

## The Annual Learning Plan (ALP) Advice to Members

The Annual Learning Plan (ALP) is a component of the Teacher Performance Appraisal (TPA) process for experienced teachers. The sample form is available on the Ministry [website](#). The form may have been adapted slightly within your particular school board.

### ALP – What You Need to Know

- Teachers take responsibility for their own learning and growth as professionals.
- An experienced teacher must develop an ALP each year that includes the teacher's professional growth objectives as well as his or her proposed action plan and timelines for achieving those objectives.
- The ALP is teacher authored and teacher directed and is developed in consultation with the principal.
- Each year, in consultation with the principal, the teacher must review and update the ALP.
- Teachers must take into account their learning and growth over the year and the suggestions for growth in the summative report of their most recent performance appraisal.
- In an evaluation year, the teacher and principal must review and update the teacher's ALP in a meeting as part of the performance appraisal process.
- In a non-evaluation year, a meeting is not required unless the teacher or the principal requests it. The principal must sign the ALP each year.
- The ALP is a living document that the teacher should review periodically and may wish to revise throughout the year. If revisions are made, consult the principal as required by the regulations.
- The ALP is not required for new teachers who are involved in the New Teacher Induction Program (NTIP).

### Tips for Completing the ALP

- A minimum of two professional growth goals are required.
- Choose objectives that are personally and professionally relevant, related to your daily teaching and that are achievable.
- When selecting your learning objectives, you may wish to consider school and board improvement goals as well as your own professional interests. The inclusion of school and board goals is not mandatory in the legislation and if adopted, it should fit within the teacher's professional growth needs.
- It is important that objectives are broad-based to allow for flexibility and modification that may result from ongoing professional reflection or situational changes.
- When determining the professional activity to support each objective, be sure to consider your workload, personal obligations, and wellness.

- If there is a meeting with the principal to discuss your ALP, go to the meeting with your ALP completed in draft form. Be prepared to take the lead and discuss the various aspects of your ALP and how your professional growth objectives are relevant to your work. If the principal doesn't agree with your objectives or will not sign the ALP, contact the Federation for advice.
- You may be encouraged to gather and/or consider parent and student input in developing the ALP. It is optional. It is up to the teacher to determine the appropriateness of the option to gather and/or consider parent and student input in the development, review, and updating of the ALP.

For additional information, see PRS Matters # 49 – [Teacher Performance Appraisal \(TPA\) - For Experienced Teachers](#).

**For further information contact your local ETFO president or Professional Relations Services staff in PRS at 416-962-3836 or 1-888-838-3836**

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