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Building *Nunavut* Together  
*Nunavut* liuqatigiingniq  
Bâtir le *Nunavut* ensemble

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Department of Education  
Ilinniqtuliqiyikkut  
Ministère de l'Éducation

# 2020-21 Recovery Learning Framework for School Leaders





# Recovery Learning Framework for School Leaders

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## Introduction

In collaboration with Nunavut's Chief Public Health Officer (CPHO), the Department of Education has developed a *2020-21 Opening Plan for Nunavut Schools*, with a focus on health and safety.

The plan identifies four stages that will direct school operations depending on the impacts of COVID-19 in each community. See the *2020-21 Opening Plan for Nunavut Schools: Health and Safety* document for details.

With those stages in mind, the Department of Education has created this *Recovery Learning Framework for School Leaders*. This framework will guide school staff and learning environments as Nunavut resumes in-class learning for K-12 students after school closures in March 2020 due to the COVID-19 pandemic.

## Supporting the Transition Back to School

As of August 11, 2020, there are no active cases of COVID-19 in Nunavut communities. This means all schools will open for in-class learning, as scheduled, in Stage 1.

School staff should do everything they can to ensure school continues to be a safe, supportive, and inclusive environment, acknowledging that it is likely going to look and feel different for everyone.

We recognize there will be challenges for both students and staff in returning to school after a lengthy break from in-class learning. The social-emotional needs of students must be prioritized throughout the transition back to school.

All health and safety decisions about school closures and the four stages are at the full discretion of the CPHO. This means the K-12 system must be flexible and ready to adapt to changing public health conditions at any time. Building confidence and mitigating risk will be key to full participation.

This document is intended to support school leaders and their teams to ensure a smooth transition back to class, and to ensure that supportive learning recovery can take place.

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## Focus on Instruction

In spring 2020, with the sudden closure of schools, school staff focused on helping students reinforce their learning, with an emphasis on skills and outcomes already covered in class. In the early weeks of the new school year, school staff should focus on recovery learning and assessing students for learning loss to determine where students are now, and where they need to be.

Educators usually engage in this process with students at the beginning of each school year after a break from learning over the summer months, but it will be even more important this school year. Teachers must pay rigorous attention to instruction, to ensure students have learned what is essential to understanding the next key concepts and outcomes they will be learning.

Schools will also need to identify a variety of instructional methodologies to support students should a school move from Stage 1 to another stage.

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## Expectations and Deliverables from Schools

To ensure a smooth transition for all students for returning to school in Stage 1, or moving between stages, school leaders must develop and submit two sets of action plans for all grades/curricular areas. These action plans must be submitted to their Regional School Operations, as outlined below.

### Action Plan for Stage 1

**To be submitted:** Following Week 1 of return to school  
**Focus:** Restoring school routines and recovery learning

After the first week of classes, schools will be required to submit an Action Plan for Stage 1. This Action Plan must consider and include the following:

1. How the transition back to in-class learning will be facilitated for all students, with an emphasis on restoring school routines; for example, a list of school and classroom routines that you will be focusing on with students.
2. A focus on recovery learning that begins with educators using their existing assessment processes along with information shared by their students' previous year's teachers. It is recommended that teachers focus on assessment for learning, and shift to an appropriate balance of "write, do, and say" evidence, known as **triangulation**. Teachers triangulate assessment by including their observations of students, their conversations with students, and students' products to understand where students are in their learning.
3. Ensure teachers prepare:
  - a) Five days of Stage 1/in-class differentiated instructional plans and differentiated student assignments for substitute teachers (*Substitute Plans* and *Emergency Plans*); and

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- b) One 'ready to go' learning and well-being package per student for five days of learning, and well-being reinforcement activities for the first five days of Stages 2-4.

These plans must be submitted to school leaders for approval, feedback, and monitoring, and are to be modified as needed. Teachers will work with their school leaders and their superintendent of schools if additional supports are required.

4. Ensure grade-level teams, including student support teachers, student support assistants, and learning coaches, collaborate for literacy, numeracy, well-being, and differentiation planning.
  - This could be demonstrated by the development of a set schedule of meetings.

An Action Plan template for Stage 1 can be found in the *Resources* section of this document.

