Classroom Teachers

PROFESSIONAL DEVELOPMENT FRAMEWORK HANDBOOK

ABOUT THIS HANDBOOK

The Government of Nunavut, Department of Education, in partnership with the Nunavut Teachers' Association (NTA), is pleased to present the *Professional Development Framework Handbook for Classroom Teachers* as a component of the Nunavut Professional Development Framework for the Educator Community initiative.

This handbook is a valuable resource for teachers and language specialists as they undertake professional development activities throughout their teaching career in Nunavut.

The handbook will be updated as new information and resource materials become available.

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01

EFFECTIVE PROFESSIONAL DEVELOPMENT

In education systems, professional development (PD) often refers to the steps taken by educators and school leaders to increase their proficiency and effectiveness in their role for the purpose of delivering and supporting high-quality instruction and positive student outcomes. PD includes the actions or initiatives undertaken by educators that serve to further develop their skills, knowledge, and expertise.[1]

Actions or initiatives that may constitute PD include, but are not limited to:

- In-service training;
- Conference and workshop participation;
- Mentorship;
- Educational courses;
- Resource sharing;
- Colleague shadowing; and
- Academic research review (e.g., scholarly articles, books, and other publications)

Professional development activities may be formal or informal. For example:

FORMAL

- School-wide PD events;
- Attending a department, NTA-, or PD Council-sponsored workshop, conference, or in-service;
- Taking a course online;
- Action research.

INFORMAL

- Reading about a topic of interest to support your work online, through social media or journals;
- Attending local community cultural events;
- Participating in a professional learning community or network; or
- Working with a colleague(s) to enhance a program.

While there is no one set of agreed-upon criteria for effective PD, there is increasing consensus that PD is most effective when it is:

- Self-driven (based on personal interest, self-reflection and assessment/feedback, goal setting);
- Collaborative;
- Relevant to professional activities and practice; and
- Ongoing throughout the career stages.

PD that supports professional autonomy results in positive learning and improved teaching practice.[2]

Many education systems in Canada and internationally have established professional development frameworks to support effective professional development for educators, school leaders, and support-focused positions within their systems. In pursuit of effective best-practice professional development for the Nunavut education system, the Department of Education, in partnership with the Nunavut Teachers' Association, began the Nunavut Professional Development Framework for the Educator Community initiative in 2016.

[1] *Timperley, H. (2011). A background paper to inform the development of a national professional development framework for teachers and school leaders, Australian Institute for Teaching and School Leadership, Melbourne.*

[2] *Hunzicker, J. (2011). Effective professional development for teachers: A checklist.* Professional Development in Education*, 37(2), 177-179.*

02

NUNAVUT PROFESSIONAL DEVELOPMENT FRAMEWORK FOR THE EDUCATOR COMMUNITY

The Nunavut Professional Development Framework for the Educator Community is the overarching professional development framework for the Nunavut education system. The Nunavut Professional Development Framework for the Educator Community[3] is for teachers of all subjects, language specialists, principals, vice-principals, learning coaches, and student support teachers in every school.

The components of the PD Framework provide guidance and support tailored to each of these important functions within Nunavut schools by illustrating the required skills, values, and behaviours for effective teaching, coaching, and leadership practice in Nunavut. These expectations, when combined with self-reflection, constructive feedback, and goal setting, help raise awareness of professional areas for development, particularly in Nunavut schools where the majority of students are taught in their second language.

The overarching Nunavut Professional Development Framework for the Educator Community includes four distinct frameworks, one for each of the following groups:

1. Classroom Teachers – teachers and language specialists;
2. School Leaders – principals and vice-principals;
3. Teacher Support Focus – learning coaches; and
4. Student Support Focus – student support teachers.

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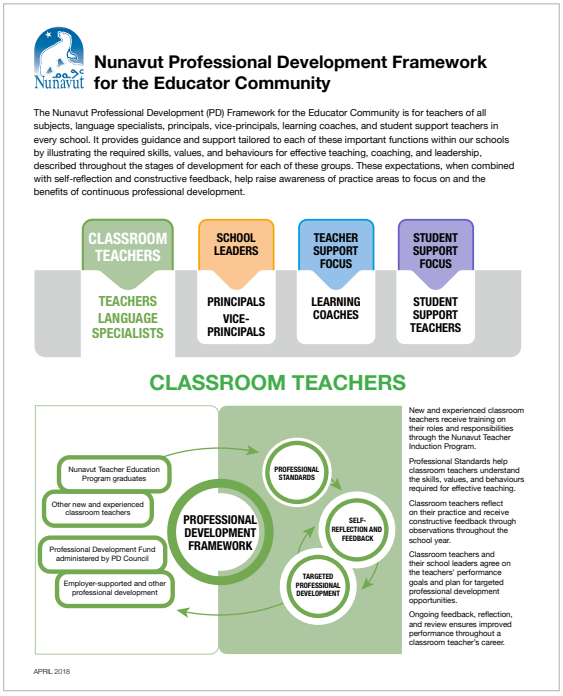
NUNAVUT PROFESSIONAL DEVELOPMENT FRAMEWORK FOR CLASSROOM TEACHERS

The Professional Development Framework for Classroom Teachers applies to teachers and language specialists.

