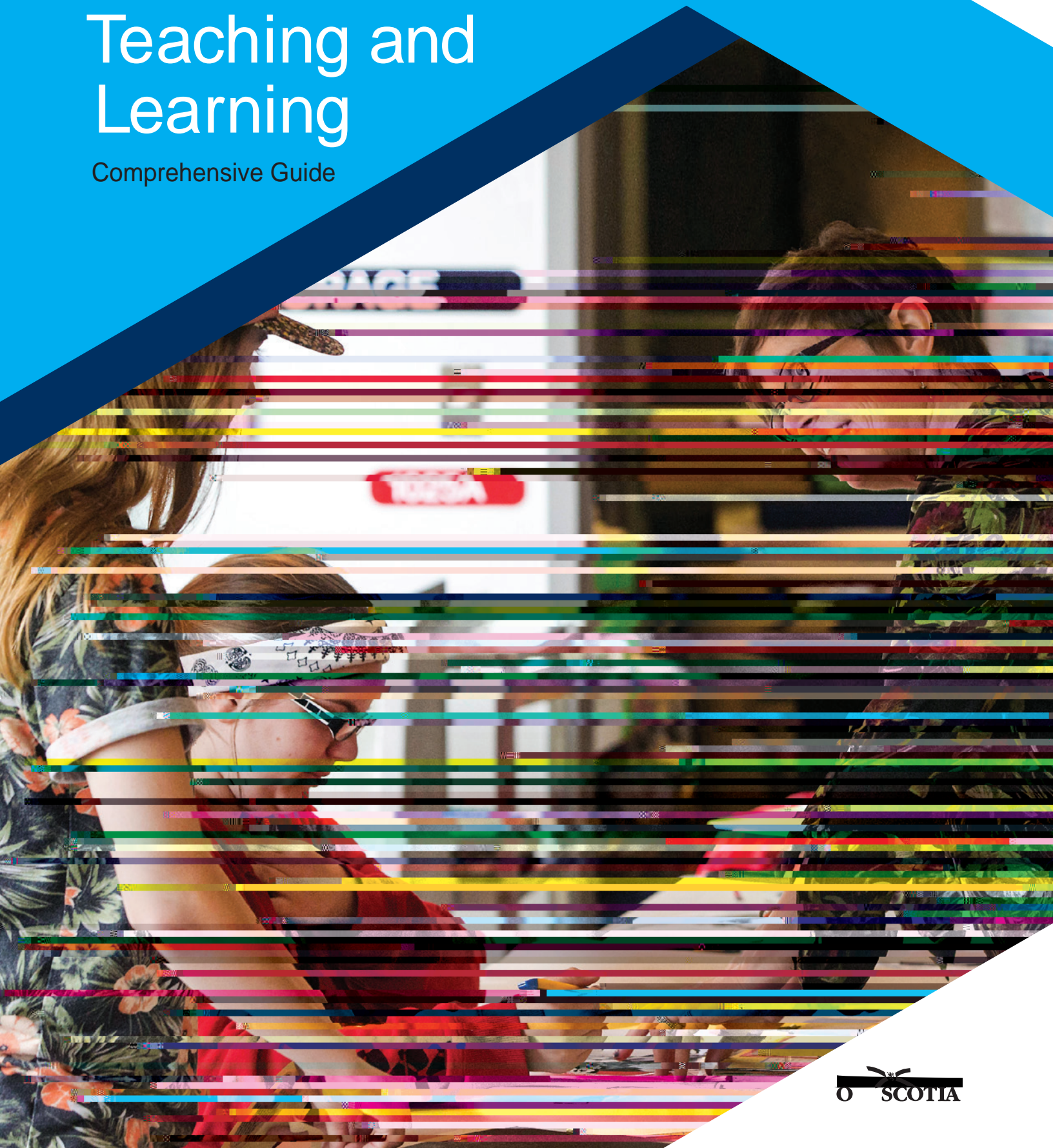


Nova Scotia Teaching Standards

# Excellence in Teaching and Learning

Comprehensive Guide





# Teaching Standards for Nova Scotia – Comprehensive Guide

- 1 Teachers know, respond to, and engage their students.
- 2 Teachers know their subjects and how to teach them.
- 3 Teachers use 'Assessment for and of Learning' to guide teaching and learning.
- 4 Teachers create safe and positive learning environments.
- 5 Teachers participate in professional learning throughout their careers.
- 6 Teachers model and promote professionalism in teaching.

