

## POLICIES, GUIDELINES AND PROCEDURES

SUBJECT	N.E.P.N. CODE
<b>STAFF DEVELOPMENT: CONTINUOUS PROFESSIONAL GROWTH</b>	<b>GCKC</b>

### I. POLICY

The Louis Riel School Division (Division) believes that student success and teacher performance are inextricably linked and that professional growth is essential and expected throughout all stages of a teacher’s career, as outlined in Section 39(f) of the [Education Administration Miscellaneous Provisions Regulation \(M.R. 468/88 R\)](#).

Consistent with [Policy GCIA – Professional Learning Norms](#), the Division promotes professional learning structures that:

- nurture trusting relationships;
- create opportunities for meaningful collaboration;
- incorporate data-centred cycles of inquiry; and
- lead to student, staff and system improvements.

In furtherance of the foregoing and with the goal of assisting teachers to maximize their capacity to make positive contributions and to realize career aspirations, the Division mandates the **GUIDELINES** and **PROCEDURES** below.

### II. GUIDELINES

- A. In the present policy, the term “Teacher” shall refer to all staff employed on a permanent contract in a position covered by the MSBA/MTS Provincial Collective Agreement.
- B. Each school year, each Teacher shall develop and carry out a Professional Learning Plan (PLP) that:
  1. aligns with the LRSD Multi-Year Strategic Plan and the school-based plan;
  2. relates to their current assignment or role with the Division; and
  3. articulates goals, strategies, required resources, and indicators of success.
- C. Over the course of the school year, the Principal (or designate) shall engage Teachers in conversations related to their PLP as well as their career plans and goals.
- D. Over the course of the school year, the Principal shall engage the Vice-Principal(s), if applicable, in conversations related to their PLP as well as their career plans and goals.

<b>Adopted:</b>	March 16, 2004	<b>Legal References:</b> <a href="#">Education Administration Miscellaneous Provisions Regulation (M.R. 468/88 R)</a> , Section 39(f)
<b>Revised:</b>	February 5, 2019; December 17, 2024	

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- E. Similarly, over the course of the school year, the Superintendent of Schools (or designate) shall engage Principals in conversations related to their PLP as well as their career plans and goals.
- F. The Superintendent of Schools (or designate) may engage any Teacher in a conversation related to their PLP and/or their career plans and goals.

### III. PROCEDURES

- A. While individual Teachers need to take ownership and responsibility for their own learning, they are encouraged to work on their PLP with other professionals as part of a team.
- B. Teachers shall engage in ongoing self-reflection and professional dialogue related to the PLP process (for example, teachers may engage in ongoing cycles of goal-setting, implementation, and assessment, such as Teaching Sprints).
- C. At the end of the school year, Teachers must submit an annual review along with an artifact that demonstrates the impact of their PLP on student learning, in the manner prescribed by the Superintendent of Schools (or designate). Teachers working on multi-year plans shall reflect on the current year's progress.
- D. All Teachers shall complete the Division's online Career Planning Form — Teaching Staff annually for review by the supervising Principal and/or Superintendent of Schools (or designate).

<b>Adopted:</b>	March 16, 2004	<b>Legal References:</b> <a href="#">Education Administration Miscellaneous Provisions Regulation (M.R. 468/88 R)</a> , Section 39(f)
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