

Given growing labour mobility and diversity in teacher preparation programs and provincial educational priorities, the Teacher Certification Competencies for Saskatchewan reflect a set of common educational competencies that teacher candidates who complete their teacher education programs in Saskatchewan are expected to be able to demonstrate.

These competencies focus on expectations related to professionalism, knowledge, instruction, and curriculum.

Although the competencies are derived from the general body of educational research on teacher education, teaching, and learning, many of the competencies reflect expectations for teacher candidates who choose to live and work in the unique context of Saskatchewan. Additionally, the competencies align with Saskatchewan teacher certification standards.



TEACHER CERTIFICATION COMPETENCIES

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In Saskatchewan, teacher candidates are expected to be able to demonstrate:

- (a) a professional attitude focused on ethical behavior, equity, and service;
- (b) knowledge of the historic and current contexts of Saskatchewan and Canada, the impacts of our colonial past, and an understanding of how knowledge is incorporated and transformed into school curricula;
- (c) the ability to differentiate instruction and assessment reflective of learning needs, and;
- (d) an ability to align planning, instruction and Saskatchewan curricular outcomes in order to respond to learner needs in developmentally appropriate and culturally responsive ways, with a particular focus on First Nations, Métis, and Inuit knowledge, content and perspectives.

In particular, teacher candidates who complete their teacher education in programs in Saskatchewan are expected to be able to demonstrate competence in the following areas:

1. Professional Competencies:

- ✔ demonstrates the ability to maintain respectful, mutually supportive and equitable professional relationships with learners, colleagues, families and communities;
- ✔ demonstrates ethical behaviour and the ability to work in a collaborative manner for the good of all learners;
- ✔ demonstrates a commitment to social justice and the capacity to nurture an inclusive, equitable and culturally responsive environment for the empowerment of all learners;
- ✔ demonstrates a commitment to service and the capacity to be reflective, lifelong learners and inquirers.

2. Knowledge Competencies:

- ✔ 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;
- ✔ demonstrates knowledge of First Nations, Métis & Inuit culture and history, (e.g. treaties, residential school, scrip and worldview) and their impacts on contemporary experiences and relationships;
- ✔ demonstrates knowledge of a number of subjects taught in Saskatchewan schools (disciplinary/interdisciplinary knowledge);
- ✔ demonstrates an understanding of the organizational and legal contexts of schooling;
- ✔ demonstrates proficiency in the language of instruction;
- ✔ demonstrates ability to use technologies readily, strategically and appropriately;
- ✔ demonstrates ability to strive for/pursue new knowledge.

3. Instructional Competencies:

- ✔ demonstrates the ability to use educational research, inquiry, and data for planning, instructional and assessment purposes;
- ✔ demonstrates the ability to utilize meaningful, equitable and holistic approaches to assessment and evaluation;
- ✔ 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.

4. Curricular Competencies:

- ✔ 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;
- ✔ demonstrates the ability to incorporate First Nations, Métis, and Inuit knowledge, content and perspectives into all teaching areas; and
- ✔ 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.

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