

Self-directed PD log

Introduction

This working guide has been developed to give BCTF members background and suggestions to assist them if they choose to maintain a self-directed PD log.

The self-directed PD log is a tool for reflecting on and planning one's professional development. It acknowledges the professional autonomy of teachers.

Self-directed professional development logs are a voluntary professional development tool that is expandable, manageable and a work in progress. It is a means to an end, not an end unto itself.

What is a self-directed PD log?

A self-directed PD log assists teachers in reflecting on their practice and developing self directed PD goals for their own professional learning.

Guiding principles: Professional development and the self-directed PD log Assumptions

1. Teachers engage in a wide variety of ongoing professional development activities throughout their careers.
2. Professional development is wide-ranging. It includes formal and informal learning, directly and indirectly related to teaching practice.
3. The use of the self directed PD log is voluntary and is for the use of the individual teacher.

BCTF Policy statements

1. Professional development is a process of ongoing growth, through involvement in programs, services, and activities designed to enable teachers, both individually and collectively, to enhance professional practice. (BCTF policy 30.A.01—June RA 2006)
2. Members have an ongoing responsibility to develop professionally. (BCTF policy 30.A.09.1—2005 AGM)
3. Members have autonomy in making choices about their own professional development. (BCTF policy 30.A.09.2—2005 AGM)
4. Professional development informs teaching practice and encourages collegiality. (BCTF policy 30.A.09.4—2005 AGM)
5. Professional development requires time and resources to meet members' needs. (BCTF policy 30.A.09.5—2005 AGM)
6. Professional development incorporates a wide repertoire of teacher collaboration, mentorship, action research, workshops, professional course work, professional reading, peer coaching, and reflection. (BCTF policy 30.A.09.6—2005 AGM)
7. The individual members, school teaching staffs, locals, PSAs, LSAs, and the BCTF are responsible for planning, structuring, organizing, and evaluating professional development programs and services for members. (BCTF policy 30.A.11—2005 Executive Committee)

8. That the BCTF continue to support members through their locals in their efforts to gain autonomy over their professional development. (BCTF procedure statement 30.A.20—May 1994 RA)
9. Members are advised of the potential pitfalls inherent in involving themselves in administrator-driven professional growth plans. (BCTF procedure statement 30.A.22.3—January 2010 Executive Committee)
10. The member, in relation to the profession
11. Assumes responsibility for that member's own personal professional growth.
12. Recognizes the need for personal professional growth and takes advantage of opportunities provided. (BCTF policy 31.B.06.E 11/12—1990 AGM)

Benefits of maintaining a self-directed PD log

A PD log:

1. Puts the teacher in charge of his or her professional development and promotes an individualized approach to professional learning.
2. Encourages reflection related to practice and encourages teachers to establish self directed professional goals.
3. Encourages self directed professional development.
4. Assists teachers to plan professional development based on their unique needs.
5. Will capture a variety of professional development experiences rather than prescribed "one size fits all" professional development.
6. Is a way of documenting professional learning over time.
7. Can encourage discussions with colleagues about professional activities.

A PD experience menu

The following are examples of professional learning experiences that teachers undertake. There are many additional ways for teachers to participate in professional learning.

1. Formal programs

- Enroll in a university or college course
- Enroll in a university graduate program
- Enroll in a BCTF course or program
- Enroll in other institution or organization course.

2. Research

- Conduct an inquiry related to teaching and student learning
- Conduct/plan research
- Work collaboratively within a team to research topics or conduct an inquiry related to teaching and student learning
- Participate in online discussion groups related to research
- Investigate and access educational research
- Apply educational research.

3. Professional networks

- Participate in provincial, national or international specialist association conferences or activities
- Facilitate BCTD workshops and/or training programs
- Contribute to other professional organizations
- Participate in school based committees
- Participate in a BCTF or local advisory committee
- Participate in a school/district/provincial curriculum or program/policy committee
- Serve as a school PD representative or local PD chairperson.

4. Professional activities

- Maintain a self directed PD plan, professional growth plan or professional development log.
- Visit to observe colleagues teach
- Read educational journals, books or articles
- Attend a professional conference, summer institute, or workshop session.
- Discuss teaching with a colleague
- Participate in a curriculum team
- Participate in an assessment project
- Conduct an online search of a professional topic of interest
- Develop and/or facilitate a workshop for colleagues
- Organize a district, provincial, or PSA conference
- Develop and/or publish a professional resource/article
- Participate in school, district or provincial professional development day activity
- Maintain a reflective practice journal.

