Nunavut

NUNAVUT PROFESSIONAL STANDARDS

NUNAVUT PROFESSIONAL STANDARDS FOR STUDENT SUPPORT TEACHERS

The greatest resources in Nunavut schools are the educators and school leaders. Nationally and internationally, there is unequivocal evidence that the quality of teaching is the most significant in-school factor affecting student outcomes. There is also strong evidence that educator and school leader performance can be improved through better assessment and feedback leading to targeted professional development. The Department of Education is committed to supporting student support teachers to grow in their profession within the culturally rich environment of Nunavut to achieve the best possible student outcomes.

The Nunavut Professional Standards for Student Support Teachers (Standards) provide student support teachers with greater clarity about their roles and responsibilities and expectations in the Nunavut education system. The Standards apply to student support teachers currently employed 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 career. The Standards are one component of the Student Support Teacher Professional Development Toolkit. The Standards are used as a companion document to the Student Support Teacher Self-Reflection and Student Support Teacher Professional Development Plan.

The Standards support student support teachers in actively engaging in ongoing targeted professional development, celebrating successes and career milestones, and identifying areas where student support teachers would benefit from professional development.

BENEFITS OF PROFESSIONAL STANDARDS

Education systems across the world have developed professional standards because of the numerous benefits. Some of these benefits include:

- Clarity of roles and responsibilities;
- Structure to support educator professional development;
- Targeted career goal setting;
- Shared understanding of effective teaching that is consistent in all Nunavut schools;
- Enhanced professionalism;
- Demonstrated commitment to professional excellence; and
- Enhanced student outcomes.

DEVELOPMENT OF THE STANDARDS

The Standards for Classroom Teachers were developed in consultation with teachers, school leaders, the department, and the Nunavut Teachers' Association. Standards specific to student support teachers were based on the Standards for Classroom Teachers, which reflect best practices for professional development frameworks in education and have a specific focus on Indigenous populations, as well as on students with different language competencies.

ORGANIZATION OF THE STANDARDS

The Nunavut Professional Standards for Student Support Teachers are comprised of twelve Standards that outline what student support teachers should know and be able to do. The Standards are interconnected, interdependent, and overlapping.

The Standards are grouped into three domains of teaching: Professional Knowledge, Professional Practice, and Professional Engagement. In practice, student support teaching draws on aspects of all three domains.

The focus of Standards 1-6 is on the role of the student support teacher to support classroom teachers in their progression through the Classroom Teacher Standards. Student support teachers will need to refer to the Classroom Teacher Standards as a companion document to help them understand their own Standards.

Each Standard is described in three or four career stages: Transitional, Confident, Proficient, and Lead. These career stages provide benchmarks to recognize the professional growth of student support teachers throughout their careers. The descriptors across the career stages represent increasing levels of knowledge, practice, and professional engagement. Progression through the stages describes a growing understanding, applied with increasing sophistication across a broader and more complex range of situations.

DOMAINS OF TEACHING	STANDARDS	FOCUS AREAS AND DESCRIPTORS
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	Refer to the Standard at each career stage
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	

