

POLICIES, GUIDELINES AND PROCEDURES

SUBJECT	N.E.P.N. CODE
PROFESSIONAL LEARNING NORMS	GCIA

I. POLICY

The Louis Riel School Board promotes professional learning structures that:

- nurture trusting relationships;
- create opportunities for meaningful collaboration;
- incorporate data-centred cycles of inquiry; and
- lead to student, staff and system improvements.

The Board believes that clearly articulated standards enhance such structures, particularly when they are developed collaboratively. To this end, the Board endorses the following **GUIDELINES** and **PROCEDURES**.

II. GUIDELINES

- A. The Superintendent of Schools shall develop and implement a process to articulate norms to guide professional learning.
- B. The process shall be collaborative in nature and consider feedback from all teaching staff.
- C. The process shall unfold following adoption of the Multi-Year Strategic Plan (see [Policy ADE – Multi-Year Strategic Planning Process](#)) and include opportunities for review in subsequent years.
- D. The Superintendent of Schools shall present recommended professional learning norms to the Board for consideration.
- E. Professional learning norms adopted by the Board shall guide professional learning activity, personal professional learning plans (see [Policy GCNA – Supervision: Instructional/Teaching Staff](#)) and collaborative inquiry teams.

III. PROCEDURES

The Board hereby endorses the following professional learning norms:

- A. Student learning informs professional learning.

Adopted:	May 19, 2020	Legal References:
Revised:		

- B. Professional learning is most efficacious when it's personalized, differentiated, job-embedded and collaborative.
- C. Professional learning is a continuous, collaborative inquiry:
 - designed to incrementally improve practice;
 - informed by student learning data;
 - grounded in current research; and
 - guided by both the school's and division's multi-year strategic plans.
- D. Professional learning must be framed by continuous cycles of assessment, planning, and action that measure the impact of collective teaching practice on student learning and lead to greater collective efficacy.

Adopted:	May 19, 2020	Legal References:
Revised:		