

Teacher Qualifications Chart

The following is a general overview of HRCE teacher qualifications. Job Descriptions & Related Major and Minor Chart should be referenced for specific qualifications.
Minor = 18 credit hours / Major = 30 credit hours (IB courses require a major)

Elementary (Grade P-6)		Secondary (Grade 7-12)	
Qualified by Education	Qualified by Experience	Qualified by Education	Qualified by Experience
Must have an Elementary B.Ed.	Years of Experience Must have 3 years experience within the past 7 years & The assignment must have been at least 40% each year & Similar Grade Level Experience Lower Elementary P-3 Upper Elementary 4-6	Must have a Secondary B.Ed.	Years of Experience Must have 3 years experience within the past 7 years & The percentage of the subject must have been at least 40% each year & Similar Grade Level Experience Junior High 7-9 Senior High 10-12
OR		English/French Language Arts and Math Must have a minimum of a minor in English/French/Math for any percentage of the assignment	
Must have a minimum of a methods course in both elementary Language Arts and elementary Math			

SPECIALTY POSITIONS

French Second Language Positions Core French, Integrated French*, Intensive French**, French Immersion* Must have completed a satisfactory HRCE French Proficiency Interview (FPI) and approved for Core French or *French Immersion as applicable **Training required	Art/Visual Art Must have a minimum of a minor in Art for: - Art 7-9 if the % of the assignment is more than 30% - Visual Art 10-12 for any % of the assignment	Music Must have a minimum of a minor in Music for: - Music P-9 if the % of the assignment is more than 30% - Music 10-12 for any % of the assignment	Technology Education 7-12 with Wood Lab Diploma or degree in Technology Education with relevant coursework or apprenticeship in construction, cabinetry or carpentry
Yoga Must have completed Yoga Teacher Training (minimum of 200 hours) for any percentage of the assignment	Physical Education Must have a minimum of a minor in Physical Education for any percentage of the assignment	Learning Centre Refer to the job description for the various ways to be qualified to teach Learning Centre	Behaviour Support Teacher, EAL, Resource and School Counsellor Must have a B.Ed. and a Master's degree in the relevant subject area - refer to job description

NOTE: Assignments Spanning Grades 4-9 MUST have the applicable methods (elementary or secondary) that makes up the highest percentage of the assignment

Refer to the Teacher Qualifications Summary or the Job Description to obtain detailed information on the qualifications required for the following positions:

Behaviour Support Teacher
 Early Literacy Support Teacher (FI)
 Elementary Literacy Support Teacher
 English as an Additional Language
 Fine Arts Specialist

Junior High Intervention Teacher
 J Re-engagement & HS Outreach Teacher
 Learning Centre Teacher
 Learning Disabilities Resource Teacher
 Literacy Coach (French Immersion)

Literacy Support Teacher
 Math Coach
 Math Support Teacher
 Reading Recovery (French Immersion)
 Resource Teacher/FI Resource Teacher

School Counsellor
 School Psychologist
 School Social Worker
 Skilled Trades Teacher
 Speech Language Pathologist



Teacher Qualifications Summary

In order for qualifications and experience to be assessed, teachers are required to ensure their resume is up-to-date and clearly indicates the following:

- Major(s) and Minor(s)
- Elementary and/or Secondary Bachelor of Education
- Elementary and/or Secondary Teaching Methods
- Teaching work experience in chronological order including the percent of subjects taught each year.

Teachers applying for French Immersion and Core French positions must have completed a satisfactory HRCE French Proficiency Interview (FPI). Results must be uploaded to the online resume.

Teachers enrolled in a relevant Master's program must have the program completed by August 31 to be considered fully qualified for the following school year. At minimum, a letter from the university confirming program completion must be uploaded to their online resume at the time of application.

Teachers moving into positions in which they have not previously held or to a different subject area, requiring a relevant Master's degree, must upload the relevant university transcripts to their online resume.

TEACHER:

- (a) Valid Nova Scotia Teacher's Certificate;
- (b) Elementary or Secondary Teaching Methods Courses at corresponding levels;
- (c) All full/partial Math or English assignments require a minimum of a Minor (or equivalent) in respective subject areas;
- (d) All other teaching assignments require a minimum of a Minor (or equivalent) in the subject that makes up the highest percentage of the assignment;
- (e) Equivalency defined as 3+ years experience within the past 7 years, teaching at least 40% of an assigned subject, and at similar grade levels.

