AGENDA

9 AM Opening

Territorial Acknowledgment

Housekeeping

Active Witnessing – Angela Ma Brown

AM break

12 noon – lunch break

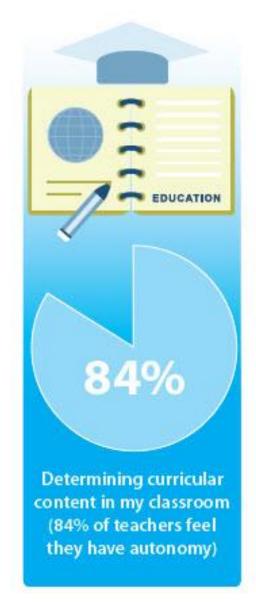1PM Professional Autonomy in the time of COVID

PM break

3PM Adjournment

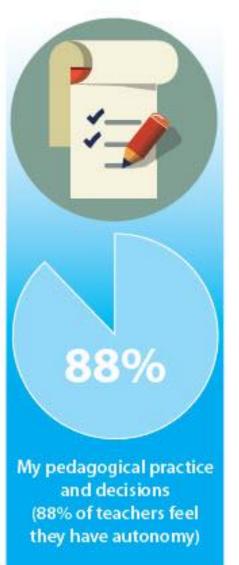https://bctf.ca/uploadedFiles/Public/AboriginalEducation/AboriginalLens.pdf
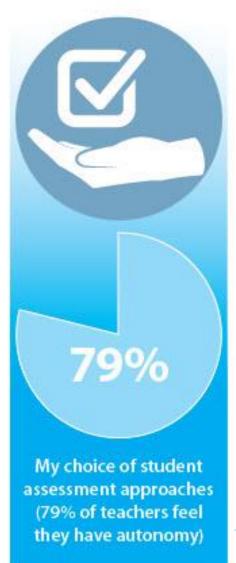
Professional Autonomy in the time of COVID

Professional Autonomy provisions are locally negotiated!
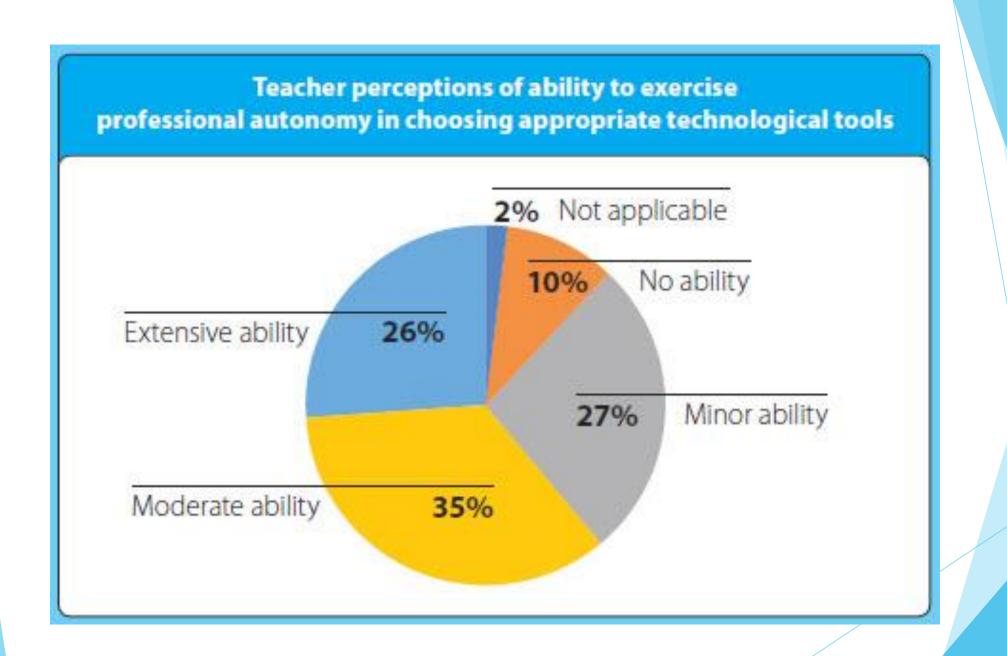
- ▶ What experiences do you and your colleagues have in Vancouver?

