



Professional Development Handbook for STA Members

Professional Development Defined

30. Professional Development A. General POLICIES 30.A.01 –

1. Definition of Professional Development

Professional development is a process of ongoing growth, through involvement in programs, services, and activities designed to enable teachers, both individually and collectively, to enhance professional practice.

2. Purposes of Professional Development

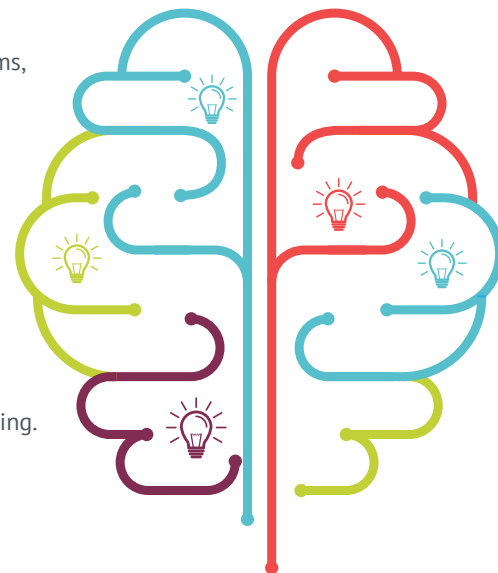
The purpose of professional development is to assist members in:

- building and strengthening themselves as a professional body.
- establishing and maintaining a professional relationship with students/parents.
- initiating curriculum and instructional reform directed to improve teaching and learning.
- developing, discussing, revising and applying educational theories.
- improving the quality of professional practice through career-long professional development.
- engaging in professional and collegial conversations.

(00 AGM, p. 15)

(June 06 RA, p. 8)

BCTF Members' Guide



Characteristics of Professional Development



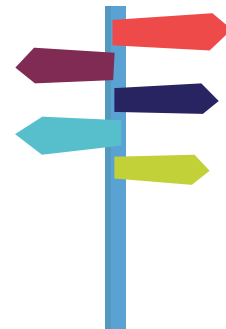
TEACHER DRIVEN

Professional Development is controlled by teachers. Ideally, it should be teachers teaching teachers.



DIVERSE IN FORM AND CONTENT

Professional Development is often collaborative. There are many ways of participating in Pro-D. Some of the best Pro-D activities involve networking with colleagues.



AUTONOMOUS CHOICES MADE BY A TEACHER

Professional Development means that a teacher makes a conscious decision to participate in a particular Pro-D activity as part of their ongoing professional growth.



The Collective Agreement Language Regarding Non-Instructional Days

*F.21.1 NON-INSTRUCTIONAL DAYS

Six (6) non-instructional days and four (4) early dismissal days, as herein set out, will be included within the school year.

*F.21.2 SCHOOL NON-INSTRUCTIONAL DAYS

At least four (4) non-instructional days will be approved by the Board for school planned and teacher-directed professional development activities. Board approval will not be unreasonably withheld or denied.

*F.21.3 STA CONVENTION DAY

One (1) non-instructional day will be granted for the Surrey Teachers' Association convention.

F.22.1

The Board and the Surrey Teachers' Association recognize the value of professional development activities to enhance curricular knowledge, to heighten instructional skills, and to broaden exposure to pedagogical theories, methods and strategies.

How the Six Non-Instructional Days are Allocated

One day (either the first NID in September, or the last NID in May) is planned by a school's administration and all staff must attend. STA Pro-D Funds may not be applied to any expenses incurred on admin-directed days.

Four NID's can be used for teacher directed, whole school Pro-D activities, or self-directed Pro-D activities.

The NID on the first Friday in May is set aside for STA Convention. STA Pro-D Funds may not be applied to any expenses incurred for alternate Pro-D activities on that day.



Professional Development Funding Opportunities Available to STA Members

The school district provides the STA with Professional Development Funds based on the number of FTE in the district.

INDIVIDUAL PROFESSIONAL DEVELOPMENT FUNDS

Each school site is given an allotment of \$212~ per FTE in the school (less a 2.5% admin fee). The staff can then vote on how that funding will be disbursed to individual members. To access Individual Professional Development Funds, members should fill out an Individual Pro-D Funding Application and have it approved by the school's Pro-D Rep. Once the event has been attended, members should send the approved form, with original receipts attached, to the STA for reimbursement.

