



# Creating a Culture of Professional Learning



A Guide to Planning and Hosting  
Professional Learning in Your School and Branch





## Provincial Professional Learning Manual

Thank you for your interest in serving your local Branch, your provincial NBTA and your profession by becoming involved with the promotion of professional learning in your school, branch or district.

The purpose of this manual, produced by the Provincial NBTA Professional Learning Committee, is to provide you with information, support and documents that will help you in this role.

While we have attempted to include all the information we think you may need, we also want you to feel free to call the NBTA Staff Officer responsible for Professional Learning to discuss any issue at any time. (506-452-1750)

Once again, thank you for your commitment to professional learning. We hope you find the work to be rewarding both personally and professionally.

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## Professional Learning (NBTA Member Handbook)

Professional learning is the continual renewal of personal knowledge and expertise that leads to improved professional competence in support of student learning.

### Statement of Beliefs

(Pages II-25 NBTA Member Handbook)

- I. The continual renewal of knowledge and expertise, through a variety of experiences, is central to the concept of professionalism.**
  - Personal and professional learning require a lifelong commitment.
  - Meaningful professional growth requires both substantial time and resources.
- II. Change in society and schools is inevitable and should be viewed as an opportunity for growth.**
  - Healthy organizations purposefully provide for self-renewal.
- III. Professional learning should have as its focus improved student learning.**
  - Teachers are central to student learning, but all members of the school community are partners in the learning process.
- IV. Maximum effectiveness in professional learning is achieved through a balanced approach, one in which choices are available and encouraged in relation to the identified needs of both educators and the organization.**
  - Professional learning can take many forms, all of which should strengthen teaching and learning, and be relevant to the reality of the teacher's world.
  - Input into one's own professional learning is crucial.
- V. The school must be the primary focus of and impetus for professional learning and improved practice.**
  - Successful professional learning programs require both strong leadership and collaboration at all levels.

*Professional learning is the continual renewal of personal knowledge and expertise that leads to improved professional competence in support of student learning.*

— NBTA Members' Handbook

### Building a Culture of Professional Learning

One of the challenges for anyone committed to promoting professional growth is helping to build a culture for professional learning.

Anyone involved with the promotion and planning of professional learning needs to remember that building such a culture in your school, branch or district:

- Takes time
- Requires strong beliefs
- Is a process
- Is critical to our role as professionals, to our public image and to the on-going improvement of our craft
- Will not happen without the dedication and leadership of people like YOU.

**Be Passionate!**

**Be Patient!**

**Be Positive!**

**Your efforts will make a difference!**



## ***PL Structure in NBTA Branches***

### **Role of PL Chair & PL Committee**

Each branch should have a **Branch PL Chair**.

We encourage the PL Chair to be a regular attendee of the regular Branch Rep meetings and maintain a positive and productive communication with the Branch Executive.

We suggest that each school elect/appoint a **School PL Rep** (usually someone other than your regular NBTA School Rep), who shall become a member of the Branch PL Committee.

We promote a model where the School PL Rep acts as the chair of a **School-Based PL Committee** which should consist of at least three members, one of whom should be a school administrator. (See suggested figure for Branch Committees on the following page.)

The Branch PL Committee and the School-Based PL Committee should meet on a regular basis.

### **Who Does What?**

#### **Branch PL Committee:**

Contributes to the professional culture of the Branch by encouraging, promoting, and organizing Professional Learning opportunities.

Develops a budget and guidelines for the allocation of the Employment Insurance (EI) rebate funds which are forwarded to the Branch from the Provincial NBTA.

Organizes PL for any branch PL days, i.e. Branch AGM day, and one of the Fall Council Days (which may be in collaboration with the District Office PL staff).

#### **School-Based PL Committee:**

School-Based PL Committee shares in the responsibility of promoting a culture of learning within the school.

School-Based PL Committee has the responsibility to develop school-based PL as part of the school's improvement plan and other identified goals. The NBTA Council Day that is a school-based PL day in the fall is also the responsibility of this Committee.

School-Based PL Committee has the responsibility of accepting or rejecting alternate proposals based on guidelines developed by the NBTA Provincial body.

School-Based PL Reps attend meetings of the Branch PL Committee, and work in collaboration with the NBTA School Rep to ensure positive and productive two-way communications between school, branch and Provincial NBTA.

\*Any days that are not Council Days are the responsibility of the employer (District) who may delegate the authority to the school administrator. He/she may choose to consult the School-Based PL Committee. These days are not the direct responsibility of the Branch PL Committee. *See page 8 for chart of days.*



## Creating a Culture of Professional Learning



## Mysteries of the School Calendar Unravelling...

### Chart of Days – Who's Responsible for What?

*In addition to the days noted below, there are four Administration Days per year.*

*"The remaining four days are available to the employer for activities outlined in Clause 36.01. These days are to be determined by the Superintendent upon recommendation from School District In-Service Committees." (Article 36.04)*

*"Teachers shall be allowed up to a maximum of 8 days per year to participate in PL, councils, administration related to the opening and closing of schools and parent/teacher interviews." (Article 36.01)*

Days	What	Who
Fall Council Days (Article 36.02)	<b>Full Day PL</b> • one Branch day* • one school-based day	Branch PL Committee (*Branch day may be planned in collaboration with District personnel)
NBTA Council Day (Article 36.02)	<b>Full Day PL</b> Elementary Middle Level High School	NBTA Councils (Alternate Proposal Process for teachers unable to attend.)
Branch AGM (Article 36.03)	<b>½ Day PL (Branch)</b> <b>½ Day AGM</b>	NBTA Branch PL Committee in consultation with Branch Executive (NOTE: Date should be established as soon as possible in consultation with District Office through Liaison and communicated to parents.)
Parent/Teacher Interview Days	<b>½ Day PL on each day</b> <b>(1 Full PL day in total)</b>	Principal may act on behalf of employer to set agenda
Curriculum Delivery Days	<b>Equivalent of 2 Full days</b>	Department/District Responsibility to set agenda to support implementation of curricula
Minister's Exemption Days	<b>Equivalent of 2 or 3 Full days</b> <b>(District Discretion)</b>	Department/District Responsibility (Includes at least one school-based day to be focused on SIP)

Shirley/Weatherbie — September 2010



Working With Other Partners

You will have the opportunity to work with many people to help promote and create meaningful PL opportunities for your school and branch.

