

VSTA FUNDS PROTOCOL FOR 2017-2018 REMEDY OWING

1. All affected teachers at the school must decide if they want to pool their minutes from 2017-2018 Remedy to fund a long term TTOC position for the school.
2. If all the staff at your school owed Remedy from 2017-2018 do not agree to “pool to the school”, individuals are then entitled to individual Remedy for the purposes of funding Pro-D opportunities or purchasing classroom supplies.
3. Check with your Staff Rep for the amount that is owed to you.
4. Regarding Professional Development:
 - a. Opportunities should align with the BCTF Pro-D lens – they should be “relevant [to your teaching practice], responsible [meets obligations to colleagues, the CA & our profession] and autonomous [voluntarily chosen]” – see other side of this page.
 - b. Credit courses can be accessed with Remedy, but with the same conditions as above.
 - c. Remedy may be used to offset travel and accommodation costs.
 - d. ALL receipts must be submitted with the form.
5. Regarding Classroom Resources:
 - a. Items purchased as classroom resources remain the property of the District and are not the personal property of the teacher.
 - b. If the teacher wishes to purchase technology; it must be purchased through ePro.
 - c. ALL receipts must be submitted with the VSTA Remedy Claim Form to receive reimbursement.

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

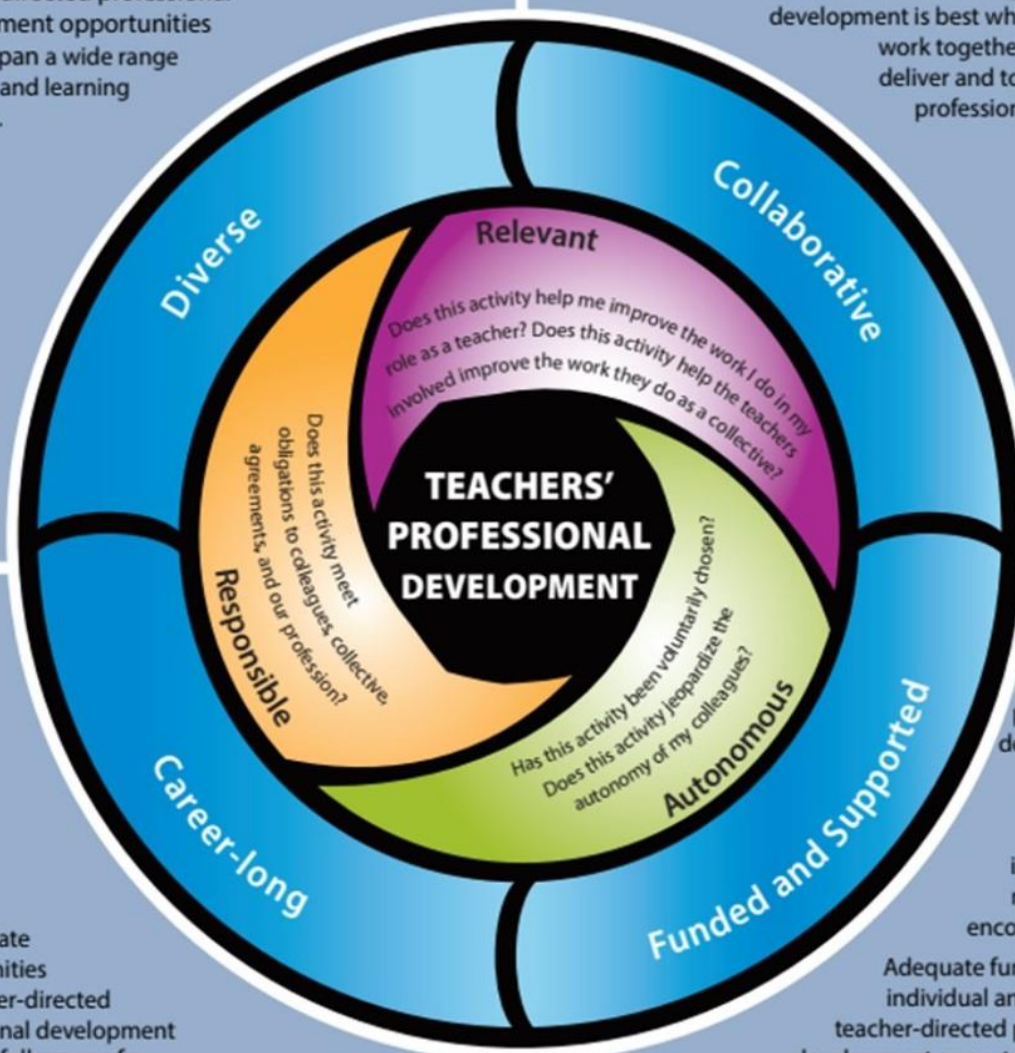
The factors in the outer ring are critical to the success of teacher-directed professional development as a collective endeavor. In turn, this collective work provides the necessary conditions for all teachers to be able to create their own rich tapestries of appropriate professional learning.

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