The components of the PD Framework for Classroom Teachers include:

- Professional Standards
- Professional Development Toolkit
  - » Self-Reflection
  - » Professional Development Plan

Figure 1. Professional Development Framework for Classroom Teachers



The Professional Development Framework supplements resources already in place.

[3] *The term Educator Community refers to the various individuals who provide and support education in schools such as teachers, language specialists, principals, vice-principals, learning coaches, and student support teachers.*

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NUNAVUT PROFESSIONAL STANDARDS FOR CLASSROOM TEACHERS

The Nunavut Professional Standards for Classroom Teachers (Standards) provide teachers and language specialists with greater clarity, information, and understanding about the competencies required for effective teaching in Nunavut. The Standards support career-long learning by providing a benchmark to define the skills, values, and behaviours required of teachers and language specialists at various stages throughout their careers. The Standards were developed in consultation with teachers, language specialists, school leaders, and the NTA.

These Standards are unique to the Nunavut teaching environment. At all levels across the career stages, the standards and focus area descriptions incorporate and reflect the Government of Nunavut guiding principles and values of Inuit Qaujimajatuqangit, Inuit Societal Values, the *Education Act*, and the provision of bilingual education in all schools.

There are nine Professional Standards, organized into three domains of teaching:

PROFESSIONAL KNOWLEDGE

1. Know students and how they learn
2. Know the content and how to teach it
3. Know the Nunavut context and how to implement Inuit Qaujimajatuqangit and Inuit Societal Values

PROFESSIONAL PRACTICE

4. Plan for and implement effective teaching and learning
5. Create and ensure supportive and safe learning environments
6. Assess, provide feedback, and report on student learning

PROFESSIONAL ENGAGEMENT

7. Engage in professional learning
8. Engage professionally with colleagues, parents/guardians, and the community
9. Engage in inter-professional collaboration

Each standard is broken down into four career stages:

- Transitional
- Confident
- Proficient
- Lead

The Standards document is the foundational document for classroom teacher professional practice in Nunavut. It is a companion document to the tools in the Toolkit: the Classroom Teacher Self-Reflection and the Classroom Teacher Professional Development Plan.

You can ensure that your professional practice in Nunavut reflects the Standards by:

- Familiarizing yourself with the Standards;
- Comparing your current classroom teaching practice, based on reflection and feedback provided by your principal or vice-principal, to the benchmarks within each career stage;
- Taking action by:
  - » Determining areas for competency development;
  - » Identifying your professional goals to best meet the Standards;
  - » Planning for, and participating in, targeted PD activities that help meet your goals;
  - » Implementing your PD learnings in the classroom;
  - » Illustrating through practice how professional goals have been met; and
  - » Engaging in continuous learning and development.

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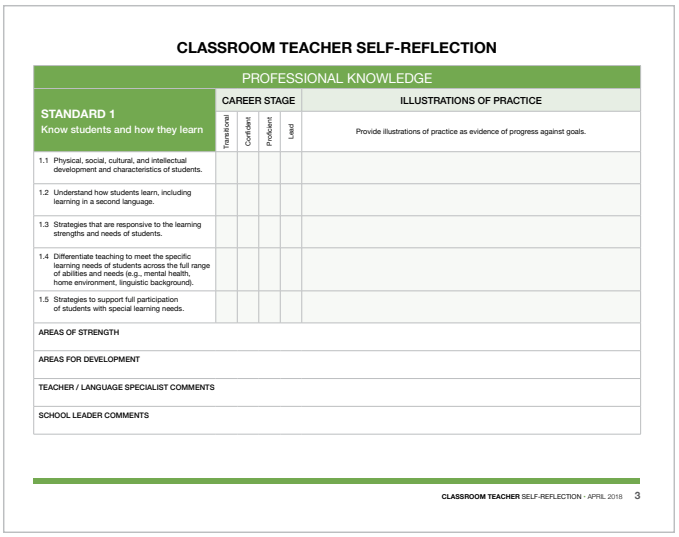
PROFESSIONAL DEVELOPMENT TOOLKIT

The PD Toolkit for Classroom Teachers is the applied component of the PD Framework. The Toolkit includes tools to assist the classroom teacher and school leader to understand their level of practice against the Standards, support planned goal setting for performance development, and record evidence of how these goals are being met.