As well as teachers, it is hoped that you will work closely with the personnel responsible for professional learning at your District office.

We encourage you to initiate and maintain a collaborative relationship with sister branches and District staff. By working in collaboration, there may be increased opportunities for sharing ideas, resources and planning that will benefit teachers in the Branch.

We recommend regular communication and periodic meetings with the District Office staff person responsible for PL and with other Branch PL Chairs from your District (where they exist).

The Branch has responsibility for two days of professional learning that currently fall outside the calendar year. These are the Council Days that usually fall in late August.

ONE of these days may be planned in conjunction with the District Office, but the District PL Committee (consisting of District Office Rep and Branch PL Chairs) must be part of the planning and decision making process. Planning should begin early in the previous year.

The other day is recommended as a school-based PL day, but again the Branch PL Committee should formally make this decision and communicate it with your District Liaison and membership.\*

*\*Should this day be school-based, responsibility lies with the School-Based PL Committee, not school administration.*

Contact Information

Branch President: \_\_\_\_\_

Branch PL Chair: \_\_\_\_\_

District PL Coordinator: \_\_\_\_\_

Other PL Chairs in my District: \_\_\_\_\_

Notes: \_\_\_\_\_

## Financial

### Financial Responsibilities

- All Employment Insurance Rebate money must be used for professional learning (by federal decree).
- The PL Committee shall develop a budget for the use of this rebate. The budget must be submitted to and approved by the NBTA Branch.
- Budget items might include individual teacher grants for conferences; reimbursement for Council registration; support for CONTACT (Conference On New Teaching And Classroom Techniques); school-based workshops or PL resources; funds for partnerships with District PL day; etc. Each Branch has autonomy.
- We encourage the Branch PL Committee to operate a separate account, or at the very least, have the PL funds identified on a separate ledger line in the main Branch books.
- The Branch PL Committee, by arrangement with the Branch Executive, will ensure that accurate financial records are maintained to document the expenditures of all PL funds and the allocation of PL grants.
- Some branches will empower the Branch Treasurer to keep these accounts while other branches may choose to have a PL Treasurer.
- The individual responsible for maintaining the accounts will complete the Employment Insurance Rebate Final Report Form which is due each June to be submitted to the NBTA Provincial Office (Contact the PL Assistant at NBTA for a sample copy, 452-1750).
- Inquiries about financial issues should be directed to the Staff Officer responsible for Finance at the provincial NBTA.

## Accessing Funds for PL (How to Get Money)

### Accessing Funds for PL

Different types of grants are available to applicants depending on the planned professional learning activity. Grants are often available from more than one source. In many cases, application should be made to more than one source. If this is done, the applicant must indicate this on each application form.

#### **NBTA/EECD Improvement Grant:**

Purpose: The activity for which the grant is requested must be of a general professional nature or related in a significant manner to the teaching assignment of the applicant (use purple form or download white copy available at [www.nbta.ca](http://www.nbta.ca)). See Appendices F and G.

Amount: 50% of the activity costs to a maximum of \$500.00. No teacher may receive more than \$1,000.00 in any three-year period. For any conference for which more than 20 teachers apply, a dollar limit of \$250.00 per applicant is applied.

#### **NBTA Council Grant:**

The maximum grant is \$400.00 and no more than \$400.00 in a three-year period. Use the same NBTA/EECD Educational Improvement Grant Application as mentioned above which has the guidelines listed on the back of the form (one form applies for two possible grants).

#### **Branch Grant:**

Individual NBTA branches set their own guidelines and criteria for their grants. (See your Branch PL Chair for a copy)

#### **Other Sources of Funding**

In some cases other sources of funding may be explored, such as funding through District Office or scholarships from specific conferences. Check early.

***\*Please note: Teacher's Working Conditions Fund is not intended for Professional Learning***



## How To Apply For an NBTA/EECD Provincial Educational Improvement Grant

*(a step by step guide to accessing funds)*

1. Get a copy of the application form and to check availability of funds. (Go to [www.nbta.ca](http://www.nbta.ca) and click on the “Educational Improvement Grant” button. The form is there and may be downloaded.)
2. Read the guidelines carefully (in fact, read them twice!)
3. Complete the form checking off either a Provincial Grant and/or a Council Grant (the same form is used for both!)
4. Give an estimate of the costs involved....you don’t need to worry about accuracy at this point.
5. Make sure the form has all the appropriate signatures: yours and either your principal (if the conference is IN province) or someone from the District Office (if the conference is out-of-province). The application cannot be processed without these signatures, even if the event is taking place on a weekend or summer break! If you are traveling out-of-province a separate permission form must be submitted to District Office.
6. Attach a copy of a write-up, description or brochure giving details of the conference or professional learning opportunity.
7. Make certain that the NBTA office receives the application (by fax, email, mail or hand-delivery) BEFORE the conference begins. (We realize that sometimes teachers find out about opportunities at the last minute so we can be a bit flexible with the amount of time before the event, but we CANNOT accept an application that comes in after the event begins!)
8. Do not rely on the District office to forward the application form to the NBTA office...it just might get buried in a pile!
9. We will send you a confirmation of your grant with the amount for which you are eligible.
10. Once you have received confirmation of your grant, save the PINK form which we send you to record your actual expenses to participate in the professional learning opportunity.
11. Save all receipts for gas, registration, airfare, hotels, parking etc. (If you do not submit the receipt, we cannot include that expense in your total!) You do not need meal receipts; there is a prescribed per day amount for meals which you may claim.
12. Send the pink form and all the receipts to the NBTA Central Office where we will calculate your allowable expenses and determine the amount of your grant, which will be based on 50% of those expenses. (example: you have expenses of \$700, we send you a cheque for \$350).
13. We then inform the appropriate Council of this amount and the Council will send a separate cheque of up to \$400 to cover additional costs. (Note: This is only applicable IF you were eligible for a council grant, or IF there was still money in that fund when you applied. You will be told when you apply whether you will receive grants from one or both funds.)
14. Please note the guideline that points out that grants may NOT be applied to university courses or any other work that relates to your certification.
15. Please note the guideline that states these funds may not be used to cover the costs of supply teachers. If you require a supply in order to participate in the opportunity, funding for supply teacher salary would need to be secured from another source.

