



Pearson

Australia: What makes an effective teacher?

SERIES 14 OF 23



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Overview



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The quality of an education system cannot exceed the quality of its teachers.

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BARBER & MOURSHED, 2007

Decades of research make it clear: teachers make a difference in student learning. In fact, Stanford University economist Eric Hanushek (1992) has noted that the difference between a good and a bad teacher can be a full level of achievement in a single school year. Given the strength of these findings, nations around the world recognize that in order to improve educational outcomes and equity they must focus on effectiveness of teachers. A critical step toward achieving that goal is for individual countries to identify the competencies required for effectiveness and use them to inform teaching standards, pre-service teacher preparation, professional development programs, and performance evaluations. To make an impact, those systems and processes will need to be based on a common understanding, within each country, of what it means to be an effective teacher.

An international study of teacher competencies concludes that in order to build that common understanding, it is “absolutely necessary that the question as to what is considered a quality educator is investigated among stakeholders” (Bourgonje & Tromp, 2011, p. 145). Giving stakeholders a voice not only allows us to understand how they think and feel about a topic; it provides an opportunity to help frame important policy decisions that directly impact their lives. Pearson is therefore surveying students, teachers, principals, education researchers, policymakers, and parents in 23 countries regarding their perceptions of what it takes to be an effective teacher.

This report summarizes the results of the survey conducted in Australia.¹

¹ There are 23 countries participating in this survey, listed in **Table A1** in Further Details.

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Our Study



To learn the top qualities education stakeholders in Australia seek in their teachers, we administered surveys across the country. The stakeholder groups include:

- Students ages 15-19
- Parents of K-12 students
- K-12 (primary and secondary) teachers
- K-12 (primary and secondary) administrators
- Education researchers and policymakers

Respondents were asked to list, in their own words, between 3 and 15 qualities that they feel are most important in making an “effective” teacher and to indicate what type of teacher, by subject(s) and grade level(s), they were thinking about while creating their list. The survey did not define “effective” for respondents, other than that it meant “good,” allowing respondents to define what an effective teacher meant for themselves.² We developed a coding system to categorize responses, based on prior research about competencies of effective teachers. This coding scheme was reviewed by teachers, principals, education policymakers and researchers and revised iteratively as additional responses were coded, resulting in a final list of 32 categories (see **Table A2**).

² Because the term “effective” implies a person who is successful at producing an intended outcome, we let the stakeholders determine what the term “effective” meant to them with respect to teachers and teaching.

What We Learned



The main purpose of this survey was to elicit from a variety of key stakeholder groups what qualities they believe are most important for a teacher to be effective. Stakeholders included 149 students, 161 parents, 149 teachers, 50 principals, and 14 education researchers and policymakers from across Australia.

Most of the surveyed students (68%) went to public schools and most (95%) were in secondary school. Their median age was 15. For the surveyed parents, 55% had some sort of post-secondary schooling and 76% had attended public schools as a student. Teachers we surveyed had a median of 15 years experience and principals had a median of 25 years experience. Most teachers and principals worked in public schools (88% and 62% respectively). The education researchers and policymakers were also experienced, with a median of 16 years on the job. For more details about the stakeholders, see the Further Details section.

We asked survey participants to list a minimum of 3 and maximum of 15 most important qualities of an effective teacher. The number of responses ranged from 3 to 15, and the median number of responses was 4 for the entire sample. Parents and students reported the fewest responses, with a median of 3, while teachers, education researchers, and policymakers, and principals tended to report slightly more (median of 5, 6, and 8 responses respectively). It is important to note, however, that multiple qualities were often listed within a single response.

A key question driving this study was whether there were important differences in the qualities that different groups of education stakeholders value most for a teacher to be regarded as effective. Therefore we compared the results by five stakeholder groups (we combined education researchers and policymakers due to the small numbers), public and private schools, and grade levels.

³ On average, participants varied from the median number of responses by about 3. Additionally, each response often included multiple qualities, so the median value is a low estimate of the number of responses from each stakeholder group.

