

# Professional Issues & Equity

SURT Fall 2021

# Professional Development

The background of the slide is white with abstract, overlapping geometric shapes in various shades of pink and purple on the right side. The shapes are semi-transparent and create a layered, modern aesthetic.

# Visioning Activity

- ▶ Think and write about a memorable Pro-D activity you have been part of
  - ▶ What made it memorable?
  - ▶ Is it still relevant?
  - ▶ Who is the audience?
  - ▶ Does it support decolonizing or anti-oppression work?
- ▶ Share with the group
- ▶ What are the components of an excellent Professional Development activity?

# 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

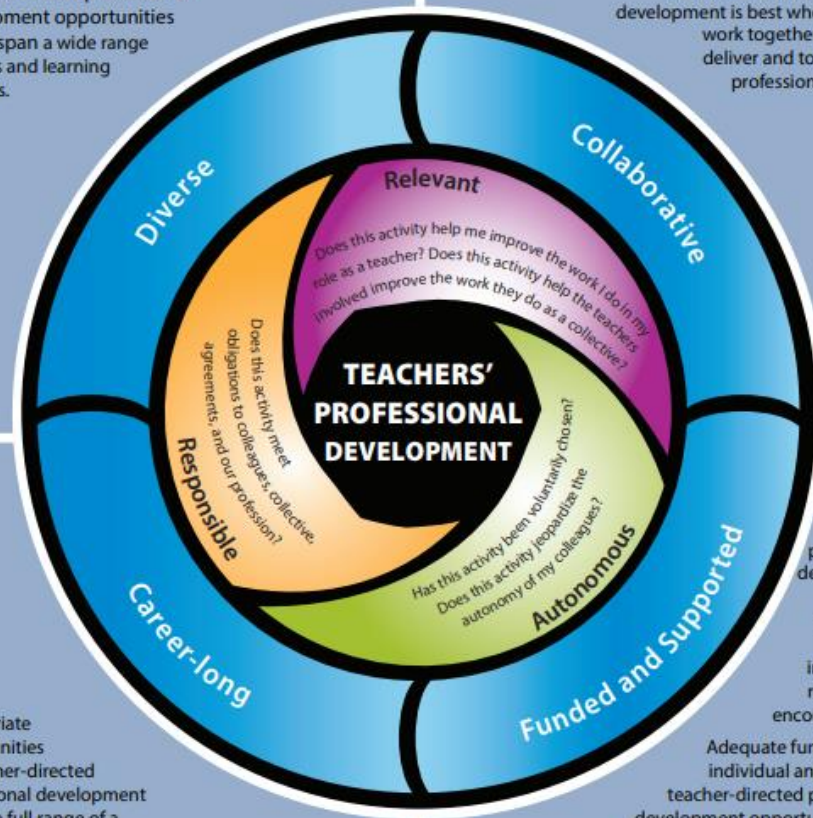
The factors in the outer ring are critical to the success of teacher-directed professional development as a collective endeavor. In turn, this collective work provides the necessary conditions for all teachers to be able to create their own rich tapestries of appropriate professional learning.

