

VSB/VTF PROFESSIONAL DEVELOPMENT HANDBOOK

Revised 2010 November

PROFESSIONAL DEVELOPMENT HANDBOOK

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SECTION A

Introduction, Policy and Guidelines

INTRODUCTION

The Vancouver School District, the Vancouver Elementary and Secondary Teachers' Associations and the Vancouver Elementary and Secondary Principals' Associations, have worked together to plan, develop and support professional development in the district for many years. A District Committee established in the Collective Agreement in 1998 has been central to that work. This Professional Development Handbook is one project undertaken by the Committee. It is meant to support the work of Professional Development Representatives and the Committees they chair.

Members of the District Professional Development Committee have collaborated on the development of the VSB/VTF Professional Development Handbook. The purpose of the document is to provide support to School Professional Development Committees as they take on the responsibility for planning on behalf of colleagues in the school.

Professional development is essential for individual teachers and groups of teachers as professionals. It is also important for the school community as a whole. Plans for professional development balance the needs of the individual professionals with the needs of the collective staff with a goal for the highest quality of student learning.

Professional development can take many forms such as reading, studying, participating in inquiry, research or study groups, attending workshops, seminars and conferences, taking courses, observing demonstrations in colleagues' classrooms, participating in on-line instruction, and more Teachers participate in a broad range of activities as they meet their personal and school goals for professional learning.

PROFESSIONAL DEVELOPMENT: BOARD POLICY

What follows is the Professional Development policy approved by the Vancouver Board of Education. The policy is presented as it is in policy books and online at www.vsb.bc.ca/district-policy.

CLASSIFICATION	CODE
Section G: Personnel	File: GCL

TITLE Professional Development

POLICY

The Vancouver Board of Education is committed to support the professional growth and development of staff. The Board believes that the development of professional skills and knowledge will benefit both the school system and the individual staff member. Therefore, the Board encourages it's entire staff to participate in continuous professional growth that enhances teaching and supports student learning.

Professional development includes a broad range of activities that can provide opportunities for growth in knowledge, skills, and attributes leading to improved practice. These activities may be initiated by individuals within individual schools and other work sites, among several schools, or across the district.

The Board recognizes the effectiveness of ongoing professional development activities and supports all work sites in incorporating these activities in ongoing plans for improvement.

<p>Cross References: GCBA Professional Staff Salary Schedules GCBD Professional Staff Leaves and Absences GCO Professional Staff Promotions Agreement References: Current Collective Agreement with VTF Adopted Date: Monday May 15, 1978 Revision Date: Oct, 1982 Nov, 1985 Jan, 1989 Aug, 1990 Jan, 1999 Feb, 2011</p>
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Vancouver School Board, School District #39 (Vancouver), Vancouver, B.C.

PROFESSIONAL DEVELOPMENT

The District Professional Development Committee believes, as does the BCTF, that it is the responsibility of the individual teacher to make a continuing effort to develop professionally. Professional development is not restricted to the days officially designated for that purpose, but those days provide important opportunities for teachers. In addition to PD days, many teachers attend university, take evening classes and weekend workshops, read professional journals, and attend summer school. These experiences promote a culture of teaching and professional development that has teachers working together as members of a learning community, rather than in isolation.

Professional development days represent a hard-won recognition of teachers' needs and responsibilities. For many years, the BCTF made presentations to employers and the Ministry of Education to recognize the importance of teachers having the time and resources necessary to engage in professional development.

In 1972, PD days (non-instructional days) were added to the school calendar at the request of the teaching profession. The inclusion increased the number of days of work for teachers with no loss of instructional days for students. PD days in the school calendar recognized that teachers needed time during the school year to hone their skills, improve practice, and stay current with changes related to teaching and learning.

Professionals in most fields routinely network with fellow practitioners, conduct and review research, and talk to experts and colleagues about trends, issues, and plans for ongoing professional development. As active learners, teachers use PD days to stay keep on top of changes that affect their work with students, such as new technology, new ideas about teaching and learning, and different community needs. PD days help keep teachers current.

Topics for PD days come from the classroom experience of learning and teaching. Teachers decide individually and collectively the issues to address. They attend workshops and conferences, participate in mentoring programs, pursue self-directed professional development, and undertake other activities designed to enhance teaching and learning. They take their new skills back to the classrooms.

GUIDING PRINCIPLES FOR PROFESSIONAL DEVELOPMENT

The most recent research in professional development has highlighted some principles that apply equally to sessions planned in schools, at the district, within groups of teachers and for individuals. The BCTF has also endorsed a number of principles regarding professional development.

The following list represents a combination of those principles:

- Teachers have an ongoing responsibility to develop professionally, in order to inform teaching practices, and to encourage collegiality and collaboration;
- Professional development should focus on student learning and the improvement of instructional practice;
- Professional development should be continuous and part of a continuum of professional learning;
- Professional development is most effective when the school is organized as a community of learning and where collaboration is the norm;
- Professional development requires skillful leaders who guide continuous instructional improvement;
- Professional development is most effective when it is embedded in the work of teaching;
- Professional development requires time, resources, and focus; and
- Professional development incorporates a wide repertoire of teacher collaboration, mentorship, action research, workshops, professional course work, professional reading, peer coaching, and reflection.

THE ROLE OF THE DISTRICT PROFESSIONAL DEVELOPMENT COMMITTEE

The District Professional Development Committee was established in the Collective Agreement. The article outlining the role of the Committee also notes funding levels for professional development.

District Professional Development Committee

1. The Board and the V.T.F. shall establish and maintain a District Professional Development Committee composed of four (4) representatives of the V.T.F. and four (4) representatives of the Board, including the Director of Staff Development and Program Services.
2. The Committee will determine its own functions and terms of reference.

The District Committee meets regularly over the school year to consider issues about professional development. Two tasks have been central to its work since its inception. The first is to develop and update the Handbook for school committees. The second is to offer joint sessions for school committees for their planning professional development planning at the school.

The terms of reference for the District Committee are as follows:

1. To advise on district plans, priorities, and budgets in professional and staff development.
2. To act as a forum for sharing information regarding the needs of teachers, schools and the District Learning Services Team.
3. To provide advice to schools around funding issues e.g., a general picture of what's available, an outline of current funding allocations and structures for supporting Pro D activities.
4. To provide leadership and support for the role of Pro D Reps.
5. To provide leadership in clarifying and enhancing the role of school Pro D Committees.
6. To provide ongoing information to assist Pro D Reps and Committees in fulfilling their responsibilities (e.g., Professional Development Handbook, information about funding, Professional Development training, etc.)
7. To consider other issues as they arise.