Most Valued Qualities of an Effective Teacher

The Top 10 endorsed qualities across all stakeholder groups surveyed in Australia are shown in **Figure 1**. The color spectrum ranges from red to green—the lowest to highest frequency of endorsement. To ensure a high response rate, we did not ask participants to prioritize or rank order the qualities they listed. Therefore we report the frequency by which each category was endorsed, for the overall sample (“All”), and by stakeholder group. The color patterns indicate some interesting differences between some of the stakeholder groups, which we address in the following section.

The following describes the top 5 qualities or competencies of an effective teacher as reported by the stakeholders participating in this study.

	All	Research & Policy	Parents	Principals	Students	Teachers
Relationships	16.2%	9.5%	17.6%	12.4%	17.7%	16.8%
Patient, Caring	12.3%	3.4%	13.6%	4.8%	20.8%	10.3%
Knowledge of Learners	8.6%	3.4%	7.8%	10.3%	7.2%	9.9%
Dedication	6.6%	6.0%	7.1%	7.4%	4.2%	7.5%
Subject Knowledge	5.8%	2.6%	6.0%	4.8%	5.0%	7.2%
Making Ideas Clear	5.8%	1.7%	7.1%	2.5%	9.5%	4.5%
Engaging	5.4%	6.0%	6.3%	4.4%	7.3%	3.7%
Professionalism	5.0%	0.9%	6.7%	5.0%	4.5%	4.6%
Classroom Management	3.9%	0.9%	4.0%	3.9%	3.9%	4.2%
Teaching Skills	3.5%	13.8%	2.4%	6.0%	2.2%	2.7%

Figure 1. Top 10 most important qualities of an effective teacher

Note: A description of each category is found in **Table A2** in Further Details. These are the Top 10 qualities for the entire sample, with frequencies by stakeholder group. Red reflects the lowest and green the highest frequency of endorsed categories.

Ability to Develop Trusting, Productive Relationships

It is clear from the results of this survey that stakeholders in Australia strongly value the teacher's ability to cultivate trusting, productive *Relationships* and relate to as well as mentor students. Relationships with students was the most valued quality or competency of an effective teacher for parents, teachers and principals, and was reported with a similarly high frequency by parents and students (17.6% and 17.7% of responses respectively). As our word cloud illustrates, caring for students, as well as being friendly, patient and understanding towards them were some of the most common descriptors (see **Figure 2**).

Researchers have documented the link between learning outcomes and strong, collaborative relationships between teachers and learners (e.g., Zins et al., 2004; Singh & Sarkar, 2012; Gehlbach et al., 2012; Collie, Martin, Papworth, & Ginns, 2016). In a study by Gehlbach and colleagues (2012) with middle school students and teachers in the United States, the researchers found that as teacher/student relationships improved, teachers interacted more frequently with the students, and students finished the semester with higher grades. Moreover, the achievement gap between under-served and well-served students dropped by 65 percent.

Teaching is characterized as a complex relationship between the educator and the learner, where teachers *"know and respond with intelligence and compassion"* to learners and their learning (Rogers & Raider-Roth, 2006). Barber (1995) refers to this relationship as part of the "unknown universe" of teaching:

...that crucial part of education that is to do with the classroom interaction of learner and teacher and with the extraordinary ability of teachers to generate sparks of learning, even in the most inauspicious of circumstances (p. 76).

Bransford et al. (2007) note that teachers need to be able to build productive, trusting relationships with students to create a safe, positive, and productive teaching and learning environment. Cognitive neuroscience also emphasizes the importance of trusting social relationships for enabling, supporting and enhancing learning. In essence, trusting relationships reduce the cognitive load and outcomes, including learning, require less effort (Coan & Sbarra, 2015).

