



Ref.: 2024-10-D-15-en-1¹

Orig.: EN



Teaching Standards

Approved by the Joint Teaching Committee of 10 and 11 October 2024
– Brussels (Hybrid)

This document cancels and replaces the following documents:

2012-09-D-11-xx-4 (Teaching standards); 2012-09-D-11-xx-4 bis (Teaching standards for distance learning).

Entry into force: 1st September 2025

¹ Approved version by the JTC: 2023-09-D-56-en-4

Introduction

The teaching standards are listed in document 2023-01-D-32 “Evaluation of Seconded and Locally Recruited Teachers in the European Schools”. These teaching standards are used for the evaluation of teachers and for evaluations at school level.

A working group consisting of teachers, school management, and inspectors has worked on updating the teaching standards. The new standards are more user-friendly than the previous ones because they are clearer about the expectations. They are also more ambitious because they describe not only effective practice (what we want to see in all lessons) but also highly effective practice (our ambition).

The new teaching standards are incorporated into the document 2023-01-D-32 “Evaluation of Seconded and Locally Recruited Teachers in the European Schools” so they can be used for evaluation and self-evaluation. In this document we make it clear that:

- Effective practice is incorporated in Highly effective practice.
- We expect all teachers at the European schools to demonstrate effective practice and to strive towards highly effective practice.

The updated teaching standards will also be used in the fourth round of Whole School Inspections.

I Teaching and learning		
Standard	Effective practice	Highly effective practice
<i>Planning, preparation and documentation: plans to promote good progress for all pupils</i>		
Common pedagogical planning	The common pedagogical planning is harmonised as required in the general rules. Forward planning is based on the ES syllabus and includes the European Dimension and the 8 key competences.	The common pedagogical planning incorporates inclusive strategies in the planning process, considering diverse pupil needs.
Logbooks	Reflection on learning is provided in the logbook as required in the general rules.	Reflection includes suggestions for improvement.
Lesson planning* *not necessarily a written document	Lesson planning is competence-based (knowledge, skills, attitudes).	Lesson planning sets challenging learning goals for all pupils.
Assessment	Teachers plan for both the formative and summative assessments of pupils' attainment of the learning objectives, including self-assessment and peer assessment.	Teachers plan assessments of all competences (subject and key competences). Teachers plan assessment as learning to encourage pupils to take responsibility for their own learning.
<i>Delivery: promotes good progress for all pupils</i>		
Lesson structure	Teachers manage teaching time efficiently. Teachers deliver lessons with clear and challenging learning objectives shared with the pupils. Teachers relate learning objectives and success criteria to pupils' previous and planned learning.	Teachers differentiate learning objectives for individuals or groups of pupils. Teachers demonstrate flexibility by adjusting teaching methods and strategies during the lesson.
Teaching methods	Teachers employ appropriate and varied teaching and learning methodologies and resources to develop the relevant competences (knowledge, skills and attitudes).	Teaching methods support autonomous learning by giving pupils choices and encouraging them to develop their own learning strategies and monitor their own progress.

<i>Delivery: promotes good progress for all pupils</i>		
Participation	Teachers maintain an appropriate balance between teacher-centred and pupil-centred approaches to ensure active participation and learning of pupils of all abilities.	Teachers encourage a collaborative learning environment where pupils work together and learn from each other.
Knowledge	Teachers demonstrate good subject and curriculum knowledge. Teachers demonstrate knowledge of the 8 key competences.	Teachers encourage pupils to make links within their subject area and to other subjects.
Assessment	Teachers use various assessment methods, including self- and peer assessment. Teachers frequently give constructive feedback to pupils on their learning. Teachers take time after lessons to consolidate learning objectives and assess the level of attainment.	Teachers promote and support assessment as learning to encourage pupils to take responsibility for their own learning.
<i>Pedagogical climate: creates a stimulating pedagogical climate</i>		
Classroom management	Teachers establish an inclusive, safe and stimulating learning environment for all pupils. Teachers effectively manage challenging behaviours in the classroom.	Teachers encourage and facilitate pupils to regulate and monitor their own behaviour.
Motivation	Teachers, through their own enthusiasm for the subjects they teach, motivate pupils to engage in their learning.	Teachers model enthusiasm for learning and thereby create an environment where pupils are self-motivated to engage in their learning.
Context	Teachers show awareness of contextual factors that may affect class climate or pupils' learning.	Teachers take account of and seek to minimise any possible negative impact from these contextual factors.

II Wider professional responsibilities		
Standard	Effective practice	Highly effective practice
School life	Teachers participate in school events and contribute to school projects.	Teachers initiate and lead projects or events that significantly enhance school life.
Communication	Teachers maintain a positive professional relationship with all members of the school community.	Teachers show the ability to anticipate potential issues and address them proactively.
Continuous Professional Development	Teachers take personal responsibility for their professional development and participate constructively in professional development activities.	Teachers contribute to the professional development of the community at the school and/or system level.
Self-Reflection	Teachers regularly reflect on their own teaching practices and make adjustments to improve learning outcomes.	Teachers promote a culture of collaborative reflection on teaching practices at the subject or school level and make proposals to improve learning outcomes.
III Professional conduct and qualities		
Standard	Effective practice	Highly effective practice
Integrity	Teachers demonstrate respectful, honest and ethical behaviour in all professional exchanges.	Teachers act as models of integrity, inspiring trust and respect through exceptional ethical standards, transparency, and accountability.
Multilingualism	Teachers communicate effectively in a second European language.	Teachers demonstrate advanced working proficiency in one or more European language(s).
Inclusion	Teachers support and respect the principles and values of the European school system through their conduct and interaction with others which is marked by a commitment to equality and inclusion.	Teachers actively contribute to and promote the values of the European School system.