In addition to the above, TEACHER, ALTERNATIVE HIGH SCHOOL require:

- (f) Minimum two (2) years experience working at the Secondary level;
- (g) Minimum two (2) years recent and successful experience working with at-risk youth;
- (h) Excellent interpersonal and relationship-building skills and demonstrated flexibility considered assets.

BEHAVIOUR SUPPORT TEACHER:

- (a) Valid Nova Scotia Teacher's Certificate;
- (b) Master of Education degree in Diverse Learners, Inclusive Education (not leadership stream), or Special Education (i.e. focus on behavior intervention);
- (c) Minimum five (5) years recent (within the last 7 years) successful P-6 classroom teaching or P-6 Learning Centre experience;
- (d) Leadership experience with the successful implementation of effective, evidence-based behavioral management strategies for individual students and/or groups at the elementary level;
- (e) Experience and/or training in functional behavior assessment procedures is considered an asset.

EARLY LITERACY SUPPORT TEACHER (FRENCH IMMERSION):

- (a) Valid Nova Scotia Teacher's Certificate;
- (b) Minimum three (3) years recent (within last 5 years) successful classroom teaching experience including French Language Arts at the P-3 level;
- (c) Completion of a satisfactory HRCE French Proficiency Interview to teach French Immersion;
- (d) Training in Early Literacy Support (French Immersion) considered an asset.

ELEMENTARY LITERACY SUPPORT TEACHER:

- (a) Valid Nova Scotia Teacher's Certificate;
- (b) Leadership experience with literacy initiatives at the school, regional and/or provincial level;
- (c) Minimum five (5) years recent (within last 7 years) successful P-3 classroom teaching experience in literacy instruction;
- (d) Training in Early Literacy Support, Literacy Coaching and/or Certification as a Trained Reading Recovery™ teacher considered an asset;
- (e) Experience working with diverse communities and culturally responsive practices considered an asset.

ENGLISH as an ADDITIONAL LANGUAGE COACH:

- (a) Valid Nova Scotia Teachers Certificate;
- (b) Masters degree in Teaching English as a Second Language (TESL or equivalent);
- (c) Minimum 5 years recent (within the last 7 years) successful P-12 teaching experience in English as an Additional Language instruction with newcomer and refugee students, including students who have experienced interrupted schooling;
- (d) Leadership experience with English language learning initiatives at the school, regional, and/or provincial level;
- (e) Site-based and circuit experience considered an asset;
- (f) Flexibility and access to reliable transportation is required.

ENGLISH as an ADDITIONAL LANGUAGE TEACHER:

- (a) Valid Nova Scotia Teacher's Certificate;
- (b) Masters degree in Second Language Education or acceptable Masters equivalent (i.e. TESL, TEAL, or TESOL);
- (c) Minimum two (2) years recent (within the last 5 years) successful teaching experience at the P-12 level OR one (1) year recent (within the last 5 years) successful EAL teaching experience at the P-12 level;
- (d) Linguistic ability in other languages considered an asset;
- (e) Flexibility and access to reliable transportation is required.

FINE ARTS SPECIALIST

- (a) Valid Nova Scotia Teaching Certificate;
- (b) Degree in Fine Arts:
 - Fine Arts Specialist - Drama Focus: Fine Art degree such as Drama, Music Theatre, Music, Performing Arts, Dance or acceptable equivalent (i.e. 3+ years experience in the specific Fine Arts area);
 - Fine Arts Specialist – Fine Arts Focus: Fine Art degree such as Visual Art, Fine Art, Creative Arts, Arts Leadership, Film and Media or acceptable equivalent (i.e. 3+ years experience in the specific Fine Arts area);
 - Pottery Lab: Fine Arts degree with a major in Ceramics required as well as an understanding of Kiln operation, maintenance and safety;
- (c) Minimum 5 years teaching experience with Fine Arts experience in the focus area (i.e. Visual Arts, Drama, Dance);
- (d) A valid NS Driver's License and access to a vehicle for work related transportation to schools.

