

Pan-Commonwealth Standards Framework for Teachers and School Leaders



The Commonwealth

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Pan-Commonwealth Standards Framework for Teachers and School Leaders

Validation Report



The Commonwealth

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Acronyms and abbreviations

CARICOM	Caribbean Community	PL	professional learning
CPD	continuing professional development	PLCR	professional leadership, community and relationships
DfID	Department for International Development	PSF	Professional Standards Framework
HOD	head of department	PSP	professional skills and practice
ICT	information and communication technology	QAIF	Qualifications and Inspection Framework
JET	JET Education Services	SACE	South African Council for Educators
PEVA	professional ethics, values and attributes	SAQA	South African Qualifications Authority
PK	professional knowledge	SNAT	Swaziland National Council of Teachers
		TSC	Teaching Service Commission

Executive summary

This report documents the outcome of a process that started in 2011 when the Commonwealth Secretariat initiated a consultative and participatory process to develop a broad Pan-Commonwealth Standards Framework for Teachers and School Leaders to serve as a guide to countries in defining the basic requirements related to knowledge, pedagogical skills and personal attributes of teachers and school leaders. Following extensive consultation, the PSF standards framework was agreed to in 2013 and published in 2014 (Commonwealth Secretariat 2014). The framework includes a set of methodological guidelines for the development and implementation of professional standards for individual countries.

The PSF standards framework sets out to (ibid., p. 3):

- lay the foundation for developing or enhancing pre-service, in-service and continuing professional development;
- assist teachers with self-assessment of their competencies, on the basis of which they can develop their learning and training plans to consolidate their professional qualifications;
- lay the foundation for monitoring and evaluating teachers' professional growth and learning;
- support the planning, deployment and utilisation of teachers and school leaders; and
- act as the basis on which to propose policies towards a competent qualified teaching force.

A key recommendation agreed to with the completion of the PSF standards framework was to 'include [the] validation of the standards through pilots in the identified countries' (ibid., p. 16). At this point it was also strongly emphasised that the developmental nature of the standards should be kept in mind.

In line with this recommendation, the Commonwealth Secretariat commissioned researchers to work with South Africa, Mauritius,

Swaziland, Botswana, Samoa, Kenya and Maldives to conduct a validation exercise. Jamaica was identified as a control country since it had already made considerable progress in developing its own national standards. The exercise took place between November 2014 and September 2015 and the findings which are intended to guide the development of standards in individual countries are presented in this report. An online workshop for sharing knowledge, experiences and lessons drawn from the development and implementation of national standards was held between 7 and 11 September 2015 using the Commonwealth Connects platform.

This validation study shows that, by and large, the Pan-Commonwealth Professional Standards Framework for Teachers and School Leaders has been useful to the countries involved and has, to some degree, addressed the objectives outlined above. It was found that except for Botswana, Maldives and Mauritius, countries appear to be in the initial stages of interrogating the framework. Some countries, such as Swaziland and Samoa, also require financial support to take the process forward. Policy-makers have shown strong commitment to participating in the development of the framework. It appears that the Commonwealth process has had an important catalytic effect on the development of national standards and certainly on the extent to which policy-makers have been made aware of the importance and potential of professional standards.

Overall, it was found that the standards have helped teachers and school leaders to identify their strengths and areas in which further development is required. Their self-evaluation, although conducted as a part of the validation exercise, has shown that the standards have the potential to be used as a tool to assist all educators¹ in assessing their competencies, enabling educators to develop their own learning and training plans to consolidate their professional qualifications. It was

¹ Although the word 'teacher' is preferred in this report, both 'educator' and 'teacher' are used to be consistent with the variation across literature included in the study.

clear from responses received from academics that academic institutions in the countries have engaged differently with the Pan-Commonwealth Professional Standards Framework. While some institutions have had the opportunity to engage with the PSF standards framework, others in the same country have not.

The validation exercise confirmed that the Commonwealth Standards Framework has the potential to provide a useful basis for countries developing national standards for teachers and school leaders. It was also starkly evident that awareness of the framework is limited mainly to a small group of policy-makers who were involved in the consultations that took place during the development of the standards.

1 Introductory comments

This validation report is the outcome of a process that started in 2011 when the Commonwealth Secretariat initiated a consultative and participatory process to develop a broad Pan-Commonwealth Standards Framework for Teachers and School Leaders. The objective of the process has been to guide countries in defining the basic requirements related to knowledge, pedagogical skills and personal attributes of teachers and school leaders. Following extensive consultation, the standards framework was agreed to in 2013 and published in 2014 (Commonwealth Secretariat 2014). The publication included a set of methodological guidelines for countries to use when developing and implementing their own professional standards for teachers and school leaders.

Overall, the standards framework set out to achieve the following (ibid., p. 3):

- lay the foundation for developing or enhancing pre-service, in-service and continuing professional development;
- assist teachers in self-assessing their competencies, on the basis of which they can develop their learning and training plans to consolidate their professional qualifications;
- lay the foundation for monitoring and evaluating teachers' professional growth and learning;
- support the planning, deployment and utilisation of teachers and school leaders; and
- act as the basis on which to propose policies towards a competent qualified teaching force.

A key recommendation agreed to with the completion of the standards framework was to 'include [the] validation of the standards through pilots in the identified countries' (ibid., p. 16). At this point it was also strongly emphasised that the developmental nature of the standards should be kept in mind.

The proposed validation exercise took place between November 2014 and September 2015 when the Commonwealth Secretariat commissioned researchers to work with South Africa, Mauritius, Swaziland, Botswana, Samoa,

Kenya and Maldives. Jamaica was identified as a control country because it had already made considerable progress towards developing its own professional standards on a national level. The findings of the validation presented in this report are intended to guide the development of standards in individual countries. An online workshop for knowledge sharing and experience exchange regarding lessons drawn from the development and implementation of national standards was held between 7 and 11 September 2015 using the Commonwealth Connects platform. The online workshop also served as an opportunity for a peer review process of the draft validation report.

The report consists of the following sections:

- Involvement of countries in the standards framework – a brief summary of the range of countries involved in the development and validation of the framework.
- Reflections on the form and purpose of professional standards for teachers – a concise overview of the standards framework, supplemented by recent literature. This section should be read with the more extensive review previously conducted (see Commonwealth Secretariat 2014).
- Validation approach – an overview of the key steps taken during the validation exercise, including the use of Jamaica as a control country.
- Findings of the validation – detailed account of the key findings.
- Concluding comments and future recommendations.

2 Involvement of countries in the Pan-Commonwealth Professional Standards Framework

The development of the PSF standards framework draws on extensive work facilitated by the Commonwealth Secretariat, including two workshops, one held in southern Africa (Mauritius, 20–24 June 2011)² and one in the South Pacific (Samoa, 28 May to 1 June 2012)³. The main goal of the workshops was to review participating countries' current practices and experiences with regard to professional standards for school leaders and teachers, with a view to developing a methodological framework that can be applied in the broader Commonwealth context. A parallel process took place in the Caribbean region, driven by the Caribbean Community (CARICOM) Council for Human and Social Development and supported by the Commonwealth Secretariat. This process focused on, among other matters, the development of regional academic and professional standards for teachers, as well as the establishment of a CARICOM Council for Teaching and Teacher Education.

An inter-regional workshop was subsequently held in South Africa (27–30 May 2013)⁴ where the work done in the African, Asia-Pacific and Caribbean regions was revisited. The outcome of the deliberations was the adoption of the Pan-Commonwealth Standards Framework for Teachers and School Leaders (Commonwealth Secretariat 2014), a guiding framework for Commonwealth-affiliated countries in the process of developing their own professional standards.

This report presents the outcomes of the validation exercise conducted in Samoa, Mauritius, South Africa, Maldives, Swaziland, Botswana and Lesotho⁵.

The report includes an examination of, and comparison between, the different understandings of professional standards for teachers and school leaders. It further captures the successes and challenges each country faced in developing and implementing its standards. As noted above, Jamaica served as a control country to test and verify the instruments to be used during the validation exercise.

2 Participating countries from southern Africa and one from Asia were Botswana, Lesotho, Maldives, Mauritius, Mozambique, Namibia, Rwanda, Seychelles, Sierra Leone, Swaziland and The Gambia.

3 Participating countries from the South Pacific were Kiribati, Papua New Guinea, Samoa, Solomon Islands, Tonga, Tuvalu and Vanuatu.

4 Participating countries were Botswana, Jamaica, Lesotho, Maldives, Mauritius, Mozambique, Seychelles, South Africa, Swaziland, and Trinidad and Tobago.

5 Lesotho was not in the original sample of participating countries but was invited to participate as a replacement for Kenya.

3 Brief reflections on the form and purpose of professional standards for teachers

Research has helped to establish the broad consensus that teacher quality is one of the most important in-school factors influencing student achievement (Sachs 2003, p. 175). Internationally, education systems are developing professional standards for teachers to assist in attracting, developing, recognising and retaining teachers of a high quality. According to Sachs (2003, p. 176), professional standards for teachers are developed to guide professional learning, practice and engagement and they facilitate the improvement of teacher quality and contribute positively to the public standing of the profession. The key elements of quality teaching are foregrounded when professional standards are developed and they articulate what teachers are expected to know and be able to do at the various levels of their career paths.

Professional standards are also viewed as a way of regulating the profession while purporting to improve quality (Gannon 2012, p. 60). Where standards are explicit and specific, they provide a set of descriptors against which teaching performance can be evaluated, thereby providing capacity for guiding and containing teachers. A key caution in this regard is the possibility of evidence being fabricated to meet the requirements in direct contradiction of the purpose of the standards: to enhance the professionalisation of teaching by treating teachers as skilled experts, rather than supervised workers.

It is evident that the issue of professional teaching standards has generated considerable interest from various quarters and that this interest hinges on the provision of good-quality teaching and learning. The well-known McKinsey report (2007) emphasises that 'no education system exceeds the quality of its teachers', affirming the assertion that the quality of a country's teachers reflects the quality of a country's education system. Husbands (2013), however, takes issue with this point, arguing that the most important school-related factor in pupil learning is not teachers themselves, but teaching.

His argument is that all teachers can teach both well and badly: even good teachers teach most lessons well and some lessons not as well, while those teachers who are struggling are also able to teach a successful lesson on occasion. This shift from teachers to teaching involves focusing on the drivers of quality teaching which, he argues, are committed teachers, rigorous subject knowledge and knowledge of effective pedagogy.

Keevy and Gallie (in Commonwealth Secretariat 2014, p. 4) maintain that with the rapid progress in the development of education systems, countries are confronted with the need to sustain increased quantitative achievements (e.g. increased school enrolments) while improving the quality of teaching and learning. Maintaining this balance between quantity and quality in the schooling environment depends on the extent to which teachers and their supervisors are supported by enabling systems and structures which effectively facilitate the teaching and learning processes. For the processes of teaching and learning to succeed, certain transformative structures are required. These structures are (1) pre- and in-service teacher training programmes (2) relevant curriculum statements of the professional skills and competencies that are required in the classroom and (3) relevant supporting learning materials such as teachers' guides and other resources/materials that constitute basic conditions for quality improvement.

In pursuing the ideal of good-quality education through competent teacher cohorts, governments, through their ministries of education and other regulatory structures, have taken the route of developing professional standards for teachers, school leaders and, in some cases, subject leaders. The approaches taken vary from one context to the next.

Developing professional standards, it has been argued, is a way of promoting good-quality education, as standards establish benchmarks for teachers' aspirational goals in their classroom practice. While most public schools have limited

control over the quality of new teachers entering the education system, principals and school leaders are important interpreters of professional standards. In this regard, Grudnoff et al. (2005) argue that there is a need for teachers to involve themselves in the standards generating process. This view is supported by Loudon (2000), who notes that the development of professional standards for teachers is often based on the broad educational goals of the state which encompass competencies, generic skills, decontextualised performance and assessment. He argues that professional standards should be 'brief, transparent, specialised, contextualised, focused on teaching and learning and matched by strong assessment' (2000, p. 133).

In summary, the following points need to be taken into account when reflecting on the form and purpose of professional standards:

- There is a strong international move towards professional standards for teachers.
- Professional standards can be used to regulate the profession, while also contributing to improving the quality of teachers and, importantly, of teaching.
- Enabling structures and systems to effectively facilitate the teaching and learning processes remain important.
- It is important to involve teachers in the development of professional standards.

4 Synopsis of the Pan-Commonwealth Professional Standards Framework

The Pan-Commonwealth Standards Framework for Teachers and School Leaders consists of five categories of professional standards:

- PK Professional knowledge – have the required knowledge of the curriculum, the subject matter, the learner, the teaching practice, the education-related legislation, methods of communication and how to teach in a changing world.
- PSP Professional skills and practice – possess the necessary skills and practices whereby teachers can become professional and competent educators who can also communicate effectively with others.
- PEVA Professional ethics, values and attributes – demonstrate positive values, attitudes and behaviour, responsibility for and understanding of their professional duties and awareness of the statutory framework within which teachers function.
- PLCR Professional leadership, community and relationships – demonstrate ability to work collaboratively with colleagues, communities and stakeholders to create conducive learning environments and to provide effective communication.
- PL Professional learning – participate in a wide range of continuing professional

development (CPD) activities, pursuing opportunities to grow professionally and to enhance the teaching and learning process, recognising the interdependence of teachers' learning and students' learning and engaging in a continuum of professional growth to improve teaching practice.

Each of the categories is further described in terms of specific standards and their associated level descriptors across the following levels:

- initial – for newly qualified teachers with limited experience, as well as more experienced teachers with limited professional development;
- proficient – for qualified teachers who are able to demonstrate professional skills and attributes;
- distinguished – for qualified teachers who are able to demonstrate advanced levels of professional ethics, values and leadership as well as their own professional learning.

Table 1 provides an indicative overview of the professional standards that carry the most emphasis across the different levels of proficiency.

The standards are based on the following key considerations:

Firstly, recognition of two debates relating to professional standards: namely 'conditions of service' and 'professional'. The prominence of

Table 1. Professional standards and levels of proficiency

	Category of professional standard	Initial	Proficient	Distinguished
Pre-service	Professional knowledge	***	**	*
In-service	Professional skills and practices	**	***	**
	Professional ethics, values and attributes	**	**	***
	Professional leadership, community and relationships	*	**	***
	Professional learning	*	**	***

Key: *** high emphasis, ** moderate emphasis, * less emphasis.

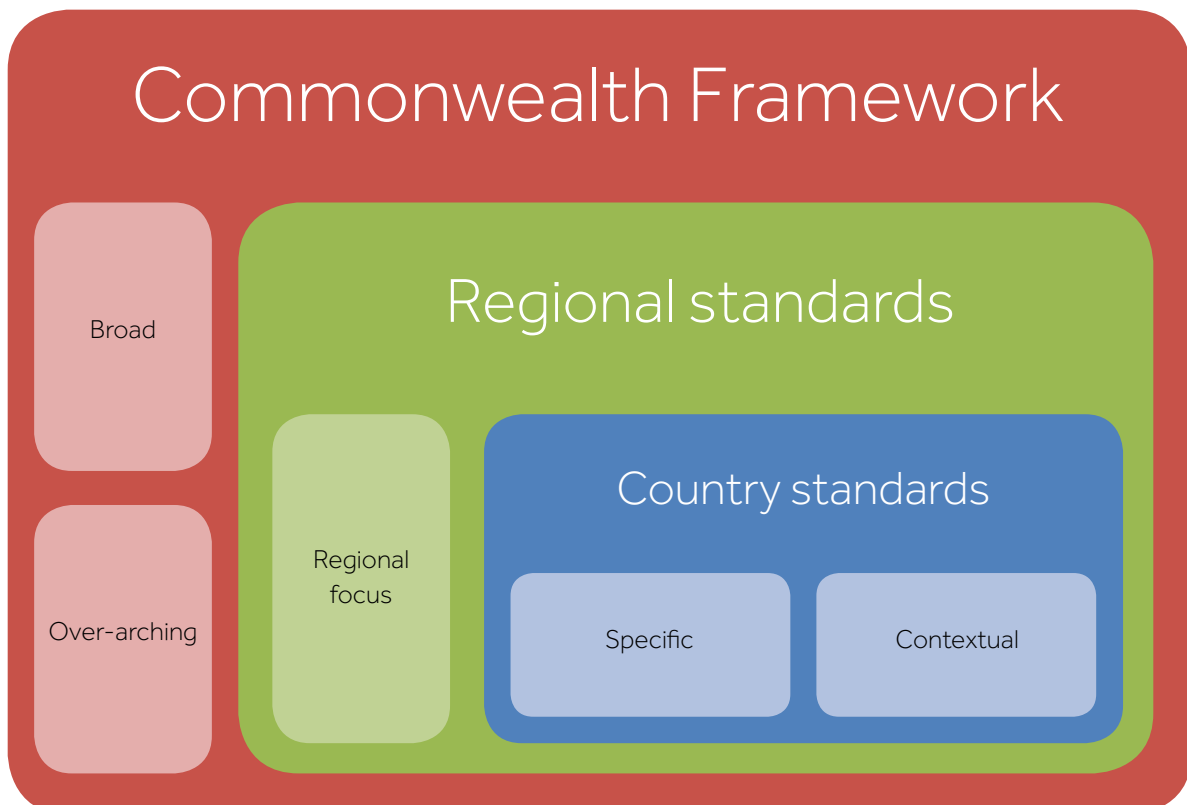
each of the debates differs from country to country and also from region to region. An important consideration for the advancement of professional standards is that the 'conditions of service' debate should not predominate, as it limits the ability of stakeholders to engage in higher-level professional debates which shape the basis of professional standards.

Secondly, minimum teacher qualifications should be considered. There are two aspects to qualifications: (1) qualifications are a prerequisite determined by conditions of service which are overseen by the employers of teachers (in both the public and private sectors), with strong involvement of teacher unions; and (2) qualifications function as professional standards which are overseen by professional councils and also, increasingly, as the debates mentioned above shift towards the professional aspects of teaching, with the involvement of teacher unions. Extensive research into the comparability of initial teacher qualifications across Commonwealth countries was conducted by the Commonwealth Secretariat in 2010 (Commonwealth Secretariat 2010).

Thirdly, there is a clear need for improved quality assurance across several components of professional development to ensure that acceptable standards are being maintained. These include initial teacher education provisioning, induction, mentoring, in-service training and CPD. This aspect is not well researched across the Commonwealth.

Finally, the standards framework is based on a consideration of the unique cultural contexts of countries and regions. This requires that a broad framework, such as for the Commonwealth, should be developed in a manner that allows contextualisation within countries and regions. An important component of the validation process was to determine the extent to which the standards framework allowed such contextualisation to take place. Figure 1 illustrates the different levels of generalisation at national, regional and pan-Commonwealth levels.

Figure 1. Levels of contextualisation of professional standards



5 Validation approach

The Commonwealth Secretariat outlined the terms of reference for the validation exercise as follows:

- validate the Pan-Commonwealth Framework for Professional Standards for Teachers and School Leaders in the selected countries, namely South Africa, Mauritius, Swaziland, Botswana, Samoa, Kenya and Maldives;
- develop evaluation instruments/tools for use during the pilot;
- provide online technical assistance to countries that require assistance to develop their country-specific teachers' standards;
- evaluate the usefulness of the Pan-Commonwealth Framework for Professional Standards for Teachers and School Leaders in countries developing their own professional standards;
- assist countries, where necessary, in unlocking challenges which are within the domain of control of consultants;
- monitor and evaluate the entire process in each pilot country; and
- organise and facilitate a meeting in South Africa for knowledge sharing and experience exchange on lessons drawn from the development and implementation of national standards.

The project team comprised the South African Qualifications Authority (SAQA) as the project consultants reporting directly to the Commonwealth Secretariat and JET Education Services (JET) as the project implementing agency.

The exercise began with a document review in order to develop an understanding of what is expected of the countries implementing the Pan-Commonwealth PSF or aligning them to their own practices; the contextual factors that have an impact on the implementation of the standards in each country (policy imperatives, other guiding documents, the stakeholders and how they contribute); and what is required to conduct the validation exercise effectively (e.g. defining indicators for validation, inclusion of stakeholders,

implementation at various levels in the education structure). The review familiarised the team with existing information on developing professional standards for teachers, particularly the reports produced during earlier consultative workshops and resolutions taken at the Conference of Commonwealth Education Ministers on the quality of teachers and the professionalisation of teaching.

Questionnaires were developed for the four categories of stakeholders:

1. Policy-makers, that is, government officials in ministries of education who are tasked with the responsibility of teacher education and development. Academics in institutions of higher learning or colleges of teacher training such as deans of colleges/faculties/schools of education were clustered under this category.
2. Institutions that focus on quality assurance and certification of teachers, such as councils for higher education. Teacher trade unions were clustered under this category.
3. School teachers.
4. Heads of department and/or school leaders or principals.

The indicators contained in the Commonwealth Standards Framework were used as a measure in the instruments for validation purposes and to make scoring consistent.

The Jamaican participant, Dr Winsome Gordon, the Chief Operations Officer of the Jamaica Teaching Council, confirmed her participation as the person responsible for overseeing the implementation of professional standards. The pilot was conducted with Jamaica in March 2015 through the office of Dr Gordon. In April 2015, the completed control site questionnaires were collected, analysed and revised before the validation of professional standards in the selected countries (South Africa, Kenya, Botswana, Swaziland, Maldives, Mauritius and Samoa) could proceed.

