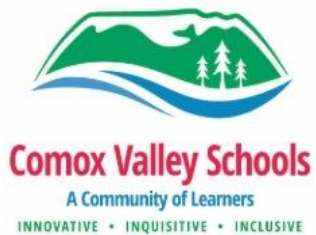


# SCHOOL DISTRICT 71 TEACHER PROFESSIONAL DEVELOPMENT HANDBOOK



Comox District Teachers' Association 71



## Table of Contents

<b>Mission Statement for Professional Development in School District #71 &amp; Joint PD Committee</b>	<b>3</b>
<b>Your District Joint Professional Development District Committee</b>	<b>4</b>
<b>Your Pro-D School Contact Person (Pro-D Rep) &amp; Self-Directed Pro-D</b>	<b>5</b>
<b>October (Provincial) &amp; February (District) Pro-D Day Protocols</b>	<b>6</b>
<b>Uses for Teacher Pro-D Funds</b>	<b>7</b>
<b>Pro-D Reimbursement Form</b>	<b>8</b>
<b>Pro-D Travel and Expense Form</b>	<b>9</b>
<b>Pro-D Book Club Form</b>	<b>10</b>
<b>Other Funds Available to You</b>	<b>11</b>
<b>Starting a Local Specialist Association (LSA)</b>	<b>12</b>
<b><u>Frequently Asked Questions and Answers:</u></b>	
<b>Participation in Professional Development</b>	<b>13</b>
<b>Pro-D Funding</b>	<b>14</b>
<b>Annual Professional Learning Plan (PLP) Forms</b>	<b>15</b>
<b>Professional Development Lens</b>	<b>16-19</b>

**All Teacher Pro-D reimbursement forms and events can be found under  
“Teacher Pro-D” on the CDTA website: <https://cdta71.ca/>**

**Also, Teacher Pro-D Activities are regularly posted on the  
SD71 Events Page: <https://events.sd71.bc.ca/>**

## **Mission Statement for Professional Development in School District #71**

Through professional development members of our educational community collaborate to develop a climate and structure for individual, staff, and district growth.

### **Principles that support the Mission Statement:**

- Provision of quality educational programs for our students is the goal of professional development.
- Members of the educational community value professional development
- Time and resources are critical components for successful professional development.
- Individuals, groups, and staffs receive support through professional development to pursue their identified professional growth goals
- Members of the educational community are lifelong learners who reflect on their practice.

## **Mission Statement for the Joint Professional Development Committee**

***“Enabling teachers both individually and collectively  
to learn and grow professionally,  
to enhance teaching and learning.”***



## Your District Joint Pro-D Committee

The Joint PD Committee consists of 6 (six) teachers, one of whom shall be the committee pro-d chair. The PD Chair and Teacher positions are filled on a yearly basis at the CDTA spring general meeting through elections. Also, two (2) administrative officers as determined by the CV PVPs Association and one (1) person determined by Superintendent. The president of the CDTA and a Trustee nominated by the Board may attend meetings of the Committee as non-voting members.

The role of the committee is to plan and facilitate Professional Learning opportunities in the district. We seek to maintain a high standard of professionalism and relevance in our district so that teachers develop strong pedagogy and adaptive skills for the betterment of their practice and the learning experiences of their students.

**The District Professional Development Committee encourages teachers to consider and adhere to the guidelines found in the PD Lens (from the BCTF) at the end of this handbook. The categories and criteria therein provide helpful parameters for selecting PD events for both the Committee and individual teachers.**

### Role of the Joint Committee:

#### a) **Budgeting and Fund Allocation:**

Each year the District Committee sets the budget based on the total amount of money generated through the Board and member contributions. The District Committee is responsible for:

- 1) Administering the PD fund
- 2) Funding District PD days
- 3) Funding LSAs
- 4) Managing personal PD accounts
- 5) Funding book clubs and study groups

#### b) **Planning, sourcing, and facilitating District PD events:**

Based on feedback from teachers, and the information the Chair receives from the PD reps, and following Ministry directives, the committee facilitates various PD events, including after schools sessions, whole day events, and seeks out in-district and out-of- district presenters for the benefit of our teachers.

## The School Contact Person (Pro-D Rep)



Each school should elect or appoint a professional development representative.

The School Representative should try to do the following:

- 1) Be committed to PD in the school and convey the importance of PD to their colleagues.
  - Please ensure staff are aware of District protocols when planning for the October Provincial Pro D Day and the February District Pro D Day.If a teacher plans on being outside of their regular work location or out-of-district for a Pro D activity, they must go into the AMS and choose “Pro-D In District”, or “Pro-D Out of District” from the *Choose a Reason* drop down menu and then follow the prompts to share their plans.
- 2) Publicize workshops in the school in which other teachers are welcome to participate.
- 3) Be familiar with the funding procedures and online forms as well as policy around PD.
  - Please remind those returning to work or hired after September 30<sup>th</sup> to apply for Personal PD Funds within 30 days of returning/beginning work.
- 4) Attend PD Network Meetings and pass on PD information to colleagues.