### 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



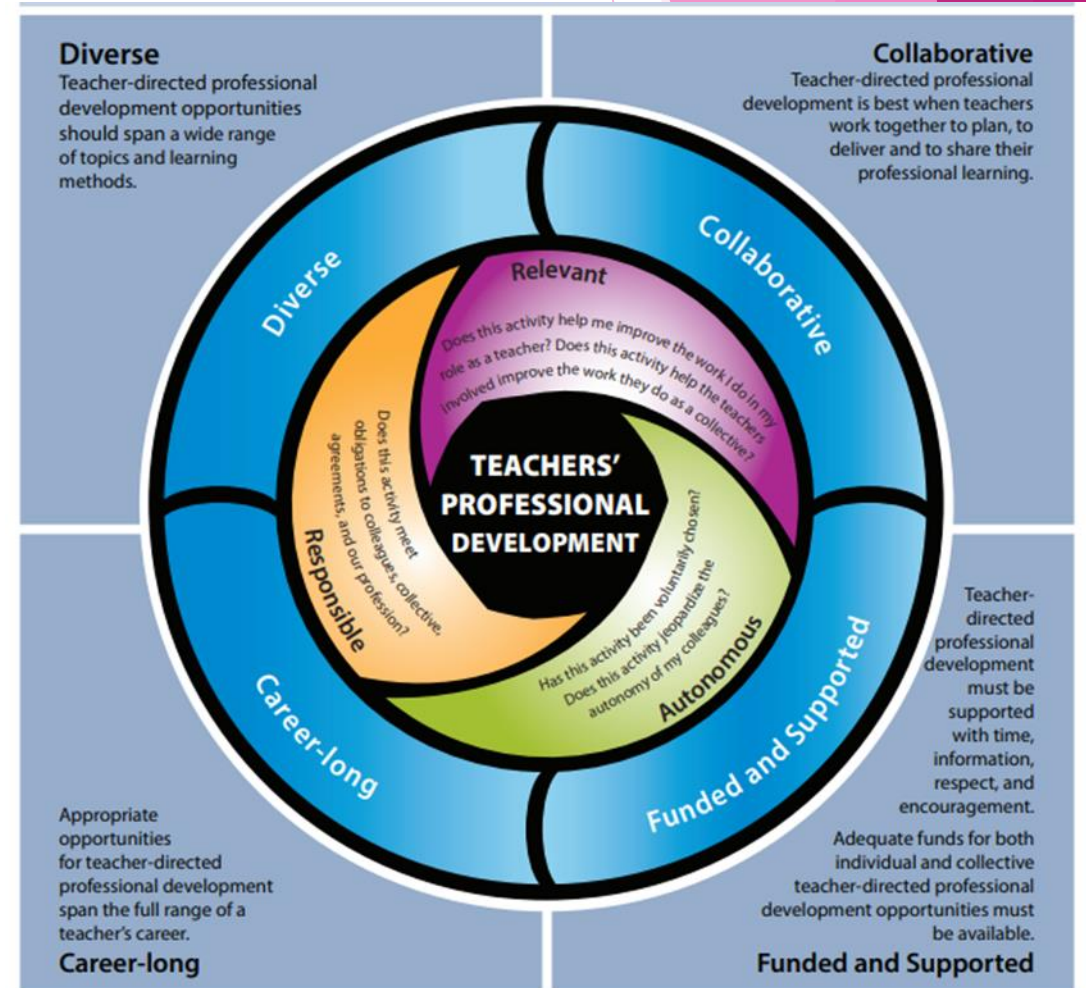
# Key Criteria and Necessary Factors

## Key Criteria: The Inner Ring

- ▶ 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

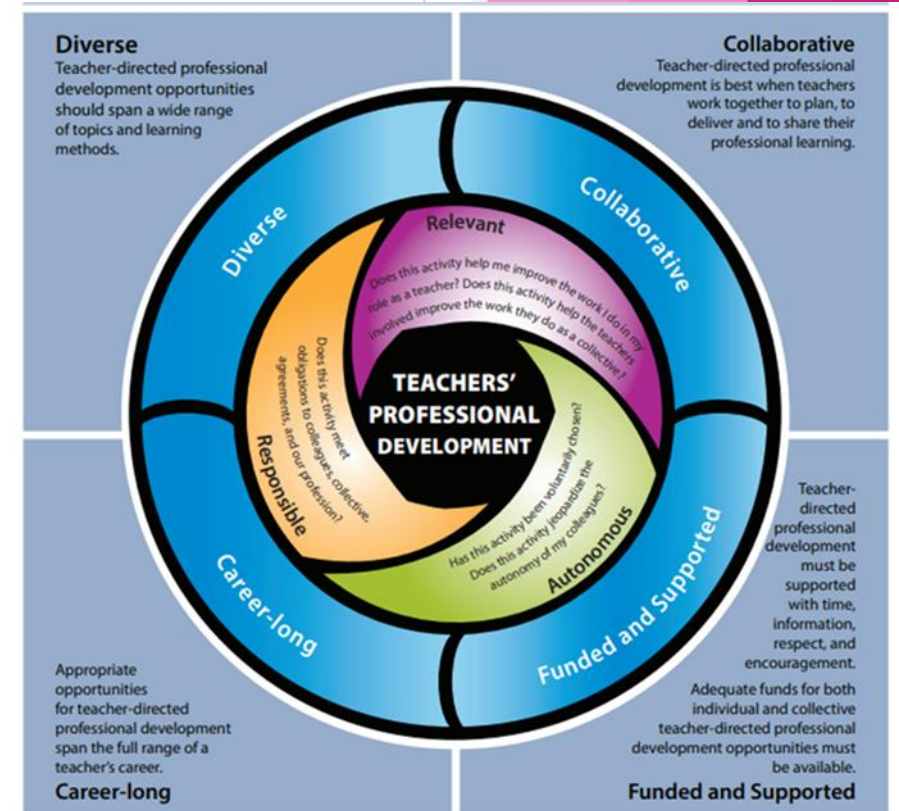
## Necessary Factors: The Outer Ring

- ▶ Factors in the Outer ring are critical to the success of teacher-directed pro-D as a collective endeavour. 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



