

February 17, 2021

Pursuant to *Article F.20 Professional Development* of the Collective Agreement, the Association has prepared the following report to the Board of School Trustees for the period July 01, 2020 to January 31, 2021.

BUDGET:

Expected revenue for 2020-2021 is approximately \$378,000. Of those funds the greatest share, \$200,000, is budgeted to address the individual professional development needs of the district's approximately 1000 teachers and teachers teaching on call. These funds are reimbursed to teachers in accordance with the NDTA Professional Development Policy and the Principles of Professional Development. A Statement of Disbursements dated January 31, 2021 is included with this report. The middle column reflects revenue and expenditures to January 31.

Individual Teachers' Professional Development Funds: \$200,000

2020-2021 is the third and final year of the three-year cycle for individual teachers' funds. The NDTA believes that this model, in effect for over ten years now, has made the distribution of professional development funds more equitable and accessible to more teachers. In typical years, this funding model allows teachers to plan ahead and attend more expensive opportunities that would not be possible with only a single year's allocation. This year, teachers are able to access funds from all three years of the funding cycle. This amounts to \$1000: \$400 in the first year and \$300 each for the second and third years (pro-rated to FTE). Teachers Teaching on Call (TTOCs) have access to \$300 in individual funds annually but are not able to bank their funds for future use.

Typically, the majority of individual professional development funds are used toward supporting members in their ability to attend conferences outside of Nanaimo. Although travel has not been an option this year, teachers are still finding ways to participate in meaningful professional development. What we have noticed is that with more conferences and events moving to a virtual format, teachers in Nanaimo have been able to take part in more events. Individual funds have been used by teachers to attend Provincial Specialist Association (PSA) conferences, attend a variety of other conferences and workshops, for PSA membership fees, and to purchase professional resources.

This year's PSA day was held on October 23, 2020. The British Columbia Teachers' Federation has 32 unique PSAs, nearly all of which hold their annual conference on PSA day. This year every PSA event was held virtually with teachers participating from home to be able to learn safely. As travel was not required to attend any of the PSA events, more teachers attended a PSA event this year than in any other year.

Capacity Building Grants: \$0

Formerly the international conferences grant, this budget line has been used to support teachers in attending a variety of quality professional development opportunities across Canada and abroad. As travel has not been possible this year due to the pandemic, we decided to set the budget line at \$0 for

Capacity Building grants for this school year and instead focus on funding collaborative activities such as Professional Learning Groups and Professional Learning Partnerships.

Local Facilitators' Account: \$10,000

When local teachers facilitate workshops and presentations in our district, they are awarded a sum in their local facilitator's account to cover the cost of a TTOC or to access their own professional development opportunities. This allows them the ability to make up the missed opportunity for their own professional development when they were providing professional development.

District Day \$25,000

Our plans for District Day changed entirely with the realization that an in-person event would not be possible this school year. In response, we took inspiration from the Syeyutus Framework and the meaning, walking together, for our theme. This year's theme was Walking Together: Navigating Teaching During a Pandemic. More than 25 facilitators offered over 30 sessions on a wide variety of topics including: Indigenous Intergenerational Trauma, Vicarious Trauma, and Building a Resilience Strategy, First Peoples Principles of Learning, Differentiating the BC Digital Classroom, Realistic Self-Care for Educators, Trauma Informed Practice as Reconciliation, Outdoor Education, Story Workshop, Inquiry Projects, Physical Literacy, Engaging Diverse Learners, Culturally Responsible Assessment, Virtual Field Trips with the Nanaimo Museum, Yoga, Mindfulness, SPCA student learning, School Gardening, and Coast Salish Drum Making. Once again, we had the opportunity to offer workshops in both French and English with two different presenters facilitating their workshops in French. Our keynote speaker, Myrna McCallum is a Cree lawyer, Residential School survivor, and host of the Trauma Informed Lawyer podcast. She spoke about Indigenous intergenerational trauma, identifying trauma, vicarious trauma, safeguarding mental health, and building a resilience strategy. In her presentation she reflected on the time she spent as a student in a Residential School and how her life and her work have been impacted by this to this day. Myrna also spoke about racial and cultural consciousness, privilege, moving towards equity, self-reflection, and lifelong learning.

Supplemental Release: \$45,000

Subject to availability of funds, the Professional Development Policy allows teachers access to one TTOC release day in order to attend professional development conferences and workshops on a day where they are regularly scheduled to teach.

Professional Learning Groups (PLGs): \$50,000

This funding is to assist colleagues with their needs to collaborate regarding pedagogy, philosophy, or grade and subject professional development initiatives. It is broadly accessed by teachers with similar interests and needs from various worksites. Some teachers participate in multiple groups. Each group is expected to create an action plan for approval and submit a short summary report of their work in June. This summary is then shared on our website so that other teachers can view what topics and activities their colleagues have been working on. This year we have funded 156 teachers to participate in 27 different PLGs.

2020-2021 Professional Learning Group Topics	
Reading & Writing Intervention Book Club – Powerful Understandings Teaching Performing Arts during a Pandemic Reading Assessment Expressing Understanding through Writing Play-based & Experiential Learning Early Numeracy Strategies Writing Structures–Powerful Understandings Outdoor Education Diversity in Secondary School Libraries Hands-On Mathematical Learning Recognizing/Respecting Diversity Storywalks – Outdoor Literacy Stuart Shanker – Self-Regulation	Decolonizing School Libraries Student Support Story Workshop Reggio Story Workshop Lens Tier 2 & 3 Interventions Primary Outdoor Learning Play-Based Learning for Social Communication Development Trauma & Resilience Building Primary Literacy Programs Trauma Informed Practice Creative Writing Literacy Skill Development Professional Practice Book Club

Professional Learning Partnerships (PLPs): \$26,000

This funding is to provide TTOC coverage to two colleagues to collaborate and to act as mentors or critical friends to fully develop, explore and assess their plan. Each partnership is expected to create an action plan for approval and submit a short summary report of their work in June. This year we were able to fund 32 teachers to participate in 16 PLPs.

2020-2021 Professional Learning Partnership Topics	
Story Play in Kindergarten Phonemic Awareness and Reading Eco-literacy and Sustainability Reggio Philosophy using Loose Parts for Math Acquiring Textiles Knowledge Literacy & Numeracy Communication Socio-Emotional Learning & Working with Vulnerable Students Using a Multi-disciplinary Approach to Mathematics	Supporting Vulnerable Students in Intermediate Classrooms Language and Performing Arts for Intermediate Students Play-based Learning Combining Math and Performance Arts at the Secondary Level Effective Writing Strategies Using Literacy Centres for Literacy Intervention

A special thanks to the Professional Development Committee: Aimee Blow, Nora Moslin, Jennifer McAdams, Sarah Armstrong, Danielle Chaisson, Liz McCaw, Desiree Hatt, Gitanjali Mitchell, and Suki Davis well as to our Executive Assistants Laura Hrynkiw, Tricia Grajek, and Christina Andrews for all of their work in advancing professional development across this district as.

Respectfully submitted,

Kristin Singbeil
Pro D Chair