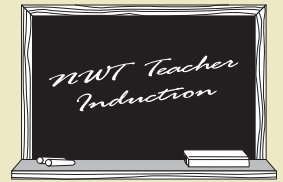
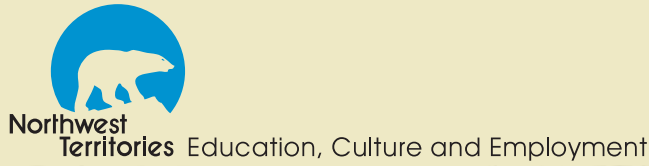




NWT Teacher Induction

A Program for Beginning Teachers



Welcome from the Minister of Education, Culture and Employment



On behalf of the Government of the Northwest Territories, Department of Education, Culture and Employment, I am pleased to welcome you to your new teaching position. Teaching is a challenging and rewarding career and it is my hope that you will find our schools a great place to work and our communities a great place to live. As a teacher you are the face of the Department and you are adding to northern development through your work with our most important resource, our young people.

Teaching in the Northwest Territories, either in a small community or a larger center, will offer unique learning opportunities for you. I encourage you to participate in community events, to learn about the cultures and languages of the region, and to get to know each of your students and their families. By getting involved you will be more appreciative of the students in your class and your experience teaching in the north will be more enriching, rewarding and enjoyable. As a member of the larger northern teaching community, you are now part of bigger family, and I hope you will fully enjoy your time here.

Each of your students has a unique gift and as their teacher you will help them discover these gifts. NWT Inclusive Schooling and culture-based education supports a culturally sensitive approach to education and the traditional teaching of northern Aboriginal peoples. The Dene Kede and Inuqatigiit curriculum documents were developed to help you when you prepare your lessons and I encourage you to become familiar with them.

As a beginning teacher, or an experienced teacher new to the NWT, each year is an opportunity to enhance your professional knowledge and skills, and to refine your teaching style. Part of being a good teacher is recognizing that you are always learning and helping to instill that passion for life-long learning in your students.

Inevitably, you will experience highs and lows at different time during the school year. This is expected so don't be discouraged by the lows. The Teacher Induction and Mentorship Program has been designed to support you through the more difficult times and to help you celebrate and reflect on your successes throughout the year. You've been paired with a Teacher Mentor who wants to help you, so don't be afraid to ask for assistance when you need it. Regular, ongoing mentorship meetings will help ensure a very successful year for you and your students. Remember that your colleagues have had similar experiences and that, through discussion and reflection, you will continue to improve your skills.

Based on a survey of new teachers, this package has been designed to address your needs. The binder includes information on a variety of topics, including NWT curriculum, best practices, culture and language, history, the environment, the Northwest Territories Teachers' Association, and information from the region that you will be teaching in.

I hope that you enjoy the experience of living and teaching in the Northwest Territories and that you will choose to call it home. Good luck in the coming school year!

A handwritten signature in blue ink, appearing to read 'Jackson Lafferty'.

Honourable Jackson Lafferty
Minister, Education, Culture and Employment

Acknowledgements

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This NWT Teacher Induction package was piloted during the school year 2000 – 2001. The Induction committee asked for suggestions and comments for improvement. This input was used to redesign sections of the Induction Binder.

We welcome further comments and suggestions.

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Regional Information (insert from regional boards)

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Definitions

Beginning teacher: A beginning teacher is a teacher who is in the first year of the profession.

Commission scolaire francophone: A publicly elected body drawn from French right-holders of Hay River and Yellowknife. The Commission makes decisions on planning, operations and staffing at their community school. The Commission scolaire francophone operates as the Divisional Board of Education for French minority language education in the Northwest Territories.

Department of Education, Culture and Employment (ECE): This department consists of the following divisions: Strategic and Business Services; Culture and Heritage; Official Languages; Education Operations and Development; Early Childhood and School Services; Information Networks; College and Career Development; Income Security Division; Library Services; and ECE Regional Operations.

District Education Authorities (DEA): A publicly elected body drawn from members of the community. The DEA makes decisions on planning, operations and staffing at their community school. (Yellowknife Education District No. 1, Yellowknife Public Denominational (Catholic) District, community DEAs)

Divisional Education Councils (DEC): Representatives from the DEAs that sit on a divisional (regional) education council. The DEC is responsible for developing policies that guide the system of education in the region. (Beaufort-Delta, Sahtu, Tlicho, Dehcho, South Slave, Commission scolaire de francophone)

Individual Education Program (IEP): An education plan developed for a student with special needs.

Induction: The process of providing a support system for the new and beginning teacher. This support system usually includes an orientation to the community, a formal mentoring program, and professional development to develop advanced and responsive teaching skills.

Mentorship: Mentorship is a dynamic process, which builds on the needs of the beginning teacher, the strengths of the mentor and the relationship between the two. This relationship must be flexible to fit the partnership and provide formal and informal interactions.

New teacher: A new teacher has previous teaching experience but is in his/her first year of teaching in the NWT. Several NWT schools mentor all staff new to the building.

Northwest Territories Teachers' Association (NWTTA): The teachers' association provides information and services for all teachers in the NWT. Members of the NWTTA work under three separate contracts, GNWT, Yellowknife Public Denominational District Education Authority and Yellowknife District No. 1 Education Authority.





What is Teacher Induction?



NWT Teacher Induction

What Is Teacher Induction?

Definition: A Teacher Induction Program involves those practices used to help new and beginning teachers become competent and effective professionals in the classroom. Induction programs also help develop an understanding of the local school, community and cultures.

Why have a Teacher Induction Program?

Research has shown that:

- 20% of new teachers leave the profession in the first three years.
- The first year is predictive of success and retention in the career.
- New teachers are more influenced by their first school setting than by their teacher education pre-service training.
- Supported teachers and administrators can influence many things, which affect new teachers.
- Supported teachers use a wider variety of teaching practices, and more challenging activities to engage students.
- Supported teachers have better planned instruction, a wider range of materials, more confidence and better classroom management.

Goals of Teacher Induction:

1. Improve teacher performance
2. Retain competent teachers in the profession
3. Promote the personal and professional well-being of the new and beginning teachers
4. Build a foundation for continued professional growth through structured contact with mentors, administrators and other veteran teachers.
5. Transmit the culture of the school and teaching profession

Benefits of Induction Programs

1. Benefits for NWT Students
 - Continuity in academic instruction
 - Improved teacher retention and performance
 - Greater self-confidence
 - Improved achievement in school
2. Benefits for New and Beginning Teachers
 - Accelerated success and effectiveness
 - Greater self-confidence
 - Heightened job satisfaction
 - Improved personal and professional well-being
 - Enhanced commitment to students, school and profession
 - Increased opportunity for building connections with the community
 - Improved level of comfort and support



3. Benefits for Mentors

- Leadership development
- Increased professional growth and job satisfaction
- Increased collaboration
- Facilitation and development of new ideas
- Enhanced self-image
- Sharing of pedagogical strategies

4. Benefits for Administrators

- Improved principal – teacher relations
- Retention of teachers
- Development of leadership potential on staff
- Increased teacher interactions and collaboration
- Increased student learning

5. Benefits to the School and Community

- Collegial network develops as part of the interaction with mentors and protégés
- Retention of competent teachers
- Increased student success
- Increased understanding of the community and the culture

NWT Induction and Mentorship Program NWT Induction Model and Timetable

Phase	Month	Activity
<p>Phase I – Pre-Orientation</p> <ul style="list-style-type: none"> ▪ Teaching assignment ▪ Curriculum and resources ▪ School information ▪ Historical and cultural information ▪ Community, region, territory (housing, environment, culture) ▪ Salary and benefits 	<p>Date of hiring to arrival in region or community of teaching assignment</p> <p>March or immediately after hiring</p>	<ul style="list-style-type: none"> ▪ Send out pre-orientation package including Induction Binder ▪ Visit the NWT Teacher Induction website: http://www.newteachersnwt.ca/ ▪ Mentor contact with new and beginning teacher by phone, mail or email.
<p>Phase II – Orientation</p> <ul style="list-style-type: none"> ▪ School – physical layout, resources, expectations, policies ▪ Community ▪ Cultures/languages ▪ Region (Divisional Education Council) 	<p>Date of arrival in region or community until the end of the second month</p> <p>August through October</p>	<ul style="list-style-type: none"> ▪ Regional workshops ▪ Community activities ▪ School activities ▪ Professional Information ▪ Mentorship training with both mentors and protégés in regions and schools workshops and develop mentorship plans by Sept 30. ▪ DEA 'meet and greet' activities
<p>Phase III – Systemic Sustained Supports</p> <ul style="list-style-type: none"> ▪ Formal mentor program ▪ New and beginning teacher communication networks ▪ Team planning/teaching ▪ Resource files ▪ Master teacher observations ▪ Study groups ▪ Resource people 	<p>Year One of teaching in the region</p> <p>August – June</p>	<ul style="list-style-type: none"> ▪ Release time for mentorship teams ▪ Year One newsletter ▪ First Class Client resources and access to fellow new and beginning teachers ▪ Observations of fellow teachers ▪ Review of Mentorship plan in November and May
<p>Phase IV – Professional Development</p> <p>PD for beginning teachers should address areas of greatest need to allow for the connection of theory in pre-service with teaching experience in the beginning years. Experienced teachers also benefit by refreshing knowledge and by learning new strategies.</p>	<p>As specified by school and regional professional development calendars.</p>	<ul style="list-style-type: none"> ▪ Workshops ▪ Beginning teacher workshops (by arrangement) ▪ Courses ▪ On-line learning ▪ Committee work ▪ Staff meetings ▪ Research ▪ Curriculum development



Pre-Orientation

Historically, NWT schools have drawn on a pool of teachers from all parts of Canada. This trend continues to the present, along with increasing numbers of Northern teachers who represent the territory's population and cultures. Teacher recruitment is generally done between January and June; however, circumstances sometimes require late hiring into the summer and during the school year.

It is important for new and beginning teachers to acquire as much information as possible soon after hiring, so that they can prepare for their transition to a new environment and possibly the beginning of a new profession.

Information for the School Year

New and beginning teachers in the NWT, in the past, have asked for accurate information on their teaching assignment, NWT curriculum and resources, school philosophy and expectations. This allows time for the teacher to understand the professional requirements of the new assignment. It will also allow time to gather personal teaching resources to help get started.

The NWT Teacher Induction program has designed a website for new and beginning teachers to the NWT at www.newteachersnwt.ca/. This website is intended to be a resource for anyone interested in teaching and living in the NWT. There are links to curriculum documents, the schools, and the cultural regions and language groups of the Northwest Territories.

Long before they arrive in their new community and school, new and beginning teachers will also want to find out as much as possible about the environment in which they will be living and teaching. Information about the community, the region and the territory in general, will make for a smoother transition, particularly if this is their first experience teaching in the North and/or in an isolated community. Learning about the culture of the children and the history of the area will go a long way toward preparing for this new experience. It will be important to come with knowledge, but also with an open mind.

Finally, it is important to be prepared personally. This includes having an accurate picture of living conditions – housing, community services, cost of living, transportation routes and necessities required for personal comfort. Situations vary greatly from community to community so it is important to ask about your particular situation. New and beginning teachers also need to understand their salary and benefits package and should feel free to ask the necessary questions before arriving at their new teaching assignment.

Pre-Orientation Information

This type of information is available through several sources. First, the Divisional Education Council in the region where the beginning teacher will be teaching will have information specific to the job assignment. It is recommended that all new and beginning teachers contact the Northwest Territories Teachers' Association by telephone at 867 873 8501 and online at www.nwtta.nt.ca/.

It is very important to clarify as many uncertainties as possible in advance of arrival. This is the purpose of pre-orientation - the time between hiring and arrival.

Orientation

Orientation for teachers in the NWT has taken many forms over the years; however, the purpose remains the same. It is a process of introducing new and beginning teachers and teachers new to the community, into the professional fabric of the school, the community and the region.

A very important part of orientation in most NWT communities is an introduction to the culture and language of the community. Orientation usually takes place from the time of arrival through the first two months in the new teaching assignment. It involves a variety of activities to introduce the beginning teacher to professional, environmental and personal aspects of their new experience.

Some regions host a **Regional Orientation** or beginning teachers' conference within the first month at which new staff receives information on the NWT curriculum, program resources, regional philosophy and policies. Questions about salary and benefits can then be answered. This is an ideal time to meet other beginning teachers and experienced staff from the region who can become a support network for the remainder of the year.

Regional orientation may include the following:

- Mission and strategic plan
- NWT and regional curricula and resources
- NWT resource people – curriculum coordinators and consultants
- Regional resource people
- Policies and procedures
- Cultural awareness
- Teaching and Learning Centres
- Networking opportunities
- Electronic mail systems
- Expectations of parents and elders
- Advice from experienced northern teachers
- Salary and benefits
- NWTTA information
- Regional principals' meeting



Community orientation takes different forms and is often organized by the District Education Authority. In some locations, new staff members are taken on a fall caribou hunt, to visit a local fishing camp or on other traditional events. Such activities allow the community to welcome the new teachers into their culture. These are valuable experiences that initiate lasting friendships and provide valuable insight into the lifestyle of the students who will be entering the classroom doors very soon. This is also an opportunity to break down potential barriers caused by cultural misunderstandings before they have a chance to form. Some communities assign a local family who adopts a beginning teacher and it becomes their responsibility to provide the teacher with an orientation to the community.

Community orientation may include the following:

- Community/ DEA welcome for new teachers
- History of the community
- History of education in the community
- Community tour
- Welcome Wagon
- Local family buddy
- Community cultural orientation
- On the land experience i.e. caribou hunt, fishing trip, etc
- Community welcome event, i.e. picnic, scavenger hunt
- Introduction to community leaders, elders
- New staff attend DEA meeting
- Explanation of community organization, structures and services
- Calendar of events for the community

School orientations are usually organized by the principal and, possibly, some experienced staff members. Early in the fall, most schools host a "Meet the Teacher" night. This is also an important part of orientation when beginning teachers have an opportunity to meet parents in a friendly atmosphere. Remember, it is very important to get to know your students' parents before any issues arise, so make the contact early.

School Orientations may include the following:

- School tour
- School goals and mission statements
- Professional Development procedures
- School routines, resources
- School policies and procedures, i.e. supervision, substitute teachers
- Assembly to introduce new teachers
- Administration days before school begins
- Meet the teacher night and open house
- Calendar of events for the school
- Professional Information
- Local Northwest Territories Teachers' Association Information
- Prior-to-first-day teacher checklists
- Sample long-range plans of previous teachers
- Information/workshops on student support



Systemic Sustained Supports

Systemic Sustained Supports provide a framework for new and beginning teachers that will help them apply their knowledge, skills and previous experience to their new teaching assignment in the NWT. These supports will let the new or beginning teacher know that they are part of a process which does not expect them to know everything or get everything right the first time.

Systemic Sustained Supports can take various forms but the most popular for new and beginning teachers is the NWT Mentorship Model. However, if formal mentorship is not possible in a particular school, informal options may be considered. In very small schools, it may be necessary for a new and beginning teacher to develop a support network through e-mail and video or telephone conference calls with an experienced teacher or consultant. Whatever form it takes, the value of **systemic sustained supports** should not be underestimated. Tapping into the experience of other educators can and does make an amazing difference during the early years of teaching.

Forms of Systemic Sustained Supports in the NWT:

1. Formal Mentorship Program

In the formal mentorship program, a new or beginning teacher is paired with a trained, experienced mentor who will provide support ranging from professional advice on classroom management to information about life in the community.

2. School Team Planning/Team Teaching

Several teachers who teach at a similar grade level or subject area meet regularly for joint planning. The team ideally consists of experienced and beginning teachers. Teachers share ideas, brainstorm, choose a format that suits everyone, and then expand the plan into more detailed, short-term weekly or daily plans. Teachers share responsibility for gathering resources and creating learning materials. Team planning may develop into team teaching where classes are combined. Cooperative learning and peer teaching methods may be introduced to address multi-levels. Team planning and team teaching allow teachers to share the planning and teaching responsibility, thus creating a cooperative model for their students. It reduces the feeling of isolation for teachers and also facilitates on-going feedback and opportunity for professional growth and reflection. Joint planning time may be facilitated through creative timetabling. Support of the principal is essential for success.

3. New and Beginning Teacher Website

A website, www.newteachersnwt.ca, for new and beginning teachers provides links to useful resources such as curriculum documents, beginning teacher websites, and lesson plan ideas.

4. Regional Teacher Networks

Beginning teachers generally develop informal networks, which begin at orientations and regional workshops. These networks can become very supportive, both personally and professionally. Beginning teachers, in particular, can benefit from regular contact with colleagues. In small schools, where there may only be one beginning teacher or one teacher teaching a particular level, networking through e-mail, video conference or telephone should be encouraged. This contact can

reduce the feeling of isolation and provide valuable connections for personal and professional support.

