

Alberta Education

Professional Development Handbook

“Supporting Teacher Professional Development”

Foothills ATA Local 16

and

Foothills School Division No. 38

Reviewed

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Updated

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I. Acknowledgments

This revised handbook is the result of the collaborative efforts of members of the Foothills local PD committee.

Co-Chairs: Amanda Caporicci-Urovitch

Randy Morrow

Treasurers: Karen Dahlgren

Karen Evans

Secretary: Pam Mayer

Representatives from each school in the Foothills School Division

Foothills School Division staff representative

Foothills ATA local 16 Executive Committee

ATA Executive Staff Officer

II. Introduction

The framework outlined in this handbook reflects an ongoing commitment to professional development focused on improving teaching practice and instructional strategies in order to enhance student learning. This handbook will guide activities directed toward developing a network of professional learning communities in Foothills School Division.

This handbook will:

- describe the collaborative structures and processes that will support adult learning and professional development within the division;
- describe specific procedures governing the access and funding of locally sponsored professional development activities.

III. Foothills' Commitment to Developing Professional Learning Communities

Our committee is focused on supporting professional development for our teachers in collaboration with our school division partners. We envision supporting teachers in their on-going development to meet the needs of their students.

As a committee we will:

- support and encourage the professional development of teachers at the school level;
- communicate effectively with teachers in our local;
- adhere to the guidelines of the PD committee in terms of frame of reference and procedures; and
- advocate for professional development that meets teachers' needs

IV. Professional Development Structure for Foothills

Overview of Organizational Structures

Currently a number of partners play a role in program development and planning. In order to coordinate the professional development program in Foothills, a coordinating structure and coherent processes need to be developed that reflect the different roles each of these partners play.

School Leadership Team	ATA Professional Development Committee
<ul style="list-style-type: none">○ Principal (or designate)○ Instructional Coach○ Learning Coach○ ATA PD Committee Representative	<ul style="list-style-type: none">○ Chair○ Co-Chair○ Secretary○ Treasurer○ School Representative – one per school○ Convention Board Representative○ Guest Teacher Representative○ Division office representative (non-voting)○ PD staff officer (non-voting)○ Local president and/or vice president Invited partners: <ul style="list-style-type: none">○ Trustee○ FAA representative

Professional Development Committee

The ATA Professional Development Committee will support individual and school-based professional development by:

- collaboratively establishing broad organizational strategic goals that can be interpreted and adapted at each school site
- providing programs or access to programs that enhance professional development leadership skills
- encouraging innovative PD approaches

Objectives and Guiding Principles

The benefit of establishing broad learning directions is thought to be useful:

- to encourage dialogue on learning or organizational issues of wide significance
- to integrate learning efforts within the learning communities
- as an additional stimulus to individual and school planning
- to conceptually link school and division programs

School Leadership Team

The School Leadership Team in each school provides leadership, time and resources, which enable practitioners to engage in meaningful job-embedded professional development.

Key Responsibilities:

- lead the implementation of the School Plan in consultation with the School Team
- consult and collaborate with the School Team in planning professional development that supports the school's improvement plans and acknowledges and communicates the professional development needs of teachers

V. Honoraria and Payments

The following payments shall be made annually from the PD Committee Funds:

- | | |
|--|---------------|
| 1. ATA PD Committee Treasurer Honorarium, plus 14 release days | \$700.00 |
| 2. ATA PD Committee Secretary Honorarium | \$150.00 |
| 3. Fee for Auditing Accounting Books | as determined |

Honorarium for ATA PD Committee Chair are governed by the Local Council.

VI. Sources of Professional Development Funding

Principles

1. Teachers, as professionals, are committed to ongoing professional development.
2. Foothills School Division and ATA Local No 16 have a shared responsibility to support ongoing professional development of professional staff.
3. Teachers exercise both autonomy and responsibility in decisions concerning their professional development.
4. ATA Local No 16 supports:
 - individual professional development accounts
 - sabbaticals
 - school-based professional development activities
 - local PD committee initiatives
 - international and national conferences
5. Ensure consistency between PD policy and practice and the collective agreement.

