Student Support 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 Student Support Teachers* as a component of the Nunavut Professional Development Framework for the Educator Community initiative.

This handbook is a valuable resource for student support teachers 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] Student support teachers focus on PD actions or initiatives relevant to a student support role.

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 student support 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.

03

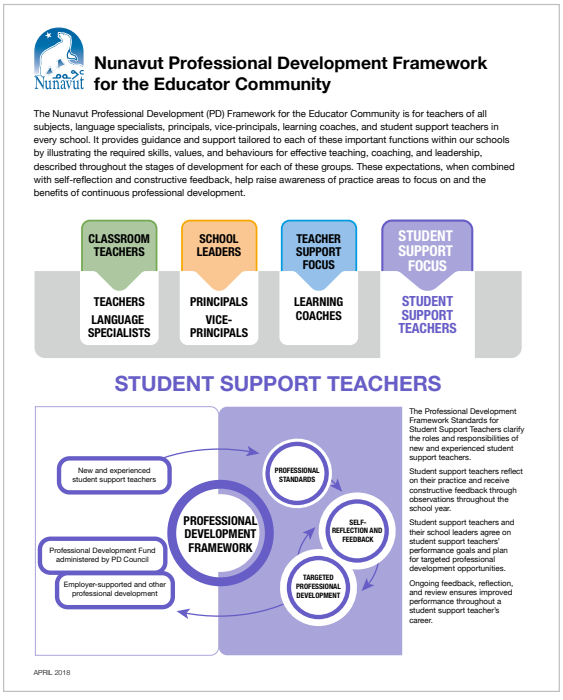
NUNAVUT PROFESSIONAL DEVELOPMENT FRAMEWORK FOR STUDENT SUPPORT TEACHERS

The Professional Development Framework for Student Support Teachers applies to all student support teachers in Nunavut schools.

The components of the PD Framework for Student Support Teachers include:

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

Figure 1. Professional Development Framework for Student Support 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 STUDENT SUPPORT TEACHERS

The Nunavut Professional Standards for Student Support Teachers (Standards) provide student support teachers with greater clarity, information, and understanding about the competencies required for effective student support practice in Nunavut. The Standards support career-long learning by providing a benchmark to define the skills, values, and behaviours required of student support teachers at various stages throughout their careers.

The Standards were developed in consultation with teachers, language specialists, school leaders, and the NTA. They are based on the Professional Standards for Classroom Teachers and incorporated feedback from the implementation of the Professional Development Framework for Classroom Teachers.

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 12 Professional Standards, organized into three domains of teaching:

PROFESSIONAL KNOWLEDGE

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

PROFESSIONAL PRACTICE

4. Support others to plan and implement effective teaching and learning
5. Support others to create and ensure supportive and safe learning environments
6. Support others to assess, provide feedback, and report on student learning
7. Engage in professional coaching practice on inclusive education
8. Lead professional learning sessions on inclusive education
9. Maintain resources to support student and teacher learning

PROFESSIONAL ENGAGEMENT

10. Engage in professional learning
11. Engage professionally with colleagues, parents/guardians, and the community
12. Engage in inter-professional collaboration

The Student Support Teacher Standards share commonalities with the Classroom Teacher Standards and the Learning Coach Standards. Student support teachers focus on supporting teachers to implement inclusive practices as they develop in their career progression. As a result, student support teachers will need to be familiar with the Classroom Teacher Standards; in particular Standards 1-6.

The following table illustrates how some Standards are at the core of all educator roles, while others are common to roles with a support focus. Still others are specialized and unique to certain roles.

Standards	Core	Common	Specialized
Classroom Teacher Standards	1-6 7-9		
Student Support Teacher Standards	1-6 10-12	7-9	
Learning Coach Standards	1-6 12-14	7-9	10-11

Each standard is broken down into either three or four career stages:

- Transitional
- Confident
- Proficient
- Lead

for Standards in the Professional Engagement domain; and:

- Transitional
- Confident
- Lead

for the Standards in the Professional Knowledge and Professional Practice domains.

The Standards document is the foundational document for student support teacher professional practice in Nunavut. It is a companion document to the tools in the Toolkit: the Student Support Teacher Self-Reflection and the Student Support 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 student support 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 your professional practice;
  - » Illustrating through practice how professional goals have been met; and
  - » Engaging in continuous learning and development.