# Key Criteria

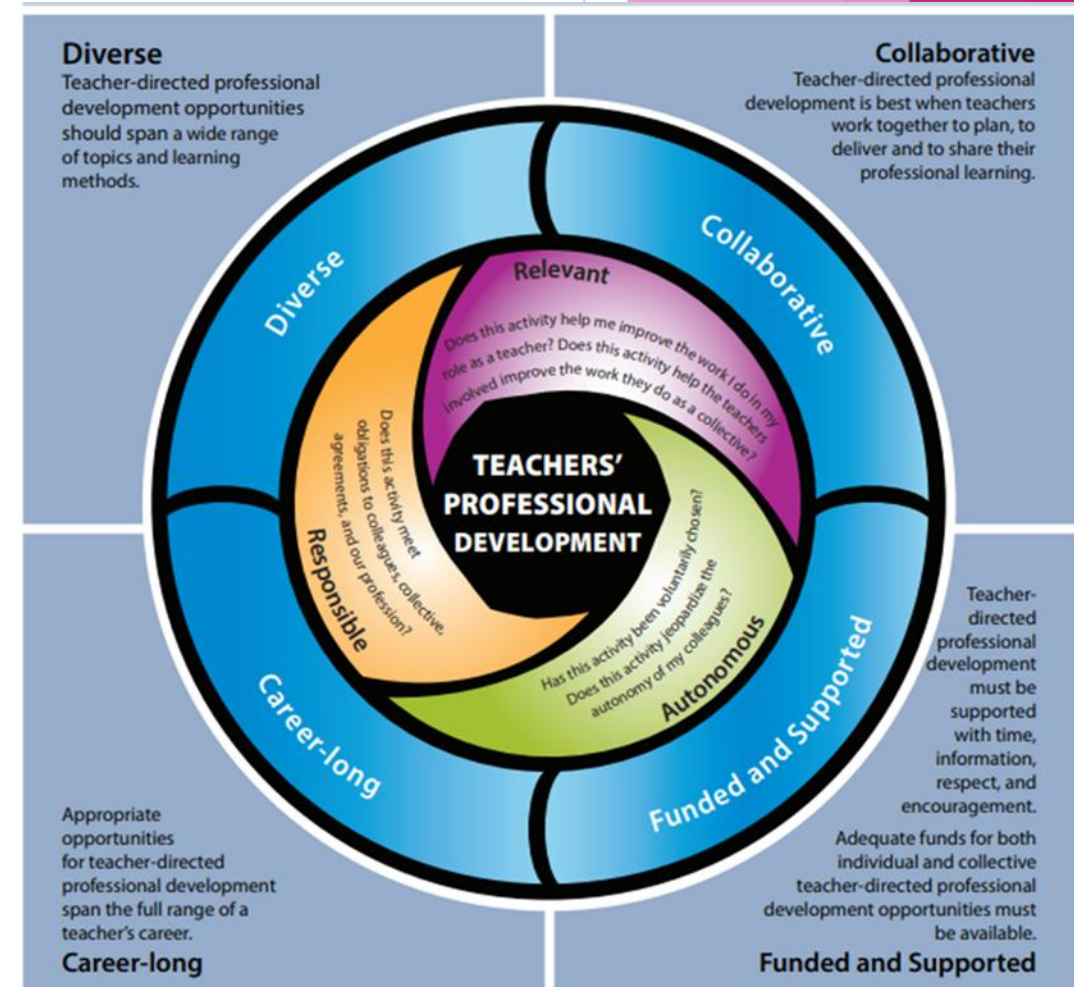
- ▶ Relevant
  - ▶ Does this activity help me improve the work I do in my role as a teacher?
  - ▶ Does this activity help the teacher involved improve the work they do as a collective?
- ▶ Autonomous
  - ▶ Has this activity been voluntarily chosen?
  - ▶ Does this activity jeopardize the autonomy of my colleagues?
- ▶ Responsible
  - ▶ Does this activity meet obligations to colleagues, collective agreement, and our profession?