## Teachers know, respond to, and engage their students.

Teachers are student-centered and hold high expectations for student success. Teachers get to know their students and have a broad understanding of how students develop and learn. They use information about student development and diverse cultures, learning strengths and needs, languages and life experiences to guide all aspects of teaching. They provide culturally-responsive, engaging learning experiences that enable students to achieve the learning outcomes. Teachers consider the core values of diversity, equity and inclusivity in their decisions about curriculum, instruction, assessment, student engagement, and classroom management.

## Teachers know their subjects and how to teach them.

Teachers use their knowledge and skill in content

## 5 Teachers participate in professional learning throughout their careers.

Teachers engage in professional learning activities that support their professional growth in the attributes, knowledge and skills essential to teaching. Their professional learning is focused on high-quality teaching that is responsive to the needs of their students. They identify and address their professional learning needs through self-reflection and collaboration. Throughout their careers, teachers participate in and/or contribute to formal and informal professional learning activities. They use professional learning to stay current in educational research, technology, policy, inclusion and many other aspects of their professional practice. Teachers apply professional learning to create changes in classroom practice that support student achievement and success.

## 6 Teachers model and promote professionalism in teaching.

Teachers model professionalism characterized by integrity, honesty, trust, and respect. They demonstrate commitment to the best interest and well-being of the teaching profession through high-quality teaching that supports student success. Teachers are ethical, legal, and contractual responsibilities, including their work. Teachers foster positive and respectful relationships with students, parents and guardians, families, colleagues, communities and other partners in education. They demonstrate professional conduct in a variety of settings, including schools, communities, digital sites, and social media. Teachers demonstrate a commitment to the school community through participation in school activities. They serve as role models for the students that they teach and as ambassadors for their profession.



# Teaching Standards for Nova Scotia— Comprehensive Guide

## What are the Teaching Standards?

The teaching standards are a supportive and integrated framework of six components of high quality teaching in Nova Scotia. All six standards share a commitment to equity, diversity, inclusivity, and high expectations for student learning and achievement.

## What is the vision of the Teaching Standards?

The vision of the teaching standards is to support excellence in teaching and learning through consistent, high-quality teaching in every classroom.

## What is the purpose of the Teaching Standards?

The purpose of the teaching standards is to provide support and structure for teachers while serving as the foundation for major changes to our education system. The standards also promote the teaching profession, heightening public awareness of the vital role that teachers play in the development, learning, and achievement of our children and youth.

## Why were the Teaching Standards created?

The teaching standards evolved from the comprehensive review of the Nova Scotia public education system and the associated Action Plan for Education When the comprehensive review was EQORNGVGF QPG QH VJG MG[ UVTCVGI for advancing high-quality teaching was the provision of support for effective teaching and learning. The teaching standards were created in response to this recommendation. Within schools, teaching has the strongest impact on student achievement. The standards are a supportive framework that RTQXKFG C ENGCT FG'PKVKQP QH JKIJ that assists teachers in identifying their professional learning needs. The standards also provide a detailed description of the breadth and scope of teaching that serves as the foundation for teacher education and professional learning programs. Based on a collaborative and consultative development process that engaged multiple education partners across the province, the Nova Scotia teaching standards are tailored to our province and our teachers.

## What are Indicators?

Indicators are detailed descriptions of the attributes, knowledge and skills associated with each teaching standard. While knowledge and skills are often more readily visible, attributes are also essential components of high quality teaching. For clarity, the indicators for attributes are highlighted in blue to separate them from the more observable and measurable indicators for knowledge and skills.