PD Funding Sources

- collective agreement PD funding for teachers (see clause 9.2.1.1) \$350 per FTE
- collective agreement sabbatical (see clause 9.2.1.2) (95% of 4th year minimum)
- ATA Local contribution of \$70 per FTE
- collective agreement leave of absence (see clause 12.2)
- division school based PD Allocation (AP 422) \$40 per FTE for school-based PD fund*

PD Fund	School- Based Fund*
- collective agreement \$350 per FTE	- School board policy \$40 per FTE
- sabbatical	
- leave of absence	
PD Committee Fund	
ATA Local contribution \$70 per FTE:	
- national/international conference	
- committee expenses/audits/mileage	
- mentoring (includes all teachers)/PD initiatives	
- leadership meetings	

VII. Distribution of Individual Professional Development Funds

- A. This policy governs the professional development funds for Foothills Local No. 16, effective September 1, 2011.
1. The Board will contribute funds to Professional Development Fund as per Clause 9 of the Collective Agreement.
 - (a) The costs of a Sabbatical Leave, as described in the Collective Agreement, will be covered from this total revenue.
 - (b) Paid Sabbatical Leave will be granted only for the purpose of continuing one's education and under the terms outlined in Clause 9 of the Collective Agreement.
 - (c) Selection of sabbatical leave candidates will follow the guidelines in Clause 9.2.2 of the Collective Agreement.
3. Funds collected as per 9.2 will be allocated in the following year's disbursement.
4. Allocations to the PD Fund will be made annually to individual teacher accounts on a per FTE basis.
5. Calculations regarding the above are based upon the number of FTE teachers as of September 30, and the existing collective agreement.
6. Teachers may accumulate money in their accounts to a maximum of **\$3000**.
 - (a) A teacher who has not used the allocation shall have all subsequent allocations to the account made to the Individual Teacher PD Fund. However, as soon as the allocation of funds falls below the total allowed allocation, all additional funds will again be allocated to the individual's account until the total allowable allocation amount is reached, which occurs prior to the end of the school year.
 - (b) When a teacher leaves the division, any unexpended funds shall be returned to the Individual Professional Development Fund.
7. Guidelines
 - (a) A teacher may use funds from his/her account for professional development activities related to his/her individual professional growth plan; courses offered by a recognized university; a workshop or conference sponsored by the ATA, ATA specialist councils, professional development consortia or Alberta Education; professional reading literature (i.e. books that would be used in a graduate level course); or, any other professional development activity, which the teacher believes meets a professional growth need and follows the ATA PD guidelines.
 - (b) Any questions regarding eligible PD activity can be submitted to the PD chair in writing

- (c) An appeal can be submitted if PD funds have been denied. In the case of appeal, an ad hoc committee, composed of three members of the PD committee, excluding the chairperson and the PD treasurer, will be struck. A decision will be handed down within two weeks of the ad hoc committee being struck.
- (d) The expense claim, with receipts, will be forwarded to the PD Treasurer.
- (e) As a professional courtesy, administration shall be notified of all PD activities.

B. The PD committee funds can be used for the following activities:

- 1. PD committee costs (subject to budget approval)
- 2. National/International Conferences
- 3. Mentorship Initiatives
- 4. Leadership Meetings

VIII. Examples of Professional Development Activities

study/participate in action research projects	attend PD workshops	attend nation/international conferences
give presentations at conferences/seminars	participate in collaborative planning	use coaching from outside experts
coaching/consulting	make/host inter-classroom visitations	plan lessons/units with a colleague
watch/present demonstration lessons	use peer coaching partners	do job exchanges or shadowing
use principal observation/feedback	use self-assessment instruments	participate in school improvement plans
join a professional network	use self-instruction modules	take university courses
participate in study groups	develop curriculum	attend conferences/seminars
attend workshops and in-services	become a lead teacher	mentor someone or be mentored
use video conference or conference calls with experts	make visits to model schools/programs	lead a school-wide committee

Alberta Teachers' Association Policy on PD Funds

Many teachers ask "How can I spend the professional development funds provided in the collective agreement?" This simple question is made complex by those who are looking for ways to justify the expenditure on artifacts, such as hardware, including laptops and iPads, which are not recognized as programs or activities designed to improve a teacher's professional practice.

The following is the Association's advice regarding appropriate use of funds to purchase items designated for teacher professional development:

The Alberta Teachers' Association, through policy approved unanimously at the 2011 Annual Representative Assembly, defines professional development as the wide range of programs, activities and services that teachers identify and undertake individually or collectively to further understand the nature of teaching and learning, enhance professional practice and contribute to the profession. Expenditures related to travel and accommodation (associated with the PD event or activity), tuition, registration and materials (books, teaching and learning resources) are deemed acceptable. However, expenditures related to the purchase of hardware (e.g. laptops, iPads, etc.) are NOT seen as acceptable use of professional development funds.

Materials purchased by teachers such as books and teaching and learning resources are not deemed to be a taxable benefit. Ownership of these resources may reside with the teacher if purchased as part of a teacher's professional development fund within the collective agreement. If the funds are provided to the teacher by the school, the school owns these resources.

