

Professional Development Handbook

**Vancouver School Board
Vancouver Teachers' Federation**

The logo for the Vancouver School Board, consisting of the letters 'VSB' in a stylized, handwritten font.

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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 1992 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-Based Professional Development Committees as they take on the responsibility for planning on behalf of colleagues in the school.

Professional development is essential for individual members and groups of members 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. Members participate in a broad range of activities for their professional learning.

PROFESSIONAL DEVELOPMENT: References in the VSB Strategic Plan

Goal number two of the VSB's Strategic Plan is to 'build capacity in our community through strengthening collective leadership.'

Objectives to achieve this include:

- Support professional networking opportunities and collaborative practices for our staff.
- Support professional development opportunities for staff in the implementation of the curriculum.

What follows is the Administrative Procedure that outlines Personnel Practices related to Professional Development.

Administrative Procedure 400

PERSONNEL PRACTICES

Background

The District recognizes that a dynamic and efficient staff dedicated to their work is necessary to maintain and constantly improve the District's educational program. The District is interested in its employees as individuals and recognizes its responsibility for promoting their general welfare.

Procedures

1. The District's specific personnel practices are:
 - 1.1. To recruit, select, retain, and promote the most suitable people to staff the schools;
 - 1.2. To develop and manage a staff compensation program that will be fair and rewarding to all employees;
 - 1.3. To provide professional growth programs to support employee performance and development;
 - 1.4. To evaluate employee performance;
 - 1.5. To develop the quality of human relationships necessary for high staff morale and performance;
 - 1.6. To utilize staff resources effectively and efficiently;
 - 1.7. To ensure that personnel functions as listed above are undertaken in keeping with the District's commitment to equal employment opportunity.

Reference: Sections 22, 65, 85 School Act

Adopted: October 18, 1982

Revised: September 1994; September 24, 2018

PROFESSIONAL DEVELOPMENT

The District Professional Development Committee believes, as does the BCTF, that it is the responsibility of the individual member 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 members. In addition to Professional Development days, many members 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 members working together as members of a learning community, rather than in isolation.

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

In 1972, Professional Development 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 members with no increase in pay and with no loss of instructional days for students. Professional Development days in the school calendar recognized that members 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, members use Professional Development days to remain current of changes that affect their work with students, such as new technology, new ideas about teaching and learning, and different community needs.

Topics for Professional Development days come from the classroom experience of learning and teaching. Members 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 members and for individuals. The BCTF has also endorsed a number of principles regarding professional development.

The following list represents a combination of those principles:

- Members have an ongoing responsibility to develop professionally, in order to inform teaching practices, and to encourage collegiality and collaboration;
- Professional development is primarily focused on student learning and instructional practice;
- Professional development is ongoing 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 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 member collaboration, mentorship, inquiry, 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 1992 Collective Agreement. The article outlining the role of the Committee also notes funding levels for professional development.

District Professional Development Committee (CA Article F.21:3)

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 a Director of Instruction.
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.

TERMS OF REFERENCE FOR DISTRICT COMMITTEE

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 members, 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 Professional Development Representatives, including offering joint planning sessions for school Professional Development committees.
5. To provide leadership in clarifying and enhancing the role of school Professional Development Committees.
6. To provide ongoing information to assist Professional Development Representatives and Committees in fulfilling their responsibilities. (e.g., Professional Development Handbook, information about funding, Professional Development training, etc.)
7. To develop and update the VSB/VTF Professional Development Handbook.
8. To promote and support member participation in the collaborative inquiry process.
9. To consider other issues as they arise.

SUGGESTED CONSIDERATIONS FOR THE SELECTION AND USE OF PROFESSIONAL DEVELOPMENT DAYS

1. Note that there are five Professional Development days and at least one non-instructional day(s) in a school year. One non-instructional day, commonly known as “School Planning Day or Admin Day” is mandated by the Minister of Education to focus on student achievement. This day is planned and implemented by the district and/or administration. Professional Development funds are not used on non-instructional days. In addition to these days, the last school day in June continues to be a “Year-End Administrative/ School Closing Day”.
2. Schools are asked to indicate the Professional Development and 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. Members should give active consideration to the following:
 - a) Where possible schedule Professional Development 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 member development activities between a Secondary school and its associated Elementary schools.)
 - b) Scheduling of Professional Development days in shortened weeks.
 - c) When selecting Professional Development days, no members should be systematically excluded because of part-time assignments.
 - d) Members should consider other District events, etc.

