CARICOM STANDARDS FOR THE TEACHING PROFESSION: TEACHERS, EDUCATIONAL LEADERS AND TEACHER EDUCATORS

CARIBBEAN COMMUNITY (CARICOM) SECRETARIAT

Directorate of Human and Social Development

Approved at the 38th Meeting of the Council for Human and Social Development (COHSOD)-Education, 23- 24 October 2019

TABLE OF CONTENTS

CARICOM STANDARDS FOR TEACHERS, EDUCATIONAL LEADERS & TEACHER EDUCATORS

ACKNOWLEDGMENT

The CARICOM Secretariat wishes to express its gratitude to the Members of the Technical Working Group who supported the development of these Standards.

Members of the Technical Working Group

Dr Marcia Stewart (*Chair*)	Retired Manager, Joint Board for Teacher Education, UWI, Mona
Dr Sylvia Henry	Instructional Development Specialist, Curriculum & Instruction & Head Centre for Excellence in Teaching and Learning, The University of the West Indies, CAVE HILL CAMPUS
Dr Freddy James *(Deputy Chair)*	Lecturer, Educational Leadership, UWI, St. Augustine
Prof Paul Miller	Professor of Educational Leadership, University of Huddersfield, UK
Ms. Ceceile Minott	Head, Caribbean Child Development Centre & Director, Consortium for Social Development & Research, The UWI Open Campus
Ms Viola Rowe	Principal, Cyril Potter College of Education, Guyana
Dr. Amina Osman	Commonwealth Secretariat (Observer)
Dr. Laurette Bristol	Programme Manager- Human Resource Development, CARICOM Secretariat
Mrs. Patricia McPherson	Deputy Programme Manager- Education, CARICOM Secretariat

EXECUTIVE SUMMARY

The CARICOM Standards for the Teaching Profession is an *aspirational collection of statements of performance and value expectations* for members of the teaching profession in the CARICOM region. It is designed based on the following principles:

1. That being stirred[1] into the profession of teaching is developmental and occurs within communities of practices. As such, no individual is fully developed as a teacher upon graduation from teacher training and the potential for growth should be aligned with career development.

2. That even before teachers graduate from their teacher education programme they are focused on the progression of their career. However, it is important to note that there is no clear and direct path to progression in the teaching service since teachers enter the teaching service at different competency levels. Therefore, the single trajectory of individuals will vary. In this regard, this document offers guidelines to assist with career progression in the teaching service. While it is important to acknowledge that years of service provide significant experience toward teacher progression, factors such as competence to perform the tasks expressed in this document, knowledge and attitude as well as feedback from performance appraisals and colleagues must be of central focus to career progression.

3. That good classroom teachers are not automatically good leaders; as such their leadership development must begin at the point of being a teacher candidate in training, through to the classroom and be sustained throughout their leadership career.

4. That the expectations for teacher educators must be aligned with those for effective and innovative classroom teachers and entrepreneurial school leaders. More so, teacher educators play a key role in developing and nurturing evidence-based practices in teaching. As such, teacher educators carry the burden of mentoring scholastic leadership.

5. That students, parents and the wider community should be fully aware of, and come to an agreement around, the sets of expectations a society should have for members of its

---

[1] Kemmis et al (2014)

teaching force; while ensuring the wellbeing of the teaching profession. Thus, the standards are deliberately written in an accessible manner that is aimed at holding the teacher accountable for the cultural and political obligations that s/he carries for the society.

Thus, while the standards for classroom teachers, educational leaders and teacher educators, can be read in isolation, it is recommended that the document be considered in its entirety. The document should be used as a guide for education systems to develop professional standards where none exist and where they do exist it is a reference framework that can be used to strengthen existing policies and procedures that govern assessing teaching quality.

OVERVIEW

The teaching profession is one that is formed within the context of social practices. These are the sets of *sayings, doings and relatings*[2] which collectively give form to what the act of teaching comes to mean within a social context. Thus, teaching and the meaning given to it is contextualised within sites. The social practices that compose the collective of the teaching profession at all levels of the system, are historically located; that is, they are inherited. These practices also exist in the present through the sets of pre-existing conditions which serve to prefigure the practice of teaching, i.e. the rules, regulations and infrastructure which hold it in place. However, teaching understood as a social practice is also open to transformation and continuous emergence through the - interpretations that individuals bring to practices in sites. Teaching by its nature, cannot exist in the absence of the individuals who operate in a social landscape of schools which are designed to promote learning, and to achieve readiness for service in society.

The CARICOM Standards for the Teaching Profession has three distinctive features; (i) the expectations for good teaching are aligned and mapped across the practices of classroom teachers, educational leaders and teacher educators, this as quality teaching is deliberately nurtured and developed through the life of the career; (ii) there is an emphasis on developing a culture of research in teaching and, (iii) effective teaching and quality teacher development is characterised as a holistic practice attending to knowledge, skills, attitudes and wellbeing.

To be an excellent teacher, at all levels, from early childhood to tertiary, it is important to be engaged in action-research. **The best teaching practices are the ones that use evidence-based instruction.** Teachers' design conduct action-research and analyse the data to improve their own practice. Research not only changes the teacher's way of teaching but can also influence the development of institution wide planning, assessments and contribute to the teaching profession as a whole. Research done by teachers often result in:

      a. Increased dialogue about instructional issues and student learning;

---

[2] Kemmis et al (2014)

b. Sharing and collaboration with other teachers, departments and grade levels;

c. Improved communication between teachers and students, and improved performance of students; and,

d. Increased contributions to the teaching profession, by members of the profession, about teaching and learning.

**For effective functioning and educational success in the 21st Century** a teacher should:

e. Create learning environments that foster equity for all learners;

f. Create opportunities for students to practice entrepreneurship and innovation;

g. Direct classroom and school improvement by acting as a change agent; and,

h. Create opportunities to encourage learners to define and stay on a path of wellness/ wellbeing.

Therefore, effective teaching for holistic education must appeal to four key domains, as it seeks to build character, and develop good citizens who are competent. These domains are knowledge (cognitive or mental ability), skill (ability to do, physical, psychomotor), attitude (ability to feel, emotional, affective) and well-being or wellness. We have added the concept of well-being, (also referred to as wellness), because it connects and enlarges the meaning and relevance of the other three domains. According to Naci and Ioannidis (2015):

> Wellness refers to diverse and interconnected dimensions of physical, mental, and social well-being that extend beyond the traditional definition of health. It includes choices and activities aimed at achieving physical vitality, mental alacrity, social satisfaction, a sense of accomplishment, and personal fulfilment (p. 121).

Additionally, each of these domains have been categorized in relation to the body as head, hand, heart and health (see Diagram 1).

Diagram 1 developed by © Freddy James (2017)
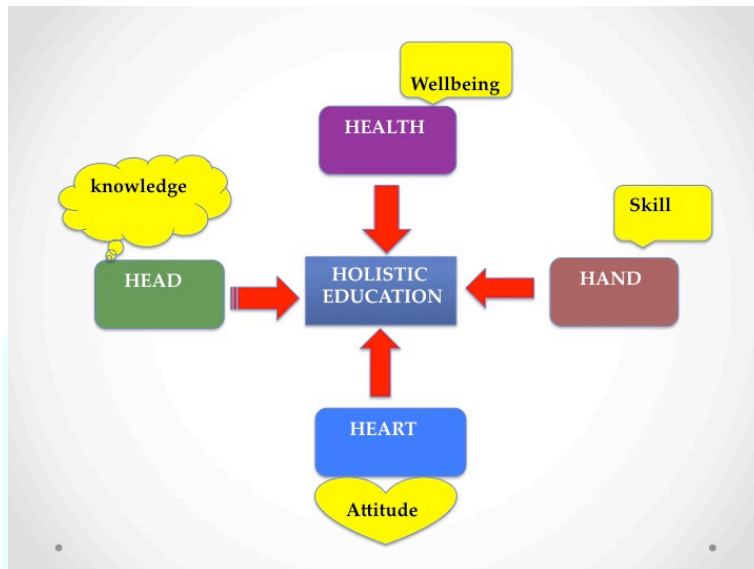
The CARICOM Standards for the Teaching Profession is then a testimony to the CARICOM region's expectations for the teaching profession in order to foster the development of the Ideal Caribbean Person able to respond to an age of innovation and shifting horizons. Teachers contribute to generating a dynamic workforce that possesses a set of skills, values and dispositions that provide the region with the capacity for innovation, criticality, creativity and independence. For the Caribbean Community (CARICOM) the quality and wellbeing of its teaching profession determines its realisation of the goals of the CARICOM Human Resource Development 2030 Strategy, the Sustainable Development Goals (SDG)- Education 2030 agenda and, the optimisation of regional resilience and economic sustainability. Teacher quality has a strong determining influence on the nature of education for development in CARICOM.