(The Alberta Teachers' Association Handbook for Treasurers of Locals; Teacher Employment Services in collaboration with Finance, 2021/22)

IX. PD Expense Claims and Forms

Individual PD Claims

Claim forms can be found on the Foothills Local ATA website under local documents www.foothillsata.com

1. Submit a completed and signed hard copy of the expense claim including **receipts** for all expenditures to the ATA PD Committee Treasurer. Mileage will be reimbursed according to current rates paid by Alberta Teachers Association. Be sure to keep a copy of the claim and receipts for your files.
2. Release costs for guest teachers (**approximately** \$250.00 per day) are deducted first from your claim.
3. Claims are processed following the last school day of each month. If you are sending claims by courier, remember that the claim may take up to two weeks to be received.
4. The maximum amount of funds accumulated in your account shall not exceed \$3000. Further PD Fund deposits shall cease, and shall be directed to the Foothills General PD Fund, until such time as some monies have been spent from your account. Deposits will resume the following school year, continuing to the maximum.
5. Claims must be submitted within the school year that the expense has occurred.
6. Claims for expense incurred over the summer must be submitted prior to September 30.

Claims for Teachers Convention

This form is unique to the annual Teachers' Convention, as such, the following limitations are in place:

- Claims for accommodations are for a regular room rate to a maximum amount of \$300 per night
- Meals can be claimed with itemized receipt (Breakfast max \$20, Lunch max \$30, Dinner, \$40)
- Mileage will be reimbursed according to current rates paid by Alberta Teachers Association
- Claims for parking with a dated receipt

CLAIM FORM for INDIVIDUAL PD FUNDS

NAME _____ SCHOOL _____

CONFERENCE TITLE and DESCRIPTION _____

LOCATION _____ DATES _____

Substitute Fee(s)*	days @ \$ _____ per day	
Registration Fee:		
Accommodation:	nights @ \$ _____	
Meals: Breakfast		
Lunch		
Dinner		
Travel:	km @ _____	
Other:		
TOTAL CLAIM		

* If a substitute is required, it is your responsibility to pay for substitute costs by including sub costs on this form. The treasurer will forward the sub costs from your account to the division when they bill the PD Committee for your sub costs.

*Itemized receipts are required (not solely credit/debit receipts)

*Alcohol and tips will not be reimbursed

Teacher's Signature _____

Please be sure to:

- retain a copy of this form and all receipts submitted.
- staple the receipts to the back of this form.
- forward the original copy of this form and receipts in an envelope to the ATA PD Treasurer

PD Treasurer's Initials

Cheque Number

CLAIM FORM for Teachers Convention

NAME _____ SCHOOL _____

LOCATION _____ DATES _____

Accommodation: (Regular room rate to a maximum of \$300)	_____ nights @ \$ _____	_____
Meals: Breakfast maximum \$20	_____	_____
Lunch maximum \$30	_____	_____
Dinner maximum \$40	_____	_____
Travel:	_____ km @ _____	_____
Other:	_____	_____
TOTAL CLAIM	_____	_____

*Itemized receipts are required (not solely credit/debit receipts)

*Alcohol and tips will not be reimbursed

Teacher's Signature _____

Please be sure to:

- retain a copy of this form and all receipts submitted.
- staple the receipts to the back of this form.
- forward the original copy of this form and receipts in an envelope to the ATA PD Treasurer

PD Treasurer's Initials

Cheque Number

NATIONAL/INTERNATIONAL CONFERENCES GUIDELINES AND APPLICATION FORM

Guidelines

1. Teachers will be supported annually for attendance at a conference offering a national or international perspective with applications to be submitted by September 30th for conferences that occur between October 1st and March 31st, and March 31st for conferences that occur between April 1st and September 30th, annually.
2. The Selection Committee will consist of three (3) individuals, including the ATA PD Chair/Co-chair, the ATA PD Treasurer, and one other member selected from the ATA PD committee.
3. Interested teachers will complete an application to attend a major conference and forward it to the PD Committee Chair on or before the application deadline.
4. Allocations of \$5250 will be awarded per application deadline with each teacher eligible to receive a maximum of (\$1750) each. This allocation will be made from the ATA Local 16 PD budget to assist the successful applicant(s) to cover direct expenses. (Individual PD funds may also be used to offset national/international conference costs.).
5. Upon returning, the teacher(s) will submit an expense claim with receipts to the ATA PD Treasurer for reimbursement.
6. Teachers are expected to present at ATA Local PD Committee meetings and are encouraged to share their newly gained knowledge and insights with colleagues.

APPLICATION FORM
for
NATIONAL/INTERNATIONAL CONFERENCE

Deadlines for applications are September 30 (for conferences that occur between October 1st and March 31th) **and March 31** (for conferences that occur between April 1st and September 30th) **for the current school year.**

The Selection Committee will be comprised of three individuals: ATA Local No. 16 PD Chair, Co-Chair, the PD Treasurer, and one member selected from the PD Committee. In the event of a dispute, the Chairperson will be notified and a new Selection Committee will be struck.