A contact list was generated using lists of participants in previous workshops (Mauritius, 20–24

June 2011⁶, and Samoa, 28 May to 1 June 2012⁷). However, in some instances, because individuals had changed jobs, the official participants were no longer representatives for their countries. Seeking replacements was a challenge to the continuity of this project but efforts were made to find relevant officials. Country representatives were contacted through a letter of introduction endorsing JET as the service provider assigned to conduct the exercise.

The instructions to the country representatives were to select a sample of participants for the exercise as follows:

- policy-makers from the ministry of education responsible for teacher training – as many as they deemed fit – noting the contexts of different countries;
- two officials from regulatory bodies such as teachers' councils;
- heads of schools of education in universities/ colleges of education;
- two primary school teachers – it was made clear that one should be an entry-level teacher and the other an experienced teacher with more than five years of teaching experience;
- two secondary school teachers – one an entry-level teacher and one an experienced teacher with more than five years of teaching experience; and
- one principal of a primary school and one of a secondary/comprehensive school.

To ensure that all possible key education stakeholders were given the opportunity to validate the professional standards, countries were advised to include participation from teacher unions as well. In some countries there are active trade union movements that collaborate with the government to improve teacher professionalism, while in other countries it is the regulatory bodies that play that role. Hence, participating countries were urged to include all possible stakeholders in the validation process. The questionnaires were sent to the country representatives between May and June 2015. They were requested to manage the completion of the instruments and to return them by mid-July. Delivery of the instruments to the respective countries was hampered by the fact that many of the original contacts made in 2013 were no longer holding office

in 2015. This meant that newly assigned officials had to be briefed on the instruments' purpose and how to administer them. While the new officials co-operated well and had engaged with the validation exercise in a professional manner, time lines had to be revised to accommodate their late participation. Further, Kenya was unable to continue its participation, so it was replaced with Lesotho in the group of selected countries. The final set of completed instruments was received by 15 August 2015.

Online technical assistance was provided to countries to develop their country-specific teachers' standards based on the Pan-Commonwealth PSF. Countries were informed by email that an e-platform had been developed through which they could share their experiences of developing standards with other participating countries. A 'wiki-space' was set up in June 2015 and members were invited to join and share information on how they went about developing their own professional standards. The platform was not used optimally, as it was perceived not to be user-friendly and members experienced technical problems in accessing it. While another, perhaps more appropriate platform could have provided a basis for more comprehensive support, the notion of online technical support was limited. Much more technical investigation and support needs to be considered in future interventions of this nature. The impact of the decision to use Commonwealth Connects as the platform for the peer review workshop remains to be determined, but initial signs are positive. Overall, online collaboration is useful, more cost-effective and sustainable, but cannot replace the value of face-to-face interactions.

The validation process within the identified countries was monitored from inception to completion. The monitoring started with establishing the contextual education landscape of each country to understand the country's school system and the various regulatory bodies in place. The stage of each country in the process of developing professional standards was also established. For example, it was discovered that Kenya was at the initial stage of developing teacher professional standards with the assistance of the UK Department for International Development (DfID). Constant communication was maintained with all selected countries regarding their progress with administration of instruments and any other challenges.

6 Participating countries from Southern Africa and one from Asia were Botswana, Lesotho, Maldives, Mauritius, Mozambique, Namibia, Rwanda, Seychelles, Sierra Leone, Swaziland and The Gambia.

7 Participating countries from the South Pacific were Kiribati, Papua New Guinea, Samoa, Solomon Islands, Tonga, Tuvalu and Vanuatu.

6 Validation findings

6.1 Overview

Jamaica was used as a pilot site. This involved the administration of the draft instruments to the key target groups in Jamaica, namely policy-makers, academic institutions, school leaders and teachers.

The responses were reviewed and the instruments were refined in areas where questions were ambiguous and/or additional questions were needed to probe the relevant information. Following the interaction with Jamaica to test the instruments, the countries identified for the validation of the Professional Standards Framework were approached: Botswana, Maldives, Samoa, Kenya (later replaced by Lesotho), Mauritius, Swaziland and South Africa. Each country was requested to complete the four instruments listed hereunder (see instruments in Annex 2 of this report):

- Policy-makers Instrument, completed by key policy-makers, including members of the education ministry, regulatory and professional bodies, trade unions and any persons who were likely to contribute to policy development. Each country submitted completed instruments from as many policy-makers as deemed fit.
- Academic Institutions Instrument, completed by members of academic institutions who occupy key positions that enable them to influence

revision of academic qualifications in relation to the professional standards. Countries were requested to send completed instruments from at least two academic institutions.

- Principals/Deputy Principals and HODs Instrument, completed by principals, deputy principals or heads of department (HODs) from two high schools, two primary schools and two secondary/comprehensive schools.
- Teachers Instrument, completed by teachers from two high schools, two primary schools and two comprehensive schools.

Note: while it was hoped that countries would send through responses from a beginning teacher and a teacher who had more than five years' experience, it would appear that either the countries misunderstood this instruction or it proved to be a difficult task, as teachers' levels of experience were not indicated. Hence, all teacher responses were grouped together without categorising them on the basis of beginner or experienced teachers. In addition, the length of service is not a reliable indicator of the level of professionalism.

Most countries attempted to submit completed instruments as requested and there were sufficient responses from each country to enable a reasonable validation of the Pan-Commonwealth

Table 2. Categories of responses and numbers of respondents

Country	Policy-maker	Principal/HOD	Teacher	Academic	Total
Botswana	1	2	2	0	5
Kenya	0	0	0	0	0
Lesotho	2	0	3	5	10
Maldives	2	3	3	2	10
Mauritius	3	3	4	3	13
Samoa	2	0	2	1	5
South Africa	4	24	14	4	46
Swaziland	1	3	3	3	10
Total	15	35	31	18	99

Professional Standards Framework. In addition, Jamaica played a role in piloting the instruments, providing feedback regarding the revision of the instruments and methodologies and serving as the control country for the validation exercise. Jamaica is currently in the process of implementing the Jamaican Professional Standards Framework for Teachers and School Leaders.

Responses were received from the four categories of participants from seven of the eight countries, and are reflected in Table 2.

A total of 99 responses were received from seven of the eight countries listed above. Kenya was not able to send completed instruments from any of the stipulated categories of participants. Although Kenya is currently engaged in developing its own professional standards with the assistance of DfID, the fact that Kenya was not directly involved in the development of the Pan-Commonwealth Professional Standards Framework may have contributed to this lack of engagement. Lesotho was not in the original sample of participating countries but was invited to participate as a replacement for Kenya.

There were 15 responses from policy-makers, 18 from academics, 35 from principals/deputy principals/HODs and 31 from teachers. No

academics from Botswana responded to the questionnaire and no principals/deputy principals/HODs from either Lesotho or Samoa responded. It became clear through online discussion that Lesotho did not understand the use of the term 'head of department (HOD)' to mean a senior teacher, school leader or principal. This understanding of 'HOD' in the questionnaire may have led to Lesotho not distributing the questionnaire to the school leaders, although the terminology was clarified with the country representatives. Respondents who completed the policy-makers' instrument included members of education ministries, members of standard-setting or regulatory bodies, school inspectors and senior members of education trade unions who play a role in influencing policy. Responses from principals, deputy principals, HODs and teachers came from primary, high and combined schools. The academics were from universities and teacher training colleges and included union members from unions' teacher education desks.

6.2 Policy-makers

A brief profile of the policy-makers who responded to the validation exercise is presented in Table 3.

It was not possible to specify who should respond as policy-makers in the various countries. Generally

Table 3. Brief profile of policy-makers who responded to the validation exercise

Country	Profile of policy-maker
Botswana	Deputy Permanent Secretary
Kenya	N/A
Lesotho	Inspector Chief Education Officer, Lesotho Council for Higher Education
Maldives	Minister of State for Education in the Ministry of Education and Head of the National Institute of Education (NIE) Head of Policy Planning and Research Division
Mauritius	Director in Planning and Budgeting, HR Management and Development of Special Education Needs Director Secondary Education Acting Director Quality Assurance
Samoa	Assistant Chief Executive Officer (Monitoring, Evaluation and Review Division) for the Ministry of Education, Sports and Culture
South Africa	Chief Education Specialist in the Ministry of Basic Education Director of Professional Development, Professional Development Institute, teachers' union Education Officer, teachers' union Professional Development and Research Manager, South African Council for Educators
Swaziland	Director of Education and Training

it was understood that the respondent should hold a position in the education ministry. From the table above one can discern that at least eight of the respondents were from the countries' education ministries. The five additional respondents, who confirmed that they were in positions in which they could influence policy explained that they could do so because they were representatives of organisations that were given that role in their countries.

6.2.1 Participation in formulating the Pan-Commonwealth Professional Standards Framework

The policy-makers who responded indicated that their countries had participated in developing the Pan-Commonwealth Professional Standards Framework for Teachers and School Leaders. All seven countries that responded to this validation exercise confirmed that they had participated in the workshops held in Mauritius (2011), Samoa (2012) and South Africa (2013) on the development of the framework.

6.2.2 Promotion of the Pan-Commonwealth Professional Standards Framework in the countries

Various approaches have been used to promote the PSF in the different countries. The respondents reported that:

In **Botswana** education stakeholders have been involved in the promotion of a professional standards framework. A bill on establishing a Teaching Council has been drafted and is currently being presented to the Botswana Parliament. This is considered a success by the Botswana respondent.

In **Mauritius** the professional standards have been incorporated into the country's Quality Assurance and Inspection Framework (QAIF). The QAIF is currently being piloted in a number of secondary schools, after which it will be finalised and implemented in all secondary schools. An evaluation of the pilot will be conducted by the end of 2015.

In **Maldives** the consultative process of engaging with the representatives assisted the country to understand the basic concepts of the Pan-Commonwealth Professional Standards Framework for Teachers and School Leaders and also with refining the Maldivian Framework of Professional

Standards of Teachers.

The Professional Standards and Performance Appraisal in **Samoa's** Teachers' Manual and Leadership and Management Standards recognise and mirror the domains⁸ of the Pan-Commonwealth Professional Standards Framework. However, the Samoans who had attended the workshops and participated in the development of the standards framework have either left the ministry or been delegated to another division. Thus the level of awareness of the Commonwealth Standards Framework was low but has increased as a result of this validation activity.

In **South Africa** the first step was to present the Pan-Commonwealth Professional Standards Framework to the Department of Basic Education in order to alert the department to the piloting of the standards. The South African Council for Educators (SACE) was also consulted. The standards were shared with SACE and discussions held. At the time of writing, SACE was leading a research study on professional standards in preparation for continued professional development and training programmes for teachers and school leaders. SACE's strategy to take this forward includes stakeholder involvement and advocacy. As the work is in the initial stages it is not possible to assess whether the strategy has been successful or not. However, there is general agreement among stakeholders that there is a need to establish a common national professional standards framework that will be applicable and relevant to all levels of educators. SACE is responsible for driving this endeavour.

In **Swaziland** there has not been much activity to raise awareness of professional standards for teachers and school leaders. The reason for this has been a lack of financial resources to host teacher workshops on these issues. The information on the Pan-Commonwealth PSF was shared with the office of the Secretary General of the Swaziland National Teachers' Association. However, the association could not afford to host workshops to share the information. The office of the Director for Education and Training had discussions with the Chief Inspector for Secondary Schools and it was proposed that the ministry should use the framework as the basis for drafting a standards document appropriate to Swaziland. Most of the practices relating to teachers and teaching are not documented in Swaziland and this has caused a number of problems and

⁸ The domains are professional knowledge, professional skills and practice, professional ethics, values and attributes, professional leadership, community and relationships and professional learning.

great reliance on institutional memory, emphasising the need to develop a professional standards framework for Swaziland. Discussions on the Pan-Commonwealth PSF led to the development of a guide for teachers on professional values, ethics and attributes and this can be seen as a positive step. The guide aims to alleviate teacher violence and abuse, mismanagement of funds and corruption in schools.

In **Lesotho** campaigns on awareness of professional standards were to be undertaken by the Teaching Council. Although information on the framework was shared and discussed by Teaching Council members, it was not shared with other stakeholders. Subsequently there has been no progress and it seems that the country does not have immediate plans to take forward the development of a professional standards framework.

6.2.3 Existence of regulatory bodies

There are standard-setting or education regulatory bodies in **Lesotho, Mauritius, Maldives, Swaziland** and **South Africa**.

Currently there is no regulatory body in **Botswana** but, as mentioned, a bill is before parliament for the establishment of a Teaching Council. The Teaching Council would play the role of a regulatory body to regulate the teaching profession and could play a useful role in maintaining teacher conduct and standards. The bill is a result of broader consultation among all stakeholders in Botswana. In addition, all stakeholders, including the unions, are involved in teacher development.

In **Mauritius** there are three regulating bodies, namely:

- The Public Service Commission (PSC), responsible for recruitment of all civil servants, including teachers at state-owned primary and secondary schools, and defining job descriptions and specifications for teaching, including conditions of service;
- The Private Secondary Schools Authority (PSSA), responsible for administration and management of private secondary schools;
- The Pay Research Bureau (PRB), making recommendations on educators' professional growth/development and working conditions for implementation by the Ministry of Education.

It was felt that, although these three bodies were useful, there was a need for a single central regulatory body for teachers only.

There are four regulatory bodies in **Lesotho**:

- The Teaching Council is responsible for regulation of the teaching service, registers teachers and advises the minister on teachers' terms and conditions of service.
- The Teaching Service Commission appoints, transfers, promotes, demotes and dismisses teachers on the government payroll.
- The Teaching Service Tribunal deals with teachers' appeal cases following disciplinary hearings by school boards.
- The Teaching Service Department deals with administration of teachers' salaries, facilitates payment of terminal benefits and management of teachers' establishment.

It was mooted by both respondents that the presence of these bodies is very useful, as they fulfil specific functions which they are able to carry out effectively. These bodies are the main advocates for teachers, ensuring that teachers' rights are respected, that teachers are treated professionally and are well paid and that their conditions of service are improved. It is expected that all four bodies will participate in the development of Lesotho's professional standards to ensure proper implementation and ownership, even though there are no immediate plans to do so.

The body responsible for regulating teachers in **Swaziland** is called the Teaching Service Commission (TSC). The commission works as an independent body without the influence of the Ministry of Education and Training. The commission is responsible for recruitment and retention of school leaders. The teachers' union, Swaziland National Association of Teachers (SNAT), is responsible for issues regarding conditions of service for teachers and school leaders. SNAT has signed a recognition agreement with the Swaziland government and negotiates on behalf of all teachers, including school leaders, on the conditions of service for teachers. SNAT represents teachers in all forums where education matters are discussed and is the main representative of the education sector, both in Swaziland and internationally. According to the respondent, the presence of the TSC is very useful for Swaziland because the TSC deals with all matters that pertain to teachers. In addition, the fact that the ministry does not interfere with the working of the TSC makes it easier for the commission to be impartial in dealing with teachers and school leaders. The independence of the TSC helps to eliminate

bias and irregularities with recruitment, retention, promotion, disciplining and firing of teachers. The ministry has also been relieved of the day-to-day responsibility for dealing with teachers. The TSC reports directly to the Minister for Education and Training and is guided by an Act of Parliament, the Teaching Service Act of 1982. It is this act that stipulates the standards expected of teachers and school leaders. The role of the TSC is important, as it is able to give input into the development of this act, which is due for revision.

The Ministry of Education is the main regulatory body in **Maldives**. The ministry has the mandate to recruit teachers, monitor and supervise them and provide them with continuous professional development support. Respondents felt that the Ministry of Education plays a vital role, as the ministry is the only body responsible for maintaining quality. Maldives does not have any other regulatory body for teachers. The National Institute of Education in the Ministry of Education developed the Maldivian Professional Standards for Teachers in 2014. This was prior to the publishing of the Pan-Commonwealth Professional Standards Framework. The ministry also has a quality assurance department which was established recently and monitoring teacher standards has been included in the mandate of this department. The department's major role is to act as a watchdog for the quality of the education sector and the services provided by educational institutions throughout the country. The need to maintain and co-ordinate the monitoring of the education sector and the education institutions gave rise to this body. It does not play a role in setting professional standards. The country's Teacher Association is mainly concerned with the social wellbeing of teachers and runs meetings and seminars to advocate for teachers' rights. The association works largely to obtain pay increases for teachers and has not been engaged in any professional activities or professional development. It is seen as a labour union.

The **South African** Council for Educators (SACE) is the regulatory body for teachers in South Africa. In addition, teachers are employed at a provincial level⁹ in terms of the Education Labour Relations Act.

SACE's role is to provide for the registration of qualified teachers, promote the image of the teaching profession, manage continuing teacher

professional development, maintain and protect ethical and professional standards for educators and advise the minister on matters relating to the education and training of teachers. Respondents have pointed out that SACE is useful because it has:

- managed to register over 400,000 teachers in the country from both the public and independent school sectors;
- set ethical standards for teachers, which it maintains; and
- phased in a system for continuing professional development with the aim of promoting lifelong learning among teachers.

According to the respondents, SACE has acknowledged that there is a gap with respect to setting and maintaining teacher professional standards in the country; SACE has therefore taken a decision to develop the professional standards in consultation with key stakeholders. The current guiding documents in South Africa are the *Revised Policy on Minimum Requirements for Teacher Education Qualifications (MRTEQ)* and the policies and agreements that emanate from the Education Labour Relations Council. Further, developing and finalising professional standards form part of SACE's Strategic Plan 2015–2020 and its 2015/16 Annual Performance Plan. Teachers in South Africa belong to different organisations that range from teacher unions to principals' associations and that advance educator identity in different ways. Fundamentally, these organisations are there to support teachers' rights and negotiate with the employer (usually the government) on behalf of teachers. In addition, the organisations provide teacher professional development programmes and promote teacher professionalism. Recently they participated in a collaborative forum in which all the teacher unions and the Department of Basic Education came together to form the Teacher Union Collaboration, where teacher development needs and programmes are discussed and inputs made into education policy development.

There is no regulatory body in **Samoa** at the moment. However, a teachers' bill, which will give regulatory functions (registration and license renewal) to a proposed Teachers' Council, is currently making its way through the Samoan parliament. Meanwhile, the government is the main employer of teachers in Samoa and public servant

9 There are nine provinces in South Africa: Eastern Cape, Free State, Gauteng, KwaZulu-Natal, Limpopo, Mpumalanga, Northern Cape, North West and Western Cape.

Table 4. Countries' adaptation of professional standards using the Pan-Commonwealth Professional Standards Framework

Country	Pan-Commonwealth Professional Standards Framework incorporated into national policy	National policy reviewed in relation to Pan-Commonwealth Professional Standards Framework
Botswana	Yes. All Commonwealth professional standards incorporated.	No. While the policy framework has been reviewed, the policy has not been reviewed.
Lesotho	Not yet, but some Pan-Commonwealth standards were considered when the Teacher Qualifications Framework was developed in December 2014.	The national policy has not been revised yet.
Maldives	The National Institute of Education in the Ministry of Education has incorporated the Commonwealth professional standards into the Maldivian Professional Standards for Teachers.	The Maldivian Professional Standards for Teachers have been reviewed based on the Pan-Commonwealth Professional Standards Framework.
Mauritius	At the time of writing, a national policy had not yet been elaborated, but the Commonwealth professional standards had been incorporated in the QAIF.	No.
Samoa	Standards for principals have incorporated the Pan-Commonwealth Standards. Standards for teachers have not, as the Samoan standards were finalised before the Pan-Commonwealth Professional Standards Framework came out.	It is yet to be done for teacher standards. This will be considered during the development of standards for lead teachers other than principals, which is pending.
South Africa	Not yet. It may be a long process. It will be led by SACE and will have to take into consideration all the work that has been done and the systems that are currently in operation, such as the Integrated Quality Management System, whole-school evaluation and the standards for principalship. South Africa does not state the professional standards in a single document. Instead the standards can be found in various documents, with varied emphases. Although the terminology may not be similar to that of the Pan-Commonwealth Professional Standards Framework, the concepts seem similar.	Not yet, although the Commonwealth framework has been noted and welcomed. It is referred to in discussions and will be considered in the work of developing the country's standards. The South African Professional Standards Framework has recently been revised. It reflects the Pan-Commonwealth standards, although the terminology and grouping of standards and level descriptors differ to suit the South African context. A single document containing common standards does not exist in South Africa, although documents put out by different agencies and structures allude to professional standards for teachers.
Swaziland	By the time the Educational Sector policy was developed, the Pan-Commonwealth Professional Standards were not yet in place. Swaziland began revising its education sector policy in 2015 and the revision will include best practices, including those of the Commonwealth.	Lack of funding has hindered the implementation of most of the planned activities of the ministry. However, in 2015, funding was secured from development partners to revise and develop a number of policy documents to bring them into line with some of the interventions aimed at improving the running of schools as well as promoting professionalism among teachers and school leaders. Such interventions will include incorporating the Pan-Commonwealth Professional Standards Framework for Teachers and School Leaders; addressing issues of inclusivity in education; education for sustainable development; and improving early childhood education and the training of teachers of early childhood education.

employment conditions are set by the Public Service Commission and the Ministry of Education. The Teachers' Council will be concerned mainly with teacher registration and renewal of teachers' licences every three years.

