



**Table 3:** Highest scoring themes ordered by domain.

Domain and theme (# themes with AC count $\geq 5$ out of total # themes)	AC	Level comparison	
		Pri. Rank	Sec. Rank
<b>Knowledge base (5 out of 16 themes)</b>			
PCK well developed	17	1=	1=
Extensive knowledge about learners (both general and individuals)	16	1=	1=
Extensive subject/content knowledge	13	1=	3=
Extensive, integrated knowledge base (incl. wide range of topics)	11	4	3=
Extensive knowledge about curriculum	6	5	5
<b>Cognitive processes (6 out of 14 themes)</b>			
High awareness of what's happening in class	12	1	1
Extensive and automated cognitive processes/heuristics (teaching or planning)	8	2=	4=
Primary concern with student learning/on-task behaviour	6	4=	2=
Able to make informed decisions in class	6	4=	4=
Regularly engages in progressive/experimental problem solving	6	-	2=
Able to predict potential problems	5	2=	6=
<b>Beliefs (8 out of 32 themes)</b>			
Relationships/rapport as important	9	4=	1=
Treating Ls as individuals with diverse needs & backgrounds	7	2=	3=
Belief in constructivism (or aspects of, esp. non tabula rasa, Ls construct own knowledge)	7	1	6=
A sense of moral duty or mission towards Ls	6	4=	3=
Engaging Ls as important	6	-	1=
Facilitating development of Ls as human beings/future citizens (social responsibility)	5	2=	10=
Having high expectations/setting high challenges for Ls	5	-	3=
Accepting primary responsibility for learning	5	-	10=
<b>Personal attributes (5 out of 13 themes)</b>			
Passion for profession/work as teacher	12	4=	1=
Care for/love their learners	12	1	3=
Positive self-image/self-confidence/self-efficacy/identity	12	4=	1=
Strong desire to succeed/ambitious/motivated	8	2=	5
Resilience (and persistence)	8	4=	3=
<b>Professionalism (10 out of 18 themes)</b>			
Reflects extensively	21	1	1
Continuous/lifelong learners/striving to improve	16	2=	3=
Helps colleagues as T educator (incl. mentoring, informal peer support)	16	2=	3=
Dedicated/hard working/committed	14	4=	3=
Collaboration, PLCs, CoPs important	13	6=	3=
Reflects critically (e.g., self-questioning, problematising practice)	13	6=	2
Leaders (either in school and locally or more widely)	10	-	7
Interest in CPD/INSET/in-service qualifications	6	4=	10
Share resources/ideas with colleagues regularly	6	6=	9
Challenges self incl. through experiments, risks, innovation (incl. PPS)	6	-	8

Domain and theme (# themes with AC count $\geq 5$ out of total # themes)	AC	Level comparison	
		Pri.	Sec.
<b>Pedagogic practice (39 out of 89 themes)</b>			
Displays flexibility/improvises when teaching (adaptive expertise)	20	1=	1=
Engages learners through practices/content/activities/ strategies	17	8=	1=
Links learning to/builds learning on learners' lives and schemata	17	1=	3
Scaffolds learning effectively	15	4=	4=
Has clear routines and procedures	14	1=	8=
Continually assessing throughout lesson/dynamic assessment	13	4=	11=
Considers Ls' needs when planning (both group and individuals)	12	14=	4=
Creates positive, supportive learning environments	12	14=	6=
Make regular use of collaborative/cooperative learning (pair & groupwork)	12	8=	6=
Develops HOTS (incl. creativity and critical thinking)	10	7	17=
Careful planning (as either mental or written process)	9	22=	11=
Monitors learners (circulating) during activities	9	8=	17=
Develops Ls' study skills/autonomy/metacognition	9	4=	35=
Differentiation provided according to Ls' needs, interests or challenges	9	14=	11=
Provides one-to-one tutoring/personalised support (e.g., when monitoring)	9	8=	17=
Reflects interactively	8	35=	8=
Develops close meaningful relationships with Ls	8	-	8=
Develops Ls' understanding	8	14=	17=
Formative assessment is central to practice	8	22=	11=
Adapts core curriculum materials (e.g., textbook)	7	8=	35=
Can anticipate and prevent potential disturbances	7	22=	17=
Cultivates mutual respect/trust	7	35=	11=
Makes use of inductive (e.g., problem-based/discovery) learning	7	14=	23=
Peer tutoring encouraged (incl. peer teaching/correction /feedback/ support)	7	8=	35=
Teacher talk/communication (dialogic interaction, verbal ability) is appropriate	7	14=	35=
Assessment of prior knowledge precedes new instruction	7	14=	23=
Develops own materials/resources/activities	6	22=	23=
Provides developmentally appropriate activities/tasks/instruction	6	22=	23=
Shows sensitivity towards emotional environment of classroom	6	35=	17=
Lesson is made enjoyable for Ls (e.g., humour, fun activities)	6	-	11=
Balances T-led (e.g., WCT) and learner-centred (e.g., activities) lesson phases	6	35=	23=
Provides qualitative feedback to learners on their work	6	35=	23=
Considers long-term objectives when planning	5	14=	58=
Plans flexibly and contingently	5	-	23=
Cohesion/links between learning activities support(s) learning	5	35=	23=
High time on task	5	35=	23=
Wide range of strategies to convey content (evidence of PCK)	5	22=	35=
Use of independent activities (seatwork or groupwork)	5	35=	23=
Teacher questioning of Ls varied	5	22=	35=

*Notes.* Themes are ordered by agreement count (AC) per domain, showing only themes with AC =  $\geq 5$ . Standard competition ranking for stratified subsets also shown for each domain; '=' indicates a tied ranking. Pri.: primary/elementary; Sec.: secondary; T: teacher; L: learner; PCK: pedagogical content knowledge; PLCs: professional learning community; CoPs: communities of practice; CPD: continuing professional development; INSET: in-service training; PPS: progressive problem solving; HOTS: higher-order thinking skills; WCT: whole-class teaching.