PROFESSIONAL KNOWLEDGE

STANDARD 1 – SUPPORT OTHERS TO KNOW STUDENTS AND HOW THEY LEARN

	Focus area	Transitional	Confident	Lead
1.1	Physical, social, cultural, and intellectual development and characteristics of students.	Collaborate, assist, and support teachers at their level of progression under the Classroom Teacher Standards, to foster inclusive practices.	Build teachers' capacity in an inclusive environment by observing, coaching, and mentoring.	Contribute to the Nunavut student support teacher community of practice to better understand the physical, social, cultural, and intellectual development and characteristics of students.
1.2	Understand how students learn, including learning in a second language.	Collaborate, assist, and support teachers at their level of progression under the Classroom Teacher Standards, to foster inclusive practices.	Build teachers' capacity in an inclusive environment by observing, coaching, and mentoring.	Contribute to the Nunavut student support teacher community of practice by expanding the communities' understanding of how students learn, including learning in a second language.
1.3	Strategies that are responsive to the learning strengths and needs of students.	Collaborate, assist, and support teachers at their level of progression under the Classroom Teacher Standards, to foster inclusive practices.	Build teachers' capacity in an inclusive environment by observing, coaching, and mentoring.	Contribute to the Nunavut student support teacher community of practice by expanding the repertoire of effective teaching 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).	Collaborate, assist, and support teachers at their level of progression under the Classroom Teacher Standards, to foster inclusive practices.	Build teachers' capacity in an inclusive environment by observing, coaching, and mentoring.	Contribute to the Nunavut student support teacher community of practice by expanding the communities' understanding of differentiated teaching to meet the specific learning needs of students across the full range of abilities and needs.
1.5	Strategies to support full participation of students with special learning needs.	Collaborate, assist, and support teachers at their level of progression under the Classroom Teacher Standards, to foster inclusive practices.	Build teachers' capacity in an inclusive environment by observing, coaching, and mentoring.	Contribute to the Nunavut student support teacher community of practice by expanding the communities' understanding of strategies to support full participation of students with special learning needs.

PROFESSIONAL KNOWLEDGE
STANDARD 2 – KNOW THE CONTENT AND SUPPORT OTHERS TO TEACH IT

	Focus area	Transitional	Confident	Lead
2.1	Content and teaching strategies of the teaching area.	Collaborate, assist, and support teachers at their level of progression under the Classroom Teacher Standards, to foster inclusive practices.	Build teachers' capacity in an inclusive environment by observing, coaching, and mentoring.	Contribute to the Nunavut student support teacher community of practice by expanding the communities' in-depth understanding of Nunavut-approved curriculum and teaching resources, and how programs connect to one another across all subjects and grade levels.
2.2	Content selection, adaptation, and organization to address the context of students learning in their second language.	Collaborate, assist, and support teachers at their level of progression under the Classroom Teacher Standards, to foster inclusive practices.	Build teachers' capacity in an inclusive environment by observing, coaching, and mentoring.	Contribute to the Nunavut student support teacher community of practice by expanding the communities' understanding of content selection, adaptation, and organization to address the context of students learning in their second language.
2.3	Curriculum, assessment, and reporting.	Collaborate, assist, and support teachers at their level of progression under the Classroom Teacher Standards, to foster inclusive practices.	Build teachers' capacity in an inclusive environment by observing, coaching, and mentoring.	Contribute to the Nunavut student support teacher community of practice by expanding the communities' ability to design and implement learning and teaching programs using knowledge of curriculum, assessment, and reporting requirements.

PROFESSIONAL KNOWLEDGE
STANDARD 2 – KNOW THE CONTENT AND SUPPORT OTHERS TO TEACH IT

	Focus area	Transitional	Confident	Lead
2.4	Literacy, numeracy, and problem-solving strategies.	Collaborate, assist, and support teachers at their level of progression under the Classroom Teacher Standards, to foster inclusive practices.	Build teachers' capacity in an inclusive environment by observing, coaching, and mentoring.	Contribute to the Nunavut student support teacher community of practice by expanding the communities' ability to implement effective teaching strategies to improve students' literacy, numeracy, and problem-solving achievement.
2.5	Information and Communication Technology (ICT).	Collaborate, assist, and support teachers at their level of progression under the Classroom Teacher Standards, to foster inclusive practices.	Build teachers' capacity in an inclusive environment by observing, coaching, and mentoring.	Contribute to the Nunavut student support teacher community of practice by expanding the communities' ability to select and use ICT with effective teaching strategies to expand learning opportunities and content knowledge for all students.