- Attributes represent the attitudes, values and beliefs that play a critical role in teachers' practice. Attributes are foundational tools in teachers'

- Knowledge describes the content that teachers need to know to teach effectively. Teachers' knowledge is broad and deep and encompasses a wide range of topics, including, but not limited to: child development, subject content, pedagogy, program planning, cultural diversity, linguistic diversity, positive behaviour management strategies, education policy, and professional ethics.
- Skills describe the application of teachers' attributes and knowledge in the classroom. Skills are the observable and measurable behaviours that represent what teachers believe, value, and know about teaching and learning.

The indicators are not a checklist of benchmarks to be simultaneously achieved by all teachers at the same level, in the same way, and at the same time. Rather, they are supportive and consistent descriptions of the teaching standards that serve as signposts for professional growth.

## Attributes

The teacher:

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# Skills

## Attributes

The teacher:

- is committed to providing access to an equitable education that is differentiated to meet students' learning needs
- recognizes the importance of staying current on subject-area content and pedagogy as they evolve
- values multiple perspectives within the discipline and students' critical evaluations of these perspectives
- values the importance of culturally-responsive teaching
- is committed to excellence in the provision of high-quality teaching to all students

## Knowledge

The teacher:

- has a deep knowledge of the Nova Scotia curriculum, including instructional resources, instructional strategies, assessment practices, integration of technology, Essential Graduation Competencies, and the progression of learning outcomes
- has a deep knowledge of the content area that they teach, including academic vocabulary, major concepts, processes of inquiry, misconceptions, and controversies
- knows how to provide culturally-responsive teaching that includes integrating ethnic and cultural content, assessment practices, and instructional resources

- knows the program planning process and when and how to individualize learning outcomes when the curriculum outcomes are not applicable or attainable
- knows how to use educational technologies as an integral part of teaching
- meets the additional standards required for teaching in specialty areas
- demonstrates a high level of mastery of the oral and written language of instruction
- teaches cross-curricular concepts and higher-

## Skills

The teacher:

- uses a broad range of strategies, learning experiences, resources, technologies and representations to deliver the Nova Scotia curriculum outcomes to all students, including approaches that highlight the value of French ' T U V N C P I W C I G
- incorporates the key priorities and initiatives of the Department of Education and Early Childhood Development in their teaching, including literacy, numeracy and career-readiness
- teaches literacy across grades and subjects, as an integral component of instruction







## Skills

The teacher:

- creates and maintains safe and secure learning environments that reflect, value, respond to, and promote pride in student diversity, including cultural and linguistic differences
- develops positive and supportive relationships with students, characterized by mutual respect
- models and promotes positive social behaviour by teaching students how to engage in respectful interactions with one another, how to behave in URGEK'E UEJQQN UGVVKPIU CPF JQY VQ TGURQPUKDN[ use communication and information technology
- provides students with opportunities to develop self-advocacy skills and take responsibility for their behaviour
- provides appropriate programming to facilitate positive and active engagement for all students
- manages classroom routines that effectively promote positive student behaviour during varied activities, including instructional groups, transitions between learning activities, and utilization of learning resources
-



# 5

## Standard Five: Teachers participate in professional learning throughout their careers.

Teachers engage in professional learning activities that support their professional growth in the attributes, knowledge, and skills essential to teaching. Their professional learning is focused on high-quality teaching that is responsive to the needs of their students. They identify and address their professional learning needs through self-reflection and collaboration. Throughout their careers, teachers participate in and/or contribute to formal and informal professional learning activities. They use professional learning to stay current in educational research, technology, policy, inclusion and many other aspects of their professional practice. Teachers apply professional learning to create changes in classroom practice that support student achievement and success.

### Attributes

The teacher:

- values educational research and professional learning and their impact on teaching practice
- is committed to lifelong learning and continually engages in self-reflection, professional inquiry, and professional learning from a variety of sources
- recognizes the importance of their contributions to the professional learning of their colleagues
- values collaborative learning with colleagues with a focus on improving learning for all students

### Knowledge

The teacher:

