

GOVERNMENT OF ALBERTA
DEPARTMENT OF EDUCATION
DRAFT TEACHING QUALITY STANDARD

Draft: March 2, 2016

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Teaching Quality Standard

WHEREAS Alberta’s teachers, students, parents, educational leaders, business, industry and members of the public have a strong will to ensure all Alberta students have access to quality learning experiences.

WHEREAS Alberta teachers provide quality learning experiences and develop the conditions necessary for optimal learning for all students.

WHEREAS Alberta teachers play a fundamental role in establishing the conditions under which the learning aspirations and the potential of First Nations, Métis and Inuit students will be realized.

WHEREAS quality teaching occurs best when teachers work together with other teachers in the common interest of helping all students succeed in diverse and complex learning environments.

WHEREAS the *Teaching Quality Standard* provides a framework for the preparation, selection, professional growth and evaluation of all school teachers.

WHEREAS inspiring students and helping them achieve their potential through teaching excellence requires career-long professional growth.

WHEREAS students, parents and education partners should be confident that Alberta teachers demonstrate the *Teaching Quality Standard* in their teaching practices.

WHEREAS it is important to recognize the value of a consistent standard of practice for all school teachers in the province.

1. In the context of this document:

- (a) “competency” means an interrelated set of knowledge, skills and attitudes, developed over time and drawn upon and applied to a particular teaching context in order to support optimum student learning as required by the *Teaching Quality Standard* statement;
- (b) “indicator” means supporting evidence for the practice of a competency; indicators are behavioural in nature and together with the respective competencies, are measureable and observable;
- (c) “local community” means community members who have an interest in education and the school including business and industry, government, and other educational institutions and learning partners;

- (d) “principal” means principal under the *School Act*;
- (e) “school authority” means a public school board, separate school board, Francophone regional authority, charter school operator, private school operator or a school operated by a band;
- (f) “school community” means students, teachers and other school staff members, parents/guardians and school council members;
- (g) “school council” means a school council established under the *School Act*, or a parent advisory council established under the *Private Schools Regulation*;
- (h) “standard” (as summarized in the *Teaching Quality Standard* statement) means the clear expression of the outcome of competent practice;
- (i) “student” means an individual enrolled in a school or required by law to attend, and includes a child younger than six years of age who is enrolled in an early childhood services program;
- (j) “teacher” means an individual who holds a certificate of qualification as a teacher issued under the *School Act*.

2. The *Teaching Quality Standard* statement:

Quality teaching occurs when the teacher’s ongoing analysis of the context, and the teacher’s decisions about which pedagogical knowledge and abilities to apply, result in optimum learning for all students.

3. All Alberta teachers are expected to meet the *Teaching Quality Standard*. Notwithstanding this common expectation for all teachers, it is recognized that teaching practices will vary with teaching contexts. Reasoned professional judgment must be used to determine whether the *Teaching Quality Standard* is being met in a given context.

4. The *Teaching Quality Standard* is described by the following competencies and indicators:

Engaging in Career-Long Learning

- (1) A teacher commits to career-long professional learning and continuous improvement of teaching and learning, by:
 - (a) identifying areas for professional growth through critical reflection on teaching practice;
 - (b) collaborating with other teachers to build personal and collective professional capacities and expertise;
 - (c) actively seeking out feedback to enhance teaching practice;
 - (d) building professional capacity to support student success in inclusive learning environments;

- (e) seeking, critically understanding and applying educational research to improve practice;
- (f) maintaining awareness of emerging technologies to enhance knowledge and inform practice; and
- (g) enhancing understanding of First Nations, Métis and Inuit worldviews, cultural beliefs, languages and values.

Demonstrating a Professional Body of Knowledge

- (2) A teacher applies a current and comprehensive repertoire of teaching and learning strategies to meet the learning needs of every student, by:
 - (a) developing, communicating and enacting a philosophy of education, affirming that:
 - every student can learn and be successful;
 - the diverse learning needs of students can and must be addressed;
 - the success of every student in the school is a shared responsibility;
 - (b) planning and designing learning activities that:
 - address the learning outcomes and goals outlined in provincial legislation and programs of study;
 - reflect short, medium and long range planning;
 - consider a range of instructional strategies, including the appropriate use(s) of digital technology, according to the context, content, desired outcomes and the learning needs of students;
 - enable all students to develop and enhance skills in literacy and numeracy, including reading, writing, mathematics, technology, languages and media;
 - communicate high expectations for all students;
 - foster student understanding of the link between the activity and the intended learning outcomes;
 - consider relevant local, provincial, national and international contexts and issues;
 - are varied, engaging and relevant to students;
 - build student capacity for collaboration;
 - incorporate digital technology and resources, as appropriate, to build student capacity for:
 - acquiring, applying and creating new knowledge;
 - communicating and collaborating with others,
 - engaging in inquiry and critical-thinking; and
 - accessing, interpreting and evaluating information from diverse sources;
 - respond to student variables, including:
 - demographics, e.g. age, gender, ethnicity, religion;
 - social and economic status;
 - maturity;
 - relationships amongst students;
 - prior knowledge and learning;
 - cultural and linguistic background;

