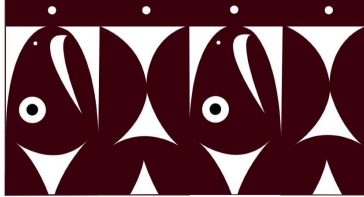


Saanich Teachers' Association

SAANICH TEACHERS' ASSOCIATION



Professional Development Handbook

2021-2022

For School Professional-Development Reps

STA

778-426-1426 phone
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BCTF

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PROFESSIONAL DEVELOPMENT HANDBOOK

PURPOSE OF HANDBOOK

This handbook is intended to provide information and guidance for members of the Professional Development Committee, school-based Professional Development Representatives and District teachers.

Throughout the year, a multitude of questions arise concerning workshops, funding, procedures and guidelines and hopefully some of these can be answered by a quick referral to this handbook.

Items in this handbook are not regarded as policy but as guidelines and suggestions. Suggestions for additions, deletions and amendments are welcome and appreciated.

MISSION OF BCTF: PROFESSIONAL DEVELOPMENT

Educational Leadership

The essential basis of educational leadership is vision. The federation's vision is summed up in the following statement:

9.A.01 - (a) The broad aim of the public school system should be to foster the growth and development of every individual, to the end that he/she will become and be self-reliant, self-disciplined, participating member with a sense of social responsibility within democratic society.

Effective professional development integrates the following dimensions:

- A vision for students, teachers and society;
- An assessment of the current situation in which students live and grow;
- An understanding of relevant research findings and educational theories to guide both teaching practices and educational change;
- Goals, objectives and activities within a long-term professional development program.

In accordance with policy 9.A.01 (a), it is through knowledge, skills and example of teachers that schools foster the growth of students into autonomous, socially responsible citizens. Specifically, teachers help to educate their students in the following ways:

- Through philosophical understanding of the aims, goals and values of education for a society that is just, democratic and peaceful and that supports its citizens in their pursuit of happiness and fulfilment;
- Through knowledge about teaching practice based on research and experience;
- Through understanding current affairs and social developments such as technological changes, cultural changes, and the arms race, which affect the context in which teaching and learning occur;
- By applying skills and understanding developed through formal and informal training, through feedback and coaching for colleagues, and through practice in the classroom;
- Through serving as role models of a caring and understanding, resourceful, responsible, self-directing adult who is committed to learning and personal growth and who exhibits honesty, openness, and integrity;

- By planning and organizing learning experiences appropriate for their students.
- By participating within the teaching profession in developing new knowledge concerning teaching and learning, in sharing information, materials, and knowledge with colleagues, and in supporting the development and enforcement of professional standards;
- By participating as educational leaders within the community, e.g., serving as an advocate for education, helping the community to understand the connections between the conditions for teaching and learning and the quality of education, and to appreciate the types of changes required in the schools.

A major goal of the BCTF is to work cooperatively with other groups and agencies to transform the public schools to make them more relevant and elective in preparing students for their futures.

PROFESSIONAL DEVELOPMENT - A PHILOSOPHICAL DEFINITION

Professional Development:

- increases awareness of good professional practice;
- brings about changes in professional practice which best reflect the needs of the times;
- enriches the lives of the professionals in practice.

For whom is the service intended?

- individual professionals;
- self-selecting groups of interdependent professionals;
- identifiable groups of professionals undertaking change.

Why is the service desirable?

- to update the practice of teaching in a growth oriented profession;
- to augment the practice of professionals anxious to accommodate change;
- to highlight specific skills common to exemplary practice under model professional circumstances.

Who initiates the service?

- the individual educator: a teacher chooses the appropriate conference on a topic for professional development.
- groups of educators bound by common need: a PSA, or like-subject group, organizes necessary professional development.
- colleagues responsible for monitoring and promoting professional practice: principal or school board staff member promotes professional development.

How is the service delivered?

- through school and district workshops and seminars;
- through the selection of appropriate out-of-district in-service;
- by encouraging an atmosphere of collegial support and exchange;
- through teachers' active participation in contractual guaranteed Professional Development Days.

Professional development is the dialogue of ideas when engaged in professional exchange. The outcome may be:

- growth of confidence;
- change of practice;
- a refining of professional development.

PROFESSIONAL DEVELOPMENT - A PRACTICAL DEFINITION

Professional Development for teachers can be defined as any activity or set of activities, driven by teachers, which enhances their own professional interests and skills related to work they may do with students. It increases awareness of good professional practice and brings about changes in professional practice which best reflect the needs of the times.