PROFESSIONAL KNOWLEDGE

STANDARD 3 – KNOW THE NUNAVUT CONTEXT AND SUPPORT OTHERS TO IMPLEMENT INUIT QAUJIMAJATUQANGIT AND INUIT SOCIETAL VALUES

	Focus area	Transitional	Confident	Lead
3.1	Understand Inuit Qaujimajatuqangit (IQ) and Inuit Societal Values (ISV) and the beliefs, laws, principles, values, and practices that underpin Inuit society.	Collaborate, assist, and support teachers at their level of progression under the Classroom Teacher Standards, to foster inclusive practices.	Build teachers' capacity in an inclusive environment by observing, coaching, and mentoring.	Contribute to the Nunavut student support teacher community of practice by expanding the communities' understanding of Inuit Qaujimajatuqangit, Inuit Societal Values, and the beliefs, laws, principles, values, and practices that underpin Inuit society.
3.2	Teaching strategies that take into account the student culture.	Collaborate, assist, and support teachers at their level of progression under the Classroom Teacher Standards, to foster inclusive practices.	Build teachers' capacity in an inclusive environment by observing, coaching, and mentoring.	Contribute to the Nunavut student support teacher community of practice by expanding the repertoire of effective teaching strategies that take into account the student culture.
3.3	Understand the concept of bilingualism in a learning environment.	Collaborate, assist, and support teachers at their level of progression under the Classroom Teacher Standards, to foster inclusive practices.	Build teachers' capacity in an inclusive environment by observing, coaching, and mentoring.	Contribute to the Nunavut student support teacher community of practice by expanding the communities' understanding of the concept of bilingualism in a learning environment.
3.4	Strategies for teaching students who are learning in their second language.	Collaborate, assist, and support teachers at their level of progression under the Classroom Teacher Standards, to foster inclusive practices.	Build teachers' capacity in an inclusive environment by observing, coaching, and mentoring.	Contribute to the Nunavut student support teacher community of practice by expanding the repertoire of effective strategies for teaching students who are learning in their second language.

PROFESSIONAL PRACTICE
STANDARD 4 – SUPPORT OTHERS TO PLAN AND IMPLEMENT EFFECTIVE TEACHING AND LEARNING

	Focus area	Transitional	Confident	Lead
4.1	Support teachers to establish student-centred learning goals.	Collaborate, assist, and support teachers at their level of progression under the Classroom Teacher Standards, to foster inclusive practices.	Build teachers' capacity in an inclusive environment by observing, coaching, and mentoring.	Contribute to the Nunavut student support teacher community of practice by expanding the understanding of effective learning goals that meet the needs of Nunavut students.
4.2	Support teachers to plan, structure, and sequence learning programs.	Collaborate, assist, and support teachers at their level of progression under the Classroom Teacher Standards, to foster inclusive practices.	Build teachers' capacity in an inclusive environment by observing, coaching, and mentoring.	Contribute to the Nunavut student support teacher community of practice by expanding the understanding of how to plan, structure, and sequence learning programs.
4.3	Support teachers to use teaching strategies.	Collaborate, assist, and support teachers at their level of progression under the Classroom Teacher Standards, to foster inclusive practices.	Build teachers' capacity in an inclusive environment by observing, coaching, and mentoring.	Contribute to the Nunavut student support teacher community of practice by expanding the understanding of how to select effective teaching strategies.
4.4	Support teachers to select and use Nunavut-appropriate resources.	Collaborate, assist, and support teachers at their level of progression under the Classroom Teacher Standards, to foster inclusive practices.	Build teachers' capacity in an inclusive environment by observing, coaching, and mentoring.	Contribute to the Nunavut student support teacher community of practice by expanding the understanding of how to support teachers to select and use Nunavut-appropriate resources.

