



School Leaders

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 School Leaders* as a component of the Nunavut Professional Development Framework for the Educator Community initiative.

This handbook is a valuable resource for school leaders as they undertake professional development activities throughout their career in Nunavut.

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

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## 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.<sup>1</sup> School leaders focus on PD actions or initiatives relevant to a principal or vice-principal 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 teaching and leadership practice.<sup>2</sup>

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.

<sup>1</sup> *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.*

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

## 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<sup>3</sup> 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.

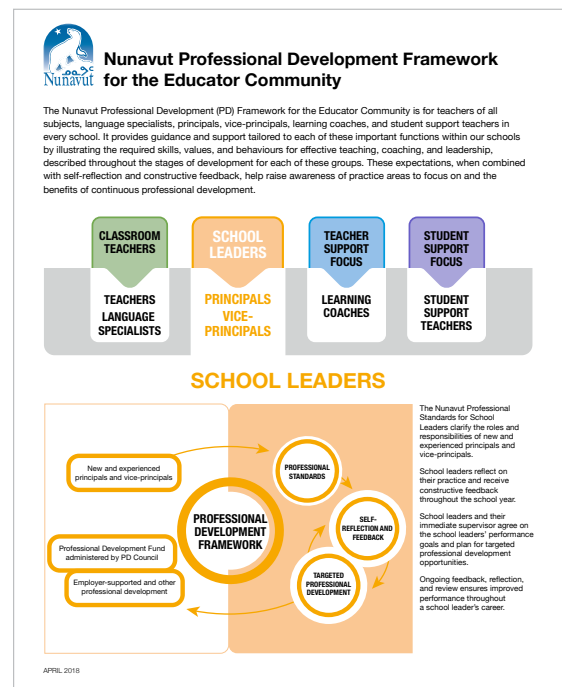
## NUNAVUT PROFESSIONAL DEVELOPMENT FRAMEWORK FOR SCHOOL LEADERS

The Professional Development Framework for School Leaders applies to principals and vice-principals.

The components of the PD Framework for School Leaders include:

- Professional Standards
- Professional Development Toolkit
  - » Self-Reflection
  - » Professional Development Plan
  - » DEA/CSFN School Leader Monthly Report
  - » DEA/CSFN School Leader Annual Assessment

Figure 1. Professional Development Framework for School Leaders



The Professional Development Framework supplements resources already in place.

<sup>3</sup> 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.

## NUNAVUT PROFESSIONAL STANDARDS FOR SCHOOL LEADERS

The Nunavut Professional Standards for School Leaders (Standards) provide school leaders with greater clarity, information, and understanding about the competencies required for effective school leadership in Nunavut. The Standards support career-long learning by providing a benchmark to define the skills, values, and behaviours required of school leaders 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 five Professional Standards, organized into three domains of teaching:

### PROFESSIONAL KNOWLEDGE

1. Know how to lead the management of the school

### PROFESSIONAL PRACTICE

2. Leading teaching and learning
3. Developing self and school staff professional learning
4. Leading improvement, innovation, and change

### PROFESSIONAL ENGAGEMENT

5. Leading and working with the community

Each standard is broken down into four career stages:

- Transitional
- Confident
- Proficient
- Lead

The Standards document is the foundational document for school leader professional practice in Nunavut. It is a companion document to the tools in the Toolkit: the School Leader Self-Reflection; the School Leader Professional Development Plan; the District Education Authority (DEA)/Commission scolaire francophone du Nunavut (CSFN) School Leader Monthly Report; and the DEA/CSFN School Leader Annual Assessment.

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

- Familiarizing yourself with the Standards;
- Comparing your current school leader practice, based on reflection and feedback provided by your immediate supervisor, 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 your leadership practice;
  - » Illustrating through practice how professional goals have been met; and
  - » Engaging in continuous learning and development.

## PROFESSIONAL DEVELOPMENT TOOLKIT

The PD Toolkit for School Leaders is the applied component of the PD Framework. The Toolkit includes four tools. Two foundational tools assist the school leader and their immediate supervisor to understand the school leader'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 also includes two tools to support the responsibilities of school leaders and DEAs/CSFN.

