



TBS
Music Academy
Encourage, Empower, Excite

Teaching Traits

The British School, Kathmandu Instrumental Teachers' Standards

<u>Standard</u>	<u>At a Glance</u>
Standard 1	“set high expectations which inspire, motivate and challenge pupil(s)”
Standard 2	“promote good progress and outcomes by pupil(s)”
Standard 3	“demonstrate good subject and curriculum knowledge”
Standard 4	“plan and teach well- structured lessons”
Standard 5	“adapt teaching to respond to the strengths and needs of all pupil(s)”
Standard 6	“make accurate and productive use of assessment”
Standard 7	“manage behaviour effectively to ensure a good and safe learning environment”
Standard 8	“fulfil wider professional responsibilities”
<u>Personal and Professional Conduct</u>	High standards in their own attendance and punctuality and high standards of ethics and behaviour.



S1

TBS Teachers; “set high expectations which inspire, motivate and challenge pupil(s)”

Amplification Statements

- establish a safe and stimulating environment for pupil(s), rooted in mutual respect
- set goals that stretch and challenge pupil(s) of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupil(s)

Instrumental delivery (Satisfactory):

We are able to encourage pupil(s) to participate and contribute in an atmosphere conducive to learning. In the course of mixed age ranges in TBS, we have shown that we have set appropriately high expectations, believing that all pupil(s) have the potential to make progress. The lesson objectives are shared, agreed, and measured consistently. We are able to develop a rapport with a range of individuals and groups. As a consequence of this most pupil(s) are engaged in their learning. We consistently demonstrate professional behaviour, respect for pupil(s), colleagues, parents and carers and support the ethos of the school. We demonstrate enthusiasm for working with children and young people and for teaching and learning. All expectations continue into the online provision as department platforms are used to extend learning outside of lessons. Platforms such as Flipgrid and Google Classroom are used to develop outside of lesson learning. All objectives are SMART/Bloom based and are set as part of a behaviour for learning plan.

Instrumental delivery (Good):

We are reliable in encouraging pupil(s) to participate and contribute in an atmosphere conducive to learning. We consistently set high expectations of pupil(s) in their different learning contexts. We are well respected by learners and effectively promote pupil(s) resilience, confidence and independence when tackling challenging activities. As a result of this learners are enthused and motivated to participate. The same high expectations are set in departmental online learning platforms that sustain and develop learning outside of lessons. Platforms such as Flipgrid and Google Classroom are used to impact learning outside of the lessons. Objectives are consistently SMART/Bloom based and set as part of a detailed behaviour for learning plan.

Instrumental delivery (Outstanding):

We constantly encourage pupil(s) to participate and contribute in an atmosphere highly conducive to learning. We consistently set high expectations of pupil(s) in different learning contexts. There are high levels of mutual respect between the teacher and pupil(s). We are very effective in promoting learners' resilience, confidence and independence when tackling challenging activities. We generate high levels of enthusiasm, participation and commitment to learning. Online learning and out of lesson learning is exceptional resulting in rapid progress. Platforms such as Flipgrid and Google Classroom are utilised to maximum effect in continuing learning. Objectives are always SMART/Bloom based and set as part of a highly detailed behaviour for learning plan.



S2

TBS Teachers; “promote good progress and outcomes by pupil(s)”

Amplification Statements

- be accountable for pupil(s) attainment, progress and outcomes
- plan teaching to build on pupil(s) capabilities and prior knowledge
- guide pupil(s) to reflect on the progress made and their emerging needs
- demonstrate knowledge and understanding of how pupil(s) learn and how that impacts on teaching
- encourage pupil(s) to take a responsible and conscientious attitude to their own work and study

Instrumental delivery (Satisfactory):

