



Professional Development News

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2012 -2013 PD Committee

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The fastest way to access the PD forms is through the DTA website www.deltateachers.org under the forms tab. You can also access the forms through First Class—follow the link: [First Class→All Staff→Professional Development→DTA Pro-D Info→DTA Pro-D Forms...](#) and there you are!

DTA PD BUDGET: \$115,000 Available; \$136,000 Approved!

That’s right! The Professional Development Committee received from the District just under \$115,000 this school year. As of May 9th, the Committee approved just slightly less than \$136,000 in PD funding requests. Don’t we wish that ordinary household budgeting could work in this way? During job action in the Fall of 2005, a surplus within the PD account accumulated, allowing successive PD Committees to increase funding in a number of ways. The total amount of funding to teachers was increased, and additional funding categories were added to ensure that all DTA members had adequate access to professional development funding. For the most part, these efforts were successful. Members have benefitted from these changes for the past seven years.

Over the last three years, the surplus has been reduced considerably, with the trend continuing and accelerating each year. But now there is a need to make adjustments to ensure continuity of funding for next year.

Effective, July 1st, 2012, teachers applying for “Regular” PD on Form 5020R, and for Credit Course Funding on form 5020CC will see a change: “All DTA members are eligible to apply for professional development funds up to **\$650.00** per year to a maximum of **\$1,000.00** over **three years.**”

Beginning July 1st, 2012, “National/International PD” will be discontinued. On average, fewer than ten members each year have been able to make use of National/International funds. In response to increased demand among teachers for ‘Regular PD’, the PD Committee has decided to reallocate the money previously used to fund National/International PD, to both Regular PD and Credit Course funding.

Over the past four years, the “School Based Group Planning” fund, and the “LSA Fund” have been used by members to initiate professional activities. The SBGP fund was introduced to allow teachers to plan PD days at the school and District levels. The response to this innovation has been positive. As of July 1, 2012, both School Group-Based and Local Specialists Associations will apply for funding under a single, new category, **Interest-Based Group PD**. Funding levels will be consistent with what has been allocated in previous years to the two former categories.

In addition to changes in the budget, the Committee hopes that a dialogue with the School District will produce a return to a degree of consistency and stability to the District’s funding of school-based PD. There are significant changes in next year’s PD funding and potentially more to come. Please make sure you are aware of what is available to you. For additional information, call me at the DTA Office.

Paul Leroy, PD Chair



**NEW
CHANGES**

Important Changes to PD funding for 2012-2013 - effective July 1st

- Regular PD (form 5020R) and Credit Course (form 5020CC) funding has been changed to **\$650.00** per year to a maximum of **\$1000.00** over **3 years**.
- National/International funding has been eliminated as a source of PD funding.
- LSA funding and Group School Based Workshop funding will no longer be separate categories, they will both operate under a new category, **Interest-Based Group PD**. A new form will be developed to apply for this funding.
- Self-Directed PD funding has been limited to 10 TTOC days per year.

Kindergarten LSA Workshop—Dramatic Play

On Friday April 20th Kindergarten teachers from across the district met at Delta Manor Ed Centre to listen to guest speaker Pamela Quigg from the University of Victoria (partially funded by the DTA). Pamela spoke about the value of rich play for young children and how vital it is in the development of creativity, intellect and language development. Pamela discussed recent research supporting the value of play and also gave many examples of what that might look like in a kindergarten classroom.

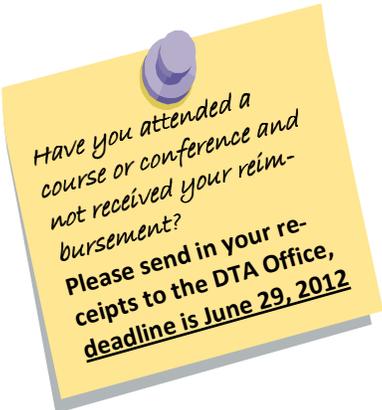
The afternoon session was an informal discussion session between Kindergarten teachers throughout the district. All areas of curriculum, planning and classroom management were discussed as teachers were given time to problem-solve with colleagues from different schools. Some of the best learning comes when teachers meet together and share their experiences and expertise and this was one of those sessions.

