



The Limestone District School Board is committed to providing all employees with ongoing professional development and learning opportunities in order to continually enhance the learning and growth of staff and students. The Board's commitment to lifelong learning can only be achieved when employees are engaged in professional learning to further their skills, abilities and knowledge in order that they may fulfill their roles and responsibilities to the highest standard and/or prepare for leadership opportunities across the district.

1. System Expectations

1.1. Staff professional learning and growth opportunities should:

- a) Support a culture of continuous improvement and promote a growth mindset;
- b) Occur within a safe and inclusive environment that fosters mutual trust;
- c) Promote the principles of adult learning and employ a variety of approaches;
- d) Demonstrate meaningful return on investment;
- e) Facilitate staff collaboration within schools/departments, across the system and within the broader school community.

2. Alignment with Strategic Direction

2.1. Staff learning and growth opportunities should align with:

- a) The Board Strategic Plan;
- b) School Improvement Plans;
- c) Departmental Operational Plans; and,

Limestone District School Board

Limestone District School Board is situated on traditional territories of the Anishinaabe & Haudenosaunee.



- d) Performance Planning & Annual Learning Plans.

3. Partnerships

- 3.1. Partnerships may be developed with internal and external organizations to plan and deliver staff learning and development initiatives.

4. Administration of Funds

- 4.1. The responsibility for the allocation and administration of professional development funds rests with superintendents, principals and managers. Given that funding may be limited and there are a large number of worthwhile professional development activities, opportunities for participation in professional learning and growth activities shall be extended across as many staff as possible and in accordance with items 1.0 – 3.0 above.

- 4.2. Appropriate professional learning and growth activities may include:

- a) Attendance at workshops, seminars, conferences;
- b) Updating courses offered by the Ministry of Education, the Board or other professional institutions;
- c) Completion of role specific certification or post secondary diploma/degree programs (time to attend or financial support toward courses upon successful completion)
- d) Peer coaching and/or mentoring initiatives;
- e) Visits to other schools, school systems, industries or businesses.

- 4.3. Although the Board encourages and may assist in the professional learning and growth of employees at out-of-district conferences, associated costs may not be fully funded in every instance. The terms of support for the professional learning



and growth activity shall be clearly set out by the superintendent, principal or supervisor prior to final approval, and shall include the proportion of the costs for which the staff member will be reimbursed with respect to:

- a) Registration fees;
- b) Travel costs;
- c) Costs for meals and accommodation.

4.4. Reporting

A summary report of the highlights of the professional learning, including an assessment of its value, along with any relevant recommendations, shall be provided, as requested, by the superintendent, principal or supervisor who approved the activity within two weeks of the completion of the activity.



Legal Reference:

Education Act S. 264 Duties of Teacher: Professional Activity Days, Conferences; S. 286 Duties of Supervisory Officers: Assist Teachers in Their Practice Ontario Regulation 298 S. 11 (3) Duties of Principals: Advise and Assist Instruction; S. 11 (19) School Action Plans for Improvement Ontario Regulation 98/02—Teacher Learning Plans