# *Research into Teacher Effectiveness*
## *A Model of Teacher Effectiveness*

*Hay McBer*

# Contents

# A good teacher . . .

is kind
is generous
listens to you
encourages you
has faith in you
keeps confidences
likes teaching children
likes teaching their subject
takes time to explain things
helps you when you're stuck
tells you how you are doing
allows you to have your say
doesn't give up on you
cares for your opinion
makes you feel clever
treats people equally
stands up for you
makes allowances
tells the truth
is forgiving.

*Descriptions by Year 8 pupils*

# Introduction

The research commissioned from Hay/McBer by the DfEE was designed to provide a framework describing effective teaching. Its purpose was to help take forward the proposals in the Green Paper *Teachers: meeting the challenge of change*. We set out to create a vivid description of teacher effectiveness, based on evidence of what effective teachers do in practice at different stages in the profession.

This short version of our report sets out our key findings in section 1 and in section 2 the full dictionary of characteristics we identified for effective teaching.

At the start of our research we had no pre-conceived views about the specific skills or characteristics that lead to effectiveness in the classroom. Our approach was empirical and based on established research methods. We aimed for coherence with the recent research underpinning the Leadership Programme for Serving Headteachers (LPSH) and other bodies of educational research.

The programme of work was undertaken in a representative sample of schools and across a broad range of teachers. We drew on the expertise of a wide variety of professionals, experts and other stakeholders. Most importantly, we knew how much value each of the teachers in our main sample had added over the period of a year because we had start-of-year and end-of-year examination or test results.

Our work was designed to use a number of complementary data-collection techniques from different research traditions. We analysed the career history and qualifications of the teachers, their teaching skills, their professional characteristics and the climate in their classrooms. The programme included classroom observation, in-depth interviews, questionnaires, focus groups, as well as the collection of personal and school data. Pupil progress data were collected and analysed taking account of school context in a separate project led by Professor David Reynolds. The Executive Summary of his findings is annexed to this Report.

Effective teachers in the future will need to deal with a climate of continual change in which distance learning and other teaching media will become more prevalent. The "star teachers" of the future will be those who work to make what is now the best become the standard for all. School managers will need to create a school climate that fosters a framework for continuous improvement. One critical dimension is likely to be openness to the integration of good practice from other teachers, schools, regions or even countries. This will require a shift in culture so that real team working is valued, and mutual feedback – through lesson observation or other means – is embraced as an essential part of professional development.

Our research findings can take their place in the strategy of modernising the teaching profession by supporting a whole range of management processes deployed within schools: performance management, selection, career planning and professional development.

None of this work would have been possible without the willingness and commitment of all those who helped with the project, including DfEE officials, members of the teaching profession, and thousands of other stakeholders (pupils, parents, governors, academics, and the representatives of many interested organisations).

# *1.*      *Key findings*

## Three factors

This chapter is a summary of the main outcomes from our work.  It is intended to be of practical use to teachers and headteachers who are interested in what we found to be important in effective teaching.

1.1.1

*Distinctive and complementary factors*

Our research confirms much that is already known about the attributes of effective teaching.   It also adds some new dimensions that demonstrate the extent to which effective teachers make a difference for their pupils.  We found three main factors within teachers' control that significantly influence pupil progress:

- teaching skills

- professional characteristics

    and

- classroom climate.

Each provides distinctive and complementary ways that teachers can understand the contribution they make.  None can be relied on alone to deliver value-added teaching.

## The measures of teacher effectiveness

Professional Characteristics

Teaching Skills

Classroom Climate

Pupil Progress
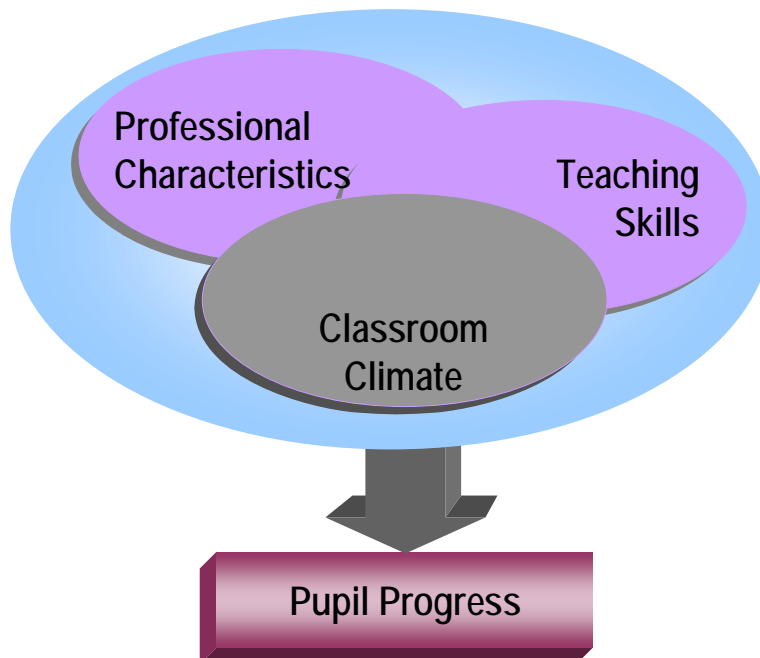
| 1.1.2 | The three factors are different in nature. Two of them – professional |
|---|---|
| *How the factors interact* | characteristics and teaching skills – are factors which relate to what a teacher brings to the job. The professional characteristics are the ongoing patterns of behaviour that combine to drive the things we typically do. Amongst those things are the "micro-behaviours" covered by teaching skills. Whilst teaching skills can be learned, sustaining these behaviours over the course of a career will depend on the deeper seated nature of professional characteristics. Classroom climate, on the other hand, is an output measure. It allows teachers to understand how the pupils in their class feel about nine dimensions of climate created by the teacher that influence their motivation to learn. |
| 1.1.3 | So, for example, a teacher may have – amongst other things – the |
| *An example* | professional characteristic of Holding People Accountable, which is the drive and ability to set clear expectations and parameters and to hold others accountable for performance. Such a pattern of behaviour could make it more natural for this teacher to exhibit teaching skills like providing opportunities for students to take responsibility for their own learning, or correcting bad behaviour immediately. And the impact of these teaching skills, regularly exhibited, might be that pupils feel that there is a higher degree of Order in their class, or that there is the emotional Support needed to try new things. |
| 1.1.4 | It should be noted, however, that this is only an example. In other |
| *Teachers are not clones* | circumstances, with different pupils, in a different context, other approaches might have been more effective. There is, in other words, a multiplicity of ways in which particular patterns of characteristics determine how a teacher chooses which approach to use from a repertoire of established techniques in order to influence how pupils feel. |

1.1.5

*A summary of how the model works*

All competent teachers know their subjects. They know the appropriate teaching methods for their subjects and curriculum areas and the ways pupils learn. More effective teachers make the most of their professional knowledge in two linked ways. One is the extent to which they deploy appropriate teaching skills consistently and effectively in the course of all their lessons – the sorts of teaching strategies and techniques that can be observed when they are at work in the classroom, and which underpin the national numeracy and literacy strategies. The other is the range and intensity of the professional characteristics they exhibit – ongoing patterns of behaviour which make them effective.

Pupil progress results from the successful application of subject knowledge and subject teaching methods, using a combination of appropriate teaching skills and professional characteristics. Professional characteristics can be assessed, and good teaching practice can be observed.

Classroom climate provides another tool for measuring the impact created by a combination of the teacher's skills, knowledge and professional characteristics. Climate is a measure of the collective perceptions of pupils regarding those dimensions of the classroom environment that have a direct impact on their capacity and motivation to learn.

Taken in combination, these three factors provide valuable tools for a teacher to enhance the progress of their pupils.

1.1.6

*Factors that do not contribute*

On the other hand, we found that biometric data (i.e. information about a teachers' age and teaching experience, additional responsibilities, qualifications, career history and so on) did not allow us to predict their effectiveness as a teacher. Effective and outstanding teachers came from diverse backgrounds. Our data did not show that school context could be used to predict pupil progress. Effective and outstanding teachers teach in all kinds of schools and school contexts. This means that using biometric data to predict a teacher's effectiveness could well lead to the exclusion of some potentially outstanding teachers. This finding is also consistent with the notion that pupil progress outcomes are affected more by a teacher's skills and professional characteristics than by factors such as their sex, qualifications or experience.

1.1.7

*Modelling the impact of the three factors*

We used start-of-year and end-of-year pupil attainment data to underpin our assessment of relative effectiveness based on value added. Using this knowledge and the outcomes from our research described below, we have been able to model the impact teachers have on the classroom climate, how that climate affects pupil progress and what aspects of teaching skills and behavioural characteristics had most impact on climate.

1.1.8

*Predicting over 30% of the variance in pupil progress*

Our findings suggest that, taken together, teaching skills, professional characteristics and classroom climate will predict well over 30% of the variance in pupil progress. This is very important for teachers because it gives them a framework for assessing how they achieve their results and for identifying the priorities for improvement. (See Appendix IV for a detailed examination of the analysis leadign to this conclusion.)

1.1.9

*Teachers make the difference*

So we show that teachers really do make a difference. Within their classrooms, effective teachers create learning environments which foster pupil progress by deploying their teaching skills as well as a wide range of professional characteristics. Outstanding teachers create an excellent classroom climate and achieve superior pupil progress largely by displaying more professional characteristics at higher levels of sophistication within a very structured learning environment.
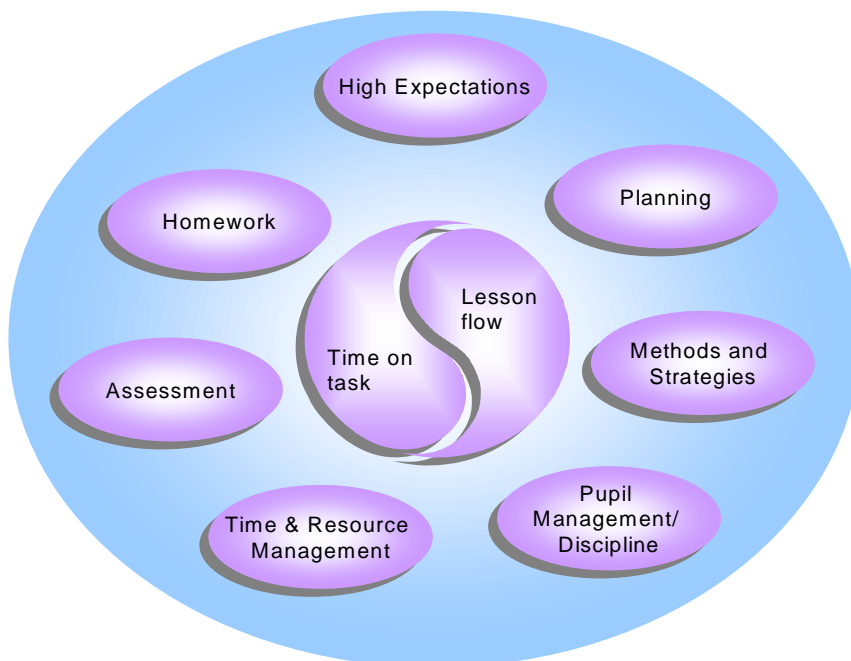
| 1.2 | Teaching skills |
| --- | --- |

| 1.2.1 | Teaching skills are those "micro-behaviours" that the effective teacher |
| --- | --- |
| *Definition* | constantly exhibits when teaching a class.  They include behaviours like: |

- involving all pupils in the lesson
- using differentiation appropriately to challenge all pupils in the class
- using a variety of activities or learning methods
- applying teaching methods appropriate to the national curriculum objectives
- using a variety of questioning techniques to probe pupils' knowledge and understanding.