The Toolkit includes two foundational tools:

### 1. School Leader Self-Reflection; and

| SCHOOL LEADER SELF-REFLECTION   |            |   |   |            |            |
|---|------------|---|---|------------|------------|
| <b>How do I use the School Leader Self-Reflection and what does it measure?</b> |            | The School Leader Self-Reflection tool measures your own assessment of how well you demonstrate specific leadership actions drawn from the Nunavut Professional Standards for School Leaders. The School Leader Self-Reflection identifies your leadership practice along the developmental pathway. To complete the assessment, please respond to the 92 questions found in the five Standards on the following pages using the scoring guides found at the top of each question set. Your assessment of your leadership behaviour through your responses to each of the questions indicates your past of current practice and future focus on each of the Professional Standards. Once you have completed all of the questions you will be able to view your current level of proficiency in each of the five Professional Standards. |   |            |            |
| STANDARD  | SCORE      | CAREER STAGE  | INTERPRETATION                                |            |            |
| <b>PROFESSIONAL KNOWLEDGE</b>   |            |   |   |            |            |
| Standard 1: Know how to lead the management of the school                       |            |   | Refer to the descriptor at each career stage. |            |            |
| <b>PROFESSIONAL PRACTICE</b>  |            |   |   |            |            |
| Standard 2: Leading teaching and learning                                       |            |   |   |            |            |
| Standard 3: Developing self and school staff professional learning              |            |   |   |            |            |
| Standard 4: Leading improvement, innovation, and change                         |            |   |   |            |            |
| <b>PROFESSIONAL ENGAGEMENT</b>  |            |   |   |            |            |
| Standard 5: Leading and working with the community                              |            |   |   |            |            |
| CAREER STAGE  | STANDARD 1 | STANDARD 2  | STANDARD 3                                    | STANDARD 4 | STANDARD 5 |
| Transitional  | 1-26       | 1-18  | 1-26  | 1-18       | 1-21       |
| Confident   | 27-62      | 19-37   | 33-59   | 19-37      | 22-42      |
| Proficient  | 53-74      | 39-56   | 60-89   | 38-56      | 43-63      |
| Lead  | 75-105     | 57-75   | 90-120  | 57-75      | 64-85      |

SCHOOL LEADER SELF-REFLECTION - APRIL 2018 3

### 2. School Leader Professional Development Plan.

| SCHOOL LEADER PROFESSIONAL DEVELOPMENT PLAN |                                     |  |                         |   |                                 |
|---|-------------------------------------|--|-------------------------|---|---------------------------------|
| GOALS                                       | SPECIFIC                            | MEASURABLE                               | ACHIEVABLE              | RELEVANT  | TIME-PHASED                     |
| STANDARD                                    | DEVELOPMENT GOAL (SMART FOCUS/AREA) | EVIDENCE TO DEMONSTRATE GOAL ACHIEVEMENT | ACTIONS TO ACHIEVE GOAL | CONNECTIONS TO PROFESSIONAL IDENTIFY AND STUDENTS' LEARNING | STRATEGIES TO ACHIEVE GOAL      |
|   |                                     |  |                         |   | SCHOOL SUPPORTS TO ACHIEVE GOAL |
|   |                                     |  |                         |   |                                 |
|   |                                     |  |                         |   |                                 |
|   |                                     |  |                         |   |                                 |

SCHOOL LEADER PROFESSIONAL DEVELOPMENT PLAN - APRIL 2018 3

## TOOL 1: SCHOOL LEADER SELF-REFLECTION

The School Leader Self-Reflection is the first tool that school leaders use to reflect on the effectiveness of their leadership practice based on the five Nunavut Professional Standards for School Leaders.

The Self-Reflection assists school leaders to:

- Identify the career stage that best describes their current level of leadership practice in each Standard; and
- Identify areas of strength and areas requiring further development for each of the five Standards; 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 school leaders are required to conduct a self-reflection against the Standards when:

- Initially employed in Nunavut as a principal or vice-principal; or
- Already employed as a principal or vice-principal 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.

