



Cambridge International is committed to supporting the continuing improvement of the quality of educational outcomes for all learners following Cambridge programmes in schools around the world.

We recognise that classroom teaching has the largest impact on the quality of educational outcomes. What teachers know and do makes the difference in improving student learning outcomes – their knowledge, pedagogical practices and relationships with students.

In support of this, we have developed the Cambridge Teacher Standards to define key characteristics and practices of effective teachers.

## Purposes of the Cambridge Teacher Standards

The primary purpose of the Cambridge Teacher Standards is to define the range of teacher characteristics and practices needed to deliver Cambridge programmes effectively. They derive from and are consistent with contemporary international research into effective teaching.

Teachers who use the standards to evaluate their own practice and guide their continuing professional development should be in a strong position to achieve the desired student outcomes from Cambridge programmes.

The standards provide a benchmark of what we consider to be teacher quality. They can be used by teachers to confirm successful teaching practice and help determine areas and priorities for their own professional development. This might include participating in an appropriate Cambridge Professional Development Qualification (PDQ) programme. Teachers aspiring to develop their career prospects will find the standards a helpful guide to the scope of the teaching role and aspects they want to develop.

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## The Cambridge Teacher Standards in context

We have developed the Cambridge Teacher Standards alongside:

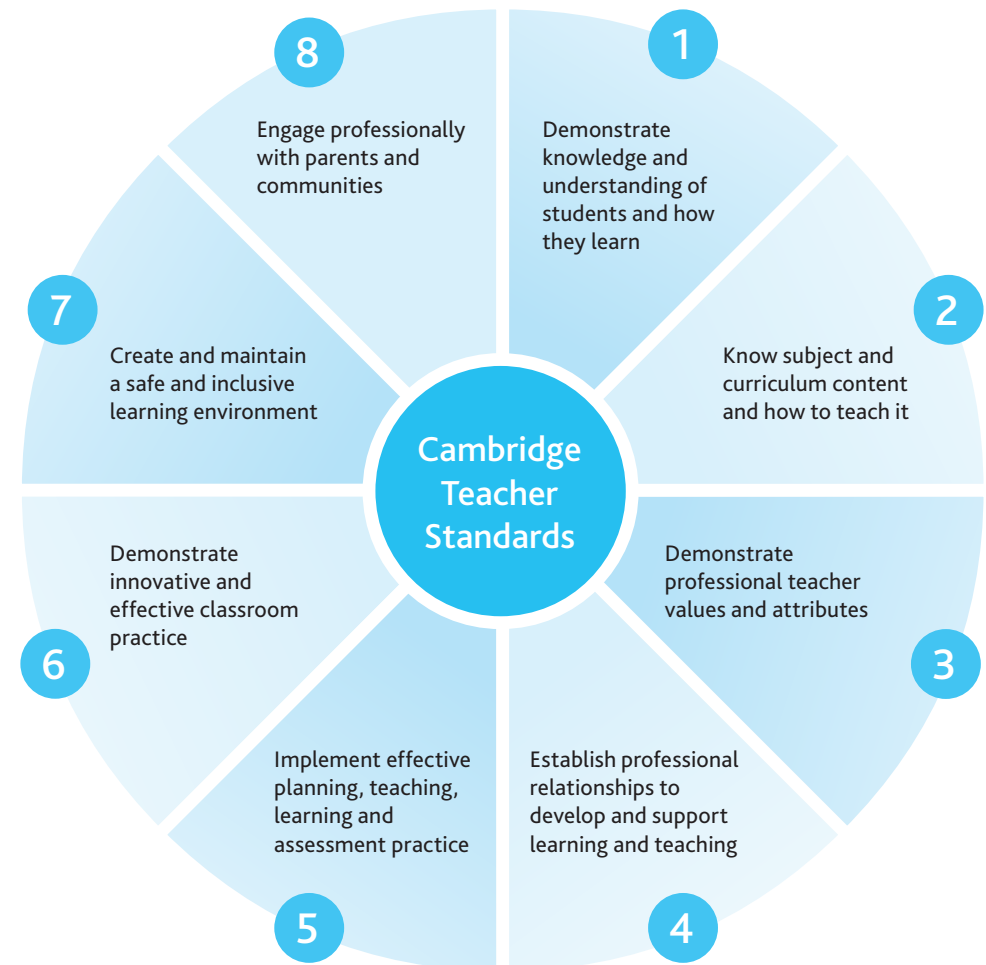
- the Cambridge Standards for Schools, which help schools carry out self-evaluations
- the Cambridge School Leader Standards, which define the range of characteristics and practices school leaders need to provide Cambridge programmes effectively.

Our statements about the attributes of Cambridge learners and teachers are also relevant. All these documents are intended to help schools provide high-quality Cambridge programmes, and are complementary to and consistent with each other.

We recognise that school teaching is dependent on context. Cambridge schools are found in 160 countries, in a range of different political, social, cultural, economic and educational-historical settings. This variety means that detailed recommendations will not be relevant or helpful. Effective teachers will learn from educational research and their own experience, adapt ideas intelligently and apply them to their current context. We have designed the Cambridge Teacher Standards to be as open as possible so teachers can apply them to their own contexts. They are based on the principle that effective teaching has many common practices, so they are relevant to all teachers in Cambridge schools.