The Toolkit includes two foundational tools:

1. Classroom Teacher Self-Reflection; and

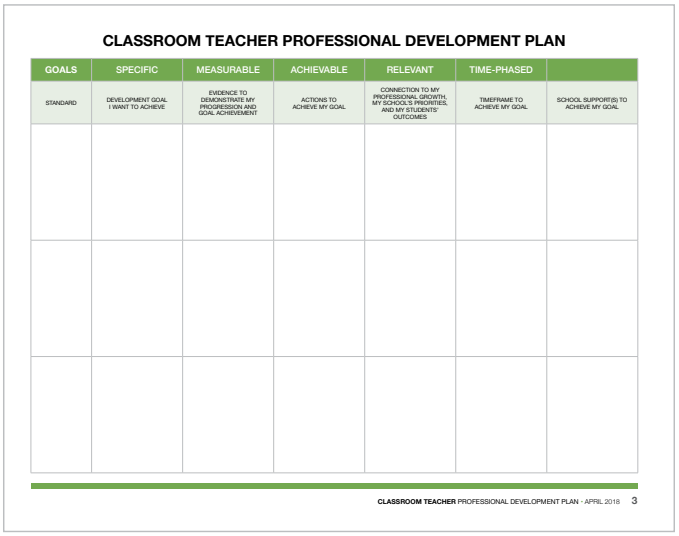


CLASSROOM TEACHER SELF-REFLECTION

PROFESSIONAL KNOWLEDGE					
STANDARD 1 Know students and how they learn	CAREER STAGE				ILLUSTRATIONS OF PRACTICE
	Transitional	Confident	Proficient	Lead	Provide illustrations of practice as evidence of progress against goals.
1.1 Physical, social, cultural, and intellectual development and characteristics of students.					
1.2 Understand how students learn, including learning in a second language.					
1.3 Strategies that are responsive to the learning strengths and needs of students.					
1.4 Differentiate teaching to meet the specific learning needs of students across the full range of abilities and needs (e.g., mental health, home environment, linguistic background).					
1.5 Strategies to support full participation of students with special learning needs.					
AREAS OF STRENGTH					
AREAS FOR DEVELOPMENT					
TEACHER / LANGUAGE SPECIALIST COMMENTS					
SCHOOL LEADER COMMENTS					

CLASSROOM TEACHER SELF-REFLECTION - APRIL 2018 3

2. Classroom Teacher Professional Development Plan.



CLASSROOM TEACHER PROFESSIONAL DEVELOPMENT PLAN

GOALS	SPECIFIC	MEASURABLE	ACHIEVABLE	RELEVANT	TIME-PHASED	
STANDARD	DEVELOPMENT GOAL I WANT TO ACHIEVE	EVIDENCE TO DEMONSTRATE MY PROGRESSION AND GOAL ACHIEVEMENT	ACTIONS TO ACHIEVE MY GOAL	CONNECTION TO MY PROFESSIONAL GROWTH, MY SCHOOL'S PRIORITIES, AND MY STUDENTS' OUTCOMES	TIMEFRAME TO ACHIEVE MY GOAL	SCHOOL SUPPORT(S) TO ACHIEVE MY GOAL

CLASSROOM TEACHER PROFESSIONAL DEVELOPMENT PLAN - APRIL 2018 3

TOOL 1: CLASSROOM TEACHER SELF-REFLECTION

The Classroom Teacher Self-Reflection is the first tool that teachers and language specialists use to reflect on the effectiveness of their teaching practice based on the nine Nunavut Professional Standards for Classroom Teachers.

The Self-Reflection assists classroom teachers to:

- Identify the career stage that best describes their current level of practice in each Standard; and
- Identify areas of strength and areas requiring further development for each of the nine Standards and their associated focus areas; then
- Provide illustrations of practice as evidence of progress against goals.

The Self-Reflection aligns with and reflects the Standards. The Standards document is to be used as a companion document to the Self-Reflection.

INITIAL SELF-REFLECTION

All classroom teachers are required to conduct a self-reflection against the Standards when:

- Initially employed in Nunavut as a teacher or language specialist; or
- Already employed as a teacher or language specialist but have not yet been through the process of conducting a self-reflection against the Standards.

Here are the steps in the initial Self-Reflection.

