

# TEACHER LEARNING AND LEADERSHIP PROGRAM



## TEACHER LEARNING AND LEADERSHIP PROGRAM

### 2018-2019 Program Guidelines



support every child  
reach every student | accompagner chaque enfant  
appuyer chaque élève



# TEACHER LEARNING AND LEADERSHIP PROGRAM

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# TEACHER LEARNING AND LEADERSHIP PROGRAM

## Section A: Introduction

### A-1. *The Teacher Learning and Leadership Program*

The Teacher Learning and Leadership Program (TLLP) provides opportunities for experienced classroom teachers (e.g., classroom teacher, teacher-librarian, guidance counsellor, co-op teacher) to lead projects that enhance their professionalism, expertise and skills, and to extend their learning by collaborating and sharing with others. This annual program recognizes that ongoing teacher learning is vital in supporting the goals of [Achieving Excellence: A Renewed Vision for Education in Ontario \(2014\)](#):

- Excellence in student achievement levels;
- Equity for all learners;
- Promotion of child and student well-being; and
- Enhancement of public confidence in the education system.

Classroom teachers may apply, **as individuals or as teams**, to undertake relevant and meaningful self-directed projects. Participants choose what they want to learn, how they want to learn, and how they are going to share their learning with colleagues.

TLLP has three goals:

- Support teacher professional learning;
- Foster teacher leadership; and
- Facilitate the sharing of exemplary practices with others for the broader benefit of Ontario's students.

#### **Teacher Professional Learning:**

The TLLP supports teacher learning and facilitates knowledge building by funding proposals for innovative, self-directed, meaningful and relevant professional learning experiences.

#### **Teacher Leadership:**

All TLLP participants attend a *Leadership Skills for Classroom Teachers* professional learning session. This session fosters teacher leadership by focusing on the skills needed to manage their project and share their learning with colleagues effectively.

#### **Sharing of Exemplary Practices:**

The TLLP facilitates opportunities for experienced teachers to share their learning which will in turn benefit Ontario students. Participants will share artifacts from their learning **at least twice per year** and regularly communicate their learning on [TeachOntario](#), an online community for Ontario educators.



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## Section B: Project Guidelines

### B-1. *Who can apply for the TLLP?*

- Classroom teachers, who are beyond the induction phase of their career, from all Ontario publicly funded school boards, school authorities and provincial schools, who work directly with students (e.g., classroom teacher, teacher-librarian, guidance counsellor, co-op teacher);
- Individual teachers or groups of teachers; groups must be classroom teacher-led, but may include other educational workers, such as early childhood educators, education assistants, coaches or administrators;
- Project leads, who have already completed a TLLP project, may apply for a second project as long as their new proposal is significantly different in topic and scope from their other TLLP project. The TLLP does not fund ongoing projects.
- Participants can lead up to two projects, but may continue to support other TLLP projects as team members.

### *Who is not eligible to lead a Project?*

- Occasional teachers, early childhood educators, and teachers working in system level or administrative positions (e.g., principals and coaches) are not eligible to lead a TLLP project. However, these educators may participate as team members.
- School boards are encouraged to provide opportunities for participation in the TLLP to as many different teachers as possible. Previous recipients of TLLP funding are able to apply to the Provincial Knowledge Exchange (PKE). The PKE provides a funded opportunity to tap into previous TLLP learning by connecting past TLLP participants with interested school or board learning teams. More information about the PKE is available at <https://spark.adobe.com/page/EqozkVIBXUcy3/> (English) and <https://spark.adobe.com/page/zcWd7XiJ4bbEa> (French).

### B-2. *What types of projects may be funded?*

The TLLP provides an opportunity for classroom teachers to personalize their learning, and build knowledge and experiences that are connect to their “real world” practice. As such, experienced classroom teachers are encouraged to collaborate with their colleagues to pursue their own authentic learning goals.

Possible learning and sharing designs\*:

- Create an electronic resource that can be shared province wide;
- Implement innovative classroom practices and share via online communities of practice (e.g., TeachOntario, Twitter #tllp);
- Investigate new technologies that transform learning and welcome educators for classroom visits. \*All resources (including, apps or other software programs) developed during the TLLP project cycle may only be used for the learning and sharing goals as outlined in the approved project proposal and cannot be sold or leased.

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**New for 2018-2019:** The maximum amount available for any TLLP project is **\$30,000**. Funding is to be directly tied to the project's learning and sharing goals, as articulated in the project's Proposal Application Form

## B-3. *What are the project selection criteria?*

Selection is guided by the following criteria:

- ✓ The proposal reflects the five characteristics of effective professional learning ([see Appendix A](#)):
  - Coherent
  - Attentive to Adult Learning Styles
  - Goal-oriented
  - Sustainable
  - Evidence-informed
- ✓ The proposal is well planned and feasible
- ✓ The potential impact the topic or focus would have on student learning, development and well being
- ✓ The extent to which the proposal reflects Ministry/board/school goals
- ✓ The potential impact the learning will have on participating educators' practice
- ✓ The potential impact the learning will have on non-participating educators
- ✓ The potential of the plan for sharing with others in the school, board, and/or other districts (i.e. the potential for replication on a larger scale)
- ✓ The extent to which the learning and sharing outcomes can be measured

