Administrative Procedure 429
Human Resources

TEACHING QUALITY STANDARD

BACKGROUND

Westmount Charter School is committed to high-quality teaching that advances its charter mandate and creates the conditions for all students to thrive. Within Westmount's unique K-12 congregated gifted education setting, teachers demonstrate the professional knowledge, skills, and attributes necessary to provide engaging, responsive, and inclusive learning experiences that recognize the diverse academic, social, emotional, and developmental needs of gifted learners, including those who are twice-exceptional.

In accordance with Alberta's Teaching Quality Standard (TQS), quality teaching is defined as follows:

"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."

At Westmount, effective teaching is grounded in positive relationships, belonging, high expectations, and evidence-informed practice. Teachers foster safe, caring, respectful, and inclusive learning environments that recognize students' individual strengths, abilities, and potential while supporting their well-being, engagement, and growth. Through intentional collaboration, reflective practice, and continuous professional learning, teachers strengthen their collective capacity to support student success.

The Teaching Quality Standard (TQS) establishes the professional expectations for teachers and provides the foundation for professional growth, supervision, evaluation, and continuous improvement. Its six interconnected competencies and associated indicators represent the knowledge, skills, and attributes required for quality teaching. Teachers exercise professional judgement in applying these competencies within Westmount's charter mandate and educational context.

PROCEDURES

1. 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:

   1.1 acting with fairness, respect and integrity;

   1.2 demonstrating empathy and a genuine concern for others;

   1.3 providing culturally appropriate and meaningful opportunities for students and for parents/guardians, as partners in education, to support student learning;

   1.4 inviting First Nations, Métis and Inuit parents/guardians, Elders/knowledge keepers, cultural advisors and local community members into the school and classroom;

   1.5 collaborating with community service professionals, including mental health, social services, justice, health and law enforcement; and

   1.6 honouring cultural diversity and promoting intercultural understanding.

2. Engaging in Career-Long Learning

A teacher engages in career-long professional learning and ongoing critical reflection to improve teaching and learning, and completes professional learning on the code of professional conduct for teachers and teacher leaders.

Achievement of this competency is demonstrated by indicators such as:

2.1 collaborating with other teachers to build personal and collective professional capacities and expertise;

2.2 actively seeking out feedback to enhance teaching practice;

2.3 building capacity to support student success in an inclusive, safe and caring environment that fosters and maintains respectful and responsible behaviours;

2.4 seeking, critically reviewing and applying educational research to improve practice;

2.5 enhancing understanding of First Nations, Métis and Inuit worldviews, cultural beliefs, languages and values; and

2.6 maintaining an awareness of emerging technologies to enhance knowledge and inform practice.

3. 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:

3.1 planning and designing learning activities that:

3.1.1 address the learning outcomes outlined in programs of study;

3.1.2 reflect short, medium and long range planning;

3.1.3 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;

3.1.4 ensure that all students continuously develop skills in literacy and numeracy;

3.1.5 communicate high expectations for all students;

3.1.6 foster student understanding of the link between the activity and the intended learning outcomes;

3.1.7 consider relevant local, provincial, national and international contexts and issues;

3.1.8 are varied, engaging and relevant to students;

3.1.9 build student capacity for collaboration;

3.1.10 incorporate digital technology and resources, 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;

3.1.11 consider student variables including:

- demographics, e.g. age, gender, ethnicity, religion;
- social and economic factors;
- maturity;
- relationships amongst students;
- 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;

3.2 using instructional strategies to engage students in meaningful learning activities based on:

3.2.1 specialized knowledge of the subject areas they teach;

3.2.2 an understanding of students' backgrounds, prior knowledge and experiences;

3.2.3 a knowledge of how students develop as learners;

3.3 applying student assessment and evaluation practices that:

3.3.1 accurately reflect the learner outcomes within the programs of study;

3.3.2 generate evidence of student learning to inform teaching practice through a balance of formative and summative assessment experiences;

3.3.3 provide a variety of methods through which students can demonstrate their achievement of the learning outcomes;

3.3.4 provide accurate, constructive and timely feedback on student learning; and

3.3.5 support the use of reasoned judgment about the evidence used to determine and report the level of student learning.

4. Establishing Inclusive Learning Environments

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

Achievement of this competency is demonstrated by indicators such as:

4.1 fostering equality and respect with regard to rights as provided for in the *Alberta Human Rights Act* and the *Canadian Charter of Rights and Freedoms*;

4.2 using appropriate universal and targeted strategies and supports to address students' strengths, learning challenges and areas for growth;

4.3 communicating a philosophy of education affirming that every student can learn and be successful;

4.4 being aware of and facilitating responses to the emotional and mental health needs of students;

4.5 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;

4.6 employing classroom management strategies that promote positive, engaging learning environments;

4.7 incorporating students' personal and cultural strengths into teaching and learning; and

4.8 providing opportunities for student leadership.

5. Applying Foundational Knowledge about First Nations, Metis and Inuit

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

Achievement of this competency is demonstrated by indicators such as:

5.1 understanding the historical, social, economic and political implications of:

5.1.1 treaties and agreements with First Nations;

5.1.2 legislation and agreements negotiated with Métis; and

5.1.3 residential schools and their legacy;

5.2 supporting student achievement by engaging in collaborative, whole school approaches to capacity building in First Nations, Métis and Inuit education;

5.3 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

5.4 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.

6. 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:

6.1 maintaining an awareness of, and responding in accordance with, requirements authorized under the *Education Act* and other relevant legislation;

6.2 engaging in practices consistent with policies and procedures established by the school authority; and

6.3 recognizing that the professional practice of a teacher is bound by standards of conduct expected of a caring, knowledgeable and reasonable adult

entrusted with the custody, care or education of students.

Cross Reference:	*Education Act* *Teaching Quality Standard* AP-423 Teacher Growth, Supervision and Evaluation
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