

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	83	86	77	78	83	55.6%	84.0%
2022-2023	90	94	82	78	81	n/a	82.2%
2023-2024	N/A	N/A	N/A	N/A	N/A	93.9%	81.1%
2024-2025	N/A	N/A	N/A	N/A	N/A	59.3%	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	63	88	81	88
2024-2025	75	86	92	86
Evaluation	Intermediate	High	Very High	High



KEY INSIGHTS FROM RESULTS ANALYSIS

Areas of Strength

- Teachers report Very High measures for Professional Learning Communities.
- Teachers report high measures for Professional Body of Knowledge, Professional Learning, and Collaborative Culture
- In the school year 2024-25, we were staffed sufficiently so as to embed our PLCs into our weekly timetable.

Areas for Growth

- Clarity of Vision, Mission and Values improved from the previous year but still has room for growth.
- In-service jurisdiction needs have significantly declined.

Next Steps

- Offering professional learning opportunities that foster collaboration and help teachers and leaders build personal and collective expertise
- Enhancing teacher capacity to meet the diverse learning needs of all students through deeper understanding of effective pedagogy and curriculum
- Engaging teachers in developing the professional learning as part of a lead team.
- Utilizing appropriate universal and targeted strategies and supports to address students' strengths, challenges, and areas for growth
- Developing teacher and leader skills to create engaging learning environments that incorporate positive behavior supports, restorative practices, and trauma-informed approaches
- Leveraging teacher leaders, including mentoring teachers new to our school
- Building on the strengths of an exceptional, collaborative staff committed to collective growth and continuous improvement