SUGGESTED CONSIDERATIONS FOR THE SELECTION AND USE OF PROFESSIONAL DEVELOPMENT DAYS

1. Note that there are SIX non-instructional days in a school year. One day, commonly known as School Planning Day or Admin Day is mandated by the Minister of Education to focus on student achievement. In addition to these six days, the last school day in June continues to be a “Year-End Administrative/ School Closing Day”.
2. Schools are asked to indicate the purpose of the six non-instructional days according to the categories in the school calendar legislation.
3. If a change to a school calendar is needed, the school must consult their Associate Superintendent and then must give notice of the amendment to the employees of the board assigned to the school and the parents of the students enrolled in the school.
4. Staff should give active consideration to the following:
 - a) Where possible schedule non-instructional days as a “family of schools” so that Elementary and Secondary school children in the same family share common days off. (This suggestion may also enable planning staff development activities between a Secondary school and its associated Elementary schools.)
 - b) Minimize the number of half days taken for non-instructional purposes as these exacerbate daycare arrangements.
 - c) Scheduling of non-instructional days in shortened weeks.
 - d) When selecting non-instructional days, no teachers should be systematically excluded because of part-time assignment.
 - e) Staff should consider other District events, etc.

SECTION B

The School-Based Professional Development - Committee and Representatives

ROLES AND RESPONSIBILITIES OF THE SCHOOL BASED COMMITTEE

1. The School Professional Development Committee is a sub-committee of Staff Committee established to plan for and implement a professional development program in the school (Article F.21.C).
2. Membership
 - Ideally, members from a wide variety of areas of teaching, departments, grade levels, curriculum and speciality areas, and
 - Principal or Vice-Principal
3. Functions of the Professional Development Representative and Committee

Committee Work

- To chair the school Professional Development Committee and ensure agendas are set and minutes are taken;
- To schedule regular meetings of the Professional Development Committee;
- To develop, with the school staff, a Professional and Staff Development Plan for the school year which addresses the school's identified professional growth needs;
- To select days for professional development;
- To assist with the organization of professional development days, including:
 - Arranging for presenters or facilitators;
 - Securing resources, facilities, materials and agendas;
 - To organize follow-up (e.g. within school activities, thank you letters; and
 - To administer school based Professional and Staff Development Funds and Joint Conference Funds.

Communications and Liaison

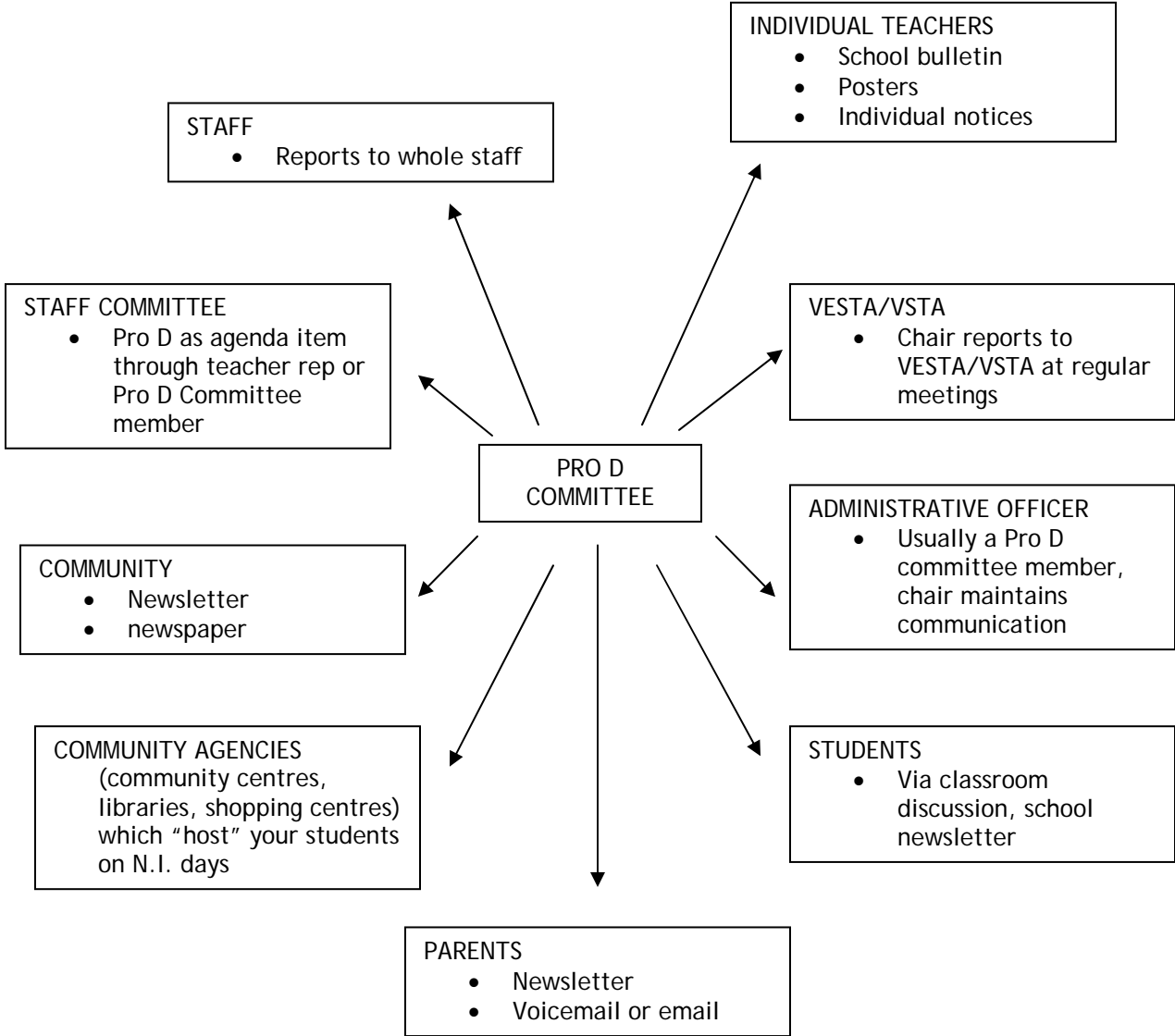
- To report to Staff Committee;
- To liaise with Principal;
- To attend regular meetings of the VESTA Pro D Representatives or the VSTA Pro D Committee;
- To distribute to the staff information received on professional development issues, e.g., Pro D Newsletters; Pro D Connections;

