

Criterion 1	Guiding Questions
<p>Teaching Practice Employs a wide range of teaching and assessment strategies resulting in increased student appreciation and understanding of Mathematics.</p>	<p>What aspects of this person's teaching style impact on the students' attitude towards and/or performance in Mathematics?</p>
	<p>What aspects of this teacher's planning and delivery of lessons help enhance the students' understanding?</p>
	<p>How does this teacher's Mathematical expertise reflect in her/his practice?</p>
Criterion 2	Guiding Questions
<p>Student Development Actively monitors the experience and progress of each student, and provides individually tailored support to students to help each maximize their potential.</p>	<p>What efforts does this teacher make to understand and help students overcome difficulties due to their socio-economic background?</p>
	<p>What remedial or enrichment activities does this teacher provide to students of varying abilities?</p>
	<p>How does this teacher make use of outside class resources to help enhance the students' experience with Mathematics?</p>

Criterion 3	Guiding Questions
<p>Professionalism Always seeks self-improvement and professional development, actively collaborates and shares with colleagues.</p>	How does this teacher keep abreast and adapt to changes in the Mathematics curriculum?
	How does this teacher maintain an awareness of main themes/developments in Mathematics, and how does the teacher convey this wider perspective to students?
	How does this teacher exchange ideas, materials and methods with other colleagues?
Criterion 4	Guiding Questions
<p>Contributions to community Engages others in supporting students' development, including colleagues, parents and other professionals. Actively participates in and contributes to Mathematics education-related bodies or organisations.</p>	How does this teacher show initiative and coordinate with colleagues for the benefit of students/school?
	How does this teacher share ideas, materials and methods with the wider community?
	How does this teacher contribute to the work of Mathematics education bodies and organisations?