

## **Joint Professional Development Annual Committee Report**

**Committee Members:** Gillian Vivona (TSU President, Executive Liaison), Joyce Moriana (Chair, Bishop Allen Academy), Lisa Tomeczek (Principal, Bishop Allen Academy), Gina Iuliano-Marrello (Superintendent), Fr. Michael Lehman (CEC), Maureen Riggan (Loretto Abbey), Claudia Escobar (CEC), John Morgan (CEC).

### **Terms of Reference:**

Terms of Reference: From the Collective Agreement:

*19.01 (a) The Parties agree:*

*(i) that Professional Development is job-embedded, informed by research, done in partnership with colleagues.*

*(ii) that Professional Development needs to be addressed at the system level through the establishment of a Joint Committee.*

*(iii) that professional activities for teachers during Professional Activity days shall be consistent with the learning goals identified in the Teachers' Annual Learning Plans.*

*(b) There shall be established a Joint Professional Development Committee composed of three (3) representatives of the Teachers appointed by the Unit Executive and three (3) representatives of the Board. The representatives of the Teachers and of the Board shall each nominate one of their number as a Co-Chairperson.*

*(c) The Committee shall meet at least four (4) times per year.*

*(d) The terms of reference for the Committee shall be:*

*(i) to oversee professional activities for teachers during Professional Activity days and at other times during the school year consistent with the learning goals identified in the Teachers' Annual Learning Plans;*

*(ii) to promote best practices and sustain successful Catholic Professional Learning Communities (CPLC) and monitor their implementation;*

*(iii) to promote a focus on learning, collegiality, respect for professionalism, a commitment to continuous learning, collective inquiry into best practice, innovation and experimentation to improve teaching and student learning;*

*(iv) to recommend on the allocation of funds available to teachers for convention and meeting expenses; and*

*(v) to recommend to the Board in a timely manner regarding the scheduling of appropriate professional activities for the subsequent school year.*

*19.02*

*(a) Teachers may apply to use funds for attendance at professional conferences, seminars and other professional activities within the Province. Funding may include all or part of the cost of registration fees, transportation costs, books and lodging. Teachers shall make application for funding to their superintendent or designate who will forward such decision to the Joint Committee.*

*(b) Teachers shall submit to their superintendent or designate receipts attached to the appropriate form.*

*(c) Provision of occasional teachers to replace teachers attending approved professional activities, shall be at the discretion of the appropriate superintendent of education.*

*(d) The Board shall endeavour to provide an occasional teacher for any teacher who, under direction from the Board, is required to be absent from the school for one or more full school.*

### **Activities:**

1. **Health & Safety Professional Development Day** - As part of the negotiated Central Terms of our new Collective Agreement, an additional PA day (with a focus on Health and Safety) is planned and developed annually in consultation with the Joint Professional Development Committee. The Ministry recognizes the importance of health and safety training and realizes that school Boards have not been meeting their legislative requirements in training employees. Topics for the ½ day training should connect to the Matrix Training. There was also discussion of training new teachers upon hire before entering the classroom. Ministry provided funding for setting up an on-line reporting form. Provided blanks samples of the Hazard Form and Workplace Violence. New form would remove the safe schools workplace violence form completely and remove the workplace violence row from the Hazard Form. This system will capture everything that is violence including the DD/ME violence as well.
2. **Annual Professional Development Day** - Leaders of Your Own Learning (LOYOL) - The Joint Professional Development Committee reviewed the numerous applications and selected those that will present on February 14, 2020. Due to job action, LOYOL was cancelled. As part of the originally assigned six (6) PD days the Ministry allocates to school boards for teacher professional development, TSU had advocated for over five years that one of these days be used for teachers to participate in professional learning opportunities of their choice. On February 14th, 2019, our secondary teachers were able to exercise their professional autonomy and participate in a professional development day that reflected professional learning needs identified on their Annual Learning Plans. This year's focus was primarily on mental health and wellness for teachers as well as students.
3. **Annual Learning Plans:** TSU has long advocated for teachers to be able to use part of a professional development day to complete their ALPs. A TCDSB approved ALP Resource Guide (developed by TSU) can be used as a resource for teachers in school communities. Language around the completion of the ALP was discussed and implemented. The Joint PD Committee dedicated time to filling out an example of an ALP to be distributed to teachers.
4. **Self-Directed Professional Learning (SDPL):** In its inaugural launch six years ago, these PD funds were used to provide occasional teacher coverage for TSU members released 1 -2 school days for their own professional learning. We continue to advocate that the Board should provide money for Code 93 Days. In its review of code day usage, TSU found that code days are not fully utilized by every school and it is TSU's opinion that they would be best utilized for individual teacher professional development. Literacy 7-12, Numeracy 7-12 and Religion and Pastoral Team K-12 had revised funding for PD.
5. **Equity PD:** Discussion of the nature/topics of the Equity PD that will occur on the 2<sup>nd</sup> half of the PD H&S ½ day.. The Teachers provided feedback that teachers want to have concrete strategies/teaching tools rather than more theory. This year, the Board's focus has been to reach out to the EPAN schools who are affected by poverty. Two inservices are to be developed and those workshops were to be rolled out on Oct 2, 2019 and Nov 19, 2019.
6. **School Effectiveness Framework (SEF):** In its eighth year of implementation, the SEF is a Ministry mandated directive that asks schools to engage in a dialogue every five years that may help them understand the future goals they wish to collectively work towards. TSU has continued to work with the Board in creating a 4 step process for school effectiveness reviews to be conducted in as meaningful, engaging and affirming way as possible for the teachers and their communities. The SEF process is not meant to be evaluatory nor should it be in any way linked to a teacher's Performance Appraisal. For more information, please see the SEF Fact Sheet available on the TSU website.

