Educational Leadership Standards

Educational leaders create a learning climate that is equitable, inclusive, accessible, and culturally responsive.

Leaders

- lead, model, and ensure application of the principles of the Inclusive Education Policy

- nurture and sustain a culture of high expectations for all students and staff

- promote the belief that all students can learn with enough time, practice, and equitable and responsive teaching

- respond to the individual needs of students by establishing processes to provide a continuum of interventions and supports

- act as advocates for each student

- embrace the assets that students with diverse cultures, languages, identities, experiences, and ways of being and knowing bring to the school community

- focus on equity by supporting success for students who represent the many dimensions of diversity, including race, ethnicity, language, religion, gender identity, sexual orientation, students with disabilities or other barriers to learning and socioeconomic status, and those who have been historically marginalized, racialized, underrepresented or underserved

- authentically engage with historically marginalized, racialized, under-represented, and under-served students, families, and communities to gain first voice perspective of the cumulative impact of colonialism, historic and systemic inequities, and the intersectionalities that exist among different dimensions of diversity (African Nova Scotian and Mi'kmaw/Indigenous students)

- respect and honour Treaty relationships with the Mi'kmaw nation

- critically reflect on and confront personal beliefs, privilege, biases, behaviours, and systemic processes and practices that disadvantage students

- identify trends of inequity, discrimination, and systemic racism, and take action to eliminate deficit practice

- utilize home language and culture to support student well-being and achievement

- value French and Acadian language and culture in a French linguistic minority environment

Educational Leadership Standards

Educational leaders generate public trust by fulfilling their responsibilities, modelling professional standards of conduct, and acting with integrity.

Leaders

- demonstrate a commitment to upholding core beliefs and values that enable all students to succeed

- set and sustain a shared sense of moral purpose and accept responsibility for the well-being and achievement of all students

- advance a vision that models beliefs and values that place students at the center of all decision making

- act with cultural competence and responsiveness in their interactions, decision making, and practice

- model professional conduct and standards of professional practice in all settings, including online platforms

- identify and address barriers that impact each student's well-being and achievement, and demonstrate the courage to interrupt, confront, and eliminate inequities

- utilize emotional intelligence to facilitate effective working relationships

- demonstrate effective communication, decision-making, and conflict resolution skills

- value and empower the voices of all partners to build collaborative relationships rooted in trust, mutual respect, and integrity, and at all times observe appropriate professional boundaries

- represent their employer respectfully in all aspects of practice

- create an expectation for self and staff to act with integrity, fairness, and in an ethical manner to sustain an inclusive and equitable school learning environment

- are visible and accessible to staff, parents/guardians, and students

- observe confidentiality in the sharing and storage of information

- engage in ongoing reflection of professional practice

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Educational Leadership Standards

Educational leaders maintain a system-wide focus on effective teaching, learning, and assessment to keep every student engaged, challenged, and motivated.

Leaders

- collaboratively engage in and lead reflection on the impact of teaching on student success to ensure teaching and resources are responsive to students' needs and supportive of well-being and achievement

- support the implementation of high-quality instructional practices, as defined by the Nova Scotia Teaching Standards and other standards of professional practice

- implement and monitor policies and guidelines related to Nova Scotia public school programs, curriculum, resources, technology, instruction, and assessment

- support the integration of academic learning with student well-being

- establish the effective use of instructional time and minimize disruptions to teaching and learning

- lead collaborative teams to improve teaching and learning

- incorporate student voice in teaching and learning

- address the strengths and challenges of all learners

- ensure curriculum, instruction, and assessment are aligned and grounded in inclusive and culturally responsive practices

- provide feedback, coaching, and support for implementing and honing teaching approaches

- provide equitable and accessible opportunities, programs, services, resources, and teaching and learning spaces

- facilitate integration of appropriate technology and digital learning environments

- ensure that every student authentically sees themselves reflected throughout their environment, learning resources, and within their learning experiences

- advance the use of a variety of equitable, accessible, and fair assessment practices

Educational Leadership Standards

Educational leaders engage in ongoing professional learning and critical reflection to identify opportunities for improving leadership, teaching, and learning.

Leaders

- foster and build collective efficacy through reflective practice, meaningful collaboration, and shared accountability

- build relationships and a climate of trust to support risk taking and implementation of new approaches

- actively work with staff to identify their individual and collective professional learning goals based on the evolving needs of staff, students, communities, and improvement objectives

- engage in their own professional learning and growth through the study and implementation of current educational research, reflection, networking, and feedback

- facilitate professional learning for staff that aligns with a shared vision, student and teacher needs, and priorities

- support staff in identifying individual professional growth plans

- lead, facilitate, and learn alongside staff in professional learning focused on effective, research-based practices that have the greatest impact on student well-being and achievement

- facilitate ongoing opportunities for staff to build confidence and capacity in providing equitable and inclusive learning opportunities, incorporating knowledge, experiences, and expertise from educational partners

- foster and build capacity for anti-discrimination and anti-racism education

- leverage the strengths and skills of staff to meet school objectives and cultivate the leadership potential of others through distributed and shared leadership practices

Educational Leadership Standards

Educational leaders ensure safe, fair, and respectful environments where all members are welcomed, accepted, valued, and have a sense of belonging.

