EFFECTIVE CLASSROOM PRACTICE – Teacher Expectations (TE)

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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.** |
|  |  |  |  |  |  |  |  |  |
| **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.** |
|  |  |  |  |  |  |  |  |  |
| **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