

Cambridge Teacher Standards



Cambridge 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.

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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.



The Cambridge Teacher Standards in context

We have developed the Cambridge Teacher Standards alongside:

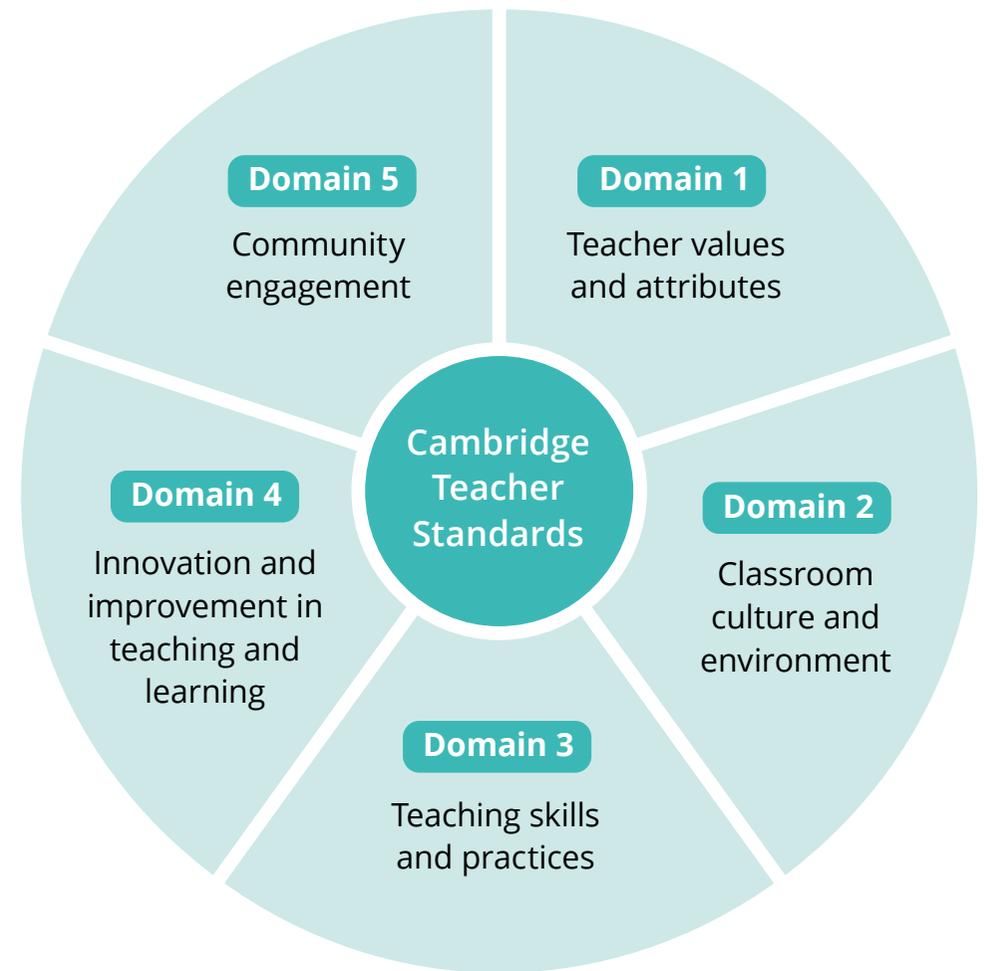
- the Cambridge Standards for Schools, which help schools carry out self-evaluations
- the Cambridge School Leader Standards, which define the range of characteristics and practices school leaders need to provide Cambridge programmes effectively.

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 five Cambridge Teacher domains. Each domain 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 domains within the standards.



1 Teacher values and attributes

Teachers:

- Standard 1** demonstrate a shared understanding of the school's vision, mission and objectives
- Standard 2** model the highest standards of ethical conduct in their interactions with the school community
- Standard 3** make a positive contribution to the wider life and ethos of the school
- Standard 4** demonstrate a commitment to lifelong learning by engaging in reflective practice
- Standard 5** demonstrate a consistent commitment to well-being for the whole community.

2 Classroom culture and environment

Teachers:

- Standard 1** create a classroom culture and environment where all students are supported in their learning
- Standard 2** establish positive and productive relationships with all students to support their learning and achievement
- Standard 3** have high expectations of themselves in their professional practice
- Standard 4** have high expectations of all students
- Standard 5** work effectively with colleagues to develop the curriculum and enhance student learning.



3 Teaching skills and practices

Teachers:

- Standard 1** demonstrate knowledge and understanding of how students learn and how this impacts on teaching
- Standard 2** demonstrate secure content knowledge and pedagogy to plan coherent, authentic and engaging learning programmes and lessons
- Standard 3** have a deep understanding of the diverse needs of students and adapt their practice accordingly
- Standard 4** orientate their students and ensure they are ready to learn
- Standard 5** use effective teaching strategies to motivate, challenge and extend student learning
- Standard 6** use a range of assessment strategies to inform next steps in the teaching and learning process and to provide timely, accurate and constructive feedback
- Standard 7** use summative assessment to understand student progress and attainment
- Standard 8** manage time effectively and ensure the classroom is free from disruption.

4 Innovation and improvement in teaching and learning

Teachers:

- Standard 1** engage in reflective practice to improve the teaching and learning process
- Standard 2** use a variety of teaching and learning strategies that encourage the development of students' problem-solving, metacognitive, critical and creative thinking skills
- Standard 3** demonstrate effective use of digital technologies to extend learning to enhance student knowledge, skills and conceptual understanding
- Standard 4** share key information on progress, attainment and areas for development with colleagues, and collaboratively work towards improving student learning
- Standard 5** critically engage with research and evidence in learning and teaching, and apply new ideas and approaches to improve the quality of their practice.



5 Community engagement

Teachers:

- Standard 1** involve parents and carers in school life to support student learning
- Standard 2** engage with the wider community to contribute to the school's life, vision and mission
- Standard 3** encourage student participation in the wider community, contributing to their development as responsible, active citizens
- Standard 4** establish professional relationships with colleagues in other institutions, professional bodies and educational organisations to develop professional practice.