

Criteria for the minimum standards for teachers who work in independent schools

Criteria for Qatari teachers	Criteria for non- Qatari teachers
<p><u>Qualifications</u> <i>Kindergarten and Primary teachers are expected have one of the following:</i></p> <ul style="list-style-type: none"> • Bachelor educational degree; • Diploma in Primary Education (TAMU&QU) • Bachelor degree (not in education) and 2 years experience as a teacher in a kindergarten or primary school; • Ability to teach through the medium of English <p><i>Secondary and Preparatory teachers are expected to have one of the following:</i></p> <ul style="list-style-type: none"> • Bachelor <u>education</u> degree with a specialism in mathematics, or science or English or Arabic; • Bachelor degree (not in education) in science or mathematics or Arabic or English plus 3 years experience as a teacher in a school; • Bachelor degree and a Diploma in Preparatory and/or Secondary Education; • The ability to teach mathematics and science through the medium of English <p><u>Curriculum Standards</u> <i>Kindergarten and Primary teachers' teachers:</i></p> <ul style="list-style-type: none"> • Understand the fundamental concepts of the Qatari educational reform system; • Understand the purposes, scope, structure and balance of the Curriculum Standards as a whole and, within them, the place and scope of the primary phase; • Be aware of the breadth of the content to be covered by the pupils' during each grade within the primary phase within English, mathematics and science; • Understand how pupils' learning is affected by their physical, intellectual, emotion and social development; • Have a detailed knowledge and understanding of the schemes of work, lesson plans and level descriptions at the end of each grade across the primary age range; • Know pupils' most common misconceptions and mistakes in the core subjects and how to address these. <p><i>Preparatory and Secondary specialist teachers:</i></p> <ul style="list-style-type: none"> • Understand the fundamental concepts of the Qatari education reform system; • Understand the purposes, scope, structure and balance of the Curriculum Standards as a whole and, within them, the place and cope of their subject for their age phase; • Have a secure knowledge and understand of the concepts and skills in their specialist subject(s) – English, mathematics or science, which will enable them to teach it confidently and accurately; • Have a detailed knowledge and understanding of the 	<p><u>Qualifications</u> <i>Kindergarten and Primary teachers are expected have one of the following:</i></p> <ul style="list-style-type: none"> • Bachelor educational degree; • Diploma in Primary Education (TAMU&QU) • Bachelor degree (not in education) and 3 years experience as a teacher in a kindergarten or primary school; <p><i>In addition all non-Qatari teachers are expected to have:</i></p> <ul style="list-style-type: none"> • Good standards in English – able to speak, read and write to a consistently good level and able to teach through the medium of English. <p><i>Secondary and Preparatory teachers are expected to have one of the following:</i></p> <ul style="list-style-type: none"> • Bachelor <u>education</u> degree with a specialism in mathematics, or science or English or Arabic; • Bachelor degree (not in education) in science or mathematics or Arabic or English plus 5 years experience as a teacher in a school; • Bachelor degree and a Diploma in Preparatory and/or Secondary Education; • <u>Teachers of mathematics and science MUST be able to teach the subject through the medium of English. This requires that they are able to speak, read and write in English.</u> <p><i>Non Qatari teachers are expected to meet the minimum requirements expected of Qatari teachers (see the left hand column) in addition to the following additional criteria.</i></p> <p><i>The additional criteria applies to kindergarten, primary, preparatory and secondary Non-Qatari teachers working in independent schools</i></p> <ul style="list-style-type: none"> • Matching the approaches used to the subject matter and the students being taught; • Structuring information well, including outlining content and aims, signaling transitions and summarizing key points as the lesson progresses; • Clear instructions and demonstration, and accurate well-paced explanation; • Clear presentation of content around a set of key ideas, using appropriate subject specific vocabulary and well

Curriculum Standards and the schemes of work for their subject;

- Have a detailed knowledge and understanding of the lesson plans and level descriptions for each grade for their subject;
- Know how to cope securely with subject-related questions which students raise;
- Know for their specialist subject, students' most common misconceptions and mistakes and know how to address these;
- Understand how students' learning in the subject is affected by their physical, intellectual, emotional and social development.

Teaching:

All teachers should be able to plan their teaching to achieve progression in pupils' learning through:

- Identifying clear learning objectives and content, appropriate to the subject matter and the pupils being taught, and specifying how these will be taught and assessed;
- Setting tasks for whole class, individual and group work, including homework, which challenge pupils and ensure high levels of pupil interest;
- Setting appropriate and demanding expectations of pupils' learning, motivation and presentation of work;
- Setting clear targets of pupils' learning, building on prior attainment and ensuring that pupils are aware of the substance and purpose of what they are asked to do;
- Identifying pupils who have individual needs, including specific learning difficulties, or are very able or who are not yet fluent in English; and knowing where to get help in order to give positive and targeted support;
- Provide clear structures for lessons and for sequences of lessons, in the short, medium and longer term which maintain pace, motivation and challenge for the pupils;
- Make effective use of assessment information on pupils' attainment and progress in their teaching and in planning future lessons and sequences of lessons;
- How to establish and maintain a purposeful working atmosphere;
- How to set high expectations for pupils' behaviour, establishing and maintaining a good standard of discipline through well-focused teaching and through positive and productive relationships;
- Using teaching methods which sustain the momentum of pupils' work and keep all students engaged through stimulating intellectual curiosity, communicating enthusiasm for the subject being taught, fostering pupils' enthusiasm and maintain pupils' motivation.

chosen illustrations and examples;

- Effective questioning which matches the pace and direction of the lesson and ensure that students take part;
- Careful attention to students' errors and misconceptions, and helping to remedy them;
- Listening carefully to students, analyzing their responses and responding constructively in order to take students' learning forward;
- Provide opportunities for students to consolidate their knowledge and maximize opportunities, both in classroom and through setting well-focused homework, to reinforce and develop what has been learnt;
- Exploiting opportunities to improve students' basic skills in literacy, numeracy and ICT, and the individual and collaborative study skills needed for effective learning, including information retrieval from learning resources centres, texts and other sources;
- Setting high expectations for students notwithstanding individual difference and linguistic backgrounds;
- Providing opportunities for students' wider understanding by relating their learning to real and work-related examples;
- Evaluate their own teaching critically and use this to improve their effectiveness.