SECTION B

The School-Based Professional Development Committee and Representatives

ROLE 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 for members in the school (Article A.5: c.ii.).
2. Membership
 - VTF members from a wide variety of areas of teaching, departments, grade levels, curriculum and specialty areas, and
 - Principal or Vice-Principal
3. Functions of the Professional Development Representative and the Committee

Site-Based Professional Development Chair/Representative Role

- To chair the site-based Professional Development Committee and ensure agendas are set and minutes are taken;
- To schedule and chair regular meetings of the Professional Development Committee;
- To attend VESTA or VSTA Professional Development Committees in order to inform those committees & provide direction to VESTA or VSTA Executive;
- To report to Staff Committee;
- To liaise with Principal/Vice Principal;
- To inform members 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;
- 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 and/or inform members of the location of the current online Professional Development Handbook

Professional Development Committee Role

- To develop, with members, a Professional Development overview which reflects identified professional needs;
- To recommend to staff committee dates for flexible Pro D days;
- 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.
- To support the process of collaborative inquiry and other forms of professional development;
- To distribute to the members information received on professional development issues; and,
- To assist members in locating and gaining access to professional development resources

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

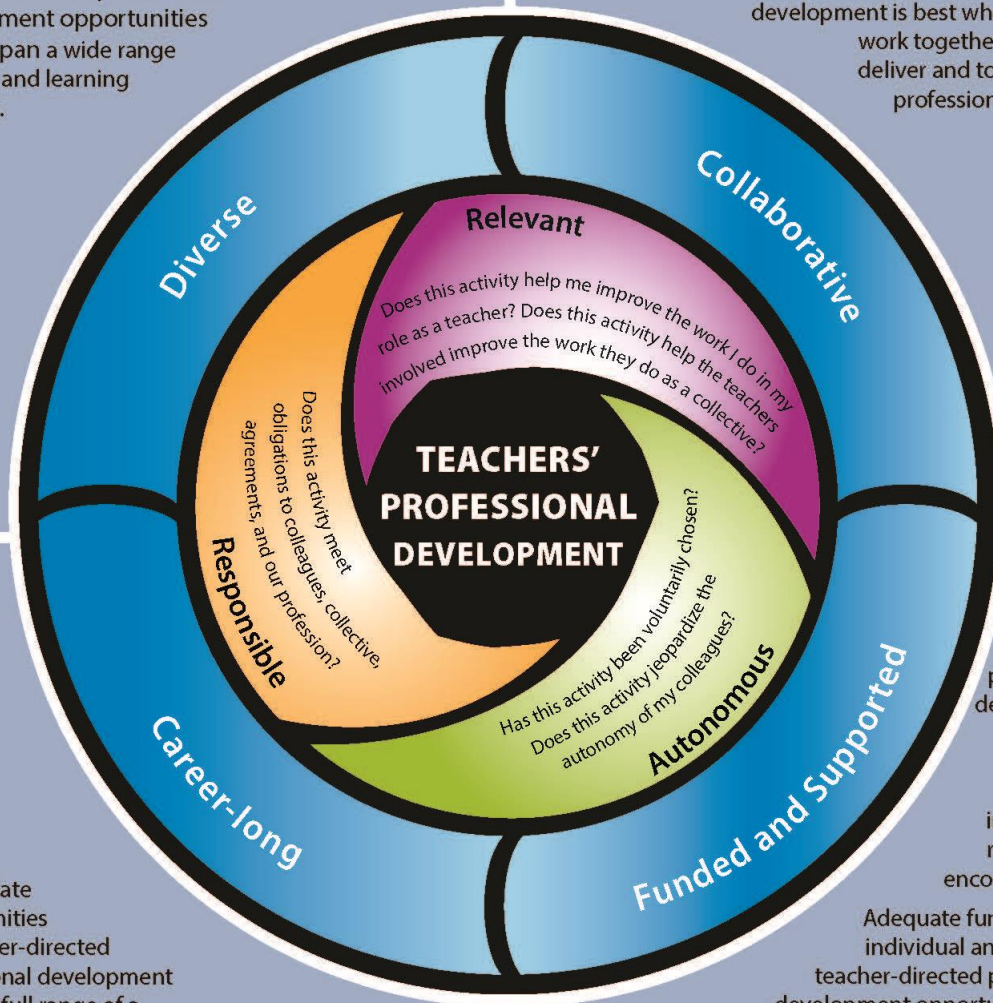
The factors in the outer ring are critical to the success of teacher-directed professional development as a collective endeavor. In turn, this collective work provides the necessary conditions for all teachers to be able to create their own rich tapestries of appropriate professional learning.