FINE ARTS SPECIALIST WITH AN AFRICAN NOVA SCOTIAN FOCUS

- (a) Valid Nova Scotia Teaching Certificate;
- (b) Fine Arts degree or an acceptable equivalent;
- (c) African ancestry required and ability to demonstrate knowledge of African Nova Scotian ways of being and knowing;
- (d) Expertise in African Nova Scotia arts and culture;
- (e) Experience teaching Fine Art is an asset;
- (f) Valid driver's license and access to a reliable vehicle.

FINE ARTS SPECIALIST WITH AN INDIGENOUS FOCUS

- (a) Valid Nova Scotia Teaching Certificate or acceptable equivalent;
- (b) Fine Arts degree or an acceptable equivalent;
- (c) Indigenous ancestry required and ability to demonstrate Mi'kmaw Ways of being and knowing;
- (d) Expertise in Indigenous arts and culture;
- (e) Experience working with Mi'kmaw youth/students, communities, Elders and organizations;
- (f) Experience teaching Fine Art is an asset;
- (g) Valid driver's license and access to a reliable vehicle.

FRENCH IMMERSION RESOURCE TEACHER:

- (a) Valid Nova Scotia Teacher's Certificate;
- (b) Master's degree in French Immersion Resource
Or
Satisfactory completion of HRCE French Proficiency Interview and Master's Degree in the area of special education (e.g. Inclusive Education [not leadership stream], Special Education, Supporting Learners with Diverse Needs and Exceptionalities, etc.) or curriculum (e.g. Literacy, Math, Curriculum & Instruction) or acceptable equivalent;
- (c) Minimum two (2) years successful teaching experience in French Immersion.

JUNIOR HIGH INTERVENTION TEACHER:

- (a) Valid Nova Scotia Teacher's Certificate;
- (b) Minimum two (2) years recent (within last 5 years) experience working in a Junior High school;
- (c) Recent and successful experience working with students identified as disengaged/at-risk of not meeting with success;
- (d) Master's degree in Education or acceptable equivalent considered an asset.

JUNIOR HIGH RE-ENGAGEMENT AND HIGH SCHOOL OUTREACH TEACHER:

- (a) Valid Nova Scotia Teacher's Certificate;
- (b) Master's Degree in Education or equivalent (i.e. Literacy, Mathematics Instruction, Special Education, Diverse Learners, Inclusive Education, etc.);
- (c) Minimum five (5) years of direct classroom experience at the Secondary level delivering PSP curriculum outcomes;
- (d) All full/partial Math or English assignments require a Major/Minor (or equivalent) in respective subject areas;
- (e) All other teaching assignments require a Major/Minor (or equivalent) in the predominant subject assignment;
- (f) Equivalency defined as 3+ years experience within the past 7 years (within the past 5 years for Math & English), teaching at least 40% of an assigned subject, at similar grade levels, with positive performance appraisals, and/or references from current supervisor, with consideration given to recent coursework;
- (g) Valid driver's license and access to a reliable vehicle to travel to community sites to meet students in a one on one setting;
- (h) Excellent interpersonal and relationship-building skills and demonstrated flexibility considered assets.

LEARNING CENTRE TEACHER:

- (a) Valid Nova Scotia Teacher's Certificate;
- (b) Master's Degree in the area of special education (e.g. Special Education, Supporting Learners with Diverse Needs and Exceptionalities) OR equivalent as follows:
 - (i) Relevant Master's Degree (e.g. Literacy, Mathematics) with recent graduate level coursework directly related to supporting students with special needs and/or HRCE programming and various topics workshops; OR
 - (ii) 1) Special Education Designation from another province (e.g. Ontario Additional Qualifications {AQ} – must have completed Part 1, Part 2, and Specialist courses);
2) Recent (within 3 years) successful full-year Learning Centre teaching experience; OR
 - (iii) 1) Minimum twelve (12) credit hours of Masters coursework directly related to supporting students with special needs (e.g. developmental disabilities, behavioural programming, alternative and augmentative communication systems, diverse student needs - courses will not be counted if deemed equivalent to one another);
2) Recent (within 3 years) successful full-year Learning Centre teaching experience;
3) HRCE programming and various topics workshops;
- (c) Minimum two (2) years successful teaching experience;
- (d) Willingness to be trained in non-violent crisis intervention.

