

Performance Standards for Teachers in Participating First Nations Schools

Preamble

The following Teaching Standards, Competencies, and Performance Indicators are intended to support teachers who work in Participating First Nations schools, to assist them in providing the highest quality education to their students. The materials are based upon the following assumptions.

Teachers in First Nations schools:

- promote high expectations and academic achievement for all students in a safe and nurturing environment
- help all students achieve their full potential in the context of relationships that are based on trust and respect
- recognize that students are best understood and supported in the context of their culture, traditions, extended family, and community
- respect the dignity, worth, and uniqueness of each individual (student, family member, and colleague)

Teachers in First Nations schools are primarily responsible for providing safe, healthy, and responsive settings for students. The teachers are committed to supporting students' holistic development, respecting students' individual differences, dignity, contributions, and unique potential. They strive to promote students' positive self-identity, competence, self-confidence, and resiliency. They recognize the special and critical role of families and communities in First Nations schools. Teachers in First Nations schools are committed to effective practice, a focus on high levels of learning, contributing to a collaborative school climate, and striving for continuous growth in order to contribute as effective professionals.

The following outlines professional responsibilities in the following standard sections:

- Valuing all students
- Implementing effective teaching practices
- Involving families and communities
- Applying principles of assessment
- Understanding and conveying critical issues for First Nations, Canada, and the world
- Engaging in effective professional development
- Acting ethically and professionally

In each of those areas, the Standards, Competencies, and Performance Indicators describe a set of ideals for exemplary practice.

Standard 1: Teachers in First Nations schools value and care for all students, acting at all times in the best interest of students.

Competency 1.1: Teachers in First Nations schools ensure the physical, intellectual, and emotional safety and well-being of all students.

Performance Indicators

1.1.1 The teacher demonstrates an understanding that every student has not only the ability, but also the right to learn, regardless of their unique needs, circumstances, and identities.

1.1.2 The teacher promotes each student's self-esteem and positive self-identity.

Competency 1.2: Teachers in First Nations schools treat all students with dignity, respect, and warmth.

Performance Indicators

1.2.1 The teacher interacts with students in a positive, friendly and respectful manner while demonstrating professional behaviour and conduct.

1.2.2 The teacher incorporates local First Nations cultural understandings and practices in their interactions with students and in their teaching.

1.2.3 The teacher promotes polite, respectful, and caring student-to-student interactions.

Competency 1.3: Teachers in First Nations schools act within ethical and legal boundaries for the benefit and protection of all students.

Performance Indicators

1.3.1 The teacher demonstrates an understanding of Child Protection legislation, as well as school / community protocols regarding referrals and child safety.

Standard 2: Teachers in First Nations schools implement effective teaching practices.

Competency 2.1: Teachers in First Nations schools create an environment that supports high levels of learning for all students.

Performance Indicators

2.1.1 The teacher demonstrates a broad knowledge base as well as an in-depth understanding of the subject areas they teach.

2.1.2 The teacher maintains high and realistic expectations for all students and acts accordingly.

2.1.3 The teacher embeds cultural values and concepts in the classroom.

2.1.4 The teacher learns about students' previous learning strengths and needs.

2.1.5 The teacher ensures that the classroom physical environment is well maintained, clean, safe, and appropriate for a variety of learning needs.

2.1.6 The teacher implements effective classroom rules / behavioural expectations with students to ensure their safety and well-being.

Competency 2.2: Teachers in First Nations schools design, implement, and monitor learning experiences to ensure high levels of student achievement.

Performance Indicators

- 2.2.1 The teacher effectively prepares lessons and long term plans to meet appropriate learning standards.
- 2.2.2 The teacher uses classroom time in an effective, purposeful, and focused way.
- 2.2.3 The teacher uses questioning effectively and encourages curiosity.
- 2.2.4 The teacher creatively and appropriately uses resources and materials.
- 2.2.5 The teacher provides learning experiences that help students understand and develop their own roles and responsibilities in the learning process and as lifelong learners.

Competency 2.3: Teachers in First Nations schools understand how children develop and learn, including respecting individual learning needs and preferences.

