

Alberta Education Policy A-03 Professional Practice

Purpose

Employees of HLG are on a relentless pursuit for professional excellence and our collective knowledge, skill sets, passion, and competencies give us a distinct advantage in our service to students. As Employees of Headwater Learning Group (HLG), we embrace the ethos of the Professional Practice Policy.

Definitions

Employee - An individual who is working under an employment relationship within an entity of HLG.

Evaluation - the formal process of gathering and recording information or evidence over a period of time and the application of reasoned professional judgment by the Principal or a Supervisor in determining whether one or more aspects of the work undertaken by an Employee exceeds, meets or does not meet the Employee's respective Quality Standard.

Growth - the career-long learning process whereby an Employee annually develops and implements a plan to achieve professional learning objectives or goals that are consistent with the Employee's respective Quality Standard.

Job Descriptions – an objective description of the main duties, responsibilities, and working conditions and an Employee's job. Job descriptions will also include minimum education requirements and other information identified to ensure Employees have the ability to be successful in their job.

Portfolio – an Employee-created collection of artifacts and evidence used to support growth and evaluation of the Employee.

Professional Learning - an investment in individual professional and personal growth, intended to be a catalyst for shared, collective capacity.

Quality Standards - applies to Employee certification (where applicable), professional development, Supervision and Evaluation, and which is supported by descriptors of selected knowledge, skills and attitudes appropriate to Employees at different stages of their careers.

Supervision – the ongoing process undertaken by a Supervisor to support the growth and success of the Employee.

Supervisor - Someone who is responsible for leading one or more employees, a department(s), and/ or the operations of the HLG worksite.



Guidelines

1. Outstanding professional practice positively impacts student success, and the business operations of HLG.
2. This procedure outlines how the six components of professional practice (Growth, Supervision and Evaluation; Quality Standards; Job Description; Portfolio; Professional Learning; and Performance Assessment) at HLG work in unison. These are not distinct parts of a whole, rather parts that are connected and constantly interacting with one another. At times, one component can influence the other. Other times, components work simultaneously.
 - a. Professional Growth, Supervision, and Evaluation (GSE) is guided fairly and reasonably by the belief that staff are competent and understand the expectations of their role as outlined in their respective Quality Standards and Job Description. GSE is foundational for all the other five components being successful.
 - i. Growth is where we set goals, learn, take risks, and share knowledge with others. Professional Growth is constant, has no end and when we achieve a set goal, we tackle the next one.
 - ii. Supervision is where the Supervisor is well informed of all work happening within their teams, and provides ongoing guidance, real time feedback, and support. Supervision is dynamic, continuous and is rich in discussion, encouragement, and honesty. The aim of supervision is to improve efficacy and learning outcomes for all staff.
 - iii. Evaluation is a robust, summative assessment of Employee performance based on a collection of identifiable evidence. An Employee will be provided with written notification that an Evaluation of professional practice is to be undertaken and the reason(s) for it. The Employee and Supervisor will be active participants in the process and information gathered will be transparently shared. The Evaluation process will conclude with a written report, authored by the Supervisor. Evaluation will be initiated for one of three reasons:
 1. Probationary Employees will be Evaluated for purposes of employment decisions. The Evaluation process will be introduced to probationary Employees within 30 days of beginning employment.
 2. Continuous Employees can request to receive an Evaluation at any point in their tenure.
 3. Continuous Employees may be Evaluated when, through ongoing supervision, their Supervisor has reason to believe, supported by evidence, they may not be meeting performance expectations.
 4. With continuous contracts if an Evaluation determines an Employee is not meeting performance expectations, a remediation period of approximately three months will begin where support will be provided to meet set goals. Following the remediation period, a second Evaluation process will begin. Should the Employee be deemed to be meeting performance expectations, they will return to ongoing Supervision. Should the Employee be deemed to be not meeting performance expectations, they will enter a second remediation period or face separation of employment



- b. Quality Standards identify competencies and related indicators for all Employees and are the basis for this procedure. These standards are evident in daily work and can be clearly demonstrated to adequately fulfill job description expectations. Quality Standards should guide professional conversations between Employee and Supervisors and inform any subsequent next steps.
- c. An Employee's Job Description has been carefully curated to articulate how each role supports the achievement of the organization's mission, vision and strategic plans. A Job Description is an anchor document and should be referenced frequently by an Employee and Supervisor throughout the year.
- d. The Portfolio is intended to give Employees the opportunity to demonstrate competencies outlined in each Quality Standard and set high quality professional growth goals. The fundamental goal of the professional Portfolio is to foster growth on an ongoing basis. The process for this growth is continual, honest reflection of practice. The culture of Portfolios honours growth, vulnerability, and the knowledge that Employees all have different strengths and areas for growth, and continual improvement. Throughout the year, Employees will have opportunities to review Portfolio progress with their Supervisor, and their teams. At the end of each school year, an Employee will share their completed Portfolio with their Supervisor.
- e. Professional Learning supports Employees to meet the professional growth goals set out in the Portfolio. Employees are all learners, keen to lead, participate, and take very seriously the application of learning. Communities of Practice are one example of a unique feature of the professional learning at HLG that enables Employees to be committed to continual growth. For further reference, please see the Professional Learning Procedure and the Professional Learning Model.
- f. Performance Assessment is provided at the end of each school year by the Supervisor to the Employee and is intended to inspire and inform direction for future learning and provide a summary and reflection of professional challenges and successes over the course of the year. It takes into consideration all components outlined above.

References

Alberta Human Rights Act, RSA 2000, c.A-25.5, as amended
Education Act, SA 2012, c E-0.3, as amended
Occupational Health and Safety Act, A 2017, c.O-2.1, as amended Occupational Health and Safety Code

Cross References

Code of Conduct Board Policy
 Respectful Learning and Working Environments Board Policy
 Occupational Health and Safety Board Policy
 B-01 Teaching and Learning Procedure
 B-03 Professional Learning Procedure
 C-03 Occupational Health and Safety Procedure
 C-04 Workplace Harassment Prevention Procedure
 C-05 Workplace Violence Prevention Procedure
 C-07 Workplace Harassment and Workplace Violence Reporting and Investigating Procedure
 C-08 Professional Code of Conduct Procedure
 C-09 Progressive Discipline Procedure
 Joint Work Site Health and Safety Committee Terms of Reference



Preventing and Resolving Harassment in the Workplace: Guide for Supervisors
Professional Learning Model