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.

SECTION C

The School-Based Planning Guide VSB Model

FOUR STAGES OF A PLANNING PROCESS APPLIED TO PROFESSIONAL DEVELOPMENT

The school-based members' professional development 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. An expansive and differentiated approach provides a variety of ways members may grow professionally and acknowledges the varying learning styles, experience, career stages and interests of members.

Learning opportunities can be designed to meet school priorities identified by the school-based Professional Development Committees for all members, small groups and individual needs. Cooperative professional development, in which small teams of members work together using a variety of methods and structures to address school development and their own personal professional priorities, is an effective approach to organizing school-based development. Professional learning at the school site offers members an opportunity for dialogue and reflection about teaching and learning, a sharing of human and material resources, and a reduction in professional isolation.

Working together, the VTF and the VSB developed a model for school planning. It has proven to be helpful for whole groups, small groups, and individuals in planning for professional development. Self-directed professional development is understood to be an option for members on all professional development days.

Questions to consider

1. PREPARING

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

2. PLANNING

- Has a focus/foci emerged in the preparing stage?
- What makes a reasonable yet significant focus/foci?
- How might we develop and communicate our focus?
- Who is committed to collaborating around the change initiative?
- What might the collaboration look like?

3. IMPLEMENTING

- What strategies will be effective in achieving the foci? Are they consistent with effective practices and current evidence-based research?
- How will these strategies be implemented and supported? How can the collaboration teams be flexible to changing conditions?
- How can ongoing implementation be supported? What questions do we regularly need to ask?
- When should we review our focus?

4. REFLECTING

- How can we confirm our direction and maintain momentum?
- What did we notice? Are there changes we want to make?
- What evidence should we keep paying attention to over a longer term?
- How can we celebrate our success?

PROFESSIONAL DEVELOPMENT OPTIONS

- Professional opportunities play an integral role in building members' capacity to enhance teaching and learning.
- Professional development involves both individual and collaborative activities that occur over time in various formats and venues. Some activities may be organized or supported by the district while others originate within member groups or schools.
- The focus of professional development is influenced by member interests, identified student and school needs and Ministry initiatives.

All of this is professional development but this is not an exhaustive list.

Individual	Whole Group	Collaborative Activity
<ul style="list-style-type: none"> • Workshop & Conference Attendance • University coursework • Individual projects/inquiry • Professional reading *Video & Computer based instruction • Portfolios • Program Development 	<ul style="list-style-type: none"> • Speakers • Workshops • Conferences • Seminars • Guided discussions 	<ul style="list-style-type: none"> • Collaborative Inquiry • Co-teaching • Networks • Study groups • Workshops • Curriculum development/implementation

EXAMPLES OF POSSIBLE PROFESSIONAL DEVELOPMENT ACTIVITIES

Professional Dialogue

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

Small groups of members meet regularly for discussion of their own work as it relates to curricular or instructional innovations or current research about effective teaching or learning practices.

Curriculum Development and Adaptation

A member or small teams of members collaborate to implement, adapt or enrich a curriculum or plan interdisciplinary initiatives.

Classroom Observation Focus

A team of two or more members 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. Members may choose to receive training and engage with a peer in:

- **Cognitive Coaching**
This focuses on a set of strategies designed to enhance the members' perceptions, decisions and thinking about instruction and student learning.
- **Peer Coaching**
Pairs of members work together to adapt or refine new or existing teaching and learning strategies to the needs of the students involved.

Collaborative Inquiry

Teams of members 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 all members, or small groups, to focus on professional development. The format and content of the workshop will depend on the members' stage in the planning cycle, preparing, planning, implementing and reflecting with respect to the professional development focus.

Portfolios

Individual members may maintain a file of documents focused on their professional development needs.

Reflective Journals

Through a process of journal writing, individual members 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 member selection of a specific teaching segment or learning strategy for recording, followed by either individual analysis or joint analysis with a colleague.

Networking Opportunities

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

University Coursework

Members may wish to complete university coursework on their professional development days. Note that this valuable professional development is encouraged, but is not eligible for professional development funds.

