



St. Francis Xavier University

Bachelor of Education Handbook

2021-2022



Welcome to the Bachelor of Education (BEd) program within the Faculty of Education at St. Francis Xavier University (StFX) in Antigonish, Nova Scotia—situated on the ancestral and unceded territory of the Mi'kmaw people. This handbook serves as both a guide, and reference, for those within the BEd program and, more particularly, for those involved in its field experience. Our program is anchored by the belief that teaching is a learner-centred professional practice, that teachers at all levels continue to learn professionally throughout their careers, and that teachers are part of a variety of learning communities which focus upon improving learning opportunities for all pupils and teachers.

This handbook shares the purposes, practices, policies, and procedures of our teacher education program. **Pre-service Teachers are expected to be familiar with all the information in this handbook and to diligently abide by the BEd program's professionalism expectations and the Nova Scotia Teachers Union (NSTU) Code of Ethics included herein.**

On behalf of all our colleagues in the Department of Teacher Education, we wish you all the success in the world as you pursue a most noble profession.

Dr. Lacey Marie Brogden
Dean of Education

Dr. Leo MacDonald
Chair of Teacher Education



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Introduction

This handbook focuses on the educational and professional development of Pre-service Teachers, both in P-12 schools and university classrooms. Its focal point is the field experience component of the program where Pre-service Teachers, Associate Teachers, and Faculty Advisors work together to bridge the theoretical and practical components of teaching. Field experiences enable Pre-service Teachers to develop professional knowledge through pedagogical experiences interwoven with coursework in an incremental and developmental way.

While In-service Teachers and University Instructors work most closely with Pre-service Teachers, other educators, such as school and school system administrators, provide essential support. Without the assistance of these people, individually and collectively, initial teacher preparation would not be possible. Pre-service 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 practice. Developing and accessing resources, field experience planning, preparation of Associate Teachers, and Pre-service Teacher and program assessment are shared responsibilities delivered within a stakeholder partnership that includes the Nova Scotia Department of Education and Early Childhood Development (NSDEECD), the NSTU, Mi'kmaw Kina'matnewey (MK), Regional Centres of Education and Conseil scolaire acadien provincial (CSAP), and universities.

Definition of Terms

- **Pre-service Teacher:** a person who is enrolled in the BEd program in order to become certified as a practicing teacher in elementary/secondary schools
- **In-service Teacher:** a person who is in professional practice as a teacher
- **Associate Teacher:** an In-service Teacher who works with a Pre-service Teacher who is developing professional knowledge through practical experience
- **University Instructor:** a person who teaches Pre-service Teachers in the university setting
- **Faculty Advisor:** a teacher/mentor from the University who visits and advises Pre-service Teachers in their field experience
- **Field Experience:** a time when Pre-service Teachers develop professional knowledge of teaching/learning in a school setting and under the supervision of an Associate Teacher (synonymous with practicum/internship)

Common Threads of the BEd Program

There are four common threads to StFX's BEd program. These threads are foundational to all that is done in the BEd program; they are modeled and taught in all the BEd courses:

- **Equity, Social Justice, and Anti-racism:** Our faculty subscribe to the fundamental belief that all pupils should be treated equitably. We have prioritized common core courses which focus upon sociology of education, inclusive practices, and contemporary issues in P-12 education; we believe these courses will assist Pre-service Teachers in becoming more capable of meeting the needs of all pupils.
- **Professionalism in Practice:** As professionals, Pre-service Teachers are expected to contribute all that they can to their chosen profession. Pre-service Teachers must act always in ways that are consistent with the NSTU Code of Ethics. This will require a focus on commitment to pupils, other teachers, employers, and the wider community. This code is a guide for all Pre-service Teachers as they progress through the program.
- **Technology and Ingenuity:** Our program encourages all Pre-service Teachers to be critical consumers and users of educational technology. We believe that the purpose of technology in professional practice is to assist and improve opportunities for pupils to maximize learning.
- **Experiential Learning:** Learning to teach is a developmental lifelong process that requires teachers to continually reflect upon moral, pedagogical, and societal dimensions of practice. Through continuous interactions in a variety of learning experiences in schools, social events, and university classrooms, teachers come to know more about their profession and themselves as professionals. We believe that much about the teaching-learning process can best be achieved through direct experiences. Discussion, group work, projects, micro-teaching, and case studies are ongoing and normal parts of the program. A variation on the old proverb, "I hear and I forget, I see and I remember, I do and I understand, I reflect and I am renewed" is considered to be central in much of what Pre-service Teachers do as they learn to teach.



BEd Program Structure

YEAR I	TERM I - Initiation	<p>All students take:</p> <ul style="list-style-type: none"> • EDUC 433 Sociology of Education. <p>All elementary students take:</p> <ul style="list-style-type: none"> • EDUC 411 Curriculum and Instruction in Language and Literacy I, • EDUC 412a Curriculum and Instruction in Early Elementary Mathematics, and • EDUC 439a Principles and Practices of Elementary Education. <p>All secondary students take:</p> <ul style="list-style-type: none"> • EDUC 4XXa Curriculum and Instruction in Secondary Education (in first teachable), • EDUC 432a Principles and Practices of Secondary Education, and • (normally) an open elective. <p>All Physical Education and French specialists take:</p> <ul style="list-style-type: none"> • EDUC 457a Curriculum and Instruction in Early Elementary Physical and Health Education and/or • EDUC 459 French Education I. <p>All students complete a 5.5-week field experience (EDUC 471 Internship I) and begin their Professional Portfolios.</p>
	TERM II - Development	<p>All students take:</p> <ul style="list-style-type: none"> • EDUC 436 Inclusive Practices I. <p>All elementary students take:</p> <ul style="list-style-type: none"> • EDUC 412b Curriculum and Instruction in Upper Elementary Mathematics, • EDUC 414 Curriculum and Instruction in Language and Literacy II, and • EDUC 439b Principles and Practices of Elementary Education. <p>All secondary students take:</p> <ul style="list-style-type: none"> • EDUC 4XXb Curriculum and Instruction in Secondary Education (in first teachable), • EDUC 432b Principles and Practices of Secondary Education, and • (normally) an open elective. <p>All Physical Education and French specialists take:</p> <ul style="list-style-type: none"> • EDUC 457b Curriculum and Instruction in Early Elementary Physical and Health Education and/or • EDUC 460 French Education II. <p>All students complete a 5.5-week field experience (EDUC 472 Internship II) and continue building their Professional Portfolios.</p>
YEAR II	TERM III - Expansion	<p>All students take:</p> <ul style="list-style-type: none"> • EDUC 434 Inclusive Practices II. <p>All elementary students take:</p> <ul style="list-style-type: none"> • EDUC 413 Curriculum and Instruction in Science, • EDUC 416 Curriculum and Instruction in Social Studies, and • EDUC 463 Elementary Assessment for and of Learning. <p>All secondary students take:</p> <ul style="list-style-type: none"> • EDUC 4YYb Curriculum and Instruction in Secondary Education (in second teachable), • EDUC 438 Assessment for and of Learning, and • (normally) one elective. <p>All Physical Education and French specialists take:</p> <ul style="list-style-type: none"> • EDUC 425a Curriculum and Instruction in Secondary Education (Physical Education), • EDUC 444 Fall Outdoor Education (or EDUC 407 Winter Outdoor Education in Term IV; Physical Education), and/or • EDUC 428a Curriculum and Instruction in Secondary Education (French). <p>All students complete a 5.5-week field experience (EDUC 481 Internship III) and continue building their Professional Portfolios.</p>
	TERM IV - Consolidation	<p>All students take:</p> <ul style="list-style-type: none"> • EDUC 435 Contemporary Issues in Public Education. <p>All elementary students take:</p> <ul style="list-style-type: none"> • EDUC 415 Integration of Curriculum, • (normally) a Physical Education or Fine Arts elective, and • (normally) one open elective. <p>All secondary students take:</p> <ul style="list-style-type: none"> • EDUC 4YYb Curriculum and Instruction in Secondary Education (in second teachable), • EDUC 440 Literacy in the Content Areas, and • (normally) one open elective. <p>All Physical Education and French specialists take:</p> <ul style="list-style-type: none"> • EDUC 425b Curriculum and Instruction in Secondary Education (Physical Education) and/or • EDUC 428b Curriculum and Instruction in Secondary Education (French). <p>All students complete a 5.5-week field experience (EDUC 482 Internship IV) and complete their Professional Portfolios.</p>

