

GDQ International Christian School Teaching Standards

Teachers make the education of their students their first concern and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity, have strong subject knowledge, keep their knowledge and skills as teachers up-to-date, are self-critical, forge positive professional relationships, and work with parents in the best interests of their students.

PART ONE: TEACHING

A teacher must

1. Set high expectations that inspire, motivate, and challenge students.

- Establish a safe and stimulating environment for students, rooted in mutual respect.
- Set goals that stretch and challenge students of all backgrounds, abilities, and dispositions.
- Demonstrate consistently the positive attitudes, values and behaviors that are expected of students.

2. Promote good progress and outcomes by students.

- Be accountable for students' attainment, progress, and outcomes.
- Be aware of students' capabilities and prior knowledge and plan teaching to build on these.
- Guide students to reflect on the progress they have made and on their emerging needs.
- Encourage students to take a responsible and a conscientious attitude for their own work and study.

3. Demonstrate good subject and curriculum knowledge.

- Have secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interest in the subject, and address misunderstandings.
- Demonstrate a critical understanding of developments in the subject and curriculum areas and promote the value of learning.
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy, and the correct use of standard English whatever the teacher's specialist subject.
- If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics.
- If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4. Plan and teach well-structured lessons.

- Impart knowledge and develop understanding through effective use of lesson time.
- Promote a love of learning and intellectual curiosity.
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired.
- Reflect systematically on the effectiveness of lessons and approaches to teaching.
- Contribute to the design and provision of an engaging curriculum with the relevant subject area(s).

5. Adapt teaching to respond to the needs and strengths of all students.

- Know when and how to differentiate appropriately, using approaches that enable students to be taught effectively.
- Have a secure understanding of how a range of factors can inhibit students' abilities to learn and how best to overcome these.
- Demonstrate an awareness of the physical, social, and intellectual development of children and know how to adapt teaching to support students' education at different stages of development.

- Have a clear understanding of the needs of all students – including those with special educational needs, those of high ability, those with EAL, and those with disabilities –and be able to use and evaluate distinctive teaching approaches to engage and support them.

6. Make accurate and productive use of assessments

- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
- Make use of formative and summative assessments to secure students' progress.
- Use relevant data to monitor progress, set targets, and plan subsequent lessons.
- Give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback.

7. Manage behavior effectively to ensure a positive and safe learning environment

- Have clear rules and routines for behavior in classrooms and take responsibility for promoting good and courteous behavior both in classrooms and around the school in accordance with the school's behavior policy.
- Have high expectations of behavior and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
- Manage classes effectively, using approaches that are appropriate to students' needs in order to involve and motivate them.
- Maintain good relationships with students, exercise appropriate authority, and act decisively when necessary.

8. Fulfill wide professional responsibilities.

- Make a positive contribution to the wider life and ethos of the school.
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
- Deploy support staff effectively.
- Take responsibility for improving teaching through appropriate professional development and responding to advice and feedback from colleagues.
- Communicate effectively with parents with regard to students' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct.

1. Teachers uphold public trust in the profession and maintain high standards of ethics and behavior within and outside of school by
 - Treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position;
 - Having regard for the need to safeguard students' well-being in accordance with statutory provisions;
 - Showing tolerance of and respect for the rights of others.
2. Teachers must have proper and professional regard for the policies and practices of the school in which they teach and maintain high standards in their own attendance and punctuality.
3. Teachers must have an understanding of and always act within the statutory frameworks which set out their professional duties and responsibilities.