

TEACHING STANDARDS FOR THE EUROPEAN SCHOOLS

I Teaching and learning	
<i>The teacher...</i>	
<i>Planning: plans to promote good progress for all pupils</i>	
1	Ensures a harmonised curriculum planning that safeguards consistency and includes the European dimension
2	Fulfils the syllabus/program/curriculum as prescribed
3	Ensures a good transition between years and cycles
4	Promotes and documents good progress and outcomes by pupils
<i>Delivery: promotes good progress for all pupils</i>	
5	Uses teaching skills and creativity to inspire and motivate pupils
6	Delivers well-structured lessons
7	Makes an effective use of teaching time
8	Employs a variety of teaching and learning methods, including technology, appropriate to the content
9	Motivates pupils to be actively involved in their own learning
10	Demonstrates good subject and curriculum knowledge including their national and European dimensions
<i>Differentiation: adapts teaching to respond to the strengths and needs of all pupils</i>	
11	Shows clear understanding of the needs of all pupils, including those with special educational needs, high ability and different linguistic backgrounds
12	Uses and evaluates distinctive teaching and learning methods to respond to the different needs of his/her pupils
13	Uses distinctive teaching approaches to promote language development as well as to enable pupils to achieve their best in subject learning
<i>Pedagogical climate: creates a positive pedagogical climate</i>	
14	Models and manages behaviour effectively to ensure a good learning environment
15	Manages resources in such a way as to create an inviting learning environment
16	Ensures a safe and pedagogical climate
17	Shows awareness of contextual factors that may affect class climate or pupils' learning
<i>Assessment: uses assessment to track pupils progress</i>	
18	Contributes to harmonisation of assessment within the subjects, across sections and cycles
19	Shows awareness of the basic principles of formative and summative assessment and puts them into practice
20	Uses a range of assessment strategies to provide a broad picture of pupils' competences and performances
21	Uses self and peer assessment in order to promote learner autonomy

II Wider professional responsibilities	
<i>The teacher...</i>	
22	Takes initiatives to contribute to the wider school life and the school's ethos
23	Engages in collaborative tasks, organisation and coordination work
24	Cooperates and communicates effectively with members of the school community (pupils, parents, colleagues, management) and inspectors.
25	Shows knowledge and insight into educational design
26	Takes responsibility for his/her own professional development
27	Shows willingness and ability to take the lead and engage colleagues to improve education
28	Reflects on his/her own teaching
29	Understands and promotes the European school dimension
III Professional conduct and qualities	
<i>The teacher...</i>	
30	Shows punctuality (role model)
31	Shows integrity
32	The teacher shall have a thorough knowledge of a second Community language. Knowledge of the language of the place of employment is desirable. The teacher is also able to function in a multilingual environment
33	Adopts agreed system/school policies and guidelines
34	Shows willingness and ability to contribute to the underpinning principles and values of the European school system
35	Fosters mutual understanding and respect for diversity in a multicultural context
36	Shows high standards for him/herself (role model)