- ▶ What areas of the work do you feel you have sufficient autonomy?

- ▶ What areas would you like to see greater autonomy?

2017 BCTF Survey

84%

Determining curricular content in my classroom (84% of teachers feel they have autonomy)

88%

My pedagogical practice and decisions (88% of teachers feel they have autonomy)

79%

My choice of student assessment approaches (79% of teachers feel they have autonomy)

Teacher perceptions of ability to exercise professional autonomy in choosing appropriate technological tools

2% Not applicable

10% No ability

Extensive ability 26%

27% Minor ability

Moderate ability 35%

Teacher perceptions of ability to exercise professional autonomy in choosing reporting tools

2% Not applicable

Extensive ability 11%

26% No ability

Moderate ability 27%

34% Minor ability
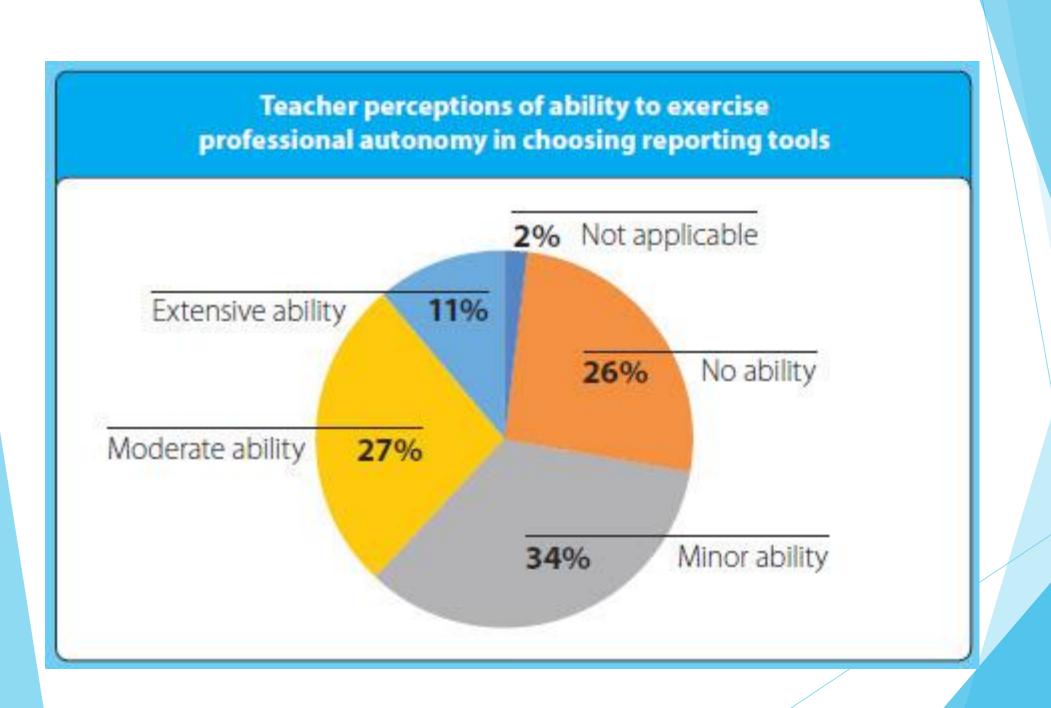
Professional Autonomy Anticipation Guide

1. BC Ministry mandated curriculum are often updated and/or revised. Do you have the Professional Autonomy to work from the older curriculum if you prefer those learning outcomes?

2. The VSB chooses to buy textbooks or resources in bulk and distribute them to schools. If you find textbooks available in schools to be insufficient, or have a resource you prefer to use, do you have the Professional Autonomy to choose your own resources?