## Self-Directed Pro-D

**There are many ways to grow professionally:**

1. Participate in a Teacher Inquiry project, individually or in a group.
2. Attend a conference/workshop locally, regionally/provincially/regionally/nationally/internationally.
3. Attend a workshop/conference or summer institute/course.
4. Becoming a facilitator, and give a workshop locally, regionally, or provincially.
5. Begin/continue university studies, either on-line or as a member of a cohort
6. Form/join teacher research groups.
7. Job-shadow in a related work situation
8. Actively participate in a professional organization/network
9. Mentor a teacher
10. Read professional literature.
11. Reflect, discuss and research with other professionals.
12. Share with colleagues what you found at a conference/workshop.
13. Watch professional videos, webinars, etc.
14. Work with a colleague to discuss, observe and critique a lesson/program (peer coaching)
15. Work with others to create and host an LSA group.

**IF IT'S NOT LISTED ABOVE, PLEASE CONTACT THE PRO-D CHAIR: [pd71@bctf.ca](mailto:pd71@bctf.ca)**

For **Self-Directed Pro-D** put in AMS under Pro-D (in / out of district) to be approved by your admin.

## October (Provincial) & February (District) Pro-D Day Protocols

### Three scenarios to consider when planning for the Provincial October Pro D Day, and the February District Pro D Day:

1. **Pro-D Regular School Location:** If a teacher is at their regular school location doing pro-d, they are at work already, so there is no need for an AMS entry to be completed by the teacher. The principal will know where they are. However, the teacher can let their principal know if they will be working outside of their regular classroom (in the library, another classroom, gym.)
2. **Pro-D In District:** If a teacher plans on being outside of their school/regular work location but is working/learning within the school district area of the Comox Valley (for example, going to another school, to a local place/business/museum doing a workshop, research, etc.) they must go into the AMS, choose Pro D In District from the *Choose a Reason* drop down menu, and indicate they will not be at their regular work location.  
**Please note:** If a teacher plans on being a part of the whole-district February pro-d day event, an AMS entry is not necessary.
3. **Pro-D Out of District:** If a teacher plans on being out of the district for a pro-d activity, they must go into the AMS, choose Pro D Out of District from the *Choose A Reason* drop down menu, and record in the district's attendance system details for a pro-d event out of the district.  
**Doing so ensures 2 things:**
  - The Pro D Out of District AMS leave code is documentation for work liability reasons, and indicates the absence is for pro-d.
  - The principal is made aware of the absence.

Professional development is a process of continuous growth, through involvement in programs, services and activities designed to enable teachers, both individually and collectively, to learn and grow professionally in order to enhance teaching and learning.

## Uses for Teacher Professional Development Funds

Realizing that professional development will have a positive impact on student learning, and that the use of professional development funds is an individual, professional choice, there are several selections. Any tangible items purchased become the property of the teacher.

### **Appropriate uses of teacher professional development funds include:**

- Attendance at workshops/conferences, including registration fees, TOC costs, and hotel, parking, ferry costs, accommodation, and meal & mileage per diem (as set by SD71 standards)
- PSA/LSA memberships, other professional membership fees
- Professional journals, books, audio, visuals, software, activities, materials used by teachers to promote professional growth
- **Release time and costs related to:**
  - Visitations to other classrooms/schools
  - Research or action research.
  - Self-directed study
  - Training, courses, tuition fees and textbooks for educational courses/university courses
  - Collaboration/unit planning/program development
- Time & support for developing assessment, evaluation, reporting tools, though not for reporting itself.
- Childcare costs when PD occurs on a non-working day of the teacher.
- First Aid courses
- Purchase of I.T. hardware:
  - Laptops, desktops, tablets, iPads, iPhones/smartphones (not plans), netbooks and pads-type devices, computer peripherals (printers, cables, mouse, webcam, etc.), maintenance /parts costs associated with I.T. computer repairs.
  - \*\* Note: ensure to sign the I.T. Computer Purchase Agreement for payroll. \*\***

IF ANY PRO-D ITEM IS NOT LISTED ABOVE, PLEASE CONTACT THE PRO-D CHAIR

### **Not approved Pro-D purchases include:**

- Books, software, etc. which have personal or curricular rather than professional application.
- Supplies for the classroom, teaching supplies/curricular resources, supplies/books for students
- Pro-D purchases for another teacher, district employee or person, other than themselves.

