

## Administrative Procedure 430

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# SUPPORTING PROFESSIONAL PRACTICE (TEACHERS, SCHOOL-BASED ADMINISTRATORS, CONSULTANTS)

## Background

The Division supports:

Teachers, consultants, and administrators as they provide quality service to students and demonstrate their desire to continue to improve skills and understandings to attain the highest level of competence. Learning is a continuous process all educators need to pursue. Professional growth is an individual's professional responsibility that is enhanced when supported by colleagues. Professional growth is most significant when fostered in a trusting environment. Classroom, school and/or workplace observations are an essential element of the support of professional practice.

The superintendents of schools are responsible for facilitating and supporting the professional practice of principals, vice-principals and consultants. Principals and vice-principals, in turn, are responsible for providing the same to teachers.

## Procedures

1. Professional Growth Plan:
  - 1.1 All educators are at different stages of professional growth and shall adopt a professional growth plan to benefit themselves and their students.
  - 1.2 The purpose of a professional growth plan is to:
    - 1.2.1 Focus thinking
    - 1.2.2 Develop a basis for professional activities
    - 1.2.3 Measure personal progress
    - 1.2.4 Foster reflective practice
  - 1.3 Growth plans will include goals, indicators of success, and strategies for achieving the goals.
  - 1.4 Among other strategies, educators may choose from the following to pursue achievement of their professional growth:
    - 1.4.1 Peer coaching
    - 1.4.2 Mentoring
    - 1.4.3 Administrative coaching
    - 1.4.4 Professional portfolio development
    - 1.4.5 Professional reading
    - 1.4.6 Conferences
    - 1.4.7 University classes
  - 1.5 An educator will have the opportunity for at least one classroom or work site visit per year by his/her supervisor. The visit will focus on one or more aspects of the professional growth plan.
  - 1.6 Professional growth plans will be developed on an annual basis with a copy given to one's supervisor by October 15. Supervisors will meet with their staff member to review the growth plan before the end of November and near the end of the academic year, with at least one other contact in between.
  - 1.7 Superintendents of schools, principals, and vice-principals will maintain records of visits. Any data collected will be given to the teacher, principal, vice-principal or consultant. No information from this process will be placed in the personnel file at the Education Centre.

## 2. Novice Situations

- 2.1 Teachers, principals, vice-principals and consultants new to the position shall be provided additional support. To accommodate this support, the following procedures will occur at the first meeting of the year:
  - 2.1.1 Teachers in the first and second year with the Division shall participate in an induction program.
  - 2.1.2 The supervisor will give a copy of this Supporting Professional Practice Administrative Procedure to the educator.
  - 2.1.3 Educators new to the profession will receive a copy of the Saskatchewan Teachers' Federation's (STF) *A Handbook for Beginning Teachers* and information on the STF Beginning Teacher Conference.

Reference: Section 85, 109, 175, 231, 233, 370, *The Education Act, 1995*

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