We understand how we are accountable for the attainment, progress and outcomes of pupil(s). Documentation demonstrates an understanding of, and provision for, pupil progression, taking into account prior achievement, and identifying their progress and emerging learning needs. Within this approach ‘bar 1’ teaching is avoided in favour of whole brain Simultaneous Learning models. This is carefully planned between lessons to ensure a spiral of learning. Additional approaches from the general learning theory dichotomy as well as subject specific approaches such as Kodaly, Orff, Dalcroze, and Musical Futures are used within a palette of strategies. We are able to explain how effective teaching strategies are informed by an understanding of how pupil(s) learn and offer a rationale for choices made in the context of practice and repertoire. In doing so we maximise department resources to develop our own and student(s) learning. When planning lessons, we devise suitable opportunities for learners to evaluate and improve performance which continues into online platforms between lessons. We plan teaching and learning activities that encourage independent and autonomous learning. As a consequence, all groups of pupil(s) make progress.

Instrumental delivery (Good):

We assume responsibility for the attainment, progress and outcomes of the pupil(s) we teach. We demonstrate a sound understanding of the need to develop pupil learning over time. Online provision consistently takes into account the prior learning of pupil(s). We regularly provide pupil(s) with the opportunity to reflect on their own learning and use this, along with other forms of assessment, to inform future planning and teaching. We use knowledge of effective teaching strategies to encourage independent learning, and we set appropriately challenging tasks that enable the learners to make progress. All pedagogical approaches in ‘satisfactory’ are a fluent part of lessons offering rich variety. As a result, the majority of pupil(s) make good progress.

Instrumental delivery (Outstanding):

We assume a high level of responsibility for the attainment progress and outcomes of the pupil(s) we teach. We demonstrate confident judgement in planning for pupil progression over time and are able to articulate a clear and well-justified rationale as to how we are building on prior achievement. We actively promote engaging and effective methods that support pupil(s) in reflecting on their own learning. We are able to set appropriately challenging tasks, drawing on a sound knowledge of the pupil(s)’ prior attainment, which has been obtained through systematic and accurate assessment. We regularly create opportunities for independent and autonomous learning. As a result the majority of pupil(s) make outstanding progress.



S3

TBS Teachers; “demonstrate good subject and curriculum knowledge”

Amplification Statements

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupil(s) interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of musical literacy, articulacy and the correct use of standard English, whatever the teacher’s specialist subject

Instrumental delivery (Satisfactory):

We have sufficiently secure knowledge and understanding of the relevant subject/curriculum/instrument areas to teach. We know how instrumental learning progresses within and across the subject/curriculum age phases we are teaching in relation to the development of key concepts and of learner(s) common misconceptions. We are able to respond appropriately to subject-specific questions the learner(s) ask(s) and we use subject-specific language accurately and consistently in order to help learners develop knowledge, understanding and skills in the subject. Simultaneous Learning models are used to balance whole brain learning within the subject construct. We recognise the need to extend and update subject and pedagogical knowledge as a key element of continuing professional development and have shown the ability and readiness to do so. We demonstrate an understanding of the need to promote high standards of communication, reading and writing for all learners and begin to build this into peri documentation such as reporting.

Instrumental delivery (Good):

We have well-developed knowledge and understanding of the relevant subject/curriculum/instrument areas to teach and use this effectively to maintain and develop pupil(s) interest. We make good use of secure curriculum and pedagogical subject knowledge to deepen learner(s) knowledge and understanding, addressing common errors and misconceptions effectively whilst teaching in a way to teach instrumental music holistically. Simultaneous Learning is used to develop music literacy and analysis. We are critically aware of the need to extend and update our subject, curriculum and pedagogical knowledge, and know how to employ appropriate professional development strategies to further develop these in TBS. We model good standards of written and spoken English in all professional activities and encourage and support learner(s) to develop these skills in their lessons that also includes analytical musical language.

Instrumental delivery (Outstanding):

We draw on in-depth subject and curriculum knowledge to plan confidently for progression and to stimulate and capture pupil(s) interest. We demonstrate very well-developed pedagogical subject knowledge, by anticipating common errors and misconceptions in the delivery of instrumental lessons. We are astutely aware of our own development needs in relation to extending and updating subject, curriculum and pedagogical knowledge and are proactive in developing this. We model very high standards of written and spoken communication in all professional activities. We successfully identify and exploit opportunities to develop learner(s) skills, in communication, reading and talking about music.



