with appropriate resources, teaching strategies and assessment that aligns to the learning outcomes. 2. Demonstrates the ability to develop some lesson plans that show appropriate resources, teaching strategies and assessment align to the learning outcomes. 3. Applies the concept of constructive alignment to design lesson plans, and		

Standards	**Indicators:** • **I am a teacher that**	**Comments on quality indicators**	**Compare against Competency Levels**	**Level of Competency**	**Comments from teacher, where relevant**
		abilities.	chooses appropriate resources, teaching strategies and assessments that align to the learning outcomes. 4. Uses understanding and experience of constructive alignment to support staff in developing lesson plans that are constructively aligned to the learning outcomes.		
6. Prioritises acquiring Godly wisdom, the spiritual sense dimension for teachers	• draws daily on Godly wisdom to guide Teacher's work and as I interact with students and others.	• I lead daily devotions in my classroom.	1. Has limited ability to draw on Godly divine wisdom for Teachers' works and responsibilities. 2. Demonstrates ability to draw on Godly divine wisdom for Teacher's work and responsibilities. 3. Effectively draws on Godly divine wisdom for Teacher's work and responsibilities. 4. Competently supports others including students, staff and parents to confidently access and utilise Godly divine wisdom for their daily work and responsibilities.		

Standards	**Indicators:** • **I am a teacher that**	**Comments on quality indicators**	**Compare against Competency Levels**	**Level of Competency**	**Comments from teacher, where relevant**
7. Values self-evaluation of performance against expectations for improvement. [Understand where difficulties may arise and modify their practice.]	• reviews and modifies planning, teaching and assessment based on assessment evidence. • adapts teaching to maximize learning potential and achievement for all students.	• I value self-appraisal and use the results to plan for next steps to improve. • I keep a professional journal that records and guides. • I attend PDs and plan my own PD sessions in order to improve my own standards.	1. Demonstrates limited reflection on their own teaching performance. 2. Demonstrates ability to reflect on teaching performance to identify their strengths and weaknesses. 3. Reflects on teaching performance to self-appraise teachers' strength and weaknesses; and adapts teaching to maximize students learning. 4. Uses experiences on self-appraisal of teaching to support colleagues to develop their capacity to reflect on daily teaching performance; and to adapt teaching to maximize teaching learning.		
8. Is competent in Information Computer Technology (ICT).	• is competent in Information Computer Technology (ICT).	• I am working at integrating ICT in my teaching. • I see more and better interest in my subject in my application of ICT.	1. Demonstrates limited or no ICT skills 2. Demonstrates the ability to use ICT skills in his/her teaching skills. 3. Consistently demonstrates the application of ICT skills to maximise student learning. 4. Uses ICT Skills to support his/her colleagues in their performances.		

Teachers Name: _____

School: _____

TONGA TEACHERS Professional Standards

SELF-APPRAISAL INSTRUMENT

Gender: _____

Date of assessment: _____

Number of years of teaching: _____

7.3 Self-App: Domain 3-*Pou ko Fakafeangai* (Values and Attributes)

Standards	**Indicators: I am a teacher that**	**Comments on quality indicators**	**Compare against competency levels**	**Level of Competency**	**Comments from teachers, where relevant**
1. Committed to produce up-to-date lesson plans, and passionate delivery of lessons that address all learning abilities and integrity in assessing students learning in a manner that is fair to all.	• demonstrates commitment to planning, and passionate delivering and assessing content of syllabus.	• I have prepared an IWP that is clearly linked to the school annual plan, workbook entries that are relevant and achievable and lesson plans that focus on achieving the learning outcomes. • My lessons provide opportunities for students to learn collaboratively and to solve problems through inquiry-based learning.	1. Demonstrates limited commitments and passion to the preparation of lesson plans, its delivery and assessment of the content of syllabus. 2. Demonstrates commitments and passion to the preparation of lesson plans, its delivery and assessment of the content of syllabus. 3. Is highly committed and passionate about preparation of lesson plans, its delivery and assessment of the content of syllabus. 4. Supports staff by modelling high commitments and passion to the preparation of lesson plans, its delivery and assessment of the subject content of syllabus.		
2. Maintains professional relationships vertically and with students, colleagues,	• actively communicates and professionally engages with students,	• I provide a detailed written report on student progress after every term/year assessment.	1. Demonstrates limited ability to maintain professional relations and participation in relevant activities which value God, the teaching profession, students,		

Standards	**Indicators: I am a teacher that**	**Comments on quality indicators**	**Compare against competency levels**	**Level of Competency**	**Comments from teachers, where relevant**
parents and relevant stakeholders.	colleagues, parents and relevant stakeholders. • engages in collaborative and participatory activities that demonstrate valuing of God and the teaching profession.	• I change the choice of words and language to suit the context and audience e.g. language I use during reporting to parents is different from that I use when reporting to teachers and different still from when reporting to pupils. • I incorporate elements of faith in my lessons.	colleagues, parents and relevant stakeholders 2. Demonstrates commitment and passion in maintaining professional relationships and participation in relevant activities that value God, the teaching profession, students, colleagues, parents and relevant stakeholders. 3. Demonstrates high commitment and passion in maintain professional relations and participation in relevant activities that value God, the teaching profession, students, parents and relevant stakeholders. 4. Encourages staff to maintain professional relationships and engage in collaborative, participatory and ethical activities that value God, the teaching profession to serve the interest of the students, colleagues and the wider school commitment.		
3. Demonstrates the four core values of a Tongan (respect, humility, nurturing relationships and loyalty).	• complies with the four core values of a Tongan (respect, humility, nurturing relationships and loyalty).	• I place significant importance on moral values including respect, humility, nurturing relationships and loyalty in my lessons and in the classroom.	1. Demonstrates limited ability to comply with the four core values of a Tongan (respect, humility, nurturing relationships and loyalty). 2. Demonstrates good commitment to compliance with the four core values of a Tongan. respect, humility, nurturing relationships and loyalty) 3. Is highly committed to compliance with the four core values of a Tongan. respect,		

Standards	**Indicators: I am a teacher that**	**Comments on quality indicators**	**Compare against competency levels**	**Level of Competency**	**Comments from teachers, where relevant**
			humility, nurturing relationships and loyalty) 4. Supports staff to demonstrate fully the four core values of a Tongan. respect, humility, nurturing relationships and loyalty)		
4. Adheres to the Code of Conduct expected of all Public Servants in Tonga.	• complies with the Code of Conduct expected of all Public Servants in Tonga.	• I comply with and practise the values and behaviour stipulated in the Civil Service Code of Conduct.	1. Demonstrates limited compliance with the code of conduct expected of a public servant in Tonga. 2. Demonstrates commitment towards compliance with the code of conduct expectations of a public servant in Tonga. 3. Demonstrates excellent compliance with the Code of conduct expected of a public servant in Tonga. 4. Supports staff to demonstrate excellent compliance with the code of conduct expected of a public servant in Tonga		
5. Values Professional Development as a means of upgrading and maintaining skills and knowledge.	• identifies Professional Development Needs, Develop Professional Learning and Development Plans and Engages in Professional Learning Activities.	• I participate in professional constructive dialogues with teachers within my school and teachers of the same subjects in other schools. • I participate in workshops, professional readings, conferences and University courses to improve my knowledge	1. Demonstrates limited interest in identifying one's professional development needs, plan and participation in professional development and Learning Activities. 2. Demonstrates interest in identifying one's professional development needs, plan and participate in professional development and Learning Activities. 3. Values professional development hence highly committed in terms of identification of professional development needs, plan and engages in		

Standards	**Indicators: I am a teacher that**	**Comments on quality indicators**	**Compare against competency levels**	**Level of Competency**	**Comments from teachers, where relevant**
		and skills; through my own initiative.	appropriate professional development and learning activities. 4. Encourages staff to value their professional development by identification of their professional development needs, plan and engage in appropriate professional development learning activities.		
6. Contributes positively to the school, community and environment.	• participates in a range of activities that supports the school and its community.	• I actively participate in activities such as school excursions that enhance learning and development of students.	1. Demonstrates limited participation in other activities that may support the school and its community 2. Demonstrates and contribute positively to the school environment and its community by participating in a range relevant activity. 3. Demonstrates excellent positive contribution to the school, community and environment 4. Encourages staff to contribute positively to the school, community and environment.		
7. Willingly participates in extra-curricular activities as needed.	• actively participates in extra-curricular activities.	• Where needed, I volunteer in extracurricular activities involving students in school.	1. Demonstrates limited participation in extra-curricular activities. 2. Demonstrates good participation in extra-curricular activities. 3. Demonstrates excellent participation in extra-curricular activities. 4. Supports staff in their participation of the extra-curricular activities.		

Teachers Name: _____

School: _____

TONGA TEACHERS Professional Standards

SELF-APPRAISAL INSTRUMENT

Gender: _____

Date of assessment: _____

Number of years of teaching: _____

7.4 Self-App: Domain 4-*Pou ko Lea Faka-Tonga* (Tongan Language)

Standards	**Indicators: I am a teacher that**	**Comments on quality indicators**	**Compare against Competency levels**	**Level of competency**	**Comments from teachers, where relevant**
1. Aligns planning, delivery and assessment to the Language policy to preserve culture and identity.	• aligns my planning, delivery and assessment to the Language policy.	• My planning, lesson delivery and assessments are aligned to the Language policy.	1. Has limited awareness of the Language Policy (Lea Faka - Tonga) 2. Demonstrates awareness of the Language Policy and its alignment to practice. 3. Applies the Tongan Language to practice according to the Language Policy in order to preserve Tongan identity and culture. 4. Uses knowledge of the Language Policy to support colleagues in aligning practices to Lea Faka-Tonga to preserve teachers Tongan identity and culture.		
2. Has an excellent command of both Languages – Tongan and	• competently demonstrates fluency when communicating in both Tongan and English.	• I read, write and speak fluently in both Tongan and English languages.	1. Has limited use and knowledge of both Tongan and English languages/ Demonstrate limited		

Standards	**Indicators:** **I am a teacher that**	**Comments on quality indicators**	**Compare against Competency levels**	**Level of competency**	**Comments from teachers, where relevant**
English.	• Ably conduct dual-language scaffolding	• I do dual language scaffolding confidently and subject specific language teaching.	competence in conducting dual language scaffolding, and communicating appropriately in Tongan, English, and in subject-specific language teaching 2. Has basic knowledge and use of both languages/ Demonstrate good competence in conducting dual language scaffolding, and communicating appropriately in Tongan, English, and in subject-specific language teaching. 3. Is well-articulated and competent in the use of both languages/ Demonstrate excellent competence in conducting dual language scaffolding, and communicating appropriately in Tongan, English, and in subject-specific language teaching 4. Has an excellent command of both English and Tongan,		

Standards	**Indicators:** **I am a teacher that**	**Comments on quality indicators**	**Compare against Competency levels**	**Level of competency**	**Comments from teachers, where relevant**
			spoken and written/ Supports staff with their mastery and effective skills in dual language scaffolding, and communicating in Tongan, English, and in subject-specific language teaching 5. .		
3. Values cultural knowledge, awareness and practices.	• demonstrates cultural competency and embeds culture in teaching and learning activities. • respects cultural differences • knows traditional knowledge and culture of Tonga.	• I incorporate culture and Tongan identity into my lessons • I have traditional knowledge and know the culture of Tonga.	1. Has limited knowledge and awareness of Tongan culture and practises/ Demonstrate limited knowledge of the Tongan traditional knowledge and culture, Cultural competence and respect of different cultures. 2. Has basic knowledge and awareness of cultural practices/ Demonstrate a good knowledge of the Tongan traditional knowledge and culture, Cultural competence and respect of different cultures. 3. Is competent in cultural practices and awareness		