The 35 behaviours we looked for are based on research conducted by Professor David Reynolds and other colleagues.   They are clustered under the seven Ofsted inspection headings for ease of use:

## The teaching skills



| 1.2.2 | In addition to the micro-behaviours under the seven inspection |
| --- | --- |
| *Lesson flow and time on task* | headings, teaching skills can be observed in terms of the way the lesson is structured and flows, and the number of pupils who are on task through the course of the lesson. |

1.2.3

*Differentiating effective and outstanding*

In primary schools, the outstanding teachers scored higher on average in four out of the seven clusters: High expectations, Time and resource management, Assessment, and Homework.  In secondary schools there was stronger differentiation covering all clusters, but it was particularly evident in High expectations, Planning, and Homework.

1.2.4

*Teaching skills described*

Our lesson observations revealed that in classes run by effective teachers, pupils are clear about what they are doing and why they are doing it.  They can see the links with their earlier learning and have some ideas about how it could be developed further.  The pupils want to know more.  They understand what is good about their work and how it can be improved.  They feel secure in an interesting and challenging learning environment.  And they support one another and know when and where to go for help.  The research shows the criticality of the teacher in the pupil learning process.  The effective teachers whom we observed and studied were very actively involved with their pupils at all times.  Many of the activities were teacher-led.  They created maximum opportunities to learn and no time was wasted.  The environment was very purposeful and businesslike.  But at the same time there was always a great deal of interaction between teacher and pupils.

One factor that led to this purposeful learning environment was the range of effective teaching skills and techniques deployed by the teacher in the classroom.  The following paragraphs describe these skills and techniques in detail.

1.2.5

*High expectations*

Effective teachers set **High expectations** for the pupils and communicate them directly to the pupils.  They challenge and inspire pupils, expecting the most from them, so as to deepen their knowledge and understanding.  The most effective teachers determine the appropriateness of objectives for pupils by some form of differentiation.  At its lowest level, this means expecting different outcomes from pupils of varying ability.  At a more sophisticated level teachers know and use an extensive repertoire of means of differentiation – so that they are able to cope with the needs of more and less able pupils.  But within these parameters effective teachers are relentless in their pursuit of a standard of excellence to be achieved by all pupils, and in holding fast to this ambition.  These expectations are high, clear and consistent.

*Key questions:*

1. Does the teacher encourage high standards of
   - effort?
   - accuracy?
   - presentation?
2. Does the teacher use differentiation appropriately to challenge all pupils in the class?
3. Does the teacher vary motivational strategies for different individuals?
4. Does the teacher provide opportunities for students to take responsibility for their own learning?
5. Does the teacher draw on pupil experiences or ideas relevant to the lesson?

1.2.6

*Planning*

Effective teachers are good at **Planning**, setting a clear framework and objectives for each lesson. The effective teacher is very systematic in the preparation for, and execution of each lesson. The lesson planning is done in the context of the broader curriculum and longer-term plans. It is a very structured approach beginning with a review of previous lessons, and an overview of the objectives of the lesson linked to previous lessons and, where appropriate, the last homework assignment. Where homework is set (normally in secondary schools and for older primary pupils), the teacher often spends 5-10 minutes reviewing what pupils have learnt from it.

The effective teacher communicates the lesson content to be covered and the key activities for the duration of the lesson. Material is presented in small steps, with opportunities for pupils to practise after each step. Each activity is preceded by clear and detailed instructions. But the planning also takes into account the differing needs of pupils, including those with specific learning difficulties. For pupils, there is clarity of what they are doing, where they are going and how they will know when they have achieved the objectives of the lesson.

Effective teachers create the time to review lesson objectives and learning outcomes at the end of each lesson. Some teachers employ a Tactical Lesson Planning approach which describes both the content of lesson and the learning objectives, and the methods to be employed. But the focus of the planning activity is on pupil learning outcomes.

In some schools, particularly special schools, the highly effective teachers involve support staff in the preparation of the curriculum/lesson plans, and outline to them the role they are expected to play.

*Key questions:*

1. Does the teacher communicate a clear plan and objectives for the lesson at the start of the lesson?
2. Does the teacher have the necessary materials and resources ready for the class?
3. Does the teacher link lesson objectives to the National Curriculum?
4. Does the teacher review what pupils have learned at the end of the lesson?

1.2.7

*Methods and strategies*

Effective teachers employ a **Variety of teaching strategies** and techniques to engage pupils and to keep them on task. In our observations we saw effective teachers doing a great deal of active teaching. Many of the activities were led by the teacher. The teachers presented information to the pupils with a high degree of clarity and enthusiasm and, when giving basic instruction, the lessons proceeded at a brisk pace. Nevertheless, there was, in the majority of the classes, a range of teaching approaches and activities designed to keep the pupils fully engaged.

Individual work and small group activities were regularly employed as ways of reinforcing pupil learning through practice and reflection. However, it was evident that when the effective teachers were not actively leading the instructions they were always on the move, monitoring pupils' focus and understanding of materials. Content and presentation were varied to suit the needs of the class and the nature of learning objectives.

So what we saw effective teachers doing was a great deal of direct instruction to whole classes, interspersed with individual and small group work. But the active style of teaching does not result in passive pupils. Rather, there is a great deal of interaction between teacher and pupils. Effective teachers ask a lot of questions and involve the pupils in class discussion. In this way the pupils are actively engaged in the lesson, and the teacher is able to monitor pupils' understanding and challenge their thinking by skilful questioning. It is evident that effective teachers employ a sophisticated questioning approach – ranging from asking many brief questions on main and supplementary points to multiple questioning of individuals to provide greater understanding and challenge.

*Key questions:*

1. Does the teacher involve all pupils in the lesson?

2. Does the teacher use a variety of activities/learning methods?

3. Does the teacher apply teaching methods appropriate to the National Curriculum objectives?

4. Does the teacher use a variety of questioning techniques to probe pupils' knowledge and understanding?

5. Does the teacher encourage pupils to use a variety of problem-solving techniques?

6. Does the teacher give clear instructions and explanations?

7. Does practical activity have a clear purpose in improving pupils' understanding or achievement?

8. Does the teacher listen and respond to pupils?

| 1.2.8 | Effective teachers have a clear strategy for **Pupil management**. A sense of order prevails in the classroom. Pupils feel safe and secure. This pupil management strategy is a means to an end: allowing maximum time for pupils to be focused on task, and thus maximising the learning opportunity. Effective teachers establish and communicate clear boundaries for pupil behaviour. They exercise authority clearly and fairly from the outset, and in their styles of presentation and engagement they hold the pupils' attention. Inappropriate behaviour is 'nipped in the bud' with immediate direct action from the teacher. Some effective teachers employ a 'catch them being good' policy whereby pupil behaviour which is appropriate and on task is recognised and reinforced by praise. One outstanding teacher referred to the importance of the 'lighthouse effect' – being fully aware of everything that is going on in the classroom and having 360º vision. |
|---|---|

*Pupil management / discipline*

In those schools where there was a likelihood of a high incidence of pupil misbehaviour, the effective teachers employed a very structured behavioural approach to each lesson, e.g. standing at the door to greet pupils; commanding attention at the beginning of the lesson; taking action on latecomers; taking direct and immediate action on inappropriate behaviours. The most effective teachers had a longer-term strategy of getting to know the pupils with behavioural problems. In other words the highly effective teacher is able to create an environment in which all pupils can learn by employing direct means of pupil management to ensure that disruption to pupil learning is minimised and pupils feel safe and secure.

*Key questions:*

1. Does the teacher keep the pupils on task throughout the lesson?
2. Does the teacher correct bad behaviour immediately?
3. Does the teacher praise good achievement and effort?
4. Does the teacher treat different children fairly?
5. Does the teacher manage non-pupils (support teachers/staff) well?

| 1.2.9 | Effective teachers **Manage time and resources** wisely. The effective |
|---|---|
| *Time and resource management* | management of pupils, time, resources and support promotes good behaviour and effective learning. Effective teachers achieve the management of the class by having a clear structure for each lesson, making full use of planned time, using a brisk pace and allocating his/her time fairly amongst pupils. The effective teachers start their lessons on time and finish crisply with a succinct review of learning. |

Where they are able to do so, pupils are encouraged to manage their own time well and to achieve what is required in the time available. The classrooms are effective learning environments in which activities run smoothly, transitions are brief, and little time is lost in getting organised or dealing with disruptions. In our observations we found that highly effective teachers managed to get well over 90% of the pupils focused on task over the course of a lesson.

In those schools where support and/or parental help was available, the effective teachers involved helpers in the lesson planning stage and in the execution of the lessons. In some instances, support staff were trained in aspects of pupil management, reading support and computer skills.

*Key questions:*

1. Does the teacher structure the lesson to use the time available well?
2. Does the lesson last for the planned time?
3. Are appropriate learning resources used to enhance pupils' opportunities?
4. Does the teacher use an appropriate pace?
5. Does the teacher allocate his/her time fairly amongst pupils?

| 1.2.10 | It is evident that effective teachers employ a range of **Assessment** |
|---|---|
| *Assessment* | methods and techniques to monitor pupils' understanding of lessons and work. These could be tests, competitions, questioning or regular marking of written work. The effective teachers look for gains in learning, gaps in knowledge and areas of misunderstanding through their day-to-day work with pupils. Also, effective teachers encourage pupils to judge the success of their own work and to set themselves targets for improvement. They also offer critical and supportive feedback to pupils. |

*Key questions:*

1.  Does the teacher focus on

    - understanding and meaning?

    - factual memory?

    - skills mastery?

    - applications in real-life settings?