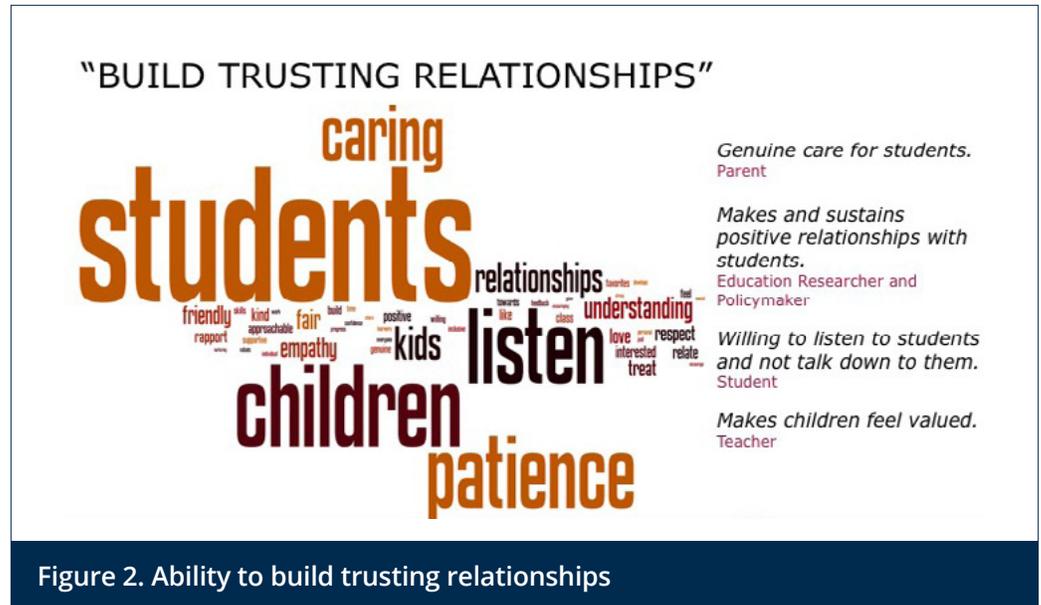


Figure 2. Ability to build trusting relationships

Patient, Caring, Kind Personality

The second most valued quality for the full sample was personality characteristics related to being a compassionate person, particularly with students (*Patient, Caring*). This category was ranked first in the Top 10 list for students and was also reported most frequently by this group (20.8% of responses). There is a significant body of research indicating that teacher dispositions are strongly related to student learning and development (Schulte et al., n.d.). Several key dispositions include a caring attitude and sensitivity to student differences. There is also research on the impact of work environment, dispositions, and burnout in teachers. Kokkinos (2007) found that work environment stressors, particularly management of student misbehavior and time constraints, were associated with emotional exhaustion and burnout in primary school teachers. In such situations, teachers are more likely to be emotionally detached and to become more cynical toward their students in order to avoid subsequent stress. However, dispositions that make up a caring attitude, such as sociability, were found to function as buffers. **Figure 3** illustrates respondents' ideas in this category, highlighting the importance of having a sense of humor along with being friendly, patient, and caring.



Knowledge of Learners

The third most commonly reported quality of an effective teacher for the entire sample was *Knowledge of Learners*. This is a broad category that includes knowledge of the cognitive, social, and emotional development of learners. Such knowledge includes an understanding of how students learn at a given developmental level; how learning in a specific subject area typically progresses (e.g., learning progressions or trajectories); awareness that learners have individual needs and abilities; and an understanding that instruction should be tailored to meet each learner’s needs. This broad set of competencies appears often in the research on effective teaching, underscoring the notion that instructional practices should align with what learning science tells us about how humans learn (e.g., Clark & Mayer, 2011; Dunlosky et al., 2013) and that “one size does not fit all” in teaching and learning (e.g., Bransford et al., 2007; Klem & Connell, 2004; Leu, 2005; OECD, 2013; Bourgonje & Tromp, 2011).

Many of the responses focused on having an understanding of the individual learning needs of students. This category was ranked highest (second) and was reported most frequently (10.3% of responses) among principals. **Figure 4** illustrates survey responses regarding this category.

In fact, research linking teacher subject matter knowledge in math to student learning led the National Mathematics Advisory Panel in the United States to conclude:

Teachers must know in detail and from a more advanced perspective the mathematical content they are responsible for teaching and the connections of that content to other important mathematics, both prior to and beyond the level they are assigned to teach (U.S. Department of Education, 2008, p. 38).

Subject matter knowledge was reported most frequently by teachers (over 7% of their responses) and ranked fifth in their Top 10 list.

Do Responses Differ by Stakeholder Group?

