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|  | **2011: Doc 1** |
|  | ATA PD Long-range Policy Revisions, Reviewed by 2011 Annual Representative Assembly  *Reviewed by 2011 Annual Representative Assembly.* |

**Professional Development**

*[Long-range policy in this section underwent review by the 2011 Annual Representative Assembly.*

**Long-Range Policy**

3.A.1 The teaching profession should be responsible for determining, establishing and monitoring the standards of professional practice for its members.  
[2011]

3.A.2 Professional development is the wide range of programs, activities and services teachers identify and undertake individually or collectively to further understand the nature of teaching and learning, enhance professional practice and contribute to the profession.  
[2001/11]

3.A.3 Communities of practice provide enhanced opportunities for teachers to engage in professional learning  
[2001/11]

3.A.4 School boards must provide sufficient and dedicated funding which may include release provisions during the school day for self-directed teacher professional development opportunities which are responsive to the context of the teacher, equitable and not contingent on school-based or system initiatives.  
[1967/69/74/79/84/91/2001/11]

3.A.5 The cost of developing and implementing new curricula and resources, and other ministerial and jurisdictional initiatives, should be funded and resourced independent of other professional development supports.  
[2011]

3.A.6 Meaningful learning opportunities must be embedded in the daily work-life of teachers with adequate time dedicated to support this work.  
[1969/74/79/84/91/2001/11]

3.A.7 Professional development is integral to the success of any education change and must be reflected in the school and school jurisdiction improvement plan.  
[2001/11]

3.A.8 To be effective, professional development programs should  
1. be determined by teachers;  
2. focus on enhancing professional practice;  
3. be ongoing, coherent and coordinated;  
4. be based on (a) a clear statement of purpose and objectives, (b) a flexible long-term plan that provides opportunities for self-reflection and evaluation, and (c) the needs of participants as identified within individual contexts;  
5. incorporate the principles of sound research into professional practice;  
6. provide a climate of trust, peer support, open communication and collaboration;  
7. involve participants in decision making at all stages of planning and implementation;  
8. incorporate an array of learning models;  
9. acknowledge personal experiences and professional expertise;  
10. be responsive to the learning needs of the professional teacher; and  
11. reflect a wide range of practices such as collaborative learning, peer-assisted learning, teacher-as-researcher and independent learning.  
[1991/2001/11]

3.A.9 Teacher professional development goals, plans and growth are best considered through reflective practice and self-assessment that take into consideration the depth, breadth and complexity of professional practice.  
[2011]

3.A.10 Professional development is best assessed by a variety of strategies (such as, teacher efficacy, personal reflection and self-assessment).  
[2011]

3.A.11 Teachers have a professional responsibility through continuous growth and development over the course of their careers to (a) maintain teaching proficiency, (b) be current with changes in educational approaches, (c) engage in reflective practice and systematic inquiry, (d) hold membership in professional organizations including a specialist council, and (e) attend conferences and teachers’ conventions.  
[2011]

3.A.12 Education stakeholders have a responsibility to provide teachers with access to professional development opportunities and support throughout their careers as follows:  
1. for school professional communities, to (a) develop and implement a long-term program of school improvement and (b) to provide an environment supportive of change;   
2. for the Association, to (a) enhance professional expertise and practice, (b) facilitate career-long professional development, (c) advocate on professional issues, (d) build communities of practice, (e) ensure that opportunities for professional development are available to teachers;  
3. for Association locals, to (a) establish a professional development committee, (b) provide sufficient resources to support an effective professional development program, (c) advocate support for effective and equitable professional development for its teachers, (d) enhance professional expertise and practice, (e) facilitate career-long professional development, (f) advocate on professional issues, and (g) build communities of practice;  
4. for school boards, to (a) provide equitable and adequate support and resources including time for all schools within their jurisdictions to enable teachers to plan, implement, evaluate and participate in effective professional development programs and opportunities and (b) specify objectives of professional development programs in policy statements of the board;  
5. for the Department of Education, to (a) provide funds for professional development programs that are based on sound principles of effective professional development and (b) provide support and resources for curriculum inservice that is based on the principles of effective professional development; and  
6. for universities, to (a) offer courses about emergent education issues, trends and new teaching strategies to teachers and (b) cooperate with teachers at the provincial, local and school levels to develop effective professional development programs, which may include collaborative research projects.  
[1991/2001/11]