

GDST Professional Teacher *Standards*



Why do we need teacher standards?

- Identifying the skills and knowledge that teachers need
- Recruiting and inducting the best and/or most promising teachers
- Designing and implementing professional development
- Conducting valid and credible evaluations
- Dealing with ineffective teachers and retaining the effective ones

GDST Professional Teacher

Standards	Characteristics	PDP Dimensions
Confident	GDST teachers know their subject and how to teach it. They strive to foster a love of learning. They involve all pupils actively in their own learning, encourage them to take ownership, and set them all clear, challenging goals. Their focus is always on pupils' learning. They assume responsibility for their pupils' progress, but readily give pupils full credit for their achievements. They recognise that their own contribution is part of the whole education of their pupils.	<i>Knowledge of subject(s), teaching and learning approaches</i> <i>Knowledge of the uses of ICT in teaching and learning.</i> <i>Initiatives to give pupils ownership of their learning</i>
Effective	As effective classroom practitioners, GDST teachers show commitment and care for the progress of every pupil, planning appropriately and making use of assessment and other data to monitor and realise individual progress and attainment through astute use of a variety of inspiring, engaging and differentiated teaching and learning strategies. Feedback is affirming and constructive, and gives clear guidance on how to improve. Results speak for themselves.	<i>Planning, based on pupil data</i> <i>Classroom practice</i> <i>Impact on pupil learning, as evinced by exam results and value-added measures</i> <i>Assessment, marking and reporting</i>
Caring	GDST teachers are committed to the safety, welfare and happiness of their pupils, always acting in their best interests, and creating a calm, supportive, secure, respectful, affirming but nevertheless challenging learning environment. They themselves reinforce by demonstration the values that are expected of pupils. They act with fairness and consistency; they set and respect boundaries.	<i>Considerations of well-being, safety of pupils</i> <i>Classroom climate</i> <i>Personal attributes: e.g. approachable, fair, consistent, constructive</i>
Reflective	GDST teachers know their pupils and how they learn, and they plan around that knowledge. They are committed to building on and developing their own knowledge and skills, in their specialist subject areas and in pedagogy; and thus seek to improve their effectiveness by following a virtuous circle of reflection on practice – involving research, review, adaptation and evaluation. By these means they constantly seek to improve their own practice. They are prepared to take intellectual risks in stretching and challenging students, and in developing intellectual curiosity.	<i>Participation in professional development opportunities</i> <i>Research, reflection and sharing of learning</i> <i>Putting research/learning into practice</i>
Creative	GDST teachers are resourceful and creative and open to new challenges; trying new ideas and pursuing a collaborative, evidence-based and enquiry-driven approach to teaching. They incorporate up-to-date subject developments, pedagogical thinking and new technologies, as appropriate, in their teaching. They embrace open-ended, investigative approaches to learning, and encourage intellectual risk-taking in their pupils.	<i>Application of new/different approaches to address a particular issue</i> <i>Working with colleagues to develop initiatives</i> <i>Contributing to new thinking within the department and school</i>
Engaged	GDST teachers are passionate about learning within and beyond the classroom, avidly recruiting pupils and parents into the process. They are involved in and contribute to the wider life of the school, develop constructive relationships with colleagues; and they exemplify and communicate the values of the school within and beyond the school community.	<i>Involvement in student learning beyond the classroom</i> <i>Coaching/mentoring of colleagues</i> <i>Parent/community contact</i> <i>Representing the school'</i>

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Confident

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Knowledge of subject(s)

Knowledge of teaching and learning approaches

Knowledge of the uses of ICT in teaching and learning

Initiatives to pupils give ownership of their learning

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Effective

As effective classroom practitioners, GDST teachers show commitment and care for the progress of every pupil, planning appropriately and making use of assessment and other data to monitor and realise individual progress and attainment through astute use of a variety of stimulating, engaging and differentiated teaching and learning strategies. Feedback is affirming and constructive, and gives clear guidance on how to improve. Results speak for themselves.

Planning, based on pupil data

Classroom practice

Impact on pupil learning, as evinced by exam results and value-added measures

Assessment, marking and reporting

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Caring

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Considerations of well-being, safety of pupils

Classroom climate

Personal attributes: e.g. approachable, fair, consistent, constructive

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Reflective

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Participation in professional development opportunities

Research, reflection and sharing of learning

Putting research/learning into practice

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Creative

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Application of new/different approaches to address a particular issue

Working with colleagues to develop initiatives

Contributing to new thinking within the department and school

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Engaged

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Involvement in student learning beyond the classroom

Coaching/mentoring of colleagues

Parent/community contact/'Marketing the school'