CONSOLIDATED PROFESSIONAL DEVELOPMENT FUNDS

All STA members are entitled to apply for Consolidated Professional Development funds, including TTOCs and FTOOs. A maximum of \$700 will be available to members on a first come, first serve basis, for a SINGLE SPECIFIC EVENT, once every two years. Applications for Consolidated funds must be pre-approved by the STA Professional Development Officer and applicants are notified by email to let them know if their request has/has not been approved (pending availability of funds at the time).

PROFESSIONAL RESOURCES FUNDING

Up to \$100 of Professional development funds may be used for a maximum of two professional resources, per member, per year. The resource must be related to a member's teaching area and must be used to support a specific professional development activity. In addition, it must be a professional resource as opposed to a teaching resource (which are resources that will be used directly with students, such as a book primarily composed of lesson plans, activities, or blackline masters) or a learning resource (books that students will use themselves). Applications must be pre-approved by the STA Professional Development Officer prior to the purchase of the resource.

TTOC PROFESSIONAL DEVELOPMENT FUNDING

A maximum of \$150 per TTOC per school year may be available. TTOC's will be treated as a "school unit" and must apply to the STA TTOC Rep for funding approval. To be eligible for STA Pro-D funds, TTOCs must have worked at least 20 days in Surrey in the 3 months (not including July or August) prior to the date of the event. TTOCs on indefinite or long-term assignments of more than 50%, should apply first to their base school. Pro-D funds may not be used to cover the cost of lost wages while attending a Pro-D event.

SPECIAL PROJECTS PRO-D FUND

The Special Projects Pro-D Fund is a fund for small groups of teachers to access once per school year to pursue professional growth opportunities in addition to regular opportunities for STA members. Any group of 2 or more STA members may apply. Group members do not all have to work at the same school. A group can apply for up to \$350 times the number of members in the group. The \$350 is designed to cover one release day (TTOC cost) for a regularly scheduled work day for each member of the group, plus any necessary resource for the experience to be carried out. For example, if a book needs to be purchased for the group members, this could be covered from the fund. Possible professional development opportunities for the use of the fund include reciprocal teaching opportunities; sharing/collaboration for instructional practices, management techniques, or intellectual connections; or a book study pertinent to the teaching experiences of the group.

PROFESSIONAL DEVELOPMENT FUNDING DRAW

ALL STA members are entitled to apply for the Professional Development Funding Draw, including TTOCs and FTOs. Successful applicants may reapply after four years – all others may apply annually. Each year, six grants of up to \$5000 of Pro-D funds will be awarded. To be considered, completed application forms and accompanying documentation must be received by the STA office before 4:00 pm on the first school day in May. Names will be drawn from eligible applicants at the end of May Annual General Meeting.

SMALL SCHOOL GRANT

The STA will provide up to \$1,000.00 to small schools (20,000 FTE and under) on a first-come, first-serve basis to pay for external presenters/speakers for a Whole Staff Pro-D day.



How to Think Outside the Box for Professional Development Opportunities

Are you tired of going to workshops? Are you looking for something more exciting to do on professional days? Look no further! Here is a short list of ideas to help you jump start your creativity:

F.22.1

The Board and the Surrey Teachers' Association recognize the value of professional development activities to enhance curricular knowledge, to heighten instructional skills, and to broaden exposure to pedagogical theories, methods and strategies.

