AP 403 – STAFF DEVELOPMENT

BACKGROUND

Saskatoon Public Schools are committed to a systematic and comprehensive staff development program for all employees. Staff development processes support the expected orientation of all staff toward continual improvement for the purpose of enhancing student achievement.

PROCEDURES

1. A Superintendent of Education shall be responsible for staff development processes and initiatives in the Division.

   Staff development at the Division, School and Individual Level is determined with reference to Saskatoon Public Schools’ Strategic Plan.

2. Division Level

   2.1. Staff development priorities for the Division are articulated in the Staff Development Function Plan.

   2.2. The Superintendent responsible for staff development, the Coordinator: Staff Development and the Staff Development Strategic Committee are responsible for the identification, implementation and assessment of staff development priorities.

   2.3. The Superintendent of Education responsible for staff development and the Coordinator: Staff Development may provide substitute teachers to release teachers from their regular classroom duties where necessary for accomplishment of Division-level strategic priorities.

   2.4. The Superintendent of Education responsible for staff development and the Coordinator: Staff Development may approve administrators, coordinators, consultants, managers and support staff to attend, at Division expense, staff development events in and outside the school division. (*Substitute release for support staff is funded through the school-based professional development fund).

   2.5. Workshops, seminars, and related staff development activities may be conducted for Division employees beyond normal working hours

   2.6. The Coordinator: Staff Development coordinates and support all Division level staff development in accordance with the approved budget provisions.

   2.7. The sponsoring Coordinator of any Division-level staff development event is responsible for reviewing each presenter’s qualifications and for determining participants. These are subject to review by the appropriate Superintendent of Education.
3. School Level

3.1. The school Staff Development Committee, in consultation with the school-based administrative team, articulates staff development priorities at the school-level in response to the school strategic planning document.

3.2. School-level staff development plans are subject to the approval of the Superintendent of Education responsible for the school.

3.3. The school staff development yearly plan will be submitted to the Coordinator: Staff Development in the fall of each school year.

3.4. Schools receive budget resources to implement school level staff development plans. The principal and the school staff development committee coordinate and finance all school-level staff development in accordance with the approved budget provisions. Student funds shall not be used for staff development activities.

3.5. The Director or designate authorizes the closing of schools or classrooms so that staff may attend staff development programs. Absence from work on staff development days shall be reported in the usual manner.

3.6. One and one-half days per school year will be allocated for elementary and two days for secondary school-level staff development at the discretion of the Superintendent responsible for Staff Development.

3.7. Teaching staff may be provided financial assistance and substitute teacher support to attend conferences, courses and workshops, which are not readily available within the Division. Support for these comes from the school-based staff development accounts. Absence from work on these days shall be reported in the usual manner.

3.8. The Principal may approve up to five days absence per year for staff development. The Superintendent of Human Resources may extend leave beyond five days in a school year for a staff member, given extraordinary circumstances.

3.9. In the spring of each year, each school’s Staff Development Committee will submit a summary of school-level staff development initiatives, including an account of spending on staff development for that year. These reports are submitted to the Coordinator: Staff Development.

4. Individual Level

4.1. All employees are expected to engage in ongoing staff development.

4.2. All professional staff and support staff will complete an annual growth plan that articulates their personal professional learning priorities.

5. Staff Development Processes

5.1. Staff development priorities can be realized through a variety of staff development processes. Examples include workshops, curriculum professional development sessions, orientation programs, conferences, research projects, professional growth networks, committee work, professional learning community inquiry, mentorship, peer coaching, self-directed study, and professional book clubs.

5.2. Staff development programs may be conducted during normal working hours for Division employees.
6. Staff Development Committees

6.1. The Superintendent of Education responsible for staff development convenes the Staff Development Strategic Committee with the assistance of the Coordinator: Staff Development. Committee membership reflects balanced representation of school division employees. This committee is responsible to review, update and communicate the Strategic Function plan for Staff Development.

6.2. The Coordinator: Staff Development convenes the School-based Staff Development Representatives Support Network in the spring of each year. The support network consists of a minimum of two staff development leaders from each school, Education Consultants: Instruction K-8, Institute Planning Committee members and interested administrators. This committee provides a Division wide implementation network for exemplary staff development models.

6.3. The Coordinator: Staff Development convenes the Institute Planning Committee. Committee membership reflects balanced representation of school division employees, including the Coordinator: Staff Development (chair), two administrators, and chair of the support staff planning committee. The caretakers union (CUPE 34) is not represented on this committee as it plans its own Winter Institute. This committee is responsible for the planning, delivery and evaluation of Winter Institute.

6.4. Support Staff Planning Committee

Committee membership reflects balanced representation of Saskatoon Public School employees who belong to CUPE 1948.

6.5. Caretaker Maintenance Institute Planning Committee

Committee membership reflects balanced representation of Saskatoon Public School employees who belong to CUPE 34.

7. Days allocated for Division level staff development.

7.1. Division level staff development days will normally be allocated as follows:

- Opening Institute - one half-day
- System Inservice - one half-day
- Convention - one day
- Winter Institute - one day

7.2. Caretakers/maintenance staff - one day

7.3. Support staff - one day
8. The Director, in consultation with the Saskatoon Teachers' Association, shall determine the date on which the Teachers' Convention is to be conducted.

9. The Division shall not be responsible for the cost of the Teachers' Convention.

Reference: Section 87(n), 231(q), 233, Education Act
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