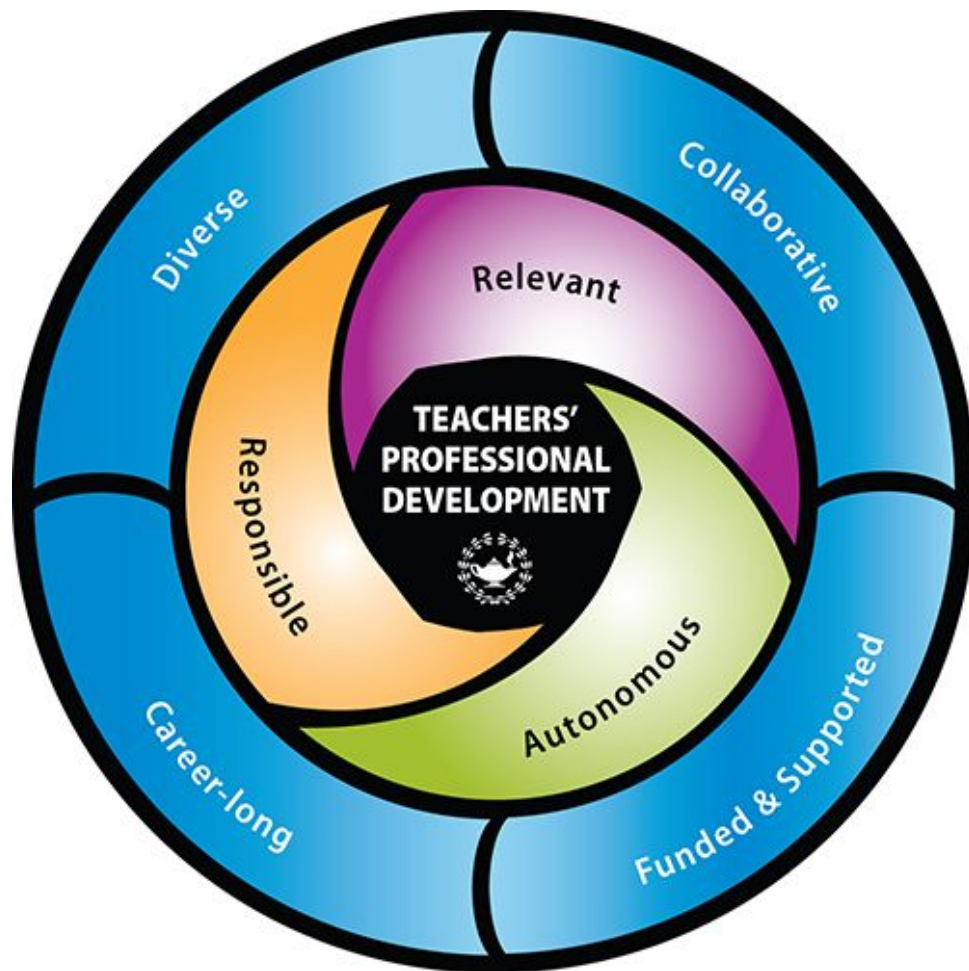


Professional Development Handbook

September 2021 - July 2022



Okanagan Skaha Teachers' Union
Professional Development Committee

Table of Contents

What is Professional Development	3
BCTF Principles of Professional Development	4
BCTF Professional Development Lens	5
District Professional Development Committee Roles	7
Responsibilities of the School Pro D Rep	8
How Can I Access Pro D Funds Graphic	9
Responsibilities of the OSTU Pro D Chairperson	10
Terms of Reference Policies and Procedures	11
Annual Professional Development Funds Graphic	13
Section F of the Collective Agreement	14
OSTU Policies and Professional Development	16

This handbook has been developed to assist individual teachers, school staffs, and local specialists associations in utilizing the resources of the professional development committee of the Okanagan-Skaha Teachers' Union (Local #67).

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.

Purposes of Professional Development

The purpose of professional development is to assist members in:

- Building and strengthening themselves as a professional body.
- Establishing and maintaining a professional relationship with students/parents.
- Initiating curriculum and instructional reform directed to improve teaching and learning.
- Developing, discussing, revising and applying educational theories.
- Improving the quality of professional practice through career-long professional development.
- Engaging in professional and collegial conversations.

