

# ***Temporary Supplemental Pro-D Fund: Guidelines for Use and Access 2019-2020***

## **Temporary Supplemental Pro-D Fund**

- an opportunity for teachers to access Professional Development funds in addition to the school-based and Collaborative Inquiry funds already available
- a fund to enable groups of teachers and individual teachers to engage in professional development activities and opportunities
- equally available to full-time and part-time contract teachers
- these opportunities may include, but are not limited to, workshops, guest speakers, conferences, professional resources, in-district initiatives

## **What is Professional Development?**

Professional development is a process of ongoing growth, collectively and individually, through involvement in programs, services, and activities designed to enable teachers, both collectively and individually, to enhance professional practice. Together, the teachers and administrators in our district have agreed to guiding principles for professional development which can be found in the VSB/VTF Professional Development Handbook on pages A-3 & 4.

## **Formula for Funding the Temporary Supplemental Pro-D Fund**

Funding is available as follows:

- amount allocated will be determined by the District Professional Development Committee and the number of applicants
- group applications for funding will be reviewed and approved on a case by case basis by the District Professional Development Committee depending on the scope of the event/activity
- individual teacher funding will be available up to a maximum of \$1000 towards supporting Professional Development opportunities, excluding university or college courses which may be taken for credit
- these opportunities may include, but are not limited to, workshops, speakers, conferences, professional resources, in-district initiatives
- Applications must be approved by the District Professional Development Committee prior to funding being spent  
\*\*\*Proof of Purchases/Original Receipts must be provided for reimbursement
- These purchases will be made by the teacher, who will then submit their receipt and be reimbursed directly. Depending on the scope and cost of the activity, it may also be possible for payment to occur directly through the school and/or district, however this would need to be arranged through the School and District Professional Development Committees ahead of time.

## **Application Process**

1. Groups of teachers, or individual teachers, will develop their plan and complete the application form.
2. The applications will be submitted to: site/school Professional Development Committee and site/school Principal, and then forwarded to the district.
3. Copies of applications will be submitted [supplepd@vsb.bc.ca](mailto:supplepd@vsb.bc.ca).
4. District Pro-D Committee will review applications on a monthly basis during the school year and/or as they are received.
5. It is hoped teachers will be willing to share their learning with the school and the district.

**Applications can be sent in on an ongoing basis starting June 3<sup>rd</sup> 2019. More information and details will be provided at the upcoming Pro D Planning Days on May 15 and May 30<sup>th</sup>.**

# 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

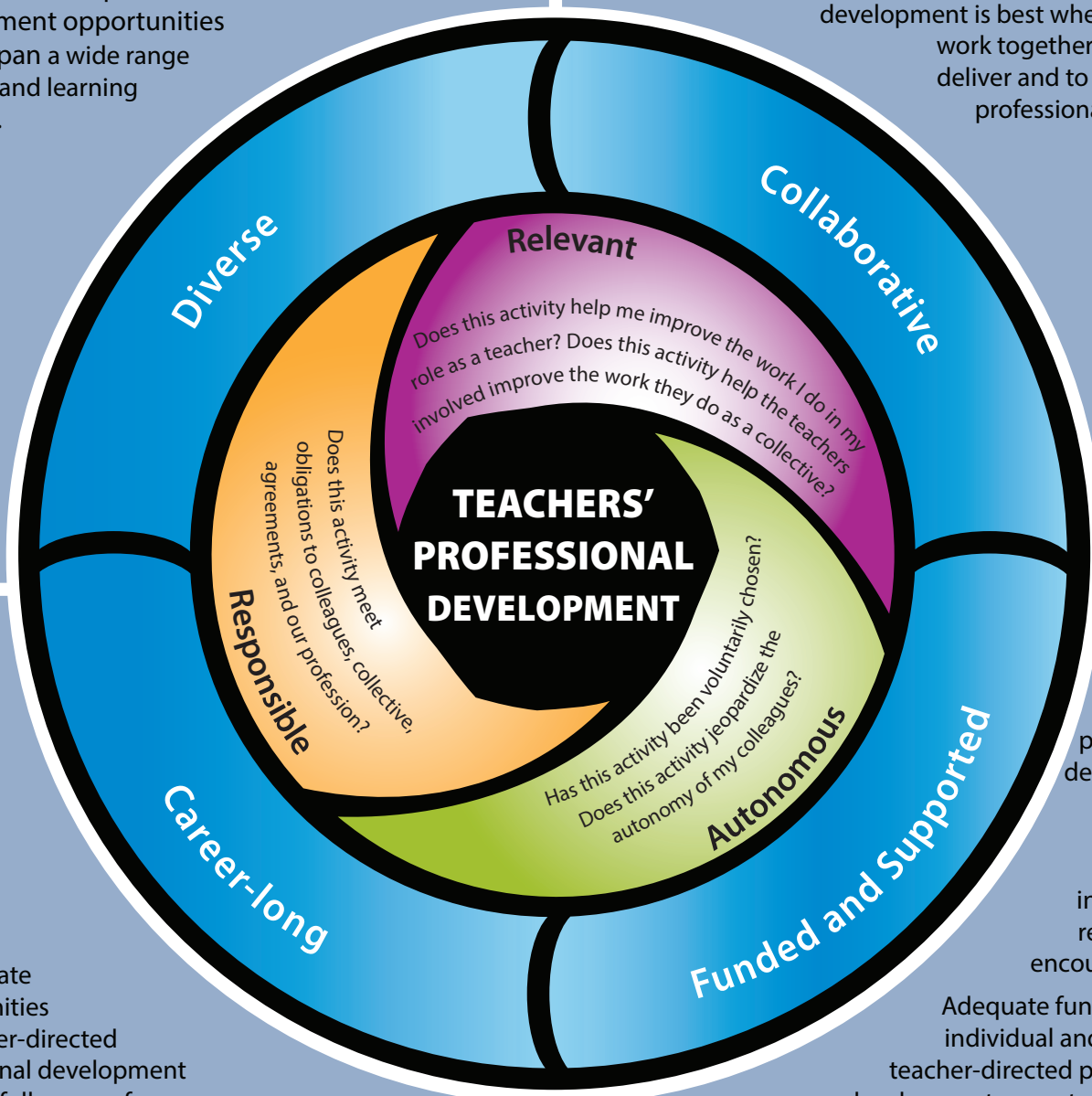
The factors in the outer ring are critical to the success of teacher-directed professional development as a collective endeavor. In turn, this collective work provides the necessary conditions for all teachers to be able to create their own rich tapestries of appropriate professional learning.

### 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.



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.

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

### Career-long

### 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?

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