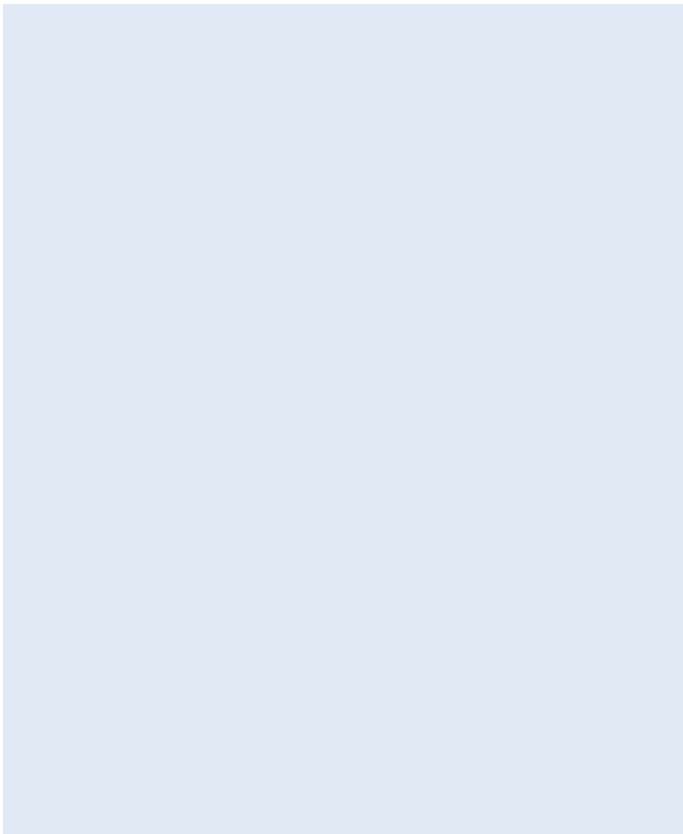
- stays current in educational theory and innovations in instruction, assessment, program planning, and classroom management and their application in the classroom
- knows how to access professional learning opportunities that support professional growth and inform classroom practice
- understands how to use data from a variety of sources to assist with planning for professional learning

## Skills

The teacher:

- actively participates in professional learning that assists them with their professional responsibilities, including subject-area content, pedagogy, assessment, technology, cultural and linguistic responsiveness, and the program planning process
- aligns professional learning with RCE/board and department priorities, including but not limited to: literacy, numeracy and career-readiness
- incorporates professional learning per their professional growth plans
- accesses a broad range of professional learning opportunities from multiple sources including coaches, mentors, and colleagues
- participates in and contributes to school, RCE/ board, and provincially-sponsored professional learning activities
- participates in professional learning as a lifelong learner who continually engages in self-reflection regarding teaching practice
- participates in professional learning focused on the values of equity, fairness, diversity, and inclusion, including strategies for minority language instruction, cultural identity and French language R T Q ' E K G P E [
- engages in collaborative professional learning, including professional conversations
- completes research-based and evidence-based professional learning to stay current in the profession
- reviews, analyzes, and utilizes classroom, school, RCE/board, and provincial data to identify learning and behavioural needs and inform instruction
- engages in professional learning activities related to programs and services for students with special needs
- demonstrates respect for colleagues and facilitators when engaging in professional learning activities through attendance, punctuality, and participation

# Standard Six: Teachers model and promote



## Skills

The teacher:

- models high standards of teaching characterized by collegiality, honesty, integrity, fairness, and accountability
- attends to and advocates for the welfare and dignity of students
- engages in collaborative and respectful professional relationships with students, parents, colleagues, and other partners in education
- models professionalism, through appropriate dress, punctuality, communication, and conduct in school, community, and on-line environments
- contributes to collaborative, inclusive, and welcoming schools through participation in school activities and partnerships with communities, including engagement with Acadian and French language and culture
- complies with school, RCE/board, and provincial regulations and adheres to directions given by those in authority
- EQORNKGU YKVJ EQP'FGPVKCNKV[ TG associated with their work, including the recording, UVQTKPI CEEGUU TGNGCUG CPF JC information
- participates in the performance appraisal process
- HWN'NU CNN NGICN GVJKECN EQPVT duties associated with their assignments
- demonstrates an ongoing professional commitment to education
- completes all professional duties as required by the RCE/board and Department of Education and Early Childhood Development
- contributes to the development and implementation of school Student Success Plans
- HWN'NU VJG g & WV[ VQ 4GRQTVh UWUF abuse and/or neglect as required by legislation