DECLARATION OF CONTINUING EDUCATION PRINCIPLES

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

1. It is the responsibility of the individual teacher to make a continuing effort to develop professionally.
2. Participation by teachers in professional development is a voluntary activity.
3. An effective needs assessment process should be the starting point of professional development. Planners of professional development should work as colleagues with the users in identification of needs, the planning of the training, and the continuing tailoring of the activities to fit the teachers' needs.
4. Professional development activities should include the growth of competence, collegiality, influence, social and personal development, and health.
5. Effective professional development requires a commitment of adequate resources, time and organizational support.
6. The individual teacher should be given the opportunity and the time to pursue his/her professional development activities.
7. The organization and delivery of professional development programs are most effectively achieved at the school staff level or with other intact groups.
8. Effective professional development activities incorporate presentation and discussion, demonstration and modelling, and practice with feedback.
9. Collegial support, on-site coaching and ongoing support should be available to the individual teacher to allow for adequate internalization.
10. The idea of teachers teaching teachers should be promoted in the provision of professional development programs.
11. Professional development programs should incorporate a wide repertoire of teaching approaches, and no one professional development program should be viewed as a universal panacea for the improvement of instruction.

DEFINITIONS

The definition of Professional Development generates much debate with its close relationship with in-service and curriculum development. But the following are some guidelines:

1. Contingency Fund: The portion of the Professional Development Fund assigned to conduct the business of managing the fund each year.
2. Curriculum Development and Implementation: Activities which are mandated or driven by the Ministry, District or Senior Administration.
3. Professional Development: Activities, driven by teachers, which enhance their own personal and professional interests and skills related to work they may do with students. It increases awareness of good professional practice and brings about changes in professional practice which best reflect the needs of the times.
4. Professional Development Representative(s): The teacher(s) elected at each school to conduct the school's Professional Development business for the year.
5. Joint Professional Development Committee: Section F Article 16. In accordance with the collective agreement this committee is composed of the Professional Development Chairperson(s), three teachers (F.6.1) representing elementary, middle and secondary school levels, a Teacher on Call representative, a Board representative (trustee), and a School Board Office Administration representative (executive). The committee shall be chaired by the association's Professional Development chairperson(s). At the discretion of the Professional Development chairperson(s), the past chairperson may be invited to participate in any meeting as deemed necessary but shall not have voting privileges.
6. Professional Development Chairperson(s): The STA member(s) who has been elected by the STA membership to chair the Professional Development Committee.
7. Professional Development Council: All the Professional Development Representatives, the Professional Development Chairperson(s) and the members of the Professional Development Working Committee comprise the Professional Development Council.
8. Professional Development Fund: Total funds available for Professional Development activities generated by contributions from the Board and the STA.
9. Priority Fund: The portion of the Professional Development Fund annually determined by the Professional Development Working Committee and assigned to special projects and programs.
10. Saanich Professional Growth Team: The group of partners from within the Saanich learning community who have taken the responsibility for planning the direction of professional growth for the educators within the district.
11. School Professional Development Fund: The portion of the Professional Development Fund assigned to each school.

12. Professional Development Working Committee: The Committee is comprised of the STA members of the Joint Professional Development Committee and is referred to as the Professional Development Working Committee in the Association Policy #6.C
13. School Policy: Developed by the teaching staff, the school policy should address, but not limited to, issues such as individual vs. school accounts, rules regarding accumulation of funds, approval procedures and plans for funds which are being accumulated.

ROLES AND FUNCTIONS

A. Chairperson(s)

1. Call start-up meetings and set meeting schedules for the year.
2. Work with the Professional Development Working Committee to organize the training workshop for Professional Development Representatives.
3. Recruit members for the Professional Development Working Committee.
4. Prepare an annual budget and financial summary.
5. Report and circulate information to the STA Executive Committee and Professional Development Representatives.
6. Facilitate a variety of professional development and staff development activities based on the needs and requests of the teachers.
7. Report activities and financial information to the STA Executive Committee and Professional Development Representatives.
8. Process Professional Development reimbursement forms and issue payments.
9. Manage the Professional Development bank account.
10. Manage the Priority Fund and Contingency Fund.
11. Call a meeting of the Professional Development Working Committee prior to the 30th of May to allocate Priority Fund applications.
12. Act as liaison with professional development contacts in other districts.
13. Act as liaison with teachers, district staff, school administration, and district executive with respect to Saanich Professional Growth Team activities.
14. Co-Chair the Saanich Professional Growth Team.
15. Support Professional Development Representatives.
16. Review current year's Professional Development funding provided by the District based on the FTE figures as of September 30th.

B. Joint Professional Development Committee

1. Meet on an as needed basis to discuss Professional Development issues as they arise.

C. Professional Development Working Committee

This committee is composed of the STA members from the Joint Professional Development Committee.

1. Review and update the Professional Development Handbook.
2. Review and recommend revisions to the Professional Development Guidelines, Procedures, and Policies.
3. Prepare a budget allocation proposal for approval by the Professional Development Council.
4. Conduct a Needs Assessment as deemed appropriate.
5. Evaluate and make decisions on applications for reimbursement questioned by school-based personnel.
6. Recommend policy related to Professional Development to the STA Executive Committee.
7. Meet during the month of May to review Priority Fund applications and make decisions regarding the applications for the use of priority funds for the following school year.
8. Review the final summaries from the Priority Fund projects.