SECTION D

Self-Directed Professional Development Planning

SELF-DIRECTED PROFESSIONAL DEVELOPMENT

Self-Directed Professional Development, a frequently used form of Professional Development, is a model that promotes member self-reflection and choice, and provides a practical framework for enacting member -identified needs and interests. Through Self Directed Professional Development, members have control over their Professional Development experiences and are motivated by topics, themes or issues that they find meaningful. Members are always able to exercise professional autonomy by choosing the option to engage in self-directed professional development.

Ideally, members create Self Directed Professional Development 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 Professional Development is a chance to work collaboratively with colleagues, to learn, investigate and share with one another. While some Self-Directed Professional Development plans may be entirely individual, others can take the form of group activities, 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 Professional Development has a valuable role to play in the full complement of a member professional development.
2. Members have a professional responsibility to plan for their Self-Directed Professional Development.
3. A plan should be submitted to the School Professional Development Committee in advance of a Professional Development day (suggested about two weeks prior).
4. The Principal is a member of the Professional Development Committee and has access to those plans.

We also agree there are principles which outline best practices for professional development, both self-directed and committee 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 members and the BCTF have developed forms for members to use for planning their own professional development. Examples are included here.

For Individual Planning...

<p style="text-align: center;">SAMPLE PLANNING FORM FOR DEVELOPMENT A SELF-DIRECTED PRO-D PLAN FOR 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 DEVELOPMENT A SELF-DIRECTED PRO-D PLAN FOR 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...

Adapted from Mike Lombardi, BCTF

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 members 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 the Professional Development Rep two weeks prior to Pro D Day.

NAME: _____

LEARNING GOAL/OBJECTIVE: _____

PLANNED ACTIVITY: _____

RESOURCES: _____

For Submission to Pro D Committee

<p style="text-align: center;">SAMPLE FORM FOR SUMISSION TO PROFESSIONAL DEVELOPMENT COMMITTEE</p>

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4. The Principal is a member of the Professional Development Committee and has access to those plans.

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. Collaborative Inquiry group
3. Serving as a sponsor teacher to a teacher candidate
4. Attending a conference
5. Participating in an online course
6. Participating in a Provincial Specialist Association (PSA)
7. Serving as a faculty associate in a teacher education program
8. Serving as BCTF Professional Development workshop facilitator
9. Serving on the school-based Professional Development committee
10. Participating in the VTF's Pro-D or Professional Issues Committee
11. Taking university courses* (continuing ed, graduate or undergraduate)
12. Developing an individual or school-based Professional Development plan
13. Maintaining a Professional Development portfolio
14. Job shadowing in a related work situation
15. Serving as a mentor to a colleague
16. Observing another member and discussing the lesson/program
17. Participating in a curriculum development project
18. Reading professional books/journals
19. Watching professional videos
20. Serving as the school Professional Development 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. Other

***See Section E--- on Funding for Professional Development**

Adapted from BCTF Professional Development Handbook

SECTION E

Funding for Professional Development

OVERVIEW OF FUNDING FOR PROFESSIONAL DEVELOPMENT

There are two different sources of funding for professional development as prescribed in the Collective Agreement in Article: F.21 – Professional Development (effective 1993 September 01)

1. Professional Development Fund (8114)

The Board's funding for professional and staff development activities will be established at an annual amount of decimal two two per cent (0.22%) of salary category 6 maximum per F.T.E. employee contracted as of September 01 of each year. (Article F.21.1, Collective Agreement)

To clarify, staff refers to VTF members as this is the VTF/VSF Collective Agreement.

2. Joint Conference Funds (8120)

1. The Joint Conference Funds shall be maintained by the Board and the Unions.
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 Unions.
3. The Board and the Unions(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. A School Administrator is an ex-officio member of both. The Professional Development Committee is chaired by the Professional Development Representative / Chair. The Committee establishes a regular routine for meeting and advises the members of the schedule. In making decisions with respect to use of the Professional Development Funds (8114), the distribution of Joint Conference Funds (8120), and planning for site-based opportunities, it is advisable that the Professional Development Committee be large enough to be representative of the teaching staff as a whole and that decisions such as dates of Pro-D or which model to follow for distribution of Joint Conference funds be brought to Staff Committee for final decision making.

PROFESSIONAL DEVELOPMENT FUND

VTF/VSB Collective Agreement Article F.21.1: 8114

FUNDING SOURCE

The Board's funding for professional development activities will be established at an annual amount of .22% of salary category 6 maximum (Master's max) per FTE employee contracted as of September 01 of each year. (Article F.21.1, Collective Agreement)

FUNDING ALLOCATION

The Professional Development Funds are allocated in several ways.