5. Observations of Exemplary Teachers

Seeing is believing and being able to see a particular strategy in practice can be the best learning opportunity. With the support of the principal, a beginning teacher can request time to observe an experienced teacher. An observation can only be effective when the beginning teacher and the experienced teacher have a clear expectation. They should meet beforehand to plan the observation, and meet afterwards to reflect on the experience. It will also be helpful for the beginning teacher to discuss how the observed strategy will be integrated into his/her program.

6. Resource Files

Most schools keep files of long-range plans, sample unit plans and resource lists developed by teachers from previous years. These can be very useful for several reasons:

- 1) to be reused or adapted by beginning teachers;
- 2) to be used as models;
- 3) to give a new and beginning teacher an idea of what his/her class learned last year.

7. Resource People

For the new and beginning teacher, it may be difficult to sort out where to go for information. Ask your mentor, administration or other staff members for advice. It is important to remember to go through the correct channels when accessing other agencies.

- Coordinator, NWT Induction and Mentorship Program
- NWT – Education, Culture and Employment Curriculum Coordinators
- Consultant, Teacher Training
- Divisional Education Council
- Board Consultants
- Teaching and Learning Centres

The NWT Mentorship Program

The Northwest Territories Teacher Mentorship Program is a formalized partnership between an experienced Northern teacher and a teacher new to the profession or new to the Northwest Territories in which the experienced teacher is trained to guide and support the beginning teacher during his/her initial phase of teaching.

A beginning teacher is a teacher who is in the first year of the profession; a new teacher has previous teaching experience but is in his/her first year in the NWT.

Why have a formal mentorship program?

Research has shown that:

- Beginning teachers need support during their transition into professional practice.
- Teaching is the only profession that requires beginners to do the same work as experienced teachers.
- Through mentoring activities, both the protégé and the mentor gain understandings and concrete skills that will benefit their students and be shared with colleagues.
- Mentoring must be connected to a vision of good teaching, if it is to contribute to positive educational reform.
- Mentors need opportunities to learn to mentor and time to mentor.
- Mentoring is more than a social role. It is also a professional practice.
- Beginning teachers who are mentored experience success and satisfaction in the profession sooner than those who do not have mentors
- Research shows that beginning teachers who are mentored are much more likely to stay in the profession.

Informal mentoring is not enough, because:

- New educators often do not ask for the assistance they need.
- Experienced teachers do not want to intrude.
- Informal mentoring does not necessarily support improvement over time.
- Informal mentoring may have a conservative effect on new teachers' practice.
- Informal programs are difficult to identify, support and evaluate.
- There is a need to identify who is obtaining support and the quantity as well as the quality.
- New educators need to observe a variety of effective teaching models.

Mentorship Skills

- | | |
|--|--|
| <ul style="list-style-type: none"> • Listening • Observing • Coaching • Conferencing • Giving constructive feedback | <ul style="list-style-type: none"> • Facilitating • Counseling • Reflective thinking • Building partnerships • Modeling |
|--|--|

Characteristics of a Mentor

- | | |
|--|---|
| <p>Essential:</p> <ul style="list-style-type: none"> • Willing and available • A caring person • Demonstrated competencies as an effective teacher • Thorough understanding of the school, the NWT curriculum, the community culture, learning theories • Experience with culture-based education • Familiarity with NWT teaching resources • Respected by fellow teachers and parents | <ul style="list-style-type: none"> • Continues to grow professionally • Non-judgmental <p>Desirable:</p> <ul style="list-style-type: none"> • 3-5 years teaching experience in NWT • Similar teaching assignment as beginning teacher • Ability to integrate change in the curriculum and school • An effective team planner |
|--|---|

Release time: If internal arrangements can be made, the mentor and beginning teacher may be freed from regular duties for ½ day per month in order to achieve the objectives described in the Mentorship Plan.

This release time is intended for co-operative planning, classroom observations, research, cohort meetings and/or professional development in an area specified by the mentorship plan.

This release time is not intended to be used for regular prep by the protégé.

Protégés have identified the following areas as their top ranked needs:

- Planning, organizing, and managing instruction
- Assessing and evaluating student progress
- Obtaining resources
- Dealing with individual needs
- Use of effective teaching methods
- Motivating students
- Managing the classroom

Mentors and protégés have identified the following areas as important for 'new' northerners, particularly in smaller communities:

- Availability of classroom resources
- Housing needs
- Recreational opportunities
- Winter clothing
- Food orders
- Local cultures, languages
- Culture Based Education



Proposed Timeline for the NWT Mentoring Program

- April/May: Experienced teachers are identified and invited by principals to join the mentorship program for the coming school year.
- May - August: Newly hired teachers are matched with mentors by principals. Mentors make contact with protégé by phone, email, or letter.
- August - Sept: Mentor meets beginning teacher and provides support on arrival and during orientation.
- August/Sept: NWT Teacher Induction and Mentorship Coordinator provides training sessions for mentors and protégés on request from the regions or schools.
- By Sept 30: The mentor and protégé develop a **Mentorship Plan** that must be approved by the principal. The plan is then sent to the superintendent for final approval. **Mentorship allowance and release time are dependent on this approval.**
- By October 15: A mentorship/protégé participant list is sent to the Department of Education Induction/Mentorship Coordinator to initiate required funding for allowances and release time.
- Ongoing: Regular formal or informal meetings occur between mentor and protégé. If internal arrangements can be made, one half day per month is set aside with release time for meetings between mentor and protégé as outlined in their Mentorship Plan, found in this manual. Some schools allow their teams to bank the half days for longer PD sessions. This time may be used for classroom visits/observations, co-teaching opportunities, and lesson planning sessions. The intent of this release time is to provide the protégé with the opportunity to learn and grow from interactions with peers.
- Nov/Dec & May/June: Mentorship team reviews the mentorship plan and makes any needed changes. Take time to reflect on the mentorship process and plan. Celebrate successes.



Mentorship Training (Regional or School Level)

Suggested Content Model for Mentor Workshops

1. Mentoring and the Mentoring Role

- What is mentoring and who is a Mentor?
- Roles and Responsibilities of Mentors, Protégés, Administration & others
- Characteristics of Effective Mentors
- Functions of Mentoring
- Payoffs and Pitfalls of Mentoring

2. Assisting the Beginning Teacher

- Characteristics of Beginning Teachers
- Stages of Teacher Development
- Needs of Beginning Teachers
- Concerns of New Teachers

3. Helping Beginning Teachers with Critical Tasks of Teaching Classroom Management

- Arranging the Classroom Setting
- Planning and Teaching Rules and Procedures
- Managing Student Work
- Establishing a Positive Classroom Climate
- Supporting Good Student Behaviour
- Conducting Instruction and Maintaining the Momentum
- Getting the Year Off to a Good Start
- Planning for Instruction

4. The Process of Mentoring

- Mentoring vs. Evaluation
- Knowing the Characteristics of the Adult Learner
- Practicing Empathic Communication Skill
- Conducting Formal Observations
- Leading Novices to Construct Teaching Knowledge Using Reflective Discovery

5. Developing Action Plans

- Setting Goals and Plans
- The Art of Letting Go.

Evertson & Smithey 2000, Experimental Field Study (p. 295)

Mentorship Roles and Responsibilities

Successful mentorship depends upon the clarity of participant roles and responsibilities.

Role of the Mentor

- Make contact with protégé by email, phone or mail as soon as they're hired
- Show your protégé around the community and introduce them to community people.
- Ensure your protégé is oriented to the culture of the community
- Attend the initial training session as well as any follow up sessions.
- Acquaint the beginning teacher with school routines, procedures, resources and facilities.
- Provide encouragement and time for the beginning teacher to reflect on and discuss his/her practice.
- Understand the typical needs and challenges of beginning teachers; they need time and encouragement to develop their own strategies for teaching.
- Prepare to be especially helpful in areas known to be difficult for novice teachers, e.g. classroom management.
- Prepare for effective one-on-one communication with individual teachers.
- Develop a variety of strategies to assist the beginning teacher with gaining acceptance and support within the school.
- Discuss NWT curriculum and teaching strategies.
- Work with the protégé in a collegial fashion.
- Celebrate successes.

Role of the Protégé

- Get to know the mentor personally and professionally.
- Become familiar with school routines, procedures, and resources.
- Work with the mentor in a collegial fashion.
- Discuss NWT curriculum and teaching strategies.
- Work to create a culturally relevant learning environment.
- Encourage parent and community involvement.
- Celebrate successes.

Role of School Administration

- Inform potential mentors and protégés about the mentorship program.
- Identify teachers as potential mentors in the spring; teachers must be willing to participate. Do not assign teachers as mentors.
- Arrange for mentorship training either through the school or region.
- Match mentors and protégés – careful consideration of location, subject areas and prep time all contribute to successful ongoing mentoring.
- Recommend, assign or approve mentorship teams based on the strengths and needs of the school staff.
- Approve mentorship teams after the mentor and protégé have completed their **Mentorship Plans**. This needs to be completed by September 30 of the school year.
- Offer encouragement and support for the mentorship process and be interested.
- Support mentorship team orientation to community culture
- Provide release time for mentorship sessions.
- Do not associate mentorship with evaluation.
- Intervene if relationship is not working.
- Build a school wide culture among faculty that supports the professional development of beginning teachers



- Provide opportunities for interaction outside the classrooms, grade level meetings, Christmas concert committees, etc.
- Make sure all staff has access to email, First Class Client.

Role of ECE Induction and Mentorship Coordinator

- Provide support for the mentorship program at the regional and district levels.
- Develop and deliver mentorship training workshops.
- Provide NWT Mentorship handbook.
- Work with administration to provide support for the mentorship program.
- Collect best induction practices from NWT schools.
- Work with new and beginning teachers in the NWT.
- Create and distribute a newsletter for new and beginning teachers.
- Maintain the NWT Teacher Induction website: www.newteachersnwt.ca.
- Provide resources for mentorship teams and beginning teachers.
- Build connections and partnerships with the Aurora College Teacher Education Program in the NWT.
- Build connections and partnerships within ECE to access resources, research and expertise for new and beginning teachers in the NWT.
- Keep all NWT Teacher Induction materials current and relevant.
- Evaluate the effectiveness of the NWT Mentorship Program

Role of DEA/DEC

- Provide support for the NWT Induction program.
- Plan and deliver an introductory community orientation to new and returning teachers. E.g. the DEA members in Aklavik meet and greet each new teacher on the individual's arrival.
- Provide opportunities for new teachers to participate in community events.
- Consider ways to welcome teachers e.g. Adopt a Teacher Program

APPLICATION FOR MENTORSHIP

Mentor _____ Protégé _____

Position _____ Position _____

School _____ School _____

Address _____ Address _____

The Mentorship Plan will be designed and agreed upon jointly by the mentor and protégé and approved by the principal. Predetermined objectives are important for the success of this program; however, it is recognized that there will need to be some flexibility and room for adjustment during the program. Long-term and short-term objectives should be included. The main focus will be to support the protégé in the day-to-day teaching practice.

The mentor and protégé choose **two specific areas** of professional development to focus on during the year (suggested list below) in addition to the on-going support.

Professional Development sessions may take one of the following forms:

- 1) joint planning sessions;
- 2) protégé observing in experienced teachers' classrooms;
- 3) mentor observing and providing feedback in protégé's classroom
- 4) workshops led by mentor or resource people;
- 5) professional reading or viewing;
- 6) other.

Choose 2 areas from the list below:

- Multi-level instruction
- Long-range planning
- Inclusive schooling
- Cultural awareness/culture-based education
- Creating a positive learning environment
- Classroom management
- Creative teaching strategies
- Student assessment evaluation
- Creating teaching materials
- Community involvement
- Parental involvement
- Use of para-professional and volunteers in the classroom
- Student motivation and self-esteem
- _____
- _____

MONTH - September

Objective: _____

Method: _____

MONTH - October

Objective: _____

Method: _____

MONTH - November

Objective: _____

Method: _____



MONTH - December

Objective: _____

Method: _____

MONTH - January

Objective: _____

Method: _____

MONTH - February

Objective: _____

Method: _____



MONTH - March

Objective: _____

Method: _____

MONTH - April

Objective: _____

Method: _____

MONTH - May/June

Objective: _____

Method: _____

The principal, mentor and protégé have agreed upon this Mentorship Plan.

Principal _____ date _____

Mentor _____ date _____

Beginning teacher _____ date _____



Sample Mentorship Plans

Sample Plan A is from a beginning teacher and experienced northern mentor.

September

Objectives:

1. Focus on setting up the classroom as an inviting, stimulating and efficient learning environment.
2. Focus on classroom routines and expectations
3. Personal wellness

Methods:

1. Scheduled meetings
2. Observations in other classrooms
3. Contact at least one other beginning teacher by phone or email

October

Objectives:

1. Develop long-range plans
2. Get to know students as individuals
3. Personal wellness

Methods:

1. Reference plans from previous years
2. Planning meetings
3. Contact another beginning teacher

November

Objectives:

1. Methods of student evaluation
2. Parent communication
3. Personal wellness

Methods:

1. Mentor arrange volunteer staff brainstorming session to discuss evaluation methods
2. Mentor and beginning teacher plan first report cards and parent communication
3. Each staff member invited to give beginning teacher one piece of advice re: parent communication

December

Objectives

1. Find ways to enhance student motivation and self-esteem
2. Review mentorship plan
3. Personal wellness

Methods:

1. Beginning teacher observe in two other classrooms for motivation methods

2. Staff brainstorm session on motivation
3. Principal, mentor and beginning teacher meet to review plan so far – Where are we now? Celebrate the successes
4. Contact another beginning teacher

January

Objectives:

1. Focus on culture-based education in the classroom
2. Personal wellness

Methods:

1. Mentor arrange meeting with community elders
2. Mentor arrange information session with teachers who represent culture of majority of students, if different from beginning teacher
3. Contact another beginning teacher

February

Objectives:

1. Focus on inclusive schooling
2. Personal wellness

Methods:

1. Classroom observations – focus on inclusionary instruction practices
2. Mentor observe in beginning teacher's classroom to provide constructive feedback
3. Contact another beginning teacher

March

Objectives:

1. Review and revise long-range plans
2. Personal wellness

Methods:

1. Mentor and beginning teacher planning session
2. Contact another beginning teacher

April

Objectives:

1. Review and revise learning environment and expectations for students
2. Personal wellness

Method

1. Mentor and beginning teacher reflection and planning sessions

2. Contact another beginning teacher

May

Objectives

1. Review of evaluation and parent communication
2. Review mentorship program
3. Personal wellness

Methods:

1. Reflect and revise evaluation and parent communication process from previous reporting periods
2. Meet with principal, mentor and beginning teacher to review mentorship program;
3. Celebrate the successes
4. Contact another beginning teacher

Sample Plan B is an example of a team of mentors and beginning teachers planning joint release times through the year. The two teams planned the use of their release time together. In setting up their plan, they arranged for resources and consultants to be available for the release sessions.

September

Objectives:

Mentorship introduction and review of NWT Induction binder

Methods:

Workshop provided by Regional Office

October

Objectives:

Examine effective classroom management strategies

Methods:

Use a half-day release time, mentors will share useful and successful strategies for classroom management – show a video (e.g. Harry Wong’s The Effective Teacher)

November

Objectives:

Review management techniques
Multi – level/ inclusive schooling strategies

Methods:

Bring in DEC consultant to present strategies for classroom management.

December

Objectives:

Focus on personal wellness

Methods:

Brain storm strategies to reduce stress.
Use half day to bring in DEC consultant

January

Objectives:

Review mentorship plan, celebrate successes

Methods:

Use half-day release to review what worked and what needs to be addressed for the remainder of the year.

Meet with other beginning teachers and mentors to share ideas and celebrate as a cohort group.

February

Objectives:

Community and parental involvement

Methods:

Use half day to brainstorm strategies, collect community resources list.

March

Objectives:

Student motivation and self-esteem

Methods:

Use half day to review resources, share successful strategies, and collect information from the Internet

April

Objectives:

Re-assess and reflect on previous strategies and celebrate successes



Methods:

Mentor and beginning teacher reflection and planning sessions

May

Objectives

1. Creative Teaching strategies

Methods:

1. Share resources and strategies that were successful.
2. Create shared files for future use

Sample Plan C is an example of an experienced teacher new to the NWT and an experienced mentor.

September

Objectives:

1. Writing up mentorship plan
2. Getting to know students and the school routines.
3. Setting classroom routines with students

Methods:

1. Use of half-day release time to write up mentorship plan
2. Review successful strategies with mentor
3. Start school routine resource file for potential use for future years.

October

Objectives:

1. Create long range plans
2. Start community resource file
3. Continue getting to know students
4. Make parent contact

Methods:

1. Share previous long range plans, review new ECE directives e.g. Assessment
2. Continue school resource file and include community resources
3. Start student portfolios
4. Invite parents to an open house evening, start monthly parent lunches.