The first research question driving this study was whether the five different stakeholder groups differed in the qualities they valued most in an effective teacher. **Figure 5** on the next page compares the Top 10 most valued qualities for each stakeholder group. All stakeholders shared four of their Top 10 most valued qualities: *Relationships*, *Patient, Caring* personality, *Knowledge of Learners*, and *Dedication*. Where stakeholder groups varied, includes the following:

- *Subject Knowledge* and *Professionalism* failed to make the Top 10 list for education researchers and policymakers.
- *Making Ideas and Content Clear* and *Classroom Management* only made the Top 10 list for parents, students, and teachers.
- *Engaging* students and motivating them to learn made the Top 10 list for all stakeholder groups except teachers.
- *Teaching Skills*, having a mindset of *Always Learning* or improving, and knowledge and implementation of *Assessment* to monitor student progress only made the Top 10 list for education researchers and policymakers and principals.
- *Creativity* only made the Top 10 list for education researchers and policymakers and teachers.
- The ability to *Collaborate* or work well with other teachers, *Challenging* students, and working with students' *Families* were unique to the Top 10 list for education researchers and policymakers.
- Ability to *Plan* lessons only made the Top 10 list for principals and teachers.
- *Intelligence* only made the Top 10 list for parents and students.

What We Learned

Parents and students shared their Top 10 lists and also shared 8 of their Top 10 lists with teachers. **Overall, education stakeholder groups value dispositions of relatedness and care, as well as a student-focused approach to teaching and learning, as the most important competencies for being an effective teacher.** Although there is variability in what competencies are valued and prioritized, it is clear that overall, the most valued quality is the teacher’s ability to develop and maintain trusting and compassionate relationships with students.

Research & Policy	%	Parents	%	Principals	%	Students	%	Teachers	%
Always Learning	14.7	Relationships	17.6	Relationships	12.4	Patient, Caring	20.8	Relationships	16.8
Teaching Skills	13.8	Patient, Caring	13.6	Know Learners	10.3	Relationships	17.7	Patient, Caring	10.3
Relationships	9.5	Know Learners	7.8	Dedication	7.4	Make Ideas Clear	9.5	Know Learners	9.9
Dedication	6.0	Dedication	7.1	Always Learning	7.2	Engaging	7.3	Dedication	7.5
Creativity	6.0	Make Ideas Clear	7.1	Teaching Skills	6.0	Know Learners	7.2	Subject Knowledge	7.2
Engaging	6.0	Professionalism	6.7	Professionalism	5.0	Subject Knowledge	5.0	Planning	4.6
Collaborative	6.0	Engaging	6.3	Subject Knowledge	4.8	Professionalism	4.5	Professionalism	4.6
Assessment	4.3	Subject Knowledge	6.0	Patient, Caring	4.8	Dedication	4.2	Make Ideas Clear	4.5
Challenging	4.3	Intelligence	4.2	Engaging	4.4	Class Mgt	3.9	Class Mgt	4.2
Patient, Caring	3.4	Class Mgt	4.0	Planning	4.4	Intelligence	3.8	Creativity	3.9
Know Learners	3.4			Assessment	4.4				
Families	3.4								

Figure 5. Top 10* qualities of an effective teacher by stakeholder group

Note: We provide the top 13 for researchers and policymakers who reported three categories equally frequently in 9th place and the top 12 for principals who reported two categories equally frequently in 9th place.

Do Responses Differ by Context?

Another research question driving this study was whether the qualities most valued in an effective teacher differed by context. We compared responses by the type of school (public and private) and grade level (primary and secondary). All stakeholder groups except education researchers and policymakers and parents indicated whether they were affiliated with public or private schools, so their data are not included in that analysis. **Figure 6** compares the Top 10 qualities valued by those affiliated with public and private schools. Categories are color coded for ease of comparison.