CARICOM STANDARDS AND INDICATORS FOR CLASSROOM TEACHERS (EARLY CHILDHOOD, PRIMARY EDUCATION AND SECONDARY EDUCATION)

The main responsibility of a teacher is to create and sustain safe and supportive learning environments in which the teaching is inspiring and the learning empowering so as to allow learners to achieve their maximum potential. In order to do this, teachers must engage in continuing professional learning, self-reflection, collaboration and innovation. Teachers must be knowledgeable about the legal and ethical frameworks that govern their profession and must engage in professional and ethical practice.

These standards articulate what effective teaching and learning should look like in the CARICOM region; in so doing these delineate the practices expected in the Ideal Caribbean Teacher operating at the Early Childhood, Primary and Secondary levels within the Basic Education Sector. The standards respond to the need for quality in teaching, continuing professional development[3] and learning and assessment. In particular attention is paid to the following:

Framework for teaching practice	Framework for the learner and learning	Framework for Professional practice
1. Content Knowledge 2. Instructional planning 3. Assessment 4. Instructional strategies 5. Innovation and entrepreneurship	1. Inclusivity 2. Learning environment 3. Learner development	1. Reflective and reflexive praxis 2. Continuing professional development 3. Leadership 4. Collaboration 5. Ethical and professional behaviour.

In the CARICOM Region teachers are required to meet expectations for quality through the achievement of eight (8) key Standards. These standards reflect three domains for professional practice:

---

[3] See APPENDIX I for Definition for a Professional © John A. Gedeon

DOMAINS		
Professional Knowledge	Professional Practice	Professional Engagement
STANDARDS		
Understand how students learn.	Use a variety of instructional approaches and assessment methods to design culturally relevant learning. Apply strategies that develop 21st century learning competencies Engage in research and reflective inquiry toward continued improvement and innovation. Create learning environments that are caring, inclusive, safe and supportive.	Exhibit personal behaviours and emotions that reflect positive expectations for students. Seek opportunities for continuing professional development. Seek opportunities to collaborate with stakeholders

From a staged approached, teachers upon graduation from Teacher Education programmes are considered to be **Beginning Teachers** (< 5 years' experience in the field), **Proficient Teachers** (5-10 years' experience in the field) are considered to have had experiences in the field that shape their sense of the profession as they begin to develop their leadership skills as teachers. **Accomplished Teachers** (10-15 years' experience in the field) are expected to be teacher mentors such that they can contribute to nurturing their less experience peers in the service. **Lead Teachers** (> 15 years' experience in the field) are expected to be able to hold middle leadership positions in support of the vision and direction articulated for the school community.

As such, the CARICOM Standards for Teachers recognise that excellence in teaching is acquired and nurtured over the career trajectory of the teacher in supportive communities of practice. This redounds to increased teacher retention, the sharing and development of best practices, the strengthening of the professional identity of the teacher as an individual and as a collective group and improved learning outcomes for students. Of significance as well is that the CARICOM Standards for Teachers are aligned with 21st Century teaching and learning competencies, in the promotion of social and economic sustainability and cultural resiliency.

DOMAIN OF TEACHING	PROFESSIONAL KNOWLEDGE [4]			
STANDARD	1. UNDERSTAND HOW STUDENTS LEARN			
FOCUS AREA	**BEGINNING TEACHER**	**PROFICIENT**	**ACCOMPLISHED**	**LEAD**
Cognitive Head	Attains professional qualifications and development in pedagogy and instruction (e.g. a Degree in Teacher Education and/or the relevant equivalent qualification).	Attains professional qualifications and development in pedagogy and instruction (e.g. a Degree in Teacher Education and/or the relevant equivalent qualification).	Pursues professional qualifications and development in pedagogy, instruction, assessment and curriculum development (e.g. a Postgraduate Degree or Masters in the educational field and/or the relevant equivalent qualification).	Attains professional qualifications and development in pedagogy, instruction, assessment and curriculum development (e.g. a Postgraduate Diploma or Masters in the educational field and/or the relevant equivalent qualification).
Behavioural Heart	Demonstrates an appreciation for the values of equity, respect and diversity in instructional design, execution and assessment practices.	Incorporates the values of equity, respect and diversity in instructional design, execution and assessment practices.	Incorporates the values of equity, respect and diversity in instructional design, execution and assessment practices.	Incorporates the values of equity, inclusion, respect and diversity in mentoring for instructional design, execution and assessment practices.
Performance Hand	Uses a variety of strategies to encourage exploratory and experiential learning.	Begins to use a variety of instructional and assessment strategies to develop meta-cognition in students.	Begins to employ a variety of instructional and assessment strategies to develop meta-cognition in students.	Employs a variety of techniques, including feedback, to foster risk taking and self-regulated learning in students.
Well-Being	Draws on students' experiences to promote learning.	Draws on students' experiences to promote learning.	Encourages students to critique their learning experiences to promote self-directed learning.	Encourages students to compare and contrast theirs and peers' experiences to promote self-directed learning.

---

[4] The template design in use for the Standards has been adapted from the Australian Institute for Teaching and School Leadership.

DOMAIN OF TEACHING	PROFESSIONAL PRACTICE			
STANDARD	2. USE A VARIETY OF INSTRUCTIONAL APPROACHES AND ASSESSMENT METHODS TO DESIGN CULTURALLY RELEVANT LEARNING.			
FOCUS AREA	**BEGINNING TEACHER**	**PROFICIENT**	**ACCOMPLISHED**	**LEAD**
Cognitive Head	Designs instruction and assessment using current educational research, educational theory and pedagogical best practices.	Designs instruction and assessment using current educational research, educational theory and pedagogical best practices.	Interrogates the instructional design and assessment practices employed by peers using current educational research, educational theory and pedagogical best practices.	Interrogates the instructional design and assessment practices employed by peers using current educational research, educational theory and pedagogical best practices.
Behavioural Heart	Aligns instructional interventions to learner needs and cultural context.

Collaborates with stakeholders in order to plan instructional interventions for learners. | Aligns instructional interventions to learner needs and cultural context.

Collaborates with stakeholders in order to plan instructional interventions for learners. | Aligns instructional interventions to learner needs and cultural context.

Collaborates with stakeholders in order to plan instructional interventions for learners. | Aligns instructional interventions to learner needs and cultural context.

Collaborates with stakeholders in order to plan instructional interventions for learners. |
| *Performance Hand* | Promotes active learning through the use of a variety of assessment approaches.

Employs the elements of educational technology for learning in the design of instruction. | Promotes active learning through the use of a variety of assessment approaches.

Employs the elements of educational technology for learning in the design of instruction. | Promotes active learning through the use of a variety of assessment approaches.

Employs the elements of educational technology for learning in the design of instruction. | Promotes active learning through the use of a variety of assessment approaches.

