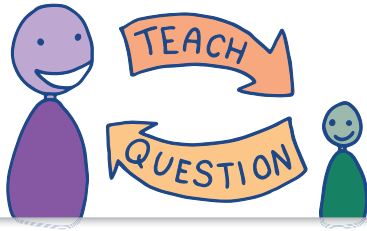
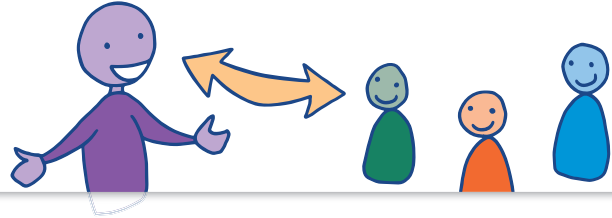


# TEACHING STANDARDS

1

Teachers know, respond to, and engage their students.



2

Teachers know the subjects they teach 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.



# 1

## TEACHING STANDARDS

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



# Nova Scotia Teaching Standard 1

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

### Attributes

The teacher

- believes in success for all students and recognizes the positive impact of high expectations for all students
- recognizes the impact of teaching on student learning, including the influence of teachers' values, beliefs and biases
- values the experiences that students bring to school, including the contributions of their families and communities
- is committed to raising the achievement of all students and narrowing the achievement gap for students of African descent and Aboriginal heritage

### Knowledge

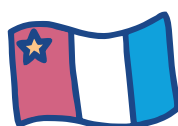
The teacher

- is familiar with the developmental characteristics of the age group that they teach (cognitive, physical, socio-emotional, behaviour) and the factors that impact student development
- understands the important roles of culture, language, ethnicity, gender, socioeconomic status, diversity, equity, and inclusion in student learning
- is knowledgeable about the special needs of students (giftedness, cognitive, emotional/behavioural, learning, physical, medical, communication, sensory, multiple disabilities, mental health) and the program planning process

### Skills

The teacher

- utilizes an understanding of child and youth development and individual differences in student learning to guide all aspects of teaching
- creates learning experiences that engage all students, including the support of student identity development in a minority language context
- creates attainable learning goals based on high expectations for student success
- seeks and responds to information about student diversity, including, but not limited to: culture, language, ethnicity, gender, socioeconomic status and religion
- seeks and responds to information about various types of individual student learning strengths and challenges, including but not limited to: giftedness, mental health, multiple disabilities, cognitive, emotional/behavioural, learning, physical, medical, communication, sensory
- provides culturally responsive teaching that reflects the diverse cultures, languages, life experiences, and backgrounds of students, including programming that reflects living in an official minority language context
- provides programming tailored to individual students with special needs
- adapts curriculum, assessment, and learning resources so that all students see themselves reflected in their school

