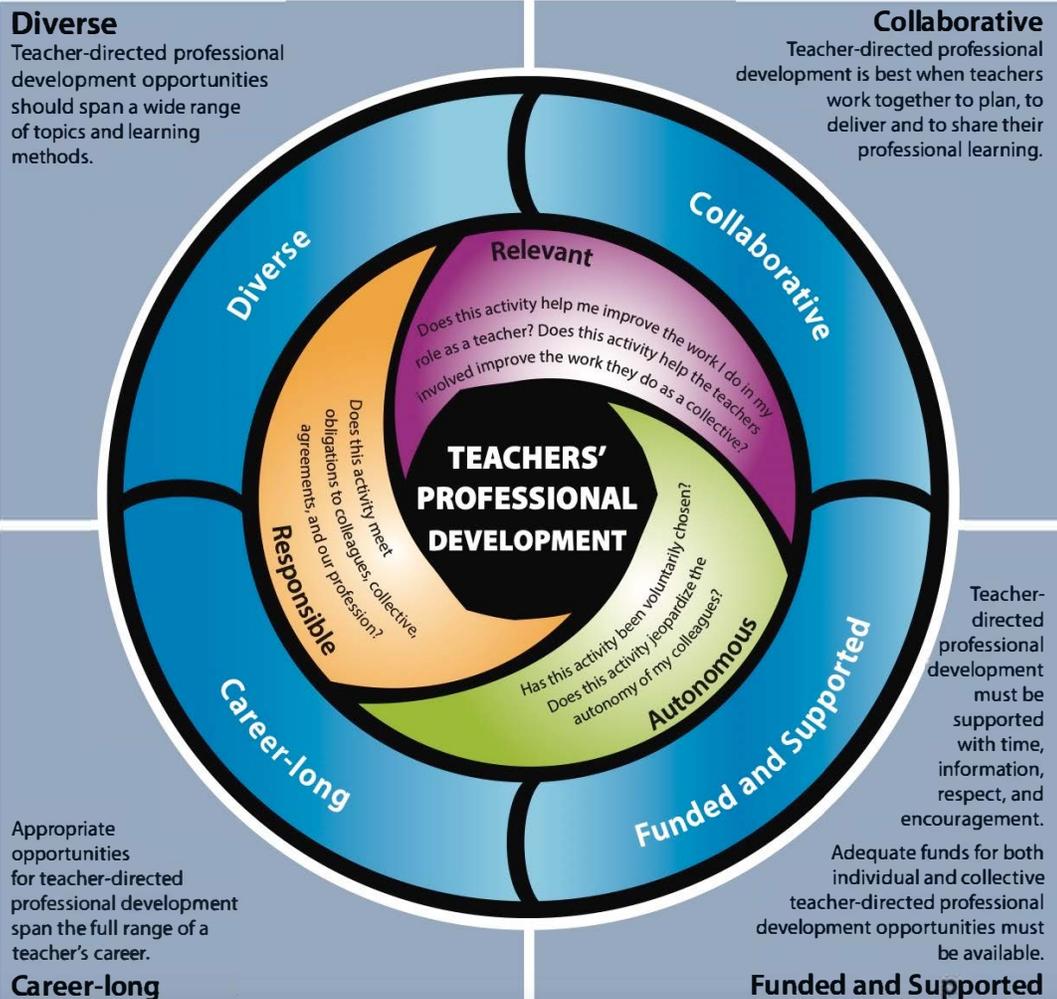


Self-Directed Professional Development



Information from BCTF Professional Development

- 1.) Read through the handout to become familiar with the variety of professional development opportunities.
- 2.) Become familiar with the Professional Development lens to guide you in choosing appropriate pro-d activities.
- 3.) Become familiar with the differences between pro-d activities and in-service activities.
- 4.) Fill out the "Many Ways to Grow" checklist for your reference.
- 5.) Begin examining your own interests and passions in order to create your own self-directed professional development plan.
- 6.) Retain the original copy and submit a copy to your Pro-D Staff Rep in your school.
- 7.) Ask for help from your Pro-D Rep for information or resources.
- 8.) Work towards fulfilling your pro-d passions throughout the year. You can change your plans or continue through the next school year. This plan is your plan for professional growth.

