

Teacher Collaborative Inquiry Fund: REVISED Guidelines for Use and Access 2019-2020

What is the Teacher Collaborative Inquiry Fund?

- a fund to enable Professional Development through teacher collaborative inquiry
- a process which allows teachers to work with colleagues to strengthen their professional practice, deepen their understanding of teaching and participate in ongoing professional growth.
- teachers exploring inquiry questions & sharing ideas/knowledge around effective teaching practices & learning principles.
- improved student learning is not necessarily a direct outcome of the inquiry, but is the overall purpose.

What is Professional Development?

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

Formula for funding teacher collaborative inquiry **FOR THE 2019-2020 SCHOOL YEAR:**

Due to continued TOC shortages this year and the pursuant inability of collaborative inquiry groups to meet during the school day, the District Pro-D committee has met and agreed to continue with the following **temporary, revised** guidelines. These changes will be revisited during the school year.

Rather than follow the previous years' funding formula of providing two days of release time for each teacher participating in a collaborative inquiry group, the following supports will be available:

- Up to \$200 per group member to purchase professional resources relevant to the inquiry topic. These resources may include professional books, professional journals or magazines, professional development opportunities, guest speakers. It is not to be used to purchase classroom supplies, equipment, or technology ***.
- Up to \$25 per group member to support meeting incidentals (i.e. food, childcare, parking, space rentals). ***

Receipts must be provided for reimbursement, whether if it is an individual or school purchase, there needs to be proof of purchase.

- These purchases will be made by the teachers in the group, who will then submit their receipts and reimbursement form to their administrator for signature. Please forward all original documents to Maisie Louie, Learning Services, Ed. Centre. Please do not email. Make sure you keep copies.
- Teachers will be limited to participation in a maximum of two inquiry groups, including both school-based and cross-district.

****It is understood that these inquiry groups will meet outside of instructional time at a time that is mutually convenient to the group's members as release time provision will not be an option this school year.

****Due to the fact that there is no longer a limit of number of release days per school, there is now no limit to the number of collaborative inquiry groups per school or to the number of participants in these groups.

Application Process

1. Teachers, or groups of teachers, will develop their plan and complete the application form.
2. The applications will be submitted to: site/school Professional Development Chair and site/school Principal.
3. Copies of applications will be submitted Maisie Louie, Learning Services or email to collabinquiry@vsb.bc.ca for prompt review by the District Professional Development Committee.
4. It is hoped teachers will be willing to share their learning with the school and the district.

Timelines

Early Deadline:

Thursday, June 20, 2019

- schools will be notified before end of school year

New School Year Deadline:

Friday, September 27, 2019

- schools will be notified by Friday, October 11, 2018

Friday, November 1, 2019

- schools will be notified by Friday, November 15, 2018

All bills and receipts for resources and meeting incidentals must be submitted to the appropriate administration (as outlined above) for reimbursement by May 29, 2020.

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

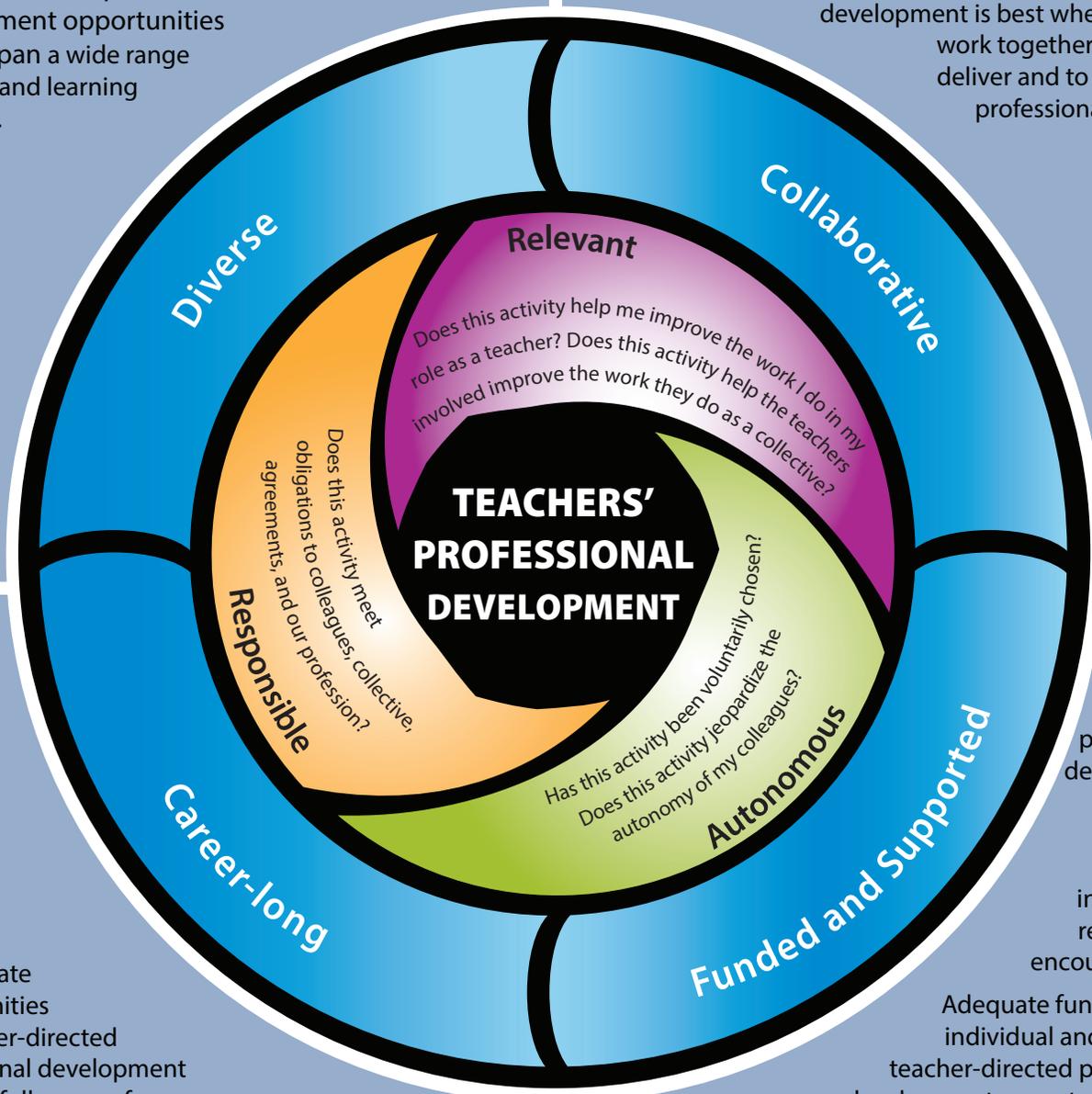
The factors in the outer ring are critical to the success of teacher-directed professional development as a collective endeavor. In turn, this collective work provides the necessary conditions for all teachers to be able to create their own rich tapestries of appropriate professional learning.

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



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.