By: Alison Quan

*“A good head and good heart are always a formidable combination.
But when you add to that a literate tongue or pen, the you have
something very special.”*

- Nelson Mandela

REMINDERS



Have you attended a course or conference and not received your reimbursement?
Please send in your receipts to the DTA Office, **deadline is June 29, 2012**



National/International funds has been eliminated as a source of PD funding as of July 1st, 2012.
There is a new 3 year limit for regular PD funds, please see below*



Are you planning on attending a conference during the summer months?
All applications need to be in **14 days in advance**, please have your application to the DTA Office by **June 14th**

Other things to note:

- PD funding is based on the school calendar year July 1—June 30
- You are allowed up to **\$650.00** per year to a maximum of **\$1000.00*** over **3 years**
- All regular PD applications need to be received by the DTA office **14 days in advance**
- Course information—including costs, date and location **must** accompany your application

Council for Exceptional Children Annual Conference—Denver Colorado

To the Delta Teacher Association:

Thank you so much for affording me the opportunity to attend the Council for Exceptional Children Annual Conference in Denver, Colorado. What a fantastic experience! I was able to make connections and spend time with other professionals as well as learn new strategies to try out here in Delta.

In my role as School Psychologist working with children with behaviour challenges, it is key that I have the knowledge of empirically supported interventions to help our children be safe and successful in school. Of course we always look for the most progressive and pro-active ways of teaching appropriate skills to children. Sessions on Behaviour Teaching Strategies covered the use of token economies, daily behaviour report cards, and video modeling as ways of increasing student pro-social behaviour. Check In/Check Out

and other strategies mentioned below were also demonstrated to have a positive impact on student behaviour. Some of these strategies are currently in use in our classrooms while others (video modeling) are becoming more popular as our technology is more accessible (iPads). It will be helpful to know how to best implement these strategies so we get the most “bang for our buck”.

School wide systems for positive behaviour supports (SWPBS) were also touted as being very much the best way to ensure student success. This is an area where we, as a district, could improve. Hopefully we will have the opportunity to start a SWPBS school next year.

Additionally this conference included a strand on “Reducing Restraint and Seclusion” that stressed the use of the “Reactive Plan” we are currently using in

our safety plans. Although we always try to plan for success, it is re-assuring to know that if we are not able to calm students we are using reactive rubrics that are helpful and current.

The information that I learned at the conference is invaluable. I have short-listed what I felt were the key points of the conference and that I feel able to use immediately. Be assured that I will be presenting these at the various professional development sessions that I offer. I am hoping that next year I will be able to find a school that will be willing to support a school wide Check In/Check Out program to help develop skills for those at risk.

Thank you once again for this invaluable experience!

by: Sherry Ghag,
School Psychologist, Behaviour

5th Annual Girl Bullying and Other Forms of Relational Aggression National Conference.

I want to thank the Delta Teachers Association for giving me this opportunity to attend the **5th Annual Girl Bullying and Other Forms of Relational Aggression National Conference**. This conference was held in conjunction with **The National Conference on Challenging Students and How to Unlock Their Potential K-12** in Las Vegas, Nevada, June 30th to July 2nd, 2011. According to *ebullyingstatistics.com* almost half of North American kids are bullied at some point during their youth. I have witnessed and worked with students who have exhibited varying symptoms such as depression, anxiety and low self-esteem. Many of these struggling students have reported that they have been bullied over time. I had no doubt that this conference would give me additional insight, knowledge and skills that I could use to enhance my counseling practices with students.

The highlight of this conference was listening to Barbara Coloroso, the international bestselling author of “Kids are

Worth It” and “The Bully, the Bullied, and the Bystander”. Coloroso was not only an inspiration, but also an engaging and captivating speaker. She is a wealth of knowledge and left the audience wanting more. The audience was able to relate to the case studies she dissected during her presentation. I felt constantly challenged to think about my own students and their individual scenarios. *Was I paying attention to the correct details? How could I make my practice with students more effective? How could I provide additional help to students who feel hopeless?*

Coloroso spoke about how bullying is prevalent in schools, at home and in the workplace. She emphasized that society really doesn’t understand the underlying dynamics of bullying. This misunderstanding can result in adults being totally ineffective when working with students. She spoke about the unsuccessful use of conflict resolution strategies with true bullies. Coloroso focused on the necessity for community involvement, anti-

bullying programs and the empowerment of bullies by using restorative justice techniques.