*The self-directed planning form (pages 8 & 9) is in a pdf format that can be filled out digitally then forwarded to your pro-d rep or you can print it off, fill it out, then forward to your pro-d rep by email.

THE PROFESSIONAL DEVELOPMENT LENS

At the centre of the lens are teachers and their learning, both as a collective and as individuals. The term “teachers’ professional development” is used to highlight its use both in thinking about individual PD and PD as a collective endeavor.

The Inner Ring: Key criteria

The inner ring consists of three factors that are necessary for an activity to be considered professional development. If any of the three are not present, then the activity should not be seen as professional development.

The Outer Ring: Necessary factors

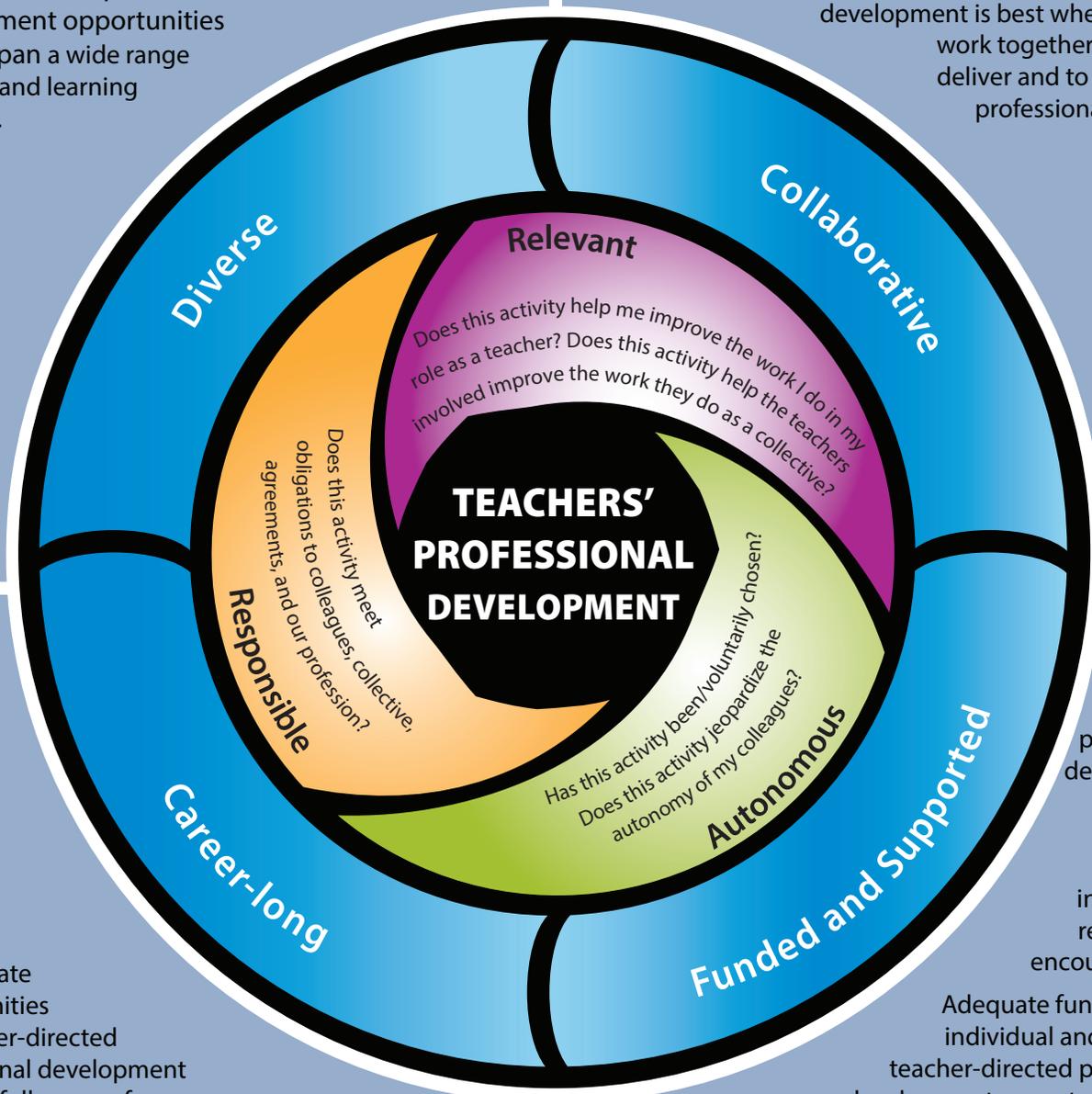
The factors in the outer ring are critical to the success of teacher-directed professional development as a collective endeavor. In turn, this collective work provides the necessary conditions for all teachers to be able to create their own rich tapestries of appropriate professional learning.