3. There seems to be an expectation in your school that everyone will be doing running records in reading. You aren't a big fan of that assessment strategy. Do you have the Professional Autonomy to choose your own assessment strategies?

4. In addition to your assessment on content and criteria, you would like to include a mark for homework completion or effort. Do you have the Professional Autonomy to give marks for homework completion?

5. Your AO has asked you to use the Performance Standards to evaluate students. Do you have the Professional Autonomy to refuse to use them?

6. Your school plan includes a goal about improving student writing and most staff members have decided to do a "school-wide write". Do you have the Professional Autonomy to decide that your class will not participate?

7. Your school has purchased an assessment tool (such as the Gates-McGinitie) for teachers to administer. Do you have the Professional Autonomy not to administer it to your students?

8. The Staff has decided to do a school-based Pro-D event on a particular topic. You are not interested and have plans to attend a workshop elsewhere. Do you have the Professional Autonomy to make that choice?

9. Your school has planned an activity on the Ministry of Education Indigenous Focus Day. You have been to many workshops on Indigenous Education and would prefer to do something else. Do you have the Professional Autonomy to opt for a different Pro-D activity?

10. The BCTF has a leaflet about public education funding to distribute but your AO has refused to grant permission during parent-teacher interviews. Do you have the right to distribute them anyway?

Professional Autonomy

ARTICLE F.20: PROFESSIONAL AUTONOMY

1. Professional Autonomy Employees shall, consistent with effective educational practice, prescribed, authorized curricula and locally developed programs, have individual professional autonomy in determining the methods of instruction, and the planning and presentation of materials in their professional assignments.

What are the areas of strength in this provision?

What areas must be inferred?

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- What areas must be inferred?

Vancouver Island West

Teachers shall, within the bounds of the prescribed curriculum, and consistent with effective educational practice, have the right to express ideas and use materials which are not in conflict with District programs

West Vancouver, Abbotsford

--

Chilliwack

The Board recognizes and respects the professionalism of teachers covered under this collective agreement. Teachers have the professional right and the professional responsibility to determine instruction in classes within the following criteria:

a. Teaching methods shall be consistent with recognized effective educational practices;

b. Provincially prescribed and authorized and Board authorized locally developed curricula shall be followed;

c. Resources used shall include those provincially prescribed, authorized or locally determined;

d. Professional Autonomy does not infringe upon the Board's right to determine effectiveness of instruction in accordance with Article E.22.

Limitations to Professional Autonomy

- District policy

- Ministerial Orders

- Curriculum

- Direction from supervisor, subject to grievance

VSB policy

AP201 Basic Instructional Program

The curriculum will meet the requirements established by the School Act, the Regulation, and the directives of the Ministry of Education. The provincial prescribed curriculum developed by the Ministry of Education forms the basic program of studies for most students. In addition, as permitted under the School Act, the District will provide a number of locally developed courses designed to allow individual schools to be responsive to the particular needs of students in their communities.

The ultimate aim of all instruction in District schools - the basic program required by the Ministry as well as the locally developed programs - will be the development of each student's maximum ability to read well, write legibly, spell accurately, listen attentively, speak clearly, think critically, use basic mathematical computational skills, observe carefully, solve problems, participate effectively in groups, keep healthy, enjoy the creative and performing arts, and lay the foundation for a satisfying life.

...

AP 251 Selection of Learning Resources

The primary objective of learning resources is to support, enrich, and help to implement the educational program of the school through the interaction of professional personnel and other members of the school community. It is the duty of professional staff to provide students with a wide range of materials at varying levels of difficulty, with diversity of appeal, and the presentation of different points of view.

