

Course outline

Performance Standard	Teachers
<p>3.1.1 Teachers’ knowledge of their subjects and how students learn them</p>	<p>All teachers will know, understand, and be able to apply the concepts outlined in the relevant curriculum. (MOE, US curriculum standards, National Curriculum- understanding of vertical alignment).</p> <p>To understand this, they will have a curriculum map annotated with strategies of how to explain these to students. In addition, they will share a document with parents showing parents of how to support their children on how to understand the concepts.</p> <p>All teachers will know how to structure a lesson in a way which meets students’ aspirations. This means that all teachers will have a data file, know how to interpret the data, and use it in their planning. In the lesson, the use of data will be evident by the way the teacher establishes prior learning.</p> <p>To establish prior learning, the teacher will need to be skilled at sharing an objective which identifies the key concepts, skills, and the context in which the concept will be learned. In every lesson, students will be very clear in how to structure their thinking, break down the concept, and apply their learning in context.</p> <p>To set an effective objective, the teacher will need an understanding of the various taxonomies and know how to use verbs, nouns, and adjectives to frame the objective. To know how students’ learn, the teachers will need to be skilled at open ended questioning, managing different groups, and enabling students to take the primary role in managing their learning.</p> <p>It is expected for teachers to know how to stimulate the child’s imagination in the lesson, they will need to understand and apply the key concepts of imaginative education.</p>
<p>3.1.2 Lesson planning, the learning environment and the use of time and resources</p>	<p>The purposeful lesson will be evident in both the planning and the implementation of the lesson so that every lesson is structured in a way that establishes prior learning and enable students to break down the concept. This means that the majority of the lesson talk and activities will be broken down by the students. The task will be imaginative and related to context and not dependent on textbooks and worksheets.</p> <p>To provide an interesting learning environment, the work and messages displayed must relate to the curriculum standards and both support and stimulate thinking. The classroom layout should be adjusted to both the concepts being taught and the needs of the children and should not be fixed. The use of technology should be student led, frequent, and support the concepts being taught (steer away from videos).</p> <p>The resources used should enable students to exercise choice and enable them to use all their senses and directly support the concept being taught. The students should know the purpose of the resources and should be able to identify how the resources will make them a better learner</p>

<p>3.1.3 Teacher-student interactions including the use of questioning and dialogue</p>	<p>All teachers should use open-ended questioning, enable students to think critically and make real life connections and connections to other areas of learning. All teachers ask probing questions that encourage students to reflect and think for themselves.</p> <p>All teachers promote effective student collaboration with others. This student collaboration is well structured and focused, asking questions that will inspire them to want to find out more. During this time, teachers will adjust the pace of learning based on students' responses.</p> <p>All teachers create a positive learning environment, where lessons provide students with a range of learning activities, promote dialogue that engages them in meaningful discussions, and are interesting enough to grasp their attention and concentration.</p>
<p>3.1.4 Teaching strategies to meet the needs of individuals and groups of students</p>	<p>All teachers are responsible for meeting the needs of students of determination and challenge those with gifts and talents. This means that all teachers should be aware of any students with IEPs, be able to implement the targets in the plan and provide consistent challenge for gifted and talented students in every lesson.</p> <p>All teachers should know how to use data to differentiate instruction consistently. They must implement learning activities and strategies that match the individual needs of students. (For US curriculum schools- the use of the MAP Learning Continuum to differentiate tasks, activities, and resources to support and challenge all students to make good progress in lessons).</p> <p>Using MAP/GL PT and CAT4 data, all teachers should plan and implement relevant grade standards and measure progress accurately using a tracking system (SIMS, excel, classroom monitor). Based on their student's data, all teachers must provide challenge and feedback for all groups in every lesson. This means that teachers will address gaps in students' learning and provide the appropriate level of support. Teachers should modify their teaching and the curriculum following data analysis.</p> <p>All teachers should track the progress made by all students in each lesson and involve the students in setting targets for improvement. They should align the different assessment systems and ensure all groups of students understand both the purpose and outcomes of assessments. Teachers should constantly and consistently assess during lessons.</p>
<p>3.1.5 Teaching to develop critical thinking, problem-solving, innovation and independent learning skills</p>	<p>All teachers should provide opportunities for students to develop their critical thinking and independent learning skills. In order to do this, the teachers will need to ask questions that are open-ended and inspire a quest for knowledge and problem solving. Students would then be able to demonstrate proficiency in finding out new information to hypothesize and draw inferences through the effective use of different resources.</p> <p>All teachers should consistently modify their teaching and the curriculum to promote literacy, language development, and innovative thinking. All teachers should provide ample time for reflection and require students to reason and think deeply. This means that all lessons should provide opportunities for innovative thinking. An innovative classroom will include key traits such as reflection, creativity, connection, collaboration, problem-solving, goal-setting, and opportunities for revision.</p> <p>All teachers should promote student leadership, monitor the effectiveness of their practice and involve parents in supporting quality learning.</p>