

Nurturing Support Center

6. Essential conditions?

These are the non-negotiables needed to achieve the intended outcomes.

Before Creating an NSC, What Needs to Be in Place?



Shared Vision	Do we have a common understanding of the NSC's purpose and guiding principles?
Leadership	Is school administration prepared to provide sustained leadership and support?
Collaboration	Are roles, responsibilities, and communication processes clearly established?
Professional Practices	Are staff prepared to adopt relational, preventive, and regulation-focused approaches?
Resources and Sustainability	Do we have the structures, resources, and ongoing implementation support needed for long-term success?

Key Message: A successful NSC is built on a shared vision, strong leadership, collaboration, aligned practices, and the resources to sustain it over time.

Essential Conditions for Successful NSC Implementation

- ***Engaged and mobilizing*** school leadership.
- *A* ***collaborative*** school culture.
- ***Preventive and graduated*** interventions.
- *A* ***strong tier 1*** universal foundation.
- ***Coherence and continuity*** of support.
- ***Structured and sustained*** implementation.

Without these, the NSC risks becoming simply another room where students are sent.

With them, it becomes a powerful lever for transforming school culture, strengthening inclusive practices, and building sustainable capacity to support all students.

These are key enablers *for successful NSC implementation and for creating lasting, inclusive change in school culture and support.*

Common Implementation Pitfalls



Potential Pitfall	What Needs to Happen Instead
The NSC becomes a place to send difficult students.	Maintain a needs-based, collaborative support process.
Teachers disengage once a student receives NSC support.	Preserve shared responsibility.
The NSC operates separately from classroom instruction.	Maintain educational continuity and instructional coherence.
The focus shifts toward crisis management.	Prioritize prevention and capacity building.
Staff become dependent on specialized personnel.	Strengthen collective expertise and autonomy.
Implementation relies on a few committed individuals.	Establish structures that sustain the model over time.

Key Message: Creating an NSC requires more than allocating a room and assigning staff. It requires a shared vision, coherent practices, and a sustained commitment to changing how the school responds to student needs.

Engaged and Mobilizing School Leadership



Strong, visible, and sustained commitment from school administration.

Clear vision, shared priorities, and ***ongoing support*** for implementation.

These are key strategies *for engaged leadership and successful, sustained implementation.*

A Collaborative School Culture



Clearly defined roles and shared responsibilities.

Coordinated practices, reflective dialogue, and collective problem-solving.

Ongoing professional learning and communities of practice.

***These are key enablers** for a collaborative school culture that strengthens practice and support for all.*

NSC Collaborative Consultation Meetings

Collaborative consultation meetings are a central component of the effective functioning of a Nurturing Support Center. These meetings generally involve school administration, associated consultants and/or professionals, NSC staff, and those responsible for instructional or academic support. They serve two primary purposes:

1. Coordinating and Monitoring NSC Operations



Ensure that **roles and responsibilities** are clearly defined and understood by all stakeholders.



Establish **effective communication procedures** among NSC staff, classroom teachers, parents, and external partners.



Ensure that the NSC's mission and **underlying philosophy** are understood and shared by all school personnel.



Plan and coordinate student schedules, staff assignments, and attendance.



Review the **suitability of the physical environment**, including clearly defined areas and appropriate materials.

2. Monitoring and Adjusting Responses to Student Needs



Ensure **consistency** between NSC approaches and classroom practices through ongoing professional reflection.



Review and validate student referrals and recommendations.



Regularly review students' action plans and adjust interventions according to their evolving needs.



Strengthen alignment between NSC and classroom practices while supporting school personnel in improving universal support measures.

Preventive and Graduated Interventions



Priority given to preventive and proactive approaches rather than waiting for the problems to arise to address them.

Progressive and well-adapted support measures aligned with the multi-tiered system of support (MTSS) framework to avoid the premature use of unnecessary intensive interventions or exclusionary measures.

These are key strategies *that promote timely, appropriate, and proportionate support for all students.*

A Strong Tier 1 Universal Foundation



- **Consistent** structures and routines.
- **Explicit** adult expectations.
- **Differentiated** instruction.
- **Universal Design** for Learning (UDL).
- A stable, **supportive** relational climate.

***Grounded** in **evidence-based practices** that provide a strong, inclusive foundation for all students.*

Coherence and Continuity of Support



Alignment between classroom practices and NSC interventions.

Consistent approaches that promote student regulation, engagement, and learning.

Strong communication and collaboration across school teams.

These ensure a coordinated, *consistent, and sustained approach to meeting students' needs.*

Structured and Sustained Implementation



A clearly defined implementation process with ongoing guidance and support.

