

EFFECTIVE
MARCH 1, 2023

A GUIDE TO THE CODE OF PROFESSIONAL ETHICS AND STANDARDS OF PRACTICE

FOR THE TEACHING
PROFESSION OF
SASKATCHEWAN



SASKATCHEWAN
TEACHERS'
FEDERATION

TABLE OF CONTENTS

Preface 1

Development of the Code of Professional Ethics and Standards of Practice for Saskatchewan Teachers . . . 2

The Code of Professional Ethics. 4

Commentaries 5

Standards of Practice 15

PREFACE

The Code of Ethics and Standards of Practice are the ideals by which teachers¹ actualize their professional practice, their duty of care for children and youth, and their relationships with colleagues and the community. Teachers engage with students in their classrooms and schools every day and the care and respect they hold for the profession is represented within the depth and breadth of the art of teaching. Teaching is a profession, but it is also a work of the heart. Teachers, both individually and collectively, believe in the public good of education and the significance of professional practice.

Saskatchewan teachers recognize the importance and responsibility of the public trust they are granted every day. They are committed to the well-being and safety of children and youth, to quality teaching and professional service, and to creating a culture of learning that nurtures the holistic needs of students.

As leaders in education, members of the Saskatchewan Teachers' Federation have a responsibility to model positive values, practices, and relationships for the children and youth they serve. The commitments to students, communities and the profession can be found in the vision, mission and values of the Federation.

Public assurance in the education system is important to all teachers. They understand the individual and collective impact that decisions and actions can have on students and the integrity of the teaching profession. That is why the Federation has developed high standards of professional ethics and practice to guide the behaviour and practices of the members.

These standards and STF disciplinary processes for the members are part of a teacher professional regulatory system in Saskatchewan that includes additional checks and balances of the employment policies of school boards or conseil scolaire and the certification, registration and discipline of teachers by the Saskatchewan Professional Teachers Regulatory Board. We work collaboratively with these partners in education to promote exemplary teaching practices and foster healthy school environments for all.

The Saskatchewan Teachers' Federation is responsible for processing complaints related to conduct or practice in breach of the Code of Professional Ethics and/or Standards of Practice. The STF Professional Complaints Committee reviews initial complaints and preliminary investigations and recommends next steps. If the complaint raises a question about professional misconduct or incompetence, the next step is referral to the Saskatchewan Professional Teachers Regulatory Board.

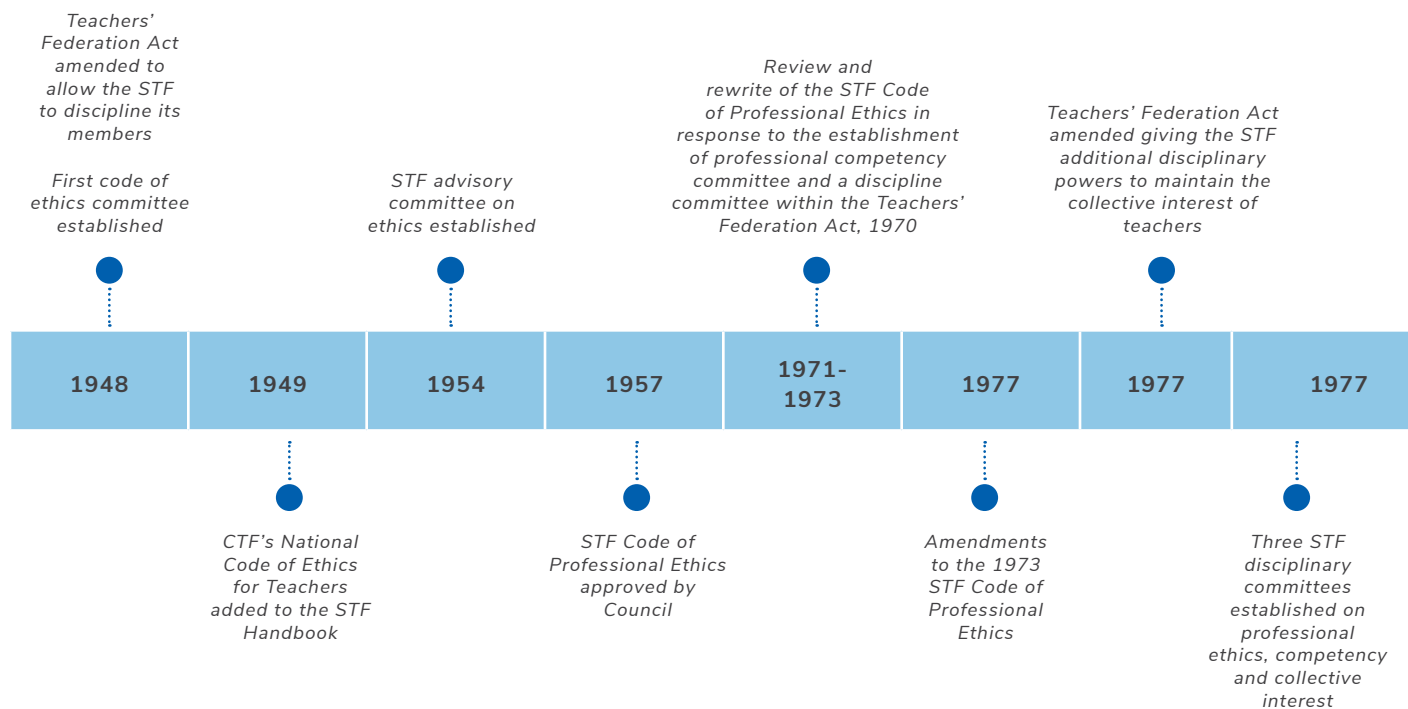
The SPTRB, established by the Government of Saskatchewan in October 2015, is responsible for certification, registration, and discipline that raises a question of professional misconduct and/or incompetence. As part of the creation of their bylaws, the SPTRB set out standards for the conduct expected of teachers. Their standards were patterned after the codes and standards previously established and used by the Saskatchewan Teachers' Federation.