Classroom teachers will:

1. Review the Standards to become familiar with the skills, behaviours, and values expected of classroom teachers in Nunavut;
2. Use the Self-Reflection to review the focus areas for each Standard and identify using a checkmark or "X" which of the four career stages best reflects your current level of practice:
    - Transitional
    - Confident
    - Proficient
    - Lead

The first time you complete the Self-Reflection, the Illustrations of Practice area for each Standard is left blank. Illustrations of practice are documented after meeting your first professional development goal as stated in your Professional Development Plan.

School leaders will:

3. Meet with you to review and discuss your Self-Reflection;
4. Consider your practice against the Standards as well as their own observations of your practice;
5. Discuss with you areas of strength and areas in need of development.

Classroom teachers and school leaders will:

6. Agree on and document your areas of strength and areas for development;
7. Sign the Self-Reflection.

Classroom teachers and school leaders each keep a copy of the signed Self-Reflection for their file.

It will take approximately 30 minutes to complete the Self-Reflection depending on your level of understanding of the Standards. This does not include the time for discussion between you and your school leader, which will vary.

Once this process is complete, the next tool in the Toolkit is used: the Classroom Teacher Professional Development Plan.

TOOL 2: CLASSROOM TEACHER PROFESSIONAL DEVELOPMENT PLAN

The Classroom Teacher Professional Development Plan (PDP) is the second foundational tool in the applied process. The PDP is a companion to the Self-Reflection and is to be completed by classroom teachers based on self-reflection of their teaching practice and the feedback received from their school leader.

The PDP assists classroom teachers to:

- Align professional development goals with the Standards;
- Determine professional development goals that are SMART; and
- Undertake targeted professional development activities that help meet professional development goals.

Classroom teachers will:

1. Determine and document in the PDP the area of practice (number) within the Standards that they wish to develop based on the completed Self-Reflection;
2. Determine and document information for a small number of professional development goals for the school year that are:
    - Specific
    - Measurable
    - Achievable
    - Relevant
    - Time-phased

It is important to develop professional development goals that also align with your school's priorities and desired student outcomes.

3. Identify any support(s) required to undertake professional development.

Classroom teachers and school leaders will:

4. Discuss and agree on the professional development goals.
5. Sign and date the PDP.

Classroom teachers and school leaders each keep a copy of the PDP for their file.

Classroom teachers will:

6. Undertake professional development activities according to their PDP.

ILLUSTRATIONS OF PRACTICE

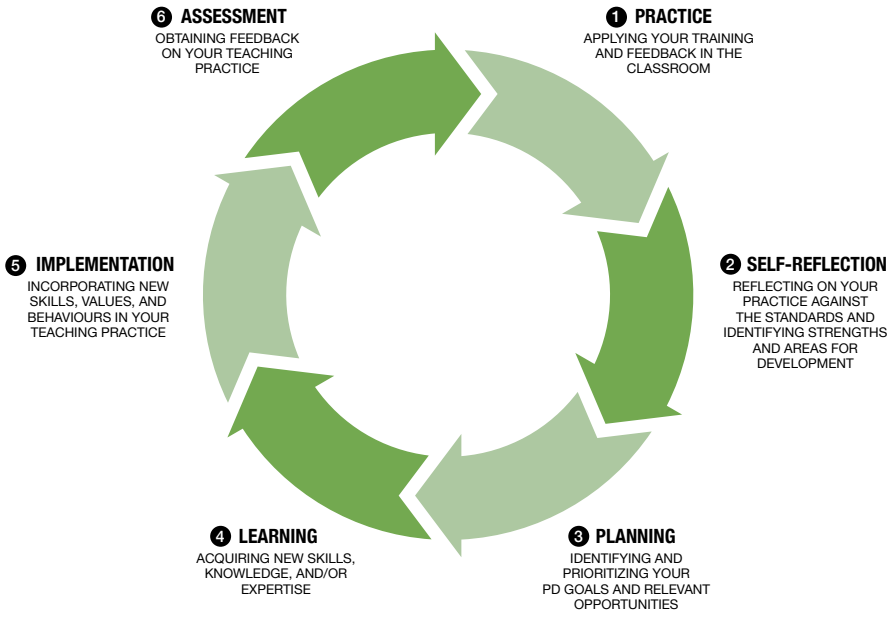
The collection of illustrations of practice as evidence of progress against goals is vital. Evidence of practice provides the basis for ongoing feedback, reflection, and further development. The Self-Reflection is important, as it can be used to demonstrate your development to others. Collecting and reviewing evidence helps classroom teachers understand their progress with respect to their performance and professional development goals throughout the professional development cycle (see Figure 2). Importantly, it allows classroom teachers to identify any additional or different action that is required in order to achieve goals; or, alternatively, to recognize if there is a need to modify goals.[4]

Documenting illustrations of practice is an ongoing occurrence as and when the classroom teacher progresses and meets their goal(s).