Considerations in this decision-making process are as follows:

- Contributions to the ATA.
- Length of service in Foothills.
- Previous applications/funding of the individual.
- Subject areas that have received funding previously.
- Willingness of the individual to share and present learning from the conference.

Personal Information:

Name _____ School _____

Phone # _____ School Phone _____

Email _____

Years of experience in Foothills (minimum 3) _____

Professional contributions or representation you have made to the ATA in the past five years:

Conference Details:

Name of Conference _____

Sponsoring organization _____

Dates _____ Location _____

Have you previously applied for major conference funding through the Foothills Professional Development Committee?

Yes _____ Which year(s) _____ No _____

Did you previously receive funding through the Foothills PD Committee? _____

If only partial funding is available, do you wish to withdraw your application?

Yes _____ No _____

Rationale for attending conference: _____

(Attach additional pages if necessary)

Attach a conference schedule (if available) to the application and indicate which sessions you plan to attend.

How do you intend to share information gained at the conference with other teaching professionals?

Estimate of costs:

A. Registration fee = _____

B. Accommodation costs
_____ days x \$ _____ per day = _____

C. Guest teacher costs
_____ days x \$ _____ per day = _____

D. Meals = _____

E. Transportation = _____

F. Estimated total assistance required ** = _____

**(not to exceed \$1,750 including guest teacher costs)

Date: _____ Signature: _____

If your application is successful, it will be your responsibility to inform your principal and make a short presentation to the PD Committee and/or staff of the school.

Mentoring Initiatives

The Local PD Committee has set aside \$3500 to support mentoring between teachers in the division.

1. Teachers are eligible to apply for a mentoring initiative to cover the cost of release time and expenses to work together to create a common project or observe one another to enhance and develop professional practice.
2. No more than half of the money will be awarded before January 31 of the school year.
3. Applications must be submitted a minimum of one month before the date of the event.

**Mentoring Initiatives
Professional Development Application**

NAME: _____

SCHOOL(S): _____

ACTIVITY/ PURPOSE: _____

DATE(S): _____

ESTIMATED EXPENSES:

Guest teacher costs:	days @ \$ per day	
Travel:	km @ per kilometre	
Other:		
	TOTAL	
Teacher's Signature(s)	_____	
Principal's Signature	_____	

Forward the original copy of this form and receipts to the ATA PD Treasurer.

Sabbatical Leave Provisions and Application Procedures

9.2 Professional Development and Sabbatical Fund

9.2.1 A fund will be available for both Professional Development and Sabbatical Leaves for teachers. The fund shall be composed of: Foothills School Division No 38 Collective Agreement Page 19 of 36

9.2.1.1 A Professional Development fund of \$350 per teacher based on the full-time equivalent teacher count as at September 30 of the previous year; and

9.2.1.2 A Sabbatical Leave fund of 95% of the fourth-year minimum salary as at September 30.

9.2.1.3 In the event that no candidate is selected for Sabbatical Leave, the funds for same shall be added to the Professional Development fund of that year.

9.2.1.4 All monies not used in a specific year shall be forwarded to the Professional Development Fund of the following year.

9.2.2 Sabbatical leaves may be granted for periods of time equivalent to one quarter, one semester or a full year. A committee composed of three School Jurisdiction representatives and three teacher representatives shall select the candidate(s) for the Sabbatical(s).

9.2.2.1 The equivalent of one full year's Sabbatical Leave shall be allocated each year if there are sufficient applicants.

9.2.2.2 All applications for a Sabbatical Leave shall be submitted to the Superintendent by January 31, with a copy to the Chairman of the Professional Development Committee. The Sabbatical Committee shall review all applications and select the candidate(s) by March 1.

9.2.3 For the guidance of this committee the following regulations shall apply:

9.2.3.1 To be eligible for a Sabbatical Leave a teacher must have been employed by the School Jurisdiction for at least five (5) years.

9.2.3.2 Experience increments will not be granted to teachers for the period of the Leave. 9.2.3.3 A teacher granted Sabbatical Leave shall enter into an individual written agreement with the School Jurisdiction on conditions under which the teacher may return to the school system at the conclusion of the Leave provided this contract does not contravene the Collective Agreement.

9.2.3.4 Teachers granted Sabbatical Leave shall return to their duties at the beginning of the school year or the beginning of a semester, whichever occurs first, following expiration of the Leave, and the teacher shall not resign or retire from the Foothills School Division No 38 Collective Agreement Page 20 of 36 services of the School Jurisdiction for at least two (2) years after return to duties. If the teacher terminates employment before the two-year return service commitment, then the teacher shall reimburse the Professional Development Fund any Sabbatical pay pro-rated.

