



PROFESSIONAL LEARNING SERIES

EDUCATOR SKILLS DEVELOPMENT

K–8 SERIES

Five focused modules • Practical classroom strategies • Kindergarten to Grade 8

PROGRAM DESCRIPTION

The Educator Skills Development – K–8 Series provides practical, developmentally informed professional learning for current and aspiring educators. Across five focused modules, participants build skills for teaching children from Kindergarten to Grade 8, with direct applications to everyday classroom situations.

The series connects child development with instructional planning, assessment, inclusive teaching, and classroom management. Each module offers approaches educators can apply to lesson preparation, student engagement, learning support, and professional decision-making.

THE FIVE MODULES

Choose an individual module to strengthen a specific area of practice, or complete all five for a broader foundation in K–8 teaching.

✓ KPI-01: Child Development and Learning

This module explores key stages of childhood and pre-adolescent development and how they shape learning, behaviour, attention, and emotional regulation in K–8 learners. Educators examine cognitive, social, emotional, and physical development across early childhood, middle childhood, and the transition into early adolescence.

Key topics include brain development, executive function foundations, attention and memory growth, emotional regulation, social development, and early learning differences. The module emphasizes practical classroom strategies to support engagement, behaviour, and regulation while respecting developmental readiness and individual variation.

✓ KPI-02: Foundations of Teaching and Learning in K–8 Settings

This module introduces core principles of effective teaching within private elementary and middle-school environments. Participants explore how children learn best through structure, modelling, repetition, play, inquiry, and relationship-based instruction.

Topics include learner diversity, instructional clarity, age-appropriate classroom management, differentiation, formative assessment, and professional responsibilities in private schools. Emphasis is placed on balancing academic expectations with developmental needs, family communication, and maintaining consistency across grades and classrooms.

✓ KPI-03: Curriculum and Lesson Design for K–8 Learners

This module provides a practical framework for designing developmentally appropriate lessons and units for K–8 learners. Participants learn to write clear learning goals, sequence instruction, and plan lessons that move from concrete to abstract understanding.

Educators explore lesson structure, unit planning, cross-curricular integration, and adapting instruction for mixed-ability classrooms. The module emphasizes flexibility, clarity, and alignment with curriculum expectations while supporting diverse learning styles and developmental stages.

✓ KPI-04: Assessment and Feedback in K–8 Classrooms

This module focuses on assessment as a learning tool in elementary and middle-school settings. Participants explore developmentally appropriate assessment practices, including observation, formative assessment, performance tasks, rubrics, and descriptive feedback.

Educators learn how to monitor progress, document learning, communicate results clearly to families, and adjust instruction based on evidence. Emphasis is placed on fairness, transparency, and supporting growth rather than over-reliance on grades, particularly in younger learners.

✓ KPI-05: Classroom Environment, Behaviour, and Engagement

This module provides practical strategies for creating calm, structured, and engaging K–8 classrooms. Participants explore routines, transitions, expectations, and positive behaviour support suited to younger learners.

Key topics include relationship-building, proactive classroom management, engagement through movement and hands-on learning, conflict resolution, and supporting self-regulation. Educators also examine time management, lesson pacing, and reflective practice to continuously improve classroom effectiveness.

PROFESSIONAL GROWTH & CAREER OPPORTUNITIES

Strengthening practical K–8 teaching skills can enhance classroom effectiveness, broaden professional expertise, and support preparation for new responsibilities and career opportunities in elementary and middle-years education. The series offers valuable professional development for:

- Current and Aspiring K–8 Educators
- Elementary and Middle-School Teachers
- Learning Support Professionals
- Private, Independent, and Alternative School Educators
- Tutors and Learning-Centre Instructors
- Educational Leaders Supporting Staff Development

FLEXIBLE ONLINE LEARNING

All modules are delivered online, providing participants with the flexibility to learn anytime, anywhere, and at their own pace. Course materials can be accessed conveniently from computers, tablets, and mobile devices, making professional learning accessible and adaptable to individual schedules.

COMPLETION

Participants must complete the required content and achieve a minimum grade of 70% on the course quizzes to receive the Completion Record and Certificate.

FREQUENTLY ASKED QUESTIONS

1. Q: Can I take individual modules, or do I need to complete the entire series?

A: The five modules can be taken individually or as a complete professional learning series. Individual educators can select modules that address their professional development goals or complete the full series to strengthen their knowledge and skills across K–8 teaching practices.

Private and independent schools can also select specific modules for their teachers based on school priorities, identified areas for improvement, or individual staff development needs. This flexibility allows schools to provide targeted professional training.

2. Q: Do I need teaching experience to participate?

A: No. The series is designed for both aspiring and practicing educators, particularly those interested in private and independent elementary and middle-school settings. New educators can develop foundational teaching and curriculum knowledge, while experienced teachers can strengthen their instructional approaches, individualized teaching practices, and professional judgement.

3. Q: I am already teaching. What kinds of skills will I develop?

A: The series strengthens educators' curriculum knowledge and their ability to align teaching practices with provincial and territorial expectations. Participants develop practical skills in:

- Interpreting curriculum requirements and translating them into effective lesson and unit plans.
- Adapting instruction to individual student needs while maintaining curriculum alignment.
- Assessing student achievement and documenting evidence of learning and progress.
- Applying developmentally appropriate teaching, classroom management, and engagement strategies.

These competencies help private and independent schools maintain consistent instructional practices, strengthen curriculum documentation, and demonstrate alignment with applicable provincial and territorial Ministry of Education requirements and expectations



K-8 SERIES | PROGRAM INFORMATION

4. Q: How does the series address curriculum expectations across Canadian provinces and territories?

A: The series incorporates examples and comparisons from provincial and territorial curricula across Canada, helping educators develop a broader understanding of curriculum expectations, learning outcomes, and differences in educational approaches.

This broader curriculum knowledge is particularly valuable in private and independent schools, where teachers may have greater responsibility for curriculum planning, adapting instruction to individual students, and ensuring that learning experiences remain aligned with provincial or territorial requirements. It also helps schools strengthen curriculum consistency and informed instructional decision-making across K-8 grades.

5. Q: Can I complete the learning from outside Canada?

A: Yes. The learning series is delivered entirely online and can be accessed from anywhere with a reliable internet connection. International participants are responsible for determining and meeting any visa, study permit, or immigration requirements applicable to their individual circumstances prior to registering for the program. CCATT does not provide immigration advice or assume responsibility for obtaining visas or study permits. Visa and immigration-related circumstances do not constitute grounds for a refund.

6. Q: Are the learning materials included?

A: Yes. All required learning materials are included. The modules provide instructional content, practical examples, curriculum-related activities, and classroom applications. No additional textbooks or learning resources are necessary.

7. Q: How can this training benefit a private or independent school?

A: The series helps private and independent schools strengthen instructional quality, curriculum knowledge, and consistency in teaching practices while maintaining the individualized, child-centred approach that is often central to their educational philosophy.

Schools can select specific modules based on their teachers' professional development needs and school priorities. For example, a school may wish to strengthen curriculum and lesson planning, improve assessment and reporting practices, or develop more effective approaches to classroom management and student engagement.

The flexibility to enroll teachers in individual modules or the complete series allows schools to target specific areas for improvement, strengthen staff competencies, and support a more coordinated approach to curriculum delivery and student learning.

LEARN MORE / ENROLL

Explore the K-8 Series at www.ccatt.ca | Questions? Email info@ccatt.ca