Employs the elements of educational technology for learning in the design of instruction. |
| *Well-Being* | Applies principles of collaboration, inclusivity, problem solving and innovation in the design of instruction and assessment. | Applies principles of collaboration, inclusivity, problem solving and innovation in the design of instruction and assessment. | Applies principles of collaboration, inclusivity, problem solving and innovation in the design of instruction and assessment. | Applies principles of collaboration, inclusivity, problem solving and innovation in the design of instruction and assessment. |

STANDARD	3. APPLY STRATEGIES THAT DEVELOP 21ST CENTURY LEARNING COMPETENCIES			
FOCUS AREA	BEGINNING TEACHER	PROFICIENT	ACCOMPLISHED	LEAD
Cognitive Head	Articulates a minimal understanding of 21st century competencies and their role in facilitating such competencies.	Applies with good proficiency the knowledge of 21st century practices in planning, teaching and assessing.	Uses improved knowledge to identify when it is necessary to adjust the application of 21st century strategies.	Uses a high level of cognitive proficiency to prepare others to apply 21st century strategies.
Behavioural Heart	Demonstrates basic awareness of the impact of developing 21st century skills among learners through the application of appropriate teaching/learning strategies.	Shows good flexibility and adaptability to embrace change in teaching strategies that support the development of 21st century competencies.	Shows improved flexibility and adaptability to embrace change in teaching strategies that support the development of 21st century competencies.	Demonstrates a high level of flexibility and adaptability and prepares others to embrace change in teaching strategies that support the development of 21st century competencies.
Performance Hand	Adopts/creates digital resources for instruction which apply the principles of universal design for learning, established structures for group work, varied forms of assessment, projects to foster deep learning, use of data to inform instruction.	Adopts/creates digital resources for instruction which apply the principles of universal design for learning, established structures for group work, varied forms of assessment, projects to foster deep learning, use of data to inform instruction.	Adopts/creates /shares digital resources for instruction which apply the principles of universal design for learning, established structures for group work, varied forms of assessment, projects to foster deep learning, use of data to inform instruction.	Adopts/creates/and teaches others to utilize digital resources for instruction which involve the principles of universal design for learning, established structures for group work, varied forms of assessment, projects to foster deep learning, use of data to inform instruction.
Well-Being	Demonstrates a basic awareness of the importance of providing a healthy learning environment that is conducive to 21st century practice.	Demonstrates evidence of level-appropriate on-going professional development that supports the ability to provide a healthy learning environment that is conducive to 21st century practice and learning.	Demonstrates evidence of participation in an advanced level of on-going professional development that supports the application of new knowledge that supports healthy relationships and sense of community.	Demonstrates a high level of proficiency to engage peers in professional development activities that support the creating and maintaining of a healthy learning environment that is conducive to 21st century practice and learning.

| STANDARD	4. ENGAGE IN RESEARCH AND REFLECTIVE INQUIRY TOWARD CONTINUED IMPROVEMENT AND INNOVATION			
FOCUS AREA	BEGINNING TEACHER	PROFICIENT	ACCOMPLISHED	LEAD
Cognitive Head	Studies/reads research, theories towards continued improvement.	Studies/reads research, theories and conducts classroom-based research towards continued improvement.	Engages in research and reflective inquiry and encourages others in developing knowledge, content and skills related to research.	Engages in research and reflective inquiry and encourages and supports others in developing knowledge, content and skills related to research.
Behavioural Heart	Designs research specifically to classroom teaching to improve how students learn.	Designs and demonstrates understanding of research by bringing teacher learning and teaching together to improve student learning.	Designs and conducts research in the learning environment with the goals of gaining insight, developing a reflective practice and effect positive changes in the learning environment to improve student learning.	Designs and conducts research in the learning environment and revises teaching strategies based on the new knowledge gained about teaching to effect positive changes in the learning environment to improve student learning.
Performance Hand	Articulates a general understanding of the importance of research in teaching.	Articulates an understanding of the importance of research in teaching and its impact on the students.	Acquires and implements new research methodologies to improve student learning.	Uses evidence to continually evaluate teaching practice, particularly its effect on learning and adapts to meet the needs of each student.
Well-Being	Fosters a research environment in the classroom that adapts strategies to improve student learning, cognitive skills (critical thinking, problem solving and knowledge application) and creativity	Fosters a research environment in the classroom that consistently adapts strategies to improve and enhance student learning, cognitive skills (critical thinking, problem solving and knowledge application) and creativity.	Engages in dialogue with peers and students regarding knowledge gained from research and revises teaching strategies to improve and enhance student learning, cognitive skills (critical thinking, problem solving and knowledge application) and creativity.	Coordinates and engages in research with peers and students and revises teaching strategies to improve and enhance student learning, cognitive skills (critical thinking, problem solving and knowledge application) and creativity

STANDARD	5. CREATE LEARNING ENVIRONMENTS THAT ARE CARING, INCLUSIVE, SAFE AND SUPPORTIVE			
BEGINNING TEACHER	PROFICIENT	ACCOMPLISHED	LEAD	BEGINNING TEACHER
Cognitive Head	Displays general knowledge of the legal and ethical policy frameworks governing schools and classrooms.	Displays specific knowledge and ways of implementing the legal and ethical policy frameworks governing schools and classrooms.	Displays specific knowledge and ways of implementing and adjudicating the legal and ethical policy frameworks governing schools and classrooms.	Displays specific knowledge and ways of implementing, adjudicating and interrogating the legal and ethical policy frameworks governing schools and classrooms.
Behavioural Heart	Holds high expectations of all students and creates opportunities for individual achievement.	Reiterates consistently high expectations of all students and creates opportunities for individual achievement and encourages students to hold high expectations of each other.	Reiterates consistently high expectations of all students, creates opportunities for individual achievement and encourages students to hold high expectations of each other.	Collaborates with stakeholders to hold high expectations of students, create opportunities for individual achievement, encourage students to hold high expectations of each other and motivate teachers to hold high expectations of each other.
Performance Hand	Designs and delivers instruction to address each student's diverse learning strengths and needs.	Designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs.	Allows students different ways to demonstrate learning sensitivity to multiple experiences and diversity.	Collaborates with students to establish a positive learning climate of openness, respectful interactions, support, and inquiry.
Well-Being	Fosters a learning environment that allows for student inquiry, risk taking, creativity, peer support and feedback most of the time.	Fosters a learning environment that consistently allows for student inquiry, risk taking, creativity, peer support and feedback.	Collaborates with students to create a learning environment that allows for student inquiry, risk taking, creativity, peer support and feedback.	Collaborates with stakeholders to enhance the learning environment to allow for student inquiry, risk taking, creativity, peer support and feedback.

DOMAIN OF TEACHING	PROFESSIONAL ENGAGEMENT			
STANDARD	6. EXHIBIT PERSONAL BEHAVIOURS AND EMOTIONS THAT REFLECT POSITIVE EXPECTATIONS FOR STUDENTS			
FOCUS AREA	**BEGINNING TEACHER**	**PROFICIENT**	**ACCOMPLISHED**	**LEAD**
Cognitive Head	Demonstrates a minimal understanding of the types of personal behaviours and emotions such as use of motivation, feedback, and meta-cognition techniques that help all learners to reach their full potential.	Articulates a more developed / proficient understanding of the types of personal behaviours and emotions such as use of motivation, feedback, and meta-cognition techniques that help all learners reach their full potential.	Uses improved knowledge and 21st century skills to identify when it is necessary to adjust behaviours and emotions that affect learning whether positively or negatively.	Uses a high level of cognitive proficiency and 21st century skills provide training for others and access relevant resources and services to help others develop shared values regarding personal behaviours and emotions.
Behavioural Heart	Utilizes some techniques and methods to demonstrate types of personal behaviours and emotions that help all learners to reach their full potential.	Exhibits deep commitment to utilizing more involved techniques and methods that demonstrate types of personal behaviours and emotions that help all learners to reach their full potential.	Engages learners and other partners in activities that foster a climate of positive expectation for learners.	Designs/ adopts and implements well-articulated standards of behaviours and emotions that can be applied throughout the learning environment.
Performance Hand	Creates opportunities in instructional practice that help students resolve issues related to low expectations.	Works with peers to create opportunities in instructional practice and other collaborations that support and promote high expectations for success.	Provides opportunities for peers and students to monitor progress, self-pace and set/adjust goals toward high levels of success.	Creates opportunities to assist peers, parents and students to maintain a culture that reflects positive expectations.
Well-Being	Exhibits beliefs that all learners can reach their full potential and displays and fosters a conducive learning environment	Values the diverse strengths and needs of all learners and displays commitment to further development.	Demonstrates commitment to strengthening own personal behaviours and emotions and engages in self-reflection for growth.	Demonstrates initiative to monitor and assess student development and the learning environment to determine impact of appropriate behaviours and emotions on learner achievement.

