



November 9, 2020

Dear Student Support Assistants,

This Registration Package provides information on training opportunities available during Professional Development Week in February 2021.

There are five week-long courses for you to select from:

- Introduction to Computer Basics
- Introduction to Self-Regulation
- Supporting Literacy Centres
- Supporting Nipittivait Inuktitut
- Supporting Reading Instruction

Please note that space in each of these activities is limited and will be allocated on a first-come, first-served basis.

Alternatively, you may choose to develop a plan for your own professional learning during this week. There may be opportunities within your school to join group activities that NTA members are organizing, we have included a list of *Self-Directed Activity Suggestions*, or you may have your own ideas for resources you want to spend the week reviewing. If you choose this option, you will need to provide an outline of how you plan to spend your week.

Please review the following pages in this Registration Package:

- SSA PD Week 2021 Registration Form (page 2)
- Activity Descriptions (page 3-5)
- Self-Directed Activity Plan (page 6)
- Self-Directed Activity Suggestions (pages 7-13)
- Reflection Form (page 14)

After reviewing the *Activity Descriptions* on pages 3-5, complete the *SSA PD Week 2021 Registration Form* on page 2. Your plan should be discussed with your School Team and approved by your School Leader (principal). **Scan and email the Registration Form to EDUK-12@gov.nu.ca by November 20, 2020.**

Upon receiving your *Registration Form*, we will confirm that you have been registered in the activity of your choice and, if applicable, mail you a package of resources to support your activity.

After PD Week, please complete the *Reflection Form* (page 14) and scan and email it to EDUK-12@gov.nu.ca by March 1, 2021.

Please email me at EDUK-12@gov.nu.ca if you have any questions.

Sincerely,

Cassandra Mongelluzzo
Manager, Program Implementation and Training

c.c. School Leaders
c.c. Student Support Teachers



SSA PD Week 2021 Registration Form

Participant Details

Name		School	
Community		Phone Number (school)	
Email (work)		Email (personal)	

PD Week Activity Preference

Each activity has a limited number of participants. Please select an alternate activity in case your first choice is full (1 = first choice, 2 = second choice, 3 = third choice, etc.).

	Introduction to Computer Basics (<i>February 15-19, 2021</i>)
	Introduction to Self-Regulation
	Self-Directed Activities (Please attach the "Self-Directed Activity Plan" with an outline of your proposed activities for the week)
	School Leader Directed Activities
	Supporting Literacy Centres
	Supporting Nipittivait Inuktitut
	Supporting Reading Instruction (<i>February 15-19, 2021</i>)

School Leader Approval

Name		Signature	
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Scan and email this form to EDUK-12@gov.nu.ca by November 20, 2020.



Activity Descriptions

Introduction to Computer Basics

This five-day course will explore computer basics beginning with an overview of how to log into and use a GN computer. The focus will be on building skills with specific programs such as MS Outlook, MS Word, MS Excel and MS PowerPoint. Participants will have the opportunity to explore other basic functions of computing like using the internet, printing and scanning, uploading files via USB, etc. This course is designed to assist anyone who is a beginner.

Participants will need their own GN account, computer/internet to access Teams, and speakers/headphones. Conference calls will also be available during the live Teams meetings to support audio.

This training connects to the following Responsibilities and Expectations as outlined in the SSA Handbook: (4) Instructional Support and (7) Non-Instructional Support.

Introduction to Self-Regulation

Self-regulation refers to how we respond to stress. Through webinars, readings, and reflective questions, participants will learn about the 5-Step Method of Self-Regulation.

1. Reframe the behaviour
2. Recognize the stressors
3. Reduce the stress
4. Reflect – enhance stress awareness
5. Respond – develop personalized strategies to promote resilience and restoration

Principals and Student Support Teachers were introduced to self-regulation concepts in 2019/2020. Participating in this training will allow Student Support Assistants to become familiar with these strategies so that they are better able to reinforce them when working with students to support a school-wide approach.

The webinars will be online. Participants will need access to a computer with speakers in order to view them. Conference calls will be arranged during the week to provide an opportunity for participants to discuss and reflect on the material.

This activity connects to the following Responsibilities and Expectations as outlined in the SSA Handbook: (2) Relationships with Students and (6) Social/Behaviour Support.



