

5 Competencies

5.1 Purpose

Competency statements – or descriptions of the skills, knowledge, and attitudes required to reflect the standards set out in the Ontario College of Teachers' *Standards of Practice for the Teaching Profession* – are set out in O. Reg. 99/02, Schedule 1. These 16 competencies form the basis for performance appraisals of both new and experienced teachers.

5.2 *Standards of Practice for the Teaching Profession*

The Ontario College of Teachers developed its *Standards of Practice for the Teaching Profession* as a collective vision of professionalism that guides the daily practice of its members. The College's Governing Council approved the following revised standards in 2006:

Commitment to Students and Student Learning

Members [of the Ontario College of Teachers] are dedicated in their care and commitment to students. They treat students equitably and with respect and are sensitive to factors that influence individual student learning. Members facilitate the development of students as contributing citizens of Canadian society.

Professional Knowledge

Members strive to be current in their professional knowledge and recognize its relationship to practice. They understand and reflect on student development, learning theory, pedagogy, curriculum, ethics, educational research, and related policies and legislation to inform professional judgement in practice.

Professional Practice

Members apply professional knowledge and experience to promote student learning. They use appropriate pedagogy, assessment and evaluation, resources, and technology in planning for and responding to the needs of individual students and learning communities. Members refine their professional practice through ongoing inquiry, dialogue, and reflection.

Leadership in Learning Communities

Members promote and participate in the creation of collaborative, safe, and supportive learning communities. They recognize their shared responsibilities and their leadership roles in order to facilitate student success. Members maintain and uphold the principles of the ethical standards in these learning communities.

Ongoing Professional Learning

Members recognize that a commitment to ongoing professional learning is integral to effective practice and to student learning. Professional practice and self-directed learning are informed by experience, research, collaboration, and knowledge.

5.3 Requirements: Competency Statements

For New Teachers

Principals and teachers have found that some competencies are more relevant than others to the appraisal process for new teachers during the initial phase of their careers. For this reason, the appraisal process for new teachers focuses on a subset of 8 of the 16 competencies (see the items highlighted in light green in Table 2). When appraising the performance of a new teacher, principals must provide in the summative report a comment for each of these eight competencies as a minimum requirement for the appraisal.

Boards and principals should also take into account the likelihood that some individuals may be experienced teachers who were trained and employed outside Ontario. In addition to focusing on the eight competencies required for new teachers, the principal may elect to consider some or all of the other eight competencies when appraising the teacher's performance, if this is in accordance with board policy.

For Experienced Teachers

The principal must consider all 16 competencies when assessing the performance of experienced teachers. However, he or she does not have to comment on all 16 competencies in the summative report. The pre-observation meeting provides opportunities for principals and teachers to discuss which competencies should be the focus of the classroom observation and the appraisal. In the post-observation meeting, they may discuss comments related to the competencies that are to be included in the summative report. However, the principal may comment on competencies other than those discussed, and should advise the teacher of that fact during the discussions.

Board-Mandated Competencies

In addition to the competencies listed in Table 2, boards may identify and consider additional competencies in the performance appraisal of teachers they employ. It is the principal's responsibility, in accordance with board policies and taking into consideration the needs of individual teachers, to determine which, if any, additional competencies may be relevant for the teacher and to comment on those competencies in the summative report.

Table 2 sets out the 16 competency statements within the 5 domains of the Ontario College of Teachers' *Standards of Practice for the Teaching Profession*. The competencies highlighted in light green are those used for appraising the performance of new teachers.

Table 2. The 16 Competency Statements

Domain	Competency
Commitment to Pupils* and Pupil Learning	<ul style="list-style-type: none"> Teachers demonstrate commitment to the well-being and development of all pupils. Teachers are dedicated in their efforts to teach and support pupil learning and achievement. Teachers treat all pupils equitably and with respect. Teachers provide an environment for learning that encourages pupils to be problem solvers, decision makers, lifelong learners, and contributing members of a changing society.
Professional Knowledge	<ul style="list-style-type: none"> Teachers know their subject matter, the Ontario curriculum, and education-related legislation. Teachers know a variety of effective teaching and assessment practices. Teachers know a variety of effective classroom management strategies. Teachers know how pupils learn and the factors that influence pupil learning and achievement.
Teaching Practice	<ul style="list-style-type: none"> Teachers use their professional knowledge and understanding of pupils, curriculum, legislation, teaching practices, and classroom management strategies to promote the learning and achievement of their pupils. Teachers communicate effectively with pupils, parents, and colleagues. Teachers conduct ongoing assessment of pupils' progress, evaluate their achievement, and report results to pupils and their parents regularly. Teachers adapt and refine their teaching practices through continuous learning and reflection, using a variety of sources and resources. Teachers use appropriate technology in their teaching practices and related professional responsibilities.
Leadership and Community	<ul style="list-style-type: none"> Teachers collaborate with other teachers and school colleagues to create and sustain learning communities in their classrooms and in their schools. Teachers work with professionals, parents, and members of the community to enhance pupil learning, pupil achievement, and school programs.
Ongoing Professional Learning	<ul style="list-style-type: none"> Teachers engage in ongoing professional learning and apply it to improve their teaching practices.

Note: The eight competencies highlighted in light green are those used for appraising the performance of new teachers. Principals must provide a comment for each of these eight competencies as a minimum requirement in the summative report for a new teacher.

* In the Education Act, students are referred to as "pupils".