(BCTF Members' Guide 30.A.01)

How to Grow Professionally:

- participate in a teacher inquiry project
- join a book study group
- attend a conference / workshop (in person or virtually)
- investigate, incorporate, and reflect on innovative programs for the classroom
- form or join a teacher research group
- coach and mentor peers

BCTF Principles of Professional Development

The following is a statement of policy representing collective professional opinion of members of the BCTF. It is based on values and principles that reflect a democratic perspective on public education and is intended to provide a provincial standard of professional development principles.

These principles reflect understandings of professional development and the core values of teachers which are:

- The primacy of continuing career-long professional development.
- The necessity of teacher autonomy.
- The importance of teaching-centred and teacher-directed PD.
- The diversity of effective professional development needs and practices.
- The value of teachers teaching teachers.
- Recognition that teachers are learners.

1. Members have an ongoing responsibility to develop professionally.
2. Members have autonomy in making choices about their own professional development.
3. Professional development planning is guided by members' needs.
4. Professional development informs teaching practice and encourages collegiality.
5. Professional development requires time and resources to meet members' needs.
6. Professional development incorporates a wide repertoire of teacher collaboration, mentorship, action research, workshops, professional course work, professional reading, peer coaching, and reflection.

(BCTF Members' Guide 30.A.09)

That the member, as an autonomous professional, determines, in concert with BCTF colleagues and/or the local union, the content of professional development activities scheduled for professional development days, and further, that professional development days are not used for school goal setting and/or School Improvement Plans, marking accountability assessment tools, or voluntary activities (e.g., sports tournaments, science fairs, music festivals, drama productions.)

(BCTF Members' Guide 30.A.19)

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

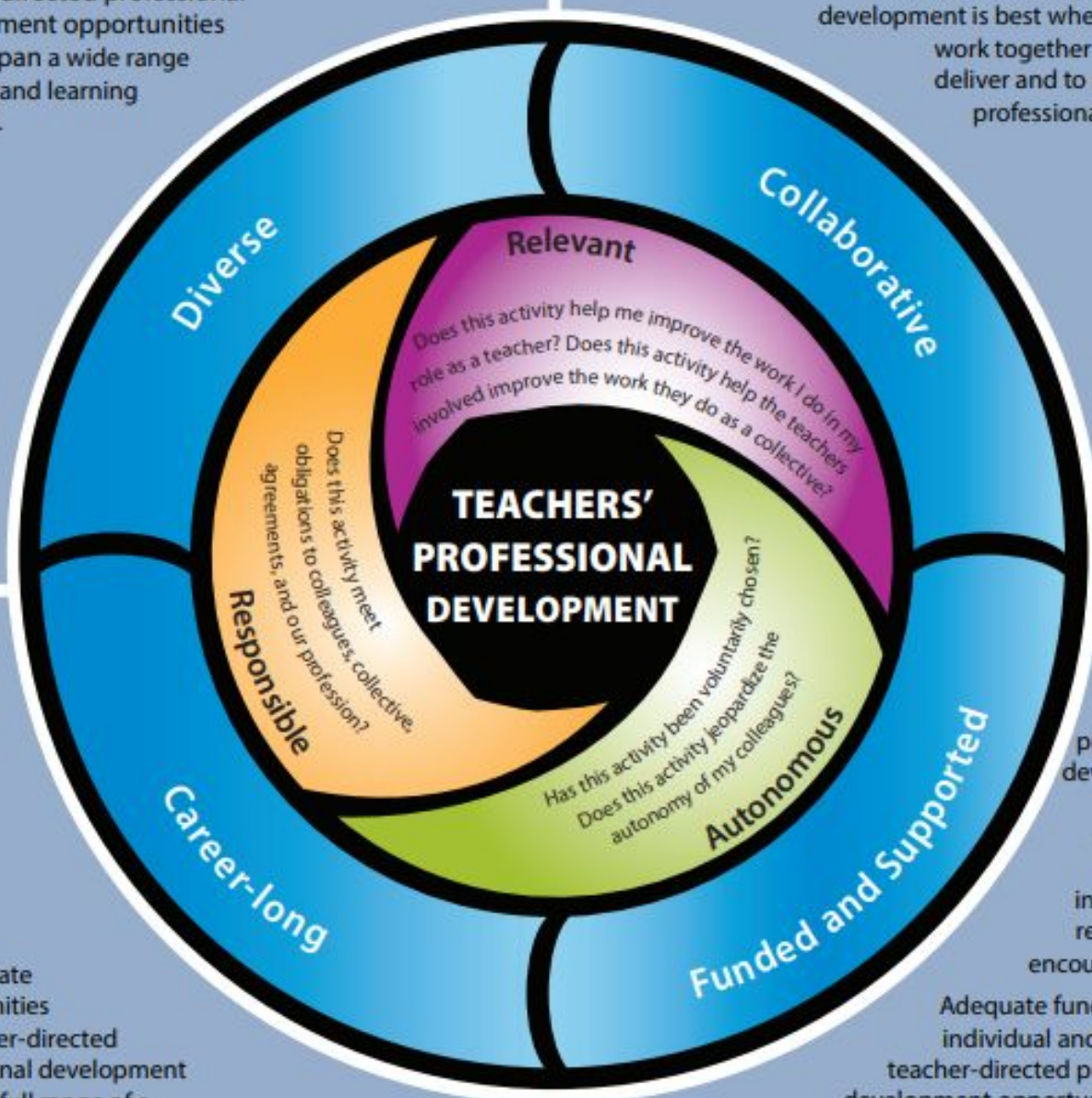
The factors in the outer ring are critical to the success of teacher-directed professional development as a collective endeavor. In turn, this collective work provides the necessary conditions for all teachers to be able to create their own rich tapestries of appropriate professional learning.