Self-Directed Activities

Consider your own professional development needs and identify a plan for the activities you will engage in during the week. Ideas are included in the *Self-Directed Activity Suggestions* section, or there may be opportunities in your school to join group activities that NTA members are organizing.

Complete and include the “Self-Directed Activity Plan” (page 6) with an outline of your proposed activities for the week when you return your Registration form.

If you are new to your role as a Student Support Assistant, we strongly suggest that you spend a ½ day reviewing the Student Support Assistant Handbook.

This activity connects to the following Responsibilities and Expectations as outlined in the SSA Handbook: (1) Professional Behaviour.

School Leader Directed Activities

Your School Leader may identify activities and tasks for you to complete.

This activity connects to the following Responsibilities and Expectations as outlined in the SSA Handbook: (1) Professional Behaviour and (7) Non-Instructional Support.

Supporting Literacy Centres

As part of the Responsibilities and Expectations from the SSA Handbook, SSAs will often be asked to support instruction in the classroom. This activity will focus on exploring literacy activities and preparing the supplies to support student learning. SSAs will become familiar with literacy centres from Inuktut Titiqqiriniq. The expectation will be that the participants learn about the centre and then spend time gathering supplies or creating centres.

Participants will need access to a computer/internet to access materials. Conference calls will be arranged during the week to support learning. Participants will need access to the teacher resource: *Literacy Centres*.

This activity connects to the following Responsibilities and Expectations as outlined in the SSA Handbook:(4) Instructional Support.



Supporting Nipittivait Inuktitut

Phonics and word study are essential components of balanced literacy in Inuktitut Titiqqiriniq. This option will assist SSAs in exploring the teacher resources, student resources, centres & materials, and reproducibles. By the end of the week, SSAs will be able to support and run phonics activities.

Participants will need access to a computer/internet to access materials. Conference calls will be arranged during the week to support learning. Participants will need access to: *Phonics – Pre-printing Skills Teacher Resource, Phonics 1 – Teacher Resource, Phonics 2 – Teacher Resource, and Phonics 3 – Teacher Resource.*



This activity connects to the following Responsibilities and Expectations as outlined in the SSA Handbook: (4) Instructional Support.

Supporting Reading Instruction

Reading proficiency is one of the foundational skills in education, and it contributes greatly to a student's success and confidence in our classrooms. This course will provide an introduction to instructional tools and practices that support reading instruction in the elementary grades. Several related topics will be explored, such as balanced literacy instruction, engaging students in reading, how to identify reading challenges in students, how to support teacher instruction, and the importance of culturally-reflective educational resources in a reading program. This course is designed to strengthen knowledge and skills in reading instruction and provide practical tools that Student Support Assistants can use when reading to students, helping students with assigned tasks and classwork, and monitoring independent and small-group work.

Participants will need access to a computer/internet to access the course platform. Conference calls will be arranged during the week to support learning.

This activity connects to the following Responsibilities and Expectations as outlined in the SSA Handbook: (4) Instructional Support.



Self-Directed Activity Plan

Participant Details

Name		School	
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	Morning Activities	Afternoon Activities
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

Include this form when you return your Registration Form if you have selected Self-Directed Activities



Self-Directed Activity Suggestions

If you select the Self-Directed Activities option, a USB will be provided. The Folder # indicates where the information can be found on the USB. If the materials are accessed online, the link is provided within the Description. Please note: we have included materials that were also suggested for PD Week 2020. These are indicated with a *

Theme: Student Support Assistant Handbook (Folder 1)		
Topic	Description	Length
Student Support Assistant Handbook*	An overview of the new Student Support Assistant Handbook <ul style="list-style-type: none"> • Student Support Assistant Handbook • Student Support Assistant Power Point Presentation • Student Support Assistant Activity Cards 	½ day