- Become active in your local association.
- Become a BCTF workshop facilitator, and give a workshop locally, regionally, or provincially.
- Begin/continue university studies.
- Develop innovative programs for use in your classroom.
- Develop an annual personal Pro-D plan, and maintain a Pro-D portfolio.
- Form/join a teacher research group.
- Job-shadow in a related work situation.
- Join a professional organization/network: Provincial specialist association (32 within the BCTF); Local specialist association/Local Chapter of a PSA; International network (ASCD, MSCD)
- Mentor a beginning teacher.
- Observe another teacher, and talk together about the lesson/program.
- Participate in an inquiry project with colleagues
- Participate in curriculum development with colleagues
- Pilot curriculum/program.
- Read professional literature.
- Reflect, discuss, and research for the purpose of planning individual or group ongoing professional development.
- Develop the discipline of reflective journal keeping.
- Serve as your school's Pro-D representative.
- Share with colleagues what you found at a conference/workshop.
- Subscribe to/read professional journals.
- Watch professional videos.
- Work on a provincial committee
- Work on your Convention committee.
- Work with a colleague to discuss, observe, and critique a lesson/program (peer coaching).
- Write professional articles for your local's newsletter, your PSA's publications, or Teacher newsmagazine.
- Write an article about your work
- Examine new resources
- Consult an expert
- Become active in a PSA or LSA

Be Kind to your Pro-D Rep



Your school Pro-D Rep works hard for you in a number of ways and does this work in addition to a teaching load. Below is a list of the duties your Pro-D Rep has voluntarily taken on:

- Advocate for teacher professional autonomy in Pro-D
- Attend STA training (mandatory) in September
- Work with Pro-D committee in school
- Approve Individual Pro-D Funding forms
- Keep track of financial allotment

It is important for teachers to keep in mind that you are responsible for keeping track of your Pro-D Funding applications, not your Pro-D Rep. You can help your rep by doing the following:

- Photocopy your approved application and give the photocopy to your rep
- Hold on to your original approved application until you have attended your event
- After you have attended the event, attach your receipt(s) to your original approved application and send it to the STA in the blue courier bag
- If you have questions or concerns about your application after you have sent it to the STA, contact Nicole Hurtubise, Pro-D Officer, at 604 594-5353, or pd@surreyteachers.org

Your Pro-D rep is doing the important, voluntary job of protecting your professional autonomy, working with your Pro-D committee, and keeping track of your school's Pro-D funds. Please be kind to your Rep by keeping track of your own requests for Pro-D funding.

THE PROFESSIONAL DEVELOPMENT LENS

At the centre of the lens are teachers and their learning, both as a collective and as individuals. The term “teachers’ professional development” is used to highlight its use both in thinking about individual PD and PD as a collective endeavor.

The Inner Ring: Key criteria

The inner ring consists of three factors that are necessary for an activity to be considered professional development. If any of the three are not present, then the activity should not be seen as professional development.