S4

TBS Teachers; “plan and teach well- structured lessons”

Amplification Statements

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children’s intellectual curiosity
- set practice and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupil(s) have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s)
- questioning is used to develop learning

Instrumental delivery (Satisfactory):

We employ a range of teaching strategies and resources that include a variety of multimedia platforms. We plan individual lessons that are appropriately structured to support pupil(s) in developing knowledge, skills, understanding, interest and positive attitudes that are personalised to each student. When teaching we maintain the pace of the learning, are able to respond flexibly to what is happening in the classroom and have the confidence to adapt teaching in order to respond to the needs of the learners. Lesson episodes include learning cycles, mini-plenary and a broad 3/5 part general structure. Each lesson includes elements of setting objectives, an exposition, modelling, and a plenary. We create an environment in which the learners are engaged and ask Bloom based open and closed questions to develop curiosity within lessons. We understand how practice and other out-of-class work can sustain learner(s) progress and consolidate learning, and can design and set appropriate tasks using online portals that could include Flipgrid and Google Classroom. We review and reflect on teaching to prepare future activities and tasks that build on and sustain progression in pupil(s) learning. We work collaboratively with other colleagues, where appropriate, to adapt and/or develop the music department frameworks.

Instrumental delivery (Good):

We are willing to try out a range of approaches to teaching and learning and use multimedia platforms consistently. We plan lessons that take account of the needs of groups of learners and individuals, through the setting of differentiated learning outcomes, carefully matching teaching and learning activities and resources to support learners in achieving these intended learning outcomes. Lessons are highly structured to include learning episodes, learning cycles, mini-plenary and a consistent 3/5 part general structure. Every lesson consistently includes setting objectives, an exposition, modelling, and a plenary. We consistently ask Bloom based open and closed questions to develop learning and plan for this. We know how to learn from both successful and less effective lessons through systematic evaluation of the effectiveness of delivery, including its impact on learners. We make a positive contribution to the development of provision as part of the music department. This includes involvement and preparation for events and concerts and working collaboratively.

Instrumental delivery (Outstanding):

We plan lessons that use well chosen, imaginative and creative strategies, and that match individuals needs and interests. We use multimedia platforms with great fluidity to impact learning. Lessons are well structured to include key cyclic elements and broad structures. Bloom based questioning is fluent and well planned at key learning hinge points. We are highly reflective in critically evaluating delivery. We can accurately judge the impact of delivery on individuals and groups of learners and can use this to inform future planning, teaching and learning. We show initiative in contributing to developing and producing effective learning resources and provisions in the music department. We are ever present in event and concert involvement, offering important performance pathways.



S5

TBS Teachers; “adapt teaching to respond to the strengths and needs of all pupil(s)”

Amplification Statements

- know when and how to differentiate appropriately, using approaches which enable pupil(s) to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupil(s) ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupil(s) education at different stages of development
- have a clear understanding of the needs of all pupil(s), including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them

Instrumental delivery (Satisfactory):

We know the pupil(s) well enough to recognise the different needs and strengths of individual(s) and groups and begin to adapt teaching to address those needs/strengths so that learners are supported towards achieving their potential. We are aware of a range of factors that are potential barriers to achievement and understand how teachers use strategies to reduce these barriers. Group teaching follows department guidelines with well planned differentiation where students are active for the whole lesson. We deploy strategies, working alongside other teachers and the music department as appropriate. We show awareness of how children develop and take account of this when teaching. We have an understanding of the challenges and opportunities of teaching in a diverse society. We have a developing understanding of the needs of all pupil(s) and are able to articulate distinctive teaching approaches and strategies needed to engage and support pupil(s) with particular needs including EAL and ALN and use the department strategy hub regularly. When the opportunity has arisen we have used these successfully and are able to evaluate the impact of the adaptations employed, on the progress of individual learners.