LEARNING DISABILITIES RESOURCE TEACHER:

- (a) Valid Nova Scotia Teacher's Certificate;
- (b) Relevant Master of Education degree (i.e. Literacy, Diverse Learners) or equivalent;
- (c) Minimum five (5) years teaching experience;
- (d) Completion of LIPS Lindamood Bell® training and/or Orton Gillingham training;
- (e) Wilson Foundations and/or Wilson Word Reading System (WRS) considered an asset.

LITERACY COACH (FRENCH IMMERSION):

- (a) Valid Nova Scotia Teacher's Certificate;
- (b) Master's Degree in Literacy, Curriculum or acceptable equivalent;
- (c) Minimum five (5) years recent (within the last 7 years), successful classroom teaching experience in French Immersion literacy instruction at the applicable grade level;
- (d) Leadership experience with literacy initiatives at the school, regional and/or provincial level.

LITERACY AND WELL-BEING COACH – ELEMENTARY (P-2):

- (a) A valid Nova Scotia Teaching Certificate;
- (b) Master's Degree in Literacy, Curriculum or acceptable equivalent;
- (c) Minimum five (5) years recent (within the last 7 years), successful P-6 teaching experience in literacy instruction;
- (d) Leadership experience with literacy initiatives at the school, regional and/or provincial level;
- (e) Training in Early Literacy Support, Literacy Coaching and/or Certification as a Trained Reading Recovery™ teacher considered an asset;
- (f) Experience working with diverse communities and newcomer populations considered an asset.

LITERACY SUPPORT TEACHER:

- (a) Valid Nova Scotia Teacher's Certificate;
- (b) Minimum three (3) years recent (within last 5 years), successful teaching experience in English Language Arts at grades 5, 6, 7 or 8;
- (c) Experience in the administration and analysis of reading records.

MATHEMATICS COACH:

- (a) Valid Nova Scotia Teacher's Certificate;
- (b) Minimum five (5) years recent (within the last 7 years), successful teaching experience in mathematics instruction at the applicable grade level (in English Program for English positions and in French Immersion Program for French Immersion positions);
- (c) Leadership experience with mathematics initiatives at the school, regional and/or provincial level(s);
- (d) Experience with French Second Language instruction considered an asset;
- (e) Post-secondary coursework in mathematics considered an asset.

MATHEMATICS SUPPORT TEACHER:

- (a) Valid Nova Scotia Teacher's Certificate;
- (b) Minimum three (3) years recent (within last 5 years), successful mathematics teaching experience at the 5, 6, 7, or 8 level (in English Program for English positions and in French Immersion Program for French Immersion positions);
- (c) Leadership experience with mathematics initiatives at the school and regional and/or provincial level.

NEUROLINGUISTIC APPROACH (NLA) COACH P-9:

- (a) Valid Nova Scotia Teacher's Certificate;
- (b) Minimum five (5) years recent (within the last 7 years), successful teaching experience in French Second Language instruction;
- (c) Leadership experience with initiatives related to the Neurolinguistic Approach at the school, regional and/or provincial level;
- (d) Completed Neurolinguistic Approach Facilitator training.

READING RECOVERY TEACHER (FRENCH IMMERSION):

- (a) Valid Nova Scotia Teacher's Certificate;
- (b) Current certification (within last five years) as a Trained Reading Recovery® teacher in accordance with the requirements of the Canadian Institute of Reading Recovery® (CIRR);
- (c) Minimum three (3) years recent (within last 5 years) successful French Immersion classroom teaching experience, including Language Arts Instruction at the P-3 level;
- (d) Consideration may be given to applicants who are willing to commit to full year on-the-job training as per CIRR standards.

RESOURCE TEACHER:

- (a) Valid Nova Scotia Teacher's Certificate;
- (b) Master's Degree in the area of special education (e.g. Inclusive Education [not leadership stream], Special Education, Supporting Learners with Diverse Needs and Exceptionalities, etc.) or curriculum (e.g. Literacy, Math, Curriculum & Instruction) or acceptable equivalent;
- (c) Minimum two (2) years successful teaching experience.