**FYI - Hardware purchases are considered a taxable benefit by Canada Customs and Revenue. IT / Computer Device Purchase Agreement must be signed when purchasing hardware.**

# SD71 Teacher Personal Professional Development Reimbursement Form

Name: \_\_\_\_\_ Date: \_\_\_\_\_ School: \_\_\_\_\_  
(Please print)

I am requesting reimbursement in the amount of \$ \_\_\_\_\_ for \_\_\_\_\_  
and charged to my personal pro-d account. (Workshop, materials, tuition, books, memberships, conferences, etc)

Describe how this professional development will enhance or influence your teaching practice:

---

---

**Make my cheque reimbursement by:**

I will pick up at CDTA office (phone # \_\_\_\_\_)

School Inter-office mail School: \_\_\_\_\_

Please mail to my home address: \_\_\_\_\_

**I.T./Computer Purchase** (repaid through month end payroll – must sign below agreement box)

\* The District assumes **no liability** for any device purchased with personal PD funds (this includes lost or stolen devices)

\* The District **will not provide any IT support** in the form of software, additional hardware, maintenance, etc.

\* Furthermore, the IT department will **not connect personal devices** to the School District server infrastructure until a BYOD protocol is in place AND there is assurance security will not be compromised.

\* PD funds **may not be used** for any service plans (Zoom, Wi-Fi, licenses, iPhone/smart phone plans, warranty, etc.)

**I.T. / Computer Pro-D Funds Purchase Agreement**

Pro-d funds spent on any I.T. computer or device will be deemed as a taxable benefit - under Canada Revenue Agency guidelines and taxable at the appropriate rate as per the teacher's income. The taxable benefit will be included on their T4 slip. Taxes, CPP & EI will be deducted, and reimbursements will be at the end of the month payroll.

I, \_\_\_\_\_, acknowledge that I have read the above guidelines and agree to a 7.25 % CPP & EI coverage deduction off my Pro-D I.T. /computer reimbursement through SD71 payroll.

 **Teacher Signature** \_\_\_\_\_

**\*\* Please attach receipts**

**Approval PD Chair** \_\_\_\_\_



# Pro-D Travel and Expense Claim Form



## Travel Expense Claim Teacher Pro-D



**"For travel, include this form with Pro-D Reimbursement claim"**

Name: \_\_\_\_\_ School: \_\_\_\_\_

PD Event: \_\_\_\_\_

Date	Description	Kilometres	Rate	\$ Amount
<b>TRANSPORTATION</b>				
	Vehicle: From/To: _____		0.70	-
	Vehicle: From/To: _____		0.70	-
	Vehicle: From/To: _____		0.70	-
	Taxi (attach receipts)			
	Ferry (attach receipts)			
	Air Travel (attach receipts)			
<b>MEALS (as of May 2023) # of days</b>				
	Per Diem Breakfast - \$ 15			-
	Lunch - \$ 20			-
	Dinner - \$ 32			-
To claim meals, travel must:				
* Begin before 7am on the date of departure to claim breakfast				
* Begin before 12pm on the date of departure to claim lunch				
* End after 6pm on the date of return to claim dinner				
	<b>ACCOMODATIONS</b> (attach rece			
	<b>Additional costs:</b> _____ parking, registration, fees, etc.			
	Other (attach receipt) _____			
	Other (attach receipt) _____			
	Other (attach receipt) _____			

**Updated April 2024**

\* Include this amount on Pro-D Reimbursement Claim Form Total: \$ -



Pro-D Book Club Form



**SD71 Professional Book Club  
Application Form**

All Joint Pro-D funded Book Club books are to be catalogued in applicant's school library for shared, ongoing professional learning.

Date: \_\_\_\_\_

Title of the book: \_\_\_\_\_

Applicant / contact teacher for this group: \_\_\_\_\_

Purpose of this study group? (How will this study benefit your practice in the classroom?)

\_\_\_\_\_  
\_\_\_\_\_

Names of participants: \_\_\_\_\_

Schools represented: \_\_\_\_\_

Approx. Cost per book: \_\_\_\_\_ Number of books: \_\_\_\_\_ Approx. Total: \$ \_\_\_\_\_

\*Note: Ensure to have the Pro-D Chair's final approval before purchasing any books)

Teacher (if applicable) to be reimbursed: \_\_\_\_\_

Send cheque to school location / home address: \_\_\_\_\_

or School P-Card to repay: \_\_\_\_\_

**\*After you have been approved for your book club, you can purchase books and then send a copy of receipts to the Teacher Pro-D office or email [teacherprod@sd71.bc.ca](mailto:teacherprod@sd71.bc.ca)**

\_\_\_\_\_  
**Pro-D Chair Approval Signature**

Please forward this form to the CDTA office for Pro-D through email: [teacherprod@sd71.bc.ca](mailto:teacherprod@sd71.bc.ca) or through inter-school mail to the CDTA office Attention: Teacher Pro-D

## Other Funds Available to You

All Pro-D funds forms can be found under “Teacher Pro-D” at the CDTA website

### 1-The Professional Learning Supplemental Fund (PLS Fund)

Because we wish to maximize the amounts available to our members for their Pro-D needs, we will roll over any “non-designated” funds (retired, deceased, LTD) remaining at the end of the school year, back into the Professional Development Fund.