- health and well-being;
 - emotional and mental health; and
 - physical, social and cognitive ability;
- (c) implementing appropriate teaching strategies based on:
- a broad knowledge of the specialized curricular, conceptual and methodological foundations of the subject areas they teach;
 - an understanding of students' backgrounds, prior knowledge and experiences;
 - a knowledge of how students develop as learners;
 - the experience and expertise of colleagues;
- (d) understanding and applying student assessment and evaluation practices that:
- accurately reflect the learner outcomes within the programs of study;
 - generate evidence of student learning to inform teaching practice through a balance of formative and summative assessment;
 - provide a variety of methods through which students can demonstrate their achievement of the learning outcomes;
 - reflect reasoned judgment in interpreting assessment evidence to determine and report the level of student learning; and
 - provide accurate, constructive and timely feedback on student learning.

Fostering Effective Relationships

- (3) A teacher builds and fosters relationships to support students, by:
- (a) acting consistently with fairness, respect and integrity;
 - (b) demonstrating empathy and a genuine caring for others;
 - (c) fostering positive relationships with the school community to inform decision-making that supports student learning;
 - (d) providing opportunities for parents/guardians to support student learning;
 - (e) collaborating with child and youth service professionals, including mental health, social services, justice, health, and law enforcement;
 - (f) recognizing and practicing appropriate local protocols to enhance relationships with First Nations, Métis and Inuit parents/guardians, Elders/knowledge keepers and local community members;
 - (g) honouring cultural diversity and promoting intercultural understanding; and
 - (h) exercising shared commitment to the well-being of all students in the learning environment.

Establishing Inclusive Learning Environments

- (4) A teacher establishes, promotes and sustains inclusive learning environments where diversity is embraced and every student feels welcome, safe, cared for, and respected, by:
- (a) promoting equality and acceptance with respect to ethnicity, culture, religious belief, gender, gender identity, gender expression, physical ability, cognitive ability, family status and sexual orientation;

- (b) implementing appropriate universal, targeted and/or specialized strategies to address students' strengths, learning challenges and areas for growth;
- (c) being aware of and responding to students' emotional and mental health needs;
- (d) employing classroom management strategies that:
 - optimize learning for every student;
 - result in a positive, safe environment that is conducive to student learning;
 - involve students in establishing classroom routines;
- (e) recognizing and responding to students' learning needs with supports, including assistive technologies where required, to enable and/or improve learning;
- (f) incorporating students' personal and cultural strengths into teaching and learning; and
- (g) providing opportunities for student leadership.

Applying Foundational Knowledge about First Nations, Métis and Inuit

- (5) A teacher develops and applies foundational knowledge about First Nations, Métis and Inuit for the benefit of all students, and supports the process of reconciliation, by:
 - (a) understanding the historical, social, economic and political implications of:
 - treaties and agreements with First Nations;
 - agreements with Métis;
 - the legacy of residential schools; and
 - the impacts of intergenerational trauma on learner development;
 - (b) using the programs of study to provide opportunities for all students to develop a knowledge and understanding of, and respect for, the First Nations, Métis and Inuit; and
 - (c) supporting the learning experiences of all students by using resources that accurately reflect and demonstrate the strength and diversity of First Nations, Métis and Inuit.

Adhering to Legal Frameworks and Policies

- (6) A teacher demonstrates an understanding of and adherence to the legal frameworks and policies that provide the foundations for the Alberta education system, by:
 - (a) understanding the legislated, moral and ethical frameworks that provide the foundations for the Alberta education system;
 - (b) maintaining an awareness of, and responding in accordance with, requirements authorized under the *School Act* and other relevant legislation and policies established by the school authority; and
 - (c) recognizing that the professional practice of a teacher is bound by standards of conduct expected of a caring, knowledgeable and reasonable adult entrusted with the custody, care or education of students.