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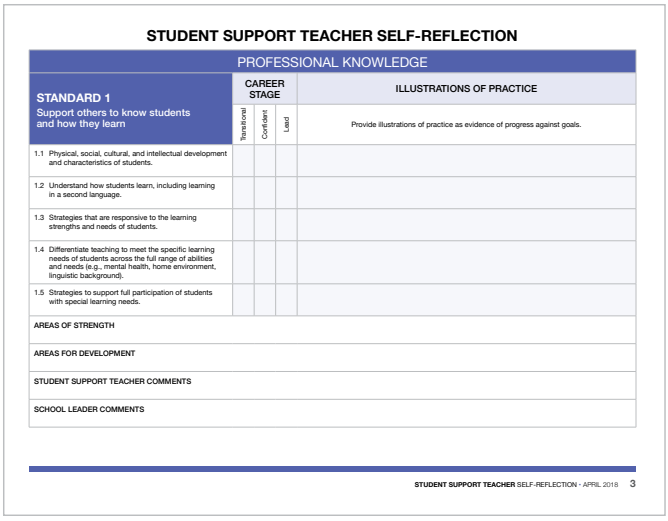
PROFESSIONAL DEVELOPMENT TOOLKIT

The PD Toolkit for Student Support Teachers is the applied component of the PD Framework. The Toolkit includes tools to assist the student support teacher and school leader to understand the student support teacher's 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. Student Support Teacher Self-Reflection; and

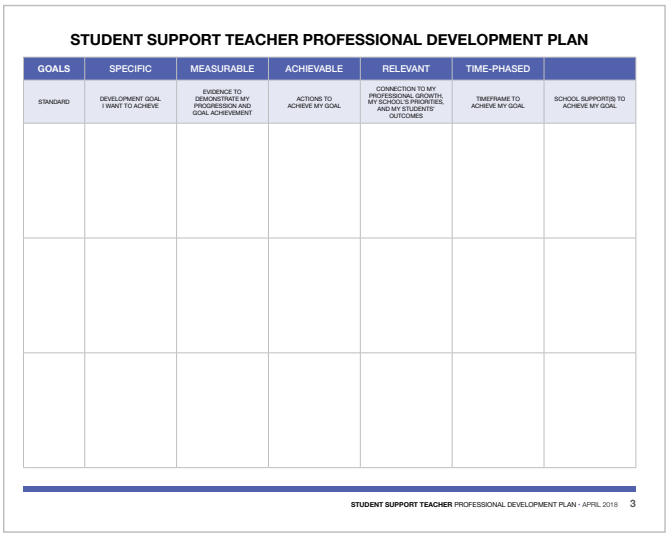


STUDENT SUPPORT TEACHER SELF-REFLECTION

PROFESSIONAL KNOWLEDGE				
STANDARD 1 Support others to know students and how they learn	CAREER STAGE			ILLUSTRATIONS OF PRACTICE
	Transitional	Confident	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				
STUDENT SUPPORT TEACHER COMMENTS				
SCHOOL LEADER COMMENTS				

STUDENT SUPPORT TEACHER SELF-REFLECTION - APRIL 2018 3

2. Student Support Teacher Professional Development Plan.



STUDENT SUPPORT 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

STUDENT SUPPORT TEACHER PROFESSIONAL DEVELOPMENT PLAN - APRIL 2018 3

TOOL 1: STUDENT SUPPORT TEACHER SELF-REFLECTION

The Student Support Teacher Self-Reflection is the first tool that student support teachers use to reflect on the effectiveness of their student support practice based on the 12 Nunavut Professional Standards for Student Support Teachers.

The Self-Reflection assists student support 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 12 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 student support teachers are required to conduct a self-reflection against the Standards when:

- Initially employed in Nunavut as a student support teacher; or
- Already employed as a student support teacher 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.

Student support teachers will:

1. Review the Standards to become familiar with the skills, behaviours, and values expected of student support 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 three or four career stages (depending on domain) 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.

Student support teachers and school leaders will:

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

Student support 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 Student Support Teacher Professional Development Plan.