# Necessary Factors

- ▶ **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
- ▶ **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
- ▶ **Career-Long**
  - ▶ Appropriate opportunities for teacher-directed professional development span the full range of a teacher's career



# From the VTF / VSB Pro-D Handbook

## Guiding Principles

- ▶ Teachers have an ongoing responsibility to develop professionally, in order to inform teaching practices, and to encourage collegiality and collaboration;
- ▶ Professional development should focus on student learning and the improvement of instructional practice;
- ▶ Professional development should be continuous 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 requires skillful leaders who guide continuous instructional improvement;
- ▶ 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 teacher collaboration, mentorship, action research, workshops, professional course work, professional reading, peer coaching, and reflection.



# Rights and Responsibilities

## Discussion

- ▶ What are teachers' rights in accessing and choosing Professional Development?
- ▶ What are teachers' responsibilities regarding Professional Development?

# BCTF Code of Ethics

1. The member speaks and acts toward students with respect and dignity, and deals judiciously with them, always mindful of their individual rights and sensibilities.
2. The member respects the confidential nature of information concerning students and may give it only to authorized persons or agencies directly concerned with their welfare. *The member follows legal requirements in reporting child protection issues.*
3. A privileged relationship exists between members and students. The member refrains from exploiting that relationship for material, ideological, or other advantage.
4. The member is willing to review with colleagues, students, and their parents/guardians the practices employed in discharging the member's professional duties.
5. The member directs any criticism of the teaching performance and related work of a colleague to that colleague in private. If the member believes that the issue(s) has not been addressed, they may, after privately informing the colleague in writing of their intent to do so, direct the criticism in confidence to appropriate individuals who can offer advice and assistance.\*  
*It shall not be considered a breach of the Code of Ethics for a member to follow the legal requirements for reporting child protection issues.*
6. The member acknowledges the authority and responsibilities of the BCTF and its locals and fulfills obligations arising from membership in her or his professional union.
7. The member adheres to the provisions of the collective agreement.
8. The member acts in a manner not prejudicial to job actions or other collective strategies of her or his professional union.
9. The member, as an individual or as a member of a group of members, does not make unauthorized representations to outside bodies in the name of the Federation or its locals.

# Role and Function of Pro-D Committee

- ▶ To chair the school Professional Development Committee and ensure agendas are set and minutes are taken;
- ▶ To schedule regular meetings of the Professional Development Committee;
- ▶ To develop, with the school staff, a Professional and Staff Development Plan for the school year which addresses the school's identified professional growth needs;
- ▶ To select days for professional development;
- ▶ 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.