School leaders will:

1. Review the Standards to become familiar with the skills, behaviours, and values expected of school leaders in Nunavut;
2. Use the Self-Reflection to review each Standard and answer the 92 questions related to your leadership practice. The results for each Standard indicate which of the four career stages best reflects your current level of practice:
  - Transitional
  - Confident
  - Proficient
  - Lead

Your immediate supervisor (i.e., principal, superintendent, directeur général) will:

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

School leaders and their immediate supervisors will:

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

School leaders and superintendents/directeur général 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 immediate supervisor, which will vary.

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

## **TOOL 2: SCHOOL LEADER PROFESSIONAL DEVELOPMENT PLAN**

The School Leader 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 school leaders based on self-reflection of their leadership practice and the feedback received from their immediate supervisor.

The PDP assists school leaders 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.

School leaders will:

1. Determine and document in the PDP the Standard 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.

School leaders and their immediate supervisors will:

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

School leaders and superintendents/directeur général each keep a copy of the PDP for their file.

School leaders will:

6. Undertake professional development activities according to their PDP.

## ILLUSTRATIONS OF PRACTICE

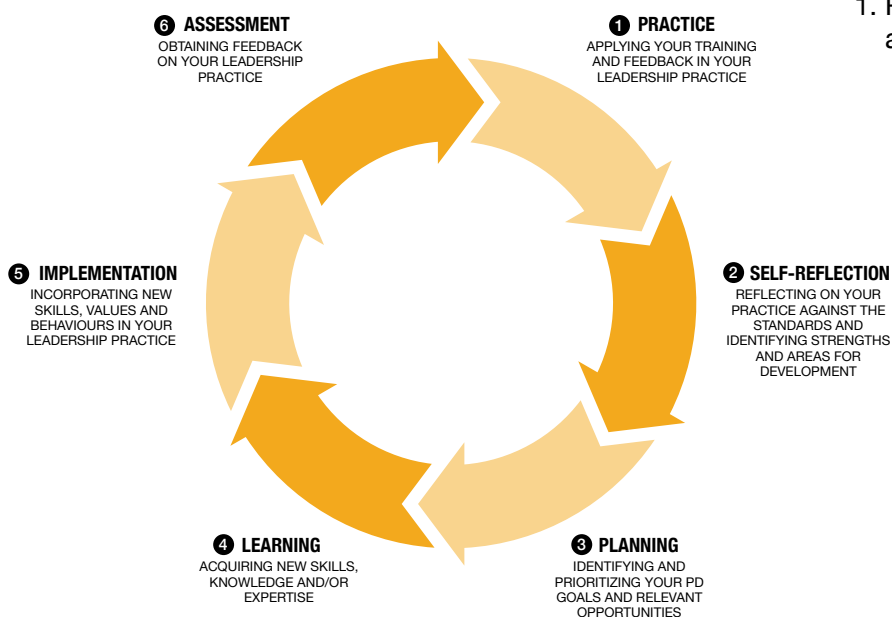
The collection of illustrations of practice as evidence of progress against goals is vital. Evidence of practice provides the basis for ongoing feedback, reflection, and further development. The Self-Reflection is important, as it can be used to demonstrate your development to others. Collecting and reviewing evidence helps school leaders understand their progress with respect to their performance and professional development goals throughout the professional development cycle (see Figure 2). Importantly, it allows school leaders 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.<sup>4</sup>

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

School leaders 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



## CONTINUOUS PROFESSIONAL DEVELOPMENT

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

It involves school leaders and their immediate supervisors 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 school leaders are encouraged to block off a small amount of time each week for self-reflection. This regular practice will help school leaders 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.

<sup>4</sup> Australian Institute for Teaching and School Leadership (AITSL). (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].



## DEA/CSFN ASSESSMENT OF A SCHOOL LEADER

The DEA/CSFN Assessment of a School Leader is an important component of the professional development process and the school leader's annual review.

