	Short-term goals	Long-term goals
Creating a positive and inclusive learning environment over an extended period of months	Encourage students:	
	- Consider students as individuals, notice, encourage and reward good behavior and achievements. - Engage dialogue with the students will show them we want to understand what they are going through and make they feel respected and listened to. -Show optimism and openness towards students, as well as fairness and empathy.	- Set up learning and general objectives with every students and checking on their progress regularly. -Work with other staff and parents to accompany the students (principal, teacher assistants, etc...). - Expect the best from any student.
	Promote student's work and progress:	
	- Promote student's works by exhibiting them on the walls all year round inside the classroom (will help students build self-confidence). - Ask students to help us display their productions so to make the space of the room theirs.	- Organize exhibition and recognition outside the classroom at the end of the year, the end of the semester or for a special occasion; can include works from more than one class and be organized with other teachers and subject areas.
	Encourage students to be respectful and responsible:	
	- Establishing classroom rules with the students. - Set an example for the students (we need to always be punctual, professional, polite, dressed properly, etc...).	- Implement the rules with fairness and regularity; - Take the time to sort any tension between students after an incident, even if it happened outside our classroom)
	Communication:	
	- Share the objectives of the course with the students. - Plan and explain activities and expectations before each session.	- Share the objectives of the year with the students. - "Say what you do and do what you say": we shouldn't promise an activity we are not sure we can deliver or threat with a sanction we can't implement.
	Offer a comfortable environment:	
	Classroom layouts: facilitate the circulation in the classroom, enable students to work in team as well as individually, offer students different spaces where they can talk, listen or write. Make a seating plan.	Notice how students get along and how well they are working when paired up or in groups and change the seating plan, few times during the school year if need be.

	Short-term goals	Long-term goals
Using effective instructional practices (including the use of technology)	Student-centered curriculum:	
	- Keep our student engaged in the curriculum through enthusiasm, interactive courses and problem-based approach. -Consider the three phases of a Growth Spiral while designing a new course: engaging learners, providing opportunities for practice, and revisiting the concept (not repeating). - Gives students the opportunity and time to think by pulling out content knowledge, making connections to other ideas and identifying different manifestations of the topic.	- Consider the relationship between students, teacher and knowledge and how the definition of knowledge is going to affect how it's going to be passed on. - Renew and find various ways to stimulate their interest, so the students are active in their own learning. - Alternate learning situations to best serve the approach of the subject studied and keep the students' interest: individual, in groups, with technologies or not…
	Big ideas and essential questions	
	- Introduce teaching sequences with a problem / essential question to give the students the chance to consider the course as an ongoing process. -Encourage students to question the issue in order to respond to it in a personal and original way.	- Imagine learning situations so students can reflect and apply their learning on they personal experience, exchange ideas and express their point of view. -Design courses to help students explore the subject area and big ideas through various assignments and references.
	Information Communications Technologies (ICT)	
	- Using ICT as a teaching and learning tool; - Access computers on a "need to use" basis (make it clear to students that they are an option rather than an obligation), - Familiarize students with different mode of presentation: minmap, portfolio, notes, blogs…	- Prepare our students to face an increasingly complex world. - Broaden their understanding of the world through Virtual Field Trip for example.

	Short-term goals	Long-term goals
Including assessment for, as, and of learning strategies	Assessment as and for learning (formative)	
	- Help students resolve assignment through observation and constructive comments. - Ask students to asses themselves (through work sheet, reflection, written thoughts on their own work…): encourage students to take a step back and reflect on their work. - Allow students to express their reserves and expectations about any assignment they turn in.	- Assess in a continuous and individualized way; - Take into account the efforts and the process that led to the results shown by students. - Get to know our students as individuals (how they analyze things, if they can work at home, if they have issues at school or a home making them distracted, etc…) in order to help us assess them more fairly. - Encourage students to constructively criticize each other's work.
	Assessment of learning (summative)	
	- Introduce in the classroom the principle of "contract grade". It means that a student who received a score of 70% is considered to have provided the necessary efforts for the work requested. If the student has not reached this threshold, he can work it over and present it again the following week, using the feedback provided by both teacher and students. Therefore, the previously called summative assessment (of learning) also becomes formative (as and for learning). AOL should not be experienced as a final and irrevocable verdict.	- Enunciate and explain the criteria used to assess assignments. Whenever possible, establish the criteria with the students - Practice "collective assessment": all works are presented and evaluated by the whole class, the teacher as well as the students. Accordingly to the criteria previously defined. Transparent assessment helps students know where they are at and drives them to excellence
Assessment and evaluation strategies	- Provide students with encouragement constructive comments and grades, which allow them to position themselves in the class and against the expectations of the curriculum. Support student learning through tests: - Present tests regularly; - Make it clear to students that they are a learning tool (by not assessing all of them in a summative way for example); - Take into account where the students are at in the growth spiral imagined for the sequence when constructing the test.	- Provide students with benchmarks through rubrics, used from beginning to end of spiral growth (rubrics indicate the extent to which the specified criteria have been reached: the student is then able to visualize his strengths and weaknesses and to target the objectives that he must work on). -Choose precise and quantifiable criteria, with the students whenever possible, reducing our bias when assessing students' work. -Use rubric effective for self and peer-to-peer assessment.