Standards	**Indicators:** **I am a teacher that**	**Comments on quality indicators**	**Compare against Competency levels**	**Level of competency**	**Comments from teachers, where relevant**
			applies this into teaching/ Demonstrates excellent of the Tongan traditional knowledge and culture, Cultural competence and respect of different cultures. 4. Has excellent knowledge and awareness of Tongan culture and traditional practices and incorporates this into teaching/ Supports staff to demonstrate excellent Tongan traditional knowledge and culture, Cultural competence and their respect of different cultures.		
4. Values language as a spiritual entity with power to prosper Tonga	• is fully aware and knowledgeable of the power language has and its implications to prosper teachers, students and Tonga.	• I am fully aware and know the power of language and how it can prosper both teachers, students and my nation.	1. Demonstrates limited knowledge and awareness of the power language have and its implications to prosper Tonga 2. Demonstrates good practices, knowledge, and awareness of the power language have and its implications to prosper Tonga		

Standards	**Indicators:** **I am a teacher that**	**Comments on quality indicators**	**Compare against Competency levels**	**Level of competency**	**Comments from teachers, where relevant**
			3. Demonstrates excellent practices, knowledge and awareness of the power language have and its implications to prosper Tonga 4. Supports staff to demonstrate excellent practices, knowledge and awareness of the power language have and its implications to prosper Tonga		

Teachers Name: _____

School: _____

TONGA TEACHERS Professional Standards

SUPERVISORS APPRAISAL INSTRUMENT

Gender: _____

Date of assessment: _____

Number of years of teaching: _____

7.5 Supervisors App: Domain 1 – *Pou ko 'Ilo* (Knowledge)

Standards	Indicators: The teacher	Comments on quality indicators	Compare against Competency Levels	Level of competency	Comments from supervisors, where relevant
1. Demonstrates sound knowledge Subject content and curriculum.	• has a strong in-depth knowledge of the content of the subject and curriculum.	• The teacher provides clear and accurate information in lesson delivery. • Lessons are scaffolded so complex content is broken down and well understood • The lessons show clear linking of lesson concepts to prior knowledge, in particular the questions that are asked and contextual examples that are given.	1. Has no or limited knowledge of the content of the subject teaching. 2. Demonstrates the basic knowledge of the subject content and curriculum. 3. Applies in-depth knowledge of the subject to engage students in learning and implement in teaching. 4. Uses in-depth knowledge of the subject and curriculum to support colleagues to design and implement engaging and productive learning and teaching program.		
2. Knows appropriate and wide range of teaching strategies (pedagogies) to teach content to children with	• knows the appropriate and relevant instructional strategies to address different learning styles and abilities.	• The teacher has lesson plans and/or teaching include a variety of strategies that provide a variety of learning experiences that meet	1. Demonstrates limited understanding of range of teaching strategies, students learning styles and learning abilities. 2. Demonstrates teaching strategies that match students learning styles or abilities.		

Standards	Indicators: The teacher	Comments on quality indicators	Compare against Competency Levels	Level of competency	Comments from supervisors, where relevant
different learning styles and abilities	• identifies with different learning styles and abilities of their students.	learning needs of pupils of varying abilities. • The teacher varies tone of speaking and instruction when dealing with different students.	3. Applies a variety of teaching strategies in addressing student learning styles and abilities. 4. Uses the variety of teaching strategies to support colleagues in addressing the variety of student learning styles and abilities.		
3. Knows appropriate method/strategy to assess different content, monitor students learning progress provide quality feedback and report on students' achievement.	• knows the different assessment requirements for each subject area. • applies principles of assessment to develop appropriate, valid tools to measure students' achievement. • understands the importance of providing timely and appropriate feedback and reporting for maximum students learning outcomes.	• The teacher constructs assessment tasks that are aligned to learning outcomes. • The teacher uses assessment tasks in ways that accommodate different levels of student ability i.e. different difficulty levels of items in tasks. • The teacher provides a detailed written and/or oral report on student progress after each assessment.	1. Demonstrates limited knowledge of the principles of assessment requirements for each subject area in order to monitor students' achievement in order to provide timely feedback. 2. Identifies and demonstrate knowledge of assessment strategies to construct valid assessment tools. 3. Applies knowledge of different assessment strategies and the principles of assessment to design valid assessment tools to measure students learning, provide quality feedback to students. **4.** Uses knowledge of the principles of assessment to design valid assessment of students' achievement to monitor and improve learning; and support teachers to provide timely and quality feedback and report to students and parents.		

Standards	Indicators: The teacher	Comments on quality indicators	Compare against Competency Levels	Level of competency	Comments from supervisors, where relevant
4. Has knowledge of the health and well-being of students and school environment (conducive learning environment).	• knows their duty of care for students and school properties. • knows how to manage students with special needs. • understands the holistic well-being of students.	• The teacher provides awareness on health and safety issues; ensures that the learning environment is safe for students; and upholds their duty of care for all students at all times. • The teacher learns and calls all students by their names, gives attention when they speak to them and reinforces good behaviour with genuine praise.	1. Has limited knowledge of duties of care for students holistic well-being, and of student, properties and resources. 2. Demonstrates basic duty of care for students and makes an effort to ensure learning environment is conducive to learning/ Demonstrates duty of care for the holistic well-being of students and the school properties and resources. 3. Demonstrates duty of care for students and makes an effort to ensure a classroom environment conducive to learning/ Applies duty of care for the holistic well-being of students and be able to manage well the school properties and resources. 4. Makes every effort to provide duty of care for students including special needs students and makes classroom environment conducive to learning/ Uses knowledge and experience of the student's holistic well-being to support teachers to apply their duty of care to all students, school properties and resources.		

Standards	Indicators: The teacher	Comments on quality indicators	Compare against Competency Levels	Level of competency	Comments from supervisors, where relevant
5. Has well-grounded knowledge of God, the foremost (*fungani*) of Tonga's inheritance and of oneself *('ilo'i kita)* a Tongan Teacher	• knows God, Tonga's inheritance and establishes a personal relationship with Him • knows who they are as Tongans, and as Christians Teachers	• The teacher is a Christian and appreciates their heritage as a Tongan.	1. Has limited knowledge of one's inheritance as Tongans, no personal relationship with God, and limited understanding of oneself a Tongan Christian Teachers. 2. Demonstrates an understanding of Tonga inheritance through an established personal relationship with God and a good understanding of oneself a Tongan Christian Teachers. 3. Applies the knowledge of their inheritance, God, and of oneself in ways reflective through their ways of being, teaching, students' learning and interactions with others. 4. Employs their knowledge and understanding of Tonga inheritance and of oneself to support others to the full realization of who they really are as Tongan Christian Teachers.		

Teachers Name: _____

School: _____

TONGA TEACHERS Professional Standards

SUPERVISORS APPRAISAL INSTRUMENT

Gender: _____

Date of assessment: _____

Number of years of teaching: _____

7.6 Supervisors App: Domain 2 – *Pou ko Poto mo Poto FakaÓtua* (Skills and Godly Wisdom)

Standards	Indicators: The teacher	Comments on quality indicators	Compare against competency levels	Level of competency	Comments from supervisors, where relevant
1. Uses appropriate instructional strategies to address different learning styles and abilities.	• uses appropriate and relevant instructional strategies and resources to address different learning styles and abilities.	• The teacher uses a variety of resources to support their explanations of concepts and to accommodate different students' understandings and abilities e.g. activity cards/sheets, charts, real life examples etc. i.e. there is evidence of their shift away from heavy reliance on textbooks only.	1. Uses limited, relevant instructional strategies and resources to maximize students learning potentials and achievement. 2. Demonstrates relevant instructional strategies and use of resources in teaching. 3. Applies appropriate range of instructional strategies and resources to address students different learning styles and abilities; and maximize learning potential and achievements. 4. Uses of a range of appropriate instructional strategies to support colleagues in maximizing learning potentials and achievements of students with all learning styles and abilities.		

Standards	Indicators: The teacher	Comments on quality indicators	Compare against competency levels	Level of competency	Comments from supervisors, where relevant
2. Develops a reliable and valid assessment tool to measure, monitor and improve students learning.	• uses tools are that valid and appropriate for measuring students learning. • gives constructive and timely feedback about students' achievement and progress.	• The teacher develops assessment tools that are appropriate and valid for measuring students learning. • The teacher provides constructive and timely feedback about their students achievements and progress.	1. Has limited ability to develop valid assessment tools to measure students learning, feedback. 2. Demonstrates ability to develop assessment tools that are valid to measure students learning, record of achievements, to monitor students learning achievement and provide some quality feedback 3. Designs valid assessment tools and implement it appropriately to measure students learning, traces record of students learning achievement to provide quality feedback to improve student learning progression. 4. Uses the assessment skills to support teachers to develop valid assessment tools, to collect information on students learning achievements in order to trace students' performance and develop initiatives to address students' misconceptions / weaknesses.		
3. Uses effective classroom management	• designs and enforces rules for a safe and	• The teacher has classroom rules that are clear and simple on the noticeboard, and their students	1. Demonstrates limited ability to enforce positive and conducive learning environment.		

Standards	Indicators: The teacher	Comments on quality indicators	Compare against competency levels	Level of competency	Comments from supervisors, where relevant
practices to provide a conducive learning environment. [mentoring and discipline]	positive learning environment.	know and understand them • The teacher involves the students in the creation of the classroom rules • The teacher teaches students to value respect for each other and for everything inside the classroom and school compound.	2. Demonstrates the ability to design and enforce positive and conducive learning environment. 3. Effectively applies appropriate classroom management strategies to manage student behaviour, counsel and mentor students' behaviour. 4. Uses skills on classroom management and mentoring of students to support colleagues in building their capacities to effectively manage their classroom and mentor students.		
4. Has the ability to anticipate students' responses based on their abilities; and develop tasks to address students' misconceptions and provide quality feedback to address the misconceptions.	• demonstrates competency in tasks of teachings (Anticipation, Evaluation, Selecting & Developing appropriate tasks and providing Qualitative Feedback).	• The teacher designs simple (diagnostic) tasks to regularly check for misunderstanding and misconceptions in learning. • The teacher uses the result of the test to guide instructions and inform next steps and provide support where it is needed most.	1. Has limited ability to anticipate students 'response to assigned tasks. 2. Demonstrates ability to anticipate and evaluate students' responses to assigned tasks. 3. Demonstrates the ability to anticipate, accurately evaluate students' responses to assigned tasks and develop or select tasks to address students' misconceptions. 4. Uses competency in tasks of teaching to assist/support colleagues in developing their		

Standards	Indicators: The teacher	Comments on quality indicators	Compare against competency levels	Level of competency	Comments from supervisors, where relevant
			competencies in the ability to anticipate and evaluate students' responses to select or develop appropriate tasks to address students' misconceptions. (Tasks of Teaching)		
5. Has the ability to constructively align lesson plans to learning outcomes.	• prepares lesson plans show appropriate resources, activities for teaching and assessment aligns to the learning outcome.	• The teacher's lesson plans focus on the learning outcomes specified in the curriculum document and accompanied by lesson notes that suit the level of development of pupils in the class. • The teacher's lesson plans reflect a variety of resources and teaching strategies that can be implemented to accommodate the different learning styles and abilities.	1. Has limited ability to develop lesson plans with appropriate resources, teaching strategies and assessment that aligns to the learning outcomes. 2. Demonstrates the ability to develop some lesson plans that show appropriate resources, teaching strategies and assessment align to the learning outcomes. 3. Applies the concept of constructive alignment to design lesson plans, and chooses appropriate resources, teaching strategies and assessments that align to the learning outcomes. **4.** Uses understanding and experience of constructive alignment to support staff in developing lesson plans that are constructively aligned to the learning outcomes.		

