

STRATEGIC PROFESSIONAL DEVELOPMENT

The following list of suggested strategic professional development could be delivered in a number of different ways. Some of these topics and ideas may already be part of the Minister of Education's professional development strategy. These suggestions represent areas that were highlighted as needing improved professional development during the consultation process.

Topic	Goal	Proposed Audience
Inclusive theory and pedagogy (more than just differentiated instruction, including strategies for learning disabilities). See Appendix E, in particular: John Mighton, Judy Lupart, Gary Bunch, Chriss Walther-Thomas, authentic multi-level teaching, <i>La Pédagogie de l'inclusion scolaire</i> , Raymond Vienneau, Angela AuCoin).	Develop the skills and attitudes necessary to increase the viability of regular classroom instruction for a broad range of students.	Teachers, resource teachers, principals, vice-principals.
Inclusive theory, pedagogy, curriculum and evaluation. See Appendix E, in particular: John Mighton, Judy Lupart, Gary Bunch, Chriss Walther-Thomas, authentic multi-level teaching, <i>La Pédagogie de l'inclusion scolaire</i> , Raymond Vienneau, Angela AuCoin).	Develop the skills and attitudes necessary to ensure curriculum and evaluation that support inclusive practices in the classroom.	Department staff: curriculum and evaluation.
Class management and positive behavior management. Different modules should focus on the needs of elementary and secondary schools. In particular, safe schools, school violence and bullying should be addressed.	Improve class management skills and repertoire of strategies.	teachers, support workers, teacher assistants, substitute teachers, librarians.
Individual Education Plan or Intervention Plan writing.	Improve skills and attitudes in writing Individual Education Plans or Intervention Plans. Produce plans with measurable goals that help promote inclusive education.	resource teachers, principals.

<p>Team Work and Team Building in the school setting.</p>	<p>Develop the skills and attitudes necessary to encourage and plan for effective team work and co-operation at the school level.</p>	<p>principals and vice-principals.</p>
<p>Developing partnerships and community building.</p>	<p>Develop the skills and attitudes necessary to improve partnerships between schools and community agencies and other organizations.</p>	<p>principals and vice-principals.</p>
<p>Communication and mediation.</p>	<p>Develop the skills and attitudes necessary for positive and effective communication and dispute resolution between home and school and between school and community.</p>	<p>teachers, resource teachers, principals, vice-principals, superintendents, directors of education, student services supervisors, "partner departments" personnel.</p>
<p>Use of Technology</p> <p>Ongoing initiative to ensure that school staff can use the technology available to them to its fullest potential to make their jobs easier and to facilitate many aspects of school life, including the use of assistive technology.</p>	<p>Improve the effectiveness of existing and future investments in technology by ensuring that school staff can use the technology effectively.</p>	<p>Principals, vice-principals, teachers, resource teachers, secretaries, substitute teachers.</p>
<p>Supervising para-professionals</p>	<p>Improve the effectiveness of the use and supervision of para-professionals in the system.</p>	<p>Any professionals with responsibility for the deployment and supervision of a para-professional.</p>

<p>Teacher Assistant Training. Yearly training or workshop. The content depends heavily on a more precise and uniform job classification of the TA position.</p>	<p>To develop the skills, knowledge and competencies of teacher assistants. To ensure good fit between the job description, the skills, and the support teachers and students need.</p>	<p>teacher assistants</p>
<p>Student Attendant Training. Yearly training or workshop. The content depends heavily on a more precise and uniform job classification of the student attendant.</p>	<p>To develop the skills, knowledge and competencies of student attendants.</p>	<p>student attendants</p>
<p>Autism Support Workers Yearly training or workshop. Should include ABA/IBI and other appropriate intervention strategies for children on the autism spectrum.</p>	<p>To develop the skills, knowledge and competencies of autism support workers</p>	<p>autism support workers</p>
<p>Behaviour support workers Yearly training or workshop.</p>	<p>To develop the skills, knowledge, and competencies of behaviour support workers.</p>	<p>Behaviour support workers.</p>
<p>Diversity dialogue and awareness. An ongoing initiative aimed at improving dialogue and awareness of diversity and inclusion in schools. The diversity components include disability, culture, race, aboriginal heritage, immigration, sexual orientation, gender, language, socio-economic status, and any others that prove to be relevant.</p>	<p>Increasing awareness and understanding of the diversity that is in our school communities. Generate constructive dialogue on how the school system can be more open to diversity.</p>	<p>teachers, resource teachers, support workers, principals, vice-principals, district staff, department staff, other professionals working with students (psych, social workers, SLP, Audiologists, OT, etc.), parents and students (i.e., all)</p>