## Communications and Liaison

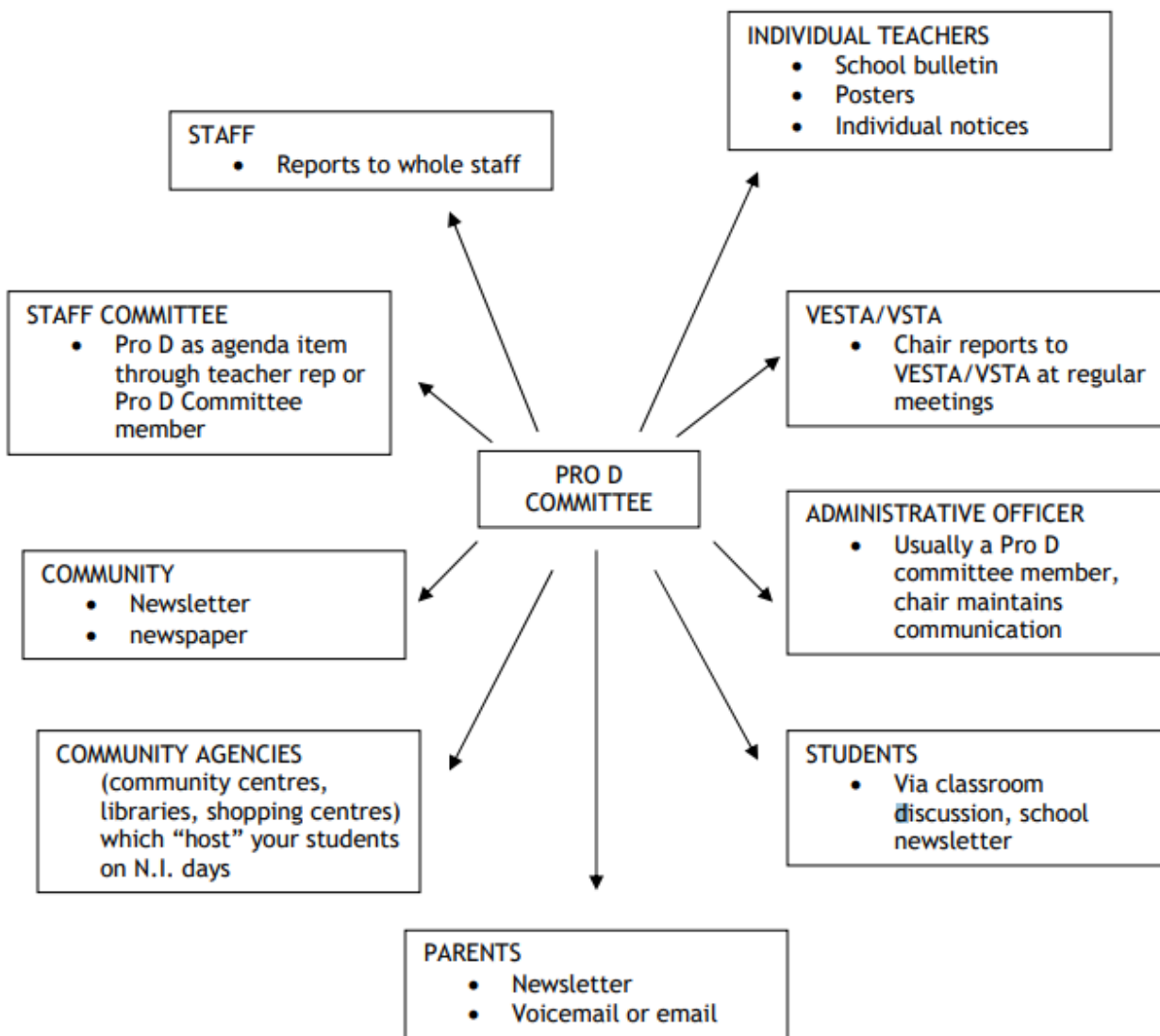
- ▶ To report to Staff Committee;
- ▶ To liaise with Principal;
- ▶ To attend regular meetings of the VESTA Pro D Representatives or the VSTA Pro- D Committee;
- ▶ To distribute to the staff information received on professional development issues, e.g., Pro D Newsletters; Pro D Connections;
- ▶ To inform teachers 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;

## Professional Development Support

- ▶ To assist staff in locating and gaining access to professional development resources;
- ▶ 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.



## COMMUNICATING ABOUT PROFESSIONAL DEVELOPMENT POSSIBLE AVENUES OF COMMUNICATION



# Professional Growth Options

- ▶ Professional Dialogue
- ▶ Curriculum Development and Adaptation
- ▶ Classroom Observation Focus
- ▶ Cognitive or Peer Coaching
- ▶ Action Research / Inquiry
- ▶ Workshop Opportunities
- ▶ Teacher Portfolios of Work and Artifacts
- ▶ Reflective Journals
- ▶ Video / Audio Analysis
- ▶ Networking Opportunities

# Self-Directed Professional Development

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 Pro D has a valuable role to play in the full complement of a teacher's professional development.
- 2) Teachers have a professional responsibility to plan for their Self-Directed Pro D.
- 3) A plan should be submitted to the School Pro D Committee in advance of a Pro D day (suggested about two weeks prior).
- 4) The Principal is a member of the Pro D Committee and has access to those plans.

We also agree there are principles which outline best practices for professional development, both self-directed and staff 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.

## 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.)
31. Other

# Professional Development Funding

Two different sources of school based Pro-D Funding

- ▶ Professional and Staff Development Fund
  - ▶ Board funding of .22% of Category 6M Max per FTE per year
- ▶ Joint Conference Funds
  - ▶ Board contributes \$2 for each \$1 contributed by the union



# Management of Pro-D Funding

- ▶ Pro-D committee administers in consultation with Staff Committee
- ▶ School yearly allocation in VSB School Budget Manual
- ▶ Pro-D Committee establishes plan for spending money in accordance with district guidelines
- ▶ Pro-D Committee establishes accounting / tracking plan for funds
- ▶ Funds are in a non-flexible account
- ▶ Unspent balances are brought forward and remain in the same fund