November

Objectives:

1. Review school reporting formats, include in resource file
2. Make parental contact
3. Personal wellness

Methods:

1. Staff meeting addresses reporting strategies
2. Make first report a parent student led conference
3. Contact other new teachers, have potluck, celebrate first term

December

Objectives:

1. Review mentorship plan
2. Participate in community festivities
3. Personal wellness

Methods:

1. Principal, mentor and beginning teacher meet to review plan so far – Where are we now? Celebrate the successes
2. Contact another beginning teacher

January

Objectives:

1. Focus on culture-based education in the classroom

Methods:

1. Review Dene Kede and/or Inuuqatigiit curriculums
2. Mentor arrange information session with community members and teachers who represent culture of majority of students, if different from beginning teacher
3. Visit DEC's Language Resources centre

February

Objectives:

1. Focus on assessment strategies
2. Personal wellness



Methods:

1. Review ECE's assessment strategies.
 2. Actively use several different assessment strategies e.g. Rubrics
 3. Share assessment strategies with other teachers, particularly in similar teaching assignments

March

Objectives:

1. Continue work on assessment strategies
2. Survive 2nd report cards session

Methods:

1. Collect examples of all students' work in portfolios
2. Start report card information gathering at the beginning of month
3. Attend PD Assessment workshop with mentor

April

Objectives:

1. Review and update long range plans

2. Review expectations for Culture based education.
3. Continue parent and community involvement in classroom
4. Personal wellness

Methods:

1. Mentor and protégé reflection and planning sessions
2. Review northern resources, build up community file
3. Continue work on school routine handbook

May

Objectives

1. Review of mentorship program
2. Celebrate the successes of the year.
3. Personal wellness

Methods:

1. Meet with principal, mentor and beginning teacher to review mentorship program; celebrate the successes
2. Attend mentorship training for the next school year.
3. Contact another beginning teacher

**There is an NWT Mentorship Handbook that is made available to all mentors during the formal training sessions. Material from this handbook can be found on the website at www.newteachersnwt.ca*



Professional Development (PD)

In order to maintain an Interim Professional Teaching Certification, a teacher is required to participate in a minimum of 50 hours of professional development during the first three-year term of the certificate. There are regional Professional Development Committees that organize and tend to professional development on a local level.

New and beginning teachers are expected to attend local professional development. Within the Induction and Mentoring programs, PD Committees need to consider offering workshops and courses to allow teachers to connect the theory of pre-service with their teaching experience in the beginning years. Experienced teachers also benefit by refreshing their knowledge and by learning new strategies.

Suggested Professional Areas of Concern for Beginning Teachers:

- Multi-level instruction
- Differentiated instruction
- Long-range planning
- Inclusive schooling
- Cultural awareness
- Creating a positive learning environment
- Classroom management
- Creative teaching strategies
- Student assessment and evaluation
- Creating teaching materials
- Community involvement
- Working with teaching assistants and volunteers
- Parental involvement

The Department of Education, Culture and Employment offers professional development in-service and workshops upon request from schools and regions. The workshops are organized into three main categories.

1. Curricular areas
 - a. Assessment
 - b. Career Development
 - c. On-line learning
 - d. Health /Physical Education
 - e. Language Arts
 - f. Math
 - g. Northern Studies/Social Studies
 - h. Science
2. Culture Based Education
3. Student Support Workshops
 - a. Effective Behaviour Support
 - b. Inclusive schooling
 - c. Healing and recovery
 - d. Strategies to help teachers meet student needs



Professional Development Opportunities

Professional improvement is the responsibility of all teachers. Local and regional professional development committees oversee professional development funds used for such activities as workshops, seminars and conferences. A central committee provides funding for learning opportunities such as correspondence courses, summer courses and longer term educational leave.

The NWT Education Leadership Program (ELP), is offered to Northerner teachers with at least two years of teaching experience. The course is offered in a Northern community over two weeks in the summer. Phases One and Two deal with issues facing Northern teachers and administrators. ELP is recognized for transfer credit in Master of Education programs at some universities. For more information contact Education Operations and Development at (867) 920-8990.

Professional Development Funding

Funding for professional development is guided by NWTTA bylaws and terms of the collective agreement. For information regarding professional development opportunities talk to your local committee, your principal or check out the NWTTA web site - <http://www.nwtta.nt.ca/>.

Online Learning

There are a variety of distance learning courses available to teachers. Check with your regional NWT Teachers' Association representatives or the NWTTA office in Yellowknife to learn about any professional development funding options that might be available.



*Advice for Beginning Teachers:
Before School Starts*



NWT Teacher Induction

Advice for Beginning Teachers Before School Starts

When you accept your new position:

- Request a pre-orientation package from your regional office or your principal
- Find out if there will be an orientation for new teachers in your region
- Find out about potential housing in your new community; get details in writing
- Ask for information on the mentorship program and your assigned mentor
- Ask your principal for contact people in your new community and their phone numbers/e-mail addresses
- Acquaint yourself with the region where you will be teaching – geography, history, culture (see website list)
- Become familiar with the NWT curricula which are relevant for your teaching assignment (See NWT Information section, NWT Web-sites)
- Begin to prepare for your teaching assignment
- Gather useful and relevant teaching resources – posters, stickers, pencils, etc.
- Become familiar with the details of the contract

When you arrive in your new community:

- Plan to arrive one to two weeks before school begins to allow time to adjust to your new home, community, culture and environment
- Introduce yourself to adults and children in the community – be visible and friendly
- Explore the community and find out about local services
- Arrange to get keys to the school
- Contact teachers or community people you have been in touch with already prior to arrival

When you arrive at your new school:

For the best possible start, take time before school begins to get your classroom set up and your resources assembled. Advance preparation will help set the stage for a successful and rewarding year both for you and your students.

- Get to know your materials by reviewing the program of studies and relevant curriculum guides and teacher manuals
- Set up your classroom as a comfortable and inviting learning environment for you and your students
- Find out about the policies and procedures for your school. These items may be included in a staff handbook or in a staff orientation, but, if not, ask your mentor or principal.



Procedures you need to know:

- ✓ Registration procedures, class lists, enrollment forms
- ✓ Expectations for first day
- ✓ Opening exercises and school assemblies
- ✓ School-wide rules, i.e., attendance policy, school arrival and dismissal times
- ✓ School keys and security
- ✓ Timetables
- ✓ Student fees, supplies textbooks, workbooks
- ✓ Student computer use
- ✓ Supervision duties
- ✓ Substitute teachers
- ✓ Photocopies
- ✓ Paper, supplies and budget for additional supplies
- ✓ Student evaluation
- ✓ Library resources for students/teachers
- ✓ Field trips
- ✓ Fire drills
- ✓ Staff meetings
- ✓ Calendar of events for the year
- ✓ Assign bulletin boards for specific purposes:
 - Announcements
 - Student work
 - Seasonal, current events
 - Different subjects
- ✓ Prepare for teaching:
 - Prepare an outline for the first week
 - Plan for the first day in detail
 - Organize your daily plan book – commercial or photocopied for convenience
 - Duplicate materials needed for the first few days
 - Arrange classroom furniture
 - Put your name outside the classroom door with a class list
 - Make a checklist for forms which need to be sent home and returned
 - Get a receipt book ready for money collected
 - Prepare a textbook distribution record
- ✓ Set up a filing system:
 - Substitute teachers
 - Emergency lessons for emergency situations
 - Log book to record calls from parents and other significant incidents
 - Late and absent notes
 - Staff memos
 - Student records for evaluation and examples of student work
- ✓ Get to know your students:
 - Read the student files
 - Identify students on Individual Education Plans (IEP) or modified programs
 - Prepare file on individual student interests
- ✓ Prepare a package to go home on the first day:
 - Introduction letter
 - Supply list
 - Forms required by the school
- ✓ Gather:
 - Arts and craft supplies
 - Musical equipment
 - Audio –visual equipment, TV, overhead projector
 - Computer equipment and software
 - Attendance materials
 - Textbooks and workbooks
 - Teaching resources
 - Collection of library books for classroom
- ✓ Set up learning centres
- ✓ Create a personal wellness plan

Checklist for a productive classroom environment

- ✓ Areas in classroom created for specific activities
- ✓ Seating arranged so teacher can easily get to each student
- ✓ Moderate room temperature. Warm classrooms lead to lethargic, inattentive students
- ✓ Assign student seating in an organized way and don't allow constant changes
- ✓ Students seated far enough apart so innocent moves by students are not distracting
- ✓ Just the amount of furniture to be functional; avoid unnecessary furniture
- ✓ The entrance to your room does not cause distractions to students during lessons
- ✓ Traffic flow routes to the bathroom and pencil sharpener, for example, do not cause distraction
- ✓ There is a place in your classroom, away from the rest of the class, where you can have a private conversation or give a private reprimand to an individual student
- ✓ The board is visible to all students during lessons and is clean and uncluttered
- ✓ The lighting in the room is adequate
- ✓ Bulletin boards are attractive and not cluttered with "old work."

Learn North Carolina <http://www.learnnc.org/>

Think About Procedures For...

- Book distribution
- Turning in work
- Format of work
- Handing back assignments
- Homework
- Grading--recording grades, extra credit, portfolios
- Housekeeping procedures--clean up, supply storage
- Rewards and incentives
- Communicating with parents
- Signals for students' attention
- Daily routines--beginning of day, transition times, independent and group work
- Agenda use and motivators



The First Day

The first day with your class is critical, as it will set the tone for the rest of the year. Be welcoming and organized. Being well planned is the key to a memorable, interesting and successful day.

- Make your classroom warm and inviting.
- Introduce yourself to your students. Let them get to know you as a person. Get to know your students in the same way by having them tell you about themselves.
- Be clear about your expectations for behaviour and invite students to cooperatively develop classroom rules. List them as positives and not a list of "do nots."
- Initially focus on whole group instruction and choose activities at which all students can succeed. Get to know your students before grouping them.
- Prepare extra materials for students who finish their work quickly.
- Take time to reflect after the students leave at the end of the day. How did it go? What was successful? What could you have done differently?

Seven Things Students Want to Know on the First Day of School

1. Am I in the right room?
2. Where am I supposed to sit?
3. What will I be doing this year?
4. How will I be graded?
5. What are the rules in this classroom?
6. Will the teacher treat me as a human being?
7. Who is the teacher as a person?

Provide students with the following information:

- How you want to be addressed (some community teachers use their first names)
- Family (husband, kids, pets)
- Education
- Why you wanted to teach

Wong, H. (1998). The First Days of School

Some first day activities

- Greet each student at the door.
- Welcome students to the classroom and introduce them to the physical environment. E.g. off limit areas, scissors drawer.
- Start developing classroom routines – arriving and leaving class.
- Explain rules and daily routines – make sure rules are posted and students have their own copy.
- Respecting classroom and supplies – a place for everything and everything in its place.
- Teacher's things vs. students' things – rules regarding use of equipment, e.g. stapler, pencil sharpener.



Start of School Checklist

- Classroom routines are developed.
- Routines and procedures have been taught and consistently reinforced.
- Routines are posted neatly and are large enough to read.
- Rules and consequences are posted.
- Assignment heading sample is posted, how do you want all assignments labeled? First and last name? Date?
- Homework assignments with due dates are posted in the same place every day.
- Student timetable is posted.
- A signal to quiet the class has been taught and is used as needed.
- Classroom is arranged to promote educational activities.
- Classroom environment sends the message that learning is important.

Writing Samples

Always have your students produce a writing sample on the first day of school. They can draw and label a picture, copy a short poem or a paragraph from a book. Be sure to date the writing and put in a portfolio or other special place. This serves as a useful reference guide when comparing handwriting samples in the future.





Professional Advice



NWT Teacher Induction

Professional Advice

Lesson Planning

Planning is the key to successful teaching, especially for the beginning teacher. In order to plan effectively, ask the following questions:

- a. Where are your students now?
- b. Where are your students going?
- c. How will they get there?
- d. How will you know they have arrived?

It is good teaching practice to carefully plan your day in advance. Your plan for the following day should be written before you leave the school. If you require a substitute, your plan will serve as a guide, thus avoiding wasted learning opportunities if you have to be away from your class.

Your daily plan should include:

- Objectives
- Subject matter
- Strategies
- Evaluation
- Materials to be used

Successful Lessons

Well-planned lessons have the following characteristics:

- Get and hold student attention
- Focus student attention when beginning the lesson
- Move at a good pace
- Allow for monitoring of teaching and for student understanding
- Provide for different learning styles
- Have variety and are interesting
- Include meaningful assignments
- Contain the ingredients for success
- Provide opportunities for student choices about their learning

(Saskatchewan Teachers' Federation, 1997)

Stages of Effective Lesson Plans

1. Goals – purpose, aim and rationale.
 - a. What are the broader goals of the plan, curriculum?
 - b. What are your goals?
 - c. What do you expect students to be able to do at the end of the unit?
2. Objectives – what students do to get further knowledge
 - a. What will students be able to do during this lesson?
 - b. What criteria will be used to judge the student achievement?
 - c. How will students demonstrate mastery of the objectives?
3. Prerequisites – readiness of students for new concept.
 - a. What must students be able to do before this class?
 - b. What concepts must the students have already mastered?
4. Materials – books, equipment, classroom and community resources.
 - a. What materials are needed?



- b. What texts or other books are required?
 - c. What needs to be prepared in advance?
 - d. How is the material going to be stored between classes?
 - e. How will the finished work be displayed?
5. Lesson Description – overview of lesson in terms of topic focus activities and purpose.
- a. What is unique about this lesson?
 - b. How did your students like it?
 - c. What level of learning is covered in this lesson?

Lesson Procedure

1. Introduction
- a. How will you introduce the ideas and objectives of the lesson?
 - Reviewing the previous lesson
 - Giving directions
 - Giving an overview of what is going to happen
 - Telling the students the main learning objective of the lesson.
 - b. How will you motivate your students?
 - Telling a story
 - Asking a question
 - Showing pictures
 - Role playing
 - Showing an object
 - Playing a guessing game
 - Including students' ideas, names, and positive traits
 - Reading a quote
 - Demonstrating something interesting or mysterious
 - Using cartoons, jokes, humour
 - c. How can you tie objectives to student interests, backgrounds and previous learning?
 - d. What will be expected of students?
2. Main Activity
- a. What is the focus of the lesson?
 - b. How would you describe the pacing of the lesson to another teacher?
 - c. How can this material be presented to each student to meet individual needs?
3. Closure
- a. What will you use to draw the ideas together for students?
 - Summarizing the main ideas of the lesson
 - Asking summarizing questions
 - Provide related follow-up work
 - b. How will you provide feedback to students?
4. Follow-up
- a. What activities can be used for enrichment and remediation?
 - b. How do you link this lesson to other concepts in the unit?
5. Assessment – evidence that students learned the lesson concepts
- a. How will you evaluate the objectives that were identified?
 - b. Have the students been given the opportunity to practice what you are assessing them on?

Unit planning

Initially, your planning should be very detailed. Each unit plan should include the content and process or product objective. Individual lessons, as part of the whole unit, are designed to increase knowledge and skills based on previously learned concepts. This way you will provide your students with the learning opportunities they need, and gaps and needless repetition is avoided. It is a good idea to create a weekly or monthly calendar template so you can begin to map out the concepts and objectives to be covered. This gives you an overall idea of the time period needed to cover materials as well as the resources you will need to gather.

Long-range planning

In order for your students to achieve success and for you to fulfill your professional responsibilities, your plans **must include the curriculum requirements set out by NWT Department of Education, Culture and Employment and your Divisional Education Council**. The NWT Curriculum guides are found at:
http://www.ece.gov.nt.ca/Divisions/kindergarten_g12/indexK12.htm.

Plans should include:

1. Objectives for the course
2. Strategies to reach those objectives
3. Assessment and Evaluation methods to be used
4. Resources required
5. Time to be allocated

Multi-level Instruction

Multi-level instruction is an approach based on the premise that one main lesson with varying methods of presentation, practice and evaluation will be taught to the whole class. The key to successful implementation of multi-level instruction is identifying the aim of the unit and the main concepts of the lessons.

Rationale for multi-level instruction:

- Empowers teachers by developing strategies that help them deal with the reality of multi-aged, multi-grade, multi-level classrooms
- Encourages inclusion and integration
- Allows for a variety of teaching and learning styles
- Allows teachers to teach all of the students as a group, some of the time
- Stresses the teaching of main/underlying concepts and encourages teachers to take students beyond knowledge and comprehension levels of questioning
- Allows for adjustment to meet a variety of needs
- Emphasizes cooperation
- Allows for evaluation at individual skill levels
- Allows for student choice
- Meets students' social, emotional and academic needs
- Encourages involvement with students' peers

Key concepts to consider for implementation:

- Have a definite aim for all students
- Accept partial and full participation
- Allow for different student learning styles – visual, auditory, kinesthetic...
- Use questions aimed at different levels of thinking - Bloom's Taxonomy
- Adjust expectations for some students – time, length, format of assignment



- Give students choice in what method they will use to demonstrate their understanding of the concept being taught
- Accept that different methods of evaluation are of equal value
- Evaluate students based on their individual differences
- Use a variety of teaching strategies: cooperative learning, multiple intelligences, peer assisted learning, process writing, holistic language practices...

