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 *Desired Result*	**OUTCOMES** *Measurable statements of what FSD seeks to achieve*	**INDICATORS** *Indicators of achieving outcomes*
Advance excellence in teaching, learning, and leading 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.	• 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.	• 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
2022-2023	54	51	29	57	49	56.3%	82.2%
2023-2024						64.6%	81.1%
2024-2025						83.1%	81.7%
2025-2026						77.3%	81.0%
					Evaluation (Achievement)	Low	
					Evaluation (Improvement)	Maintained	

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
2022-2023				
2023-2024	60	79	60	64
2024-2025	**61**	**83**	**46**	**75**
2025-2026	**86**	**88**	**100**	**84**
Evaluation	**Very High**	**Very High**	**Very High**	**Very High**

KEY INSIGHTS FROM RESULTS ANALYSIS

Areas of Strength

- Professional Learning Communities rose from 46 in 2024–2025 to 100 in 2025–2026, the largest year-over-year increase among the four new survey areas.
- Clarity of Vision, Mission, and Values rose from 61 to 86. Professional Learning and Collaborative Culture rose from 83 to 88, while Professional Body of Knowledge rose from 75 to 84. All four areas are rated “Very High” in the document.

Areas for Growth

- Divisional professional learning measure: FSD’s result for in-service jurisdiction needs declined from 83.1% to 77.3% and was below the provincial result of 81.0% in 2025–2026. This points to a divisional opportunity to examine how teachers experience the focus, consistency, and impact of professional development and in-servicing. In contrast, all four school professional learning measures increased, so this result should not be presented as a decline in the school’s collaborative culture or professional learning practices.

Next Steps

- Ask teachers what is behind the provincial-measure result. Gather specific feedback on which learning opportunities felt focused and useful, and where the sequence or connection to practice was less clear.
- Use PLCs to connect learning with evidence of impact. Build on the strong PLC result by identifying a shared instructional or assessment focus, trying a practice, and reviewing evidence of student learning together. This aligns with the document’s stated emphasis on collaborative inquiry and evidence-based improvement.
- Monitor both measures separately. Track whether the new survey’s strong results are sustained and whether the provincial in-service result improves. Avoid combining them into a single claim about professional learning effectiveness.