6.2.4 Incorporation of the Pan-Commonwealth Professional Standards Framework into national policy

On the questions of whether or not countries have incorporated the PSF into national policy and reviewed their professional standards in light of the framework, the responses in Table 4 were received.

From the responses summarised in Table 4, it is clear that after having participated in the development workshops of the Pan-Commonwealth Professional Standards Framework for Teachers and School Leaders, countries have begun the process of reviewing their own professional standards frameworks and are currently at various stages of completion.

Maldives has already developed its professional standards framework in line with the Pan-Commonwealth Professional Standards Framework, but it is not clear if the Maldives has developed a policy in line with the framework, or to what extent implementation has begun.

Mauritius has not prepared a policy, but has incorporated some aspects of the Pan-Commonwealth Professional Standards Framework into the QAIF.

In **Samoa**, the process has begun with a framework for principals' professional standards, but not for teachers.

Swaziland, owing to a lack of funding, only began the process of reviewing and revising its policy and professional standards frameworks in early 2015.

Botswana has incorporated the Pan-Commonwealth Professional Standards Framework into its country-specific professional standards framework, but has not begun the process of revising the country's policy.

South Africa and **Lesotho** are in the initial stages of this process. They have not engaged with the Pan-Commonwealth Professional Standards Framework extensively and very little consultation with key stakeholders has taken place.

6.2.5 Measuring teacher performance

All seven countries have methods in place to

measure their teachers' performance. Generally countries have performance appraisal systems in place which have different names in each country. The performance appraisal systems examine competencies, personal attributes, ability to use different methods to teach, school management issues, etc. Some of the countries make use of additional assessment criteria such as learner performance, school management effectiveness, peer-review and parent and learner feedback to measure teacher performance. In most cases the performance management system is linked to salary increases and promotions. Countries differ in the frequency of performance assessments and who conducts them. However, the assessment system is most commonly an entrenched practice governed by labour-related legislation. In Lesotho, however, the performance management system is still in the form of a draft document, up for discussion and revision. The measure currently used in Lesotho is learner performance.

6.2.6 Minimum standards for educators

The responses received regarding the minimum standards expected of the different levels of educators in each of the participating countries are reflected in Table 5.

Of the seven countries that responded to the questionnaire, respondents from five specified that education qualifications, be they diplomas or degrees, were required as a minimum for teachers to be considered new teachers or experienced teachers, and also for school leaders or principals. In addition, the five countries' respondents specified good teaching practices and personal attributes as minimum standards. Samoan and South African participants did not specify minimum education qualifications, but highlighted certain norms and standards. Only Samoa linked the minimum standards of teachers in its country to the Pan-Commonwealth Professional Standards Framework.

All seven countries' responses described the levels of teachers' knowledge incrementally, from new teacher to principal. There are additional minimum standards that apply to principals that highlight the principal's role as the manager of the school. The Swaziland participant reported that a new teacher is not confirmed as a permanent teacher in the first two years after obtaining a qualification and that new teachers may leave the profession at any time during those first two years. After two years of service a teacher is considered permanent and would have to follow due process if resigning.

Table 5. Minimum criteria for educators in each participating country

Country	School leaders	Experienced teachers	New teachers
Botswana	Qualifications and leadership competencies.	Degree plus eight years' experience and above.	Diploma and above.
Lesotho	Teaching qualification and experience (diploma plus eight years' experience or degree with five years' experience).	No response.	Diploma or degree.
Maldives	Compulsory for school leaders or principals to have a degree in educational management in order to qualify for the post.	Compulsory for experienced or senior teachers or heads of departments to qualify for the post of teacher. They must have a minimum of a diploma in teaching and two years' experience. The preferred qualification for teachers is a degree in teaching.	Diploma in teaching.
Mauritius	<ol style="list-style-type: none"> 1. Interpersonal skills. 2. Leadership skills. 3. Professional knowledge. 4. Planning and monitoring skills. 5. Effective management of schools with respect to: <ol style="list-style-type: none"> a). student performance and their holistic development; b). optimal utilisation of resources; c). management of staff. 	<ol style="list-style-type: none"> 1. Appropriate academic qualifications in relevant field. 2. Role model for students. 3. Good knowledge of appropriate pedagogical approaches to cater to needs of all students. 4. Student performance. 5. Classroom management. 6. Involvement in extra-curricular and other activities. 7. Good conduct and sense of ethics. 	<ol style="list-style-type: none"> 1. Basic academic qualifications for knowledge of subject matter. 2. Awareness of national curriculum and code of conduct for teachers. 3. Student progress. 4. Classroom management. 5. Involvement in extra-curricular and other activities. 6. Good conduct and sense of ethics.
Samoa	<ol style="list-style-type: none"> 1. Moral stewardship. 2. Leading teaching and learning. 3. Leading management of the school. 4. Leading engagement and involvement with the community. 	The same domains as those of the Pan-Commonwealth Professional Standards Framework are implemented and used to measure experienced teachers' performance, professional knowledge, professional practice and professional attributes.	Samoa will measure new teachers' performance using the same domains as those of the Pan-Commonwealth Professional Standards Framework: professional knowledge, professional practice and professional attributes.
South Africa	<p>School leaders' performance is measured against all of the 12 standards listed:</p> <ol style="list-style-type: none"> 1. The creation of a positive learning environment; 2. Knowledge and understanding of the curriculum; 3. Lesson planning, preparation and presentation; 4. Learner assessment and achievement; 	<p>The minimum standards for experienced teachers are the same as the first 10 standards for school leaders. They include:</p> <ol style="list-style-type: none"> 1. The creation of a positive learning environment; 2. Knowledge and understanding of the curriculum; 3. Lesson planning, preparation and presentation; 	<p>The minimum standards for new teachers are the same as the first eight of the standards listed for school leaders. They include:</p> <ol style="list-style-type: none"> 1. The creation of a positive learning environment; 2. Knowledge and understanding of the curriculum; 3. Lesson planning, preparation and presentation;

	<p>5. professional development in field of work/career and participation in professional bodies;</p> <p>6. human relations and contribution to school development;</p> <p>7. extra-curricular and co-curricular participation;</p> <p>8. administration of resources and records;</p> <p>9. personnel;</p> <p>10. decision making and accountability;</p> <p>11. leadership, communication and servicing the governing body;</p> <p>12. strategic planning, financial planning and education management development.</p> <p>The new standards for principals framework, which is not yet finalised, has the following standards:</p> <ol style="list-style-type: none"> 1. leading and managing the learning at school; 2. shaping the direction and development of the school; 3. assuring quality and securing accountability; 4. developing and empowering self and others; 5. managing the school as an organisation; 6. working with and for the community. 	<p>4. learner assessment and achievement;</p> <p>5. professional development in field of work/career and participation in professional bodies;</p> <p>6. human relations and contribution to school development;</p> <p>7. extra-curricular and co-curricular participation;</p> <p>8. administration of resources and records;</p> <p>9. personnel;</p> <p>10. decision making and accountability.</p>	<p>4. learner assessment and achievement;</p> <p>5. professional development in field of work/career and participation in professional bodies;</p> <p>6. human relations and contribution to school development;</p> <p>7. extra-curricular and co-curricular participation;</p> <p>8. administration of resources and records.</p>
Swaziland	<p>All school leaders should have a professional teacher qualification at least at degree level. They should also have been deputy head teachers before they are promoted to be head teachers. They should have taught for at least eight years.</p>	<p>An experienced teacher should also be a professionally qualified teacher with a minimum of five years' teaching experience.</p>	<p>A new teacher is a professionally qualified teacher who has recently graduated from a teacher training college or a university and has less than two years' experience. Such a teacher is not yet confirmed by the Teaching Service Commission as a teacher. He/she can leave the teaching profession at any time – such a teacher is on probation.</p>

6.2.7 Implementing the Pan-Commonwealth Professional Standards Framework

This section reports on the responses received from the seven countries on the extent to which each country has engaged with the Pan-Commonwealth Professional Standards Framework and the stage at which the country is in the revision of its own professional standards framework.

6.2.7.1 Monitoring process, ministerial monitoring body and implementing mechanisms

In relation to the institution of a process and the establishment of a ministerial body for monitoring the implementation of the PSF and the creation of mechanisms or co-ordinating bodies to begin implementation, the countries' participants responded as follows:

Botswana reported that the processes were well under way and that establishing a body to implement the professional standards was in the initial stages.

Lesotho reported that the process had not started yet.

The two respondents from **Maldives** tended to agree with each other to a limited extent. Both felt that the processes for monitoring the implementation had not begun yet: one stated that the implementation and the establishment of the ministerial body to monitor the establishment had not begun yet, while the other thought it was in the initial stages.

The **Mauritian** respondents reported that they had not started yet.

Samoa believed that the processes either were in the initial stages or had not started yet.

South Africa reported that the process had not begun yet, although the two union-based respondents believed that some processes had begun. However, since the ministry will be leading this process, it appears that there may have been some confusion between this initiative and other initiatives that are taking place in the country.

Swaziland reported that the processes for monitoring implementation had not started yet, while the establishment of the ministerial monitoring body and the mechanisms for implementing the PSF were well under way.

6.2.7.2 Processes undertaken to implement the Pan-Commonwealth Professional Standards Framework

To the questions about whether or not the country had engaged with broader stakeholders regarding development of a professional standards

framework, had begun reviewing its national policy and adopting the Pan-Commonwealth Professional Standards Framework and had started to revise its pre- and in-service teacher qualifications in order to align them with the Pan-Commonwealth PSF, the countries' participants responded as follows:

Botswana stated that discussions with the broader stakeholders were well under way, but the revision of the national policy was in the initial stages. The revisions and alignment of the teacher qualifications and the in-service teacher training programmes were well under way.

Lesotho stated that none of the processes had started; Lesotho had not initiated discussions with broader stakeholders and had not begun reviewing its qualifications or in-service programmes yet.

Maldives stated that processes were either well under way or beginning; monitoring processes and establishing a monitoring body were in the early stages, while revision and alignment of qualifications were well under way.

Mauritius stated that discussions with the broader stakeholders had not yet begun, but it had begun revising its policy to adopt the Pan-Commonwealth Professional Standards Framework. Revision of the country's qualifications and in-service programmes had not yet started.

Samoa had not begun discussions with the broader stakeholders, nor had it begun to revise policy; it had, however, commenced the revision of Samoan qualifications and in-service programmes to align them to the Pan-Commonwealth Professional Standards Framework.

South Africa had not begun any of the processes yet; the broader stakeholder community had not been engaged in discussions on the PSF, nor had policy revisions been undertaken. A review of qualifications and in-service programmes had also not commenced. However, South Africa had been involved in reviewing professional standards because of other internal imperatives.

Swaziland reported that processes were currently in the early stages, except for the revision of qualifications and in-service training programmes, which had commenced.

6.2.7.3 Report on whether the countries have found the Pan-Commonwealth Professional Standards Framework useful or not

Respondents from **Botswana** found the PSF useful and highlighted the fact that in-service training is

treated comprehensively in the PSF. It was also indicated that the five categories of the PSF, namely PK, PSP, PEVA, PLCR and PL, are appropriate to the country's context.

Lesotho participants found the PSF useful, even though the country had not done much in developing its local standards framework. Lesotho acknowledged that the Pan-Commonwealth PSF will provide guidance during the development of professional standards for Lesotho. Lesotho found all the standards in the PSF acceptable, but may review them over time once implementation begins. The five categories form a good framework for the teaching profession and help to identify areas that need to be considered when professionalising the teaching profession.

Respondents from **Maldives** stated that the PSF helped greatly with reviewing the Maldivian Professional Standards Framework and commented that the Pan-Commonwealth PSF could provide further opportunities to include the religious aspects of the profession.

Participants from **Mauritius** stated that the Pan-Commonwealth Professional Standards Framework is useful, but standards for the country could not be identified without broader stakeholder consultation at the national level. Hence, its usefulness could be determined only once all stakeholders had been consulted. Mauritius found the five categories of professional standards appropriate, but felt that they need to be refined for the different levels of the education sector, namely pre-primary, primary, secondary and tertiary. It was also suggested that the standards be contextualised for each country.

Samoan participants stated that the PSF is clear and helpful and that the review of the Samoan standards would benefit from this initiative. Samoa stated that the standards are feasible, but the indicators would need to be minimised so that they did not overwhelm the teachers or exhaust their efforts to teach. The categories were found to be appropriate to the Samoan context.

All four respondents from **South Africa** agreed that the Pan-Commonwealth PSF is useful. They pointed out that it serves as a useful guide and provides a clear direction and covers most aspects of teaching. While they felt that it was difficult to point out areas where the PSF could be improved because they had not engaged with it sufficiently, especially in a consultative forum, the respondents felt that there was a need to address the fact that the framework

specifies what is expected of teachers but does not elaborate on how to achieve these expectations. A further issue raised was that if the guidelines are used for teacher development purposes and not in a way that may disadvantage teachers, huge strides could be made in teacher professionalisation. All were in agreement about the appropriateness of the five categories, but a caution about treating them as separate, stand-alone categories was raised. Respondents urged that the five categories be treated in an integrated manner.

Swaziland respondents found the Standards Framework useful, as it sets benchmarks and guides participating countries on how their own standards frameworks could be developed. The Commonwealth PSF is clear and concise and covers all the areas of teacher professionalism. Respondents were unable to comment on improvements to the PSF, as they had not engaged with it in a broader consultative forum and had not interrogated it for the Swazi context yet. However, they believed that all five categories of the professional standards were appropriate for Swaziland.

6.3 Principals and heads of department

A few of the participating countries have a separate level of school leader termed head of department (HOD), who performs similar roles to those of a principal or deputy principal. Hence, a single instrument for principals/deputy principals and HODs was developed to elicit responses from all three levels of teaching staff from high, primary and combined schools in relation to the Pan-Commonwealth Professional Standards Framework. Table 6 provides a description of the distribution of respondents in this category of participants, namely principals/deputy principals or HODs.

Table 6. Categories of principals/deputy principals and heads of departments who responded

Country	Comprehensive	High	Primary	Total
Botswana	0	1	1	2
Maldives	1	1	1	3
Mauritius	0	3	0	3
South Africa	0	15	9	24
Swaziland	0	2	1	3
Total	1	22	12	35

In total there were 35 respondents, one from a comprehensive school, 22 from high schools and 12 from primary schools. Although a few countries have different school phases, such as secondary and higher secondary or primary/secondary, for ease of reference, this report refers to the schooling phases as primary and high and the schools which offer both levels of schooling are referred to as combined. Two teachers from Botswana responded to this study, one from a high school and one from a primary school; three teachers from Maldives, one from each of the three categories of schools; three primary school principals/deputy principals or HODs responded from Mauritius; 15 high and nine primary school principals/deputy principals or HODs responded from South Africa; and three teachers from Swaziland responded, one from a primary school and two from high schools.

The numbers of years of teaching experience of the respondents ranged from 7 to 38 years and their length of time in a senior position ranged from 1 to 25 years.

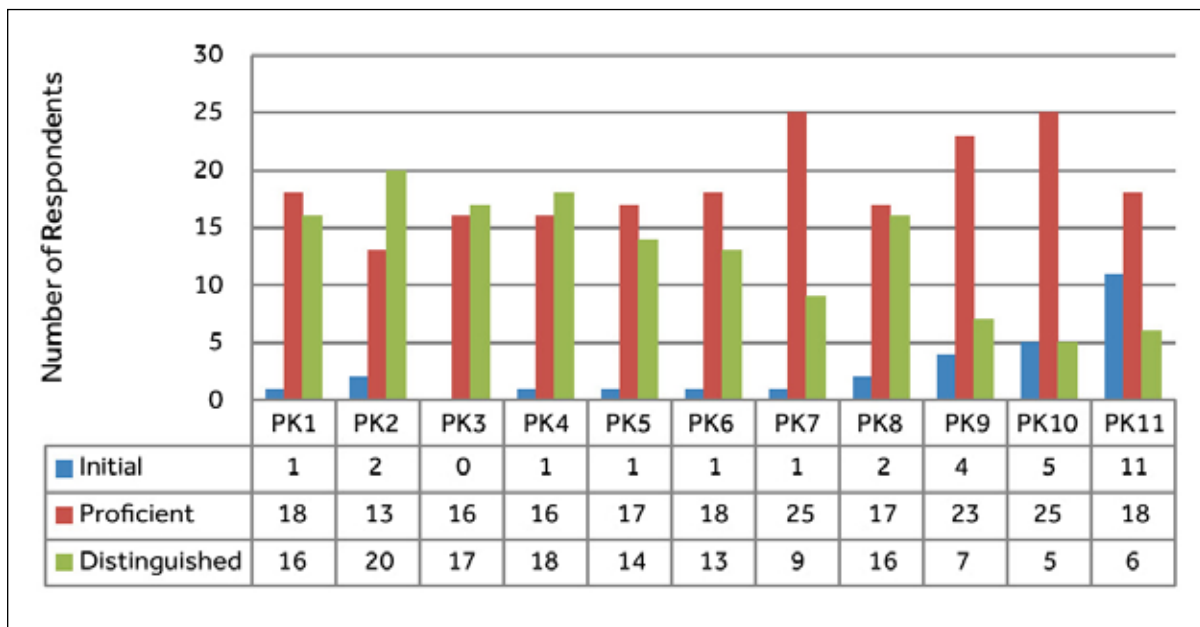
6.3.1 Self-evaluation results from principals and HODs

With respect to grading themselves in relation to the different knowledge levels described in the Pan-Commonwealth Professional Standards Framework, the following guidelines were provided. Three levels of expertise termed 'level descriptors' are given for each professional standard, together with a definition of the level descriptor. These are:

- **Initial:** This is a level used mainly to describe newly qualified teachers with limited experience, as well as more experienced teachers with limited professional development.
- **Proficient:** This is a level used mainly to describe qualified teachers who are able to demonstrate professional skills and attributes.
- **Distinguished:** This is used for qualified teachers who are able to demonstrate advanced levels of professional ethics and values, leadership as well as own professional learning.

(Commonwealth Secretariat 2014)

Figure 3. Principals'/HODs' professional knowledge

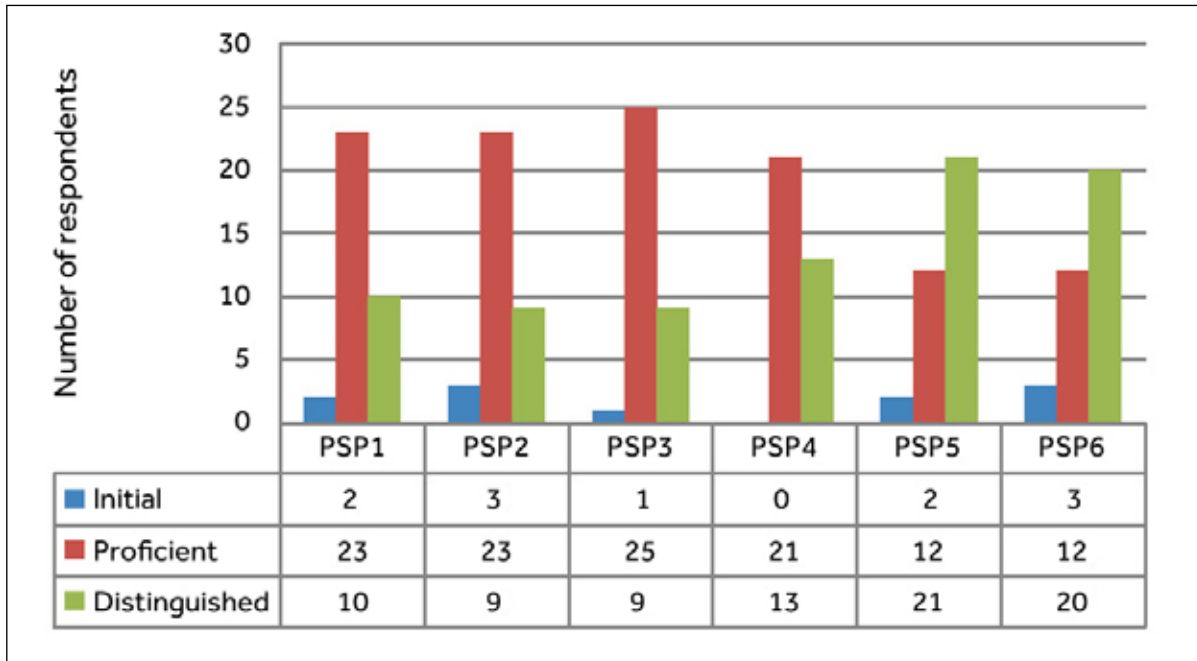


Key

- PK1: Knowledge and understanding of the curriculum
- PK2: Knowledge of the subject matter
- PK3: Knowledge of the learner
- PK4: Knowledge of teaching and learning environment
- PK5: Knowledge of the teaching practice
- PK6: Knowledge of planning skills
- PK7: Knowledge of the education related policies and legislation including the rights of children

- PK8: Knowledge of methods of communication
- PK9: Knowledge of assessment, monitoring and evaluation of the learner
- PK10: Knowledge of quality assessment, monitoring and feedback procedures
- PK11: Knowledge of information and communication technology (ICT) including a wide range of new technologies