Over four days I attended 16 workshops; some topics included *Helping Disruptive Students; Effective School Discipline; Wired Differently; Calming the Conflict Cycle; Breaking the Cycle to Violence and Bully Prevention and Digital Consciousness*. Each workshop and speaker had something valuable to contribute. The discussions, materials covered, lectures and connections made with people from different parts of the world were priceless. Without the aid and support from the Delta Teachers’ Association to attend such conferences these experiences would be either non-existent or minimal. These opportunities help us, the advocates and educators of children, feel proud and confident. I feel very fortunate to have had such an experience. Thanks again.

by: Franca Cipriano
North Delta Secondary

School Psychologist LSA Workshop—Anxiety Disorder with Dr. Lynn Miller

The School Psychologist LSA recently sponsored a brief workshop on Anxiety Disorder given by Dr. Lynn Miller. Dr. Miller began with an update on current studies and views in regards to anxiety in school. The importance of social emotional learning was also emphasized. Recent research findings indicated changes in academic achievement in Grade 8 could be better predicted from knowing children's social competence than from knowing academic achievement 5 years earlier in grade 3 (Caprara et al., 2000). The need to promote and teach social/

emotional skills in school was emphasized. Research studies also indicated approximately as high as 1 in 5 school age children are affected by mental health disorder and anxiety disorder ranked as the most prevalent of all.

The prevalence, identification, and treatment of anxiety was reviewed and discussed. Anxiety being the most common mental health problem in children; 12-20% of children are affected. The six types of anxiety disorders were reviewed and discussed. Evidenced based therapy

treatment and common medications for treatment were also discussed. The fundamentals of treatment and the steps of Cognitive Behavioural Therapy (CBT) were reviewed. The take home summary was that anxiety disorders are highly prevalent, usually get worse without treatment, but are probably the MOST treatable of all mental health concerns.

by: Peter Yang
School Psychologist

BCTF Professional Development Calendar

JULY 2012

July 3-4 Vancouver, BC. Interactive Whiteboards: Teaching & Learning. A two-day summer institute designed for beginning through advanced users of Interactive WhiteBoards (SMART Boards). Participants will work on developing literacies, lessons, and learning strategies that can be used in the classroom, focussing teaching lessons that engage students in active learning in many curriculum areas. <http://eplt.educ.ubc.ca/WhiteBoards2012>.

July 9-13 Vancouver, BC. Recurring Questions of Technology. A five-day UBC/SFU summer institute with leading scholars exploring how technology, as a particular regard for tools and techniques, reflects a state of consciousness that bears on our ideas of learning. These questions involve educational issues of culture and history, language and knowledge, identity and difference. <http://eplt.educ.ubc.ca/rqt2012>.

AUGUST 2012

August 23-24 Vancouver, BC. "Summer Institute 2012: Promoting Mental Health in BC Schools." Location: University of British Columbia, Neville Scarfe Building (2125 Main Mall, Vancouver). Learn how to build school connectedness and promote student mental health and well-being. Day 1--Building Strengths: School Culture and Connectedness; Day 2--Mitigating Vulnerabilities: Mental Health and Substance Use Issues. <http://keltymentalhealth.ca/summerinstitute2012>.

August 27-28 Vancouver, BC. Interactive Whiteboards: Teaching & Learning. A two-day summer institute designed for beginning through advanced users of Interactive WhiteBoards (SMART Boards). Participants will work on developing literacies, lessons, and learning strategies that can be used in the classroom, focusing teaching lessons that engage students in active learning in many curriculum areas. <http://eplt.educ.ubc.ca/WhiteBoards2012-Aug>.

August 29 Vancouver, BC. Interactive Whiteboards: Kindergarten teachers. A one-day summer institute for Kindergarten teachers focusing on designing and creating interactive teaching and learning experiences for young children. Learn how to use Interactive Whiteboards in motivational and engaging ways throughout the school day and in various curriculum areas. Teachers will work on developing literacies and learning strategies that can be used with five- and six-year old students. <http://eplt.educ.ubc.ca/kindergartenWB2012>