Field Experience Professional Growth Sequence, Year I

YEAR	PLACEMENT	PURPOSE	INTENDED PROFESSIONAL GROWTH	PROFESSIONAL EXPECTATIONS
<p>Year I Term I 5-6 weeks November-December</p>	<p>ELEMENTARY in P-3 or 4-6 grade range</p> <p>SECONDARY in first teachable subject in 7-9 or 10-12 grade range</p>	<p>INITIATION TO TEACHING -through orientation, observation, and practice, Pre-service Teachers will be introduced to school and classroom policies, structures, and procedures, provincial curriculum guides, teaching materials, strategies and techniques, extra-curricular activities, and teaching</p>	<p>TEACHING RESPONSIBILITIES -normally prepare and teach at least one detailed lesson plan daily (by the middle/end of the first week), about 25% of a full-time teacher's teaching load</p> <p>OTHER RESPONSIBILITIES -become familiar with and try a number of classroom management strategies -become familiar with the learning needs of a particular group of pupils -continue to learn through observation and discussion with others -participate in school routines, such as attendance taking, meetings, lunch time supervision, etc.</p>	<p>EXPECTATIONS -the Pre-service Teacher will be expected to set Professional Growth Targets (PGTs), keep a Plan Book, and write daily reflections that lead to continued professional development -the Faculty Advisor will make at least two classroom visits and provide written feedback -the Associate Teacher is encouraged to provide frequent oral and written feedback; the Associate Teacher should provide two written reports per term for the Faculty Advisor and Pre-service Teacher -the Pre-service Teacher, Associate Teacher, and Faculty Advisor will meet together at least once to discuss the progress of the Pre-service Teacher</p>
<p>Year I Term II 5-6 weeks March-April</p>	<p>Pre-service Teachers will return to the first term placement</p>	<p>DEVELOPMENT -Pre-service Teachers will continue the development begun in Term I</p>	<p>TEACHING RESPONSIBILITIES -normally prepare and teach at least two detailed lesson plans daily (by the middle/end of the first week), of which at least one is part of a longer unit, about 50% of a full-time teacher's teaching load</p> <p>OTHER RESPONSIBILITIES -continue to develop and use a variety of classroom management strategies which are age appropriate and appropriate for the intended learning outcomes -become more familiar with how to meet the learning needs of a particular group of pupils and the individual needs of particular learners -have the opportunity to design and teach a full unit of study -continue to learn through observation and discussion with others</p>	<p>EXPECTATIONS -the Pre-service Teacher will be expected to set PGTs, keep a Plan Book, and write daily reflections that lead to continued professional development -the Faculty Advisor will make at least two classroom visits and provide written feedback -the Associate Teacher is encouraged to provide frequent oral and written feedback; the Associate Teacher should provide two written reports per term for the Faculty Advisor and Pre-service Teacher -the Pre-service Teacher, Associate Teacher, and Faculty Advisor will meet together at least once to discuss the progress of the Pre-service Teacher</p>

Field Experience Professional Growth Sequence, Year II

YEAR	PLACEMENT	PURPOSE	INTENDED PROFESSIONAL GROWTH	PROFESSIONAL EXPECTATIONS
<p>Year II Term I 5-6 weeks November-December</p>	<p>ELEMENTARY usually in alternate range from first year placement</p> <p>SECONDARY usually in second teachable subject or combination of first and second teachable subject in alternate range from first year placement</p>	<p>EXPANSION OF TEACHING RESPONSIBILITIES -Pre-service Teachers widen their experience and abilities in a different setting from Year I</p>	<p>TEACHING RESPONSIBILITIES -teach about 75% of a full-time teacher's teaching load (by the middle/end of the first week)</p> <p>OTHER RESPONSIBILITIES -continue to develop and use a variety of classroom management strategies which are age appropriate and appropriate for the intended learning outcomes -become more familiar with how to meet the learning needs of a particular group of pupils and the individual needs of particular learners through a variety of instructional strategies -have the opportunity to design, teach, and assess a full unit of study -use formative and summative assessment strategies to support and assess progress -continue to learn through observation and discussion with others and carry out professional duties</p>	<p>EXPECTATIONS -the Pre-service Teacher will be expected to set PGTs, keep a Plan Book, and write daily reflections that lead to continued professional development -the Faculty Advisor will make at least two classroom visits and provide written feedback -the Associate teacher is encouraged to provide frequent oral and written feedback; the Associate Teacher should provide two written reports per term for the Faculty Advisor and Pre-service Teacher -the Pre-service Teacher, Associate Teacher, and Faculty Advisor will meet together at least once to discuss the progress of the Pre-service Teacher</p>
<p>Year II Term II 5-6 weeks March-April</p>	<p>normally Pre-service Teachers will return to the first term placement; Alternative Individualized Placements and International Field Experience opportunities are also available for Pre-service Teachers</p>	<p>CONSOLIDATION -Pre-service Teachers returning to their fall placement are expected to further develop their expertise and professional knowledge</p>	<p>TEACHING RESPONSIBILITIES -teach about 100% of a full-time teacher's teaching load (by the middle/end of the first week)</p> <p>OTHER RESPONSIBILITIES -continue to develop and use a variety of classroom management strategies which are age appropriate and suitable for the intended learning outcomes, and be able to choose strategies that meet whole group, small group, and individual needs --become more familiar with how to assess and meet the learning needs of a group of pupils and the individual needs of particular learners through a variety of instructional strategies -have the opportunity to design, teach, and assess a full unit of study -use formative and summative assessment strategies to support and assess progress -continue to learn through observation and discussion with others and carry out professional duties</p>	<p>EXPECTATIONS -the Pre-service Teacher will be expected to set PGTs, keep a Plan Book, and write daily reflections that lead to continued professional development -the Faculty Advisor will make at least two classroom visits and provide written feedback -the Associate Teacher is encouraged to provide frequent oral and written feedback; the Associate Teacher should provide two written reports per term for the Faculty Advisor and Pre-service Teacher -the Pre-service Teacher, Associate Teacher, and Faculty Advisor will meet together at least once to discuss the progress of the Pre-service Teacher</p>
<p>Alternate Placement/ International Field Experience</p>	<p>Depending on their professional development needs, in consultation with their Faculty Advisor, a Pre-service Teacher may request an alternate individualized placement during Year II Term II. Alternate placements provide opportunities for development of a specific area related to the Pre-service Teacher's professional development goals. Examples of past alternate placement locations include museums, early intervention programs, adult learning centres, IWK Hospital, private schools, etc.</p> <p>Pre-service Teachers may also normally apply for an International Field Experience opportunity during Year II Term II.</p>			

The Professional Development Process (PDP) encourages Pre-service Teachers to be actively engaged in developing their professional knowledge. Therefore, responsibility and ownership for the PDP will gradually and continually shift to Pre-service Teachers. The phases of the PDP are planning, pre-conferencing, observation, and post-conferencing.