X. Appendices

Appendix 1

ATA FOOTHILLS PROFESSIONAL DEVELOPMENT COMMITTEE FRAME OF REFERENCE

A. Name

The name of this committee shall be the Professional Development Committee of the Foothills Local No 16, ATA.

B. Objects

The professional development committee shall be the advocate for professional development opportunities and activities undertaken in the jurisdiction. The work of the committee will be undertaken in accordance with the professional development policies of the provincial Association (attached) and the Foothills Local, ATA constitution.

C. Duties and Responsibilities

1. In general:

- a. The professional development committee will help build linkages between the various professional development opportunities for teachers. school-based, local institutes, conventions, in-service, specialist councils, etc.
- b. The professional development committee will generally exercise leadership in all matters pertaining to all professional development activities undertaken by the local.
- c. The professional development committee is responsible to the local for a yearly financial statement and for a written annual report of its activities.

2. In particular:

The professional development committee has the following duties:

- a. To be responsible for the active promotion and organization of school-based professional development activities.
- b. To seek input and feedback from teachers and/or school staffs in regard to professional development needs and how these needs can best be met.
- c. To disseminate information through the Local website and/or e-mail.
- d. To recommend, where appropriate, changes in the policies of the school jurisdiction, collective agreement and/or the constitution of the local teachers' association, which have an impact on the mandate of the professional development committee.

- e. To consult with professional development staff officers, district representatives, professional development facilitators (as assigned) and members of the local.
- f. To attend, if possible, Professional Development Area Conferences and the PD Course at Summer Conference.
- g. To assist in coordinating and developing local responses to professional development issues.
- h. To ensure that appropriate payments are made.
- i. To provide expertise and financial assistance, where possible, to school staffs and other teacher groups in the area of professional development.
- j. To develop and maintain a budget.
- k. To keep a record of the minutes of the meetings.
- l. To establish operational policy and procedures for any subcommittee that may be formed for the professional development committee.
- m. To establish procedures through policy handbook for the consideration of funding applications for conferences, school and school-system professional development activities.

D. Membership

1. The professional development committee shall consist of the following voting members:
 - a. (1) representative(s) from each school in the division;
 - b. (1) representative(s) from the central office (non-voting);
 - c. (1) representative(s) from the guest teachers;
 - d. (1) representative(s) from the teachers' convention association.
2. The district representative and those staff officers and professional development facilitators who may attend professional development meeting from time to time shall be non-voting members of the professional development committee.
3. The president of the local or designate acting in an ex-officio capacity shall also be a member of the professional development committee.
4. The members of the professional development committee are expected to:
 - a. Attend all meeting of the professional development committee or if unable to attend, to ensure that a substitute representative is present;
 - b. Be prepared to serve on a subcommittee of the professional development committee;

- c. Provide full and effective communication for their constituency both to and from the professional development committee;
- d. Elect annually from its members the following officers: a chair, a co-chair and a secretary-treasurer (or a secretary and a treasurer). These positions are called the officers of the committee.

E. Officers

1. The officers of the professional development committee shall consist of the chair, a co-chair and a secretary-treasurer (or a secretary and a treasurer).
2. These officers on the professional development committee will be elected from and by the teacher members of the committee.
3. The officers of the professional development committee are expected to:

a. Chair

- Call meeting of the PD committee as the need arises.
- Set the agenda for each meeting.
- Chair all committee meetings.
- Attend Local Council meetings and submit a report of committee activities.
- Attend Policy Committee meeting.
- Attend Professional Development Area Conferences (PDAC) called by the region.
- Review the PD Guidelines with new committee members early in the school year.
- Act as a member of the Executive Committee.
- Submit an annual report to the Local.
- Submit an annual budget to the Local for approval.

NOTE.SELECTION OF THE CHAIR IS SUBJECT TO PROVISIONS WITHIN THE FOOTHILLS LOCAL CONSTITUTION.

b. Co-chair

- Assist the chair in the discharge of duties.

c. Secretary-Treasurer

- Keep accurate business records of all professional development meetings;
- Perform such other internal communications functions as may be assigned from time to time;
- Prepare a budget;
- Record all monies received and disbursed;
- Present financial statements at meetings, as necessary;
- Make available professional development books for an audit;
- Prepare, prior to the local's Annual General Meeting (AGM), a yearly financial statement for the treasurer.

F. Term of Office

1. All professional development committee members, officers and subcommittees are deemed to be elected (as per the Foothills Local constitution).