The District affirms that it is the responsibility of its professional staff to provide materials that will

▶ enrich and support the curriculum, taking into consideration the varied interests, abilities, learning styles, and maturity levels of the students served,

▶ provide materials that will stimulate growth with accurate knowledge, literary appreciation, aesthetic values, and societal standards,

▶ provide materials with various perspectives of controversial issues so that students have an opportunity to develop, under guidance, the practice of critical analysis and to make informed judgments in their daily lives,

▶ provide materials representative of the many religious, ethnic, and cultural groups and their contributions to our national heritage and the world community;

AP 251 Selection of Learning Resources

Learning resources shall:

▶ support and be consistent with the general educational goals of the province and District and the aims and objectives of individual schools and specific courses,

▶ meet high standards of quality in accurate content and presentation, shall be appropriate for the subject area and for the age, emotional development, ability level, learning styles, and social development of the students for whom the materials are selected,

▶ have aesthetic, literary, and/or social values,

▶ be developed by competent authors and producers, shall be designed to help students gain an awareness of our pluralistic society, as well as an understanding of the many important contributions made to our civilization by women and minority and ethnic groups,

▶ be designed to motivate students and staff to examine their own attitudes and behaviours, and to comprehend their own duties, responsibilities, rights, and privileges as participating citizens in our society,

AP 251 Selection of Learning Resources

- Biased or slanted learning resources may be provided to meet specific curriculum objectives; for example, to recognize propaganda and its purpose in a given context or to balance an argument.

- The selection of learning resources on controversial issues will be directed towards maintaining a balanced collection representing various views. Learning resources shall clarify historical and contemporary forces by presenting and analysing intergroup tension and conflict objectively, placing emphasis on recognizing and understanding social and economic problems.

- Emphasis will be placed on the selection of Canadian learning resources where appropriate.

Ministerial Reporting Order

STUDENT PROGRESS REPORT ORDER

Authority: *School Act,* sections 79 (3), 85 (2) (j) and 168 (2)

Interpretation

1   In this order

"board" includes a francophone education authority;

"curriculum" means

    (a)   the applicable educational program guide set out in Ministerial Order 333/99, the Educational Program Guide Order, and the subjects set out in Ministerial Order 295/95, the Required Areas of Study in an Educational Program Order, or

    (b)   the local program developed and offered by a board under section 85(2)(i) of the *School Act*, or a francophone education authority under section 166.4 of the *School Act*, or

    (c)   a Board Authorized Course authorized under Ministerial Order 285/04, the Board Authorized Course Order;

"learning outcomes" includes learning outcomes and learning standards as set out in the applicable educational program guide,

"performance scale" means a performance scale, represented either as a graph or described in words, that shows progress in relation to the expected learning outcomes,

    (a)   for students in Kindergarten, as one of the following:

        (i)   Exceeding Expectations,

Ministerial Orders on Reporting

Schedule 2 - Alternative Student Progress Reporting

Board must provide policies to minister

1 Prior to the first report of the school year, the board must provide to the minister a copy of its reporting policy, and information on the public consultations done in developing its policy.

Student progress reports for kindergarten to grade 9

2 The written student progress report for students in kindergarten to grade 9 must include information about a student's progress in relation to the learning outcomes set out in the curriculum.

End of school year report

3 The written student progress report provided at the end of the school year must include (a) a description of the student's progress in relation to the learning outcomes for all subjects required under the Required Areas of Study Order, (b) a self-assessment of the core competencies, and for students in grades 4 to 9, (c) letter grades, if deemed necessary by the board.

Letter grades must be provided upon request

4 Despite section 3 (c), boards must provide a student's current letter grade to that student's parent, upon request.

VSB Communicating Student Learning

- Replacement of Letter Grades with Proficiency sliders

- Two formal reports instead of 3

- Guidelines on communicating with parents informally

- Template and tools

K-3

For the following areas of learning, the formal reports will include a performance scale and descriptions of progress in relation to the learning standards set out in the curriculum:

- English Language Arts or for students enrolled in a Francophone education program, French language Arts
- for French immersion students, French Language Arts Mathematics
- Science
- Social Studies
- Physical and Health Education
- Arts Education.

For the following areas of learning, the summative formal report at the end of the year will also include descriptions of progress in relation to the learning standards set out in the curriculum:

- Applied Design, Skills and Technologies
- Career Education.

The summative report will include student self-assessment of the core competencies, with teacher support.