D. Professional Development Representative(s)

1. Chair a school-based Professional Development Committee.
2. Attend meetings of the Professional Development Council.
3. Act as liaison between the Professional Development Working Committee and their staff.
4. Should be a member of the School Staff Committee.
5. Collect and distribute professional development information at their school.
6. Manage the School Professional Development Fund:
 - a. provide application for reimbursement forms to teachers
 - b. process applications for reimbursement
 - c. maintain records regarding expenses and TTOC costs
7. Initiate Professional Development business at staff meetings to:
 - a. decide on allocation of school Professional Development Fund
 - b. report to staff information regarding workshops and conferences
 - c. encourage staff to initiate Professional Development activities
 - d. discussion on dates and activities of non-instructional days
8. School Policy:
 - a. conduct an annual review of the school policy with staff
 - b. submit a copy of the ratified school policy to the Professional Development Chairperson(s)

BUDGET INFORMATION

1. Sources:

The Professional Development Fund is, by contract, generated by contributions from:

- a. The School Board - \$230 per September 30 FTE
- b. The STA - \$50 per September 30 FTE
- c. The School Board - \$7,500 designated for Teachers Teachers on Call.
- d. Professional Development surpluses or deficits from the previous year.

2. Allocation:

- a. The Professional Development Working Committee is responsible for budgeting and allocating Professional Development funds. This allocation is to be approved by the Professional Development Working Committee and will generally fall into 3 categories: School Professional Development Funds, Priority Fund, and Contingency Fund. The allocation portions are to be reviewed annually and approved by the Professional Development Council.
- b. The funds allocated to all schools and teaching sites are to be reallocated as stated in the school policy.

GUIDELINES FOR ALLOCATION OF PROFESSIONAL DEVELOPMENT FUNDS

The allocated portions of the Professional Development Fund are to be reviewed annually and approved by the Professional Development Council for the following school year.

A. The Distribution of the Funds for the Current Year is as follows:

1. 65%* of the total to the schools on an FTE basis.
2. 25%* of the total to a Priority Fund for:
 - a. LSA incentives and activities
 - b. Incentives for individual teachers who initiate and put on local workshops
 - c. Special projects developed by interest groups, schools, staff, consultants, teachers, LSA's and other STA groups.
3. 10%* for Contingency funds:
 - a. Release time and meeting expenses, as approved by the Professional Development Chairperson(s) to support:
 - i) Joint Professional Development Committee
 - ii) Professional Development Working Committee
 - iii) Professional Development Council
 - iv) Additional Tapestry Conference Planning

- b. Administrative time
- c. Maintaining the Professional Development Handbook
- d. Other expenses as approved by the Professional Development Chairperson(s)

*as ratified in March 2019 by the Professional Development Working Committee and the Professional Development Council.

SCHOOL PROFESSIONAL DEVELOPMENT FUND

1. Professional Development Funds may be used for:
 - a. professional conference registration and related expenses
 - b. professional workshops
 - c. school visits
 - d. academic non-credit courses **that cannot be claimed for income tax purposes**
 - e. professional association membership dues
 - f. expenses and honoraria for presenters
 - g. individual research expenses excluding personal payment
 - h. professional journals
 - i. staff retreats/staff development activities
 - j. release time for staff initiated meetings and work sessions
 - k. other claims that benefit a teacher's practice may be proposed in writing in advance.

*Decisions will be referred to the Professional Development Working Committee.

2. Professional Development Funds **may not** be used for:
 - a. purchasing equipment of any kind
 - b. costs associated with field trips or other travel taken with students
 - c. purchasing materials/resources that are used by students

SCHOOL FUNDS - NOTES ON POLICY AS AGREED ON NOVEMBER 22, 1995 *Notes as agreed on May 2015*

- a. Tickets to events (art gallery, plays, etc.) where the teacher is a general spectator will not be reimbursed unless it is part of a workshop-like event with educational enhancements such as a guided tour. Pre-approval is recommended and teachers will have an opportunity to create a Professional Development proposal outlining the professional learning that will take place should the nature of the activity be unclear.
- b. The District pays for two members of each staff to receive Occupational First Aid training. Both CUPE and STA members are eligible for this training. Teachers seeking to use Professional Development money to pay for first aid training should exhaust the district funds first.
- c. Food Safe training will be reimbursed as a Professional Development expense unless it is a condition of obtaining work (anyone who sells food). In those cases, the District should support training.

- d. Teachers who are travelling out of province for professional development are required to complete an Out-of-Province travel form which can be found on the ESS, under the My Dashboard tab, under the heading Miscellaneous. This form is approved by the Superintendent and could be an important piece in protecting you should a WCB claim occur while you are away. Teachers are also encouraged to contact Pacific Blue Cross to inquire about members' travel insurance and purchase additional insurance if required. Travel insurance is not considered a Professional Development expense for reimbursement purposes.
- e. Any teacher who accepts an administrative position will be eligible to claim past expenses incurred while they were a teacher as per the regular school based policy. All claims must be received within 2 weeks of changing positions.