PROFESSIONAL PRACTICE

STANDARD 4 – SUPPORT OTHERS TO PLAN AND IMPLEMENT EFFECTIVE TEACHING AND LEARNING

	Focus area	Transitional	Confident	Lead
4.5	Support teachers to use effective classroom communication with specific attention paid to students learning in their second language.	Collaborate, assist, and support teachers at their level of progression under the Classroom Teacher Standards, to foster inclusive practices.	Build teachers' capacity in an inclusive environment by observing, coaching, and mentoring.	Contribute to the Nunavut student support teacher community of practice by expanding the understanding of how to support teachers to select effective classroom communication with specific attention paid to students learning in their second language.
4.6	Support teachers to evaluate and improve planning and delivery.	Collaborate, assist, and support teachers at their level of progression under the Classroom Teacher Standards, to foster inclusive practices.	Build teachers' capacity in an inclusive environment by observing, coaching, and mentoring.	Contribute to the Nunavut student support teacher community of practice by expanding the understanding of how to support teachers to evaluate and improve planning and delivery.
4.7	Support teachers to engage parents/guardians/Elders in the education process.	Collaborate, assist, and support teachers at their level of progression under the Classroom Teacher Standards, to foster inclusive practices.	Build teachers' capacity in an inclusive environment by observing, coaching, and mentoring.	Contribute to the Nunavut student support teacher community of practice by sharing effective strategies and tools to support teachers to engage parents/guardians/Elders in the education process.

PROFESSIONAL PRACTICE
STANDARD 5 – SUPPORT OTHERS TO CREATE AND ENSURE SUPPORTIVE AND SAFE LEARNING ENVIRONMENTS

	Focus area	Transitional	Confident	Lead
5.1	Support teachers to support student participation.	Collaborate, assist, and support teachers at their level of progression under the Classroom Teacher Standards, to foster inclusive practices.	Build teachers' capacity in an inclusive environment by observing, coaching, and mentoring.	Contribute to the Nunavut student support teacher community of practice by sharing effective practices to support student participation.
5.2	Support teachers to manage classroom activities.	Collaborate, assist, and support teachers at their level of progression under the Classroom Teacher Standards, to foster inclusive practices.	Build teachers' capacity in an inclusive environment by observing, coaching, and mentoring.	Contribute to the Nunavut student support teacher community of practice by sharing effective strategies to strengthen teachers' ability to effectively manage classroom activities.
5.3	Support teachers to promote positive behaviour strategies that enhance students' emotional and social well-being.	Collaborate, assist, and support teachers at their level of progression under the Classroom Teacher Standards, to foster inclusive practices.	Build teachers' capacity in an inclusive environment by observing, coaching, and mentoring.	Contribute to the Nunavut student support teacher community of practice by sharing effective positive behaviour strategies that enhance students' emotional and social well-being.
5.4	Support teachers to maintain students' physical, emotional, social, and cultural well-being and safety.	Collaborate, assist, and support teachers at their level of progression under the Classroom Teacher Standards, to foster inclusive practices.	Build teachers' capacity in an inclusive environment by observing, coaching, and mentoring.	Contribute to the Nunavut student support teacher community of practice by sharing effective ways to support teachers to maintain students' physical, emotional, social, and cultural well-being and safety.
5.5	Support teachers to use Information and Communication Technology (ICT) safely, responsibly, and ethically.	Collaborate, assist, and support teachers at their level of progression under the Classroom Teacher Standards, to foster inclusive practices.	Build teachers' capacity in an inclusive environment by observing, coaching, and mentoring.	Contribute to the Nunavut student support teacher community of practice by sharing effective practices to strengthen teachers' ability to use Information and Communication Technology (ICT) safely, responsibly, and ethically.

