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	100	100	100	100	100	n/a	82.2%
2023-2024	n/a	n/a	n/a	n/a	n/a	n/a	81.1%
2024-2025	n/a	n/a	n/a	n/a	n/a	n/a	81.7%
2025-2026	67	79	63	86	N/A	N/A	N/A
					Evaluation (Achievement)	N/A	
					Evaluation (Improvement)	N/A	

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	n/a	n/a	n/a	n/a
2023-2024	89	100	75	83
2024-2025	**92**	**92**	**31**	**100**
2025-2026	N/A	N/A	N/A	N/A
Evaluation	N/A	N/A	N/A	N/A

KEY INSIGHTS FROM RESULTS ANALYSIS

Areas of Strength

- Professional body of knowledge was very strong. Staff at Longview have a solid understanding of conceptual understanding and how to apply this to their teaching practice.
- Staff at Longview School believe that the vision of the school and the professional learning goals are clearly laid out and everyone is moving in the same direction.

Areas for Growth

- Professional learning communities is an area of growth. Longview School does have a small staff which does make it challenging to meet in PLCs but not impossible.

Next Steps

- How can Longview School enhance it's professional learning communities? Staff need to determine next steps on how to grow professional learning teams to enhance best practices.