Four-step process for developing a multi-level lesson:

1. Identify the underlying concepts
2. Determine the method of presentation:
 - Teaching styles
 - Students' learning styles
 - Multiple intelligences
 - Bloom's Taxonomy of questioning
 - Partial or full participation of students
3. Determine student method of practice
 - Variation in student assignments based on Bloom's Taxonomy
 - Different presentation modes, learning styles
 - Partial or full participation of students
4. Determine the method of student evaluation
 - Different skill levels
 - Variety of evaluation procedures

Multi level resources

1. Bloom's Taxonomy

As teachers we tend to ask questions in the "knowledge" category 80% to 90% of the time. Effective teachers try to utilize higher order level of questions. Below are the six question categories as defined by Bloom.

Knowledge

Remembering	Recalling information
Memorizing	Who, what, when, where, how...?
Recognizing	Describe
Recalling identification	

Comprehension

Interpreting	Organization and selection of facts and ideas
Translating from one medium to another	Retell...
Describing in one's own words	

Application

Problem solving	How is ... related to...?
Applying information to produce some result	Why is ... significant?
Use of facts, rules and principles	
How is ... an example of...?	

Analysis

Subdividing something to show how it's put together	What are the parts or features of...?
Finding the underlying structure of a communication	Classify ... according to ...
Identifying motives	Outline/diagram ...
Separation of a whole into component parts	How does ... compare/contrast with...?
	What evidence can you list for...?

Synthesis

Creating a unique, original product that may be in verbal form or may be a physical object	What ideas can you add to...?
Combination of ideas to form a new whole	How would you create/design a new...?
What would you predict/infer from...?	What might happen if you combined...?
	What solutions would you suggest for...?

Evaluation

Making value decisions about issues	What do you think about...?
Resolving controversies or differences of opinion	What is the most important...?
Development of opinions, judgements or decisions	Place the following in order of priority ...
Do you agree that. ...?	How would you decide about...?
	What criteria would you use to assess...

2. Multiple Intelligences

Dr. Howard Gardner's work on Multiple Intelligences is especially significant for teachers in terms of recognizing and addressing different learning styles and strengths. To date, work in this field has identified eight different styles of intelligence and learning.

Linguistic Learner

- Likes to read, write and tell stories.
- Is good at memorizing names, places, dates and trivia.
- Learns best by saying, hearing and seeing words.

Logical/Mathematical Learner

- Likes to do experiments, figure things out, work with numbers, ask questions and explore patterns and relationships.
- Is good at math, reasoning, logic and problem solving.
- Learns best by categorizing, classifying and working with abstract patterns/relationships.

Spatial Learner

- Likes to draw, build, design and create things, daydream, look at pictures/slides, watch movies and play with machines.
- Is good at imagining things, sensing changes, mazes/puzzles and reading maps, charts.
- Learns best by visualizing, dreaming, using the mind's eye and working with colors/pictures.

Musical Learner

- Likes to sing, hum tunes, listen to music, play an instrument and respond to music.
- Is good at picking up sounds, remembering melodies, noticing pitches/rhythms and keeping time.
- Learns best by rhythm, melody and music.

Bodily/Kinesthetic Learner

- Likes to move around, touch and talk and use body language.
- Is good at physical activities (sports/dance/acting) and crafts.
- Learns best by touching, moving, interacting with space and processing knowledge through bodily sensations.

Naturalistic Learner

- Likes to be outside, with animals, geography, and weather; interacting with the surroundings.
- Is good at categorizing, organizing a living area, planning a trip, preservation, and conservation.
- Learns best by studying natural phenomenon, in a natural setting, learning about how things work.

Interpersonal Learner

- Likes to have lots of friends, talk to people and join groups.
- Is good at understanding people, leading others, organizing, communicating, manipulating and mediating conflicts.
- Learns best by sharing, comparing, relating, cooperating and interviewing.

Intrapersonal Learner

- Is good at understanding self, focusing inward on feelings/dreams, following instincts, pursuing interests/goals and being original.
- Learns best by working alone on individualized projects, self-paced instruction and having own space.

Differentiated Instruction

Differentiating instruction is a strategy that teachers use to meet the diversity of student needs found in today's classrooms. Curriculum may be differentiated by content, process or product. As well, other factors include student interest, learning style and readiness.

Differentiating content

- Exempt students from material they already know or arrange for them to move more quickly through materials they can do on their own
- Teach by concept more than by fact
- Help students relate a concept to several disciplines
- Add a study of the people behind the ideas

Differentiating process

- Use higher-level questions, (see Bloom's taxonomy).
- Make sure students spend most of their time applying key concepts and ideas – not just repeating them
- Stress both left and right brain thinking

Differentiating products

- Have students solve real problems as often as possible
- Ensure that students present their products to real audiences whenever possible
- Ensure that students work with the teacher to establish criteria for a quality product both before and during the product creation and those products are assessed according to those criteria.

In a class with differentiated learning, all students learn key concepts. Multiple approaches to content, process and product are used to adapt curriculum and provide students with support and choice. Differentiated instruction is dynamic and includes a blend of whole-class, group and individual instruction.

Implications of differentiating instruction

- Creation of a collaborative climate and culture in the classroom
- Students demonstrate their learning in a wide variety of ways
- Teachers use multiple instructional approaches
- Student assessment is on-going and uses a wide range of tools
- Classrooms are configured in a way that facilitates students working individually, with a partner, in groups or as a whole class

Principles of a differentiated classroom

- Learning experiences are based on diagnosis of student readiness, interest and/or learning profile
- Content, activities and products are developed in response to varying needs of varied learners
- Teaching and learning are focused on key concepts, understandings and skills
- All students participate in respectful work
- Teacher and students work together to ensure continual engagement and challenge for each learner
- The teacher coordinates use of time, space and activities
- Flexible grouping ensures consistent fluid working arrangements, including whole-class learning, pairs, triads and quads, student-selected groups, teacher selected groups and random groups
- Time use is flexible in response to student needs
- Variety of management strategies such as learning centres, interest centres, compacting, contract, independent study, collegial partnerships, tiered assignments, learning buddies, etc. are used to help target instruction to student needs
- Clearly established individual and group criteria provide guidance toward success
- Students are assessed in a variety of ways appropriate to demonstrate their own thought and growth

Inclusive Schooling

Inclusive schooling is intended to ensure equal access for all students to educational programs offered in regular classroom settings. Inclusive schooling is both a belief and a practice where all children learn in their local schools in classes with students their own age. Inclusive schooling reflects good teaching and best practices such as cooperative learning, multi-level instruction, multiple intelligences, learning/teaching styles, and differentiated curriculum.

Inclusive schooling emphasizes:

1. Equal educational opportunities for all students
2. Respecting difference
3. Providing teachers and support assistants with resources, professional development and support to meet all students' needs



What inclusion IS

Inclusive schooling is a **belief** :

- that all children belong
- that every child can make a valued contribution

Inclusive schooling is an **understanding**:

- that every child is unique
- that all children can learn and experience success
- that, with support, educators can teach all children

Inclusive schooling is a **commitment to**

- provide all children equal access to educational opportunities
- respect diversity
- high standards

Inclusive schooling **teaches**

- mutual respect
- generosity
- responsibility
- independence

What inclusion IS NOT

- It does not mean having all students learn the same thing at the same time, in the same way.
- It is not simply placing students with exceptional needs into the regular classroom without essential supports and services.
- It is not an easy solution for meeting the needs of exceptional students.
- It is not the sole responsibility of the classroom teacher.
- It is not the sole responsibility of the student support assistant

Education, Culture and Employment, Inclusive Schooling Directive

All children bring their own unique strengths, experiences and understanding to the classroom. Society is richer when all children are valued. The teacher has the following supports to help plan programs that meet the students' needs:

- At the school level, program support teachers and student/support assistants
- At the board level, board consultants
- At the community level, parent and community involvement in education
- Time to plan with the school-based team
- Professional development in the use of strategies such as multi-level instruction

Everyone benefits from inclusive schooling. Children who may have been excluded in the past, become part of a group and the other learners learn understanding, empathy and tolerance for difference. The greatest obstacle is the way people think. When we shift our thinking from focusing on children's problems to recognizing their strengths, we are more apt to see the opportunities inclusive schooling presents. It is critical to identify the children's needs, and often that requires specific programs and resources.



Strategies for Students with Attention Difficulties, Fetal Alcohol Effects or Fetal Alcohol Syndrome

There are a number of strategies teachers can use to assist these children to be successful in school. These strategies include:

- Keeping visual and auditory distractions to a minimum
- Making each activity brief
- Using music to teach concepts
- Teaching the student to “self talk” to help stay focused and curb impulsive behaviour
- Using concrete reinforcements to help the student with inappropriate behaviours
- Making consequences for inappropriate behaviours immediate
- Using a rocking chair for students who need stimulation of movement
- Arranging for a quiet time out area for students
- Establishing a signal to indicate frustration
- Using quiet background music to calm students

Creating Positive Classrooms

Positive self-esteem is so important for the well being of all students. When they feel good about themselves, they approach the world in a positive way and are much more open to learning. If students do not value themselves, they will approach life from a negative perspective. The self-worth of students is evident in everything they do. Teachers know that children with positive self-esteem are more likely to achieve academically. If you can find a way to foster that self-esteem in each of your students, you will make a great difference to their achievement and their overall attitude toward education. Creating a safe, accepting environment, where each student is free to experiment and take risks in order to grow and change, can do this. Building students' self-esteem also benefits you as a teacher by increasing your satisfaction in the profession.

Ideas for Fostering Self-Esteem

- Ensure that the classroom and program honours the child's culture and language
- Acknowledge positive qualities
- Be non-judgmental and accept students as they are
- Demonstrate appropriate ways of releasing anger
- Develop skills to help a child feel better about himself/herself
- Emphasize what each child knows
- Encourage positively; say, “You can succeed”
- Give children choices
- Inform parents/guardians about student growth
- Keep boundaries that allow give and take
- Listen reflectively, give genuine support for growth and change
- Participate, facilitate and share feelings
- Provide a safe classroom – minimum risk fosters openness and honesty
- Provide acceptance
- Teach self-awareness
- Provide undivided recognition
- Reaffirm a child's existence with a compliment or an acknowledgment
- Respect others' feelings
- See uniqueness



- Separate the action from the person
- Structure opportunities for success
- Use humor, but not at the expense of students
- Use "I messages"
- Validate feelings

British Columbia Teachers' Federation (BCTF), 1999.

Classroom Management

For teachers, the challenge is to maintain a positive classroom environment with minimum disruptions. There is no doubt that this dilemma causes more anxiety for beginning teachers than any other aspect of their new career.

Classroom management focuses on prevention rather than punishment. A secure, inviting classroom, along with respect for the dignity of children and purposeful activities, prevents most discipline problems. The role of the teacher is crucial in establishing an effective learning environment. **The objective is to instill inner self-control in students, not merely to exert your control over them.** Set the tone of your classroom from the start by being firm and fair; friendly, yet professional. When you are more confident of your ability to maintain order, you will be more relaxed, and the students will perceive you as a person who really cares.

Without order in your classroom, very little learning will take place. It is important for you to remember that children are basically good, and that inappropriate behaviour is a purposeful response to a need for attention, power, revenge or avoidance of failure. Self-discipline and good behaviour are learned. Guide your students to know what to do and how to do it in all situations, rather than punish misdeeds. Help your students to understand that with rights come responsibilities. Encourage your students to be responsible for their own learning and behaviour. When students make choices, they learn new skills and social awareness from the outcome of those decisions.

Characteristics of Effective Classroom Management:

- Students are actively engaged in academic work.
- There are clear student expectations for behaviour and academic success.
- Transition times are smooth, students move through routines in a calm and orderly manner.
- The classroom climate is work-orientated but positive.

Classroom Routines are methods and procedures for how things are to be done in a classroom. The most universally practiced classroom routine is the fire drill. There are three basic steps for teaching routines in any classroom.

1. Explain the routine- demonstrate and justify
2. Practice the routine –like other basic skills, students need to practice routines under your supervision
3. Reinforce and review – routines must be consistently reinforced and re-taught if necessary

Classroom Routines

Effective teachers have routines in place for many classroom activities. The routines are adapted to the level of the students; for example, dismissal routines in a grade one classroom would be more specific and directed than in a high school classroom.

Routines to practice with your students may include the following activities:

- Entering and leaving the room
- Being prepared for class
- Participating in class discussions
- Asking and answering questions
- Coming to attention
- Participating in fire drills and emergency procedures
- Listening during announcements
- Sharpening pencils
- Handing in work
- Working in cooperative groups
- Finishing work early
- Finding directions for assignments
- Distributing supplies and materials
- Behaving during interruptions
- Behaving in assemblies
- Marking peers' work
- Arriving late for class

What Works:

Create a classroom environment that provides structure and support and reinforces positive behaviour. Set your standards high; be clear and realistic in your expectations.

Classroom conflict is more likely to be reduced if you:

- Are in the classroom when students arrive
- Are organized and prepared before each lesson
- Insist that everyone be treated with a wholesome respect
- Listen to student opinions and consider their feelings
- Maintain your sense of humor and tolerant attitude
- Assist children to make appropriate choices
- Teach students to live with mistakes and take them in stride
- Use a quiet, friendly tone of voice
- Show faith in the child and build on strengths
- Help children to increase their feelings of self-esteem
- Believe that all children are capable and lovable
- Are low-key, consistent and matter of fact
- Use realistic, logical consequences, and enforce them

What Does Not Work:

- Preaching, nagging, criticizing and shouting
- Using praise instead of encouragement
- Punishment as a way to teach appropriate behaviour
- Accepting excuses, bargaining or blaming
- Put-downs, sarcasm, embarrassment or humiliation
- Rescuing children rather than teaching problem-solving skills
- Acting hastily without knowing the implications of your actions
- Punishing the whole class for the misdeeds of a few

Power Struggles:

It is important that students know that you may disapprove of their behaviour but you still value them. Dealing with power struggles can be difficult for beginning teachers. When this happens to you, try to:

- Ignore the student's attempt to engage you in a power struggle
 - Insist that teaching and learning are your primary concerns
 - Describe the behaviour you cannot accept to the student, in objective and explicit terms.
 - Give a warning, stress the consequence and then follow through.
 - Arrange for time out from the classroom or school. Seek intervention by appropriate school personnel when necessary
 - Communicate with the parents to draw up further action plans.
- Saskatchewan Teachers' Federation (STF), 1997.*

Guidelines for Effective Discipline

- Monitor student behavior – Use an “active eye.” See what is going on. Don't become preoccupied with someone or something and ignore the rest of the class. It's said that one teacher on his/her feet is worth two in the seat. This benefits your discipline program as well as being an effective teaching strategy.
- Consistency – Have the same expectations for appropriate behaviour for all students. Your students should know that you enforce rules consistently and determine an appropriate consequence. Your goal is to be fair, but that may mean differing consequences for students. In order to be consistent, be certain that the consequences for student behaviour are reasonable and appropriate.
- Prompt management of inappropriate behaviour – Effective classroom managers know that misbehaviour must be handled immediately or there is a risk of a snowballing effect. Instead of one or two students involved, soon there may be several. In order to provide maximum time for learning and to reduce minor behaviour problems, there are some strategies that you can employ that deal with behaviour in the least amount of time, with the least disruption.
 1. Proximity – Continuing your lesson while you move about the room and pausing near potentially disruptive students can let them know that they are expected to demonstrate appropriate behaviour. Remaining at your desk encourages misbehaviour in the far corners of the room.
 2. Pause – The continuous sound of “teacher talk” can provide students with a noise screen for their own conversation. An occasional pause—just a few seconds of silence—can bring an off-track student back in focus.
 3. Asking for a response – Hearing your name can be an attention getter, even if you're not paying attention. Working an off-task student's name into a question can often bring the student back into the lesson. Remembering the student's dignity, it would be appropriate to say the student's name first, in order to allow them to hear the question they'll be expected to answer. The purpose is to get the student back into the lesson, not to embarrass him/her.
 4. Active participation – Sometimes having the student respond to a question or become involved in an activity can eliminate the undesired behaviour. Asking for a show of hands, having students perform a physical activity, or having each student write a quick answer to a question can make all students accountable for an immediate response.

5. Rewards and reinforcement – Rewarding students with an enjoyable activity that is contingent on appropriate behaviour can be effective in motivating students to commit to completion of a task. “If we can finish this chapter by 9:45, we’ll have time to play the map game”.

Alberta Teachers’ Association

Additional Proactive Strategies

1. Changing the pace of classroom activities when students’ attention wanes.
2. Removing distracting objects. Instead of competing with a toy or other object, the teacher continues teaching while walking past the student, removing the object and quietly telling the student it will be returned after class.
3. Motivating an off task student by moving closer and paying attention to his or her work.
4. Redirecting off task behaviour, while avoiding the embarrassment of ridicule, by asking students who are engaging in inappropriate behaviour to read, answer a question, or solve a problem on the board.
5. Providing non-punitive time-outs for students, who appear unable to regain control of their behaviour, by quietly asking them to run an errand.
6. Reinforcing appropriate behaviours by commenting on expected behaviours when they are demonstrated. For example, “I see that Johnny has his book open and is ready to begin.”
7. Providing clues to assist the class in knowing what behaviours are expected.