SCHOOL COUNSELLOR:

- (a) Valid Nova Scotia Teacher's Certificate;
- (b) Master of Education Degree in Counselling, Counselling Psychology or equivalent;
- (c) Mandatory masters courses must include counselling theory*, counselling practicum (must include a course seminar and evaluation component)*, counselling skills*, professional ethics, group counselling theory and practice*, school counselling programs, career and transition counselling, cultural responsiveness in equity and inclusion within a counselling context.
*Courses related to counselling skills and practice are encouraged to be completed in an education setting and in-person rather than virtually;
- (d) Minimum 400-hour supervised practicum component (inclusive of 150 direct client hours and 50-75 group hours), preferably in a school-based practicum setting;
- (e) Demonstrated proficiency with the CCPA Code of Ethics and Standard of Practice as a school counsellor.

SCHOOL PSYCHOLOGIST:

- (a) Masters Degree in Psychology/School Psychology;
- (b) Eligibility for registration by the Nova Scotia Board of Examiners in Psychology;
- (c) Valid Nova Scotia Teacher's Certificate or Special Certificate from the Nova Scotia Department of Education and Early Childhood Development, Office of Teacher Certification;
- (d) Preference will be given to candidates with a Bachelor of Education and relevant teaching experience.

SCHOOL SOCIAL WORKER:

- (a) Masters Degree in Social Work;
- (b) Eligible for registration with the Nova Scotia College of Social Workers;
- (c) Valid Nova Scotia Teacher's Certificate or Special Certificate from the Nova Scotia Department of Education and Early Childhood Development, Office of Teacher Certification;
- (d) Preference will be given to candidates with a Bachelor of Education and relevant teaching experience.

SKILLED TRADES EDUCATION TEACHER:

- (a) Valid Nova Scotia Teacher's Certificate;
- (b) Certification of Qualification as a Journeyperson in a Trade recognized by Province of Nova Scotia:
 - Skilled Trades 10 Teachers require Certification in any Trade (Carpenter, Electrician, Plumber, etc.);
 - Construction Trades 11 Teachers require Certification in one of the following Trades – Carpenter, Electrician, Floor Installer, Painter, or Plumber;
 - Manufacturing Trades 11 Teachers require Certification in one of the following Trades – Welder/Fabricator, Millwright, Pipefitter, or Machinist;
 - Transportation Trades 11 Teachers require Certification in one of the following Trades – Motor Vehicle, Motor Vehicle Body Repairer, Transport Trailer Technician, Truck and Transport Mechanic;
 - Service Trades 10 and Culinary Trade 11 Teachers require Certification in the Cook or Baker Trade
- (c) Minimum three (3) years' experience in Trades related field;
- (d) Experience with leadership, coaching, working with children an asset.

SPEECH LANGUAGE PATHOLOGIST:

- (a) Masters Degree in Human Communication Disorders or acceptable equivalent;
- (b) Eligible for registration with the Nova Scotia College of Audiologists and Speech Language Pathologists;
- (c) Valid Nova Scotia Teacher's Certificate or Special Certificate from the Nova Scotia Department of Education and Early Childhood Development, Office of Teacher Certification;
- (d) Preference will be given to candidates with a Bachelor of Education and relevant teaching experience.



Teacher Qualifications - Related Major/Minor Chart

Following is a list of related degree majors and minors acceptable to teach various subject areas. Candidates may also be qualified for a specific subject area if they have the required credit hours for a minor:

18 credit hours in subject area = Minor

30 credit hours in subject area = Major*

***International Baccalaureate (IB) courses require a major in the subject area**

Note: It is within the HRCE's sole discretion to make decisions regarding teacher qualifications.

Subject/Course Title	Acceptable Qualifying Major/Minor	
Art/Fine Arts Arts Entrepreneurship 12 Visual Arts 10, 11, 12	Fine Arts Graphic Art & Design Material Art & Design	Media Arts Textiles Visual Arts
Business Accounting 11, 12 Business Management 12 Business Technology 11, 12 Entrepreneurship 12 Investment and Finance 12 Tourism 11,12	Business Accounting Business Administration Commerce Finance	Marketing Management & Leadership Organizational Behaviour Tourism
Career Education Career Development 10, 11 Co-operative Education 10, 11, 12 Community-Based Learning 11 Workplace Health and Safety 11	Secondary Methods	
Chemistry Chemistry 11, 12	Chemistry Biochemistry Chemical Engineering Earth Sciences	Environmental Science Neuroscience Physical Sciences
Dance Dance 11	Musical Theatre Physical Education Theatre Arts	
Drama Drama 10, 11 Drama 12: Theatre Arts	Drama English Film	French Musical Theatre Theatre Arts
English/French Language Arts Canadian Literature 12 English Language Arts 7-9 English 12: African Heritage English 10, 11, 12 English 10 Plus English/Communications 11, 12 French Language Arts 7-12* Technical Reading and Writing 11	English English Literature Classics Drama French	Humanities Journalism Linguistics
<i>* Satisfactory HRCE French Proficiency Interview (FPI) also required</i>		