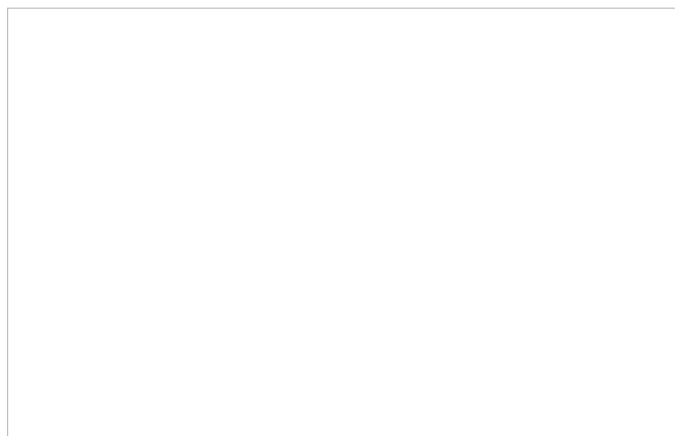
Section 117(1) of the *Education Act* requires that an employee of the Department of Education appraises the performance of a principal/vice-principal at least once a year during the initial period of employment, and in the final year of the principal's or vice-principal's contract. Section 117(2) stipulates that the Minister must ensure that the performance appraisal incorporates an assessment by the district education authority.

This section applies only to school leaders employed in a principal role. Guidelines to support the DEA/CSFN performance appraisal process for vice-principals is included in the RSO *Human Resources Manual* (under development).

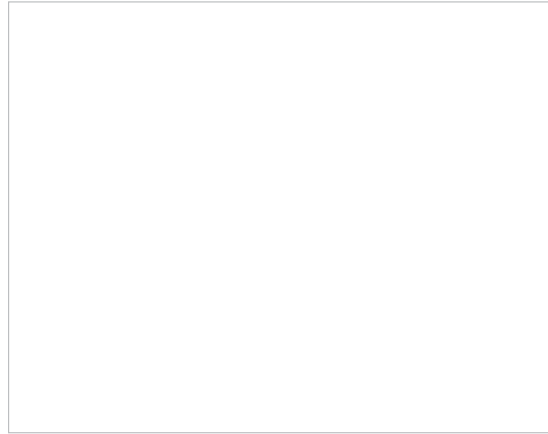
The following assessment process must be followed to ensure that all required actions and timelines are met throughout the process.

The Toolkit includes two tools to assist the assessment process:

3. DEA/CSFN School Leader Monthly Report; and



4. DEA/CSFN School Leader Annual Assessment.



### TOOL 3: DEA/CSFN SCHOOL LEADER MONTHLY REPORT

The DEA/CSFN School Leader Monthly Report (Monthly Report) is the third tool that school leaders use to reflect on the effectiveness of their practice based on the five Nunavut Professional Standards for School Leaders.

The Monthly Report assists school leaders to:

- Determine what school information is relevant and important to share with the DEA/CSFN on a monthly basis;
- Document DEA/CSFN recommendations and motions;
- Document school leader advice provided and actions taken in response to DEA/CSFN recommendations and motions; and
- Provide evidence of actions and performance over the past month in relation to the five priority areas.

The Monthly Report aligns with and reflects the Standards. The Standards are to be used as a companion document to the Monthly Report.

Here are the steps to complete the Monthly Report.

School leaders will:

1. Review the Standards to become familiar with the skills, behaviours, and values expected of school leaders in Nunavut;
2. Review the Monthly Report to become familiar with the information expected to be shared;
3. Respond to the eleven questions to inform the DEA/CSFN of actions and performance over the past month relative to the five priority areas;

4. Keep a copy of the unsigned Monthly Report; and
5. Submit a copy of the unsigned Monthly Report to the DEA/CSFN in advance of the monthly DEA/CSFN meeting.

DEAs/CSFN will:

6. Review the Nunavut Professional Standards for School Leaders to become familiar with the skills, behaviours, and values expected of school leaders;
7. Review the Monthly Reports submitted by the school leader in preparation for monthly meetings;
8. Provide recommendations and motions to the school leader during the monthly meetings.

