Supporting Inclusive and Engaging Learning



"Every student deserves to belong (affirmed, validated, and nurtured), be safe, and feel welcomed in all aspects of their daily experience."

-Nova Scotia Inclusive Education Policy, (2019).

The Nova Scotia Department of Education and Early Childhood Development, Regional Centres for Education, CSAP, and partners are focused on the safety and well-being of students and educators. As we start this school year, the focus will continue to be on thoughtful and intentional instruction to ensure the future success of all students. The importance of ongoing learning and assessment is essential to supporting inclusive and equitable learning environments. The importance of knowing your students and building strong relationships are the cornerstones of the classroom community.

As teachers are aware, a supportive and positive learning environment has a profound effect on students' learning and well-being. In classrooms where students feel physically, socially, emotionally, and culturally safe and are challenged appropriately, they are more likely to be successful. Teachers recognize that not all students progress at the same pace, nor are they equally positioned in terms of their prior knowledge of concepts, skills, and learning outcomes.

Foundational outcomes will continue to be the focus for the 2022/23 school year. The Foundational outcomes for grades one through 12 mathematics and grades 9 through 12 language arts from the 2021/2022 school year are now the official outcomes. These outcomes can be accessed in the at-a-glance documents at each grade level for each discipline. Course guides are still relevant and include important information for teachers. Teachers are reminded to reference the At-A-Glance documents for outcomes when using course guides. (curriculum.novascotia.ca/) The use of foundational outcomes in other disciplines, as noted below, remains at the discretion of teachers.

How do I support students moving forward?

The flowchart below helps teachers to identify where students are with their learning and to make decisions about responsive teaching and interventions. Following the graphic, teachers will find links to foundational learnings and supplementary support documents pertaining to subject specific areas.

Can the student access the curriculum as is or with minor adjustments?

NO

YES

- Identify where students are with their learning
- Make decisions about minor adjustments to teaching, learning and assessment
- Make decisions about how the student will demonstrate achievement

Are the student's needs, strengths, goals and prior learning best addressed by selecting skills & concepts from the previous year?

YES

- Identify prior concepts and skills from the previous year's curriculum that will support the student successfully engaging with current year's curriculum.
- Make decisions about adjustments to teaching, learning, and assessment that will allow the student to access the current curriculum.

NO

The student's needs, strengths, goals and prior learning best addressed by additional learning supports.

YES

- Identify the specific learning needs that require additional support beyond responsive classroom instruction
- Connect with appropriate partners in the school to access additional support - program planning (For students already supported through a planning process, this would identify an additional need.)

Supporting Learning P-8

The curriculum in P-8 was renewed (2015-2022) to reflect foundational learnings. Additional information for teachers only is housed on the <u>e-learning site</u>. Decisions about outcomes and supporting documents were made in consultation with teachers, subject specialists, and regional consultants.

Supporting Learning 9–12

The Foundational Learnings and supporting learning documents below represent outcomes and suggested instructional and assessment starting points for the school year. Decisions about foundational outcomes and supporting documents were made in consultation with teachers, subject specialists, and regional consultants.

Science

Science 9 Foundational Outcomes
Science 10 Foundational Outcomes
Biology 11 Foundational Outcomes
Chemistry 11 Foundational Outcomes
Physics 11 Foundational Outcomes
Oceans 11 Foundational Outcomes
Biology 12 Foundational Outcomes
Chemistry 12 Foundational Outcomes
Physics 12 Foundational Outcomes
Geology 12 Foundational Outcomes

Social Studies

Citizenship 9 Foundational Outcomes
Canadian History Studies 11 Foundational
Outcomes
Gaelic Studies 11 Foundational Outcomes
Economics 12 Foundational Outcomes
Global Geography 12 Foundational Outcomes
Global History 12 Foundational Outcomes
Global Politics 12 Foundational Outcomes
Law 12 Foundational Outcomes
Sociology 12 Foundational Outcomes

Arts Education

Arts Entrepreneurship 12 Foundational Outcomes
Dance 11 Foundational Outcomes
Drama 10-12 Foundational Outcomes
Music 9-12 Foundational Outcomes
Visual Arts 9-12 Foundational Outcomes

Business Education

Entrepreneurship 12 Supplementary Resource

Family Studies

Canadian Families 12 Foundational Outcomes
Child Studies 11 Foundational Outcomes
Food for Healthy Living 10 Foundational Outcomes
Food in Society 10 Foundational Outcomes
Food Preparation and Service 10 Foundational
Outcomes
Food Studies and Hospitality 12 Foundational
Outcomes
Health and Human Services 12 Foundational
Outcomes
Housing and Design 12 Foundational Outcomes
Textile Production 10 Foundational Outcomes
Textile Technology 12 Foundational Outcomes

Health Education

Healthy Living 9 Foundational Outcomes

Physical Education

<u>Physical Education 9 Foundational Outcomes</u> Physical Education 10-12 Foundational Outcomes