**The NBTA/EECD Educational Improvement Grant is a wonderful opportunity to support your professional learning! Make use of it!**

# Council Days and Alternate Proposals

## Council Days are Important!

The school calendar currently identifies three (3) professional learning days for activities planned by teachers, for teachers. It is of utmost importance both to our profession and to maintain these days, that they be used for their intended purpose — professional growth.

## Alternate Proposals for Council Days

- Council Day is a day for LEARNING, not a day for DOING the many things that are always on a busy teacher's 'to-do' list!
- An Alternate Proposal should clearly reflect what an **individual** teacher will learn by his/her chosen plan.
- The plan is written up on the provided form (Appendix I) and submitted to the **School-Based PL Committee**, four weeks in advance of Council Day (usually on or around the end of March), who may accept it or ask the teacher to reconsider some aspect of the proposal.
- If a School-Based Committee cannot resolve a conflict over a proposal, it may be submitted to the Branch PL Committee.
- Subsequent problems may be referred to the Staff Officer responsible for PL at the NBTA.
- **It is important that this process be framed in a positive manner**, so that teachers clearly understand the importance of maintaining a high standard for professional activities on this day.

*Please read the Guidelines for Alternate Proposals included and familiarize yourself with these guidelines.*

We encourage all teachers to fill in Appendices H and I. These should be returned to the chairperson of the School PL Committee and then given to the principal. As the direct supervisor, your principal is responsible to know that all staff are accounted for on this paid day of employment.

## Notation Regarding Absence from Work on Council Day

If a teacher must be absent from work on Council Day, an alternate proposal is not required at the school level. Teachers who fall into this category are asked to follow regular procedures and fill in appropriate documentation to be processed by their District Office and documented as though it were any other day of the school year.

*\*Resource available to show (video) at staff meetings before completing form:*  
[www.nbta.ca/Resources/YouTube\\_Videos](http://www.nbta.ca/Resources/YouTube_Videos)  
*NBTA Council Day - Rights, Responsibilities, and Alternate Proposals*

*See Appendices H and I for Guidelines and Form*



## Alternate Proposals Council Day FAQ's

### • Do I have to attend a Council Conference?

Teachers in New Brunswick do have a contractual obligation to participate in professional learning on Council Day. Your Professional Association encourages all teachers to participate in one of the three Council programs. However, teachers have a choice about their professional activity on this day. If for some reason a teacher is unable to attend a Council Day conference and has not been otherwise approved for absence through the employer then that teacher must submit an Alternate Proposal (see below for details).

### • What is an Alternate Proposal?

As mentioned, if a teacher is unable to attend Council Day, the Association has requested that this teacher give some serious personal thought to a meaningful professional learning activity that could substitute for their attendance at the provincial conference. By completing the Alternate Proposal application form (available from your PL Rep or on the NBTA website and Appendix I) and submitting it to your School-Based PL Committee, a teacher will be free to pursue that plan, provided it meets the guidelines developed by the NBTA Provincial Association.

### • Is an Alternate Proposal necessary?

The NBTA believes very strongly that it is important to protect the integrity of the one professional learning day that remains within our calendar year and is "owned" by teachers. The NBTA Board of Directors felt it was important to establish a mechanism by which each individual teacher assumed the professional responsibility for the use of that day. By thinking about a personal plan, recording it on paper and submitting it for committee review, the high standard for professional learning is more likely to be maintained.

*\*No event/session should be organized by District/EECD staff or school-based administration.*

### • Who approves or rejects my proposal?

Your School-Based PL Committee, which ideally should consist of several teachers and may include an administrator, is asked to review the Alternate Proposals. The School-Based PL Committee may refer to the Branch PL Chair/Committee or the NBTA Staff Officer responsible for PL (452-1740) for guidance.

### • Why are some Alternate Proposals rejected by the Committee?

The single overriding factor in their decision is based on the question: Does this proposal demonstrate an opportunity for professional learning? The focus here is on the learning. In other words if a proposal consists of a teacher creating an opportunity to complete a task which is part of his or her daily work load, i.e. marking, lesson planning, text book review, etc. the Committee may reject the proposal. As much as all teachers have a very long "to do list" and as important as the things on that list may be, Council Day is not intended as a catch up day; therefore, the Alternate Proposal must reflect an emphasis on professional learning as opposed to crossing something off of one's list. Other considerations also include that the proposal is an individual plan and not a group activity.

### • May a teacher attend any Council?

Definitely - yes. The trend has increasingly been for teachers to consider all three Council programs as options. Teachers are free to select one of the programs based on either program content or geographic accessibility. Most programs provide many generic learning opportunities that would be appropriate for teachers regardless of the level at which they teach. The chance to meet with colleagues from around the province and share in both learning and social activities is a once-a-year opportunity.

## Sample Alternate Proposal Criteria Rubric

Criteria	Yes	No	Unsure
Is this an individual plan?			
Is the learning considered team work?			
Is the learning organized by District/Department staff or school-based administration?			
Is professional learning the main goal?			
Is the learning going to support the role of the teacher?			
Is the learning of quality content?			
Is the learning considered prep work?			
Is the learning marking or classroom work?			
Is this learning for co-curricular or extracurricular activities?			
Has the applicant submitted a request in the past 5 years?			
Was the request received by the deadline?			

# NBTA Professional Learning Policies Summary

## NBTA Provincial Professional Learning Policies

(Pages II-30 to II-32 NBTA Member Handbook)

### 60x – General

- 600 - Statement Of Beliefs - PL
- 601 - Member Responsibility
- 602 - Professional Growth Model
- 603 - Teacher Portfolios
- 604 - Curriculum In-Service
- 606 - Student Teacher Attendance of Meetings/Workshops/Council Days

### 61x – Association Councils

- 611 - NBTA Councils (Regulations)
- 612 - Guidelines For Council Days

### 62x – School-Based Professional Learning

- 621 - Guidelines For School-Based Professional Learning

### 63x – Professional Orientation and Induction of New Teachers (POINT) Program

- 630 - Professional Orientation and Induction of New Teachers (POINT) Program

### 64x – Leadership Workshops

- 641 - Leadership Workshop (Branches)
- 642 - NBTA Councils' Leadership Workshop
- 643 - PL Chairs Workshop

### 65x – Teacher Exchanges

- 651 - Exchange Teacher

### 66x – Conferences & Conventions (NBTA Executive)

- 661 - Conferences and Conventions (Reports)
- 662 - Conferences and Seminars (Attendance)

## Local Branch Policies

If you do not have operational policies, you should develop them in consultation with your Branch Executive.