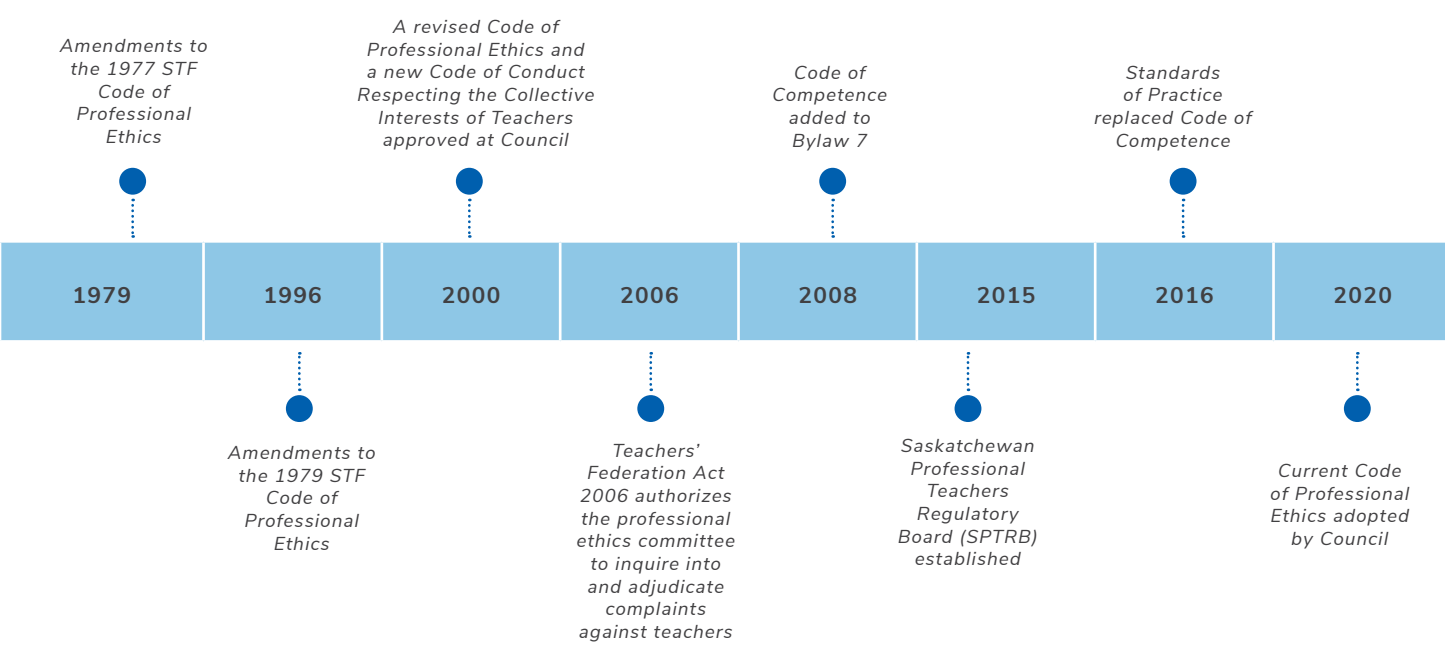
To effectively provide teaching services teachers must have the confidence and respect of the public. Moreover, the organizations that represent them must also command such confidence and respect on behalf of their members. Within teachers' professional status it has long been recognized that a high level of public respect and confidence is best achieved when teachers themselves establish and maintain a reputation for integrity, commitment and effective self-regulation. Through their professional organizations teachers have developed, and hold one another accountable to, codes of ethics and standards of practice.

1 It should be noted that throughout the STF documentation related to the Code of Professional Ethics and Standards of Practice, the terms "member" and "teacher" include all teachers, principals, assistant principals, vice-principals, consultants, and other individuals who are members of the Saskatchewan Teachers' Federation as defined in Section 17(1) and 17(2)(d) of *The Teachers' Federation Act, 2006*.

