

SUCCESS: TEACHING, LEARNING AND LEADERSHIP

Teaching and Leading

Teaching and Leading refers to teachers and leaders analyzing the learning context; attending to local and societal considerations; and applying the appropriate knowledge and abilities to make decisions resulting in quality teaching, leading and optimum learning for all.

GOALS <i>Desired Result</i>	OUTCOMES <i>Measurable statements of what FSD seeks to achieve</i>	INDICATORS <i>Indicators of achieving outcomes</i>
<p>Advance excellence in teaching, learning, and leading</p> <p>Advancing student growth and achievement through a sustained focus on optimizing teaching, learning and leading where teachers and leaders are committed to; professional collaboration, reflective practice, and continual improvement of instruction and assessment within dynamic and complex learning environments and contexts.</p>	<ul style="list-style-type: none"> • Cultivating a culture of high expectations for all students and staff to optimize student learning and achievement. • Teachers and leaders respond with skill and competence to the unique learning needs, interests, and cultural, social, and economic circumstances of all learners. • Collaboration and reflective practice amongst teachers, leaders, students and their families, and other professionals enables optimum learning. • Teachers and leaders improve their professional practice through collaborative engagement in processes of growth, supervision, and evaluation. • Collaborating with other teachers and leaders to build personal and professional capacities and expertise. • Professional learning is aligned to standards of professional conduct and standards of professional practice and leadership. • Teachers and leaders use a range of data arising from their practice to inform cycles of evidence-based continuous improvement. • Improved systemic use of foundational principles of instruction, assessment and a common language of pedagogy. • Curriculum is relevant, clearly articulated and designed for implementation within local contexts. • Build professional capacity and a commitment to continuous improvement. • Teachers grow their professional practice in design, instruction and assessment through professional learning, collaborative engagement, and reflective practice resulting in deep and transferable learning. • Building the capacity of teachers to respond to the learning needs of all students. • Teachers and leaders are accountable to a standard of professional conduct and a standard of professional practice. 	<ul style="list-style-type: none"> • Measures indicate growth in teaching, learning, and leading to advance student growth and achievement. • Measures indicate improved collective efficacy of teachers and leaders responding with skill and competence to the unique learning needs, interests, and cultural, social, and economic circumstances of all learners. • Measures indicate increased use of a range of data and evidence by teachers and leaders to inform cycles of evidence-based continuous learning. • Measures indicate teachers and leaders continuously improve their professional practice through high quality professional learning opportunities. • Measures indicate teachers and leaders analyze the learning context, attend to local and societal considerations, and apply the appropriate knowledge and abilities to make decisions resulting in quality teaching, leading, and learning for all.

MEASURES AND TARGETS: PROVINCIAL & LOCAL

- **In-service jurisdiction needs (AEAM):** Increase in the percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.
- **FSD Teacher Survey:** teachers and leaders indicate growth in their professional practice to ensure optimum student learning and continuous improvement.

Results Analysis for Teaching and Leading

FSD Professional Learning Survey: Teacher survey to measure impact of professional learning and collaborative structures in schools and across the system.

	Shared Vision, Mission & Values	Collaborative Culture	Collective Inquiry and Reflective Practice	Commitment to Continuous Improvement	Results & Action Oriented	In-service jurisdiction needs Provincial Measure FSD Prov	
2021-2022	94	92	82	87	91	84.6%	84.0%
2022-2023	54	51	29	57	49	56.3%	82.2%
2023-2024						64.6%	81.1%
2024-2025						83.1%	81.7%
					Evaluation (Achievement)	Intermediate	
					Evaluation (Improvement)	Improved	

New FSD Professional Learning Survey (2024): Teacher survey to measure impact of professional learning and collaborative structures in schools and across the system.

	Clarity of Vision, Mission, and Values	Professional Learning and Collaborative Culture	Professional Learning Communities	Professional Body of Knowledge
2021-2022				
2022-2023				
2023-2024	60	79	60	64
2024-2025	61	83	46	75
Evaluation	Intermediate	High	Low	High

KEY INSIGHTS FROM RESULTS ANALYSIS

Areas of Strength

- **Professional Learning and Collaborative Culture:** Increased to 83 in 2024–2025, showing strong improvement in collaboration and shared learning.
- **Professional Body of Knowledge:** Growth from 64 (2023–2024) to 75 (2024–2025), indicating better alignment with standards and instructional practices.
- **In-service Jurisdiction Needs:** Significant improvement from 56.3% (2022–2023) to 83.1% (2024–2025), reflecting stronger professional development support.
- **Commitment to Continuous Improvement:** Maintained positive trend, supported by evidence-based cycles and reflective practice.
- **Provincial Measure Stability:** Provincial ratings for professional development remain consistently high (around 81–82%).

Areas for Growth

- **Professional Learning Communities (PLCs):** Declined sharply from 60 (2023–2024) to 46 (2024–2025), signaling reduced engagement in collaborative inquiry.
- **Clarity of Vision, Mission, and Values:** Minimal improvement (60 to 61), suggesting need for stronger alignment and communication.
- **Collective Inquiry and Reflective Practice:** Historical data shows low engagement (29 in 2022–2023), requiring sustained focus.
- **Consistency Across Schools:** Variability in collaborative structures and implementation of professional learning strategies.
- **Teacher Confidence in Applying Data:** Need to strengthen use of evidence for instructional decisions.

Next Steps

- **Rebuild PLC Engagement:** Provide targeted support and time for teachers to engage in collaborative inquiry and reflective practice.
- **Enhance Vision Alignment:** Communicate and embed shared vision and values into daily practice through leadership modeling and staff development.
- **Professional Learning Focus:** Continue systematic, high-quality PD aligned with Teaching and Leadership Quality Standards.
- **Data Literacy:** Offer training on using student data to inform instruction and assessment cycles.
- **Monitor Trends:** Use annual surveys to track progress in collaborative culture and PLC effectiveness; adjust strategies accordingly.
- **Leadership Capacity Building:** Strengthen school leadership teams to champion continuous improvement and foster collaborative environments.