Grades 4-5

For the following areas of learning, formal reports will include letter grades and written reporting comments to indicate students' levels of performance in relation to the learning standards set out in the curriculum:

- English Language Arts or
- For students enrolled in a Francophone education program, French language Arts
- For students enrolled in a French immersion program, French Language Arts Mathematics
- Science / Sciences
- Social Studies
- Physical and Health Education
- Arts Education
- For Grades 5, a second language, except for students enrolled in a Francophone education program or a French immersion program.

For students in Grades 4 and 5, Boards may choose to provide letter grades to parents in a document other than a report card.

For the following areas of learning, the three formal reports will use written reporting comments, or a performance scale accompanied by written reporting comments, to indicate students' levels of performance in relation to the learning standards set out in the curriculum:

- Physical and Health Education
- Arts Education.

For the following areas of learning, the summative report will also include written reporting comments, or a performance scale accompanied by written reporting comments, to indicate students' levels of performance in relation to the learning standards set out in the curriculum:

- Applied Design, Skills and Technologies
- Career Education.

Grades 6-9

In Grades 6-9, formal reports will include letter grades and written reporting comments, where deemed appropriate, to indicate students' levels of performance in relation to the learning standards set out in the curriculum for the following areas of learning:

- English Language Arts or
- For students enrolled in a Francophone education program, French Language Arts
- For French immersion students, English Language Arts and French Language Arts
- Social Studies
- Mathematics
- Science
- Physical and Health Education
- Arts Education
- Applied Design, Skills and Technologies
- Career Education

For Grades 6, 7 and 8, a second language, except for students enrolled in a Francophone education program or in a French immersion program.

The summative report at the end of the school year or semester will also include student self-assessment of core competencies, with teacher support as appropriate for the student.

Use of Resources and Instructional Tools

- Standardized IEP template

- CSL reporting tool

- MyEd BC

- TEAMS

Professional Autonomy is about instruction

Attendance at Principal called staff meetings,

Health and Safety regulations,

Collective Agreement requirements,

Punctuality

Etc.

are outside the scope of Professional Autonomy

Concept of "work now, grieve later" applies to management direction

Teacher Evaluation (Article C.22.2)

▶ Plans with purpose and clear objectives

▶ Communicates purposes and objectives to the students

▶ Establishes appropriate procedures for assessment, evaluation and reporting

▶ With due consideration for individual differences, works to involve students in experiences and activities designed to develop skills and stimulate thought

▶ Uses instructional techniques that promote questioning, speculation and originality

▶ Keeps knowledge current and teaching techniques effective

▶ Practices classroom management suitable to the growth and development of pupils

▶ Participates in development and implementation of the philosophy and practices of school, works cooperatively with colleagues to promote the welfare of pupils

▶ Fosters a climate of mutual respect between self and students

▶ Seeks to involve parents and gives and obtains information to assist in student development

▶ Reviews their practices with colleagues, students and parents

Professional Standards

1. Educators value the success of their students. Educators care for students and act in their best interests

2. Educators act ethically and maintain the integrity, credibility and reputation of the profession

3. Educators understand and apply knowledge of student growth and development

4. Educators value the involvement and support of parents, guardians, families and communities in schools.

5. Educators implement effective planning, instruction, assessment and reporting practices to create respectful, inclusive environments for student learning and development

6. Educators demonstrate a broad knowledge base and an understanding of areas they teach

7. Educators engage in professional learning

8. Educators contribute to the profession

9. Educators respect and value the history of First Nations, Inuit and Metis in Canada and the impact of the past on the present and the future. Educators contribute towards truth, reconciliation and healing. Educators foster a deeper understanding of ways of knowing and being, histories and culture of First Nations, Inuit and Metis.