Notes as agreed on June 2021

- a. Expenses related to a member's personal health (including but not limited to stress, vocal disorders, sleep disorders etc.) will not be considered professional development but are considered to fall under District Health and Safety.

3. Reimbursement Procedures:

- a. Applicant obtains pre-approval from their Professional Development Representative
- b. **Following** the activity, the applicant submits the completed STA Professional Development Reimbursement Form and required receipts to the STA website or sends to the Professional Development Chairperson(s) by district mail (September 2021)
- c. Expenses payable to the applicant will be made from the STA and sent via district mail where applicable.

4. Teachers Teaching on Call Bookings:

- a. The teacher codes absence in ESS automated call-out system as: **Pro-D Teachers**
- b. The district invoices the STA for TTOC costs at the current TTOC average billing cost per 1.0 FTE
- c. The STA reimburses the district based on the information on forms authorized by the School Professional Development Representative.
- d. **Forms with TTOC expenses need to be received within 1 week of the absence.**

5. Cost Sharing Professional Development:

When a professional development cost is shared between the district and STA, the cost will be paid by the School District and then reimbursed as required by the STA.

6. Record Keeping:

- a. Maintain a record of accounting of the school based fund. Review the records provided by the Professional Development Chair
- b. Monthly check-ins with the school administrative assistant for **Pro-D Teachers** bookings in the ESS system. Ensure the forms for those bookings have been submitted to the Professional Development Chair.
- c. Surpluses or deficits from the school are carried over to the following year.
- d. The deadline for reimbursement requests is June 1st. This enables the Professional Development Representative and the Professional Development Chair to complete record keeping.
- e. Funds for activities in July and August are considered as expenses in the following year.

TEACHERS TEACHING ON CALL PROFESSIONAL DEVELOPMENT POLICY

School District 63 supports the professional development of TTOCs by providing \$7500 per year. The Professional Development Working Committee oversees, administers and reviews the use of funds.

Details of accessing professional development money is as follows:

- a. Refer to acceptable uses of funds under [SCHOOL PROFESSIONAL DEVELOPMENT FUND](#)
- b. Amount not to exceed \$500.00 in one school year. For conferences located outside the Capital Regional District, this amount will be increased to \$600. This additional funding will be distributed on a first-come, first-served basis and will be available for the full school year or until the fund has a roll-over balance of \$5000.
- c. 8 call-outs needed in the current school year prior to applying
- d. The deadline for reimbursement requests is June 1st. This enables the Professional Development Chair to complete record keeping. Members who miss the deadline may apply for special consideration to the Professional Development Working Committee. The appeal process may occur as late as September of the following school year. The appeal may also be dependent on the balance of TTOC Professional Development Fund.
- e. TTOCs who also hold an SD63 contract may access either the Professional Development Fund or their school-based account, but not both.
- f. TTOCs who wish to appeal a decision can do so in writing. Correspondence should be sent to the STA office, ATTN: Professional Development Chairperson(s).

Reimbursement Procedures:

- a. Applicant may obtain pre-approval from the Professional Development Chairperson(s)
- b. **Following** the activity, the applicant submits the completed STA Professional Development Reimbursement Form and required receipts to the STA website or sends to the Professional Development Chairperson(s) by district mail (September 2021)
- c. Expenses payable to the applicant will be made from the STA and sent via district mail where applicable.

Notes as agreed on Oct 2021

Depending on the balance of the TTOC Professional Development Fund, SIDES summer call-outs may not be considered towards the 8 callouts needed to access the TTOC Professional Development Fund.

Once the fund is depleted, the Professional Development Working Committee will revise the policy on use of these funds.

PROFESSIONAL DEVELOPMENT - PRIORITY FUND FOR SPECIAL PROJECTS

These funds are available to all members of the Saanich Teachers' Association on an equal access basis. Groups of teachers may apply for up to \$3000 to fund special professional development projects.

1. Application:

- a. Application information will be available in March.
- b.. Application deadline is April 30th for projects in the next school year.
- c. The Professional Development Working Committee will review all applications and allocate funds.
- d. Applicants will be notified of the allocation of funds in early June.
- e. Application forms are available on the Saanich Teachers' Association website.
- f. Applications are submitted to the Professional Development Chairperson(s).

2. Criteria:

- a. It is desirable that these projects, directly or indirectly, service as many teachers and students as possible.
- b. Projects may be developed to address special circumstances and priorities that may arise periodically within the district.
- c. The size of the grants and the number of projects funded will be determined by the total amount of funds available for use in this area.
- d. Any school staff wishing to have funds for a staff function such as a retreat or activity off campus must indicate at least 25% of the funds needed to support teachers are coming from sources other than Professional Development funds allocated through the Collective Agreement.
- e. In joint ventures between the STA and the School Board, applicants must indicate that at least 50% of the funds are coming from sources other than the STA.

