EFFECTIVE CLASSROOM PRACTICE – Teacher Expectations (TE)

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| **Level of Proficiency** | **TE1****Set high expectations that inspire, motivate and challenge pupils** | **TE2****Promote good progress and outcomes by pupils** | **TE3****Demonstrate good subject expertise and curriculum knowledge** | **TE4****Demonstrate appropriate****planning skills to support the teaching of well-structured lessons** | **TE5****Adapt teaching to respond to the strengths and needs of all pupils** | **TE6****Applies appropriate knowledge of quality****assessment, monitoring and feedback procedures** | **TE7****Manage behaviour effectively to ensure a good and safe learning environment** | **TE8****Satisfy wider professional responsibilities and expectations** |
| **Emerging** | **Clear focus to the lesson. Activities clearly engage all learners** | **Designs and implements****contextually relevant****teaching and learning****strategies, so all learners make progress.** | **Teaching shows some understanding of evidence-based curriculum and pedagogical knowledge.** | **Impart knowledge and develops understanding through effective use of lesson time.****Able to link objectives of****lessons to learning****outcomes;** | **Knowledge of when and how to differentiate appropriately, enabling all pupils to be taught effectively** | **Follows school procedures for assessment.** **Feedback has an impact on progress for all.** | **Follows school procedures. Clear guidelines and routines established for behaviour.****Demonstrates the****kind of behaviour,****character and virtues****expected of learners.** | **Follows school policies and practice. Makes a positive contribution to wider school life****Demonstrates****understanding of****social and economic****diversity of learners and****influences colleagues and learners to do the same.** |
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| **Secure** | **Personalised provision for all learners.****Students at all levels are challenged and enjoying their learning whilst making progress** | **Personalised strategies and targets employed to overcome barriers to learning for all learners.** | **Possesses the ability to understand, critique and apply theories that inform classroom****practice.****Promotes a love of learning, engagement and interest through pedagogical appropriate strategies.** | **Plan for effective and relevant****pedagogical practice to****cater for the different learning needs and abilities of diverse groups of students and individuals.** | **Demonstrates****adequate recognition****and acceptance of****social and economic****diversity of learners.****Personalised strategies and targets employed to overcome barriers to learning for all learners.** | **Provides clear and****constructive feedback****to learners that****encourages reflective****practices.** | **Learning environment and teacher/student relationships promote a love of learning, engagement and interest.****Model the****behaviour, character****and virtues expected of all****learners.** | **Effective professional relationships established to enhance teaching and learning.****Teacher is sufficiently informed****and has the relevant****experience to****give advice on the****development and****diverse needs of****students.** |
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| **Exemplary** | **Strategic interventions enable students to extend and work beyond their target grades. Sharing of best practice takes place.** | **Students understand the ways in which learning takes place and begin to take responsibility for their own learning.****Students develop appropriate metacognitive skills, enabling them to make exceptional progress and take ownership of their learning.** | **Students are challenged and excited by expert subject and curriculum knowledge****Uses theories and****current research to****inform practices.****Demonstrates a****deep knowledge and understanding of the subject matter that****creates and supports****the best possible****opportunities for****students to learn.** | **Students demonstrate a love of learning and intellectual curiosity. Teaching is thought provoking and challenging.****Planning takes****cognisance of major events and includes these as teaching and****learning opportunities.** | **Students at all levels are challenged and enjoying their learning whilst making progress.****Demonstrates****deep knowledge****and understanding****of the underlying****principles of how****students develop and learn.** | **Students respond to assessment and feedback leading to excellent progress.****Keeps a continuous and comprehensive record of group and individual achievement.****Best practice shared and developed for all.** | **Exemplary student learning behaviours impact positively on their outcomes and progress.** | **Contributions made to the development of wider school practices.****Advises and assists colleagues****to design and implement****high-quality teaching and****learning programme.****Seeks professional****development****opportunities to****enhance skills and****practices.****Keeps abreast of changes in technology as it****relates to instructional****and administrative****functions.** |

**Resources Used:**

- National Quality Standards in Gifted and Talented Education, 2005

**-** Standards Framework for Teachers and School Leaders - Commonwealth Secretariat 2014

- Teachers Registration Council of Nigeria – Professional Standards for Nigerian teachers (Department for Education) - July 2011 (introduction updated June 2013)

- Teachers’ Standards - Guidance for school leaders, school staff and governing bodies

**-** The Initial Teacher Training (ITT) Core Content Framework (Department for Education), 2019