TOOL 2: STUDENT SUPPORT TEACHER PROFESSIONAL DEVELOPMENT PLAN

The Student Support 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 student support teachers based on self-reflection of their student support practice and the feedback received from their school leader.

The PDP assists student support 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.

Student support 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.

Student support teachers and school leaders will:

4. Discuss and agree on the professional development goals.

5. Sign and date the PDP.

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

Student support teachers will:

6. Undertake professional development activities according to their PDP.

ILLUSTRATIONS OF PRACTICE

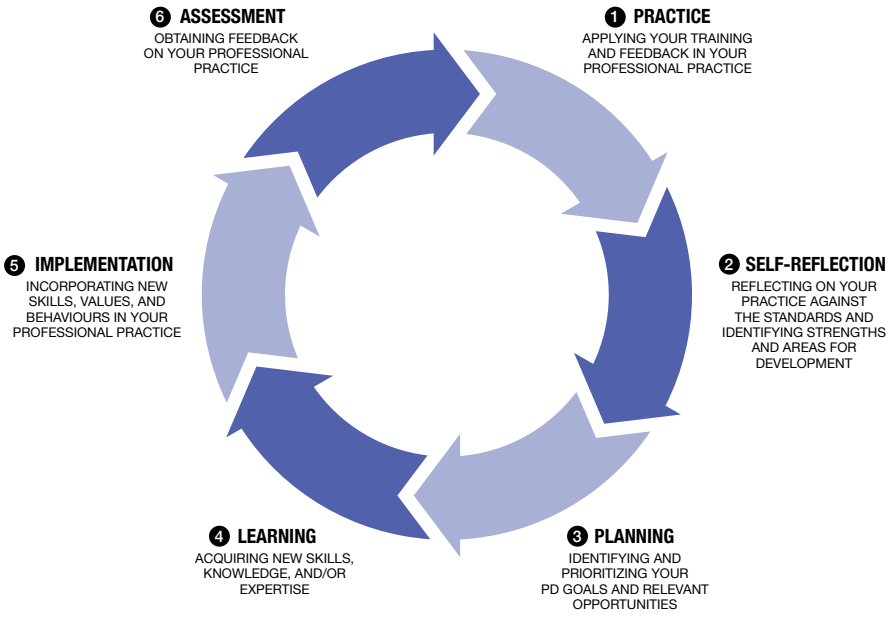
The collection of illustrations of practice as evidence of progress against goals is vital. Evidence of practice provides the basis for ongoing feedback, reflection, and further development. The Self-Reflection is important, as it can be used to demonstrate your development to others. Collecting and reviewing evidence helps student support teachers understand their progress with respect to their performance and professional development goals throughout the professional development cycle (see Figure 2). Importantly, it allows student support 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 student support teacher progresses and meets their goal(s).

Student support 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



[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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CONTINUOUS PROFESSIONAL DEVELOPMENT

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

It involves student support teachers 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 student support teachers are encouraged to block off a small amount of time each week for self-reflection. This regular practice will help student support 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.

