



The New Brunswick Standards of Practice for Teachers

Anglophone Sector

The New Brunswick Standards of Practice for Teachers (Anglophone Sector) outline the knowledge, skills, values, and personal commitment expected of teachers in the province who complete a B.Ed. program.

These standards have been developed collaboratively between New Brunswick's Anglophone School Districts, the Department of Education and Early Childhood Development, and the province's university education programs. They will help guide New Brunswick's university teacher education programs, shaping course content and evaluation processes to ensure graduates are well-equipped to meet the needs of New Brunswick's students. The standards also guide professional development and support teachers in their professional growth and practice.



Planning & Instruction

Knowledge

Teachers possess a thorough understanding of the New Brunswick Curriculum Framework and the Wabanaki Framework, including their foundational principles, objectives, and culturally responsive teaching practices, and they possess subject-specific knowledge in the areas they teach.

Teachers possess a comprehensive understanding of evidence-based instructional strategies, including Universal Design for Learning (UDL).

Teachers continuously refine and adapt their lessons based on student needs, assessment data, and feedback. They engage in collaborative planning processes to enhance instructional quality and share best practices.

Teachers understand how all students learn and develop. They apply this knowledge to create developmentally appropriate learning experiences that support holistic student growth.

Teachers understand how to appropriately implement technology as a tool to support and enhance the learning experience and success for all students. They possess knowledge of emerging digital tools to align pedagogy with curriculum outcomes effectively.

Practice

Teachers use the curriculum framework as a focal point to design and deliver lessons. Teachers apply student-centered methodologies and ensure their instruction aligns with the pedagogies outlined in the curriculum framework.

Teachers employ a range of instructional strategies, aligning activities with learning outcomes and fostering equitable access to success.

Teachers are adept at selecting and adapting their planning to foster equitable access to learning and student success. They collaborate to plan lessons while adhering to the curriculum's core objectives. They continuously reflect on the curriculum, teaching practices, student assessments, research, and professional learning to refine their approaches.

Teachers design lessons that respect and respond to the cognitive, physical, social, cultural, and psychological development of all students.

Teachers design and implement learning opportunities that integrate technology. They ensure equitable access to digital resources and adapt strategies to meet the diverse needs of learners.



Assessment, Evaluation & Reporting

Knowledge

Teachers understand the importance of implementing both formative and summative assessments that align with learning objectives. They are knowledgeable about a variety of evidence-based assessment methods to gather relevant student data. Teachers recognize how active student engagement in the assessment process can foster growth and ownership of student learning.

Teachers possess the knowledge to evaluate, assess, and report on student progress by making informed decisions on the achievement of learning outcomes aligned with curriculum standards.

Teachers know how to interpret and apply assessment and evaluation data to inform their professional practice, including instruction and intervention.

They know how to integrate assessment and evaluation data into reporting practices to provide a holistic view of student achievement and progress.

Practice

Teachers plan and implement both formative and summative assessments aligned with learning objectives, using observations, conversations, and products to gather data. They engage students in the assessment process and provide timely, constructive and clear feedback, encouraging students to reflect, grow, and take ownership of their learning.

Teachers make informed decisions on student progress in relation to learning outcomes, supports and accommodations.

Teachers use assessment and evaluation data to inform and adjust instructional approaches and support learning plans as required.

Teachers communicate assessment and evaluation outcomes through clear, constructive, and appropriate reports that offer a comprehensive view of student achievement and progress.



Safe and Positive Learning Environments

Knowledge

Teachers understand the importance of creating and maintaining a positive learning environment that supports the holistic growth of each student. They are knowledgeable about strategies to set clear expectations and foster mutual respect to support students' academic, physical, social, and emotional well-being.

Teachers understand that creating and sustaining inclusive, equitable, and safe learning communities helps to foster a culture of success, belonging, respect, and mutual support. Teachers understand how promoting these values contributes to a cohesive educational community and reinforce positive dispositions as integral to the lived curriculum.

Practice

Teachers create and maintain positive learning environments that promote the growth of the whole student. They maintain respectful relationships, address behaviors consistently, and are responsive to the needs of the learner. They establish clear expectations, promote mutual respect, and apply strategies that support students' academic, physical, social, and emotional well-being.

