

**DRAFT NOVA SCOTIA TEACHER EDUCATION PROGRAM OUTCOMES, Last updated: May 17, 2017**

Proposed General Outcome	Proposed Summary Statement	Proposed Specific Outcomes
<b>1. Attention to the Uniqueness of the Nova Scotian Educational Context</b>	<p>Initial teacher education programs will provide pre-service teachers with an understanding of the Nova Scotian context and the place of it within national and international educational contexts. Pre-service teachers will understand specific perspectives, cultures, and ways of knowing of Mi'kmaw learners, African Nova Scotian, Acadian learners, children living in poverty, LGBTQ2 learners, newcomers, rural students, and ELL students. Pre-service teachers will be able to respond to the historic, economic, political, socio-cultural, linguistic, religious, and systemic factors that shape society and impact schools. Pre-service teachers will understand how to advance Treaty Education for all Nova Scotia students and the unique needs of students in the Acadian school board.</p>	<p>The pre-service teacher education program will enable students to acquire:</p> <ul style="list-style-type: none"> <li>1.1. Knowledge of social justice and diversity education and the skills to recognize and remove barriers to academic and social success</li> <li>1.2. Knowledge of the historical and contemporary marginalization experienced by Mi'kmaw learners, African Nova Scotian learners, Acadian learners, children living in poverty, LGBTQ2 learners, newcomers, rural students, and ELL students in Nova Scotia and pre-service teachers' role in response to this marginalization</li> <li>1.3. Knowledge of cultural responsive pedagogy and decolonization, and skills in cross-cultural and intercultural understandings and relationship building in support of identity construction</li> <li>1.4. Knowledge of pre-service teachers' roles in addressing the Truth and Reconciliation Commission's Calls to Action and the Treaty Education process in Nova Scotia</li> <li>1.5. Knowledge of pre-service teachers' roles in addressing the effects of systemic and institutional racism on African Nova Scotian and Mi'kmaw learners</li> <li>1.6. Knowledge of the role of educators in supporting creativity, innovation, and environmental stewardship, particularly as they relate to the entrepreneurial, economic, community, and social development of Nova Scotia</li> <li>1.7 Knowledge of language, history, and culture of Acadians, African Nova Scotians, Gaels, and Mi'kmaw students</li> </ul>
<b>2. Knowledge and Understanding of the Nova Scotia Curriculum and Educational Policies</b>	<p>Initial teacher education programs will provide pre-service teachers with knowledge and understanding of the current Nova Scotia curriculum and provincial policy documents that are relevant to pre-service teachers' area(s) of study. Pre-service teachers will be able to use curriculum and policy documents effectively in their design of assignments and activities in lesson and unit plans.</p>	<ul style="list-style-type: none"> <li>2.1. Knowledge of the structure and purposes of the current Nova Scotia curriculum and provincial policy documents and their appropriate use in planning instruction and assessment</li> <li>2.2. Professional terminology and practices necessary to assess and communicate about student work</li> <li>2.3. Specific curriculum knowledge in the pre-service teacher's subject area(s)</li> <li>2.4. The ability to make curriculum culturally relevant for students</li> <li>2.5. The ability to integrate the curriculum authentically to meet expectations across subject areas</li> <li>2.6 The ability to integrate technology into classroom practices to support learning of curriculum goals</li> <li>2.7 Knowledge and ability to embed literacy across subjects and grade levels as an essential component of teaching</li> </ul>
<b>3. Establishment of Safe and Equitable Learning Environments</b>	<p>Initial teacher education programs will provide pre-service teachers with the ability to create and maintain learning environments that are equitable, inclusive, and safe. Pre-service teachers will be able to manage and organize classrooms appropriately, and build relationships with</p>	<ul style="list-style-type: none"> <li>3.1. The ability to create equitable, diverse, and safe learning environments</li> <li>3.2. Knowledge of safe-school policies at the school, board, and provincial level</li> <li>3.3. The ability to organize safe and constructive learning environments based on educational principles of open-mindedness in communities of inquiry</li> <li>3.4. The ability to foster inclusive pedagogy and practices that are responsive to, and inclusive of, a variety of student identities (e.g., cultural, language, gender, class,</li> </ul>