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



THE PROFESSIONAL DEVELOPMENT LENS

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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.

District Professional Development Committee

The purpose of the District Professional Development Committee is to enable teachers to:

- Engage in activities that continually improve the quality of teaching practices and educational relationships with students and colleagues.
- Engage in professional activities that advance the capacity of teachers to exercise professional autonomy.
- Participation in the articulation of visions of the future.

Goals

- To encourage teachers to be involved in Professional Development that is relevant and responsive to their teaching needs.
- To increase participation in Professional Development.
- To continue support for Local Specialist Associations' Professional Development initiatives.
- To encourage Local Specialist Associations' involvement in active Professional Development planning at the school/and or district level.

Responsibilities of the District Professional Development Committee

- To allocate Professional Development Funds to individual teachers in an equitable manner.
- To plan district-wide professional development activities.
- To establish a committee of school PD Reps and the OSTU PD Chairperson to go over teacher Personal Professional Development plans, as needed.

Responsibilities of the School Pro D Rep

1. To provide guidance to staff around how to access their individual allotment of Professional Development Funds, and how to access other funds that may be available to them (see attached graphic of How to access Professional Development Funds). Allow staff to know how much money is in their individual allotment.
2. To sign the Claim Expense form of staff at your school once you have ensured the claim is complete, accurate, and an appropriate use of Professional Development funds.
3. To administer the school funds as per policy and accept responsibility for validity of requests (Note: This fund no longer has new money coming in due to a change in the funding structure in 2021).
4. Answer staff questions before they email the Professional Development Chair.
5. To be familiar with the contents of the District Professional Development Handbook.
6. To attend monthly meetings called regarding Professional Development. If you miss the meeting you can email Keith (keith@ostu.ca) and he can send you your updated list and then read the minutes when they come out.
7. To distribute information received on Professional Development issues to your staff (examples: pertinent announcements from the local Professional Development meetings or PD email correspondence).
8. To inform staff about upcoming Professional Development activities and to remind staff of their contractual responsibilities for designated Pro-D days.
9. To provide guidance to staff around what is Professional Development and what is not and to help staff meet their individual Professional Development needs outlined in the BCTF Professional Development Lens (see attached document).
10. Read the Professional Development Reflections of all OSTU members that are based out of your school site, at the start and end of each school year.
11. To attend district training sessions for Professional Development Representatives (SURT days for school PD Reps).
12. To be responsible for maintaining a current School Professional Development Binder with PD Policies Handbook. This should be passed-on, in the case of a change to school PD Rep, within the school.

How can I access Professional Development Funds?

Were you working as a TTOC or on a contract, as of September 30th of this school year?

If hired after September, were you hired as a TTOC or on a contract?

On a Contract

TTOC

\$200 individual allotment

Contingency Fund

- Personal PD Funds must be depleted first
- Can ONLY be used to pay TTOC costs and registration fees
- Up to \$800 annually
- Can only access this fund once a school year
- Funds distributed on a first-come, first-serve basis

Honorarium for PD Day Presenters

- For OSTU members who plan and present a workshop on a PD day
- requires pre-approval
- Application and information on the OSTU website

Non-Credit Course Grant

- 6 or more contact hours with instructor
 - Continuing focus on a single topic
 - Relevant to the field of education/work assignment
 - Must submit course description with application AND proof of completion afterwards
 - May only apply every second year
- Funds are distributed on a first-come, first-serve basis

The TTOC PD Fund

Individuals can access up to \$800 per year, on a first-come, first-serve basis.

