



IDEAL CANDIDATE PROFILE

Foothills School Division is seeking qualified teaching candidates to join our Foothills Family. Our Vision for Leading and Supporting Learning guides the efforts of our staff to improve learning for all students. We seek teachers that are committed to improving learning for ALL students by immersing them in an environment that promotes healthy relationships among all stakeholders and commits to intellectually engaging each learner.

Teachers hired by Foothills School Division should:

Be positive and confident individuals who are able to:

- Collaborate and work well within a team approach to learning as an open, dynamic, and collegial team member
- Build positive and professional relationships with students, staff and parents, and communicate effectively with all stakeholders
- Conduct themselves with fairness, dignity and integrity, as a professional, in support of all students
- Demonstrate the capacity to be a lifelong learner
- Strive for excellence and set the same expectation for students.

Be a certified teacher with knowledge, skills and competencies in the following areas:

Planning and Preparation

- Demonstrate a willingness and/or competency to remain current in the Understanding by Design curriculum framework, including designing UbD units and developing common assessments
- Open and willing to demonstrate evidence to remain current in pedagogy and practice
- Seek and respond to feedback from colleagues and administration for the purpose of growth
- Design and plan to effectively differentiate instruction to meet the needs of all learners.

Instruction

- Differentiate appropriately to meet the needs of a diverse student body providing examples of differentiation through process, content, and product

- Identify and provide examples of foundational literacy and numeracy strategies that have been successfully utilized
- Effectively infuse and apply a variety of educational technologies to facilitate student learning and communication
- Engage students, while considering individual learning styles, and provide multiple points of entry into learning as well as multiple modes of representation of learning
- Aware of his/her instructional impact on learning and uses formative assessment to guide next steps
- Be flexible and open to teachable moments.

Assessment

- Provide meaningful assessment strategies for and of learning to move students along a continuum towards deep understanding and achievement
- Create learning and assessment tasks focused on enduring understandings
- Demonstrate a balanced approach to assessment practices
- Demonstrate commitment to and evidence of effective feedback routines and practices that guide a student centered learning environment
- Provide differentiated feedback to students that:
 - ensures that students understand and are involved in the reporting and assessment process (Assessment Capable Learners)
 - meets the needs of individual learners
 - provides clear, fair, accurate, timely and motivating information for learners.

Classroom Environment

- Cultivate a classroom culture of mutual respect and healthy relationships that support growth towards ethical citizenship and community mindedness
- Involve student voice in creating a classroom environment of high expectations that is also safe and caring, and promotes risk taking
- Foster a climate of inquiry and Intellectual Engagement in a student centered environment
- Develop a culture and environment that honours different learning styles, which may include the use of assistive technology or other technologies
- Promote and facilitate health and wellness as well as the development of healthy relationships
- Demonstrate and allow others to express their sense of humour.

Be able to sustain a shared commitment to:

Professional Responsibilities

- Foster collegial and collaborative relationships with all stakeholders to create a culture of learning and commitment to improved professional practice

- Demonstrate collective responsibility for all students in the school
- Commit opportunities for professional learning and growth.

School Culture

- Show a willingness to engage in activities that support developing a school environment that meets the diverse academic, developmental, cultural, physical, and social learning needs of all students
- Show a willingness to engage the WHOLE child through experiences, conversations and relationships within and beyond the classroom.