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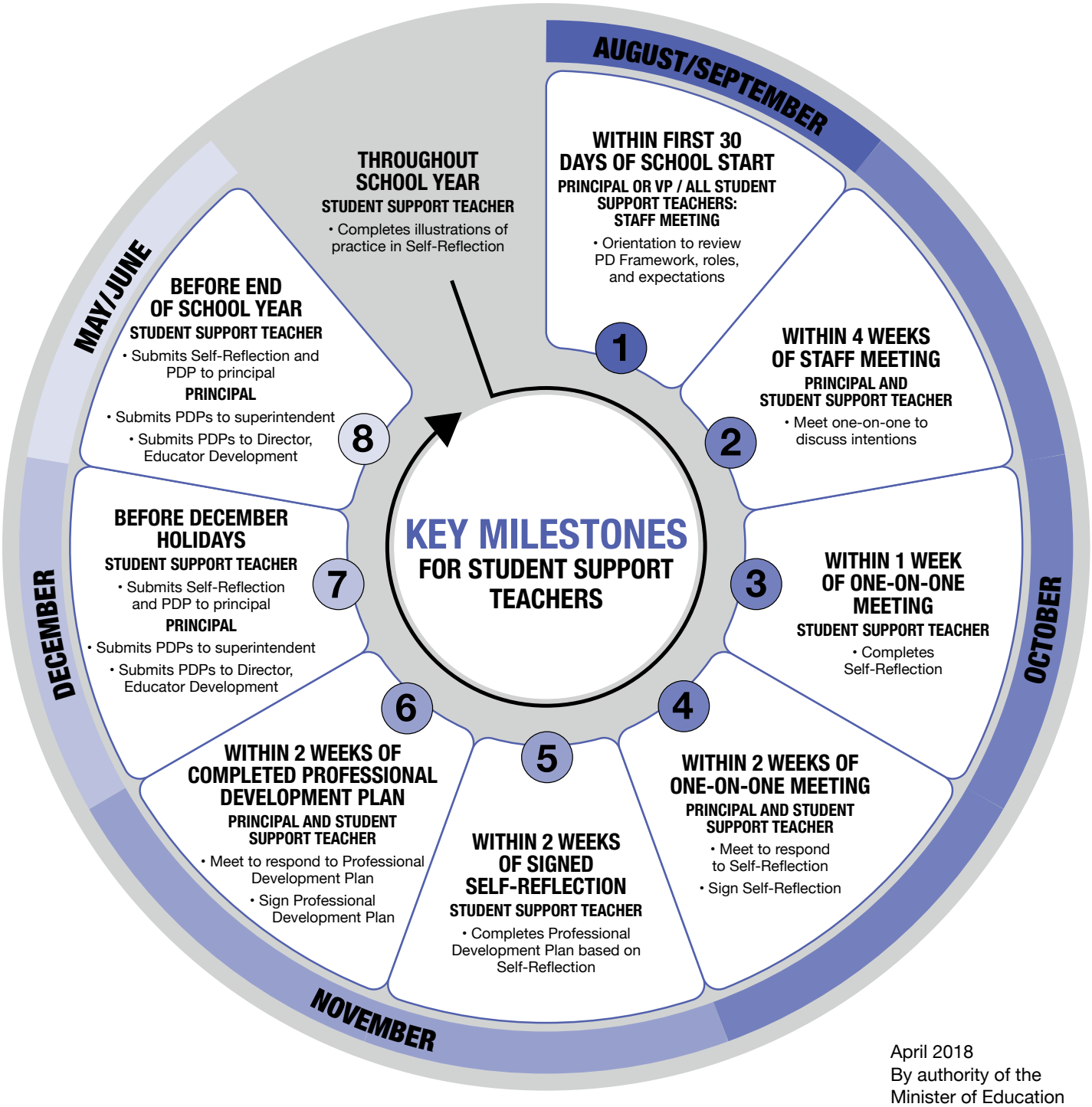
KEY MILESTONES AND TIMING

Knowing who is involved, and their roles and expectations throughout the school year, is an important component of the professional development process and the student support 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 the student support teacher 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 the student support teacher in their school will meet one-on-one to:

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

3. Within one week of the one-on-one meeting between the principal/vice-principal and student support teacher, the student support 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 student support teacher, the principal or vice-principal and the student support 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 student support 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 student support teacher completing their Professional Development Plan, the principal or vice-principal and the student support 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, student support 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, student support 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, student support teachers must document illustrations of practice in their Self-Reflection as evidence of meeting professional development goals.

08

PROFESSIONAL DEVELOPMENT OPPORTUNITIES

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

STUDENT SUPPORT TEACHER SELF-REFLECTION

PROFESSIONAL KNOWLEDGE				
STANDARD 2 Know the content and support others to teach it	CAREER STAGE			ILLUSTRATIONS OF PRACTICE
	Transitional	Confident	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.		X		• *Simplified the language used in lesson plans and classroom activities, so that the students I worked with who are learning in a second language are better able to understand the content*
2.3 Curriculum, assessment, and reporting.				
2.4 Literacy, numeracy, and problem-solving strategies.				
2.5 Information and Communication Technology (ICT).	X			• *Researched about the most recent best practices for incorporating technology and the Internet into the classroom, and used it with my work with students* • *There have been no incidents of students using ICT inappropriately during Term 1 or Term 2*
AREAS OF STRENGTH				
AREAS FOR DEVELOPMENT				
STUDENT SUPPORT TEACHER COMMENTS				
SCHOOL LEADER COMMENTS				

