# THE PROFESSIONAL DEVELOPMENT LENS

At the centre of the lens are teachers and their learning, both as a collective and as individuals. The term "teachers' professional development" is used to highlight its use both in thinking about individual PD and PD as a collective endeavor.

## The Inner Ring: Key criteria

The inner ring consists of three factors that are necessary for an activity to be considered professional development. If any of the three are not present, then the activity should not be seen as professional development.

## The Outer Ring: Necessary factors

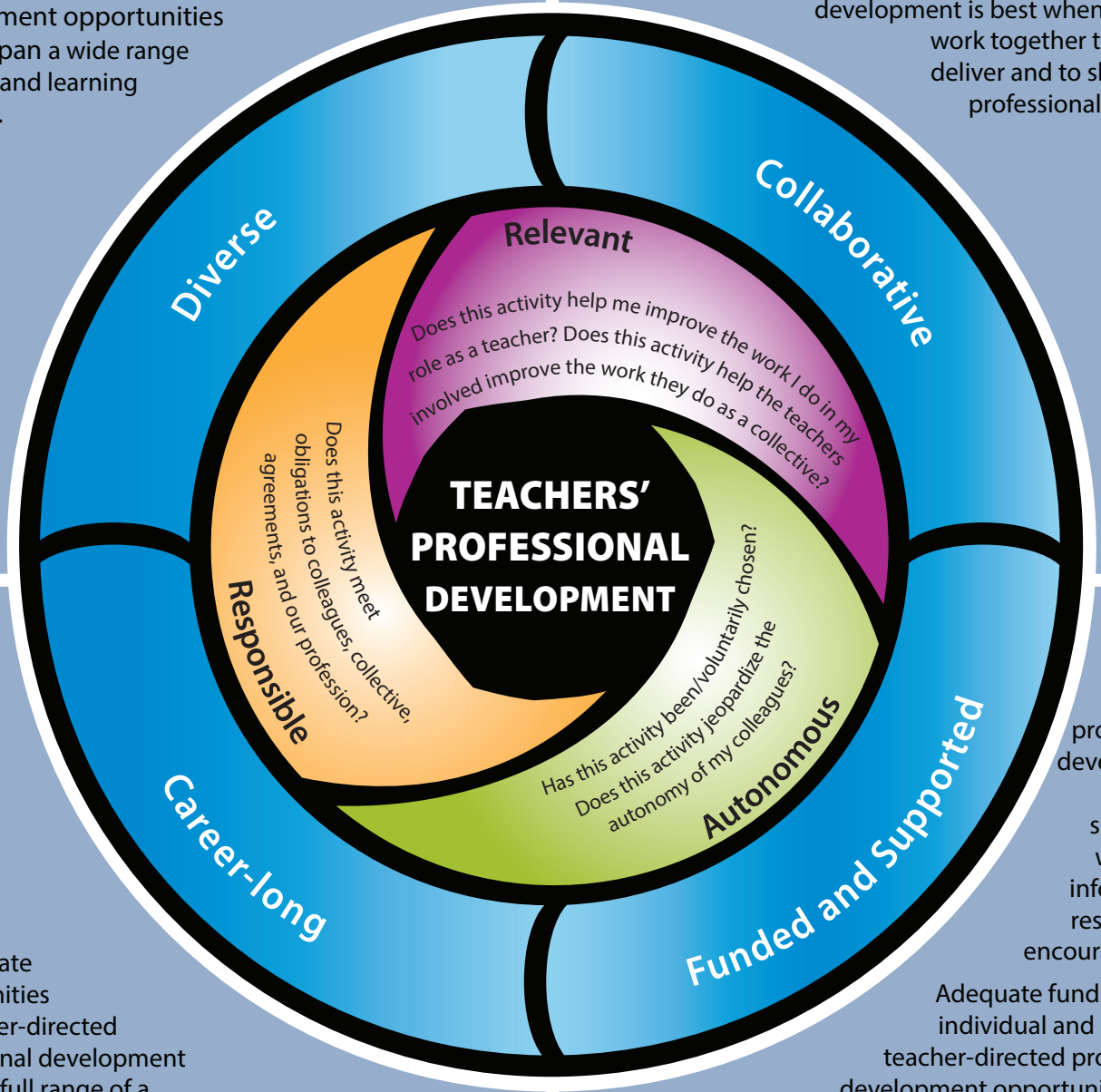
The factors in the outer ring are critical to the success of teacher-directed professional development as a collective endeavor. In turn, this collective work provides the necessary conditions for all teachers to be able to create their own rich tapestries of appropriate professional learning.

## Diverse

Teacher-directed professional development opportunities should span a wide range of topics and learning methods.

## Collaborative

Teacher-directed professional development is best when teachers work together to plan, to deliver and to share their professional learning.




## Career-long

Appropriate opportunities for teacher-directed professional development span the full range of a teacher's career.

## Funded and Supported

Teacher-directed professional development must be supported with time, information, respect, and encouragement.

Adequate funds for both individual and collective teacher-directed professional development opportunities must be available.

# THE PROFESSIONAL DEVELOPMENT LENS

At the centre of the lens are teachers and their learning, both as a collective and as individuals. The term "teachers' professional development" is used to highlight its use both in thinking about individual PD and PD as a collective endeavor.

## The Inner Ring: Key criteria

The inner ring consists of three factors that are necessary for an activity to be considered professional development. If any of the three are not present, then the activity should not be seen as professional development.

### a. Relevant

Does this activity help me improve the work I do in my role as a teacher?
Does this activity help the teachers involved improve the work they do as a collective?

### b. Autonomous

Has this activity been/voluntarily chosen?
Does this activity jeopardize the autonomy of my colleagues?

### c. Responsible

Does this activity meet obligations to colleagues, collective agreements, and our profession?

## The Outer Ring: Necessary factors

The factors in the outer ring are critical to the success of teacher-directed professional development as a collective endeavor. In turn, this collective work provides the necessary conditions for all teachers to be able to create their own rich tapestries of appropriate professional learning.

### a. Funded and Supported

Teacher-directed professional development must be supported with time, information, respect, and encouragement.
Adequate funds for both individual and collective teacher-directed professional development opportunities must be available.

### b. Career-long

Appropriate opportunities for teacher-directed professional development span the full range of a teacher's career.

### c. Diverse

Teacher-directed professional development opportunities should span a wide range of topics and learning methods.

### d. Collaborative

Teacher-directed professional development is best when teachers work together to plan, to deliver, and to share their professional learning.