Public (N = 231, 44%)	%	Private (N = 109, 21%)	%
Relationships	16.1	Relationships	16.4
Patient, Caring	11.1	Patient, Caring	15.3
Knowledge of Learners	9.5	Knowledge of Learners	8.3
Dedication	6.5	Make Ideas Clear	8.0
Subject Knowledge	5.8	Subject Knowledge	6.0
Professionalism	5.2	Dedication	6.0
Make Ideas Clear	4.7	Engaging	5.6
Engaging	4.6	Class Mgt	4.3
Class Mgt	4.2	Always Learning	3.8
Planning	4.0	Professionalism	3.7

Figure 6. Top 10 qualities by type of school

Note: Categories are color coded for ease of comparison. Education researchers and policymakers were not asked to indicate public versus. private school and therefore their data are not included.

Do Responses Differ by Context?

As **Figure 6** illustrates, public and private schools shared 9 of their Top 10, with the same top 3 in the same order. The most noticeable differences are in the prioritization of the teacher's *Professionalism* for public compared to private schools, and in the ability to *Make Ideas and Content Clear* for the private schools. Additionally, *Planning* lessons and learning activities made the Top 10 list for public schools (ranked 10th) but not private schools. *Always Learning*, i.e. the teacher's mindset for continuous improvement, made the Top 10 list for private schools (ranked ninth) but not for public schools. These findings suggest some potential differences in priorities between stakeholders affiliated with public and private schools.

Figure 7 shows the results for the Top 10 categories across the sample, by grade level of the teacher the respondents were thinking of when they listed the most important qualities of an effective teacher. The qualities most valued for primary and secondary level teachers 9 of their Top 10, with the same top 6 in the same order. *Always Learning*, i.e. the teacher's mindset for continuous improvement, was unique to the Top 10 list for primary school teachers (ranked 10th) while *Intelligence* was unique to the Top 10 list for secondary school teachers (ranked 10th).

Primary (N = 324, 62%)		Secondary (N = 403, 77%)	
	%		%
Relationships	16.0	Relationships	16.7
Patient, Caring	12.0	Patient, Caring	14.0
Knowledge of Learners	8.8	Knowledge of Learners	7.5
Dedication	5.9	Dedication	6.8
Make Ideas Clear	5.6	Make Ideas Clear	6.5
Subject Knowledge	5.4	Subject Knowledge	6.3
Professionalism	5.3	Engaging	6.0
Engaging	4.5	Professionalism	5.2
Class Mgt	3.8	Class Mgt	3.7
Always Learning	3.8	Intelligence	3.2

Figure 7. Top 10 reported qualities by grade level

We interpret these findings to suggest that key education stakeholders value similar qualities of an effective teacher regardless of whether they come from public or private schools, and regardless of grade level taught. **Overall, and regardless of context, these stakeholders value the ability of teachers to develop and maintain trusting, compassionate relationships with students.**

What Surprised Us



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All stakeholder groups endorsed the importance of teachers building trusting relationships and relating well to students.

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We hypothesized that we would find important differences between what is valued by stakeholder groups (parents, students, etc.); for primary and secondary teachers; and for public and private school teachers. However, we were surprised by the general consistency in findings across the groups. All stakeholder groups shared 4 of their Top 10 most important qualities of an effective teacher, with education researchers and policymakers standing apart from teachers, principals, parents, and students in the qualities they valued most.⁴ When we compared contexts, we found greater similarity in the most valued qualities. Across all these comparisons, building trusting relationships with students was reported most frequently and emphasized the most by parents, teachers, and principals, regardless of affiliation with public or private schools or grade level of the teacher they were thinking about when responding to the survey.

Implications

To meet the global goal of placing an effective teacher in front of every student, researchers and policymakers acknowledge that it is critical to formulate a clear definition of teacher effectiveness (Bourgonje & Tromp, 2011). “Effectiveness” in any field is defined as the ability to produce intended or expected outcomes. The results from this survey can serve as a starting point for developing a shared definition of valued outcomes and effectiveness as it relates to teaching in Australia. The data reflect what stakeholders value most regarding the qualities of an effective teacher, giving us insights into the types of educational outcomes they desire. The good news is that research on effective teaching supports these values, and they are well-aligned with the teaching standards specified by many of the countries participating in our study, for K-12 teachers.

⁴ On average, participants varied from the median number of responses by about 3. Additionally, each response often included multiple qualities, so the median value is a low estimate of the number of responses from each stakeholder group.