DEVELOPMENT OF THE CODE OF PROFESSIONAL ETHICS AND STANDARDS OF PRACTICE FOR SASKATCHEWAN TEACHERS

Over the past 70 years, Saskatchewan teachers have developed and followed the Code of Ethics and Standards of Practice.





THE CODE OF PROFESSIONAL ETHICS

These are the ethical ideals for Saskatchewan teachers expressed as commitments made by assuming the duties of a professional teacher within Saskatchewan’s publicly funded education system:

Code 6.2.1	To act at all times in a way that maintains the honour and dignity of the individual teacher and the teaching profession	5
Code 6.2.2	To strive to make the teaching profession attractive and respected in ideals and practices	5
Code 6.2.3	To act in a manner that respects the collective interests of the profession	6
Code 6.2.4	To perform teaching duties competently in accordance with the profession’s standards of practice and taking into consideration the given context and circumstances for teaching	6
Code 6.2.5	To provide professional service to the best of one’s ability	7
Code 6.2.6	To treat each student justly, considerately and appropriately in accordance with the beliefs of the profession	7
Code 6.2.7	To respect the right of students to form their own judgements based upon knowledge	8
Code 6.2.8	To support each student in reaching their highest levels of individual growth across intellectual, social-emotional, spiritual and physical domains	8
Code 6.2.9	To respond generously and appropriately to colleagues seeking professional assistance.	8
Code 6.2.10	To evaluate the work of other teachers only at the request of the other teacher or when required by role as a supervisor	9
Code 6.2.11	To protect the educational program from exploitation	10
Code 6.2.12	To model the fulfilment of social and political responsibilities associated with membership in the community	10
Code 6.2.13	To respect the various roles and responsibilities of individuals involved in the educational community	11
Code 6.2.14	To keep the trust under which confidential information is exchanged	12
Code 6.2.15	To keep parents and the school community informed of and appropriately involved in decisions about education programs	12
Code 6.2.16	To inform an associate before making valid criticism and to inform the associate of the nature of the criticism before referring the criticism of the associate to appropriate officials.	13
Code 6.2.17	To strive for the appropriate implementation and enforcement of legislation, regulations, bylaws and policies enacted by the Ministry responsible for the PreK-12 education, school divisions and schools	14
Code 6.2.18	To maintain awareness of the need for changes in the public education system and advocate appropriately for such changes through individual or collective action	14

COMMENTARIES

Code 6.2.1

To act at all times in a way that maintains the honour and dignity of the individual teacher and the teaching profession

Commentary

1. In 1996, the Supreme Court of Canada ruled in [Ross v. New Brunswick School District No. 15](#) that teachers are held to a higher standard of behaviour than the general public.
2. It is recognized that socially acceptable standards of conduct vary across the province and are subject to change over time. At times, the teacher's personal and professional principles may conflict with the conduct expectations of a school or community. Teachers should be aware of, and sensitive to, the norms of the community in which they teach.
3. Individual teacher's actions impact the public perception of the profession as a whole.
4. Additional information can be found in the STF [Code of Collective Interests](#) and in the STF [Governance Handbook](#).

Code 6.2.2

To strive to make the teaching profession attractive and respected in ideals and practices

Commentary

1. Teachers' words and actions reflect on the teaching profession as a whole.
2. Teachers demonstrate their commitment through intentional use of respectful and professional language and actions. When teachers model the ideals and practices of the teaching collective, as stated in the Code of Collective Interests, they foster public confidence and draw dedicated, capable individuals to the profession.
3. While promoting positive public opinion of the teaching profession, teachers may also recognize challenges that need to be addressed. Teachers are encouraged to seek solutions through appropriate channels.
4. This code and its commentary find connections in the STF policy on goals of publicly funded education.
5. Additional information can be found in the STF [Governance Handbook](#).

Code 6.2.3

To act in a manner that respects the collective interests of the profession

Commentary

1. Saskatchewan teachers have organized themselves to work collectively through local associations and their provincial organization to solve educational problems and further the interests of students and teachers. Legislation, policies and processes have been developed to support this collective action by teachers.
2. The STF Code of Collective Interests has been established to ensure teachers understand and respect their obligations as part of a collective. It is the duty of teachers to unite in the pursuit of collective interests rather than individually pursuing their own interests.
3. Additional information can be found in the STF [Code of Collective Interests](#) and the STF [Governance Handbook](#).