STANDARD	7. SEEK OPPORTUNITIES FOR CONTINUING PROFESSIONAL DEVELOPMENT			
FOCUS AREA	BEGINNING TEACHER	PROFICIENT	ACCOMPLISHED	LEAD
Cognitive Head	Participates in professional development activities that are convenient or are required to enhance teaching and learning skills.	Seeks professional development activities that are convenient or are required to enhance teaching and learning skills	Seeks out opportunities for professional development based on an individual basis, and for staff based on assessment needs.	Uses knowledge and skills to create and coordinate professional development activities for educators at the classroom, school, district, regional and international levels and is regarded as an expert by colleagues.
Behavioural Heart	Demonstrates an awareness of the importance of participating in continuing professional development.	Limited engagement in continuing professional development.	Engages actively in continuing professional learning.	Engages actively and contributes to continuing professional learning.
Performance Hand	Demonstrates basic knowledge gained from professional development.	Demonstrates basic knowledge gained from professional development.	Collaborates with peers and actively participates in professional learning.	Demonstrates knowledge gained in the classroom setting and continuously seeks ways to improve and make changes as needed.
Well-Being	Understands the need to engage in continuing professional development.	Engages in professional development to enhance teaching strategies.	Engages in ongoing professional development, which is experiential, collaborative, and connected to students.	Actively pursues professional development opportunities and makes a substantial contribution to the profession by participating in conferences and workshops.

STANDARD	8. SEEK OPPORTUNITIES TO COLLABORATE WITH STAKEHOLDERS			
FOCUS AREA	BEGINNING TEACHER	PROFICIENT	ACCOMPLISHED	LEAD
Cognitive Head	Displays knowledge and understanding of the importance of collaborating with stakeholders by actively reaching out to, communicating with and working with key stakeholders within the internal school environment (staff, students, parents, Board).	Displays knowledge and understanding of the importance of collaborating with stakeholders by actively reaching out to, communicating with and working with key stakeholders within the internal school environment (staff, students, parents, Board).	Displays knowledge and understanding of the importance of collaborating with stakeholders by actively reaching out to, communicating and working with key stakeholders within the internal and external school environment (staff, students, parents, Board, school community, district).	Displays knowledge and understanding of the importance of collaborating with stakeholders by actively creating mechanisms for establishing, maintaining and strengthening relationships with stakeholders within the internal and external environment at the school, district, regional and international levels.
Behavioural Heart	Develops meaningful relationships with internal stakeholders, using a variety of media, to seek their cooperation and input to promote a collegial and psychologically safe teaching and learning environment in the classroom.	Develops meaningful relationships with internal stakeholders, using a variety of media, to seek their cooperation and input to promote a collegial and psychologically safe teaching and learning environment in the classroom.	Develops meaningful relationships with internal and external stakeholders, using a variety of media, to seek their cooperation and input to promote a collegial and psychologically safe teaching and learning environment in the school.	Develops meaningful relationships with internal and external stakeholders, using a variety of media, to seek their cooperation and input to plan and promote collegiality, innovation and psychologically safe teaching and learning environments in the classroom, school, and district, nationally and where relevant regional and international levels.
Performance Hand	Collaborates with internal and external stakeholders within the immediate educational community to organize classroom activities for students.	Collaborates with internal and external stakeholders within the immediate and national educational community to organize classroom activities for students and staff.	Plans and creates opportunities for collaboration with internal and external stakeholders within the immediate, national, regional and international educational community and other disciplines that relate to education to organize activities for students and staff.	Coordinates collaborative activities with stakeholders across educational and other disciplines that relate to education at the local, regional and international level to organize activities to enhance teaching and learning.

18

STANDARD	8. SEEK OPPORTUNITIES TO COLLABORATE WITH STAKEHOLDERS			
FOCUS AREA	BEGINNING TEACHER	PROFICIENT	ACCOMPLISHED	LEAD
Well-Being	Creates and engages in collaborative activities within class for students to develop their psycho-social skills by reflecting and discussing theirs and others behaviour.	Creates and engages in collaborative activities for students within class and across classes to develop their psycho-social skills by reflecting and discussing theirs and others behaviour.	Creates and engages in collaborative activities for students and staff within departments to develop their psycho-social skills by reflecting and discussing theirs and others behaviour.	Coordinates and engages in collaborative activities for students and staff within and outside of the school to develop their psycho-social skills by reflecting and discussing theirs and others' behaviour.
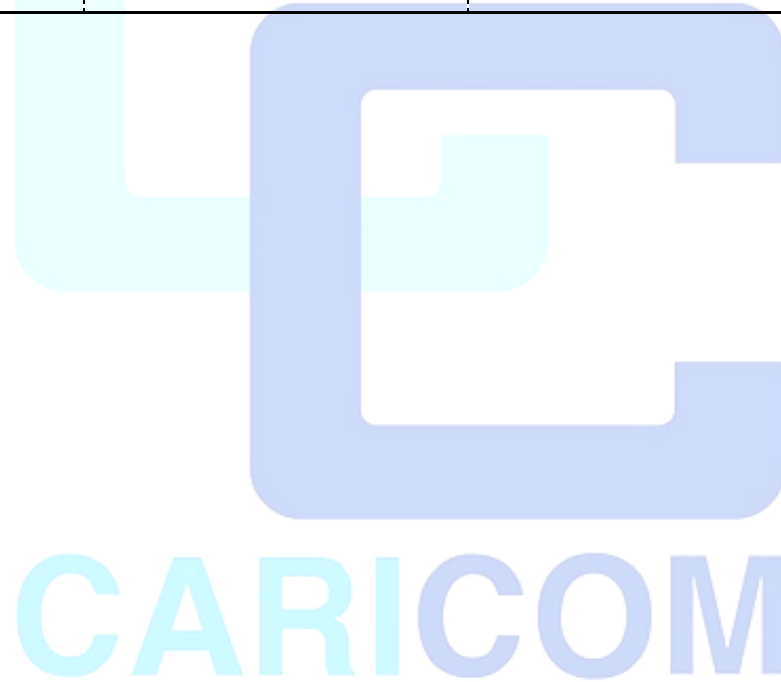
CARICOM STANDARDS FOR EDUCATIONAL LEADERS (SCHOOL LEADERS)

The main responsibility of a school leader is to contribute to national development through: shaping and leading teaching and learning; developing staff and students; inventing, implementing tactics, and strategies that support and deliver agreed targets and aims; and showing awareness of how their actions can impact individuals, families, communities and society. Accordingly, school leaders must engage in cyclical processes of professional learning, self-reflection, collaboration, innovation and entrepreneurship, and negotiation with social, political, moral, regulatory, technological and other environmental factors, often simultaneously. As noted by Miller (2016),

> …demands placed on principals and their leadership [come] at a time when, more and more, school leaders are being called upon to carefully balance intuition against logic; the intrinsic against the external; the legal against the moral; the natural against the supernatural – in order to negotiate and secure best outcomes for all who study and work in their schools (p.16).

These standards take into account the myriad environmental and personal factors (Miller 2018), influencing school leadership, as well as show cognizance of the on-the-ground reality of schools and schooling in the context of the Caribbean. As a result, the standards as conceptualized and presented are not to be viewed as fixed items or categories, but dynamic, overlapping and iterative items, representing what effective school leadership and management should look like in the CARICOM region. In addition, these standards are consistent with the CARICOM's strategy on the development of Human Resources across the region, as well as with established modes of thinking, globally, on professional competences. The standards are developed under seven areas:

➢ Leading student learning;

➢ Leading professional learning communities;

➢ Leading personal change and development;

➢ Leading organizational change;

- ➢ Leading for sustainability;
- ➢ Leading for accountability; and,
- ➢ Leading for equity.

These reflect the complexity and nature of school leadership, as well as the CARICOM's vision for the development of the region and its citizens.

The Standards for Educational Leaders (School Leaders) are articulated across two focus areas: Middle Leaders and Senior Leaders. Used in this document, senior leaders refer to Principals and Vice-principals, and Middle Leaders refer to those appointed to nationally regulated positions of responsibility within schools, such as: Heads of Department; Heads of a Pastoral Year Group, and any other teacher appointed to a nationally regulated position of responsibility. While it is recognized that there is a complementarity of knowledge and skills between the middle leader and the senior leader; the major distinction is with respect to levels of responsibility. While the senior leader is deemed to have overall responsibility of the entire school operations, middle leaders have contributory roles which are often limited to particular areas of responsibility. Significantly there is strong alignment with the Standards for Teachers, such that the transition in professional development is evident and the emphasis on leading for 21st Century Learning Competencies strategically aligned. Notably this alignment has implications for formal and informal school leadership preparation and assessment programmes that should operate at the school, national and regional level.

The Standards for Educational Leaders (School Leaders) serve to characterise the Ideal Caribbean Educational Leader in the Basic Education Sector, who is required to foster the development of schools as centres of excellence where quality teaching and learning is a brand.

