

GDST Teacher Standards

Our teachers are pioneers in, and shapers of, the future of girls' education. They are committed to helping every girl fulfil her potential and her dreams, and to equip her with the knowledge, skills and confidence to make her mark on the world, making the most of the possibilities and confronting the challenges of the 21st century.

Caring

- Committed to the wellbeing and welfare of girls
- Providing a safe and supportive learning environment
- Seeing education as the development of the 'whole child'
- Knowing each girl as an individual and caring both about her academic progress and her life outside the classroom
- Creating opportunities for and supporting girls to develop their own self-knowledge, self-confidence, emotional literacy, social awareness, and resilience
- Kind, approachable, encouraging, respectful, fair and consistent
- Promoting excellent behaviour and modelling the same standards of integrity, self-discipline and consideration expected in the girls
- Working with parents/carers and community organisations in the best interests of every girl

Effective

- Skilful communicators
- Creative classroom practitioners with a wide range of teaching strategies that inspire and motivate girls
- Planning, structuring and sequencing lessons and schemes of work
- Flexible and ready to adapt to changing needs
- Differentiating to challenge and optimise the progress of all girls
- Using assessment and feedback supportively and constructively
- Providing a learning experience which fosters:
 - critical thinking and higher order skills
 - independent and collaborative work
 - creativity and intellectual curiosity
 - pupils' own understanding of the learning process
- Embracing new techniques and technologies
- Actively reviewing, developing and innovating in their own practice

Engaged

- Committed to the broader life of the school and the GDST family, and contributing to its ethos
- Valuing and contributing to the part that co-curricular learning plays in a broad and balanced education
- Sharing their practice, supporting and guiding colleagues, and willing to collaborate with learning communities within and beyond school
- Contributing to the role played by the school in the local, national and global community
- Promoting and setting an example of expectations of pupils in terms of tolerance, open-mindedness, contribution to the lives of others and commitment to society

Knowledgeable

- Experts in their own disciplines
- Possessing an infectious enthusiasm for their specialisms
- Understanding how their own subject fits in to the broader curriculum of the girls they teach
- Knowing how girls learn and develop – physically, socially, emotionally and intellectually
- Understanding girls' diverse individual needs and how to cater for them
- Embracing research and developments in their own specialisms, in pedagogy, and in wellbeing/pastoral issues, and able to apply these to their own practice
- Committed to their own professional development and life-long learning