The PLS Fund is to provide additional assistance to those who have depleted their funds. **With the proviso that personal funds are used first**, the PLS Fund can be accessed once per year to a maximum of \$100, for reimbursement professional development costs. It is only to be accessed after your own money has been used. Once your funds are depleted and there are still outstanding costs remaining, the PLS Fund of \$100 will be applied automatically.

### 2-Professional Study Groups and Book Clubs

A minimum of \$1000 is designated for this fund. One person in a shared interest group takes the lead and is responsible for purchasing the books for the group (personally or through their school Purchasing Card) and they get reimbursed. The lead person will complete the form listing who is in the group, the focus and purpose of the group, and how much the book costs. Send in the application for approval, and if approved, you can send us the receipt of the book(s) purchased. **All Joint Pro-D funded Book Club books are to be catalogued at the school library for shared ongoing professional learning.** *This fund is relatively small (limited) and will likely cover 3 or 4 groups.*

### 3-Local Specialist Association (LSA)

Each year the Joint PD committee sets aside \$250/group for Local Specialist Associations. These are groups of teachers who share a common interest, grade level or subject, who want to meet regularly to share information and strategies, collaborate on new ideas with the support of their colleagues.

The funds can be used to provide snacks for meetings, supplies, day-care, thank you gifts for presenters, or even an honorarium for a presenter with your LSA group.

Please contact [teacherprod@sd71.bc.ca](mailto:teacherprod@sd71.bc.ca) to create a group. See the following page for information.

## Starting a Local Specialist Association (LSA)



What is a Local Specialist Association? An LSA is a local chapter of a Provincial Specialist Association, such as the BCAMT (BC Association of Mathematics Teachers).

BCTF link for PSAs <https://bctf.ca/PSAs.aspx>

LSAs provide educators a supported model to connect and collaboratively grow their practice. While working and learning with local colleagues, you can be connected to a Provincial Specialist Association, educators around the province.

Funding is available to support LSAs, to help offset costs such as meeting resources, snacks, day care costs, presenter fees, supplies, honorariums, etc.

### **Steps toward setting up a Local Specialist Association (LSA)**

Email PD Admin. Assistant at [teacherprod@sd71.bc.ca](mailto:teacherprod@sd71.bc.ca) and provide the following information:

- Your LSA name/focus (for example - Library, Home Economics, Counsellors, etc.)
- A constitution/mission statement (a brief statement of goals for the LSA)
- A list of members/participant names for your proposed LSA
- Collect a small fee (\$2- \$10) from each member to cover costs for supporting meetings.  
(If/when your LSA runs out of collected funds, your LSA can access pro d funding.)

If you have further questions /seeking further information, email [teacherprod@sd71.bc.ca](mailto:teacherprod@sd71.bc.ca).

# Frequently Asked Questions & Answers

## 1. Participating in Professional Development:

### **Q: How many PD days are there and how many do I have to attend?**

**A:** There are 5 PD days a year in SD71: 3 days in late summer (one of which is school based), Provincial day in October, District Day in February. It is expected that teachers will attend professional development activities as per their FTE on designated days, whether school or district-based, unless PD time has been completed during Flex Days (see below).

There are frequently other district sponsored PD events not associated with these designated days (dinner series, after school or weekend sessions) which are voluntary. Professional development activities are voluntary when they occur beyond the hours of instruction, or beyond the days provided by the district, or beyond the hours of FTE already completed for Flex Days (see below). Hours cannot be stockpiled against the next year.

### **Q: What are Flex Days? (Pro-d on your own time)**

**A:** Our district uses the week before the start of school to offer 3 PD days, in order to have a 2-week Spring Break. Attendance on those days ensures that teachers get paid for them during the Spring Break pay period. However, two of these days are given a Flex time designation with the understanding that many excellent PD opportunities occur throughout the summer and throughout the school year. (The third day is a school-based PD day and attendance is mandatory if at all possible.) Consequently, the **2 days of PD are considered as 10 hours FTE and can be completed at any time between July 1 and February 28, outside of regular instruction hours or designated PD days.** You will be asked to indicate on your yearly Professional Learning Plan form how you have spent, or plan to spend, those hours in professional learning.

