



# Professional Learning



UNIVERSITY OF ALBERTA  
FACULTY OF EDUCATION

## Building Bridges for Teacher Professional Growth: Strengthening University-School Division Partnerships

Michael McMann	Superintendent, Fort Vermillion School Division
Roberta Baril	Team Lead, Field Experience – Faculty of Education
Scott Key	Director, Professional Learning – Faculty of Education

## #2 Modeling Commitment to Professional Learning

- b) collaborating with teachers, principals, school jurisdiction leaders and other superintendents to build professional capacities and expertise;
- d) seeking and critically reviewing educational research and applying it to decisions and practices, as appropriate;
- f) engaging teachers, principals, school jurisdiction leaders, school community and local community members to establish a shared understanding of current trends and priorities in the education system.

## #4 Leading Learning

- b) providing learning opportunities, based on research informed principles of effective teaching, learning and leadership, to support building the capacity of all members of the school community to fulfill their educational roles;
- d) promoting collegial relations, collaboration, critical thinking and innovation in the school community;
- e) ensuring that staff have access to resources, programs and expertise to support them in meeting their professional responsibilities and in addressing the learning needs of all students.

## #2 Modeling Commitment to Professional Learning

- a) engaging with others such as teachers, principals and other leaders to build personal and collective professional capacities and expertise;
- b) actively seeking out feedback and information from a variety of sources to enhance leadership practice;
- c) seeking, critically reviewing and applying educational research to inform effective practice;
- d) engaging members of the school community to build a shared understanding of current trends and priorities in the education system.

## #6 Providing Instructional Leadership

- a) building the capacity of teachers to respond to the learning needs of all students;
- b) implementing professional growth, supervision and evaluation processes to ensure that all teachers meet the Teaching Quality Standard;
- c) ensuring that student instruction addresses learning outcomes outlined in programs of study;
- e) demonstrating a strong understanding of effective pedagogy and curriculum;
- i) facilitating access to resources, agencies and experts within and outside the school community to enhance student learning and development.

# Program Highlights

## Programs of Focus

- Supporting Mentor Teacher Program
- Graduate Certificate in Educational Studies program with 12 disciplinary streams
- Graduate Certificate in School Leadership program
- Master of Education in Educational Studies program





# Supporting Mentor Teachers Project

Field Experience and Professional Learning



# Project Overview

In recognition of the important contribution by mentor teachers to the growth of our pre-service teachers, the Faculty of Education supports mentor teachers with:



Community of Practice



Coupon for Graduate Studies



Professional Learning  
Pathway

# Community of Practice

## **Field Experience Associates (FEAs) work with schools to:**

- Provide all-around support for field experience participants
- Create and share resources
- Host focus groups to improve relationships and practices
- Collaborate and have professional conversations
- Share links to U of A services



# Coupon for Graduate Studies

**Mentor teachers will earn a coupon which can be used towards a graduate course in the Faculty of Education.**

- One coupon for mentoring:
  - One AFX student
  - Two IFX students
  - Two EDFX 490 students
- The coupon will cover the equivalent of the tuition of one credit (grad courses are generally 3 credits)
- One coupon per course
- Coupons are not transferable; valid for two years



# Professional Learning Pathway

## Leadership and Mentoring

The Faculty of Education also offers a **pathway** for professional learning:

**Non-Credit  
Module Series**

**EDU 595  
Graduate  
Course**

**Graduate Certificate in  
Educational Studies  
(4 courses)**

**M.Ed. in  
Educational  
Studies**

# Professional Learning Modules

The beginning of the Professional Learning Pathway is the **non-credit module series**.

- The first module series is Foundations of Mentoring\*
- Eight modules, ~ two hours each
- Asynchronous; work at your own pace
- Ladder the series into the graduate course, EDU 595 Foundations of Mentoring



*\*Other module series will be developed in consultation with the field.*

# EDU 595 Foundations of Mentoring

## EDU 595 Foundations of Mentoring

Process for laddering into this course:

1. Mentor a pre-service teacher.
2. Complete the non-credit module series.
3. Enroll in EDU 595 Foundations of Mentoring. There are three options:
  - as an Non Degree Graduate Student,
  - as a student in another graduate program, or
  - as a student in the Graduate Certificate in Educational Studies - Leadership and Mentoring. This course is one of four in the certificate.