3. Conditions for the Grant:

- a. If a project is delayed, the group may keep their grant to undertake the project the following school year. In this event written notice to the Professional Development Chairperson(s) is appropriate.
- b. If a project is canceled, the funds are to be returned to the general professional development fund for reallocation either in the current year or in the subsequent year.
- c. If the nature of the project or the types of expenses change, it is the responsibility of the project lead to seek approval from the Professional Development Chairperson(s)
- d. All funds remaining at the end of the project, or project year, are to be returned to the general Professional Development fund.
- e. All communications regarding the project must clearly acknowledge the financial support of the STA.
- f. Project leaders may be asked to share their projects with other teachers in the district.

4. Reimbursement Process

- a. One Project Lead will be responsible for requesting reimbursements and communications with the Professional Development Chairperson(s).
- b. Following the activity, the Project Lead submits a completed STA Professional Development Reimbursement Form and required receipts to the STA website (September 2021)
- c. Expenses payable to the Project Lead will be made by the STA and sent via district mail where applicable.
- d. When TTOC bookings occur, the **Pro-D Teachers** absence code should be used
- e. Individual bookings: individual teachers submit their own STA Professional Development Reimbursement Form indicating the Priority Fund Number and the approval of the Project Lead
- f. Group meetings: the Project Lead submits a Group Meeting TTOC Form indicating the Priority Fund Number.
- g. **Forms with TTOC expenses need to be received within 1 week of the absence.**

HONORARIA FOR PRESENTERS

For Non STA members: Honoraria must go through the district payroll. See the Honoraria Guidance information on the ESS Dashboard.

For STA members: The preferred method is TTOC release time. (Amended June 15, 2015)

LOCAL SPECIALIST ASSOCIATION

Local Specialist Association (LSA) falls under the BCTF's Provincial Specialist Association (PSA). These organized groups are funded through special local grants from the Saanich Teachers' Association. An LSA allows opportunities for teachers to meet and discuss specific professional development needs, brainstorm solutions to local issues and exchange ideas.

1. Application:

- a. Up to four grants of \$500 are available each year to LSAs
- b. LSAs must submit:
 - i) list of their executive members
 - ii) plans for the year
 - iii) budget
 - iv) copy of a constitution
- c. Application deadline is **Oct 15th** for LSAs in the current school year.
- d. The Professional Development Working Committee will review all applications and allocate funds.
- e. Applications are submitted to the Professional Development Chairperson(s).

EDUCATORS AS RESEARCHERS **not currently active**

Funding:

The funding for this form of professional development is traditionally contributed by STA Professional-Development, SAA, TTOC Professional-Development, and School District Office.

Core Committee:

This committee will oversee the operation of the project. This committee should have at least one representative from each of the following: elementary school teachers, middle school teachers, secondary school teachers, school based administration, school district offices, and the Saanich Teachers' Association.

Project Sharing:

All participants in Educator as Researcher expected to participate.

Project sharing could take many formats and participants will be asked to outline how they will share their project at the time of application.

Documentation:

Review annually in order to adjust any parts necessary as a result of evaluations from participants or changes within the district.

Facilitator:

Whenever possible groups should be formed and a facilitator should be chosen to ensure that all paperwork is done and that the group meetings are as productive as possible.

District Support:

Each team working independently of any group will be provided with a contact person to act as a coach and to facilitate the disbursement of funds. The coach may answer questions and offer encouragement and suggestions to the team. A designated Instructional Support Teacher will provide this support.

Suggested Calendar of events:

SEPTEMBER:

Core Committee – send out brochures to all schools for distribution to all interested staff.

OCTOBER:

Core Committee – meet to review all applications and approve projects, where possible, notify all teams/groups of their approval status no later than November 1.

Provide support for all facilitators and, where necessary, team leaders.

FEBRUARY:

Send out requests for progress reports – due by March 1.

Core Committee – meet, if necessary, to review any additional applications.

MAY:

Send out request for final summary of work, completed accounting page, and evaluation of the whole process.

JUNE:

District coach to review final summaries of work, completed accounting pages, and evaluation of the whole process, as well as, to plan for the next year as a whole.

PROFESSIONAL DEVELOPMENT COMMITTEE CHAIRPERSON(S) – ANNUAL CALENDAR

The Chairperson(s) will:

Ongoing:

1. Communicate regularly to update members regarding Professional Development Activities.
2. Ensure Professional Development Representatives get regular statements.

September:

1. Contact Secretary Treasurer regarding the transfer of funds from general accounts to the Saanich Teachers' Association. Final FTE counts are conducted as of September 30 so after that Funds can be transferred. This generally occurs in October. Plan Professional-Development Rep training. If possible, this meeting will be planned with and paid for by the B.C.T.F.
2. Communicate with the Professional Development Committee to discuss use of Professional Development days for the school year.
3. Pre-set meeting dates for the Professional Development Committee to meet for such activities as reviewing overall funding (November), approving Priority Fund applications (3rd week of May).
4. Find out from each school who is the Professional Development Representative and create a list of these representatives.