- To inform teachers about upcoming professional development activities and current district professional development issues and to promote professional development opportunities at the school, district, community and provincial levels;

Professional Development Support

- To assist staff in locating and gaining access to professional development resources;
- To provide to, or seek information, from the VSB/VTF District Professional Development Committee as needed;
- To participate in education sessions for Professional Development Representatives sponsored by BCTF/VTF and/or VSB. Pro D Reps also attend the annual Staff Rep Training, funded by VTF/BCTF;
- To receive self-directed professional development plans; and
- To maintain a current Professional Development Handbook for the school.

COMMUNICATING ABOUT PROFESSIONAL DEVELOPMENT POSSIBLE AVENUES OF COMMUNICATION



RUNNING AN EFFECTIVE MEETING

Time

- Start on time
- Build a realistic time limit into the agenda
- Develop agendas with timed items

Expectations

- Be in touch with everyone who is attending
- Ask ahead for agenda items

Minutes

- Circulate ahead of time
- Never read minutes out to the meeting
- Cite topics covered and decisions taken; no details needed

Reports

- Have reports printed and circulated
- No need to "receive" reports
- No need to "adopt" reports, unless they have recommendations
- Avoid impromptu verbal reports unless the topic is urgent
- If the executive or other committees have recommendations, line up movers and seconders ahead of time
- If the executive has no firm position to recommend, they should have an alternative to propose

Nominations

- Unless otherwise specified, don't look for movers and seconders of nominations
- Don't seek or accept motions to close nominations
- Ask for nominations three times

Motions

- Have people write out motions (unless the motions are very simple or procedural)
- Ensure that motions are brief and specific
- “Whereases” are unnecessary; they are not part of the motion

Consensus

- Think ahead to where the meeting should be going
- Suggest procedures
- If no one objects, go ahead
- Cut down the procedural motions unless they have been on record

Rulings

- Rule boldly, take chances, expedite!

Rules of Order

Watch video on Rules on Order on BCTF website:

www.bctf.ca/ProfessionalDevelopment.aspx?id=6388

THINGS THAT COME UP IN A MEETING IDEAS OF WHAT TO DO

Some things occur repeatedly during meetings. Here are some ideas on how to handle typical events and episodes. Add your own alternative solutions.

1. What can you do about latecomers after things have gotten underway?

- a. Have one or several people designated to greet and update the late comers.
- b. Have a separate table near the door so that people can pick up materials as they come in.
- c. If you have a number of tables, leave one or two spaces at each table, and have someone ready to invite the latecomers to join already formed groups.
- d. Establish a pattern of always starting on time; that way people know that if they are late, they will miss something.
- e. Include the latecomers as quickly as possible, even though they may feel guilty about being late.

2. How would you end a long-winded speaker?

- a. Confer briefly ahead of time, suggesting that you make one or two stops in the speech in order to give listeners a chance to ask questions or make comments.
- b. Advise the speaker beforehand that you will give a time warning so many minutes before the end.
- c. Stand up at a given time.
- d. Sit next to the speaker so you can give a "touch signal".
- e. Have a timekeeper in the audience, previously agreed upon, who stands up at an agreed upon time.
- f. Make very clear to the speaker ahead of time how long a speech the group expects.
- g. Inform the whole group with something like, "Dr. So and So will speak approximately 20 minutes, after which you'll be able to ask questions."

SECTION C

School-Based Planning Guide VSB Model

FOUR STAGES OF A PLANNING PROCESS APPLIED TO PROFESSIONAL DEVELOPMENT

Working together, the VTF and the VSB developed a model for school planning. It has proven to be helpful for whole staff groups, small groups, and individuals in planning for professional growth. The Professional Development Committee revised the questions in the original document to apply specifically to the planning of professional development.

1. PREPARING

- What do we need to look at to help us determine a professional development focus?
- Who are our students? What are their needs?
- Who are we? What do we need/want?
- Who am I? What do I need/want?
- Is there a visible focus?
- What is the current reality?
- What need or opportunity is apparent?
- What do we want to change?
- How can we determine our shared values?
- How might we develop a shared vision for our professional development plan?
- How can we establish a common direction and focus?

2. PLANNING

- In what areas might our goals be? Based on what evidence?
- What makes a reasonable yet significant goal?
- How might our goals be expressed?
- Who is committed to collaborating around the change initiative?
- What might the collaborative leadership look like?

3. ACTING

- What strategies will be effective in reaching the goal? Are they consistent with effective practices and current evidence-based research?
- How will these strategies be implemented and supported? How can the collaborative leadership teams be flexible to changing conditions?