Figure 4. Principals'/HODs' professional skills and practices



Key

PSP1: Knowledge of the context in which teaching strategies are developed

PSP2: Knowledge of quality assessment, monitoring and feedback procedures

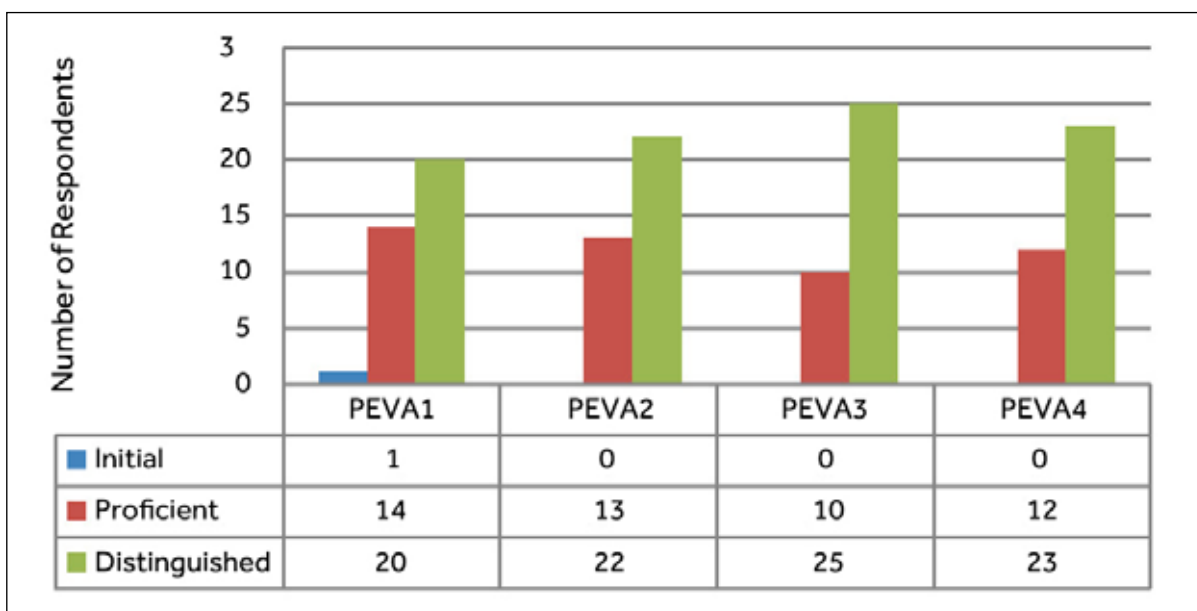
PSP3: Effectively review and reflect on teaching and learning practices

PSP4: A safe and supportive learning environment

PSP5: Team spirit and collaboration

PSP6: Communicate professionally

Figure 5. Principals'/HODs' professional ethics, values and attributes



Key

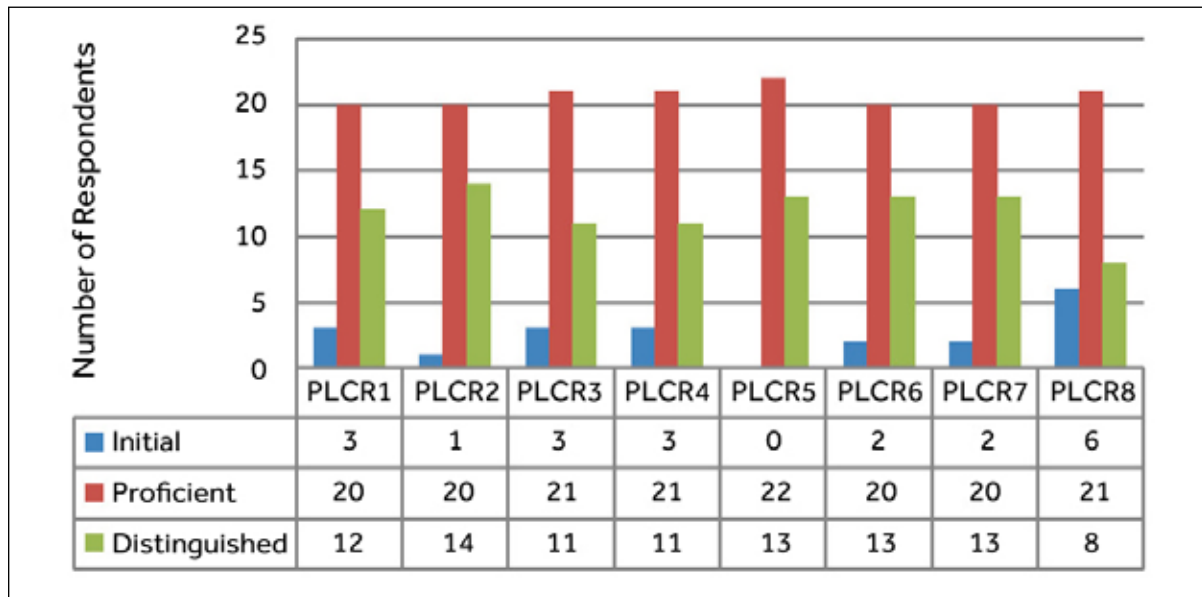
PEVA1: Respect for learners' rights and dignity

PEVA2: Role model to learners

PEVA3: Treat parents and guardians with utmost respect and courtesy

PEVA4: Respect contract(s) duly entered into with employer and other parties

Figure 6. Principals' and HODs' professional leadership, community and relationships



Key

PLCR1: Engage in promoting high-quality teaching and learning

PLCR2: Committed to a vision for their students, colleagues and communities and playing an active role in promoting a distinctive school culture and/or ethos

PLCR3: Preserve and promote local and national culture

PLCR4: Partnerships between community and stakeholders

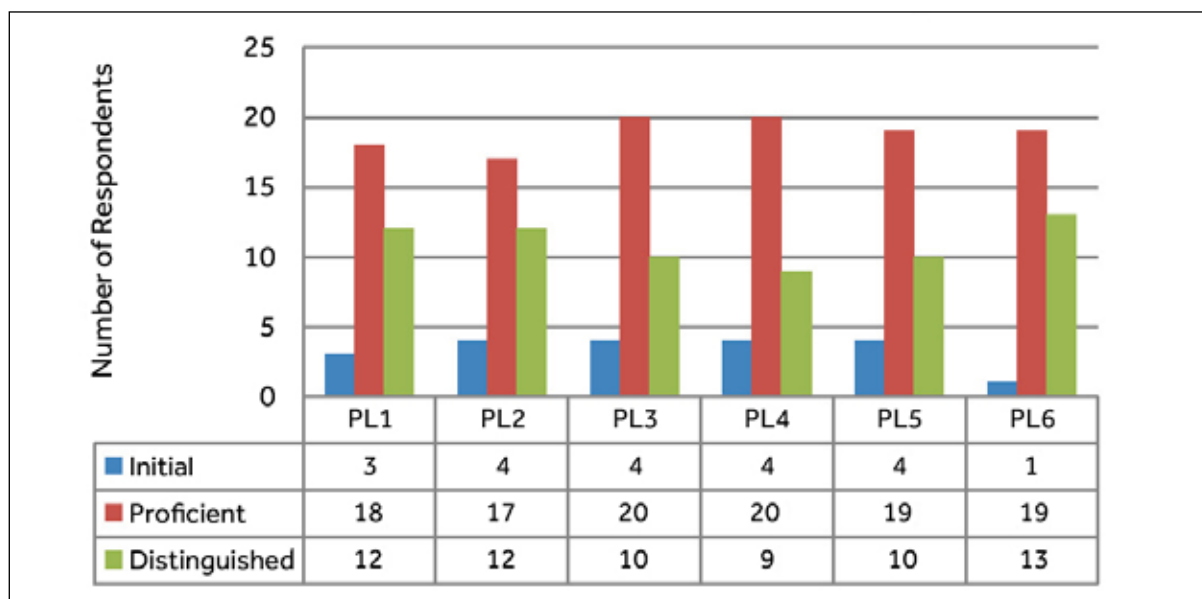
PLCR5: Nurturing, mentoring and coaching

PLCR6: Outstanding interpersonal skills to empower colleagues and communities

PLCR7: Apply critical analysis and problem solving skills to educational matters

PLCR8: Create conducive learning environment through the incorporation of new technologies

Figure 7. Principals'/HODs' professional learning



Key

PL1: Assess and identify own professional needs for self-development

PL2: Participate in professional development opportunities

PL3: Engage in a continuum of professional growth to improve practice

PL4: Incorporate new skills in the teaching and learning process

PL5: Reflect on the subject taught and how to teach the subject to students

PL6: Recognise the interdependence of teacher learning and student learning

The respondents were asked to refer to the different professional standards and, using the level descriptors, rate themselves accordingly in relation to their current position as a principal/deputy principal or HOD. Their responses are depicted in Figures 3–7 for each of the five professional standards. Each figure also provides responses for each of the substandards within each professional standard.

Reflecting on Figures 3–7, it is interesting to note that the responses were quite varied, irrespective of the respondent's number of years in teaching or the number of years in a senior position. In some cases the respondents noted that they were at the initial level in a particular competency, while in other cases they were at a proficient or distinguished level. For almost all the professional standards, more of the respondents rated themselves at the proficient level and very few at the initial level. Only in a few cases were there more respondents who rated themselves at the distinguished level. It is interesting to note that more respondents rated themselves at the distinguished level in all of the subcategories in the professional standard of PEVA. Perhaps this group of educators are acutely aware of their role in helping shape society.

At this level, 33 out of 35 educators found the activity of rating themselves against the professional standards useful, while two did not. There were 27 who felt that they could identify further training/development needs through this evaluation and four who could not. The remaining three respondents did not respond to the question. In addition, 32 respondents suggested that they would recommend that their teachers engage in a similar activity to evaluate themselves and to identify further development needs.

Regarding whether or not staff performance is evaluated on the basis of standards, 16 responses were in the affirmative, with all respondents citing particular performance management tools and processes for such evaluations. In addition, respondents referred to learner performance and teacher knowledge and pedagogical skills as their measures for teacher performance. They also referred to the Integrated Quality Management System as one means of evaluating teacher performance.

A few incomplete questionnaires were submitted, which could not be analysed; five respondents did not answer the self-evaluation question and 10 stated that staff performance was not evaluated on the basis of standards. In addition, 15 respondents confirmed that the Pan-

Commonwealth Professional Standards Framework had been incorporated into their country's school improvement plan to a greater or lesser extent.

Not all of the respondents have discussed or collaborated with other stakeholders on the Pan-Commonwealth Professional Standards Framework. At least 11 respondents stated that they had worked through the standards either together with others in their schools or on their own. They indicated, however, that they did collaborate with schools in the same cluster and stakeholders regarding their own country's standards.

There were 25 respondents who stated that the five categories of professional standards were appropriate for their context; two respondents said they were not appropriate; one did not respond; and three respondents did not complete this section of the instrument.

The following opinions regarding the Pan-Commonwealth Professional Standards Framework were provided by the respondents (verbatim). Positive responses with no reservations included:

- They are clear and well structured.
- Outstanding.
- The standards are very good.
- They addressed almost every aspect of teaching and learning.
- They are appropriate in my view.
- They are excellent.
- They are spot-on.
- Sufficient.

Some positive responses contained comments on how the PSF can be used:

- Laying the foundation for professional development.
- Evaluating teachers in growth and learning with the use of a monitoring tool.
- Supporting teachers in implementation of plans to be developed.
- Making school policies towards developing competent teachers.

Other responses were tentative or gave suggestions for improvement:

- Apparently these standards are very good, but any suggestions for further improvement would only be made after applying it.

- They are good for a start.
- Unable to elaborate now.
- I would like to see that inclusive education was also addressed.
- Will be good if it is implemented right and advocacy done.
- Not sure.
- PL6: Recognise the interdependence of teacher learning and student learning, is not very clear and needs to be improved.
- Professional Leadership, Community and Relationship, and Professional Learning are effective professional standards.
- PSP6: Communicates professionally: ICT literacy is good but it is introduced incorrectly because still need basic literacy, numeracy manually before they can proceed to electronics.

6.4 Teachers

The 31 teachers from the participating countries who responded to the validation exercise occupy positions in different types of schools, namely primary, high and comprehensive, and colleges. The respondents also occupy different levels or positions in the schools. The information is provided in Tables 7 and 8.

The teachers who responded occupy different strata of the teaching fraternity, but are all engaged in teaching. There were 10 junior and 10 senior teachers who responded, as well as nine HODs. One responded as an educator and it was not possible to ascertain his/her level in the school. In addition, one deputy principal responded. Three of the teachers are from comprehensive schools, 16 from high schools and 10 from primary schools. Samoa sent through two responses from colleges (which form part of the secondary schooling system).

Table 7. Types of schools represented in the validation exercise

Country	College	Comprehensive	High	Primary	Total
Botswana	0	0	1	1	2
Lesotho	0	0	2	1	3
Maldives	0	1	1	1	3
Mauritius	0	0	2	2	4
Samoa	2	0	0	0	2
South Africa	0	2	8	4	14
Swaziland	0	0	2	1	3
Total	2	3	16	10	31

Table 8. Levels of teaching posts held by respondents

Country	Deputy principal	Educator	HOD	Junior	Senior	Total
Botswana	0	0	1	0	1	2
Lesotho	0	0	1	0	2	3
Maldives	0	0	0	2	1	3
Mauritius	0	1	2	0	1	4
Samoa	0	0	1	0	1	2
South Africa	1	0	3	7	3	14
Swaziland	0	0	1	1	1	3
Total	1	1	9	10	10	31

6.4.1 Self-evaluation against the Pan-Commonwealth Professional Standards Framework

Teachers were requested to complete the self-evaluation tool, using the different standards described in the Pan-Commonwealth Professional Standards Framework in order to check their own level of professionalism and to verify whether or not the professional standards capture their professional qualifications and skills appropriately. Figures 8–12 provide a reflection of how teachers responded to the self-evaluation.

With respect to the teachers' self-evaluation, more teachers appear to see themselves being at the proficient level in more of the subcategories within the broader standards framework than at either the initial or the distinguished level. In 15 cases more teachers rated themselves at the distinguished level. Like principals and HODs, more teachers see themselves as distinguished in all four subcategories within the PEVA professional standard, again re-emphasising their role as society builders.

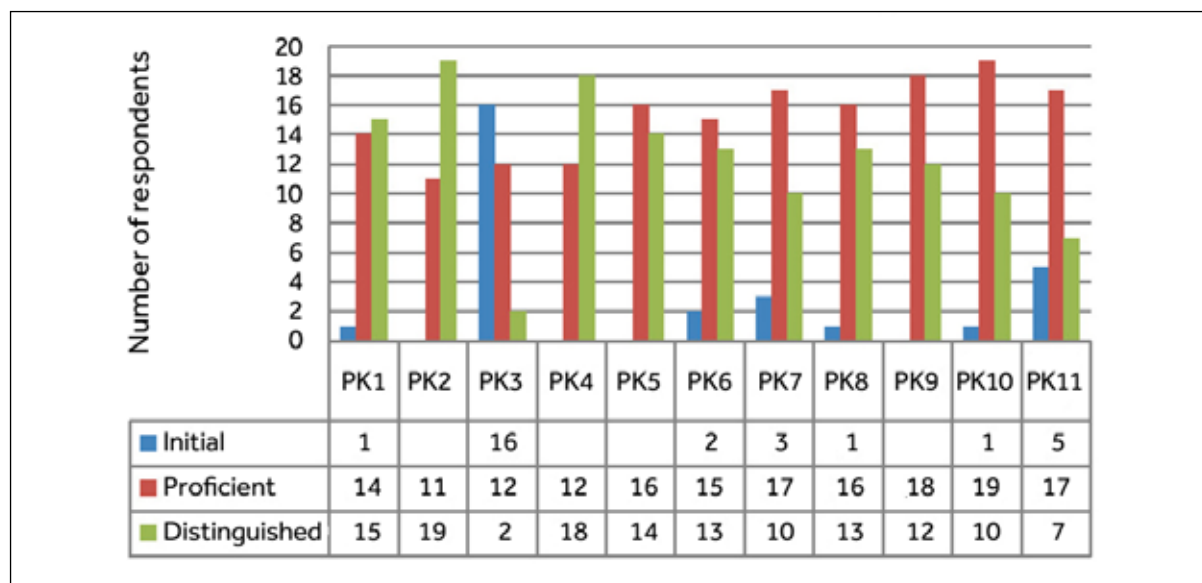
Of note is the relatively low number of responses in which teachers rated themselves as 'distinguished' for competencies that are usually emphasised as the

basic competency of teachers, namely 'Knowledge and understanding of the curriculum', 'Knowledge of the subject matter' and 'Knowledge of the teaching and learning environment'. At the same time, one other fundamental competency, 'Knowledge of the learner', appears not to be this group of teachers' strong point. More teachers rated themselves at the initial level in this competency. Reasons for this need to be probed further to gain a better understanding of how the teachers value these competencies.

Subareas in which more teachers rated themselves as distinguished are:

- safe and supportive learning environment;
- team spirit;
- communicate professionally;
- engage in promoting high-quality teaching and learning;
- committed to a vision for their students, colleagues and communities and playing an active role in promoting a distinctive school culture and/or ethos;
- participate in professional development opportunities;

Figure 8. Teachers' professional knowledge



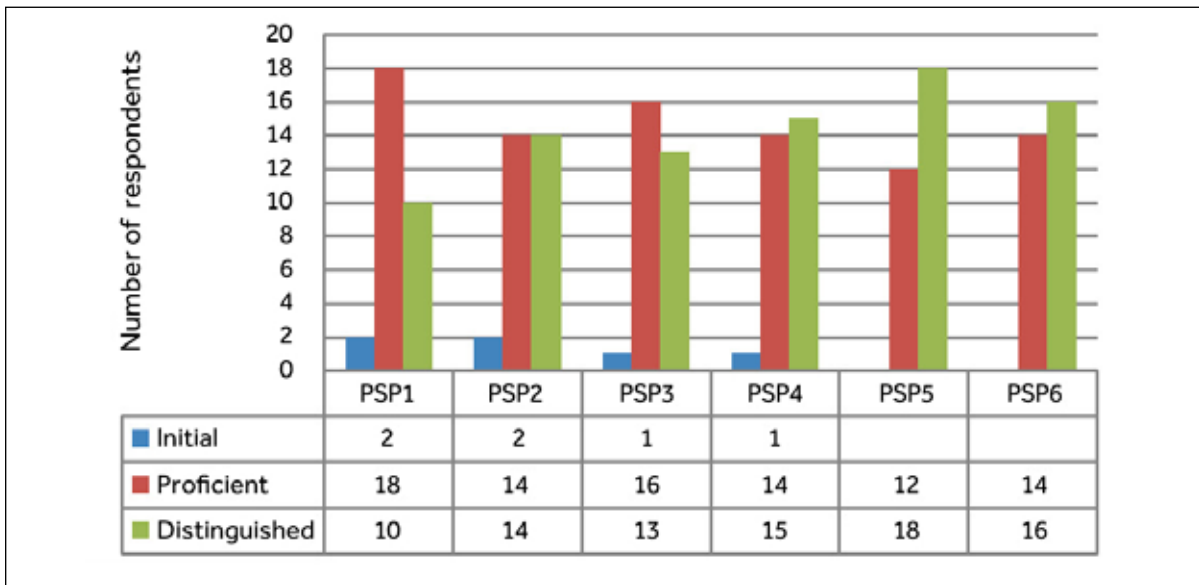
Key

- PK1: Knowledge and understanding of the curriculum
 PK2: Knowledge of the subject matter
 PK3: Knowledge of the learner
 PK4: Knowledge of teaching and learning environment
 PK5: Knowledge of the teaching practice
 PK6: Knowledge of planning skills
 PK7: Knowledge of the education related policies and

legislation including the rights of children

- PK8: Knowledge of methods of communication
 PK9: Knowledge of assessment, monitoring and evaluation of the learner
 PK10: Knowledge of quality assessment, monitoring and feedback procedures
 PK11: Knowledge of ICT including a wide range of new technologies

Figure 9. Teachers' professional skills and practices



Key

PSP1: Knowledge of the context in which teaching strategies are developed

PSP2: Knowledge of quality assessment, monitoring and feedback procedures

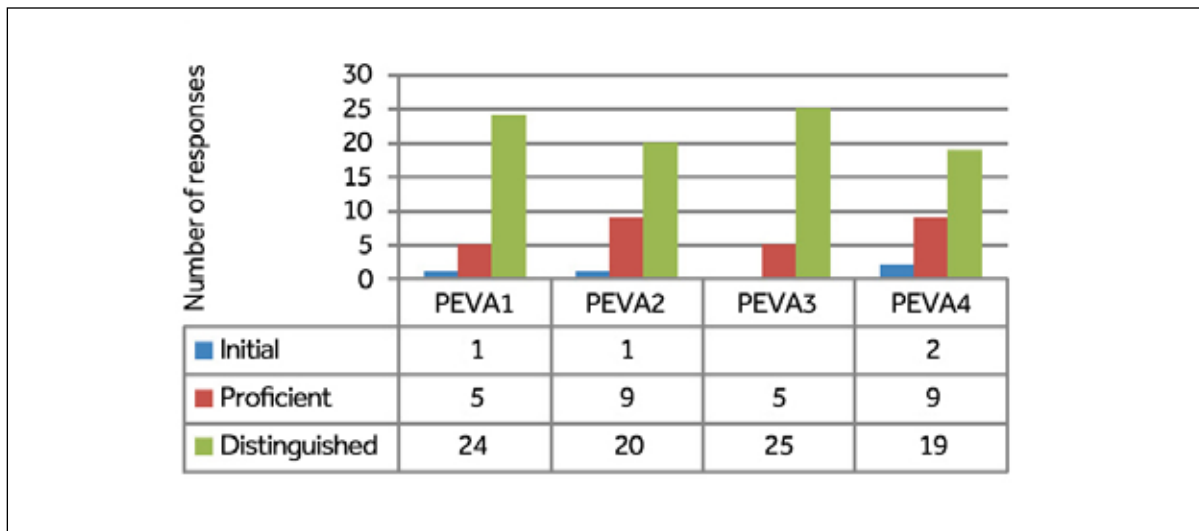
PSP3: Effectively review and reflect on teaching and learning practices