Planning

- This should begin as a collaborative effort of the Pre-service Teacher and the Associate Teacher or Faculty Advisor and move to independent planning by the Pre-service Teacher. Targets for the improvement of teaching are chosen collaboratively, and as Pre-service Teachers become more aware of their own professional needs, they begin to choose targets themselves.

Pre-conference

- All lessons in which observations and feedback are sought should begin with a pre-conference to identify intended pupil learning, PGTs, and a written synopsis of the expected activity/strategy.

Observation

- Associate Teachers and/or Faculty Advisors observe the lesson and collect information based on pupil learning, selected PGTs, and general impressions.

Post-conference

- After the observation, the Associate Teacher/Faculty Advisor and Pre-service Teacher actively engage in examining their observations and determining the degree to which pupil learning, PGTs, and general lesson goals were met. This cycle leads into planning for future lessons.

Plan Books

Pre-service Teachers are expected to keep an account of their ongoing professional development in a Plan Book. This Plan Book will be started in the 'Principles and Practices' course and will be used throughout the BEd program. This Plan Book provides a place for the collection of artifacts from, and reflection on, field experiences and professional development. The Plan Book also provides a visible presentation of a Pre-service Teacher's professional development. Plan Books should be shared with Associate Teachers and Faculty Advisors. Suggested content follows:

- Personal and Professional Information
 - academic information (e.g., undergraduate degree, teachable areas)
 - record of student teaching experiences during field experience placements
 - copies of evaluations from field placement, plus any additional information, letters, etc. from Associate Teachers
 - philosophy statements and handbooks from field placement school
 - rules, policies, and procedures from field placement school
 - information about specific pupils and their needs
 - information about special classes or services available
- Planning
 - teaching timetables
 - lesson plans and critical analyses/reflections of them
 - unit plans and critical analyses/reflections of them
 - new ideas, techniques, strategies, and resources to assist in planning
 - a section for the collection of interesting and relevant articles and anecdotes about classrooms, pupils, and teaching
 - a collection of teaching ideas and resources
- Reflection
 - a section for critical analysis/reflection of one's own teaching
 - space for reflection of experiences related to teaching
 - space for setting new PGTs

The Plan Book is not only a learning aid and a support for growth as a teacher; it will also be a valuable tool in the future when applying for future teaching positions. Pre-service Teachers are encouraged to organize this Plan Book in a thoughtful way that will assist them in the collection of the material needed to make it personally useful.

Lesson Plans

Pre-service Teachers are expected to prepare detailed plans for all lessons. While the structure of these lesson plans do not need to be uniform, they should contain all essential lesson plan elements, including the following:

- Date:
- Name:
- Grade:
- Topic/Theme:
- Lesson Purpose: What is the overall purpose of the lesson?
- Learning Outcomes: What knowledge, skills, and attitudes do you want students to develop? What curricular outcomes are being met by this lesson? How will you relate these to pupils' interests and understanding?
- Prior Knowledge: What do the pupils already know about the topic? What skills and attitudes are relevant to the pupils' topic?
- Lesson: How will you introduce the lesson to create interest and to link prior knowledge? What instructional strategies will you use in order to address the Principles of Learning? How will you and your pupils become more actively involved? How will your plan include all learners and contain adaptations and modifications where required? Your lesson needs to provide a series of steps to demonstrate an appropriate learning sequence.
- Materials: What materials do you need to do the lesson? Why are these particular materials important in developing the pupils' understanding? Do your materials reflect cultural diversity?
- Closure: What will you and/or the pupils do to finish up or link to new learning?
- Authentic Assessment: What will help show you that the students have met the outcomes you have set? Have you provided adaptations and/or modifications?
- PGT: How will you determine how your lessons went? What can you change for the next time?
- Reflection on Lesson and Follow-up:
 - Describe the learning event.
 - Did the pupils meet the learning outcomes? Why? Why not?
 - What are the implications for future lessons?
 - What are my new outcomes for the next lesson?
 - Have I met my own PGT for this lesson? Why? Why not?
 - What am I going to do about it?
 - What is my new PGT and how will I reach it?

The Professional Portfolio

All StFX Bachelor Education students will, over the course of four terms, create a portfolio which: 1) includes a number of artifacts, taken most often from Umbrella Curriculum-aligned BEd coursework and assignments (Artifacts may also come from other sources, including, for example, the field experience); 2) increases in quantity and quality over the four terms, and 3) is a ‘normal’ part of the BEd program.

	TERM I INITIATION	TERM II DEVELOPMENT	TERM III EXPANSION	TERM IV CONSOLIDATION
Portfolio Stage	Introducing Program Outcomes	Drafting the Portfolio	Advancing the Portfolio	Transitioning to Professional Practice
Required Elements	-Title Page -Table of Contents -Minimum four of eight GCO Sections -8-10 Artifacts with Captions	-Title Page -Revised Table of Contents -Professional Resume -Statement of Beliefs -Minimum six of eight GCO Sections -Additional 8-10 Artifacts with Captions -Summary of Term 2 Additions/Revisions	-Title Page -Revised Table of Contents -Revised Professional Resume -Revised Statement of Beliefs -Eight GCO sections -Additional 8-10 Artifacts with Captions -Summary of Term 3 Additions/Revisions	-Title Page -Revised Table of Contents -Professional Resume -Statement of Beliefs -Teaching Philosophy -Eight GCO sections -Additional 8-10 Artifacts with Captions -Summary of Term 4 Additions/Revisions
Required Artifacts	-Evidence of Classroom Management Knowledge and/or Skills -Evidence of Equity-mindset -Lesson Plan (Subject A) -Lesson Reflection -Positive Space I Certificate -Professional Development Evidence 1	TERM 1 Artifacts PLUS: -Adaptation Sample -Differentiation Sample (e.g., differentiated task) -Educational Research Analysis/Reflection -Positive Space II Certificate -Field Experience Evaluations with Reflection(s) 1 -Professional Development Evidence 2 -Pupil Work Sample with Reflection 1 -Unit Plan (Subject A)	TERM 2 Artifacts PLUS: -Evidence of Knowledge and/or Skills for Including Students on Individual Program Plans -Formative Assessment Task -Individual Program Plan -Lesson Plan (Subject B) -Mental Health in Schools Certificate -Professional Development Evidence 3 -School-site (Field Experience or Service Learning) Artifact 1 -Summative Assessment Task -Technology Integration Sample	TERM 3 Artifacts PLUS: -Elective Course-related Artifact -Evidence of Knowledge and/or Skills for Teaching Literacy in the Content Areas -Spring Council Resolution -Field Experience Evaluations with Reflection(s) 2 -Professional Development Evidence 4 -School-site (Field Experience or Service Learning) Artifact 2 -Pupil Work Sample with Reflection 2 -Unit Plan (Subject B; integrated unit for ELEM)
Assignment Value	CREDIT/NO CREDIT (formative feedback only by EDUC 432/439A instructor and Faculty Mentor; assignment/assessment includes a focus upon checklist of tasks)	30% of course grade (assignment/assessment focuses upon checklist of tasks, 4-8 Artifacts with captions, Statement of Beliefs, Section Analyses; failing portfolios require bridging work)	CREDIT/NO CREDIT (formative feedback only by EDUC 436 instructor and Student Support Advisor; assignment/assessment includes a focus upon checklist of tasks)	30% of course grade (assignment/assessment focuses upon checklist of tasks, 4-8 Artifacts with captions, Teaching Philosophy)