Subject/Course Title	Acceptable Qualifying Major/Minor								
Family Studies Child Studies 9, 11 Canadian Families 12 Family Studies 10 Food and Nutrition 8 Food Studies and Hospitality 12 Health and Human Services 12 Housing and Design 12 Textile Arts and Design 7 Textile Technology 12	Family Studies Child Studies Food & Nutrition Health and Human Services Textiles								
French Second Language Positions Core French Integrated French* Intensive French** French Immersion*	Satisfactory HRCE French Proficiency Interview (FPI) required in addition to subject area qualifications <i>*Must be approved for French Immersion per FPI</i> <i>**Must be approved for French Immersion per FPI and, if not already taken, complete 3-Day Intensive French Training program which will take place in August</i>								
Healthy Living 7-9	Secondary Methods								
International Baccalaureate (IB) courses 10-12	Require a major in the subject area								
Learning Strategies 10-12	Qualifications for Resource								
Mathematics Calculus 12 Mathematics 10, 11, 12 Mathematics at Work 10, 11, 12 Mathematics Essentials 10, 11, 12 Pre-Calculus 11, 12	<table border="0"> <tr> <td>Mathematics</td> <td>Engineering</td> </tr> <tr> <td>Actuary Sciences</td> <td>Physics</td> </tr> <tr> <td>Biochemistry</td> <td>Statistics</td> </tr> <tr> <td>Chemistry</td> <td></td> </tr> </table>	Mathematics	Engineering	Actuary Sciences	Physics	Biochemistry	Statistics	Chemistry	
Mathematics	Engineering								
Actuary Sciences	Physics								
Biochemistry	Statistics								
Chemistry									
Music Explore Music 7-9 Instrumental Band 7-9 Music 10, 11, 12	Music Music Composition Music Education Music Performance								
Physical Education Physical Education 7-12 Fitness Leadership 11 Physically Active Living 11 Physical Education Leadership 12	Physical Education Human Kinetics Kinesiology Recreation Studies Sport Science								
Physics Physics 11, 12	<table border="0"> <tr> <td>Physics</td> <td>Geophysics</td> </tr> <tr> <td>Astrophysics</td> <td>Engineering</td> </tr> <tr> <td>Biochemistry</td> <td>Mathematics</td> </tr> <tr> <td>Chemistry</td> <td>Physical Sciences</td> </tr> </table>	Physics	Geophysics	Astrophysics	Engineering	Biochemistry	Mathematics	Chemistry	Physical Sciences
Physics	Geophysics								
Astrophysics	Engineering								
Biochemistry	Mathematics								
Chemistry	Physical Sciences								