SAMPLE

PROFESSIONAL PRACTICE				
STANDARD 8 Lead professional learning sessions on inclusive education	CAREER STAGE			ILLUSTRATIONS OF PRACTICE
	Transitional	Confident	Lead	Provide illustrations of practice as evidence of progress against goals.
8.1 Understand professional learning theory.	X			• *Took an online course on adult education to better understand how adults learn*
8.2 Use effective facilitation strategies, activities, and tools.				
8.3 Use presentation skills for effective delivery of professional learning sessions.	X			• *Asked a learning coach to observe my presentation skills during a workshop and give me feedback on areas that I can improve*
8.4 Use targeted measures and tools to determine success of professional learning sessions for continuous learning.				
AREAS OF STRENGTH				
AREAS FOR DEVELOPMENT				
STUDENT SUPPORT TEACHER COMMENTS				
SCHOOL LEADER COMMENTS				

SAMPLE

PROFESSIONAL ENGAGEMENT				
STANDARD 10 Engage in professional learning	CAREER STAGE			ILLUSTRATIONS OF PRACTICE
	Transitional	Confident	Lead	Provide illustrations of practice as evidence of progress against goals.
10.1 Identify and plan for professional learning needs.				
10.2 Engage in professional learning and improve practice.		X		• *Read research articles on current theory and practice for teaching in elementary school settings* • *Consulted with more experienced student support teachers to identify teaching strategies and techniques that I can apply in my own work*
10.3 Engage with school staff and improve practice.	X			• *Regularly seek feedback from the vice-principal, classroom teachers, and language specialists about the quality of support that I provide to students and what I can do to improve* • *Attempt to incorporate feedback into my practice*
10.4 Apply professional learning for mutual growth and development of school staff to improve student learning.				
AREAS OF STRENGTH				
AREAS FOR DEVELOPMENT				
STUDENT SUPPORT TEACHER COMMENTS				
SCHOOL LEADER COMMENTS				

STUDENT SUPPORT TEACHER PROFESSIONAL DEVELOPMENT PLAN

SAMPLE

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 my ability to meet the specific needs of students who are learning in a second language	Student success indicators (e.g., literacy rates, test/exam scores)	Research; talk to other experienced student support teachers and teachers in other regions in Nunavut to learn effective strategies that they use to help students learning in a second language; use these strategies in my own practice	I want to ensure that I have the tools necessary to meet the specific needs of students learning in a second language; identifying and understanding the needs of these students will help me to engage with and support them more effectively	Within first two terms	Meetings/phone calls with fellow student support teachers and teachers to maximize my understanding and identify appropriate and effective classroom strategies to help students learning in a second language
2.5	Enhance my ability to effectively utilize ICT to meet the specific needs of students	Increased student use of ICT in classrooms	Research (theory and practice); access peer networks to understand how peers in other jurisdictions are effectively utilizing ICT to support students; communicate/share ideas with teachers, peers, School Team; contribute to the bookroom	I want to ensure that I am able to best utilize the ICT supports available in my school to support the needs of students; the school and department have invested in these supports and it is my responsibility to maximize students' benefit from these investments	Within first term	Meetings with teachers to identify gaps and areas for improvement, Internet access to facilitate online research, access to peers across Nunavut to identify best practices already in place
7.2	Develop my coaching skills in order to more effectively help teachers support and teach their students in the classroom	Improved student outcomes; positive feedback from teachers on the quality of support I provide them with	Consult with other student support teachers and learning coaches to learn about effective coaching strategies that they use; apply these strategies to my own practice	I want to make sure that I am providing teachers with the support that they need in order to improve their teaching practice and be more effective in the classroom, which will help improve student learning	Within first two terms	Consulting with other student support teachers and with learning coaches to learn effective coaching practices; meeting with teachers to get their feedback on how I can improve the support that I provide them with
12.1	Increase my understanding of other school staff roles and responsibilities	I will be able to clearly explain what the roles and responsibilities of other school staff are, and how they relate to my own role and responsibilities	Meet with a teacher, language specialist, learning coach, and principal to learn about their roles and responsibilities	Will help me to better understand how I fit in with all of the different roles in the school, and how we all can work together to ensure that students are safe, healthy, and achieving their learning goals	Within first term	Meeting with other school staff to learn about their roles