### Action Plan for Stages 2-4

**To be submitted:** By the end of Month 1

**Focus:** Instructional leadership and support to staff in different learning environments

After the first month of classes, schools will be required to submit an Action Plan for Stages 2-4. This Action Plan is based on potentially changing school conditions, and must consider and include the following:

1. Include a plan for daily contact with each student from a staff member with whom there the student has a relationship.
2. Identify students who may not have access to technology in the home, and how they can be supported (through the provision of Internet-enabled devices, telephone, email, etc.).

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3. Principals, vice-principals, student support teachers, learning coaches and inniirvimmi inuusiliriji should draw on their communities of practice at the school, regional, and/or territorial levels to collaborate, share resources, and divide tasks.
4. Confirm that the following learning plans identified in the Action Plan for Stage 1 have been completed and approved:
  - a) Five days of Stage 1/in-class differentiated instructional plans and differentiated student assignments for substitute teachers; and
  - b) One ‘ready to go’ learning and well-being package per student for five days of learning and well-being reinforcement activities for the first five days of Stages 2-4.

## Recovery Learning and Assessment

Restoring school and recovery learning are processes to enable students to transition back from remote learning, but also from a break in learning (including school closure and the summer) to in-class learning in schools, while addressing their mental and physical well-being and academic success.

It is anticipated that when students return to school there will be a wider than usual range of learning needs to be bridged by instruction, learning, and support. Additionally, school-based positive mental health and well-being is essential to a safe and healthy return to school. Consult the accompanying *RESTORE School Toolkit* for more information about the process for restoring safe and caring schools.

Recovery learning will differ according to the opportunities and constraints of the school year. School staff are encouraged to develop a flexible learning approach and allow the implementation of recovery learning to vary according to the needs of the students, the school schedule, and available resources.

Schools will need to plan for varying lengths of time, as well as diverse models and strategies for recovery learning, depending on student needs, grade levels, subject areas, and school contexts.

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## Shared Priorities for Restoring School and Recovery Learning

Recovery learning is a responsive process that includes Universal Design for Learning (UDL). UDL is a way of thinking about teaching and learning that gives all students an equal opportunity to succeed. It offers flexibility in how students access material, engage with it, and show what they know. Recovery learning is intended to identify learning needs in coordinated, collaborative, and inclusive ways so that learning can occur.

As we work on restoring schools and recovery learning, it is important to remember our shared priorities and responsibilities. Collaboration among everyone within the school community is essential for successful recovery learning and must continue across all stages.

All school staff have a responsibility to provide leadership and support in their schools. Together, school leaders, teachers, SSTs, SSAs, learning coaches, and ilinniarvimmi inuusiliriji will:

- Discuss and acknowledge the diverse experiences of all learners and educators over the last few months.
- Understand that many students will have gaps in their knowledge after an extended period of remote education and a break from learning over the summer months.
- Plan for a period of restoring school, including a reorientation to school and classroom routines, restoring community and relationships, and planning for instruction.
- Establish positive, supportive, consistent, and predictable daily routines and expectations.
- Recognize the holistic needs of students, especially those who are identified as most affected by school closures and the COVID-19 pandemic.
- Respond to the reality that there is no one-size-fits-all recovery learning program or package.

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- Meet students where they are in their learning process and provide additional supports to students as required.
- Intentionally address the well-being of students and staff when in-class instruction and learning resumes.
- Communicate with peers and families to gain insights about student experiences with learning at home and support transition planning.
- Plan in collaboration with students, parents and guardians, other classroom teachers, and school teams.
- Plan for timelines based on the unique circumstances of the community and dependent on the individual needs, models, and strategies for recovery learning.
- Ensure that education support services continue in-person and/or remotely throughout the school year.
- Demonstrate a positive approach to recovery learning that promotes future success.
- Ensure records pertaining to attendance, registration, and Education Program Plans are routinely maintained on Nunavut SIS unless informed otherwise.

