**UNIVERSITY OF VICTORIA (UVic) COMPETENCIES 2006 to 2012**

The University of Victoria (UVic) competencies are used as a bridge for education students intending to enter the profession in BC, other Canadian provinces and other parts of the world. The ePortfolio software enables students to provide concrete and specific evidence of their attainment of the UVic Competencies at an entrance level. This evidence is collected as artifacts and reflections that are then located in their ePortfolio.

**PROFESSIONAL COMMITMENT**

* C1. Teachers should demonstrate reflection on and evaluation of their teaching interactions in order to improve their professional knowledge and practice
* C2. Teachers should demonstrate the capacity to share ideas with colleagues, within professional organizations and the wider community
* C3. Teachers should demonstrate their understanding and acknowledgement in practice of the legislated and ethical frameworks within which they work

**PROFESSIONAL KNOWLEDGE**

* K1. Teachers should demonstrate a broad knowledge base as well as in-depth understanding about subject areas they teach
* K2. Teachers should demonstrate knowledge about educational system (local and national) and appropriate curriculum documents
* K3. Teachers should demonstrate knowledge of child development and contextual influences, i.e., cultural, physical, social, psychological
* K4. Teachers should demonstrate knowledge of many approaches to teaching and learning including Aboriginal pedagogy and perspectives
* K5. Teachers should demonstrate knowledge about a range of teaching strategies, resources, and technologies to engage students in effective learning

**PROFESSIONAL PRACTICE**

* P1. Teachers should demonstrate ability to assess and plan for effective learning for a wide range of student needs, interests, and capabilities
* P2. Teachers should demonstrate systematic analysis of teaching experiences drawing on contextual variables and personal reflection
* P3. Teachers should demonstrate the ability to create and maintain safe and challenging learning environments for all students
* P4. Teachers should demonstrate strategies and aptitude to establish and maintain partnerships among school, home, and community, and within their own schools

**BC ministry of education standards connecting to UVic competencies**

The British Columbia ministry of Education (previously the BCCT) Standards provides the foundation and stability for the teaching profession, articulating values and characteristics that distinguish the profession in British Columbia. The table here connects BCCT Standards to the UVic competencies.

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| **BCCT Standards** | **UVic Competencies** |
| **Care and Commitment**  1. Educators value and care for all students and act in their best interests. | C3. Teachers should demonstrate their understanding and acknowledgement in practice of the legislated and ethical frameworks within which they work.  P3. Teachers should demonstrate the ability to create and maintain safe and challenging learning environments for all students. |
| **Ethical Understanding**  2. Educators are role models who act ethically and honestly. | K2. Teachers should demonstrate knowledge about educational system (local and national) and appropriate curriculum documents.  C3. Teachers should demonstrate their understanding and acknowledgement in practice of the legislated and ethical frameworks within which they work. |
| **Student Growth and Development**  3. Educators understand and apply knowledge of student growth and development. | K3. Teachers should demonstrate knowledge of child development and contextual influences, i.e., cultural, physical, social, psychological. |
| **Partnerships family and communities**  4. Educators value the involvement and support of parents, guardians, families and communities in schools. | P4. Teachers should demonstrate strategies and aptitude to establish and maintain partnerships among school, home, and community, and within their own schools.  K4. Teachers should demonstrate knowledge of many approaches to teaching and learning, including Indigenous pedagogy and perspectives. |
| **Effective practices in**   * **Classroom management,** * **Planning,** * **Instruction,** * **Assessment & reporting**   5. Educators implement effective practices in areas of classroom management, planning, instruction, assessment, evaluation, and reporting. | K5. Teachers should demonstrate knowledge about a range of teaching strategies, resources, and technologies to engage students in effective learning.  P1. Teachers should demonstrate ability to assess and plan for effective learning for a wide range of student needs, interests, and capabilities.  K3. Teachers should demonstrate knowledge of child development and contextual influences, i.e., cultural, physical, social, psychological.  P2. Teachers engage in systematic analysis of teaching experiences drawing on contextual variables and personal reflection. |
| **Knowledge and Understanding**  6. Educators have a broad knowledge base and understand the subject areas they teach. | K1. Teachers should demonstrate a broad knowledge base as well as in-depth understanding about subject areas they teach. |
| **Career-long learning**  7. Educators engage in career-long learning. | P2. Teachers engage in systematic analysis of teaching experiences drawing on contextual variables and personal reflection.  C1. Teachers should demonstrate reflection on and evaluation of their teaching interactions in order to improve their professional knowledge and practice. |
| **Professional Contributions**  8. Educators contribute to the profession. | C2. Teachers should demonstrate the capacity to share ideas with colleagues, within professional organizations and the wider community. |

**Recommended Tags for Mahara ePortfolio**

BC ministry of Eduction Standards as tags

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| **Standards as TAGS** | **Page Areas** |
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| Care and Commitment | Commitment |
| Professional Contributions |  |
| Career-long learning |  |
|  |  |
| Partnerships family and communities | Practice |
| Classroom management, |  |
| Planning |  |
| Instruction |  |
| Assessment & reporting |  |
|  |  |
| Knowledge and Understanding | Knowledge |
| Student Growth and Development |  |
| Ethical Understanding |  |
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