PROFESSIONAL PRACTICE

STANDARD 6 – SUPPORT OTHERS TO ASSESS, PROVIDE FEEDBACK, AND REPORT ON STUDENT LEARNING

	Focus area	Transitional	Confident	Lead
6.1	Support teachers to assess student learning while taking into account student learning needs, including learning in a second language.	Collaborate, assist, and support teachers at their level of progression under the Classroom Teacher Standards, to foster inclusive practices.	Build teachers' capacity in an inclusive environment by observing, coaching, and mentoring.	Contribute to the Nunavut student support teacher community of practice by sharing effective ways to support teachers to assess student learning while taking into account student learning needs, including learning in a second language.
6.2	Support teachers to provide feedback to students on their learning.	Collaborate, assist, and support teachers at their level of progression under the Classroom Teacher Standards, to foster inclusive practices.	Build teachers' capacity in an inclusive environment by observing, coaching, and mentoring.	Contribute to the Nunavut student support teacher community of practice by sharing effective ways to support teachers to provide feedback to students on their learning.
6.3	Support teachers to make consistent and comparable judgements while taking into account student learning needs, including learning in a second language.	Collaborate, assist, and support teachers at their level of progression under the Classroom Teacher Standards, to foster inclusive practices.	Build teachers' capacity in an inclusive environment by observing, coaching, and mentoring.	Contribute to the Nunavut student support teacher community of practice by sharing effective practices to strengthen teachers' ability to make consistent and comparable judgements while taking into account student learning needs, including learning in a second language.

PROFESSIONAL PRACTICE

STANDARD 6 – SUPPORT OTHERS TO ASSESS, PROVIDE FEEDBACK, AND REPORT ON STUDENT LEARNING

	Focus area	Transitional	Confident	Lead
6.4	Support teachers to interpret student data while taking into account student learning needs, including learning in a second language.	Collaborate, assist, and support teachers at their level of progression under the Classroom Teacher Standards, to foster inclusive practices.	Build teachers' capacity in an inclusive environment by observing, coaching, and mentoring.	Contribute to the Nunavut student support teacher community of practice by sharing effective practices to strengthen teachers' ability to interpret student data while taking into account student learning needs, including learning in a second language.
6.5	Support teachers to report on student achievement.	Collaborate, assist, and support teachers at their level of progression under the Classroom Teacher Standards, to foster inclusive practices.	Build teachers' capacity in an inclusive environment by observing, coaching, and mentoring.	Contribute to the Nunavut student support teacher community of practice by sharing effective practices to strengthen teachers' ability to report on student achievement.

PROFESSIONAL PRACTICE

STANDARD 7 – ENGAGE IN PROFESSIONAL COACHING PRACTICE ON INCLUSIVE EDUCATION

	Focus area	Transitional	Confident	Lead
7.1	Understand coaching theory.	Demonstrate knowledge and understanding of coaching theory.	Select and apply coaching theory to strengthen teachers' practice.	Contribute to the Nunavut student support teacher community of practice by sharing effective coaching theory.
7.2	Use effective coaching strategies.	Demonstrate knowledge and understanding of coaching strategies.	Develop, select, and use effective coaching strategies.	Contribute to the Nunavut student support teacher community of practice by sharing effective coaching strategies.
7.3	Select and use effective coaching techniques.	Demonstrate knowledge and understanding of coaching techniques.	Develop, select, and use effective coaching techniques.	Contribute to the Nunavut student support teacher community of practice by sharing effective coaching techniques.
7.4	Build teachers' capacity to reflect on practice.	Demonstrate knowledge and understanding of how to build teachers' capacity to reflect on practice.	Provide targeted advice and support through observation, pre/post conferences, modelling, co-teaching, and/or feedback, to encourage lesson analysis to strengthen teachers' capacity to effectively reflect on practice.	Contribute to the Nunavut student support teacher community of practice by sharing effective ways to build teachers' capacity to reflect on practice.
7.5	Use targeted measures and tools to determine coaching success in order to inform coaching practice for continuous improvement.	Demonstrate knowledge and understanding of targeted measures and tools to determine success of coaching practice.	Identify and develop targeted measures and tools to determine the success of coaching practice.	Contribute to the Nunavut student support teacher community of practice by sharing effective targeted measures and tools to determine coaching success in order to inform coaching practice.