Here are the steps to follow as soon as possible after each monthly meeting.

School leaders will:

9. Complete the DEA/CSFN Recommendations and Motions section of the Monthly Report based on discussion during the monthly meeting;
10. Complete the School Leader Advice and Actions section of the Monthly Report as discussed during the monthly meeting;
11. Sign and date the completed Monthly Report; and
12. Submit a copy to the DEA/CSFN.

DEAs/CSFN will:

13. Review the completed Monthly Report;
14. Sign and date the completed Monthly Report;
15. Keep a copy of the fully-signed Monthly Report; and
16. Provide a fully-signed copy to the school leader and superintendent/directeur général for their records.

## **TOOL 4: DEA/CSFN SCHOOL LEADER ANNUAL ASSESSMENT**

The DEA/CSFN School Leader Annual Assessment (Annual Assessment) is the fourth tool in the PD Framework for School Leaders. DEAs/CSFN use the Annual Assessment to reflect on the effectiveness of a school leader's leadership practice over the past school year based on the five Nunavut Professional Standards for School Leaders.

The Annual Assessment assists DEAs/CSFN to:

- Understand how to assess a school leader's performance through an appropriate, transparent, and standardized process; and
- Provide a recommendation on re-appointment based on evidence provided and performance demonstrated throughout the school year.

The Annual Assessment aligns with the Monthly Reports and reflects the Standards.

Here are the steps to complete the Annual Assessment.

DEAs/CSFN will:

1. Review the Annual Assessment to become familiar with how to assess a school leader;
2. Meet with the superintendent/directeur général and school leader at the start of the school year to discuss the PD Framework for School Leaders, Toolkit, expectations, and key milestones;
3. Complete and sign the Annual Assessment based on the school leader's performance against the Standards and Monthly Reports;
4. Submit a copy of the completed Annual Assessment to the school leader and the superintendent/directeur général for their records.

School leaders will:

5. Review the completed Annual Assessment;
6. Complete the comments section if desired;
7. Sign and date the completed Annual Assessment;
8. Retain a copy; and
9. Submit a fully-signed copy to the DEA/CSFN.