Levine, J & J. Nolan, (2000) Principles of classroom management: A Professional Decision-making Model. Boston, MA Allyn & Bacon

Effective Behaviour Systems (EBS)

Effective Behavior Systems (EBS) is a school-wide approach, which schools adopt as a preventive intervention that provides behavioral support for their students, including students who exhibit chronic behavior problems.

Approximately 30% of NWT schools use EBS. Each EBS school has an EBS Team that takes responsibility for improving behavioral support for their students throughout the system.

The key elements of EBS are:

- Statement of purpose (or mission);
- List of positively stated behavioral expectations or rules;
- Procedures for directly teaching these expectations to students;
- Continuum of strategies for encouraging these expectations;
- Continuum of strategies for discouraging rule violations; and
- Procedures for monitoring and record keeping.

Here are some essential elements of the EBS system:

- Social skills training for students;
- Academic restructuring, such as taking the first two days of the year to orient new students to the code of conduct, give tours, and demonstrate acceptable behavior
- Flexibility with resources, such as reallocating funds and teachers’ roles;

- Behavioral interventions that address areas where students are having problems;
- School-wide goals, generally from three to five, that must be stated positively and have the consensus of staff members. The staff must also demonstrate the goals and teach students how to apply them.

Center for Effective Collaboration and Practice <http://cecp.air.org/>

Creative Teaching Strategies

Effective instruction is achieved through creative teaching strategies. Effective instruction is...

Eclectic – there is no single “best” way to plan instruction

Flexible – the teacher’s judgment allows for adaptation to instruction based on needs of students

Interactive – students are assumed to be active participants in learning constructed through an understanding of an instructional cycle

Collaborative – the development, implementation and adaptation of instruction that occurs through reflection with colleagues based on positive, reciprocal relationships between the teacher and the student informed by research knowledge but also by the personal, local experiences of teachers and students. (STF, 1999)

It is important to vary your teaching strategies since the learning process is often as important as the knowledge, skills and attitudes being learned. Teaching strategies can be grouped into five broad categories:

- Direct instruction – the teacher imparts knowledge or demonstrates a skill.
- Experiential learning – the students experience and feel; they are actively involved.
- Independent study – the students interact more with the content than with the teacher or other classmates.
- Indirect instruction – the teacher sets up strategies but does not teach directly; the students make meaning for themselves.
- Interactive instruction – the students interact with one another and the information; the teacher is organizer and facilitator.

When choosing a teaching strategy for your class, you need to consider:

- Nature of the topic
- Available resources
- Age and maturity of students
- Learning styles of students
- Your teaching style

There are a variety of approaches to grouping students for learning activities:

- Group investigation – have groups of two to six students work together using cooperative inquiry, discussion, co-operative planning, and projects.
- Jigsaw – have individuals within the group learn parts of the material, discuss it with like members from other groups, and then teach their own group. Team games – have team members assist one another to master materials or skills in order for the team to compete against other teams.

British Columbia Teachers' Federation, 1999

Teaching is made up of continual interaction between teacher and students. It is important to remember that teaching is two-dimensional: one is working with the curriculum and the other is working with people. It is so important to develop a repertoire

of teaching strategies that become second nature to you. By having many strategies, you can monitor the class and change your approach on the spot. Teachers need to vary their teaching strategies. Often the process of learning is as important as what is being taught. New curricula demand more hands on learning. Avoid too much 'teacher talk' when it is not appropriate for the curriculum.

Journals as Reflective Tools

Journal writing can be a helpful tool in reflection because:

- Writing requires that you take a 'time-out' from the rush of a busy day with tangible results.
- Writing is often a first step in 'figuring out' what issues really are significant to you right now.
- Writing leaves a record for you to refer to in the future; it can be useful in documenting your own professional growth.
- Writing allows you to 'extend or revise' at a later date.
- Writing in a journal has a 'hidden' sorting mechanism that presents priorities to you, even when you were unsure about what they were.
- Writing allows you to realize connections and interactions that might have otherwise gone unnoticed.

Saskatchewan Teachers' Federation, Taking Your Place in the Professional Community: A handbook for Beginning Teachers

Student Evaluation

In 2001, the Department of Education, Culture and Employment (ECE) published *All Our Children: Departmental Directive on Student Assessment, Evaluation and Reporting (SAER)*. This document is the reference point for policy development by boards and education councils.

Evaluation is the process of making judgments and decisions based on interpretation of the evidence gathered through a range of assessments given throughout the school year. There are many assessment tools that can be used by classroom teachers to obtain information in order to differentiate student instruction, to guide and provide opportunities for students to reflect on their learning, and to measure each student's level of learning in relation to curricular outcomes. Assessment is seen as an integral part of all teaching and learning processes.

In the SAER document, assessment is defined as the process of collecting and interpreting information that can be used to inform students and their parents/guardians where applicable, about the progress they are making toward attaining the knowledge, skills, attitudes, and behaviours to be learned or acquired, and to inform the various personnel who make educational decisions (instructional, diagnostic, placement, promotion, graduation, curriculum planning, program development, policy) about students.

The assessment process "complements a culturally defined model of inclusive education where the goal of assessment is not diagnosed difference but rather an opportunity to creatively enhance learning through adapted instruction that facilitates individual success." (*Philpot, Nesbit, Cahill & Jeffrey. (2004) Cultural Diversity and Education: Interface Issues. Memorial University, Newfoundland. p77*)

The Northwest Territories promotes a policy of inclusive schooling for all learners and uses differentiation of instruction based on assessment information to plan for each student's

learning progress. **Assessment** activities are based on curricular outcomes and may be used to serve a variety of purposes, including:

Formative:

- To provide students and their parents/guardians ongoing feedback on the student's progress;
- To differentiate future learning experiences which build on the student's strengths.

Summative:

- To determine student achievement at the end of a unit of study, in relation to learning outcomes;
- To determine effectiveness of instruction in order to improve student learning.

Diagnostic:

- To diagnose individual student strengths and needs;
- To collaborate with others to improve the student's learning;
- And, if necessary to develop and implement a plan of intervention for the student.

Methods of Assessment

This is an excerpt from the document, *Rethinking Classroom Assessment with Purpose in Mind, Assessment For Learning, Assessment As Learning, and Assessment Of Learning*, developed by the Western and Northern Canadian Protocol (WNCP) for collaboration in basic education. It lists examples of assessment tools that can be used by classroom teachers to obtain information in order to differentiate student instruction, to guide and provide opportunities for students to reflect on their learning, and to measure each student's level of learning in relation to curricular outcomes.

Examples of Assessment Tools

Gathering Information

Method	Description
Questioning	Asking focused questions in class to elicit understanding
Observation	Systematic observations of students as they process ideas
Homework	Assignments designed to elicit understanding
Learning conversations/interviews	Investigative discussion with students about their understanding and confusions
Demonstrations, exhibitions presentations, performances	Opportunities for students to show their learning in oral and performance media
Quizzes, tests, examinations	Opportunities for students to show their learning through written response
Rich assessment tasks	Complex tasks that encourage students to show connections that they are making among concepts that they are learning
Computer-based assessments	Systematic and adaptive software applications keyed to curriculum outcomes
Simulations, docudramas	Simulated or role-playing tasks that encourage student to show connections that they are making among concepts they are learning
Learning logs	Student-maintained descriptions of the process they go through in their learning
Projects, investigations	Opportunities for students to show connections in their learning through investigation and production of reports or artifacts



Interpreting Information

Method	Description
Checklists	Descriptions of criteria to consider in understanding students' learning
Rubrics	Descriptions of criteria with gradations of performance described and defined
Reflective journals	Student maintained reflections and conjecture about how their learning is going and what they need to do next
Self assessment	A process in which students reflect on their own performance and use defined criteria for determining the status of their learning
Peer assessment	A process in which students reflect on the performance of their peers and use defined criteria for determining the status of the peer's learning

Record Keeping

Method	Description
Student profiles	A summary of information about the quality of students' work in relation to curriculum outcomes and/or outcomes outlined on a student's ILP
Video or audio tapes, photographs	Visual or auditory images that provide artifacts of student learning
Portfolios	A systematic collection of a student's work that demonstrates accomplishments, growth and reflection about their learning

Communicating

Method	Description
Report cards	Periodic symbolic representations of student learning for parents
Demonstrations, exhibitions	Formal presentations by students to show their learning to parents, judging panels, or others
Developmental continua	Descriptions of student learning over time
Portfolios	A systematic collection of a student's work that demonstrates accomplishments, growth and reflection about their learning
Parent-student-teacher conferences	Opportunities for teachers, parents and students to examine and discuss the student's learning and plan next steps
Records achievement	Detailed records of students' accomplishment in relation to the curriculum outcomes
Learning and assessment newsletters	Routine summaries for parents of curriculum outcomes, student activities, and examples of their learning

Creating Teaching Materials

One of the greatest challenges experienced by Northern teachers is the lack of appropriate teaching resources that reflect the local environment. Teachers implementing Dene Kede and Inuuqatigiit, the culture-based NWT curricula and Aboriginal Language do not have the option of leafing through catalogues or taking ready-made materials off the library shelf. The Department of Education, Culture and Employment has created a wide variety of teaching resources over the years and many of them are still very relevant and full of useful material that can be adapted for use in northern classrooms across the NWT. The materials are not always available in your school for a number of reasons. A list of ECE materials is available in the resource section of this binder. Some searching will reveal that a variety of

Northern resources are available through the Prince of Wales Northern Heritage Centre in Yellowknife, website at <http://pwnhc.ca/> and through various territorial, regional and local agencies. Education districts also produce learning resources to support the NWT curricula. Many of these resources have a regional focus and are available through the regional office. The reality is, you will still need to produce some of your own resources so it is worthwhile to make them out of durable materials, store them to be re-used and leave them for others when you move.

You will find it useful to collect:

- A Northern picture file (Northern magazines and web sites are good sources)
- Information pamphlets on Northern animals and plants
- Local and regional maps from band offices and land claims organizations
- Information on local heroes (many community projects have been done to collect Elders' stories on audio or videotape; some have been written out and kept unpublished; ask the adult educator, long-term teachers, local DEA and other community members)
- Thematic resources in kits
- Lists of local resource people, their areas of expertise and contact numbers, etc.

Students can create resources in the form of book making projects. Using readily available materials, their books become a source of pride, with practice, which can be placed in the library for others to sign out. Parents, community members and local artists may also contribute to the collection of teaching resources. People who are knowledgeable in particular areas of the curriculum may be invited to share their knowledge. You can ask to videotape their presentations for future use. When inviting elders into the classroom, it is very important to find out about the community protocol and the appropriate remuneration before proceeding. Local school staff will be able to give advice in this area.

Northwest Territories Teachers' Association Code of Ethics

BYLAW 16 – CODE OF ETHICS

1. PREAMBLE

This Code of Ethics sets out general rules governing the allegation and conduct of members of the Association. Observance of the Code of Ethics is required to maintain high standards of professional service and to ensure that members of the Association conduct themselves in a professional manner in their interactions with students, the public, the Association, other members of the Association and the employer.

Members of the Association are required to conduct themselves, speak and act towards students, the public, the employer, the Association and other members of the Association in a respectful manner, always mindful of the rights and responsibilities of the persons with whom they are dealing and of their own rights and responsibilities.

2. MEMBER-STUDENT RELATIONS

- a. The member's first responsibility is to the students in his or her charge.
- b. The member keeps in mind that the intellectual, moral, physical and social welfare of his or her students is the chief aim and end of education.
- c. When discussing with his or her class controversial matters, whether political, religious or racial, the member keeps his or her teaching as objective as possible.

- d. The member keeps in mind that a privileged relationship exists between the teacher and his or her students and refrains from exploiting that relationship for material or other advantage.
- e. Members of the Association recognize and respect the confidential nature of information concerning students and do not divulge, other than through official channels, to authorized persons, officials or agencies directly concerned with student welfare, any information of a personal or domestic nature concerning the student or the student's home.
- f. Members of the Association respect the individual rights, the ethnic traditions and the religious beliefs of their students and of the parents of their students.
- g. Before accepting a student for private tutoring, a member shall seek and obtain the consent of the student's regular teacher.
- h. Except in exceptional circumstances, a member shall not accept remuneration for tutoring his or her own students.

3. MEMBER-ASSOCIATION RELATIONS

- a. It is the right and responsibility of members to participate in, be informed of and inform themselves of Association business and, where appropriate, to make such informed criticisms as the facts appear to warrant.
- b. Members of the Association shall not, as an individual or as a member of a group of teachers, make unauthorized representations to employers or outside bodies in the name of the Association or in the name of a Local Association or Regional Association.
- c. Members of the Association shall not, as an individual or as a member of a group of teachers, make unauthorized representations to the Central Executive of the Association concerning matters appropriately dealt with by a Local Association or by a Regional Association.
- d. Members of the Association shall acknowledge and respect the authority and responsibilities of the Association and its officers, and shall not conduct themselves in a manner prejudicial to the collective bargaining strategies or other interests of the Association.
- e. Members of the Association shall cooperate with the Association in connection with the investigation of all complaints of professional misconduct.
- f. Members of the Association shall cooperate with the Association in connection with the investigation and processing of grievances under the collective agreement, and shall honour commitments in that regard made on their behalf by the Association.
- g. Members of the Association shall endeavour to maintain a harmonious and mutually beneficial relationship with the Association.

4. MEMBER-PUBLIC RELATIONS

- a. Members of the Association shall, by their conduct and example, endeavour to make the teaching profession attractive in ideals and practices so that worthy people will be attracted to the profession.
- b. When required to do so, or in other appropriate circumstances, members shall review with the parents/guardians of students the nature of professional services rendered by the member and the practices followed by the member in discharging professional duties.



- c. A member of the Association who holds public office is entitled to expect and receive a reasonable allowance of release and relief from teaching duties in order to properly fulfill the duties of the office held. However, where the time required to properly fulfill the duties of the office held is such as to constitute an unreasonable interference with the member's professional duties, the member shall apply for leave of absence without pay from his or her teaching position.
- d. Members of the Association are expected to use their best efforts to expand educational opportunities and improve the quality of education in the Northwest Territories.
- e. Members of the Association shall conduct themselves, speak and act toward members of the public with respect and in a manner so as to maintain the prestige of the profession.

5. MEMBER-MEMBER RELATIONS

- a. Members of the Association shall not make undermining, disparaging or defamatory statements concerning the professional competence of other members of the Association except in accordance with the following protocol:
 - (i) Members of the Association shall first direct any criticism of the teaching performance of another teacher to that teacher in private.
 - (ii) After informing another teacher in writing of intention to do so, members of the Association may direct criticism of another teacher, in confidence, to appropriate individuals including, but not limited to, Association officers and or staff who may be able to offer advice and assistance on issues concerning the teacher's performance and related work.
 - (iii) In case of suspected child abuse, members of the Association shall observe the requirements of law in communications with appropriate officials.
- b. Members of the Association shall not act in a manner, which undermines the confidence of the students of other members.
- c. In reporting matters harmful to the welfare of the school, members shall observe proper channels of communication and shall exhaust lower levels of authority before proceeding to higher levels of authority.
- d. Members of the Association shall endeavour to maintain a harmonious and mutually beneficial relationship with other members of the Association.

6. MEMBER-EMPLOYER RELATIONS

- a. Members of the Association shall observe the provisions of the collective agreement and shall endeavour to maintain a harmonious and mutually beneficial relationship with the employer.
- b. Unless otherwise approved by the employer, members of the Association shall not allow non-school activities to infringe upon school time or performance of professional duties.
- c. Members of the Association may engage in any extra-curricular activity, which is sanctioned by their Principal.
- d. A Principal may request, but not require, that a member engage in extra-curricular activity beyond duties that are necessarily incidental to the professional obligations of the member under the collective agreement.
- e. Where a member of the Association undertakes extra-curricular activity, the member should be compensated in the regular school timetable in order that all members bear a proportionate amount of the school program.

- f. Members of the Association should endeavour to make professional growth and improvement continuous by study, research, travel, conference and attendance at professional meeting within the framework provided by the collective agreement.

Teacher Wellness

First year teachers should know that it is normal if...

- They are going through a transition from student to professional teacher. Transitions are often difficult and stressful, but part of the learning process
- They may be adjusting to being away from family/friends
- They may not be able to achieve all their expectations
- Their workload may seem overwhelming
- They need to find a balance between personal needs and professional expectations in order to stay well and healthy

Causes of stress...