Classroom teachers will:

7. Use the signed Self-Reflection for the current period to document illustrations of practice as evidence of progress against goals throughout the year.

Figure 2. Continuous Professional Development Cycle



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CONTINUOUS PROFESSIONAL DEVELOPMENT

Performance and professional development is a continuous cycle. Ongoing feedback, reflection, and review will ensure the classroom teacher makes the most of their ongoing professional development.

It involves teachers, language specialists, and school leaders working together to establish key professional development goals and learning opportunities, monitor and collect evidence of progress, and provide formal and informal feedback and recognition for achievement against the Standards.

The self-reflection and professional development planning process is ongoing throughout the school year. To understand how well you are achieving your goals, it is important to regularly reflect on the goals you set in your PDP. All classroom teachers are encouraged to block off a small amount of time each week for self-reflection. This regular practice will help classroom teachers gain invaluable insight in order to:

1. Purposefully reflect on your own goal achievement:
   - What activities have you undertaken to achieve your goal?
   - How did the activities show that you have progressed toward your goal?
   - What did you learn?
   - Is any modification required to your activities or source of evidence to fully meet your goal?
2. Document illustrations of practice and evidence of progress against goals:
   - Initiate regular formal and informal feedback on their practice; and
   - Update professional development goals on an ongoing basis.

[4] *Australian Institute for Teaching and School Leadership (AISTL). (2014). How Do I Evidence Progress Against My Goals. Retrieved from http://www.aitsl.edu.au/docs/default-source/professional-growth-resources/performance-and-development-resources/6-how-do-i-evidence-progress-against-my-goals-final-20140130.pdf?sfvrsn=2. [Accessed Mar 27, 2017].*

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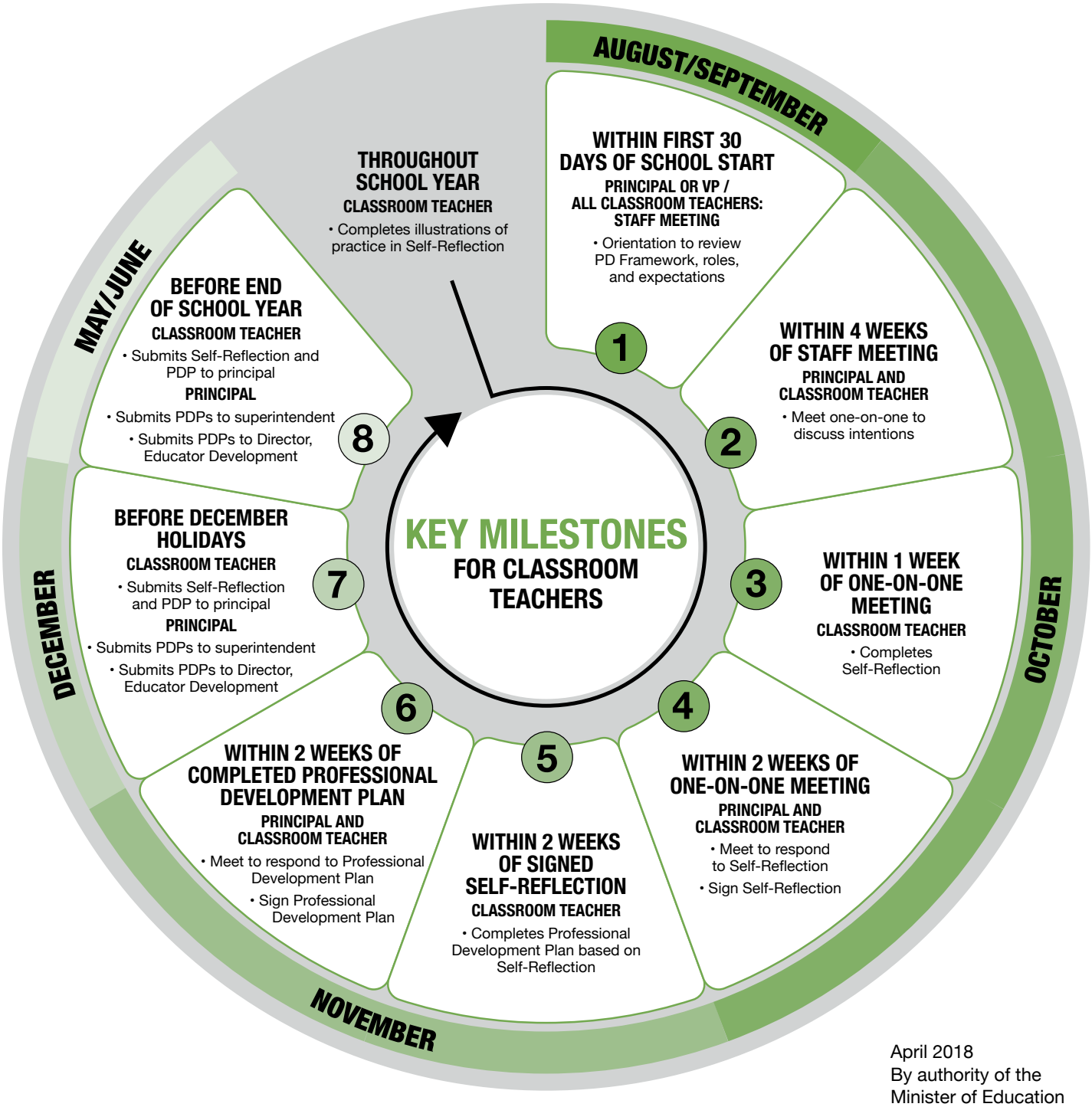
KEY MILESTONES AND TIMING