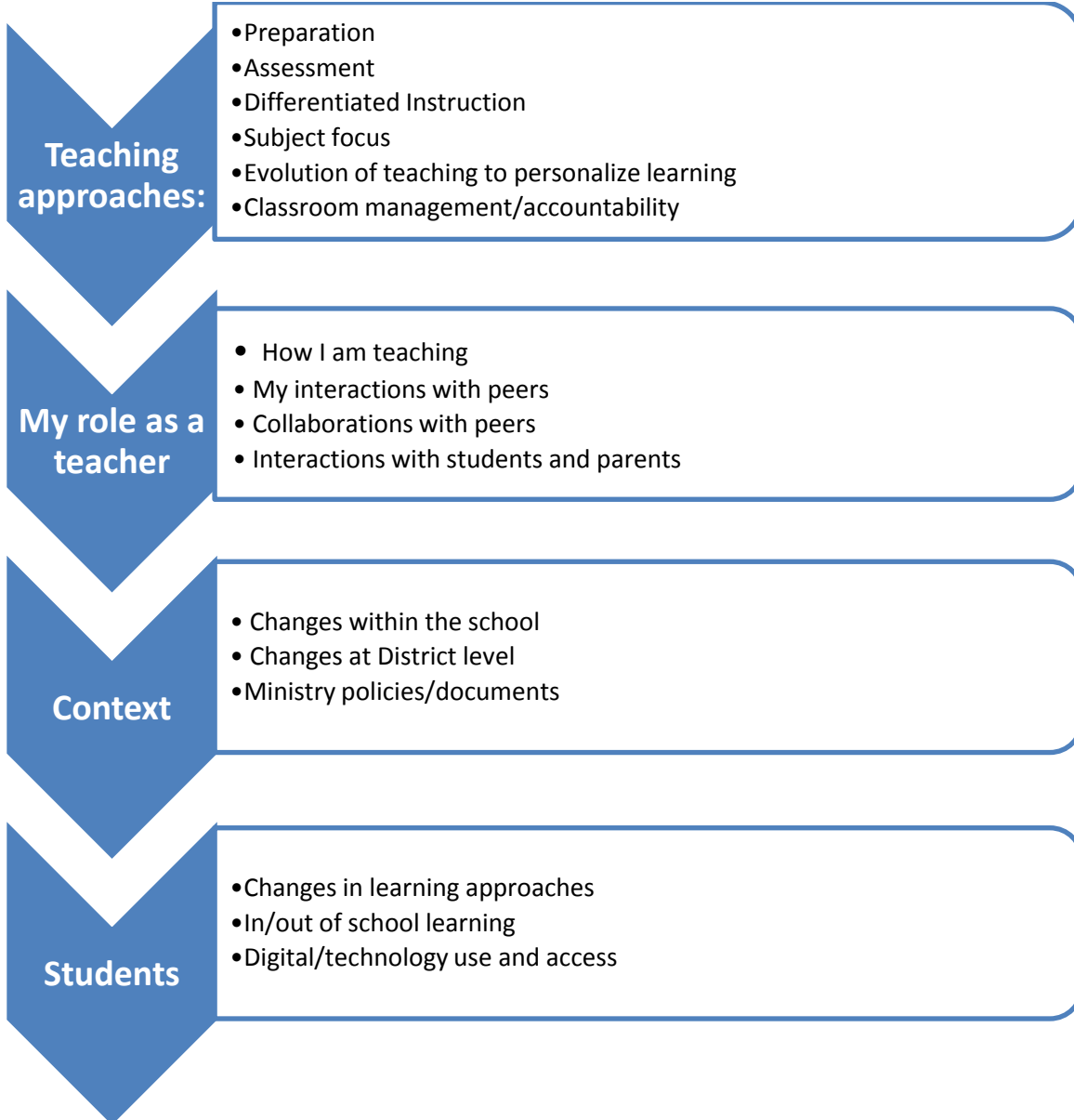
5. Learning through practice

- Implement a curriculum unit/lesson
- Participate collaboratively in a school based project
- Implement a new instructional and/or assessment strategy
- Pilot a new initiative
- Pilot new materials e.g., science, reading, math program
- Participate in the BCTF Program for Quality teaching or the Peer Support Program
- Enroll in an on-line course.

6. Technology and learning

- Develop new technological skills
- Participate in on-line conversations about professional issues
- Integrate technology into classroom practice and teaching strategies
- Enroll in an on-line course.

Areas of focus for professional learning



Graphic produced by BCTF Research

Using self-directed PD planning forms

1. To help you focus your professional learning this year, use the “Areas of focus for professional learning” graphic to identify areas that interest you. This could be done in collaboration with colleagues.
2. Think about what you might want to try or learn more about. How will working towards this goal look in your practice?
3. What resources or experiences might you need in order to work on this area of focus? Look at the experiences on the *Learning experiences* menu as a guide. Record the date and name of any workshop or activity you have attended as part of your professional learning.
4. How will you know how you are doing? Do you have anecdotal evidence to help you track your progress? For example, journaling, observations, student work samples.
5. When you reflect on your learning for the year, what opportunities do you have for sharing and discussion?

Self-directed PD planning

Example 1

1. Defining questions

- a. What is/are the areas I want to focus on for my professional learning?

- b. Things to try and learn more about

Resources——(learning materials, information colleagues)

2. Tracking my progress

- a. How will I know how I'm doing? (journaling, student work samples, observations, etc.)

- b. Opportunities for sharing and discussing (formative and/or summative)

Example 2

My goal is to

My level of commitment to this goal
is

Low

High

Specific steps I will take to reach this goal

- | | | |
|----|---|----|
| a. | → | a. |
| b. | → | b. |
| c. | → | c. |
| d. | → | d. |

What could prevent me from reaching my goal?

Strategies for overcoming possible problems

Support needed	Benefits of goal	Ways of tracking my progress

Things I might consider doing next

Adapted from Transforming Professional Development, SPDU

Example 3

a. Defining individual goals

Review your self-reflection form and identify your goal(s)

Professional goals

- i. _____
- ii. _____
- iii. _____
- iv. _____

Describe in specific terms a short-term goal which you would like to attain in the next two months.

b. Personal action plan

What resources will you require to attain your goals?

- What learning materials/new information/skills of colleagues will you need to help you achieve your described goals?

Resources

c. Finding colleague-partners

Which colleagues (either from your school or another school in the district) are in the best position to help you in this process of professional development?