Instrumental delivery (Good):

We consistently adapt teaching to meet the needs of individuals and groups of learners to support progression in learning. We know how to secure progress for learners and how to identify when groups and individuals have made progress. In using a range of effective strategies, we consistently reduce barriers and respond to the strengths and needs of pupils. Group teaching follows department guidelines with highly detailed lesson planning that includes explicit differentiation to ensure students are active for the whole lesson. Each student has a personalised learning pathway where a ‘1 book’ approach is avoided. We clearly recognise how to deal with any potential barriers to learning through application of well-targeted interventions in conjunction with the music department. We are fluent in using EAL and ALN strategies and systematically track the impact on learning. Resources have been created with specific learners in mind.

Instrumental delivery (Outstanding):

We quickly and accurately discern learners’ strengths and needs and are proactive in differentiating and employing a range of effective intervention strategies to secure progression for individuals and groups. We have an astute understanding of how effective different teaching approaches are used in relation to impact on learning and engagement of learners. Group classes are dynamic due to detailed planning where all learners are highly engaged throughout the lesson. Differentiation, EAL and ALN is systematically tracked to measure learning impact. Resource banks have been compiled systematically for use with specific learners.



S6 *TBS Teachers; “make accurate and productive use of assessment”*

Amplification Statements

- know and understand how to assess the relevant subject and curriculum areas, including department assessment requirements
- make use of formative and summative assessment to secure pupil(s)’ progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupil(s) regular feedback, both orally and through online portals, and encourage pupil(s) to respond

Instrumental delivery (Satisfactory):

We have a secure understanding of the department assessment requirements for the provision area and are able to make broadly accurate assessments against international benchmarks. Lessons are characterised by the use of a range of formative and summative assessment strategies, designed to support pupil(s) in making progress. We deploy these strategies effectively in lessons, both to evaluate the impact of teaching on the progress of learners and as a basis for modifying teaching when necessary. We monitor pupil progress and maintain accurate records, setting new targets for individuals and groups. We engage through department online portals in relation to practice in a constructive manner and provide appropriate oral feedback to pupil(s) to help them to make progress.

Instrumental delivery (Good):

We are able to assess pupil(s) attainment accurately in line with department assessment requirements and against international benchmarks. We employ a range of appropriate formative assessment strategies effectively and can adapt teaching within lessons in light of pupil’s responses. We maintain accurate records of pupil progress and use these to set appropriately challenging targets using online portals. Assessment is used to plan future lessons and is embedded as a part of learning cycles. We develop metacognition, assessing learners’ progress regularly and accurately and discuss assessments with them so that learners know how well we have done and what we need to do to improve.

Instrumental delivery (Outstanding):

We can confidently and accurately assess pupil(s) attainment in line with department assessment requirements and against international benchmarks. We use a range of assessment strategies effectively in day-to-day practice to monitor progress and to inform future planning. We systematically and effectively check learners’ understanding throughout lessons, anticipating where intervention may be needed and do so with notable impact on the quality of learning. We assess learners’ progress regularly and work with them to accurately target further improvement and secure rapid progress.



S7

TBS Teachers; “manage behaviour effectively to ensure a good and safe learning environment”

Amplification Statements

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school’s behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies
- manage lessons effectively, using approaches which are appropriate to pupil(s) needs in order to involve and motivate them
- maintain good relationships with pupil(s), exercise appropriate authority, and act decisively when necessary

Instrumental delivery (Satisfactory):

We understand in the first instance that behaviour management is explicitly linked to the other TBS Virtuoso Teaching characteristics in terms of delivery within these capacities. In addition, we understand we are in complete control of the learning environment and self-reflect consistently when behaviour challenges arise. We work within the school’s framework for behaviour and can apply rules and routines consistently. We have high expectations and use a range of strategies to promote positive behaviour. We apply these appropriately, in the context of school policy in order to create an environment supportive of learning. We have a detailed behaviour for learning plan and use department reward platforms consistently and understand when to seek additional support in addressing the needs of pupil(s) where significantly challenging behaviour is demonstrated. We recognise that planning appropriate lessons that challenge learners, teaching using a variety of strategies that address pupil(s) needs and employing appropriate assessment strategies will all contribute to successful behaviour management. We understand how barriers to learning can impact on pupil behaviour and apply strategies to address these, working alongside the music department as appropriate. We understand that behaviour is context-dependent and can articulate which factors may contribute to more challenging behaviour being exhibited within classes.