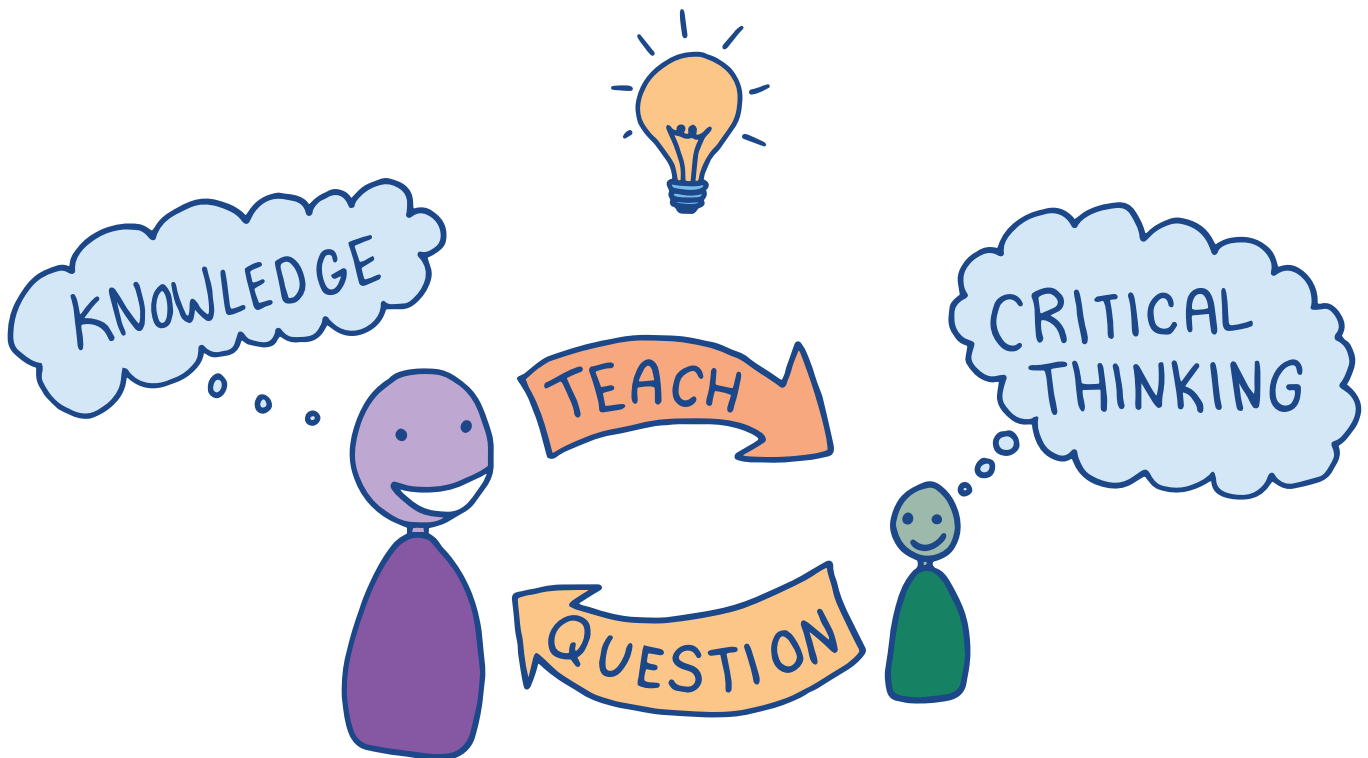


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2

TEACHING STANDARDS

**Teachers know the subjects they teach and how to teach them.**



## Nova Scotia Teaching Standard 2

# Teachers know the subjects they teach and how to teach them.

### 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

### 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 first language
- 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
- teaches cross-curricular concepts and higher-order skills, including critical thinking, innovation, problem-solving, and creativity
- ensures that learning experiences reflect accurate and current content and address misconceptions
- addresses bias in instructional resources, personal attitudes and beliefs, and societal structures
- encourages students to reflect on their prior knowledge, pose questions, and analyze ideas
- develops, implements, and monitors Adaptations and Individual Program Plans tailored to individual students
- completes all stages of the program planning process, as required, including participation on program planning teams
- evaluates, adapts and modifies instructional resources, technologies, and assessment materials to meet the learning needs of all students, including students with special needs
- utilizes current educational research and evidence to identify and implement teaching strategies that have been shown to have the greatest impact on student learning
- quickly adjusts instruction to meet students' changing learning needs

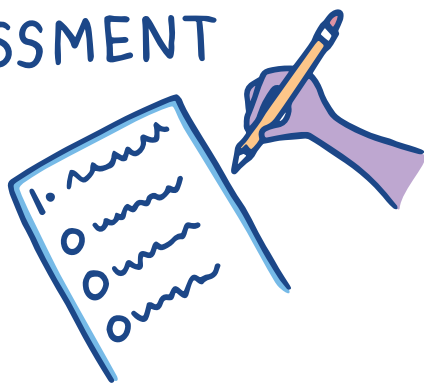
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# 3

## TEACHING STANDARDS

**Teachers use  
'Assessment for and of Learning'  
to guide teaching and learning.**

ASSESSMENT



DATA



STUDENT  
PROGRESS

# Nova Scotia Teaching Standard 3

## Teachers use 'Assessment *for* and *of* Learning' to guide teaching and learning.

### Attributes

The teacher

- is committed to fair, equitable, ethical, and culturally-responsive assessment practices, including the use of assessment data
- respects the different ways that students learn and the varied forms of assessment required so that students can demonstrate what they know
- recognizes the importance of accuracy, validity, and reliability in student assessment
- collaborates with specialists in selecting or designing appropriate assessments

### Knowledge

The teacher

- The teacher:
- understands how to evaluate and utilize assessment data from multiple sources (classroom, school, RCE/board, other) to identify gaps in student learning and inform teaching
- knows when and how to use assessment of and for learning
- knows how to identify and respond to bias in student assessment to ensure equitable assessment
- understands the range and purposes of different types of student assessment, and the factors that influence the choice, administration and evaluation of student assessments
- knows how to adapt assessment, especially for students with special needs
- knows how to prepare students for different types of assessments using study strategies, test-taking skills and varied assessment formats

