

District Professional Learning Design Plan

School Division: Pembina Hills Regional Division

Professional Learning Plan Management

Briefly explain how the Professional Learning Plan will be managed. Who will oversee the plan? Who will be responsible for the implementation of the plan?

The plan will be managed as part of the PHRD Comprehensive PD Plan management, supervised by assistant superintendent, Mark Thiesen. PHRD has structures designed to support and enhance teacher collaborations. District days focus on collaborative work and provide opportunity to explore new knowledge through Skill and Information Sessions. Lead Teachers are designated to facilitate ongoing collaborative work with them, and between others. They have a key role in the PD plan. They identify and support emerging groups of teachers who are keen on exploring innovations to their pedagogy, particularly in alignment with Literacy, Numeracy and Cross-Curricular areas.

PHRD also has a Literacy Committee who oversees the Literacy Strategy, a primary element of the Education Plan.

Finally, A Numeracy Committee has evolved during the fall of 2016 with a mandate to “Guide decision making and advocate for a division wide strategy for numeracy.”

Brief Description

Provide a general overview of the design plan including the following:

1. Background or context for the plan (e.g., link to Three Year Education Plan and Alberta Education priority areas):

PHRD’s Education Plan has identified specific strategies to impact the local priorities: “Success for All Students” and “Engaged Learners”. Specifically, the strategies are:

Professional Development: Continue to design and facilitate professional development structures that support collaborative professional learning focused on Literacy, Numeracy, the use of learning technologies, and innovative instructional and assessment practices. ...

- PHRD will continue to align with and access Professional Learning services available from Edmonton Regional Learning Consortium (ERLC). This works includes but is not limited to the following actions:
 - Continue to participate on ERLC advisory committees
 - Utilize grant funding to support implementation of Literacy, Numeracy and Competencies.
 - Subsidize costs of release time for teachers to attend regional PD events
 - Utilize ERLC consultants to support local collaborative teacher groups on PD Days and in between.

Literacy: Ensure each elementary classroom teacher is able to implement Foundational Literacy programs so that All students have the opportunity to progress along the literacy continuum. Sustain the Levelled Literacy Intervention and the Early Reading Intervention programs.

Student Mental Health: Increase teachers’ capacity to develop and implement effective programming for students. Monitor and enable staff who have assignments that include individual student support responsibilities. Continue to develop a comprehensive training program for program assistants.

Welcoming, Caring, Respectful and Safe Learning Environments: Continue to implement strategies that support teaching and learning in an inclusive learning environment. Continue to build understanding in the learning community about Sections 16.1 and 45.1 of the School Act (regarding student organizations and a student code of conduct).

2. Alberta Ed priority areas:

While the Professional Development strategy described above is intended to impact and support each of the Provincial priorities, PHRD’s focus for the consortium grant will be on these priorities:

- Mathematics
- Supporting literacy and numeracy in current curriculum
- Inclusive Education

3. Corresponding Outcomes:

These strategies align with Alberta Education Outcomes 1 through 4:

- Alberta’s Students are successful.
- The achievement gap between First Nations, Métis and Inuit students and all other students is eliminated.
- Alberta’s education system is inclusive.
- Alberta has excellent teachers, school and school authority leaders.

4. Staff involved:

Any staff member in PHRD can choose to access the resources associated with the proposed ERLC grant strategy however the focus will be to support especially math teachers, teachers of reading and any teacher interested in integrating numeracy into their content area.

Analysis of Measures

How do we measure the impact of professional learning on teacher practice in formative and summative ways to inform system decisions to drive continuous improvement? Please refer to Appendix A for guidance as well as the data from the District Day Survey responses.

The following questions are included on a survey after the District Day session(s) in your district by the presenter.

Any staff member in PHRD can choose to access the resources associated with the proposed ERLC grant strategy however the focus will be to support especially junior high math teachers, teachers who are administering the SLAs and Division 1-2 teachers interested in enhancing their capacity to provide instruction in mathematics.

We ask that you highly recommend completion as they will guide your analysis.

1. This learning opportunity deepened my understanding of the focus area.
2. After this learning opportunity, how do you anticipate applying this new learning with staff and/or students?
3. What next steps are required to support your continued professional learning and/or implementation?

Measuring the Impact

Based on post session analysis, what impact was noted and/or shared by the participants?

“Partners in adult learning for students’ sake”