Knowing who is involved, and their roles and expectations throughout the school year, is an important component of the professional development process and the classroom teacher's annual review. Key milestones and timing are highlighted in the following illustration to ensure that the required actions and timelines are met throughout the school year.



April 2018
By authority of the
Minister of Education

AUGUST/SEPTEMBER

1. As part of orientation at the beginning of the school year, the principal or vice-principal in your school will meet with all teachers and language specialists within the first 30 days of school start to:

    - Discuss the Professional Development Framework, including the Standards and Toolkit;
    - Review expectations of those involved;
    - Review key milestones and timing throughout the school year; and
    - Answer any preliminary questions.

SEPTEMBER/OCTOBER

2. Within four weeks of the staff meeting, the principal or vice-principal and each classroom teacher in their school will meet one-on-one to:

    - Discuss intentions of the classroom teacher for professional development for the school year;
    - Discuss the requirement of the classroom teacher to review the Standards, and complete the Self-Reflection and Professional Development Plan; and
    - Answer any questions the classroom teacher may have.

3. Within one week of the one-on-one meeting between the principal/vice-principal and classroom teacher, the classroom teacher must:

    - Complete the Self-Reflection; and
    - Schedule a meeting with their principal/ vice-principal to review their Self-Reflection.

4. Within two weeks of the one-on-one meeting between the principal/vice-principal and classroom teacher, the principal or vice-principal and the classroom teacher will meet one-on-one to:

    - Review and respond to the Self-Reflection; and
    - Sign the Self-Reflection.

OCTOBER/NOVEMBER

5. Within two weeks of signing the completed Self-Reflection, the classroom teacher must:

    - Complete the Professional Development Plan; and
    - Schedule a meeting with their principal/ vice-principal to review their Professional Development Plan.

6. Within two weeks of the classroom teacher completing their Professional Development Plan, the principal or vice-principal and the classroom teacher will meet one-on-one to:

    - Review and respond to the Professional Development Plan; and
    - Sign the Professional Development Plan.

DECEMBER

7. Before December holidays, classroom teachers must:

    - Submit a fully-signed copy of their Self-Reflection and Professional Development Plan to their principal.

    Principals must submit to their superintendent:

    - Signed copies of Self-Reflections and Professional Development Plans.

    In addition, principals must submit to the Director, Educator Development at EDUK-12@gov.nu.ca:

    - Signed copies of Professional Development Plans.

MAY/JUNE

8. Before summer holidays, classroom teachers must:

    - Submit a fully-signed copy of their Self-Reflection and Professional Development Plan to their principal.

    Principals must submit to their superintendent:

    - Signed copies of Self-Reflections and Professional Development Plans.

    In addition, principals must submit to the Director, Educator Development at EDUK-12@gov.nu.ca:

    - Signed copies of Professional Development Plans.

Throughout the school year, classroom teachers must document illustrations of practice in their Self-Reflection as evidence of meeting professional development goals.

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PROFESSIONAL DEVELOPMENT OPPORTUNITIES

Professional development opportunities are available for classroom teachers through a variety of organizations within and outside the territory. Below are some resources that may be accessed by classroom teachers to support their PD goals.

GOVERNMENT OF NUNAVUT TRAINING OPPORTUNITIES

- Department of Education
  - » The Educator Development division is mandated to provide professional development opportunities and training to address competencies that have been identified as requiring further development across the education system.
- Department of Executive and Intergovernmental Affairs (EIA)
  - » EIA maintains a list of available training activities on its website: http://www.gov.nu.ca/training-calendar.
- Department of Culture and Heritage
  - » Supports training on Inuit Societal Values: http://www.gov.nu.ca/training-calendar.