The first is based on school size:

- Enrolment < 400 students = \$2400
- Enrolment > 401 but < 1000 students = \$3500
- Enrolment > 1000 students = \$4500

The allocation for Professional Development funds for each new school year is found in the Schools Budget Reference Manual. These funding allocations reflect that it costs the same to bring in a TTOC to release members of the Professional Development Committee regardless of the size of the school.

District members are part of "virtual" schools for the purpose of professional development funding and receive an allocation based on a calculation that 1.0 FTE member represents 25 students, to create the "enrolment" for each virtual school.

The remainder of the funds generated by the .22% formula support Collaborative Inquiry and currently (2021) the Temporary Supplemental Fund. As the unspent balance in the Collaborative Inquiry Fund increased and the ability to provide release time for members decreased, the Temporary Supplemental Fund was created from the Collaborative Inquiry Fund as a way to expand professional development opportunities. The Temporary Supplemental Fund was established by the agreement of the District Professional Development Committee and their members.

GUIDELINES FOR USE OF SCHOOL-BASED PROFESSIONAL DEVELOPMENT FUND (8114)

Guidelines for the use of school-based VTF member Professional Development Funds are as follows:

These funds should not be used for individual activities*. These funds are permitted for use only by the School Professional Development Committee. The school administrator must inform the Professional Development Committee and the Professional Development representative chair in the school of the amount of funding available at the beginning of the year, including any carry over from previous years.

*this does not preclude individuals using release time for school-wide professional development planning

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 up to \$25 per member for refreshments and a light lunch in the case of full day school-based professional development activities.)
- Purchase of professional resources for the teachers' professional collection added to the school library catalogue of professional resources.

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 professional development plans. For examples, see Professional Options: Collaborative Activities, or multiple copies for book clubs.

Funds not expended in one school year will be carried over to the next year. However, at the end of each school year, the School Professional Development Committee should issue a statement of expenditures and, if applicable, amounts carried forward to the next year.

School Professional Development Funds are part of the school's targeted accounts.

JOINT CONFERENCE FUND (8120)

The VSB/VTF Joint Conference Fund (as per Collective Agreement Article F.21.2)

The Joint Conference Fund is accessed by teachers through the school-based Professional Development Committee. It is intended to support teachers to pursue individual professional development activities (e.g. attending the annual PSA Conferences, or purchase of individual copies of professional books). It is not the intent to fund every teacher every year. School -based Staff Committees decide each year in September how to establish an application process for equitable (not equal) distribution.

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

VESTA/VSB Joint Funds:	VSB Contribution	40,000
	VESTA Contribution	20,000
	Subtotal	\$60,000

VSTA/VSB Joint Funds:	VSB Contribution	31,500
	VSTA Contribution	15,750
	Subtotal	\$47,250

Additional Joint Conference Funds over and above contributions generated by the formula above as per the VSB/VTF Collective Agreement Article F.21.2 may be augmented by transfers from the Professional Development Fund, Collective Agreement Article F.21.1, as agreed to annually by the Joint District Professional Development Committee

- 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 to school Pro D accounts 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 the recently developed role-based "virtual schools" professional development committees. Membership in these groups vary from year to year.
- 01 Area counsellors
 - 02 Psychologists
 - 03 SLPs
 - 04 Garibaldi Learning Services - See Appendix A

- 05 Learning Services – Language and Literacy - See Appendix A
- 06 Indigenous Education
- 07 Provincial Resource Programs/SET BC/Provincial Outreach Programs
- 09 Enhanced Services
- 10 Curriculum Mentors

e) These funds are intended to be used throughout the school year for individual activities such as attending workshops or release time for a teacher to observe another teacher, purchase of individual copies of professional books or other individual professional development pursuits.

GUIDELINES FOR THE USE OF THE JOINT CONFERENCE FUNDS (8120)

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

- a) The fund was established to support members 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 Conference 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-based Professional Development Committees may wish to develop and circulate additional parameters to Staff Committee:
 - all these funds are intended to be spent annually
 - does the activity follow guidance of the BCTF Pro-d Lens?
 - the extent to which the proposed activity relates to the teaching practice 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 members – Has the applicant recently accessed this fund?
- e) Applications should:
 - be submitted formally on the appropriate form developed by the school-based Pro-D committee
 - be submitted at an established time (e.g., three weeks prior to an event or activity or for a regular monthly meeting of the school-based Professional Development Committee).
- f) The School Professional Development Committee will annually establish a fair process for the use of Joint 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 member will discuss with and receive approval from the Administrative Officer for the absence from the school for the proposal date(s).