Code 6.2.4

To perform teaching duties competently in accordance with the profession's standards of practice and taking into consideration the given context and circumstances for teaching

Commentary

1. Competence refers to the possession of an appropriate level of professional knowledge, skill, and judgment to carry out specific teaching objectives and other professional duties.
2. At the heart of the teacher-student relationship is the belief that the teacher creates appropriate and meaningful learning experiences for all students.
3. All teachers strive to respond to students' educational needs by adapting the curriculum, employing a purposeful variety of instructional strategies, and evaluating student achievement through integrated planning, assessment and instruction.
4. When teaching circumstances or contexts become challenging or complex, professional teachers may experience difficulty and should seek support. Some of the factors that might affect teacher competency include:
 - Class complexity and composition.
 - Access to suitable supports and resources.
 - The range and extent of the teacher's pedagogical knowledge and experience.
 - The educational background of the teacher.
 - The respective backgrounds and experiences of the teacher and the students.
 - The emotional and physical health of the teacher and the students.
5. Competence is developed through education and continuing professional development relevant to the teacher's roles and responsibilities. It is an ongoing professional responsibility of teachers to willingly undertake appropriate professional development.
6. This code and its commentary find connections in the STF policies on educational accountability and teacher success.
7. Additional information can be found in the STF [Governance Handbook](#).

Code 6.2.5

To provide professional service to the best of one's ability

Commentary

1. Teaching and learning processes occur within a variety of different contexts and complexities. Individual teachers may experience challenges and/or a range of successes throughout their careers.
2. Teachers should access supports to develop or enhance their professional practice and competencies throughout all stages, changes and challenges of their careers.
3. This code and its commentary find connections in the STF policies on teacher success, principalship success, educational accountability and professional growth.
4. Additional information can be found in the STF [Governance Handbook](#).

Code 6.2.6

To treat each student justly, considerately and appropriately in accordance with the beliefs of the profession

Commentary

1. Teachers recognize that all students grow and change and that it's important to meet students where they are at. In all interactions, the teacher focuses on maintaining the teacher-student relationship and the well-being and learning of students.
2. It is the duty of the teacher, within the contexts of the school program, to care for all students, enhance their well-being, and protect them from harm of any kind.
3. Human rights legislation requires equity and inclusion regardless of race, national or other origin, color, religion, age, sex, sexual orientation, gender identity or expression, marital status, family status, disability, genetic characteristics, or a conviction for which a pardon has been granted or a record suspended, or other protected ground as required by law.
4. Teachers' obligations to be just and considerate in dealing with each student do not undermine their right under Section 231 of [The Education Act 1995](#), to exclude a student from the classroom in the interests of other students.
5. This code and its commentary find connections in the STF policy on child and youth well-being and [The Saskatchewan Human Rights Code, 2018](#).
6. Additional information can be found in the STF [Governance Handbook](#).

Code 6.2.7

To respect the right of students to form their own judgements based upon knowledge

Commentary

1. At times, teachers will address controversial topics in the classroom to develop students' ability to think critically and increase their knowledge of important issues. It is the teacher's professional responsibility to ensure the topics or issues are presented fairly and objectively.
2. All teachers bring their values and beliefs to their interactions with others, including students. However, teachers must ensure that students have the freedom, and are encouraged, to draw their own conclusions and form their own opinions.
3. Teachers must ensure students develop critical thinking skills and the information necessary to make informed judgements.
4. This code and its commentary find connections in the STF policies on teaching and learning and intellectual freedom.
5. Additional information can be found in the STF [Governance Handbook](#).

Code 6.2.8

To support each student in reaching their highest levels of individual growth across intellectual, social-emotional, spiritual and physical domains

Commentary

1. Teachers value students as individuals with varying strengths, experiences, and needs and they recognize the impact on students' well-being in all domains.
2. Teachers consider student strengths and needs in all domains to implement a flexible and responsive learning environment and assessment-planning-instruction cycle that allows students to experience success and growth.
3. This code and its commentary find connections in the STF policies on child and youth well-being, student evaluation, and professional relationships among Federation members.
4. Additional information can be found in the STF [Governance Handbook](#).

Code 6.2.9

To respond generously and appropriately to colleagues seeking professional assistance

Commentary

1. It is the duty of teachers to ask for assistance when it is needed.
2. It is the duty of teachers to support one another when asked for professional advice or assistance by sharing or directing them to appropriate resources.
3. All teachers, regardless of experience, including pre-service teachers or teachers nearing the ends of their careers, have knowledge, skills and experience that are valued.
4. This code and its commentary find connections in the STF policies on professional growth, teacher success, principalship success, and professional relationships among Federation members.
5. Additional information can be found in the STF [Governance Handbook](#).

Code 6.2.10

To evaluate the work of other teachers only at the request of the other teacher or when required by role as a supervisor