Teachers cultivate inclusive, collaborative, and cohesive learning environments that foster success, safety, belonging, and mutual respect. They engage in practices that encourage students to support one another, work collaboratively, and take shared responsibility for their learning community. By leveraging everyday interactions and experiences, teachers promote respect, inclusivity, and collaboration as integral values, reinforcing the dispositions within the holistic curriculum.



Valuing Diversity, Inclusion & Equity

Knowledge

Teachers understand the importance of creating a learning environment where every student feels safe and respected. They recognize diversity in all its forms and understand the impact of integrating and celebrating diversity to create a community of belonging and equity.

Teachers understand the principles of equity and inclusivity in learning environments. They recognize the importance of designing and adapting practices to meet the diverse needs of students.

Teachers understand the role of integrating the appropriate learning tools in supporting diverse educational needs and enhancing student engagement. They know how it should be used purposefully.

Practice

Teachers implement practices that embrace and celebrate diversity by creating inclusive learning spaces that respect these differences.

Teachers respect human rights and actively promote equity and inclusivity within the classroom. They ensure measures are in place to establish respectful relationships with students, address behaviour appropriately, and adapt instructional practices to meet diverse needs.

Teachers purposefully integrate the appropriate learning tools to enhance engagement and support diverse learning goals. When appropriate, they integrate technology to serve the learning needs of all students.



Relationships & Engagement

Knowledge

Teachers understand the importance of building positive professional relationships with students and strategies to foster trust and belonging. They recognize the value of understanding and incorporating histories and cultures into their teaching practices.

Teachers are knowledgeable about the importance of engaging and communicating with parents, guardians, and community members in educational processes.

Teachers understand that education is a shared responsibility and recognize the importance of collaborating with colleagues, leaders, and outside experts to foster a culture of respect and trust.

Teachers understand the value of clear, professional communication with all stakeholders. They know effective strategies for developing positive professional relationships and are aware of the skills required to handle sensitive conversations.

Practice

Teachers actively prioritize building strong, supportive, professional relationships with each student while encouraging students to engage in their learning.

Teachers engage parents, guardians, and community members in educational processes to support student success.

Teachers work collaboratively, recognizing their role in fostering a culture of respect and trust.

Teachers communicate professionally with all stakeholders. They approach sensitive conversations thoughtfully, ensuring these interactions support students' development and foster trust among stakeholders.



Expectations of Students

Knowledge

Teachers recognize the potential in every student and know how to cultivate a positive learning environment that encourages every student to succeed. They understand the importance of setting high expectations that inspire, motivate, and challenge every student.

Teachers understand how to encourage self-confidence, resilience, and a growth mindset in students, promoting the belief that all students can succeed.

Practice

Teachers set and communicate high expectations that inspire, motivate, and challenge students.

Teachers cultivate a learning environment where students are encouraged to set and pursue high expectations, practice reflection, and develop self-discipline. They integrate student voices, empowering learners to take ownership of their education.



Professional Growth

Knowledge

Teachers understand the importance of setting ongoing professional growth goals and know how to meet these goals through professional development activities and professional learning processes.

Teachers understand the importance of continuous professional learning to stay current with emerging technologies.

Teachers recognize the value of applying new knowledge and skills to improve professional practices.

Teachers value self-awareness and reflective practices as key to professional growth and effectiveness.

Practice

Teachers set and pursue growth goals, engaging in ongoing professional learning and professional development to reach these objectives.

Teachers actively engage in ongoing professional development opportunities, applying newly acquired knowledge and skills to improve their professional practices.

Teachers use self-reflective practices to plan for learning and adjust instruction and/or the learning environment.

Teachers demonstrate self-awareness through ongoing professional development and adapting their practices based on evidence-based approaches. They employ workload management strategies to balance their responsibilities effectively to meet the diverse needs of their students.



Professionalism

Knowledge

Teachers are knowledgeable about the New Brunswick Education Act, its Regulations, educational policies, and respecting the Professional Conduct and Standards as defined by the NBTA and AEFNB.

Teachers understand that public trust is a crucial element of professionalism and recognize that their conduct, both within and outside the educational environment, reflects on the profession, their employer, and the trust placed in them by the public.

Practice

Teachers uphold their professionalism by acting with integrity, honesty, and respect. They fulfill their ethical, legal, and contractual obligations, collaborating with colleagues and stakeholders to maintain high professional standards in all responsibilities.

Teachers' conduct, both within and outside the educational environment, reflects their utmost commitment to students' well-being, professional judgment reinforcing public trust and respect for the profession.