2.  Does the teacher use tests, competitions, etc. to assess understanding?

3.  Does the teacher recognise misconceptions and clear them up?

4.  Is there evidence of pupils' written work having been marked or otherwise assessed?

5.  Does the teacher encourage pupils to do better next time?


1.2.11

*Homework*

An important part of the assessment process is the regular setting and marking of **Homework**, particularly in secondary schools. The effective teachers ensure that homework is integrated with class work, is tailored to individual needs and is regularly and constructively marked.

*Key questions:*

1.  Is homework set either to consolidate or extend the coverage of the lesson?

2.  Is homework which had been set previously followed up in the lesson?

3.  Does the teacher explain what learning objectives pupils will gain from homework?


1.2.12

*Time on task and lesson flow*

Overall, effective teachers had well over 90% of the pupils on task through the lesson, and their lessons flowed naturally to achieve an appropriate balance between

- whole class interactive

- whole class lecture

- individual work

- collaborative group work

- classroom management

  and

- testing or assessment.

The full observation schedule used in our research appears at Appendix I. It has since been adapted by the DfEE as a standard observation tool which has been offered to all schools as part of the new performance management arrangements.

## 1.3    Professional characteristics

**1.3.1**

*Definition*

Professional characteristics are deep-seated patterns of behaviour which outstanding teachers display more often, in more circumstances and to a greater degree of intensity than effective colleagues. They are how the teacher does the job, and have to do with self-image and values; traits, or the way the teacher habitually approaches situations; and, at the deepest level, the motivation that drives performance.

**1.3.2**

*Five clusters*

From the in-depth interviews (behavioural event interviews) with the teachers in our sample we found that 16 characteristics contribute to effective teaching. Strength in five clusters is required. Certain different combinations of characteristics within these clusters can be equally effective. This is not a static "one-size-fits-all" picture. Effective teachers show distinctive combinations of characteristics that create success for their pupils.

### The model of professional characteristics



**1.3.3**

*Characteristics flow from the data*

The dictionary of characteristics (which may be found in section 2) and the descriptions of different levels for each characteristic were not part of a pre-existing model. They are defined by the data we collected from teachers.

**1.3.4**

*What the dictionary contains*

In the dictionary of professional characteristics, each characteristic is defined as succinctly as possible. It has a core question which helps teachers and their managers understand the essence of the characteristic. There is a short commentary on why it matters in the context of the teaching role. Examples of what it looks like at different levels of complexity or intensity are provided, along with a description of how the levels work so that they can be distinguished more easily. Finally, there is a list of the other characteristics with which it links most frequently in the research data.

**1.3.5**

*Differentiating effective and outstanding . . .*

The particular characteristics that emerge from our research represent what teachers actually do over time, both in the classroom and outside it, to deliver results. We looked for a description of the combinations of characteristics (an "algorithm") which would enable us to sort our sample with around 80% accuracy between outstanding and typical.

*. . . in different roles and levels*

And we looked for algorithms which would accurately describe effective performance at the threshold, at main professional grade, at AST, and in shared leadership positions.

The AST algorithm accurately sorts outstanding and typical performers 72% of the time in a small sample. The threshold algorithm accurately sorts 86% of the time. The main professional grade algorithm is designed to allow all effective teachers to pass, and over 80% of the total sample would do this. We did not see evidence of particular middle manager patterns in primary schools, but we were able to arrive at an algorithm for secondary heads of department which accurately sorted 78% of the time. The shape of this middle manager model was very similar to the shared leadership model developed in a parallel research project investigating the characteristics of deputy headteachers and newly-appointed heads.

It was not evident from our research that it would be possible or appropriate to differentiate between subjects, phases, or within professional levels (e.g. threshold).

**1.3.6**

*How teachers display the professional characteristics*

The professional characteristics fall into five clusters: professionalism, thinking, planning & setting expectations, leading and relating to others. Effective teachers need to have some strengths in each of them. On the following pages we describe the characteristics cluster by cluster.

1.3.7

*Professionalism cluster*

The driver for teachers is a core of strongly held and enacted values which, taken together, are a powerful basis for professionalism. There are four characteristics which describe this cluster or group of characteristics.

**Respect for Others** underpins everything the effective teacher does, and is expressed in a constant concern that everyone should treat pupils and all members of the school community with respect. Effective teachers explicitly value others, and value the diversity in the school community, and retain their respect of others even when sorely tried. Outstanding teachers take a number of steps over time to create a feeling of community in the class or in the school. Effective teachers also provide **Challenge and Support** – a "tough caring" where they not only cater for pupils' needs for physical and psychological safety but, crucially, repeatedly express positive expectations and build pupils' self-esteem and belief that they can succeed, as learners and in life. Threshold and outstanding teachers do everything in their power to ensure *all* pupils get the best deal possible from their education.

Effective teachers show **Confidence** in most situations, expressing optimism about their own abilities and making an active contribution in meetings. Over time this confidence grows, so that a teacher sees him or herself as a fully rounded professional, able to succeed in most circumstances. Effective teachers take a full part in moving the school forward and improving its effectiveness, drawing on their experience to help shape policies and procedures.

They have emotional resilience in dealing with challenging pupils and situations where, because they have a range of professional skills and have already experienced similar challenges, they are able to keep calm. This ability is fuelled by a conviction about the importance and value of what they are doing as highly effective practitioners in shaping the future of their pupils. They identify with the job and see the challenge of an increasingly 'front line' role as part of the territory. The very best go even further, rising to stretching challenges and expressing a belief that they will succeed against the odds.

Effective teachers are consistent and fair, **Creating Trust** with their pupils because they honour their commitments. They are genuine, and generate the atmosphere where pupils can venture to be themselves, express themselves and not be afraid of making mistakes – an important starting point for learning. They are a dependable point of reference in what, for many pupils, is a turbulent world. As they progress in the profession, increasingly they live up to their professional beliefs.

These characteristics, taken together, result in an underlying concern for pupils and their achievement. Effective teachers are quite evidently there to support their pupils, and their sense of vocation is at the heart of the model of effective teaching.

*Characteristic definitions:*

**Challenge and Support:** A commitment to do everything possible for each pupil and enable all pupils to be successful.

**Confidence:** The belief in one's ability to be effective and to take on challenges.

**Creating Trust:** Being consistent and fair. Keeping one's word.

**Respect for Others:** The underlying belief that individuals matter and deserve respect.

1.3.8

*Thinking cluster*

The **Thinking** that effective teachers bring to the job is characterised by **Analytical Thinking** - the drive to ask why, to see cause and effect and think ahead to implications; and **Conceptual Thinking** - the ability to see patterns in behaviour and situations and, at the level of outstanding teaching, to adapt creatively and apply concepts, ideas and best practice. Effective teachers plan individual lessons, units and programmes of work soundly based on data and evidence-led assessment of pupils, and evaluation of results. They attend to what is actually happening and have a logical, systematic approach to the job, looking after the details in order to achieve success for all pupils. Outstanding teachers are able to analyse many more variables in a complex situation, and have the ability to trace many possible causes and effects.

*Characteristic definitions:*

**Analytical Thinking:** The ability to think logically, break things down, and recognise cause and effect.

**Conceptual Thinking:** The ability to see patterns and links, even when there is a lot of detail.

<table>
<tr><td>

1.3.9

*Planning and setting expectations cluster*

</td><td>

By adopting a professional approach, teachers' energy can be channelled into **Planning and Setting Expectations**, targeting the key elements which will make the most difference to their pupils, and the results they are able to achieve.  Teaching is a demanding role and the pace of change rapid.  Effective teachers are committed to meeting the needs of all pupils and to including everyone in the class.  This means carefully prioritising and targeting their efforts so that all pupils get their fair share of attention and everyone achieves good results.  There are three characteristics which group together in this cluster of the model.

In terms of **Drive for Improvement**, all effective teachers want not only to do a good job but also to set and measure achievement against an internal standard of excellence.   Threshold teachers seek to do everything they can to improve the attainment of their pupils, to make the school itself more effective in raising achievement, and to reflect on and improve their own professional practice.  Outstanding teachers continuously set and meet ambitious targets for themselves and their pupils.   They refer regularly to visible, quantifiable and tangible measures; and they focus on whether they and the school really are making a difference and adding value to pupils.

**Information Seeking** works with this drive for results.  All effective teachers ask questions to get a first-hand understanding of what is going on.  At threshold level teachers dig deeper to find out more about their pupils and their classes, so they can set differentiated programmes of work, and targets that start from an understanding of prior attainment and potential performance.  Outstanding teachers continually gather information from wider and more varied sources and use their own systems progressively to do so.

</td></tr>
</table>

All effective teachers use their **Initiative** to seize immediate opportunities and sort out problems before they escalate, and are able to act decisively in a crisis situation. Pupils in their classes will be aware of the "lighthouse effect", the habitual scanning by which effective teachers appear to pick up everything that is going on. Threshold and outstanding teachers show a stronger ability to think and act ahead, to seize a future opportunity or to anticipate and address future problems: for example, to enrich the curriculum or to bring additional resources into the school.

*Characteristic definitions:*

**Drive for Improvement:** Relentless energy for setting and meeting challenging targets, for pupils and the school.

**Information Seeking:** A drive to find out more and get to the heart of things; intellectual curiosity.

**Initiative:** The drive to act now to anticipate and pre-empt events.

1.3.10

*Leading cluster*

In terms of delivery of effective teaching and learning, teachers take a role in **Leading** others. There are four characteristics in this cluster of the model.

In their drive to motivate and provide clear direction to pupils, all effective teachers are adept at **Managing Pupils**. They get pupils on task, clearly stating learning objectives at the beginning of a lesson and recapping at the end, and giving clear instructions about tasks. They keep pupils informed about how the lesson fits into the overall programme of work, and provide feedback to pupils about their progress. Threshold teachers are more consistently able to make every lesson effective and remove any barriers to the effective working of the class and groups within it. Outstanding teachers go further, going out of their way to get extra materials or extra resources they need. Many of them are able consistently to enthuse pupils in their classes and achieve full involvement, creating a positive, upbeat atmosphere to secure the results planned.

All teachers demonstrate a **Passion for Learning** by providing a stimulating classroom environment, giving demonstrations, checking understanding and providing whole class, group and individual practice in using and applying skills and knowledge. They consistently differentiate teaching and learning when it is appropriate to do so, to help all pupils learn and to tailor opportunities to practise, embed and extend new learning to each pupil. Outstanding teachers are able to go further in the extent to which they are consistently able to support all pupils in their classes to think for themselves, and to deepen their understanding of a subject or a skill.