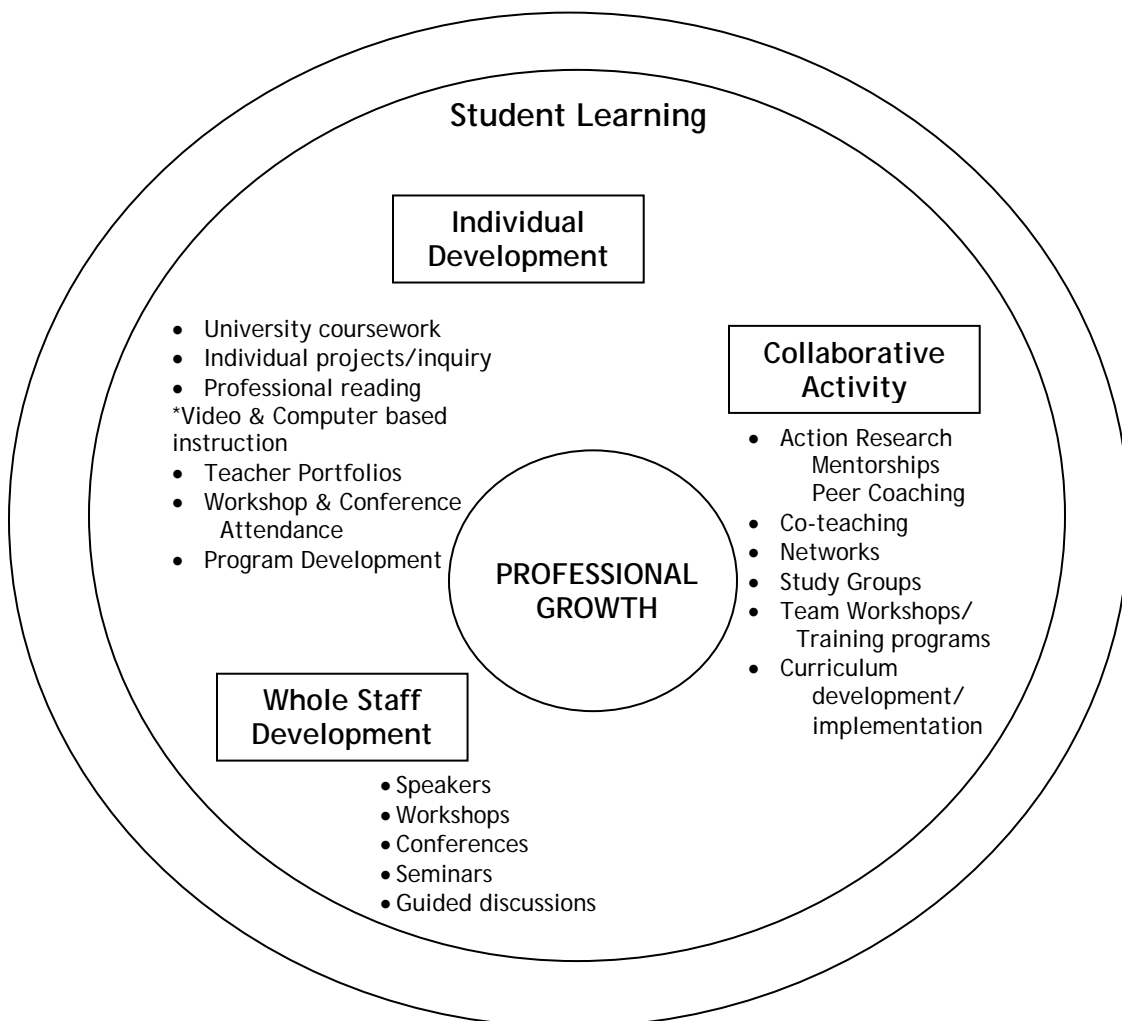
- How can ongoing implementation be supported? What questions do we regularly need to ask?
- How will we know we're on track? How might we collect and record evidence for purposes of feedback and reporting on our progress?
- How often should we review our progress? How can we do this?
- How will we know when we've reached a goal?

4. RENEWING

- How can we confirm our direction and maintain momentum?
- What goals can be "anchored"? What goals need to be modified? What goals are on the 'back burner'?
- What evidence should we keep paying attention to and report out on regularly over the long term?
- How can we celebrate our success?
- At what point do we renew our vision?

PROFESSIONAL GROWTH OPTIONS

- Professional growth opportunities play an integral role in building a school's capacity to enhance student learning.
- Professional growth involves both individual and collaborative activities that occur over time in various formats and venues. Some activities are organized or supported by the district. Many others originate within teacher groups or schools.
- The focus or content of professional growth activity is influenced by District and Ministry initiatives, identified student and school needs as well as by individual and group teacher interests.



The school-based staff development program should accommodate a wide range of opportunities within the school as a forum for the continuous study of teaching and learning relevant to classroom and school issues or concerns. This expanded and differentiated approach provides a variety of ways teachers may grow professionally and acknowledges the varying learning styles, experience, career stages and interests of teachers.

Learning opportunities can be designed to meet school growth priorities through whole staff, small group and individual growth activities. Cooperative professional development, in which small teams of teachers work together using a variety of methods and structures to address school staff development goals and their own personal professional priorities, is an effective approach to organizing school-based staff development. Peer collaborative learning at the school site offers teachers an opportunity for dialogue and reflection about teaching and learning, a sharing of human and material resources, and a reduction in professional isolation. Cooperative professional development can occur in a number of ways:

PROFESSIONAL DIALOGUE

- Journal/Book Clubs
- Study Groups
- Problem-Solving Sessions

Small groups of teachers meet regularly for discussion of their own teaching as it relates to curricular or instructional innovations, school improvement goals or current research about effective teaching or learning practices.

CURRICULUM DEVELOPMENT AND ADAPTATION

Small teams of teachers collaborate to implement, adapt or enrich a curriculum or plan interdisciplinary initiatives.

CLASSROOM OBSERVATION FOCUS

A team of two or more teachers determines an individual or joint focus for collaborative planning, co-teaching or observing, and analyzing instruction. Two approaches to collaboration regarding instructional practice are possible. Teachers may choose to receive training and engage with a peer in:

- **Cognitive Coaching**
This process is similar to clinical supervision. It focuses on a set of strategies designed to enhance the teacher's perceptions, decisions and thinking about instruction and student learning.

- **Peer Coaching**
Pairs of teachers work together to adapt or refine new or existing teaching and learning strategies to the needs of the students involved.

ACTION RESEARCH/INQUIRY

Teams of teachers collaborate to identify a specific school or classroom-based instructional issue or question, collect observational data over time, and make decisions, based on the data, about future actions.

WORKSHOP OPPORTUNITIES

Workshops are planned at the school site for the whole staff, or small groups of staff, to focus on staff development goals. The format and content of the workshop will depend on the staff's stage in the planning cycle, preparing, planning, acting, renewing with respect to the targeted growth area.

TEACHER PORTFOLIOS OF WORK AND ARTIFACTS

Individual teachers prepare and maintain a file of documents focused on an instructional growth area. Documents might include:

- lesson plans
- unit plans
- student work
- peer coaching notes
- journal pages
- letters
- testimonials
- videotapes
- audio tapes

REFLECTIVE JOURNALS

Through a process of journal writing, individual teachers reflect on their classroom practices, generate questions and conclusions about instructional issues, and consider how their future classroom actions might alter or change.

VIDEO/AUDIO ANALYSIS

This growth strategy focuses on the individual teacher's selection of a specific teaching segment or learning strategy for recording, followed by either individual analysis or joint analysis with a colleague.

