TEACHER COMPETENCY FRAMEWORK
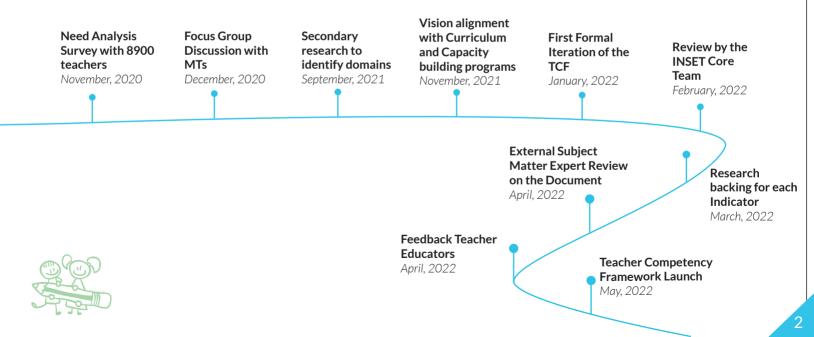
A Vision for Continuous Educator Development

ABOUT

The Teacher Competency Framework is a tool outlining Competencies that a teacher must hone over time to facilitate a holistic and excellent education for the child.

Teachers have the power and responsibility to teach, nurture and shape the lives and minds of their students and reach their fullest potential through education. In this valuable feat, it becomes imperative for all educators to continuously learn, grow and feel supported in doing so.

Therefore, a Teacher Competency Framework helps Organizations and Systems support and inspire the continuous professional learning and development of teachers towards this goal while keeping in mind their ground reality and the Global Standards of Teacher Education.

JOURNEY

In 2021 SCERT decided to reimagine Teacher Education for over 80000 teachers in Delhi based on the recommendations in the NEP and SCERT PAC- 2021-22.

Need Analysis Survey with 8900 teachers
November, 2020

Focus Group Discussion with MTs
December, 2020

Secondary research to identify domains
September, 2021

Vision alignment with Curriculum and Capacity building programs
November, 2021

First Formal Iteration of the TCF
January, 2022

Review by the INSET Core Team
February, 2022

External Subject Matter Expert Review on the Document
April, 2022

Research backing for each Indicator
March, 2022

Feedback Teacher Educators
April, 2022

Teacher Competency Framework Launch
May, 2022

THE
FRAMEWORK

1.
CHILDREN AT THE CENTER

Creating Safe and Conducive Learning Environments

2.
CORE AS A TEACHER

Building excellence in teacher practice (online/ in person/ hybrid)

3.
COLLECTIVE AS PARTNERS

Collective Leadership Beyond the Classroom Number

DOMAIN 1 | CHILDREN AT THE CENTER

SUB-DOMAIN		TEACHER DEVELOPMENT INDICATORS		
1.1	Understanding child development stages and learning theories.	Teachers demonstrate understanding of child development stages by reflecting on the support needed by each student.	Teachers demonstrate understanding of learning theories by making connections between the theory and their own students.	
1.2	Understanding children in my classroom and their individual learner needs.	Teachers interact with students to understand their physical, cognitive and socio-emotional needs.	Teachers observe the students in different spaces to understand their strengths and areas of support.	
1.3	Fostering student safety and healthy classroom relation ships.	Teachers create a culture of care and respect to enable students to share emotions and develop socio-emotional skills	Teachers create a safe space for listening and sharing of questions, ideas and opinions for all students.	Teachers create safe and welcoming spaces for a system of peer support in the classroom.
1.4	Designing inclusive classroom practices to ensure learning is equitable for all children.	Teachers adopt different teaching styles while being respectful of religion, caste, gender, learning disabilities to suit the needs of every student.	Teachers use classroom practices to ensure learning is equally accessible to children with varied academic fluency levels.	

DOMAIN 2 | COLLECTIVE AS PARTNERS

SUB-DOMAIN		TEACHER DEVELOPMENT INDICATORS		
2.1	**Leveraging families and communities as equal partners towards child's wellbeing and learning.**	Teachers engage with the community leaders and families to build a sustainable ecosystem for the growth of a child.	Teachers communicate with the families to know more about the child and celebrate progress.	
2.2	**Collaborating with school staff to contribute to school vision and SDP.**	Teachers collaborate with other teachers for mutual improvment in classroom practice.	Teachers collaborate with all stakeholders within school towards a shared vision and school culture.	Teachers align classroom goals and interventions to the school vision and school development plan .

DOMAIN 3 | CORE AS A TEACHER

SUB-DOMAIN		TEACHER DEVELOPMENT INDICATORS			
3.1	Enhancing subject matter knowledge and expertise.	Teachers use the knowledge gained from professional development programs in their planning, teaching and assessment.	Teachers collaborate with subject resource experts to incorporate shifts in teacher practices.		
3.2	Practicing appropriate pedagogical strategies in the classroom towards the learning objective/s.	Teachers communicate clear learning objectives for every lesson.	Teachers make connections to prior knowledge while introducing a new concept.	Teachers provide students with structured work time in every lesson to apply newly learned knowledge or skill.	Teachers summarize each concept to ensure synthesis of student learning.
3.3	Leveraging comprehensive assessments to inform teacher practice.	Teachers design assessments in a way that all students get the opportunity to showcase their learning.	Teachers consistently conduct assessments and analyze student assessment data.	Teachers use the student assessment data to assess and improve their own practice towards enhancing student progress.	
3.4	Practicing appropriate pedagogical strategies in the classroom towards the learning objective/s.	Teachers provide regular and constructive feedback to the students to help them grow as learners.	Teachers follow up on the feedback to track and support growth of the child.	Teachers adapt their practices for student learning based on feedback from school leaders, peers, students and parents.	
3.5	Practicing appropriate pedagogical strategies in the classroom towards the learning objective/s.	Teachers create learning opportunities for students to grow in their personal skills of critical thinking, self-awareness and creativity.	Teachers aid students to apply social skills of collaboration and communication.	Teachers develop students as compassionate citizens who bring positive change in the community and world.	Teachers integrate 21st skills in teaching and learning of all subjects.

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