Program Expectations

Teaching is a job that extends far beyond the classroom. Learning the professional responsibilities of a teacher should begin on campus. Strong teachers are individuals who, among other things, are willing to—and enjoy—going the extra mile for their pupils and colleagues. Over the years, we have developed a number of program expectations that help foster and promote a sense of professionalism, community, and life-long learning. These include:

- **Professional Conduct:** Because the BEd program leads to teacher certification, all Pre-service Teachers are expected to adhere to the the StFX University Community Code of Conduct, as well as the NSTU Code of Ethics.
- **Confidentiality:** A Pre-service Teacher in a school must regard as confidential and not divulge other than through professional channels any information of a personal or domestic nature, concerning either pupils or home obtained through the course of their professional duties.
- **Attendance:** We consider our program to be five days in duration with four being devoted to scheduled classes and the fifth (Friday) for professional development. While not all Fridays will have scheduled events, it is our expectation that these days be spent on program-related activities. Students can meet to work on group projects or work individually on additional readings; they may also volunteer and/or work in schools or engage in other activities that enhance their own growth as teachers. **Full attendance is expected for all courses. Full attendance during field experience is also essential (other than for serious illness and family emergencies, permission will not normally be granted for absences during the field experience).**



Professionalism

The Department of Teacher Education expects BEd students to adhere to the Nova Scotia Teachers Union Code of Ethics, as well as the professionalism guidelines as outlined in the Nova Scotia Teaching Standards (see Standard Six: Teachers model and promote professionalism in teaching; 2018). Accordingly, BEd students are expected to demonstrate professional conduct in a variety of settings, including schools, communities, digital sites, and social media. Professionalism is related to the following seven areas:

- 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;
- complies with school, RCE/board, and provincial regulations and adhere 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; and
- fulfils all legal, ethical, contractual, and professional duties associated with their assignments.



Professionalism

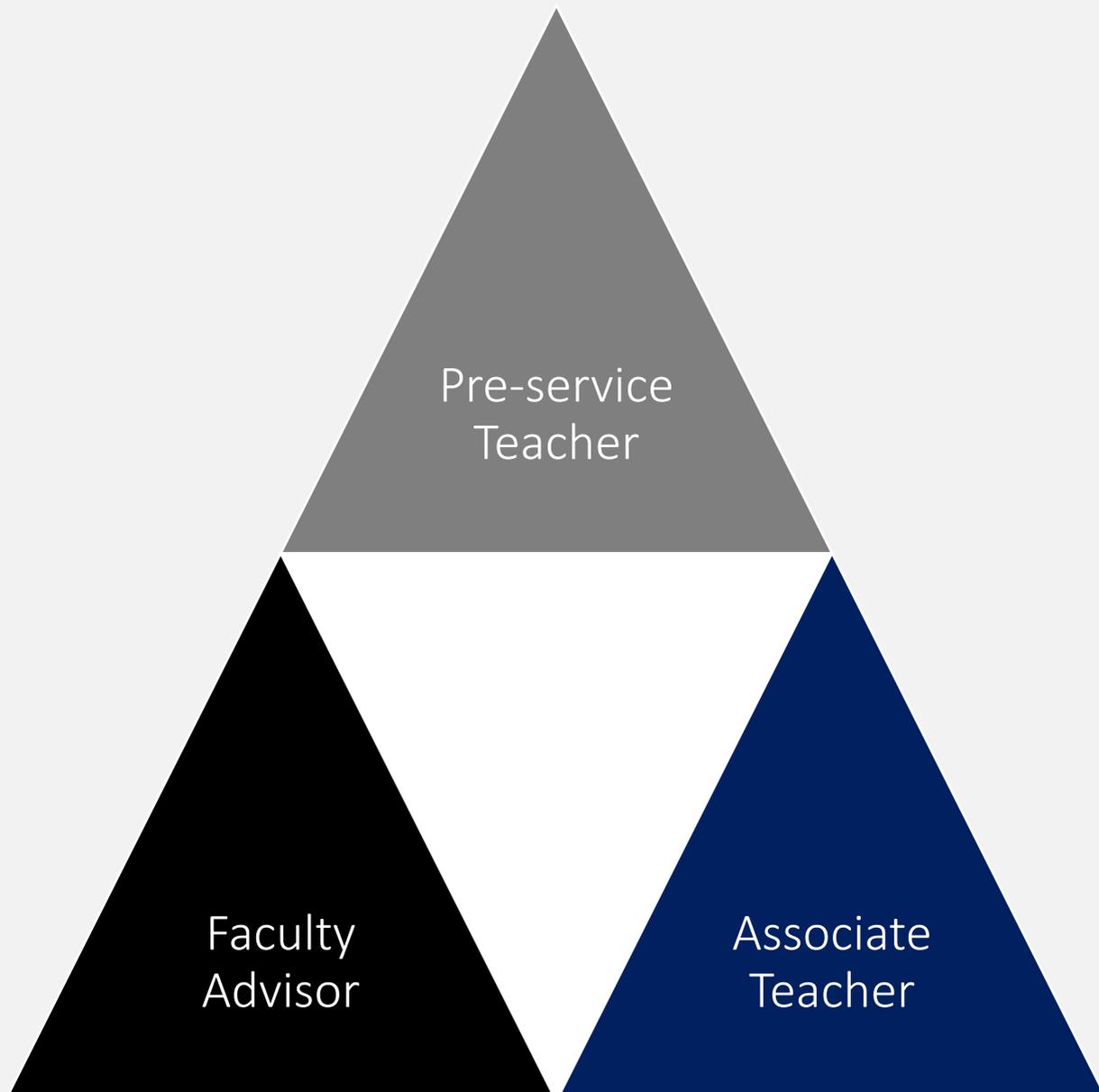
In the event of unprofessional conduct of a BEd student, a faculty advisor or faculty member is required to bring it to the immediate attention of the Chair of Teacher Education. The Chair of Teacher Education shall call a meeting of the BEd Professional Committee, which will examine the circumstances of the reported incident(s). In some cases, such as when the professional conduct of a BEd student falls outside of the expertise of the committee, and/or occurs in a time and/or location outside of the field experience, the Chair and the BEd Professional Committee may request investigative assistance from other university officers (e.g., Human Rights and Equity Advisor). In instances where conduct is related to alleged violations of the StFX Community Code or the StFX Sexual Violence Policy, these cases would be referred to those relevant bodies (i.e., Discipline Committee, Responsible Authority for Sexual Violence). Findings and/or penalties imposed from these bodies will also inform the decisions made by the BEd Professional Committee.

This committee may recommend to the Dean of Education the imposition of penalties, which may include delay or failure of the field experience, or suspension or dismissal from the BEd program. Students may appeal the penalty to the Committee on Studies - Professional Programs within seven days of receiving the BEd Professional Committee's decision.