Commentary

1. In accordance with the STF Teacher Supervision and Evaluation policy, “supervision is a collaborative process by which principals observe and gather information in order to support, guide, and provide professional growth opportunities for teachers. Evaluation refers to a formal process that involves a point-in-time judgment and written appraisal by an employer of a teacher’s professional competence and effectiveness.”
2. Principals are expected to supervise but not evaluate all teachers within the school. In performing supervisory functions, the interdependence that exists between supervision and evaluation needs to be recognized and mitigated.
3. Those who have been charged with the responsibility for evaluating the work of a teacher have a duty to be accurate, objective and honest in their assessment of the teacher’s ability, and they must ensure the teacher has been informed of the purpose of the evaluation.
4. Teachers engage in activities that are evaluative of other teachers (e.g., providing letters of reference or recommending the use of a particular substitute teacher). There is an obligation to be accurate, objective and honest in their assessment of a colleague. It is also the teacher’s professional duty to first inform colleagues when criticizing their professional conduct to others.
5. Both pre-service teachers and substitute teachers hold the position of colleagues to other teachers in a school where they are teaching. These teachers are expected to live up to the same standards of ethical conduct as those who possess a teacher’s certificate and are employed under a contract. However, the processes for providing them with feedback, evaluation and criticism may be different in order to recognize their different employment status. Nevertheless, student teachers and substitute teachers are owed the same professional courtesy and high standard of ethical treatment from their colleagues that are the right of every teacher.
6. This code and its commentary find connections in the STF policy on teacher supervision and evaluation.
7. Additional information can be found in the STF [Governance Handbook](#).

Code 6.2.11

To protect the educational program from exploitation

Commentary

1. The educational program of the school is based on provincial curricula, which have been developed in accordance with the established goals of education.
2. Activities, materials, or programs may be brought forward from a variety of sources for implementation in schools as part of the educational program. Some of these proposed additions enhance the curriculum while some address local needs or interests that enhance the education of students.
3. It is the use of additional activities, materials or programs from other sources in ways that do not serve, and may even detract from, the interests of students and the public that constitutes educational exploitation. In determining whether, and to what degree, the education program is being exploited and what action may be required, teachers should use their best professional judgement in reference to available policies and guidelines provided by school divisions and the Ministry of Education.
4. It is the responsibility of the Ministry of Education and school divisions to provide policies and procedures that guide schools in evaluating and approving activities, materials and programs that have been proposed for incorporation into the educational program. Teachers have a duty to observe these policies and procedures in their development of the educational program.
5. This code and its commentary find connections in the STF policies on publicly funded education and privatization in education.
6. Additional information can be found in the STF [Governance Handbook](#).

Code 6.2.12

To model the fulfilment of social and political responsibilities associated with membership in the community

Commentary

1. One of the goals of a public education system is to develop in students the values, attitudes and interests that will encourage them to fulfill their social and political responsibilities to local, national and global communities. Teachers are role models in communities and are expected to model the expectations that flow from those communities to students. Teachers are expected to actualize the intent of the curricula in preparing students for informed participation in communities in which they may be involved.
2. Every teacher has the opportunity to engage with their community. As community members, teachers may have duties and interests outside of the school. Through community involvement teachers may acquire a better understanding of the students and build authentic relationships.
3. This code and its commentary find connections in the STF policies on advocacy and social justice, inclusion and equity.
4. Additional information can be found in the STF [Governance Handbook](#).

Code 6.2.13

To respect the various roles and responsibilities of individuals involved in the educational community

Commentary

1. Some teachers may assume specialized formal and informal leadership roles in schools. These teachers have a responsibility to consult with and listen to colleagues in developing programs and providing direction that will affect teaching duties and practices. Teachers also have the responsibility to recognize and accept the formal and informal leadership roles of their colleagues.
2. Principals, vice-principals and assistant principals have a unique leadership role in schools with additional duties.
3. This code and its commentary find connections in the STF policies on professional relationships among Federation members and teacher supervision and evaluation, as well as Section 175 (Duties of Principal) in [The Education Act, 1995](#).
4. Additional information can be found in the STF [Governance Handbook](#).

Code 6.2.14

To keep the trust under which confidential information is exchanged

Commentary

1. Teachers are in a position to receive confidential information about students, parents, guardians, caregivers, colleagues and others with whom they have a professional relationship. Such information is given to teachers in trust and, except in specific circumstances or when required by law, confidential information should be divulged only with the permission of the students, parents/guardians/caregivers, colleagues or other individuals involved. This duty survives the existing professional relationship and continues to apply in perpetuity. At all times, and in all circumstances, teachers maintain this confidentiality in the school, community and at home.
2. In exceptional circumstances teachers have a duty to report immediately to an appropriate authority any credible suspicion of a possible suicide, child abuse or neglect, regardless of how the information was obtained.
3. Teachers cooperate with a variety of other individuals in the education of students. Teachers should divulge information about student performance, test scores, student abilities, student behaviour, or school records only in accordance with school and school division policies.
4. Teachers demonstrate awareness of school division policies and guidelines related to *The Freedom of Information and Protection of Privacy Act* (FOIP). Before sharing student information or photographs of any kind with the public (e.g., virtual posts, newsletters) teachers are to verify they are not compromising student privacy or safety as articulated in school division policy.
5. In the course of their work teachers may also acquire confidential information about other educational employees, including other teachers, that relates to job performance, the results of evaluations or personal business affairs. Such information is obtained under the trust of collegiality and should not be divulged unless there is a need to make a valid criticism of an associate to appropriate officials and then only after the colleague has been informed of the intent to criticize.
6. This code and its commentary find connections in [The Local Authority Freedom of Information Act](#) (LA FOIP).
7. Additional information can be found in the STF [Governance Handbook](#).