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## Specific Roles and Responsibilities

### School leaders (principals and vice-principals) will:

- Model and promote positive professional collaborative behaviours through all stages.
- Lead the development, implementation, and monitoring of a restore school and recovery learning action plan.
- Work closely with the ilinniavimmi inuusiliriji and student support teacher to ensure support for social-emotional well-being continues through all stages.
- Ensure that grade-team planning meetings occur and help guide the recovery learning decisions made by the team.
- Ensure that literacy, numeracy, and wellness goals are included in the recovery learning plan and are written as clear, identifiable, and measurable outcomes and targets.
- Monitor recovery learning plans to ensure consistency between core curricular competencies, grade level outcomes, and expectations, and communicate these goals to individual teams of teachers.
- Provide feedback, in the context of COVID-19, to teachers and student support assistants on classroom observations and visits regarding the following:
  - Appropriate instructional or support approaches,
  - Classroom environment, organization, and cleanliness
  - Social-emotional student needs, and
  - Classroom/student management techniques.
- Direct teachers to appropriate formative assessment tools, approaches, and processes for literacy and numeracy to collect data that reflects student needs for instruction and assessment.

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- Maintain assessment data records, and report data to the principal and teachers in all stages.
- Collaborate with the student support teacher and student support assistants to support teachers in classrooms and identify needs to further inform recovery learning.

**Student support assistants**, with guidance from the principal and school team, will:

- Participate actively in restore school and recovery learning plan meetings, with a focus on supporting teachers with students on ISSPs.
- Adjust to fulfill the expectations of their role across all stages.

The role is described in detail in *Teaching Together: Student Support Assistant Handbook* (2019).

**Ilinniarvimmi inuusilirijiit**, with guidance from the principal and school team, will:

- Participate actively in restore school and recovery learning plan meetings, with a focus on supporting students with social-emotional learning and self-regulation
- Provide direct support, including one-to-one check-ins, delivering programming like *Northern Zones K-2, 3-5, and 6-8* in small groups using the program guides, kit, and *Group Process Guide* (2016), as well as *MindMasters*.
- Adjust to fulfill the expectations of their role across all stages.

The role is described in detail in the *Ilinniarvimmi Inuusiliriji Handbook* (2017).

**Innait inuksiutilirijiit** (Elders and skilled individuals), with guidance from the principal and school team, will:

- Provide support for the implementation of a restore school and recovery learning action plan.
- Be welcomed into schools in-person (Stage 1) or remotely to fulfill the expectations of their role across all stages.

The role is described in detail in the *Innait Inuksiutilirijiit Handbook*.

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- Increase the self-efficacy of children and youth. Self-efficacy is the sense of having agency or control, an especially important trait during times of fear and uncertainty. Children and youth often feel more in control when they can play an active role in helping themselves, their families, and their communities. For example, children can help by following health and safety guidelines, preparing food at home, or volunteering in the community.
- Encourage caregivers to engage in self-care by staying connected to social supports, getting enough rest, and taking time for restorative activities, and other mental health practices.
- Support parents and caregivers to seek professional help if children and youth show signs of trauma that do not resolve relatively quickly. Many mental health providers have the capacity to provide services via telehealth when in-person social contact must be restricted.

## Resources to Support the School Team

### Instruction and learning

- *Individual Student Support Planning Guide*
- *Education Support Services Directive*
- *School Team Resource Kit* (formerly known as the *School Team CD*)

### Safe environment and student support

- *Crisis Response Guidelines for School Staff*
- *Crisis Response Guidelines for Principals*
- *Speech and Language Tool Kit* (on CD)
- *Guide to and Posters for the Group Process*
- *Northern Zones K-2, 3-5 and 6-8* (program and kit)
- *MindMasters* (program)

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## Remote instruction

- [www.angirrami.com](http://www.angirrami.com) – for resources related to remote instruction, learning at home, and social-emotional supports
- *Distance Learning Directive*

## Departmental email directory

Who to contact	And when
EDUit@gov.nu.ca	All IT-related questions, concerns, or problems Monitored by Education Information Technology (EDU-IT)
info.edu@gov.nu.ca	General information, inquiries from the public Monitored by Partner Relations and will distribute to appropriate division
EDUreception@gov.nu.ca	Important documents are received and prepared for signature Document for Directorate signature including financial approvals, travel authorization and human resources related Monitored by Headquarters Reception
EDU_payables@gov.nu.ca	Payment and processing of invoices to Education Headquarters Monitored by Corporate Services
nunavutsis@gov.nu.ca	Questions and support for Nunavut Student Information Systems (SIS) Monitored by EDU-IT SIS Coordinators
EDUK-12@gov.nu.ca	Nunavut principal certification (CELN) Questions and requests for support related to the Education Program, scheduling, timetabling, EPP, literacy, grad requirements, etc. Monitored by Regional School Operations offices and Educator Development
EDUresources@gov.nu.ca	Requests for Nunavut-developed resources located in Iqaluit warehouse Monitored by Resource Services
ECLPC@gov.nu.ca	Information on Early Childhood Education Inuit Language and Culture Funding or questions about resources for early childhood education Monitored by Early Learning and Child Care