Standards	Indicators: The teacher	Comments on quality indicators	Compare against competency levels	Level of competency	Comments from supervisors, where relevant
6. Prioritises acquiring Godly wisdom, the spiritual sense dimension for teachers	• draws daily on Godly wisdom to guide Teacher's work and as they interact with students and others.	• The teacher leads daily devotions in their classroom.	1. Has limited ability to draw on Godly divine wisdom for teachers' works and responsibilities. 2. Demonstrates ability to draw on Godly divine wisdom for Teacher's work and responsibilities. 3. Effectively draws on Godly divine wisdom for Teacher's work and responsibilities. **4.** Competently supports others including students, staff and parents to confidently access and utilises Godly divine wisdom for their daily work and responsibilities.		
7. Values self-evaluation of performance against expectations for improvement. [Understand where difficulties may arise and modify their practice.]	• reviews and modifies planning, teaching and assessment based on assessment evidence. • adapts teaching to maximize learning potential and achievement for all students.	• The teacher values self-appraisal and use the results to plan for next steps to improve. • The teacher keeps a professional journal that records and guides. • The teacher attends PDs and plans their own PD sessions in order to improve my own standards.	1. Demonstrates limited reflection on their own teaching performance. 2. Demonstrates ability to reflect on teaching performance to identify their strengths and weaknesses. 3. Reflects on teaching performance to self-appraise teachers' strength and weaknesses; and adapts teaching to maximize students learning. 4. Uses experiences on self-appraisal of teaching to support colleagues to develop their capacity to reflect on daily teaching performance; and to adapt teaching to maximize		

Standards	Indicators: The teacher	Comments on quality indicators	Compare against competency levels	Level of competency	Comments from supervisors, where relevant
			teaching learning.		
8. Is competent in Information Computer Technology (ICT).	• Is competent in Information Computer Technology (ICT).	• The teacher is learning to use ICT in his/her teaching. • The teacher sees more and better interest in his/her subject in my application of ICT.	1. Demonstrates limited or no ICT skills 2. Demonstrates the ability to use ICT skills in his/her teaching skills. 3. Consistently demonstrates the application of ICT skills to maximise student learning. 4. Uses ICT Skills to support his/her colleagues in their performances.		

Teachers Name: _____

School: _____

TONGA TEACHERS Professional Standards

SUPERVISORS APPRAISAL INSTRUMENT

Gender: _____

Date of assessment: _____

Number of years of teaching: _____

7.7 Supervisors App: Domain 3 – *Pou ko Fakafeangai* (Values and Attributes)

Standards	Indicators: The teacher	Comments on quality indicators	Compare against competency levels	Level of Competency	Comments from supervisors, where relevant
1. Committed to produce up-to-date lesson plans, and passionate delivery of lessons that address all learning abilities and integrity and in assessing students learning in a manner that is fair to all.	• demonstrates commitment to planning passionate delivery and assessment of syllabus content.	• The teacher has prepared an IWP that is clearly linked to the school annual plan, workbook entries that are relevant and achievable and lesson plans that focus on achieving the learning outcomes. • The teacher's lessons provide opportunities for students to learn collaboratively and to solve problems through inquiry-based learning.	1. Demonstrates limited commitments and passion to the preparation of lesson plans, its delivery and assessment of the content of syllabus. 2. Demonstrates commitments and passion to the preparation of lesson plans, its delivery and assessment of the content of syllabus. 3. Is highly committed and passionate about preparation of lesson plans, its delivery and assessment of the content of syllabus. 4. Supports staff by modelling high commitments and passion to the preparation of lesson plans, its delivery and assessment of the subject		

Standards	Indicators: The teacher	Comments on quality indicators	Compare against competency levels	Level of Competency	Comments from supervisors, where relevant
			content of syllabus.		
2. Maintains professional relationships vertically and with students, colleagues, parents and relevant stakeholders.	• actively communicates and professionally engages with students, colleagues, parents and relevant stakeholders. • engages in collaborative and participatory activities that demonstrate valuing of God and the teaching profession.	• The teacher provides a detailed written report on student progress after every term/year assessment. • The teacher changes the choice of words and language to suit the context and audience, e.g. language used during reporting to parents is different from that used when reporting to teachers and different still from when reporting to pupils. • The teacher incorporates elements of faith in their lessons.	1. Demonstrates limited ability to maintain professional relations and participation in relevant activities which value God, the teaching profession, students, colleagues, parents and relevant stakeholders 2. Demonstrates commitment and passion in maintaining professional relationships and participation in relevant activities that value God, the teaching profession, students, colleagues, parents and relevant stakeholders. 3. Demonstrates high commitment and passion in maintain professional relations and participation in relevant activities that value God, the teaching profession, students, parents and relevant stakeholders. 4. Encourages staff to maintain professional relationships and engage in collaborative,		

Standards	Indicators: The teacher	Comments on quality indicators	Compare against competency levels	Level of Competency	Comments from supervisors, where relevant
			participatory and ethical activities that value God, the teaching profession to serve the interest of the students, colleagues and the wider school commitment.		
3. Demonstrates the four core values of a Tongan (respect, humility, nurturing relationships and loyalty) .	• complies with the four core values of a Tongan (respect, humility, nurturing relationships and loyalty).	• The teacher places significant importance on moral values including respect, humility, nurturing relationships and loyalty in their lessons and in the classroom.	1. Demonstrates limited ability to comply with the four core values of a Tongan (respect, humility, nurturing relationships and loyalty). 2. Demonstrates good commitment to compliance with the four core values of a Tongan. respect, humility, nurturing relationships and loyalty) 3. Is highly committed to compliance with the four core values of a Tongan. respect, humility, nurturing relationships and loyalty) 4. Supports staff to demonstrate fully the four core values of a Tongan. respect, humility, nurturing relationships and loyalty)		
4. Adheres to the Code of Conduct expected	• complies with the Code	• The teacher complies with and	1. Demonstrates limited compliance with the code of		

Standards	Indicators: The teacher	Comments on quality indicators	Compare against competency levels	Level of Competency	Comments from supervisors, where relevant
of all Public Servants in Tonga.	of Conduct expected of all Public Servants in Tonga.	practices the values and behaviour stipulated in the Civil Service Code of Conduct.	conduct expected of a public servant in Tonga. 2. Demonstrates commitment towards compliance with the code of conduct expectations of a public servant in Tonga. 3. Demonstrates excellent compliance with the Code of conduct expected of a public servant in Tonga. 4. Supports staff to demonstrate excellent compliance with the code of conduct expected of a public servant in Tonga		
5. Values Professional Development as a means of upgrading and maintaining skills and knowledge.	• identifies Professional Development Needs, Develop Professional Learning and Development Plans and Engages in Professional Learning Activities.	• The teacher participates in professional constructive dialogues with teachers within the school and teachers of the same subjects in other schools. • The teacher participates in workshops, professional readings, conferences and University courses to improve their knowledge and skills; through their own initiative.	1. Demonstrates limited interest in identifying one's professional development needs, plan and participation in professional development and Learning Activities. 2. Demonstrates interest in identifying one's professional development needs, plan and participate in professional development and Learning Activities. 3. Values professional development hence highly		

Standards	Indicators: The teacher	Comments on quality indicators	Compare against competency levels	Level of Competency	Comments from supervisors, where relevant
			committed in terms of identification of professional development needs, plan and engages in appropriate professional development and learning activities. 4. Encourages staff to value their professional development by identification of their professional development needs, plan and engage in appropriate professional development learning activities.		
6. Contributes positively to the school, community and environment.	• participates in a range of activities that supports the school and its community.	• The teacher actively participates in activities such as school excursions that enhance the learning and development of students.	1. Demonstrates limited participation in other activities that may support the school and its community 2. Demonstrates and contribute positively to the school environment and its community by participating in a range relevant activity. 3. Demonstrates excellent positive contribution to the school, community and environment 4. Encourages staff to contribute positively to the school, community and environment.		

Standards	Indicators: The teacher	Comments on quality indicators	Compare against competency levels	Level of Competency	Comments from supervisors, where relevant
7. Willingly participates in extra-curricular activities as needed.	• actively participates in extra-curricular activities.	• Where needed, the teacher volunteers in extracurricular activities involving students in school.	1. Demonstrates limited participation in extra-curricular activities. 2. Demonstrates good participation in extra-curricular activities. 3. Demonstrates excellent participation in extra-curricular activities. 4. Supports staff in their participation of the extra-curricular activities.		

Teachers Name: _____

School: _____

TONGA TEACHERS Professional Standards

SUPERVISORS APPRAISAL INSTRUMENT

Gender: _____

Date of assessment: _____

Number of years of teaching: _____

7.8 Supervisors App: Domain 4 – *Pou ko Lea Faka Tonga* (Tongan Language)

Standards	Indicators: The teacher	Comments on quality indicators	Compare against Competency levels	Level of competency	Comments from supervisors, where relevant
1. Aligns planning, delivery and assessment to the Language policy to preserve culture and identity.	• complies of planning, delivery and assessment to the Language policy.	• The teacher's planning, lesson delivery and assessments are aligned to the Language policy.	1. Has limited awareness of the Language Policy (Lea Faka -Tonga) 2. Demonstrates awareness of the Language Policy and its alignment to practice. 3. Applies the Tongan Language to practice according to the Language Policy in order to preserve Tongan identity and culture. 4. Uses knowledge of the Language Policy to support colleagues in aligning practices to Lea Faka-Tonga to preserve teachers' Tongan identity and culture.		

2. Has an excellent command of both Languages – Tongan and English.	• competently demonstrates fluency when communicating in both Tongan and English. • ably conduct dual language scaffolding	• The teacher reads, writes and speaks fluently in both Tongan and English languages. • I do dual language scaffolding confidently and subject specific language teaching	1. Has limited use and knowledge of both Tongan and English languages/ Demonstrate limited competence in conducting dual language scaffolding, and communicating appropriately in Tongan, English, and in subject-specific language teaching 2. Has basic knowledge and use of both languages/Demonstrate good competence in conducting dual language scaffolding, and communicating appropriately in Tongan, English, and in subject-specific language teaching 3. Is well-articulated and competent in the use of both languages/Demonstrate excellent competence in conducting dual language scaffolding, and communicating appropriately in Tongan, English, and in subject-specific language teaching 4. Has an excellent command of both English and Tongan, spoken and written/ Supports staff with their mastery and effective skills in dual language scaffolding, and communicating in Tongan, English, and in subject-specific language teaching		

3. Values cultural knowledge, awareness and practices.	• is culturally competent and embeds culture in teaching and learning activities. • Respects cultural differences • Is knowledgeable of the traditional knowledge and culture.	• The teacher incorporates culture and Tongan identity into their lessons. • The teacher has traditional knowledge and knows the culture of Tonga.	1. Has limited knowledge and awareness of Tongan culture and practises/ Demonstrates limited knowledge of the Tongan traditional knowledge and culture, Cultural competence and respect of different cultures. 2. Has basic knowledge and awareness of cultural practices/ Demonstrates a good knowledge of the Tongan traditional knowledge and culture, Cultural competence and respect of different cultures. 3. Is competent in cultural practices and awareness applies this into teaching/ Demonstrate excellent of the Tongan traditional knowledge and culture, Cultural competence and respect of different cultures. 4. Has excellent knowledge and awareness of Tongan culture and traditional practices and incorporates this into teaching/ Supports staff to demonstrate excellent Tongan traditional knowledge and culture, Cultural competence and their respect of different cultures.		
4. Values language as a spiritual entity with power to prosper Tonga.	• Is fully aware and knowledgeable of the power language have and its implications to prosper teachers, students and Tonga.	• The teacher is fully aware and knows the power of language and how it can prosper both teachers, students and the nation.	1. Demonstrates limited knowledge and awareness of the power language have and its implications to prosper Tonga 2. Demonstrates good practices, knowledge, and awareness of the power		

			language have and its implications to prosper Tonga 3. Demonstrates excellent practices, knowledge and awareness of the power language have and its implications to prosper Tonga 4. Supports staff to demonstrate excellent practices, knowledge and awareness of the power language have and its implications to prosper Tonga		

