



The English College Teachers' Code of Professional Practice 2020/2021



What is the English College Teachers' Code of Professional Practice document?

The English College teachers make the education of their students their first concern, and are accountable for achieving the highest possible standards in work and conduct. The English College teachers act with honesty and integrity; have strong subject knowledge, are reflective and committed to their own professional learning and growth; forge positive professional relationships; and work with parents in the best interests of their students.

This document was put together by integrating the UAE National Standards for Education (please observe the (*) beside its respective standard number) and in respect to the standards set up by the Department of Education who are responsible for children's services and education, including early years, schools, higher and further education policies, apprenticeships and wider skills in England.

We also wanted the Code of Professional Practice to include clear standards of what effective continuing professional development looks like for teachers, and so we have also implemented evidence based practice to further instill a high quality education for our learners at The English College.

"Every teacher needs to improve, not because they are not good enough, but because they can be even better." Dylan Wiliam

EC's 4 Strands for Effective Teaching and Learning



1. **Content Knowledge:** Strand 1 details the standards respective to an effective teacher's knowledge, understanding and application of their specialist subject and the curriculum taught.
2. **Professional Behaviours:** Strand 2 details the standards that are respective to an effective teachers' behaviours and attitudes. These are the fundamentals that are expected of all our professional staff.
3. **Classroom Climate:** Strand 3 details the standards of expectations, skills and beliefs that are needed to build a safe, nurturing, and inspiring climate for learning for all.
4. **Quality of Instruction:** Strand 4 details the standards relative to the skills necessary for effective teaching and learning based on research and evidence based practice; underpinning the professional development of our teaching professionals.

Strand 1: Content Knowledge

- 1.1. I have secure knowledge of my subject(s).
- 1.2. I have secure knowledge of my short, mid and long term curriculum plan.
- 1.3. I foster and maintain students' interest.
- 1.4. I demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever my specialist subject.
- 1.5. If teaching early reading, I demonstrate a clear understanding of systematic synthetic phonics.
- 1.6. If teaching early mathematics, I demonstrate a clear understanding of appropriate teaching strategies.
- 1.7. (*) I design/am involved in designing a learning based curriculum, demonstrating pedagogical knowledge, understanding and applying assessment needs along with information detailing each of my learner's strengths, interests, needs, identities, languages and cultures.



Strand 2: Professional Attitude and Behaviours

- 2.1 I treat students with dignity, build relationships rooted in mutual respect, and at all times observe proper boundaries appropriate to a teacher's professional position.
 - 2.2 I have regard for the need to safeguard students' well-being, in accordance with statutory provisions.
 - 2.3 I do not undermine fundamental values, including democracy, the rule of law; demonstrating mutual respect and tolerance of those with different faiths and beliefs.
 - 2.4 I have a professional regard for the ethos, policies and practices of the school and read all school policies.
 - 2.5 I ensure that my personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law.
 - 2.6 I make a positive contribution to the wider life and ethos of the school including attending school events.
 - 2.7 I develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
 - 2.8 I show tolerance of and respect for the rights of others and never use discriminatory language or discriminatory behaviour in any form (gender, disability, race, sexual orientation, religious belief or age)
 - 2.9 I demonstrate consistently the positive attitudes, values and behaviour which are expected of students.
 - 2.10 I communicate effectively with parents with regard to students' achievements and well-being.
 - 2.11 I deploy the use of support staff effectively
 - 2.12(*) I demonstrate commitment and understanding of the U.A.E culture, identity and values and the educational priorities for the Nation.
 - 2.13 (*) I establish and maintain professional relationships and behaviours focused on the learning and wellbeing of each learner.
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- 2.14 I maintain high standards in my own attendance and punctuality.
 - 2.15 I maintain an appropriate standard of professional attire when at school, meeting the cultural and professional norms of educators in the UAE

Strand 3: Classroom Climate

- 3.1 I have clear rules and routines for behaviour in classrooms.
- 3.2 I have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
- 3.3 I manage both virtual and face to face classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them.
- 3.4 I maintain good relationships with students, exercise appropriate authority and act decisively when necessary.
- 3.5 I establish a safe and stimulating environment for students, rooted in mutual respect.
- 3.6 I promote a love of learning and children's intellectual curiosity.
- 3.7(*) I use inquiry, collaborative problem solving and professional effective working relationships with colleagues and keep informed with developments in the curriculum.
- 3.8 (*) I develop a culture that is focused on learning, and is characterised by respect, inclusion, empathy, collaboration and safety.

Strand 4: Quality of Instruction

- 4.1 I demonstrate knowledge and understanding of how students learn and how this impacts on teaching.
- 4.2 I reflect systematically on the effectiveness of lessons and approaches to teaching.
- 4.3 I am aware of students' capabilities and their prior knowledge, and plan teaching to build on these.
- 4.4 I guide students to reflect on the progress they have made and their emerging needs and give students regular feedback, both orally and through accurate marking.
- 4.5 I set goals that stretch and challenge students of all backgrounds, abilities and dispositions.
- 4.6 I encourage students to take a responsible and conscientious attitude to their own work and study.
- 4.7 I am accountable for students' attainment, progress and outcomes.
- 4.8 I contribute to the design and provision of an engaging curriculum within the relevant subject area(s).
- 4.9 I have a clear understanding of Inclusive Education and the needs of all students, including those with special educational needs; those of high ability; those with EAL; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them..
- 4.10 I make use of formative and summative assessment and any other relevant data to monitor progress, set targets, and plan subsequent lessons to secure students' progress.
- 4.11 I use relevant data to monitor progress, set targets, and plan subsequent lessons.
- 4.12 I know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
- 4.13 I impart knowledge and develop understanding through effective use of lesson time.



- 4.14** I set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired.
- 4.15** I know when and how to differentiate appropriately, using approaches which enable students to be taught effectively.
- 4.16** I have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these.
- 4.17** I demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support students' education at different stages of development.
- 4.18** I take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.
- 4.19 (*)** I teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace.

Please click the link for suggested guidance on how to meet each standard [EC's T and L Policy](#)

1. Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.
2. Teachers must abide by the school's [Safeguarding Policy](#) and [Digital Safeguarding Policy](#) and the [Acceptable I.T. Usage Policy](#) for Staff measures and not attempt to compromise or circumvent those measures.
- 3. Teachers must sign this document, The EC Code of Professional Practice as agreement to abide by all aspects of the Code and relevant statements.**