



School Leaders

NUNAVUT PROFESSIONAL STANDARDS

NUNAVUT PROFESSIONAL STANDARDS FOR SCHOOL LEADERS

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 school leaders to grow in their profession within the culturally rich environment of Nunavut to achieve the best possible student outcomes.

Nunavut Professional Standards for School Leaders (Standards) provide school leaders with greater clarity about their roles and responsibilities and expectations in the Nunavut education system. The Standards apply to school leaders currently employed 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 career. The Standards are one component of the School Leader Professional Development Toolkit. The Standards are used as a companion document to the School Leader Self-Reflection and School Leader Professional Development Plan.

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

BENEFITS OF PROFESSIONAL STANDARDS

Education systems across the world have developed professional standards for their educators 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 School Leaders were developed in consultation with teachers, school leaders, the department, and the Nunavut Teachers' Association. Standards specific to school leaders 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 School Leaders are comprised of five Standards that outline what school leaders should know and be able to do. The Standards are interconnected, interdependent, and overlapping.

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

Each Standard is described in four career stages: Transitional, Confident, Proficient, and Lead. These career stages provide benchmarks to recognize the professional growth of school leaders 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 LEADERSHIP	STANDARDS	FOCUS AREAS AND DESCRIPTORS
PROFESSIONAL KNOWLEDGE	1. Know how to lead the management of the school	Refer to the Standard at each career stage
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	

PROFESSIONAL KNOWLEDGE

STANDARD 1 – KNOW HOW TO LEAD THE MANAGEMENT OF THE SCHOOL

Focus area	Transitional	Confident	Proficient	Lead
<p>School leaders use a range of data management methods and technologies to ensure that school resources and staff are efficiently organized and managed to provide an effective and safe learning environment that conforms with government mandates and adheres to generally acceptable financial practices. This includes meeting professional ethics and responsibilities, appropriate delegation of tasks to members of the staff, and the monitoring of accountabilities. School leaders ensure these accountabilities are met. They seek to build a successful school through effective collaboration with superintendents or directeur général, district education authorities (DEAs)/ Commission scolaire francophone du Nunavut (CSFN), Department of Education divisional staff, parents/guardians, and others. They use technologies effectively and efficiently to meet the best interests of all students.</p>	<p>School leaders align management procedures and processes to Inuit Qaujimagatugangit (IQ), Inuit Societal Values (ISV), and the educational goals, vision, and values of the school. They ensure employment practices and decisions are consistent with statutory, regulatory, policy, and contractual requirements. They allocate resources effectively to maintain the day-to-day operations of the school and evaluate the impact on student outcomes and value for money. They clarify for staff the relationship between the school's vision and values and the operational tasks that support them.</p>	<p>School leaders embed effective decision-making processes and build a cohesive leadership team. They analyze what data is important and plan how it should be used to support student learning outcomes. They make the best use of technology to: record, analyze, and share information; monitor progress against goals; and support new ways of working. They model exemplary professional behaviour and promote ethical standards throughout the school, as described in the Nunavut Teachers' Association Code of Ethics and the Nunavut Public Service Code of Values and Ethics.</p>	<p>School leaders ensure management procedures are fully understood by staff who take collective responsibility for efficient running of the school. They introduce best practices in human resources management to ensure the school can attract, retain, and motivate all staff. They review and improve plans regularly with the superintendent/directeur général and DEA/CSFN so that the school's vision and the School Improvement Plan can be realized. They use a consultative approach with students, staff, the wider school community, the local community, and the Department of Education to develop and update the School Improvement Plan.</p>	<p>School leaders identify trends and influences that will have an impact on the management of the school and plan for them. They review the effectiveness of processes and use of data to improve school performance and student achievement. They share best management practices and use of resources with other schools and education networks. They embed a culture of review, responsibility, and shared accountability to achieve high standards for all.</p>

