

CCSSA Catholic Teaching Quality Standard

The Teaching Quality Standard

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.

This document is a synthesis of the competencies from the Teaching Quality Standard and the Marks of an Excellent Catholic Teacher. The intention of this document is to identify the competencies and corresponding indicators of an Excellent Catholic Teacher.

Each competency in the standard includes several indicators designed to provide illustrative examples of competent teaching practice.

Quality classroom instruction is the primary factor in contributing to student learning.

The Excellent Catholic Teacher

The *5 Marks of an Excellent Catholic Teacher* are added at the beginning of the document and are based on *The Excellent Catholic Teacher*, a document produced by the Council of Catholic School Superintendents of Alberta (CCSSA). This document has been created as a supplementary resource supporting and extending *The Five Marks of a School's Catholic Identity* as presented in the *Growing Forward 2014 Catholic Education Symposium Report*.

Vision Statement

"The Council of Catholic School Superintendents of Alberta is a community of disciples providing a valuable and valued voice that influences the development and direction of Catholic Education in Alberta"

Embody the Role of a Teacher in a Catholic School

A teacher in a Catholic school makes Christ known to their community by joyfully embracing and living the Gospel, and the teachings of the Catholic Faith.

Achievement of this competency is demonstrated by indicators such as:

- a) Embracing the dignity of all as Created in the image of God, ensuring the overall development of the whole student
- b) Advocating for Catholic education and making decisions that embody Gospel teachings, ensuring that all that happens in the classroom reflects a living Catholic vision of the world
- c) Intentionally leads and fosters the development and growth of Catholic education through faith permeation
- d) Acts as a witness and agent of hope by modelling to all people, a lifestyle consistent with the teachings of the Catholic Church, and active parish life
- e) Ensures a communal vision recognizing that God is found with and in each other, while creating and leading a community of faith both within and beyond the classroom
- f) [Add jurisdictional indicators or source material here.](#)

Fostering Effective Relationships

A teacher builds positive and productive relationships with students, parents/guardians, peers and others in the school and local community to support student learning.

Achievement of this competency is demonstrated by indicators such as:

- a) acting consistently with fairness, respect, **dignity**, and integrity;
- b) demonstrating empathy and a genuine caring for others **incorporating a pastoral approach**;
- c) providing culturally appropriate and meaningful opportunities for students and for parents/guardians, as partners in education, to support student learning **through a Catholic lens**;
- d) inviting First Nations, Métis and Inuit parents/ guardians, Elders/knowledge keepers, cultural advisors and local community members into the school and classroom;
- e) collaborating with community service professionals, including mental health, social services, **parish and dioceses**, justice, health and law enforcement; and
- f) honouring cultural diversity and promoting intercultural understanding **in service to the common good**.
- g) **Fostering positive interpersonal relationships among students and staff to promote a sense of mutual trust and belonging**
- h) **Providing meaningful opportunities for students to foster their relationship with Jesus Christ.**

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Engaging in Career-Long Learning

A teacher engages in career-long professional learning and ongoing critical reflection to improve teaching and learning.

Achievement of this competency is demonstrated by indicators such as:

- a) collaborating with other teachers to build personal and collective professional capacities and expertise **through a Catholic lens**;
- b) actively seeking out feedback to enhance **Catholic** teaching practice;
- c) building capacity to support student success in inclusive, welcoming, caring, respectful and safe learning environments;
- d) seeking, critically reviewing and applying educational research **and Catholic teachings** to improve practice;
- e) enhancing understanding of First Nations, Métis and Inuit worldviews, cultural beliefs, languages and values; and
- f) maintaining an awareness of emerging technologies to enhance knowledge and inform practice.
- g) **Seeking personally to grow in his or her spirituality and faith, understanding of Catholic teachings and doctrine**

Demonstrating a Professional Body of Knowledge

A teacher applies a current and comprehensive repertoire of effective planning, instruction, and assessment practices to meet the learning needs of every student.