Data are “only as powerful as the questions it inspires, the policies it informs, and the practices we are spurred to examine” (McComb, 2016).

The value of our study is in the use of these results to shape critical discussions needed for reviewing policies in Australia regarding how to best prepare teachers, who to hire and perhaps who to “counsel out” of the profession, what kind of ongoing professional development is needed, how to evaluate job performance and expertise, and who to reward and/or promote.

To our knowledge, this is the first international study in which key stakeholders—students, parents, teachers, principals, education researchers and policymakers—have been given the chance to share their ideas about what it takes to be an effective teacher. Giving voice to those for whom teacher policies have the greatest impact is a critical place to start the important discussions and build the trusting relationships that are necessary for forging sensible, viable policy-making to improve teaching and learning in Australia and globally.

Results from our survey in Australia reaffirm the notion that at its foundation, teaching is about relationships between teachers and students that ultimately foster student success, as these communities define it.

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Further Details

Twenty-two countries and one city state (Singapore) participated in our study, as detailed in **Table A1** below, along with the third-party data collection agency. In all countries and Singapore, data were collected using online surveys, computer assisted telephonic interviews (CATI), and/or computer assisted in-person interviews (CAPI).

Participating Countries	Data Collection Agency
Vietnam	Cimigo
Hong Kong	
Singapore	
Japan	
Australia	Helme Consulting
India	Nielsen India
South Africa	Dashboard Marketing Intelligence
USA	
Canada	
Mexico	
Argentina	
Brazil	
England	
Germany	
Poland	
Finland	
Qatar	
Saudi Arabia	
Iran	
Turkey	
Morocco	
Egypt	

Table A1. Participating countries⁵

⁵ Hong Kong (a territory) and Singapore (a city state) are technically not countries.

How We Surveyed

In total, we surveyed 523 respondents.



For the **students**, a similar number of males and females participated (50.3% and 49.7% respectively), most lived in urban areas (55%), and most attended public schools (68%). Most were in secondary school (95%), and ages ranged from 9-29, with a median of 15.



For **parents**, more females responded (68%) and most (76%) attended public schools as children. A little over half (55%) attended university or earned a degree after high school; therefore, on average, this sample was fairly well educated. Most lived in urban areas (55%).



The **teacher** respondents represented a wide range of experience, from <1 to 52 years on the job, and the median of 15 years suggests that on average, these were very experienced teachers. Most trained in Australia (98%), most taught in public schools (88%), and 77% were female.



The surveyed **principals** also represented a range of experience, from 2-45 years on the job, with a median of 25 years. This suggests that this is a very experienced group of principals. Most trained in Australia (90%), most taught in public schools (62%), and most were male (64%).



The surveyed **education researchers** and **policymakers** mostly trained in Australia (93%) and had 3-40 years of experience, with a median of 16 years, suggesting that on average, this group was experienced. More males participated (71%).

Coding Survey Responses

We created a coding scheme for all responses. As a starting place, we used research about the competencies of effective teachers as a guide. Teachers, principals, education policymakers, and researchers with expertise in teacher effectiveness then reviewed the list and provided feedback. As our research team coded more responses, we updated and revised the list, aiming for categories that were not so broad as to be unhelpful, and not so specific as to be too complex for comparisons across stakeholder groups and countries. Our final list and a description of each category is below in **Table A2**.

We measured interrater agreement using Fleiss’s Kappa statistic, specifying 0.75 or higher as the goal. We trained raters until they could meet this requirement.