<p>Science Agriculture/Agrifood 11 Biology 11, 12 Food Science 12 Geology 12 Oceans 11 Science 10</p>	<table border="0"> <tr> <td>Science</td> <td>Geology</td> </tr> <tr> <td>Agriculture</td> <td>Kinesiology/Human Kinetics</td> </tr> <tr> <td>Biology</td> <td>Neuroscience</td> </tr> <tr> <td>Biochemistry</td> <td>Nutrition</td> </tr> <tr> <td>Chemistry</td> <td>Physics</td> </tr> <tr> <td>Earth Sciences</td> <td>Physical Sciences</td> </tr> <tr> <td>Environmental Biology/Science</td> <td></td> </tr> </table>	Science	Geology	Agriculture	Kinesiology/Human Kinetics	Biology	Neuroscience	Biochemistry	Nutrition	Chemistry	Physics	Earth Sciences	Physical Sciences	Environmental Biology/Science					
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Environmental Biology/Science																			
<p>Skilled Trades Construction Trades 11 Culinary Trades 11 Manufacturing Trades 11 Service Trades 10 Skilled Trades 10 Transportation Trades 11</p>	<p>Acceptable equivalency when a fully qualified candidate is not available:</p> <ol style="list-style-type: none"> 1. Certification of Qualification as a journeyperson in a trade recognized by the Province of Nova Scotia plus <u>relevant experience</u> 2. If still no qualified candidate, next qualified is a teacher with <u>relevant experience</u> <p><u>Relevant experience</u> is defined as:</p> <ul style="list-style-type: none"> • Experience teaching trades-related Technology Education courses at the high school level (e.g. Construction Technology 10; Construction Technology 12; Production Technology 11; Production Technology 12; Home Trades Technology 12.) • Industry/trades experience related to the Grade 11 sector course(s) in the posting (e.g. Construction sector experience for Construction Trades 11; Motive power sector experience for Transportation Trades 11; Manufacturing sector experience for Manufacturing Trades 11; Service sector experience for Culinary Trades 11) 																		
<p>Social Studies African Canadian Studies 11 Canadian History 11 Economics 11, 12 Gaelic Studies 11 Geography 10, 11 Geography of Canada 11 Geomatics 12 Global Geography 12 Global History 12 Global Politics 12 History 10 Law 12 Mi'kmaw Studies 11 Sociology 12</p>	<table border="0"> <tr> <td>Anthropology</td> <td>Global Studies</td> </tr> <tr> <td>Acadian Studies</td> <td>History</td> </tr> <tr> <td>African Canadian Studies</td> <td>Law</td> </tr> <tr> <td>Canadian Studies/ History</td> <td>Mi'kmaq/ Indigenous Studies</td> </tr> <tr> <td>Classics</td> <td>Philosophy</td> </tr> <tr> <td>Economics</td> <td>Political Science</td> </tr> <tr> <td>Environmental Studies</td> <td>Sociology</td> </tr> <tr> <td>Geography</td> <td></td> </tr> <tr> <td>Geology</td> <td></td> </tr> </table>	Anthropology	Global Studies	Acadian Studies	History	African Canadian Studies	Law	Canadian Studies/ History	Mi'kmaq/ Indigenous Studies	Classics	Philosophy	Economics	Political Science	Environmental Studies	Sociology	Geography		Geology	
Anthropology	Global Studies																		
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Economics	Political Science																		
Environmental Studies	Sociology																		
Geography																			
Geology																			
<p>Technology Education (Non Wood Lab) Audio Recording and Production 12 Computer Programming 12 Communications Technology 11, 12 Design 11 Electrotechnologies 11 Energy, Power & Trans Technology 11 Exploring Technology 10 Film and Video Production 12 Multimedia 12 Technology Education 7-12</p>	<p>Technology Education Engineering (technical drawing, design) Communications Technology Information Technology Desktop publishing</p>																		

<p>Technology Education (With Wood Lab) Construction Technology 10, 12 Production Technology 11, 12 Technology Education 7-12</p>	<p>Technology Education</p> <p><u>Must include:</u></p> <ul style="list-style-type: none">• Degree/diploma course(s) in wood construction, cabinetry or carpentry <p>OR</p> <ul style="list-style-type: none">• Apprenticeship in wood construction, cabinetry or carpentry
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Examples of Qualifying Masters Degree in the area of Special Education:

- Master of Education in Curriculum Studies: Supporting Learners with Diverse Needs & Exceptionalities
- Master of Education in Special Education
- Master of Education in Educational Psychology: Deaf and Hard of Hearing (if inclusive of practicum)

Acceptable Equivalencies to Masters Degree in Special Education:

- i. Master of Education in Literacy or Mathematics (must complete all HRCE new learning centre workshops to cover the topics which are not included in these masters programs)
OR
- ii. 1) Special Education Designation from another province (e.g. Ontario Additional Qualifications {AQ} – must have completed Part 1, Part 2, and Specialist courses);
2) Recent (within 3 years) successful full-year Learning Centre Teaching experience
OR
- iii. 1) Minimum twelve (12) credit hours of Masters coursework directly related to supporting students with special needs (e.g. developmental disabilities, behavioural programming, alternative and augmentative communication systems, diverse student needs – see examples below);
2) Recent (within 3 years) successful full-year Learning Centre Teaching experience;
3) HRCE new Learning Centre teacher modules