Learning from Each Other: A Shared Responsibility

Because teaching is a professional and collegial practice, it is also a life-long process of learning from and with others in the educational community. Therefore, as a triad, Pre-service Teachers, Associate Teachers, and Faculty Advisors are always simultaneously teachers and learners. In this section are overviews of the roles and responsibilities of these three individuals—in the three areas of Communication, PDP, and Assessment. Open communication among participants is essential for meaningful learning to occur.



Learning from Each Other: A Shared Responsibility

Role of Pre-service Teachers

Communication

- present themselves to the principal upon arrival at the school;
- provide, in advance, a weekly schedule of teaching times to their Faculty Advisor
- notify the Associate Teacher, the Faculty Advisor, and the school principal in the event of illness or an anticipated absence
- be a good role model for pupils concerning communication (verbal and non-verbal messages)
- respect other people (pupils, teachers, and members of the broader community) and their property
- demonstrate a willingness to take on tasks beyond those that are required
- show enthusiasm for teaching and learning
- adhere to a professional and personal code of conduct
- seek counsel if having difficulty or discovering that they do not enjoy teaching
- keep their StFX email account open and active as it is the primary form of communication between the Pre-service Teacher and the University

Professional Development Process

- assist their Associate Teacher and school administration in carrying out all the normal teaching functions including supervision outside of classrooms
- take the same professional approach to school responsibilities required of teachers, including the adherence to the NSTU Code of Ethics
- teach diligently their assigned lessons
- prepare detailed lesson plans
- incorporate strategies learned in method courses (if these strategies deviate greatly from normal practice, the Pre-service Teacher should consult in advance with their Associate Teacher and Faculty Advisor)
- set PGTs which emerge from daily reflections and assess the degree to which these targets are achieved
- determine the customs of the school (e.g., dress code, general department, use of staff room, etc.)
- engage actively in or to observe as many facets of school life as possible, including extra-curricular activities
- observe all aspects of school operations (e.g., observe different grade or subject classes, observe specialist teachers, visit the guidance department, visit the library, talk to the principal or vice-principal about administration and visit the central office)
- assume, to a progressively greater extent, all duties of the classroom teacher including hallway and playground supervision
- participate in professional development activities at the school, district, or provincial level

Assessment

- keep Plan Books which include lesson plans, critical reflections about lessons taught, comments about classes and individual students, and records of daily activities
- be open-minded and seek and welcome suggestions for the improvement of teaching and professional growth
- use Plan Book reflections to assess personal professional growth and develop PGTs

Learning from Each Other: A Shared Responsibility

Role of Associate Teachers

Communication	<ul style="list-style-type: none">-communication is a key element of the helping relationship provided by the Associate Teacher; the relationship between the Associate Teacher and their Pre-service Teacher will be a collegial one typified by trust, empathy, genuineness, and equality-adopt the role of key mentor for their Pre-service Teacher-serve as the main point of communication between the school and the StFX Department of Teacher Education-consistently and genuinely affirm the value and the potential of their Pre-service Teacher as they face the complexities of classroom teaching and guide them to deepen their use of and comfort with the principles of the PDP-feedback on their Pre-service Teacher's performance should be given in a supportive environment that promotes personal and professional growth
Professional Development Process	<ul style="list-style-type: none">-enable their Pre-service Teacher to find their unique productive teaching/learning style-be a positive role model-help integrate their Pre-service Teacher into the life of the school-help their Pre-service Teacher feel at ease and secure in new situations-ensure that their Pre-service Teacher becomes familiar with the many non-teaching duties of the classroom teacher-provide observation of, and teaching opportunities for, their Pre-service Teacher-increase teaching opportunities gradually but steadily-inform their Pre-service Teacher well ahead of time what they will be teaching-confer with their Pre-service Teacher about appropriate lesson plans-help their Pre-service Teacher develop appropriate lesson plans
Assessment	<ul style="list-style-type: none">-provide frequent oral and written feedback to their Pre-service Teacher, as well as two written reports (per term) using the Faculty Advisor/Associate Teacher Field Experience Report Form (and share the written reports with the Faculty Advisor and Pre-service Teacher)-discuss their Pre-service Teacher's professional growth with their Faculty Advisor-keep school administration informed about their Pre-service Teacher's progress and performance-notify the Admissions and Field Coordinator or the Chair of the Teacher Education program regarding program concerns-complete a Notice of Concern (NOC), if appropriate-the Faculty Advisor will consult with the Associate Teacher about the assessment of the Pre-service Teacher in each placement

Learning from Each Other: A Shared Responsibility

Role of Faculty Advisors

Communication	<ul style="list-style-type: none">-serve a liaison role among schools, Associate Teachers, and the StFX Department of Teacher Education-pass on concerns of school personnel to appropriate persons in the StFX Department of Teacher Education-inform the Associate Teachers and Pre-service Teachers when they plan to visit classrooms-serve as an advisor to their Pre-service Teachers-discuss Pre-service Teachers' progress with Associate Teachers and use the information for the establishment of PGTs-provide Associate Teachers and Pre-service Teachers with a copy of each supervision report
Professional Development	<ul style="list-style-type: none">-undertake a formative role in the PDP assessments of Pre-service Teachers-supervise Pre-service Teachers and conduct seminars as needed-meet Pre-service Teachers to provide feedback on their performance and to establish specific targets for improvement-ensure that Pre-service Teachers are critically assessing their own teaching practices and help them as they set appropriate PGTs-read Pre-service Teachers' reflections and Plan Books, and respond to questions raised and reflections made-make at least two visits to each Pre-service Teacher during each field experience placement and complete the Faculty Advisor/Associate Teacher Field Experience Report Form
Assessment	<ul style="list-style-type: none">-notify the Admissions and Field Coordinator if a Pre-service Teacher is not performing at a satisfactory level and/or is not showing an acceptable level of professional growth-consult with Associate Teachers about formative and summative professional growth assessments of Pre-service Teachers-provide a written formative assessment to Pre-service Teachers and Associate Teachers for each visit and provide summative assessment at the end of each year-encourage Associate Teachers to complete two copies of the Faculty Advisor/Associate Teacher Field Experience Report Form for each student each term-complete a NOC, if appropriate

Overview

In an attempt to ensure financial equity, StFX levies a \$280 field transportation fee to all students to support those who have to travel to their field placement. This stipend does not include support for students who choose to return home to teach in their own communities but, rather, is intended for those who must travel considerable distance from Antigonish to their field placements. For students who carpool with their own vehicles, we provide a kilometrage stipend. For those who need to travel but do not have transportation, we may provide a rental vehicle—but students must provide the fuel. Most students should expect to incur transportation costs in addition to the \$280 field transportation fee. Please note that from our understanding, we are one of two universities across Canada that employs such a practice for our students' convenience. Most institutions expect all costs and arrangements to and from the field experience to be the responsibility of students.