PROFESSIONAL PRACTICE
STANDARD 8 – LEAD PROFESSIONAL LEARNING SESSIONS ON INCLUSIVE EDUCATION

	Focus area	Transitional	Confident	Lead
8.1	Understand professional learning theory.	Demonstrate knowledge and understanding of professional learning theory.	Select and apply professional learning theory to improve teaching and student learning.	Contribute to the Nunavut student support teacher community of practice by sharing effective professional learning theory.
8.2	Use effective facilitation strategies, activities, and tools.	Demonstrate knowledge and understanding of professional learning strategies, activities, and tools.	Develop, select, and use effective professional learning strategies, activities, and tools.	Contribute to the Nunavut student support teacher community of practice by sharing effective facilitation strategies, activities, and tools.
8.3	Use presentation skills for effective delivery of professional learning sessions.	Demonstrate knowledge and understanding of effective presentation skills.	Develop presentation skills to effectively deliver professional learning sessions.	Contribute to the Nunavut student support teacher community of practice by sharing effective presentation skills for effective delivery of professional learning sessions.
8.4	Use targeted measures and tools to determine success of professional learning sessions for continuous learning.	Demonstrate knowledge and understanding of targeted measures and tools to determine success of professional learning sessions.	Identify and develop targeted measures and tools to determine success of professional learning sessions.	Contribute to the Nunavut student support teacher community of practice by sharing effective targeted measures and tools to determine success of professional learning sessions.

PROFESSIONAL PRACTICE
STANDARD 9 – MAINTAIN RESOURCES TO SUPPORT STUDENT AND TEACHER LEARNING

	Focus area	Transitional	Confident	Lead
9.1	Contribute to the bookroom of information and resources to meet the varied needs of students.	Contribute relevant and current information and effective resources to foster inclusive practices.	Inform teachers of in-school information and resources available to foster inclusive practices.	Inform the long-term plan for purchases of resources through the identification of required inclusive education resources to meet the varied needs of students.
9.2	Contribute to the collection of professional resources for teachers.	Contribute materials and resources from past professional learning opportunities focussed on inclusive practices.	Inform teachers of professional resources available to foster inclusive practices.	Inform the long-term plan for purchases of professional resources through the identification of required professional resources for teachers to improve inclusive practices.

PROFESSIONAL ENGAGEMENT
STANDARD 10 – ENGAGE IN PROFESSIONAL LEARNING

	Focus area	Transitional	Confident	Proficient	Lead
10.1	Identify and plan for professional learning needs.	Demonstrate an understanding of the role of the Nunavut Professional Standards for Student Support Teachers in identifying professional learning needs.	Use the Nunavut Professional Standards for Student Support Teachers to identify and plan professional learning needs.	Analyze the Nunavut Professional Standards for Student Support Teachers to plan personal professional development goals, and support colleagues to identify and achieve personal development goals.	Use comprehensive knowledge of the Nunavut Professional Standards for Student Support Teachers to participate in the planning and delivery of professional learning opportunities at the request of the Department of Education.
10.2	Engage in professional learning to improve practice.	Understand the relevant and appropriate sources of professional learning for student support teachers.	Participate in learning to update knowledge and practice, targeted to professional needs and school and/or system priorities.	Plan for professional learning by accessing and critiquing relevant research, and engage in high-quality targeted opportunities to improve practice.	Initiate collaborative relationships to expand professional learning opportunities, engage in research, and identify quality opportunities to other student support teachers where applicable.
10.3	Engage with school staff to improve practice.	Seek and apply constructive feedback from supervisors and teachers to improve professional practice.	Contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice.	Initiate and engage in professional discussions with colleagues in a range of forums to evaluate practice directed at improving professional knowledge and practice, and the educational outcomes of students.	Implement professional dialogue within the school or professional learning network(s) that is informed by feedback, analysis of current research, and practice, to improve the educational outcomes of students.
10.4	Apply professional learning for mutual growth and development of school staff to improve student learning.	Demonstrate an understanding of the rationale for continued professional learning and the implications of mutual growth and development for improved student learning.	Undertake professional learning designed to build teacher capacity to address identified student learning needs.	Engage with school staff to assess the effectiveness of professional learning to address student learning needs.	Advocate for, participate in, and lead strategies to support high-quality professional learning opportunities for school staff for mutual growth and development to improve student learning.

