

SECTION V

PROFESSIONAL DEVELOPMENT

1. LITERACY EDUCATION

Education programs and professional development sessions should influence members to recognize and accept the need to develop language and literacy skills actively engage students in language and literacy as an inherent part of public school education and a particular responsibility of every member.

Reference: Resolution 2000-92; Reaffirmed 2002-108; 2005-51; 2008-50; Reaffirmed November, 2013

2. MEMBER PROFESSIONAL RESOURCES

Professional resources offered through such avenues, but not limited to, Teacher Centres, virtual libraries, Moodle, and other web-based resources provide valuable supports for the curriculum, pedagogical, and professional development needs of members.

Reference: Resolution 2000-98; Reaffirmed 2002-117; 2005-60; 2008-59; 2014-73

3. NSTU REPRESENTATION

The NSTU shall be adequately represented in the directing and coordinating process in teacher education. The NSTU shall be represented on all committees at the Provincial Government level, the university level, and other significant groups involved in the planning and design of teacher education programs.

Reference: Provincial Executive, April, 1999; Reaffirmed Resolution 2002-110; 2005-53; 2008-52; 2014-69

4. PROFESSIONAL DEVELOPMENT AND COLLECTIVE BARGAINING

- A. The NSTU believes that members, as represented by their Locals, have the right to input in the planning process, the allocation of funds, and the time available for professional development activities.
- B. Funds paid under Article 60 for NSTU Professional Associations Provincial Conference Day must be solely to teachers attending any of the NSTU Professional Associations' conferences.

Reference: Provincial Executive, April, 1999; Reaffirmed 2002-112; 2005-54

Reference: Resolution 2006-46; 2008-53; Reaffirmed November, 2013

5. RE-CERTIFICATION

The NSTU is opposed to any attempt to require members to undergo mandatory periodic re-certification.

Reference: Resolution 99-142; Reaffirmed 2002-113; 2005-55; 2008-54; Reaffirmed November, 2013

6. ROLE OF PROFESSIONAL DEVELOPMENT

- A. The Nova Scotia Teachers Union is a body of members organized for and devoted to improvement in the status of the teaching profession and the cause of education. The NSTU acts in an advocacy role with those agencies involved in the provision of programs for the professional development of members.
- B. As an organization established fundamentally to foster and address the needs of its members, a principle focus of interest and concern to the NSTU is professional development. To the extent that inservicing is directed at school, system, or province-wide problems or needs, inservicing is primarily the concern of Regional Centres for Education/School Board and at the Department level.
- C. The NSTU on an ongoing basis identifies strategies, initiatives, and programs required to promote effective professional development practices by and for the membership.
- D. The continual renewal of knowledge and expertise through a variety of experiences is central to the concept of professionalism. Professional development requires a lifelong commitment and meaningful growth requires the provision of adequate resources.
- E. Members are central to student learning; all members of learning communities are partners in the learning process.
- F. The NSTU supports four levels of professional development activity: provincial, local, school, and individual. The NSTU recognizes that the effectiveness of professional development is influenced significantly by format and that different objectives are achieved at each level.
- G. The Nova Scotia Teachers Union accepts the following strategies in the continuing development of members:
 - I. encourage positive attitudes toward the pursuit of continuing professional development;
 - II. establish a provincial standing committee, the Professional Development Committee, not to exceed seven members who are appointed by and provide advice to the Provincial Executive on matters relating to professional development and inservice education;
 - III. work with our partners in education to provide the organizational framework for the continuing professional development of members;
 - IV. encourage NSTU Locals to be agencies that foster the professional growth of the membership.
 - V. input into one's own professional development is crucial; teacher professional development and professional growth plans should be self-directed and job embedded.

Reference: Resolution 2000-97; Reaffirmed 2002-114; 2005-56; 2008-55; 2014-70

7. SCHEDULING — MEMBER PROFESSIONAL DEVELOPMENT

The NSTU endorses the principle that obligatory professional development for NSTU members be conducted during the normal instructional day, and be job embedded.

Reference: Resolution 2003-97; Reaffirmed 2005-57; 2008-56; 2014-71

8. SCHOOL-BASED STAFF DEVELOPMENT

The NSTU recognizes the school as an integral unit for effective professional development and promotes the concept of school-based staff development with its membership and other educational agencies.

- A. Professional development initiatives have the greatest impact when supported by strong leadership and collaboration.
- B. Professional learning communities play a key role in maximizing and sustaining benefits of professional development.
- C. Collaboration of all education partners in professional development plays an essential role in all professional development initiatives.
- D. Professional Learning Communities are an important framework encompassing member led Collaborative Teams which are supported by school and central office administration.
- E. Collaborative Learning Teams should be job embedded, engaging members in ongoing reflection and action within a professional learning community culture.
- F. The framework for Professional Learning Communities comprised of Collaborative Learning Teams within the Continuous School Improvement should be consistent throughout all Regions.

Reference: Resolution 2000-91; Reaffirmed 2002-115; 2005-58; 2008-57; 2014-72; Amended 2015-55