

Effective Strategies for Supporting the Improvement of Teaching

- Mentoring
- Coaching
- Paired teaching
- Team teaching
- Peer observation
- Demonstration lessons / parts of lessons
- INSET, course, workshop
- Sharing of good practice / good ideas
- Sharing pupils' work
- Supporting planning
- In-class group support
- Research tasks

Effective Strategies for Improving Teacher Performance

Guiding principles:

- That all teachers hold themselves, and are held, accountable for the quality of teaching and learning in the school.
- That all members of staff are entitled to appropriate support to improve their professional practice.
- That processes and procedures are fair and equitable.

Key Indicators:

- Are roles and responsibilities clear?
- Are expectations clear and understood?
- Are teachers able to fulfil their roles and responsibilities effectively?
- What training and support is available?
- Extent that teachers do / can evaluate their own performance?
- Are you aware of constraints and development needs affecting the teacher's performance?
- Are there opportunities to share these?

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Giving constructive criticism:

- Hold the meeting as soon as possible.
- Hold the meeting in private – criticism should **never** be made publicly.
- Ensure that the purpose of the meeting is clear – come straight to the point:
“We are here to discuss...”
- Ensure that the teacher has the opportunity to contribute their views of what happened.
- Agree on the facts, based on **evidence**.
- Focus on the **practice**, never the person.
- Ensure that the teacher understands why improvement is important.
- Discuss and agree how improvement will be effected – what support will be given.
- Agree a date to review performance.
- **‘Build bridges’** – remind the teacher about aspects of their work which are valued and which make a contribution.

Improving Performance – A Planning Guide

1.	Why am I holding this meeting?	What actions / instances of underperformance have made the meeting necessary?
2.	What outcome do I seek?	That Teacher X improves his / her work in... (specify)
3.	What evidence is there of underperformance?	See 1. What other specific evidence is there?
4.	How shall I enable Teacher X to contribute his / her view of the situation?	What constraints might Teacher X perceive? How can I either dispel the view of constraints or find ways round them?
5.	Why is it important that the teacher improve this aspect of his / her work? How shall I help X to confront underperformance?	How does X's work contribute to raising standards? How will X's improvement contribute to whole school improvement?
6.	What actions need to be taken to bring about improvement?	What professional support and development might X need? Who else might be involved?
7.	What action and timescale should we agree?	Are roles and responsibilities clear?
8.	How will we judge the success of these actions?	What monitoring and success criteria have we established?
9.	How will I safeguard X's self-esteem? How will I build bridges?	What contribution does X make which should be acknowledged?