

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 enable 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 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 that 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	100	100	100	100	100	82.1%	84.0%
2022-2023	97	98	84	74	86	66.7%	82.2%
2023-2024	N/A	N/A	N/A	N/A	N/A	78.0%	81.1%
2024-2025	N/A	N/A	N/A	N/A	N/A	50.0%	81.7%
					Evaluation (Achievement)	Very Low	
					Evaluation (Improvement)	Declined	

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	N/A	N/A	N/A	N/A
2022-2023	N/A	N/A	N/A	N/A
2023-2024	71	60	50	55
2024-2025	38	49	37	41
Evaluation	Very Low	Low	Very Low	Very Low

KEY INSIGHTS FROM RESULTS ANALYSIS

Areas of Strength

- We began the 24/25 school year with a strong Shared Leadership team and our Professional Development directly related to our Education Plan and the school division's direction.
- Although we had several changes in administration, we were able to move through the latter part of the year with rich staff learning opportunities and a cohesive direction set looking forward to the following year.

Areas for Growth

- Staff engagement in a shared leadership team.
- Staff participating in professional development offered by the ATA and others.
- Encouraging staff to use their professional development funds.
- Helping staff to understand that they have agency with respect to their own professional development.

Next Steps

- Continue to lead professional learning days with opportunities to engage with data collected through the FSD Professional Learning Survey.
- One-to-one discussion with teachers regarding direction and then encouragement to be a part of a shared leadership team.
- Ensuring that colleagues understand that shared leadership is shared by all.
- Continue to offer opportunities for all staff to share their expertise through our Staff Spotlight.
- Gather staff feedback after every professional learning opportunity to help us gather data throughout the year before staff participate in the learning survey. (Exit Tickets)