MANAGEMENT OF THE SITE-BASED FUNDS (8114 and 8120)

- The Professional Development Committee administers these funds in consultation with the Staff Committee.
- In September of each year, the schools' yearly allocation appears in the VSB Schools Budget Reference Manual.
- The principal provides the Professional Development Committee with the unspent balances from the previous school year as well as the new allocations.
- The Professional Development Committee, together with the Staff Committee, develops plans for spending money in accordance with district guidelines.
- The Professional Development Committee also establishes an accounting procedure which permits tracking the fund from year to year.
- Both funds (8114 and 8120) are targeted funds, which means they can only be spent as outlined in this section.
- Balances unspent in June will to be brought forward and they remain in their respective funds for the upcoming year.
- Professional Development and Joint Conference Fund account activity reports will be provided to the Professional Development chair(s) on a monthly basis.
- On an annual basis, the Joint District Professional Development Committee reviews the balances and makes a decision on the release of the roll over balances from 8114 to fund individual members to attend October PSA day conferences.

VSB/VTF CONFERENCE FUNDS
SAMPLE SUMMARY SHEET

Keep track using a chart of spreadsheet

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

GUIDELINES ON HONORARIA FOR WORKSHOP LEADERS

In planning for professional development programs, you may wish to engage a speaker for your session. The following guidelines apply to workshop speakers and facilitators and are based on the following principles:

- 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;
- Members sharing expertise with colleagues is one of the most powerful models for professional development. In identifying workshop leaders, planning should consider members in the school, district, and then outside the district as starting points;
- When schools hold Pro-D sessions, and invite other staff to participate, that fees may only be charged to cover the cost of refreshments or resources (take-aways, photocopies, etc.), or for a honoraria for a workshop leader. Sessions cannot include a generalized 'fee' above these costs of recovery; (statement added Feb 2013)
- 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 a 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.
- Members 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

- BCTF members-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 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.
- BCTF workshop leaders are funded through the BCTF and do not require additional release time or travel costs

3. 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 up to \$900 for a half-day session and up to \$1500 for a full-day session.
- 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.
- Schools may wish to cooperate to bring in speakers and share the cost of more expensive presenters.

4. Workshop Leaders - Weekends/Summer et cetera

- VSB members 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

[Professional Development Sharepoint Site](#)

[Pro D Reg Link](#)

[BCTF Pro D Link](#)

[BCTF workshops](#)

The dates for non-instructional days for schools in Vancouver can be found on the District website on the [District Calendar](#).

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 the next self-directed pro-d day?
Every professional development day may be used for self-directed professional development. Submit plan to the site-based pro-d chair about 2 weeks in advance of the date. There are no professional development days that are designated District Admin or Department days.

*** There may be non-instructional days designated by the Ministry or the Vancouver Board of Education with specific areas of focus. These are not Professional Development days.*
3. Am I required to attend Admin planned Non-Instructional (NI) days?
Yes. These days are in-service days and are contractual requirements.
4. Can I take my students on a field trip or attend a tournament/competition on a Professional Development Day?
No. Professional Development days are defined in legislation as days when students do not attend. Members 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 on school websites.
6. When we identify non-instructional 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.
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 members 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 Professional Development Committee and the staff.
9. Can we change the topic of a Pro D 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?
Please refer to Section E of this handbook. Individual Professional development is mainly funded through account 8120 (Joint Conference Funds). If you have questions, please reach out to your Pro D Chair or Administrator.
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 members are offsite and/or requiring a TTOC for Pro D activities. Obtaining your administrator's signature is a means of ensuring that they are informed of your planned absence from school.
12. Can I do Pro D in the summer?
All members can do Pro D in the summer. Reimbursement policy differs between VSTA and VESTA. VSTA members may apply to be reimbursed for professional development undertaken in the summer. VESTA members support maintaining professional development funds for use within the bookends of the school year.
13. Which resources can I purchase with my professional development funds?
You may not use professional development funds to purchase resources for students or for use in your classroom with or for teaching students (consumables, mentor texts, picture books, workbooks, blackline masters, individual white boards, equipment and materials, etc.)

