

Gulf Islands Teachers' Association

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Dates

November 11 –
Remembrance Day

December 3 –
GITA Grievance
Committee meets

December 3 –
GITA Executive
Committee meets

December 17 –
Last day of school

January 4 –
First day of school

January 15 –
Pro D Day

May 5 –
GITA Annual General
Meeting

“Everything that is really great and inspiring is created by the individual who can labor in freedom.”
Albert Einstein

Professional Autonomy

- - In Instruction

“A teacher shall, within the bounds of the prescribed curriculum and consistent with effective educational practice, have individual professional autonomy in determining the methods of instruction and the planning and presentation of course materials in the classes of pupils to which he/she is assigned.”

Article F.21.1 GITA Collective Agreement

- - In Professional Development

The following is part of a letter recently signed by the GITA and the District:

“The District and the Local agree that teachers may take part in Professional Development activities on days during the school year that are not designated as days of work in the local school calendar. These activities are only in lieu of scheduled Professional Development days where they have been pre-arranged with the Principal.”

This agreement gives teachers flexibility to choose, in consultation with their principals, on which days they wish to take part in Professional Development activities.

As a matter of courtesy, a teacher should inform the school’s Professional Development Chairperson if the teacher is not going to take part in school-based Professional Development activities on scheduled Professional Development days.

GITA

- - Of Other Teachers

“That members do not participate in any action or decision on educational matters that may impinge on the professional autonomy of any teacher; that school staff decisions may not compel the pedagogical practice of any teacher.”

2009 BCTF Annual General Meeting

“The teacher directs any criticism of the teaching performance and related work of a colleague to that colleague in private, and only then, after informing the colleague in writing of the intent to do so, may direct in confidence the criticism to appropriate individuals who are able to offer advice and assistance.”

BCTF Code of Ethics

- - With Other teachers

“Professional autonomy should not be taken to mean teachers exercising professional judgment in isolation from their peers, but rather that they develop their professional learning through systematic investigation, rather than by fiat.”

Eagleton (2003)

- - In Society

“Teachers require privacy to prepare themselves for the task; they too need to try out new roles in safety, to form their own identity as educators. Teachers also need to recognize, however, that their roles are public concerns and that they have a responsibility to initiate and sustain public discussions about education and teaching; they cannot remain in the comparative safety of their schools”

Coulter (2002)

Professional Development Activities

- Attend a local, regional, provincial, national or international conference or workshop.
- Attend a summer institute or course.
- Be a sponsor teacher for a student teacher.
- Become a BCTF Professional Development associate, and carry on the Teachers Teaching Teachers tradition.
- Become a BCTF Program Against Racism or Status of Women Program associate, and carry on the Teachers Teaching Teachers tradition.
- Become active in your Local Association.
- Become a facilitator and give a workshop locally, regionally or provincially.
- Begin or continue university studies.
- Develop innovative programs for use in your classroom.
- Develop an annual personal Professional Development plan and maintain a Professional Development portfolio.
- Explore the possibility of bringing the BCTF's Program for Quality Teaching to your Local.
- Form or join a teacher research group.
- Participate in group planning.
- Hop on the Internet through BCTF Online or another Professional Development site.
- Job-shadow in a related work situation.
- Join a professional organization or network
 - BCTF Provincial Specialist Association
 - Local Specialist Association or Local Chapter of a PSA
 - International network (ASCD, MSCD)
- Mentor a beginning teacher.
- Observe another teacher, and talk together about the lesson or program.
- Participate in curriculum development.
- Pilot curriculum or a program.
- Read professional literature.
- Reflect, discuss, and research for the purpose of planning individual or group ongoing professional development.
- Develop the discipline of reflective journal keeping.
- Serve as your school's Professional Development Representative.
- Share with colleagues what you found at a conference or workshop.
- Subscribe to and read professional journals.
- Watch professional videos.
- Work on a provincial committee (MoE or BCTF).
- Work on your Local's Professional Development Committee.
- Work with a colleague to discuss, observe, and critique a lesson or a program (peer coaching).
- Write professional articles for your local's newsletter, your PSA's publications, or *Teacher* newsmagazine. BCTF

Professional Responsibilities

1. Educators value and care for all students and act in their best interests.
Educators are responsible for fostering the emotional, esthetic, intellectual, physical, social and vocational development of students. They are responsible for the emotional and physical safety of students.
2. Educators are role models who act ethically and honestly.
Educators act with integrity, maintaining the dignity and credibility of the profession. Educators are accountable for their conduct while on duty, as well as off duty, where that conduct has an effect on the education system.
3. Educators understand and apply knowledge of student growth and development.
Educators are knowledgeable about how children develop as learners and as social beings, and demonstrate an understanding of individual learning differences and special needs.
4. Educators value the involvement and support of parents, guardians, families and communities in schools.
Educators understand, respect and support the role of parents and the community in the education of students.
5. Educators implement effective practices in areas of classroom management, planning, instruction, assessment, evaluation and reporting.
Educators have the knowledge and skills to facilitate learning for all students and know when to seek additional support for their practice.
6. Educators have a broad knowledge base and understand the subject areas they teach.
Educators understand the curricular, conceptual and methodological foundations of education and of the subject areas they teach.
7. Educators engage in career-long learning.
Educators engage in professional development and reflective practice, understanding that a hallmark of professionalism is the concept of professional growth over time.
8. Educators contribute to the profession.
Educators support, mentor or encourage other educators and those preparing to enter the profession.