Characteristic	Description
(1) <i>Subject Knowledge</i>	Mastery or expertise in one’s content or subject area. Includes knowledge of the curriculum, learning objectives and/or standards in the given subject area
(2) <i>Dedication</i>	Dedication, passion, or commitment to one’s work as a teacher; commitment to help all learners succeed
(3) <i>Creativity</i>	Qualities indicating the ability to think creatively, adapt, or embrace new ideas or teaching styles; includes being innovative
(4) <i>Technology</i>	Familiarity and/or fluency with and ability to use technology for teaching & learning; keeping current or up-to-date with technology
(5) <i>Patient, Caring Personality</i>	Positive personality characteristics, e.g., patient, caring, kind, fair, humorous, friendly
(6) <i>Engaging</i>	Ability to make class fun and/or engaging and motivates learners to learn
(7) <i>Planning</i>	Ability to effectively plan lessons as well as being organized more generally; ability to organize the learning for the learner
(8) <i>Class Management</i>	Ability to effectively manage classrooms, learner behavior, and time for learning; develop classroom routines to maximize learning time; create a productive learning environment
(9) <i>Make Ideas, Content Clear</i>	Ability to present information in a clear, accessible manner
(10) <i>Leadership</i>	Qualities related to being a leader, e.g., decision-making skills, visionary, influential etc.
(11) <i>Relationships</i>	Ability to understand and establish trusting, productive relationships with learners; includes a mentoring role
(12) <i>Know Learners</i>	Understand how learners learn and develop, cognitively, socially, and emotionally, and adapt content to meet the needs of a range of learners/diverse learner populations, including those with special needs; attend to the individual needs of learners
(13) <i>Use of Assessment</i>	Assessment literacy, including the ability to develop and/or use assessments (both formal and informal) to evaluate learning, provide feedback to learners from the assessments, and/or monitor or track learning progress
(14) <i>Always Learning</i>	Willingness/passion/desire to learn and develop, to challenge oneself to improve, reflect on own practice, & accept constructive criticism. Includes desire to stay updated on relevant knowledge and skills in their field; engaging in ongoing professional development
(15) <i>Belief in Self</i>	Confidence in oneself

Table A2. Coding categories of characteristics/competencies of effective teachers

Further Details

Characteristic	Description
(16) <i>Intelligence</i>	General intelligence and/or being well-informed; a strong general fund of knowledge (not specific to the content being taught); critical thinking, analytical and problem-solving abilities
(17) <i>Professionalism</i>	Workplace professionalism and responsibility (e.g., honesty, loyalty, punctuality); awareness of and compliance with rules and policies of the education system
(18) <i>Collaborative</i>	Ability to work well with colleagues; shares knowledge and skills with colleagues; cooperative and works with others to improve as a team
(19) <i>Moral</i>	Good moral character or general ethics; principled; can include religiosity and spirituality
(20) <i>Teaching Skills</i>	Knowledge and use of various pedagogical/teaching techniques, general as well as specific to a given content area; pedagogical content knowledge
(22) <i>Qualifications</i>	Possessing necessary preparation and credentials for teaching the grade levels and subject matter
(23) <i>English Fluency</i>	Having the knowledge and skills to teach English to non-native speakers
(24) <i>Cultural Competence</i>	Knowledge, appreciation and respect for different cultures and backgrounds; tolerant, unbiased regarding different learner backgrounds
(25) <i>Families</i>	Ability to communicate and build relationships with learners' parents and families; includes families in learner's education
(26) <i>Research</i>	Ability to conduct and understand research; studying one's own practice and the impact on learners (e.g., action research, lesson study)
(27) <i>Challenging</i>	Belief that all learners can learn; maintaining a challenging, rigorous curriculum for all learners
(28) <i>Political context and/or beliefs</i>	The teacher as part of a political system in which education serves a specific role or purpose; reinforces political beliefs (especially in closed societies); or holds specific political beliefs (e.g., democratic, communist)
(31) <i>Non-cognitive skills</i>	Focus on teaching learners the skills required to be successful in college and/or a career, e.g., learning how to be an independent learner, how to work collaboratively with others; also known as 21st Century and/or "non-cognitive" skills. Includes career guidance for learners
(32) <i>Deep Learning</i>	Values the learning process and focuses on "deeper" learning and knowledge transfer vs. rote learning (memorization of and ability to recall facts) and exam scores
(21, 29, 30) <i>"Other"</i>	Either odd responses (e.g., "eccentric," "well-traveled") or responses too general to code, e.g., "experienced" or "effective" (essentially repeating the question).

Table A2. Coding categories of characteristics/competencies of effective teachers (continued)

Note: Numbers reflecting coding system the research team used for survey responses, and checking alignment with teaching standards and research.