You are able to use professional development funds for books and resources to support your own professional development. Professional resources are reference materials which guide and expand your teaching practice and approach.
14. I am a TTOC. What does Pro D look like for me?
If you have been in an assignment for four consecutive days prior to the Pro D day, you are paid for the Pro D day. From "Non-instructional days shall be counted and paid for only from the fifth (5th) and subsequent consecutive working days on any one (1) assignment; notwithstanding the

generality of the foregoing, a teacher teaching on call may request or be requested to attend a noninstructional day prior to the fifth (5th) working day in which case the day shall be paid for and counted as a working day when such permission has been granted. Service shall not be considered broken by a non-instructional day.”

- *Permanent TTOCs can apply for funding for professional development activities from their home schools.*
- *TTOCs in an assignment, longer than five days, can apply to their assigned school for funding for professional development activities.*
- *TTOCs without an assignment, can apply to their union local for funding for professional development activities. This does not include payment for the day of work.*
- *TTOCs can also apply for mentorship funds through VESTA.*

TTOCs are not eligible to apply for funding through the Joint Temporary Supplemental Professional Development fund or the Collaborative Inquiry funds. This is because the Board's funding for professional and staff development activities is established at an annual amount of decimal two two per cent (0.22%) of salary category 6 maximum per F.T.E. employee contracted as of September 01 of each year.

PLANNING WORKSHOPS – SUGGESTED CHECKLIST

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

A. GETTING STARTED

1. Needs assessment carried out, and results interpreted
2. Get a date and arrange for location
3. Funds available from Professional Development budget

B. RESOURCE PERSON(S)

1. Person(s) contacted (letter of confirmation received, which lists honorarium, date and time)
3. Person(s) understand the objectives, the format and the expectations and has details 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 speaker(s)/guest(s), and host to make sure that speaker(s)/guest(s) reaches hotel/motel and workshop
7. Speaker(s)/guest(s) notified of any entertainment to which 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 speaker(s)/guest(s) if necessary

C. ADVERTISING THE WORKSHOP

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, email address, and telephone numbers of contact person included in information sent out
5. Prospective participants notified of agenda and any pre-reading required

D. PLACE OF WORKSHOP

Identify the contact person at the venue

1. Facility rental 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

E. FINANCIAL ARRANGEMENTS

1. Total costs determined including (rental, speaker/guest, refreshments, equipment, food, photocopying, etc.)
2. Sources of various grants identified, and grants requested and obtained
3. Fee(s), if any, determined
4. Fee paid in advance (if possible, or immediately after the workshop)

5. Honorarium and accommodation costs of speaker(s)/guest(s) paid in advance

F. DAY OF WORKSHOP

1. Registration desk, personnel fees, and receipts arranged and receipt book available
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 their role
5. Chairperson knows role
6. Person(s) who is to introduce the speaker(s)/guest(s) is ready
7. Person(s) notified and ready to thank the speaker(s)/guest(s)
8. Arrangements made for catered meal or to go out and where to go
9. VSB Communications (if appropriate) 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. Supervision of student guides arranged.
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 speaker(s)/guest(s) drafted at the close of the day

G. WINDING DOWN

1. Payment of, and claims for, expenses made
2. Evaluation 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: Indigenous education, social justice, wellness, student behaviour, team building, and TTOC issues. All sessions are no cost and are led by outstanding classroom teachers (associates) trained by the BCTF. Delivery formats include school workshops, on-site training, and district and agency partnerships.

Workshop Booking Process

The BCTF Training Department handles workshop requests. Please contact the BCTF training department toll free at 1-800-663-9163, or if calling from the Lower Mainland at 604-871-2283.

You can also read more about the workshops offered by the BCTF at:

<https://bctf.ca/pd/workshops.aspx?id=233053>

**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>

APPENDIX A

04 - Garibaldi Learning Services

RT for the Deaf and Hard of Hearing
RT for the Visually Impaired
Home Instruction
RT for Gifted Students
Transition Teacher – Sec
Area Case Managers
RT for Mental Health/SEL
District Counsellor positions
SOGI
Diversity
SCS Counsellors

05 - Mackenzie Learning Services

District Literacy and Assessment Teacher
Literacy Enhancement Teachers
Reading Recovery Teachers
Transition Teachers
ELL Consultant
Modern Language Consultant
District Resource for Career Programs
Second Language Mentor

Additional positions as applicable