Performance Indicators

- 2.3.1 The teacher applies knowledge of how students develop and learn physically, socially, and cognitively.
- 2.3.2 The teacher differentiates curriculum expectations and teaching strategies to meet the needs of all students.

Competency 2.4: Teachers in First Nations schools show a commitment to the principles of equity in education.

Performance Indicators

- 2.4.1 The teacher is committed to establishing a classroom climate that is accepting and values diversity.
- 2.4.2 The teacher supports learners who have exceptionalities to meet their full potential, including through the development and implementation of Individual Education Plans.

Competency 2.5: Teachers in First Nations schools use current technology in their teaching practices and professional duties.

Performance Indicators

- 2.5.1 The teacher models and promotes the appropriate use of technology to enhance student learning.
- 2.5.2 The teacher plans and designs an effective use of technology to promote meaningful learning environments and experiences.

Competency 2.6: Teachers in First Nations schools collaborate with colleagues, families, and others to improve student achievement.

Performance Indicators

- 2.6.1 The teacher works effectively with others for the benefit of students.
- 2.6.2 The teacher supports an effective and appropriate sharing of information to benefit students, always respecting the need for confidentiality.

Standard 3: Teachers in First Nations schools demonstrate an appreciation of the important role of parents/caregivers, extended family, and the community in the life of students.

Competency 3.1: Teachers in First Nations schools communicate openly, effectively, sensitively, and in a timely manner with parents/caregivers and extended families.

Performance Indicators

- 3.1.1 The teacher demonstrates a positive, professional attitude when communicating with parents / caregivers and extended families.
- 3.1.2 The teacher ensures that parents / caregivers and extended family members are fully informed about and engaged in school activities and issues related to student performance.

Competency 3.2: Teachers in First Nations schools understand and support the important connection between the school and the community.

Performance Indicators

- 3.2.1 The teacher demonstrates an understanding of and respect for the community's mission and vision for the school and its priorities for the education of its students.
- 3.2.2 The teacher creates meaningful connections to the community to contribute to student learning.

Standard 4: Teachers in First Nations schools apply principles of assessment, evaluation and reporting to ensure high levels of student learning.

Competency 4.1: Teachers in First Nations schools effectively utilize appropriate assessment and reporting for the benefit of their students.

Performance Indicators

- 4.1.1 The teacher ensures the use of assessment: as learning (student self-assessment), for learning (to guide instruction), and of learning (evaluation).
- 4.1.2 The teacher uses assessment to assist with short-term and long-term decisions to ensure high levels of learning for all students
- 4.1.3 The teacher uses a variety of assessment tools to monitor and meaningfully report to parents / caregivers on individual student progress
- 4.1.4 The teacher contributes to school-wide efforts to use data to monitor program effectiveness and school growth

Standard 5: Teachers in First Nations schools are knowledgeable about Indigenous Peoples

Competency 5.1: Teachers in First Nations schools have knowledge of First Nations' histories, cultures, and governing practices.

Performance Indicators

- 5.1.1 The teacher can articulate critical First Nations issues, including the principles of First Nations control of First Nation education, the United Nations Declaration on the Rights of Indigenous Peoples, and the findings and recommendations of the Truth and Reconciliation Commission of Canada.
- 5.1.2 The teacher demonstrates an understanding of the community's perspectives, priorities, and values.
- 5.1.3 The teacher ensures that their knowledge of First Nations issues and the community is respectfully reflected in their practice.

Standard 6: Teachers in First Nations schools model their interest in, commitment to, and enthusiasm for learning.

Competency 6.1: Teachers in First Nations schools participate in relevant professional development opportunities and actively share / use the information acquired through those opportunities.

Performance Indicators

- 6.1.1 The teacher maintains a focus on lifelong learning.
- 6.1.2 The teacher contributes to a collaborative school climate.

Standard 7: Teachers in First Nations schools have a responsibility to self, students, parents, extended families, the community, and the public.

Competency 7.1: Teachers in First Nations schools understand that they are viewed as role models by students, families, and the community.

Performance Indicators

- 7.1.1 The teacher acts in an exemplary manner at all times.
- 7.1.2 The teacher understands that they are accountable to students, parents, the community, their employer, the teaching profession, and the public.