	students in ways that respond to the learning and mental health needs, and well-being, of their students.	sexuality, ability, etc.) 3.5. Knowledge and skills to assist students to improve their resilience, social/emotional well-being, and mental wellness 3.6. Knowledge and skills in applying pro-social classroom management strategies (e.g., cooperative learning, restorative approaches, relational approaches) for building and maintaining positive classroom communities 3.7 Knowledge of theories of behavior management and the ability to apply behavior management strategies in the classroom
<b>4. Knowledge of Practices and Theories Related to Knowing, Responding to, and Engaging all Learners</b>	Initial teacher education programs will cultivate reflective practitioners who can use and conduct educational research. Pre-service teachers will understand child and adolescent development and inclusive practices to support students' transition through the education system.	4.1. An understanding of human development, including Indigenous perspectives of human development in relation to teaching and learning 4.2. Knowledge of transitions from home to school, elementary to secondary school, secondary school to other life pursuits (e.g., post-secondary education, workforce), and across the lifespan 4.3. The ability to focus on student strengths to address learning needs (through, for example, participating in all stages of the program planning process as well as implementing Individual Program Plans [IPPs]) 4.4. Awareness of and skill in using assistive and adaptive technologies to support student learning 4.5. Awareness of and skill in using appropriate instructional methods and models (e.g., experiential learning, cooperative learning, inquiry-based learning) 4.6 The ability to understand and critically analyze educational research and to engage in action research and reflective inquiry as part of educational practice
<b>5. Knowledge of Subjects and How to Teach Them</b>	Initial teacher education programs will familiarize pre-service teachers with the appropriate pedagogical knowledge and skills to help students learn in specific content areas. Pre-service teachers will draw upon their deep subject knowledge and their understanding of differentiated instruction to meet student needs.	5.1. Deep background in disciplinary and content knowledge 5.2. Knowledge of current teaching methodologies within and across disciplines, including content area literacies 5.3. An understanding of how to adapt content and strategies, including culturally responsive pedagogy, for different learners 5.4. Instructional skills that demonstrate an understanding of the intersection of technology, pedagogy, and content knowledge as well as knowledge and skills that will enable them to address the 'digital divide'
<b>6. Use of Assessment to Guide Teaching and Learning</b>	Initial teacher education programs will familiarize pre-service teachers with the principles of assessment and the use, interpretation, and analysis of multiple and appropriate assessment measures. Pre-service teachers will understand the alignment of assessment with instruction and will also understand how communities of educators can use assessment data for a variety of purposes, including re-dressing achievement gaps.	6.1. An understanding of the principles of assessment for/of learning and how they relate to planning and pedagogy, and the achievement gap 6.2. The ability to gather data by observing students independently, as they interact with the learning materials and environment 6.3. The ability to develop and use strategies and tools for assessment for/of learning 6.4. Knowledge about the relationship of assessment to setting learning goals, developing success criteria, establishing feedback mechanisms, and interpreting evidence of learning 6.5. An understanding of the range and purposes of different types of assessment and the skills to critically analyze, evaluate, interpret, and use assessment data from multiple sources

<b>7. Knowledge of Education Law, Union Education, and Professional Relationships</b>	<p>Initial teacher education programs will familiarize pre-service teachers with educational law as it pertains to their professional roles, duties, and legal and ethical responsibilities. Pre-service teachers will acquire knowledge of the role of teachers' unions in advancing the teaching profession and public education. Pre-service teachers will understand the importance of their professional relationships with colleagues (e.g., through communities of inquiry) and other partners in supporting student learning and well-being, and in fostering professional lifelong learning</p>	<p>7.1. Knowledge of professional and ethical responsibilities outlined in such key legal statutes as the Education Act, Provincial School Code of Conduct, Nova Scotia Human Rights Code, Occupational Health and Safety Act, Child and Family Services Act, and the Charter of Rights and Freedoms</p> <p>7.2. The ability to adhere to the Code of Ethics of the NSTU (e.g., with respect to boundaries with students, public behaviour, relationships with colleagues, etc.)</p> <p>7.3. Knowledge of the roles and responsibilities of all professionals who operate within the school environment, including the development of professional communities of inquiry</p> <p>7.4. Recognition of supports, resources, and partnerships for nurturing learners and teachers</p> <p>7.5. An understanding of parents'/guardians' roles in student learning and knowledge and skills related to communicating with parents/guardians</p> <p>7.6. Ability to model professional ethics of digital citizenship</p>
<b>8. Practicum: A Shared Responsibility</b>	<p>Initial teacher education programs will ensure pre-service teachers experience an extensive (18 weeks), structured teaching practice which is incremental, developmental, and interwoven with coursework. Initial teachers are carefully and expertly mentored in schools and other educational settings as part of a shared stakeholder responsibility within job-embedded professional communities of inquiry. Resources, planning, preparation of mentor teachers, and assessment is a shared responsibility delivered within a stakeholder partnership that includes the Nova Scotia Department of Education, the NSTU, Mi'kmaw Kina'matnewey, school boards, and universities. Pre-service teachers will be assessed by a common teacher performance appraisal process that supports the Nova Scotia Teaching Standards in a developmentally appropriate manner.</p>	<p>8.1. A repertoire of practices, teaching strategies and methods (that include technology integration as both assistive and exploratory), and assessment strategies to engage all students</p> <p>8.2. The ability to plan learning units and modify them to take all students' needs and abilities into account so as to create safe and equitable learning environments</p> <p>8.3. The ability to use research and theory to address issues/problems during practice</p> <p>8.4. The ability to collaborate with supervising teacher(s) and other school and/or university supervisors and administrator(s)</p> <p>8.5. A reflective approach about the practicum, to improve their competencies as beginning teachers, identify themselves as lifelong learners with a growth mindset, and manage their own well-being</p> <p>8.6. The ability to consider, adapt, and respond to unexpected situations</p> <p>8.7. The ability to Include and support students with special needs and to participate fully in the program planning and implementation process</p>