**NOTE: October Provincial PD day and the District February day are mandatory pro-d and are calculated into your FTE.**

### **Q: How many days of Pro-D do I need to complete if I am in a part-time assignment?**

**A:** You need to complete the same FTE of PD hours as you have in your assignment. This means if you are .4 FTE you complete .4 of the cumulative PD days. You can choose to attend full days for some, and only partial days other times, but by the end of the year you will have used .4 of the allotted PD days for professional learning. If you have questions about how many hours/days you are required to use for PD, please complete the form available from the local president.

### **Q: What can I do for self-directed PD?**

**A:** Please see the list of appropriate self-directed activities above. If you are unsure of whether an activity is PD or not, please ask your school PD Rep or email the Pro-D Chair [pd71@bctf.ca](mailto:pd71@bctf.ca).

### **Q: How do I get an LSA (Local Specialists Association) started in our district?**

**A:** Please email the PD secretary [teacherprod@sd71.bc.ca](mailto:teacherprod@sd71.bc.ca) and they will provide you more information. You will need the name of your LSA and the members of the group to set up your LSA annual funding.

## 2. Pro-D Funding:

### **Q: How much PD money is put into my account each year?**

**A:** Each year, \$125.00 will be allocated to continuing teachers and those hired by Sept 30<sup>th</sup>. TTOCs, unfortunately, do not get pd funds, unless they are in a temporary posting more than 0.5 FTE. Teachers (temp or continuing) hired after Sept 30<sup>th</sup>, working 0.5 FTE or more, will qualify for the pro-rated annual amount of pro-d funds of \$125.

**Those teachers hired after Sept 30<sup>th</sup>, with less than 0.5 FTE will not qualify for pro-d funds.**

**NOTE: Retirees have access to their funds until the day they retire, provided they use the funds in keeping with the policy guidelines.**

### **Q: What can I spend my PD money on?**

**A.:** Professional Development funds are to be used on activities that support your own professional learning. Professional books, courses, webinars, online professional group subscriptions, workshops and conferences are all applicable. In addition, travel to and from conferences can also be reimbursed. Technology purchases that aid you in delivering instruction and communicating student learning are also acceptable.

**Consumables that students will use are not considered professional development for you.**

### **Q: How much is in my PD account at this moment?**

**A:** Email the PD Secretary at [teacher.prod@sd71.bc.ca](mailto:teacher.prod@sd71.bc.ca)

### **Q: What is the PLS fund and how do I access it?**

**A:** A portion of the budget every year is set aside for the **Professional Learning Supplemental Fund** (PLS aka “the Please Fund”), and part of this fund includes Book club and Group Study funds. When you have depleted your pro-d funds and still have outstanding costs, the PLS \$100 will automatically be added.

### **Q: How do I get reimbursed for IT devices?**

**A:** Send a PD Reimbursement form (ensure signing the I.T. Purchase Agreement) with a **copy** of your receipt to the CDTA office. The PD Chair will approve the purchase and then the PD Secretary will forward to payroll for reimbursement at month end payroll. If your paperwork arrives after mid-month, it should be repaid the following end of month pay. Additional taxes, CPP & EI will be deducted. The reimbursement will be on your end of month pay and will be shown on the earnings side of your paycheque.

### **Q: How do I get a Pro-D reimbursement?**

**A:** After completion of your workshop or purchase, submit the “Personal PD Reimbursement” form with your receipts attached to the PD secretary by email or through the school mail (hardcopy) to the CDTA office. IT Reimbursements need a copy of the receipt and the IT Device Computer Agreement signed for payroll.

### **Q: Which form do I use for a financial reimbursement of pro-d costs**

**A:** Check the CDTA website for teacher pro-d forms <https://cdta71.ca/pro-d/>

**Personal PD Reimbursement Form** – used for one receipt i.e., PD books, workshops, supplies, IT purchases.

**Travel & Expense Form** – this is used for travel expenses i.e., meals, km, ferry, hotel rooms, etc.

**Professional Study Groups / Book Clubs** – used for study group/book clubs. First, submit application to [teacherprod@sd71.bc.ca](mailto:teacherprod@sd71.bc.ca). Needs approval by the Joint Pro-D Committee as these funds are limited.

**Q: What is the cost of a TOC for the day?**

**A:** The cost of a TOC for the day can be from \$310 to as high as \$456.00, depending on who you get to TOC.

**Q: What happens to my PD money when I retire or leave the district?**

**A:** The funds that are still in your account go back into the overall PD fund for the following year.

**Q: Can I access my funds if I am on leave?**

**A:** Being on-leave often provides individuals with opportunities to stay professionally current and to take on more extended PD opportunities (on-line course, or workshops requiring travel). Members who are on **personal/education/maternity/paternity\*** leaves can access and use their PD funds at their discretion at any time during their leave. These PD funds will be released in the usual way, with receipts provided and through communication with the Pro-D secretary.