Intensive initial accompaniment, gradually adjusted as school capacity develops.

Continuous monitoring, reflection, and refinement of practices.

***These ensure** a focused, consistent, and evolving approach for long-term, effective implementation.*

Three Areas Critical to Successful NSC Implementation



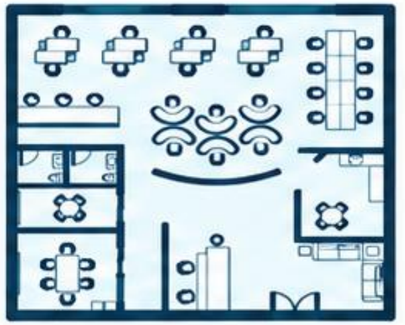
Educational Environments

- Shifts in adult posture
- Co-regulation
- Functional understanding of behaviour



Instructional Environments

- Continuity of learning
- Stronger universal classroom practices
- Structured classroom–NSC connections



Physical Environments

- Differentiated spaces
- Adult-student proximity
- In both classrooms and the NSC

These are key areas critical to creating the conditions for successful NSC implementation.

Example of a Proposed Support Process for Effective Implementation and Long-Term Sustainability of a Nurturing Support Center

Integration, adjustment, and transformation of practices

Knowledge Transfer

Community of Practice

(All NSCs within the school service centre)

CoP for NSC teams within the SSC.

CoP for administrators only.

Regulation Tour and Process Support

(Team, professionals, administration, educational services and regional support and expertise staff)

Half-day for meetings with NSC staff (individually or by job category).

October – February – May.

Clinical Consultation Meetings

(NSC team, professionals, administration, guidance counsellor – 2 times per month)

Meetings with NSC team members to discuss student referrals, support plans, etc.

Feel free to reach out to us for support.

Awareness and Engagement of the School Team

Various approaches to raise awareness and provide teachers with tools.
Examples: whole-school training, targeted training for certain team members (e.g., first cycle teachers, special education teachers, resource teachers), professional learning communities (PLCs) with volunteer teachers, informal meetings with volunteer teachers, presence at grade-level team meetings, etc.

Initial Training

Developmental approach

Training on the developmental approach for NSC staff and members of the broader multidisciplinary team.

Based on Implementation support in a school service centre in the Capitale-Nationale region.

The NSC: Building for Tomorrow



The NSC is not simply about responding to today's challenges.

It is about building the capacity, practices, and school culture

needed to meet tomorrow's needs.

A forward-looking approach that strengthens what we have today and prepares us for what's next.

How Do We Define Success?



Student Outcomes

- Increased classroom participation
- Improved regulation and engagement
- Stronger sense of belonging
- Greater autonomy



Adult Practices

- Greater confidence in responding to student needs
- Increased use of preventive strategies
- More consistent collaborative practices
- Increased capacity for classroom adaptations



School-Wide Outcomes

- Fewer exclusionary measures
- Improved continuity of schooling
- Better coordination of services
- More sustainable inclusive practices

Key Message: Success is not only about individual progress, but also about stronger adult practices and a more inclusive, responsive school.

Beyond Behaviour — Rethinking Indicators of Success

Traditional Indicators Might Focus On:

- Fewer behavioural incidents
- Fewer classroom disruptions
- Reduced crisis interventions



A Broader NSC Perspective Also Considers:

- Is the student participating more meaningfully in learning?
- Is the student experiencing greater safety and belonging?
- Are classroom environments becoming more responsive?
- Are adults developing more effective practices?
- Is the student becoming increasingly autonomous?
- Is the school better equipped to respond to similar needs in the future?

Key Message: Success is not simply the absence of challenging behaviour. It is the presence of greater safety, participation, belonging, learning, and collective capacity.

SELF-REFLECTION — SCHOOL READINESS

Rate your school from 1 (not yet established) to 5 (well established) for: engaged leadership; collaborative culture; classroom–NSC coherence; structured and sustained implementation. Which rating needs attention first?

School Readiness	1	2	3	4	5
Engaged and mobilizing school leadership	[ ]	[ ]	[ ]	[ ]	[ ]
Collaborative culture	[ ]	[ ]	[ ]	[ ]	[ ]
Preventive and graduated interventions	[ ]	[ ]	[ ]	[ ]	[ ]
Strong Tier 1 Universal Foundation	[ ]	[ ]	[ ]	[ ]	[ ]
Classroom-NSC coherence and continuity of support	[ ]	[ ]	[ ]	[ ]	[ ]
Structured and sustained implementation	[ ]	[ ]	[ ]	[ ]	[ ]