Leaders

- collaborate with students and other partners to advance healthy attitudes, behaviours, and relationships

- ensure the protection and safety of students and staff in all educational settings through adherence to legislation, policies and procedures, crisis response, and anti-discrimination anti-racist protocols

- create an environment of trust where challenging discussions about learning and well-being can happen in deep, meaningful, respectful, and safe ways

- develop awareness of elements in the school and community environment that may impact safety and utilize this information to mitigate potential risks

- engage with partners to support the implementation of proactive, preventative, evidence-based approaches and comprehensive health initiatives to support student well-being

- communicate expectations and promptly respond to behaviours in all educational settings, including online environments and any activities that impact the physical and psychological safety of students and staff and may disrupt the learning climate

- maintain ongoing dialogue with students, families, and educational partners and engage them in response to incidents

- recognize and act upon discrimination and racism and address the harm caused to relationships

- use established processes within information systems to consistently record, monitor, review, and utilize relevant data to improve school climate and student engagement

- recognize the importance of work-life balance and nurture good mental health and well-being of self and staff

Educational Leadership Standards

Educational leaders facilitate change for improvement and are knowledgeable and strategic in response to evidence of student and system needs.

Leaders

- flexibly engage in a collaborative systems approach to support implementation of new programs, processes, and practices and measure impact through a continuous cycle of monitoring, revising, reviewing, and modifying improvement strategies

- understand and implement effective change management practices grounded in evidence and research

- utilize multiple sources of data to inform improvement, implement goals and strategies, and to monitor progress

- disaggregate data through an equity lens and a strengths-based focus to identify and respond to student needs

- understand and communicate clearly with optimism and positivity why there is the need for change, innovation, and improvement

- acknowledge existing impactful practices, values, and norms that should be preserved

- promote focused and intentional collaboration for shared responsibility and accountability for continuous improvement

- build capacity in self and staff to implement strategies to ensure success

- monitor and reflect on progress throughout the year to ensure the strategies and actions are having the intended impact and revise as needed

- celebrate progress on an ongoing basis

Educational Leadership Standards

Educational leaders recognize that building respectful trusting relationships and strong partnerships is vital in meeting the needs of all students.

Leaders

- cultivate partnerships to strengthen specialized services, cultural understanding, resources, and community connections to support student well-being and achievement

- use a relational approach to establish and maintain collaborative and authentic professional relationships with educational partners

- engage with and access the expertise of educational partners to promote the well-being and achievement of all students

- understand the realities, available resources, and demographics of the community

- engage educational partners through active listening and genuinely consider their feedback when taking action

- work collectively with school-based and RCE/CSAP support staff, as appropriate, to deliver instruction and supports to students

- empower students and families to be essential decision makers in identifying students' strengths, interests, and challenges

- maintain meaningful and frequent communications on student achievement and well-being with families in ways that are accessible and understandable

- engage with educational partners, and draw upon their expertise to build professional knowledge, competence, confidence, and capacity among staff

- collaborate with community to create and nurture environments where attitudes, approaches, and actions of reconciliation are expected, respected, and supported

- establish and collaborate with a school advisory council

- seek opportunities to work with partners in environments where they feel safe and supported

Educational Leadership Standards

Educational leaders collaboratively manage inclusive educational environments, human resources, finances, and operations to ensure safe and orderly day-to-day operations.

Leaders

- develop and maintain collaborative working relationships and utilize the supports within the system in order to maintain a focus on instructional leadership

- make decisions that are governed and guided by acts, laws, regulations, policies, collective agreements, professional ethics, and the vision of the organization

- responsibly manage and equitably allocate financial, human, and material resources to align with provincial, RCE/CSAP, and school priorities

- access and utilize available resources to maximize instructional effectiveness, quality learning, and student success

- work proactively with educational partners to plan and implement emergency and risk management procedures for individuals and the site

- identify staffing needs, and assist with selection and hiring of staff, per RCE/CSAP policy

- are responsible for performance management of employees that is supportive, timely, collaborative, and growth oriented

- address performance concerns and unprofessional conduct in accordance with RCE/CSAP policies and collective agreements

- organize and manage time, tasks, and projects effectively with clear objectives, coherent plans, and timelines, and prioritize tasks when urgent and unforeseen circumstances arise

- represent RCE/CSAP perspectives and contribute to the development of provincial and local policies and programs