Code 6.2.15

To keep parents and the school community informed of and appropriately involved in decisions about education programs

Commentary

1. Teachers, individually and collectively, have the responsibility to inform themselves about current and emerging educational challenges, programming, guidelines, and school division policies and procedures. It is a teacher's responsibility to share this information as appropriate with parents, guardians, caregivers and the school community.
2. Local associations and the Saskatchewan Teachers' Federation provide teachers with appropriate avenues to identify and develop beliefs, policies, and positions on complex issues which may be used to enter into conversations with students, colleagues and community members.
3. This code and its commentary find connections in the STF policies on the goals of publicly funded education and advocacy.
4. Additional information can be found in the STF [Governance Handbook](#).

Code 6.2.16

To inform an associate before making valid criticism and to inform the associate of the nature of the criticism before referring the criticism of the associate to appropriate officials

Commentary

1. It is proper for a teacher to communicate a criticism regarding conduct that pertains to the *Code of Professional Ethics and Standards of Practice* to an associate and give the associate the opportunity to address the criticism before reporting the criticism to appropriate officials.
2. The criticism can be made verbally or in writing and should state the grounds for the criticism. All criticisms and their communications are to be considered confidential. Criticism should be valid and not based on rumour or hearsay. The criticism must not be malicious, vexatious or frivolous in nature. A teacher may reach out to the senior administrative staff of the Saskatchewan Teachers' Federation for support and discussion.
3. All criticisms that are made to an associate should be approached with a positive presupposition. Context is important. Misunderstandings are possible and efforts should be made to determine the facts with the associate prior to forwarding the complaint to appropriate officials. Teachers should be courteous, civil and act in good faith with all associates with whom they raise criticisms.
4. Exceptions arise when a teacher is concerned about the safety or well-being of themselves or others; the criticism or communication would be contrary to the law or school division policy; the criticism pertains to a matter of a criminal nature; or amounts to professional misconduct or professional incompetence. Safety and well-being could extend beyond the physical or mental context and can involve the employment context. If a teacher is concerned about the safety or well-being of themselves or others, the criticism should be reported to an appropriate official. If the criticism is regarding a matter of a criminal nature or amounts to professional misconduct or professional incompetence as defined in *The Registered Teachers' Act*, the teacher should not inform their associate, and instead refer the criticism to an appropriate official.

Professional incompetence

32 Professional incompetence is a question of fact, but the display by a registered teacher of a lack of knowledge, skill or judgment or a disregard for the welfare of a student or other member of the public served by the profession of a nature or to an extent that demonstrates that the registered teacher is unfit to:

- (a) continue in the practice of the profession; or
- (b) provide one or more services ordinarily provided as a part of the practice of the profession;

is professional incompetence within the meaning of this Act.

2015, c.R-15.1, s.32.

Professional misconduct

33 Professional misconduct is a question of fact, but any matter, conduct or thing, whether or not disgraceful or dishonourable, constitutes professional misconduct within the meaning of this Act if:

- (a) it is harmful to the best interests of students or other members of the public;
- (b) it tends to harm the standing of the profession;
- (c) it is a breach of this Act or the bylaws; or
- (d) it is a failure to comply with an order of the professional conduct committee, the discipline committee or the board of directors.

2015, c.R-15.1, s.33

5. A teacher who is concerned that harassment of an associate or any abuse has occurred or may occur, should immediately report those concerns to an appropriate official. The teacher should

not inform an associate suspected of abuse or harassment that such a report will be made. Where a teacher is the victim of abuse or harassment, it is not the teacher's responsibility, nor is it reasonable for the teacher to communicate with the associate.

6. Once a criticism has been communicated to an associate, but the associate has not addressed the criticism to conform with the *Code of Professional Ethics and Standards of Practice* after a reasonable amount of time, the criticism should be reported to appropriate officials. The associate should be notified of the intent to communicate the criticism to the appropriate official unless doing so causes the teacher concern about the safety or well-being of themselves or others.

The most appropriate official is generally the person in the closest position of authority such as a vice-principal, principal, superintendent or director. If the criticism is regarding the closest position of authority, the most appropriate official is the next position of authority above that person of authority. For the purposes of addressing matters or criticisms involving child safety, abuse, welfare or protection, the teacher shall follow pertinent and relevant legislation with respect to reporting such circumstances.

This code and its commentary find connections in the STF policies on teachers success and principalship success.

7. Additional information can be found in the STF [Governance Handbook](#).

Code 6.2.17

To strive for the appropriate implementation and enforcement of legislation, regulations, bylaws and policies enacted by the Ministry responsible for the PreK-12 education, school divisions and schools

Commentary

1. It is the duty of the teacher to impartially implement policies, regulations and rules that have been duly established under the appropriate legislated authority. Personal opposition to a policy or procedure does not negate the individual's responsibility to enforce or give license to take contrary action.
2. This code and its commentary find connections in the STF policy on educational accountability.
3. Additional information can be found in the STF [Governance Handbook](#).