PROFESSIONAL PRACTICE

STANDARD 2 – LEADING TEACHING AND LEARNING

Focus area	Transitional	Confident	Proficient	Lead
<p>School leaders create a positive culture of challenge and support, enabling effective teaching that promotes enthusiastic, independent learners, committed to lifelong learning. School leaders have a key responsibility for promoting bilingualism in the learning environment; developing a culture of effective teaching; leading, designing, and managing the quality of teaching and learning; and students' achievement in all aspects of their development, including students learning in their second language. School leaders are responsible for ensuring that the school follows the requirements set out in Nunavut's inclusive education regulations and that the principles of Inuit Qaujimajatuqangit (IQ) and Inuit Societal Values (ISV) are actively respected, embedded in teaching materials, and utilized in the delivery of the curriculum. They set high expectations for the whole school through careful collaborative planning, monitoring, and reviewing the effectiveness of learning. School leaders set high standards of student behaviour and attendance, encouraging active engagement and a strong student voice.</p>	<p>School leaders ensure the principles of Inuit Qaujimajatuqangit (IQ) and Inuit Societal Values (ISV) underpin and support high-quality Nunavut inclusive practices and set expectations that all activities are focused on improving student learning outcomes. They keep up-to-date with and share current developments in pedagogy and student engagement with all staff. They lead staff and students in identifying and planning high-quality teaching and learning.</p>	<p>School leaders prioritize creating and sustaining a student-centred learning environment. They motivate staff to keep their teaching practice current through use of research, innovative teaching strategies, and new technologies. They develop a robust approach to reviewing the curriculum and pedagogy to ensure a consistently high-quality environment for learning. They develop a coaching culture that encourages honest feedback to and from students and school staff based on evidence.</p>	<p>School leaders lead a school-wide focus on individual student achievement and the use of successful strategies. They ensure that reflective practices, structured feedback, and use of the Nunavut Professional Development Frameworks for the Educator Community lead to personal improvement of both students and school staff. They systematically monitor and report on student progress and have interventions in place to reduce gaps in attainment. They communicate high aspirations and expectations for all, celebrate success, and challenge underperformance.</p>	<p>School leaders lead high aspirations in learning and inspire the same in students, staff, parents/guardians, and the community. They establish systematic methods for collecting and interpreting evidence to identify excellent teaching and learning, and share successful strategies with the school community. They encourage staff to contribute to education networks, supporting the learning of others and development of pedagogy. They model collaborative leadership and engage with other schools and organizations to share and improve practice and encourage innovation in the education system.</p>

PROFESSIONAL PRACTICE

STANDARD 3 – DEVELOPING SELF AND SCHOOL STAFF PROFESSIONAL LEARNING

Focus area	Transitional	Confident	Proficient	Lead
School leaders work with school staff to build a professional learning community that is focused on inclusion, due process, and continuous improvement of teaching and learning. Through managing performance, effective continuation of professional learning, and feedback, they work with all staff to prioritize their professional learning needs and to set high professional standards and practice sound professional ethics in accordance with the Nunavut Teachers' Association Code of Ethics and the Nunavut Public Service Code of Values and Ethics. They model effective leadership and are committed to their own ongoing professional development and personal health and wellbeing, and seek support from others where necessary.	School leaders promote the benefits of professional learning to all staff and ensure that their willingness and efforts to learn and improve are recognized. They develop and implement personal and organizational priorities that link all learning and development activities to better outcomes for students. They work with staff to identify and prioritize their professional learning needs based on any gaps between the requirements of their roles and their current knowledge, understanding, and skills. They model personal and professional learning that is clearly linked to school goals and seek support from others as appropriate.	School leaders seek leadership potential in others and provide opportunities for their development. They identify and implement professional learning opportunities with staff that are aligned with staff learning plans, school, and Department of Education priorities. They consistently apply effective performance and development processes so that success is celebrated, underperformance is addressed, and complacency challenged. They provide staff with regular and effective feedback on their performance, determining together how they can improve and remove any obstacles to learning.	School leaders build capacity by creating a culture of empowerment, responsibility, and self-directed research that leads to the development of a professional learning community. They model the importance of health and wellbeing, watch for signs of stress in self and others, and take action to address it. They modify their leadership behaviour based on learning from experience and feedback from colleagues. They evaluate whether professional learning undertaken by self and staff has had the desired impact on students and has been shared with others.	School leaders create challenging roles, responsibilities, and opportunities for colleagues that leverage and grow their talents. They build and sustain a coaching and mentoring culture built on respect and trust at all levels in the school and have a system of self-reflection and constructive feedback in place. They mentor other school leaders to support their growth and development and help them to address issues. They seek opportunities for professional growth through engaging in regional, territorial, national, and global educational developments.