Field Experience Transportation Policy

Field transportation is a shared responsibility between StFX and BEd students. All Pre-service Teachers may be responsible for transportation to field experience placements. Pre-service Teachers who will be living in Antigonish and teaching in the Antigonish/Port Hawkesbury/Pictou County areas (primarily in Monastery, St. Andrews, Maryvale, Sherbrooke, Guysborough, Port Hawkesbury and Pictou County—including Trenton, New Glasgow, and Stellarton) have two options:

- For students transporting other students using their own vehicle, the University will pay 21 cents per kilometre and pay the insurance differential between the student's liability coverage and two million dollars coverage. For this option you are expected to transport 1-4 other students. Student vehicles must be reliable for safe transportation. Travel claims must be made on the student travel claim form that is available from the office of the Field Coordinator. The University will pay for a rental vehicle, the insurance, and HST. Students traveling in each vehicle equally share gas expenses.
- For all other students, the University will pay 10 cents per kilometre for distances over 50 kilometres return, if alone, and 21 cents per kilometre if one or more passengers, when the student is driving their own vehicle. Students must receive pre-approval if they are transporting other students. **If students travelling for field experience deem travel conditions too dangerous or unfit for travel, they may delay departure/arrival time. In extreme cases, they may cancel their day at the school (in which case they must submit all lesson plans to their Associate Teacher). In such instances, they are to inform the Admissions and Field Coordinator, Faculty Advisor, school administration, and the Associate Teacher; if the entire day is cancelled, they will arrange a make up day.**

Vehicle Rental Guidelines

- Designated drivers are to be selected by each student group. Drivers must be 21 years of age, have a valid driver's license and be comfortable driving a full-size car. Designated drivers from each group must give a photocopy of their driver's license to rental agency before they can drive the vehicle.
- Designated drivers will pick up vehicles at Enterprise Car Rental, 125 B Main Street, Antigonish B2G 2B6 (phone: 902-867-1013). They will need their driver's license for this. (Up to 30 minutes could be needed on the first day for the processing of forms.)
- Drivers should ensure the gas tank is full when the vehicle is picked up. It is the rental agency's responsibility. Also, drivers should also do a visual check of the vehicle with the rental agent and note any scratches or other damage.
- Drivers should arrange a meeting time and place their travel group.
- If there are ever any problems with the vehicles, drivers should notify Enterprise Car Rental.
- Drivers need to return the vehicle by 5:30 p.m. on the designated drop-off day. If for unforeseen reasons, the vehicle will be returned later than 6:00 p.m., drivers should notify the rental agent before 6:00 p.m. (The vehicle will need to be dropped off after hours and the key will need to be left in the night drop off box.)
- Drivers must fill the vehicle with gas before returning it to the rental agency.
- **The rental agreement covers insurance for the use of the vehicle for field experience purposes only.** The vehicle is to be used for traveling to and from the field experience site. **Pre-service Teachers are not to use the vehicle for personal use.**



Additional Expenses

Rather than spend a lot of time collecting small fees for transcripts (sent twice) for the teacher certification application, job fair field trip, socials, and professional development days, each student contributes \$150 at the start of each year to cover these costs. This money is managed by the elected Student Executive. In addition, part of this fund pays for part-time student staff so that the Curriculum Resource Centre can stay open for extended hours for students' convenience.

Vulnerable Sector Check and Child Abuse Registry Check

Students must submit Criminal Records Checks and Child Abuse Registry Checks to the StFX BEd Admissions and Field Experience Coordinator and the participating Regional Centre of Education/CSAP for EDUC 471/472/481/482 (field experience). While enrolled in the BEd program, students are responsible to inform the Chair of the Department of Teacher Education of any changes that occur to the Vulnerable Sector and/or Child Abuse Registry Check submitted as part of the admissions requirements; changes in this status could result in denial of field experience and/or denial of teaching license.

Field Experience Placement Priorities

Normally students with the following needs will receive priority for local placements when available:

- Students with children (in day care or school) for whom the student is the sole/primary caregiver and who show reason that their placement outside of the town would jeopardize their ability to fulfill their role as a parent.
- Year II students who were placed in a location outside of Antigonish but who have good reason to be placed locally in their second year.
- Students who are playing a varsity sport that requires practices and or games at times that make it impossible to attend if they were to commute to placements.
- Students required to travel two consecutive years for field experience may apply (to the Field and Admissions Coordinator) for financial compensation to help defer travel costs.



Alternate Individualized Placements

Depending on the professional development needs identified by Pre-service Teachers, in consultation with their Faculty Advisors, they may request an alternate individualized placement during their final field experience period. The intent of this placement is to provide an opportunity for Pre-service Teachers to gain experience which is not available through the usual placements and to expand upon their professional preparation. These are exceptional placements and require the approval of the BEd Field Experience Committee.

- Pre-service Teachers **normally** stay in the same placement for fall and winter each year. Second year Pre-service Teachers, **with the approval of their Faculty Advisor**, may apply to have an alternate placement which would be in a different educational setting. Applications for specialized placements should be focused on promoting personal PGTs.
- Interested second year Pre-service Teachers must discuss their intention with their Faculty Advisor during the fall field experience.
- If tentative approval is given by the Faculty Advisor, the Pre-service Teacher must inform their Associate Teacher and principal that they are requesting an alternate placement and may not be returning.
- A formal application (see Appendices) and proposal must be developed, signed by the Faculty Advisor, and submitted to the Field Experience Coordinator, with the admission fee, by December 15. This proposal shall include the name of the contact person, the rationale and objectives of the proposed experience, and any other pertinent information that can assist the BEd Field Experience Committee in assessing the request. Decisions will be based on availability of Faculty Advisors, the degree to which the proposed plan is consistent with the Pre-service Teacher's professional growth plans and cost. **Applicants are expected to teach at 100% during their third field experience.**
- Pre-service Teachers will be responsible to pay for any additional costs incurred due to the alternate placement. The Admissions and Field Coordinator will calculate the expected additional costs in advance of the start of the alternate field experience. The Pre-service Teacher must pay this cost before the alternate field experience placement begins.
- The Admissions and Field Coordinator will review the proposal with the BEd Field Experience Committee and, if deemed feasible, will make an official request to the administration of the proposed institution.
- The Field Experience Coordinator will inform the Pre-service Teacher, Faculty Advisor, Associate Teacher, and site administrators if an alternate placement has been confirmed.
- It is understood that Pre-service Teachers will continue in their original placements if the alternate placement requested is not confirmed.

Field Experience Readiness

Satisfactory course attendance: Any course absence must be reported to the course instructor as outlined in the syllabus. The course instructor will report any unexcused absences to the Dean of Education.

Completed coursework: All coursework must be satisfactorily completed before a student will be permitted to enter their field experience.

Professional and pedagogical readiness: Professional readiness (as described in the NSTU Code of Ethics and the professionalism guidelines in the Nova Scotia Teaching Standards) and pedagogical readiness as indicated by successful completion of all coursework and full participation in and punctuality for all BEd classes, are both necessary for admittance to the field experience.

Field readiness protocol: Concerns regarding pre-placement or potential field issues will be directed to the Field and Admissions Coordinator, who in consultation with the BEd Professional Committee (comprised of the BEd Chair, the BEd Field and Admissions Coordinator, and two elected Faculty members) will rule on field readiness. The BEd Professional Committee is a standing committee, which may invite the Faculty Advisor to assist in decisions regarding field conduct. This ruling may delay the field placement or may result in removal from and failure in the field. Failure in the field experience will normally result in suspension as per Faculty of Education Regulations (Section 6.4) in the StFX University Calendar. A suspension or ruling of the BEd Professional Committee may be appealed to the Dean of Education and will be heard by the Committee on Studies - Professional Programs. Decisions regarding professional conduct are based on professional standards as outlined in this handbook, the StFX Community Code, the NSTU Code of Ethics, and the professionalism guidelines as outlined in the Nova Scotia Teaching Standards—as per Professional Conduct (Section 6.5) the StFX University Calendar.

