

TECC COMPETENCIES (Teacher Education Classification and Certification)

Throughout the T.C.'s program in the College of Education, University of Saskatchewan, he/she is working towards achieving professional competencies as indicated in the **program goals**. The teacher candidate is responsible for using the Professional Growth Portfolio as a tool for gathering evidence of his/her progress toward achieving **TECC program goals and outcomes**.

1. Professionalism	2. Knowledge	3. Instructional	4. Curricular
<p>1.1 demonstrates the ability to maintain respectful, mutually supportive and equitable professional relationships with learners, colleagues, families and communities;</p> <p>1.2 demonstrates ethical behaviour and the ability to work in a collaborative manner for the good of all learners;</p> <p>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;</p> <p>1.4 demonstrates a commitment to service and the capacity to be reflective, lifelong learners and inquirers.</p>	<p>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;</p> <p>2.2 demonstrates knowledge of First Nations, Métis and Inuit culture and history, (e.g. treaties, residential school, scrip and worldview) and their impacts on contemporary experiences and relationships;</p> <p>2.3 demonstrates knowledge of a number of subjects taught in Saskatchewan schools (disciplinary/interdisciplinary knowledge);</p> <p>2.4 demonstrates an understanding of the organizational and legal contexts of schooling;</p> <p>2.5 demonstrates proficiency in the language of instruction;</p> <p>2.6 demonstrates ability to use technologies readily, strategically and appropriately;</p> <p>2.7 demonstrates ability to strive for/pursue new knowledge.</p>	<p>3.1 demonstrates the ability to use educational research, inquiry, and data for planning, instructional and assessment purposes;</p> <p>3.2 demonstrates the ability to utilize meaningful, equitable and holistic approaches to assessment and evaluation;</p> <p>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.</p>	<p>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;</p> <p>4.2 demonstrates the ability to incorporate First Nations, Métis, and Inuit knowledge, content, and perspectives into all teaching areas;</p> <p>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.</p>