PSP4: A safe and supportive learning environment

PSP5: Team spirit and collaboration

PSP6: Communicate professionally

Figure 10. Teachers' professional ethics, values and attributes



Key

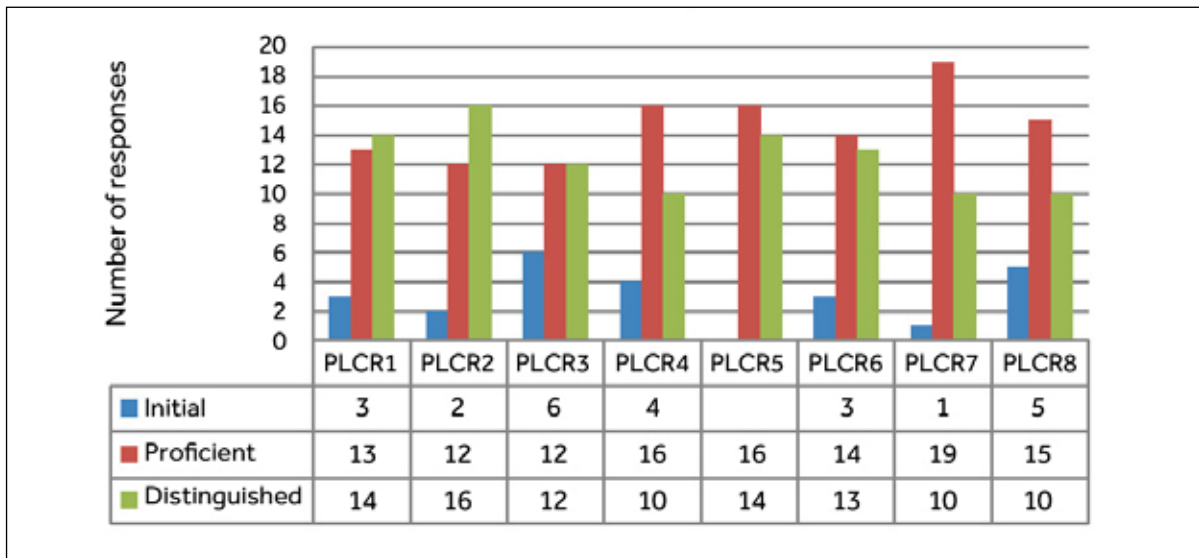
PEVA1: Respect for learners' rights and dignity

PEVA2: Role model to learners

PEVA3: Treat parents and guardians with utmost respect and courtesy

PEVA4: Respect contract(s) duly entered into with employer and other parties

Figure 11. Teachers' professional leadership, community and relationships



Key

PLCR1: Engage in promoting high-quality teaching and learning

PLCR2: Committed to a vision for their students, colleagues and communities and playing an active role in promoting a distinctive school culture and/or ethos

PLCR3: Preserve and promote local and national culture

PLCR4: Partnerships between community and stakeholders

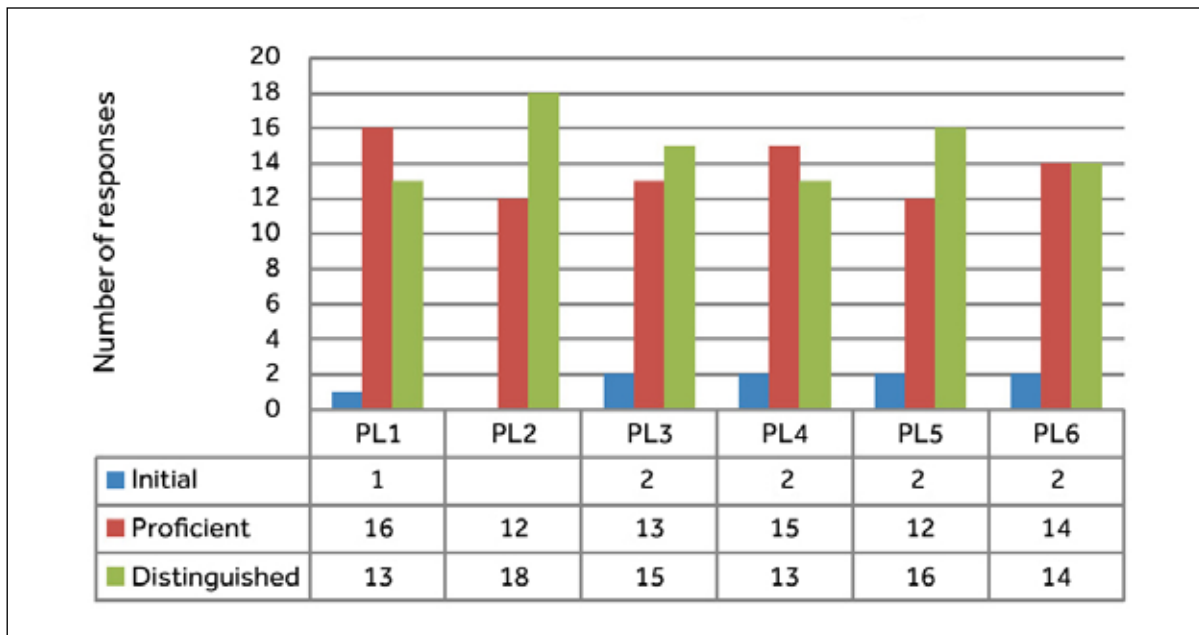
PLCR5: Nurturing, mentoring and coaching

PLCR6: Outstanding interpersonal skills to empower colleagues and communities

PLCR7: Apply critical analysis and problem solving skills to educational matters

PLCR8: Create conducive learning environment through the incorporation of new technologies

Figure 12. Teachers' professional learning



Key

PL1: Assess and identify own professional needs for self-development

PL2: Participate in professional development opportunities

PL3: Engage in a continuum of professional growth to improve practice

PL4: Incorporate new skills in the teaching and learning process

PL5: Reflect on the subject taught and how to teach the subject to students

PL6: Recognise the interdependence of teacher learning and student learning

- engage in a continuum of professional growth to improve practice; and
- reflect on the subject taught and how to teach the subject to students.

This is a positive reflection of the education environment, implying that there is a foundation on which the education system can be improved. If there were no such positive attributes among the teaching fraternity, the need to overhaul the system would be imperative.

6.4.2 Usefulness of the self-evaluation activity

It would appear that the standards framework does facilitate a level of self-engagement with the teachers' own professional qualifications and competencies. This can be verified by teachers' responses to questions regarding the usefulness of the Pan-Commonwealth Professional Standards Framework.

All 31 of the respondents stated that they found the Pan-Commonwealth Professional Standards Framework useful and that they found the self-evaluation activity useful as well. Twenty-nine respondents agreed that they would be able to identify further training/development needs through this activity and 30 respondents stated that they would recommend this activity to help improve the quality of teachers in their countries.

6.4.3 Teachers engaged in discussions on the Pan-Commonwealth Professional Standards Framework with other groups

Only one teacher confirmed that he or she had engaged in discussions on the Pan-Commonwealth Professional Standards Framework with a task team that was appointed by the country's education ministry; two teachers reported that they had engaged with discussions on the standards framework with teachers from other schools; and only three teachers reported having engaged in discussions with teachers from their own schools.

6.4.4 Applicability of the Pan-Commonwealth Professional Standards Framework to the participating countries

There were 22 teachers who felt that the PSF was applicable to their countries, while two felt that it was not; the remaining respondents did not answer this question.

Some reasons given for applicability, with no changes suggested to the framework, were:

- The teaching profession at primary level is looked down upon by the best qualified school leavers. The Professional Standards Framework may help to improve teacher performance as well as the standards of teaching and contribute to the upgrading of the teaching profession thus attracting high calibre professionals.
- The professional standards are inclusive and apply to all teachers. They offer the professional community specifications against which teachers are able to set goals for personal development and progress in the profession.
- I believe it is worthwhile giving it a try for the benefit of the educational system in Mauritius and potential future of our youth.
- Knowledge of information and communication technology.
- Teachers have the knowledge of and understanding of the subject matter.
- It will enhance teachers to reflect through their teaching and bring beneficial changes to their teaching.
- It could be used to identify areas teachers need to improve in their professional development.
- There are so many teachers who have received a certificate level of teaching a long time back and they are in need of professional development. Not only them, as teachers, we all, always should be going through training sessions to enrich our knowledge and skills as we are responsible to deliver quality education to all the students. The Commonwealth standards demand the teachers and leaders to be lifelong learners and it could also be used as a guideline to evaluate ourselves in order to progress through the career pathways.
- Because of the quality of education is very much appreciated to improve education and learning in my country.
- It will be significant in my country because we are working on upgrading the standard of quality education for a better future.
- It has high international standards.
- Because according to the survey it involves lots of things that they can be implemented during training of teachers. They can definitely boost the standard of education in our country.
- The standards are applicable to any professional at any working environment so it makes it easy to be easily implemented.

- Education is something that evolves because times change, therefore the Commonwealth Professional Standards can assess and recommend necessary changes.

Other reasons for applicability suggested changes or reservations:

- As the standards are meant to be applied in teaching service, they are applicable though they must be elasticised since they do not assure professionalism in teaching.
- This depends on a number of factors, resources the main one. In some cases yes, in some no.

The following reasons were given for stating that the framework was not applicable to the respondent's country:

- Learning culture could differ causing different needs and expectations from both teacher and learner.
- The Education System does not support teacher development strategies i.e. there are no scholarships/study leave set aside for furthering studies.

6.4.5 Participating teachers' definitions of a professional teacher

With respect to what the teachers would define as key characteristics of a professional teacher, the following is a summary of their responses.

- One who is knowledgeable and skilful of the curriculum, competent and committed to the world of work, and should be supportive and respectful to the learners and the school community. Also has a deep understanding of subject matter and pedagogical knowledge.
- Must be able to engage all stakeholders in learner education.
- Has professional knowledge, use of child centred approach, respects students, warm, accessible, enthusiastic and caring and creates a sense of community and belonging in the classroom.
- Is a lifelong learner, assesses his/her teaching throughout the lessons and finds new ways to present material to make sure that every student understands the key concepts.
- Collaborates with colleagues on an on-going basis, and sharing of good practice with colleagues, in and outside of school.

- Punctual.
- Is guided by an ethical code of practice.
- A professional teacher is a parent figure to whom learners look up to for their holistic development. He/she is highly ethical and performs his/her designated professional duties with distinction.
- To have a full understanding of the following: understanding of the curriculum, knowledge of the subject matter, knowledge of quality assessment and monitoring and feedback procedure.
- A professional teacher must have leadership qualities and good communication skills.
- Must be willing to learn and must have team spirit.

A range of characteristics have been provided, which in essence are not very dissimilar. They also appear to reflect many of the standards specified in the Pan-Commonwealth Professional Standards Framework.

6.4.6 Possibility of a career pathway

On the question of whether or not the teachers thought that the framework provided an indication of a career pathway within the education system, 27 respondents agreed that it definitely did indicate how teachers can develop and build a career in education. Some of the reasons given were:

- It clearly shows where we are and where we should reach. It helps us to understand the weak areas within us in our profession and hence would help us to strive hard to achieve the maximum.
- It reminds and equips me more on my work in the education system. Teacher and student relationships are important. It also focuses on quality learning and teaching.
- They demonstrate commitment to the vision of the school for students, colleagues and communities, thus commitment in promoting and preserving the country's local history.
- It motivates teachers, encourages participation and encourages self and peer development.
- It gives clear indication of what is expected of a teacher.

Those who felt that the framework did not provide a career pathway gave the following reasons:

- It is not easy to get maximum potential in the work place as the opportunities are limited.
- It can work only if it is truly implemented. But promotion is still based on seniority in the primary sector and not on merit. Teachers are promoted to deputy headmaster after 28–30 years. Deputy headmasters are promoted to headmasters after 6–8 years. It all takes a long time and is based only on years of employment in the system. Merit, ability and success do not play a role. Hence the standards framework will not have an impact in this area.

It is obvious that, while the standards framework does promise the possibility of a career pathway, it is important that each country ensure that there is a reliable and transparent system demonstrating fair and equitable teacher development trajectories and career pathways.

6.4.7 Relevance of the Pan-Commonwealth Professional Standards Framework to the immediate teaching environment

Twenty-eight teachers felt that the standards were relevant to their immediate teaching environments for the following reasons:

- It develops leadership, community and holistic teaching.
- The standards are relevant, but there is always room for improvement to meet the ever dynamic learning environment.
- They have a lot of what the teacher needs. They help a teacher with working relationships with students and colleagues. They remind the teacher of professional ethics.
- They are relevant even though they cannot be entirely divorced from social forces such as politics, religion and economy in the country.
- Since I am also a teacher, these standards have already helped me to be a better teacher by reminding me of the qualities I already have as well as the qualities I still have to work hard to achieve. In other words, it gave me a deeper insight into my attributes and what I should achieve in order to be a better teacher.
- They are relevant and promote trust and understanding and builds partnership with all segments of the school community.
- They encourage conducive teaching and learning environment.

- It is relevant/applicable to your immediate teaching environment, because I am teaching in a very poor community where we do not have the access to the newest technology.
- They give clear guidelines as to how best to deliver the curriculum especially in light of the new Curriculum Assessment Policy Statement (South Africa).

The one teacher who stated that the professional standards were not relevant or applicable unfortunately did not provide a reason for saying so.

6.4.8 Suggestions for improvement to the Pan-Commonwealth Professional Standards Framework

Teachers provided the following suggestions on how the Pan-Commonwealth Professional Standards Framework could be improved:

- The professional standard 'Professional ethics, values and attributes' could include criteria such as self-esteem, self-respect and self-motivation, as often teachers are dissatisfied or frustrated for some reason, which can eventually lead to teacher burnout.
- Incorporate religion, it will help with good behaviour of students.
- The standards must be flexible to allow for transformation as they are not perfect.
- Consider changing the clause 'treat parents and guardians with utmost respect and courtesy' to 'build and maintain a positive relationship with parents and guardians' instead.
- Engaging in promoting quality teaching and learning knowledge and understanding of the curriculum.
- For the PK11 – 'Knowledge of information and communication technology (ICT) including a wide range of new technologies', teachers need more training in computer literacy, and the schools should support this training. Also this standard must be noted in conjunction with teacher and learner ability to master the written and spoken language.

6.4.9 Confidence in achieving the standards stipulated in the Pan-Commonwealth Professional Standards Framework

The 27 teachers who stated that they felt confident they could achieve the standards of the Pan-

Commonwealth Professional Standards Framework made the following comments in this regard:

- With proper training plans and capacity building, most of the standards will be achieved but it depends upon the willingness of the authority to implement and sustain the Professional Standards Framework.
- They are achievable but it is a process.
- It is possible to achieve most of them although challenges will always be there due to uncontrollable events.
- The categories are clearly defined and all of them are very helpful to the teacher. All of them talk about real life developments.
- I always try to be the best in whatever I do. By going through this, I came to know that there are many areas I could improve as a teacher and the best thing is that now I know the weak areas and I can clearly see where I have to reach if I am to be a distinguished teacher. Since I have a strong will, I am confident that I could achieve most of the standards in the PSF.
- I will be more confident if I know my strengths and weaknesses. If I know what I am doing to benefit teaching and learning of the students. The PSF helps to weigh up my strengths and weaknesses.
- It is achievable, but with the support of our country's education department and also financial backing.
- I believe I can achieve more and benefit a lot from this project.

This is useful for the countries to take cognisance of when developing their own standards. The PSF can be used to empower teachers much more than if it were used only as an indicator for promotions and remuneration.

6.5 Academics and academic institutions

The 18 academics who responded to the Pan-Commonwealth Professional Standards Framework validation instrument were from Lesotho, Maldives, Mauritius, Samoa, South Africa and Swaziland. Botswana did not send a completed instrument from this category of respondents. Table 9 provides a description of the distribution.

Table 9. Number of academic respondents per country

Country	Number of respondents
Lesotho	5
Maldives	2
Mauritius	3
Samoa	1
South Africa	4
Swaziland	3
Total	18

6.5.1 Academic institutions' recognition of and engagement with the Pan-Commonwealth Professional Standards Framework

Among the respondents were lecturers, heads of education, associate professors, an acting dean, a course co-ordinator, a senior lecturer, a director of a professional development institute within a teacher union and an advisor to the Council for Higher Education. The respondents had been at the academic institutions for between 4 and 23 years. Of the 18 academics, nine stated that the Pan-Commonwealth Professional Standards Framework was recognised by their institutions, six said that the standards were not recognised by their institutions and two said they did not know whether or not their institutions had engaged with the PSF, while one respondent indicated that he or she was not aware of the framework.

Four academics, two from Mauritius, one from Lesotho and one from South Africa, stated that their universities were tasked with reviewing the Pan-Commonwealth Professional Standards Framework. The others stated that their institutions were not given that opportunity or that they did not know whether their universities were involved or not. It is noted that respondents from within the same country gave different responses to this question. This could imply that the participants were from different institutions or that the framework discussions within the institution took place only among a small group and not more widely among the rest of the staff.

Table 10 provides an indication of the countries in which academic institutions were involved in the review of the professional standards and the extent to which the institutions recognised the framework.

Table 10. Institutional review of Pan-Commonwealth Professional Standards Framework and institutional recognition (number of responses)

Country	Institution involved in reviewing the PSF	Institution not involved in reviewing PSF, or don't know	Standards PSF recognised	
			Yes	No
Botswana	-	-	-	-
Lesotho	1	4	1	4
Maldives	0	2	1	1
Mauritius	2	1	2	1
Samoa	0	1	1	-
South Africa	1	2	1	3
Swaziland	0	2	3	0
Total	4	12	9	9

Table 11. Academics' responses to recognition of the Pan-Commonwealth Professional Standards Framework (number of responses per category)

Country	Seen in institutional policy	Seen in internal practices	Discussions with no actions yet	Not recognised yet
Recognition of the Pan-Commonwealth PSF in the development of a framework for teacher qualifications				
Botswana	0	0	0	0
Lesotho	0	1	4	0
Maldives	0	1	0	1
Mauritius	0	2	0	1
Samoa	1	0	0	0
South Africa	0	2	0	1
Swaziland	1	2	0	0
Total	2	8	4	3
Engagement with the Pan-Commonwealth PSF with prospective educators during contact sessions (lectures, discussions, etc.)				
Botswana	0	0	0	0
Lesotho	0	1	2	1
Maldives	0	0	1	1
Mauritius	0	0	2	1
Samoa	1	0	0	0
South Africa	0	2	0	1
Swaziland	1	1	1	0
Total	2	4	6	4

While the university in Swaziland was tasked with reviewing the Pan-Commonwealth Professional Standards Framework and respondents indicated that the university had recognised the framework, they noted that the country was unable to proceed with implementing the framework because of funding constraints. Respondents also suggested that the country needs support from the Commonwealth to develop curricula and apply the framework with regard to professional skills and competencies required in the classroom.

6.5.2 Recognition of the Pan-Commonwealth Professional Standards Framework in the development of teacher qualifications and engagement with student teachers

With respect to whether or not the academics from the different countries had engaged with the Professional Standards Framework, the responses varied. They are provided in Table 11.

Two responses, from *Swaziland* and *Samoa*, confirmed that the institution had recognised the Pan-Commonwealth Professional Standards Framework in teacher qualification development through institutional policy. Eight responses regarding internal practices, from *Mauritius*, *Swaziland*, *Lesotho*, *Maldives* and *South Africa*, were in the affirmative. Responses from four respondents from Lesotho said that there had been discussions, but they indicated that no actions in relation to implementation or policy development had taken place. Respondents from three countries, *Maldives*, *Mauritius* and *South Africa*, confirmed that their countries had not recognised the standards yet.

This analysis clearly shows that academic institutions in each of the countries have engaged with the Pan-Commonwealth Professional Standards Framework differently. While some institutions have had the opportunity to engage with the PSF, others in the same country have not.

Regarding the engagement with student teachers, respondents from *Samoa* and one from *Swaziland* reported that the Pan-Commonwealth Professional Standards Framework was incorporated in institutional policies. The respondent from Swaziland reported that lecturers were encouraged to engage in discussing the framework with prospective educators. Four respondents stated that engagement with students was seen in internal practices; six respondents stated that engagement

was at the discussion level only; and four stated that there was no recognition of the Pan-Commonwealth Professional Standards Framework at the institutional or departmental level.

It is clear that institutional engagement with the Pan-Commonwealth Professional Standards Framework has been uneven within institutions and across academic sectors.