Effective teachers show a high degree of **Flexibility**. Not only are they open to new approaches and able to adapt procedures to meet the demands of a situation, but they are also flexible in the classroom and outside. At threshold level, when they need to change direction they do so fluently. If they are not getting through to a pupil or a class they approach things from another angle, accessing a wide repertoire of teaching techniques and methods to do so. They are also able to deviate from and return to a lesson plan, to take advantage of an unexpected occurrence or to pursue something in which pupils show particular interest.

Because effective teachers are determined that pupils will achieve good results, they are committed to **Holding People Accountable** – both pupils and others with whom they work in the school. They set clear expectations of behaviour and for performance, and contract with pupils on these, setting clear boundaries for what is acceptable. In this way they provide a clear framework, routines and security in which work can take place. Teachers at threshold level go further, in that they constantly keep pupils and others up to the mark and get them to do what they had undertaken to do. Outstanding teachers consistently and successfully confront poor performance, taking timely and decisive action to ensure performance recovery.

*Characteristic definitions:*

**Flexibility:** The ability and willingness to adapt to the needs of a situation and change tactics.

**Holding People Accountable:** The drive and ability to set clear expectations and parameters and to hold others accountable for performance.

**Managing Pupils:** The drive and the ability to provide clear direction to pupils, and to enthuse and motivate them.

**Passion for Learning:** The drive and an ability to support pupils in their learning, and to help them become confident and independent learners.

1.3.11

*Relating to others cluster*

Underpinning their leadership role, effective teachers are good at **Relating to Others**. In this cluster there are three characteristics. Effective teachers have strengths in **Understanding Others**, working out the significance of the behaviour of pupils and others, even when this is not overtly expressed. Outstanding and threshold teachers have a deep insight into the reasons for the ongoing behaviour of others: why pupils and others act the way they do. They have an insight into what will motivate others, or what may be obstructing learning.

It also means they can use their ability to **Impact and Influence** pupils to perform. All effective teachers use several different logical arguments to persuade. At threshold level, teachers are able consistently to calculate what will appeal to pupils – and others – so that learning can be vivid, memorable and fun. Outstanding teachers go further in their use of indirect influence, with and through others, to bring about positive educational outcomes. This, together with their own deep understanding of and enthusiasm for their subject or specialism, works as a strong influencing factor on pupils and how they engage with learning.

Finally, all effective teachers are good at **Teamworking**. Not only do they provide help and support to colleagues, but they also seek and value their ideas and input. Outstanding teachers are active in building team spirit and the "feel good" factor, so that people in the school feel part of the team, identify with it, and are proud of what it is doing to support pupils in achieving their full potential, as learners and in life.

*Characteristic definitions:*

**Impact and Influence:** The ability and the drive to produce positive outcomes by impressing and influencing others.

**Teamworking:** The ability to work with others to achieve shared goals.

**Understanding Others:** The drive and ability to understand others, and why they behave as they do.

The full dictionary of professional characteristics appears in section 2.

| 1.4 | Classroom climate |
|---|---|

| 1.4.1 *Definition* | Classroom climate is defined as the collective perceptions by pupils of what it feels like to be a pupil in any particular teacher's classroom, where those perceptions influence every student's motivation to learn and perform to the best of his or her ability. |
|---|---|

| 1.4.2 *Creating effective learning environments* | Our research shows that effective teachers use their knowledge, skills and behaviours to create effective learning environments in their classrooms. They create environments which maximise opportunities to learn, in which pupils are well managed and motivated to learn. From the pupils' perspectives, they are mostly looking to the teacher to create a sense of security and order in the classroom, an opportunity to participate actively in the class and for it to be an interesting and exciting place. |
|---|---|

| 1.4.3 *Climate dimensions* | Each climate dimension represents an aspect of how the pupils feel in that classroom. They are defined as follows: |
|---|---|

1. **Clarity** around the purpose of each lesson. How each lesson relates to the broader subject, as well as clarity regarding the aims and objectives of the school.

2. **Order** within the classroom, where discipline, order and civilised behaviour are maintained.

3. A clear set of **Standards** as to how pupils should behave and what each pupil should do and try to achieve, with a clear focus on higher rather than minimum standards.

4. **Fairness:** the degree to which there is an absence of favouritism, and a consistent link between rewards in the classroom and actual performance.

5. **Participation:** the opportunity for pupils to participate actively in the class by discussion, questioning, giving out materials, and other similar activities.

6. **Support:** feeling emotionally supported in the classroom, so that pupils are willing to try new things and learn from mistakes.

7. **Safety:** the degree to which the classroom is a safe place, where pupils are not at risk from emotional or physical bullying, or other fear-arousing factors.

8. **Interest:** the feeling that the classroom is an interesting and exciting place to be, where pupils feel stimulated to learn.

9. **Environment:** the feeling that the classroom is a comfortable, well organised, clean and attractive physical environment.

1.4.4

*Constructing primary and secondary questionnaires*

The classroom climate pilot work we undertook with groups of teachers and pupils enabled us to test and refine a 27-question (three questions per dimension) Primary School Classroom Climate Questionnaire (PSCCQ), and a 57-question (6 to 7 questions per dimension) Secondary School Classroom Climate Questionnaire (SSCCQ). Both questionnaires assessed the nine climate dimensions of Clarity, Order, Standards, Fairness, Participation, Support, Safety, Interest, and Environment. The secondary questionnaire, unlike the primary, asked students to assess current and desired future classroom climate. Our main phase of classroom climate research, based on a broad sample of primary and secondary school classes, demonstrated the reliability of both climate questionnaires. Furthermore, the associations between the nine climate dimensions reveal somewhat similar latent structures in both the PSCCQ and the SSCCQ. An example of a question drawn from the Order dimension, for both questionnaires, is shown below, and the questions from each relating to Fairness appear at the end of Appendix IV.

PSCCQ:

6    **Do other children stop you doing your work?**

| | | | |
|---|---|---|---|
| ☐ | ☐ | ☐ | ☐ |
| ↑ | ↑ | ↑ | ↑ |
| YES | USUALLY | NOT REALLY | NO |

SSCCQ:

| | |
|---|---|
| **1.**   Students speak when they should not during lessons | Students only speak when they should during lessons |

1.4.5

*Latent variables*

Our classroom climate analysis revealed three important underlying factors which are particularly significant to pupils' learning opportunity: Lack of disruption; Encouragement to engage; and High expectations (by the teacher). These "latent variables" are important in helping teachers think about what they might do differently in order to have a bigger impact on pupil progress. Each variable has particularly strong links to two or more of the classroom climate dimensions as follows:

| | Linked Climate Dimensions | |
|---|---|---|
| Latent variable | *Primary* | *Secondary* |

| | | |
|---|---|---|
| *Expectations* | Clarity<br>Standards | Clarity<br>Standards |
| *Lack of disruption* | Order<br>Safety | Order<br>Safety |
| *Encouragement to engage* | Support<br>Participation | Participation<br>Fairness |

These latent climate variables bear a resemblance to those described by Creemers and Reezigt (1999) in their work on classroom climate in the Netherlands. They identify four main climate factors: expectations on student outcomes (similar to Expectations); an orderly classroom environment (which captures some aspects of Lack Of Disruption); well-functioning relationships in the classroom between teachers and students, and students and students (which captures some aspects of Encouragement To Engage as well as Lack Of Disruption); and the physical environment of the classroom (similar to Environment, a climate dimension which tended to stand on its own, at least in our primary school classroom data).

1.4.5

*Correlation with pupil progress*

Our research also demonstrates a significant link between classroom climate and student academic progress. It seems likely, therefore, that both questionnaires measure aspects of classroom climate that are motivating and performance enhancing for students.

Pupil progress data for students from the primary classes in the classroom climate study correlated strongly with overall classroom climate ($r = .51$, $p < .01$), as well as with the individual climate dimensions Order, Safety and Environment. This suggests that a pleasant physical environment combined with a lack of disruption is particularly important for academic progress in primary schools.

In secondary classes in the classroom climate study, pupil progress correlated strongly with the size of the gap between existing and desired future classroom climate (point-biserial $r = .56$, $t=2.00$, $p < .05$), as well as with the individual climate dimensions Clarity, Order, Fairness, Support, Safety and Interest. This would seem to indicate more complex, though consistent, influences on academic progress in secondary schools compared to primary.

| | |
|---|---|
| 1.4.6<br><br>*Implications for teachers' development* | Because classroom climate, as measured here, also shows significant relationships with teacher skills and professional characteristics, these findings have significant implications for teachers who wish to develop their teaching capability. To the degree that teachers can develop skills and characteristics that impact climate, so they can hope to more effectively motivate and engage their students. |
| 1.4.7<br><br>*Teachers' ability to predict their students' assessments* | However, we also found that both primary and secondary school teachers were able only partially to predict their students' assessments of the climates within their classrooms. Hence, it seems that the representative sample of teachers in this study do not understand the climate that exists within their classrooms as well as they could. This suggests that, by administering the PSCCQ or SSCCQ to a sample of their students, teachers could gain greater insight into the climate within their classrooms. This would enable teachers to focus their effective teaching skills and characteristics on those aspects of the climate that should be improved, and, where necessary, help them better understand what aspects of their current teaching practices need to be developed. |
| 1.4.8<br><br>*Rapid feedback mechanism* | Furthermore, waiting to see whether or not a teacher is capable of motivating students to perform, by measuring students' accomplishments at the end of the year, is a cumbersome and unwieldy way for teachers to discover whether their efforts to improve their teaching practices are bearing fruit. The measurement of whether any of the desired changes in classroom climate are taking place offers a much more rapid feedback mechanism to teachers regarding the degree to which changes in their teaching skills and professional characteristics are having the desired effects. |
| 1.4.9<br><br>*Information about impact of current behaviour* | Despite the demonstrated impact of classroom climate on student motivation and performance, it is rare for British teachers, or teachers in other countries, to receive structured feedback on the climates they help create in their classrooms. We strongly recommend that this should change. If teachers are to make best use of the developmental feedback offered to them by teaching experts, they must have available to them information about the impact their current behaviour is having on classroom climate and students' motivation to perform. |

1.4.10

*Further research*

An important topic deserving further research is the nature of the mechanisms that give rise to higher or lower levels of each climate dimension.  There are some hints in the results of this study based on correlations between specific teaching skills and professional characteristics and the different climate dimensions.  However, teachers would no doubt find it helpful if we could provide them with a clear understanding of exactly which teacher behaviours have the most impact on each climate dimension, and how rapidly these dimensions can be expected to improve as a result of more effective teaching practices.

## 1.5 Combining the three factors

### 1.5.1
*Aims*

We looked at how teaching skills, professional characteristics and classroom climate worked together to deliver pupil progress. Our aims were threefold:

- to simplify complexity

- to identify links that will be helpful to teachers and their managers in improving outcomes for their pupils

- to produce a model of teacher effectiveness which can, in the longer term, provide a basis for career and professional development at all levels of teaching.