Policies should be easily accessible and discussed by the membership so that your teachers know and understand the guidelines upon which PL operates.



# Planning Your School-Based Professional Learning

## Guide to Planning/Hosting School-Based Professional Learning

As already mentioned, it is suggested that each school elect/appoint a School-Based PL Representative to represent them on the NBTA Branch PL Committee.

This PL Rep, in turn, acts as the chair of a School-Based PL Committee which should consist of at least three members, one of whom should be an administrator.

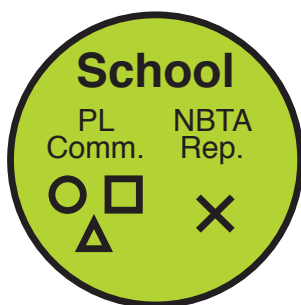
By ensuring that administration is represented, along with having the chair attend the NBTA Branch PL Committee meetings, it is hoped that the School-Based PL Committee is uniquely placed to communicate and plan with colleagues and make the best use of resources from both employer and professional association.

It is strongly recommended that PL Committees for the upcoming school year be established early (by the Branch AGM date) so as to effectively plan for August Council Days.

While the whole team should be responsible for the critical decisions, individuals or sub-groups can then take on the responsibilities for: (a) communications, (b) facilitator/resource person liaison, (c) logistics and (d) social.

Appendix E provides a quick reference duty checklist for the School-Based Team.

Appendix F provides a school PL Planning Template.



- |                       |                        |
|-----------------------|------------------------|
| ○ PL School Chair/Rep | △ School Administrator |
| □ Teacher Rep         | × NBTA School Rep      |

## Pre-Planning: Critical Advance Decisions

There will be designated roles for members of this team; however, there are some critical decisions that should be made by the whole team (refer to Appendix E). These include the determination of content, design, date, location and possible resource person(s).

### (1) Determine Dates:

In many cases, dates will be predetermined for you (e.g., August Council Days). It is strongly recommended that the committee sit down together and identify all school-based PL days throughout the school year (and next!) early on so that best use can be made of this precious time.

### (2) Determine Content

Discuss how you will determine your focus for each of the days. This could be discovered through pre-determined school goals, personal/professional growth plans, surveys of staff, needs/assessments and/or staff meeting discussions. Whatever process you use, the staff must be consulted. After all, it is a day meant to meet their professional growth needs in order to best support student learning.

### (3) Determine Design

Once your planning committee has a sense of what your professional learning focus or foci should be, the next step is to consider the individual learning styles and needs of your teachers to determine the design or format of your day. All too often we may rely on the “one size fits all” model of professional learning. Your committee is encouraged to look at all models and modes of delivery when considering content and to differentiate the learning opportunities for teachers just as we do for our students learning in classrooms.

### (4) Determine an Organizer, Facilitator/Resource Person

You need to consider whether the content could be best covered by a resource person external to your school or whether the expertise exists on staff. Sometimes we forget to draw upon the resources of our colleagues when they may be the best facilitators for the topic. If you do decide to seek an external resource person, you need to find someone to facilitate your session. Again, do not forget to seek the advice/input of staff, or others. Personnel at your district office or the NBTA, for example, may be able to recommend someone. Also, it may be wise to have an alternate in mind, or to be prepared to be flexible with your date, particularly if you are counting on one specific individual.



### (5) Determine a Location

While it is a “school” PL day, it does not necessarily have to take place in the school building. You may want to consider a different venue, keeping in mind that the setting you use will impact upon the atmosphere for your session. There are pros and cons for being either in-school or off-site. For example, it will cost more to go off-site, but if your intent is to provide a day of reflection and renewal, another setting may be preferable. However, some topics and presenter requirements (e.g., technology) make the school a better setting.

### (6) Determine a Budget

Even if you are hosting the PL event at your school, with an internal facilitator, there will still be costs involved though they may be minimal. You should consider providing refreshments that day. Additionally, there may be special arrangements for lunch (See Nutrition/Surroundings Coordinator) which have costs attached.

If you are going off-site and/or having an external facilitator, you will need to consider how much you have or how much you are willing to spend on these items and what your options are.

If there is a cost, consider who will be paying: individuals? school budget? Branch grant? District? sponsorship? other?

## PL Planning Team Responsibilities Before the Professional Learning

### Coordinator

While the coordinator has the overall responsibility for all aspects of the planned event, he or she may also be a member of a sub-team or take on an individual role. Whether this is the case or not, he or she should update staff of the schedules (start, break and end time, the agenda) and communicate the team’s expectations.

- Arrange for any advance payments and getting invoices for charges (e.g. presenters, catering, etc.).
- Prepare an evaluation form to assess the organization, planning and execution of the event (sample provided in Appendix A).

### Communications Coordinator

Because of the nature of the communications associated with professional learning and, by extension a possible day off for students, it is important that all stakeholders within the greater school community understand the importance, value and focus of the professional learning taking place. Don’t forget to inform students, parents, District, PSSC, etc., of your important plans. This role is filled by someone other than an administrator, he or she will need to recognize that the Communications Coordinator will need to work closely with the school administrator.

Don’t forget to:

- Notify parents/families well in advance:
  - letter
  - website
  - newsletter
  - other(See Appendix D)
- Notify media, if deemed appropriate:
  - radio stations
  - local cable
  - other

(It should be noted that communications with the presenter will be the responsibility of the designated liaison.)

### Facilitator/Resource Person Liaison (if required)

Well in advance of the session, the liaison person has the following responsibilities:

- Make the initial contact with presenter/resource person (internal or external).
- Discuss and clarify the topic/goals of presentation.
- Ask if there are professional fees and, if so, what they are. This would not apply to NBTA or EECD personnel, for example.
- Determine if release time is required for the presenter to plan or deliver?
- Discuss the schedule (as determined by the PL Planning Team – e.g., start and end times along with any scheduled breaks) and request a draft agenda or description of the session to be presented.