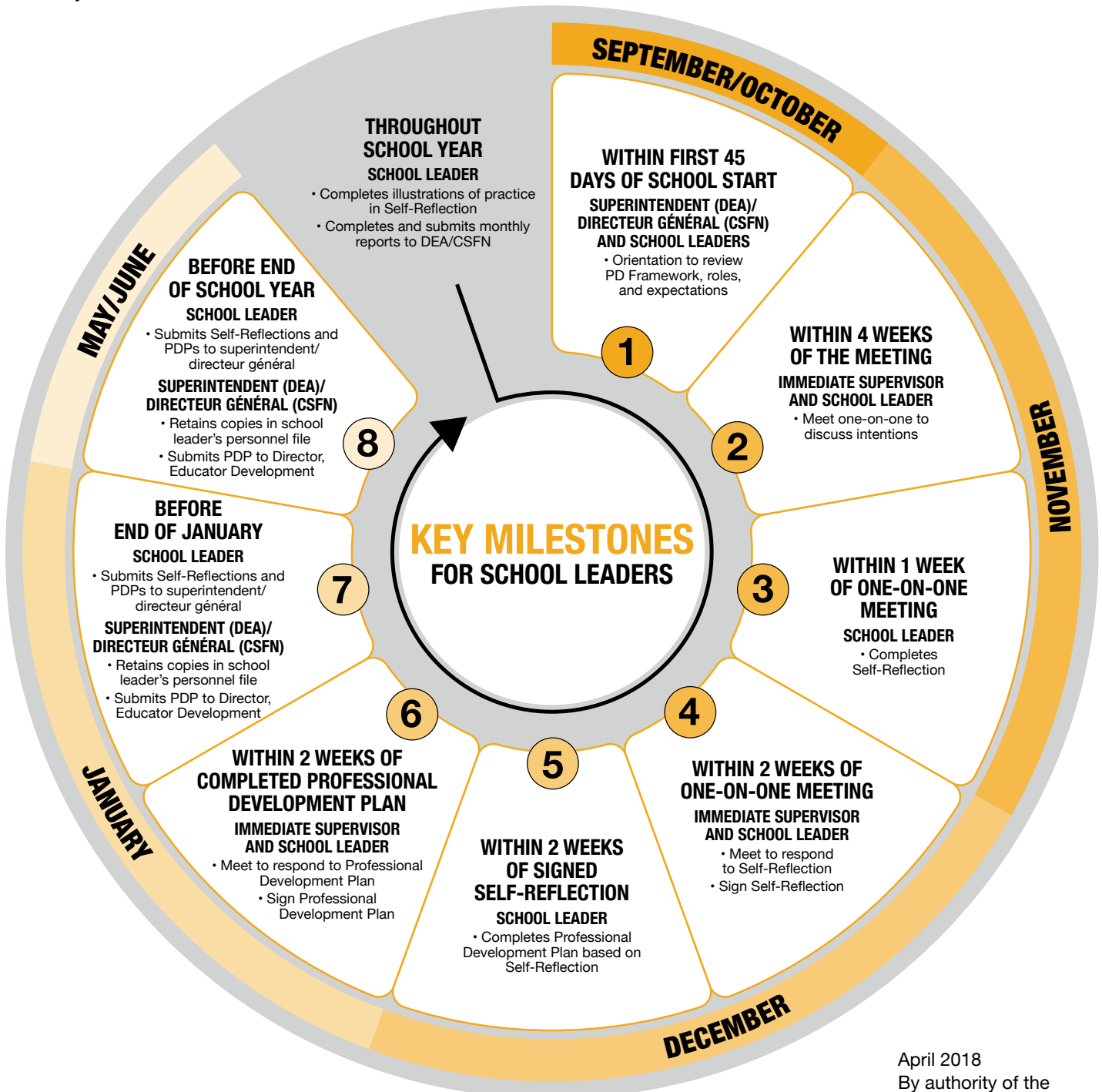
DEAs/CSFN will:

10. Retain a fully-signed copy for their records; and
11. Submit a fully-signed copy to the Minister of Education and the superintendent/directeur général.

Once this process is complete, a determination will be made on the re-appointment of a school leader based on the *RSO Human Resources Manual*.

## 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 school leader'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

## SEPTEMBER/OCTOBER

1. As part of orientation at the beginning of the school year, the superintendent/directeur général and DEA/CSFN will meet with the school leaders (both principal and vice-principal) within the first 45 days of school start to:
  - Discuss the PD 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.

Additional informal meetings may be held throughout the year.

## NOVEMBER

2. Within four weeks of the meeting, the immediate supervisor (i.e., principal for vice-principal; superintendent/directeur général for principal) and school leader will meet one-on-one to:
  - Discuss intentions of the school leader for professional development for the school year;
  - Discuss the requirement of the school leader to review the Standards, and complete the Self-Reflection and Professional Development Plan; and
  - Answer any questions the school leaders may have.
3. Within one week of the one-on-one meeting between the immediate supervisor and school leader, the school leader must:
  - Complete the Self-Reflection; and
  - Schedule a meeting with their immediate supervisor to review their Self-Reflection.

## DECEMBER

4. Within two weeks of the one-on-one meeting between the immediate supervisor and school leader, the immediate supervisor and the school leader will meet one-on-one to:
  - Review and respond to the Self-Reflection; and
  - Sign the Self-Reflection.
5. Within two weeks of signing the completed Self-Reflection, the school leader must:
  - Complete the Professional Development Plan; and

- Schedule a meeting with their immediate supervisor to review their Professional Development Plan.

## JANUARY

6. Within two weeks of the school leader completing their Professional Development Plan, the immediate supervisor and the school leader will meet one-on-one to:
  - Review and respond to the Professional Development Plan; and
  - Sign the Professional Development Plan.
7. Before the end of January, school leaders must:
  - Submit a fully-signed copy of their Self-Reflection and Professional Development Plan to their superintendent/directeur général.
  - Submit a fully-signed copy of the Self-Reflection and Professional Development Plan for their vice-principal to their superintendent/directeur général.