October:

1. Conduct Professional Development Representative training day (first week of October is recommended).
2. At this time, check to ensure that letters regarding Priority Fund accounts and access have been sent.
3. Follow-up with the Secretary Treasurer to ensure the Professional Development transfer of funds has occurred from the School Board Office to the Saanich Teachers Association.

November:

1. The chairperson will advise the Professional Development Representatives of the allocation to each school and the balance of Professional Development priority/contingency funds. Should be done prior to November 15th.
2. Collect a copy of each School's policy for the use of school based Professional Development funds.

February:

1. Consult all school-based professional development representatives to review the breakdown of Professional-Development funds and make any changes for the following school year (money to schools; money to contingency fund; money to priority fund).

March:

1. Professional Development Chairperson(s) gives notice to Professional Development Representative re: June 1st cut-off date for applications for money from the Priority Fund. The Professional-Development chairperson makes available to all interested persons or groups prepared packages detailing the Priority Fund application and support process.
2. Communicate to all groups currently being funded from the Priority Fund giving accounting details to date and requesting a status report regarding the project.

April:

1. Prepare for the STA Annual General Meeting.
2. Prepare a financial report.
3. Prepare to vote for chairperson.
4. Meet with Professional Development Representatives to review the budget and the Professional Development allocations for next year.

May:

1. The Professional Development Working Committee will review and decide on Priority Fund applications. Send out notification to successful applicants. Check on LSA's after the LSA's have informed the Professional Development Working Committee of their elected executives.

PROFESSIONAL DEVELOPMENT WORKING COMMITTEE - ANNUAL CALENDAR

Ongoing:

1. Solicit and accept comments and directions from teachers regarding Professional Development Activities.
2. Share comments and directions from teachers with the other members of the committee.

September:

1. Review surplus funds.
2. Prepare for Professional Development Representative training.
3. Review the Reimbursement Forms.
4. Review the structure for managing the Priority Fund.
5. Set schedule for Joint Professional Development Committee meetings for the year.
6. Set schedule for Professional Development Working Committee meetings for the year.
7. Meet with the Professional Development Committee to set meeting dates for the year and to set Professional Development activities for the two district-based days.

October:

1. Conduct Professional Development Representative training day.
2. Review Professional Development Representative training day.

3. Review local Professional Development activities for provincial Professional Development day and communicate these to teachers in the district.
4. Finalize Professional Development handbook for the current school year.

November:

1. Communicate with the Joint Professional Development Committee in regards to any Professional Development issues.
2. Review overall Professional Development funding to schools.

March:

1. Review the accounting details to date for on-going Priority Fund projects.

May:

1. The Professional Development Working Committee will review and decide on Priority Fund applications. Send out notification to successful applicants.

June:

1. Meet as needed

JOINT PROFESSIONAL DEVELOPMENT COMMITTEE

1. Meet as necessary throughout the school year.

APPENDICES

COLLECTIVE AGREEMENT - PROFESSIONAL DEVELOPMENT

ARTICLE B.38: Work Outside the School Year

B.38.1 If the Superintendent requests a teacher, or if the Superintendent approves the total staff or teacher request to work on any day beyond the days in session as defined in Article D.14.2, such work will be voluntary. Such teacher(s) will be paid at 1/200 of the teacher's annual salary and be entitled to applicable benefits or granted equal time off during the school year in lieu of pay at the teacher(s) option. The option will be selected at the time of the request.

ARTICLE D.14: Regular Work Year for Teachers

D.14.2

- a. The regular work year shall be scheduled between the Tuesday after Labour Day and the last Friday in June of the subsequent year excluding Saturdays and Sundays, statutory holidays, Winter break and Spring break. If the last Friday in June falls on or before June 25 the regular work year will end on June 30.
- b. The first day of Christmas break shall be on the Monday preceding December 26. School shall reopen on the Monday following January 1 unless January 1 is a Saturday or Sunday then the school shall reopen on the following Tuesday.
- c. The first day of spring break shall be the third Monday in March. School shall reopen the fourth Monday in March. If the fourth Monday in March is Easter Monday, school shall reopen on the Wednesday following the fourth Monday in March.

ARTICLE F.11: Curriculum Implementation

- F.11.1 It is understood under this Article the new curriculum includes Ministry of Education mandated new curriculum, curriculum revisions and also locally development programs.
- F.11.2 When a new curriculum is being introduced to the School District, the Board and the Association agree to form a Joint Curriculum Implementation Committee, consisting of three representatives named by the Association and three representatives named by the Board.
- F.11.3 The Committee shall study the potential school and district effects of the new curriculum, which may include but not be limited to:
 - a. effects on other courses and student programs;
 - b. effects on staffing;
 - c. effects on budget;
 - d. effects on space and equipment.
- F.11.4 The Joint Curriculum Implementation Committee may make recommendations to the Education Directions Committee of the Board on all aspects of curriculum implementation in the District. Including but not be limited to:
 - a. time considerations;
 - b. in-service relating to the new curriculum;
 - c. materials;
 - d. funding estimates.