1. LEADING STUDENT LEARNING

INDICATORS			EVIDENCE *(AS DISPLAYED IN PRACTICE)* *This column presents some possible sources of evidence for the respective standards but should not be regarded as exhaustive and/or definitive.*
FOCUS AREAS	**MIDDLE LEADERS**	**SENIOR LEADERS**	
Cognitive Head	Collaborates with the senior leader to craft a philosophy about student and student learning.	Crafts a philosophy about student and student learning (for example, all students have the potential to learn and must learn).	➢ A philosophy statement developed collaboratively, conspicuously displayed and is understood by all.
	Demonstrates some knowledge of global trends in instructional leadership.	Demonstrates sound knowledge of global trends in instructional leadership.	➢ Technology integration in the teaching/learning process. ➢ Digital libraries ➢ Blended modalities for teaching and learning.
	Assists in planning a variety of instructional best practices that would lead to student success.	Plans a variety of instructional best practices that would lead to student success, and overall school success	A learning environment with: ➢ Clearly defined expectations. ➢ A system for tracking students' progress.
	Ensures the constructive alignment of curricula, instructional activities, learning outcomes and assessment (as, for, of) effective teaching and learning for every student.	Guides the constructive alignment of curricula, instructional activities, learning outcomes and assessment (as, for, of) effective teaching and learning for every student, and ultimately, school improvement.	➢ The use of varying strategies to cater to, for example, students' learning styles.
	Demonstrates the ability to collect data, analyse same and uses results to inform recommendations.	Demonstrates sound ability to collect data, analyse same and uses results to inform decisions.	➢ Data are collected and used to improve teaching and learning.

1. LEADING STUDENT LEARNING			
INDICATORS			**EVIDENCE** *(AS DISPLAYED IN PRACTICE)* *This column presents some possible sources of evidence for the respective standards but should not be regarded as exhaustive and/or definitive.*
FOCUS AREAS	**MIDDLE LEADERS**	**SENIOR LEADERS**	
Behavioural *Heart* 💓	Values the opinion of others by, for example, encouraging conversations and reflective practice through meetings with: -Teachers -Students -Parents -Other stakeholders	Values the opinions of middle leaders and represent their views and interest at the level of, for example, School Board and the alumni.	➢ Meetings/conferences/seminars with different groups of stakeholders to inform specific actions/next steps for teaching and learning.
Performance *Hand* 🙌	Assists in the design of a pathway for student development and academic success.	Designs and promotes a pathway for student development and academic success.	➢ Learners' pathways are designed for individual student and for the whole school.
Well-Being 🚑	Encourages the use of an objective system to recognize and celebrate the progress of teachers and students.	Implements and ensures the use of an objective system to recognize and celebrate the progress of teachers and students.	➢ A variety of ways (for example, honours board, letter of commendation, award ceremony, open-day) used to celebrate students' progress/success/effort based on, for example, in-class, local, national, regional examinations, athletic championships, voluntary/ community service.

2. LEADING PROFESSIONAL LEARNING COMMUNITIES			
INDICATORS			**EVIDENCE** *(AS DISPLAYED IN PRACTICE)*
FOCUS AREAS	**MIDDLE LEADERS**	**SENIOR LEADERS**	
Cognitive Head	Assists in developing clearly defined goals and guidelines for the operation of the Learning Community.	Develops and ensures the use of clearly defined goals and guidelines for the operation of the Learning Community.	➢ Goals and guidelines developed and implemented.
Behavioural Heart	Promotes and leads a culture of trust and mutual respect through sharing - speaking, listening and constructive challenge.	Promotes and leads a culture of trust and mutual respect through sharing - speaking, listening, constructive challenge.	➢ A climate of trust and respect within and outside of the Community. ➢ Reflective practice and commitment, by all, to continued professional growth and to support change.
Performance Hand	Assists in developing a structure for collective responsibility to foster excellent practice.	Designs and ensures the use of a structure for collective responsibility to foster excellent practice.	➢ Community support model designed with clear expectations for all. ➢ A structure designed for the core group but with clear pathways for individual staff (and students where necessary). Expert teachers serving as mentors following flexible mentorship and collegial support programmes. ➢ Subject specialists leading conversations at grade, school and national levels. ➢ School leaders and other professional heads facilitating community professional conversations and dialogue across schools
Well-Being	Celebrates successes and recognizes opportunities to improve individual and community practice.	Celebrates successes and promotes individual and community health for improved school practice.	➢ Individual and group successes are celebrated, and opportunities are provided to encourage physical, social, spiritual, emotional and intellectual growth (Schiro, 2013) (at the individual and group levels) for improved practice within learning communities (and throughout the school)

3. LEADING PERSONAL CHANGE AND DEVELOPMENT			
INDICATORS			**EVIDENCE** *(AS DISPLAYED IN PRACTICE)*
FOCUS AREAS	**MIDDLE LEADERS**	**SENIOR LEADERS**	
Cognitive Head	Demonstrates some knowledge, organizational skills and self-awareness with respect to: - Leadership strategies - Educational philosophy - Organizing and conducting personal and professional development activities.	Demonstrates sound knowledge, organizational skills and insightful self-awareness with respect to: - Leadership strategies and necessary organizational factors - Educational philosophy - Designing, organizing and conducting personal and professional development activities.	➤ Relevant principles and theories utilized in his/her work with continual reflection on their impact and implications for learning.
Behavioural *Heart*	Has personal goals and plans for, and actively helps others develop their own personal philosophy, aspirations and plans for career advancement. Grounds leadership in ethical and moral behaviours and emotional intelligence	Has personal goals and plans for, and actively pursues and develops strategies/programmes to help school staff develop their personal and education philosophy, career aspirations and leadership strengths. Grounds leadership in ethical and moral behaviours and emotional intelligence	➤ Personal credibility established and responsibility for own actions and the actions of others taken. ➤ Personal growth plans and succession planning activities in place for self and staff.
Performance *Hand*	Has a personal philosophy and uses it to contribute to the development of the school's ethos	Articulates a personal philosophy and uses it to influence the school's ethos and moral purpose	➤ High standards for personal and professional integrity established and others held accountable to a high standard. ➤ Actions are assertive and with influence and impact
Well-Being	Is approachable, and dedicates time to listen to students and teachers who fall under his/her span of supervision	Is visible, approachable, and dedicates time to listen to the concerns of students, teachers and other stakeholders	➤ His/her personal work and wellbeing carefully managed.

4. LEADING ORGANISATIONAL CHANGE			
INDICATORS			**EVIDENCE** *(AS DISPLAYED IN PRACTICE)*
FOCUS AREAS	**MIDDLE LEADERS**	**SENIOR LEADERS**	
Cognitive Head	Demonstrates an understanding of: at least one organizational development model change theory that is contextual to workplace Actively participates and provides some leadership in transforming the culture of the areas of the school for which s/he has responsibility.	Demonstrates sound understanding of and implements: - one or more proven organizational development models - change theory that is contextual to workplace - strategies to transform the culture of the school as identified in School Development Plans (SDPs) and/or School Improvement Plans (SIPs) and with effective collaboration of his/her management team.	➢ School's organization efficiently structured and any necessary culture change well managed.
Behavioural Heart	Assists in developing and implementing structures and procedures which support a productive and inclusive climate in areas of responsibility.	Implements policies, structures and procedures which support a productive, positive and inclusive school climate	➢ Strategies in place to promote a safe, healthy and productive learning environment in which the institution's climate, parental involvement and rules and regulations are emphasized.
Performance Hand	Contributes to efforts to align mission and vision to international/regional/national strategic outcomes Engages relevant stakeholders in the planning, resourcing and delivery of education in areas of responsibility	Collaboratively guides the alignment of mission and vision to meet international/regional/national standards Engages multiple stakeholders in the planning, resourcing and delivery of the school's education plan	➢ SDPs and/ SIPSs developed based on best practices designed for whole groups, but with clear pathways for individual staff. ➢ Clearly articulated organizational vision and with explicitly stated measures of success.
Well-Being	Contributes to the development of a culture of fairness and positive social interaction, and actively participates to enable sustainability.	Develops and sustains a culture of fairness and positive social interaction	➢ Conflicts effectively managed, and diverse viewpoints encouraged in a culture which values mutual respect.

