



TEACHING COMPETENCIES

Abbotsford School District teachers consistently demonstrate skills essential for student learning:

Communication and Interpersonal Skills

Consider and respond appropriately to the needs, feelings and capabilities of others. Being tactful, compassionate and respectful.

HIRING COMPETENCY

- Act as a role model for students, demonstrating professionalism in communication and manner
- Demonstrate clear, concise verbal and written communication skills
- Seek to understand other peoples' ideas and concerns
- Communicate with others in a non-threatening manner
- Ask questions to clarify and understand others
- Assume responsibility and creatively work with families who may be reluctant to engage in educational situations

DISTINGUISHED PERFORMANCE

- Effectively communicate complex or sensitive matters
- Read and interpret individual and group dynamics
- Demonstrate 'with-it-ness' by monitoring non-verbal cues and body language in others
- Ask essential questions that promote critical thinking and creativity

Organization and Planning

Plan and organize for effective instruction, differentiation and assessment.

HIRING COMPETENCY

- Plan and prepare effective lesson plans and integrated units
- Plan and prioritize with a realistic sense of pacing and time demands
- Anticipate, prepare and evaluate lessons, technological tools and resources
- Differentiate instructional methods and assessment for students
- Select instructional strategies, technology, materials and assessments that build on prior knowledge or experience, cultural history and are relevant to students' interests
- Report achievement and progress to students and their family in a clear, timely and relevant manner

DISTINGUISHED PERFORMANCE

- Develop and implement individualized learning plans using cross-district and community resources
- Facilitate student ownership in a system of goals, feedback and results
- Demonstrate active leadership in planning initiatives to impact student learning at school or district level
- Develop plans that include Aboriginal/Indigenous perspectives

Classroom Management

Create and maintain an optimal learning environment for each student. Appropriately manage student behaviour and classroom dynamics.

HIRING COMPETENCY

- Ensure a safe and supportive place to learn with clear routines and expectations
- Anticipate potential issues and re-direct or de-escalate behaviour
- Re-direct student behaviour with warmth, empathy, and sensitivity to students' status as a learner
- Treat mistakes as a part of learning
- Organize classroom for student learning and ownership
- Ensure that consequences are meaningful and respectful with the goal of restitution for all

DISTINGUISHED PERFORMANCE

- Facilitate student ownership of class routines, high expectations and behaviour
- Facilitate student ownership of their own actions and support for peers; assist in problem-solving complex issues between students
- Facilitate student's meta-cognitive awareness of their own behaviour and/or its impact on learning
- Facilitate student demonstrations of empathy and support for others

<h2>Facilitation and Engagement</h2>	<p>Capture and maintain students' interest, effort, participation and enthusiasm for both the content and the process of learning.</p>	
<p>HIRING COMPETENCY</p> <ul style="list-style-type: none"> • Select high impact instructional strategies that are active, relevant and developmentally appropriate • Create an environment where students are actively participating and engaged both independently and co-operatively • Purposefully use multiple strategies and technology to engage students • Integrate Aboriginal/Indigenous learning principles into units and lessons • Differentiate based on student results 	<p>DISTINGUISHED PERFORMANCE</p> <ul style="list-style-type: none"> • Consider preferred learning styles to facilitate students through cognitively complex tasks • Facilitate multiple ways for students to interact with content, based on their interests and their abilities 	
<h2>Assessment and Coaching</h2>	<p>Utilize balanced assessment and feedback to improve student learning. Apply formative and summative assessment strategies.</p>	
<p>HIRING COMPETENCY</p> <ul style="list-style-type: none"> • Set and communicate learning goals/targets that students can understand and articulate for each lesson • Ensure assessment and feedback are provided in a timely manner • Provide clear, timely and observable feedback for students and families • Provide students with options to demonstrate their learning • Differentiate assessments for individual student needs • Employ a variety of assessment methods that are aligned with instructional goals • Report progress and achievement in a clear, timely and relevant manner • Facilitate a system where students can self-assess and provide constructive feedback to peers 	<p>DISTINGUISHED PERFORMANCE</p> <ul style="list-style-type: none"> • Facilitate processes where students contribute in determining type of assessment and criteria • Demonstrate clear evidence of the cyclical nature of planning, assessment and feedback • Assessments consider traditional cultural, family and community learning experiences that happen outside of the classroom 	
<h2>Collaboration and Teamwork</h2>	<p>Collaborate with others to achieve group goals and objectives. This includes relationships, partnerships and producing team based results.</p>	
<p>HIRING COMPETENCY</p> <ul style="list-style-type: none"> • Participate in team decision making; initiate, contribute and demonstrate responsibility for team decisions • Openly and willingly share appropriate information and knowledge • Deal with conflict in a constructive and positive manner • Respect diversity, and value the opinions of others • Work co-operatively with colleagues and contribute to a positive work environment 	<p>DISTINGUISHED PERFORMANCE</p> <ul style="list-style-type: none"> • Assume leadership roles within pod, department, school and district • Initiate collaboration within team, school and partnerships across the district • Mentor others in the school and education community • Engage in positive partnerships with district and community resources 	
<h2>Caring and Inclusiveness</h2>	<p>Create and maintain an environment that is caring, inclusive and supportive of all students.</p>	
<p>HIRING COMPETENCY</p> <ul style="list-style-type: none"> • Model safe, caring, inclusive and ethical behaviour in words and actions • Plan and implement strategies for the whole person: physical, social, emotional, intellectual • Demonstrate a commitment to each student and their unique needs • Understand and incorporate Aboriginal/Indigenous culture into lessons and activities • Demonstrate understanding of students with educational designations and their ways of learning as outlined in their personal learning plans • Understand cultural diversity and embed that knowledge into practice 	<p>DISTINGUISHED PERFORMANCE</p> <ul style="list-style-type: none"> • Facilitate school activities and programs that create inclusive, caring and socially responsible school environment and practices • Engage the family and school to promote and maintain relationships to impact student learning • Serves as a case manager for students with complex needs 	
<h2>Flexibility and Adaptability</h2>	<p>Demonstrate flexibility in our ability to adjust and adapt to changing circumstances.</p>	
<p>HIRING COMPETENCY</p> <ul style="list-style-type: none"> • Calm when dealing with the unexpected, and recovering quickly from setbacks • Able to manage ambiguity inherent to the learning environment • Effectively prioritize multiple demands • Creative in developing solutions to student/classroom challenges • Differentiate teaching practices to best meet the needs of each learner • Able to change practice based on new curriculum, technology and instructional strategies 	<p>DISTINGUISHED PERFORMANCE</p> <ul style="list-style-type: none"> • Resilient in overcoming setbacks when they occur • Creative in finding solutions to school/district challenges • Expect and accept the emotions, barriers and resistance inherent in change while supporting those involved • Plan and persist through unexpected difficulties • Support others with tools, resources and processes when dealing with change • Take a leadership role in new initiatives 	