The superintendent/directeur général keeps copies in the school leader's personnel file and must submit a copy of the Professional Development Plans to the Director, Educator Development at EDUK-12@gov.nu.ca.

## MAY/JUNE

8. Before summer holidays, school leaders must:
  - Submit a fully-signed copy of their Self-Reflection and Professional Development Plan to their superintendent/directeur général.
  - Submit a fully-signed copy of the Self-Reflection and Professional Development Plan for their vice-principal to their superintendent/directeur général.

The superintendent/directeur général keeps copies in the school leader's personnel file and must submit a copy of the Professional Development Plans to the Director, Educator Development at EDUK-12@gov.nu.ca.

Throughout the school year, school leaders must document illustrations of practice in their Self-Reflection as evidence of meeting professional development goals. School leaders in a principal role must also complete and submit monthly reports to the DEA/CSFN.

## PROFESSIONAL DEVELOPMENT OPPORTUNITIES

Professional development opportunities are available for school leaders through a variety of organizations within and outside the territory. Below are some resources that may be accessed by school leaders 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 school leaders 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 Inuktitut language development among teachers;
- Activities in support of educators to progress in their careers in accordance with the Nunavut Professional Development Framework for the Educator Community; and
- Activities linked to support educators 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;
- Inuktitut instruction; and
- Specialist councils and special project funding.

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

School leaders 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 school leaders.

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.

## SCHOOL LEADER SELF-REFLECTION

### ILLUSTRATIONS OF PRACTICE

#### **Standard 1:** Know how to lead the management of the school

*Tasked an experienced learning coach to be responsible and accountable for the School Literacy Team, and student literacy scores have increased by 5% overall since then (see Question 8 of the DEAI/CSFN School Leader Monthly Report for October); reviewed November student data and found an increase in students arriving late to school (8% to 10% increase), and took steps to address this issue including discussing lateness with parents and students and they agreed to try to be at school on time (see Question 9 of the DEAI/CSFN School Leader Monthly Report for November); successfully recruited a new full-time teacher for this school year who specializes in English as a Second Language education; held a meeting between teachers, parents and community leaders to make recommendations and gather feedback about improvements that could be made to the school (see Question 6 of the DEAI/CSFN School Leader Monthly Report for November)*

#### **Standard 2:** Leading teaching and learning

*Met with several Grade 3 students who were not meeting their learning goals in math and literacy, I spoke with the student support teacher who is now working with them and all Grade 3 students now have passing grades in math and literacy; a teacher was struggling with behaviour issues with two students in her class, I met with her several times to share strategies and advice for addressing the issues, she applied these strategies and those students are no longer disrupting the classroom; a teacher approached me about putting on a school play that would demonstrate Inuit Societal Values in students' lives, and we organized the event together, staff and students learned a lot from it and parents enjoyed it (see Question 4 of the DEAI/CSFN School Leader Monthly Report for February)*

#### **Standard 3:** Developing self and school staff professional learning

*Held an initial meeting and follow-up meetings each term with every teacher, language specialist, learning coach and student support teacher to review their progress on their Professional Development Plans and discuss what supports I could provide to help them reach their goals; instituted an informal buddy system for teachers and language specialists to observe each others' teaching once a month and provide constructive feedback; students of one of the teachers had relatively low math scores compared to other classes (10% lower), so I arranged for the teacher to be given extra support from a Learning Coach who specializes in math and now his students' math scores have increased by 22%*

#### **Standard 4:** Leading improvement, innovation, and change

*Had several phone calls with my DEA throughout the year to discuss new ideas to engage students and improve learning, such as field trips with conservation officers (see Question 3 of the DEAI/CSFN School Leader Monthly Report); met with my superintendent and other RSO staff to discuss the benefits of starting a nutritious breakfast program for students, and we will be piloting the program at my school next year with support from local businesses (see Question 5 of the DEAI/CSFN School Leader Monthly Report for April); met with teachers, language specialists and student support teachers to evaluate the use of tablets in the classroom which had been introduced at the beginning of the school year, and discuss what was working/not working and how they could be better utilized going forward*

