

Professional Issues Advisory Committee

Terms of Reference

That the following be the Professional Issues Advisory Committee terms of reference:

1. To advise the Executive Committee on:
 - a. education policy.
 - b. privatization, commercialization, and corporatization.
 - c. school goal-setting and planning, and the government's education agenda.
 - d. professional autonomy.
 - e. teacher education and certification.
 - f. curriculum review, development, and implementation.
 - g. professional development control, funding, and policy.
 - h. enhancing teaching practice and supporting teachers in all stages of their careers.
 - i. classroom assessment, evaluation, and reporting.
 - j. promotion of democratic processes in schools.
2. To advise, consult, and advocate for professional issues with PD Chairs, with locals, in zones, and with the Provincial Specialist Association Council.

Priorities

- To explore, define, and promote the concept of professional learning.
- To monitor and provide advice regarding ministry initiatives including curriculum, graduation review, and MyEducationBC.
- To protect and strengthen professional development using the Professional Development Lens and to support PD Chairs in their roles with reference to issues arising from Bill 11.

PIAC STRATEGIC PLAN

Dreams

- In order to create a culture of life-long learning, we need to engage in joyful, collective, democratic, mentoring relationships.
- Teachers will be cherished members of the community.
- Teachers' professional autonomy will be enhanced within a context of solidarity with our colleagues.

Goals

- to develop a concrete understanding of professional autonomy for all teachers
- to develop a mentorship program in every local
- to include enhanced language on professional autonomy in every local collective agreement
- to infuse local cultures with teacher-driven collective, collaborative, democratic processes and opportunities
- to enable teachers to plan their own educational program and have access to plentiful resources
- to eliminate changes to curriculum without teachers' input or at teachers' request
- to ensure teachers' work is regarded as meaningful and important
- to ensure teaching remains a joyous activity
- to ensure teachers have time to talk, plan, and work together
- to engage teachers in actions that support what is best for students
- to encourage others to join with teachers in protecting students' learning conditions.

Analysis of current situation (now)

| POSITIVES | CHALLENGES |
|--|---|
| PD network established | Serious underfunding of public education |
| PSAs healthy and active | Erosion of teacher autonomy and professional status |
| Teaching force knowledgeable and educated | Unmanageable expectations for teachers |
| Children want to learn | Families and communities in poverty |
| Strong, democratic cultural norms in BCTF/locals | Global standardization movement |
| Many BCTF and local services available | Not enough time to teach and engage in PD |
| Demographic shift but keeping historic memory | Teacher burnout |

Analysis of "where to now?"

We need to strengthen:

- the PD network
- our collective resolve to protect teacher autonomy and professionalism
- our internal and external PD communications
- our ability to learn/teach/communicate in a 2.0 and 3.0 world
- our knowledge base of union rights and responsibilities
- our collective agreement PD language.

| Who do we enlist to help in this work? | What action needs to be taken? |
|---|--|
| PD chairs/PIAC/PSAC/LSAs | Strengthen the network through on-line and face-to-face communications. Use BCTF meeting opportunities: conferences, workshops, meetings. Use 2.0 social media to show leadership in educational issues. Show leadership in larger educational community supporting BCTF policy and procedures (i.e., ministry, BCPVPA). |
| BCTF Professional and Social Issues Division, training/workshops program and technology personnel | Develop PD resources and processes using digital resources, BCTF website, and resources. |
| National and international counterparts—models for change and models to warn us | Electronic links, blogs, concrete examples/lesson activities, personal testimonials. |
| PIAC members | Write articles for <i>Teacher</i> . Show leadership in various areas of the profession and teacher autonomy. |
| Community allies | Public education “nights.” Support Aboriginal enhancement agreements. Write to community/local newspapers. Participate in post-secondary workshops/conferences. |
| Parent workshop presenters | Offer additions to and advice on parent presentations/ workshops and Aboriginal parent workshops. |
| Colleagues | Help lead and encourage school-based open space dialogue and discussions on teacher autonomy and professional rights and responsibilities. |
| BCTF workshop/SURT facilitators | Engage members in mentorship, teacher inquiry, and in other professional (development) actions. |

PROFESSIONAL ISSUES ADVISORY COMMITTEE

| | | |
|---|---|---|
| NORTH COAST (50, 52, 54, 80, 87, 88-1, 88-2, 92) | Karen Andrews SD82 (Coast Mountain) 88-1 Terrace DTU <i>kandrews@bctf.ca</i> | Ecole Mountainview 3505 Bailey Street Terrace, BC V8G 5P5 P: 250-635-3115 F: 1-888-456-3464 |
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| PEACE RIVER (59-1, 59-2, 59-3, 60, 81) and NORTH CENTRAL (27, 28, 55, 56, 57-1, 57-2, 57-3) | Kim (Philip) Rutherford SD 57 (Prince George) Local 57 Prince George District TA <i>prutherford@bctf.ca</i> | Prince George Secondary 2901 Griffiths Avenue Prince George, BC V2M 2S7 S: 250-562-6441 F: 250-564-4085 |
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| PSA REPS | | |
|--|---|---|
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| EC liaison | | |
|---|--|---|
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PD CHAIRPERSONS LIST

An updated 2015–16 list may be found
at the BCTF website:

bctf.ca/contacts.cfm?page=PDChairs