
HORIZON SCHOOL DIVISION**POLICY HANDBOOK**

Policy Code:	GCM
Policy Title:	Professional Growth Planning
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POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION EXPECTS THAT ALL STAFF TO BE COMPETENT, CURRENT, ACCOUNTABLE, AND INVOLVED IN ONGOING PROFESSIONAL GROWTH DESIGNED TO IMPROVE THE EMPLOYEE'S PRACTICE.

DEFINITION

Professional employees means principals, teachers, family school liaison counsellors, and journeymen.

Professional growth planning means a career-long learning process whereby a principal, teacher, or family school liaison counsellor annually develops and implements a plan to achieve professional learning objectives or goals in an effort to enhance optimal learning for all students. Such plans shall be consistent with:

- the Leadership Quality Standard, in the case of principals;
- the Teaching Quality Standard, in the case of teachers; or
- their governing body if certified, or
- the College of Alberta Psychologists and the Canadian Counselling and Psychotherapy Association if not registered, in the case of family school liaison counsellors

Supervisor means the individual the employee submits their growth plan to. In the case of:

- Principals, it is the superintendent,
- Teachers, it is the principal or designate,
- School support staff, it is the principal, learning support teacher or designate,
- Family School Liaison Counsellors, it is the Clinical Team Leader or designate,
- Child and youth care workers and family connection workers it is the Clinical Team Leader or designate,
- Journeyman, it is the facilities manager,
- Others including non-school based support staff, the name of their supervisor will be shared with them.

GUIDELINES

1. Growth Planning shall be conducted on an annual basis by all professional employees of the board.
 - 1.1. Principals and supervisors should engage in dialogue with support staff regarding their growth needs and may opt to use this policy to engage in more formalized growth planning with support staff.
2. Professional employees should view growth planning as developmental and be willing to receive collegial advice and assistance to improve performance, identify areas of strength and provide opportunities for growth.

Policy GCM – Teacher Professional Growth Planning, Cont’d.

3. As per the ATA Collective Agreement:
 - 3.1. Teacher Professional Growth Plans will consider but will not be required to include the school jurisdiction’s goals.
 - 3.2. The teacher professional growth process, including discussions between the teacher and principal on the professional growth plans.
 - 3.3. School jurisdictions and/or schools are not restricted in developing their own staff development plan in which the school jurisdiction and/or school may require teachers to participate.

REGULATIONS

1. Professional employees are responsible for completing during each school year an annual growth plan that:
 - 1.1. is based on an assessment of learning needs by the individual employee,
 - 1.2. will consider the school jurisdiction’s goals,
 - 1.3. demonstrates a relationship to the improvement of student, school, or system outcomes,
 - 1.4. demonstrates engagement in career-long learning and ongoing critical reflection to improve their personal and professional capacity and expertise.
 - 1.5. identifies as least one competency named in their practice standard:
 - 1.5.1. in the case of teachers, the Teaching Quality Standard,
 - 1.1.1. in the case of principals, the Teaching Quality Standard and/or Leadership Quality Standard,
 - 1.1.2. in the case of family school liaison program staff, their governing body if certified, or the College of Alberta Psychologists and the Canadian Counselling and Psychotherapy Association if not registered.
 - 1.2. In the case of journeyman, addresses the requirement to remain up to date on code requirements as per expectations of the apprenticeship board.
2. Supervisors may require their staff to submit a “staff development plan” along with their growth plan that:
 - 2.1.1. shows a demonstrable relationship to the Teacher Quality Standard, in the case of teachers,
 - 2.1.2. shows a demonstrable relationship to the Leadership Quality Standard in the case of principals,
 - 2.1.3. shows a demonstrable relationship to the standards of their governing body if certified, or the College of Alberta Psychologists and the Canadian Counselling and Psychotherapy Association if not registered,
 - 2.1.4. reflects goals of the school and/or jurisdiction’s Three Year Education Plan.

Policy GCM – Teacher Professional Growth Planning, Cont’d.

3. Within the first two months of the school year, the employee will submit their written growth plan and/or staff development plan to their supervisor for review.
4. Growth Plans and/or Staff Development Plans should specify:
 - 4.1. goal/objective statement(s),
 - 4.2. strategies for goal/objective achievement,
 - 4.3. indicators and measures of goal/objective achievement,
 - 4.4. an estimated plan completion timeline, and
 - 4.5. person(s) the employee will work with (if any).
5. Growth planning should include ongoing communication between the employee and their supervisor.
 - 5.1. The discussion should include dialogue about:
 - 5.1.1. progress towards achievement of goals,
 - 5.1.2. how the employee’s practice has improved,
 - 5.1.3. how the employee’s competence has improved in relation to their governing body’s standard, and
 - 5.1.4. in the case of teachers,
 - 5.1.4.1 how student learning has been improved.
 - 5.2. If a supervisor finds that an employee has not completed an annual professional growth plan and/or staff development plan as required, the employee may be subject to disciplinary action.
6. At the end of each school year, the supervisor will submit to the superintendent written verification that each professional employee has developed and implemented a process of growth planning and/or staff development planning. The name(s) of those failing to complete a growth plan and/or staff development plan shall be communicated to the Superintendent.
7. Unless an employee agrees, the content of an employee’s growth plan shall not be part of the summative evaluation process.
 - 7.1. Despite regulation 7, a supervisor may identify behaviours or practices that may require an evaluation provided that the information identified is based on a source other than the information in the employee’s growth plan.