- Determine the set-up needs of the day:
  - room size (consider wall space for chart paper and open space for activities)
  - seating arrangements (See Appendix B)
  - equipment needs/networking needs (See Appendix C)
- printing and copying of handouts, etc.
- Provide a list of participants to facilitator.
- Ask if there are any accommodations and transportation costs.
- Ask if the facilitator will make his/her own travel/accommodation arrangements or if they would like this to be arranged for them. In either case, ensure you both understand the specifics and follow up with written communication. Keep a copy for your records.
- Ask if they have any other needs/concerns.
- Get notes for introducing the facilitator. (Depending on the formality of the event and the wishes of the speaker, this may be very brief – and should never be a full curriculum vitae! Some presenters have a prepared biography; however, you may want to discuss the appropriate excerpts to be used for introduction.)
- Immediately prior to the session (the day/evening before) ensure that the facilitator has arrived and arrange to meet them. Even if he or she is responsible for their own travel/accommodations, you may want to meet with them briefly to ensure all is well. If they are to set up in advance, make sure they can get to the site and advise the Logistics Coordinator.

### Logistics Coordinator

It will already have been decided by the PL Planning Team if the event will occur on-site or off-site.

If on-site:

- Ensure building is clean and inviting (e.g., temperature, lighting, etc.).
- Consult Presenter/Liaison and Social sub-team regarding their requirements including:
  - the location(s) of presentation(s) and breaks
  - the seating arrangement required (requested by presenter) (See Appendix B)
  - equipment needs/networking needs
  - tables, space and other requirements for food

If off-site:

- Explore options for venue (e.g., cost, size, internet access, equipment availability, accommodations, food, etc.).
- Visit site before event to confirm suitability.
- Book venue.
- Communicate needs to venue manager/operator.

If the session is starting in the morning, the presenter will likely need to set up in advance. This may mean the evening before or very early morning. The Logistics Coordinator needs to be aware of this and make the necessary arrangements. Once the setup is ready, be sure to advise the custodial staff and ensure that it is not disturbed.

### Nutrition/Surroundings Coordinator

This person has the overall responsibility to ensure a positive professional upbeat environment during the entire event.

Suggestions to consider:

- When people arrive (whether morning or afternoon) have refreshments available.
- Consider using music prior to the session, during breaks, at lunchtime, etc.
- Have a variety of healthy snack food available throughout the day.
- Have water available at all times.
- Arrange for “prizes” or draws during the day.
- Determine the food arrangements and consider options such as:
  - Catered - by whom?
  - Pot Luck
  - Restaurant - go out or take out?
  - School Council or other parent group
- Arrange for someone other than the teacher participants (secretary, parent) to oversee the setup and preparations for snacks and meals ...YOU should be in the session.
- Consider having breaks in a space other than the session working area.



## The Day of the Event

### Event Coordinator

To liaise with Committee members to ensure everything is in place and to troubleshoot and problem solve where necessary.

### Communications Coordinator

- Verify that media announcements are being made.
- Take photographs (preferably digital) during the session – not forgetting to photograph the social aspects of the event.
- Interview the presenter and get quote for possible inclusion in school newsletter or correspondence to parents/district.

### Presenter/Resource Person Liaison

- Either escort the presenter/facilitator to the session OR be at the entrance to meet him/her upon arrival at the site.
- Introduce the presenter to key people (principal, planning team - particularly the Logistics Coordinator) and lead them to the site.
- Show the presenter the washroom facilities and other pertinent areas (staff room, for example).
- Introduce the presenter (since you will have had most contact with the person) or designate someone to do so. If this is the case, give them appropriate notes.
- Be available and accessible to the presenter at all times. This may mean assisting with distributing resource materials, or keeping time so that the schedule is respected, for example. It may be as simple as being a friendly face in the group. Different presenters will have different styles and require varying degrees and types of support. A frank discussion as to how much “space” or how much support your person needs can make the day run more smoothly for all.
- Present or designate someone to present token of appreciation to presenter(s).

### Logistics Coordinator

- Your responsibility on the day is to ensure that things and people are where they need to be when they need to be there.
- Arrive early and make sure the room set-up is as required and be available when the presenter arrives.
- Double check that all equipment (including Internet access if required) is functioning.
- Assist with all aspects of set-up, as required.
- Be available to assist throughout the day.
- If off-site, check with site staff re: their availability to troubleshoot.

### Nutrition/Surroundings Coordinator

- Confirm all arrangements for food service are on track. (Remember that you should be in the session and not moving in and out preparing breaks, etc.)
- Consider setting up music (either calming or rousing depending on the theme of your session) to be played as participants arrive and in the break area.
- If planning prize draws during the day, coordinate with the presenter(s) to do this at appropriate times and to not unduly interrupt.

***Live as if you will die tomorrow;  
learn as if you will live forever.***

***Gandhi***



## Following the Event

### Event Coordinator

- Ensure financial aspects are dealt with.
- To review, with the PL Planning Team, the evaluations re: the event organization and prepare a brief for the Administration.

### Communications Coordinator

- Send thank you letters to presenter, signed by principal on behalf of the school and the PL Planning Committee (copy to district) and any others who assisted (parents, caterers, support staff, etc.).
- Remind principal to write notes of thanks to PL Planning Team (copied to personnel file).
- Communicate with parents re: the success and “learnings” as a result of the session (e.g., how/what we learned will help us better meet your child’s needs as an article in school newsletter).
- Prepare “PA” announcement for students the morning after regarding the PL Day (See Appendix D).

### Presenter/Resource Person Liaison

- Make personal contact (phone or email) with presenter to informally thank them and discuss their impressions of how the session went.

### Logistics Coordinator

- Assist the presenter with dismantling equipment, packing and moving.
- Assist with “de-constructing” the room setup if on-site.
- Communicate with custodian re: any special cleaning needs so that the rooms are ready for student return.

### Nutrition/Surroundings Coordinator

- Work with Logistics Coordinator to manage any leftover food/drink.
- Ensure you have attended to financial needs.

### What If?

Even the best laid plans sometimes go awry. Your team will no doubt be able to handle the small glitches that may occur – a projector lamp that burns out, the late delivery of the food, etc. However, in the event of a major issue which could affect whether or not the event will go ahead, such as a presenter who has had to cancel at the last minute, you should consider having a contingency plan.