G. Committees

1. The professional development committee shall establish subcommittees from time to time as required.

H. Emergency Replacements

1. Vacancies in any office or subcommittee shall be filled at the next properly called meeting of the professional development committee.

I. Meetings of the Professional Development Committee

1. The professional development committee shall meet four times a year or as deemed necessary.
2. Notice of intent to hold a meeting shall be given to members as soon as possible with agenda sent to each school representative.
3. It is the duty of each elected member of the professional development committee to attend meetings for the purposes of reporting and communicating.

J. Quorum

1. A majority of the voting representatives on the professional development committee shall constitute a quorum.

K. Rules of Procedure

1. The proceedings of all meetings shall be regulated by the official rules of procedure as published in the *ATA Members Handbook*.

L. Finances

1. The professional development committee will be funded annually by the local.
2. The professional development committee shall prepare and submit to the local an annual budget.
3. The professional development committee will reimburse members and disburse funds on the basis of the attached schedule according to the policies outlined in Appendix 2.

M. Ratification of this Frame of Reference

This Frame of Reference shall be approved in accordance with the terms of the local constitution.

N. Amendments to this Frame of Reference

1. Amendments to the Frame of Reference shall be made in accordance with the following procedure:
 - a. Notice of Motion of Intent to Amend shall be given at a preceding professional development committee meeting.
 - b. Except when time is of the essence, the text of proposed amendments shall be made available in writing to the members prior to the meeting.
2. The amendment shall be approved by a two-thirds vote of the professional development committee members.
3. The amendment shall be approved by the majority of teachers of the local council at a properly called meeting.

Administrative Procedure 422

PROFESSIONAL LEARNING FOR TEACHERS

Background

Foothills School Division (FSD) recognizes the importance of providing opportunities for all staff members to develop their knowledge, skills and understanding in order to enhance the quality of education for all students. Support of professional learning is a shared responsibility.

The Assistant Superintendent, Learning Services is responsible for the administration of this administrative procedure. Professional learning is aligned to the *Professional Practice Standards for the Teaching Profession* which include the *Alberta Education Teaching Quality Standard* and the *Alberta Education Leadership Quality Standard*. It is also aligned with board priorities of Learner Engagement, Support and Success.

Definitions

(Source: *Alberta Education Teaching Quality Standard*, 2019)

In the *Alberta Education Teaching Quality Standard*, the competency of *Engaging in Career - Long Learning* is defined as: *A teacher engages in career - long professional learning and ongoing critical reflection to improve teaching and learning.*

Engaging in Career - Long learning is demonstrated by indicators such as:

- (a) *Collaborating with other teachers to build personal and collective professional capacities and expertise;*
- (b) *Actively seeking out feedback to enhance teaching practice;*
- (c) *Building capacity to support student success in inclusive, welcoming, caring, respectful and safe learning environments;*
- (d) *Seeking, critically reviewing and applying educational research to improve practice;*
- (e) *Enhancing understanding of First Nations, Métis and Inuit worldviews, cultural beliefs, languages and values; and*
- (f) *Maintaining an awareness of emerging technologies to enhance knowledge and inform practice.*

In Policy 1 our FSD Priorities are defined as:

Engagement for each learner: Division wide engagement that is timely, meaningful and collaborative with all learners and communities.

Support for each learner: Ensure and maintain Division wide learning environments that are welcoming, caring, respectful, safe and inclusive.

Success for each learner: Ensure and maintain Division wide excellence in teaching, learning and leadership.

Procedures

1. Guidelines for Professional Learning in FSD

(Source: Alberta Teachers' Association document - A Framework for Professional Development in Alberta, 2019)

- Professional learning takes many forms and is provided by many different people and organizations.
- Professional learning enhances learning for students.
- Professional learning is a wide range of activities teachers do individually or collectively to enhance student learning.
- Effective professional learning is responsive to educational developments, curriculum changes and school and classroom contexts.
- Designing, planning and implementing effective professional learning is complex, it requires collaboration, informed decision making and understanding of adult learning.

2. Principles for Professional Learning in FSD

(Source: Alberta Teachers' Association document - A Framework for Professional Development in Alberta, 2019)

The following principles describe the characteristics and necessary conditions for effective professional learning that enhances students' learning.

Professional learning:

- Is based on a shared vision and clearly stated objectives.
- Focuses on improving teaching and supporting learning.
- Is based on research into effective teaching and learning.
- Builds on teachers' established knowledge, skills and attributes.
- Enhances implementation of curriculum requirements, instructional strategies and assessment techniques.
- Is interactive, continuous, reflective and part of the day to day work life of teachers.
- Engages teachers in a collegial and collaborative dialogue.
- Is responsive to changing contextual variables and therefore requires ongoing monitoring and refinement.
- Encourages teachers to explore, take risks and think critically about their professional practice.
- Respects the professional judgement of teachers in determining their needs.
- Reflects the unique circumstances in which teaching takes place.
- Considers the needs of the teacher, school and jurisdiction in advancing education plans.
- Operates within and contributes to the development of a collaborative learning culture.
- Is integral to the work of all teachers.