PROFESSIONAL PRACTICE

STANDARD 4 – LEADING IMPROVEMENT, INNOVATION, AND CHANGE

Focus area	Transitional	Confident	Proficient	Lead
<p>School leaders work with others to produce and implement clear, evidence-based improvement plans and policies for the development of the school and its facilities. They recognize that a crucial part of the role is to lead and manage innovation and change to ensure the vision, expressed through government mandates, and the School Improvement Plan, is put into action across the school and that its current and future goals and intentions are realized.</p>	<p>School leaders identify the need for innovation and improvement that is consistent with the school's vision and values and is informed by student needs and learning outcomes. They communicate the need for change across the school in an inspirational and logical way. They deepen their own knowledge and understanding of improvement strategies, leading change and innovation at a school-wide level. They engage and inspire staff to commit to evidence-based improvement, change, and innovation that has a positive impact on students and learning outcomes.</p>	<p>School leaders prioritize creating and sustaining a student-centred learning environment. They motivate staff to keep their teaching practice current through use of research, innovative teaching strategies, and new technologies. They develop a robust approach to reviewing the curriculum and pedagogy to ensure a consistently high-quality environment for learning. They develop a coaching culture that encourages honest feedback to and from students and school staff based on evidence.</p>	<p>School leaders develop a process and common language for change, which supports the implementation of the vision and School Improvement Plan. They evaluate outcomes and refine actions as change is implemented, paying attention to social, political, and local circumstances. They take account of the impact of change on others, providing opportunities for regular feedback so that change is owned by the school. They distribute leadership and encourage staff to build consensus across the school and to take individual responsibility for implementing change in the best interests of students.</p>	<p>School leaders embed a culture of continuous improvement, ensuring research, innovation, and creativity are core characteristics of the school. They lead educational networks by piloting and exploring new ideas for the system, acting as a guide, coach, and mentor to staff and colleagues. They evaluate the personal and organizational effects of change through regular feedback from superintendents/directeur général, DEAs/CSFN, and stakeholders, and evidence of impact on students and learning outcomes. They develop an innovative and outward-focused role as a leader influencing school excellence across the system.</p>

PROFESSIONAL ENGAGEMENT

STANDARD 5 – LEADING AND WORKING WITH THE COMMUNITY

Focus area	Transitional	Confident	Proficient	Lead
School leaders embrace inclusion and help build a culture of high expectations that takes into account the richness and diversity of the local community, wider school community, and the education system. They develop and maintain positive partnerships with students, parents/guardians, and all those associated with the wider school community. They create an environment of respect, taking into account the cultural, social, physical, and mental health and well-being of students and parents/guardians. In light of current legislation, they promote sound lifelong learning; respect for Inuit culture; diversity of the Nunavut population; and recognize and engage the school in the rich and diverse linguistic and cultural resources in the school and community.	School leaders promote parent/guardian engagement as a key aspect of raising the achievement of all students. They support the development of a strong DEA/CSFN. They lead an inclusive curriculum and school culture that promotes understanding of and respect for Inuit history, culture, and languages, and other culturally and linguistically diverse communities. They build partnerships with the local community and external stakeholders so they are aware of the vision and values of the school and can contribute to its success.	School leaders draw on expertise from other organizations to enhance and enrich the learning experience for students and their parents/guardians. They encourage the community to use school facilities in order to strengthen community engagement with the school. They identify and implement strategies to meet the diverse needs of students and their parents/guardians, challenge low expectations, and close gaps in achievement for specific groups. They understand the strengths and needs of their community, promoting high expectations and achievement for all.	School leaders are aware and in compliance of current protocols and work with other agencies to support the health, well-being, and safety of students and their parents/guardians. They create specific strategies for hard-to-reach parents/guardians, and explore the use of technology to deepen the engagement of parents/guardians in student learning. They implement departmental processes to gather regular feedback from parents/guardians and the local community that is systematically used to review school practices and inform decision making.	School leaders lead the school as an inclusive, outward-facing organization. They link with and provide support to other schools in effective community and parent/guardian engagement. They draw on best practices nationally and internationally to embed a culture of inclusion and high expectations for all, and take steps to tackle the effects of disadvantage on learning. They develop a mutually-supportive, collaborative, and trusting relationship with the community to ensure engagement in the life of the school. They collaborate effectively with other schools and agencies to promote an excellent education system in which all students can learn.

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