

The Annual Learning Plan for experienced teachers

Every board shall ensure that every teacher, other than a new teacher, employed by the board has a learning plan each year that includes the teacher's professional growth objectives, proposed action plan and timelines for achieving those objectives. Experienced teachers are defined as having completed the New Teacher Induction Program (NTIP) those who held permanent positions in Ontario's publicly funded schools prior to September 2006, as well as those teaching on a Letter of Permission (temporary teachers).

- Each year after the first year that a teacher has a learning plan, the teacher shall, in consultation with the appropriate principal:
 - review the teacher's learning plan from the previous year, the teacher's learning and growth over the previous year and the summative report of the teacher's most recent performance, and
 - update the teacher's learning plan for the purposes of the current year, if necessary, taking into account the results of the review.
- In an evaluation year for a teacher, Regulation 98—Teacher Learning Plans subsection (2) requires a consultation meeting between the teacher and the appropriate principal to discuss the ALP as part of the teacher's performance appraisal.
- In a year that is not an evaluation year for a teacher, the teacher and the appropriate principal shall meet to discuss the learning plan for the year if either of them requests it.
- The teacher and the appropriate principal shall each sign the teacher's learning plan for the year and each of them shall retain a copy.

OSSTF/FEESO advice on the development of your Annual Learning Plan

- The Annual Learning Plan (ALP) is teacher-authored and teacher-directed.
- When choosing goals, choose realistic and attainable professional growth goals. Be mindful of your other obligations when choosing your goals. Consider professional, personal, financial, and health-related factors when assessing the attainability of your objectives.
- There is no minimum number of goals that must appear on your ALP, nor is there a maximum.
- The goals that you include in your ALP are your goals. If you wish to include school and board improvement goals among them, you may. However, you cannot be required to include such initiatives.
- Objectives related to extracurricular activities should not be part of your ALP, as they are not included in the Duties of Teachers in the *Education Act* or its Regulations.
- Although parent and student input are not required under the regulations, the [Technical Requirements Manual](#) recommends it. If the ALP form used by your board has an area to complete regarding parent and student input, you may use the space to indicate if or how parents' or students' comments had an influence on the choice of goals and strategies in your ALP. The use of such input is strictly voluntary. If parent and student input had no influence on your choice of professional growth objectives, this area may be left blank.

- **Your ALP is a living document.** You may revisit it at any time to revise it. When doing so, consult with your principal as required by the regulations.
- The principal's role is one of consultation and review. Your ALP does not have to be "approved" by your principal.
- If your principal demands that you include certain goals on your ALP or refuses to sign the document because of a disagreement over its contents, contact OSSTF/FEESO for advice.
- A meeting to discuss your ALP with the principal is only required during evaluation years. In non-evaluation years, a meeting must occur only if either you or the principal request it.
- When meeting with the principal to discuss your ALP, be prepared to discuss the goals that you have outlined, as well as the strategies that you intend to implement to achieve the goals. Also, be prepared to explain the relevance of your goals to your professional practice.

Resources

- [Teacher Performance Appraisal System](#)

Members are advised to consult with their District office for additional advice.



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