8.0 Level Descriptors and Competency Levelling

Table 3: Descriptors and their Competency Levels

8.1 Domain 1 - *Pou ko Ílo* [Knowledge]

Teachers need to be equipped with the right and appropriate knowledge for teaching. Teachers are also encouraged to be creators/builders of knowledge as well as transmitters of knowledge. This knowledge is grounded on the foundation of the *fale* – the *kelekele* – which symbolises the core values of Tonga. Reflective of a changing society, the Tonga teacher is also expected to have sufficiently mastered Pacific and global knowledge systems as they pertain to their teaching subjects.			
Standard 1: The teacher demonstrates sound knowledge of the subject content and curriculum.			
Potopoto 'a Niumui **(*Emerging Teacher*)**	**Lakalakai Monū** **(*Developing Teacher*)**	**Poto'i Faiako** **(*Proficient Teacher)***	**Faiako Ma'a Tonga** **(*Accomplished Teacher*)**
Has no or limited knowledge of the content of the subject teaching.	Demonstrates the basic knowledge of the subject content and curriculum.	Applies in-depth knowledge of the subject to engage students in learning and implement in teaching.	Uses in-depth knowledge of the subject and curriculum to support colleagues to design and implement engaging and productive learning and teaching programs.
Level 1	**Level 2**	**Level 3**	**Level 4**
Standard 2: The teacher knows appropriate and wide range of teaching strategies (pedagogies) to teach content to children with different learning styles and abilities.			
Potopoto 'a Niumui **(*Emerging Teacher*)**	**Lakalakai Monū** **(*Developing Teacher*)**	**Poto'i Faiako** **(*Proficient Teacher)***	**Faiako Ma'a Tonga** **(*Accomplished Teacher*)**
Demonstrates limited understanding of range of teaching strategies, students learning styles and learning abilities.	Demonstrates teaching strategies that match students learning styles or abilities.	Applies a variety of teaching strategies in addressing student learning styles and abilities.	Uses the variety of teaching strategies to support colleagues in addressing the variety of student learning styles and abilities.
Level 1	**Level 2**	**Level 3**	**Level 4**
Standard 3: The teacher knows appropriate method/strategy to assess different contents and monitor students learning progress; provide quality feedback and report on students achievement.			
Potopoto 'a Niumui **(*Emerging Teacher*)**	**Lakalakai Monū** **(*Developing Teacher*)**	**Poto'i Faiako** **(*Proficient Teacher)***	**Faiako Ma'a Tonga** **(*Accomplished Teacher*)**

Demonstrates limited knowledge of the principles of assessment requirements for each subject area in order to monitor students' achievement in order to provide timely feedback.	Identifies and demonstrate knowledge of assessment strategies to construct valid assessment tools.	Applies knowledge of different assessment strategies and the principles of assessment to design valid assessment tools to measure students learning, provide quality feedback to students.	Uses knowledge of the principles of assessment to design valid assessment of students' achievement to monitor and improve learning; and support teachers to provide timely and quality feedback and report to students and parents.
Level 1	**Level 2**	**Level 3**	**Level 4**
Standard 4: The teacher has knowledge of the health and well-being of students and school environment (conducive learning environment).			
Potopoto 'a Niumui (*Emerging Teacher*)	**Lakalakai Monū (*Developing Teacher*)**	**Poto'i Faiako (*Proficient Teacher)***	**Faiako Ma'a Tonga (*Accomplished Teacher*)**
Has limited knowledge of duties of care for students' holistic well-being, and of student, properties and resources.	Demonstrates basic duty of care for students and makes an effort to ensure learning environment is conducive to learning/ Demonstrates duty of care for the holistic well-being of students and the school properties and resources.	Demonstrates duty of care for students and makes an effort to ensure a classroom environment conducive to learning/ Applies duty of care for the holistic well-being of students and be able to manage well the school properties and resources.	Makes every effort to provide duty of care for students including special needs students and makes classroom environment conducive to learning/ Uses knowledge and experience of the student's holistic well-being to support teachers to apply their duty of care to all students, school properties and resources.
Level 1	**Level 2**	**Level 3**	**Level 4**
Standard 5: The teacher has well-grounded knowledge of God, the foremost (*fungani*) of Tonga's inheritance and of oneself *('ilo'i kita)* a Tongan Faiako Ma'a Tonga			
Potopoto 'a Niumui (*Emerging Teacher*)	**Lakalakai Monū (*Developing Teacher*)**	**Poto'i Faiako (*Proficient Teacher)***	**Faiako Ma'a Tonga (*Accomplished Teacher*)**
Has limited knowledge of one's inheritance as Tongans, no personal relationship with God, and limited understanding of oneself a Tongan Christian Teacher.	Demonstrates an understanding of Tonga inheritance through an established personal relationship with God and a good understanding of oneself a Tongan Christian Teacher.	Applies the knowledge of their inheritance, God, and of oneself in ways reflective through their ways of being, teaching, students' learning and interactions with others.	Employs their knowledge and understanding of Tonga inheritance and of oneself to support others to the full realisation of who they really are as Tongan Christian Teacher.
Level 1	**Level 2**	**Level 3**	**Level 4**

8.2 Domain 2 - *Pou ko Poto mo Poto FakaÓtua* [Skills & Godly Wisdom]

Teachers need to be equipped with the right and appropriate pedagogy for teaching in Tonga. As teachers advance through the stages of professional development, their repertoire of teaching methodologies should also increase and refined.			
Standard 1: The teacher uses appropriate instructional strategies to address different learning styles and abilities.			
Potopoto 'a Niumui (*Emerging Teacher*)	**Lakalakai Monū (*Developing Teacher*)**	**Poto'i Faiako (*Proficient Teacher)***	**Faiako Ma'a Tonga (*Accomplished Teacher*)**
Uses limited, relevant instructional strategies and resources to maximize students learning potential and achievement.	Demonstrates relevant instructional strategies and use of resources in teaching.	Applies appropriate range of instructional strategies and resources to address students different learning styles and abilities; and maximize learning potential and achievements.	Uses a range of appropriate instructional strategies to support colleagues in maximising learning potential and achievements of students with all learning styles and abilities.
Level 1	**Level 2**	**Level 3**	**Level 4**
Standard 2: The teacher develops valid assessment to measure, monitor and improve students learning.			
Potopoto 'a Niumui (*Emerging Teacher*)	**Lakalakai Monū (*Developing Teacher*)**	**Poto'i Faiako (*Proficient Teacher)***	**Faiako Ma'a Tonga (*Accomplished Teacher*)**
Has limited ability to develop valid assessment tools to measure students learning, feedback.	Demonstrates ability to develop assessment tools that are valid to measure students learning, record of achievements, to monitor students learning achievement and provide some quality feedback	Designs valid assessment tools and implement it appropriately to measure students learning, traces record of students learning achievement to provide quality feedback to improve student learning progression.	Uses assessment skills to support teachers to develop valid assessment tools, to collect information on students learning achievements in order to trace students' performance and develop initiatives to address students' misconceptions / weaknesses.
Level 1	**Level 2**	**Level 3**	**Level 4**
Standard 3: The teacher uses effective classroom management practices to provide a conducive learning environment. [mentoring and discipline].			
Potopoto 'a Niumui (*Emerging Teacher*)	**Lakalakai Monū (*Developing Teacher*)**	**Poto'i Faiako (*Proficient Teacher)***	**Faiako Ma'a Tonga (*Accomplished Teacher*)**
Demonstrates limited ability to enforce positive and conducive learning environment.	Demonstrates the ability to design and enforce positive and conducive learning environment.	Effectively applies appropriate classroom management strategies to manage student behaviour, counsel and mentor students' behaviour.	Uses skills on classroom management and mentoring of students to support colleagues in building their capacities to effectively manage their classroom and mentor students.

Level 1	Level 2	Level 3	Level 4
Standard 4: The teacher has the ability to anticipate students' responses based on their abilities; and develop tasks to address students' misconceptions and provide quality feedback to address the misconceptions.			
Potopoto 'a Niumui **(*Emerging Teacher*)**	**Lakalakai Monū** **(*Developing Teacher*)**	**Poto'i Faiako** **(*Proficient Teacher)***	**Faiako Ma'a Tonga** **(*Accomplished Teacher*)**
Has limited ability to anticipate students 'response to assigned tasks.	Demonstrates ability to anticipate and evaluate students' responses to assigned tasks.	Demonstrates the ability to anticipate, accurately evaluate students' responses to assigned tasks and develop or select tasks to address students' misconceptions.	Uses competency in tasks of teaching to assist/support colleagues in developing their competencies in the ability to anticipate and evaluate students' responses to select or develop appropriate tasks to address students' misconceptions. (Tasks of Teaching)
Level 1	**Level 2**	**Level 3**	**Level 4**
Standard 5: The teacher has the ability to constructively align lesson plans to learning outcomes.			
Potopoto 'a Niumui **(*Emerging Teacher*)**	**Lakalakai Monū** **(*Developing Teacher*)**	**Poto'i Faiako** **(*Proficient Teacher)***	**Faiako Ma'a Tonga** **(*Accomplished Teacher*)**
Has limited ability to develop lesson plans with appropriate resources, teaching strategies and assessment that aligns to the learning outcomes.	Demonstrates the ability to develop some lesson plans that shows appropriate resources, teaching strategies and assessment align to the learning outcomes.	Applies the concept of constructive alignment to design lesson plans, and chooses appropriate resources, teaching strategies and assessments that aligns to the learning outcomes.	Uses understanding and experience of constructive alignment to support staff in developing lesson plans that are constructively aligned to the learning outcomes.
Level 1	**Level 2**	**Level 3**	**Level 4**
Standard 6: The teacher prioritises acquiring Godly wisdom, the spiritual sense dimension for FMT teachers			
Potopoto 'a Niumui **(*Emerging Teacher*)**	**Lakalakai Monū** **(*Developing Teacher*)**	**Poto'i Faiako** **(*Proficient Teacher)***	**Faiako Ma'a Tonga** **(*Accomplished Teacher*)**
Has limited ability to draw on Godly divine wisdom for teachers' works and responsibilities.	Demonstrates ability to draw on Godly divine wisdom for Teachers' work and responsibilities.	Effectively draws on Godly divine wisdom for FMT's work and responsibilities.	Competently supports others including students, staff and parents to confidently access and utilise Godly divine wisdom for their daily work and responsibilities.
Level 1	**Level 2**	**Level 3**	**Level 4**

Standard 7: The teacher values self-evaluation of performance against expectations for improvement. [Understand where difficulties may arise and modify their practice.]			
Potopoto 'a Niumui **(*Emerging Teacher*)**	**Lakalakai Monū** **(*Developing Teacher*)**	**Poto'i Faiako** **(*Proficient Teacher)***	**Faiako Ma'a Tonga** **(*Accomplished Teacher*)**
Demonstrates limited reflection on their own teaching performance.	Demonstrates ability to reflect on teaching performance to identify their strengths and weaknesses.	Reflects on teaching performance to self-appraise teachers' strength and weaknesses; and adapts teaching to maximize students learning.	Uses experiences on self-appraisal of teaching to support colleagues to develop their capacity to reflect on daily teaching performance; and to adapt teaching to maximize teaching learning.
Level 1	**Level 2**	**Level 3**	**Level 4**
Standard 8: The teacher is competent in Information Computer Technology (ICT).			
Potopoto 'a Niumui **(*Emerging Teacher*)**	**Lakalakai Monū** **(*Developing Teacher*)**	**Poto'i Faiako** **(*Proficient Teacher)***	**Faiako Ma'a Tonga** **(*Accomplished Teacher*)**
Demonstrates limited or no ICT skills	Demonstrates the ability to use ICT skills in his/her teaching skills.	Consistently demonstrates the application of ICT skills to maximise student learning.	Uses ICT Skills to support his/her colleagues in their performances
Level 1	**Level 2**	**Level 3**	**Level 4**

8.3 Domain 3 - *Pou ko Fakafeangai* [Values and Attributes]

Teachers need to be clear and committed to a set of philosophical beliefs about education and about being a teacher. In the Teacher professional stream, teachers will also learn leadership skills, resource management and convinced of the need for ethical behaviour. This post is pivotal to the delivery of quality education and the commitment of a Tongan teacher.			
Standard 1: The teacher is committed to produce up-to-date lesson plans, and passionate delivery of lessons that address all learning abilities and integrity and in assessing students learning in a manner that is fair to all.			
Potopoto 'a Niumui **(*Emerging Teacher*)**	**Lakalakai Monū** **(*Developing Teacher*)**	**Poto'i Faiako** **(*Proficient Teacher)***	**Faiako Ma'a Tonga** **(*Accomplished Teacher*)**
Demonstrates limited commitments and passion to the preparation of lesson plans, its delivery and assessment of the content of syllabus.	Demonstrates commitments and passion to the preparation of lesson plans, its delivery and assessment of the content of syllabus.	Is highly committed and passionate about preparation of lesson plans, its delivery and assessment of the content of syllabus.	Supports staff by modelling high commitments and passion to the preparation of lesson plans, its delivery and assessment of the subject content of syllabus.
Level 1	**Level 2**	**Level 3**	**Level 4**

