

Administrative Procedure 8130

Professional Learning

Board Governance Policy Cross Reference: [1, 12](#)

Administrative Procedures Cross Reference:

[Performance Management](#)

[Supervision and Evaluation – Teacher/Clinician](#)

Form Cross Reference:

Legal/Regulatory Reference:

The Interlake School Division (ISD) believes that high quality professional learning improves instructional practice and can result in increased engagement and achievement for students.

ISD supports the Standards for Professional Learning which outline the characteristics of professional learning that leads to effective teaching practices, supportive leadership, and improved student results.¹:

- **Learning Communities:** Occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.
- **Leadership:** Requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.
- **Resources:** Requires prioritizing, monitoring, and coordinating resources for learning.
- **Data:** Uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.
- **Learning Designs:** Integrates theories, research, and models of human learning to achieve its intended outcomes.
- **Implementation:** Applies research on change and sustains support for implementation of professional learning for long-term change.
- **Outcomes:** Aligns its outcomes with educator performance and student curriculum standards.

¹ Learning Forward (2013). *Standards for Professional Learning*.
<http://www.learningforward.org/docs/pdf/standardsreferenceguide.pdf>

ISD supports three primary forms of professional learning:

1. Professional Learning Communities (PLC)

Professional Learning Communities (PLCs) involves professional staff meeting with one another in an ongoing way during school time. Such job-embedded professional learning considers information about student successes and addresses ways they need to improve.

- a) At the start of each school year, PLCs will be established. PLCs will meet on an ongoing basis on early dismissal days. During these meetings, professional staff will consider strategies for meaningful, long-term change including reading and interpreting a variety of student, educator, and system data.
- b) PLCs expectations:
 - i. All members of a PLC will demonstrate an ethic of professionalism that includes a dedication to continuous improvement, a commitment to collective responsibility, and a shared sense of goals for improvement.
 - ii. All members of a PLC will endeavor to schedule and attend all sessions.

2. Specialty Areas

Self-directed professional learning may occur within a specialty area.

- a) Professional staff will also take part in professional learning to further a specialty area. These may include, for example, grade group meetings (for example, kindergarten teachers) or subject area meetings (such as music educators). Staff may also attend outside conferences for specialty area learning. Some specialty area learning can be facilitated through information/communication technologies.
- b) ISD supports teacher participation in the Manitoba Teachers Society's MTS PD Day in October. Teachers are strongly encouraged to attend as part of their teacher-directed learning. Neither the Division nor the school administration will plan professional learning on MTS PD Day that interferes with the option to attend. Teachers will communicate their plan for teacher-directed learning to their Principal.
- c) Sabbatical Leave
Another avenue for furthering specialty area learning is outlined in the [Interlake Teachers Association Collective Agreement](#) (Section 17.05).

3. School/Division-based Professional Learning

School/Division-based professional learning addresses ongoing learning needs in a school or Division and involves larger group settings.

- a) Time allocated to school / divisional professional learning can be flexibly planned by principals and/or Division office personnel.
- b) Such time must be spent engaged in professional learning, not administration or training.