PROFESSIONAL DEVELOPMENT

Belief

Comprehensive professional development focuses on enhancing professional practice and building leadership capacity at both the Division and site levels.

Guidelines

1. Student learning is enhanced when staff access effective professional development.

2. Effective professional development is intentional, continuous, job-embedded, evidence-based and research-based.

3. Comprehensive professional development supports staff to achieve the priorities and goals in Division and site strategic plans.

4. Comprehensive professional development addresses identified needs, and monitors and reports on progress to achieving the priorities and goals of strategic plans.

5. Comprehensive professional development needs to be systemically planned, supported and sustained.

6. High-quality professional development has three elements: content (systemic), context (site) and design (individual).

7. Content (systemic) is the subject matter that is Division-wide and implies working with all sites on a specific content, context (site) is the immediate environment and specific to that site, and design (individual) is the modeling of new strategies and the construction of opportunities to practice and reflect on them by the individual.

8. Professional development needs of the Division, site and individual may overlap, but each may have unique requirements. The Division will establish the broad professional development content, sites will address their unique context within the broad content, and individuals remain responsible for the design and the embedding of professional growth into their day to day practice.

9. The provision of time and resources to address identified needs is a shared responsibility between the Division, sites and staff. Since time and resources are limited, coordinated professional development planning and consultation ensures resources are used efficiently.
10. Each site shall have a professional development committee to ensure the involvement of certificated and non-certificated staff with administrators.

Procedures

11. The Division will establish the broad professional development content, which has relevance to the entire Division, in consultation with all staff members and their representatives, and it will be funded by the Division budget.

12. The *Shared Vision of Exemplary Teaching* resource provides a framework to support how staff can collectively reflect and support teacher growth to refine and coordinate professional development efforts.

13. The Division requires each teacher develop a Learning Cycle Improvement Goal (LCIG) to improve an area of teaching practice for the purpose of increasing student learning.

14. Site based professional development:
   
   14.1 Improves job-related knowledge, skills, or attributes in relation to the needs and concerns specific to a site’s context.
   
   14.2 Is aligned with Division content.
   
   14.3 Provides opportunity for input of all staff members at the site, and
   
   14.4 Is funded by the site budget.

15. Individual based professional development:

   15.1 Ensures the design and the embedding of professional growth into the individual’s day to day practice,

   15.2 Encourages reflection and improved practice based on the needs of the individual in order to achieve expectations of a specific role, job description, and professional growth plan or learning cycle improvement goal.

   15.3 Is aligned with the Division content, and the site’s context.

   15.4 Is funded by the individual; there may be provisions for funding support from the Division or site budgets, the Alberta Teachers’ Association Local #18 for teachers, or external sources. Funding must be approved by the appropriate authority prior to the professional development activity being commenced.
16. Staff will provide evidence of improved practice as it pertains to Division and site priorities and goals.

17. Participation in scheduled Division and site professional development is a professional obligation and requirement. The Division has the right to deduct pay or take other disciplinary action for staff who are absent from scheduled professional development without prior approval for legitimate reasons.

18. The Professional Growth Advisory Committee shall:
   18.1 Consist of four ATA Local 18 teacher representatives, four Support Staff representatives, one trustee representative, one System Administrative Team representative and the Associate Superintendent Instruction.
   18.2 Gather and distribute professional growth needs for all staff,
   18.3 Collaborate and advise the System Administrative Team on matters affecting staff professional growth, and
   18.4 Support initiatives that address staff professional work.

19. The Site Professional Development Committee shall:
   19.1 At a minimum, consist of the Principal/Site Administrator or designate and one other staff member.
   19.2 Be responsible for the promotion of professional development activities.
   19.3 Seek input and feedback from staff with regards to professional development initiatives.
   19.4 Coordinate professional development with the site strategic plan.
   19.5 Disseminate information about professional development activities.
   19.6 Establish procedures for approving and supporting individual professional development activities.
   19.7 Develop a professional development budget, maintain appropriate financial records, and ensure that appropriate payments are made.
   19.8 Provide to the Superintendent or designate the name of the school professional development chair by September 15.
   19.9 Be consulted on emerging needs in order to support comprehensive professional development.
20. Professional development needs are to be identified in conjunction with the Division’s budgeting cycle.

21. Professional development plans are to be embedded in Division and site strategic plans.

Reference:  
A Shared Vision of Exemplary Teaching  
What is a Learning Cycle Improvement Goal  
Professional Growth Advisory Committee: Terms of Reference