Code 6.2.18

To maintain awareness of the need for changes in the public education system and advocate appropriately for such changes through individual or collective action

Commentary

1. Teachers are in a unique position to identify the need for changes within the education sector.
2. Teachers have a responsibility to pursue actively and advocate appropriately for the possibility of educational improvement through such avenues as school division administration, local teachers' associations and the Saskatchewan Teachers' Federation.
3. This code and its commentary find connections in the STF policies on advocacy, goals of publicly funded education, teaching and learning, and student evaluation.
4. Additional information can be found in the STF [Governance Handbook](#).

STANDARDS OF PRACTICE

These are the core principles of competent teaching practice for Saskatchewan teachers expressed as commitments to standards of practice, each of which teachers may demonstrate in various ways throughout their careers:

- 6.3.1 To create and maintain a learning environment that encourages and supports the growth of the whole student 17
- 6.3.2 To strive to meet the diverse needs of students by designing the most appropriate learning experiences for them 17
- 6.3.3 To demonstrate and support a repertoire of instructional strategies and methods that are applied in teaching activities 18
- 6.3.4 To develop teaching practices that recognize and accommodate diversity within the classroom, the school and the community. 18
- 6.3.5 To carry out professional responsibilities for student assessment and evaluation 20
- 6.3.6 To demonstrate a professional level of knowledge about the curriculum and the skills and judgment required to apply this knowledge effectively 20
- 6.3.7 To implement the provincial curriculum conscientiously and diligently considering the context for teaching and learning provided by students, the school and the community 20
- 6.3.8 To reflect upon the goals and experience of professional practice and adapt one’s teaching accordingly. 20
- 6.3.9 To work with colleagues in mutually supportive ways and develop effective professional relationships with members of the educational community 20
- 6.3.10 To conduct all professional relationships in ways that are consistent with principles of equity, fairness, and respect for others in accordance with the beliefs of the profession 20

6.3.1

To create and maintain a learning environment that encourages and supports the growth of the whole student

Commentary

1. Teachers understand that all students have unique learning journeys and goals.
2. Teachers intentionally create a responsive, flexible, and equitable learning environment that is welcoming and supportive of all students.
3. This standard and its commentary find connections in the STF policy on child and youth well-being.
4. Additional information can be found in the STF [Governance Handbook](#).

6.3.2

To strive to meet the diverse needs of students by designing the most appropriate learning experiences for them

Commentary

1. Individual students, classrooms and schools continually present teachers with new educational needs and challenges. In striving to meet these needs and challenges teachers continually extend and improve their teaching practices.
2. Teachers understand that all students have unique learning journeys and goals.
3. Teachers intentionally create a responsive, flexible and equitable learning environment that is welcoming and supportive of all students.
4. Teachers purposefully select and model strategies that are responsive to the learning styles, interests, and needs of all individuals and groups within the classroom.
5. Teachers are cognizant of providing opportunities and resources that are representative of all students.
6. Teachers provide a safe space that models and fosters acceptance and respect for different perspectives and worldviews.
7. This standard and its commentary find connections in the STF policies on social justice, inclusion and equity, child and youth well-being, teaching and learning, and student evaluation.
8. Additional information can be found in the STF [Governance Handbook](#).

6.3.3

To demonstrate and support a repertoire of instructional strategies and methods that are applied in teaching activities

Commentary

1. The knowledge base for teaching continues to grow dramatically in that each subject area is expanding, new educational theories are being proposed and tested, new instructional strategies and techniques are being developed, and vehicles for communicating new ideas and information to teachers abound. As a result, teachers have a duty to be open to new and better methods of teaching and to welcome instructional changes that benefit their students within the limitations imposed by circumstances and the context for teaching and learning.
2. The rate and nature of teachers' professional development will vary according to the individual, the learning opportunities available, and the context for teaching and learning.
3. Teachers purposefully select and model strategies that are responsive to the learning styles, interests, and needs of all individuals and groups within the classroom.
4. This standard and its commentary find connections in the STF policies on student evaluation and teaching and learning.
5. Additional information can be found in the STF [Governance Handbook](#).

6.3.4

To develop teaching practices that recognize and accommodate diversity within the classroom, the school and the community

Commentary

1. Individual students, classrooms and schools continually present teachers with new educational needs and challenges. In striving to meet these needs and challenges teachers continually extend and improve their teaching practices.
2. Teachers understand that all students have unique learning journeys and goals.
3. Teachers intentionally create a responsive, flexible and equitable learning environment that is welcoming and supportive of all students.
4. Teachers purposefully select and model strategies that are responsive to the learning styles, interests and needs of all individuals and groups within the classroom.
5. This standard and its commentary find connections in the STF policies on social justice, inclusion and equity, and child and youth well-being.
6. Additional information can be found in the STF [Governance Handbook](#).