Read the Claim Expense Form for a full list of criteria for accessing these PD Funds.

Responsibilities of the OSTU Professional Development Chairperson

1. Oversee the Professional Development activities of the local, including:
 - a. organization of the OSTU one-day conference, every second year.
2. Promote the right to autonomous professional development of teachers.
3. Chair the District Professional Development Committee.
4. Receive, and collate the data from, the Professional Development reflections of all OSTU members at the start and end of each school year.
5. Chair the Professional Development Funding Committee
 - a. Responsibilities to include, setting the funding allotment that will include funding for PD Chairperson release.
6. Approve Professional Development Claim Applications.
7. Oversee the District Professional Development funds.
8. Sit on the OSTU Executive Committee.
9. Maintain a liaison with any local specialist associations and District Helping Teachers
10. Network with other PD chair people in the zone and the province.
11. Liaise with BCTF PD programs and the BCTF Professional Issues Advisory Committee (PIAC).

Terms of References Policies and Procedures

A. Contractual Professional Development Funds

1. \$250.00 / teacher to The Professional Development Fund, paid by the school district
2. \$62.50 / teacher to The Professional Development Fund, paid by the OSTU
3. \$6400 to TTOC Professional Development Fund, paid by the school district

B. Allotment of, and Access to, Professional Development Funds

1. The Professional Development funds paid by the school district are allocated on a per teacher basis. This amount is based on the number of teachers in the district multiplied by \$250.00. This \$250 per teacher PD allocation is distributed as follows: \$200 for personal use (referred to as the individual allotment), \$25.00 to PD Chair Release, \$10.00 to the Mentorship Program, \$10.00 to the Office Admin Salary offset, and \$5.00 to LSA Grant & PD Day Honorariums.
2. The Professional Development funds paid by the OSTU are allocated on a per teacher basis and are deposited in the Professional Development Conference account at an allotment of \$62.50 per teacher.
3. Teachers who are both on a school district teaching contract and on the TTOC list and who are receiving \$200 District Professional Development Funding for the year are not eligible to apply for TTOC Pro-d Funding. The rationale is that these teachers are eligible to apply for, and receive, a Contingency Fund Grant up to \$800 and a Non-Credit Course Fund Grant up to \$400 every other year. TTOCs do not qualify to apply for either of these Grants, therefore the TTOC Pro-D account is reserved for those teachers strictly on the TTOC list. A list of contract teachers and of TTOCs is sent to OSTU each fall, and is created according to the category of employment a person has, as of September 30. It is this list of Contract Teachers and TTOCs that is used to determine which source of Professional Development Funding a teacher will access.
4. All teachers who are newly employed by the district after the September 30 deadline will have access to Professional Development Funds. If a person is hired as a TTOC, they will have access to the TTOC funds. If they are hired to the district on a contract, they will have access to the Contingency Fund and Non-Credit Course Fund, as they will have missed the September 30 deadline to receive the individual allotment.
5. TTOC's can access up to \$800 per school year to attend Professional Development activities approved by the PD Chairperson. PD requests, if possible, should be made no less than 10 days prior to the PD activity.

Please see attached graphic organizer for more information about the disbursement of funds (page 14).

Terms of References Policies and Procedures

C. Responsibility for Approval of School-Based Activities and Funds

1. A School Professional Development Rep, elected by the teaching staff, administers the school-based professional development allotment. (Note: This fund no longer has new money coming in due to a change in the funding structure in 2021.)

D. Responsibility for Organization and Approval of Personal Professional Development Plans

1. The Professional Development Committee supports and encourages teachers to consider group plans during professional development days. These group plans may include inquiry, collaboration, LSA's, and Mentoring.
2. The Professional Development Committee requires OSTU members to work on a school-district #67 site on all Professional Development days, unless you have registered for a Professional Development activity that is being held out-of-town.
3. All teachers are required to let their School Administrator know, in writing, in which site they will be working on each PD day. If you are working out-of-town on a PD day, please let your School Administrator know the name and location of your PD activity.
4. If a teacher is ill on a PD day, they are required to report their absence to the school district via the Atrieve Absence Reporting system. Please indicate an absence due to illness, and that a TTOC is not required.
5. Part-time teachers are required to work to the level of their appointment for PD days. For example, if a teacher has a 0.7 FTE contract, they are required to work 70% of the PD days in the year. Each teacher has the autonomy to choose how best to fulfill this requirement, and may choose to work 70% of each PD day, or 3.5 PD days, or any other distribution of time worked on a PD day, given they fulfill the time required as per the level of their appointment. Part-time teachers are automatically paid to the level of their appointment for working on Professional Development days, and this is paid monthly as a part of their salary, regardless of when the PD work is done.