7. **School and Board Learning Improvement Plans (SLIP/BLIP):** TSU continues to advocate for a grass roots based paradigm that would have Board learning improvement plans be based on input from school communities. In turn, teacher voices are to be directly reflected in the school learning improvement plan - plans that teachers can identify themselves in.
8. **Disclosure on Budget/Consultation on Teacher PD Funding:** TSU continues to work towards enabling the Board to provide full and timely disclosure on all Ministry monies related to teacher professional development and learning and provide input on how these funds would best serve our teachers' PD needs. TSU continues to meet with employees of the TCDSB Finance Department bi-annually to review all sources of Ministry of Education funding that could be used to fund teacher professional learning, including GSN Funds and other special grants that are provided annually by the Ministry. We still seek meaningful consultation before decisions are made. Board PD funding continues to be \$75. As funding is limited, it is preferred that if someone accesses the funds one year, they shall refrain from accessing it the following year.
9. **School Year Calendar -** TSU jointly developed a Joint PD Calendar that reflects the Board's annual submission dates and timelines, as defined by the Ministry, for proposed teacher professional development and professional learning program planning each year. TSU endeavors to assist the Board in providing meaningful consultation and timely recommendations that will ultimately reflect teachers' professional voices on every possible aspect of professional development, including ministry/ board/school community learning goals, as well as individual teacher professional learning goals and needs.
10. **Consultation and Review of Code Days/Usage:** TSU continues to work towards ensuring that code days provided for PD related training and programming are allocated on a fair and equitable way to teachers from all schools, departments and grade levels, that they do not incur a substantial increase in teacher workload, and that they are pre-planned in consultation with TSU.
11. **Pastoral Care Day:** The committee put together another successful pastoral care day on October 23, 2019. The theme was very well received by the various participants from our secondary schools. The topic this year was New Beginnings and the morning session was delivered by Archangelo Limanni and dealt primarily with divorce and separation within the teachers' community as well as an afternoon session with Dr. James Hollis who spoke on the effects of divorce and separation on our students. The feedback was positive, and teachers found the information useful and informative.

**Recommendations:**

1. Continue progress made on consultation for the ALP preparation document.
2. Confirm the Board's understanding that all PD monies must be made transparent and not limited to funding for the Student Success portfolio.
3. Ensure that the Board is moving forward with the legally required Health & Safety training as outlined in the Matrix document.
4. It is crucial in order to move issues forward, that the Teachers resist the Board's attempts to restrict the criteria and implementation of the funding. Transparency is key here and the Teachers must continue push for full disclosure of the revenue allotment and allocation to departments within the Board.