#### **Standard 5:** Leading and working with the community

*Attended community council meetings to inform the local community that school facilities could be made available for community events; invited Elders, other community residents, and departmental staff to attend the school play that students put on about Inuit Societal Values (see Question 4 of the DEAI/CSFN School Leader Monthly Report for February); sent letters and emails, and posted Facebook messages throughout the school year to let parents know about school events and how they can get involved with their children's learning (see Question 2 of the DEAI/CSFN School Leader Monthly Report); twice this year arranged for nurses from the Department of Health to talk with students and educate them about health issues such as proper diet, exercise, and brushing their teeth everyday*

## SCHOOL LEADER PROFESSIONAL DEVELOPMENT PLAN

| GOALS    | SPECIFIC  | MEASURABLE   | ACHIEVABLE   | RELEVANT  | TIME-PHASED  | SCHOOL SUPPORT(S) TO ACHIEVE MY GOAL  |
|----------|---|--|--|---|--|---|
| 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        | Improve my knowledge and understanding of data analysis and statistics  | I will be able to perform more advanced analysis of the data available to me; I will be able to use data to convince others of the need for change   | Read textbooks and online resources (e.g., forums, university lecture slides, YouTube videos) about data analysis techniques and tools; seek clarification from a math teacher when I don't understand a concept or technique                                    | Gain in-depth understanding of data to help me make more informed decisions; accurately measure the effect that change initiatives have on student outcomes; identify broad patterns so student learning issues can be more quickly addressed before they become too serious                                  | By the end of the school year                                      | School bookroom and other departmental resources that can provide textbooks and other learning materials; learn from a teacher who has knowledge of math and statistics |
| 2        | More thoroughly incorporate Inuit Societal Values (ISV) into the curriculum, and embed them in the school's culture                               | Fewer incidents of student behavioural issues; improved student achievement scores   | Meet with an Elder to gain a better understanding of ISV and get advice on how to engage students with the values; hold a meeting with my classroom teachers to discuss ideas for changes we can make to the learning environment to better incorporate ISV      | Gaining a better understanding of ISV will help me to relate to and build relationships with the students in my school; incorporating ISV into the school curriculum and culture will help Inuit students to connect more with their culture  | Continuous (new ideas will be incorporated into next year's plans) | Meeting with an Elder to get advice and improve my understanding of ISV; consult with teachers to brainstorm ideas  |
| 3        | Learn about and implement best practices in human resources management, especially in the area of effective training and development for teachers | The number of teachers, language specialists, learning coaches, and student support teachers who achieve their Professional Development Plan goals will increase   | Take an online course in HRM; reach out to other school leaders in Nunavut and ask them for suggestions and advice on how to improve training opportunities at my school   | This will allow me to develop knowledge and skills in an area that I'm mostly unfamiliar with; improving training for school staff and providing more development opportunities will help them become more effective teachers and improve student learning outcomes   | Within first term  | Meetings, phone calls, and emails with school leader colleagues who can advise and guide me   |
| 4        | Improve my knowledge and understanding of Information and Communication Technology (ICT)  | Improve my scores in online ICT knowledge quizzes (e.g., <a href="https://www.proprofs.com/quiz-school/story.php?title=ict-general-knowledge">https://www.proprofs.com/quiz-school/story.php?title=ict-general-knowledge</a> ) | Read online about basic ICT concepts and tools (e.g., <a href="http://howstufworks.com">howstufworks.com</a> ); ask IT staff or a classroom teacher with an interest in ICT to explain recent developments in ICT that could be beneficial to classroom learning | Improving my own knowledge and understanding of ICT will help me to identify ways to more effectively incorporate ICT into classrooms and the curriculum; knowledge and proper use of ICT are important life skills for students to have, and will improve their current learning outcomes and future success | Within first term  | Meetings or phone calls with IT staff or other school staff with knowledge of ICT   |

