Master teachers carry out their professional responsibilities with grace. They help our community be better by modeling the behaviors in the character pledge: respect, responsibility, compassion, courage, honesty, and integrity.

Through their classroom environment, master teachers demonstrate their knowledge of students as individual learners. Recognizing that students cannot focus on content until or unless they feel emotionally safe, master teachers effectively establish a classroom culture of trust and mutual respect, which is conducive to engaged learning and intellectual risk-taking. They establish high standards for the intellectual work of the classroom and help students develop the curiosity and confidence to find and cultivate their individual voices and best selves.

Through their curriculum and instruction, master teachers are experts in their disciplines and foster the habits of mind described in Lovett’s Vision for Learning. They bring the subject matter to life, connect it to other disciplines and authentic contexts, and employ a wide range of resources and teaching strategies to further each student’s understanding. Master teachers are purposeful in their design of curriculum, instruction, and assessment; they design learning experiences that will reach the many learners in the classroom and are responsive to the evolving needs of the students in their care. They engage, inspire, and challenge their students, communicating their own passion for the material.

Master teachers model the growth mindset they expect of their students. Understanding that intelligence, skills and ability are not fixed, they intentionally develop their own and their students’ emotional intelligence. They set goals, seek feedback, and reflect on what they learn, with an eye towards continuous improvement and eagerness to explore new ideas. Master teachers delight in the learning process and are humble and willing to laugh at themselves.

Through their professional relationships, master teachers embrace multiple perspectives. They value, honor, and respect others’ stories, build on others’ ideas, and recognize that a diversity of ideas leads to better outcomes. They treat their colleagues with respect and offer personal and professional support to others. They are consistently positive and proactive in conversations with and about students, parents, and colleagues.

Outside of the classroom, master teachers engage meaningfully in school life. They support the many co-curricular and extra-curricular activities of Lovett by coaching, sponsoring clubs or activities, chaperoning, participating in service learning, and attending events to watch their students perform. When the school needs assistance with programs or projects, Master Teachers volunteer to do whatever they can to ensure that those needs are met.

Middle School and Upper School faculty who serve as advisors take that responsibility seriously, giving it the time and attention that it deserves. They attend to each advisee’s needs with empathy and are intentional in building individual relationships that value and honor each child. Master Teachers make purposeful use of the time set aside for advisory.

In all that they do, Master Teachers strive to live out Lovett’s mission statement and purpose statement. Their work is characterized by a commitment to developing the whole child and an education grounded in learning, character, and community. Consistent with Lovett’s purpose statement, Master Teachers are committed to teaching content and skills, inspiring curiosity and confidence, and developing students’ social, emotional, and spiritual awareness.