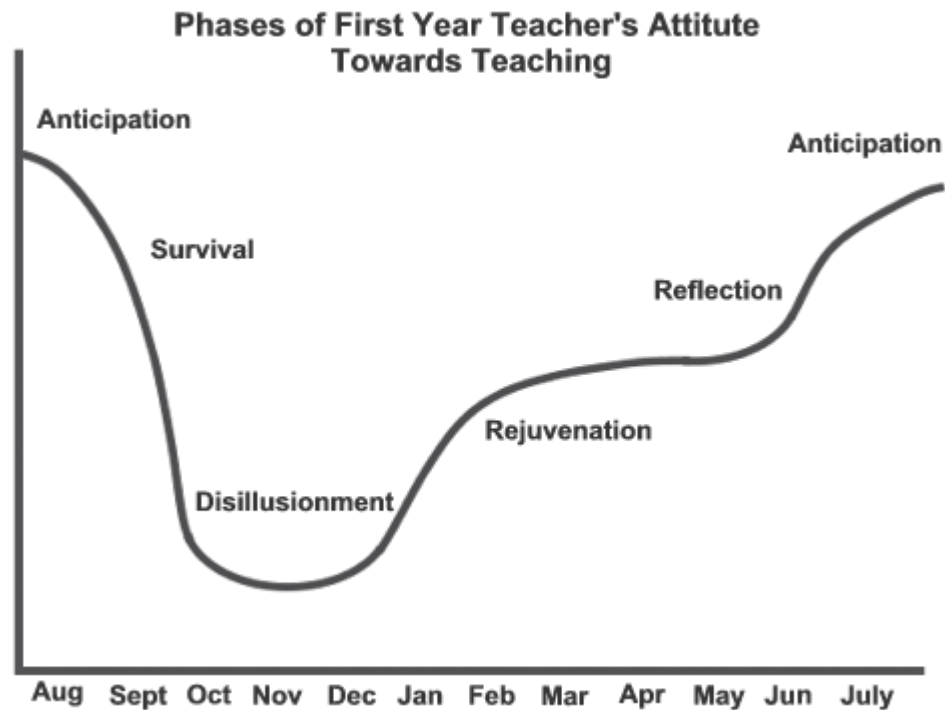
- Feeling torn between professional and personal responsibilities
- Having a desire for perfection – the perfect lessons, perfect class
- Feeling loneliness or isolation
- Having so much to do and not enough time to do it
- Experiencing conflicts on staff or in the community
- Cultural difference
- Not understanding the culture of the community
- Dealing with situations or concerns that you don't know how to handle
- Building tension and anxiety which may cause reality to be distorted
- Feeling that you must do many extra-curricular activities
- Negative views creeping into your thinking

Stress reducers...

- Set priorities; learn to accept support from family, friends, colleagues
- Realize that it will take practice and experience to have your ideal classroom
- Understand that all teachers had to start at the same point where you are now and they experienced the same stresses
- Realize that feelings of loneliness and isolation are also part of the learning and adjustment process
- Contact other beginning teachers by phone, e-mail or in person to talk about your concerns; it is very comforting to find that they are experiencing the same stresses
- Plan your time in and out of school and accept that you can't do everything you want to do right now but it will get more manageable with practice
- Deal with conflict by first understanding your own beliefs and philosophy, then try to understand where the conflicting ideas are coming from. Don't take different views personally.
- Ask another for advice. It is not a sign of incompetence or weakness; in fact it is quite the opposite. Asking early may help to avoid a serious problem later.
- Exercise and interact with friends; have some fun; humour is a great stress reliever
- Learn to laugh at yourself; avoid negative thoughts; focus on solutions not problems
- Don't be afraid to say no to excessive extra-curricular activities. Concentrate on your teaching in the beginning years and remember your first responsibility is for your students. Don't spread yourself too thin.



Phases of First Year Teaching



1. **Anticipation** — this is the time before the new member joins the organization; it is characterized by feelings of excitement and anxiety.
2. **Survival** — this occurs within the first few weeks as the new member become focused on the day to day routine of teaching and problems and situations develop that had not been anticipated.
3. **Disillusionment** — after 6—8 weeks of nonstop work and stress, the new member begins to wonder about competence and commitment. Many get ill during this time. This stage usually coincides with report cards and parent teacher conferences. Classroom management may be a major concern at this time. This has been characterized as the toughest stage as a new teacher.
4. **Rejuvenation** — usually begins in January after the opportunity for rest and relaxation. The new member has a better understanding of the system, experiences an acceptance of the realities of teaching and begins to feel a sense of accomplishment.
5. **Reflection** — this occurs as the new member reflects over the accomplishments of the year and begins to think ahead about the goals and objectives for Year 2.

Phases of First Year Teaching by Ellen Moir. 1990



Parental Involvement

Establish contact with parents early in the year. It is important to get to know them on neutral ground before any issues arise. Contact format may vary depending on the community:

- Meet the teacher evening (school or class)
- Send regular newsletter to parents
- Call home to give parents good news
- Plan home visits in order to meet parents in their familiar environment
- Invite parents to a class reception for parents
- Hold unit end feasts for parents/guardians and grandparents
- Display photographs in school or photocopy as part of your newsletter
- Prepare carefully for parent-teacher meetings and invite the principal if it seems beneficial to have the presence of a third party

Community Involvement

In all NWT communities, teachers are a vital and visible part of the population. Particularly in smaller communities, the new teachers are a source of interest and curiosity each fall. Although it may be disconcerting for people used to city life, this is a natural part of small town living and it is considered appropriate to take an interest in new community members. It means a great deal to the community when new teachers are visible and interested in life outside school. People generally will wait to see if “the new teacher” is friendly, so don’t hesitate to say hello as you pass people on the street. Children will want you to meet their parents and grandparents. By doing these things, you become an individual rather than “the teacher.” It takes time, and a community’s way of welcoming will vary.

Opportunities where teachers can meet the community:

- Sports activities
- Community celebrations
- DEA meetings
- Local store, post office, coffee shops
- Outdoor activities – hunting, fishing, snowmobiling
- Local committees
- Church
- Arts and Craft classes

Remember, in small communities where there is a high turnover of teachers, people may hesitate to invest time in a friendship which they expect will be short lived. For that reason, you may need to make the first moves in order to build trust and acceptance. Staying isolated and moving only between home and school will give the community a subtle message that you’re not interested in them. Interactions in the community open up all kinds of possibilities for lasting friendships, and wonderful cultural experiences. Becoming part of the community means becoming a full contributing member, including the privilege of sharing good times and hard times with a unique group of people.

Teaching Assistants and Student Support Assistants

Instructional assistants can be effective bridges between the school and the community and are indispensable in the classroom. Often your assistant has had many years of experience in the school providing the only continuity in the classroom and he/she can provide you with valuable information about students and community if you ask and are ready to listen.

Although all professional decisions are the responsibility of the classroom teacher, teaching assistants and student support assistants should be treated as partners on the educational team. They need to be part of all planning that involves the students with whom they work.

Teaching assistants and student support assistants are hired to perform specific duties, and so it is very important to clarify roles and responsibilities at the beginning of the year. When everyone has a clear understanding of the expectations, it helps to keep the lines of communication open and avoid misunderstanding. (For roles and responsibilities in the NWT, see ECE, Toward Implementation).

Suggestions:

- Include what the Teaching Assistant has to do in your daily plans and give them a copy
- Work as a team and discuss what works and what doesn't work and try new ideas--ask them for their input and try their ideas--good for self-esteem
- Give them feedback as to how they are doing on a daily or weekly basis--communication is a big thing when working with a Teaching Assistant
- Write reports with their input—let them know that they are invaluable and ask to have a substitute for them when they are absent
- It's important to communicate clearly to your assistant what you want them to do – never assume that they can see what needs to be done (*Suggestions from Mona Mathews, teacher, Tlicho Region*)

Working with Elders

Elders have a wealth of knowledge and experience and are an integral part of NWT culture based education. They are the holders of "traditional knowledge" which is not available, in many cases, in written form. In NWT Aboriginal cultures, Elders represent societies that historically have been oral cultures and have passed their history on through storytelling. In Aboriginal communities, the Elders are considered to be the encyclopedia and the experts in the culture. "They have their PhD in Aboriginal culture."

Because Elders are so essential to the program, it is important to respect them by following the community protocol. This may include an honorarium or a gift for their help in the school. A staff member who is from the community will know this protocol and give advice on approaching the Elders.

Working with Volunteers

Volunteers can offer a wide range of talents and experiences to your classroom. They may listen to children read, work with small group projects, help with sports events, sew costumes, share their art or music, tell stories about their jobs or the past, help out with fund raising or help with breakfast/lunch programs. They may also help with the library, band program, help students with diverse needs or provide extra playground supervision.

Volunteers often generously give of their time, but they need to know that their efforts are valued. Appreciation can be demonstrated through a "Volunteer Appreciation" event, student-made gifts or cards, or by students helping volunteers with chores. It is important to check with school administration about protocol for Criminal Records Checks for volunteers.



Preparing for a Substitute Teacher

It is inevitable that all teachers get sick and have to depend on a substitute to replace them from time to time. Don't wait until you are sick in bed to prepare! There is nothing worse than being too sick to teach, yet having to leave your "sick bed" to prepare for a substitute. Use the computer to write your Substitute Day Plans. If you save your plans from day to day, you eliminate the need to copy the same information each time you have a new sub.

In some schools there is an established protocol for substitute teachers. If there is not one in your school, it would be a good idea to prepare a substitute folder, which contains:

- Up-to-date daily plan book with the level of detail necessary for a guest teacher to follow
- A one-day activity list in a special folder just in case the substitute has difficulties following your daily lesson plan
- Class list with phone numbers
- Names of helpful students
- Classroom timetables
- Seating plan
- School map including fire exits and escape routes
- Supervision schedule and guidelines
- Notes on procedures and classroom routines, if you have these in your computer, it makes it easy to update and access for a substitute
- Attendance sheet
- Classroom rules, expectations and responsibilities
- Information about students with special needs
- Information about teaching assistants, if applicable
- A collection of interesting supplementary activities to be used if prepared plan leaves extra time or is too difficult to follow, e.g. books to be read aloud, word searches.
- A form for the substitute to write comments about the day

Try referring to substitutes as "guest teachers" when speaking to your class and remind them about how to treat guests





Culture-Based Education



NWT Teacher Induction

Culture-Based Education

Aboriginal language and culture-based education is education that reflects, validates and promotes the cultures and languages of the First Peoples of NWT. It is education that honours all forms of traditional knowledge, ways of knowing and worldviews. In this light, we define culture as people's customs, traditions, history, stories, spirituality, values, beliefs and language that contribute to people's personal and collective identity. Cultures have their roots in ancient perspectives, worldviews, knowledge and skills.

(Education, Culture and Employment, Aboriginal Language and Culture-Based Education Directive, 2004).

"By shifting the focus in the curriculum from teaching/learning about cultural heritage as another subject to teaching/learning through the local culture as a foundation for all education, it is intended that all forms of knowledge, ways of knowing and world views be recognized as equally valid, adaptable and complementary to one another in mutually beneficial ways." (University of Alaska, Fairbanks, 1998).

Culture-based education is far more than the incorporation of cultural events and traditional skills into the curriculum. The goal of culture-based education is to support all students through affirmation of their culture. When the school recognizes and validates the students' culture, it helps them to be aware of their heritage and to value the accomplishments of their families, their community and their ancestors. It builds a sense of pride and self-esteem, which is the best gift any teacher can give to his/her students.

Directive for Aboriginal Language and Culture-Based Education

In 2004, the Department of Education, Culture and Employment implemented a directive for Aboriginal Language and Culture-Based Education.

Purpose of the Directive:

- Give direction and ensure accountability for the use of the funding provided by the Government of NWT to divisional education councils and district education authorities for language and cultural programming;
- Provide direction for planning and supporting Aboriginal language and culture programming in the NWT schools;
- Ensure the school system supports and reflects Aboriginal language and culture-based education; and
- Set out a framework for planning, developing, delivering, supporting and evaluating Aboriginal language and culture-based education programming in the NWT schools.
- Clarifies the roles and responsibilities related to the establishment of culture-based education programs, as a foundation for education in the NWT.

Guiding Principles of the Directive:

- Parents, grandparents, family and community members are a child's first teachers
- Aboriginal children are more successful when the school affirms their culture
- The land is a place of learning and is an important part of the successful learning of Aboriginal languages and cultures
- Communities have much to offer the education system.



Definition of Aboriginal Language and Culture-Based Activities

Aboriginal language and culture-based activities explore the languages, cultures, histories, activities, skills, knowledge, traditions and values of Aboriginal peoples of the NWT, and contain a significant Aboriginal language acquisition component.

Key experiences are culturally authentic, realistic, and natural and are best done in an Aboriginal language. Some examples are:

- Aboriginal language immersion camps
- Extended cultural trips on the land
- Hunting, trapping, fishing, traditional food gathering and preparation
- Sewing, snowshoe making, drum making, and other traditional skills
- Attending and participating in traditional activities such as drum dances and feasts
- Storytelling, legends, drumming, chants, traditional games.

(ECE Aboriginal Language and Culture-Based Education Directive, 2004).

Expectations for Culture-Based Education

Expectations for NWT students

- A strong foundation of cultural identity
- Knowledge about their history, traditions, values and language
- Comfort in various cultures
- A desire to grow and understand their own culture
- Development of a balanced approach to life
- A connection to the world

Expectations for NWT teachers

- Incorporate the community culture into their teaching
- Use local materials and local human resources
- Participate in the community, outside the school
- Work in partnership with parents
- Challenge each student to find and develop his/her individual strength
- Find mechanisms to incorporate cultures and languages throughout the school year

Expectations for NWT schools

- Support Culture-Based Educational expectations for students and schools
- Accommodate various learning styles through the use of various teaching styles
- Reflect the local culture and environment
- Involve Elders as part of the program
- Provide Aboriginal language programs
- Provide professional development opportunities to orient teachers to the community's culture and languages.

(Adapted from the Alaska Standards for Culturally Responsive Schools, University of Alaska, Fairbanks, 1998, p. 62 – 63)

Advice for Teachers

- Develop an appreciation and knowledge of the unique history of Aboriginal people in the NWT and an understanding of the current political, cultural and socio-economic environment.
- Learn the community protocol and customs in order to open the lines of communication.
- Learn about and respect political and social structures without judgment, this will help to build support for the school.



- Meet the community with mutual respect and suspend judgment in order to reach a point of understanding and mutually shared goals. Be prepared to deal with issues you do not fully understand and may not agree with. Imposing conflicting cultural values and perspectives very often creates confusion and resistance.
- Learn about historical and contemporary local heroes.
- Learn about land claims in your region.
- Take part in community events and celebrations. Being interested and visible will build trust.
- Help your students feel good about who they are. If they do not respect themselves it will be difficult for them to respect others.
- Be aware of diverse communication styles that exist in cross-cultural classrooms. Different communication styles can have a significant effect on a classroom and may lead to misunderstandings.
- When using teaching resources:
 - Avoid biased materials
 - Ensure that Aboriginal people are represented accurately
 - Choose strategies and resources which focus on positive images of the Aboriginal cultures, both past and present
 - Use a variety of teaching styles to accommodate the varied learning styles of Aboriginal students
 - Use content familiar to the students to teach skills and concepts

Advice for Schools

- The school must enhance and strengthen the community and not work toward or appear to work toward a position of alienation. It should provide an education, which reflects the values and traditions of the community and should respect, without judgment, the social, political and economic realities which affect life in the community.
- The school needs to be an integrated part of the community that promotes a positive, respectful view of parents, families and the community as a whole.
- The school has a responsibility to help Aboriginal children define who they are as valuable individuals and community members.
- (*Saskatchewan Education, 1995*)

Resources for Schools

Media Awareness Network – The Department of Education, Culture and Employment licenses many valuable resources for professional development and for classroom use that help to educate teachers and students about racism, stereotypes and media representation of various Aboriginal and minority groups that make up the Canadian mosaic.

<http://www.media-awareness.ca/english/teachers/index.cfm>



Checklist for Teachers in Cross-Cultural Schools

	Question	Yes	Some	No
1.	Does the culture of my classroom reflect the language and culture of the community?			
2.	Do instructional materials: <ul style="list-style-type: none"> ▪ portray Aboriginal people as diverse peoples with a rich heritage? ▪ portray Aboriginal people in an authentic way? ▪ recognize and value contributions of Aboriginal peoples to present Canadian society? ▪ present positive images of Aboriginal people in contemporary settings? ▪ receive evaluation for stereotyping, bias, racism and other inaccuracies? 			
3.	Do I use a variety of teaching methods to accommodate the diverse learning styles of my students?			
4.	Do I encourage students to take pride in their culture?			
5.	In my classroom, do I observe community celebrations and important cultural events?			
6.	Do I use community resources (people, materials) when appropriate and possible?			
7.	Are my evaluation tools sensitive to cultural bias?			
8.	Do I take time to learn more about community culture?			
9.	Do the parents of my students feel welcome in my classroom?			
10.	Do I contact my students' parents with positive messages about their children?			
11.	Am I aware of the way culture affects styles of communication and ways of interacting with others?			

Adapted from an Assessment Checklist in the Indian and Metis Staff Development Program, p.243. Saskatchewan Education, 1995.