Instrumental delivery (Good):

We are secure across the full range of TBS Virtuoso Teacher characteristics and deliver lessons with pace and challenge that positively impact on behaviour. We work within the school’s framework for behaviour and apply rules and routines consistently and fairly. We have highly detailed behaviour for learning plans and some for specific students. We consistently have high expectations and understand a range of strategies teachers use to promote positive behaviour and apply these effectively which includes praise in order to create an environment supportive of learning. We manage behaviour effectively so that learners demonstrate positive attitudes towards the teacher, their learning and each other allowing lessons to flow smoothly so that disruption is unusual. We actively seek support in addressing the needs of pupil(s) where significantly challenging behaviour is demonstrated.

Instrumental delivery (Outstanding):

We are highly skilled in all TBS Virtuoso Teacher characteristics and behaviour is for the most part exceptional. We rapidly adapt to the different circumstances, working confidently within the frameworks established applying rules and routines consistently and fairly. We have extremely detailed behaviour for learning plans and use praise consistently. We always have high expectations, and understand a range of strategies that teachers use to promote positive behaviour and apply these very effectively, including the use of praise in order to create an environment highly supportive of learning. We manage pupil behaviour with ease so that learners display very high levels of engagement, courtesy, collaboration and cooperation. We actively seek additional support in addressing the needs of pupil(s) where significantly challenging behaviour is demonstrated.



S8 *TBS Teachers; “fulfil wider professional responsibilities”*

Amplification Statements

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupil(s)’ achievements and well-being

Instrumental delivery (Satisfactory):

We understand and are able to support the ethos of the school and contribute to the wider life of the school in appropriate ways such as concerts and events. We can build effective professional relationships with various colleagues and have the skills required to work collaboratively. We communicate with and direct any support staff deployed in lessons, to assist in supporting the progress and achievement of individuals and of groups of pupil(s). We understand when to seek advice from specialist staff about individual pupil(s) with specific needs. We are responsive to advice from other colleagues. In evaluating delivery we can identify subsequent ongoing personal professional development targets and identify opportunities to address and meet these targets. Yearly meetings and professional development opportunities are attended in order to develop practice. We recognise the importance of communicating with parents and carers in supporting pupil(s) achievement and monitoring pupil(s) well-being and do so within school policy guidelines. We communicate effectively at set points in the school year in line with department reporting cycles. We understand the need to communicate at other points in response to individual pupil(s) emergent needs and follow school policy.

Instrumental delivery (Good):

We are proactive in seeking out opportunities to contribute to the wider life and ethos of the school that include events and concerts. We are effective in building good professional relationships with colleagues and demonstrate that we can work collaboratively when required to do so. We take responsibility for deploying support staff in lessons and for seeking advice from relevant professionals in relation to pupil(s) with individual needs. We are proactive in relation to our own professional learning and value the feedback we receive from colleagues, using it to develop teaching further. Meetings and development sessions are attended in order to develop this. We communicate effectively, both verbally and in writing, with parents and carers in relation to pupil(s) achievements and well-being. We assume responsibility for doing so in response to individual pupil(s) emergent needs.

Instrumental delivery (Outstanding):

We are proactive in seeking out opportunities to contribute in a significant way to the wider life of the school that includes events and concerts. We build strong professional relationships and demonstrate that we are able to work collaboratively with colleagues regularly. We take responsibility for deploying support staff in lessons and for seeking advice from relevant professionals in relation to pupil(s) with individual needs. We seek out opportunities to develop our own professional learning and respond positively to all the feedback we receive. Meetings and development sessions are well attended to reflect consistently in delivery. We communicate very effectively, both verbally and in writing, with parents and carers in relation to pupils achievements and well-being when required to do so formally, but are also proactive in communicating in relation to individual pupil(s) emergent needs.