Standard 2: The teacher maintains professional relationships vertically and with students, colleagues, parents and relevant stakeholders.			
Potopoto ‘a Niumui **(*Emerging Teacher*)**	**Lakalakai Monū** **(*Developing Teacher*)**	**Poto’i Faiako** **(*Proficient Teacher)***	**Faiako Ma’a Tonga** **(*Accomplished Teacher*)**
Demonstrates limited ability to maintain professional relations and participation in relevant activities which value God, the teaching profession, students, colleagues, parents and relevant stakeholders	Demonstrates commitment and passion in maintaining professional relationships and participation in relevant activities that value God, the teaching profession, students, colleagues, parents and relevant stakeholders.	Demonstrates high commitment and passion in maintain professional relations and participation in relevant activities that value God, the teaching profession, students, parents and relevant stakeholders.	Encourages staff to maintain professional relationships and engage in collaborative, participatory and ethical activities that value God, the teaching profession to serve the interest of the students, colleagues and the wider school commitment.
Level 1	**Level 2**	**Level 3**	**Level 4**
Standard 3: The teacher demonstrates the four core values of a Tongan (respect, humility, nurturing relationships and loyalty)			
Potopoto ‘a Niumui **(*Emerging Teacher*)**	**Lakalakai Monū** **(*Developing Teacher*)**	**Poto’i Faiako** **(*Proficient Teacher)***	**Faiako Ma’a Tonga** **(*Accomplished Teacher*)**
Demonstrates limited ability to comply with the four core values of a Tongan (respect, humility, nurturing relationships and loyalty)	Demonstrates good commitment to compliance with the four core values of a Tongan. respect, humility, nurturing relationships and loyalty)	Highly committed to compliance with the four core values of a Tongan. respect, humility, nurturing relationships and loyalty)	Supports staff to demonstrate fully the four core values of a Tongan. respect, humility, nurturing relationships and loyalty)
Level 1	**Level 2**	**Level 3**	**Level 4**
Standard 4 The teacher adheres to the Code of Conduct expected of all Public Servants in Tonga.			
Potopoto ‘a Niumui **(*Emerging Teacher*)**	**Lakalakai Monū** **(*Developing Teacher*)**	**Poto’i Faiako** **(*Proficient Teacher)***	**Faiako Ma’a Tonga** **(*Accomplished Teacher*)**
Demonstrates limited compliance with the code of conduct expected of a public servant in Tonga.	Demonstrates commitment towards compliance with the code of conduct expectations of a public servant in Tonga.	Demonstrates excellent compliance with the Code of conduct expected of a public servant in Tonga	Supports staff to demonstrate excellent compliance with the code of conduct expected of a public servant in Tonga
Level 1	**Level 2**	**Level 3**	**Level 4**
Standard 5: The teacher values Professional Development as a means of upgrading and maintaining skills and knowledge.			

Potopoto ‘a Niumui (*Emerging Teacher*)	**Lakalakai Monū (*Developing Teacher*)**	**Poto’i Faiako (*Proficient Teacher)***	**Faiako Ma’a Tonga (*Accomplished Teacher*)**
Demonstrates limited interest in identifying one’s professional development needs, plan and participation in professional development and Learning Activities.	Demonstrates interest in identifying one’s professional development needs, plan and participate in professional development and Learning Activities.	Values professional development hence highly committed in terms of identification of professional development needs, plan and engages in appropriate professional development and learning activities.	Encourages staff to value their professional development by identification of their professional development needs, plan and engage in appropriate professional development learning activities.
Level 1	**Level 2**	**Level 3**	**Level 4**
Standard 6: The teacher contributes positively to the school, community and environment.			
Potopoto ‘a Niumui (*Emerging Teacher*)	**Lakalakai Monū (*Developing Teacher*)**	**Poto’i Faiako (*Proficient Teacher)***	**Faiako Ma’a Tonga (*Accomplished Teacher*)**
Demonstrates limited participation in other activities that may support the school and its community	Demonstrates and contribute positively to the school environment and its community by participating in a range relevant activity.	Demonstrates excellent positive contribution to the school, community and environment	Encourages staff to contribute positively to the school, community and environment.
Level 1	**Level 2**	**Level 3**	**Level 4**
Standard 7: The teacher willingly participates in extra-curricular activities as needed			
Potopoto ‘a Niumui (*Emerging Teacher*)	**Lakalakai Monū (*Developing Teacher*)**	**Poto’i Faiako (*Proficient Teacher)***	**Faiako Ma’a Tonga (*Accomplished Teacher*)**
Demonstrates limited participation in extra-curricular activities	Demonstrates good participation in extra-curricular activities	Demonstrates excellent participation in extra-curricular activities	Supports staff in their participation of the extra-curricular activities.
Level 1	**Level 2**	**Level 3**	**Level 4**

8.4 Domain 4 - *Pou ko Lea Faka-Tonga* [Tongan Language]

Pivotal to articulating, teaching and researching about Tonga is the Tonga language. The Tongan language is equally vital for the cognitive development of students as well as the preservation and development of Tonga culture and epistemology. The Tonga teacher must master the Tongan language – spoken, written and well-articulated.			
Standard 1: 1. The teacher aligns their planning, delivery and assessment to the Language policy to preserve culture and identity.			
Potopoto 'a Niumui (*Emerging Teacher*)	**Lakalakai Monū (*Developing Teacher*)**	**Poto'i Faiako (*Proficient Teacher)***	**Faiako Ma'a Tonga (*Accomplished Teacher*)**
Has limited awareness of the Language Policy (Lea Faka -Tonga)	Demonstrates awareness of the Language Policy and its alignment to practice.	Applies the Tongan Language to practice according to the Language Policy in order to preserve Tongan identity and culture.	Uses knowledge of the Language Policy to support colleagues in aligning practices to Lea Faka-Tonga to preserve teachers' Tongan identity and culture.
Level 1	**Level 2**	**Level 3**	**Level 4**
Standard 2: The teacher must master both Languages – Tongan and English.			
Potopoto 'a Niumui (*Emerging Teacher*)	**Lakalakai Monū (*Developing Teacher*)**	**Poto'i Faiako (*Proficient Teacher)***	**Faiako Ma'a Tonga (*Accomplished Teacher*)**
1. Has limited use and knowledge of both Tongan and English languages/ Demonstrate limited competence in conducting dual language scaffolding, and communicating appropriately in Tongan, English, and in subject-specific language teaching	5. Has basic knowledge and use of both languages/ Demonstrate good competence in conducting dual language scaffolding, and communicating appropriately in Tongan, English, and in subject-specific language teaching	2. Is well-articulated and competent in the use of both languages/Demonstrate excellent competence in conducting dual language scaffolding, and communicating appropriately in Tongan, English, and in subject-specific language teaching	5. Has an excellent command of both English and Tongan, spoken and written/ Supports staff with their mastery and effective skills in dual language scaffolding, and communicating in Tongan, English, and in subject-specific language teaching
Level 1	**Level 2**	**Level 3**	**Level 4**
Standard 3: The teacher values cultural knowledge, awareness and practices.			
Potopoto 'a Niumui	**Lakalakai Monū**	**Poto'i Faiako**	**Faiako Ma'a Tonga**

(*Emerging Teacher*)	(*Developing Teacher*)	(*Proficient Teacher)*	(*Accomplished Teacher*)
Has limited knowledge and awareness of Tongan culture and practises/ Demonstrate limited knowledge of the Tongan traditional knowledge and culture, Cultural competence and respect of different cultures.	Has basic knowledge and awareness of cultural practices/ Demonstrate a good knowledge of the Tongan traditional knowledge and culture, Cultural competence and respect of different cultures.	Is competent in cultural practices and awareness applies this into teaching/ Demonstrate excellent of the Tongan traditional knowledge and culture, Cultural competence and respect of different cultures.	Has excellent knowledge and awareness of Tongan culture and traditional practices and incorporates this into teaching/ Supports staff to demonstrate excellent Tongan traditional knowledge and culture, Cultural competence and their respect of different cultures.
Level 1	**Level 2**	**Level 3**	**Level 4**
Standard 4: The teacher values language as a spiritual entity with power to prosper Tonga			
Potopoto 'a Niumui **(*Emerging Teacher*)**	**Lakalakai Monū** **(*Developing Teacher*)**	**Poto'i Faiako** **(*Proficient Teacher)***	**Faiako Ma'a Tonga** **(*Accomplished Teacher*)**
Demonstrates limited knowledge and awareness of the power language have and its implications to prosper Tonga	Demonstrates good practices, knowledge, and awareness of the power language have and its implications to prosper Tonga	Demonstrates excellent practices, knowledge and awareness of the power language have and its implications to prosper Tonga	Supports staff to demonstrate excellent practices, knowledge and awareness of the power language have and its implications to prosper Tonga
Level 1	**Level 2**	**Level 3**	**Level 4**

Summary

Domains	Standards	Possible score	Total	Emerging	Developing	Proficient	Accomplished
1	5	4	20	<4	5-10	11-15	16-20
2	8	4	32	<8	9-16	17-24	25-32
3	7	4	28	<7	8-14	15-21	22-28
4	4	4	16	<4	5-8	9-12	13-16

9.0 Teacher Appraisal Record for Successive Appraisals

Table 4: Successive Appraisal Record for Teachers.

Domains		Standards	App Date:	App Date:	App Date:	App Date:	App Date:	App Date:	App Date:	App Date:
1	1. *Pou ko Ílo* [Knowledge]	1. Demonstrates sound knowledge of the content of the subject, and curriculum.								
		2. Knows appropriate and wide range of teaching strategies (pedagogies) to teach content to children with different learning styles and abilities								
		3. Knows appropriate method/strategy to assess different content, monitor students learning progress provide quality feedback and report on students' achievement.								
		4. Has knowledge of the health and well-being of students and school environment (conducive learning environment).								
		5. Is well-grounded in the knowledge of God, the foremost (*fungani*) of Tonga's inheritance and of oneself *('ilo'i kita)* a Tongan Teacher								
2	*Pou ko Poto mo Poto FakaÓtua* [Skills & Godly Wisdom]	1. Uses appropriate instructional strategies to address different learning styles and abilities.								
		2. Develops a reliable and valid assessment tool to measure, monitor and improve students learning.								
		3. Uses effective classroom management practices to provide a								

Domains		Standards	App Date:	App Date:	App Date:	App Date:	App Date:	App Date:	App Date:	App Date:
		conducive learning environment. [mentoring and discipline]								
		4. Has the ability to anticipate students' responses based on their abilities; and develop tasks to address students' misconceptions and provide quality feedback to address the misconceptions.								
		5. Has the ability to constructively align lesson plans to learning outcomes.								
		6. Prioritises acquiring Godly wisdom, the spiritual sense dimension for teachers								
		7. Values, self-evaluation of performance against expectations for improvement. [Understand where difficulties may arise and modify their practice.]								
		8. Is competent in Information Computer Technology (ICT).								
3	3. *Pou ko Fakafeangai* [Values and Attributes]	1. Is committed to produce up-to-date lesson plans, and passionate delivery of lessons that address all learning abilities and integrity and in assessing students learning in a manner that is fair to all.								
		2. Maintains professional relationships vertically and with students, colleagues, parents and relevant stakeholders.								

