

High expectations (Standard 1 – Set high expectations)

Learn that...	Learn how to...
<ol style="list-style-type: none"> 1. teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils 2. teachers are key role models, who can influence the attitudes, values and behaviours of their pupils 3. teacher expectations can affect pupil outcomes; setting goals that challenge and stretch pupils is essential 4. setting clear expectations can help communicate shared values that improve classroom and school culture 5. a culture of mutual trust and respect supports effective relationships 6. high-quality teaching has a long-term positive effect on pupils' life chances, particularly for children from disadvantaged backgrounds. 	<p>Communicate a belief in the academic potential of all pupils, by:</p> <ul style="list-style-type: none"> • <i>using intentional and consistent language that promotes challenge and aspiration</i> • <i>setting tasks that stretch pupils, but which are achievable, within a challenging curriculum</i> • <i>creating a positive environment where making mistakes and learning from them and the need for effort and perseverance are part of the daily routine</i> • <i>seeking opportunities to engage parents and carers in the education of their children (e.g. proactively highlighting successes)</i> <p>Demonstrate consistently high behavioural expectations, by:</p> <ul style="list-style-type: none"> • <i>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)</i> • <i>teaching and rigorously maintaining clear behavioural expectations (e.g. for contributions, volume level and concentration)</i> • <i>applying rules, sanctions and rewards in line with school policy, escalating behaviour incidents as appropriate</i> • <i>acknowledging and praising pupil effort and emphasising progress being made.</i>
<p>Notes</p> <p><i>Learn that...</i> statements are informed by the best available educational research; references and further reading are provided below.</p> <p><i>Learn how to...</i> statements are drawn from a wider evidence base including both academic research and additional guidance from expert practitioners.</p>	

Source: Dfe ITT core content framework and Early Career Framework (2019)