5. LEADING FOR SUSTAINABILITY			
INDICATORS			**EVIDENCE** *(AS DISPLAYED IN PRACTICE)*
FOCUS AREAS	**MIDDLE LEADERS**	**SENIOR LEADERS**	
Cognitive Head	Shows awareness of the changing educational context at all levels, and supports individuals through the creation of a nurturing and supportive environment.	Shows awareness and understanding of the changing educational context at all levels, and support individuals and systems through the creation of a nurturing and supportive environment and processes.	➤ Engagement in connected, holistic, systems thinking and shows an understanding of (i) the context behind a problem and its relationship to broader trends, and (ii) layers and complexities of relationships in the system within which schools operates.
Behavioural *Heart*	Demonstrates public service with a moral purpose such as raising the bar and closing the gap in student learning. Ensures the existence of cyclical energizing that are likely to result in improvements and increased improvement against targets/ goals.	Demonstrates and communicates public service with a moral purpose; closes the gap in student learning; updates the institutional environment accordingly. Ensures the existence of cyclical energizing by pursuing opportunities and strategies that are likely to result in improvements and increase the likelihood of continued improvement against targets/ goals.	➤ Commitment to short-term and long-term results and does not allow for complacency by setting goals that are realistic for an organisation given its capacity and resources. ➤ Cognisance of sustainability literacy through the awareness of emerging environmental and social trends and their impact on their organisation.
Performance *Hand*	Builds lateral capacity through networks by learning from and with peers, and by engaging in multiple level collaborations. Supports intelligent accountability and vertical relationships by working closely with state and other agencies to support and improve internal activities and quality judgments.	Builds lateral capacity through networks by learning from and with peers, and others, and by engaging in multiple level collaboration to foster, develop and disseminate innovative practices. Supports intelligent accountability; develops horizontal and vertical relationships with state and other agencies to support, lead and improve internal activities and quality judgments.	➤ Willingness to work with other organisations, as necessary, to build social capital, and to explore new opportunities to continue to shape the contexts in which they work. ➤ Develops meaningful relationships with multiple stakeholders, in order to multiply the reach of the school, and in order to multiply its potential impacts

Focus Areas	Middle Leaders	Senior Leaders	Evidence *(as displayed in practice)*

	5. LEADING FOR SUSTAINABILITY		
INDICATORS			**EVIDENCE** *(AS DISPLAYED IN PRACTICE)* ➢
FOCUS AREAS	**MIDDLE LEADERS**	**SENIOR LEADERS**	
Well-Being 	Creates collaborative learning cultures that move away from dysfunctional and non-relationships towards collective problem-solving to support deep learning. Works in partnership to leverage support from multiple stakeholders thereby supporting the community and other stakeholders.	Creates collaborative learning cultures that promote and embed positive working relationships, move away from dysfunctional and non-relationships towards collective problem-solving, and to support collaborative ways of learning among staff and deep learning among staff and students. Works in partnership to leverage support from multiple stakeholders thereby supporting the community and other stakeholders. For example: Have, at all levels, leaders with demonstrable capacity to think and act in ways that influence the good of a system and not just a single school, to support the long lever of leadership.	➢ Processes simplified and (re)designed in ways that produce maximum output and greatest return and value to all. ➢ Demonstrates awareness of self and the system as a whole and being able to develop and pursue higher purpose within self, teams and the organisation for the good of a system, and to nurture and support personal and organisational transformation.

6. LEADING FOR ACCOUNTABILITY			
INDICATORS			**EVIDENCE** *(AS DISPLAYED IN PRACTICE)*
FOCUS AREAS	**MIDDLE LEADERS**	**SENIOR LEADERS**	
Cognitive Head	Shows awareness of the value of data in decision making and change processes Commits to ongoing improvement Shows awareness of the regulatory and legal environment of schooling	Models the use of data in decision making and change processes Commits to ongoing improvement Shows awareness of, and ensures observance of, the regulatory and legal environment of schooling	➢ Staff engaged in classroom and school performance data analysis, and embed these in everyday practice ➢ Processes simplified and teaching/ learning activities (re)designed to support targets and expected outcomes ➢ Training for staff in appropriate areas of educational policy and law, e.g.: safeguarding and child protection
Behavioural Heart	Ensures the availability of adequate and appropriate resources, by securing and managing their allocation, and by ensuring resources are fit for purpose	Ensures the availability of adequate and appropriate resources (financial and no-financial), by securing and managing their allocation, and by ensuring available resources are fit for purpose, and used in the most effective ways	➢ Resources are available and used to support school priorities, and that regulatory and legal processes are adhered to in procurement and use of said resources
Performance Hand	[Re]designs the organisation to support expected outcomes of learners and to improve school performance and outcomes Establishes transparent accountability criteria and judgments	[Re] designs the organisation to support expected outcomes, and to meet the needs of learners and staff to improve school performance and outcomes. Establishes transparent accountability criteria and judgments and decision-making, for example, in areas such as: (i) procurement (ii) promotion/ progression of staff (iii) staffing and curricular changes	➢ A culture of positive and high expectations, achievement for all and transparency is promoted and embedded ➢ Teaching, learning and leadership effectiveness are monitored for self and others, against internal targets and external benchmarks
Well-Being	Promotes and embeds pedagogical and technological processes in planning and delivery mechanisms to ensure an effective learning environment.	Models and embeds pedagogical, technological, physical and other processes in planning, and delivery, monitoring and evaluation mechanisms to ensure an effective teaching and learning environment.	➢ Expected outcomes are connected to processes, and processes are in place to support expected outcomes

7. LEADING FOR EQUITY			
INDICATORS			**EVIDENCE** *(AS DISPLAYED IN PRACTICE)*
FOCUS AREAS	**MIDDLE LEADERS**	**SENIOR LEADERS**	
Cognitive Head	Understands the context and develops systems and procedures to promote and ensure fairness in the treatment of all staff and students	Understands the context and develops and implements systems to promote and ensure fairness in the treatment of all staff and students	➢ Adequate and appropriate resources are allocated to improve and embed processes; shortcomings are addressed and lessons learnt (and where appropriate, shared)
Behavioural Heart	Understands the role of transparent procedures and processes for resolving conflicts	Understands the role of conflicts in organisations, and establishes and embeds transparent procedures and processes for resolving conflicts	➢ Promotes and leads a culture of positive interaction among all stakeholders
Performance Hand	Designs system for managing succession planning, staff performance, and staff disciplinary procedures.	Designs and implements a fair and transparent systems and procedures, for example, for managing succession planning, staff performance, and staff disciplinary procedures.	➢ System for managing succession planning, staff performance, and staff disciplinary procedures designed and implemented with input from staff.
Well-Being	Shows empathy towards staff and students and other members of a school community affected by discrimination, bias and bullying	Shows empathy towards staff, students and other members of a school community affected by any form of discrimination, bullying and bias, and develop preventative and support systems to address any occurrence	➢ System for managing grievances developed and anti-discrimination, anti-bullying policies implemented with input from staff, students, and other members of a school community.

CARICOM STANDARDS FOR TEACHER EDUCATORS

ILO/UNESCO in 1966 determined that teaching is a profession with specific skills and competencies which demands appropriate training. This is no less true for the teacher educator than for the classroom teacher. Internationally, the position of teacher educator is recognized as an important goal point in a properly structured career path for the teaching profession. Lunenberg et al (2014) describe teacher educators as 'all those who teach or coach (student) teachers with the aim of supporting their professional development' (p.5). A teacher educator, therefore, initiates, guides, and supports teacher learning across the professional lifespan, contributing substantially to the development of individuals becoming competent teachers and innovative and enterprising citizens. As such, there are expectations for knowledge and competencies associated with the development of teachers and global citizens that must be considered along with, and in addition to, the expectations for classroom teachers.

UNESCO 2012-2015 Strategy on Teacher Education expresses the view that teacher educators should have competencies which ensure that their professional profiles and codes of conduct are in line with the latest developments in educational sciences and research. The teacher educator should have a foundation of teaching skills and knowledge on which to build his/her role as a teacher educator, which should have been developed through practical experience and professional learning. Teacher Educators should be connected to national and international networks of communities of practice. Further, to impact the profession, teacher educators must demonstrate appropriate behaviours.

The following three criteria for employment in an institution delivering teacher education programmes are internationally accepted:

- Graduate qualification, at the state determined level, relevant to the subject which is being taught;
- Professional qualification in teaching; and,
- Experience in the classroom. This is often pegged to 5 years of teaching experience.