E. Absence from Duty (if the PD Activity is on an instructional day)

1. The Professional Development Expense Claim Application will be filled-out by the teacher and presented to the School Pro-D Rep and the school Administrator for-approval, after which the teacher will forward the form to the OSTU Professional Development Chair. Upon approval, the form will be returned to the teacher. When the PD activity has been completed the teacher submits the form with the signature of the school Professional Development Rep to the OSTU Professional Development Chairperson for release of funds c/o the OSTU office, or pd67.bctf.ca.

Annual Professional Development Funds

The Professional Development Fund

**\$250 / teacher
Paid by the district**

- \$200 individual allotment**
- \$5 LSA Grant & PD Day Honorariums**
- \$10 Mentorship Program**
- \$25 PD Chair Release**
- \$10 Office Admin Salary offset**

TTOC Professional Development Fund

**\$6400
Paid by the district**

Contingency Fund
Funds come from personal PD Funds not used by teachers at the time of retirement or resignation from our local. Contingency Fund is used to pay the remaining portion of the OSTU Office Admin salary.
Remaining money can be accessed by contract teachers, up to \$800 annually as additional funding when a Contract teacher runs out of personal funds.

10% to pay a portion of the PD Chair Release.

Individuals can access up to \$800 per year, on a first-come, first-serve basis.

Section F of the Collective Agreement

F.1.0 Professional Development Funding and Control

- F.1.1 The employer shall pay two hundred and fifty dollars (\$250.00) per teacher and the OSTU shall pay sixty-two dollars and fifty cents (\$62.50) per teacher to establish a fund for the purpose of professional development. The fund shall be controlled and administered by the District Professional Development Funding Committee.
- F.1.1.2 The Employer shall pay six thousand four hundred dollars (\$6400.00) into a fund for Teachers on Call. The fund shall be controlled and administered by the District Professional Development Committee.
- F.1.2 The District Professional Development Funding Committee shall be chaired by the Union's professional development chairperson, who shall have voting rights.
- F.1.3 The District Professional Development Funding Committee shall be comprised as follows:
F.1.3.1 three (3) representatives of the Union in addition to the professional development Chairperson.
F.1.3.2 three (3) representatives of the District.
- F.1.4 The Professional Development fund will not be required to finance curriculum implementation in the District.
- F.1.5 The District Professional Development Committee shall plan and organize district-wide professional development activities and shall carry out the professional development activities as directed by the Professional Development Funding Committee. This committee shall be comprised as follows:
F.1.5.1 The OSTU Pro-D chairperson who shall chair the committee;
F.1.5.2 one (1) teacher representative from each school;
F.1.5.3 one (1) representative of administrative officers;
F.1.5.4 the superintendent or designate;
F.1.5.5 one (1) representative of the Board.
- F.1.6 The employer shall provide ten (10) substitute days to the District Professional Development Committee to plan and organize professional development activities.
- F.1.7 The School Professional Development Committee shall include an Administrative Officer of the school.

Section F of the Collective Agreement

F.2.0 Non-instructional Days

- F.2.1 There shall be a minimum of five (5) non-instructional days allocated for professional development activities.
- F.2.2 Non-instructional days shall be considered as instructional days for salary purposes.
- F.2.3 The Board shall provide such non-instructional day(s) professional development activities as are sanctioned by the District Professional Development Committee.

Okanagan Skaha Teachers' Union Policies: Professional Development

- 17.0 The OSTU contingent of the Professional Development Funding Committee shall consist of the Chairperson of the Professional Development Committee, who has voting rights and will chair these meetings, the President and the Treasurer, who shall have voting rights, and one member of the Professional Development Committee other than the chairperson elected by the Professional Development Committee, who shall have voting rights.
- 17.1 Restates the **Principles of Professional Development** found on page 4 of this document.
- 17.2 The Treasurer of the Okanagan Skaha Teachers' Union shall be invited to attend meetings of the District Professional Development Committee with voice but no vote, unless he or she is also the Professional Development Representative for his or her school, so as to be aware of budget recommendations that need to go to either to the Professional Development Funding Committee, the Executive Committee, the Representative Assembly, or to a General Meeting.