## Appendices

### Appendix A - Sample Event Evaluation Form

It is important to receive feedback on the PL event. This happens on two levels. In one instance you want feedback on the content and the learning. You also want to evaluate the logistics and the overall running of the event. If you use a common form, you should divide it into two parts. You will want to compile and review both with the staff but share only that which is relevant with the resource person. Alternatively, you can evaluate the session via an open discussion with staff in which you note any suggestions which could inform future planning teams. This works well in relatively small staffs.

Sample evaluation form follows. Note that just as you tailor your professional learning event, you should likewise tailor your form depending on the feedback you need or want.

**Professional Learning is the continual renewal of personal knowledge and expertise that leads to improved professional competence in support of student learning.**

**— NBTA Members' Handbook**

**Name of Event:** \_\_\_\_\_

**Date of Event:** \_\_\_\_\_

**Please comment. Your feedback is important in planning future professional learning opportunities.**

**1. I learned:** \_\_\_\_\_

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**2. I liked:** \_\_\_\_\_

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**3. A key thought/idea/concept I will use in my teaching:** \_\_\_\_\_

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**4. I would suggest:** \_\_\_\_\_

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Thank You

## Appendix B

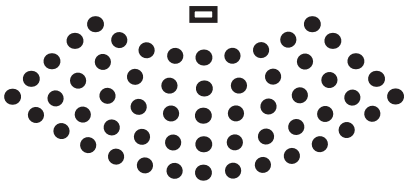
### Room Set-up

The room setup will depend on the number of participants and the mode of presentation. The venue should be selected to accommodate the needs of the presenter. He or she should be asked to explicitly indicate the style of setup.

Below are some typical seating arrangements:

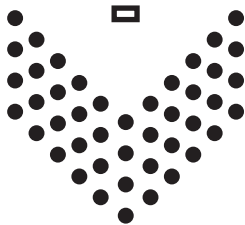
### Theatre Style:

Primarily for lecture-style presentations and groups of over 50 participants. Provides the greatest number of seats in the smallest space. Audience interaction is difficult with this arrangement.



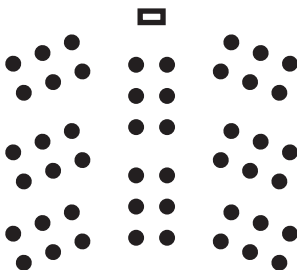
### Chevron Style:

This set up is good for 30-50 people in which you want presenter/audience dialogue. Gives participants good visual access to other members of the group.



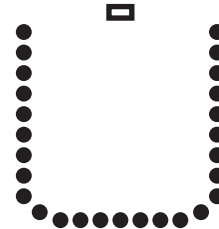
### Herringbone Style:

This setup is good for 30-150 participants. This allows for both lecture and small group work.



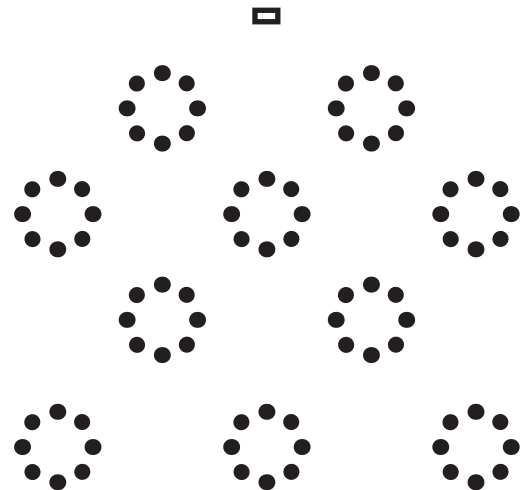
### U-Shaped Style:

U-shaped can be used for groups up to 30. The presenter works from the open end of the U. Each participant can see all others. This setup promotes equity and interaction.



### Rounds Style:

This arrangement can accommodate from 30-150 and facilitates group work.



## Appendix C

### Presenter Needs

Equipment Which May Be Needed:

- ☐ Markers (various colours)
- ☐ Flip Chart/Chart Paper
- ☐ Chart Stands
- ☐ LCD Projector
- ☐ Computer
- ☐ SMART Board
- ☐ Overhead Projector
- ☐ Overhead Markers
- ☐ Overhead Acetates
- ☐ Tape
- ☐ Extension Cords/Power Bars
- ☐ Replacement Bulbs for Equipment
- ☐ CD Player
- ☐ Music (CDs)
- ☐ Sticky Notes
- ☐ Paper
- ☐ Dry Erase Markers or Chalk
- ☐ Name Tags
- ☐ Tent Cards
- ☐ Speakers
- ☐ Pens or Pencils (per participant)
- ☐ Note Paper (per participant)
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_

## Appendix D

Informing Parents/Media

### Checklist for Letter to Parents:

- Classes cancelled
- Date/Time
- Brief Description of PL
- Value of PL for Students and Teachers

#### Sample Letter to Parents

Dear Parents and/or Guardians:

On (day) (date) there will be no classes for students so that teachers/staff can participate in professional learning activities.

Teachers will be attending a session on (name the topic of PL). Professional learning and ongoing learning by teachers and others in the school community is essential to the growth of our school.

### Checklist for Message to Greater Community:

- Date; Name of School; School Closure; Activity

Note: Your Superintendent is the official spokesperson for your district and as such, should be responsible for any media releases. That being said, those more formal networks may overlook more local media (ex: community newsletter, cable 10, church bulletin, etc.).

#### Sample Message to Media

Day of Notice: There will be no classes for students at (Name of School/District) on (Date). Teachers are participating in professional learning activities today.

After – As teachers use new learnings from their PL days, acknowledge the link of how learning can be beneficial with students. Teachers can share this with parents in their regular newsletters.



## Appendix E

### PL Team Checklists

Note: All teams should keep the principal fully informed/ briefed throughout the planning process.

These checklists are meant to be used in conjunction with the appropriate sections of the PL Planning Guide.