The Outer Ring: Necessary factors

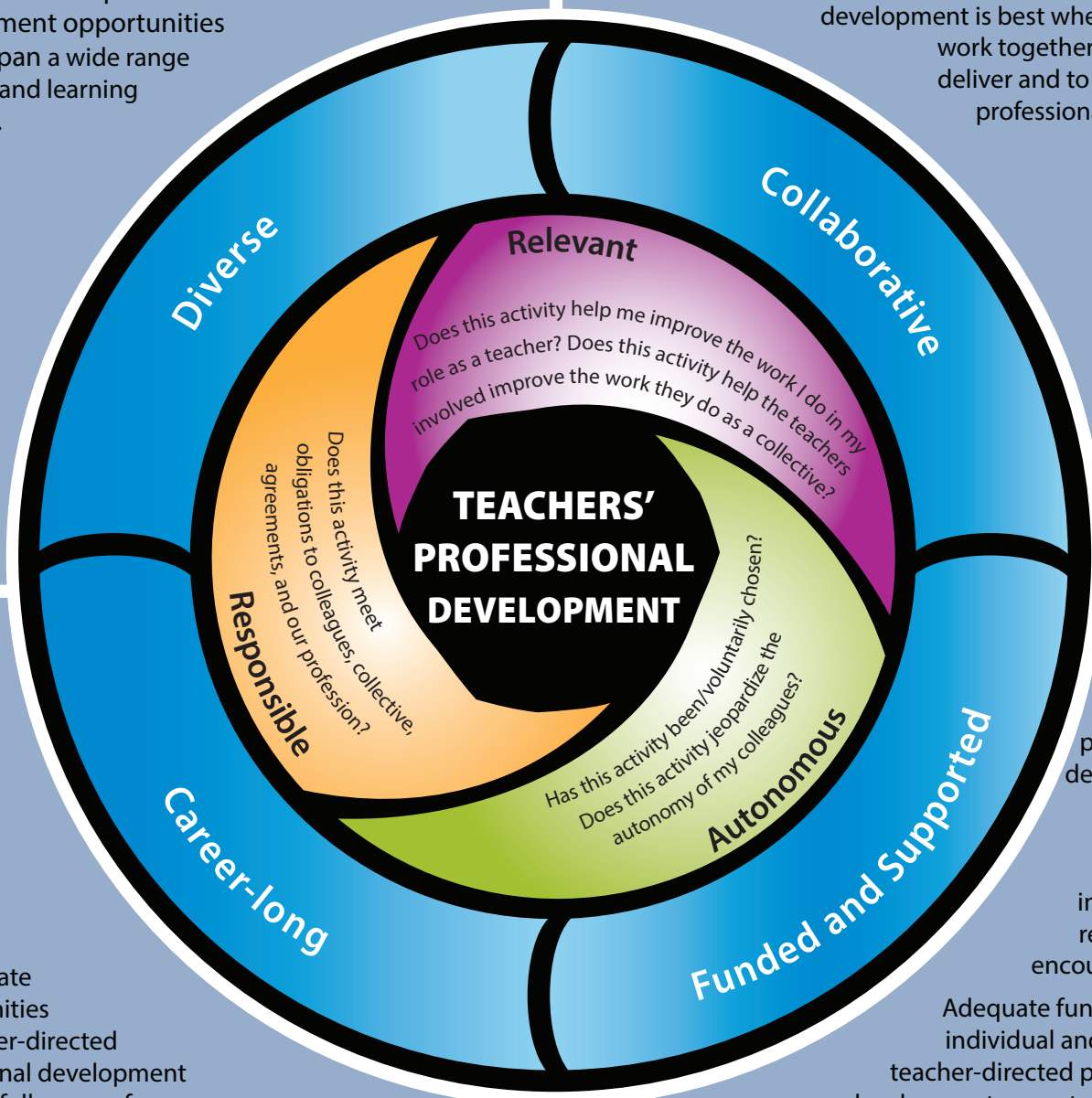
The factors in the outer ring are critical to the success of teacher-directed professional development as a collective endeavor. In turn, this collective work provides the necessary conditions for all teachers to be able to create their own rich tapestries of appropriate professional learning.

Diverse

Teacher-directed professional development opportunities should span a wide range of topics and learning methods.

Collaborative

Teacher-directed professional development is best when teachers work together to plan, to deliver and to share their professional learning.



Diverse

Collaborative

**TEACHERS'
PROFESSIONAL
DEVELOPMENT**

Relevant

Does this activity help me improve the work I do in my role as a teacher? Does this activity help the teachers involved improve the work they do as a collective?

Responsible

Does this activity meet obligations to colleagues, collective, agreements, and our profession?

Career-long

Funded and Supported

Autonomous

Has this activity been/voluntarily chosen? Does this activity jeopardize the autonomy of my colleagues?

Appropriate opportunities for teacher-directed professional development span the full range of a teacher's career.

Career-long

Teacher-directed professional development must be supported with time, information, respect, and encouragement.

Adequate funds for both individual and collective teacher-directed professional development opportunities must be available.

Funded and Supported



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a. Relevant

Does this activity help me improve the work I do in my role as a teacher?

Does this activity help the teachers involved improve the work they do as a collective?

b. Autonomous

Has this activity been/voluntarily chosen?

Does this activity jeopardize the autonomy of my colleagues?

c. Responsible

Does this activity meet obligations to colleagues, collective agreements, and our profession?

The Outer Ring: Necessary factors

The factors in the outer ring are critical to the success of teacher-directed professional development as a collective endeavor. In turn, this collective work provides the necessary conditions for all teachers to be able to create their own rich tapestries of appropriate professional learning.

a. Funded and Supported

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Adequate funds for both individual and collective teacher-directed professional development opportunities must be available.

b. Career-long

Appropriate opportunities for teacher-directed professional development span the full range of a teacher’s career.

c. Diverse

Teacher-directed professional development opportunities should span a wide range of topics and learning methods.

d. Collaborative

Teacher-directed professional development is best when teachers work together to plan, to deliver, and to share their professional learning.