Domains		Standards	App Date:	App Date:	App Date:	App Date:	App Date:	App Date:	App Date:	App Date:
		3. Demonstrates the four core values of a Tongan (respect, humility, nurturing relationships and loyalty)								
		4. Adheres to the Code of Conduct expected of all Public Servants in Tonga.								
		5. Values Professional Development as a means of upgrading and maintaining skills and knowledge.								
		6. Contribute positively to the school, community and environment.								
		7. Willingly participates in extra-curricular activities as needed								
4	4. *Pou ko Lea Faka-Tonga* [Tongan Language]	1. Aligns planning, delivery and assessment to the Language policy to preserve culture and identity.								
		2. Masters both Languages – Tongan and English.								
		3. Values cultural knowledge, awareness and practices.								
		4. Values language as a spiritual entity with power to prosper Tonga								

10.0 Implementing the Appraisal Process

This section provides a brief guideline and important information for the implementation of the Tonga professional standards framework for Teachers' document. This guideline will inform on the:

- Design and use of the appraisal process and instruments.
- Training of teachers on the use of the TNPSFT for the appraisal process, appraisal instruments and monitoring tools.
- Capture and analysis of information obtained from the instruments, and
- Development of professional development plans for teachers based on the evidence of the monitoring tools.

10.1 Functions of the teacher appraisal process

The teacher appraisal process serves several critical functions aimed at improving the quality of education and ensuring professional growth. The process involves self-appraisal by teachers, and possibly appraisal by supervisor who may be the school leader or an officer from MET. Information from the appraisal serves several important functions:

- Identifies and provides information about areas where teachers excel and where they need improvement, thus allowing the opportunity to establishing clear and achievable goals for professional growth through professional development sessions.
- Encourages teachers to reflect on their own practices and identify areas for self-improvement which fosters a culture of continuous learning and professional development.
- Holds teachers accountable for their performance and keeping with the priorities and expectations of quality practices.
- Is a tool for providing feedback to school heads, and guides teachers in enhancing their teaching practices.
- Ensures that all teachers receive the support they need to succeed in their roles.

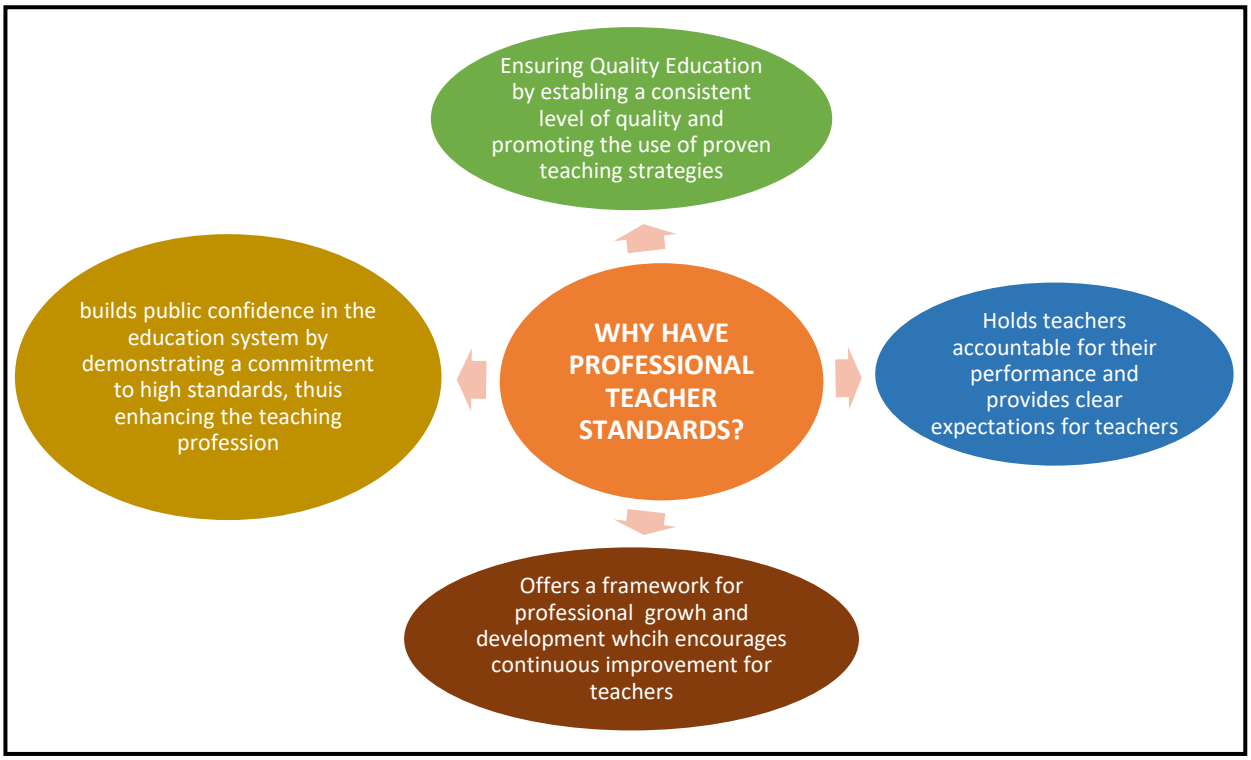

Figure 6: Teacher Appraisal Process Functions

10.2 Other supporting conditions for the teacher appraisal

The usefulness of the TNPSFT rests on the appraisal process and teachers taking ownership of the process. Taking ownership of the TNPSFT and the appraisal process is reflected by a good understanding of the standards and the indicators, active and honest self-reflection and disclosure of one's professional status.

The purpose of the teacher appraisal for improvement maybe enhanced under the following conditions:

- School embraces a culture of self-reflection and honest and constructive criticism for improvement.
- Teachers are aware and clear about the school's mission and vision and are well supported in their path to achieving these goals.
- The appraisal instruments are simple and easy to use.
- Supportive school management and leadership.
- Provided with opportunities to enhance standards with resources and the means to improve practise.

10.3 The Appraisal Instruments

This TNPSFT offers a framework upon which professional development for teachers is based, and this will enable them to attain improvements in their teaching methods. Two sets of comparable appraisal tools are a component of this structure; a teacher utilizes one for self-appraisal and a supervisor uses the other to evaluate a teacher. The supervisor could be the school head, or it could be a visiting education officer from MET.

The "operationalisation" of the indicators from the standards table in the TNPSFT takes place through the use of the appraisal tool. The templates in the assessment instruments incorporate the Aspects and Indicators of Practice from the competency standards tables. As a result, using the instruments will make it possible to assess teachers' competency levels using the competency indicators, which highlight their areas of strength and weakness.

1. Teachers can base their self-reflection and self-appraisal on the framework that the self-assessment instruments offer. The tools are created directly from the indicators in the framework and is the foundation of the Self-reflection and self-appraisal. Each of the four dimensions has its own self-appraisal tool. These can be found in 7.1–7.4.

2. There are very few adjustments to supervisor's appraisal instrument, with the focus of that of the supervisor rather than the teacher. The four supervisor appraisal instruments closely resemble the self-appraisal instruments. The school leader in this instance is the supervisor, or an education officer. These supervisory tools are found in 7.5–7.8. The supervisor and teacher assessment tools "speak the same language," as can be seen from a brief glance.

An examination of the appraisal instrument shows that each contains the following sets of information:

(i) **domains** (either 1, 2, 3 or 4) which are the major areas of the teacher's work.

(ii) **standards** of the teacher's work that are unpacked from the description of the respective dimension.

(iii) the **indicators** of effective practice for each standard.

(iv) **comments** to help appraisers (whether teachers or supervisors) in the determination of the competency level that the teacher is at.

(v) the competency levels descriptors.

(vi) level of competency (from 1-4) according to descriptors in previous column – to be filled by teacher/assessor.

(vi) blank space in the Comments column in which the teacher or supervisor can record information that is important to note, especially information that relates to the nature of evidence that are looked at in order to make a decision about the teacher's knowledge or skill level for each indicator.

10.4 Sources of Evidence

A range of sources of evidence must be accessed and gathered in order to gain a thorough understanding of each teacher's areas of strength and challenge. The teacher competency appraisal comprises multiple methods of assessing teacher competencies on all standards. The following are some of the evidence's sources:

- Classroom observations – these may be carried out by the immediate supervisor (for teacher) or the head of school (for head of department), 2-3 times a term.
- Pre- and post-observation meetings between appraiser and teacher after the classroom observations. Feedback on the classroom observations is to be shared in these meetings.
- Teacher journals/diaries and lesson notes.
- Teacher port folios, student assessment task records and survey results.

Further to be noted are the following:

- Evidence is to be gathered/seen before making the assessment (before the 'Yes', 'Partly', 'No' section is filled).
- Teachers may use peer review/observations prior to supervisor observation. Lesson observations are important sources of evidences especially for Domains 1 (Standard 3) and 2 (Standard 1).

10.5 How to Respond to the indicators

It is important for teachers to study the indicators in each of the appraisal instruments carefully and take time to reflect on their professional practice, relating to each indictor within each Standard. Further, it is critical to be honest in responding to the probing of each indicator, as this will allow opportunity to improve the areas that need to be improved.

An example:

Teacher Mira decides to complete the self-appraisal for Domain 1 in Week 3 of Term 1. Referring to a clean copy of the instrument for Domain 1 (see 7.1; a clean copy should be made available to all teachers), Teacher Mira finds that the first Standard in Domain 1 is '***Teacher demonstrates sound knowledge of the content of the subject, and curriculum***.'

Teacher Mira decides to begin with the indicators in this Standard. The first indicator says 'I am a teacher that: *has a strong in-depth knowledge of the content of the subject and curriculum*'

The corresponding explanation provided in the **Comments on Quality Indicators** column states '*I provide clear and accurate information in lesson delivery; I scaffold learning so complex content is broken down and well understood; My lessons show clear linking of lesson concepts to prior knowledge, in particular the questions that are asked and contextual examples that are given'*.

Teacher Mira would then reflect on her practice (i.e. think back about what he or she has been doing, in a deep and meaningful way) and questions herself, saying something like

- 'Have I provided clear and accurate information in my lessons?

- Are my lessons scaffolded so that my students understand difficult concepts because I begin with simple information and then add on to that information and so on until the whole concept is well understood?
- Do my lessons show a clear linking to prior knowledge? What is their prior knowledge to the concept I am about to teach?

In responding to these questions, it is important to note that for Teacher Mira:

- it is just natural/logical that she will need to pull out (or open up) her lesson plans/notes and look at the details in it.
- that honest answers (disclosures or declarations) are critical in this process – the aim is to identify skill areas which need to be improved/enhanced, not to impress someone else with a self-rating!
- demonstrating that she has sound knowledge of subject content is the competency that this indicator targets, so the reflection of the teacher should revolve around whether she does have that knowledge and what practises show that she does.

Thus, she compares her responses to the competency levels given in the template (Column 4) and writes the level of competency that best fits her situation into the blank column (Column 5). In Colum 6, any comments pertaining to that particular standard eg. any source of evidence that she is submitting to support her appraisal may be entered in the blank comments section.

Every indicator in Domain 1, along with the other indicators in Domains 2-4 will go through the same process. It is important to acknowledge that engaging in meaningful reflection, which involves examining relevant sources of evidence to address the interrogative questions, is an arduous task. This exercise should not be hurried in order to gather pertinent data about the proficiency levels of the teachers. It is advised to focus on one Domain during each 30-to 40-minute reflection session.

10.6 Determining the skill level for each standard

The competency level of a teacher for each 'Standard' is directly correlated with competency descriptor for each 'Standard'. Therefore, a teacher uses the comments on quality indicators to reflect on their professional practice.

"Competency levelling" is the process of assigning a competency level to each standard. Section 8 (8.1 – 8.4 for each of the 4 Domains) offers competency leveling rubrics. A teacher's skills for each standard, whose competency level falls into any one of the four categories, are generically described by the "level descriptors" for that Standard. The following four categories are Emerging Teacher, Developing Teacher, Proficient Teacher and Accomplished Teacher.