This advance planning is undertaken under the direction of the School-Based PL Committee. (NBTA School PL Rep (chair), 1 Administrator Rep, +1 or 2 other teachers)

Pre-Planning	
Consult with staff/district regarding purpose and goals of event	
Appoint a coordinator	
Review role expectations with coordinator	
Create PL Team	
If new event, do you need a new PL Team?	
Consider the following: <ul style="list-style-type: none"> <li>• Do support staff need to be involved?</li> <li>• Does the School Council need to be involved?</li> </ul>	
Determine a facilitator/resource person	
Determine general topic and specific goals	
Determine date	
Determine location	
Determine a facilitator/resource person	

Event Coordinator		
Before	Convene meetings of the Planning Team to ensure plans are on track	
	Keep staff informed and in the loop	
	Deal with financial aspects of event – invoices, fees, budget(s)	
	Construct evaluation form for event planning, organization, execution	
During	Be available/accessible for the PL Planning Team members	
	Ensure evaluation forms are completed and collected	
After	Ensure financial aspects are dealt with	
	Collate/review evaluations with PL Planning Team	
	Prepare brief for administration and PL Team	

Note: The Event Coordinator should be in constant and ongoing communication with the principal to keep him/her informed, to ensure support and to troubleshoot potential problems.

Communications Coordinator		
Before	Notify Parents	
	Notify Media	
During	With permission of participants, take photos during the session	
After	Write an article for school newsletter, <i>NBTA News</i> , district publications re: learnings, etc. (Use photos and quotes from participants and facilitator.)	
	Interview presenter	
	Ensure thank you letters are sent	
	Ensure parents are aware of the event's successes	
	Prepare PA announcements for student body	

Presenter/Resource Person Liaison		
Before	Make initial contact with presenter	
	Discuss the topic/goals of presentation	
	Determine fees, if any	
	Determine if release time is required for the presenter.	
	Discuss the agenda and request copy	
	Discuss specific needs of the presenter; e.g. room size, dietary, equipment, seating	
	Provide a list of participants to presenter	
	Make inquiries re accommodations and transportation	
Immediately Prior to Session (Day/ Evening before)	Get notes for presenter introduction	
	Ensure arrival and meet with presenter	
	If presenter needs early access to site, ensure Logistics	
	Coordinator is aware and available	
	Ensure that other needs/ concerns are dealt with	
	Either escort the presenter to the session OR be at the entrance to meet him/her	
	Introduce the presenter to key people	
	Orient presenter to washroom facilities and other pertinent areas	
	Introduce the presenter or designate someone	
	Be available and accessible to the presenter at all times	
After	Make personal contact with presenter to informally thank them and discuss their impression of how the session went	
	Prepare a brief summary for Event Coordinator	

Logistics Coordinator		
Before (if On-Site)	Ensure building is clean and inviting	
	Consult with facilitator/liaison and social sub-teams regarding requirements	
	Check to see if the facilitator needs to setup the night before	
	Ensure the custodial staff does not disturb presenter's setup	
Before (if Off-Site)	Explore potential venues	
	Visit site to confirm suitability	
	Book venue	
	Communicate needs/requirements to venue manager/operator	
	Check to see if the facilitator needs to setup the night before	
	Ensure the custodial staff does not disturb facilitator's setup	
During (if On-Site)	Arrive early	
	Check presenter's setup and availability of room if presenter needs to setup	
	Be available when the presenter arrives	
	Double check all equipment	
	Assist as necessary with all aspects of setup	
	Be available throughout the day	
	Ensure things run smoothly	
During (if Off-Site)	Consult with venue staff regarding their availability to troubleshoot/assist	
	Assist presenter as required	
After	Assist the presenter with dismantling of equipment, packing and moving	
	Assist with de-constructing of room setup (if on-site)	
	If on-site, communicate with custodian any special cleaning needs so room is ready for student return	
	Prepare report for Event Coordinator	

Nutrition/Surroundings Coordinator		
Before	Consider using music prior to session at breaks	
	Arrange for appropriate amount of refreshments	
	Arrange for a variety of healthy refreshments	
	Ensure that water is always available	
	Consider arranging "prize" draws during the day	
	Determine food arrangements	
	Designate someone other than the teacher participants to oversee setup and preparations for snacks/food	
	Consider having snacks in a location other than working area	
	Designate someone to oversee the coordination of Icebreakers	
During	Confirm all arrangements for food service are on track	
	Consider setting up a CD player with music	
	If planning prize draws, coordinate with presenter	
After	Work with Logistics Coordinator to manage any leftover food/drink, including clean up of snack area	
	Ensure financial matters are attended to	
	Prepare report for Event Coordinator	

## Appendix F

### School-Based Professional Learning Planning Template

*This template is to assist NBTA School-Based Teams in their thinking as they plan professional learning that is school based.  
It may also be useful in sharing ideas between and among school after the fact.*

**Date:** \_\_\_\_\_

**School:** \_\_\_\_\_

**Committee Members:** \_\_\_\_\_

---

**Content/Goals/Outcomes:**

*(Should be linked to Student Learning/School Improvement Plan)*

**Process(s) Used to Learn:**

- ☐ Individual
- ☐ Small Group (Team/Grade Level/Subject/PLC/Interest)
- ☐ Full Staff
- ☐ Collaborative Discussion
- ☐ Inquiry
- ☐ Presentation/Lecture/Facilitation
- ☐ Action Research
- ☐ Online/Technology

**Context - Where did the Learning Occur?**

- ☐ School
- ☐ District
- ☐ Other: \_\_\_\_\_

---

**Reflection/Feedback:**

*(To be filled in Post Event)*

Our plan worked well. We would recommend...

Our plan did not go exactly as planned. Next time we would...



## Appendix G

### NBTA Supported:

- POINT (for new teachers)
- Compass (For new teachers)
- Project Overseas
- Teacher Exchanges
- Educational Leaves
- NBTA Teacher-Designed Professional Learning Grants

### Further Reading:

- Bangs, J., & Frost, D. (2012). *Teacher self-efficacy, voice, and leadership: Towards a policy framework for educational international*. Retrieved from Education International Research Institute website: [http://download.ei-ie.org/Docs/WebDepot/teacher\\_efficacy\\_voice\\_leadership.pdf](http://download.ei-ie.org/Docs/WebDepot/teacher_efficacy_voice_leadership.pdf)
- Campbell, C. (2017). Developing Teachers' Professional Learning: Canadian Evidence and Experiences in a World of Educational Improvement. *Canadian Journal of Education / Revue canadienne de l'éducation* 40:2. Retrieved from: <http://journals.sfu.ca/cje/index.php/cje-rce/article/viewFile/2446/2411>
- Campbell, C., Osmond-Johnson, P., Faubert, B., Zeichner, K., & Hobbs-Johnson, A., with Brown, S., DaCosta, P., Hales, A., Kuehn, L., Sohn, J., & Steffensen, K. (2016). *Executive Summary: The state of educators' professional learning in Canada*.
- Oxford, OH: Learning Forward. Retrieved from Learning Forward's website: <https://learningforward.org/docs/default-source/pdf/CanadaStudyExecSumm2016.pdf>
- Clark, R., Antonelli, F., Lacavera, D., Livingstone, D.W., Pollock, K., Smaller, H., Strachan, J., & Tarc, P. (2007). *Beyond PD days: Teachers' work and learning in Canada*. Toronto, ON: Ontario Teachers' Federation/Centre for the Study of Education & Work, Ontario Institute for Studies in Education.
- Learning Forward: The Professional Learning Association (<https://learningforward.org/>)

