

## ISP Teacher Role Profile

**We put learners and learning first.** Learning is affected by both internal factors (such as emotions, motivation and general health and wellbeing) and external factors (such as environment, curriculum and relationships). The external factor that has the most significant impact on our students' learning is the teacher.

**At ISP, everyone is a learner.** So as one of our teachers, you are also a learner. Together, we will embark on an ongoing process of exploring, expanding and evolving your practice in ways that directly impact and improve student learning.

### ***Learner (ISP definition)***

*Everyone at ISP is a learner. The ISP learner recognises that their mindset, experiences and actions drive their learning outcomes. With this awareness, they exercise voice, choice, and ownership over their process of learning - leading their learning and the learning of others.*

## ISP Principles

**Begin with our children and students.** Our children and students are at the heart of what we do. Simply, their success is our success. Well-being and safety are both essential for learners and learning. Therefore, we are consistent in identifying potential safeguarding issues and acting and following up on all concerns appropriately.

**Treat everyone with care and respect.** We look after one another, embrace similarities and differences and promote the well-being of self and others.

**Operate effectively.** We focus relentlessly on the things that are most important and will make the most difference. We apply school policies and procedures and embody the shared ideas of our community.

**Learn continuously.** Getting better is what drives us. We positively engage with personal and professional development and school improvement.

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- 1. Atmosphere.** You enable students to learn in a safe, open, caring, collaborative and inclusive atmosphere. Your students feel confident to have open and honest conversations about their learning and how they can get better. You create a positive atmosphere by building relationships, behaviours, and inclusive learning experiences that support a good struggle for *all* your learners. You engage in professional and respectful dialogue with colleagues and the wider school and ISP communities about learning and teaching, with a shared commitment to getting better.
- 2. Shared Ideas.** You know and model your school's values and contribute to its mission and vision through your daily actions. Through all aspects of learning and teaching, you create a strong sense of shared behaviours and purpose for learners and their learning.
- 3. A Focus on Learners and Learning.** You put learners and their learning first. Your understanding of the difference between learning and the factors that affect learning enables you to plan and support a good struggle for *all* your students to get better. You are committed to your personal and professional learning and development, engaging in a series of learning visits and inquiries with colleagues and leaders to support your ongoing self-evaluation. You are an active and valued member of dynamic learning communities,
- 4. Learning and Teaching.** You put learners and their learning first in your design and facilitation of learning outcomes, content and experiences, which are underpinned by positive and supportive relationships. You understand the types and phases of learning and apply your knowledge, skills and understanding of these to effectively facilitate learning, teaching, and assessing to meet the personalised needs of each student. You empower students to lead their own learning, supporting them to monitor, assess and adjust their learning in response to feedback. You continuously inquire into the process of learning, making evidence-informed decisions and taking action to further improve learning and teaching.
- 5. Evidence of Learning.** You gather, document and analyse evidence of learning from various sources and use this to identify targets and action steps for improving learning. You support students in knowing the different ways their learning can be evidenced and how to use feedback and learning advice to get better. Evidence enables you to make secure judgments about your students' learning in line with their personal learning goals, age and stage appropriate expectations, and local, national and

international benchmarking. You document and share evidence of learning to answer the questions: "What are my students learning?" and "How do I know?".

6. **Leadership for Learning.** You see yourself as a leader for learning and demonstrate the same vision, values and commitment as school leaders to support students to continuously learn and get better. You take responsibility for where students are now with their learning and the targets and action steps needed to improve. You support students to become leaders of their own learning by helping them develop their voice, choice and ownership of their learning process.

7. **Learning Spaces.** You create and use spaces to support and demonstrate the school's shared ideas about learners and learning and the ways in which students are getting better. You ensure learning spaces (physical and digital) are safe, collaborative, accessible and inclusive, and enable students to play an active role in their development.

8. **In Partnership with Parents and Carers.** You work in partnership with parents and carers, communicating with them regularly about their child's learning, inviting their feedback and using this feedback to improve learning. You help parents and carers understand the school's shared ideas about learners and learning in ways that help them to engage confidently when talking about what their child is getting better at, what their next steps are, and how they will be supported at home. You ensure that the individual needs of parents and carers are understood and that they feel informed and involved as valued members of the school's learning community.

9. **Improvement Planning.** You are committed to learning and getting better and ensure this improvement happens strategically and effectively. You are active and accountable for your contribution in setting your own professional goals, targets and action steps that focus on improving learning and gathering evidence to demonstrate these. You contribute to department and school learning improvement planning where possible and view the school's learning improvement plan as the central focus for getting better together.