- Is supported by adequate resources, including time, funding and infrastructure.
- Requires support by networks of professional learning committees, specialist councils, teacher conventions, school jurisdictions, regional consortia, universities and other stakeholders.

3. Professional Learning Design in FSD

(Source: Alberta Education Leadership Quality Standard, 2019)

In the Alberta Education Leadership Quality Standard it states *that school leaders nurture and sustain a culture that supports evidence- informed teaching and learning and ensure that every student has access to quality teaching and optimum learning experiences.* This requires the design and leadership of high quality, coherent professional learning plans.

Guidelines that support leading a learning community:

- Collaboratively creating and implementing a Foothills School Division shared vision for professional learning.
- Communicating a philosophy of education that is student - centred and based on sound principles of effective teaching and leadership.
- Aligning practices, procedures, policies, decisions, and resources with school and school authority visions, goals and priorities.
- Cultivating a culture of high expectations for all students and staff.
- Identifying and planning for areas of need, growth and improvement.
- Building the capacity of teachers to respond to the learning needs of all students and advancing understanding of effective pedagogy and curriculum.
- Identifying, mentoring and empowering teachers in educational leadership roles.
- Promoting team building and shared leadership by creating a shared leadership team that is engaged in planning for and leading professional learning. A shared leadership model that is co-created, consultative and collaborative in decision - making, informed by open dialogue and multiple perspectives of the team. Shared leadership teams should include but not limited to: Principals, Administration, Learning Coaches, ATA PD Reps and Lead Teachers.
- Creating meaningful collaborative professional learning opportunities.
 - Utilizing the structures of professional learning communities and teams, communities of practices, coaching, mentoring, peer observations, cohorts and learning sessions.
 - Utilizing the systems of action research, iterative cycles and other reflective processes that engage learners with data and other evidence informed practices.
- Using services, supports and resources of the system, as well as, collaborating among schools and utilizing education partners in professional learning.
- Seeking, critically reviewing and applying educational research to inform effective practice and professional learning.

- Accessing, sharing and using a range of data/evidence to determine progress towards achieving goals.
- Promoting innovation, enabling positive change, and fostering commitment to continuous improvement.
- Communicating professional learning plans with stakeholders on an ongoing basis.
- Promoting engagement and apprising parents of education plans, evidence and research informed decision - making and professional learning plans on an ongoing basis.

See Appendix for FSD Commitments to Engaging in Career - long Learning and Allocation of Staff Learning Funds.

References: Relevant Legislation, Regulations and Guidelines
 Alberta Education Professional Practice Standards for the Teaching Profession 2019
 A Framework for Professional Development in Alberta by the Alberta Teachers' Association, 2019

Administrative Procedure 422 – Appendix

FSD COMMITMENTS TO ENGAGING IN CAREER - LONG LEARNING

Foothills School Division (FSD) recognizes the importance of providing opportunities for all staff members to develop their knowledge, skills and understanding in order to enhance the quality of education for all students. Support of professional learning is a shared responsibility.

We recognize.....

- a. Teachers have professional obligations under the Education Act and regulations made pursuant to the Education Act, as well as the Teaching Quality Standard, which may extend beyond what is assigned by school jurisdictions. Teachers have discretion, to be exercised reasonably, as to when they carry out their professional responsibilities that extend beyond their assigned time.
- b. With a cap of 1200 hours of assignable time teachers have adequate and dedicated time to engage in Individual Professional Growth Plan development beyond assigned time during school - based professional development days.

We commit to.....

- a. A minimum of eleven (11) professional learning days each school year.
- b. A start and end time that is consistent with a regular school day.
- c. Collaboratively accommodating the needs of specialized staff.
- d. Clear and consistent expectations with part-time staff for professional learning days.
- e. Flexibility. We realize that attending a conference or other meetings may be a means of achieving school plan goals or an individual's professional growth plan. We commit to finding a reasonable balance.
- f. Professional Learning Plans that:
 - Enhance implementation of curriculum requirements, instructional strategies and assessment techniques.
 - Consider the needs of the teacher, school and jurisdiction in advancing education plans.
 - Engage teachers in a collegial and collaborative dialogue.