# Collaborative Inquiry

- ▶ Release time still not available
- ▶ \$200 per member
- ▶ Maximum 2 collaborations per year per member
- ▶ Pro-D must be framed around inquiry question
- ▶ Guidelines available on VESTA website
- ▶ Criteria for fund use:
  - ▶ Professional resources only
  - ▶ No learning resources or consumables

# Temporary Supplemental

- ▶ Up to \$1000 per member
- ▶ Not a travel fund!
- ▶ Professional resources only
- ▶ Attendance at conferences
- ▶ Group applications are possible
- ▶ Guidelines on VESTA website

# Professional Autonomy

## Discussion:

- ▶ In which areas of the work do you feel you have sufficient autonomy?
- ▶ In which areas would you prefer to see greater autonomy?

# 2017 BCTF Survey



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



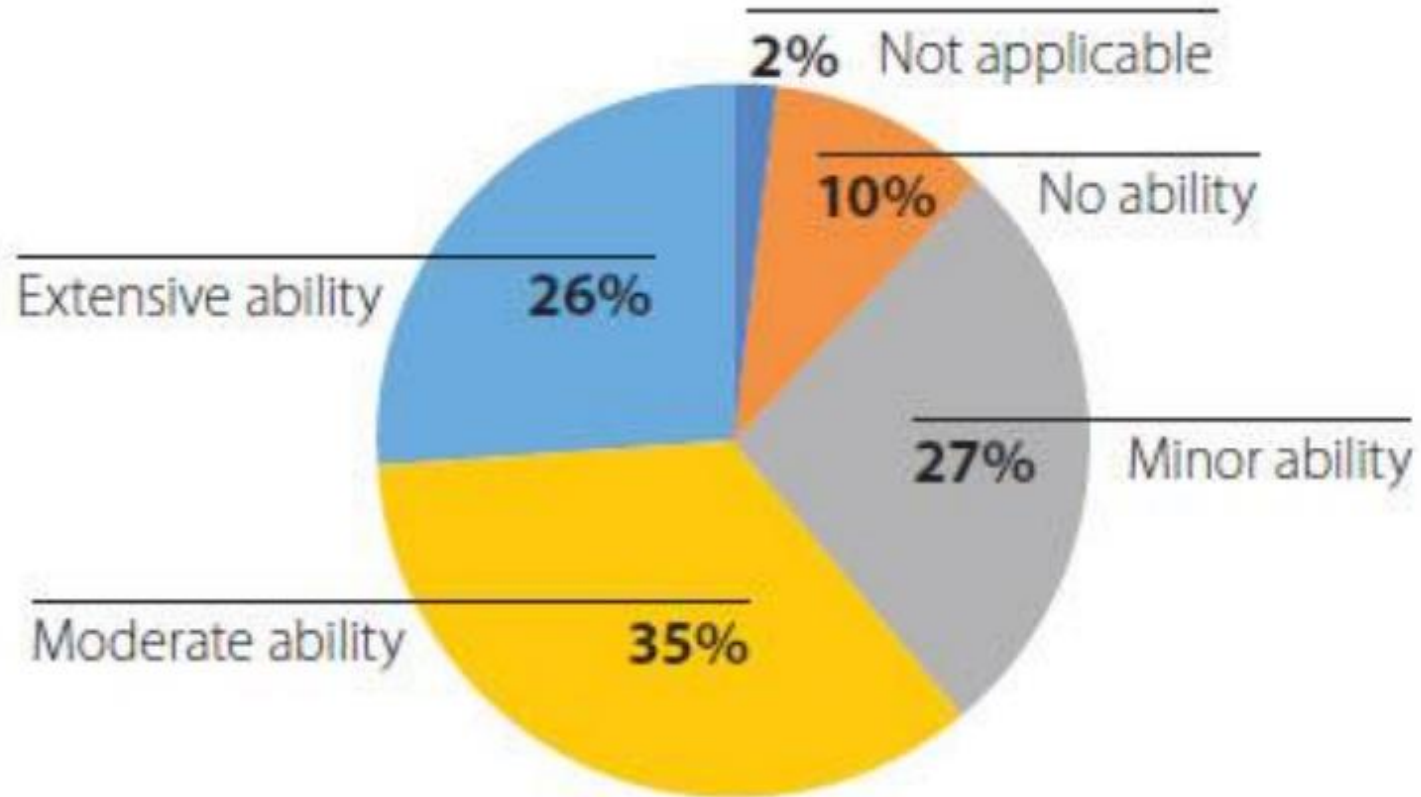
My pedagogical practice and decisions  
(88% of teachers feel they have autonomy)