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Who to contact	And when
teacherregistrar@gov.nu.ca	Nunavut teacher certification and salary placements Monitored by Educator Development
studentregistrar@gov.nu.ca	Requests for official transcripts, diplomas, Alberta departmental exam registration information, corrections to student information and Academic Review Committee Monitored by Student Achievement
EDUatl@gov.nu.ca	Assistive technology requests Monitored by Student Achievement
EDUss@gov.nu.ca	Student support issues, questions Monitored by Student Achievement
EDUstudentreferrals@gov.nu.ca	Requests for services, reports by specialized service providers Monitored by Student Achievement
EDUohs@gov.nu.ca	Occupational Health and Safety related issues for schools and school committees Monitored by EDU Health and Safety
EDUCapital@gov.nu.ca	General information and requests related to infrastructure, minor capital, and vehicle management Monitor by Corporate Services
EDUdutytravel@gov.nu.ca	Individual Duty Travel booking request and Group Booking request must be submitted to this address Monitored by Corporate Services
EDUStudentAER@gov.nu.ca	Queries about assessment, evaluation and reporting practices and resources and requests to the Academic Review Committee Monitored by Student Achievement
EDUManagerIT@gov.nu.ca	Items related to IT that need IT Manager's review or escalation Monitored by Manager of Education Information Technology

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## **Action Plan Template for Stage 1: 2020-21 Opening of Nunavut Schools**

**Focus:** Restoring school routines and recovery learning

**Reference documents:**

- *Health and Safety Guidelines for Nunavut Schools*
- *Health and Safety Toolkit for School Staff*
- *Recovery Learning Framework for School Leaders*
- *Educator Toolkit for Nunavut Schools*
- *RESTORE School Toolkit for Nunavut Schools*

**Goals:**

- School staff should do everything they can to ensure school continues to be a safe, supportive, and inclusive environment, acknowledging that it is likely going to look and feel different for everyone.
- School staff will focus on recovery learning and assessing students for learning loss to determine where students are now, and where they need to be.

## School Operations

<b>Activity (specific task)</b>	<b>Who is responsible?</b>	<b>What needs to be done?</b>	<b>What resources are required?</b>	<b>Success criteria (evidence)</b>	<b>Date completed or timeline</b>	<b>Supporting information</b> (e.g., lists or schedules – can append as separate documents, as needed)
Establish school team						
Establish school and classroom routines						
<i>Review Inuuqatigiitsiarniq Policy</i>						
Review food programs considering enhanced health and safety measures						

## Recovery Learning

<b>Activity (specific task)</b>	<b>Who is responsible?</b>	<b>What needs to be done?</b>	<b>What resources are required?</b>	<b>Success criteria (evidence)</b>	<b>Date completed (timeline)</b>	<b>Supporting information</b> (e.g., lists or schedules – can append as separate documents, as needed)
Grade-level team collaboration on planning						
Substitute plans						
Learning and well-being packages						
Assessments for learning (triangulation)						
Land-based instruction						

## Health, Safety, and Wellness

<b>Activity (specific task)</b>	<b>Who is responsible?</b>	<b>What needs to be done?</b>	<b>What resources are required?</b>	<b>Success criteria (evidence)</b>	<b>Date completed (timeline)</b>	<b>Supporting information (e.g., lists – can append as separate documents, as needed)</b>
Implement the RESTORE model						
Implement health and safety routines						
Discuss and acknowledge diverse experiences of students and staff						
Establish crisis/incident response team						
Support social-emotional learning and self-regulation						

## Communication

<b>Activity (specific task)</b>	<b>Who is responsible?</b>	<b>What needs to be done?</b>	<b>What resources are required?</b>	<b>Success criteria (evidence)</b>	<b>Date completed (timeline)</b>	<b>Supporting information (e.g., lists – can append as separate documents, as needed)</b>
Communication with students						
Communication with parents and guardians						
Communication with community						