

# REPORT TO THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO.46 (SUNSHINE COAST)

## STRATEGIC PLAN REPORT: PROFESSIONAL DEVELOPMENT

Submitted by Superintendent Kate Kerr  
March 9, 2022

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*Goal 2.b: Our staff will be fully supported for the work that we ask of them and that they ask of themselves through research based **professional development**.*

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### OVERVIEW:

It is a district priority, supported through the Strategic Plan, to train our staff to best meet the needs of our students. This Board invests significant resources to ensure that students receive the very best learning from talented, well informed and trained teachers, principals and support staff. Further, it is an important part of our District belief that employees find joy in learning more about their professions and to be continually expanding their knowledge to meet the changing needs of our students.

We have a comprehensive series of activities that support our professional staff. CUPE 801 and the Sunshine Coast Teachers' Association actively promote professional development in line with the professional aspirations of their members as well. In all of our facets we strive for learning from our youngest learners to our trustees. We are a learning organization!

### SYNOPSIS OF THIS YEAR'S INITIATIVES:

#### Learning and Innovation:

- Literacy In-Person/Virtual Series 21-22:
  - Collaborating About Reading Engagement (CARE) and Access to Authors
- Numeracy In-Person/Virtual Series 21-22:
  - Math CAMPs: Building Thinking Classrooms with Peter Liljedahl
- Early Years: Building Connections - Schools & Child Care:
  - Story Workshop sessions
  - Strengthening Early Years to Kindergarten program and sessions
- Curriculum and Assessment Reporting Policy K-9:
  - Working Group and In-Service sessions
  - Professional Learning with Katie White
  - Rethinking Letter Grades Strategy book for all teachers and principals and supported in School Teams
- Multiple Models/Modes:
  - In-Service
  - Teacher 'Reps'

- Open to all
- Release for Collaboration
- Modelling Instruction in the Classroom
- District Committees' Support
- Resources available to staff on Engage; and through Book Clubs, Lending Libraries, access to experts and each other.

#### **Professional Development Hub:**

- Launch of Engage site to centralize the staff offerings.

#### **Spring Break Training for CUPE Staff:**

- We are excited to offer CUPE staff a variety of professional development opportunities during the second week of Spring Break. The offerings include Positive Discipline in the Classroom, an online series by Kim Barthel, and CPI training.

#### **Indigenous Learning:**

- Indigenous Learning Team provides Professional Learning and Development for all staff.
- The dedicated Indigenous Learning website and Engage's Indigenous Peoples Teachings and Learnings houses professional learning and resources for staff.

#### **Ensouling our Schools:**

- Education is a powerful tool for reconciliation, equity, Inclusion, and well-being. In this we journey together.
- The Working Group which includes both SCTA and CUPE representation demonstrated to their members through school visits and a letter to their members, respectively, that the Ensouling our Schools initiative is a result of a collective voice.
- September 27<sup>th</sup>: Schools as Places of Flourishing with Kevin Lamoureux
- Fall Learning opportunities with SCTA and CUPE
- November 22<sup>nd</sup>: Indigenous Pedagogies with Kevin Lamoureux
- April 25<sup>th</sup>: Understanding Decolonization with Kevin Lamoureux
- May 20<sup>th</sup>: Resources and Partners with Kevin Lamoureux
- Next steps: Working Group is considering plans for the 2022/2023 school year.

#### **DATA ANALYSIS AND REVIEW:**

Research continues to support that effective professional learning for educators results in improvements to student learning and success. John Hattie's work in The Visible Learning Research demonstrates that collective teacher efficacy has the most impact out of any factors in raising student achievement. Providing relevant, research based professional learning that supports a district and school vision supports educators in their belief that they can affect positive change for students.

#### **RESOURCES/ BUDGET:**

Professional Development is a priority for the district and is reflected in the budget to acquire expert training and provide time and support for our staff to continue on their learning journey.

District budgets and school-based budgets fund professional learning opportunities and collaborative learning time for staff.

### **EMERGING AREAS OF NEED:**

Hybrid models for training: in-person and virtual. How do we offer both? This requires the technology and an approach that ensures equity for all. Virtual offerings do open up some amazing opportunities (e.g.: key notes from out-of-town speakers) and we could still meet together in groups. Going forward, we will consider all these options with a trauma informed lens.

### **ADAPTATIONS/NEXT STEPS:**

- Maintain the success of collaborative structures including mentorship.
- Continue to reach out to experts in all strategic directions including Indigenous Learning, environmental, literacy, numeracy, and early learning.
- Learn from other jurisdictions of strategies that we can employ to support our staff in their growth.