Request for leave: A student may request a leave of absence from the BEd program for personal or medical reasons. This request for a leave of absence from the program must be made in writing to the Chair of the BEd program and must specify the reason for the request and the duration of the requested leave. A return to the program does not guarantee course sequence or requested field placement.



Certification in Nova Scotia

In order to apply for NSDEECD teacher certification, the following documentation is required from Year II students:

- proof of age (a photocopy of driver's license, birth certificate, baptismal certificate, or passport),
- permanent mailing address,
- official transcripts from all colleges and/or universities,
- list of courses completed to date, as well as a copy of a request indicating that a final transcript of marks will be sent to the Office of Teacher Certification (OTC) once the final grades are available (the BEd Program will forward BEd transcripts once complete),
- a completed Vulnerable Sector Criminal Records Check,
- a completed Personal Information Form,
- a completed Nova Scotia University Teacher Certification Evaluation Sheet (Elementary or Secondary); the Chair of the BEd Program will sign this after the student submits the form), and
- a fee in the form of a certified cheque for \$106.15 payable to the Nova Scotia Minister of Finance.

A meeting will be scheduled in the fall by the BEd Program Manager with all Year II students to review the certification process. Any questions regarding certification can be addressed to the Bachelor of Education office. Students who are identified with discrepancies will be notified in writing. Failure to resolve these discrepancies within the negotiated time frame may result in suspension from the program. The cost of transcripts from StFX University is included in the student fee collected in September by the Department of Teacher Education. Transcripts from other universities and colleges must be requested using the normal procedures for those institutions. **All documentation should be sent to the Department of Teacher Education Administrative Assistant for the Bachelor of Education Program before October 30.** This means that requests for transcripts from other universities should be made early in the fall term. The Administrative Assistant will get transcripts from StFX for students.

Candidates for a teacher's certificate may be asked to disclose disciplinary action at an educational institution or violations of the law that resulted in penalty (see StFX University Calendar).

Upon completion of the Bachelor of Education program, students are eligible for the Initial Teacher's Certificate (ITC) awarded by the NSDEECD.

Certification in other Provinces

Each province has its own requirements for Teacher Certification. There is, however, reciprocity among some provinces, and it is required that you receive your Nova Scotia Teaching Certificate before applying elsewhere for licensing.

Your Space in Xavier Hall

The Curriculum Resource Centre (CRC) is located on the third floor of Xavier Hall, room 319B. The purpose of the CRC is to support BEd and Master of Education students, as well as local in-service teachers, through accessibility to current resources. The CRC supports the common threads of the BEd program: equity and social justice, professionalism in practice, technology and ingenuity, and experiential learning. The CRC provides resources relevant to the goals and objectives of the NSDEECD Public School Program, the NSTU, and the schools operated under the jurisdiction of MK.

The CRC houses elementary, middle, and secondary curriculum guides, books, and teaching resources. Most items can be borrowed for a period of 14 days. The CRC also has a variety of technology resources such as digital cameras, digital voice recorders, video cameras, CD players, and DVD players available for loan. The CRC provides services such as book binding, laminating, and photocopying. There are also computers and printers available in the CRC for student use.

Aside from the valuable teaching resources that can be found in the CRC, it is also a great place to gather with colleagues to work on projects or have lunch—particularly within the adjoining Learning Commons space.

The Curriculum Support Advisor and several student assistants are available to assist Pre-service Teachers with preparation of materials for program assignments and field experiences. To contact the CRC, call 902-867-2272.



Fall 2021

Tue Sep 7	School of Education meeting and Student Society Executive meeting
Wed Sep 8	On-campus Registration/Orientation
Thu Sep 9	Year 1 & Year 2 Welcome Orientation @ 9:00 am (Crystal Cliffs; Fri Sep 10 back-up day)
Mon Sept 13	Classes begin @ 8:15 am
Fri Sept 17	Last day for course changes
Thu Sep 30	Teacher certification meeting for Year 2 students
Fri Oct 1	Treaty Day (no BEd classes)
Mon Oct 11	Thanksgiving Day (no classes)
Fri Oct 15	Year 1 & 2 Professional Development Day
Thu Oct 21	Fall Pause
Fri Oct 22	Year 1 & 2 Professional Development Day (NSTU Conference Day)
Mon Oct 25	Field experience placements announced
Mon Nov 1	Deadline to submit teacher certification documents (Year 2 students)
Tue Nov 9	Last day of classes
Wed Nov 10	Building Bridges transition to field experience (attendance mandatory)
Thu Nov 11	Remembrance Day (school holiday)
Mon Nov 15	Field experience begins and Mentorship In-services
Fri Dec 3	X-Ring Day
Tue Dec 21	Last day of field experience before the Holiday Break; grades to be submitted by 9:00 am

Winter 2022

Wed Jan 12	First day of classes following Holiday Break
Fri Jan 14	Year 2 Mock Job Fair and last day for course changes
Mon Jan 17	Year 2 Regional Centres/CSAP Open House and NSTU contract session @ 7:00 pm – 9:00 pm
Sat/Sun Jan 22/23	National and International Job Fair
Fri Feb 4	Faculty admissions file review day
Thu Feb 17	Winter Pause
Mon Feb 21	Heritage Day Holiday
Fri Feb 25	Year 1 & 2 Professional Development Day
Thu Mar 10	Last day of classes
Fri Mar 11	Annual Spring Council @ 9:00 am – 12:00 pm (attendance mandatory)
Mar 14-18	March Break
Mon Mar 21	First day of field experience
Fri Apr 15	Good Friday Holiday
Mon Apr 18	Easter Monday Holiday (P-12 schools); StFX resumes normal hours of operation
Wed Apr 27	Last day of field experience
Sat Apr 30	Year 2 students Encaenia Ceremony @ 2:30 pm
Sun May 1	Spring Convocation

All Pre-service Teachers are expected to abide by the NSTU Code of Ethics. This Code of Ethics is a guide to members in maintaining at all times the high integrity of their profession including professional conduct in relation to all communication whether verbal, written or via social media.

Teacher and Pupil

- The teacher regards as confidential and does not divulge other than through professional channels any information of a personal or domestic nature, concerning either pupils or home, obtained through the course of his/her professional duties.
- The teacher should be just and impartial in all relationships with pupils.
- The teacher should assume responsibility for the safety and welfare of his/her pupils, especially under conditions of emergency.
- The teacher should avoid giving offence to the religious and political beliefs and moral scruples of his/her pupils and/or their parents.
- The teacher should be as objective as possible in dealing with controversial matters arising out of the curriculum subjects, whether scientific or political, religious or racial.

Teacher and Teacher

- The teacher should not make defamatory, disparaging condescending, embarrassing, or offensive comments concerning another teacher.
- The teacher shall not make derogatory remarks about the professional competence of another teacher.
- The teacher shall not accept the position of another teacher who had been dismissed unjustly.
- The teacher shall not accept a position arising out of the unsettled dispute between a teacher, or teachers, and local authorities.
- The teacher shall not sexually harass another teacher. Sexual harassment shall mean any unsolicited and unwanted sexual comments, suggestions or physical contact directed to a specific teacher, which that teacher finds objectionable or offensive and which causes the teacher discomfort on the job. The accused teacher must be made aware of the nature of the objection prior to action being taken.

Teacher and Administration

- The teacher should observe a reasonable and proper loyalty to internal administration of the school.
- The teacher responsible for internal administration should be loyal, fair, and just to the members of the staff.
- The teacher responsible for internal administration should not of his/her own initiative, make any detrimental report, oral or written, on a teacher's efficiency without first discussing the matter with the teacher.