Diverse

Teacher-directed professional development opportunities should span a wide range of topics and learning methods.

Collaborative

Teacher-directed professional development is best when teachers work together to plan, to deliver and to share their professional learning.



Appropriate opportunities for teacher-directed professional development span the full range of a teacher’s career.

Career-long

Teacher-directed professional development must be supported with time, information, respect, and encouragement.

Adequate funds for both individual and collective teacher-directed professional development opportunities must be available.

Funded and Supported



THE PROFESSIONAL DEVELOPMENT LENS

At the centre of the lens are teachers and their learning, both as a collective and as individuals. The term “teachers’ professional development” is used to highlight its use both in thinking about individual PD and PD as a collective endeavor.

The Inner Ring: Key criteria

The inner ring consists of three factors that are necessary for an activity to be considered professional development. If any of the three are not present, then the activity should not be seen as professional development.

a. Relevant

Does this activity help me improve the work I do in my role as a teacher?

Does this activity help the teachers involved improve the work they do as a collective?

b. Autonomous

Has this activity been/voluntarily chosen?

Does this activity jeopardize the autonomy of my colleagues?

c. Responsible

Does this activity meet obligations to colleagues, collective agreements, and our profession?

The Outer Ring: Necessary factors

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

a. Funded and Supported

Teacher-directed professional development must be supported with time, information, respect, and encouragement.

Adequate funds for both individual and collective teacher-directed professional development opportunities must be available.

b. Career-long

Appropriate opportunities for teacher-directed professional development span the full range of a teacher’s career.

c. Diverse

Teacher-directed professional development opportunities should span a wide range of topics and learning methods.

d. Collaborative

Teacher-directed professional development is best when teachers work together to plan, to deliver, and to share their professional learning.

Professional Development Activities	In-Service Activities
<p>Professional development assumes teaching is a profession with a focus on the development of expertise and is characterized by personal involvement of teachers and immediate relevance to the classroom. It is initiated by teachers rather than by outside sources and can be informal and take a variety of forms.</p> <p>One-shot in-service workshops are not adequate. Professional development should be rooted in practice, research-based, collaborative, long-term, aimed at instructional improvement, and is more effective in changing the classroom practices of teachers when a cohort or collective of teachers from a school department or grade are involved as a unit.</p> <p>Staff development should be voluntary rather than required.</p> <p>Professional development goals should emerge from the needs of the teachers. Teachers need to have a say in what to learn and in the learning process in order to be motivated and committed to learn.</p>	<p>In-service has a long history in education but is not always regarded with enthusiasm by teachers.</p> <p>In-service is often more for satisfying legal or managerial requirements and less for professional growth.</p> <p>In-service is often mandatory, formal, planned, and scheduled by administration.</p> <p>In-service has been characterized as a "tell, sell and practice" format and a "sit and get" method where information presented by experts is not associated with changes in teacher practice.</p>
<p>From the BCTF's The Practice of Teaching: A handbook for new teachers and TTOCs. 2016. Adapted from Not Another In-Service. Amelia A. Jenkins, Jodi Yoshimura. Teaching Exceptional Children, Vol 42, No.5, 36—43. 2010.</p>	

Many ways to grow professionally Checklist

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

1.	Teacher study/inquiry group	
2.	Action research group	
3.	Serving as a sponsor teacher (for student teacher)	
4.	Attending a conference	
5.	Participating in an online course	
6.	Participating in a PSA (professional network)	
7.	Serving as a faculty associate in a teacher education program	
8.	Serving as BCTF PD associate workshop leader	
9.	Serving on the local PD committee	
10.	Taking university courses (graduate or undergraduate)	
11.	Developing a PD plan (personal PD plan)	
12.	Maintaining a PD portfolio (personal PD portfolio)	
13.	Job shadowing in related work situation	
14.	Mentoring	
15.	Observing another teacher and discussing the lesson/program	
16.	Participating in a curriculum development project	
17.	Reading professional books/journals	
18.	Serving on a school PD committee	
19.	Watching professional videos	
20.	Serving as the school PD rep	
21.	Serving on a BCTF/local committee	
22.	Writing articles for a professional journal	
23.	Attending summer institutes	
24.	Giving a presentation at a conference	
25.	Visiting model schools/programs	
26.	Doing something outside your area of expertise	
27.	Collaborating with colleagues	
28.	Other	
29.	Other	
30.	Other	