Like the teachers whom they develop, the skills of teacher educators reflect the constituents whom they serve, i.e. *teacher candidates*[5], the school system and its students, and the society in which they live. The process of defining the profile of the teacher educator, therefore, begins with understanding the individuals whom they serve. Consequently, these professional standards for teacher educators have a strong alignment with those for the classroom teacher. There are eight standards which, like the standards for teachers, have been grouped under three domains i.e. professional knowledge, professional practices, and professional engagement.

DOMAINS		
Professional Knowledge	**Professional Practice**	**Professional Engagement**
STANDARDS		
Demonstrates leadership in the knowledge of relevant subject matter content	Adopts and advocates a variety of teaching and assessment tools/strategies relevant to the needs of the adult learner	Engages in research and inquiry and contributes to scholarship
Understands how teachers learn to teach	Engages in culturally responsive pedagogical practices	Demonstrates commitment to continuous professional development
	Models appropriate teaching behaviours	Contributes to the teaching profession, and to the wider community/society

---

[5] The use of this term is aspirational, given that the standards will be used to drive the development of a research driven teacher education culture and the professionalization of the teaching service; aiming towards regulatory intensions around teacher licensure in the CARICOM Region. Further, it connotes the idea of an individual presenting him/herself for preparation to acquire the competencies and skills required by the teaching profession.

PROFESSIONAL KNOWLEDGE		
STANDARD 1	**DEMONSTRATES LEADERSHIP IN THE KNOWLEDGE OF RELEVANT SUBJECT MATTER CONTENT**	**EVIDENCE** This column presents some possible sources of evidence for the respective standards but should not be regarded as exhaustive and/or definitive.
Cognitive Head	• Possesses sound knowledge of the content area in his/her specialized field in order to foster the intellectual development of the teacher candidates leading to mastery learning • Understands his/her subject area in relation to the curriculum at early childhood/primary/secondary levels	Qualifications at the graduate level in the area of specialization, normally one level above the level being taught Contribution to the development of courses and programmes in related areas which incorporate current theories and practices
Behavioural Heart	• Serves as instructive advocates for the subjects s/he teaches and fosters a desire for the quest for knowledge in those whom they teach	Integrated curriculum with cross-faculty collaboration
Performance Hand	• Grounds practice in up-to-date and current theories and information in the subjects s/he teaches and systematically links content knowledge to teaching strategy and curriculum implementation • Is able to work in a cross-disciplinary environment, showing how the subjects s/he teaches are linked with other areas of the institution's programme • Works with students to co-create new knowledge or different perspectives on knowledge already held	Active involvement and leadership in work on curriculum for early childhood/ primary/secondary levels
Well-Being	• Is confident in subject knowledge and can facilitate and inspire teacher candidate learning • Encourages and facilitates teacher candidates' use of personal experiences to critically explore and understand knowledge.	

STANDARD 2	UNDERSTANDS HOW TEACHERS LEARN TO TEACH	EVIDENCE
Cognitive Head	• Draws on principles of adult learning to mentor teacher candidates into developing culturally relevant teaching pedagogies.	Teaching portfolio that documents the use and impact of reflective practices in supporting teacher development.
Behavioural Heart	• Uses authentic learning assessment practices to support teacher candidates' reflection of their own learning	Artefacts which show the integration between practice and theory.
Performance Hand	• Encourages students to reflect on learning in the field. • Demonstrates reflective practice as a mechanism for supporting self-directed learning in teacher candidates. • Demonstrates familiarity with a range of tools and strategies for developing teacher candidates' skills of teaching.	Curriculum standards which establish the minimum duration of the practicum
Well-Being	• Serves as a critical friend for teacher candidates to test out developing ideas around good teaching practices.	

PROFESSIONAL PRACTICE		
STANDARD 3	ADOPTS AND ADVOCATES A VARIETY OF TEACHING AND ASSESSMENT TOOLS/STRATEGIES RELEVANT TO THE NEEDS OF THE ADULT LEARNER	EVIDENCE
Cognitive Head	• Applies an understanding of the characteristics of the adult /21st century learner to design instruction and assessment for learning.	Employment of technology in the design of assessment and in instructions.
Behavioural Heart	• Promotes the use of technology to support the development of learner/ learning communities for teacher candidate development.	A clearly articulated philosophical framework for assessment and evaluation
Performance Hand	• Uses online learning platforms as an alternative modality to support novice teacher learning. • Uses assessment approaches which promotes meaningful learning, and ensures balanced interplay between formative and summative evaluation	Learning outcomes systematically assessed Assessment results used in making educational decisions about planning teaching, programme development, and about the purpose of outcomes of the educational enterprise
Well-Being	• Advocates for the appropriate use of ICTs in teaching and learning demonstrations	

STANDARD 4	ENGAGES IN CULTURALLY RESPONSIVE PEDAGOGICAL PRACTICES	EVIDENCE
Cognitive Head	• Acknowledges the sets of knowledge that teacher candidates bring to the experience of learning to teach and draws on these to support teachers into the development of culturally relevant pedagogical practices.	Use of current national/regional/local contexts and educational policy, reform and legislation
Behavioural Heart	• Demonstrates teaching and learning as a practice of inclusion and social justice.	Adjusted learning environment to support the personal needs and experiences of the teacher candidates
Performance Hand	• Creates safe learning environments for teacher candidates as they interrogate their own assumptions of learning, that of their peers and that of the teacher educator.	
Well-Being	• Understands the role of the teacher as a cultural worker and seeks to support teacher candidates into becoming committed agents of social change.	
STANDARD 5	MODELS APPROPRIATE TEACHING BEHAVIOURS	EVIDENCE
Cognitive Head	• Understands the concept of modelling and that modelling is at the heart of successful teacher education programmes and influences both the learning and motivation of the teacher candidate.	Personal statement of philosophy of teaching and learning articulated
Behavioural Heart	• Consistently provides a positive model for teacher candidates through his/her personal and professional conduct	Demonstrated commitment to educational values and professional behaviour.
Performance Hand	• Acts as a point of reference for the teacher candidates and for other teacher educators, and as a source of expert opinion.	
Well-Being	• Values and respects the diverse backgrounds, experiences and contributions of teacher candidates and develops trusting, supportive teacher/student relationships.	

PROFESSIONAL ENGAGEMENT		
STANDARD 6	**ENGAGES IN RESEARCH AND INQUIRY AND CONTRIBUTES TO SCHOLARSHIP**	**EVIDENCE**
Cognitive Head	• Conducts research for discovery, integration, application and teaching which deepens existing knowledge and creates new knowledge and demonstrates understanding of their relevance for practice.	Engagement in action and other research; Investigation of theoretical and practical problems in teaching and teacher education; Culture of research established in the institution; Publications in journals and periodicals and presentations at conferences, seminars and workshops Joint research activities between faculty and students
Behavioural Heart	• Engages in research and reflective inquiry and encourages and supports others in developing knowledge, content and skills related to research.	
Performance Hand	• Creates new knowledge in relation to learning and teaching through research and developmental projects and explores how new knowledge connects to existing contexts and perspectives; • Through research, bridges theoretical and practical knowledge and applies research to the practice of teaching. • Employs research-based instruction which helps teacher candidates understand educational research methods and research process and understand their relevance for practice. • Contributes and/or gives leadership to the design, development or modification of curriculum/programme development. • Disseminates research findings to the broader teaching/teacher education community through workshop presentations, journal articles and other platforms. • Explores the acquisition of research-based and service-based grant-funding where possible.	
Well-Being	• Asks questions to deepen knowledge and drive personal research; fosters, supports, participates in a culture/practice of research by peers/colleagues and students	

STANDARD 7	DEMONSTRATES COMMITMENT TO CONTINUOUS PROFESSIONAL DEVELOPMENT	EVIDENCE
Cognitive Head	• Understands own professional needs, interests and learning preferences in order to identify areas for development.	
Behavioural Heart	• Shows willingness to improve professional practice through participation in professional networks	• Membership in professional learning community/groups. • Participation in formal and non-formal Continuing Professional Development (CPD) activities.
Performance Hand	• Defines and plans for own short-, medium- and long-term career goals. • Utilizes available developmental pathways to reach own specific career goals.	
Well-Being	• Values the benefit of own continuing professional development and its impact on practice and on teacher-learner development.	
STANDARD 8	CONTRIBUTES TO THE TEACHING PROFESSION, AND TO THE WIDER COMMUNITY/SOCIETY	EVIDENCE
Behavioural Heart	• Promotes and advances the professional identity of the teacher in the wider community	• Networking and sharing practice through forums, webinars, conferences • Promoting the teaching profession through examples of creativity, innovation, passion, and vision within teacher education and within teaching in general • Records of coaches/mentors' engagements with teacher candidates/teachers/colleagues.
Performance Hand	• Is actively involved in established professional organisations/networks at the local, regional and international levels. • Offers technical expertise to support learning outcomes in schools and non-formal community projects. • Contributes to/participates in programmes to integrate teacher candidates into their professional context, and in programmes of CPDs.	
Well-Being	• Mentors/coaches colleagues and teacher candidates to promote the professionalization of the teaching service	