- F.11.5 The Committee shall be responsible for recommending to the Education Directions Committee of the Board a plan for the succeeding school year's curriculum implementation activities.
- F.11.6 Before the curriculum implementation takes place, the Educational Directions Committee will report to the committee regarding the disposition of its recommendations, and the committee will receive a copy of the funding ultimately approved by the Board.
- F.11.7 The Professional Development Fund will not be required to finance new curriculum implementation.

ARTICLE F.13: Teacher Autonomy

- F.13.1 A teacher shall, within the bounds of the prescribed curriculum, and consistent with effective educational practice, have individual professional autonomy in determining the methods of instruction, and the planning and presentation of course materials in the classes of pupils to which they are assigned.
- F.13.2 The Board and the Association agree that consistent with the purpose of the evaluation process, an evaluator may recommend teaching practices different from those being used by the teacher.
- F.13.3 The professional responsibility and ability of the classroom teacher to provide student evaluation is recognized. Evaluation of students shall primarily be the responsibility of the teacher in consultation with the principal.
- F.13.4 If for any reason student evaluation is revised by an authority other than the teacher, the teacher will be informed. If the teacher disagrees with a revision of marks or comments, that authority shall take written responsibility for the new mark assignment or comment on the student's records.

ARTICLE F.14: Non-Instructional Days

- F.14.1 Non-instructional days shall be available as described in the Article D.14.3.
- F.14.2 Two of the five available non-instructional days as prescribed in Article D.14.3 (a) shall be used for teacher professional development activities as approved by the Joint Professional Development Committee.
- F.14.3 Three of the five available non-instructional days as prescribed in Article D.14.3 (a) shall be used for staff-determined activities.
- F.14.4 The school staff or Association or Joint Professional Development Committee submits to the board before June 30 of each year requests for dates for professional development activities.
- F.14.5 If it is necessary to change the date of a non-instructional day, application for such change should be made to the Board as soon as possible.
- F.14.6 The Board will continue to consider some modification of the regular school schedule to facilitate an effective parent/teacher consultation program.
- F.14.7 All non-instructional days shall be considered as instructional days for salary purposes.

ARTICLE F.5: Professional Development Committee Funding

- F.15.1 a. The Board and the Association shall establish a fund for the purpose of promoting professional development of the teaching staff of the District.
- b. The annual contribution of the Board to the fund shall be determined on the basis of \$230.00 per FTE teacher as reported on September 30th of that year. The annual contribution of the Association to the fund shall be determined on the basis of \$50.00 per FTE teacher as reported on September 30th of that year.
- c. The Board shall contribute an additional annual amount of seven thousand five hundred dollars (\$7,500.00), which amount shall be dedicated to professional development activities, approved by the Joint Professional Development Committee, for teachers-on-call.
- F.15.2 The Board and the Association agree that programs, services, courses and funding which promote and foster the professional development of teachers shall be covered by this clause.
- F.15.3 The professional development fund as established by the Board and the Association shall be controlled and allocated by the professional development committee.
- F.15.4 The professional development fund will not be required to finance new curriculum implementation as defined in Article F.11.

ARTICLE F.6: Professional Development Committee

- F.16.1 The Board and the Association agree to encourage, as much as possible, each teacher in the District to become involved in professional development each year, and also agree that teacher-determined and teacher-developed professional development activities should be encouraged.
- F.16.2 The professional development committee shall be chaired by the association's professional development chairperson and shall comprise:
 - a. Teacher-elected representative(s) from the elementary level
 - b. A teacher-elected representative(s) from the middle school level
 - c. A teacher-elected representative(s) from the secondary level
 - d. The Association's professional development chairperson
 - e. A representative from the Board
 - f. A representative from the school board office administration
 - g. A teacher elected representative for Teachers on Call
 - h. A curriculum Instructional Support Teacher – District Office
- F.16.3 The professional development committee shall adhere to the following principles:
 - a. Teachers shall participate in professional development on a voluntary basis.
 - b. A needs assessment process shall be the starting point of a professional development program.
 - c. The professional development programs shall include adequate resources, time and organizational support.
 - d. Opportunities for professional development activities shall be distributed as equitably as possible.
 - e. Whenever possible, activities shall provide for presentation, discussion, demonstration or modeling and practice with feedback and follow-up.