Theme: Student Support Assistant Role Tips and Strategies (Folder 2)		
Topic	Description	Length
Practical Strategies for Educational Assistants	Strategies to assist SSAs in strengthening their practices. http://www.learningforallab.ca/educational-assistants/10-strategies/	0.5 hour
Anaphylaxis in Schools Online Course	For teachers, administrators and other school personnel, our online course will help you understand the basics of anaphylaxis, ways to reduce risks in a school setting, and the recommended emergency treatment. https://www.allergyaware.ca/courses/	0.5 hour
Teacher Talk that Improves Student Learning and Behaviour Webinar	Have you ever said to a student, "I love the way you're working so hard!"? How about, "Here are the three things I'll be looking for in this next piece of work,"? Or perhaps you've said, "If you all work really hard for the next 30 minutes, we'll do something fun at the end of class!" You probably have—we all have. Even though these statements (among many others) are used with the best of intentions, they might lead students to disengage and learn less. As educators, we all end up talking with students in ways that don't actually align with	1 hour



	<p>our best intentions and positive goals for them.</p> <p>http://www.ascd.org/professional-development/webinars/what-we-say-webinar.aspx</p>	
Visual Schedules*	<p>2 screenings focusing on the use of visual schedules to help students follow directions, learn new skills, and support motivation.</p> <p>https://www.youtube.com/watch?v=zhay7pQH-54 https://www.youtube.com/watch?v=da_qB3jBOoo</p>	0.5 hour
Promoting Independence: Effective prompting and prompt fading strategies*	<p>1 screening focusing on cues or directions to help a student answer or do an activity correctly</p>	1 hour
Enseignement explicite: du modelage à l'autonomie*	<p>Short video on 3 steps to move students toward independence</p> <p>https://www.youtube.com/watch?v=wUfIZ-a1CIs</p> <p>Available in French</p>	0.5 hour
Programming for individuals with developmental delays: must have skills for effective daily living*	<p>1 screening focusing on must have skills to help students care for themselves</p>	1 hour



Theme: FASD (Folder 3)		
Topic	Description	Length
Understanding Fetal Alcohol Spectrum Disorders (FASD)	A comprehensive guide to understanding FASD https://www.fasdoutreach.ca/resources/all/w/what-is-fasd Readings & Resources https://sites.duke.edu/fasd/introduction/	1 day
Tamatta: All of Us Together. Toward FASD & Trauma Informed Practices in Schools*	4 videos focusing on promising approaches to support students with suspected/confirmed FASD and other complex challenges from a strength based, Inuit informed approach	½ day

Theme: Trauma Informed Practices (Folder 4)		
Topic	Description	Length
Trauma Sensitive Schools	Essential elements for building trauma sensitive schools https://policywise.com/video_library/essential-elements-for-building-trauma-sensitive-schools-mardi-bernard/	0.5 hour
Trauma-Informed Practice Professional Reading	https://www.alberta.ca/trauma-informed-practice.aspx https://education.alberta.ca/media/1477123/trauma-informed-practice-conversation-guide.pdf	1 hour
A Crash Course on Trauma-Informed Teaching Podcast	An overview of and a solid foundation for understanding trauma-informed teaching practices. You'll learn ways that trauma impacts students and what we can do to support kids without carrying the weight of that trauma ourselves. Trauma-informed teaching is not a curriculum, set of prescribed strategies, or something you need to "add to your plate." It's more like a lens through which you choose to view your students which will help you build better relationships, prevent conflict, and teach them effectively. https://thecornerstoneforteachers.com/truth-for-teachers-podcast/trauma-informed-teaching/	1 hour



Trauma-Invested Strategies for Fostering Resilient Learners Webinar	<p>In this webinar participants will learn about how to address the need in our students versus getting lost in how they show us their behavior. Further, participants will be introduced to the New Three Rs (Relationship, Responsibility, and Regulation) and strategies for how to address student need using that lens.</p> <p>http://www.ascd.org/professional-development/webinars/the-new-three-rs-webinar.aspx</p>	1 hour
Trauma informed spaces*	7 short videos focusing on relationships, self-regulation, safety	1 hour