## B-4. *What are eligible and ineligible project costs?*

### Eligible costs

- Ontario travelling costs\* (e.g., travel, accommodation, meals in accordance with the board's reimbursement rate policies)
- Resources specific to the project (e.g. profession learning books). The anticipated purchase of resources must be made clear in the application.
- Release time (at the board's per diem rate)

### Ineligible costs

- Anything for which the Ministry of Education currently provides funding (e.g., student textbooks, salaries of existing teacher positions)
- Resources unrelated to the project
- Capital expenses
- Additional qualification courses or academic credit courses

\*Applicants must always use the most economical mode of travel and accommodation

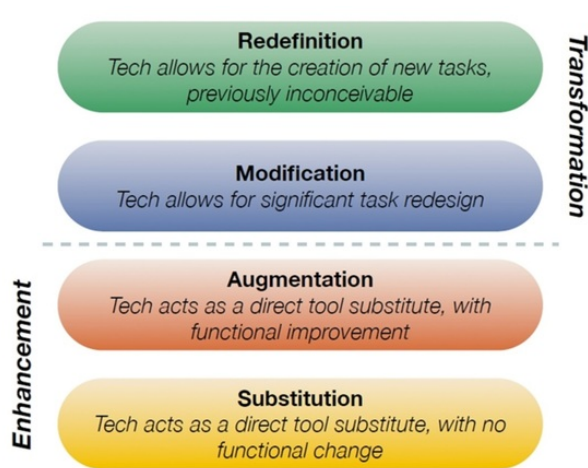
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## Will technology purchases be considered?

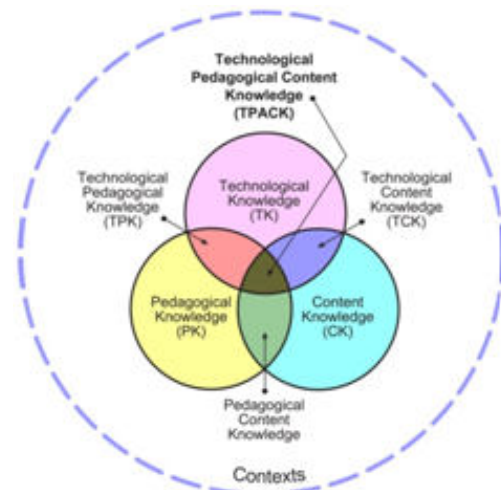
Technology can be included in a proposed budget on the following conditions:

- ✓ The technology is required to attain the project's learning and sharing goals;
- ✓ The proposal clearly outlines how the technology will be used as a teaching and learning tool;
- ✓ The proposed technology purchase (i.e., devices and software applications) does not exceed half of the total project budget;
- ✓ The technology purchase complies with board procurement policies, as the equipment will belong to the board once the project is completed.

Applicants might consider the [SAMR model](http://www.schrockguide.net/samr.html) and/or the [TPACK model](http://tpack.org/) when planning their proposal, and reference the model(s) in the proposal when aligning technology and the overall learning goals of the project.



<http://www.schrockguide.net/samr.html>



<http://tpack.org/>



**Project Proposal Planning Tip:** Applicants are encouraged to consult others when planning and preparing their project budget. For example, administrators and the district's finance department staff can provide advice on release time cost and purchasing procedures. Curriculum leaders, IT consultants, or other staff, can help identify the cost of specific resources, the technology supported by the district, and the most effective way ways to share learning.

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## B-5. *How will the contract and transfer payments work?*

### **Contract:**

Boards will be responsible for supporting teachers in the TLLP activities and managing the budget allocated to the project. The Ministry of Education will provide a transfer payment contract to allocate the funding.

The teacher participants must comply with the board's accounting and procurement practices and collaborate with the board staff managing the budget.

The contract will also stipulate that the teacher participants complete the TLLP Teacher Participant Final Report Form and submit it to the board's director of education/supervisory officer of school authority. The board's senior business official will be required to complete the TLLP Board Final Report Form and submit it to the Ministry of Education. Specific timelines for submitting all reports are outlined in TLLP Timelines posted on [TeachOntario](https://teachontario.ca).

## Section C: Roles and Responsibilities

### C-1. *Teacher Applicant(s)/Participant(s)*

The teacher applicant will:

- ✓ Complete the Proposal Application Form
- ✓ Prepare the project budget, consult with school principal, board staff or other staff as needed
- ✓ Obtain the principal's signature on the Proposal Application Form to acknowledge support of the application and project
- ✓ Send a signed copy of the Proposal Application Form to the Director of Education of the school board or Supervisory Officer of the school authority. Please also send the completed form in its original Word formatting to the team at the Ministry of Education (TLLP-PALPE@ontario.ca)

The selected participants will participate in the following activities:

- ✓ Attend the *Leadership Skills for Classroom Teachers* professional learning session to strengthen facilitation and communication skills and learn budget management
- ✓ Carry out the activities as described in their proposal application
- ✓ Comply with the board's accounting and procurement practices and collaborate with the board staff managing the budget
- ✓ Maintain contact with Ministry representatives throughout the duration of the project