We analysed the correlations between the different data sources to provide a detailed picture of exactly how effective teachers enable pupil progress. Once again, pupil progress data was used as the dependent variable for sample selection and analysis.

### 1.5.2
*Links between teaching skills, climate and pupil progress*

Where primary teachers were observed in class and completed classroom climate surveys, observed teaching skills correlated significantly with overall climate, and in particular with Support, Standards and Interest. When the correlation of overall climate with particular aspects of good teaching practice was explored, there were particularly high correlations with High expectations and Time and resource management.

The correlations were dramatically improved when, instead of just taking observations and climate in isolation as predictors of progress, the two measures were used in combination. The measure of classroom climate measure, when combined with the measure of observable teaching skills, approximately doubled the accuracy of the prediction.

In the secondary classes for which both classroom climate data and observations of teaching practice were available, the teachers of classes with higher pupil progress demonstrated better overall teaching skills. There were significant correlations of climate with High expectations, Time and resource management, Planning and Homework.

Because of a smaller sample size, it was not possible to explore the significance of combining climate and observation data to predict pupil progression in secondary schools. However the findings do suggest that, as in primary schools, good teaching skills have the potential to improve classroom climate and hence influence pupil progression.

1.5.3

*Links between professional characteristics, climate and pupil progress*

We looked in detail at the primary classes for which we had both data on the professional characteristics of the teacher (as evidenced from their in-depth interview) and data on the classroom climate and pupil progress. Significant correlations were found between pupil progress and characteristics, and – as with teaching skills – the significance of this correlation was approximately doubled when climate was used in combination with characteristics data to predict pupil progress.

Interview assessments of secondary school teachers in the sample were also higher for those teachers with higher overall climate ratings, in line with the notion that teachers' professional characteristics have the potential to improve classroom climate.

1.5.4

*Things that made no significant difference*

We looked at the age, sex, qualifications, and personal history of the teacher, as wells as the school context (percentage of ethnic minority pupils, percentage of pupils receiving free school meals, size of school, etc.). We were not able to predict classroom climate or the pupil progress outcomes using any of these variables.

1.5.5

*Summary*

The integrating analyses found that pupil progress is most significantly influenced by a teacher who displays both high levels of professional characteristics and good teaching skills which lead to the creation of a good classroom climate, which puts this work firmly in the area of "research which counts". It is based on clear evidence of pupil progress and it gives to the teaching profession a framework for professional development that will make a difference. Above all, it re-emphasises how important and influential the teacher is in raising standards in schools whatever the existing situation.

# 2 Dictionary of characteristics

Target levels at each stage of contribution in the profession are shown, as follows, against the levels in each characteristic:

- Main Professional Grade
- ➢ Threshold
- ♦ Outstanding Teachers.

To be effective, teachers may only need to achieve target levels in some of the characteristics in each cluster.

### Professionalism
Challenge and Support
Confidence
Creating Trust
Respect for Others

### Thinking
Analytical Thinking
Conceptual Thinking

### Planning and Setting Expectations
Drive for Improvement
Information Seeking
Initiative

### Leading
Flexibility
Holding People Accountable
Managing Pupils
Passion for Learning

### Relating to Others
Impact and Influence
Teamworking
Understanding Others
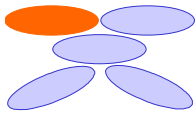
**CHALLENGE AND SUPPORT**
A commitment to do everything possible for each pupil and to enable all pupils to be successful

**Core question:** Are the teacher's actions based on the desire for each pupil to attain high levels of achievement?

**Why it matters:** Caring about the whole child and its learning, and communicating this through action, is an essential part of building the self-esteem needed for learning to take place.

Expressing positive expectations of pupils – that they can and will learn and be successful – is one of the most powerful ways to influence pupils and raise achievement. It is one of the distinctive behaviours of high performing teachers who radiate confidence in their pupils and their potential, and never give up on them.

Pupils only get one chance to have their school education. They are entitled to expect the best possible provision. Effective teachers therefore not only care, but also take a firm line. This means they refuse to accept mediocrity or second best provision, and challenge others – parents, colleagues, and pupils themselves – in the best interests of the pupil.

This tough caring is particularly important in meeting the requirements of pupils with special needs, including those of high ability. It is an important part of a drive to address the needs of *all* pupils.
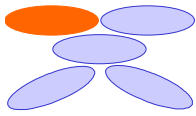
## CHALLENGE AND SUPPORT

### How the levels work

*This scale develops in terms of the degree of firmness demonstrated in the support teachers give pupils, and the challenges they need to issue in the best interests of their pupils.*

*At the lowest level this characteristic is about caring for pupils in a practical, immediate way.*

*The second level combines challenge and support through the teacher expressing positive expectations of pupils.*

*The higher levels express care for the pupils through the teacher's striving to secure the best possible provision for them, and challenging others to do likewise.*

### Levels

1. **Cares for the pupil**
   Ensures the day-to-day practical wellbeing and safety of pupils. Does not tolerate bullying and tackles it immediately.

2. **Expresses positive expectations**
   Says to pupils 'You can do it'. Builds self-esteem in pupils by, for example, setting tasks which will allow them to succeed, giving rewards which are valued, and praising them when they have done well.

3. **Strives for the best possible provision**
   Acts relentlessly in the interests of all pupils. Strives to secure the best possible provision. Persists in working for the best possible educational outcomes for all pupils, even when the going gets tough.

4. **Challenges others in the pupil's best interests**
   Challenges others to bring about the best educational outcome for *all* pupils, persisting in overcoming barriers. Is prepared to be appropriately stern in the best interests of the pupil.

Links with other characteristics:

- Drive for Improvement
- Creating Trust
- Respect for Others
- Passion for Learning
- Confidence
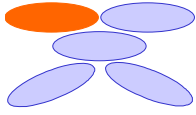
## CONFIDENCE
## The belief in one's ability to be effective and to take on challenges

**Core question:**    Does the teacher believe in his or her own ability to succeed, and does he or she rise to challenges?

**Why it matters:**   Effective teachers believe in themselves and have the conviction to be ambitious: for their pupils, for the school, and for themselves.

Confidence for many teaching practitioners stems from experience. It readily communicates itself to others. It builds the optimism needed to try things out, to aim high, and to succeed. Self confidence is also fundamental to challenging poor performance and bringing about step change.

Effective teachers see themselves as, and act as, 'leading professionals'. They have the emotional resilience to deal with challenging pupils, and the stamina necessary for a sustained contribution in the classroom.

Being confident about personal skills and believing in the value of their work in what they know is a demanding job, helps teachers to have a strong sense of identity, and to set boundaries for themselves so they know what they can and should take on.
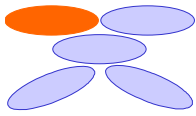
***Professionalism***

## CONFIDENCE

| How the levels work | Levels |
|---|---|
| *This scale develops with the degree of challenge taken on in a situation.* | **1 Shows confidence** Demonstrates self confidence in most situations. Expresses optimism and confidence in own ability to do things. |
| *The teacher is able to express a professional view with confidence, in level 3, as a result of his or her experience. They have 'been there' in a range of difficult situations in which they have succeeded, giving them emotional resilience and a confidence that they will also succeed in new situations.* | **2 Actively contributes** Contributes positively, giving personal views in staff meetings and in meetings with parents. Gives an objective and independent opinion |
| *At level 4 the teacher's confidence has grown to the extent where they can take on stretching challenges, feeling optimistic about being able to succeed.* | **3 Expresses a professional view** States confidence in him or herself as a professional. Refers to and draws on own experience when doing something new or handling a difficult situation |
| | **4 Rises to challenges** Takes on new or difficult challenges willingly and positively. Expresses confidence in own ability to succeed against the odds. Challenges or expresses a different perspective from that of others, including senior colleagues, on a professional issue, when appropriate |

**Links with other characteristics:**

- Managing Pupils
- Drive for improvement
- Holding People Accountable
- Challenge and Support
- Teamworking
- Flexibility
- Respect for Others
- Passion for Learning
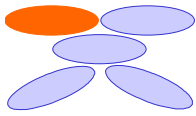
## CREATING TRUST
## Being consistent and fair.  Keeping one's word

**Core question:**     Can you depend on the teacher to accomplish what he or she has agreed to do?  Is he or she consistent and fair?

**Why it matters:**     Professional dependability is essential in the school environment where colleagues have to rely on each other.  Teachers who show it win pupils' respect and trust, and earn their confidence. Being sincere and genuine creates an atmosphere of trust, and allows pupils to act naturally, express themselves honestly, and not be afraid of making mistakes – an essential starting point for learning.  It also helps build rapport with pupils.

Strong modelling of this characteristic by teachers, paraprofessionals (for example, non-teaching assistants) and all those involved in the life of the school creates an ethos of mutual trust, and makes the school a dependable point of reference in what for many pupils can seem a turbulent world.
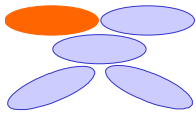
## CREATING TRUST

| How the levels work | Levels |
|---|---|
| *This scale develops in relation to the degree of risk involved in behaving consistently with stated beliefs.* | **1   Acts reliably**<br>Delivers what he or she promises.  Makes clear commitments and honours these. |
| *At the lowest level this characteristic is shown by acting reliably.*<br>.<br>*The second level is demonstrated by consistent behaviour over time and the teacher acting fairly.* | **2   Acts fairly and consistently**<br>Acts fairly and consistently over time.  Applies rewards and sanctions consistently. |
| *The higher levels of the scale are about the teacher acting consistently with his or her stated beliefs, even when this is difficult to do or there is a personal cost.* | **3   Lives up to what he or she professes to believe.**<br>Lives up to his or her stated values and beliefs. Avoids giving 'mixed messages' by saying one thing and doing another |
| | **4.  Lives up to his or her professed beliefs even when it is difficult to do so**<br>Even when it is difficult to do so, or there is a significant personal cost, acts consistently in accordance with own stated values and beliefs |

**Links with other characteristics:**

- Respect for Others
- Challenge and Support
- Confidence
- Managing Pupils
- Holding People Accountable
- Passion for Learning
- Flexibility
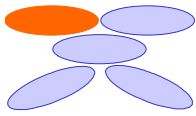
## RESPECT FOR OTHERS
## The underlying belief that individuals matter and deserve respect

**Core question:**   Does the teacher show respect and consideration for others?

**Why it matters:**   Listening to others and valuing their contribution is fundamental to the empathy and exchange that is at the heart of education and learning.  Effective teachers demonstrate that they respect and value others, so that pupils do the same and are encouraged to share their experiences and insights.

