



# AP 422 STAFF PROFESSIONAL LEARNING

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## Background

The Calgary Girls Charter School recognizes that in order for an educational organization to grow, develop and prosper, all personnel must be involved in professional learning designed to improve performance in all areas. Professional learning contributes to the overall quality of education provided for students at CGCS. Professional learning goals may be set by the employee and/or directed by the school authority in order to meet outcomes in the Three-Year Education Plan. The employer provides financial resources and designates time in the annual calendar for professional learning.

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## Beliefs

1. The purpose of professional learning is for staff to:
  - 1.1. Engage in reflective practice and inquiry,
  - 1.2. Maintain, individually and collectively, a high standard of professional practice,
  - 1.3. Remain current with educational and/or operational trends, research and practice.
2. An integrated program of staff professional learning contributes to a collaborative culture in which staff develop an understanding of their role and the influence it has on student growth and organizational effectiveness. Professional learning outcomes must be observable and measurable. High quality, effective professional learning is:
  - 2.1. Collaborate with other educational professionals, both within and beyond the Charter School community, to learn and set trends;
  - 2.2. Seek out learning opportunities that address problems of practice; and
  - 2.3. Engage in a cycle of ongoing learning and continuous improvement to meet jurisdictional goals.
  - 2.4. In relation to teachers and educational assistants, directly linked to their work in classrooms to support student academic, social and emotional growth.

3. Staff professional learning is defined as a wide range of activities in which staff participate individually or collectively to improve their professional practice and/or to enhance student learning. Professional learning can include but is not limited to the following:
  - 3.1. Individual goal setting (annual PGP);
  - 3.2. Courses, conferences and workshops;
  - 3.3. Visiting other schools (both within and outside of the Calgary Girls Charter School organization);
  - 3.4. Guest teachers in classrooms;
  - 3.5. Literature groups and study groups;
  - 3.6. Best practice review;
  - 3.7. Graduate studies.
  - 3.8. Other (Pre-Approved by Supervisor).

#### **4. Implementation**

- 4.1. All school professional learning will be based on goals outlined in the Annual Education Plan, as well as the Charter, vision, mission, values and beliefs.
- 4.2. Each staff member will develop a Professional Growth Plan which is reviewed and revised annually.
- 4.3. Individuals who attend courses and conferences are encouraged, and/or may be asked, to share insights and ideas with others.
- 4.4. The school may establish a staff committee to collaborate on the creation of a long-term plan for professional learning.
- 4.5. The Superintendent will recommend to the Charter Board that provision be made for the inclusion of professional learning funds in the annual school budget.
- 4.6. Annually, the Superintendent, in consultation with the Principal, will establish a professional learning budget to meet the goals of the Three-Year Education Plan.
- 4.7. All staff will have access to professional learning funds annually. Individuals may apply for school professional learning funds. The allocation of such funds will be determined by committee, which will include the Principal and the Superintendent.

*Reference:* Education Act, s. 18, 33, 52, 196, 197, 213, 214, 215, 218, 222  
Freedom of Information and Protection of Privacy Act  
Certification of Teachers Regulation A.R. 84/2019  
Practice Review of Teachers Regulation 4/99  
Ministerial Order 018/2019 – Certification of Teachers and Teacher Leaders Regulation  
Ministerial Order 026/2019 – Practice Review of Teachers and Teacher Leaders Regulation  
Teaching Growth, Supervision and Evaluation Policy 2.1.5  
Guide to Education ECS to Grade 12