

FNSA Professional Growth Process

STANDARDS FOR TEACHERS IN FIRST NATIONS SCHOOLS

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Preamble

The following First Nations Schools Association (FNSA) Teaching Standards, Competencies, and Performance Indicators are intended to support First Nations school principals and teachers in providing the highest quality education to 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, respect, and positive regard
- 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-worth, 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 culture, and striving for continuous growth in order to contribute as effective professionals.

The following materials outline a concept of 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 associated with 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.

Guiding Questions are also available, which elaborate on those ideas and describe the FNSA's expectations in further detail. The goal of the questions is to assist practitioners in thinking about their own teaching practice and areas for improvement. While the questions provide direction and suggestions, teachers and principals are encouraged to combine the guidance of these materials with their own professional judgment and the spirit that informs the overall work.

These materials present the FNSA's concept of professional responsibility that reflects our commitment to the core values of our schools and profession. The FNSA intends that this work will celebrate the work of our teachers and promote excellent practice within our schools.

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

Competency 1.1: Educators in First Nations schools ensure the physical, intellectual, and emotional security of all students.

Performance Indicators: the teacher ...

- 1.1.1: demonstrates an understanding that all students should receive an education, regardless of location, ethnicity, or academic abilities.*
- 1.1.2: demonstrates an understanding of and respect for the community's mission and vision for the school and for the education of their children.*
- 1.1.3: ensures that the classroom physical environment is well maintained, clean, safe, and appropriate for a variety of learning needs.*
- 1.1.4: implements effective classroom rules / behavioural expectations with students to ensure their safety.*
- 1.1.5: promotes students' self-esteem and positive self-identity.*

Competency 1.2: Educators in First Nations schools treat all students with dignity, respect, warmth and freedom from domination.

Performance indicators: the teacher...

- 1.2.1: interacts in a positive, friendly and respectful manner while maintaining a professional stance.*
- 1.2.2: incorporates First Nations cultural understandings and practices in relationships with students and in teaching interactions.*
- 1.2.3: promotes polite, respectful, and caring student-to-student interactions.*
- 1.2.4: communicates information from an anti-bias perspective.*

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

Performance Indicators: the teacher ...

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

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

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

Performance Indicators: the teacher ...

- 2.1.1: demonstrates a broad knowledge base as well as an in-depth understanding of the subject areas they teach.*
- 2.1.2: sets high and realistic expectations for all students and implements programs accordingly.*
- 2.1.3: includes evidence of cultural values and concepts in the classroom.*
- 2.1.4: learns about students' previous learning strengths and needs.*
- 2.1.5: encourages feedback, questioning, and experimentation.*
- 2.1.6: provides learning opportunities that help students understand and develop their own roles and responsibilities in the learning process and as lifelong learners.*

Competency 2.2: Educators in First Nations schools design, implement, and monitor learning experiences to benefit student achievement.

Performance Indicators: the teacher ...

- 2.2.1: effectively prepares lessons and long term plans to meet appropriate Learning Outcomes that facilitate seamless transitions between education systems.*
- 2.2.2: uses instructional time in an effective, purposeful, focused way.*
- 2.2.3: creatively uses and develops resources and materials.*

Competency 2.3: Educators in First Nations schools understand and apply relevant theories of human development, including individual learning differences.

Performance Indicators: the teacher ...

2.3.1: applies knowledge of how students develop and learn physically, socially, and cognitively.

2.3.2: differentiates curriculum expectations and teaching strategies to meet the needs of all students.

Competency 2.4: Educators in First Nations schools show a commitment to the principles of inclusion by treating all students equitably.

Performance Indicators: the teacher ...

2.4.1: demonstrates a commitment to inclusiveness.

2.4.2: supports learners with special needs through the development and implementation of Individual Education Plans.

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

Performance Indicators: the teacher ...

2.5.1: models and promotes the appropriate use of technology to enhance student learning.

2.5.2: uses current technology to improve efficiency and effectiveness in planning, instructional delivery, reporting, and assessment.

Competency 2.6: Educators in First Nations schools collaborate with educators, support staff, parents, and others to improve student achievement.

Performance Indicators: the teacher ...

2.6.1: works effectively with other stakeholders for the benefit of students.

2.6.2: supports an effective and appropriate sharing of information to benefit students, always respecting the need for confidentiality.

Standard 3: Educators in First Nations schools demonstrate an understanding of the role of parents, extended family, and the community in the life of students.

Competency 3.1: Educators in First Nations schools communicate openly, effectively, sensitively, and in a timely manner with parents and the extended family.

Performance Indicators: the teacher

3.1.1: demonstrates a positive, professional attitude when communicating with parents and the extended family.

3.1.2: ensures that parents / extended family members are fully informed about and involved in school activities and issues related to student performance.

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

Performance Indicators: the teacher ...

3.2.1: creates meaningful connections to the community to contribute to student learning.

3.2.2: works collaboratively with the community to support students and families in a comprehensive way.

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

Competency 4.1: Educators in First Nations schools understand the strengths and limitations of assessment, evaluation and reporting.

Performance Indicators: the teacher ...

4.1.1: understands the appropriateness of various assessment tools' usefulness, comprehensiveness, and cultural relevancy.

4.1.2: understands the teachers' responsibility for effectively using and responding to assessment results.

Competency 4.2: Educators in First Nations schools effectively utilize appropriate assessment and reporting for the benefit of their students.

Performance Indicators: the teacher ...

4.2.1: ensures the use of assessment: as learning (student self-assessment), for learning (to guide instruction), and of learning (evaluation).

4.2.2 uses assessment to assist with short-term and long-range planning to ensure high levels of learning for all students.

4.2.3: uses a variety of assessment strategies and measures to monitor and report on individual student progress.

4.2.4: contributes to school-wide efforts to use data to monitor program effectiveness and school growth.

Standard 5: Educators in First Nations schools are knowledgeable about First Nations peoples.

Competency 5.1: Educators in First Nations schools have general knowledge of First Nations' histories, cultures, and government practices.

Performance Indicators: the teacher ...

5.1.1: can articulate critical First Nations issues – national, regional, and local.

5.1.2: demonstrates an understanding of the community's perspectives, diversity, and values.

5.1.3: ensures that his or her knowledge of First Nations issues and the community is respectfully reflected in his or her practice.

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

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

Performance Indicators: the teacher ...

6.1.1: maintains a continual focus on learning.

6.1.2: contributes to a collaborative culture with a focus on high levels of learning for all.

6.1.3: actively participates in inquiry into best practice and current reality.

6.1.4: is committed to an action orientation (learning by doing).

6.1.5: focuses on continuous improvement.

6.1.6: demonstrates a results orientation.

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

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

Performance Indicators: the teacher ...

7.1.1: acts in an exemplary manner at all times.

7.1.2: understands that he/she is accountable to students, parents, the community, the employer, the profession and the public.