



(ASL Translation to follow)

**Notice About ASL Translation** - The translation of this policy into American Sign Language (ASL) is for accessibility. We have made every effort to ensure the ASL translation is accurate, however ASL and English are different languages, and the translations may not align word for word. In the event of any differences in interpretation between the ASL translation and the written policy, the written policy will apply.

## **Section 4 Human Resources Management**

### **4.2 Employee Professional Growth and Development Policy**

#### **Policy Statement**

The Atlantic Provinces Special Education Authority (APSEA) is committed to the success of its employees. APSEA strives to provide an environment where all employees understand the impact their contributions have on the achievement of APSEA's strategic goals and are provided with collaborative opportunities for ongoing professional growth.

#### **Definitions**

**Coaching** – An ongoing process whereby an employee who supervises others guides or facilitates the continuous improvement of an employee's performance. It includes the timely provision of feedback for improvement, meaningful recognition, support for learning, development and assisting the employee with self-awareness and self-evaluation.

**Goals** – The results an employee strives to achieve in the upcoming performance cycle. Goals will be mutually agreed upon by the manager/supervisor and the employee and should be aligned with the department and strategic priorities.

**Manager/Supervisor** – The individual who plans and reviews the performance of an employee. This individual directs the work of the employee on a regular and ongoing basis. This definition also includes senior leadership.

#### **Policy Objectives**

- Support APSEA priorities by aligning individual and team goals with the organizational strategic goals.
- Ensure quality programs and services for children and youth who are Deaf, hard of hearing and/or blind or have low vision.

- Enhance province-based services for students with autism spectrum disorder (ASD) through support to educational personnel.
- Encourage the development of employees through regular dialogue, coaching, and reviews.
- Provide opportunities for professional learning.
- Provide an engaging and collaborative process for employees and supervisors to focus on professional growth and development allowing for recognition of good performance.

## **Application**

This policy applies to APSEA employees. If there is a conflict between this policy and the provisions of a collective agreement, the collective agreement will take precedence.

## **Policy Directives**

- Employee performance must be formally reviewed in relation to the employees' goals and expected results.
- Each employee will have a performance review documented annually, on a change of position or appointment, or more frequently as required.
- Managers/supervisors will provide employees with regular and ongoing feedback and coaching regarding job performance throughout the performance cycle.
- Managers/supervisors are required to have regular check-ins with employees throughout the performance cycle on their documented goals.
- Managers/supervisors and employees must jointly keep track of the discussions in relation to professional growth and development and identify performance gaps and solutions in a timely fashion, if necessary.
- Nothing in this policy restricts a manager/supervisor's authority and obligation to manage the performance of employees or take appropriate disciplinary action when necessary.

## **Accountability**

### **All APSEA Employees**

All employees are responsible for:

- understanding and following all APSEA policies and documents related to Employee Professional Growth and Development.
- participating fully in the professional growth and development process.
- participating in establishing short- and long-term goals with their manager/supervisor.
- meeting their individual performance goals.

- participating in regular constructive dialogue and feedback regarding their own performance.

### **Leaders with Direct Reports**

Leaders with employees that report directly to them, such as the Superintendent, Directors, Managers, and Supervisors, are responsible for:

- participating fully in the performance management process.
- reviewing APSEA's strategic plan and departmental outcomes with employees.
- fulfilling their individual goals.
- establishing employee specific short- and long-term goals.
- focusing on coaching, supporting, and developing their employees.
- recognizing and supporting good employee performance.
- at a minimum, connecting with employees at least three (3) times per year.
- ensuring poor performance is clearly and consistently handled, dealing with performance issues constructively in a timely fashion.

Any known instances of non-compliance with APSEA's Employee Professional Growth and Development Policy will be addressed. Given APSEA's scope, some violations may go unnoticed, and employees should be aware this does not mean APSEA condones unacceptable use.

### **Monitoring**

The Superintendent of APSEA or their designate will review this policy annually.

### **References**

- Employee Professional Growth and Development Handbook
- APSEA Collective Agreements
- APSEA Strategic Plan
- Forms (Humi)

This is an organizational policy designed to supplement other APSEA policies and is not intended to replace or preclude them. If a situation occurs where there is a conflict between application of this policy and any other APSEA policy, the policy most specific to the situation will apply.

### **Approval Dates**

Approved: October 2023

Reviewed/Revised: June 2025