# Graduate Certificate in Educational Studies (GCES)

The GCES Foundations of Mentoring consists of four courses:

- EDU 595 Foundations of Mentoring (attached to module series)
- EDU 520 Foundations of School Leadership
- EDU 521 School Leadership: Theory into Practice

These two courses meet the academic requirement for Alberta Education's Leadership Quality Standard certification.

- Plus, one more graduate course focused on mentor teaching
  - EDU 595 Essentials of Effective Mentoring



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Graduate Certificate in Educational Studies  
GCES

# GCES Program Overview

- Four courses to complete the certificate
- Cohorts of 18-24 students
- Part-time; study without taking leave from your career
- Online and blended delivery: synchronous and asynchronous components
- 10-15 hours/week on coursework (depends on semester)
- Instructors are experts in their respective disciplines

# GCES Program Overview

## Current cohorts:

- Contemporary Literacy Education K-9
- Elementary Music Education
- Indigenous Education
- Indigenous Language Sustainability
- Math Education
- School Librarianship
- Science Education



# GCES Program Overview

## Current cohorts:

- Structured Literacy and Reading Science
- Supporting Student Wellbeing
- Teacher Leadership in School-Based Agriculture
- Teaching English Language Learners
- Teaching Students with Complex Communication Needs
- Technology Education
- Trauma Sensitive Practice



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**Graduate Certificate in School Leadership**  
**GCSL**



# GCSL Program Overview

- Four courses, one per term
- Fully online – some synchronous components
- Experienced, supportive faculty
- Can be done in 3 semesters
- Four years to complete
- Connected to the Alberta LQS

# GCSL Courses

Term	Course
<b>Term 1</b>	EDU 520 Foundations of School Leadership
<b>Term 2</b>	EDU 521 School Leadership: Theory and Practice
<b>Term 3</b>	Elective
<b>Term 4</b>	Elective

# GCSL Courses

## Approved Electives:

EDU 523 System Leadership: Theory and Practice

EDU 530 First Nation, Métis, and Inuit Issues for School Leaders

EDU 596 Métis Foundational Knowledge for School Leaders

EDU 596 Leading School Operations

Custom electives can be developed.

# Ladder Option

Students who hold a GCES or a GCSL may receive up to 12 credits in advanced standing toward a:

- M.Ed. in Educational Studies
- M.Ed. In Elementary Education, Curriculum & Pedagogy, or Secondary Education

This would reduce the number of courses in the master's from ten to six.



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Master of Education in Educational Studies  
**MES**

# MES Program Overview

## Possible Streams

Direct Entry	Certificate	Customized
Online or Blended	Online	Online or Blended
8 Required Courses	4 Required Courses	4 Required Courses
2 Electives	6 Electives	6 Electives
2 years completion	1 - 2 years completion	2-3 years completion



# MES Customized Program

## Characteristics:

- 1) School Divisions reach out to the Faculty of Education with specific areas of need
- 2) School Divisions and the Faculty collaborate to identify 6 courses to meet the identified need.
- 3) School Divisions identify preferred list of participants
- 4) The Faculty promotes the program within school divisions (and if necessary beyond)
- 5) The program is launched.

## Partnership:

- 1) FVSD reached out to the Faculty in 2023.
- 2) FVSD identified the areas of literacy and numeracy.
- 3) The Faculty suggested 6 courses – 3 in literacy and 3 in numeracy. FVSD concurred with these suggestions.
- 4) FVSD identify preferred list of participants and reached out to Buffalo Trails and Lakeland Catholic school divisions.
- 5) The program is launched in Fall 2022 with 24 students.
- 6) Program completion in Summer 2024.

## Partnership:

- 1) Program review carried out.
- 2) FVSD reached out to the Faculty in Fall 2024.
- 3) FVSD identified the areas of literacy and numeracy.
- 4) The Faculty suggested 6 courses – 3 in literacy and 3 in numeracy. FVSD concurred with these suggestions.
- 5) FVSD is identifying list of participants as well as other school divisions to contact.
- 6) The program is launched in Fall 2025.

# Other Partnerships

## Partnership:

- 1) MES Northeast Alberta.
- 2) MES Northwest Alberta.
- 3) Initial discussion with St. Paul Education Regional Division.

# Contact Us

## For more information or help:

Website: [uab.ca/prolearn](http://uab.ca/prolearn)

Scott Key, Director

Email: [skey@ualberta.ca](mailto:skey@ualberta.ca)

Roberta Baril

Email: [baril@ualberta.ca](mailto:baril@ualberta.ca)