### Websites:

Alberta Teachers' Association: [www.teachers.ab.ca](http://www.teachers.ab.ca)  
ASCD: [www.ascd.org](http://www.ascd.org)  
British Columbia Teachers Federation: [www.bctf.ca](http://www.bctf.ca)  
CTF: [www.ctf-fce.ca](http://www.ctf-fce.ca)  
Elementary Teachers' Federation of Ontario: [www.etfo.ca](http://www.etfo.ca)  
Manitoba Teachers' Society: [www.mbteach.org](http://www.mbteach.org)  
NBTA: [www.nbta.ca](http://www.nbta.ca)  
Newfoundland and Labrador Teachers' Association: [www.nlta.nl.ca](http://www.nlta.nl.ca)  
NSDC/Learning Forward: [www.nsdsc.org](http://www.nsdsc.org)  
Northwest Territories Teachers' Association: [www.nwtta.nt.ca](http://www.nwtta.nt.ca)  
Nova Scotia Teachers Union: [www.nstu.ca](http://www.nstu.ca)  
Nunavut Teachers' Union: [www.ntanu.ca](http://www.ntanu.ca)  
Ontario English Catholic Teachers Association: [www.catholicteachers.ca](http://www.catholicteachers.ca)  
Ontario Secondary School Teachers' Federation: [www.osstf.on.ca](http://www.osstf.on.ca)  
Ontario Teachers' Federation: [www.otffeo.on.ca](http://www.otffeo.on.ca)  
PEITF: [www.peitf.com](http://www.peitf.com)  
Quebec Provincial Association of Teachers: [www.qpat-apeq.qc.ca](http://www.qpat-apeq.qc.ca)  
Saskatchewan Teachers' Federation: [www.stf.slkca](http://www.stf.slkca)  
Yukon Teachers' Association: [www.yta.yk.ca](http://www.yta.yk.ca)

## Appendix H

### Guidelines for Council Days

*The NBTA believes that Professional Learning is the continual renewal of personal knowledge and expertise that leads to improved professional competence in support of student learning.*

*(NBTA Board of Directors Statement of Beliefs, February 2002)*

The school calendar currently identifies three (3) professional learning days for activities planned by teachers, for teachers. It is of utmost importance both to our profession and to maintain these days, that they be used for their intended purpose - professional growth.

#### Fall Council Days

1. Fall Council days which are Branch-Based, are compulsory for all staff. No alternate proposals are to be accepted for those days.
2. Fall council days which are School-Based are also mandatory.

#### Spring Council Days

For Spring Council days, all teachers are required to participate in professional learning and are urged to attend their Council conference.

Free registration will be provided to student teachers who attend Council workshops.

#### Alternate Proposals

In the event that a teacher is unable to attend the spring council conference, an alternate proposal for an independent professional learning activity should be submitted to the School-Based Professional Learning Committee four (4) weeks prior to the council day. (Guidelines for School-Based PL Committees are outlined in NBTA Members' Handbook and/or on the NBTA Website [www.nbta.ca](http://www.nbta.ca))

The proposal should clearly identify the **nature, location and duration** of the activity and the intended **impact** on the teacher's professional growth. NBTA Provincial Council Day Plan Alternate Proposal Form must be completed.

#### Role of School-Based Professional Learning Committee

The School-Based PL Committee has the responsibility of accepting or rejecting alternate proposals based on these guidelines. Proposals which fall outside the guidelines may be forwarded to the Branch Professional Learning Chair who will confer with the Committee of PL Chairs from the district and/or the NBTA Staff Officer for Professional Learning.

The following activities are not considered professional learning and are therefore not acceptable as alternate proposals:

- a. course preparation
- b. marking
- c. classroom work
- d. student sessions
- e. co-curricular and extracurricular activities
- f. any work which is a required part of the teaching assignment

**\*No event/session should be organized by District/Department staff or school-based administration.**

*It is the responsibility of every member of the NBTA to become involved and participate actively in available professional learning programs.*

*(Policy 602) NBTA Members' Handbook  
Jan 17/03*

## Appendix I



# NBTA Provincial Council Day Plan for May \_\_\_\_\_, 20\_\_\_\_\_

Council Day has been established throughout New Brunswick for our NBTA Councils to hold provincial conferences. This is the one day of professional learning that is guaranteed to be about your individual learning. All teachers are expected to participate. In addition to the many scheduled sessions, the opportunity to confer with fellow professionals from throughout the province will be beneficial.

**Please complete this form and return it to your school Professional Learning Committee representative, \_\_\_\_\_, prior to April 1<sup>st</sup>.**

This form, once completed, will become a record of your attendance and professional commitment on Council Day. Should your plans change and you are absent on that day or any part thereof, you are responsible to notify your administrator and fill in the appropriate paperwork with your district office.

Option 1: Going to Council Day

### Option 1:

Teacher's Name: \_\_\_\_\_

School: \_\_\_\_\_

I will be attending the ☐ Elementary ☐ Middle Level ☐ High School Council Conference Program in \_\_\_\_\_ Location.

Signature: \_\_\_\_\_

**OR**

Option 2: Unable to attend Council Day - Alternate Proposal

### Option 2:

I am unable to attend one of the Council Day Programs and, therefore, am applying to my school-based colleagues to be considered for an individual alternate learning plan for Council Day. Please indicate the nature, location and duration of your professional development for the planned date(s).

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What do you perceive to be the impact of this activity on your professional growth?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Signature: \_\_\_\_\_

Revised: November 18, 2016







