

How can I address Competency 6 of the TQS - Adhering to Legal Frameworks and Policies?

Competency 6 of the TQS outlines the necessity for teachers to adhere to legal frameworks and policies within the teaching profession. It states WHAT is important to demonstrate. The student teaching final assessment is a way to express HOW the student teacher demonstrated efficacy within the competency and how it informed their practice. Due to its depth and breadth, this competency requires many years of teaching to be able to achieve mastery at the local, district, and provincial levels. Student teachers are at the early stages of their development as teachers. As such, the evidence of their learning will most likely be focused at the classroom and school levels.

Below are some questions that could guide reflection about some of the indicators for this competency. These questions might also help to identify evidence of achievement of competency 6. Furthermore, there are examples of some of the legislation that might inform each indicator. That being said, the list of questions to guide reflection and identify evidence is not an exhaustive one. We value our partners' input; If you feel you have additional examples to share with our larger educational community, please email them to roberta.baril@ualberta.ca

Indicators:	Possible questions to guide reflection and evidence of how student teacher approached the indicator.	Examples of legislation
<p>(a) maintaining an awareness of, and responding in accordance with, requirements authorized under the School Act and other relevant legislation;</p>	<p>For example: At what level does the student teacher...</p> <ul style="list-style-type: none"> ● engage proactive approaches to create a classroom climate free of discrimination? ● aim to remove all discrimination from the classroom, regardless of its origin? ● respond to inappropriate and discriminatory language and actions? ● listen to the concerns of students who feel discriminated against? ● teach students (directly and/or indirectly) about equality and dignity? ● demonstrate respect for the dignity and worth of every student, no matter what their race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender expression, gender 	<ul style="list-style-type: none"> ● The Government of Canada <i>Constitution Act, 1982</i> (also known as the Canadian Charter of Rights and Freedoms) ensures the rights of all peoples in Canada to freedom, democracy, mobility, security and well-being. ● Alberta Human Rights Act - This act affirms basic human rights and prohibits discrimination in various

	<p>identity, age, marital status, family status or disability when receiving services, in employment and accessing school facilities?</p> <ul style="list-style-type: none"> ● respect students' personal space and possessions? ● remove student barriers (including physical, psychological, emotional, economic, etc.) to full participation and success in education? ● select resources that represent diverse voices and perspectives? ● provide opportunities for students to participate in democratic decision-making? <p>For example: At what level does the student teacher...</p> <ul style="list-style-type: none"> ● teach the courses of study and education programs that are prescribed, approved or authorized pursuant to the Act? ● encourage and foster learning in students? ● regularly evaluate students and periodically report the results of the evaluation to the students, the students' parents and the board? ● maintain order and discipline among the students while they are in the school or on the school grounds and while they are attending or participating in activities sponsored or approved by the board? 	<p>contexts in Alberta, and establishes the Human Rights Commission to hear complaints of violations of those rights.</p> <ul style="list-style-type: none"> ● The School Act sets out the goals, roles and responsibilities of Alberta's Early Childhood Services to Grade 12 (ECS-12) education system, and identifies the roles and responsibilities of the Ministry, school boards, charter schools, private schools, teachers, parents and students. ● A summary of this can be found in the Guide to Education on page 14.
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	<p>For example: At what level does the student teacher...</p> <ul style="list-style-type: none"> ● understand the “fair dealing” provision of the Copyright Act? ● engage in practices that respect the “fair dealing” provision of the Copyright Act? <p>For example: At what level does the student teacher understand the importance of FOIP and how it informs teaching practice?</p> <ul style="list-style-type: none"> ● rules regarding photographing students; ● disclosing information such as student names, email addresses, family information; ● managing various types of student records, including student grades and hand-written anecdotes. 	<ul style="list-style-type: none"> ● The Government of Canada <i>Copyright Act</i> establishes the rights of ownership, reproduction and use of original works (e.g., textbooks and other educational resources, literature, music, academic writing) and the penalties for unauthorized use of such works. ● See the Fair Dealing Provision for K-12 schools from the Copyright Act https://www.cmec.ca/docs/copyright/CMEC_POSTER_FDG_EN.pdf ● Freedom of Information and Protection of Privacy Act (FOIP) Establishes the legislative framework for the Government of Alberta's general policy on access to information and the protection of personal information in the public sector. It provides for public accountability through a right
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		<p>of access to records under the control of public bodies and mandates how a public body is to collect, use and disclose an individual's personal information.</p> <ul style="list-style-type: none"> ● See FOIP - Frequently Asked Questions for School jurisdictions. <p>https://www.servicealberta.ca/foip/documents/faq-school-jurisdictions.pdf</p>
<p>(b) engaging in practices consistent with policies and procedures established by the school authority;</p>	<p>For example: <u>At what level</u> does the student teacher demonstrate an understanding of district policies and procedures?</p> <ul style="list-style-type: none"> ● field trip policies and procedures; ● supervision of students; ● emergency procedures; ● student accommodation; ● inclusive education; ● student dress and grooming; ● student codes of conduct; ● student attendance policies; ● student, assessment, grading and reporting. 	<ul style="list-style-type: none"> ● As policies and procedures are decided by trustees for each school division, these will vary across the province.

<p>(c) recognizing that the professional practice of a teacher is bound by standards of conduct expected of a caring, knowledgeable and reasonable adult entrusted with the custody, care or education of students</p>	<p>For example: At what level does the student teacher...</p> <ul style="list-style-type: none"> ● teach in a manner that respects the dignity and rights of all persons without prejudice as to race, religious beliefs, colour, gender, sexual orientation, gender identity, gender expression, physical characteristics, disability, marital status, family status, age, ancestry, place of origin, place of residence, socioeconomic background or linguistic background? ● treat pupils with dignity and respect and is considerate of their circumstances? ● Protect information about a pupil received in confidence or in the course of professional duties except as required by law or where, in the judgment of the teacher, to do so is in the best interest of the pupil? ● respect the confidence of pupils in other teachers? ● act in a manner which maintains the honour and dignity of the profession? ● engage in activities which positively reflect the quality of the teacher’s professional service? <p>For example: At what level does the student teacher...</p> <ul style="list-style-type: none"> ● respect diversity and nurture a sense of belonging and a positive sense of self? ● keep track of students while moving throughout the school? ● respond appropriately to incidents of bullying? ● adhere to principles such as in <i>loco parentis</i>? ● explain to students that certain rules are in place for student safety? ● demonstrate awareness of fire drill and lockdown procedures? 	<ul style="list-style-type: none"> ● ATA Code of Professional Conduct. <p>https://www.teachers.ab.ca/SiteCollectionDocuments/ATA/Publications/Teachers-as-Professionals/IM-4E%20Code%20of%20Professional%20Conduct.pdf</p> <ul style="list-style-type: none"> ● The <i>School Act</i> (Sections 1(1)(b.1), 12, 16.2, 45.1) sets out responsibilities around welcoming, caring, respectful and safe learning environments.
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