NETWORKING OPPORTUNITIES

Teachers within a school or across schools establish connections around common interests or concerns through regularly held informal meetings.

SECTION D

Self-Directed Pro D Planning

SELF-DIRECTED PROFESSIONAL DEVELOPMENT

Self Directed Pro D, a frequently used form of Professional Development, is a model that promotes teacher self-reflection and choice, and provides a practical framework for enacting teacher-identified needs and interests. Through Self Directed Pro D, teachers have control over their Pro D experiences and are motivated by topics, themes or problems that they find meaningful.

Ideally, teachers create Self Directed Pro D plans for themselves after reflecting on strengths and needs. Such a plan is meant to be fluid, with the ability to grow and change over the course of the year (or years) in response to experiences and opportunities encountered.

An exciting possibility of Self Directed Pro D is a chance to work collaboratively with colleagues, to learn, investigate and share with one another. While some Self Directed Pro D plans may be entirely individual, others can take the form of group action research, collaborative learning teams, peer mentoring, coaching relationships of lesson studies, reading, and/or discussion groups.

Joint Statement on Self Directed Professional Development

This statement has been developed by the Vancouver Board of Education District and School Administrators, Vancouver Secondary Teachers' Association, and the Vancouver Elementary School Teachers' Association.

We agree with the following points with respect to self directed professional development activities:

- 1) Self-Directed Pro D has a valuable role to play in the full complement of a teacher's professional development.
- 2) Teachers have a professional responsibility to plan for their Self-Directed Pro D.
- 3) A plan should be submitted to the School Pro D Committee in advance of a Pro D day (suggested about two weeks prior).
- 4) The Principal is a member of the Pro D Committee and has access to those plans.

We also agree there are principles which outline best practices for professional development, both self-directed and staff organized. These are outlined in the VSB/VTF Pro D Handbook and in a variety of BCTF documents. A variety of resources are available to assist in planning in the VSB/VTF Pro D Handbook and documents created by VSTA and VESTA.

Resources for Planning Self-Directed Professional Development

Over the years schools, individual teachers and the BCTF have developed forms for teacher to use for planning their own professional development. Examples are included here.

For Individual Planning...

<p style="text-align: center;">SAMPLE PLANNING FORM FOR DEVELOPING A SELF-DIRECTED PRO D PLAN AS A TEACHER</p>

1. Current Strengths

My current strengths as a TEACHER are...

2. Learning Needs

I would like to learn more about...

3. How I Learn

I learn best when...

4. Designing a Self-Directed Pro D Plan

a. A goal I would like to strive for this year is...

b. Some key activities I might undertake during this year are...

c. Resources which are available to me are...

d. Some ways of keeping track of my progress are...

For Individual Planning...

<p style="text-align: center;">SAMPLE PLANNING FORM FOR DEVELOPING A SELF-DIRECTED PRO D PLAN AS A TEACHER</p>

My goal is to...

Specific steps I will take to reach my goal are...

Support I would need:

Benefits of goal:

The time frame required is...

Things that could prevent me from reaching my goal?

Strategies for overcoming possible obstacles are...

Ways of tracking my progress:

Things I might consider doing next are...

For Submission to Pro D Committee...

**SAMPLE FORM FOR SUBMISSION
TO PROFESSIONAL DEVELOPMENT COMMITTEE**
(adapted from Templeton Secondary)

SELF DIRECTED PROFESSIONAL DEVELOPMENT PLAN

Professional Development: provides activities for teachers to develop, discuss and implement educational theories directed at improving their own practice of teaching, and quality of education for students.

Please outline your self-directed Pro D for _____ (date) _____, and return to Professional Development Rep two weeks prior to Pro D Day.

NAME: _____

LEARNING GOAL/OBJECTIVE: _____

PLANNED ACTIVITY: _____

RESOURCES: _____

For Submission to Pro D Committee...

**SAMPLE FORM FOR SUBMISSION
TO PROFESSIONAL DEVELOPMENT COMMITTEE**

SELF DIRECTED PROFESSIONAL DEVELOPMENT PLAN

DATE:

NAME: _____

ACTIVITY: _____

LOCATION OF PRO D: _____

Please submit this form to your school's Professional Development Committee Chair at least 2 weeks prior to the self-directed pro d day.

MANY WAYS TO GROW PROFESSIONALLY

CHECKLIST

Check off the activities that you have participated in as a teacher:

1. Teacher study group
2. Action Research group
3. Serving as a sponsor teacher (for student teacher)
4. Attending a conference
5. Participating in an "online" course
6. Participating in a PSA (professional network)
7. Serving as a faculty associate in a teacher education program
8. Serving as BCTF PD associate workshop leader
9. Serving on the local PD committee
10. Taking university courses (graduate or undergraduate)
11. Developing a PD plan
12. Maintaining a PD portfolio
13. Job shadowing in a related work situation
14. Serving as a mentor to a new teacher
15. Observing another teacher and discussing the lesson/program
16. Participating in a curriculum development project
17. Reading professional books/journals
18. Serving on a school PD committee
19. Watching professional videos
20. Serving as the school PD rep
21. Serving on a BCTF/local committee
22. Writing articles for a professional journal
23. Attending summer institutes
24. Giving a presentation at a conference
25. Visiting model schools/programs
26. Coaching or mentoring peers
27. Participating in teacher inquiry groups
28. Writing articles, presenting to peers
29. Exploring the use of technology in schools
30. Participating in electronic social media on educational matters
(wiki's, blogs, etc.)
31. Other

Adapted from BCTF Professional Development Handbook

SECTION E

Funding for Professional Development

FUNDING FOR PROFESSIONAL DEVELOPMENT SCHOOL PLANNING

There are two different sources of funding for professional development in schools:

F.21 - Professional Development (effective 2009 June 30?)

A. Professional and Staff Development Fund

The Board's funding for professional and staff development activities will be established at an annual amount of decimal twenty-two per cent (0.22%) of salary category 6/M maximum per F.T.E. employee contracted as of September 01 of each year.

B. Joint Conference Funds

1. The Joint Conference Funds shall be maintained by the Board and the Associations.
2. Contributions shall be based on a funding ratio of two to one (2.1), with the Board contributing two dollars (\$2.00) for each one dollar (\$1.00) contributed by the Associations.
3. The Board and the Association(s) shall mutually agree on any increase in contributions.