## The structure and organisation of the Cambridge Teacher Standards

There are eight Cambridge Teacher Standards. Each standard contains a number of individual standard statements that are detailed and concrete. They outline what a teacher should know and be able to do, or demonstrate, in terms of their professional knowledge, practice and engagement. This should allow teachers to understand how to show they have met individual standards.



## 1 Demonstrate knowledge and understanding of students and how they learn

Teachers:

- 1.1 demonstrate knowledge and understanding of how students learn and how this impacts on teaching
- 1.2 understand the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds, and implement teaching and learning strategies that are responsive to those needs
- 1.3 demonstrate an awareness of the physical, social and intellectual development of students and know how to adapt teaching to progress their learning
- 1.4 understand the needs of all students, including those with disabilities, special educational needs, or high achievers and use appropriate teaching approaches to engage and support them in their learning.

## 2 Know subject and curriculum content and how to teach it

Teachers:

- 2.1 have secure subject and curriculum knowledge, and use it to plan coherent learning programmes and lessons
- 2.2 know how to teach subject and curriculum content using teaching strategies and learning activities that motivate and engage students to learn
- 2.3 know when and how to differentiate learning to meet the needs of students
- 2.4 demonstrate an understanding of and take responsibility for promoting high standards of literacy and numeracy
- 2.5 demonstrate effective use of digital technologies to support teaching and learning.

### 3 Demonstrate professional teacher values and attributes

Teachers:

- 3.1 have high expectations of all students and demonstrate a commitment to their learning, personal growth and well-being
- 3.2 adopt high standards of behaviour in their professional role and maintain up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework they work within
- 3.3 contribute to the development, implementation and evaluation of policies and practice of their workplace, including those designed to promote equality of opportunity
- 3.4 demonstrate ethical conduct, marked by personal integrity, respect for others and fairness in their interactions with students, colleagues, parents and those in the wider community.

### 4 Establish professional relationships to develop and support learning and teaching

Teachers:

- 4.1 establish fair, trusting, supportive and constructive working relationships with students to progress their learning and achievement
- 4.2 work effectively with colleagues to develop the curriculum and enhance the learning and well-being of students
- 4.3 collaborate with colleagues to share new ideas about teaching and learning to improve subject and professional knowledge and practice
- 4.4 establish professional relationships with colleagues in other institutions, professional bodies and educational organisations (including Cambridge International), to develop professional practice.

## 5 Implement effective planning, teaching, learning and assessment practice

Teachers:

- 5.1 plan for progression in learning by designing effective learning sequences within lessons and across series of lessons
- 5.2 set explicit, challenging and achievable learning goals for all students
- 5.3 use an appropriate range of teaching strategies, learning activities and resources which develop the students' required knowledge, skills and understanding, and which promote equality and inclusion
- 5.4 develop new learning by building on students' previous knowledge, and provide opportunities for the new learning to be applied so the required learning outcomes are met and progress in learning is sustained
- 5.5 use effective communication skills and adapt their language to suit the students they teach, introducing new ideas and concepts clearly using explanations, questions and discussions effectively
- 5.6 use a mixture of individual, pair and group work activities to meet the needs of all students
- 5.7 make effective use of formative and summative assessment to support student learning and monitor levels of achievement and attainment
- 5.8 use the outcomes of assessment to identify students' learning needs, set targets for improvement, and plan for future teaching and learning interventions
- 5.9 provide students, colleagues and parents with timely, accurate and constructive feedback on students' progress in learning, attainment and areas for development.

## 6 Demonstrate innovative and effective classroom practice

Teachers:

- 6.1 work with colleagues to develop sequences of learning and learning programmes that result in a coherent, holistic and progressive curriculum
- 6.2 critically engage with recent developments in subject knowledge, learning and international good practice, and apply new ideas and approaches to improve the quality of their teaching and the students' learning
- 6.3 use active learning approaches and activities that encourage students to 'think hard' for themselves so they are challenged and their learning extended
- 6.4 create a classroom culture where students are encouraged to: work cooperatively and collaboratively; be prepared to take intellectual risks and ownership of their own learning; be open to new ideas and welcome new challenges
- 6.5 use a variety of teaching and learning strategies that encourage development of the students' problem solving, metacognition, critical and creative thinking skills
- 6.6 evaluate learning programmes and their own teaching using reflective practice and evidence from different sources, including student feedback, to inform planning and to improve future teaching and learning.

## 7 Create and maintain a safe and inclusive learning environment

Teachers:

- 7.1 establish a safe and stimulating learning environment for all students that is rooted in mutual respect
- 7.2 implement clear rules and routines for behaviour in classrooms and promote good and courteous behaviour both in classrooms and around the school
- 7.3 manage challenging behaviour effectively by establishing clear ground rules and expectations of student conduct, apply rules and expectations consistently, and address all discipline issues promptly and fairly
- 7.4 use a variety of strategies to support the safe, responsible and ethical use of digital technologies in learning and teaching.

## 8 Engage professionally with parents and communities

Teachers:

- 8.1 establish collaborative relationships with parents regarding their children's learning and well-being, and plan for appropriate and contextually relevant opportunities for them to be involved in their children's learning
- 8.2 report clearly, accurately and respectfully to parents about student achievement and well-being using accurate and reliable records
- 8.3 participate in community networks and forums, including those of Cambridge International, to develop knowledge and improve professional practice and the educational outcomes of students
- 8.4 make a positive contribution to the wider life and ethos of the school.