REFERENCES

Association of Teacher Educators (2018). *Standards for Teacher Educators*. Available at:
https://www.ate1.org/

Australian Institute for Teaching and School Leadership (2011). *Australian Professional Standards for Teachers.* Accessed from: https://www.aitsl.edu.au/docs/default-source/apst-resources/australian_professional_standard_for_teachers_final.pdf

British Council (2019). *Continuing Professional Development (CPD) Framework for Teacher Educators.* Downloaded from http://www.teachingenglish.org.uk/ 31/03/2019

Commonwealth Secretariat (2016). *Pan-Commonwealth Standards Framework for Teachers and School Leaders,* London: Commonwealth Secretariat.

Darling-Hammond, L., LaPointe, M., Meyerson, D., Orr, M.T., Cohen, C. (2007). *Preparing school leaders for a changing world: Lessons from exemplary leadership development programs*. Stanford, CA: Stanford University, Stanford Educational Leadership Institute.

Department for Education (2015). *National standards of excellence for head teachers: Departmental advice for head teachers, governing boards and aspiring head teachers*. Available at: https://www.gov.uk/government/publications/national-standards-of-excellence-for-headteachers . Accessed 10/10/2018

Fullan, M. (2005). *Leadership & sustainability: System Thinkers in Action.* Thousand Oaks, AC: Corwin Press.

Gedeon, J. (2002). *What is a Professional?* Retrieved September 15, 2011 from http://www.johngedeon.com/

Hargreaves, A., & Fink, D. (2003). *The Seven Principles of Sustainable Leadership*. Boise, Toronto: International Centre for Educational Change.

Hutton, D. (2011). Revealing the Essential Characteristics, Qualities and Behaviours of the High Performing Principal: Experiences of the Jamaican School System. *International Journal of Educational Leadership Preparation*, 5*(3)*, 1–15.

Kauchak, D., & Eggen, P. (2005). *Introduction to teaching: Becoming a professional.* Upper Saddle River, NJ: Pearson Education, Inc.

Kemmis, S., Wilkinson, J., Edwards-Groves, C., Hardy, I., Grootenboer, P. & Bristol, L**.** (2014). *Changing Practices, Changing Education*. Singapore: Springer.

Leithwood, K., Day, C., Sammons, P., Harris, A., and Hopkins, D. (2006). *Seven Strong Claims about Successful School Leadership*. Nottingham: NCSL and DFES.

Lunenberg, M. Dengerink, J & Korthagen, F (2014). *The Professional Teacher Educator: Roles, Behaviour, and Professional Development of Teacher Educators*. Sense Publishers, Rotterdam.

Miller, P. (2013). *School leadership in the Caribbean: Perceptions, Practices, Paradigms*. Dicot: Symposium Books

Miller, P. (2016*). Exploring School Leadership in the Caribbean: New Insights from a Comparative Approach*. London: Bloomsbury.

Miller, P. (2018). *The Nature of School Leadership: Global Practice Perspectives*. London: Palgrave McMillan.

Miller, P. Gaynor, V., Powell, C., Powell, S., Simpson, E. (2019). *Leadership as sustainability: context and primary school principals in Jamaica, Journal of School Leadership.* Sage.

Murray, J. Swennen, A, and Shagrir, L. (2009). *Understanding Teacher Educators' Work and Identities*. Available at: https://www.researchgate.net/publication/264310207

Naci, H. & Ioannidis, J.P.A. (2015). Evaluation of Wellness Determinants and Interventions by Citizen Scientists. *JAMA*. 314: 121. PMID 26068643. doi:10.1001/jama.2015.6160.

National Policy Board for Educational Administration (2015). Professional Standards for Educational Leaders 2015. Reston, VA: NPBEA. Available at: https://www.wallacefoundation.org/knowledge-center/Documents/Professional-Standards-for-Educational-Leaders-2015.pdf . Accessed 10/10/2018

Pont, B., Nusche, D., & Moorman, H. (2008). Improving School Leadership: Volume 1: Policy and Practice, Paris: OECD

Schiro, M.S. (2013). *Conflicting visions and enduring concerns*. (2nd Ed.). Los Angeles: Sage Publications.

Strandberg, C. (2015). *Sustainability Competencies and Talent Management: The New Business Imperative*. Available at: http://corostrandberg.com/wp-content/uploads/2015/02/sustainability-competencies-feb-17-final-draft.pdf. Accessed 10/10/2018

The Institute for Education Leadership (2013). *The Ontario Leadership Framework: A School and System Leader's Guide to Putting Ontario's Leadership Framework into Action.* Ontario: The Institute for Education Leadership. Available at: https://www.education-leadership-ontario.ca/application/files/8814/9452/4183/Ontario_Leadership_Framework_OLF.pdf . Accessed 10/10/2018

Pedro, J. (2006). Taking reflection into the real world of teaching. *Kappa Delta Pi Record*, 43(3), 129-133

Sellars, M. (2012). Teachers and change: The role of reflective practice. International Conference on New Horizons in Education INTE 2012. *Procedia-Social and Behavioural Sciences*, 55 (2012) 416 - 469.

UNESCO Strategy for Teachers (2012-2015). Available at: https://unesdoc.unesco.org/ark:/48223/pf0000217775

Wilson, J. P. (2008). Reflecting-on-the-future: A chronological consideration of reflective practice. *Reflective Practice, 9*(2), 177–184.

APPENDIX I

WHAT IS A PROFESSIONAL?

© John A. Gedeon

Professionals possess two "hard" and two "soft" categories of characteristics. [He/ she is] someone who…

IS COMPETENT (Knows What, Knows Why, Knows How)
  o Processes specialized knowledge and skills in their area of practice through formal training, education, or certification
  o Always keeping up with the changes in their field by taking courses, getting advanced certificates, diplomas, or degrees; going to seminars or conventions; and by reading the latest literature for new models, techniques, and tools; embraces new technology
  o Can rationally defend their decisions on the basis of either theory, principals, research, best-practices, or personal experience; never "rule-bound" or "history-bound" (that's the way we have always done it) but "results-bound"

GETS RESULTS
  o Can do the job from beginning to end without supervision to set standards or objectives; provides results, not excuses; feels that they can make a difference (empowered); takes measured risks
  o Asks for help when the task is beyond their experience or skills; and can say "I don't know, let me find out, or let me learn;" Always learning from their experience and improving the way they do things; *doesn't repeat the same mistake twice*; questions assumptions; always asks "why?" and "is there a better way" (a creative person)
  o Sees how their job fits into the larger picture and how others depend on them; has work area so well organized that anyone could come in a find thing quickly or take over in an emergency (no personal "messes")

HAS INTEGRITY (Open shared values)
  o Adheres to and enforces the code of ethics for their profession and is ethical in general; wants respect, not popularity; friendly, but not familiar
  o Can respect and collaborate effectively with others, even those they do not personally like; builds on other's ideas; keeps promises; can be trusted and be confidential; is assertive and straight-talks, does not hold grudges; focuses on ideas and objectives, not people (gossip); dialogues instead of debates
  o Knows the difference between what is "business" and what is "personal," and does not let personal concerns interfere with business concerns; their loyalty is to the organization, not an individual
  o Treats other's property as their own and uses resources efficiently

- Can take and use constructive criticism to improve their performance; can admit when they are wrong or apologize when they have hurt others

CARES (Passion)

- Has a vision or direction and takes ownership of their area; has a plan; always thinking of the next step; takes initiative; is a leader in their area
- Does not *allow* others to let them fail; doesn't blame or play victim; takes responsibility for communications they initiate; manages relationships for a win-win outcome
- Monitors the quality of their own work and catches their own mistakes
- Work is not a "job" to pay the bills, but the passion of their life, an expression of their deepest talents