**\*Please note: Full Medical leave is not considered eligible for using PD funds.**

### **3. Annual Professional Learning Plan (PLP) forms:**

**Q: What is the Annual Professional Learning Plan (PLP) form and where do I find it?**

**A.:** This form recognizes that the most rewarding professional learning happens over time when teachers have repeated opportunities to develop their learning and integrate new strategies or pedagogy into their practice. Consequently, you are asked to consider your focus and goals for the year ahead, with the understanding that this is a dynamic document for you to revisit as your interests change and the needs of your students become apparent over the course of the year.

The Annual Professional Learning Plan (PLP) form can be found at: [Learn 71>>Collaborative Learning>>Professional Development](#). It is submitted entirely online and is due by February 28, before spring break..

**Q: Why and when do I need to enter an AMS absence?**

**Pro-D In District:** If a teacher plans on being outside of their school/regular work location but is working/ learning within the school district area of the Comox Valley (for example, going to another school, to a local place/business/museum doing a workshop, research, etc.) they must go into the AMS, choose “Pro D In District” from the *Choose a Reason* drop down menu, and indicate they will not be at their regular work location.

**Please note:** If a teacher plans on being a part of the whole-district February pro-d day event, an AMS entry is not necessary.

**Pro-D Out of District:** If a teacher plans on being out of the district for a pro-d activity, they must go into the AMS, choose Pro D Out of District from the *Choose A Reason* drop down menu, and record in the district’s attendance system details for a pro-d event out of the district.

**Doing so ensures 2 things:**

- The Pro D Out of District AMS leave code is documentation for work liability reasons, and indicates the absence is for pro-d.
- The principal is made aware of the absence.

**Q: When do I go on the AMS to record an absence?**

**A:** Anytime you are leaving the District on your workday you will need to record it on the AMS – even if you do not require a TOC. If you require a TOC and you are using your personal PD money, please record the absence under Personal PD Money. If it is on a PD Day, notify your principal and please book your TOC under Out of District/3<sup>rd</sup> Party/Other when going out of district, or third party paying (Min. of Ed, BCTF), for your TOC coverage. **Please ensure you have enough pro-d funds to cover any costs for your TOC coverage.**



# 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

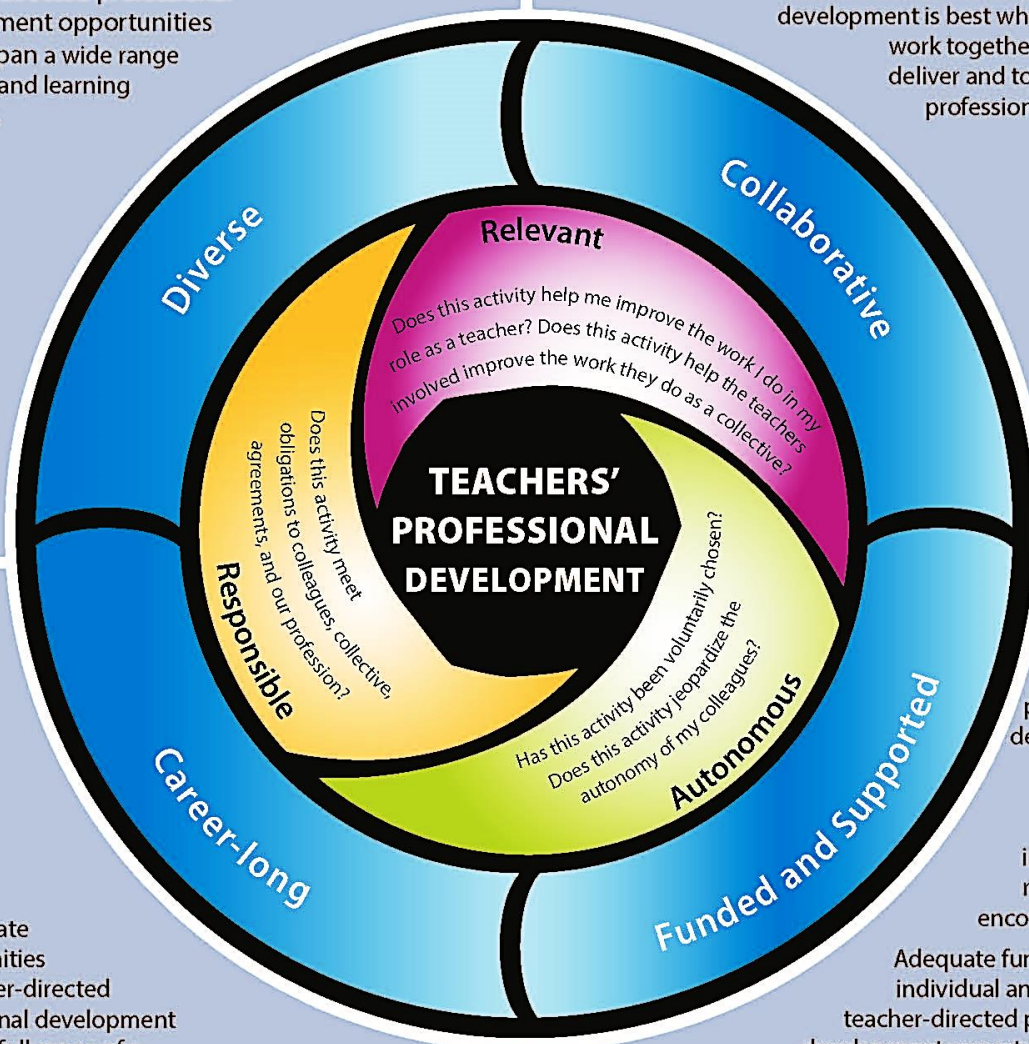
The factors in the outer ring are critical to the success of teacher-directed professional development as a collective endeavor. In turn, this collective work provides the necessary conditions for all teachers to be able to create their own rich tapestries of appropriate professional learning.

