

EFFECTIVE TEACHING IS....

inclusive, instructionally precise, attributes - based, and learning focused.

Below are the key areas that you will observe first hand in our TDSB Demonstration Classrooms. (see page 7)

Big Idea	What the Teacher Does	What it Looks Like
Inclusive	Fosters authentic connections with all students	<ul style="list-style-type: none"> * Welcoming, safe, and caring environment where students feel free to take risks * A sense of joy in the classroom * Students feel cared for and valued * Strong relationships are evident between teachers, students, community, colleagues, parents and caregivers * Mutual respect is a defining characteristic of the teacher – student relationship, and also student – student relationships
Instructionally Precise	Differentiates instructional practices	<ul style="list-style-type: none"> * Relentless, intentional, high yield strategies are used to reach all students * Effective assessment practices for learning (ongoing teacher reflection, frequent monitoring of student progress, adjusting teaching and learning structures and content based on student input and data) * Open ended learning tasks which require critical thinking are evident * Flexibility of instructional strategies and structures based on student needs * Students self-reflect about their own abilities and learning and set goals for improvement * Teachers collaborate and engage in on-going job embedded professional learning to refine instructional practice
Attributes - Based	Purposefully seeks out of the strengths and attributes of all students	<ul style="list-style-type: none"> * Culturally relevant and responsive pedagogy using practices that reflect the social realities of our students * Focus is on the learner and understanding the learning strengths and needs of each student * High expectations for all students * Purposeful student collaboration * Students make choices about their learning * Learning is meaningful – connected to the students’ “real world”
Learning - Focused Environment	Uses Classroom environment as a “Second Teacher”	<ul style="list-style-type: none"> * Anchor charts, student work samples, and other cuing and reinforcing strategies to scaffold and support student learning * Responsibility for classroom environment and learning is shared between the teacher and students * Students actively engaged in constructing knowledge and learning from and with each other in addition to the teacher * Students use each other as resources to support their learning * Information Communications Technologies (ICT) are used as a learning tool to engage, support, extend and deepen learning