

## TEACHER PROFILE

**Within the International Baccalaureate Program, teachers should be a model for their students by demonstrating attributes from the Educational Community Profile:**

- **Inquirers:** Teacher should desire to learn daily about new things and be inspired to research and engage in inquiry.
- **Knowledgeable:** Teacher should be up to date on current events. They should also have a wealth of cultural knowledge.
- **Thinkers:** Teachers should have critical thinking skills and be reflective in the realm of professional ethics.
- **Good communicators:** Teachers should be able to express themselves clearly and correctly and they should be willing to collaborate with others and understand different points of view.
- **Principled:** Teacher should act with integrity and honor and they should have a deep sense of equality, justice and respect for people.
- **Open minded:** Teachers should understand and respect their own culture and values but are open to learning about different points of views, different cultures and values and are willing to learn from experience.
- **Caring:** Teachers show empathy, sensitivity and respect for the needs and feelings of others.
- **Risk Takers:** Teachers take on unfamiliar and uncertain situations with good sense and determination.
- **Balanced:** Teachers understand the importance of physical, mental and spiritual balance.
- **Reflective:** Teachers evaluate their own learning and experiences. They know their own abilities and limitations and use them to continue their professional development.

**Within the SEG, these are some of the desired aspects of a teacher's profile.**

### 1. Specific intellectual abilities

- a. Teachers have a high comprehension level of written material and have the ability to read and critically evaluate what they read, relating it to reality and especially to their professional practices.
- b. Teachers express their ideas with clarity, simplicity and correction in oral and written form, and have developed their abilities to describe, narrate and argue, adapting to the developmental level and cultural characteristics of their students.
- c. Teachers explain, analyze and resolve problems, take on intellectual challenges by generating their own responses based on their knowledge and experience. As a result, they are able to guide their students so that they acquire the ability to analyze situations and solve problems.
- d. Teachers have the ability and willingness to engage in scientific research: curiosity, observation skills, methods to ask questions and test possible responses and critical reflection. They apply these skills to improve the results of their educational work.
- e. Teachers locate, select and use different types of information, both written and audiovisual material, in order to develop their professional activities.

## **2. Mastery of concepts that are taught**

- a. Teachers have deep knowledge of concepts and focuses that are established for teaching, in addition to interrelations and the rationality of the plan of study for primary education.
- b. Teachers have mastered subject areas in order to teach the themes, concepts and topics within a plan of study with self confidence and fluency.
- c. Teachers recognize the logical sequence of each subject in primary education and are able to articulate contents of different subjects according to grade level, in addition to relating the knowledge of the grade they teach.
- d. Teachers know how to establish adequate correspondence between the degree of complexity for educational concepts with cognitive processes and the developmental level of their students.

## **3. Teaching competence**

- a. Teachers know how to design, organize and put strategies and activities into practice that are adequate for students' developmental capacities and grade level, in addition to social and cultural characteristics of students and their surroundings, with the goal that students will achieve the knowledge, desired skills and values established in the plan of study at the primary level.
- b. Teachers recognize individual differences of students that influence the learning process and apply teaching strategies to stimulate them. They are capable of implementing strategies for students who are at risk of failing.
- c. Teachers identify special needs for their students and they attend to them if possible through specific teaching strategies and they know where to look for support to implement new strategies.
- d. Teachers know and apply different strategies and forms of evaluation for the educational process that allow them to effectively evaluate students' learning and the quality of their teaching methods. Based on the evaluation, teachers are willing to modify their teaching strategies or evaluation methods.
- e. Teachers are able to establish a positive classroom environment that promotes trust, self confidence, respect, discipline, creativity, curiosity and a desire to learn, in addition to strengthening personal autonomy of the students.
- f. Teachers know the available teaching materials and resources and use them with creativity, flexibility and clear goals in mind, combining them with others, especially with those that the school offers.

#### **4. Professional and ethical identity**

- a. Teachers take on, with principles of their actions and their relationships with students, parents and colleagues, the values that humanity has created throughout history: respect, appreciation for human dignity, freedom, justice, equality, democracy, solidarity, tolerance, honesty and truth.
- b. Teachers recognize, based on realistic expectations, the meaning that their work has for students, parents and society.
- c. Teachers have enough information about philosophical orientation, legal principles, and the organization of the educational system in Mexico. They take on and promote public education that is democratic, free, secular and has national character.
- d. Teachers understand the main problems, necessities and deficiencies that they should resolve in order to strengthen the Mexican education system, specifically those that pertain to where they live.
- e. Teachers take on their profession as a career choice. They understand their rights and responsibilities and use the resources necessary to improve their professional skills and abilities.
- f. Teachers value team work as a means of constant school development and improvement and have favorable attitudes for working together with their colleagues.
- g. Teachers identify and value the most important elements of the Mexican educational tradition. They recognize the importance of public education as an essential component of an organization based on justice, democracy and equality.

#### **5. Perception skills and response to the social conditions of the school**

- a. Teachers appreciate and respect regional, social, cultural, and ethnic diversity in the country as a valued component of nationality, and they accept that this diversity is present in situations where they work.
- b. Teachers value the educational function of the family. Their relationship with parents is receptive, collaborative and respectful and they are able to orient them so that they participate in their child's educational formation.
- c. Teachers promote solidarity and community support, taking into account the resources and limitations in which the activities take place.
- d. Teacher recognize the main problems that the community faces and are available to provide solutions with the necessary information through direct participation or by looking for outside resources, without risking the quality of education.
- e. Teachers take on and promote the rational use of natural resources and are able to teach students to act personally and collectively with the goal of protecting the environment.