Teachers, when they explicitly value others, shape pupils' and colleagues' perceptions of themselves. This helps them to recognise their unique talents, to feel special, and to have the confidence to succeed.  It increases the motivation in all to achieve more than they ever thought they could.

When teachers show that they respect others it becomes more likely that people throughout the school community will learn from others with diverse backgrounds, and learn to be good citizens.
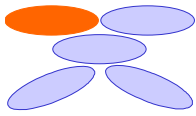
## RESPECT FOR OTHERS

*How the levels work*

*At the lowest level this characteristic is shown by active listening, and acknowledgement of what others say.*

*The scale progresses through explicitly valuing others, even when this is difficult.*

*The highest level is shown through the regular display of actions which create an ethos of mutual respect*

Levels

1  **Listens**
Actively listens to pupils and others. Does not interrupt. Shows interest in, and acknowledges, what others say.

2  **Values others**
Behaves in a way which shows pupils or others that they are valued as individuals, and for what they contribute. Gives repeated messages about this.

●> 3  **Values others despite provocation**
Acts in a way which shows pupils or others that they are still valued, even when they have done something unacceptable. Maintains positive expectations against the odds.

◆ 4  **Creates a community where there is mutual respect**
Takes a number of steps over time to create a feeling of community in the class or in the school. Encourages pupils and others to value each other when there are differences of view and background. Consistently and publicly praises achievements of pupils who have succeeded against the odds.

**Links with other characteristics:**

- Creating Trust
- Challenge and Support
- Passion for Learning
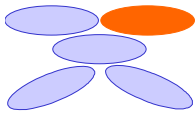
## ANALYTICAL THINKING
## The ability to think logically, break things down, and recognise cause and effect

**Core question:**     Does the teacher analyse situations and data in a logical and systematic way?

**Why it matters:**     Planning programmes of work requires a  focus on evidence and data relating to pupils and their attainments.  Data can be quantitative: for example, about prior attainment, progression data, inspection findings; or qualitative, such as views and opinions.

Thoroughness in preparation, based on an accurate assessment of the stage pupils have reached – for the lesson, the term and the year – creates a framework for teaching and learning.  Objectives and learning outcomes need to be clearly set out.  Learning  should be split into easily digested parts that make sense and have a logical flow.  Milestones need to be specified so that pupils have a sense of progress and can measure their achievements against learning objectives.

By demonstrating Analytical Thinking themselves, and asking why, teachers can show pupils the importance of a logical approach and get them to question why they are doing what they do on a regular basis.

Analytical Thinking also helps to monitor pupils' progress, so that teaching schemes can be regularly adjusted to accommodate learning differences and other variables.  Reflecting on degrees of success, and analysing why some things went better than others, is crucial. It helps not only by encouraging a flexible approach, lesson by lesson, but also in making improvements year on year, and improving professional practice.
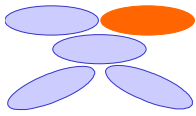
*Thinking*

## ANALYTICAL THINKING

| How the levels work | Levels |
|---|---|
| *This scale develops on the basis of increasing complexity.  The more variables there are for the teacher to analyse, the greater the sophistication of thought required to see cause and effect.* | **1   Breaks down problems**<br>Breaks down tasks or problems into key parts. Makes lists of actions required and resources needed before a lesson.<br><br>●> **2   Recognises cause and effect**<br>Shows that he or she can analyse the reasons for actions and behaviour.  Analyses  the reason for something.  Demonstrates an ability to think through an implication.  Prioritises. Makes clear, logical lesson plans, and structures coherent programmes of work.<br><br>◆ **3   Analyses variables**<br>Considers *several* possible causes for any given situation.  Demonstrates consideration of *multiple* implications. |

Links with other characteristics:

- Drive for Improvement
- Initiative
- Impact and Influence
- Understanding Others
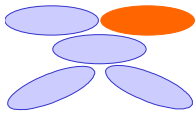
## CONCEPTUAL THINKING
## The ability to see patterns and links, even when there is a lot of detail

**Core question:**    Does the teacher have the ability to recognise patterns and concepts, apply models of best practice to school situations and create new ideas and approaches?

**Why it matters:**    Effective teachers develop lessons and programmes of work which deliver the curriculum in such a way that they provide breadth, balance and continuity, and match the level and needs of their classes and the individuals within them. They therefore move easily between the big picture and the detail.

They also make links between areas of the curriculum, so that learning can be consolidated across different subjects, and think about connections they see outside the classroom and beyond the school, to enhance and enrich teaching and learning.

Pupils will progress if they fully understand concepts and subject content, so the ability to clarify and simplify complex ideas and communicate them is very important.
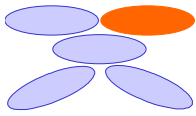
## CONCEPTUAL THINKING

| How the levels work | Levels |
|---|---|
| The lower levels of the scale are about cutting through detail and recognising patterns.<br><br>The third level introduces an innovative quality in the thinking that takes place, and is about using and adapting concepts, ideas and theories that already exist, including applying concepts and theories embedded in subject knowledge.<br><br>The highest level is about helping others to understand by inventing a new way to explain and clarify something complex. | **1  Uses common sense**<br>Uses common sense to cut through detail, resolve problems and get things done.<br><br>**2  Sees patterns**<br>Recognises patterns in behaviour, situations and performance data.   Makes comparisons and links.<br><br>**3  Uses concepts**<br>Creatively adapts and applies concepts, ideas and best practice from other schools or other situations. Refers to theories of how people learn when planning lessons and programmes of work.<br><br>**4  Makes the complex simple**<br>Helps pupils and others to understand something complex by finding a new and creative way to explain it in simple terms. |

**Links with other characteristics:**

- Understanding Others
- Impact and Influence
- Initiative
- Managing Pupils
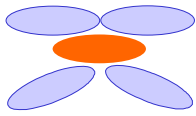
## DRIVE FOR IMPROVEMENT
Relentless energy for setting and meeting challenging targets, for pupils and the school

**Core question:** Does the teacher constantly strive to raise pupil achievement and to surpass challenging targets?

**Why it matters:** Setting stretching and achievable targets, taking past performance into account, makes attainment more likely. Measuring and affirming improvement motivates pupils and others. This creates a focus on excellence and lays down exactly what is to be achieved. Measuring progress and results provides motivation for pupils and others. This is about moving out of the comfort zone and providing challenge and excitement in the learning process.

Achieving more than you ever thought possible builds self-esteem. Success breeds success. The more pupils achieve, the more they believe they will succeed. This makes them want to achieve more, leading to more success, not only as classroom learners but in life.

The commitment of teachers to their own continuing professional development reminds them of what it is like to be a learner, and helps them develop their own skills and characteristics. This helps them to empathise with pupils, and models the importance of continuous lifelong learning. In this way the school becomes a genuine learning community with a vibrancy and liveliness about it – making pupils want to be there and to participate.
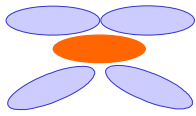
## DRIVE FOR IMPROVEMENT

### How the levels work

*The Drive for Improvement increases as the scale develops, being expressed first through teachers setting standards for themselves, and then through creating improvements.*

*At the lowest level this characteristic is demonstrated by the wish to do a good job.*

*The highest level refers to raising the bar – setting ambitious targets for self and others, and working to achieve these.*

### Levels

1 **Wants to do a good job**
Strives to do a good job. Thoroughly plans, delivers and evaluates lessons. Keeps required records. Is dissatisfied when he or she is prevented from doing a good job. Seeks to learn.

2 **Sets own standards**
Sets own standards and measures lessons against these in order to improve learning outcomes. Reflects on what should be done better next time.

3 **Creates improvements**
Acts positively to improve the quality of teaching and learning, and achieves a measurable improvement. Improves own classroom practice or brings about a specific improvement for the school by accomplishing something better, more quickly, or more effectively.

4 **Sets and tackles challenging targets**
Sets and works relentlessly to achieve ambitious targets for all pupils, appropriate to their level, whatever their capabilities; and for him or herself, including those relating to personal Continuous Professional Development. Communicates the importance and urgency for all pupils to maximise their full potential. Continuously focuses on tracking and measuring personal and pupils' performance against objectives.

### Links with other characteristics:

- Passion for Learning
- Impact and Influence
- Analytical Thinking
- Conceptual Thinking
- Managing Pupils
- Holding People Accountable
- Flexibility
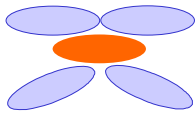
## INFORMATION SEEKING
## A drive to find out more and get to the heart of things; intellectual curiosity

**Core question:**     Does the teacher seek out information from a range of sources?

**Why it matters:**     Effective teachers seek information about pupils, pupil attainment and progress, subject and curriculum content, best practice, and new developments in the school community and beyond.

Having a deeper understanding of pupils, their background, who they are, and their prior learning and attainment, helps teachers know what will interest and motivate them, so they can adapt their approach.  As a result, pupils are likely to feel recognised and valued as individuals.

This capability is at the heart of accurate formative assessment. Teachers who continuously gather information about pupil progress and attainment are able to pace and adapt programmes of learning so they continue to be relevant and appropriate.

Finding appropriate resources and the best practice of others enhances teaching and learning, keeps approaches and programmes of work fresh, and avoids reinventing the wheel, ensuring effort is not wasted. Seeking out relevant inspection and research evidence can help improve planning and teaching.

Often the opportunity to gather information presents itself in the moment, so effective teachers are alert to connections and relevance, and have a drive to seize the information before the chance is lost.

Most importantly teachers who have a driving curiosity are modelling a characteristic that has always been key to learning, and is likely to be even more so in the future.  This is a particularly contagious quality and rubs off on pupils – they become equally curious about their surroundings and why things are the way they are, and want to find out more for themselves.
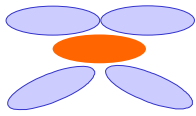
## INFORMATION SEEKING

| How the levels work | Levels |
|---|---|

*This scale develops on the basis of the amount of effort being spent on gathering information.*

*At the lowest levels this characteristic is shown by the teacher personally investigating.*

*Level 3 is demonstrated through a range of sources being tapped for specific information.*

*The highest level shows more systematic and regular gathering of information*

- **1 Finds out**
  Asks direct questions to get a first-hand understanding of what is going on.

> **2 Digs deeper**
  Gets to the root of things by asking incisive questions. Goes beyond the obvious questions

**3 Gathers information**
  Gathers information or resources from a range of sources, for a specific purpose. Does in-depth research to find out about a particular topic or issue.

- **4 Uses own systems**
  Systematically gathers and stores information, day by day, that will be relevant to teaching or learning, or to the school.