Professional Development Contributions

Professional and Sabbatical Fund (as per article 9.2 of the collective agreement)

- 9.2.1 A fund will be available for both Professional Development and Sabbatical Leaves for teachers. The fund shall be composed of:
- 9.2.1.1 A Professional Development fund of \$3350 per teacher based on the full-time equivalent teacher count as at September 30 of the previous year; and
 - 9.2.1.2 A Sabbatical Leave fund of 95%% of the fourth year minimum salary as at September 30.
 - 9.2.1.3 In the event that no candidate is selected for Sabbatical Leave, the funds for same shall be added to the Professional Development fund of that year.
 - 9.2.1.4 All monies not used in a specific year shall be forwarded to the Professional Development Fund of the following year.
- 9.2.2 Sabbatical leaves may be granted for periods of time equivalent to one quarter, one semester or a full year. A committee composed of three School Jurisdiction representatives and three teacher representatives shall select the candidate(s) for the Sabbatical(s).
- 9.2.2.1 The equivalent of one full year's Sabbatical Leave shall be allocated each year if there are sufficient applicants.
 - 9.2.2.2 All applications for a Sabbatical Leave shall be submitted to the Superintendent by January 31, with a copy to the Chairman of the Professional Development Committee. The Sabbatical Committee shall review all applications and select the candidate(s) by March 1.
- 9.2.3 For the guidance of this committee the following regulations shall apply:
- 9.2.3.1 To be eligible for a Sabbatical Leave a teacher must have been employed by the School Jurisdiction for at least five (5) years.
 - 9.2.3.2 Experience increments will not be granted to teachers for the period of the Leave.
 - 9.2.3.3 A teacher granted Sabbatical Leave shall enter into an individual written agreement with the School Jurisdiction on conditions under which the teacher may return to the school system at the conclusion of the Leave provided this contract does not contravene the Collective Agreement.
 - 9.2.3.4 Teachers granted Sabbatical Leave shall return to their duties at the beginning of the school year or the beginning of a semester, whichever occurs first, following expiration of the Leave, and the teacher shall not resign or retire from the services of the School Jurisdiction for at least two (2) years after return to duties. If the teacher terminates employment before the two year return service commitment, then the teacher shall reimburse the Professional Development Fund any Sabbatical pay pro-rated.

The ATA Local 16 Professional Learning Contributions will be used to fund international conferences, mentoring days, individual initiatives, leadership meetings and committee expenses.

The contributions to the Staff Learning Fund are:

- | | |
|---|-----------------------------|
| • Division Contribution (as per Collective Agreement) | \$350.00 per FTE |
| • ATA Local 16 Contribution | \$70.00 per FTE |
| • Division School Based PD Allocation | \$40.00 per FTE |
| • Division Sabbatical Leave Allocation | TBD |
| • Division Leave of Absence Allocation | TBD |
| • Administrators Professional Learning administrator | \$500.00 per school - based |

Calculations regarding the above are based upon the number of FTE teachers as of September 30 and the current Collective Agreement.

National/International Conferences:

- Teachers will be supported annually for attendance at a conference offering a national or international perspective with applications to be submitted by September 30th for conferences that occur between October 1st and March 31st, and March 31st for conferences that occur between April 1st and September 30th, annually.
- The Selection Committee will consist of three (3) individuals, including the ATA PD Chair/Co-chair, the ATA PD Treasurer, and one other member selected from the ATA PD Committee.
- Interested teachers will complete an application to attend a major conference and forward it to the ATA Local PD Committee Chair on or before the application deadline.
- Allocations of \$5250 will be awarded per application deadline with each teacher eligible to receive a maximum of \$1750 each. This allocation will be made from the ATA Local 16 PD budget to assist the successful applicant(s) to cover direct expenses. (Individual PD funds may also be used to offset national/international conference costs).
- Upon returning, the teacher(s) will submit an expense claim with receipts to the ATA PD Treasurer for reimbursement.
- Teachers are expected to present at the ATA Local PD Committee meetings and are encouraged to share their newly gained knowledge and insights with colleagues.

Administrator Professional Learning:

- A specific allocation is provided annually to support the professional development of principals and vice-principals through participation in conferences and institutes related to curriculum and/or instructional leadership. The funds may also be used to support professional reading.
- The Board will set the amount of this allocation annually as part of its budget process.

- Each school - based administrator may accumulate funds over a three (3) year period. Should an administrator transfer to another administrative position within Foothills School Division, any accumulated funds from this allocation will follow them to their new school.
- Administrators are to notify the Assistant Superintendent, Learning Services of conferences and institutes that they will be attending and will be asked to share their learning with other members of the Foothills Administrators' Association.

System - Based Administrators:

- The Superintendent or Assistant Superintendent, Learning Services approves the attendance, at Division expense, of officials at specific conventions related to each employee's responsibilities. Please refer to AP433 – The School Administrator Professional Development Support Fund