

Section 1 – Teacher Behaviours – The 5C’s of Christleton

We quality assure and self-evaluate our classroom practice so that we develop as practitioners. We do this transparently, guided by our values seeking to identify strengths, share best practice and provide accurate feedback. This is important to us because we want to develop together to be exceptional practitioners and for our students to make exceptional progress.

1. Caring for our students

Caring is a central quality of human relationships. Caring goes beyond a particular behaviour or action provided on behalf of others. Caring also goes beyond feelings of concern and sentiment about others. It refers to the matter, manner, and motivation of personal and professional actions and interactions. We understand and recognise that students are the focus of our work, caring for students lies at the heart of effective schooling and good school leadership.

Key behaviours

- To be guided by a mind-set of attentiveness to others and motivation to act on their behalf.
- Bring services and provisions to staff and students that can help address their needs and concerns and help them achieve their objectives.
- All our staff will promote the functioning, success, and general well-being of students
- We will all help students grow and develop in their own right.
- We will promote inclusion, commitment, and positive psychological states, such as self-concept, esteem, and efficacy, as well as motivation, persistence, and resilience.
- Developing the capacity for caring among others; including the social relationships that students have with adults and peers in school
- Our school is characterised by a respectful and orderly environment, where teachers can focus on teaching and pupils can focus on learning. We teach, recognise and reinforce good behaviour, and we don't tolerate poor behaviour. We don't accept any excuses, and we don't make any either.
- Respect for individuals - we work together to create a culture based on trust, respect and dignity.

Key descriptors:

Tolerant
Appreciative
Values all members of the school community
Considerate to others
Kind
Honest
Have integrity
Empathetic
A strong sense of fairness, justice and respect
Compassionate
Aspirational

2. Commitment to high standards

This means being dedicated to the welfare and success of all in our school. We believe that every student can achieve great things. So we set exceptionally high expectations for all our students, and we do whatever it takes to meet them.

Our aspirations are no lower for our most vulnerable students. We hold ourselves accountable and take ownership of those things for which we are responsible.

Key behaviours

- Staff who frequently go the extra mile to their very best for the people they support
- We expect all our staff to give a commitment to make every lesson the best it can be.
- We will not tell you how to teach, but we expect a commitment to our pillars of learning:
 - All students are actively engaged in their learning;
 - All students are challenged, whatever their personal need, by the lesson and its activities;
 - All students make progress;
 - Students enjoy their learning;
 - Appropriate pace to learning;
 - There is an appropriate use of assessment to support all the above.
- To make sure that no student is left behind
- To use appropriate data management tools to monitor progress - this shows when students, or indeed staff, need extra support.

Key descriptors:

Loyalty and friendship to colleagues and to the school
Go the extra mile /Time investment
Demanding the best for our students
Working to the highest level you can
Pursing excellence in all things at all times
Perseverance and determination
A sense of service
Reliability
Determined
Self-assurance but never arrogance

3. Creative and change orientated

Creativity is a set of beliefs and attitudes as much as it is a toolbox of skills and knowledge. A creative outlook leads naturally to high quality classroom activities carried out by creative learners. Creativity can also be evolutionary, being an innovative changer and adapting what you do, to develop rather than invent something new. To succeed in a world characterised by rapid change and increased complexity, it is vital that Christleton High School grows, develops, adapts creatively to, and takes charge of change so that we can create our own preferable future.

Continual improvement – we are a learning organisation that strives always to ‘make our best better.’ We want our school to fizz with new ideas and fresh thinking. We will empower people to use their imagination, give them the freedom to explore, take risks and experiment.

Key behaviours

- A belief that creativity can change things and improve things.
- An ability to see familiar things in new and different ways.
- A belief that mistakes are to be celebrated, learned from and used to add momentum to progress.
- We want colleagues who are not afraid to experiment in the classroom, new resources, new approaches to pedagogy; if it doesn't work – don't do it again; if it does, do more of it and share it - an attitude of 'smart risk-taking'
- A belief that creative potential is inside everyone and can be found everywhere.
- An ability to use both analytic and holistic thinking to solve problems in a unique way, to not be bound by orthodoxy – have an attitude of openness to new ideas and experiences.
- Be a life-long learner.
- Things can only be changed through hard work, high expectations and evidence-driven approaches.
- Be adaptive in lessons, if things are not going well – change the direction of learning.
- Be adaptive in planning, just because something worked last time, doesn't mean it will work again
– be a reflective practitioner, embrace change.
- Articulate how changes in their practice impact on student outcomes.
- Constantly reflect that what we do now and what we will do in the future will be the most effective use of our resources.

Key descriptors:

Solutions focused
Clear Vision
Courage to experiment and try new things
Resilient
Curious
Interested in pedagogical development
Pro-active in finding new ways to do things
Prepared to Challenge
Reflective
Open-minded

4. Collaborative

The needs of our students cannot be met by schools and teachers working alone. Complex needs require collaborative solutions. Effective collaboration improve staff performance, but it will also improve student performance. Collaboration begins with finding time to connect with colleagues, to share thoughts, and provide support. We can have a bigger impact when we work with others, such as government and education organisations, as well as people at a local level too. From having key members of the community as governors, to engaging parents and taking part in local events, our school works with others to create happy, safe communities.

Key behaviours

- Staff must be versatile, well-trained and multi-skilled.
- In order to competently fulfil the requirements of their respective roles staff must:
 - develop their own capacity
 - develop knowledge and skills as it relates to current and potential assignments;
 - be prepared to work collaboratively as part of the educational partnership which includes parents, teachers, other professionals and other support staff.
 - remain flexible and be prepared to adapt duties and schedules in order to respond to changes in students' needs in the school.
- Find time to collaborate: with shared planning time, teachers are able to make strides in planning rigorous and appropriate lessons for their
- students. This also means stepping outside your department, get involved in cross-curricular links and partnerships
- Share responsibility: the best teacher teams complement each other; build relationships; observe the best; ask questions; share
- Take responsibility for your own CPD, lead CPD sessions for our own staff.
- Engage in frequent, ongoing formal and informal conversations about pedagogy and teaching practice.
- Work together to research, plan and design effective teaching strategies and programs
- Engage in regular classroom observation and feedback

Key Descriptors:

Team work
Sharing
Supporting
Inclusive

5. Cheerful

Positive emotional experiences have long-lasting effects on our personal growth and development.

Specifically, positive emotions broaden our attention and thinking, enhance resilience and build durable personal resources which fuel more positive emotions in the future. Strong social ties are at the very core of our well-being. Do you want to spend six hours of the day with a miserable person? Neither do our students.

Key behaviours

- Smile, even when you don't feel like it – it has a positive effect on others!
- Passionate, positive teachers have an effect on student achievement. There is a strong correlation between passionate teaching and successful student learning.

Key descriptors:

Infectious Positivity
Smiling
Humour
Enthusiasm
Motivating
Inspiring
'Can do' approach

“We are all different, there is no such thing as a standard or run-of-the-mill human being, but we share the same human spirit. What is important is that we have the ability to create. This creativity can take many forms, from physical achievement to theoretical physics. However difficult life may seem, there is always something you can do and succeed at.” Stephen Hawking