	Short-term goals	Long-term goals
Meeting the needs of all learners	Accommodate students with exceptionalities	
	- Identify Students with exceptionalities in our classroom (behaviour, communication, intellectual, physical, multiple) and share the information with other staff members. - Accommodate: design special teaching and assessment strategies, human supports, and/or individualized equipment required to enable a student to learn and to demonstrate learning. - Modify: make changes in the age-appropriate grade-level expectations for a subject or course in order to meet a student's learning needs.	- Elaborate student specific IEP with principal, teachers and teacher assistant, and parents in order to suggest alternative expectations if need be (developed to help students acquire knowledge and skills that are not represented in the Ontario curriculum). - Be responsive to students' readiness, interests and learning preferences. - View and explain that student differences are positive attributes, which enhance learning for all students. - Check on progress regularly with parents and other staff; take the time to meet with the student one on one to make sure he gets what he needs.
	The class	
	- Encourage students to verbalize whenever possible. - Set objectives for the day for the whole class (understand a specific term or learn about a new fact for example): every student must leave the course having learnt at least one thing. - Tell and remind students the purpose of the assignment, the method/criteria for the evaluation. - Approach a lesson step by step and make sure everybody is following and understanding the content of the course - Clarify definitions, terms, and vocabulary in assignments or ask students to do so - Provide opportunities for co-operative learning; Encourage students to pair up and work together. - Give short, clear instructions, use non-verbal instruction.	- Keep in mind that what is necessary for some is good for all. - Aim to reach every students - Accommodate lessons and test for Students with Exceptionalities (it helps us realize if criteria are precise enough and see that some adaptations are in fact good for the whole class) even if there is no student with exceptionalities in the class. - Use Universal Design for Learning and Differentiate Instruction: Use a variety of teaching strategies, resources and material to support all levels of difficulties and learning styles. - Take into account all the students when designing lessons or construct tests to avoid bias.

	Short-term goals	Long-term goals
Ensuring ongoing professional learning	- Keep ourselves interested in the subject we teach: attend seminars, meet other teachers and participate in PLC. - Observe et let ourselves be observed in our classroom: formal and informal observation from and of colleagues can assist in our personal examination of practice.	- Work interdisciplinary: work together with other teachers, from the same and other teaching subjects, work on transversal topics, create partnership outside the establishment. - Seek opportunities of sharing of knowledge and practice through formation provided through job-embedded learning structures - Reflect on who we are as teachers

	Short-term goals	Long-term goals
Collaboration with parents/guardians, colleagues, and community members	Collaboration with parents/guardians	
	- Consider parents as a resource, as partners in their child's education. - Make students keep notebooks so that parents and teachers can communicate on a daily basis if need is felt. - Report incidents as well of achievements - Provide information transparently - Keep parents informed on assignment instructions and assessment (through a blog for example).	- Establish a trusting relationship; - Invite parents to witness their children's success; - Invite parents to get involve with school life.
	Collaboration with colleagues and community members	
	Communication within the school staff is always best for our students. "Discuss concerns to facilitate early problem solving through informal and regularly scheduled meetings during the workday" is a shared responsibility. - Know and respect the specific responsibilities of each staff member - Rely on the teacher assistant and other staff members without asking of them something that isn't within their job description - Discuss students' objectives and goals with teacher assistant, other teachers and staff members.	As teachers, we do not always know our students. Other people in the building may better understand their reaction and I never hesitate to turn to the principal, teachers or supervisors to try to understand the students. - Get to know and understand how the school manages teachers and staff's hours and schedules; - Understand and participate in school culture; - Learn about student and their specific needs from other teachers and staff members; They may have a relationship with the student and we could use their expertise and understanding of a student or class dynamic.
	Information Communications Technologies (ICT)	
	- Adapt to what's in place in the school: in most establishments, an online system is already in place to let the parents know what students are learning for every course. If it is, the best thing is to use it regularly so parents don't have to check different sources for every subject area their child is working on. And of course, every school and school board has a website we can rely on.	- Elaborate with the students a link between us, them and their parents and the school community. A blog linked to the school's website may be used to post a daily agenda, assignments and homework, upload documents and other learning materials, post important dates and classroom announcements, pictures of the students/classroom, upload examples of student work or have a discussion board