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Stavely School Professional Development Plan

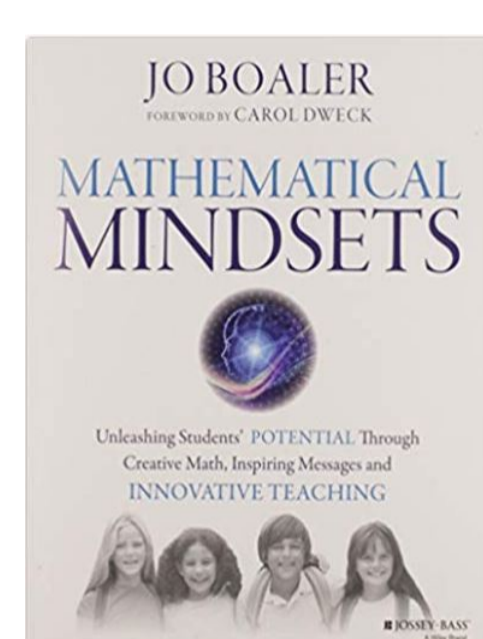
At Stavely School we are a place that is actively engaged in deep learning and exploration. This includes play, project based learning, upcoming curriculum, and continuous engagement in best practice.

2018
2019

2018-19 PD Overview

Continuing to focus on growth mindset, staff completed (and for new staff, read and caught up to), *Mathematical Mindsets* book study. We then focused on educating the whole child incorporating risky play into our pedagogy, professional development and planning. In the second half of the year, following a data walk, we drafted our professional development vision: "At Stavely School we are a place that is actively engaged in deep learning and exploration. This includes play, project based learning, upcoming curriculum, and continuous engagement in best practice" allowing us to set direction for the next three years.

- August - Risky Play
- September - Standard First Aid
- January - Inspiring Curriculum - Deep Learning
- May - K-4 Curriculum, TQS
- June - Julie Stern
- August - Dr. Jody Carrington



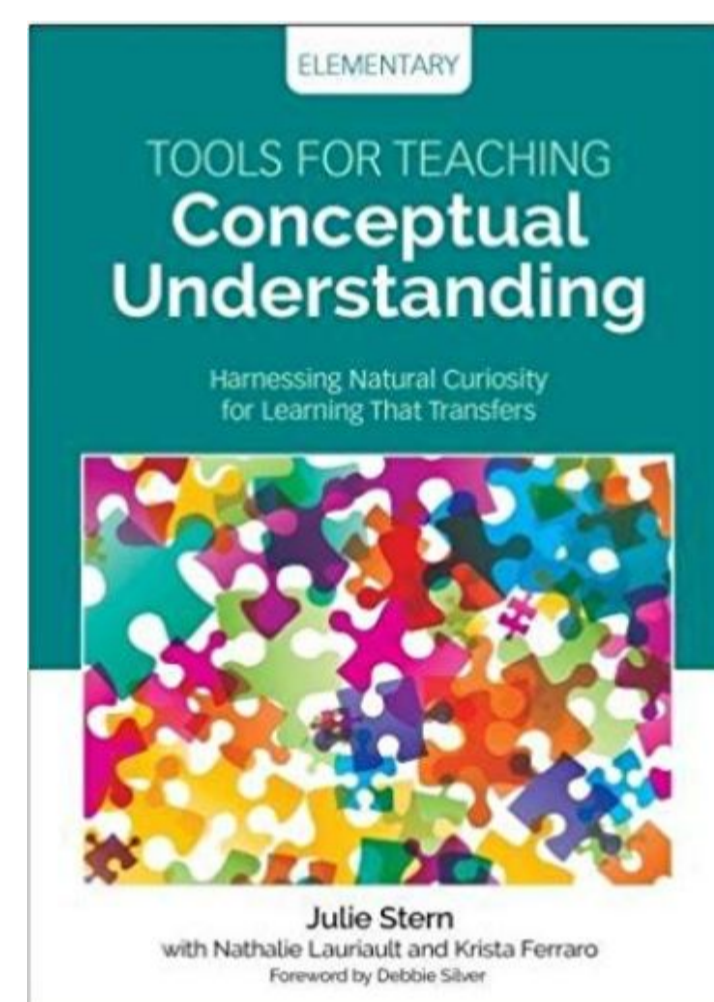
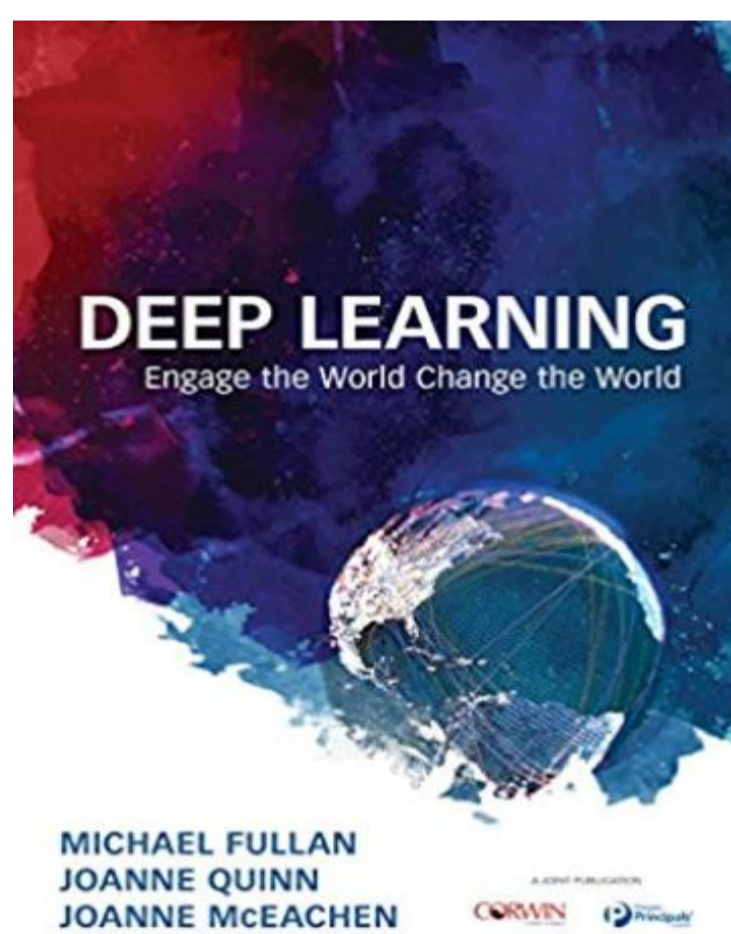
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2019-20 PD Overview

