

Excellence in Teaching Profile

Taskforce of Academic Council on
Excellence in Teaching and Learning
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Marianopolis teachers demonstrate an undeniable passion for education. The aim of this document is to identify the distinctive values shared by our teachers that make the Marianopolis educational experience unique, and to provide a framework for supporting teachers in their ongoing pursuit of excellence.

Four categories of interaction that are central to the role of a teacher are identified: interactions with students; with subject matter; with the self; and with peers, the institution, and the greater community. Within each interaction, the attitudes, knowledge, and skills that embody excellence in teaching are identified and described. While these characteristics are expected to develop and sharpen over time, it is the ongoing dedication to their mastery that is central to the goal of excellence among all members of the Marianopolis teaching community.

Teacher with Students

Teaching with Passion (Attitude): Conveying excitement for the subject matter, demonstrating a sincere interest in student success, and showing genuine enthusiasm for the teaching profession.

Manifesting Respect for Students and their Ability to Succeed (Attitude): Treating all students with respect and providing the instruction, support, and guidance that permits each student to achieve success.

Fostering an Effective, Motivating, and Safe Learning Environment (Attitude, Knowledge and Skill): Creating a learning environment where students feel comfortable asking questions and expressing their ideas, notably by:

Exhibiting Clarity (Skill): Ensuring that explanations are as clear as possible, and that expectations are clearly communicated.

Using Appropriate Classroom Strategies (Knowledge and Skill): Knowing when and how to use different strategies effectively in order to keep students engaged and to facilitate deep and long-lasting learning.

Optimizing Instructional Time for Learning (Attitude and Skill): Maximizing the time dedicated to instruction and learning in the classroom by using effective curriculum planning, assessment mechanisms, tools for delivering instruction, and classroom management skills.

Monitoring Student Learning (Skill): In planning, employing diverse techniques to track students' progress (including graded and non-graded assignments, quizzes, class discussions, anonymous feedback, office hours, etc.) in order to make adjustments to instructional methods as necessary. In class, responding to students' verbal and non-verbal feedback by adapting instruction promptly.

Providing Timely Feedback (Skill): Providing complete and meaningful feedback on course work within a reasonable time frame, thereby allowing students to improve their understanding of course material and the teacher's expectations for future course work.

Reflecting Student Diversity (Skill): In planning, being sensitive to the varied backgrounds and abilities that students bring to the course. In the classroom and in course work, welcoming and adapting to this diversity.

Setting High Academic Expectations while Providing Appropriate Support (Skill): Encouraging students to achieve beyond their sense of personal capability while providing support to all learners as they struggle and face obstacles.

Promoting the Development of Higher Learning Skills (Skill): Prompting students to advance beyond mere recollection of facts and basic understanding by creating learning activities that lead them to use higher cognitive skills (including critical thinking, creativity, and self-regulation) and that allow them to develop and improve their communication skills and their ability to work effectively with others.

Teacher with Subject Matter

Ensuring Course Coherence (Attitude and Knowledge): Ensuring alignment between instructional activities, objectives, and assessment tools. Adjusting learning activities where they do not produce the desired learning objectives, and modifying assessment tools where they do not reflect learned objectives.

Designing for Learning (Knowledge and Skill): Applying instructional strategies (including direct, indirect, experiential, independent, and interactive approaches) and learning theories to design effective learning activities that best respond to student needs.

Integrating Up-to-Date Knowledge (Attitude and Knowledge): Staying up-to-date with subject matter, with each cohort of students, and with teaching and learning strategies, and using this knowledge to improve course design and update course content.

Contextualizing Knowledge (Knowledge and Skill): Where possible, using real-life examples and applications to provide context to learning activities, and contributing real-life experience to the classroom.

Teacher with Self

Developing Knowledge of Self (Knowledge): Building an accurate self-image that allows identification of how strengths, weaknesses, tendencies, and dispositions influence interactions with others.

Demonstrating Proactive Self-Reflection (Skill): Regularly seeking, receiving, and incorporating feedback on pedagogical theories and practices.

Exhibiting Openness to Change (Attitude): Showing a receptive attitude toward changes that have the potential to foster improvements to teaching.

Showing Continuous Improvement (Skill): Continuously identifying specific personal skills, attitudes, and knowledge that could be improved and taking concrete steps toward effecting measurable change.

Teacher with Peers, Institution, and Community

Collaborating with Peers (Attitude): Demonstrating the willingness to develop, maintain, and promote a spirit of collaboration, positivity, and sharing of ideas which may benefit the community as a whole.

Manifesting Respect (Attitude): Playing an active role in promoting a welcoming, respectful community that works together to allow students to thrive. Maintaining respectful communications while remaining honest and critical.

Demonstrating Professional Judgment and Integrity (Attitude and Skill): Through actions, statements, and decisions, exemplifying the values sought in students. Making decisions after having carefully considered all available relevant information, without bias, in the best interests of students, and with a mind to the College's educational mission.

Leveraging Institutional Knowledge (Knowledge): Displaying a genuine respect for the College's Vision and Mission and institutional goals, and remaining informed of its policies, regulations, and the services available to support students.

Participating Actively in College Life (Attitude): Beyond work in the classroom, supporting the Marianopolis community by making meaningful contributions to administrative, academic, and student life matters.

Promoting Political, Social and Environmental Development and Responsibility (Attitude): Understanding that students' education extends beyond the world of academics and encouraging students to be responsible citizens through curricular and extracurricular activities.



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Teaching at Marianopolis

Our Commitment to Excellence

Teacher with Students	Teacher with Subject Matter
<ul style="list-style-type: none">• Teaching with Passion• Manifesting Respect for Students and their Ability to Succeed• Fostering an Effective, Motivating, and Safe Learning Environment• Setting High Academic Expectations while Providing Appropriate Support• Promoting the Development of Higher Learning Skills	<ul style="list-style-type: none">• Ensuring Course Coherence• Designing for Learning• Integrating Up-to-Date Knowledge• Contextualizing Knowledge
Teacher with Self	Teacher with Peers, Institution, and Community
<ul style="list-style-type: none">• Developing Knowledge of Self• Demonstrating Proactive Self-Reflection• Exhibiting Openness to Change• Showing Continuous Improvement	<ul style="list-style-type: none">• Collaborating with Peers• Manifesting Respect• Demonstrating Professional Judgment and Integrity• Leveraging Institutional Knowledge• Participating Actively in College Life• Promoting Political, Social, and Environmental Development and Responsibility