**Links with other characteristics:**

- Drive for Improvement
- Initiative
- Passion for Learning
- Managing Pupils
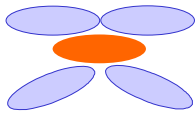
**INITIATIVE**
The drive to act now to anticipate and pre-empt events

**Core question:**   Does the teacher have a bias for action, and does he or she think ahead to anticipate and act on future needs and opportunities?

**Why it matters:**   In addition to the careful planning of mainstream lessons and programmes of work, effective teachers think ahead. This enriches the curriculum and makes learning relevant and coherent, and enables planning of special events, or being able to tie in programmes of work with local, national or world events.

Technology is reshaping future teaching and learning methods, and effective teachers think ahead to take advantage of opportunities this and other developments provide. They are ahead of the game, so they can make lessons and programmes of work relevant to the way life will be for pupils after they leave school.

The ability to act immediately and decisively is important – to give and take in a hectic, fast-moving school environment with pupils who are lively and energetic; to deal with problems before they escalate; and to seize opportunities. Alert, action-oriented teachers stand out, and command respect, with colleagues as well as pupils.
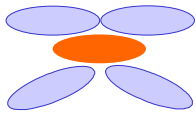
## INITIATIVE

| How the levels work | Levels |
|---|---|
| The first two levels show immediate action in relation to opportunities, problems and crises. | **1 Seizes opportunities and sorts out problems** Acts immediately to seize opportunities as they occur and to tackle problems. |
| The higher levels show Initiative being demonstrated within a progressively longer time horizon. | • **2 Acts decisively** Is decisive in a crisis situation.  Defuses potential conflicts before they escalate. |
| | >♦ **3 Thinks and acts ahead** Thinks and acts ahead of time, to seize an opportunity or to sort out a problem. |
| | **4 Prepares for future opportunities** Anticipates and prepares for possible problems or opportunities *that are not obvious to others.*  Takes action to create an opportunity or to avoid a future problem. |

**Links with other characteristics:**

- Drive for Improvement
- Analytical Thinking
- Conceptual Thinking
- Flexibility
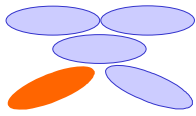
## FLEXIBILITY
## The ability and willingness to adapt to the needs of a situation and change tactics

**Core question:**     Can the teacher be flexible and adapt to meet changing circumstances?

**Why it matters:**     Getting the best for pupils means being open-minded about new approaches and being prepared to try things out.

Pupils in any one class have a range of abilities, and learn in a variety of ways. Effective teachers differentiate their teaching so that all pupils learn in the lesson. This requires teachers to draw on a range of teaching techniques, and match these to the needs of pupils and of the situation.

Flexibility is also one way of obtaining value from experiential learning, so that real and unpredictable material, especially that which pupils bring with them into the class, can be used fruitfully.

Spontaneity generates vitality in learning, helps to make it enjoyable, and may help the growth of creative and imaginative approaches to problem-solving.

*Leading*
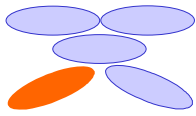
## FLEXIBILITY

| *How the levels work* | Levels |
|---|---|
| *This scale develops according to the scope of the changes being made.* | 1. **Keeps an open mind** Expresses willingness to try out new ideas and approaches. Accepts that others have a point of view. |
| *At the lowest level this characteristic is expressed through keeping an open mind.* | |
| *The next level indicates an ability to adapt procedures when this is needed.* | • 2 **Adapts procedures** Makes sensible alterations to normal classroom procedures when the situation demands it, to achieve an objective. |
| *The highest level shows an ability to change a planned approach in response to a situation or pupil responses and interest.* | >♦ 3 **Changes tack** Reacts to pupil responses, and changes what they are doing if an approach is not working, drawing fluently on a range of approaches and teaching techniques to do so. Takes advantage of unexpected events and weaves them into the lesson. Deviates from a lesson plan to pursue a warmth of interest that arises in a learning situation. |

Links with other characteristics:

- Analytical Thinking
- Respect for Others
- Understanding Others
- Impact and Influence
- Teamworking
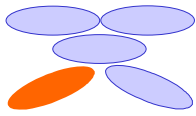
---

## HOLDING PEOPLE ACCOUNTABLE
## The drive and ability to set clear expectations and parameters and to hold others accountable for performance

---

**Core question:** Does the teacher set out clear expectations for others and hold people accountable for performance?

**Why it matters:** Stating expectations and defining boundaries are needed in order to focus learning and minimise distraction. Clarifying accountability builds a sense of community with shared norms of behaviour. Clear and predictable routines create safety and security.

Being clear about expectations, and contracting with pupils or colleagues in relation to their behaviour and performance, helps individuals to take responsibility and be accountable for themselves and their actions. It is an essential part of enabling pupils to gain a clear understanding about what return they will get from their efforts, and to appreciate what will and will not happen as a result of the actions they choose to take.

When performance is not up to expectations, effective teachers act quickly and capably to achieve the high standards they set. This means that problems can be addressed while performance is recoverable.
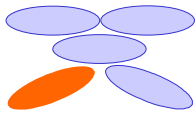
## HOLDING PEOPLE ACCOUNTABLE

| How the levels work | Levels |
|---|---|
| *This scale develops on the basis of the firmness with which the teacher holds others to standards.* | **1   Makes expectations clear**<br>Says clearly what behaviour and what standards of work are expected from pupils and colleagues. Contracts with pupils what they can expect from him or her as a teacher. Is crystal clear about what is to be achieved. |
| *The lower levels are about making expectations and parameters, and accountability, clear.* | • **2   Sets boundaries**<br>Sets clear limits and boundaries for behaviour and what can and cannot be done, in order to support learning. |
| *The higher levels are demonstrated when others need to be challenged to deliver what they agreed to do.* | > **3   Demands performance**<br>Holds pupils and others accountable for what they have undertaken to do. Challenges them to meet agreed standards, and tells them when work is not good enough. |
| | ♦ **4   Confronts poor performance**<br>Acts when pupils or colleagues do not work to the required standard, and takes steps accordingly. Having confronted poor performance, takes timely and decisive action to ensure performance recovery. |

**Links with other characteristics:**

- Passion for Learning
- Drive for Improvement
- Confidence
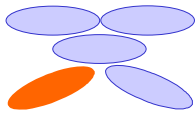
## MANAGING PUPILS
The drive and the ability to provide clear direction to pupils, and to enthuse and motivate them

**Core question:** Does the teacher manage pupils to work together effectively and achieve high levels of performance?

**Why it matters:** This characteristic is key amongst all the characteristics in the model in creating a climate in the classroom, and in the wider school community, that drives improved outcomes in terms of pupil attainment and their spiritual, moral and cultural development. This is because Managing Pupils well creates clarity about direction, and emphasises standards and performance improvement, two key drivers for raising achievement.

This direct, causal link with performance is a measure of the teacher's success in motivating pupils. It matters because it generates and focuses the extra effort everyone can bring.
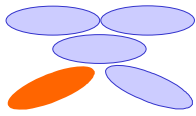
## MANAGING PUPILS

| How the levels work | Levels |
|---|---|

*This scale develops on the basis of the strength and completeness with which the teacher takes on the role of managing.*

*At the lower levels this characteristic is shown by clearly conveying what needs to be done by pupils and why, and providing information and feedback that they need.*

*The scale develops with the teacher tackling obstacles to pupils' working together effectively.*

*The fourth level is about building up the image or reputation of the class with others and also taking care of the class by getting additional resources.*

*The highest level is shown by motivating pupils to a very high degree, on a continuous basis, and building a positive environment for pupils to succeed.*

1  **Gets pupils on task**
Quickly gets pupils on task, beginning lessons by stating learning objectives. Recaps and summarises points covered. Provides clear instructions about tasks and focuses pupils' attention.

•  2  **Keeps pupils informed**
Makes sure pupils understand why they are doing something. Describes how the activity fits into a programme of work. Keeps pupils up to date by providing information and feedback on progress.

>  3  **Makes every class effective**
Consistently makes any class or group effective by getting the right pupils working together on appropriate things. Removes barriers which are preventing the class or groups working effectively together.

♦  4  **Takes actions on behalf of the class**
Speaks positively about the class to others and builds up its image. Goes out of his or her way to obtain the extra materials and resources the class, group or team needs: for example, by engaging the support of parents, the community or commercial organisations.

5  **Takes the role of leader**
Ensures the class and groups fully achieve their objectives at all times. Fully motivates *every* pupil and gets everyone wholly involved in achieving what needs doing. Always establishes a positive, upbeat atmosphere and takes pupils forward together.

### Links with other characteristics:

- Passion for Learning
- Drive for Improvement
- Understanding Others
- Impact and Influence
- Challenge and Support
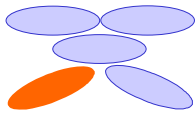
**PASSION FOR LEARNING**
The drive and an ability to support pupils in their learning, and to help them become confident and independent learners

**Core question:** Does the teacher demonstrate a passion for helping pupils to learn, and act to facilitate this?

**Why it matters:** Having a deep drive to help pupils learn, and to develop a repertoire of learning skills and strategies, means the emphasis and endeavour in the classroom is targeted on pupils' learning development. The degree of energy behind this characteristic is significant in ensuring that every pupil is supported in his or her learning.

Effective teaching to enable learning at the basic level is about providing a rich learning environment to begin with, which accesses and appeals to the different ways pupils learn. Clear explanations and demonstrations are used to introduce new material and ideas to pupils, and to help them see the standards they should be aiming for in their work.

Supported practice – guidance for pupils as they explore new content, or skills and approaches - is key, so that pupils can try things out for themselves and embed learning. Effectiveness at this level is about successfully *differentiating* and layering teaching, so *all* pupils have an opportunity to progress. Enabling *all* pupils to progress, or to make leaps and bounds in their learning, and consolidate and internalise concepts at a deep level, is a further level of sophistication. It matters because it progressively builds a basis for broad and deep understanding by the pupil.

Teachers who equip pupils with independent learning skills enable them to become lifelong learners, able to respond positively to the challenges of a rapidly changing world.
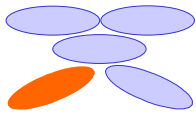
## PASSION FOR LEARNING

### How the levels work

*This scale is developed on the basis of the extent to which the teacher seeks to ignite a desire to learn in the pupil.*

*At the lowest level it is about creating a space which is conducive to learning.*

*Levels 2 and 3 are about giving clear teaching input and demonstrations, and providing differentiated opportunities for practice.*

*Progressively, as the scale develops, the teacher moves away from centre stage, making fewer, but highly targeted, interventions to support learning.*

*Level 4 is about enabling pupils to understand for themselves and motivating pupils to learn independently.*

### Levels

**1  Creates a learning environment**
Makes effective use of a range of learning stimuli and experiences which appeal to the different ways pupils learn. Makes the classroom attractive, comfortable, and stimulating as a space.

