

TEACHER KEY COMPETENCIES

The following are the KEY competencies for successful teachers in the Coquitlam School District. The Teacher 10 KEY Competencies are intellectual, personal, social and emotional attributes SD43 teachers need to support deep learning in their students and life-long learning in themselves. **This list is NOT exhaustive of the responsibilities for teachers in each area.**

Teachers are expected to:

- **UNDERSTAND** the developmental needs of student learners
- **KNOW** the learning content and curricular competencies for student learners
- **DO** teach and assess to the needs of diverse learners in all settings and model the “Educated Citizen”

COLLABORATION AND TEAMWORK

Works effectively with others to achieve common goals

KEY Actions:

- Maintaining positive and productive relationships
- Demonstrating a positive outlook and cooperative attitude
- Participating in school goal-setting practices and overall operation of the school
- Participating, initiating, and contributing to a respectful work environment
- Sharing information and knowledge with others
- Dealing with difficult situations in a positive manner
- Valuing the opinions and differences of others

INTERPERSONAL AND COMMUNICATION SKILLS

Demonstrates care, compassion and respect towards the feelings and needs of others; actively listens; and communicates effectively and openly

KEY Actions:

- Acknowledging the contributions of all students
- Role modeling the rights of others to hold different views or values
- Providing prompt responses using the appropriate channels to requests, and anticipating concerns
- Communicating school programs and classroom practices to families
- Actively listening to others and respectfully sharing own ideas
- Building and maintaining relationships with all members of the educational community
- Effectively communicating complex and sensitive matters
- Positively preventing, managing and/or resolving conflict
- Acting as a role model for the ‘Educated Citizen’

ORGANIZATION AND PLANNING

Plans for a supportive environment to implement active learning strategies that enhance student growth

KEY Actions:

- Developing long- (units and previews) and short-term (daybook/lesson plans) planning
- Extending learning beyond the classroom (e.g. field trips, guest presenters) •
Modeling instructional plans to adjust to student needs and data
- Understands, follows and plans using: ○ The Redesigned Curriculum ○ Core and curricular competencies ○ Big ideas
 - Indigenous perspectives and knowledge
- Infusing Indigenous education and First People's Principles into daily teaching
- Preparing and evaluating daily lessons and integrated units for ongoing student success
- Involving students in planning learning activities and assessments
- Differentiating practices and providing access points to meet the needs and interests of diverse learners (planning starts where students are)
- Choosing instructional strategies, organizers, materials and assessment tools and highlighting core and curricular competencies to build on student strengths and to address their stretches and interests

CLASSROOM MANAGEMENT

Ensures a learning environment that supports each student and manages classroom dynamics

KEY Actions:

- Establishing clear, concise routines and expectations for a safe and caring environment (with student input)
- Anticipating potential misbehaviours by proactively using SEL and self-regulation practices •
Creating a flexible learning environment
- Modeling consistency, respect, fairness, and empathy when redirecting or refocusing student behaviour
- Arranging the classroom environment and routines for student self-management, for community building, and for facilitation of student self-reflection and restorative practices
- Teaching student self-management and community building
- Monitoring and correcting student misbehaviours fairly and consistently
- Responding effectively to unanticipated interruptions
- Seeking assistance of Student Services and Administration where applicable

INCLUSIVENESS AND ENGAGEMENT

Creates a caring, engaging and inclusive environment with techniques, supports and interventions which support ALL students' academic, personal, social and emotional well-being

KEY Actions:

- Delivering effective instruction: pacing, communication, appropriateness, student interests and backgrounds, transitions, student choice and developmental needs, varied questioning techniques and a variety of instructional strategies
- Providing lessons with:
 - a defined purpose ○ multiple access points ○ transfer of previous lesson content ○ clear student expectations ○ an effective presentation
 - monitoring of student engagement and activities ○ closure, feedback and review
 - adapted and modified supports-teaching to diversity

Promoting mutual respect, self-pride and productivity among students

Creating personalized and inquiry learning practices Understanding

and applying: ○ differentiated tiered instruction and scaffolding

- Universal Design Model
 - Response To Intervention ○ technological opportunities for diverse learners
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- Adjusting practices based on student data and individual learning style to maximize student participation
 - Demonstrating a commitment to each student and their unique needs by providing opportunities for choice to demonstrate their learning
 - Demonstrating understanding of the Individual Education Plans of students with educational designations

ASSESSMENT

Uses assessment and feedback practices to improve student learning

KEY Actions:

- Providing assessment that acknowledges individual differences
- Maintaining appropriate records of student learning
- Gathering, analyzing and using data to monitor student learning and adjust instruction
- Demonstrating assessment 'for', 'of' and 'during' practices
- Differentiating assessments for individual learners and various instructional goals
- Articulating criteria and learning goals and providing feedback to learners and families in a variety of ways and in a timely manner

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- Accepting the contributions of learners to create different types of assessments including group, peer and self-assessments and reflections
 - Working with students to set, to understand and to articulate criteria and learning goals
 - Understanding planning for learning, assessing data and reporting work are interrelated
 - Utilizing varied summative and formative assessment practices

RESILIENCE AND ADAPTABILITY

Maintains effectiveness and adapts to change, ambiguity, setbacks or opposition

KEY Actions:

- Identifying potential barriers and defining ways to overcome obstacles
- Managing time, a variety of demands and unexpected issues within the learning community
- Persisting through difficulties/conflicts supporting those involved with planning and a calm demeanor
- Adjusting practice based on changing needs of students as well as implementation of new curriculum and technology resources
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EDUCATIONAL TECHNOLOGY: (AS PER ISTE)

Cultivates the use of technology to improve learning and working experiences for all

KEY Uses of Technology to:

- Learn from and with others to improve student learning
- Inspire students to contribute responsibility as a citizen in a digital world
- Collaborate with others to improve practice and share resources
- Lead opportunities to support student empowerment and advocate for student equity
- Design authentic, learner-driven activities and environments
- Model and facilitate creative expression empowering students to take ownership of their learning
- Analyze data to drive instruction, to provide alternative ways for students to share learning and to guide progress

CRITICAL AND CREATIVE THINKING

Identifies issues and opportunities; uses appropriate data to generate innovative decisions or alternatives

KEY Actions:

- Developing a learning environment that encourages creativity and critical thinking
- Using criteria to analyze evidence in decision-making for learning and planning
- Building on others' ideas and prior experiences to build new opportunities
- Creating scenarios that test skill transfer, not just skills

- Engaging learners in problem solving and critical thinking to make subject more meaningful • Promoting self-directed, reflective learning

LIFE-LONG LEARNING

Actively identifies personal strengths and/or “stretches”; takes advantage of learning opportunities; and uses new knowledge in the workplace.

KEY Actions:

- Self-reflecting on teaching practice
- Inquiry planning and goal setting based on own growth areas
- Participating in curricular and professional workshops
- Keeping informed of and applying new educational trends and new Ministry and District processes and procedures
- Being receptive to feedback
- Networking with others to share and to enhance own learning
- Articulating and facilitating opportunities in personal growth plan areas
- Demonstrating a growth mind set
- Taking advantage of opportunities for learning with colleagues