### Skills

The teacher

- embeds student assessment and evaluation in all levels of instruction – including planning and teaching
- aligns student assessment with learning outcomes, including outcomes related to a French first language minority context that encourages student reflection on cultural identity
- collaborates with students to co-create goals for student progress in relation to these outcomes
- designs, adapts, and selects appropriate assessment activities that accommodate individual learning differences and support culturally-responsive teaching
- uses a combination of formative and summative assessment
- evaluates information from a variety of sources to support equitable and responsive student assessment
- communicates to students the learning outcomes and criteria for success
- engages students actively in the assessment process, in order to develop their capacity to co-construct criteria for success, self-monitor progress, and communicate students' learning
- provides descriptive feedback to students that is prompt and specific
- creates and maintains records that document and communicate progress in student learning
- regularly communicates student progress to parents and guardians

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4

TEACHING STANDARDS

Teachers create safe and positive learning environments.



VALUE REFLECT  
STUDENT DIVERSITY  
PROMOTE



# Nova Scotia Teaching Standard 4

## Teachers create safe and positive learning environments.

### Attributes

The teacher

- recognizes the important role of positive relationships in establishing and maintaining safe and secure learning environments, in which students feel valued and value each other
- recognizes the impact of students' diverse personal and family backgrounds, lived experiences, skills, abilities, perspectives, talents, and interests on their behaviour
- values the role of teachers in modeling, teaching, and reinforcing positive student behaviour
- is committed to the social emotional development and well-being of students

### Knowledge

The teacher

- is familiar with the varied factors that impact student behaviour, including culture, lived experience, socio-economic status, learning styles, stage of development, and physical, social emotional and mental health
- has broad knowledge of effective classroom management techniques, progressive behaviour management strategies, and successful restorative approaches
- knows the Provincial School Code of Conduct and other pertinent legislation, policies and procedures related to student behaviour

### 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 specific school settings, and how to responsibly 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
- adheres to school-wide behavioural expectations for students
- involves students in the creation, implementation, and self-monitoring of classroom behavioural expectations
- employs proactive, preventative and restorative approaches to positive student behaviour at all ages and stages of development
- draws from a range of behaviour management strategies that are equitable, fair, progressive, student-centered and respectful of the dignity of the student
- implements consequences consistently when students do not meet behavioural expectations
- partners with parents and guardians, colleagues, and other professionals to support students with challenging behaviours
- immediately reports unacceptable student behaviour that endangers the well-being of themselves, their classmates, and/or school staff, including any discriminatory or racist behaviours
- refers students with chronic behavioural challenges and/or mental health concerns to support services as part of the program planning process
- develops, implements, and monitors behavioural Adaptations and Individual Program Plans tailored to individual student behavioural challenges and serves on program planning teams
- implements all pertinent policies and procedures related to student behaviour, including requirements for recording, documenting, and/or reporting instances of unacceptable student behaviour

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# 5

## TEACHING STANDARDS

**Teachers participate in professional learning throughout their careers.**



# Nova Scotia Teaching Standard 5

## Teachers participate in professional learning throughout their careers.

### 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
- 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

### 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
- 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 proficiency
- 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

### 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
- 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



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**Teachers model and promote professionalism in teaching.**



## Nova Scotia Teaching Standard 6

# Teachers model and promote professionalism in teaching.

### Attributes

The teacher

- promotes excellence in teaching and provides high-quality teaching for all students
- is committed to the best interest, well-being, and success of all students
- values their school community, and recognizes the importance of community engagement, collegial relationships and partnerships in education
- recognizes the influence of teachers in student success
- is committed to promoting public confidence in the teaching profession through honesty, integrity, and accountability
- values and promotes democratic principles in education, including freedom, diversity, citizenship, social justice, and respect for the environment

### Knowledge

The teacher

- is knowledgeable about the ethical, legal, and professional responsibilities of teachers, as defined by school, RCE/board, provincial, and Ministerial policies and collective agreements
- understands the roles and responsibilities associated with working with partner agencies
- is knowledgeable about the priorities and expectations of teachers from their school, RCE/ board, and Department of Education and Early Childhood Development
- understands the Student Success Planning process and their role in school improvement planning
- understands the importance of professional conduct in the personal use of social media

### 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
- complies with confidentiality requirements associated with their work, including the recording, storing, access, release, and handling of confidential information
- participates in the performance appraisal process
- fulfils all legal, ethical, contractual, and professional 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
- fulfils the 'Duty to Report' suspected cases of child abuse and/or neglect as required by legislation

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