

ECT Audit Module 1: Standards 1 & 7

Emerging: I do not feel very confident in this area. I have substantial gaps in my knowledge and / or practice which definitely need to be addressed.

Developing: I have some knowledge about this, and / or there is evidence in my practice that I do this some of the time or to some extent. I am in a position to build on this with further work in this area.

Secure: I know a lot about this, and / or I do it in my practice consistently and well.

You should discuss this self-assessment with your mentor. As you complete it, bear in mind **what you already know about effective teaching (learn that)**, and **the classroom experience you have had by this point (learn how to)**. You and your mentor should use the outcome of the audit to inform your use of the programme materials, and return to it as you work through the module, using it to chart your progress.

Standard 1

Learn that:

Self-assessment - currently my knowledge is

1.1 Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils.	Emerging	Developing	Secure
1.2 Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils.	Emerging	Developing	Secure
1.3 Teacher expectations can affect pupil outcomes; setting goals that challenge and stretch pupils is essential.	Emerging	Developing	Secure

Standard 1

Learn that:

Self-assessment - currently my knowledge is

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| 1.4 | Setting clear expectations can help communicate shared values that improve classroom and school culture. | Emerging | Developing | Secure |
| 1.5 | A culture of mutual trust and respect supports effective relationships. | Emerging | Developing | Secure |
| 1.6 | High-quality teaching has a long-term positive effect on pupils' life chances, particularly for children from disadvantaged backgrounds. | Emerging | Developing | Secure |

Standard 1

Learn how to:

Communicate a belief in the academic potential of all pupils, by:

Self-assessment - currently my knowledge is

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| 1a. | Using intentional and consistent language that promotes challenge and aspiration. | Emerging | Developing | Secure |
| 1b. | Setting tasks that stretch pupils, but which are achievable, within a challenging curriculum. | Emerging | Developing | Secure |
| 1c. | Creating a positive environment where making mistakes and learning from them and the need for effort and perseverance are part of the daily routine. | Emerging | Developing | Secure |

1d.	Seeking opportunities to engage parents and carers in the education of their children (e.g. proactively highlighting successes).	Emerging	Developing	Secure
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Standard 1

Learn how to:

Demonstrate consistently high behavioural expectations, by:

Self-assessment - currently my knowledge is

1e.	Creating a culture of respect and trust in the classroom that supports all pupils to succeed (e.g. by modelling the types of courteous behaviour expected of pupils).	Emerging	Developing	Secure
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1f.	Teaching and rigorously maintaining clear behavioural expectations (e.g. for contributions, volume level and concentration).	Emerging	Developing	Secure
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1g.	Applying rules, sanctions and rewards in line with school policy, escalating behaviour incidents as appropriate.	Emerging	Developing	Secure
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1h	Acknowledging and praising pupil effort and emphasising progress being made.	Emerging	Developing	Secure
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Standard 7

Learn that:

Self-assessment - currently my knowledge is

7.1	Establishing and reinforcing routines, including through positive reinforcement, can help create an effective learning environment.	Emerging	Developing	Secure
7.2	A predictable and secure environment benefits all pupils, but is particularly valuable for pupils with special educational needs.	Emerging	Developing	Secure
7.3	The ability to self-regulate one's emotions affects pupils' ability to learn, success in school and future lives.	Emerging	Developing	Secure
7.4	Teachers can influence pupils' resilience and beliefs about their ability to succeed, by ensuring all pupils have the opportunity to experience meaningful success.	Emerging	Developing	Secure
7.5	Building effective relationships is easier when pupils believe that their feelings will be considered and understood.	Emerging	Developing	Secure
7.6	Pupils are motivated by intrinsic factors (related to their identity and values) and extrinsic factors (related to reward).	Emerging	Developing	Secure
7.7	Pupils' investment in learning is also driven by their prior experiences and perceptions of success & failure.	Emerging	Developing	Secure

Standard 7

Learn how to:

Develop a positive, predictable and safe environment for pupils, by:

Self-assessment - currently my knowledge is

7a. Establishing a supportive and inclusive environment with a predictable system of reward and sanction in the classroom.	Emerging	Developing	Secure
7b. Working alongside colleagues as part of a wider system of behaviour management (e.g. recognising responsibilities and understanding the right to assistance and training from senior colleagues).	Emerging	Developing	Secure
7c. Giving manageable, specific and sequential instructions.	Emerging	Developing	Secure
7d. Checking pupils' understanding of instructions before a task begins.	Emerging	Developing	Secure
7e. Using consistent language and non-verbal signals for common classroom directions.	Emerging	Developing	Secure
7f. Using early and least-intrusive interventions as an initial response to low level disruption.	Emerging	Developing	Secure
7g. Responding quickly to any behaviour or bullying that threatens emotional safety.	Emerging	Developing	Secure

Standard 7

Learn how to:

Establish effective routines and expectation, by:

Self-assessment - currently my knowledge is

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| 7h. Creating and explicitly teaching routines in line with the school ethos that maximise time for learning (e.g. setting and reinforcing expectations about key transition points). | Emerging | Developing | Secure |
| 7i. Practising routines at the beginning of the school year. | Emerging | Developing | Secure |
| 7j. Reinforcing routines (e.g. by articulating the link between time on task and success). | Emerging | Developing | Secure |

Building trusting relationships, by:

Self-assessment - currently my knowledge is

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| 7k. Liaising with parents, carers and colleagues to better understand pupils' individual circumstances and how they can be supported to meet high academic and behavioural expectations. | Emerging | Developing | Secure |
| 7l. Responding consistently to pupil behaviour. | Emerging | Developing | Secure |

Standard 7

Learn how to:

Motivate pupils, by:

Self-assessment - currently my knowledge is

7m. Supporting pupils to master challenging content, which builds towards long-term goals.	Emerging	Developing	Secure
7n. Providing opportunities for pupils to articulate their long-term goals and helping them to see how these are related to their success in school.	Emerging	Developing	Secure
7o. Helping pupils to journey from needing extrinsic motivation to being motivated to work intrinsically.	Emerging	Developing	Secure