

Nova Scotia International Programs

Annual Inspection Criteria

2023-2024

Department of Education and Early Childhood Development





PURPOSE

The annual inspection criteria identify items for the inspection of the NS international programs. The final inspection report will provide comments on each of these items and will be shared with the program operator and the principal of the Nova Scotia program.

Nova Scotia International Programs Annual Inspection

Organizational Structure and Program Management

1. Organizational Structure

Items to consider and suggested evidence:

- clear and effective organizational structure reflective of the size, configuration, and composition of the NS program
- clear understanding of the responsibilities of staff in the NS program (i.e. principal, vice-principal, teachers); roles and responsibilities are documented and shared with staff / understood by all
- resources of time, space, and personnel are effectively assigned
- reflects a common commitment to the success of students
- effective working relationship between the NS program administration/teachers and the administration/staff of the host school (if applicable)

2. Communication

Items to consider and suggested evidence:

- effective communication among and between administration, teachers, students and parents
 - some examples: website, newsletters, start of year meetings for parents/students, student and/or staff handbooks, staff meetings, regular updates to staff, students, parents
- policies and procedures are shared and understood by teachers, students and parents / are reviewed and updated regularly
- teachers, students, parents demonstrate understanding of the NS program
- teachers provide students with course outlines; classroom rules and expectations are distributed
- student progress is communicated to students and parents in various ways throughout the year, i.e. scheduled parent-teacher meetings, report cards, other
- regular communication between the NS program administration/teachers and the administration/staff of the host school (if applicable)

3. Student Recruitment and Admissions

Items to consider and suggested evidence:

- information and printed/marketing materials used to promote the NS program and communicated to prospective students/parents are accurate
- conversations with students and parents demonstrate understanding of the Nova Scotia program
- a plan for student recruitment is in place and is effective in attracting students who can be admitted into the Nova Scotia program following the process for admission
- consider data relating to student enrollment, i.e. student numbers are maintained or growing
- there is a clear and effective process of admission to the Nova Scotia program; the principal/teachers have input into the process
- there is documentation to support the admission process and decisions regarding admission are transparent
- the admission process includes English language proficiency testing
- students admitted to the program are generally having success (consider data relating to student attrition)
- (where applicable) there is a process for placement of transfer students and consideration of transfer credits

4. Student Records

Items to consider and suggested evidence:

- student paper records are well-maintained and stored securely
- student paper records are up-to-date and contain the following:
 - recent credit checks
 - student registration information
 - entrance language assessment
 - Nova Scotia Examinations Mark Record Forms
 - credit recovery work plans (if applicable)
 - copy of transcripts of courses transferred towards the NS diploma (if applicable)
- PowerSchool is used for the management and storage of student information and data
 - used for attendance, school calendar
 - used to produce report cards, credit checks
 - adequate access to the internet to use PowerSchool effectively

Program Delivery and Student Assessment

5. Curriculum Implementation and Resources

Items to consider and suggested evidence:

- curriculum is being implemented effectively; teachers demonstrate knowledge and understanding of course outcomes; teachers are aware of program/curriculum updates
- teachers access resources to support curriculum; curriculum documents, Learning Outcomes Framework documents
- teachers have long-range plans for each course which include timelines, instructional strategies, assessments
- each course meets the minimum stated number of hours of class time, as stated in the PSP
 - length of periods; periods per section; length of semesters allows for minimum number of instructional hours to be met
 - exam dates/holidays are taken into consideration
- where possible, teachers collaborate regarding curriculum implementation and assessment practices
- there are sufficient resources and materials to support delivery of the courses; there are sufficient required resources from the Authorized Learning Resources list
- new resources are acquired each year and resource inventory is managed effectively
- resources and materials are in place at the start of the school year to support courses offered
- additional supplementary resources are available and accessible to students in the library
- there is a variety and range of appropriate-level English resources (books, magazines, journals)

6. Student Progress and Achievement

Items to consider and suggested evidence:

- students are assessed in relation to the curriculum outcomes using a variety of assessments
- students understand how they will be assessed, i.e. course outlines, assessment criteria
- students receive formative feedback and understand how to improve
- students are provided with multiple opportunities to demonstrate achievement of the outcomes
- grades are an accurate reflection of achievement of the outcomes, and align with the provincial grade scale; grades are not based on student work habits or other behaviours
- teachers have a good understanding of how to set up Gradebook – use resources available to them i.e. handbooks, PS Consultant, videos
- Gradebooks are kept up-to-date, and teachers link assessments to learning outcomes
- PowerSchool is used to generate report cards
- report cards are provided to students at reporting times throughout the school year

7. Programming and Support for Students

Items to consider and suggested evidence:

- course scheduling is logical and sequential, and makes best use of available resources
- where possible, students are provided course options to develop personal interests or to meet university admission requirements
- credit checks are completed to ensure students have completed prerequisite and foundational courses before taking subsequent courses
- credit recovery is offered as an option to eligible students, where applicable
- strategies are in place to identify students who are experiencing difficulty; options are available for students who need extra help
- students understand when they are not meeting outcomes and how to get additional support
- parents are made aware when their son/daughter is experiencing difficulty
- students are supported as English as an Additional Language (EAL) learners

8. Facilities to Support Learning

Items to consider and suggested evidence:

- classrooms
 - adequate space and layout – allows for different configurations
 - technology
- labs
 - students have regular access to science labs used to support science outcomes
 - students are provided opportunities to actively participate in labs
 - stocked with materials and supplies
- gym
- library
- teacher workspace

9. Technology Integration

Items to consider and suggested evidence:

- students have access to computers with English operating systems
- teachers have personal desktop/laptop computers with English operating systems
- there is adequate internet connectivity in classrooms
- there is evidence to demonstrate technology is used to support program delivery on a regular basis
- students have access to technology
 - to support learning
 - to obtain and synthesize information and data
 - to complete assignments and for research, projects, presentations
 - to create media
- technology is used to extend learning
- staff and students have access to appropriate software and online resources
- computers are well-maintained and IT support is available when needed
- there is a plan in place to continually refresh technology

Teaching and Administrative Staff

10. Leadership

Items to consider and suggested evidence:

The principal:

- has previous administrative experience working as a principal or vice-principal, and a minimum of 3 years' teaching experience
- demonstrates a broad understanding of the Nova Scotia Public School Program (PSP), credit system (credit types and levels), course prerequisites, NS graduation requirements, credit recovery, scheduling
- has authority and responsibility for the delivery of the NS program
- ensures adherence to the PSP
- oversees course offerings and teaching assignments
- establishes timetables and student placement
- is an instructional leader and oversees student learning
- establishes student evaluation and assessment processes, and reporting to parents
- supervises and evaluates the work of teachers, implements an effective teacher appraisal process, and organizes/provides professional development for teachers
- uses resources available to support the implementation of a Nova Scotia Program (PSP, Handbook for Administrators, PS Handbook, provincial policies)
- uses current technologies including PowerSchool
- implements a code of conduct and processes for addressing parental concerns
- participates in dispute resolution processes
- demonstrates understanding of responsibilities, and has adequate time to effectively fulfill duties

11. Teacher Recruitment and Retention

Items to consider and suggested evidence:

- teachers and administrators are certified in Nova Scotia
- the program is appropriately staffed
- teachers are hired and in place for the start of the school year / semester
- there is plan in place to address any potential gaps in teaching assignments that may arise due to unforeseen circumstances
- there is an effective teacher recruitment plan
- the principal is involved in the selection of teaching staff
- there is an effective teacher retention plan (consider staff turnover, teacher morale and job satisfaction)