6.5.3 Included Pan-Commonwealth Professional Standards Framework in own teaching practice or collaborated with other institutions

With respect to whether the lecturers in each institution represented recognised the Pan-Commonwealth Professional Standards Framework in their teacher training practices, 10 said no, stating that they had never had the opportunity to discuss the framework, that the institution did not have the capacity to make the necessary changes or that the standards were not widely disseminated and as a result were not recognised by the institution. The remaining six respondents stated that only certain aspects of the framework were incorporated into or included in their programmes or that the framework was incorporated, but not at an institutional level. It would appear from these responses that certain aspects of the Pan-Commonwealth PSF were favoured and incorporated.

Fourteen respondents claimed that they had never collaborated with other teacher education institutions or other countries to align their qualifications with the Pan-Commonwealth Professional Standards framework. However, a few respondents stated that they did plan to engage with other Commonwealth countries in the near future. The remaining four respondents claimed that they worked closely with the Commonwealth, that they had attended workshops in the clusters or countries or that they had worked closely with other institutions.

6.5.4 Appropriateness of the professional standards

Seventeen respondents stated that they found all five categories of the professional standards appropriate or generally appropriate. The reasons for their responses ranged from the value to the institution of using the framework to the empowering effect the framework has on teachers and other educators. The respondents noted that the framework is relevant for the twenty-first-

century teacher and for teaching in a changing world. There were, however, concerns raised that some of the more pressing teacher education issues and the deeper contextual issues are, at best, implicit in the standards. These issues may need to be teased out more and the standards made more nuanced in different contexts.

The respondents from **Samoa** felt that the framework was appropriate to the needs of a developing nation such as theirs and that the utilisation of standards such as those in the framework will assist in improving the quality of education in Samoa.

One respondent from **South Africa** noted that the standards are broad and they can be applied broadly to the teaching and learning that take place in the initial teacher education programmes, specifically the Bachelor of Education (BEd) degree. The standards are seen as being applicable to the South African situation and as being particularly useful in helping teacher educators to assess their courses and to implement a culture of professional accountability.

One respondent from **Swaziland** stated that an important subcategory of PEVA standards for Swaziland could be 'to demonstrate positive values, attitudes and behaviour and be responsible for and be aware of their professional duties and statutory framework within which they function'.

6.5.5 Standards that could be improved

Two respondents from **Mauritius**, two from **Lesotho** and three from **South Africa** were comfortable with the framework as it stands. They stated that the standards appear to cover in some detail what is expected of a teacher. They suggested that they would like to attempt to implement the standards before suggesting any improvements.

The other respondents provided some comments regarding how the standards could be improved. Most of the respondents felt that the PEVA standard falls short in addressing key issues such as:

- how the standard will be implemented and measured;
- including more specific criteria on values, and mentioning the word 'value' in the standards;
- promoting contextual or the country's values, ethics and attributes, to encourage learners to imbibe and respect their own country's values, ethics and attributes; and
- including 'respect for colleagues' in the standard.

Other comments were about countries engaging internally in widespread discussions on the Pan-Commonwealth PSF. Respondents suggested that the governments and education ministers should begin looking at ways in which professional qualifications can be improved by incorporating professional ethics and conduct, professional development, and professional growth and learning among teachers and school leaders in policies and guiding documents. They suggested that pre-service and in-service training programmes could be included by incorporating the standards in them.

It was also suggested that the advocates of the Pan-Commonwealth Professional Standards Framework should refer to the study conducted by Tagataese Tupu Tuia (2013), *Decontextualizing and Re-theorising Cultural Values in Teacher Education Practices: A Samoan Standpoint*, to help improve professional standards in a more practical and relevant way that considers each country's unique values and socio-political system.

7 Cross-cutting observations

7.1 The framework is useful but it has had very limited exposure

This validation study has shown that, by and large, the Pan-Commonwealth Professional Standards Framework for Teachers and School Leaders has been useful to the countries involved and has, to some degree, addressed the objectives outlined in the introductory comments. It was found that, except for Botswana, Maldives and Mauritius, countries appear to be in the initial stages of interrogating the framework. Reasons for this are:

- Representatives who attended the workshops are no longer in their ministries and new people who have taken over are only just beginning the process. Many of these people will need further support in taking the framework forward. In addition, champions in each country need to be identified and supported.
- Some countries, such as Swaziland and Samoa, also require financial support to take the process forward. Lesotho has also indicated that the Commonwealth should assist with financial support to enable the advocacy and development of the standards.
- The presence of regulatory bodies could assist in maintaining professional standards; however, such bodies require a national mandate and government support to do so. For regulatory bodies to have more influence on the setting of standards, their mandates need to be extended by the governments and supported with legislation.

7.2 Policy-makers have an important role to play

Policy-makers have shown strong commitment to and participation in the development of the framework. It appears that the Commonwealth process has had an important catalytic effect on the development of national standards and certainly on the extent to which policy-makers have been made aware of the importance and potential of professional standards. The research also shows that teacher regulatory bodies are playing an increasingly important role in the countries surveyed. The teacher councils in both Lesotho and Botswana will be given the responsibility of championing the standards once they have been developed (online discussion contribution). Policy-makers provided a range of responses to the question on minimum standards for educators. In some cases, the response was limited to qualifications, while others demonstrated a broader understanding of professional standards. This variation is symptomatic of the varied understandings of professional standards among policy-makers.

7.3 Teachers and school leaders included in the study used the standards with good results

Thirty-five principals and HODs and 31 teachers were asked to conduct a self-evaluation based on the criteria contained in the framework. The findings were reported in detail in the previous section of

Table 12. Comparison of comments from principals and HODs with those of teachers

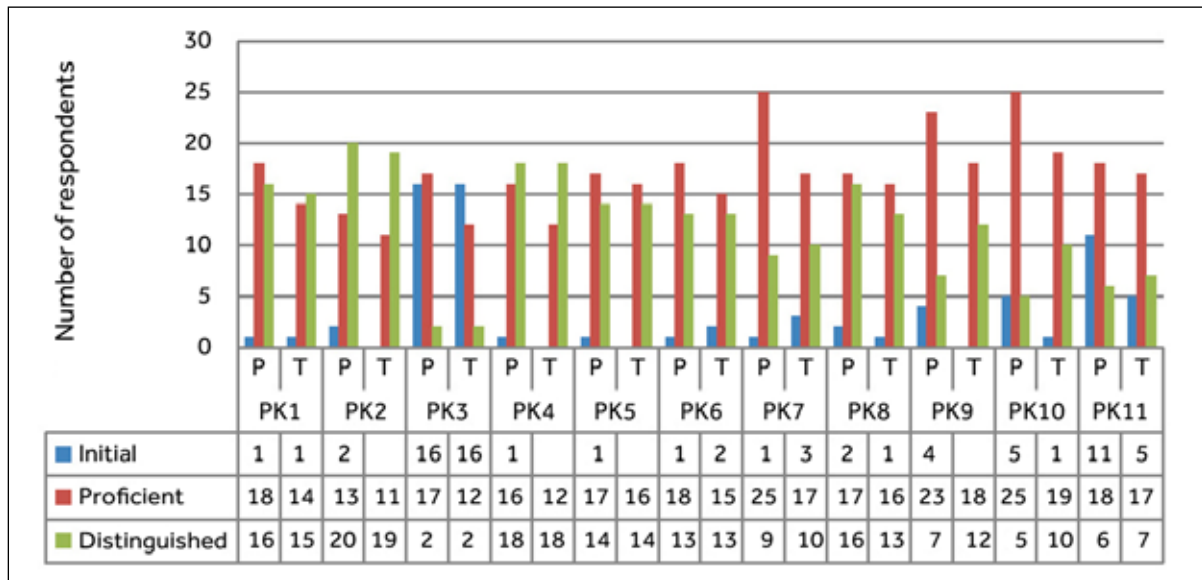
Item	Principals and HODs	Teachers
Correlation between experience and proficiency	Not explicit	Not explicit
Usefulness of the PSF	33 out of 35	31 out of 31
Evaluation of performance on the basis of standards	16 out of 35	No data available
Appropriateness of standards to context	25 out of 35	22 out of 31

the report. It is, however, useful to consider some overarching observations in this regard (Table 12).

We compare the self-evaluations of the principals/ deputy principals/HODs and the teachers to establish the efficacy of the framework’s standards for this

process. Figures 13–17 show how the two groups of educators (school leaders and teachers) responded to each level of the professional standards. In this regard it must be noted that the relatively small sample does not allow any generalisation.

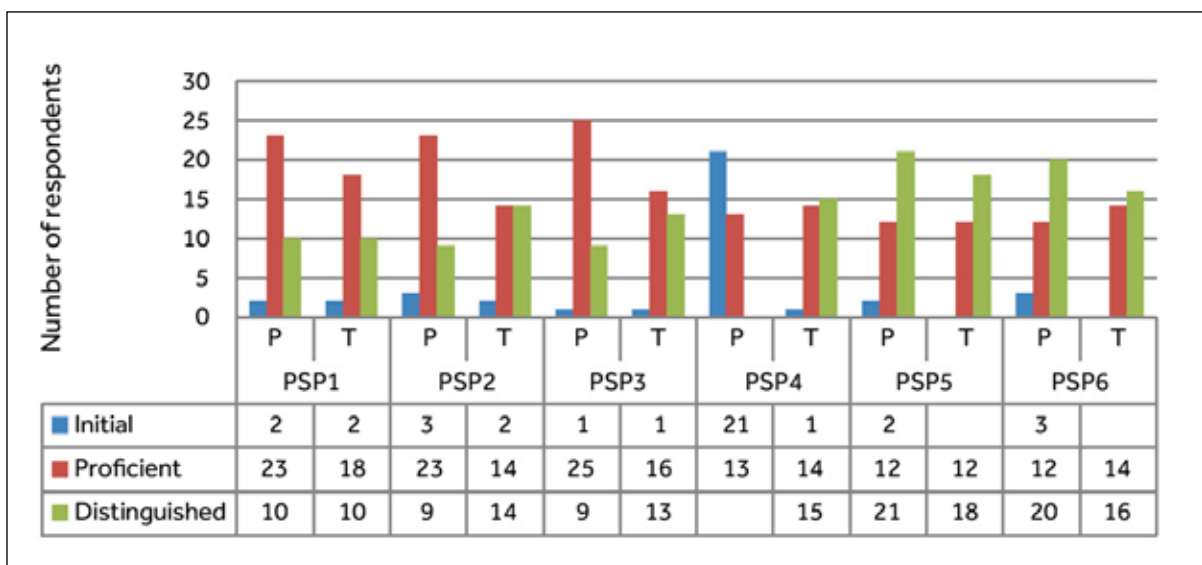
Figure 13. Principal and teacher professional knowledge levels



PK Professional knowledge – knowledge of the curriculum, the subject matter, the learner, the teaching practice, the education-related legislation, methods of communication and how to teach in a changing world.

Key
P, principals/deputy principals and HODs;
T, teachers.

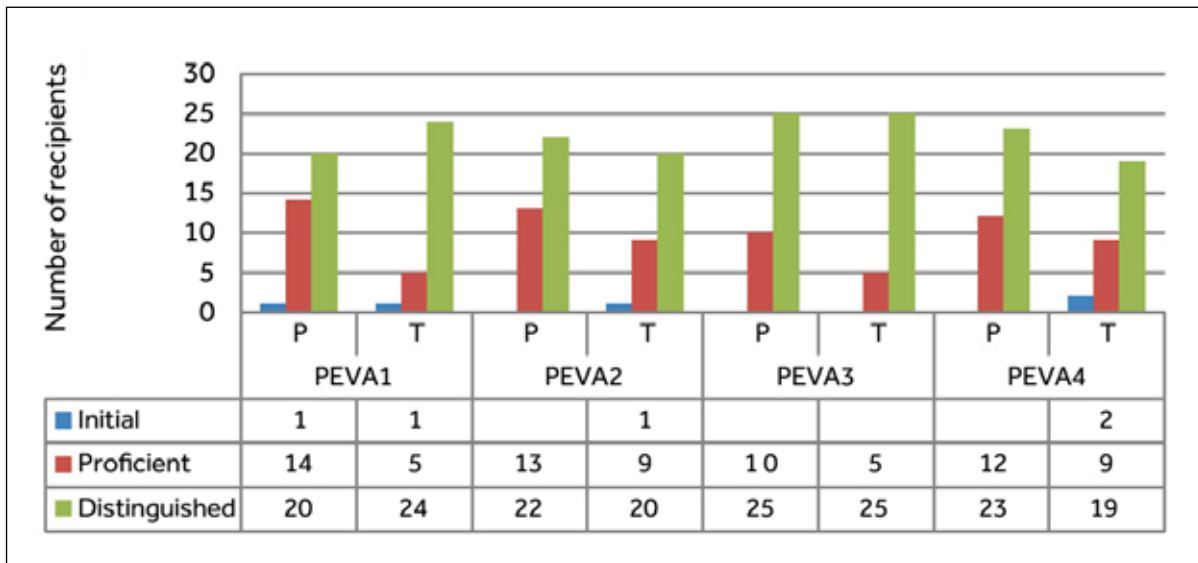
Figure 14. Principals’ and teachers’ level of professional skills and practices



PSP Professional skills and practice – necessary skills and standards that would enable teachers to become professional and competent teachers who can also communicate effectively with others.

Key
P, principals/deputy principals and HODs;
T, teachers.

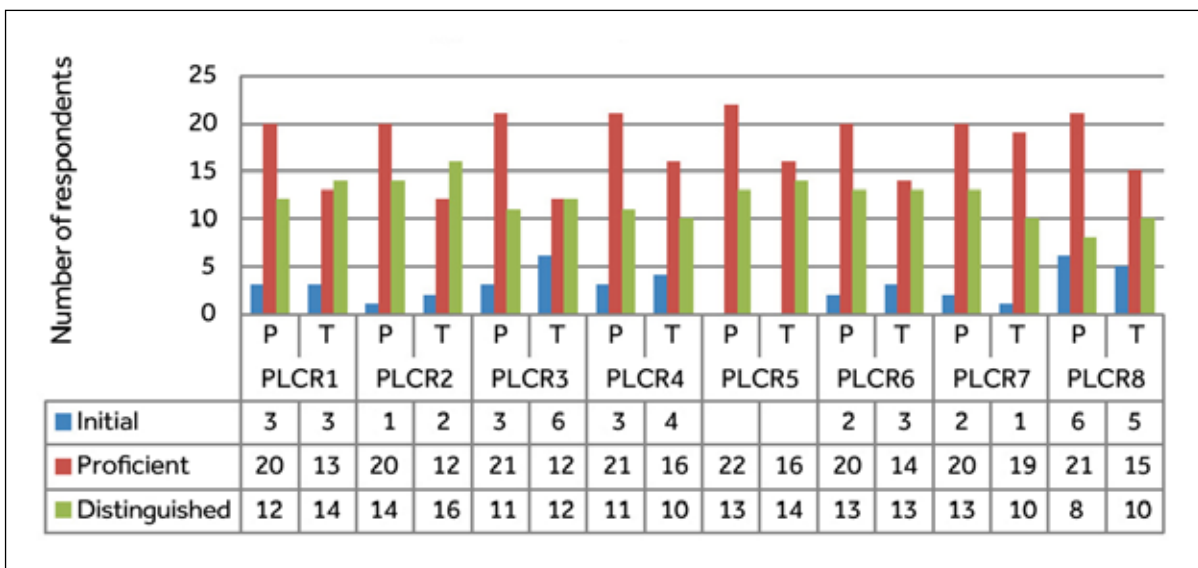
Figure 15. Principals' and teachers' levels of professional ethics, values and attributes



PEVA Professional ethics, values and attributes – demonstrate positive values, attitudes and behaviour and be responsible for and be aware of their professional duties and statutory framework within which they function.

Key
P, principals/deputy principals and HODs;
T, teachers.

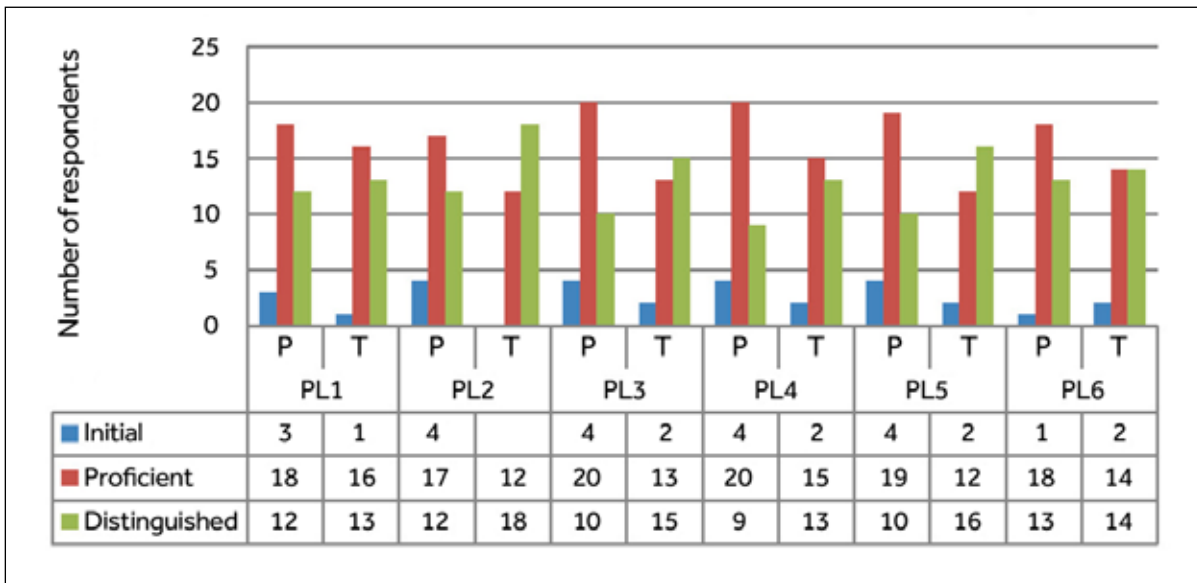
Figure 16. Principals' and teachers' level of professional leadership, community and relationships



PLCR Professional leadership, community and relationships – work collaboratively with colleagues, communities and stakeholders to create a conducive learning environment and to provide effective communication.

Key
P, principals/deputy principals and HODs;
T, teachers.

Figure 17. Principals' and teachers' levels of professional learning



PL Professional learning – participation in a wide range of CPD activities, pursuing opportunities to grow professionally and to enhance the teaching and learning process, the recognition of the interdependence of teacher learning and students' learning, and engagement in a continuum of professional growth to improve their practice.

Key
 P, principals/deputy principals and HODs;
 T, teachers.

Figure 13 presents the results of the principals' and teachers' self-evaluation against the professional standard of *professional knowledge*. For most of the subcategories within this professional standard, more of the principals and teachers rated themselves as proficient. More teachers rated themselves as distinguished for knowledge and understanding of the curriculum than at the initial or proficient level. More principals and teachers rated themselves as distinguished for knowledge of the subject matter and knowledge of the teaching and learning environment. A fair number of principals and teachers rated themselves at the initial level for knowledge of the learner and more principals rated themselves at the initial level than at the distinguished level for knowledge of ICT. At a glance, it is relatively easy to see the levels the respondents rated themselves at for each of the standards, and therefore to determine the areas in which further training is required. In addition, it is easier to note areas in which principals and teachers may display distinguished levels of competence.

For the standard *professional skills and practice*, Figure 14 shows that more principals and teachers rated themselves as proficient than at the initial or distinguished level for knowledge of the context in which teaching strategies are developed, knowledge

of quality assessment, monitoring and feedback procedures, and ability to effectively review and reflect on teaching and learning practices. More principals and teachers were able to place themselves at the distinguished level for building team spirit and collaboration and for communicating professionally. The interesting subcategory shown in the graph is that of creating a safe and supportive learning environment: for this subcategory, more principals rated themselves at the initial level, while more teachers rated themselves at the distinguished level. This gives one the impression that some competencies are priorities for principals, while others are priorities for teachers.

Figure 15 indicates that, for the standard *professional ethics, values and attributes*, more principals and teachers rated themselves as distinguished than at the initial or proficient level. Very few of either group of respondents rated themselves at the initial level. While more teachers rated themselves as distinguished for respect for learners' rights and dignity, the ratio of distinguished to proficient principals was 10 to 7, implying that only a few more principals were rated at the distinguished level than at the proficient level for that particular subcategory. Overall, the principals and teachers appear to be highly competent in this professional standard.

This observation was noted by participants from Botswana and Lesotho, who maintained that, in future teacher training curriculum reviews, the professional ethics, values and attributes should be considered, to reinforce current practice in school environments.

Generally for the standard *professional leadership, community and relationships*, Figure 16 shows that the principals and teachers rated themselves as proficient. Where more teachers rated themselves as distinguished, the difference between those who rated themselves at the proficient level and those at the distinguished level is very slight. A few teachers rated themselves as distinguished for two subcategories: engage in promoting high-quality teaching and learning; and commitment to a vision for their students, colleagues and communities and playing an active role in promoting a distinctive school culture and/or ethos. This is another area that requires some prioritisation. Perhaps in-service training in this area may produce greater results than at the pre-service level.