The Decision Making Structure

Each school has a Professional Development Committee which reports to the Staff Committee. The School Administrator is an ex-officio member of both. The Professional Development Committee is chaired by the Professional Development Representative. The Committee establishes a regular routine for meeting and advises the staff of the schedule. In making decisions with respect to Staff Development planning and the distribution of conference funds, it is advisable that the Professional Development Committee be large enough to be representative of the staff as a whole.

Funding Source and Allocation

In the VSB/VTF Collective Agreement a funding formula generates funding for Professional Development in the district (0.22 x FTE Master's Max as of September 1st) Article 15)

These funds are allocated in several ways:

Schools based school site:

Enrolment < 400 = \$1500

Enrolment > 401 but < 1000 = \$2200

Enrolment > 1000 = \$2800

The allocation for Professional and Staff Development funds for each new school year is found in the School board budget book.

Management of the Funds

- The PD Committee administers this fund in consultation with the Staff Committee.
- In September of each year the schools' yearly allocation appears in the VSB School Budget Manual.
- The PD Committee, together with the Staff Committee, develops plans for spending money in accordance with district guidelines.
- The PD Committee also establishes an accounting procedure which permits tracking the fund from year to year.
- The funds are in a non-flexible account.
- Balances unspent in June will to be brought forward and they remain in the Professional and Staff Development fund for the upcoming year.
- Professional and Staff Development Fund account activity reports will be provided to the Professional Development chairs on a monthly basis.

GUIDELINES FOR USE OF SCHOOL-BASED PROFESSIONAL AND STAFF DEVELOPMENT FUND

Guidelines (in draft) for the use of school-based professional development funds are as follows:

- 1.a) **First Priority for Use of Fund:**
 - Release time for planning school-wide professional development. This time can be used by committee members or other teachers that the committee designates for help in planning
 - Fees for speakers or presenters
 - Honoraria or token gifts for workshop presenters
 - Supplies and expenses for workshops (including light refreshment but not meals)
 - Purchase of professional materials for teachers' professional collection
- b) **Second Priority of Use of Fund:** (only if there are funds remaining after they have been assessed for the first priority activities)
 - To support groups of teachers' self-directed growth plans in such ways as action research, mentoring, or peer consultation.

Please note that unused funds will be carried over to the next year.

2. School Professional and Staff Development Funds are part of the school's non-flexible account. The full amount allocated for professional and staff development purposes is accessible to the School Professional Development committee for planning purposes. The school administrator shall inform the Professional Development Committee and the Professional Development representative in the school of the amount of funding available at the beginning of the year, including carry over from previous years.
3. Professional and Staff Development funds not expended in one school year will be carried over as Pro D funds to the next year. However, at the end of each school year, the school professional and staff development committee should issue a statement of expenditures and, if applicable, amounts carried forward to the next year.
4. The Professional and Staff Development Fund should not be used for individual activities. Requests for funding for individual activities should be directed to VTF/VSB Joint Conference Funds, which are also available in the school.

JOINT CONFERENCE FUND

The VSB/VTF Joint Professional Development Fund

The Joint Conference Fund is accessed by teachers through the Professional Development Committee. It is intended to support teachers to pursue individual professional development activities (e.g. attending the annual PSA Conferences). It is not the intent to fund every teacher every year. Rather schools establish an application process for equitable distribution.

- a) the VSB and each of the professional associations (VESTA and VSTA) contribute to the fund on a 2:1 basis, VSB:Association. The composition of the fund is as follows:

VESTA/VSB Joint Funds:	VSB Contribution	40,000
	VESTA Contribution	<u>20,000</u>
	Subtotal	<u>\$60,000</u>
VSTA/VSB Joint Funds:	VSB Contribution	31,500
	VSTA Contribution	<u>15,750</u>
	Subtotal	<u>\$47,250</u>
Additional Conference Attendance Funds over and above Pro D Funds in the VSB/VTF Collective Agreement (this amount may be adjusted annually based upon district budget considerations)		<u>\$47,244</u>
Grand Total		<u>\$154,494</u>

- b) These funds are distributed to schools based on an FTE formula and will appear in the school's budget allocation under program 8120.
- c) Although the monies are distributed according to an FTE formula, they will best be managed as a collective fund given that the actual amount is not large and not all teachers will choose to access the fund in a given year.
- d) Psychologists, Speech Language Pathologists, and other district teachers will apply to District Learning Services. All other staff will obtain funds at their assigned school.

GUIDELINES FOR THE USE OF THE JOINT FUND

These resources would be best managed as a collective fund as opposed to individual funds.

- a) The fund was established to support teachers wishing to attend external conferences or programs related to their teaching assignments.
- b) The fund is intended to assist with registration fees and/or the cost of an employee-on-call.
- c) The Joint Fund **does not** provide support for:
 - University or college courses which may be taken for credit;
 - Ministry sponsored curriculum implementation in-service programs;
 - Programs that will be offered by the district or that have been recently held within the district.
- d) In addition to these basic parameters for the use of the funds, school Professional Development Committees may wish to develop and circulate additional criteria to make the decision making process more objective or explicit. Some or all of the following issues may be considered by the Professional Development Committee when reviewing applications:
 - the extent to which the proposed activity relates to the current teaching position of the applicant
 - the anticipated quality of the Professional Development activity - Is the program sponsored by a reputable educational organization, group or individual?
 - the fair distribution of resources amongst staff members - Has the applicant had recent opportunities to attend professional and staff development events?
 - the relative cost of the program or activity in relation to the probable benefits for the teacher and school
- e) Applications should:
 - be submitted formally on the appropriate form available at the school
 - be submitted at an established time (e.g., three weeks prior to an event or activity or for a regular monthly meeting of the Professional Development Committee).

- f) The School Professional Development Committee will establish a fair process for the use of conference funds within the school. An appeal process should also be considered. This process should be reviewed annually for approval by staff committee.
- g) In order to ensure adequate staffing for each instructional day, the teacher will discuss with and receive approval from the Administrative Officer for the absence from the school for the proposal date(s).