PROFESSIONAL DEVELOPMENT COUNCIL OPPORTUNITIES

A variety of professional development opportunities, supports, and resources are available to classroom teachers through the Professional Development Fund negotiated by the Nunavut Teachers' Association on behalf of its members. The purpose of this fund is to support:

- Activities linked to supporting Inuit employment;
- Activities linked to supporting Inuktut language development among teachers;
- Activities in support of teachers to progress in their careers in accordance with the Nunavut Professional Development Framework for the Educator Community; and
- Activities linked to support teachers who are new to the profession.

Funding has typically been available for activities such as, but not limited to:

- School-based PD and/or PD week activities;
- Short-term reimbursement for courses;
- Education leave;
- Project Overseas;
- Action research;
- Inuktut instruction; and
- Specialist councils and special project funding.

Teachers are encouraged to visit the PD section of the Department of Education or NTA websites for more information about the opportunities listed above.

Teachers are also encouraged to review the most recent version of the *PD Council Handbook*, which offers a wealth of information on the various professional development opportunities available to teachers.

Contact the professional development coordinator at the PD Council if you require assistance or have questions about professional development opportunities available to you through the PD Fund. Contact information for professional development staff may be found on the Department of Education or NTA websites.

SAMPLE

CLASSROOM TEACHER SELF-REFLECTION

PROFESSIONAL KNOWLEDGE					
STANDARD 1 Know students and how they learn	CAREER STAGE				ILLUSTRATIONS OF PRACTICE
	Transitional	Confident	Proficient	Lead	Provide illustrations of practice as evidence of progress against goals.
1.1 Physical, social, cultural, and intellectual development and characteristics of students.					
1.2 Understand how students learn, including learning in a second language.					
1.3 Strategies that are responsive to the learning strengths and needs of students.	X				• *Term 1 final exam shows improvement to student outcomes for students at the lower percentile* • *Term 1 reading rubrics show improved results for students at the higher percentile* • *Term 1 student survey 3 shows that more students rate my classroom activities as challenging than the previous surveys. However, the higher achievers still report being bored after a short period of time*
1.4 Differentiate teaching to meet the specific learning needs of students across the full range of abilities and needs (e.g., mental health, home environment, linguistic background).					
1.5 Strategies to support full participation of students with special learning needs.					
AREAS OF STRENGTH					
AREAS FOR DEVELOPMENT					
TEACHER / LANGUAGE SPECIALIST COMMENTS					
SCHOOL LEADER COMMENTS					

SAMPLE

PROFESSIONAL KNOWLEDGE					
STANDARD 2 Know the content and how to teach it	CAREER STAGE				ILLUSTRATIONS OF PRACTICE
	Transitional	Confident	Proficient	Lead	Provide illustrations of practice as evidence of progress against goals.
2.1 Content and teaching strategies of the teaching area.					
2.2 Content selection, adaptation, and organization to address the context of students learning in their second language.					
2.3 Curriculum, assessment, and reporting.	X				• *Term 1 exams shows that more students are effectively learning the curriculum through classroom activities* • *Term 1 student survey 2 shows an increase in the number of students who rate my classroom activities as engaging and useful for learning concepts and/or theories*
2.4 Literacy, numeracy, and problem-solving strategies.					
2.5 Information and Communication Technology (ICT).					
AREAS OF STRENGTH					
AREAS FOR DEVELOPMENT					
TEACHER / LANGUAGE SPECIALIST COMMENTS					
SCHOOL LEADER COMMENTS					

SAMPLE

PROFESSIONAL KNOWLEDGE					
STANDARD 3 Know the Nunavut context and how to implement Inuit Qaujimajatuqangit and Inuit Societal Values	CAREER STAGE				ILLUSTRATIONS OF PRACTICE
	Transitional	Confident	Proficient	Lead	Provide illustrations of practice as evidence of progress against goals.
3.1 Understand Inuit Qaujimajatuqangit (IQ) and Inuit Societal Values (ISV) and the beliefs, laws, principles, values, and practices that underpin Inuit society.					
3.2 Teaching strategies that take into account the student culture.	X				• *Term 1 student survey shows improvements to student outcomes at all percentiles* • *Term 2 student grading assessments show improvement at all percentiles for students learning in their second langauge* • *Term 2 student survey shows students performing at higher percentile were more challenged during classroom activities*
3.3 Understand the concept of bilingualism in a learning environment.					
3.4 Strategies for teaching students who are learning in their second language.	X				• *Term 1 interim exams show a grade improvement for 87% of students who are learning in their second language*
AREAS OF STRENGTH					
AREAS FOR DEVELOPMENT					
TEACHER / LANGUAGE SPECIALIST COMMENTS					
SCHOOL LEADER COMMENTS					