Figure 17 shows that, for the standard of *professional learning*, most of the principals and teachers rated themselves as proficient, except for three subcategories in which more teachers rated themselves as distinguished, namely participating in professional development opportunities; engaging in a continuum of professional growth to improve practice; and reflecting on the subject taught and how to teach the subject to students. This is an interesting observation, as it is linked to progression from teacher to senior-level positions. Incentives such as promotions and salary increases may be a contributing factor in this professional standard.

Overall, it would seem that the standards have helped teachers and school leaders to identify their strengths and areas in which further development is required. While considering the limitations of a self-evaluation, the research has shown that the standards have the potential to be used as a tool to assist all teachers in assessing their competencies, and also to develop their own learning and training plans to consolidate their professional qualifications.

7.4 Academics also have an important role to play

It is clear from responses received from academics that academic institutions in the countries have engaged with the Pan-Commonwealth PSF differently. While some institutions have had the

opportunity to engage with the PSF, others in the same country have not. The majority of academics noted that they found all five categories of the professional standards appropriate or generally appropriate. Academics in particular found that the PEVA standard requires further development and flexibility to be contextualised by specific countries.

Botswana did not involve academics, but the participant asserts that the Dean of the School of Education at the University of Botswana was given a questionnaire. However, no responses were received from the university.

The two participants from Botswana and Lesotho who responded on the online platform state that, overall, the involvement of academics and researchers in the professional standards for teachers is important. However, there are country-specific dynamics that need to be addressed to encourage stronger collaboration between policy-makers, on the one hand, and academics and researchers, on the other. A suggestion is made that, in all future work on teacher standards, academics should be included.

8 Limitations of this study

As with any study, there are limitations to what can be achieved. This validation of the Pan-Commonwealth Professional Standards Framework for Teachers and School Leaders was limited to 99 respondents from seven countries from different levels of the system: policy-makers, school leaders, teachers and academics. While the response rate was very good, the sample was limited and the findings thus only indicative. Despite these limitations, the study has provided important insights that stand to benefit countries developing professional standards on a national level and also for the further refinement of the Pan-Commonwealth PSF.

The country representatives also indicated that time given for the validation study was limited and they could not brief their respondents sufficiently. They would have liked to have broadened their country samples.

9 Concluding comments

The debates on establishing professional standards for teachers are wide and far-reaching. There are arguments for and against the use of standards. The nature of professionalisation itself has also been a long-standing debate; the International Labour Organisation and the United Nations Educational, Scientific and Cultural Organization (UNESCO) recommended more than six decades ago that teaching should be regarded as a profession. The Pan-Commonwealth PSF is an important attempt to take this recommendation forward, in this case beyond national and regional levels, to provide a set of high-level standards that Commonwealth countries are able to interpret and contextualise. In this sense, the Pan-Commonwealth PSF is the first of its kind and has the potential to serve as a commonly agreed reference point in both regional and national standards development processes.

Among the objectives of the Pan-Commonwealth PSF were to

1. Lay the foundation for developing or enhancing pre-service, in-service and continuing professional development;
2. Assist teachers in self-assessment of their competencies, from which they can develop their learning and training plans to consolidate their professional qualifications;
3. Lay the foundation for monitoring and evaluating teachers' professional growth and learning;
4. Support the planning, deployment and utilisation of teachers and school leaders; and
5. Act as the basis to propose policies towards a competent qualified teaching force.
(Commonwealth Secretariat 2014, p. 3):

While these objectives may be viewed as overly ambitious, the validation study has found that the framework, in its current form, has the potential to contribute to each of the objectives. At present, involvement is limited to a small group, mainly of policy-makers, which makes it difficult to generalise. The interaction with teachers and school leaders does, however, show great potential for assisting with the self-assessment of competencies and

for monitoring growth and learning. There is a real need for advocacy for the framework if the potential outlined above is to be fulfilled. As noted earlier, all the sampled countries except Botswana, Mauritius and Maldives have only just begun engaging with the PSF.

The role of regulatory bodies for teachers should also not be underestimated. The research has shown that in the countries in which such bodies exist, standards are mostly being revised. Lessons learnt from these countries need to be shared with the other countries to assist in establishing new regulatory bodies that can play a more relevant role in developing and implementing standards.

Finally, the Pan-Commonwealth PSF should be improved, refined and also contextualised on a regular basis. Insights from this study will be useful in that regard.

The validation exercise has confirmed that the Commonwealth Professional Standards Framework for School Leaders and Teachers has the potential to provide a useful basis for countries developing national standards for teachers and school leaders. It is also starkly evident that awareness of the Pan-Commonwealth PSF is limited mainly to a small group of policy-makers who have been involved in the consultations that took place during the development of the standards. This validation process will undoubtedly contribute to awareness of the PSF, but more will have to be done. The suggestion to identify country champions to build on the momentum created thus far seems reasonable, but the key to this process will be the traction gained among policy-makers as a result of the value added when using the framework as a reference tool. The robustness of the PSF, drawing on the extensive consultations, will be the ultimate factor to consider. The findings of this validation process seem encouraging and the online discussion with South Africa, Lesotho, Botswana and Mauritius confirms the findings as a true reflection of the countries' understanding and level of development of the professional standards for teachers and school leaders.

Note of thanks

The authors recognise the contributions of the country representatives during this validation exercise. In particular we would like to mention the following people: Lindsay Despois and Devrani Sauba (Mauritius), Hawwa Abdul Raheem and Adam Shareef (Maldives), Vau Peseta and Eseta loapa (Samoa), Earnest Simelane and Sibongile Mtshali-Dlamini (Swaziland), Mmake Sehlabile (Lesotho), Sir Wonder Masebola (Botswana), Winsome Gordon

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Annex 1: Commonwealth Standards Framework

Introductory note

Based on a request from Commonwealth Ministers of Education this set of five professional standards has been developed by representatives of Commonwealth Member States with support from the Commonwealth Secretariat. The standards draw on country experiences and have been developed to:

- Lay the foundation for developing or renovating pre-service, in-service and continuing professional development (CPD);
- Assist teachers in self-assessing their competencies, based upon which they can develop their learning and training plans to consolidate their professional qualifications;
- Lay the foundation for monitoring and evaluating teachers' professional growth and learning;
- Support the planning, deployment and utilisation of teachers and school leaders; and
- Act as the basis to propose policies towards a competent teaching force.

The five categories of professional standards are as follows:

1. Professional knowledge – knowledge of the curriculum, the subject matter, the learner, the teaching practice, the education-related legislation, methods of communication and how to teach in a changing world.
2. Professional skills and practice – necessary skills and standards that would enable teachers to become professional and competent teachers who can also communicate effectively with others.
3. Professional ethics, values and attributes – demonstrate positive values, attitudes and behaviour and be responsible for and be aware of their professional duties and statutory framework within which they function.

4. Professional leadership, community and relationships – work collaboratively with colleagues, communities and stakeholders to create a conducive learning environment and to provide effective communication.
5. Professional learning – participation in a wide range of CPD activities, pursuing opportunities to grow professionally and to enhance the teaching and learning process, the recognition of the interdependence of teacher learning and students' learning, and engagement in a continuum of professional growth to improve their practice.

Each of the categories is further described in terms of specific standards and their associated level descriptors across the following levels:

- Initial – for newly qualified teachers with limited experience, as well as more experienced teachers with limited professional development.
- Proficient – for qualified teachers that are able to demonstrate professional skills and attributes.
- Distinguished – for qualified teachers that are able to demonstrate advanced levels of professional ethics and values, leadership as well as own professional learning.

The table below provides an indicative overview of the professional standards that carry the most emphasis across the different levels of proficiency.

Teachers, school leaders, curriculum developers and policy makers are encouraged to contact the Commonwealth Secretariat for more information and/or to become part of the growing community of practice involved in this initiative:

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Pall Mall, London SW1Y 5HX, UK
Phone: +44 (0)20 7747 6500 (switchboard)
Fax: +44 (0)20 7930 0827
Email: info@commonwealth.int

	Category of professional standard	Initial	Proficient	Distinguished
Pre-service	Professional knowledge	***	**	*
In-service	Professional skills and practices	**	***	**
	Professional ethics, values and attributes	**	**	***
	Professional leadership, community and relationships	*	**	***
	Professional learning	*	**	***

Professional knowledge

Commonwealth teachers should know the curriculum, the subject matter, the learner, the teaching practice, the education-related legislation, methods of communication and how to teach in a changing world.

The following professional standards should be met by Commonwealth teachers:

	Standards	Level Descriptors		
		Initial	Proficient	Distinguished
PK1	Knowledge and understanding of the curriculum	Is able to apply and use knowledge of curriculum content and pedagogy to plan meaningful, engaging learning experiences appropriate to student level; has an adequate knowledge of the prerequisite curriculum that precede and follow the current level; is able to demonstrate the inter-relatedness of disciplines that is demonstrated in lessons at a basic level	Is able to apply and use knowledge of curriculum content and pedagogy to plan meaningful, engaging learning experiences appropriate to student level; knows the curriculum required for student mastery of content of the levels that precede and follow the current level; consistently demonstrates the inter-relatedness of disciplines in lessons	Is able to apply and use knowledge of curriculum content and pedagogy to plan meaningful, engaging learning experiences appropriate to student level; knows the curriculum required for student mastery of content of the levels that precede and follow the current level; has a deep knowledge of the content and its interrelatedness within and across the disciplines
PK2	Knowledge of subject matter	Demonstrates an adequate knowledge and understanding of the subject matter that creates and supports basic opportunities for students to learn	Demonstrates a secure knowledge and understanding of the subject matter that creates and supports opportunities for students to learn	Demonstrates a deep knowledge and understanding of the subject matter that creates and supports the best possible opportunities for students to learn
PK3	Knowledge of the learner	Demonstrates adequate knowledge of the underlying principles of how students develop and learn; demonstrates adequate recognition and acceptance of social and economic diversity of learners	Demonstrates secure knowledge and understanding of the underlying principles of how students develop and learn; demonstrates understanding of social and economic diversity of learners	Demonstrates deep knowledge and understanding of the underlying principles of how students develop and learn; demonstrates understanding of social and economic diversity of learners and influences colleagues and learners to do the same
PK4	Knowledge of the teaching and learning environment	Uses practical and theoretical knowledge of pedagogy, to design and adapt a range of teaching, learning, and classroom management strategies relevant to student stages of learning; demonstrates basic knowledge and understanding of students' background, their skills, interests and prior achievements	Uses practical and theoretical knowledge of pedagogy, to design and adapt a range of teaching, learning, and classroom management strategies relevant to student stages of learning; demonstrates knowledge and understanding of students' background, their skills, interests and prior achievements in a flexible and responsive manner to meet the students' learning needs; is able to facilitate teaching and learning for multi-grade classrooms	Is sufficiently informed and has the relevant experience to give advice on the development and diverse needs of students

PK5	Knowledge of the teaching practice	Has broad understanding of mainstream theories informing teaching practice; some application of theories in practice	Teaching practice is informed by theories; possesses the ability to understand, critique and apply theories that inform classroom practice	Uses theories and current research to inform practices; thinks systematically about practices; possesses the ability to learn from experience; is involved as a member of learning communities; seeks professional development opportunities to enhance skills and practices
PK6	Knowledge of planning skills	Demonstrates adequate planning skills to cater for the different learning abilities; able to link objectives of lessons to learning outcomes; uses appropriate and varied teaching strategies	Demonstrates good planning skills to cater for the different learning needs and abilities; able to link objectives of lessons to learning outcomes; uses appropriate and varied teaching strategies; unpacks objectives to attain SMART (Specific, Measurable, Appropriate, and) Action-Oriented, Results-oriented, Time Specific) learning outcomes; develops a Disaster Management Strategy that caters for both physical and human needs of the school	Demonstrates creativity in relating lesson objectives to broader educational goals; develops long- and medium-term plans; planning takes cognisance of major events and includes these as teaching and learning opportunities
PK7	Knowledge of the education-related policies and legislation including the rights of children	Demonstrates awareness of the country's legislative and policy framework for education that teachers need to comply with following employment in a school; respects the rights of children	Demonstrates knowledge and application of the country's legislative and policy framework for education that teachers need to comply with following employment in a school; works collaboratively with others including colleagues, parents, guardians and community members to contribute to implementation of workplace policies and practices including health and safety; respects and advances the rights of children	Demonstrates deep knowledge and application of the country's legislative and policy framework for education that teachers need to comply with following employment in a school; makes contributions to education policy and practice at the school and in wider professional contexts; actively participates in policy and legislative processes, including to advance the rights of children
PK8	Knowledge of methods of communication	Demonstrates adequate use of knowledge of effective verbal, nonverbal and written communication techniques	Demonstrates good use of knowledge of effective verbal, nonverbal and written communication techniques	Demonstrates use of knowledge of effective verbal, nonverbal and written communication techniques to foster the use of inquiry, collaboration and supportive interactions
PK9	Knowledge of assessment, monitoring and evaluation of the learner	Demonstrates knowledge and understanding of effective assessment practices to assess student achievement of learning outcomes; relies primarily on summative assessment for evaluation; may refer to prior instruction, but does not routinely make connections to new learning; provides adequate feedback to learners	Demonstrates comprehensive knowledge and understanding of a range of effective assessment practices to assess student achievement of learning outcomes; uses balanced assessment (i.e. formative and summative) to guide instruction; activates prior knowledge and teaches students strategies to engage with the content; provides clear and constructive feedback to learners	Demonstrates, models and practices self-assessment; promotes and encourages student self-assessment; transfers ownership of learning to students and teaches students to engage with content; uses up-to-date information relating to national testing and examinations to assist learners to improve their achievements; provides clear and constructive feedback to learners that encourages reflective practices

PK10	Knowledge of quality assessment, monitoring and feedback procedures	Gathers data on student performance using some assessment strategies; keeps a record of group and individual achievement; reports and provides ongoing feedback of individual achievement to students and parents	Teaching practice is informed by Able to manage and monitor students' learning through continuous formative assessment and modification of teaching strategies to suit the needs and learning abilities of students; able to use assessment as a tool to guide and improve students' learning; provides parents and students with feedback on students' learning; develops and puts in place an assessment and monitoring system to guide how students' performance will be assessed and monitored; constantly monitors and evaluates progress	Gathers data on student performance using a variety of assessment strategies; keeps a continuous and comprehensive record of group and individual achievement; reports and provides ongoing feedback of individual achievement to students and parents; reflects on trends in student assessment data to inform teaching practices
PK11	Knowledge of information and communication technology (ICT) including a wide range of new technologies	Demonstrates an understanding of technological concepts and effectively utilises technologies to support teaching	Demonstrates an understanding of technological concepts and effectively utilises a range of technologies to support teaching; knowledge of selecting appropriate e-curriculum materials and integrate them into lesson planning and implementation	Demonstrates an understanding of technological concepts and effectively utilises a range of technologies to support their teaching; keeps abreast of changes in technology as it relates to instructional and administrative functions

Professional skills and practices

Commonwealth teachers should develop and uphold necessary skills and standards that would enable them to become professional and competent teachers who can also communicate effectively with others.

The following professional standards should be met by Commonwealth teachers:

	Standards	Level Descriptors		
		Initial	Proficient	Distinguished
PSP1	Knowledge of the context in which teaching strategies are developed	Designs and implements contextually relevant teaching and learning strategies	Applies effective teaching strategies in delivery of lessons; demonstrates creativity in their teaching; uses appropriate teaching resources that would meet students' learning needs; acknowledges students' prior knowledge of concepts learned, especially in their own contexts; designs and teaches motivating lessons that would raise students' attainment level, as well as inspiring curiosity and satisfaction in learning; able to demonstrate a caring, loving and positive attitude in their teaching and learning practice	Designs and implements contextually relevant teaching and learning; anticipates and plans the kinds of learning they will need to respond to a variety of educational contexts; promotes and leads the development of contextually relevant, inclusive teaching strategies
PSP2	Knowledge of quality assessment, monitoring and feedback procedures	Gathers data on student performance using assessment strategies; keeps a record of group and individual achievement; reports and provides ongoing feedback of individual achievement to students and parents	Manages and monitors students' learning through continuous formative assessment and modification of teaching strategies to suit the needs and learning abilities of students; uses assessment as a tool to guide and improve students' learning; provides parents and students with feedback on students' learning; develops, monitors and evaluates policy for assessment	Gathers data on student performance using a variety of assessment strategies; keeps a comprehensive record of group and individual achievement; reports and provides ongoing feedback of individual achievement to students and parents; uses trends in student achievement data to inform teaching practices
PSP3	Effectively review and reflect on teaching and learning practices	Reviews and reflects on their practices; reflects their use of up-to-date subject knowledge and pedagogy; makes some adjustments to enhance student learning	Reflects on and reviews teaching practice constantly and its impact on students' learning and achievement levels; reflects on the feedback given to students regarding their performance and provides guidance to them on how they can improve in their learning and performance	Reviews and reflects on their practices and take responsibility for identifying and meeting their developing professional needs; reflects their use of up-to-date subject knowledge and pedagogy; makes necessary adjustments to enhance student learning

PSP4	A safe and supportive learning environment	Creates and maintains a safe, and supportive learning environment where students are treated with courtesy, respect, integrity, justice, empathy and dignity	Establishes a meaningful, safe and supportive learning environment for students according to their needs and abilities and in their own contexts; provides an environment that safeguards students from any forms of abuse	Creates and maintains a safe and supportive learning environment that is conducive to teaching and learning, and promotes responsibility among learners for themselves, others and the environment; negotiates with students their learning environment; guides colleagues to create safe and supportive learning environments
PSP5	Team spirit and collaboration	Demonstrates commitment to collaboration, co-operation and collegiality; works as a team member and identifies opportunities for working with colleagues, and sharing the development of effective practice with them	Actively engages in learning with colleagues in a way that models collaboration and collegiality to improve practice	Contributes to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback
PSP6	Communicate professionally	Communicates in the language of education using precise language and appropriate oral and written expressions; communicates effectively with students, parents and the community; demonstrates ICT literacy for the betterment of students' learning	Communicates learning content in the language of education using precise language and appropriate oral and written expressions in ways that lead to the integration of learning, and reveal the relevance and educational value of the subject; establishes proper two-way communication processes in the school and with stakeholders; communicates effectively with students, parents and the community; ICT literate for the betterment of students' learning	Makes and strengthens connections between home and school through effective communication with families and other members of the community; communicates in a variety of ways that demonstrate a sensitivity to cultural, linguistic, gender and social differences; fosters effective communication among teachers and the administration

Professional ethics, values and attributes

Commonwealth teachers have the responsibility to have sound knowledge of, and to uphold and model, the standards of professional ethics, values and attributes associated with teaching. Commonwealth teachers should demonstrate positive values, attitudes and behaviour and be responsible for and aware of their professional duties and the statutory framework within which they function. Teachers are also responsible for maintaining the dignity of learners, colleagues,

administrators, parents and the larger community; they should show empathy for learners, respect for other people's norms, values and opinions, and know how to identify and support children and young people whose progress, development or wellbeing is affected by changes or difficulties in their personal circumstances.

The following professional standards should be met by Commonwealth teachers:

	Standards	Level Descriptors		
		Initial	Proficient	Distinguished
PEVA1	Respect for learners' rights and dignity	Demonstrates respect for human rights, including the rights of the child, and dignity without prejudice to individual or cultural differences, including the right to privacy and confidentiality; respects the values, customs and norms of the community; understands and utilises alternative forms of discipline; maintains appropriate confidentiality on learner matters and data	Applies effective teaching Demonstrates respect for learners' rights and dignity without prejudice to individual or cultural differences, including the right to privacy and confidentiality; shuns all forms of abuse including those related to office; respects the values, customs and norms of the community; demonstrates appreciation of the basic worth of each individual and cultural group; maintains and advocates appropriate confidentiality on learner matters and data; promotes human treatment of learners; knows and uses alternative forms of discipline	Models respect for learners' rights and dignity without prejudice to individual or cultural differences, including the right to privacy and confidentiality; shuns all forms of abuse including those related to office; encourages colleagues to respect the values, customs and norms of the community; demonstrates and encourages appreciation of the basic worth of each individual and cultural group; understands alternative forms of discipline and is able to monitor and support these; maintains, advocates and ensures appropriate confidentiality on learner matters and data; promotes humane treatment of learners and works as vanguards against all forms of child labour and maltreatment within the education organisation or in society
PEVA2	Role model to learners	Demonstrates the kind of behaviour, character and virtues expected of learners; has high self-esteem; honest in dealing with students, colleagues and the community; law abiding; tolerates differences in religion, ethnicity, etc.; is open minded; acts upon advice, and is open to coaching and mentoring	Demonstrates the behaviour, character and virtues expected of learners; accepts other responsibilities outside of their designated roles; values constructive criticism	Demonstrates the behaviour, character and virtues they expect of learners and colleagues; accepts other responsibilities outside of their designated roles; values constructive criticism

PEVA3	Treat parents and guardians with utmost respect and courtesy	Works actively to involve parents in their child's academic activities and performance, and communicates clearly with them; demonstrates respect and courtesy towards parents and guardians	Interacts with parents and guardians in a professional manner that is fair and equitable; reports effectively to parents and caregivers about student learning; demonstrates and promotes respect and courtesy towards parents and guardians	Communicates effectively with parents and guardians, conveying timely and relevant information about attainment, objectives, progress and well-being; demonstrates the importance of involving parents and caregivers in the educative process; demonstrates, promotes and ensures respect and courtesy towards parents and guardians; monitors and facilitates appropriate behaviour of other teachers
PEVA4	Respect contract(s) duly entered into with employer and other parties	Keeps to the contractual agreements with the employer	Keeps to the contractual agreements with the employer and supports others to do the same	Effectively manages collective bargaining and other contractual agreements related to the school

Professional leadership, community and relationships

Leaders are developed to work collaboratively with colleagues, communities and stakeholders to create conducive learning environments and to provide effective communication. They participate with stakeholders to

train teachers to improve the effectiveness and efficiency of their teaching and learning.