Alaskan Cultural Standards for Educators

A. Culturally-responsive educators incorporate local ways of knowing and teaching in their work.

Educators who meet this cultural standard:

1. recognize the validity and integrity of the traditional knowledge system;
2. utilize Elders' expertise in multiple ways in their teaching;
3. provide opportunities and time for students to learn in settings where local cultural knowledge and skills are naturally relevant;
4. provide opportunities for students to learn through observation and hands-on demonstration of cultural knowledge and skills;
5. adhere to the cultural and intellectual property rights that pertain to all aspects of the local knowledge they are addressing;
6. continually involve themselves in learning about the local culture.

B. Culturally-responsive educators use the local environment and community resources on a regular basis to link what they are teaching to the everyday lives of the students.

Educators who meet this cultural standard:

1. regularly engage students in appropriate projects and experiential learning activities in the surrounding environment;
2. utilize traditional settings such as camps as learning environments for transmitting both cultural and academic knowledge and skills;
3. provide integrated learning activities organized around themes of local significance and across subject areas;
4. are knowledgeable in all the areas of local history and cultural tradition that may have bearing on their work as a teacher, including the appropriate times for certain knowledge to be taught;
5. seek to ground all teaching in a constructive process built on a local cultural foundation.

C. Culturally-responsive educators participate in community events and activities in an appropriate and supportive way.

Educators who meet this cultural standard:

1. become active members of the community in which they teach and make positive and culturally-appropriate contributions to the well being of that community;
2. exercise professional responsibilities in the context of local cultural traditions and expectations;



3. maintain a close working relationship with and make appropriate use of the cultural and professional expertise of their co-workers from the local community.

D. Culturally-responsive educators work closely with parents to achieve a high level of complementary educational expectations between home and school.

Educators who meet this cultural standard:

1. promote extensive community and parental interaction and involvement in their children's education;
2. involve Elders, parents and local leaders in all aspects of instructional planning and implementation;
3. seek to continually learn about and build upon the cultural knowledge that students bring with them from their homes and community;
4. seek to learn the local heritage language and promote its use in their teaching.

E. Culturally-responsive educators recognize the full educational potential of each student and provide the challenges necessary for them to achieve that potential.

Educators who meet this cultural standard:

1. recognize cultural differences as positive attributes around which to build appropriate educational experiences;
2. provide learning opportunities that help students recognize the integrity of the knowledge they bring with them and use that knowledge as a springboard to new understandings;
3. reinforce the student's sense of cultural identity and place in the world;
4. acquaint students with the world beyond their home community in ways that expand their horizons while strengthening their own identities;
5. recognize the need for all people to understand the importance of learning about other cultures and appreciating what each has to offer.

Source: Alaska Standards for Culturally Responsive Schools
<http://www.ankn.uaf.edu/publications/standards.html>



Dene Kede: Education from a Dene Perspective, Kindergarten – Grade 6

Culture-Based Education means that the culture of the community is the culture of the school. It is reflected in the physical appearance, the communication style, the leadership style and the teaching strategies. The school belongs to the community and the children. Culture-based curricula provide the foundation and guide for the school program. All other areas of study are integrated components, which are valued equally. Culture-based education ensures that students will be strong in their own identity first, in order to succeed and become strong in two cultures.

Dene Kede curriculum, K – 6, encompasses culture, language and the Dene perspective on Education. It was developed in consultation with elders representing the five Dene regions of the NWT and incorporates the four fundamental relationships within Dene culture: Land, Self, People, and Spiritual World.

The purpose of this curriculum is to provide children with the knowledge, skills and attitudes, which will guide them toward becoming capable citizens. Dene Kede advocates experiential learning. Within the context of “key cultural experiences” students will learn the perspectives that are distinctly Dene. Related strategies involving discussion, storytelling, analysis, practice, review and reflection, support and enhance the key experiences.

Dene Kede: Education from a Dene Perspective, Grades 7 – 9

The Dene Kede Junior Secondary School curriculum consists of outcomes that are generic and can be adapted to each culture/language group in the NWT. Each community is required to use the generic curriculum to create a program, which reflects its own culture. Moreover, due to the unique needs of adolescents, the community is asked to become much more involved in the teaching and mentoring aspects of the program. The successful program will be the product of the cooperation of teachers, administrators, parents and the community.

The Dene language and culture teacher should be a part of a school-based team of developers and planners. The team can work together to integrate content from other subject areas such as Social Studies, Science, Art, Physical Education or English Language Arts programs into the Dene Kede program. Such integration not only provides the other subjects relevance within the community, it adds credibility and strength to the Dene Kede program.

Integration can be more formally programmed by designing projects or units based on Dene Kede, which can meet standards for credit through Career and Technology Studies. Students at the Junior Secondary School level can begin to store credits for their high school diplomas while learning their culture and language. In Dene Kede 7 – 9, fifteen instructional modules have been developed. Each module is based on a theme from the curriculum, and contains activities and resources particularly suited to the outcomes of the curriculum. The modules are aimed largely at Dene First Language Programs, but are easily adapted to the second language classroom.



General Learner Expectations

In order to survive and to live life to the fullest, Dene students must develop respectful relationships with the Land, Spiritual World, Other People and Themselves. These relationships are best developed with the aid of the Dene Elders and their voice, which is the Dene Language.

<i>The Land</i>	<i>The Self</i>
<p>In their relationship with the Land, students are expected to, with the aid of the Dene Language:</p> <ul style="list-style-type: none"> • Enjoy the Land • Become capable on the Land • Understand the Land • Appreciate and respect the Land • Be familiar with the Dene history of the Land 	<p>In their relationship with Themselves, students are expected to, with the aid of the Dene Language:</p> <ul style="list-style-type: none"> • Work to maintain integrity in their relationships • Know and respect themselves • Maintain humility • Be aware of how one's behaviour affects others
<i>The Spiritual World</i>	<i>The People</i>
<p>In their relationship with the Spiritual World, students are expected to, with the aid of the Dene Language:</p> <ul style="list-style-type: none"> • Recognize powers greater than themselves • Recognize what is spiritual in the world around them • Appreciate and respect the spiritual forces • Recognize and develop their personal spirituality 	<p>In their relationship with Other People, students are expected to, with the aid of the Dene Language:</p> <ul style="list-style-type: none"> • Learn from and respect their Elders • Be generous to others • Work with others putting group needs before personal needs • Accept and enjoy others • Know the traditional relationships and changes in these over time • Recognize similarities and differences between Dene and others

The Dene Kede Curriculum Teacher's Resource Manual provides a guide for teachers. The document can be found on the ECE website, <http://www.ece.gov.nt.ca>

Inuuqatigiit: The Curriculum from the Inuit Perspective, K-12

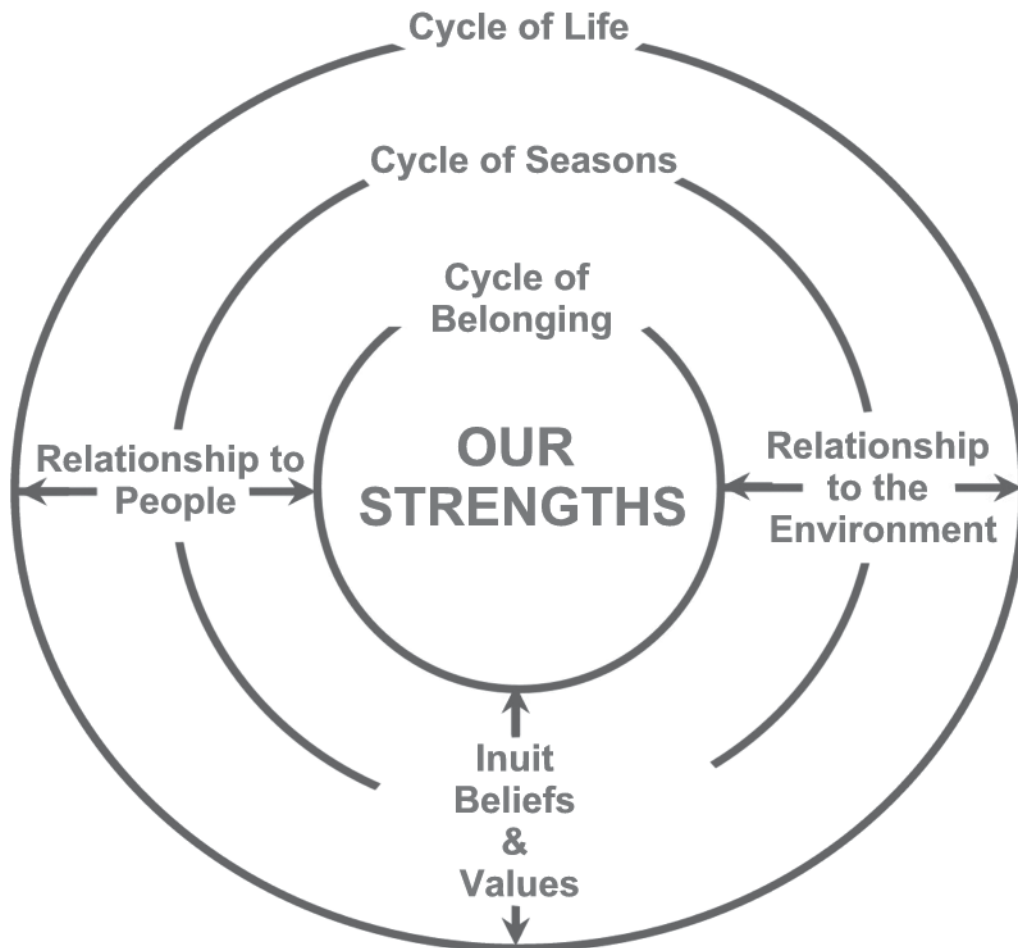
Inuuqatigiit is a culture-based curriculum from the Inuit perspective. It was developed by Inuit educators and grounded in the belief of the Elders that education must be community-based. This curriculum is intended to develop pride of identity and language in the students.

Goals of Inuuqatigiit:

- Maintain, strengthen, recall and enhance Inuit language and culture in the community and the school
- Enhance unity within Inuit groups
- Create a link between the past and present
- Encourage the practice of Inuit values and beliefs
- Encourage pride in Inuit identity to enhance personal identity



Inuuqatigiit is based on the belief that learning is a process that takes many different forms.



<http://www.ece.gov.nt.ca>

Aboriginal Culture and Language Programs in the NWT

There have been many significant and rapid changes to the ways Aboriginal people lived in the past. These changes include factors such as residential schooling, living in a community setting, participating in a non-traditional work force, and adapting to the restructuring of overall existence. Of all these changes, the most significant has been the impact on and loss of Aboriginal languages in the NWT.

Statistics show that there is a rapid decline in the use of all Aboriginal languages, particularly amongst the speakers of Aboriginal languages in the NWT. A very low percentage of children are now learning the languages naturally at home. Most fluent speakers of the languages are age 50 years and over. At the school level, a high percentage of the Aboriginal student population is not fluent in their Aboriginal language. For that reason, the Department of Education, Culture and Employment, Divisional Education Councils (DEC), District Education Authorities (DEA) and schools have developed and are continuing to develop supports that integrate Aboriginal Culture and Language programs in the NWT schools.

Official Languages of the NWT

The legislation of the NWT recognizes eleven official languages: Inuktitut, Inuinnaqtun, Inuvialuktun, North Slavey, South Slavey, Tlicho, Chipewyan, Gwich'in, Cree, English and French. The use of each language varies considerably. Some Aboriginal Languages are struggling for survival and renewal; others are striving to be maintained; all have a desire to be strengthened. Each community has its own cultural needs and priorities, and each must determine the programs and services that will respond best to these priorities. In the NWT, bilingual education includes 1st language programs, 2nd language programs, and immersion language programs in one or more of the official languages.

Hours of Instruction and Timetabling

As part of the hours of instruction and timetabling, *The NWT Education Act (1996) Section 126* states that a school day shall include instruction of another official language of the NWT at 9% (approximately 90 hours). Additionally, 7% 'local discretion time' may be distributed by the principal in consultation with the District Education Authorities and the approval of the Superintendent/Director of the Council.

It is understood the Dene Kede and Inuuqatigiit outcomes and activities will be integrated throughout the school day. If separate cultural programs are also provided in a school, such programs would be part of the 7% instructional time allocated by the principal in consultation with the DEA.

The majority of communities in the NWT offer Aboriginal language programs. Instructional time averages 120 minutes a week for second language programs (L2). The emphasis in language instruction is on oral traditions in the primary grades, but reading and writing are often introduced in Grades 4 to 6. Overall, 53 percent of students enrolled in Kindergarten to Grade 9 participated in Aboriginal second language programs in 2006-2007. Additionally, 17 percent of high school students were enrolled in an Aboriginal language credit course that year.

Aboriginal Language and Culture Based Education (ALCBE) Directive

In September 2004, the Minister of Education, Culture & Employment (ECE) issued the Aboriginal Language and Culture Based Education (ALCBE) Directive. The purpose of the Directive is to:

- Ensure the school system supports and reflects Aboriginal language and culture based education;
- Give direction and ensure accountability for funding that the GNWT provides to DECs/DEAs for language and cultural programming;
- Provide direction and support to Boards for planning, developing, delivering, supporting, and evaluating Aboriginal language and culture programming in NWT schools;
- Clarify roles and responsibilities related to the establishment of language and culture-based education programs in NWT schools.

Aboriginal language and culture funding is allocated to Divisional Education Councils and Yellowknife District Education Authorities (DEC/YKDEAs) based on the number of Aboriginal students in each district.

Aboriginal Cultural Perspectives – Guidelines for Curriculum Development

In 2004, NWT Aboriginal educators developed a set of Aboriginal Cultural Perspectives Guidelines for the Aurora College Teacher Education Program. The purpose of these guidelines was to guide

- 1) the **orientation** of instructional staff in the teacher education program, and
- 2) the **curriculum development** process in the program. These guidelines are provided as a reference by K – 12 teachers.

Teacher Orientation

To support all teachers who come to the NWT to achieve culture-based education outcomes, ECE developed a CD-ROM resource *Dene Kede: Trails to Becoming* as a teacher orientation tool that provides information, guidelines and procedures to guide the effective and efficient management of a culture-based approach to teaching and learning.

Orientation for instructional staff and curriculum writers should be conducted by NWT Aboriginal people based upon their worldview and will include:

- Creation stories of Aboriginal peoples of the NWT
- Dene, Inuvialuit and Inunnait laws and values
- Relationship of Aboriginal peoples with the land, animals, spiritual world, self and others
- Pre and post-contact political and historical awareness – Aboriginal and non-Aboriginal peoples in the NWT
- Geographical and environmental understandings from an NWT, regional and local perspective
- Orientation will be land and community based

Dene Kede and Inuuqatigiit Documents

Since 1993, three foundational documents have been developed: *Dene Kede: Kindergarten to Grade 6*, *Dene Kede: Grades 7 to 9* and *Inuuqatigiit Kindergarten to Grade 12*. They incorporate and infuse language and culture activities and instruction throughout all other curricula and provide a framework for the integration of culture in NWT schools.

Other Subject Curricula

ECE has taken the approach of developing and writing all NWT curricula from a Northwest Territories' perspective to reflect the health and vitality of many cultures in a rapidly changing environment. They incorporate traditional knowledge, use northern geographic examples and are supported by culturally appropriate learning materials. They provide an opportunity for northern students to understand and experience each other's perspectives.

- This would include, but not be limited to:
 - Genealogy of the NWT cultural groups
 - Integration of the Aboriginal story with the textbook interpretation with regard to Social Studies and Native Studies
 - Inclusion of traditional Aboriginal attitudes toward exceptional children



- Inclusion of Aboriginal teaching methods in psychology courses
- Culture camp organization to complement the location and local culture
- Methods of citing oral references in English courses
- Inclusion of traditional place names and their significance where appropriate. Connect oral stories about the land from both Elders and youth.
- Language used should be appropriate and consistent. For example, Aboriginal Peoples of the NWT is the appropriate term that should be used when referring collectively to Dene, Metis and Inuvialuit.
- Methods of instruction would include culturally appropriate teaching/learning styles
- Inclusion of the Aboriginal perspective regarding "Respect", where appropriate/relevant
- Human names should not be used for animals
- Culturally appropriate and regionally relevant resources, where possible, will be identified and should be used and visible in the classroom
 - Land claims information
 - Issues of colonization and de-colonization
 - Racism and systemic racism
 - Cultural bias in texts
- Aboriginal science/traditional knowledge will be recognized and identified

Teaching and Learning Centres

The mandate of Teaching and Learning Centres (TLCs) throughout the NWT is the preservation and enhancement of Aboriginal language and culture through the promotion of literacy and the integration of local language and culture in school programs. Their goal is to support the implementation of culture-based education by producing books and other materials and by supporting teachers. All TLCs share this mandate with some variation in structure, reflecting conditions within individual jurisdictions.

TLCs are administered regionally through the Divisional Education Councils except in the Beaufort-Delta where one is administered by the Gwich'in Tribal Council and another by the Inuvialuit Regional Corporation. Additionally, since 2003, under the Tlicho Land and Self Government agreement, the Tlicho Community Service Agency is funded and responsible for all regional program development.