Thus, for Domain 1, Mira may register the following responses:

Standard	Level of Competency	Competency Descriptor	Comments from teacher
1	4	Accomplished	
2	2	Developing	I am only using one type of teaching style.
3	3	Proficient	I use many types of assessment in my teaching
4	2	Developing	I have not been too concerned about this aspect for the children, especially health issues
5	4	Accomplished	
Total	15 /20	Proficient in Domain 1	

Table 5a: Possible Responses of a teacher

10.7 Determining Professional Learning Needs for each Standard

With reference to Table 5a in Section 10.6, the following may be the teacher's need entry that indicate the PD needs.

Standard	Level of Competency	Competency Descriptor	Comments from teacher	Teacher's entry that points to need for PD
1	4	Accomplished		
2	2	Developing	I am only using one type of teaching style.	I must research on other teaching styles
3	3	Proficient	I use many types of assessment in my teaching but am not providing appropriate feedback to better learning	How do I know how to provide appropriate feedback?
4	2	Developing	I have not been too concerned about this aspect for the children, especially health issues	How do I make my learning environment more conducive, and accommodating of children with special needs?
5	4	Accomplished		
Total	15 /20	Proficient in Domain 1		

Table 5b: Possible professional Learning needs of a teacher

10.8 Recognising of Self Appraisal Results for Improvement

When implementing the TNPSFT, data is gathered and analysed at several stages. Below is a description of these:

Teacher Level

The teacher documents every cycle of self-appraisal. This information is crucial for the teacher to know since it illustrates several things:

i. how he/she has interpreted the standards
ii. the manner in which the teacher has evaluated their own expertise;
iii. the method by which the teacher approaches self-evaluation;
iv. to gauge the teachers' degree of professional efficacy;
v. area of the teachers work that meet the standards; and
vi. area of the teacher's work that require improvement.

Above all, the teacher should use this knowledge to organize activities for personal professional growth so that they can get better. Reflections from an educator regarding their individual participation in this cycle of evaluation and professional growth can readily.

School Level

The school leader/supervisor must collect all information/data of the collective professional practise of teachers after every cycle as soon as it is available. This will provide a comprehensive

set of data on teachers' strengths and weaknesses, and provide good information on areas that need to be improved.

Professional development sessions within the school can be planned around information from this data. Over time, the total collective effectiveness of teachers in the school will be improved by the contextualization of teacher learnings from focused professional development activities into teacher classrooms.

At MET Level

Data on appraisal results and PD session from schools all over the country will provide a rich source of information for monitoring of effectiveness of teachers and implementation of the TNPSFT, evaluation strategies and planning for further teacher development and training by MET.

10.9 Timetable for Self-appraisal

This will be decided by each teacher according to his/ her situation.

10.10 Responsibilities for TNPSFT implementation

Table 6: Responsibilities for the Implementation of the TNPSFT

Officer	Responsibility
Teacher	• actively participate in at least two self-appraisals per year • using results, plan for PD sessions (personally or with school staff) • take part in all activities and PD sessions relating to self-appraisal especially in areas of challenge • if support needed from school, write action plan for information of head of school • sign and present report to School Head
Heads of School (Supervisor)	For teacher self-appraisals: • scheduling and facilitation of self-appraisals by teachers • set time frame for receiving self-appraisal reports • collate and analyse data received from self-appraisal • organise and facilitate PD sessions based on the analysis and results of self-appraisal • compile and submit reports on above to MET As supervisor • discuss the TNPSFT document with the teachers ensuring they understand • use the appraisal instrument to carry out the appraisal • meet with the teacher to discuss the results and make suggestions for change as needed • use the competency levels to ascertain teacher's competencies for different standards and domains • keep a record of appraisal and give teacher a signed copy of appraisal within a week • complete the same process for all staff in the school • collate results for monitoring and PD purposes.

11.0 Training of Teachers

11.1 Training in the competency framework and appraisal process

Every teacher must be aware of the standards of practice expected within each indicator, the sources of evidence that may be used to ascertain the presence of these skills, and the process for figuring out how the evidence demonstrates the skills. This is a crucial first step in the Theory of Change process (see Section 6). The idea that a teacher is an active agent in the development of their own teaching competencies is the foundation of the TNPSFT implementation. In order to ensure that teachers are completely aware of the guiding principles of the competency standards and appraisal, teachers will get training on the TNPSFT and the implementation process. In addition to receiving the necessary material, they will have in-person conversations during training seminars.

12.0 Concluding Remarks

The desire of the Ministry to maintain quality of teaching has led to clearly defining the professional standards of teachings in the areas of knowledge, skills and Godly wisdom, values and attributes and the Tongan Language. The Tonga National Professional Standards Framework for Teachers (TNPSFT) aims at development and accountability of teachers at the same time provides guidance and clarity of expectations to be effective teachers, supporting teachers in the evaluation of specific aspects for improvement; Promoting accountability by holding teachers liable to meet expectations; Provides opportunities for self-reflection and professional development, and Offering opportunities for collaborative learning to enhance practice and positively impact student learning. The framework also details the steps of effective Implementation which will achieve the goal of maintaining quality teaching in the schools of Tonga should teachers and their supervisors work well together in administering the appraisal process in a sustainable, efficient and effective way. The results should also be recognised and processed at different levels for evaluation and planning for further teacher development and planning of the Ministry.

13.0 Glossary of Terms

Terms	Meaning
Appraisal Instrument	Instrument (Tonga Teachers Professional Standards) used to review or assess the quality of the performance of the staff (teacher)
Appraisal Process	The steps of the appraisal work.
Appraisal Tool	Tool or what is used in the determination of the performance of the staff
Competency Standard	This refers to the knowledge, skills and attitude requirements of a staff (teacher)
Domain	Area of Interest
Indicator	Pointer/s that show the state of something
Levels of teacher's effectiveness	Impact of high-quality teaching on student learning
Professional Development	This includes advancing the staff skills, traits and competencies of the staff(teacher) in the workplace/classroom.
Professional Knowledge	Refers to specialised expert skills and knowledge that someone has acquired through education, training and job experience in a specific field or profession
Professional Skills	Abilities and competencies that individuals acquire overtime, enabling them to perform their jobs effectively.
Self-reflection	This is a mental process that allows one to grow your understanding of your values, and why you think and act the way you do. It involves conscious exploration of one's inner self, including thoughts, emotions, motives, actions and experiences with the aim of gaining self-knowledge, self- understanding and self-improvement.

Tonga National Professional Standards Framework for Teachers

1. *Pou ko Ílo* [Knowledge]

Teachers need to be equipped with the right and appropriate knowledge for teaching. Teachers are also encouraged to be creators/builders of knowledge as well as transmitters of knowledge. This knowledge is grounded on the foundation of the *fale* – the *kelekele* – which symbolises the core values of Tonga. Reflective of a changing society, the Tonga teacher is also expected to have sufficiently mastered Pacific and global knowledge systems as they pertain to their teaching subjects.

Standards	Indicators	*Potopoto 'a Niumui (Emerging Teacher) Level 1*	*Lakalakai Monū (Developing Teacher) Level 2*	*Poto'i Faiako (Proficient Teacher) Level 3*	*Faiako Ma'a Tonga (Accomplished Teacher) Level 4*
1. Teacher demonstrates sound knowledge of the content of the subject, and curriculum.	• Teacher has a strong in-depth knowledge of the content of the subject and curriculum.	Has no or limited knowledge of the content of the subject teaching.	Demonstrates the basic knowledge of the subject content and curriculum.	Applies in-depth knowledge of the subject to engage students in learning and implement in teaching.	Uses in-depth knowledge of the subject and curriculum to support colleagues to design and implement engaging and productive learning and teaching program.
2.Teacherknows appropriate and wide range of teaching strategies (pedagogies) to teach content to children with different learning styles and abilities	• Teacher knows appropriate and relevant instructional strategies to address different learning styles and abilities. • Teacher identifies different learning styles and abilities of their students.	Demonstrates limited understanding of range of teaching strategies, students learning styles and learning abilities.	Demonstrates teaching strategies that match students learning styles or abilities.	Applies variety of teaching strategies in addressing student learning styles and abilities.	Uses the variety of teaching strategies to support colleagues in addressing the variety of student learning styles and abilities.

Standards	**Indicators**	***Potopoto 'a Niumui (Emerging Teacher) Level 1***	***Lakalakai Monū (Developing Teacher) Level 2***	***Poto'i Faiako (Proficient Teacher) Level 3***	***Faiako Ma'a Tonga (Accomplished Teacher) Level 4***
3.Teacher knows appropriate method/strategy to assess different content, monitor students learning progress provide quality feedback and report on students' achievement.	• Teacher knows the different assessment requirements for each subject area. • Teacher applies principles of assessment to develop appropriate, valid tools to measure students' achievement. • Teacher understands the important of providing timely and appropriate feedback and reporting for maximum students learning outcomes.	Demonstrates limited knowledge of the principles of assessment requirements for each subject area in order to monitor students' achievement in order to provide timely feedback.	Identifies and demonstrates knowledge of assessment strategies to construct valid assessment tools.	Applies knowledge of different assessment strategies and the principles of assessment to design valid assessment tools to measure students learning, provide quality feedback to students.	Uses knowledge of the principles of assessment to design valid assessment of students' achievement to monitor and improve learning; and support teachers to provide timely and quality feedback and report to students and parents.
4.Teacher has knowledge of the health and well-being of students and school environment (conducive learning environment).	• Teacher knows their duty of care for students and school properties. • Teacher knows how to manage students with special needs. • Teacher understands the holistic well-being of students.	Identify limited knowledge of duties of care for students' holistic well-being, and of student, properties and resources.	Demonstrates basic duty of care for students and makes an effort to ensure learning environment is conducive to learning/ Demonstrates duty of care for the holistic well-being of students and the school properties and resources.	Demonstrates duty of care for students and makes an effort to ensure a classroom environment conducive to learning/ Applies duty of care for the holistic well-being of students and be able to manage well the school properties and resources.	Makes every effort to provide duty of care for students including special needs students, and makes classroom environment conducive to learning/ Uses knowledge and experience of the student's holistic well-being to support teachers to apply their duty of care to all students, school properties and resources.

5.Teacher is well-grounded knowledge of God, the foremost (*fungani*) of Tonga's inheritance and of oneself *('ilo'i kita)* a Tongan Christian *Teacher*	• Teacher knows God, Tonga's inheritance and establish a personal relationship with Him • Teacher knows who they are as Tongans, and as Christian Teacher.	Has limited knowledge of one's inheritance as Tongans, no personal relationship with God, and limited understanding of oneself a Tongan Christian Teacher.	Demonstrates an understanding of Tonga inheritance through an established personal relationship with God and a good understanding of oneself a Tongan Christian Teacher	Applies the knowledge of their inheritance, God, and of oneself in ways reflective through their ways of being, teaching, students' learning and interactions with others.	Employ their knowledge and understanding of Tonga inheritance and of oneself to support others to the full realisation of who they really are as Tongan Christian Teacher

2. *Pou ko Poto mo Poto FakaÓtua* [Skills & Godly Wisdom]

Teachers need to be equipped with the right and appropriate pedagogy for teaching in Tonga. As teachers advance through the stages of professional development, their repertoire of teaching methodologies should also increase and refined.

Standards	**Indicators**	***Potopoto 'a Niumui (Emerging Teacher) Level 1***	***Lakalakai Monū (Developing Teacher) Level 2***	***Poto'i Faiako (Proficient Teacher) Level 3***	***Faiako Ma'a Tonga (Accomplished Teacher) Level 4***
1. Teacher uses appropriate instructional strategies to address different learning styles and abilities.	• Teacher uses appropriate and relevant instructional strategies and resources to address different learning styles and abilities.	Uses limited, relevant instructional strategies and resources to maximize students learning potentials and achievement.	Demonstrates relevant instructional strategies and use of resources in teaching.	Apply appropriate range of instructional strategies and resources to address students different learning styles and abilities; and maximize learning potential and achievements.	Use of a range of appropriate instructional strategies to support colleagues in maximizing learning potentials and achievements of students with all learning styles and abilities.