### 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.



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



BCTF PROFESSIONAL DEVELOPMENT

#ThisIsMyPD



# 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.

### 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

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.

### 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.



# LA LENTILLE DU PERFECTIONNEMENT PROFESSIONNEL

Au centre de la lentille il y a les enseignants et leur apprentissage, à la fois en tant que collectif et en tant qu'individus. Le terme «perfectionnement professionnel des enseignants» est utilisé pour mettre en évidence son utilisation à la fois dans la réflexion sur le PP individuel et le PP en tant qu'entreprise collective.

## Le cercle intérieur: les critères clés

Le cercle intérieur se compose de trois facteurs qui sont nécessaires pour qu'une activité soit considérée comme du perfectionnement professionnel. Si aucun des trois facteurs n'est rempli, alors l'activité ne devrait pas être considérée comme du perfectionnement professionnel.

## Le cercle extérieur: facteurs nécessaires

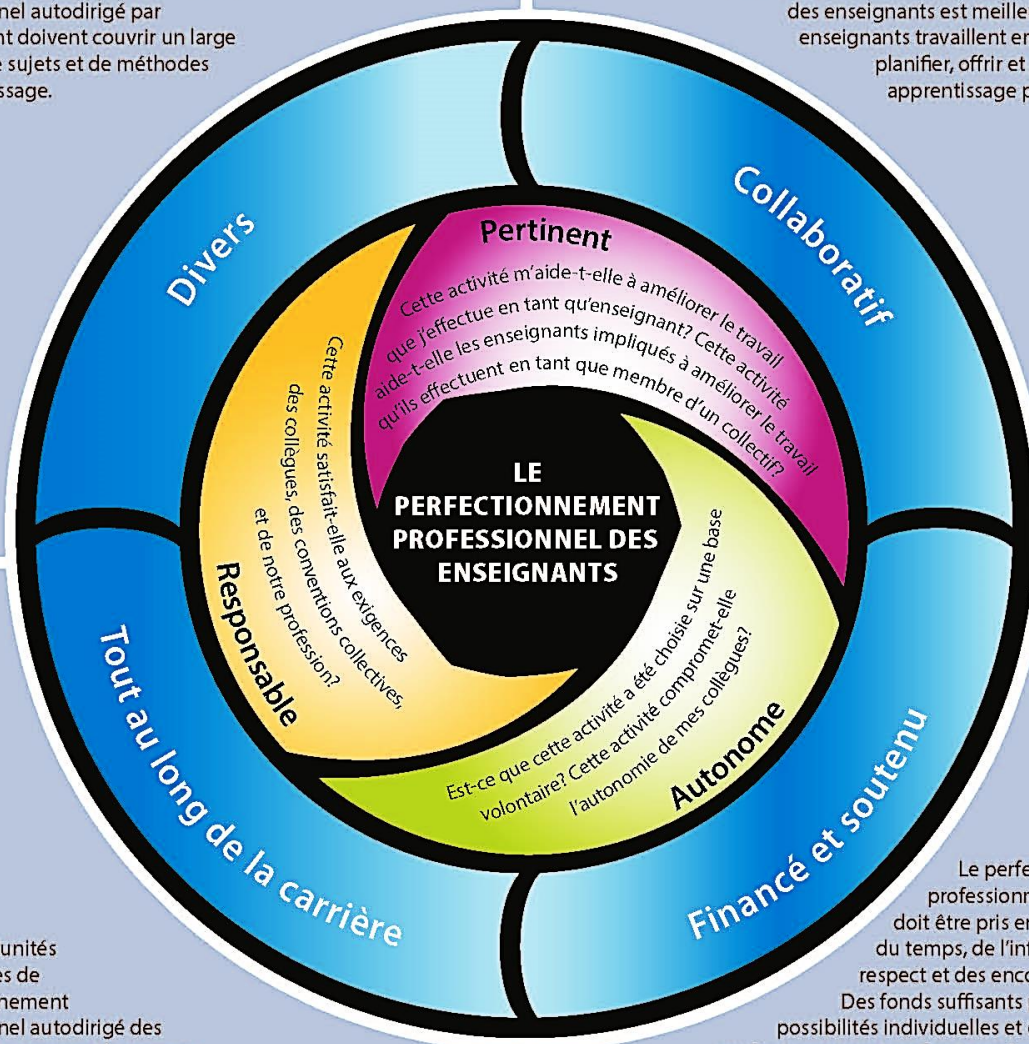
Les facteurs du cercle extérieur sont essentiels à la réussite du perfectionnement professionnel autodirigé par les enseignants en tant qu'entreprise collective. À son tour, ce travail collectif fournit les conditions nécessaires pour que tous les enseignants soient en mesure de créer leurs propres canevas constitués d'un apprentissage professionnel approprié.