Teacher and External Administration

- The teacher should adhere to a contract until the contract has been terminated by mutual consent, or the contract has otherwise been legally terminated. A verbal agreement is a contract.
- The teacher should not accept a salary below that which he/she would receive according to the scale negotiated between the NSTU and the school board.
- The teacher should not accept a salary above that which he/she would receive according to the scale negotiated between the NSTU and the school board, without notifying the Local of the NSTU that is concerned.

Teacher and Professional Organization

- The teacher should be a member of and participate in the Nova Scotia Teachers Union
- The teacher who in his/her professional capacity is a member of a committee, board, or authority dealing with matters affecting the educational program of Nova Scotia as a whole should be elected, appointed, or approved by the Nova Scotia Teachers Union.
- The teacher, or group of teachers, should not take any individual action in matters that should be dealt with by his/her Local or by the NSTU.
- The Local should not take any individual action in matters where the assistance of the NSTU has been sought, or in matters requiring the authorization of the NSTU.

Teacher and Profession

- The teacher should maintain his/her efficiency by study, by travel or by other means that will keep him/her abreast of the trends in education and the world in which we live.
- The teacher should engage in no gainful employment, outside of his/her contract, where the employment affects adversely his/her professional status, or impairs his/her standing with pupils, associates, and the community.
- The teacher should not accept remuneration for tutoring his/her pupils except under unusual circumstances and with the approval of his/her advisor or principal.

Teacher and Community

- The teacher should so conduct himself/herself in his/her private life that no dishonour may befall him/her or through him/her, his/her profession.

The faculty, staff, and students in the Department of Teacher Education are dedicated to embracing equitable educational principles—listed herein—and to adhering to the Canadian Human Rights Commission Statement on Anti-Black Racism in Canada.

- “The roots of anti-Black racism and systemic discrimination in Canada run deep. They are historically embedded in our society, in our culture, in our laws and in our attitudes. They are built into our institutions and perpetuate the social and economic disparities that exist in everything from education, to healthcare, to housing and employment.”
- “Racist comments and racist acts, no matter how subtle, must no longer be ignored or tolerated in Canada. Even the most subtle forms of racism contribute to the conditions that permit overt racism and violence to occur. When we are complacent, we are complicit. When we are silent, we are complicit.”
- “It is not enough to say that we embrace diversity and human rights as the foundation of our democracy. Racism violates human rights. Whether conscious or unconscious, subtle or overt, it diminishes human dignity and it erodes democracy.”

From the Canadian Human Rights Commission (<https://www.chrc-ccdp.gc.ca/eng/content/statement-anti-black-racism-canada-time-face-truth>)

Foundational Understandings

- Pre-service teachers should have experiences in an educational or other capacity that supports awareness of the limitations of stereotypical views of First Nations, African Canadian, and other peoples who are culturally and linguistically diverse.
- Pre-service teachers should have an understanding of the concepts of culture, class, race, gender, ability, and ethnicity.
- Pre-service teachers should know the relationships between contemporary and historical Mi'kmaq and African Nova Scotian situations and the broader social context.
- Pre-service teachers should have an understanding of the effects of societal influences such as institutional racism, classism, ethnocentrism, and gender bias upon racially visible and ethno-culturally diverse populations.
- Pre-service teachers should understand ways their biography and identity shape their pedagogical orientation towards pupils from differing racial, gender, class, and ethno-cultural positions.

Content Knowledge

- Pre-service teachers should have some understanding of the historical events and political issues which have influenced Mi'kmaq people since the time of contact with Europeans, including a basic understanding of the Treaties.
- Pre-service teachers should have some understanding of the historical events and political issues which have influenced African Nova Scotians since their forced and chosen arrival in North America.
- Pre-service teachers should have knowledge of First Nations linguistic groups, as well as an understanding of the importance of recognizing different dialects.
- Pre-service teachers should recognize the importance of affirming the value and legitimacy of different dialects that are spoken by diverse cultural populations.
- Pre-service teachers should be aware of the current educational situation in Nova Scotia with regards to the education of Mi'kmaq, African Nova Scotian and other pupils who are culturally and linguistically diverse. They should understand the goals and policies which the educational partners, government groups and Mi'kmaq and African Nova Scotian organizations have identified as priorities.
- Pre-service teachers should be aware of the importance of using the appropriate language and terminology when addressing cultural groups, and be aware of the need to see cultural terminology as an evolving phenomenon.

Classroom Environment

- Pre-service teachers should understand the value of a culturally friendly classroom, such as the classroom that includes pupils' work samples, multicultural pictures/posters, and uses materials that reflect culturally diverse perspectives on educational content.
- Pre-service teachers should learn to create a classroom environment that fosters an appreciation and understanding of cultural diversity.
- Pre-service teachers should be aware of the need to address racism in their classrooms and in the staff room and be aware of strategies for handling racist incidents in their classrooms.

Curriculum Issues

- Pre-service teachers should be aware of the need to teach about Mi'kmaq, African Nova Scotian and other people who are culturally and linguistically diverse in a contemporary context. They should avoid the sole use of historical examples.
- Pre-service teachers should be aware of the need to present information which shows the diversity within minority populations.
- Pre-service teachers should be aware of the need to show the strengths, influences and contributions of historical and contemporary groups of culturally and linguistically diverse pupils.
- Pre-service teachers should be aware of the need to make their pupils aware of the historical issues which have served to shape current cultural identity in Nova Scotia.

Teaching Approaches

- Pre-service teachers should be familiar with cross-cultural teaching strategies and the cultural protocol that is appropriate for these strategies, such as the talking circle, the invitation of elders, traditional story telling, modeling, and oral history.
- Pre-service teachers should be aware that high quality child-centered strategies and a democratic, anti-racist classroom environment that aims to meet the needs of all pupils are compatible with high quality cross-cultural/multi-cultural teaching.
- Pre-service teachers should be familiar with the issues related to screening materials for gender and racial bias and stereotyping.
- Pre-service teachers should be familiar with teaching materials and content that reflects diversity and are sensitive to cross-cultural perspectives in health, science, social studies, language arts, art education, mathematics, and physical education.
- Pre-service teachers should be sensitive to, and knowledgeable of issues of cultural bias with regards to testing and assessment of pupils.
- Pre-service teachers should be aware of the special needs issues that are of most significance for racially visible and ethno-culturally diverse children and children living in poverty and understand the sociological and psychological reasons for these issues.

These represent ideal outcomes for all students in the Department - Adopted by the Department of Education, January 16, 1996. Sources: Battiste, 1986; BLAC, 1994; Calliste, 1996; Finney & Orr, 1995; hooks, 1993; LaRocque, 1991; Liston & Zeichner, 1991; McIntosh, 1990; Ng, 1993; Nieto, 1992; Orr & Finney, 1995; Sleeter, 1993; Sleeter & Grant, 1988; StFX Education Department, 1995; Tabachnik & Zeichner, 1993; Teacher Certification Review Committee, 1994.

[Fall Schedule of Classes](#)

[Winter Schedule of Classes](#)

[Individualized Placement Application](#)

[Faculty Advisor/Associate Teacher Field Experience Report Form](#)

[Notification of Concern Form](#)

[Field Experience Summative Evaluation Form](#)

[Pre-service Teacher Evaluation of Faculty Advisor Form](#)

[Nova Scotia Umbrella Curriculum](#)