Examples of Graduate Level Courses that will be accepted: *Courses will not be counted if deemed equivalent to one another (for example – 6 hours of assessment credits at MSVU and 6 hours of assessment credits at St FX).*

University	Course Title	Course Number	Credit Hours
Acadia	Disability Studies in Education	EDUC 50H3	3hr
Acadia	Principles of Assessment for Education	EDUC 5303	3hr
Acadia	Assessment for Learning	EDUC 5313	3hr
Acadia	Assistive Technology: Access to Literacy	EDUC 5163	3hr
Acadia	UDL and Accessible Learning	EDUC 5053	3hr
St. FX	Culturally Responsive and Relevant Pedagogy	EDUC 515	3hr
St FX	Approaches to Mental Health Education	EDUC 521	3hr
St. FX	Principles of Learning	EDUC 527	3hr
St. FX	Foundations of Education	EDUC 534	3hr
St. FX	Assessment for/of/as Learning	EDUC 518	3hr
St. FX	Assessment for Teaching Students with Learning Challenges I	EDUC 553	3hr
St. FX	Assessment for Teaching Students with Learning Challenges II	EDUC 554	3hr
St. FX	Teaching Diverse Learners in Inclusive Settings I	EDUC 514	3hr
St. FX	Teaching Diverse Learners in Inclusive Settings II	EDUC 517	3hr
St FX	Contemporary Theories and Trends in Inclusive Education: Mathematics Education	EDUC 513	3hr
St FX	Program Development	EDUC 536	3hr
MSVU	Learning Difficulties in School Mathematics	GCRD 6326	3hr
MSVU	Assessment for Learning I	GCRD 6330	3hr
MSVU	Assessment for Learning II	GCRD 6331	3hr
MSVU	Programming for Students with Learning Differences I	GCRD 6332	3hr
MSVU	Programming for Students with Learning Differences II	GCRD 6333	3hr
MSVU	Classroom Organization and Programming for Learners with Behavioural Challenges	GCRD 6334	3hr
MSVU	School Culture and inclusive Practices	GCRD 6335	3hr

Candidates must upload transcripts confirming Additional Qualifications or relevant Master's coursework to their online resume at time of application. Candidates completing a Masters program prior to August 31st must upload a letter from the university confirming program completion.



Examples of Qualifying Masters Degree in the area of Special Education or Curriculum:

- Master of Education in Curriculum Studies: Supporting Learners with Diverse Needs & Exceptionalities
- Master of Education in Special Education
- Master of Curriculum Studies or Curriculum & Instruction
- Master of Education in Literacy or Mathematics

Candidates must upload transcripts confirming Master's coursework to their online resume at time of application. Candidates completing a Masters program prior to August 31st must upload a letter from the university confirming program completion.

To have your qualifications assessed for Learning Centre and Resource, please ensure your resume is updated with all relevant qualifications, complete the Learning Centre/Resource Teaching Questionnaire under the Questionnaires section of the Teaching Resume Template in Careers at HRCE, and upload transcripts to confirm Additional Qualifications or relevant Masters coursework to your online resume.

Once you have updated your resume, please download a copy and email it, along with a copy of your transcript that shows your Additional Qualifications or qualifying program, to lcandresourcequalifications@hrce.ca to have **your qualifications assessed**. An email will be sent to you with the results of the Review of Qualifications for Resource and Learning Centre Positions which you can then upload to your resume.



Teacher Qualifications Profile

This is a voluntary document for teachers to complete and upload to their resume to support qualifications assessment by way of experience. Principals may choose to use this in preparation for annual teacher staffing processes such as Notice of Assignment, surplus decisions, etc.

Name: _____

Professional #: _____

Undergraduate Degree(s): **Major:** _____

Minor: _____

Bachelor of Education: **Major:** _____

Minor: _____

Methods: _____

Master's Degree(s): _____

Teaching Assignments (include breakdown of %'s, subjects, and grade levels taught in the last 7 years):

Year 1

Year 2 _____

Year 3 _____

Year 4 _____

Year 5 _____

Year 6 _____

Year 7 _____

Teacher's Signature

Date