STA CONSTITUTION:

Policy #6: Committee Policies

C. Professional Development Working Committee (Oct SGM 2020; AGM 2021)

1. Make-up of Committee:
 - a. The makeup of the Professional Development Working Committee will include: (AGM 2021)
 - i. Professional Development Committee Chairperson(s) (AGM 2021)
 - ii. Elementary level,
 - iii. Middle level,
 - iv. Secondary Level,
 - v. Teachers Teaching on Call,
 - vi. Instructional Support Teacher. (Amended AGM 2010)
 - b. The President shall ensure that the membership is informed that nominations are being sought. (Oct SGM 2020)
 - c. Representatives for each level will be elected annually at the Representative Assembly or a general meeting in October when there is no October Representative Assembly scheduled. (Amended AGM 2010; Oct SGM 2020)
 - d. In the event one or more positions remain unfilled, the Executive Committee shall appoint (a) person(s) to the vacant position(s). (Amended AGM 1992)
2. Purpose of Committee:
 - a. To examine and design: (Oct SGM 2020)
 - i. a workshop program;
 - ii. Professional Development programs with school staffs; (Oct SGM 2020)
 - b. To manage, on behalf of the Association, the joint Professional Development funds; (Oct SGM 2020)
 - c. To recommend a contract budget proposal to the Bargaining Committee;
 - d. To participate with the provincial and zonal BCTF Professional Development Committees. (AGM 1988; 2018; Oct SGM 2020)
3. Committee Policies:
 - a. The Professional Development Committee shall provide a copy of the Professional Development Handbook of Policies to the Representative Assembly at the first Representative Assembly in September. (AGM 1988; AGM 2007; Oct SGM 2020)
 - b. The Professional Development Committee will maintain, with the assistance of the Representative Assembly, a network of Professional Development Representatives in schools. (AGM 1988; Amended AGM 2010; Oct SGM 2020)
 - c. All teachers, including those who teach district programs, will be entitled to at least their share from school funds.

EVENTS AND ACTIVITIES FOR PROFESSIONAL DEVELOPMENT

Professional Development activities and events can be posted on the STA website's Professional-Development page. Please forward any information on upcoming activities or events to the STA Professional-Development Chairperson for uploading to the website.

It is the responsibility of the organizing person or group to circulate to the Professional Development reps at the schools all information pertinent to the activity, such as registration, funding details, description and target audience.

PROFESSIONAL DEVELOPMENT OUTSIDE OF THE REGULAR SCHOOL YEAR

Past practice in the Saanich School District has been for some teaching staff to engage in a day of professional development in the summer, in exchange for a lieu day in the school year. According to the collective agreement, the lieu day chosen cannot be the October professional development day and cannot be the February professional development day (F.4.2). All other days are free to select as lieu days in a collaborative process with the administration (B.38).

If the teaching staff is considering a summer professional development day activity, the following procedures are commonplace and should be occurring:

- Teaching staff should be actively engaged in determining if there will be a summer day and in setting the agenda for that day. The topics selected on that day should be directed by the needs of the teachers in the school as determined by the teachers themselves.
- Teachers hired after the school year starts will not be deducted pay. They will engage in Professional-Development on the regularly scheduled Professional-Development day.
- Any costs that may be incurred from a summer professional development day, such as the cost of a guest speaker, can be paid for by the administration, by the school-based professional development fund or a combination of the two. **CAUTION: Any money that is taken from your school-based account will result in less money available to teachers throughout the entire school year. Spending decisions should be made in alignment with your school-based professional development policy and should be voted on by teaching staff, considering the negative impact this could have on teachers.**

Teachers do have the right to refuse professional development that occurs outside of the regular school year as defined in article D.14.a, b, c of the Collective Agreement. For example, if the teaching staff has chosen August 31 as their Professional-Development day and they plan to take November 12 as their lieu day, any teacher can participate in the Professional-Development on November 12 instead of coming in during the summer. Clearly communicate these intentions with your administrator and Professional-Development Rep. Also note that the union can neither negotiate nor approve different lieu days on your behalf for Professional-Development activities. Lieu days are at the sole discretion of the employer.

PROFESSIONAL DEVELOPMENT AND PART-TIME TEACHERS

Part-time teachers should maintain their regular teaching schedule during any non-instructional day. If the day falls on a non-working day, the teacher is not required to attend the professional day. If the day falls on a non-working day and the teacher wants to take part in the event, the teacher can speak to the administrator and investigate the feasibility of changing their schedule for that week. Keep in mind that any changes are at the discretion of the administrator. See Article D.14.8 for more information.

Saanich Teachers' Association – Local 63

CLAIMING TRAVEL EXPENSES FOR STA MEMBERS

Expenses incurred by Saanich Teachers' Association members will be reimbursed as follows, according to BCTF Policy 10.I [1995]:

Food:

The per diem allowance shall be \$56.00 per full day on BCTF or STA business. If meals are provided by the registration fee or otherwise, deductions shall be at the following rates: \$14.00 for breakfast, \$16.00 for lunch, \$26.00 for dinner. When less than a full day is involved, the meal allowance is as above.

Lodging:

Should it be necessary for the claimant to pay for lodging, a receipt for amounts exceeding \$15.00 per day is required to support the expenditure.

Mileage Rates:

STA members will be reimbursed at \$0.54 per kilometer. The maximum amount claimable is limited to the cost of economy airfare between points traveled, when air transportation is available and practical.

Incidental Expenses:

Parking, taxi fares, telephone calls, etc., will be paid for by the BCTF or STA. Incidental expenses exceeding \$5.00 must be supported by a receipt. Expenses under \$5.00 will be reimbursed provided a short description of items is included on the claim form.