PROFESSIONAL ENGAGEMENT

STANDARD 11 – ENGAGE PROFESSIONALLY WITH COLLEAGUES, PARENTS/GUARDIANS, AND THE COMMUNITY

	Focus area	Transitional	Confident	Proficient	Lead
11.1	Meet professional ethics and responsibilities.	Understand and apply the key principles described in the Nunavut Teachers' Association Code of Ethics for the teaching profession and the Nunavut Public Service Code of Values and Ethics.	Meet the Nunavut Teachers' Association Code of Ethics and the Nunavut Public Service Code of Values and Ethics.	Maintain high ethical standards and exercise sound judgement in all school and community contexts.	Model exemplary ethical behaviour and exercise informed judgements in all professional dealings with students, colleagues, and the community.
11.2	Comply with legislative, administrative, and organizational requirements.	Understand the relevant legislative, administrative, and organizational policies and processes required for student support teachers.	Understand the implications of and comply with relevant legislative, administrative, organizational and professional requirements, policies, and processes.	Support school staff to review and interpret legislative, administrative, and organizational requirements, policies, and processes.	Implement relevant policies and processes to support school staff compliance with and understanding of existing and new legislative, administrative, organizational, and professional responsibilities.
11.3	Engage with parents/guardians in a sensitive manner based on their language and culture.	Understand strategies for working effectively, sensitively, and confidentially with parents/guardians.	Establish and maintain respectful collaborative relationships with parents/guardians regarding their children's learning and well-being.	Demonstrate responsiveness in all communications with parents/guardians about their children's learning and well-being.	Identify, initiate, and build on opportunities that engage parents/guardians in both the progress of their children's learning and in the educational priorities of the school.
11.4	Engage with professional networks and broader communities.	Understand the role of external professionals and community representatives in broadening student support teachers' professional knowledge and practice.	Participate in professional and community networks and forums to broaden knowledge and improve practice.	Contribute to professional networks and associations and build productive links with the wider community to improve practice.	Take a leadership role in professional and community networks and support the involvement of colleagues in external learning opportunities.

PROFESSIONAL ENGAGEMENT

STANDARD 12 – ENGAGE IN INTER-PROFESSIONAL COLLABORATION

	Focus area	Transitional	Confident	Proficient	Lead
12.1	Role clarification.	Describe your own role and that of others.	Recognize and respect the diversity of other school staff roles, responsibilities, and competencies.	Consider the roles of others in determining your own professional and inter-professional roles.	Integrate competencies/roles seamlessly into professional practice.
12.2	Team functioning.	Understand the process of team development.	Participate and be respectful of all members' participation in collaborative decision making.	Establish and maintain effective and healthy working relationships with school staff and parents/guardians and Elders, whether or not a formalized team exists.	Respect team ethics, including confidentiality, resource allocation, and professionalism.
12.3	Collaborative leadership.	Work with others to enable positive student outcomes.	Advancement of interdependent working relationships among all participants.	Facilitation of effective team processes and decision making.	Co-creation of a climate for shared leadership and collaborative practice.
12.4	Inter-professional communication.	Actively listen to other team members.	Communicate to ensure common understanding of decisions.	Develop trusting relationships with team members.	Establish a safe environment in which to express diverse opinions.
12.5	Inter-professional conflict resolution.	Recognize the potential for conflict to occur and take constructive steps to address it.	Identify common situations that are likely to lead to disagreements or conflicts, including role ambiguity, power gradients, and differences in goals.	Know, understand, and implement strategies to deal with conflict.	Develop a level of consensus among those with differing views, allowing all members to feel their viewpoints have been heard no matter what the outcome.