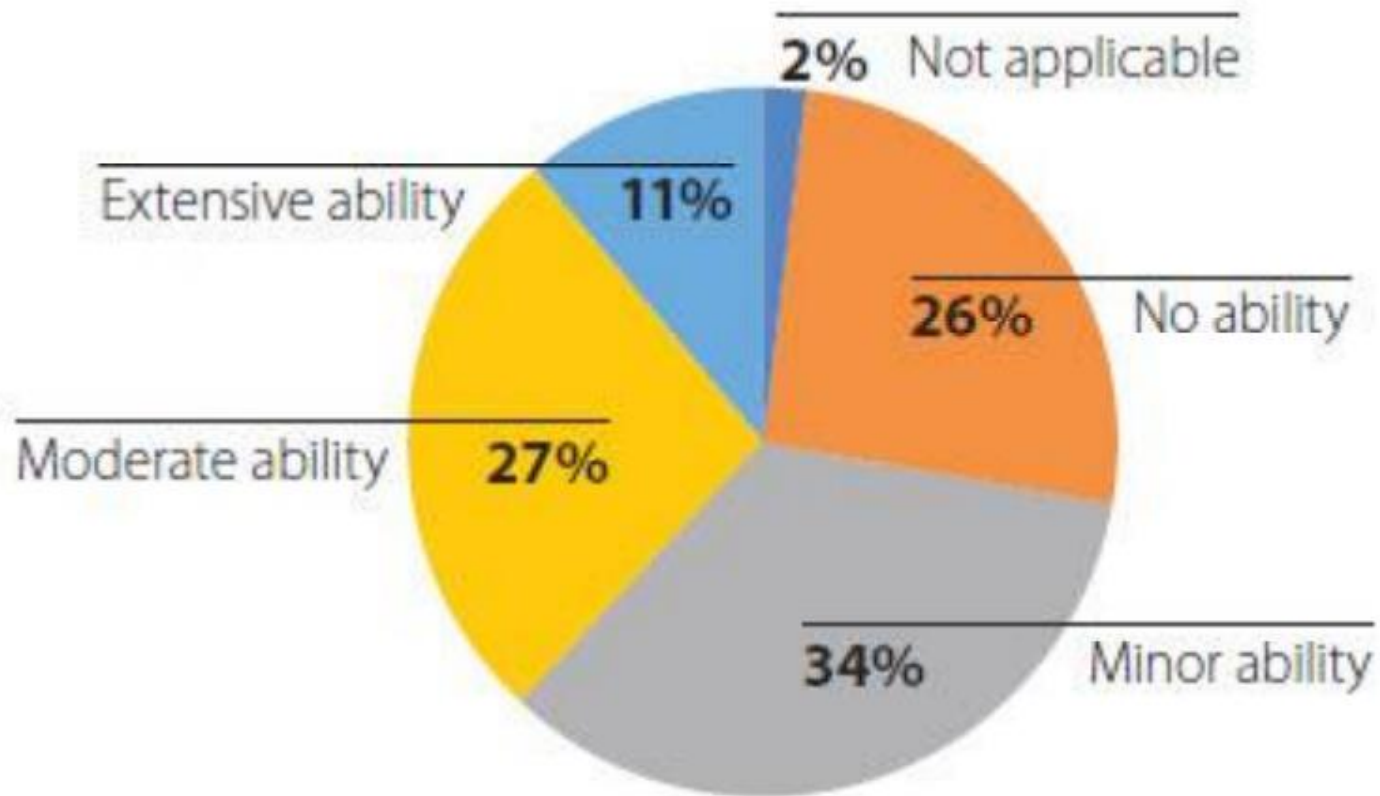
My choice of student assessment approaches  
(79% of teachers feel they have autonomy)



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



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



# 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 Principal 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 use 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 for teachers to administer. Do you have the professional autonomy not to administer it to your students?

8. The staff have 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 principal 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?

# Other local provisions

- ▶ 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

- ▶ Abbotsford

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- ▶ 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.