2. Teacher develops a reliable and valid assessment tool to measure, monitor and use to improve student learning.	• Teacher uses tools that are valid and appropriate for measuring students learning. • Teacher provides constructive and timely feedback about students' achievement and progress.	Has limited ability to develop valid assessment tools to measure students learning, feedback.	Demonstrates ability to develop assessment tools that are valid to measure students learning, record of achievements, to monitor students learning achievement and provide some quality feedback	Designs valid assessment tools and implement it appropriately to measure students learning, traces record of students learning achievement to provide quality feedback to improve student learning progression.	Use the assessment skills to support teachers to develop valid assessment tools, to collect information on students learning achievements in order to trace students' performance and develop initiatives to address students' misconceptions / weaknesses.
3. The teacher uses effective classroom management practices to provide a conducive learning environment [mentoring and discipline]	• Teacher deigns and enforces rules for a safe and positive learning environment.	Demonstrates limited ability to enforce positive and conducive learning environment.	Demonstrates the ability to design and enforce positive and conducive learning environment.	Effectively applies appropriate classroom management strategies to manage student behaviour, counsel and mentor students' behaviour.	Uses skills on classroom management and mentoring of students to support colleagues in building their capacities to effectively manage their classroom and mentor students.
4. Teacher has the ability to anticipate students' responses based on their abilities; and develop tasks to address	• Teacher demonstrates competency in tasks of teachings (Anticipation, Evaluation, Selecting & Developing appropriate tasks and providing Qualitative Feedback).	Has limited ability to anticipate students 'response to assigned tasks.	Demonstrates ability to anticipate and evaluate students' responses to assigned tasks.	Demonstrates the ability to anticipate, accurately evaluate students' responses to assigned tasks and develop or select tasks to address students' misconceptions.	Use competency in tasks of teaching to assist/support colleagues in developing their competencies in the ability to anticipate and evaluate students' responses to select or develop appropriate tasks to address students' misconceptions. (Tasks of Teaching)

students' misconceptions and provide quality feedback to address the misconceptions.					
5. Teacher has the ability to constructively align lesson plans to learning outcomes.	• Teacher develops Lesson Plans show appropriate resources, activities for teaching and assessment aligns to the learning outcome.	Has limited ability to develop lesson plans with appropriate resources, teaching strategies and assessment that aligns to the learning outcomes.	Demonstrates the ability to develop some lesson plans that shows appropriate resources, teaching strategies and assessment align to the learning outcomes.	Applies the concept of constructive alignment to design lesson plans, and chooses appropriate resources, teaching strategies and assessments that aligns to the learning outcomes.	Uses understanding and experience of constructive alignment to support staff in developing lesson plans that are constructively aligned to the learning outcomes.
6.Teacher prioritises acquiring Godly wisdom, the spiritual sense dimension for teachers	• Teacher draws daily on Godly wisdom to guide Teachers' work and as they interact with students and others.	Limited ability to draw on Godly divine wisdom for Teachers' works and responsibilities.	Demonstrates ability to draw on Godly divine wisdom for Teachers' work and responsibilities.	Effectively drawn on Godly divine wisdom for Teachers' work and responsibilities.	Competently support others including students, staff and parents to confidently access and utilise Godly divine wisdom for their daily work and responsibilities.
7.Teacher values self-evaluation of performance against expectations for improvement. [Understand where difficulties may arise and modify their practice.]	• Teacher reviews and modifies planning, teaching and assessment based on assessment evidence. • Teacher adapts teaching to maximize learning potential and achievement for all students.	Demonstrates limited reflection on their own teaching performance.	Demonstrates ability to reflect on teaching performance to identify their strengths and weaknesses.	Reflects on teaching performance to self-appraise teachers' strength and weaknesses; and adapts teaching to maximize students learning.	Uses experiences on self-appraisal of teaching to support colleagues to develop their capacity to reflect on daily teaching performance; and to adapt teaching to maximize teaching learning.

8. Teacher has Information Computer Technology (ICT) competence.	• Has competence in Information Computer Technology (ICT).	Demonstrate limited or no ICT skills	Demonstrate the ability to use ICT skills in his/her teaching skills.	Consistently demonstrate the application of ICT skills to maximize student learning.	Uses ICT Skills to support his/her colleagues in their performances

3. ***Pou ko Fakafeangai* [Values and Attributes]**					
Teachers need to be clear and committed to a set of philosophical beliefs about education and about being a teacher. In the Teacher professional stream, teachers will also learn leadership skills, resource management and convinced of the need for ethical behaviour. This post is pivotal to the delivery of quality education and the commitment of a Tongan teacher.					
Standards	**Indicators**	***Potopoto 'a Niumui (Emerging Teacher) Level 1***	***Lakalakai Monū (Developing Teacher) Level 2***	***Poto'i Faiako (Proficient Teacher) Level 3***	***Faiako Ma'a Tonga (Accomplished Teacher) Level 4***
1. Teacher is committed to produce up-to-date lesson plans, and passionate delivery of lessons that address all learning abilities and integrity and in assessing students learning in a manner that is fair to all.	• Teacher demonstrates commitment to planning passionate delivery and assessment of syllabus content.	Demonstrates limited commitments and passion to the preparation of lesson plans, its delivery and assessment of the content of syllabus.	Demonstrates commitments and passion to the preparation of lesson plans, its delivery and assessment of the content of syllabus.	Highly committed and passionate about preparation of lesson plans, its delivery and assessment of the content of syllabus.	Support staff by modelling high commitments and passion to the preparation of lesson plans, its delivery and assessment of the subject content of syllabus.

2. Teacher maintains professional relationships vertically and with students, colleagues, parents and relevant stakeholders.	• Teacher actively communicates and professionally engages with students, colleagues, parents and relevant stakeholders. • Teacher engages in collaborative and participatory activities that demonstrates valuing of God and the teaching profession.	Demonstrates limited ability to maintain professional relations and participation in relevant activities which value God, the teaching profession, students, colleagues, parents and relevant stakeholders	Demonstrates commitment and passion in maintaining professional relationships and participation in relevant activities that value God, the teaching profession, students, colleagues, parents and relevant stakeholders.	Demonstrates high commitment and passion in maintain professional relations and participation in relevant activities that value God, the teaching profession, students, parents and relevant stakeholders.	Encourages staff to maintain professional relationships and engage in collaborative, participatory and ethical activities that value God, the teaching profession to serve the interest of the students, colleagues and the wider school commitment.
3.Teacher demonstrates the four core values of a Tongan (respect, humility, nurturing relationships and loyalty)	• Teacher complies with the four core values of a Tongan (respect, humility, nurturing relationships and loyalty).	Demonstrates limited ability to comply with the four core values of a Tongan (respect, humility, nurturing relationships and loyalty)	Demonstrates good commitment to compliance with the four core values of a Tongan. respect, humility, nurturing relationships and loyalty)	Highly committed to compliance with the four core values of a Tongan. respect, humility, nurturing relationships and loyalty)	Supports staff to demonstrate fully the four core values of a Tongan. respect, humility, nurturing relationships and loyalty)
4.Teacher adheres to the Code of Conduct expected of all Public Servants in Tonga.	• Teacher complies with the Code of Conduct expected of all Public Servants in Tonga.	Demonstrates limited compliance with the code of conduct expected of a public servant in Tonga.	Demonstrates commitment towards compliance with the code of conduct expectations of a public servant in Tonga.	Demonstrates excellent compliance with the Code of conduct expected of a public servant in Tonga	Support staff to demonstrate excellent compliance with the code of conduct expected of a public servant in Tonga

5.Teacher values Professional Development as a means of upgrading and maintaining skills and knowledge.	• Teacher identifies Professional Development Needs, Develop Professional Learning and Development Plans and Engages in Professional Learning Activities.	Demonstrates limited interest in identifying one's professional development needs, plan and participation in professional development and Learning Activities.	Demonstration interest in identifying one's professional development needs, plan and participate in professional development and Learning Activities.	Values professional development hence highly committed in terms of identification of professional development needs, plan and engages in appropriate professional development and learning activities.	Encourages staff to value their professional development by identification of their professional development needs, plan and engage in appropriate professional development learning activities.
6.Teachers contributes positively to the school, community and environment.	• Teacher participates in a range of activities that supports the school and its community.	Demonstrates limited participation in other activities that may support the school and its community.	Demonstrates and contribute positively to the school environment and its community by participating in a range relevant activity.	Demonstrates excellent positive contribution to the school, community and environment	Encourages staff to contribute positively to the school, community and environment.
7.Teacher willingly participates in extra-curricular activities as needed	• Teacher actively participation in extra-curricular activities.	Demonstrates limited participation in extra-curricular activities	Demonstrates good participation in extra-curricular activities	Demonstrates excellent participation in extra-curricular activities	Support staff in their participation of the extra-curricular activities.

4. ***Pou ko Lea Faka-Tonga*** **[Tongan Language]**					
Pivotal to articulating, teaching and researching about Tonga is the Tonga language. The Tongan language is equally vital for the cognitive development of students as well as the preservation and development of Tonga culture and epistemology. The Tonga teacher must master the Tongan language – spoken, written and well-articulated.					
Standards	**Indicators**	***Potopoto 'a Niumui (Emerging Teacher) Level 1***	***Lakalakai Monū (Developing Teacher) Level 2***	***Poto'i Faiako (Proficient Teacher) Level 3***	***Faiako Ma'a Tonga (Accomplished Teacher) Level 4***
1. Teacher aligns planning, delivery and assessment to the Language policy to preserve culture and identity.	• Teacher ensures compliance of planning, delivery and assessment to the Language policy.	Has limited awareness of the Language Policy (Lea Faka - Tonga)	Demonstrates awareness of the Language Policy and its alignment to practice.	Applies the Tongan Language to practice according to the Language Policy in order to preserve Tongan identity and culture.	Uses knowledge of the Language Policy to support colleagues in aligning practices to *Lea Faka-Tonga* to preserve teachers' Tongan identity and culture.
2. Teacher has excellent command of both Languages – Tongan and English.	• Teacher competently demonstrates fluency when communicating in both Tongan and English.	Has limited use and knowledge of both Tongan and English languages/ Demonstrate limited competence in conducting dual language scaffolding, and communicating appropriately in Tongan, English, and in subject-specific language teaching	6. Has basic knowledge and use of both languages/ Demonstrate good competence in conducting dual language scaffolding, and communicating appropriately in Tongan, English,	3. Is well-articulated and competent in the use of both languages/Demonstrate excellent competence in conducting dual language scaffolding, and communicating appropriately in	6. Has an excellent command of both English and Tongan, spoken and written/ Supports staff with their mastery and effective skills in dual language scaffolding, and communicating in Tongan, English, and in subject-specific language teaching

			and in subject-specific language teaching	Tongan, English, and in subject-specific language teaching	
3. Teacher values cultural knowledge, awareness and practices.	• Teacher is culturally competent and embed culture in teaching and learning activities. • Teacher respects cultural differences • Teacher is knowledgeable of traditional customs and culture.	Has limited knowledge and awareness of Tongan culture and practises/ Demonstrates limited knowledge of the Tongan traditional knowledge and culture, Cultural competence and respect of different cultures.	Has basic knowledge and awareness of cultural practices/ Demonstrates a good knowledge of the Tongan traditional knowledge and culture, Cultural competence and respect of different cultures.	Is competent in cultural practices and awareness applies this into teaching/ Demonstrates excellent of the Tongan traditional knowledge and culture, is culturally competent and respects different cultures.	Excellent knowledge and awareness of Tongan culture and traditional practices, and incorporates this into teaching/ Supports staff to demonstrates excellent Tongan traditional knowledge and culture, Cultural competence and their respect of different cultures.
4. Teacher values language as a spiritual entity with power to prosper Tonga	• Teacher is fully aware and knowledgeable of the power language have and its implications to prosper teachers, students and Tonga	Demonstrates limited knowledge and awareness of the power language have and its implications to prosper Tonga	Demonstrates good practices, knowledge, and awareness of the power language have and its implications to prosper Tonga	Demonstrates excellent practices, knowledge and awareness of the power language have and its implications to prosper Tonga	Supports staff to demonstrates excellent practices, knowledge and awareness of the power language have and its implications to prosper Tonga