SAMPLE

PROFESSIONAL PRACTICE					
STANDARD 4 Plan for and implement effective teaching and learning	CAREER STAGE				ILLUSTRATIONS OF PRACTICE
	Transitional	Confident	Proficient	Lead	Provide illustrations of practice as evidence of progress against goals.
4.1 Establish student-centred learning goals.					
4.2 Plan, structure, and sequence learning programs.					
4.3 Use teaching strategies.	X				• *Term 1 student survey show improvements to student outcomes using group discussion prior to independent work* • *Term 1 student self-assessments showed increased understanding of ecosystems (Unit 5: What is an Ecosystem?) as a result of learning walks*
4.4 Select and use Nunavut-appropriate resources.					
4.5 Use effective classroom communication with specific attention paid to students learning in their second language.					
4.6 Evaluate and improve planning and delivery.					
4.7 Engage parents/guardians/Elders in the education process.					
AREAS OF STRENGTH					
AREAS FOR DEVELOPMENT					
TEACHER / LANGUAGE SPECIALIST COMMENTS					
SCHOOL LEADER COMMENTS					

SAMPLE

CLASSROOM TEACHER PROFESSIONAL DEVELOPMENT PLAN

GOALS	SPECIFIC	MEASURABLE	ACHIEVABLE	RELEVANT	TIME-PHASED	
STANDARD	DEVELOPMENT GOAL I WANT TO ACHIEVE	EVIDENCE TO DEMONSTRATE MY PROGRESSION AND GOAL ACHIEVEMENT	ACTIONS TO ACHIEVE MY GOAL	CONNECTION TO MY PROFESSIONAL GROWTH, MY SCHOOL'S PRIORITIES, AND MY STUDENTS' OUTCOMES	TIMEFRAME TO ACHIEVE MY GOAL	SCHOOL SUPPORT(S) TO ACHIEVE MY GOAL
1.4	Strengthen ability to design a variety of classroom activities to meet the specific needs of students across the full range of abilities and needs	Student survey(s); rubric(s); school-specific assessments (e.g., scheduled tests/exams)	Research; communicate and share "lessons learned/ successes" with peers; peer feedback	I want to strive to make sure I am meeting the specific needs of my students. Identifying and understanding the needs of my students will help me to design engaging, interactive and appropriately-challenging activities to support their development	Within first term	Meetings with peers and learning coaches to maximize understanding and identify appropriate and effective classroom activities.
2.3	Improve skills to design learning sequences and lesson plans that implement my knowledge of curriculum, assessment, and reporting	School-specific assessments (e.g., performance evaluations, peer reviews)	Research; peer observation and review (e.g., exchange of ideas, lessons learned or successes); peer feedback; principal feedback (e.g., routine meetings with principal to review and comment on learning sequences and lesson plans)	I want to ensure that I am able to consistently develop learning sequences and lesson plans that are appropriate, well-structured and capable of meeting my students' needs	Within first two terms	Meetings with peer teachers (e.g., peer who teaches similar curriculum) and meetings with learning coaches to identify gaps and areas for improvement
3.2	Enhance ability to design a variety of classroom activities that are responsive to the local community and cultural setting and linguistic backgrounds of my students	Student survey(s) and school-specific assessments	Research; communicate and share "lessons learned/ successes" with peers; peer feedback; piloting of new classroom activities with collegues to identify strengths, weaknesses and possible alternative delivery method(s)	I want to ensure that I am able to have relevant and appropriate classroom activities. This will help my students feel welcomed and stay engaged	Entire school year	Collaborative meetings with other teachers and learning coaches; meetings with learning coaches to ensure classroom activities are designed and conducted in the best way possible
3.4	Improve skills to design and implement learning strategies for students learning in their second language	Student survey(s) and school-specific assessments	Research; communicate and share experiences and "lessons learned/successes" with peers; peer review of selected strategies (e.g., have open dialogue with peers to share whether a proposed learning strategy will be successful and/ or achievable)	I want to ensure that I am able to identfy, select and implement learning strategies that are relevant. This will help my students feel supported for those who are learning and communicating in their second language	Continuous (e.g., whole school year and beyond)	Collaborative meetings with peers, learning coaches and principal. These meetings are particularly important to identify, discuss and implement learning strategies that are culturally relevant and will support the learning and individual growth of students learning in their second language. These meetings will also help to identify situations when a learning strategy may need to be modified or adapted to better accomodate the unique needs of students