Administration of the Funds

- a) The Professional Development Committee will receive a white triplicate application form from the teacher. Once a decision is made, a copy is returned to the teacher, one copy retained by the Professional Development Committee and one copy filed in the office. From time to time the District GST Clerk will require access to this information.
- b) Cheques in the amount approved by the Committee will be prepared by the office upon presentation of original receipts by the teacher.
- c) The Committee may choose to file applications in a finder with a summary sheet indicating allocations and the ongoing balance in the account. A sample form follows. Schools may develop their own formats of recordkeeping, so long as the funds approved and allocated can be accounted for and the GST and income tax information is available when required by the District.

**VSB/VTF CONFERENCE FUNDS
SAMPLE SUMMARY SHEET**

Date	Teacher	Program/ Conference	Amount for EOC	Registration Fee	Other	Total	Balance in Account

Guidelines on Honoraria for Workshop Leaders

In planning for professional and staff development programs, you may wish to engage a speaker for your session. The following guidelines apply to the majority of workshops and in-service activities. The guidelines are based on the following principles:

- Funds are scarce and should be used effectively;
- School-based Professional Development Committees are able to exercise judgement within the guidelines as outlined;
- It is important to have consistent practice from school to school;
- Teachers sharing expertise with colleagues is one of the most powerful models for professional development. In identifying workshop leaders, planning should consider teachers in the school, district, and then outside the district as starting points;
- The Collective Agreement outlines practice in this area where VSB employees are workshop leaders [D.20. 13d)].

1. Workshop Leaders - VSB Employees

- VSB employees will be provided with release time for conducting the workshop and preparation time or time in lieu of preparation to maximum of one day. Professional development committees, in discussion with the presenter, will decide on the actual amount (e.g. half day release for half day workshop, one day for longer sessions) at their discretion based on circumstances.
- Appreciation will be expressed through that release time, formal thank-you letters and small gifts as tokens of appreciation at the discretion of the organizers.
- Teachers conducting workshops on days they would not ordinarily work will be compensated with pay on scale or time in lieu, at their discretion in accordance with the Collective Agreement [D.20 13 (d)]
- No honorarium will be provided.

2. Workshop Leaders - Other School Districts

- Staff from other districts will be provided with release time for conducting the workshop and travel time where necessitated by great distances to travel.
- An honorarium for preparation will be paid the rate of the average cost of a half day release time in Vancouver. Professional development committees, in discussion with the presenter, will decide on the actual amount (e.g. half day release for half day workshop, one day for longer sessions) at their discretion based on circumstances.

- Recognition will be provided through that release time and formal thank-you letters.
 - Expenses for travel may be paid.
3. **Workshop Leaders - Local post secondary institutions**
- Faculty in Education provide service to the local professional community. Workshops and in-service sessions for Vancouver teachers and administrators constitute that service and is usually recognized as an integral part of faculty responsibility and criteria for evaluation.
 - Appreciation will be typically expressed through formal thank-you letters and small gifts as tokens of appreciation at the discretion of the organizers.
 - Expenses for travel may be paid.
 - If circumstances require that an honorarium be paid, the guidelines in section #4 apply.
4. **Workshop Leaders - Independent (usually consultants who work privately or with private agencies)**
Workshop leaders or speakers may be engaged as independents to conduct school-based or district-wide functions.
- An honorarium will normally be paid at the rate of \$200 for up to two hours, \$300 for up to three hours and \$500 for more than three hours for a single session program (up to one school day equivalent).
 - It is often required that the travel and accommodation expenses of consultants from outside the Lower Mainland also be paid.
 - There may be more exceptions in this category than others. Internationally recognized speakers, for example, charge considerably more than this rate. When making decisions about engaging workshop leaders, the principles outlined in these guidelines should be followed.
5. **Workshop Leaders - Weekends/Summer et cetera**
- VSB teachers will be paid on scale or time in lieu at their discretion in accordance with the Collective Agreement [D.20 13 (d)].
 - All other workshop leaders are considered independent during these time periods (see number 4 above).

SECTION F

FAQs and Helpful Resources for School Based Planning

Some resources that may be useful for school-based planning:

1. The names and contact information of staff in Learning Services:

<http://www.vsb.bc.ca/learning-services>

2. The names and contact information of Professional Development representatives in all Vancouver Schools:

<http://bctf.ca/ProfessionalDevelopment.aspx>

3. The dates for non-instructional days for schools in Vancouver:

http://www.vsb.bc.ca/sites/default/files/school-files/Resources/VSB_ProDDays%202010-2011.pdf

FREQUENTLY ASKED QUESTIONS

1. **Do I have to participate in professional development?**

Yes. Pro D is defined in contract as a professional obligation.

2. **When is our next Department Day?**

There are no longer designated department days. However, departments may submit their proposals so that they can be incorporated as part of the overall school-based plan.

3. **Am I required to attend School Planning or Admin planned Non-Instructional (NI) day?**

Yes. Unless you have prior permission of the administration.

4. **Can I take my students on a field trip on a NI Day?**

No. Non-Instructional Days are defined in legislation as days when students do not attend. Teachers have worked hard to negotiate this time for their own professional development

5. **When is the next Pro D Day?**

All dates are published before year end. Refer to the school calendar or agenda book. Note: Dates should be posted in prominent school locations such as the Pro D bulletin board, school offices and near phones.

6. **When we identify NI dates prior to the May 31 deadline, do we have to specify exact topics for the days?**

No. The May 31 deadline was established so that schools can inform their parents and community of dates when they will not be in session for students with sufficient advance notice so that child-care and other arrangements can be made.

You must specify that the days will be used for professional development or curriculum implementation, but specific plans within these categories can be developed at a later date. Often, schools identify days with more specificity, (for example, Assessment for Learning).

7. **Where can the staff get funding for Pro D activities?**

Refer to the funding section of this resource. (Section E)

8. **A group of teachers knows that a special speaker is available - can we have this person at the Pro D Day instead of what is planned?**

While yearly and long-term planning is essential, there is a place for flexibility when a special opportunity comes along. Take your idea to the PD Committee and the staff.

9. **Can we change the topic of an NI Day after the date has been set in May?**

Yes. Approval must be obtained if dates are to be changed, but topics can be changed by agreement at the school.

10. **How do I get funding to attend individual Professional Development activities - conferences, workshops, PSA events?**

Your school has a committee (probably the PD Committee) which administers "Joint Conference Funds", provided through agreement of the VTF and the VSB. An allotment per "full time equivalent" teacher is provided yearly. This committee will have developed guidelines and procedures for the use of these funds. An application form should be available through the PD Rep or the school office.