Find your passion

1. **A child**—You may well have entered teaching on the basis of your passion for children, your talent for connecting with them, and your willingness to commit yourself to touching children's lives.

You may want to investigate how you can work with students.

Examples:

- *How can I help struggling students to remain motivated throughout the year?*
- *What strategies can I use to encourage full student participation in group activities?*

2. **A curriculum**—In each day of teaching, you interact with the required curriculum you are expected to teach. You work diligently to develop lessons and units of study that engage your students with meaningful content.

Identify curriculum topics that are challenging or interesting for you. Select one of these topics and begin to brainstorm questions related to the teaching of this curriculum. Can you investigate an aspect of curriculum related to classroom practice?

Example: How can I take a unit that is heavy on content and make it more experiential for students? How does this improve student engagement?

3. **Content knowledge**—Develop a deeper content knowledge and then identify the developmentally appropriate content knowledge for the children within your classroom.

Is there a content area that interests teachers to go deeper to understand how to best formulate learning experiences in classrooms?

Example: The Holocaust is a challenging topic to teach. I would like to deepen my understanding of this topic. What resources can I access to do this? Do these resources represent diversity of perspectives and multiple voices?

4. **Teaching strategies/techniques**—The work of the teacher encompasses applying generic teaching strategies (such as co-operative learning, role play, etc.) as well as specific teaching technique (such as questioning, assessing student learning, integrating technology) throughout the teaching day. Teachers have a desire to gain insights into, improve and/or experiment with new or routine teaching methods or techniques.

Examples:

- *How can the use of co-operative learning in a subject/grade enhance learning and instruction?*
- *How can a team of teachers work through problems together and support each other when overcoming hurdles when using new technology?*

5. **Beliefs about practice**—Many teachers realize that the relationships between their beliefs and practice are incongruent. Exploring the relationship between your beliefs and practice provides another possibility for professional learning.

Example: In what ways do my classroom management and practices enhance (or deter from) my philosophy of teaching and my beliefs about how children learn?

6. **Personal/professional identity**—Who you are as a person, and who you are as a teacher are intricately intertwined. Professional learning could focus on who you are as a person and a teacher and further explore one of your own personal passions and the ways that passion plays out in your teaching. What do you love to do and how can you bring that into your classroom or workplace?

Example: How can my interest in gardening and growing things translate into a community or school garden project?

7. **Social justice**—There may be a desire to effect social change by exploring questions of race, class, gender or ability. By generating data and evidence to support the decisions and positions you take as an educator, reform in classrooms and schools can result in the promotion of social justice.

Example: Brainstorm a list of topics or units from your curriculum area. Investigate the content of the resources available to teach these units. What perspectives seem to be present or missing (e.g., gender, race, class, ability), then analyze the units to see how these resources and activities support diversity, democracy and literacy for all students.

8. **Context**—Professional learning occurs within a context. That context is a particular classroom within a particular school, within a particular province. An example of how context can be the source of professional learning is a teacher's response to provincial accountability pressures and policy. Think about the district/culture in which you teach. What is the socio-economic and cultural mix of my classroom, school, or district? What are the implications of that for my professional learning?

Example: How can I improve engagement for my most at-risk student?

Source: Nancy Fichtman Dana and Diane Yehdol-Hoppey, *The Reflective Educator's Guide to Classroom Research*. (Thousand Oaks, CA: Corwin Press 2009).

Self-Directed Pro-D Planning Form

1.) Defining Questions

What is/are my passion(s)/interests:

Things to try and/or learn more about:

Resources (learning materials, information, colleagues)?

2.) Tracking My Progress

How will I know how I'm doing? (journaling, student work samples, observations, etc.)

3.) Opportunities for sharing and discussion (formative and/or summative):