6.3.5

To carry out professional responsibilities for student assessment and evaluation

Commentary

1. Teachers use a variety of assessment-for-learning strategies to identify students' varying pre-skills, background knowledge, interests and learning profiles. Teachers gather evidence that informs their instructional planning through observations, conversations and student work.
2. To assess student learning, teachers match assessment tools and processes with the intent of learning outcomes and gather multiple sources of evidence which may look different for each student.
3. This standard and its commentary find connections in the STF policy on student evaluation.
4. Additional information can be found in the STF [Governance Handbook](#).

6.3.6

To demonstrate a professional level of knowledge about the curriculum and the skills and judgment required to apply this knowledge effectively

Commentary

1. Teachers are expected to model lifelong learning for their students in both personal and professional capacities. Teachers should actively and frequently seek information, theories, experiences, materials and ideas that will assist them in improving the learning experiences provided for students.
2. The provincial curriculum represents a social consensus as to what students should be learning at school and provides a structure and sequence for that learning. The teaching profession must play a central role in developing curricula but must do so in partnership with other stakeholders in education. The teacher has a duty to students and to society to accept the consensus that is reached through appropriate curriculum development and to implement the resulting curricula.
3. Teachers have a professional obligation to contribute their knowledge and experience to the development and implementation of curricula to minimize possible dissonance between the provincial curriculum and the context for teaching and learning.
4. This standard and its commentary find connections in the STF policies on professional growth and teaching and learning.
5. Additional information can be found in the STF [Governance Handbook](#).

6.3.7

To implement the provincial curriculum conscientiously and diligently considering the context for teaching and learning provided by students, the school and the community

Commentary

1. The provincial curriculum represents a social consensus as to what students should be learning at school and provides a structure and sequence for that learning. The teaching profession must play a central role in developing curricula but must do so in partnership with other stakeholders in education. The teacher has a duty to students and to society to accept the consensus that is reached through appropriate curriculum development and to implement the resulting curricula.
2. To implement a new curriculum as intended teachers must be provided with the necessary time, training and resources. It is the responsibility of boards of education and the Ministry of Education to provide these.
3. This standard and its commentary find connections in the STF policy on educational accountability.
4. Additional information can be found in the STF [Governance Handbook](#).

6.3.8

To reflect upon the goals and experience of professional practice and adapt one's teaching accordingly

Commentary

1. Teachers are expected to model lifelong learning for their students in both personal and professional capacities. Teachers should actively and frequently seek information, theories, experiences, materials and ideas that will assist them in improving the learning experiences provided for students.
2. The teacher also realizes that a particular curriculum may not match the immediate needs and interests of students, the priorities and goals of the school, or expectations of the community. Where such dissonance occurs between the curriculum and the context for teaching and learning it is the role of the teacher to mediate between them and achieve for each student the best possible education. With some students, or groups of students, it may be necessary for teachers, in consultation with the appropriate parties, to adapt the curriculum or develop an alternative curriculum.
3. Teachers have a professional obligation to contribute their knowledge and experience to the development of curricula to minimize possible dissonance between the provincial curriculum and the context for teaching and learning.
4. This standard and its commentary find connections in the STF policies on professional growth, teacher success and principalship success.
5. Additional information can be found in the STF [Governance Handbook](#).

6.3.9

To work with colleagues in mutually supportive ways and develop effective professional relationships with members of the educational community

Commentary

1. Teachers recognize school staff diversity provides valuable opportunities to learn from and with one another. This communitarian thinking enriches the school culture.
2. Teachers have a professional obligation to contribute their knowledge and experience to the development of curricula to minimize possible dissonance between the provincial curriculum and the context for teaching and learning.
3. This standard and its commentary find connections in the STF policy on professional relationships among Federation members.
4. Additional information can be found in the STF [Governance Handbook](#).

6.3.10

To conduct all professional relationships in ways that are consistent with principles of equity, fairness, and respect for others in accordance with the beliefs of the profession

Commentary

1. Teachers involve parents, guardians, caregivers and community members in ways that are respectful of all backgrounds, perspectives and worldviews. Teachers consider ways in which parents, guardians, caregivers, and community members may contribute to student learning and the overall school culture.
2. Teachers recognize that diversity within the school staff provides valuable opportunities to learn from and with one another that enriches the school culture.
3. This standard and its commentary find connections in the STF policies on professional relationships among Federation members and social justice, inclusion and equity.
4. Additional information can be found in the STF [Governance Handbook](#).



SASKATCHEWAN
TEACHERS'
FEDERATION

Head Office

2317 Arlington Avenue, Saskatoon SK S7J 2H8

T: 306-373-1660 or 1-800-667-7762 **F:** 306-374-1122 **E:** stf@stf.sk.ca

Arbos Centre for Learning

2311 Arlington Avenue, Saskatoon SK

www.stf.sk.ca [f](#) [t](#) [@](#) [@SaskTeachersFed](#)