**Teacher Education Certification Competencies (SPTRB)**

Student observations, participation and teaching efforts will focus on the Teacher Education Certification Competencies that teacher candidates are expected to demonstrate in order to receive professional certification from the Saskatchewan Professional Teachers Regulatory Board (SPTRB).

NOTE: These competencies are required by teachers who wish to be certified in Saskatchewan. Certificates are required in all Saskatchewan public, Catholic and Independent schools, and may be required by schools operated by First Nations. In these schools, there may exist other valuable competencies or standards of professional practice that teachers are asked to demonstrate/develop, and could be used to broaden the experience of teacher candidates.

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| **1. Professional (Personal) Competencies** |
| 1. 1 Demonstrates the ability to maintain respectful, mutually supportive and equitable professional relationships with learners, colleagues, families and communities |
| 1.2 Demonstrates ethical behaviour and the ability to work in a collaborative manner for the good of all learners |
| 1.3 Demonstrates a commitment to social justice and the capacity to nurture an inclusive, equitable and culturally responsive environment for the empowerment of all learners |
| 1.4 Demonstrates a commitment to service and the capacity to be a reflective, lifelong learner and inquirer |

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| **2. Knowledge Competencies** |
| 2. 1 Demonstrates knowledge of how the Canadian colonial context, especially in reference to Saskatchewan and Western Canada, impacts teaching and learning for Indigenous and non-Indigenous peoples;  |
| 2.2 Demonstrates knowledge of First Nations, Metis & Inuit culture and history (e.g., treaties, residential school, scrip and worldview) and their impacts on contemporary experiences of relationships; |
| 2.3 Demonstrates knowledge of a number of subject taught in Saskatchewan schools (disciplinary/interdisciplinary knowledge);  |
| 2.4 Demonstrates an understanding of the organizational and legal context of schooling; |
| 2.5 Demonstrates ability to use technologies readily, strategically and appropriately; and |
| 2.6 Demonstrates ability to strive for/pursue new knowledge |
| 2.7 Demonstrates ability to strive for/pursue new knowledge |

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| **3. Instructional Competencies** |
| 3. 1 Demonstrates ability to use educational research, inquiry and data for planning, instructional and assessment purposes; |
| 3.2 Demonstrates the ability to utilize meaningful, equitable and holistic approaches to assessments and evaluation; and |
| 3.3 Demonstrates the ability to use a wide variety of responsive instructional strategies and methodologies to accommodate learning styles of individual learners and support their growth as social, intellectual, physical and spiritual beings |

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| **4. Curricular Competencies** |
| 4. 1 Demonstrates knowledge of Saskatchewan curriculum and policy documents and applies this understanding to plan lessons, units of study and year plans using curriculum outcomes as outlined by the Saskatchewan Ministry of Education |
| 4.2 Demonstrates the ability to incorporate First Nations, Métis, and Inuit knowledge, content and perspective into all teaching areas |
| 4.3 Demonstrates the capacity to engage in program planning to shape ‘lived curriculum’ that brings learner needs, subject matter, and contextual variables together in developmentally appropriate, culturally responsive and meaningful ways |