

The GAINS Framework

A Guide for Reflective Teaching and Learning



Use GAINS to reflect on learning goals, classroom activities, student impact, learner needs, and next steps.

G – GOAL

What are the learning outcomes?

A – ACTIVITIES

How will students engage and participate?

I – IMPACT

What evidence shows growth in learning?

N – NEEDS

What learning and support needs are emerging?

S – STEPS

What are the possible next instructional steps?

Student voice, identity, and agency

Listen to learners and use their feedback to guide improvement.

Conceptual foundations: Bambrick-Santoyo (2024); Council of Ministers of Education Canada (2018); Echevarría et al. (2017); Gordon (2024); Hammond (2015); Hattie (2012); Nunavut Department of Education (2007, 2008, 2018); Wiggins and McTighe (2005)

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- Research
- Nunavut Curriculum
- IQ & ISV
- Educational Frameworks
- Nunavut Professional Standards

The GAINS Framework is an evolving, practitioner-developed synthesis informed by research on instruction, curriculum design, assessment, inclusive education, and mentorship. Grounded in Nunavut's educational context, it draws on the Inuit Qaujimajatuqangit (IQ) Education Framework (2007), Inuit Societal Values (ISV), Nunavut Professional Standards (2018), *Inuglugijaittuq* (2008), *Ilitaunnikuliriniq* (2008), and global competencies. Its five interconnected components are flexible and may be revisited in different sequences according to student learning and support needs. All eight IQ principles inform the framework, with selected connections serving as illustrations rather than exclusive alignments. The framework will continue to evolve through learning with students, educators, and the community.

THE GAINS FRAMEWORK

G – GOAL

a. What are the learning outcomes, and what should students know, understand, and be able to do by the end of the lesson?
b. Can students explain what they are learning, why it matters, and what success looks like?

Related IQ principles: Pilimmaksarniq/Pijariuqsarniq

A – ACTIVITIES

a. Are learning activities intentionally designed to engage students, connect to their lived experiences, community, and environment and help them achieve the learning outcomes?
b. Are students meaningfully engaged in thinking, collaborating, asking questions, making choices, and contributing their ideas?

Related IQ principles: Piliriqatigiinniq/Ikajuqtigiinniq; Qanuqtuurniq; Avatittinnik Kamatsiarniq

I – IMPACT

a. To what extent have students achieved the learning outcomes?
b. What evidence demonstrates growth in students' learning?
c. How do students demonstrate their identity and agency through learning?

Related IQ principles: Pilimmaksarniq/Pijariuqsarniq; Qanuqtuurniq

N – NEEDS

a. What learning and support needs are emerging?
b. What strengths can we build on, and what support do students say they need?

Related IQ principles: Inuuqatigiitsiarniq; Tunnganarniq

S – STEPS

a. What are the possible next instructional steps?
b. How can team members collaboratively adjust instruction, monitor progress, and plan next steps?

Related IQ principles: Aajiiqatigiinniq; Piliriqatigiinniq/Ikajuqtigiinniq

Student voice, identity, and agency

Students are active partners and change agents of their own learning. Classroom observations seek to understand not only what students are learning, but also who they are becoming as learners.

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THANK YOU

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