

# 21<sup>st</sup> Century Standards of Practice for Beginning Teachers in New Brunswick

These Standards of Practice describe the knowledge, skills, competencies, values and personal commitment expected of beginning teachers after having completed a teacher preparation program in order to teach in New Brunswick's inclusive public education system.

New Brunswick is shifting its public education system to a 21<sup>st</sup> Century model of learning. Inherent in these standards is the need for beginning teachers to have knowledge of, and be able to teach, literacy, numeracy and scientific thinking, as well as 21<sup>st</sup> Century competencies in team settings and in cross-curricular ways.

## 1. Professional Knowledge and Understanding

- a. Teachers know and can demonstrate an understanding of relevant content and demonstrate evidence of appropriate, contemporary, student-driven instructional methodology for teaching in an inclusive, 21<sup>st</sup> Century-oriented, public education system.
- b. Teachers know, understand and can demonstrate skills in the delivery of the provincial curriculum and its assessment within a system that acknowledges the responsibility for an inclusive process in meeting the learning needs of every child.
- c. Teachers know, understand and can demonstrate how children and youth learn and how they develop within the cognitive, physical, social, cultural and psychological context of learning.
- d. Teachers know, understand and can demonstrate how to evaluate student learning through the effective use of formative and summative assessment practices in an inclusive education setting.
- e. Teachers know and understand student-centred pedagogies and how to integrate current and emerging information communication technologies (ICT) to meet the learning needs of 21<sup>st</sup> Century students in an inclusive education setting.

## 2. Professional Skills, Abilities and Practice

- a. Teachers must have knowledge of and be able to design their instructional practices around students' interests, employing methodologies such as project-based or inquiry learning.
- b. Teachers know, understand and can demonstrate use of evidence-based instructional and classroom management strategies to create engaging learning environments.
- c. Teachers are able to design and implement rigorous and relevant unit and lesson plans that reflect the cultural and individual learning needs and interests of students.
- d. Teachers understand and act in a professional manner with students, their parents/guardians, colleagues, school and district leaders, and related professional personnel among whom all communication is respectful, honest, equitable and timely.
- e. Teachers collaborate with colleagues and related professionals interdependently as a team in promoting and nurturing the academic, physical, emotional and social safety and development for all students in their classes.
- f. Teachers adapt their teaching methodology and strategies based upon observation and interests of students, ongoing reflection of assessments and evaluation data and evidence, and the study of emergent educational research.

## 3. Professional Values and Personal Commitment

- a. Teachers know and can demonstrate an understanding of the New Brunswick Education Act and Regulations, all current public school education policies of the New Brunswick Department of Education, district and school policies and rules, NBTA-AEFNB's Code of Ethics, and the legal responsibilities of correlative New Brunswick legislation (e.g., Family Services Act, Human Rights Act).
- b. Teachers reflect upon, investigate and discuss their instructional practices, based on student evidence, collaboratively with colleagues, school and district leaders, and related education professionals in order to improve student learning.
- c. Teachers understand their role as professional educators within their profession and demonstrate their commitment to professionalism through continuing learning and improvement.
- d. Teachers are encouraged to demonstrate a commitment to the school community through participation and leadership in school activities.
- e. Teachers know, understand and can demonstrate leadership in promoting the goals of public schooling, including diversity, equity, inclusion and other aspects of a just and democratic society.