### Divers

Les possibilités de perfectionnement professionnel autodirigé par l'enseignant doivent couvrir un large éventail de sujets et de méthodes d'apprentissage.

### Collaboratif

Le perfectionnement professionnel autodirigé des enseignants est meilleur lorsque les enseignants travaillent ensemble pour planifier, offrir et partager leur apprentissage professionnel.



Les opportunités appropriées de perfectionnement professionnel autodirigé des enseignants couvrent la gamme complète de la carrière d'un enseignant.

### Tout au long de la carrière

Le perfectionnement professionnel autodirigé doit être pris en charge avec du temps, de l'information, du respect et des encouragements. Des fonds suffisants pour les deux possibilités individuelles et collectives de perfectionnement professionnel autodirigé des enseignants doivent être disponibles.

### Financé et soutenu



LE PERFECTIONNEMENT PROFESSIONNEL À LA FECB

#ThisIsMyPD



# LA LENTILLE DU PERFECTIONNEMENT PROFESSIONNEL

Au centre de la lentille il y a les enseignants et leur apprentissage, à la fois en tant que collectif et en tant qu'individus. Le terme «perfectionnement professionnel des enseignants» est utilisé pour mettre en évidence son utilisation à la fois dans la réflexion sur le PP individuel et le PP en tant qu'entreprise collective.

## Le cercle intérieur: les critères clés

Le cercle intérieur se compose de trois facteurs qui sont nécessaires pour qu'une activité soit considérée comme du perfectionnement professionnel. Si aucun des trois facteurs n'est rempli, alors l'activité ne devrait pas être considérée comme du perfectionnement professionnel.

### a. Pertinent

Cette activité m'aide-t-elle à améliorer le travail que j'effectue en tant qu'enseignant? Cette activité aide-t-elle les enseignants impliqués à améliorer le travail qu'ils effectuent en tant que membre d'un collectif?

### b. Autonome

Est-ce que cette activité a été choisie sur une base volontaire? Cette activité compromet-elle l'autonomie de mes collègues?

### c. Responsable

Cette activité satisfait-elle aux exigences des collègues, des conventions collectives, et de notre profession?

## Le cercle extérieur: facteurs nécessaires

Les facteurs du cercle extérieur sont essentiels à la réussite du perfectionnement professionnel autodirigé par les enseignants en tant qu'entreprise collective. À son tour, ce travail collectif fournit les conditions nécessaires pour que tous les enseignants soient en mesure de créer leurs propres canevas constitués d'un apprentissage professionnel approprié.

### a. Financé et soutenu

Le perfectionnement professionnel autodirigé doit être pris en charge avec du temps, de l'information, du respect et des encouragements. Des fonds suffisants pour les deux possibilités individuelles et collectives de perfectionnement professionnel autodirigé des enseignants doivent être disponibles.

### b. Tout au long de la carrière

Les opportunités appropriées de perfectionnement professionnel autodirigé des enseignants couvrent la gamme complète de la carrière d'un enseignant.

### c. Divers

Les possibilités de perfectionnement professionnel autodirigé par l'enseignant doivent couvrir un large éventail de sujets et de méthodes d'apprentissage.

### d. Collaboratif

Le perfectionnement professionnel autodirigé des enseignants est meilleur lorsque les enseignants travaillent ensemble pour planifier, offrir et partager leur apprentissage professionnel.

