



24/25 PROFESSIONAL GROWTH PLAN

INTRO & PROCESS

The WVS Professional Growth Model is intended to support and encourage professional development and growth. The Professional Growth Model is a continuous process aimed at enhancing professional learning, growth, performance and heightening job satisfaction. This model is iterative in nature and the process involves a self-assessment, the development of goals and the following of an action plan. The WV PGP aligns with the Professional Standards for BC Educators.

READ

Read and reflect on the Professional Standards for BC Educators. Consider the past school year: what worked well, what was tricky and what you would like to do differently.

COMPLETE

Complete this Professional Growth Plan document before the Professional Development day in September.

SHARE

Share and discuss your PGP with your grade team or department colleagues.*

MEET

Meet with a member of your school admin team to discuss your PGP

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* For the 2024/25 school year, we will do this as part of either collaboration time or a staff meeting. In future years, this group collaboration will occur on the first school based professional development day. If you have already completed your growth plan, you do not need to redo it.

** Please complete this by no later than October 31, 2024. Email copy to office.

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Name: _____

School: _____

WHAT ARE YOU MOST PROUD OF IN YOUR PRACTICE?

REFLECTING ON THE PROFESSIONAL STANDARDS FOR BC EDUCATORS, WHAT IS A KEY
GOAL YOU WANT TO FOCUS ON THIS YEAR TO GROW AS AN EDUCATOR?
WHY DID YOU CHOOSE THIS GOAL?

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WHAT CHALLENGES OR OBSTACLES MIGHT YOU FACE IN REACHING THIS GOAL?

WHAT RESOURCES, TOOLS OR COLLEAGUES CAN SUPPORT YOU ON YOUR JOURNEY
TOWARD THIS GOAL?

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HOW WILL YOU TRACK YOUR PROGRESS AND KNOW WHEN YOU'VE SUCCEEDED IN REACHING YOUR GOAL?

WHAT NEW STRATEGIES OR TECHNOLOGIES WOULD YOU LIKE TO EXPLORE IN YOUR PRACTICE?



WEST
VANCOUVER
SCHOOLS





PROFESSIONAL STANDARDS FOR BC EDUCATORS

1 | Educators value the success of all students. Educators care for students and act in their best interests.

Educators have a privileged position of power and trust. Educators are responsible for the physical and emotional safety of students. Educators respect and value the diversity in their classrooms, schools and communities, inclusive of First Nations, Inuit and Métis, and other worldviews and perspectives. Educators foster students' positive personal identity, mental and physical well-being, social and personal responsibility, and intellectual development. Educators engage students in meaningful participation in their own learning. Educators treat students equitably with acceptance, dignity and respect. Educators understand the importance of confidentiality, and protect student privacy, unless disclosure is required by law. Educators do not abuse or exploit students or minors for personal, sexual, ideological, material or other advantage.

2 | Educators act ethically and maintain the integrity, credibility and reputation of the profession

Educators are role models. Educators are held to a higher standard and are accountable for their conduct on duty and off duty. Educators understand the law as it relates to their duties. Educators' individual conduct contributes to the perception of the profession as a whole. Educators know and recognize the importance of the Professional Standards for BC Educators.

3 | Educators understand and apply knowledge of student growth and development.

Educators are knowledgeable about how children and youth develop as learners and social beings. Educators demonstrate an understanding of individual learning differences and needs. Educators recognize the importance and connection of cultural identity, ways of being and worldviews to student learning. Educators use this knowledge to inform decisions about curriculum, instruction and assessment. Educators work to create a positive, safe and inclusive learning environment to best meet the diverse needs of students.

4 | Educators value the involvement and support of parents, guardians, families and communities in schools.

Educators understand, respect and encourage the participation of families and communities in student learning and development. Educators consider the perspectives of parents/guardians regarding their children. Educators communicate effectively and in a timely manner with parents/guardians.

5 | Educators implement effective planning, instruction, assessment and reporting practices to create respectful, inclusive environments for student learning and development.

Educators have the knowledge and skills to facilitate learning for students, including learning experiences that reflect individual contexts and local environments. Educators value collaborative practice. Educators recognize and understand the interconnectedness of all aspects of teaching and learning and employ a variety of instructional and assessment strategies. Educators communicate effectively in either English or French. Educators know when to seek support for their practice and for students.

6 | Educators demonstrate a broad knowledge base and an understanding of areas they teach.

Educators understand the curriculum and methodologies of areas they teach. Educators teach curricula from Canadian, First Nations, Inuit, Métis, and global perspectives. Educators build upon student capacity for intercultural understanding, empathy and mutual respect. Educators cultivate the values, beliefs and knowledge of Canada's democratic and inclusive society.

7 | Educators engage in professional learning.

Educators engage in professional learning and reflective practice to support their professional growth. Educators recognize and meet their individual professional needs through various learning opportunities. Educators develop and refine personal philosophies of education, teaching and learning that are informed by research, practice and the Professional Standards for BC Educators.

8 | Educators contribute to the profession.

Educators honour the profession by supporting, mentoring or encouraging other educators and those preparing to enter the profession. Educators contribute their expertise in a variety of ways, including opportunities offered by school, districts, school authorities, professional organizations, post-secondary institutions and communities. Educators contribute to a culture of collegiality.

9 | Educators respect and value the history of First Nations, Inuit and Métis in Canada and the impact of the past on the present and the future. Educators contribute towards truth, reconciliation and healing. Educators foster a deeper understanding of ways of knowing and being, histories, and cultures of First Nations, Inuit and Métis.

Educators critically examine their own biases, attitudes, beliefs, values and practices to facilitate change. Educators value and respect the languages, heritages, cultures, and ways of knowing and being of First Nations, Inuit and Métis. Educators understand the power of focusing on connectedness and relationships to oneself, family, community and the natural world. Educators integrate First Nations, Inuit and Métis worldviews and perspectives into learning environments.