Achievement of this competency is demonstrated by indicators such as:

- a) planning and designing learning activities that:
 - **seeks ways to showcase and engage God-given talents of all learners**
 - address **and permeate** the learning outcomes outlined in programs of study **from a Catholic world view**;
 - reflect short, medium and long-range planning;
 - incorporate 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;
 - ensure that all students continuously develop skills in literacy and numeracy;
 - 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,
 - critical-thinking; and
 - accessing, interpreting and evaluating information from diverse sources;
 - consider student variables, including:
 - demographics, e.g. age, gender, ethnicity, religion;
 - social and economic factors;
 - maturity;
 - relationships amongst students;
 - **stage of spiritual development of each student**

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- prior knowledge and learning;
 - cultural and linguistic background;
 - second language learning;
 - health and well-being;
 - emotional and mental health; and
 - physical, social and cognitive ability;
- b) using instructional strategies to engage students in meaningful learning activities, based on:
- specialized knowledge of the subject areas they teach;
 - an understanding of students' backgrounds, prior knowledge and experiences;
 - a knowledge of how students develop as learners;
 - **the inherent respect for each student as a child of God;**
- c) applying student assessment and evaluation practices that:
- accurately reflect the **permeated learner** outcomes within the programs of study **from a Catholic world view;**
 - generate evidence of student learning to inform teaching practice through a balance of formative and summative assessment experiences;
 - provide a variety of methods through which students can demonstrate their achievement of the learning outcomes;
 - provide accurate, constructive and timely feedback on student learning; and
 - support the use of reasoned judgment about the evidence used to determine and report the level of student learning.

Establishing Inclusive Learning Environments

A teacher establishes, promotes and sustains inclusive learning environments where diversity is embraced and every student is welcomed, cared for, respected and safe.

Achievement of this competency is demonstrated by indicators such as:

- a) (fostering in the **Catholic** school community equality and respect with regard to rights as provided for in the *Alberta Human Rights Act* and the *Canadian Charter of Rights and Freedoms* **and the Constitutional Rights of the Catholic School System;**
- b) using appropriate universal and targeted strategies and supports to address students' strengths, learning challenges and areas for growth;
- c) communicating a philosophy of **Catholic** education affirming that every student **is a child of God and** can learn and be successful;
- d) being aware of and facilitating responses to the **spiritual**, emotional and mental health needs of students;
- e) recognizing and responding to specific learning needs of individual or small groups of students and, when needed, collaborating with service providers and other specialists to design and provide targeted and specialized supports to enable achievement of the learning outcomes;
- f) employing classroom management strategies that promote positive, engaging, **and faith-filled** learning environments;
- g) incorporating students' **faith**, personal and cultural strengths into teaching and learning; and
- h) providing opportunities for student leadership **incorporating Catholic social teachings**

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Applying Foundational Knowledge about First Nations, Métis and Inuit

A teacher develops and applies foundational knowledge about First Nations, Métis and Inuit for the benefit of all students.

Achievement of this competency is demonstrated by indicators such as:

- a) understanding the historical, social, economic, and political implications of:
 - treaties and agreements with First Nations;
 - legislation and agreements negotiated with Métis; and
 - residential schools and their legacy;
- b) supporting student achievement by engaging in collaborative, whole school approaches to capacity building in First Nations, Métis and Inuit education;
- c) using the programs of study to provide opportunities for all students to develop a knowledge and understanding of, and respect for, the histories, cultures, languages, contributions, perspectives, experiences and contemporary contexts of First Nations, Métis and Inuit; and
- d) 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

A teacher demonstrates an understanding of and adherence to the legal frameworks and policies that provide the foundations for the Alberta education system.

Achievement of this competency is demonstrated by indicators such as:

- a) maintaining an awareness of, and responding in accordance with, requirements authorized under the *School Act* and other relevant legislation;
- b) engaging in practices consistent with policies and procedures established by the school authority; and
- c) recognizing that the professional practice of a teacher **in a Catholic school** is bound by standards of conduct expected of a caring, knowledgeable and reasonable adult entrusted with the custody, care or education of students.

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