Theme: Resilience & Wellness (Folder 5)		
Topic	Description	Length
Mental Health Promotion	<p>Mental Health Promotion, Suicide Prevention and Strengthening Resilience among Indigenous Youth</p> <p>https://policywise.com/video_library/gregory-brass-mental-health-promotion-suicide-prevention-and-strengthening-resilience-among-indigenous-youth/</p>	1.5 hours
Positive Mental Health Toolkit*	<p>5-part online module introducing concepts in mental health promotion</p> <p>http://wmaproducts.com/JCSH/</p>	5 hours
Trousse de la santé mentale positive*	<p>5-part online module introducing concepts in mental health promotion</p> <p>http://wmaproducts.com/CCES/</p> <p>Available in French</p>	5 hours
Dynamic Mindfulness program*	<p>Website with videos and audio recordings focusing on a stress resilience program for schools, helping students to relax, concentrate, refocus</p> <p>https://tlsnunavik.org/resources/</p>	Variable
Dynamic Mindfulness Protocol*	1 resource focusing on breathing and centering practices that have been shown to reduce stress and improve emotional well being	0.5 hour
Child and Youth safety*	12 resources and videos focusing mostly on bullying prevention	2 hours

Theme: Literacy		
Topic	Description	Length
Guided Reading	How to teach Guided Reading to Early Readers (for SSAs who support guided reading/small group instruction). https://www.youtube.com/watch?v=ugcrsxfvgicl https://www.youtube.com/watch?v=BSINBTcBQEs	1 hour
Successful Strategies for Beginning Readers*	1 screening focusing on how to support students with developmental delays in reading https://www.youtube.com/watch?v=oW_sExZjGEs	0.5 hour
Successful Strategies for Memory and Phonological Awareness*	1 screening focusing on how to support students with developmental delays https://www.youtube.com/watch?v=unKKz2Fe5hc	0.5 hour
Helping your child develop a lifelong love of reading*	1 screening focusing on reading milestones, reading challenges and ways to bring literacy into everyday activities https://www.youtube.com/watch?v=3MsZd_snbMs	1 hour
Literacy Resources to support students	French Online Reading Resources to support student literacy. https://saskatchewanreadsforadmin.wordpress.com/french-immersion-considerations/e-french-resources/ Available in French	½ day



Theme: Behaviour (Folder 6)		
Topic	Description	Length
Attention Difficulties	<p>Attention difficulties can have a major impact on a student's ability to learn and function well at school. This video shares information about attention and ideas to help support our students at school.</p> <p>https://www.youtube.com/watch?v=7Ubqqgy3xwU&feature=emb_rel_end</p> <p>https://www.youtube.com/watch?v=MIN0KVIDVdQ</p>	1 hour
Behaviour is Communication	<p>Understanding that all behaviour is communication, and the power of relationships. As well as discussing strategies to prevent challenging behaviours and positive behaviour supports.</p> <p>https://www.youtube.com/watch?time_continue=364&v=1omizXDOobg&feature=emb_logo</p>	2 hours
Brain Development and Lifelong Health	<p>Brain Story Certification Course Goals:</p> <ul style="list-style-type: none"> • Explain how brains develop and how social interactions shape development. • Describe the effects of stress on brain development, and the impact of adverse childhood experiences on physical and mental health outcomes, including addiction. • Identify evidence-based approaches for children in the prevention, intervention, and treatment of childhood adversity. • Describe the basic neurobiology of both substance and process addiction. • Identify evidence-based approaches for adults in the prevention, intervention, and treatment of addiction. • Identify ways to build the foundations of resilience in children and families. <p>https://www.albertafamilywellness.org/training</p>	5 days



Shanker Self-Reg*	2 screenings focusing on practical ways to help students manage stress	2 hours
L'autoregulation Calme Alert Heureux*	4 short videos and 1 article focusing on self-regulation Available in French	1 hour
Introduction to the Functions of Behaviour*	1 screening focusing on how to begin to analyse behaviour in order to promote the behaviours you want to see and reduce problem behaviours	1 hour
Introduction to the Principles of Leaning*	1 screening focusing on understanding challenging behaviours	1 hour
Enseignement axe sur les forces et les besoins des élèves*	Short video supporting students to be successful, have more self-confidence, and make better choices https://www.youtube.com/watch?v=vLUuIMZRJjs Available in French	0.5 hour



Reflection Form

Participant Details

Name		School	
PD Week Activity			

What prompted you to choose this activity?

What one or two key points did you take away?

What else do you need to explore about this topic to further your understanding in this area?

What did you learn about yourself as an educator through this experience?

Please list any topics that would interest you for future professional development:

Compliments and feedback about the process:

Scan and email this form to EDUK-12@gov.nu.ca by March 1, 2021.