The roles and responsibilities of TLCs have become more diverse over time. In the early days, the major focus was on the development and publication of books and teaching materials for use in classrooms. With the development of Dene Kede and Inuuqatigiit, this role has shifted somewhat to the implementation of curricula, a role that requires TLC staff to work more closely with all other school staff members through workshops and other professional activities. (ECE, 1999)

French Language Programs

French is one of the eleven official languages of the NWT. Six communities in the NWT offer a range of programs and courses in French. French second language courses are offered most frequently, but immersion programs and French first language education are also available in some communities. In total, 2,513 students participated in French programs in 2009/10, representing 30% of all students enrolled in Kindergarten to Grade 12 schools in the NWT.

The majority (73%) of NWT students who are learning French are studying French as a second language in elementary and secondary schools through a program referred to as “Core French” courses. This program is available in Fort Smith, Hay River, Fort Simpson, Yellowknife, Norman Wells, and Inuvik. In these communities, students from Grade 1 to Grade 12 are given a choice in their study of a second language. They can either take the aboriginal language of their community or French. Approximately 1,850 students take Core French courses in 2009/10. On average, 90 hours of instructional time is devoted to this program.

Another 25 % of students who are learning French as a second language were enrolled in immersion programs. Early immersion starts in Kindergarten or Grade 1 and can continue through Grade 12. In 2009/10, there were 635 students enrolled in French immersion programs in Yellowknife, Inuvik or Fort Smith. On average, students spend about 85% of their time learning in French, but this can vary from as much as 100% in Kindergarten to 50% in Grades 10 to 12.

In 2009/2010, nearly 200 students were enrolled in French first language (FFL) education. In this program, the language of instruction for all subjects is French (except for English language arts which start in Grade 4). Student eligibility for this program is based on the right of French first language instruction as outlined in Section 23 of the Canadian Charter of Rights and Freedoms. This program can only be offered in two Francophone schools in the NWT which are located in Yellowknife and Hay River.

Teacher recruitment and retention plays a critical role in the delivery of French language and cultural programs. There is a high demand for French first and second language teachers throughout Canada making it challenging to recruit teachers to the NWT.







*Advice for Beginning Teachers:
Before School Starts*



NWT Teacher Induction

Resources

Advice from NWT Teachers

Living Advice

- Have lots of energy – it's hard work
- Have a positive attitude
- Take breaks once in a while.
- Be prepared: come with eyes wide open.
- Research and read, find out about your community.
- Be clear about your living expenses, cost of travel, rent, moving expenses and utilities.
- Get commitments in writing.
- Secure adequate long-term accommodation.
- Once in the community, keep busy: get involved in the community.
- Be adventurous and independent.
- Come as a learner and a teacher, do more listening than talking.
- Come to make a difference in the community as well as the school.
- Have an interest in the outdoors and a different way of life.
- Have personal interests and hobbies.

Teaching Advice

- Be firm: let the kids know who the boss is the first day.
- Another bit of advice...whatever rules you decide upon, make sure you word them in the POSITIVE...e.g. "Always walk when in the classroom" rather than "Don't run in the classroom" or "Use inside voices when in the classroom" rather than "No shouting or yelling in the classroom"--- Children hear the words "run", "shout" and "yell" in their head, forget the rest of the words and end up running, shouting and yelling.
- Be willing to accept the challenge; it is lots of hard work.
- Make sure your homework policy is realistic and consistent with your educational goals.
- Be very flexible: willing to try new things personally and professionally.
- Be diplomatic and learn to go with the flow.
- Don't take things personally, be thick skinned.
- Don't expect too much from yourself: there's room for improvement.
- Get organized early in the year, set up your filing systems, class lists, storage routines right at the start of the year.
- Be ready to work with individual differences.
- Be prepared to adapt the curriculum to the academic needs of your students.
- Leave all your preconceived notions about cultures at home, accept people the way they are, don't try to change things.
- Bring lots of teaching materials with you particularly resources on multi level instructions, special needs, learning disabilities and classroom management.
- Read Harry Wong's The First Days of School. <http://www.effectiveteaching.com/>
- Be patient and be willing to adapt.
- Move on from negative incidents and be positive.
- Have high expectations but expect production to be low sometimes.
- Don't be afraid to ask questions, everyone has gone through a 'new' experience at some time.
- Take advantage of the quality professional development opportunities.
- File samples of students' work at various times during the year, it will help you judge the progress your students make over the year.
- Take the students from where they are and celebrate progress.



Travel Advice

- Always check to make sure you have the correct departure time of the plane that is flying TO the community, not flying FROM.
- If you are not sure that you are being met at the airport, accept any offers you get. In many communities, the airport is a fair distance from the town site.
- Make sure you bring in food supplies for the first day or so. You may arrive after the community store has closed and there may not be any place that serves food after hours.
- If you are traveling in the winter, practice all the winter safety rules, bring warm clothes, a sleeping bag, candle and matches, sand, shovel, a tow rope and extra gas. Northern roads are not always well traveled.

Surviving Year One

Ken Ryan's ten guides for surviving the first year of teaching:

1. Before you begin the first year of teaching, decide to teach a second year.
2. If you are not organized, get organized.
3. Do not look for love in the classroom. Look for respect. Look for student achievement. The new teacher who is looking for love is vulnerable and erodes the authority needed to lead a class.
4. Love the school secretary (and maintenance staff).
5. Focus on learning.
6. Become a member of the staff. Colleagues can provide a great source of satisfaction and professional learning.
7. Pay your body its dues.
8. Come to terms with your authority.
9. Do not get married the week before school starts.
10. Find a mentor – an experienced, older teacher who is willing to act as a guide and confidant(e) through the year.

Book and Internet Resources

Mentorship

Brock, B. and Grady, M. (1997) *From First-Year to First-Rate: Principals Guiding Beginning Teachers*. Thousand Oaks, CA: Corwin Press Inc.

Danielson, C. (1996). *How to Help Beginning Teachers Succeed*. Alexandria, Virginia: ASCD.

Evertson, C.M. & Smitey, M.W. (2000). Mentoring effects on protégés' classroom practice: An experimental field study. *The Journal of Educational Research*. Vol.93, No. 5.

Gordon, Stephen P. & Maxey, Susan (2000). *How to Help Beginning Teachers Succeed 2nd Edition*. Association for Supervision and Curriculum Development, Alexandria, VA.

Scherer, M. (1999). *A Better Beginning: Supporting and Mentoring New Teachers*. Alexandria, VA: ASCD.

Wong, H. (1998). *The First Days of School*. Sunnyvale, California: Harry K. Wong Publications.

Mentoring the New Teacher. (1994). Alexandria, Virginia: ASCD. (1-800-262-8803) This is a series of nine videotapes using research-based case studies to present actual new and mentor teachers dealing with the most common problems facing new teachers.

The Effective Teacher. Sunnyvale, California: HKW Productions. This is a kit containing a series of eight videotapes.

Internet Sites

Aboriginal Resources

- Aboriginal Mapping Unit <http://www.nativemaps.org/>
- Aboriginal Peoples of Canada
<http://www.aboriginalcanada.gc.ca/acp/site.nsf/eng/ao04576.html>
- Arctic Circle <http://arcticcircle.uconn.edu/>
- Dene Kede Curriculum and Inuuqatigiit Curriculum -
http://www.ece.gov.nt.ca/Divisions/kindergarten_g12/indexK12.htm
- First Nations Art <http://www.first-nations-art-store.com/index.html>
- First Nations in Canada <http://www.ainc-inac.gc.ca/>
- Native Web - <http://www.nativeweb.org/>
- Native Tech - <http://www.nativetech.org/>

Assessment

- Alberta Assessment Consortium (consult board office for member login)
<http://aac.ab.ca/>
- NCRC Educational Laboratory Assessment -
<http://www.ncrel.org/sdrs/areas/as0cont.htm>
- Rubrics for Teachers - <http://www.rubrics4teachers.com/>
- Rubric Master - <http://www.mcasmentor.com/rubrics.htm>
- Rubistar - <http://rubistar.4teachers.org/>

Beginning Teachers

- Beginning Teachers Toolbox - <http://www.inspiringteachers.com/>
- First Year Teacher Attitude Towards Teaching
http://www.lbschools.net/Main_Offices/Curriculum/Professional_Development/first_year_teachers.cfm
- Inspiring New Teachers - <http://www.teachermentors.com/index.php>
- Survival Guide for New Teachers - <http://www.teacherweb.com/>
- What to Expect Your First Year Teaching - <http://www.ed.gov/pubs/FirstYear>

Classroom Management

- Assisting first year teachers with classroom management -
<http://www.teachermentors.com/CIManagementTips.php>
- Classroom Management - <http://www.nea.org/tools/ClassroomManagement.html>
- Classroom management - <http://www.learnnc.org/lp/pages/2775>
- Proteacher - <http://www.proteacher.com/030000.shtml>
- The First Days of School by Harry Wong - <http://www.effectiveteaching.com/>

Curriculum

- Education, Culture and Employment Curricula - www.ece.gov.nt.ca
- Teachers First. Com - <http://www.teachersfirst.com/matrix.htm>
- Western and Northern Canadian Protocol - <http://www.wncp.ca/>

Mentoring

- Mentors Peer Resources (Canadian) - <http://www.mentors.ca/mentor.html>
- The Mentoring Group - <http://www.mentoringgroup.com/html/archive.html>



Lesson Planning

- Ask Eric Lesson Plans by Subject - <http://www.eduref.org/Virtual/Lessons/>
- Education World: First Day of School icebreaker lesson plans - http://www.educationworld.com/a_lesson/lesson/lesson131.shtml
- GNWT Department of Education, Culture and Employment Curriculum from K – 12 - http://www.ece.gov.nt.ca/Divisions/kindergarten_g12/indexK12.htm
- Lesson Planning - <http://www.proteacher.com/020001.shtml>
- The Educators Network - <http://www.theeducatorsnetwork.com/lessons/templates>
- The Lesson Plans Page - <http://www.lessonplanspage.com>

Living and Teaching in the Northwest Territories

- Alaska Schools - <http://www.alaskool.org/>
- Community information - <http://www.maca.gov.nt.ca/governments/index.asp>
- ECE Curriculum links
- http://www.ece.gov.nt.ca/Divisions/kindergarten_g12/indexK12.htm
- NWT Library Services - <http://www.nwtpls.gov.nt.ca/>
- Spectacular NWT - <http://www.spectacularnwt.com/>
- Travel Information - <http://www.travel.org/nw-terri.html>
- Living and Teaching in the NWT - <http://www.newteachersnwt.ca/Teachers%20Req/Home.htm>
- Travel by road and air in the NWT - http://www.dot.gov.nt.ca/live/pages/wpPages/travelinfo_brochures.aspx

Teacher Resources

- Bloom's Taxonomy - <http://www.coun.uvic.ca/learn/program/hndouts/bloom.html>
- ATA conference schedule - <http://www.teachers.ab.ca/>
- Critical Thinking and Information Literacy Across the Curriculum - <http://bellevuecollege.edu/lmc/ilac/critdef.htm>
- Educationstation - <http://www.educationstation.ca/>
- Time Savers for Teachers - <http://teachertimesavers.com/>
- Handwriting and Printing - <http://abcteach.com/directory/basics/handwriting/dnealian/>
- Math Practice - <http://abcteach.com/directory/basics/math/>
- Learning Style, Culture and Hemispheric Dominance - <http://www.mathpower.com/brain.htm>
- Northwest Territories Teachers Association - www.nwtta.nt.ca
- The Great Canadian Geography Challenge - <http://www.geochallenge.ca/geochallenge/default.asp>
- The Math League – Math Contests - <http://www.themathleague.com/>

References

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- British Columbia Teachers' Federation. (1999). *Beginning Teachers' Handbook*. Vancouver, BC: British Columbia Teachers' Federation.
- Education, Culture and Employment. (1993) *Student Evaluation Handbook*. Yellowknife, NT: Government of Northwest Territories.
- Education, Culture and Employment (ECE). (1996). *Inuuqatigiit: The Curriculum from the Inuit Perspective*. Yellowknife, NT: Government of the Northwest Territories.
- ECE (1999). *Strength from Language and Culture: The Evolution of Teaching and Learning Centres in the Northwest Territories*. Yellowknife, NT: Government of the Northwest Territories.
- ECE (2000). *Towards Excellence: A Report on Education in the Northwest Territories*. Yellowknife, NT: Government of the Northwest Territories.
- Macpherson, N. (1991). *Dreams & Visions: Education in the Northwest Territories from Early Days to 1984*. Yellowknife, NT: Government of the Northwest Territories.
- Manitoba Teachers' Society. (2001). *Handbook For Beginning Teachers*. Winnipeg, MB: Manitoba Teachers' Society.
- Saskatchewan Teachers' Federation (STF) . (1992). *Assisting Beginning Teachers Building for Success: A Guide for Administrators*. Saskatoon, SK: STF.
- Saskatchewan Education. (1995). *Indian and Metis Education Staff Development Program*. Regina, SK: Saskatchewan Education.
- STF. (2001). *A Handbook for Beginning Teachers*. Saskatoon, SK: STF
- STF (1999). *Taking Your Place in the Professional Community: A Handbook for Beginning Teachers*. Saskatoon, SK: STF.
- STF. (1999). *Creating a Supportive Environment: An Administrator's Handbook for Working with Beginning Teachers*. Saskatoon, SK: STF
- University of Alaska. (2002) *Alaska Standards for Culturally Responsive Schools*. Fairbanks, Alaska: Alaska Native Knowledge Network.





Feedback

Your comments will be very much appreciated by the NWT Teacher Induction Development Committee and will be taken into account when this package is revised. Please complete this sheet and fax, email, mail to the address at the bottom.

How did you receive your copy of this information?

What did you like about this information package?

What would you like to change?

What would you like to see added?

Thank You

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Teacher Induction and Mentorship Program
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Northwest Territories Information



NWT Teacher Induction

Northwest Territories Information

Resources

- NWT map – school regions
- NWT map – language regions
- Teaching Personnel Contact Information for GNWT Teachers
- Other NWT references



Personnel Information for GNWT Teachers

The Department of Human Resources provides services through regional, area and headquarter client service centres. The client service centres are responsible for “front-line” human resource services including the provision of human resource advice and guidance to managers and supervisors, recruitment and administration of pay and benefits.

Client Service Contacts - <http://www.hr.gov.nt.ca/contacts/clientservice/>

Yellowknife Teachers

Teachers employed with Yellowknife Catholic School District or Yellowknife Education District #1 will need to contact their respective board office for information and advice relating to pay and benefits.







Regional Information

- Beaufort Delta
- Dehcho
- Tlicho
- Sahtu
- South Slave
- Yellowknife Catholic Schools
- Yellowknife Education District #1
- Commission Scolaire francophone de division



NWT Teacher Induction



Regional Information supplied by the DEC's

Suggested Contents

Background

- History of education in region
- Mission statement and strategic plan
- Goals and objectives
- Regional annual report
- Divisional Education Council newsletter (if applicable)
- Calendar of events for school year

Professional information

- Staff lists, primary contacts (address/phone/e-mail) Divisional Education Council and Teaching and Learning
- Centre resource people, role description, contact numbers/e-mail
- Regional curricula and resources
- Regional language policy
- Regional language tape
- Regional best practices

Living conditions and personal information

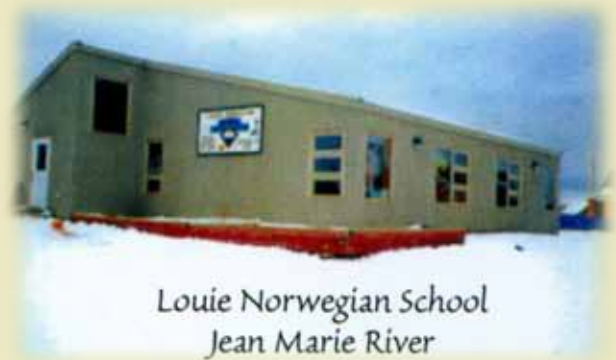
- Description of region – DEC website
- Regional economy
- Travel routes
- Cost of living – sample grocery list, costs of other services
- Health care information – benefits, facilities
- Housing information – costs, options, furnishing requirements
- Necessities – clothing, etc.
- Contract details – salary, benefits

(These items are available through the regional office.)





Community Information



NWT Teacher Induction

Community Information supplied by school

Suggested contents

Background

- School mission statement and strategic plan
- Description and picture of school, school web site
- Staff list and contact phone numbers/e-mail address

Professional information

- Description of school program
- Description of specific teaching assignment
- Local resource materials
- Local resource people – elders, parents, community members – contact numbers/e-mail address

Living Conditions and Personal Information

- Community map and pictures
- History and culture of community
- Housing available – description, costs, contact person
- List of community services available - nursing station, renewable resources, stores, services, etc.
- Local recreation opportunities for adults and children (indoor and outdoor)
- Cost of living – sample grocery bill, costs of services
- Alternative shopping and suppliers
- Local Aboriginal and political organizations
- Local economy
- Necessities – clothing, supplies

(These items may be available through the regional office or community school.)