**2  Shows how**
Gives a clear teaching input about a subject. Demonstrates how something is done. Shows what success looks like. Asks questions to encourage pupils to participate and to check understanding.

●> **3  Supports practice**
Provides *all* pupils with relevant and stimulating opportunities to practise, take on and internalise new knowledge and skills, at a level appropriate to them as individuals and recognising learning style preferences. Gives individual encouragement and support, especially when pupils have difficulties. Uses a repertoire of questions to engage pupils and extend their learning.

◆ **4  Drives for understanding**
Gets pupils to work out answers for themselves by asking challenging and appropriate questions. Gives individualised formative feedback, to get pupils thinking and making breakthroughs in their understanding. Uses approaches which lead pupils to have their own insights, and which allow pupils to understand for themselves.

**5  Motivates pupils to learn independently**
Continuously provides pupils with opportunities to experience learning as enjoyable and satisfying, to increase their self-motivation. Consistently provides a range of opportunities for pupils to direct their own learning; provides independent learning options, and enables pupils to access these. Encourages self and peer evaluation. Builds pupils' capacity to question themselves.

### Links with other characteristics:

- Respect for Others
- Challenge and Support
- Drive for Improvement
- Understanding Others
- Impact and Influence
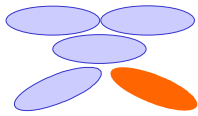
**IMPACT AND INFLUENCE**
The ability and the drive to produce positive outcomes by impressing and influencing others

**Core question:** Does the teacher use vivid actions and deliberate influencing strategies to persuade pupils and other adults to produce desired outcomes?

**Why it matters:** Influencing is fundamental to creating an environment where pupils feel motivated to learn. It enhances engagement with learning. It is needed to make learning vivid and fun, and to create not just memorable lessons but also memorable years for pupils.

Enthusiasm for a subject or specialism drives teachers to encourage pupils to share their passion for it. Consequently they will find ways to put it across in an appealing way. Effective teachers calculate lesson content so that it is intellectually stimulating and challenging, as well as offering plenty of variety, so that pupils enjoy learning and want to be there.

The ability to influence is also important when pupils are finding the going tough, when they experience a setback, or when they are flagging. Here creativity really helps; and having a range of teaching techniques and knowing when to use them is critical.

It is critical for all teachers, particularly those in leadership roles, to be able to influence others. To do this they draw on an understanding of, and sensitivity to, the politics of the school. Successful influencing is particularly important in dealing with parents. It is also critical in influencing colleagues to work together in achieving optimal learning outcomes.
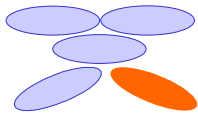
## IMPACT AND INFLUENCE

| How the levels work | Levels |
|---|---|

*This scale develops in terms of the complexity of influencing and the degree to which efforts to influence are tailored to get results.*

*The first three levels are about influencing through persuasion.*

*The third level is about making a personal impact by planning an approach designed to persuade.*

*The highest level in the scale is demonstrated by the teacher influencing others indirectly by using third parties.*

**1  Uses logic to persuade**
Persuades using facts and figures.  Uses a logical argument, for example, to get agreement or to support a view.

● **2  Takes actions to persuade**
Takes a number of different steps to persuade others, using several different lines of argument.

> **3  Calculates an impact**
Sets out to make a lesson work for pupils, planning to deliver it in a way which will appeal to them.  Does something that will make learning vivid or memorable.  Consciously manages pace in a lesson to maximise learning outcomes.  Uses rewards to influence behaviour and performance positively.  Plans to make a particular impression to influence a parent or a colleague

♦ **4  Influences indirectly**
Influences with and through others – including parents and other pupils - to support learning.

**Links with other characteristics:**

- Understanding Others
- Managing Pupils
- Passion for Learning

63
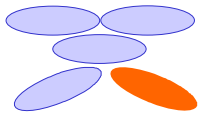
## TEAMWORKING
## The ability to work with others to achieve shared goals

**Core question:**   Does the teacher work effectively with others to achieve shared goals for pupils and the school?

**Why it matters:**   Teaching is a demanding job, and co-operation and support help create the positive climate needed for continued success. Asking for others' views is also vital, to build a common commitment to change and for increasing effectiveness. Only in this way can the expertise and creativity of all of those who work in the school be maximised.

Teamworking between all school colleagues, including support staff and others in the school community, is necessary to ensure an integrated and coherent approach that makes sense to pupils and facilitates their learning. This enhances the delivery of wider school values, policies and practices.

Liaising with parents, carers and colleagues means that teachers are working together in partnership to build up an understanding of the whole child and to promote individual development. This informs the careful planning of learning programmes that reflect pupils' learning in different areas and meet pupils' needs.

Effective teachers show that Teamworking matters because co-operative effort is important in learning and later life. This sort of modelling conveys the importance and value of belonging to a community and being involved with others.
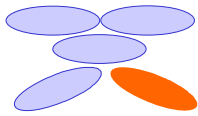
## TEAMWORKING

| How the levels work | Levels |
|---|---|

*This scale develops on the basis of the degree of support given to the team effort.*

*The lowest level is about helping out and providing support to others, progressing to active sharing of information.*

*.Level 3 is shown through actively seeking and acting on others' inputs.*

*The highest level is expressed with the teacher doing a number of things over time which build team spirit, and tackling obstacles to the effectiveness of the team.*

**1  Helps and supports others**
Willingly helps others out. Co-operates with, and supports, colleagues and parents when asked.

**2  Shares information**
Keeps colleagues informed and shares good ideas. Communicates effectively with parents about their children's progress.

● **3  Gets inputs from others**
Asks colleagues, parents and others for their opinions and their ideas. Asks for feedback on their own work.

>♦ **4  Builds team spirit**
Makes people feel proud of being part of the team. Speaks positively about the team and its achievements to others. Brings issues which hamper effectiveness of the team into the open, and supports the team in overcoming these.

**Links with other characteristics:**

- Flexibility
- Drive for Improvement
- Understanding Others
- Respect for Others
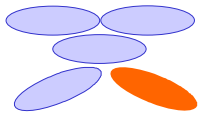
## UNDERSTANDING OTHERS
## The drive and ability to understand others, and why they behave as they do

**Core question:**   Is the teacher aware of what others are feeling and thinking?  Does he or she understand the meaning of, and reasons for, other people's behaviour?

**Why it matters:**   Effective teachers respond to pupils and others as individuals with unique gifts and talents.  Having tuned in to pupils, teachers can sensitively frame approaches and tailor materials to take account of others' strengths, and the things that may have an adverse impact on learning.  They may also identify enthusiasms or interests that can be used as a springboard for further learning.

People feel valued when they feel truly understood, and when other people take the trouble to find out who they are.  Effective teachers are able to use this understanding, and go on to build pupils' self-esteem and gain their trust, knowing what is likely to motivate them as individuals.

Attending to others and their underlying feelings and concerns, so important in learning exchange, provides a model to pupils and others.
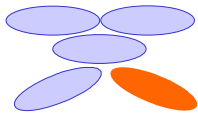
## UNDERSTANDING OTHERS

| How the levels work | Levels |
|---|---|

*This scale develops on the basis of how thoroughly the teacher understands the individual.*

*At the basic level this characteristic is expressed in understanding others' non-verbal behaviour on any one occasion.*

*Level 2 goes deeper, because the teacher understands the significance of behaviour when it is difficult to do so.*

*Level 3 is demonstrated through an understanding of patterns in others' ongoing behaviour.*

1 **Is sensitive to body language**
Observes pupils and others and works out how they are feeling from their non-verbal behaviour.

• 2 **Understands meanings**
Understands the significance of the behaviour of pupils and others, even when this is not overtly expressed. Deduces the meaning of what others are doing when they are giving 'mixed messages' – saying one thing but doing another.

>♦ 3 **Understands ongoing behaviour**
Demonstrates objectivity in assessing others' strengths and weaknesses and is able to assess these accurately. Makes sense of the reasons for someone's ongoing patterns of behaviour.

**Links with other characteristics:**

- Analytical Thinking
- Conceptual Thinking
- Impact and Influence
- Managing Pupils
- Passion for Learning

## APPENDIX

Matrix showing levels of characteristics demonstrated in the roles

| Characteristics | Main Professional Grade ● | Threshold > | Outstanding Teacher ◆ |
|---|---|---|---|
| Challenge and Support | 2 | 3 | 3 |
| Confidence | 2 | 3 | 4 |
| Creating Trust | 2 | 3 | 3 |
| Respect for Others | 3 | 3 | 4 |
| Analytical Thinking | 2 | 2 | 3 |
| Conceptual Thinking | 2 | 2 | 3 |
| Drive for Improvement | 2 | 3 | 4 |
| Information Seeking | 1 | 2 | 4 |
| Initiative | 2 | 3 | 3 |
| Flexibility | 2 | 3 | 3 |
| Holding People Accountable | 2 | 3 | 4 |
| Managing Pupils | 2 | 3 | 4 |
| Passion for Learning | 3 | 3 | 4 |
| Impact and Influence | 2 | 3 | 4 |
| Teamworking | 3 | 4 | 4 |
| Understanding Others | 2 | 3 | 3 |

**HayGroup**

# *The Pupil Progress Project: Executive Summary*

The Pupil Progress Project was established both to collect academic achievement data on the pupils taught by teachers who were in the Hay research sample, and additionally to gain experience about the uses of the existing data possessed by schools for this purpose.

Data was collected from approximately 80 schools and 170 teachers, from a range of schools that had been selected to represent the national distribution on such factors as school age phase and the social background of pupils. Whist these schools in Phase One of the project possessed typical data on the academic progress of their pupils, the schools of Phase Two, the great majority, possessed high quality data systems. In the event usable data was acquired on most teachers in Phase One as well as Phase Two.

These data were merged with the data collected by Hay, giving a total of 126 teachers with high quality data from both projects. Analysis then focused on the extent to which the teachers who exhibited higher levels of pupil achievement gain over time also exhibited higher performance on the Hay 'teacher effectiveness' measures. A moderate correlation was established which may have reflected the use of contextual data in considering the academic achievement data. A final sample was then agreed for further analysis by Hay, comprising those teachers who had pupil gains <u>and</u> Hay 'effectiveness' competences since the Hay project was designed to reflect both.

 Whilst the data that existed on the achievement gains of pupils was not ideal, it proved possible and practicable to reach broad judgements about teachers' effectiveness based upon their pupil achievement gains as measured in a variety of ways.

The project also concluded that work is required to improve the capacity of schools to make judgements about pupil progress.