



Policy 6.07

Category: Personnel and Employee Relations

Professional Development

BACKGROUND

The Alberta Education Teacher Growth, Supervision and Evaluation Policy aims to ensure that each teacher's actions, judgments and decisions are in the best educational interests of students and support optimum learning. School authorities, Early Childhood Services (ECS) operators, superintendents, principals and teachers are responsible for facilitating quality improvement through each teacher's career-long professional growth.

To ensure that CAPE students receive top-quality education, CAPE teachers and support staff need to grow professionally. To this end, the CAPE Charter Board supports the efforts of the teaching and support staff to improve their professional skills in order to better deliver, and support, the CAPE program. Teacher professional development activities focus on curriculum development, curriculum implementation strategies, integration and personalization criteria and strategies, assessment, best practices, strategies to create a positive school climate that supports student engagement, communication skills, interpersonal skills, anger management skills, conflict resolution skills, and classroom management skills. Support staff professional development activities focus on providing the educational assistant with the necessary information and strategies to support the teacher and the students in the classroom.

POLICY STATEMENT

1. The CAPE Charter Board encourages the ongoing professional development of teachers and support staff. The CAPE Charter Board will allocate funds in the annual budget to assist staff in participating in such professional development.

DEFINITIONS

2. **Curriculum** - academic content taught in a school or in a specific course or program, the totality of student experiences that occur in the educational process.
3. **Integration** - approach in teaching that allows learners to explore, gather, process, refine and present information about topics they want to investigate without the constraints imposed by traditional subject barriers, an integrated approach allows students to engage in purposeful, relevant learning.
4. **Personalization** - a diverse variety of educational programs, learning experiences, instructional approaches, and academic-support strategies that are

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- intended to address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students.
5. **Classroom management** - the use of a variety of strategies and techniques to ensure that students are organized, on task, well-behaved, and productive during the school day.

GUIDELINES

6. Each teacher must be involved in at least two (2) professional activities per year.
7. Each educational assistant must be involved in at least one (1) professional activity per year.
8. Each administrative assistant is encouraged to be involved in at least one (1) professional activity per year.
9. The CAPE Charter Board will financially support professional development activities for all staff, dependent upon availability of funds.
10. Teacher professional growth plans are considered mandatory professional development initiatives, not to be included in the count as described in #1.
11. All staff will have access to the funds dedicated to professional development.
12. The Principal is to manage the professional development funds and approve all initiatives.
13. Approval will be granted by the Principal on the basis of availability of funds, educational merit to the CAPE Program, availability of substitute, and appropriateness of time within the academic year.
14. The Secretary-Treasurer is responsible for all reimbursements upon submission of receipts for approved professional development initiatives.

References:

School Act
Guide to Education
Teaching Quality Standard
Teacher Growth, Supervision and Evaluation Policy

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