The following professional standards should be met by Commonwealth teachers:

	Standards	Level Descriptors		
		Initial	Proficient	Distinguished
PLCR1	Engage in promoting quality teaching and learning	Participates in continued, high-quality professional development; provides opportunities for the development of quality relationships between students, colleagues, the school and wider community; ensures the relevance of the teaching with regard to the curriculum, including for learners with special needs	Participates in continued, high-quality professional development; advises and assists colleagues to design and implement high-quality teaching and learning programmes; provides opportunities for the development of quality relationships between students, colleagues, the school and wider community	Has a record of outstanding teaching and commitment to enhancing the quality of teaching and learning; articulates a vision of education to their students, peers, the profession and the wider community; takes a leadership role in enhancing teacher knowledge and understanding about the school and wider community; fulfils an active role in developing a conducive school culture and ethos; upholds and encourages fellow teachers to meet the requirements of professional standards
PLCR2	Committed to a vision for their students, colleagues and communities and playing an active role in promoting a distinctive school culture and/or ethos	Demonstrates commitment to the vision of the school for students, colleagues and communities	Assists in the development of a clear vision of a desired future state for the school and makes input into how the initiatives will contribute to achieving the schools vision	Works in collaboration with colleagues by participating, mentoring and guiding colleagues as they implement the initiatives and communicate the school's vision with parents and the community to share how school-wide initiatives will actively support an improved learning environment for students
PLCR3	Preserve and promote local and national culture	Demonstrates commitment to preserving and promoting the country's local and national history, environment and people, particularly indigenous peoples and cultures	Demonstrates commitment to preserving and promoting the country's local and national history, environment and people, particularly indigenous peoples and cultures; understands how to use this knowledge in the context of their teaching; ensures that the school schedules cultural days and cultural activities are integrated into the programme	Demonstrates commitment to preserving and promoting the country's local and national history, environment and people, particularly indigenous peoples and cultures; understands how to use this and how to support others to use this knowledge in the context of their teaching

PLCR4	Partnerships between the community and stakeholders	Works in partnership with colleagues, families, other professionals, institutions, NGOs and the wider community	Promotes trust and understanding and builds partnerships with all segments of the school community; conducts regular (quarterly where possible) meetings with school communities	Establishes respectful and productive relationships and develops co-operative partnerships with diverse families, educators and others in the community in support of student learning and wellbeing; monitors success of partnerships and takes corrective actions where needed
PLCR5	Nurturing, mentoring and coaching	Acts upon advice and feedback and is open to coaching and mentoring; contributes to developing and/or enhancing the professional expertise and practice of other teachers	Coaches and mentors teachers; contributes to developing the professional expertise and practice of other teachers	Develops and supports mentoring programmes for new, returning and pre-service teachers and those needing professional support; develops the professional expertise and practice of other teachers
PLCR6	Outstanding interpersonal skills to empower colleagues and communities	Possesses the analytical, interpersonal and organisational skills necessary to empower colleagues and communities	Have the commitment, enthusiasm and interpersonal skills to assume a professional role within schools and their broader communities	Have the commitment, enthusiasm and interpersonal skills to assume a professional role within schools and their broader communities and to contribute to the operations of a school as a whole; responsibilities are delegated
PLCR7	Apply critical analysis and problem solving skills to educational matters	Selects and uses teaching strategies, including problem solving, critical analysis and creative thinking	Selects and uses teaching strategies, including problem solving, critical analysis, creative thinking and resources to engage students and support their achievement of learning goals	Supports teachers to select and use teaching strategies, including problem solving, critical analysis, creative thinking and resources to engage students and support their achievement of learning goals; facilitates problem solving meetings with colleagues and communities
PLCR8	Create conducive learning environment through the incorporation of new technologies	Utilises new technologies in lessons; works with colleagues to implement new technologies	Identifies and utilises new technologies in lessons; works with colleagues, communities and stakeholders to implement new technologies	Identifies and utilises new technologies in own lessons and assists others to do the same; initiates the use of new technologies with colleagues, through the engagement of communities and stakeholders

Professional learning

Commonwealth teachers should actively participate in a wide range of CPD activities, pursuing opportunities to grow professionally and to enhance the teaching and learning process. Commonwealth teachers should recognise the interdependence of teacher learning

and student learning; they engage in a continuum of professional growth to improve their practice.

The following professional standards should be met by Commonwealth teachers:

	Standards	Level Descriptors		
		Initial	Proficient	Distinguished
PL1	Assess and identify their own professional needs for self development	Carries out self-evaluation and establishes professional goals under supervision; consults resources to inform their practice and be committed to improving their practice through appropriate professional development, including relevant CPD courses	Persistently and critically examines their practice through a continuous cycle of self-improvement focused on how they learn, teach and work in a global and digital society; conducts action research; reflects on and improves their practice, and takes responsibility for identifying and meeting their developing professional needs, and sharing their experiences with colleagues	Demonstrates a high degree of responsibility for own professional development and the identification of their own professional needs; awareness that professional development activities should lead to the improvement of learner achievements, especially in poorer and disadvantaged communities; provides mentorship to other teachers in their self-reflection and identification of their further professional development; leads professional development activities among the teachers; engages in school-based research to inform teaching/ learning and professional development
PL2	Participate in professional development opportunities	Participates in relevant professional development in-services, workshops, courses, and conferences that relate to appropriate instructional approaches, content, and learning theory	Participates as active members of the professional community, engaging in a wide range of reflective practices	Participates as active, responsible members of the professional community, engaging in a wide range of reflective practices; pursues opportunities to grow professionally and establishes collegial relationships to enhance the teaching and learning process of themselves and their colleagues and encourages and supports professional development among teachers

PL3	Engage in a continuum of professional growth to improve practice	Recognises that continuous professional growth is an integral part of teaching; demonstrates a commitment to continued professional growth by participating in professional learning activities	Recognises that continuous professional growth is an integral part of teaching; recognises that teaching and professional growth are influenced by personal, social and educational contexts; demonstrates a commitment to continued professional growth and shares successful areas of practice with colleagues	Recognises that continuous professional growth is an integral part of teaching; recognises that teaching and professional growth are influenced by personal, social and educational contexts; demonstrates a commitment to continued professional growth; creates opportunities for teachers to engage in professional growth; engages in dialogue on issues related to teaching and learning; shares successful areas of practices with colleagues
PL4	Incorporate new skills in the teaching and learning process	Incorporates new skills and knowledge gained through professional development into the learning environment to enhance the quality of instruction	Takes own initiative to incorporate new skills and knowledge gained through professional development into the learning environment to enhance the quality of instruction	Takes own initiative and encourages others to incorporate new skills and knowledge gained through professional development into the learning environment to enhance the quality of instruction; identifies and initiates opportunities for new skills and knowledge to be gained through professional development to enhance personal and school growth for self and other teachers
PL5	Reflect on the subject they teach and how to teach the subject to students	Reflects on their subjects/ curriculum areas and related pedagogy to enable them to teach effectively across the age and ability range for which they are trained	Develops secure knowledge and understanding of their subjects/ curriculum areas and related pedagogy through reflection and engagement with up-to-date discourse to enable them to teach effectively across the age and ability range for which they are trained	Becomes more aware of current trends in order to support teachers to engage in reflective practice to enable them to teach effectively across the age and ability range for which they are trained
PL6	Recognise the interdependence of teacher learning and student learning	Acknowledges the interdependence of teacher and learner learning	Acknowledges and demonstrates the interdependence of teacher and learner learning; demonstrates ability to reflect critically on teaching and learning practice to enhance teacher learning and student learning	Applies the principles of the interdependence of teacher and learner learning to own practices and encourage others to do so; understands the influences that affect individual student learning and differentiates their instruction accordingly; explains and understands the link between the quality of teachers' practice and student learning

Annex 2: Instruments



Universities, Teacher Training Colleges and Curriculum Developers Instrument (UTTCD)

Self-Evaluation Activity

Please answer these preliminary questions correctly:

a. Country in which you work:

b. Position within the institution:

c. Number of years within the institution:

Additional Information on questionnaire.

Definitions of Initial, proficient or distinguished

- Initial – you have with limited experience in this regard. Either as a newly qualified teacher or experienced teacher with limited professional development.
- Proficient – you are qualified and able to demonstrate these professional skills and attributes.
- Distinguished – you are qualified and able to demonstrate advanced levels of professional ethics and values, leadership as well as own professional learning.

This section is to be completed by representatives from universities/teachers education colleges. (Dean of education and 1 lecturer to complete)

Refer to Appendix 1 for detailed description of standards

	Yes	No
1. Have the Commonwealth professional standards been recognised in your institution?		
2. Was your university part of the national team tasked with reviewing the Commonwealth professional standards framework?		

Please tick the applicable response for each of the questions below.	Yes, this can be seen in institutional policies	Yes, this can be seen in internal practices	There have been a few discussions without action yet	No, the standards have not been recognised
3. Has the institution recognised the Commonwealth Professional Standards framework in teacher qualification development?				
4. Are lecturers in the institution encouraged to engage prospective educators on the Commonwealth professional standards framework during their contact sessions?				

5. Have the lecturers in your institution recognised the Commonwealth Professional Standards Framework in their teacher training practices? Please elaborate.

	Yes	No
6. Has your institution collaborated with other teacher education institutions to align qualifications with the Commonwealth Professional Standards Framework?		

	Yes	No
7. Are the five categories of professional standards appropriate?		

8. Which of the standards can be improved, and how?



Teacher Instrument (TI)

Completed by: Teacher

Please answer these preliminary questions correctly:

a. Country in which you teach:

b. Type of school: High/Primary/Comprehensive/Other (specify):

c. Number of years teaching in total:

d. Teacher level within your school: Junior/Senior/HOD/Other (specify):

Additional Information on questionnaire.

Definitions of Initial, proficient or distinguished

- **Initial** – you have with limited experience in this regard. Either as a newly qualified teacher or experienced teacher with limited professional development.
- **Proficient** – you are qualified and able to demonstrate these professional skills and attributes.
- **Distinguished** – you are qualified and able to demonstrate advanced levels of professional ethics and values, leadership as well as own professional learning.

Self-Evaluation Checklist

Refer to Appendix 1 for detailed description of standards

Please indicate which level descriptor you believe applies to your abilities for each standard.

	Initial	Proficient	Distinguished
1. Professional Knowledge			
PK1 – Knowledge and Understanding of the curriculum			
PK2 – Knowledge of subject matter			
PK3 – Knowledge of the learner			
PK4 – Knowledge of the teaching and learning environment			
PK5 – Knowledge of the teaching Practice			
PK6 – Knowledge of planning skills			
PK7 – Knowledge of the education related policies and legislation including the rights of children			
PK8 – Knowledge of methods of communication			
PK9 – Knowledge of assessment monitoring and evaluation of the learners			
PK10 – Knowledge of quality assessment, monitoring and feedback procedures.			
PK11 – Knowledge of information and communication technology (ICT) including a wide range of new technologies.			
2. Professional Skills and Practices			
PSP1 – Knowledge of the context in which teaching strategies are developed.			
PSP2 – Knowledge of quality assessment, monitoring and feedback procedures.			
PSP3 – Effectively review and reflect on teaching and learning practices.			
PSP4 – A safe and supportive learning environment.			
PSP5 – Team spirit and collaboration			
PSP6 – Communicate professionally			
3. Professional Ethics, Values and Attributes			
PEVA1 – Respect for learners' rights and dignity.			
PEVA2 – Role model to learners.			
PEVA3 – Treat parents and guardians with utmost respect and courtesy.			
PEVA4 – Respect contract(s) duly entered into with employer and other parties.			

4. Professional Leadership Community and Relationships			
PLCR1 – Engaging in promoting			
PLCR2 – Committed to a vision for their students, colleagues and communities and playing an active role in promoting a distinctive school culture and/or ethos.			
PLCR3 – Preserve and promote local and national culture.			
PLCR4 – Partnerships between the community and stakeholders.			
PLCR5 – Nurturing, mentoring and coaching.			
PLCR6 – Outstanding interpersonal skills to empower colleagues and communities.			
PLCR7 – Apply critical analysis and problem-solving skills to educational matters.			
PLCR8 – Create conducive learning environment through the incorporation of new technologies.			
5. Professional Learning			
PL1 – Assess and identify own professional needs for self-development.			
PL2 – Participate in professional development opportunities.			
PL3 – Engage in a continuum of professional growth to improve practice.			
PL4 – Incorporate new skills in the teaching and learning processes.			
PL5 – Reflect on the subject taught and how to teach the subject to students.			
PL6 – Recognise the interdependence of teacher learning and student learning.			

6. Have you engaged in discussions on the Commonwealth professional standards framework with the following groupings?	Yes/No	Comment
a. A task team appointed by the education ministry		
b. With members from other schools		
c. Within your school		
d. Other, please specify		

	Yes	No
7. Did you find the self-evaluation activity in question 1 to 5 above useful?		

	Yes	No
8. Were you able to identify further training/development needs through this evaluation?		

	Yes	No
9. Would you recommend this activity to help improve the quality of teachers in your country?		

	Yes	No
10. Do you think the Commonwealth professional standards framework is applicable in your country?		

Please provide reasons for your answer

11. What do you consider to be the characteristics of a professional teacher?

	Yes	No
12. Does the Professional Standards Framework provide an indication of a career pathway within the education system?		

	Yes	No
13. Are the standards relevant/applicable to your immediate teaching environment?		

	Yes	No
14. In your opinion, do you think any of the professional standards listed in the PFS can be improved? If yes, which are they and why?		

	Yes	No
15. Are the five categories of professional standards appropriate?		

	Yes	No
16. Do you feel confident that you can achieve most of the standards in the PSF?		



Principals and HODs Validation Instrument (PHOD)

Completed by: Principal/HOD

Please answer these preliminary questions correctly:

e. Which country are you from?:

f. Type of school: High/Primary/Comprehensive/Other (specify):

g. Number of years teaching in total:

h. Number of years as Principal/HOD at you current school (specify):

Additional Information on questionnaire.

Definitions of Initial, proficient or distinguished

- **Initial** – you have with limited experience in this regard. Either as a newly qualified teacher or experienced teacher with limited professional development.
- **Proficient** – you are qualified and able to demonstrate these professional skills and attributes.
- **Distinguished** – you are qualified and able to demonstrate advanced levels of professional ethics and values, leadership as well as own professional learning.

Refer to Appendix 1 for detailed description of standards

Please indicate which level descriptor you believe applies to your abilities for each standard.

	Initial	Proficient	Distinguished
1. Professional Knowledge			
PK1 – Knowledge and Understanding of the curriculum			
PK2 – Knowledge of subject matter			
PK3 – Knowledge of the learner			
PK4 – Knowledge of the teaching and learning environment			
PK5 – Knowledge of the teaching Practice			
PK6 – Knowledge of planning skills			
PK7 – Knowledge of the education related policies and legislation including the rights of children			
PK8 – Knowledge of methods of communication			
PK9 – Knowledge of assessment monitoring and evaluation of the learners			
PK10 – Knowledge of quality assessment, monitoring and feedback procedures.			
PK11 – Knowledge of information and communication technology (ICT) including a wide range of new technologies.			
2. Professional Skills and Practices			
PSP1 – Knowledge of the context in which teaching strategies are developed.			
PSP2 – Knowledge of quality assessment, monitoring and feedback procedures.			
PSP3 – Effectively review and reflect on teaching and learning practices.			
PSP4 – A safe and supportive learning environment.			
PSP5 – Team spirit and collaboration			
PSP6 – Communicate professionally			
3. Professional Ethics, Values and Attributes			
PEVA1 – Respect for learners' rights and dignity.			
PEVA2 – Role model to learners.			
PEVA3 – Treat parents and guardians with utmost respect and courtesy.			
PEVA4 – Respect contract(s) duly entered into with employer and other parties.			

4. Professional Leadership Community and Relationships			
PLCR1 – Engaging in promoting			
PLCR2 – Committed to a vision for their students, colleagues and communities and playing an active role in promoting a distinctive school culture and/or ethos.			
PLCR3 – Preserve and promote local and national culture.			
PLCR4 – Partnerships between the community and stakeholders.			
PLCR5 – Nurturing, mentoring and coaching.			
PLCR6 – Outstanding interpersonal skills to empower colleagues and communities.			
PLCR7 – Apply critical analysis and problem-solving skills to educational matters.			
PLCR8 – Create conducive learning environment through the incorporation of new technologies.			
5. Professional Learning			
PL1 – Assess and identify own professional needs for self-development.			
PL2 – Participate in professional development opportunities.			
PL3 – Engage in a continuum of professional growth to improve practice.			
PL4 – Incorporate new skills in the teaching and learning processes.			
PL5 – Reflect on the subject taught and how to teach the subject to students.			
PL6 – Recognise the interdependence of teacher learning and student learning.			

6. Have you engaged in discussions on the Commonwealth professional standards framework with the following groupings?	Yes/No	Comment
a. A task team appointed by the education ministry		
b. With members from other schools		
c. Within your school		
d. Other, please specify		

	Yes	No
7. Did you find the self-evaluation activity in question 1 to 5 above useful?	<input type="checkbox"/>	<input type="checkbox"/>

	Yes	No
8. Were you able to identify further training/development needs through this evaluation?	<input type="checkbox"/>	<input type="checkbox"/>

	Yes	No
9. Would you recommend this activity to help improve the quality of teachers in your country?	<input type="checkbox"/>	<input type="checkbox"/>

	Yes	No
10. Are you aware of the Commonwealth Professional Standards Framework?	<input type="checkbox"/>	<input type="checkbox"/>

11. If yes, how were you informed about the Commonwealth Professional Standards Framework?

	Yes	No
12. Do you think the Commonwealth Professional Standards framework is applicable in your country?	<input type="checkbox"/>	<input type="checkbox"/>

	Yes	No
13. Have discussions been held with your teachers to discuss the Commonwealth Professional Standards Framework? Please elaborate.	<input type="checkbox"/>	<input type="checkbox"/>

	Yes	No
14. Is staff performance at your school evaluated on the basis of the standards? If yes, please describe how.		

	Yes	No
15. Have the standards been incorporated into your school's improvement plans? Please elaborate.		

	Yes	No
16. Has the school management body (principal/HOD's) collaborated with other stakeholders and schools to implement the standards? Please explain how.		

	Yes	No
17. Are the five categories of professional standards appropriate?		

	Yes	No
18. In your opinion, do you think any of the professional standards listed in the PFS can be improved? If yes, which are they, and why?		

	Yes	No
19. Do you think the application of the professional framework has impacted on the learners' performance in your school? How?		



Policy-makers and Ministry Instrument (PM)

Please answer these preliminary questions correctly:

a. Country in which you work:

b. Position within the ministry/institution:

This section is to be completed by policy makers (education ministry representatives) (PI)

	Yes	No
1. Has your Ministry participated in the development of the PCSF? IF so, please provide a brief overview of the ministries involvement.		

2. What strategy has been followed to increase awareness of the PCSF?

	Yes	No
3. Has this strategy been successful?		

	Yes	No
4. Does your country have regulatory bodies for teachers? If yes, please provide the name(s).		

5. What is the role of these regulatory bodies?

6. Do you find the absence or presence of these bodies useful in your country?

7. To what extent are they involved in developing professional standards?

8. What is the role of teacher associations in the country?

9. Have the Commonwealth professional standards been incorporated in national policy?

Yes	No

10. Have the professional standards in your country been reviewed in light of the Commonwealth Professional standards framework? (I)

Yes	No

11. Do you have a way in which you measure teacher's performance? If yes, please explain.

Yes	No

12. Which aspects do you look at when you measure teacher performance in your country?

13. What are the minimum standards in your country for:

a. school leaders

b. experienced teachers

c. new teachers

Please tick the applicable response for each of the questions below.	a. Yes, the process is well underway	b. The process is in the beginning stages	c. No, the process has not started.
14. Are there processes in place for monitoring the implementation of the framework? (e.g. A performance appraisal and management system linked to the professional standards)			
15. Has a ministerial body been created for the monitoring of the implementation of the standards?			
16. Are there mechanisms/coordinating bodies/task teams which have been put in place to work on implementing the reviewed standards?			
17. Which of these processes have been undertaken in implementing the Commonwealth standards framework?			
17.1. Discussions with broader stakeholders e.g. Ministry, universities, teachers and school leaders, labour organisations and professional bodies.			
17.2. Revision of national policy and adoption/ adaptation of Commonwealth professional Standards framework.			
17.3. Revision and alignment of teacher qualifications.			
17.4. Development of in-service teacher upgrading courses/programmes that will address alignment to the professional standards framework.			
17.5. Other, please specify:			

18. Please add any other comments

	Yes	No
19. Did you find the Commonwealth Standards Framework useful?		

20. Which of the standards can be improved? Please provide some suggestions.

21. Are the five categories of professional standards appropriate?

Yes	No

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