# Limits to Professional Autonomy

- ▶ District Policy
- ▶ Ministerial orders
- ▶ Curriculum
- ▶ Direction from supervisor, subject to grievance

# 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.

# Professional Development vs 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 “inservice.”

# New Draft Reporting Order

Expected to be released in January 2022 for the 2022-2023 school year

Ministry currently seeking feedback

<https://feedback.engage.gov.bc.ca/944758?lang=en>

# Student Reporting Policy for Grades K-12

As specified by the Student Progress Report Order, Boards of Education must provide all parents/caregivers with at least 4 Learning Updates during the school year and 1 Summary of Learning at the end of the school year.

## Learning Updates

Learning Updates provide responsive and timely information to parents/caregivers about student progress in relation to the Learning Standards of the Provincial Curriculum. During the school year, parents/caregivers must be provided with at least 4 Learning Updates, at least 2 of which must follow the requirements below.

### Grades K-9

For Grades K-9, at least 2 of the Learning Updates provided during the school year must be written and must include:

- communication of progress in each subject area currently being studied in relation to the Learning Standards, using the Provincial Proficiency Scale and Descriptive Feedback;
- feedback on student attendance, areas of significant growth and opportunities for further development; and
- student-generated content including Student Self-Assessment of the Core Competencies and Student Goal Setting.

Timing of Learning Updates is determined at the district level, but at least 1 Learning Update must take place within the first 25% of scheduled instructional time.

# Policy Summary

- ▶ Student progress in each subject area currently being studied,
- ▶ Areas of significant growth and opportunities for further development
- ▶ Student voice in self-assessment and goal-setting
- ▶ Descriptive feedback and provincial proficiency scale (4 point scale)
- ▶ Reporting will occur 5 times per year:
  - ▶ 4 “learning updates”
    - ▶ +1 within the first 25% of instructional time.
    - ▶ 2 updates must be written.
  - ▶ At the end of the year, a “summary of learning” will be provided



# 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, decategorization 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?

# Equity Audits

- ▶ Thorough review or examination of your resources
- ▶ Determining which items reflect diversity and what gaps exist
- ▶ Seeking reflection of diversity in curriculum and instruction

- 
- ▶ How do we define race? What is decolonization? What is gender? What are our understandings of sexual orientation and gender identity? How do we define “ability” and “disability”, “visible” or “invisible”? How do we decide which groups are underrepresented or marginalized?

## Equity Audit: Self-Assessing Your Classroom Library

Use the following guide to evaluate your library's strengths, needs, and patterns, as well as to inform your next steps. Take a sample of your library collection, maybe a theme bin like 'fairy tales,' an author collection, or another text set. To what extent does your library collection reflect the following criteria?

### SECTION 1: Inclusive Representation

My collection contains books that include positive and affirming representations of		1 None or Almost None	2 Some	3 Many or Most	4 All
1.	main characters who are White				
2.	main characters of color				
3.	main characters of color with very dark skin				
4.	main characters who are bilingual or multilingual				
5.	main characters who are immigrants, migrants, or refugees				
6.	main characters who are LGBTQIA+				
7.	main characters with physical or cognitive disabilities				
8.	main characters who practice diverse religions or traditions				

### SECTION 2: Female and Women Identified Characters

My collection portrays women and female identified characters in the following ways		1 None or Almost None	2 Some	3 Many or Most	4 All
1.	Their achievements are based on their own intelligence, initiative, and efforts. As strong, confident leaders and problem solvers				
2.	Their achievements are based on their appearance, sex appeal, or relationships with males				



# Factors to Consider

- ▶ Positive and affirming representations of diversity
- ▶ Female and women identified characters
- ▶ People of Colour
- ▶ Representations of Disability and neurodiverse characters
- ▶ Family Diversity
- ▶ Socially conscious storylines
- ▶ Stereotypes or harmful representations
- ▶ Authentic and current representations of Indigenous peoples

# What to include?

- ▶ Books and literature
- ▶ Lesson plans and resources
- ▶ Toys
- ▶ Posters and graphics
- ▶ Websites and videos
- ▶ Adaptations / modifications

# It's not just about representation

- ▶ Look beyond the colour of the faces in your classroom books
- ▶ Which achievements are highlighted?
- ▶ Which societies get greater representation?
- ▶ Are there essentialist or biased representations of cultures in your lessons?
- ▶ Is a diversity of student ability anticipated?
- ▶ What colonialist ideas do your lessons include about Canada?
- ▶ What values do you hold, connected to nationalism or patriotism, and how do you express these in the classroom?
- ▶ What narratives do you highlight about immigrants or other equity seeking groups?