To continually improve results, Stavely Staff will research and incorporate deep learning pedagogy and subsequent assessment practices while simultaneously piloting Alberta Education's K-4 curriculum. Our primary framework from which all pedagogy, assessment and planning is based is from care - care for our students, our staff, our families and community - therefore our professional development will be underpinned by care research.

- August - NPDL - deep learning, risky play
- September - Book Study: Tools for Teaching Conceptual Understanding, Elementary: Harnessing Natural Curiosity for Learning That Transfers
- January - LIM; Care Curriculum - Nel Noddings (TBD)
- May - Deep Learning
- June - LIM; TBD

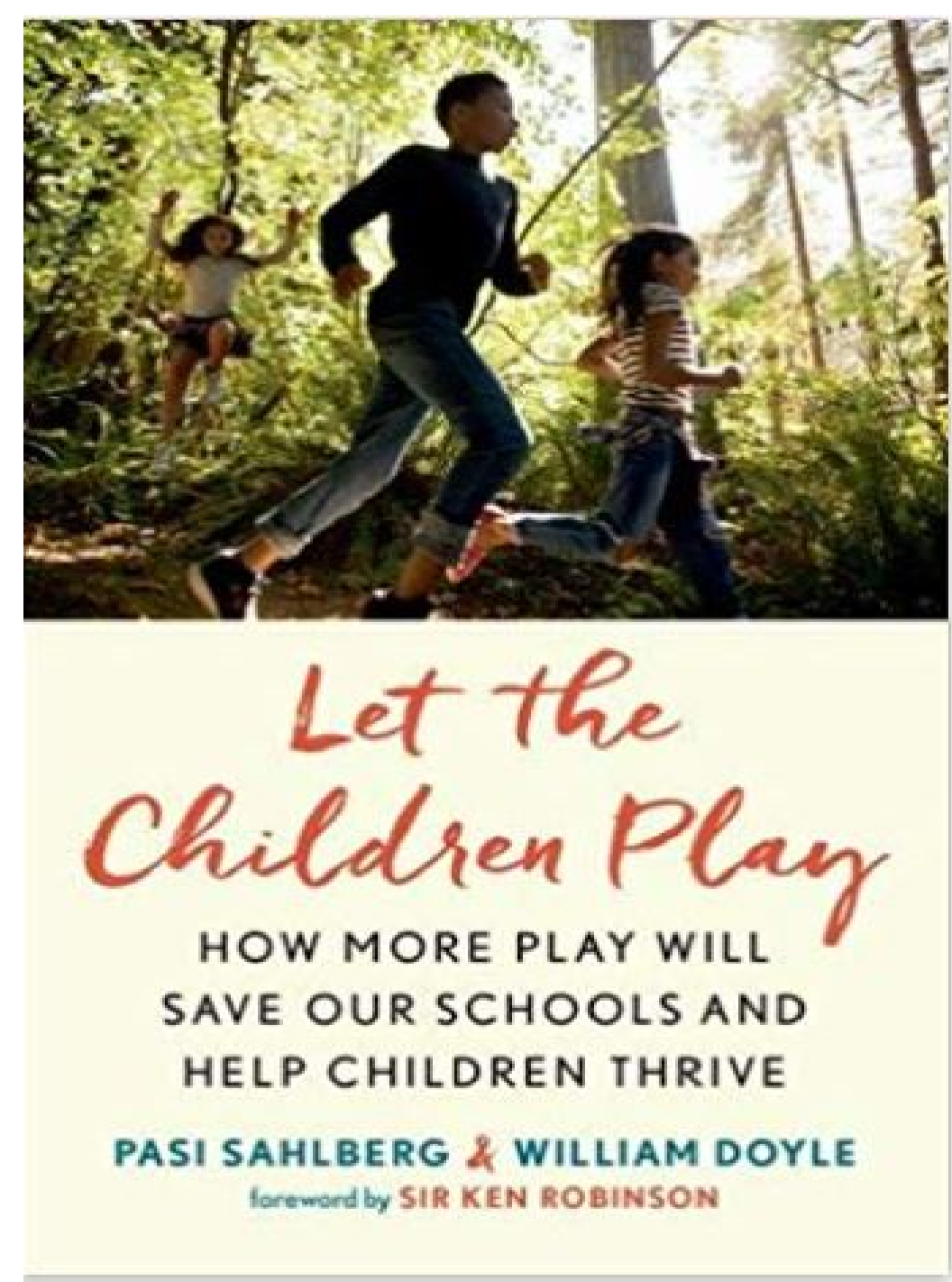


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Future

Professional Development

As we move forward, we will continue to create a PD plan that is responsive to local, provincial and global initiatives. We know students learn through play and will continue to facilitate open, risky play throughout our lessons and students' free time. We will infuse our lessons with new pedagogies to master outcomes while anchoring all of our work in care.



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