

## Administrative Procedure 422 - Teacher Growth and Supervision

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### Background

The Division believes that all teachers have a professional responsibility to engage in career-long professional learning and ongoing critical reflection to improve teaching and learning. This process, based on self-reflection and collaboration, will be developed in consultation with the Principal and will be designed to foster growth and effectiveness of instruction to enhance student learning.

### Definitions

*“Supervision”* means the ongoing process by which a Principal carries out duties with respect to Teachers and teaching required under section 197 of the Education Act and exercises educational leadership. The purpose of supervision is to:

- provide support, guidance and development opportunities;
- provide direct, constructive feedback about professional practice;
- identify professional behaviours and practices that should be recognized as exemplars; and
- identify professional behaviours and practices that may not meet the Teaching Quality Standard.

*“Teacher professional growth”* means the career-long learning process which involves individual reflection, dialogue with colleagues about professional practice, and an annual Teacher professional growth plan. Each year, the Teacher develops and implements the plan to achieve professional learning objectives or goals that are consistent with the Teaching Quality Standard.

### Procedures

#### 1. Teacher Professional Growth

1.1 Each year, before September 30, the Principal shall review this Administrative Procedure with Teachers.

1.2 During each school year, each Teacher shall develop, implement and complete a Teacher professional growth plan that:

1.2.1 reflects goals and objectives based on an assessment of learning needs identified by the individual Teacher;

1.2.2 shows a demonstrable relationship to the Teaching Quality Standards; and

- 1.2.3 considers the education plans of the school and the Board.
- 1.3 The Teacher professional growth plan shall include:
  - 1.3.1 an inquiry question or goal;
  - 1.3.2 strategies for achieving the objective;
  - 1.3.3 indicators and/or measures of the achievement of the objective; and
  - 1.3.4 an estimated timeline for the completion of the objective.
- 1.4 Unless the Teacher agrees, the content of the Teacher's professional growth plan shall not be used as part of an evaluation process.
- 1.5 Each school year, by October 15, the Teacher shall submit a copy of that school year's Teacher professional growth plan to the Principal.
- 1.6 The Principal is responsible for supporting the Teacher's professional growth plan by:
  - 1.6.1 engaging in generative conversations around the Teacher's professional growth plan throughout the year;
  - 1.6.2 observing the Teacher's lessons in order to provide feedback and support to assist the Teacher in implementing their goal; and,
  - 1.6.3 when possible, supporting Teachers to attend professional learning activities related to their growth plan.
- 1.7 The Principal may delegate professional growth plan reviews to a Vice Principal or to a group of teachers.
- 1.8 The Teacher professional growth plan:
  - 1.8.1 may be a component of a long-term, multi-year plan' and
  - 1.8.2 may consist of a planned program of supervising a student teacher or mentoring a teacher.
- 1.9 Each school year, by June 30, the Teacher and Principal shall discuss the attainment of the Teacher's professional goal.

## 2. Teacher Supervision

- 2.1 Supervision of Teachers by Principals is intended to assist Teachers in meeting their professional responsibilities and to enhance teaching knowledge, skills, and attributes that maximize student learning. The process of Supervision must be ongoing, supportive and collegial in nature.
- 2.2 The Supervision process shall:

- 2.2.1 provide ongoing Supervision for all Teachers in the school;
  - 2.2.2 include observations and information from any source about the quality of teaching;
  - 2.2.3 identify professional behaviours and practices that should be recognized as exemplars; and
  - 2.2.4 identify professional behaviours and practices that may not meet the Teaching Quality Standard.
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Reference: Section 18, 33, 52, 53, 196, 197, 204, 213, 214, 215, 218, 222 Education Act  
Freedom of Information and Protection of Privacy Act  
Personal Information Protection Act  
Teaching Profession Act  
Certification of Teachers Regulation 84/2019  
Practice Review of Teachers Regulation 92/2019  
Student Learning – Ministerial Order 028/2020  
Teaching Quality Standard  
Teacher Growth, Supervision and Evaluation Policy  
Guide to Education ECS to Grade 12  
Practice Review of Teachers Information Bulletin 3.3.2

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