11. **Why is there a place for the principal to sign on my application for Joint Funds?**

It is the administrator's responsibility to ensure adequate staffing for every instructional day. This includes knowing which teachers are offsite and/or requiring an EOC for Pro D activities. Your obtaining your administrator's signature is a means of ensuring that (s)he is informed of your planned absence from school.

PLANNING WORKSHOPS - CHECKLIST

Place a check in the box to indicate "accomplished" or "arranged".

A. GETTING STARTED

1. Get a date and arrange for location
2. Funds available from PD budget

B. RESOURCE PERSON(S)

1. Person(s) contacted (letter of confirmation received, which lists honorarium, date and time)
2. Person(s), understand the objectives, the format and the expectations, etc., of the workshop
3. Honorarium arranged and confirmed in writing (see 1.)
4. Travel arrangements completed.
5. Accommodation arranged and paid for (or arrangements made to be paid by sponsoring group later).
6. Someone to meet the resource person(s), and host to make sure that resource person(s) reaches hotel/motel and workshop
7. Resource person(s) notified of any entertainment to which he/she/they are invited
8. Arrangements completed for any gifts, etc., to be presented
9. Needed materials and equipment, and who is responsible for obtaining, completed
10. Any special accommodation needs of the resource person(s) at the workshop arranged
11. Apply for leave of absence for resource person(s) if necessary

C. ADVERTISING THE WORKSHOP

1. Needs assessment carried out, and results interpreted
2. Arrangements made to notify all who might be interested or who shall be invited
3. Objectives, format, length, date, place, resource person(s), number of participants, fee, etc., included in information sent out
4. Name, address, and telephone numbers of contact person included in information sent out
5. Prospective participants notified of pre-reading required

D. PLACE OF WORKSHOP

1. Facility arranged, including number of rooms required
2. Extra chairs, equipment, etc., arranged
3. Time when facility will be open/arranged
4. Directional signs placed at and in the facility
5. Janitorial and security personnel arrangements made
6. Rental arrangements complete
7. Payment for janitorial and security personnel completed

E. FINANCIAL ARRANGEMENTS

1. Total costs determined
2. Sources of various grants identified, and grants requested and obtained
3. Fee, if there is to be one, determined
4. Fee paid in advance (if possible, or immediately after the workshop)

5. Honorarium and accommodation costs of resource person(s) paid in advance

F. DAY OF WORKSHOP

1. Registration desk, personnel fees, and receipt books arranged
2. Programs and other materials to be handed out arranged (registration folders)
3. Name tags available if required
4. Any special guests invited well in advance; those with a special task, know it
5. Chairperson knows role
6. Person(s) who is to introduce the resource person(s) is ready
7. Person(s) notified and ready to thank the resource person(s)
8. Arrangements made for catered meal or to go out and where to go
9. Media representatives notified
10. Publishers' representatives notified regarding materials displayed
11. Arrangements completed for parking, if a large group of participants expected
12. Directional and other informational signs prepared and posted
13. Student guides arranged, and easily identifiable as they are performing their tasks
14. Coffee, tea, or other light refreshments arranged and available
15. Evaluation forms available
16. Arrangements made for any follow-up to the workshop
17. Clean up and return of borrowed/rented materials and equipment arranged

18. Letters of appreciation to the resource person(s) drafted at the close of the day

G. WINDING DOWN

1. Payment of, and claims for, expenses made
2. Evaluation analysis completed

BCTF ASSOCIATE GUIDELINES FOR WORKSHOP BOOKINGS

The School and Teacher Leadership Development Program promotes on-going learning opportunities for career teachers through workshops and study groups on current education issues. Subject areas include: Aboriginal education, social justice, wellness, student behaviour, team building, and TOC issues. All sessions are led by outstanding classroom teachers (associates) trained by the BCTF. Delivery vehicles include school workshops, on-site training, and district and agency partnerships. For more details see the BCTF Workshops Program Booklet or web site at: <http://pdonline.bctf.ca/conferences/Workshops/>

Workshop Booking Process

The BCTF Training Department handles workshop requests. If you as associates have any questions regarding a workshop you have been asked to facilitate, please contact Dawn McCormick in the training department toll free at 1-800-663-9163, or if calling from the Lower Mainland at 604-871-1857.

1. The workshop organizer contacts the BCTF to book the workshop and where possible uses the *Faxback Workshop Request Form*, found in the *PD Services Book* on the *Training Department Flyers*, or online at: <http://pdonline.bctf.ca/resources/PDServicesBook/PD-ServicesBook.pdf>
2. Dawn McCormick will determine availability of associates, with geographic match, where possible, and contact an associate for the workshop.
3. Workshops are confirmed either by fax or e-mail. Once the workshop is confirmed, the associated is sent a confirmation package which includes the contact information for the workshop organizer, workshop evaluation forms, associate feedback form, and expense voucher.

Note: questions about workshop content or design should be addressed to the content staff program co-ordinators, and/or Margaret Ross, 1-800-66-9163, local 1879

4. Following confirmation, the associate is responsible for the following:
 - A. Confirmation of workshop details with the organizer
 - Date and location
 - Start and end time, lunch, and break times
 - Room location and room set-up (theatre, classroom, boardroom)
 - Audio-visual requirements (flip chart, overhead, felt pens, masking tape, etc.)
 - Number of participant handouts and what, if anything, participants should bring

B. Questions to ask: Putting together the workshop agenda with the organizer

How was the topic chosen? Who had input? What was the process? What focus would you like the workshop to have? Are there any specific issues/problems that you would like addressed? What time is available? Who is the audience? What is the comfort level/prior experience with the topic? What skills and knowledge and potential contributions do they bring? What kind of a group is this (in terms of interest, collegiality, etc.)? What is the experience range of the group? What follow-up has been contemplated? Is there any other important relevant information about school (priorities, history, current highlights/issues, etc.)?

**SAMPLE
PERSONAL PRO D REFLECTIONS**

<p>I came expecting...</p>	<p>I learned...</p>
<p>I value...</p>	<p>I would like more of...</p>

**SAMPLE
PRO D EVALUATION**

A Plus...

A Minus...

Something Interesting...