Teacher Discipline (Article C.22.6)

- Creation and delivery of curriculum and instruction must be age appropriate, factual, responsible

- Cognizant of sensibilities and identities of students and families

- Judicious and equitable use of classroom management strategies

- Mis-use of professional development days

Professional Development and Professional Autonomy / Inservice

- "Teachers are in control of their own professional development. They are in the best position to decide what they need in order to enhance their practice. School or district administrators should not be directing teachers' choices for professional development. These types of administrator-directed activities should be provided through the use of district funds and release time, not the professional development time and funds that are provided through the local collective agreement. School and district activities would be classified as "in-service.""

VSB/VTF PROFESSIONAL DEVELOPMENT HANDBOOK

MANY WAYS TO GROW PROFESSIONALLY

CHECKLIST

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

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

Professional Development: Professional Autonomy and Responsibilities

- ▶ The right to choose self-directed or collaborative professional development

- ▶ Pro-D is not prep

- ▶ Communicate in a respectful fashion with Pro-D committee and AO about your pro-d intentions

- ▶ A work day – responsibility to the employer

- ▶ Maintain a safe working environment if working remotely

Technology

- "The uses of technology for assessment practices should be determined by members at the school level. Research, evaluation and training should be in place prior to the introduction of such technology." 9.A.17.21 (BCTF, 2017d, p. 46)

- "That the professional autonomy of teachers includes deciding on whether using information and communications technology is the most appropriate method of communication with parents." 51.C.03 (BCTF, 2017d, p. 159)

- "That technology be integrated into curricula, when in the member's judgement it is appropriate to student needs." 51.A.01.09 (BCTF, 2017d, p. 158)

- "That the inclusion of new technology into the curriculum and classroom should enhance the personal and instructional relationship between teacher and student." 51.A.01.10 (BCTF, 2017d, p. 158)

- Standardization

- Personalization

- Privatization

- Datafication

Standardization

- Narrowly focused outcomes, rather than learning needs of children

- Testing can take time away from teaching and learning

- FSA, standardized MyEd IEP template are illustrative examples

- Connected to "accountability" and allegedly aims at addressing gaps in student achievement

- Concerns about ableism, cultural and historical accessibility

- Can measure factors other than the content (FSA)

- Content may be driven by the tool (IEPs)

Personalization

- ► Teachers use their judgment to make decisions about how to meet the diverse needs of their particular students

- ► No clear definition from Ministry on what "personalization" means (21st century education either!)

- ► Resist conflation of personalization with technology

- ► Personalization as a potential challenge to supported inclusion, de-categorization of students with special needs / disabled students"

Privatization

- Content and valued knowledge determined by someone – not neutral!

- Companies can determine outcomes of learning and embed corporate values in curriculum

- Equity and opportunity for all requires public schools with public access

- Tool determines the teaching / content

Datafication

- Cultural shift towards the acquisition and analysis of data via digital technologies

- Data collection prioritized

- Proliferation of digital reporting tools

- Enable communication but produce data sets for companies

- Privacy concerns for students and teachers

- Removes necessary context

Discussion questions

- What is the difference between systems (i.e. reporting, IEPs) based on "standards" and ones based on "standardization"?

- What is necessary to uphold teacher autonomy in the context of standardization?

- What needs to be in place to mobilize technology in support of the core values of public education?

- How can "personalized" learning be defied so it builds on and supports the fundamental goals of public education, including equity and inclusion?

Teacher Judgment in COVID plan

- "creating a culture of mask wearing"
- Teaching hand hygiene
- Using trauma informed practice

- Concerns with ability to "do it all"
- Workload
- Assessment and Reporting

COVID related matters

- Only Provincial Health can determine close contact
- Efforts to increase teacher input in contact tracing has had limited effect
- Visitor restrictions has forced parent communication to be more intentional

Teacher Judgment in reporting

- Professional Judgment in use of Performance Scales for Option 4 students
- Exception to Reporting Order for Option 4 students
- Learnings about expected reporting detail required
- Communication to Parents
- CSL reporting tool

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Exit Activity

Thank you for your participation today and your work as Staff Rep!

Please leave a note in the chat on your way out about:

- Something you'd like to learn more about
- A question you still have