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- ✓ Share their learning and artefacts by participating in a community of practice through [TeachOntario](#)
- ✓ If requested, provide support to future TLLP participants within their school board
- ✓ Participate in knowledge exchange opportunities to share their learning and promising practices with colleagues and other education stakeholders
- ✓ Document, reflect and share their project and their learning
- ✓ Submit the TLLP Teacher Participant Final Report Form to the board's director of education/supervisory officer of school authority
- ✓ Share results and highlights of their learning at the TLLP Sharing the Learning Summit and within the context of a growing TLLP community of practice
- ✓ Share information and progress with the school principal in order to facilitate school and board-wide sharing of their learning

## C-2. *School Principal*

The school principal will:

- ✓ Ensure all teachers in their school are aware of the TLLP
- ✓ Meet with the TLLP participant(s) to build a shared understanding of the project's intended purpose, timelines, activities and to better understand project goals
- ✓ Assist the TLLP participant(s) in finding and contacting supports
- ✓ Support the TLLP participant(s) as they fulfill project requirements (e.g., organizing release time, obtaining resources, contacting other schools)
- ✓ Encourage and support TLLP participant(s) achieve professional learning goals, implementation strategies and timelines (these could become part of the teacher(s) Annual Learning Plan for the project year)
- ✓ Support TLLP participant(s)' project as needed and facilitate opportunities for the participant(s) to share their expertise with colleagues

## C-3. *Director of Education/Supervisory Officer of School Authority*

The director of education/supervisory officer of school authority will:

- ✓ Ensure that all experienced teachers in their board are aware of the TLLP
  - ✓ Establish a board level committee comprised of board staff and representatives from the teachers' federations to review and prioritize the proposals, and to recommend two\*\* to be forwarded to the Ministry of Education
  - ✓ Support the selected teacher participant(s) in TLLP activities and manages the budget allocated to the project
  - ✓ Assign a senior business official complete the TLLP Board Final Report Form
- Forward the TLLP Board Report Final Form to the Ministry of Education ([TLLP-PALPE@ontario.ca](mailto:TLLP-PALPE@ontario.ca))





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**\*\*To acknowledge the differing sizes and unique sharing needs of school boards, the school boards listed below employing over 3,000 permanent teachers may submit **up to three** recommended proposals:**

- Dufferin-Peel Catholic District School Board
- Durham District School Board
- Halton District School Board
- Hamilton-Wentworth District School Board
- Ottawa-Carleton District School Board
- Peel District School Board
- Simcoe County District School Board
- Thames Valley District School Board
- Toronto District School Board
- Toronto Catholic District School Board
- Waterloo Region District School Board
- York Catholic District School Board
- York Region District School Board

## C-4. **Board Level Review Committee**

The director of education/supervisory officer of school authority may use an existing committee (e.g., NTIP Steering Committee) or set up a new committee for board level review of submitted proposals. The committee must have board and affiliate representation. For example:

- Experienced classroom teacher(s) whose primary assignment is teaching students
- Principal(s)
- Superintendent(s)
- Federation(s)
- Other staff that the board deems appropriate (e.g. consultants)

The Review Committee will:

- ✓ Apply the selection criteria, described in [item 4](#) of this guideline, to identify up to two priority projects
- ✓ Forward an acknowledgement letter, signed by the board's director of education/ supervisory officer of school authority (sample provided by the Ministry) to all teacher applicants to thank them for their proposal
- ✓ Forward confirmation letters to the recommended applicants to acknowledge that their proposal will be sent to the Ministry of Education, Teacher Learning and Leadership Committee (TLLC) for consideration
- ✓ Forward a list with all board applicant name(s) and project title(s) for each proposal received

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- ✓ Forward full application documents for the recommended applications to the TLLC via the Professionalism, Teaching Policy and Standards Branch (PTPSB) of the Ministry of Education ([TLLP-PALPE@ontario.ca](mailto:TLLP-PALPE@ontario.ca))
- Keeps the other applications on file for one year (Note: although the board is recommending up to two or three proposals, the TLLC may wish to consider the others)

## C-5. *Provincial Teacher Learning and Leadership Committee (TLLC)*

The Ministry of Education chairs the TLLC. This committee is comprised of:

- Ministry of Education staff
- Teacher federation representatives

The TLLC will:

- ✓ Review the project applications recommended by the board level selection committee
- ✓ Contact the board/school authority/provincial school if it wishes to see an application not recommended by the board level review committee
- ✓ Select projects, based on the selection criteria described in [item 4](#) of this guideline, the funding available and equity of distribution
- ✓ Inform teachers of the selection decision in February. Specific timelines are outlined in TLLP Timelines posted on [TeachOntario](#)

## Section D: Questions

### Questions?

Visit [TeachOntario](#) for answers to frequently asked questions. The TeachOntario community contains a number of resources to assist teachers who wish to develop a project proposal.

For further information and/or questions, e-mail the Ministry of Education at: [TLLP-PALPE@ontario.ca](mailto:TLLP-PALPE@ontario.ca).

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## Appendix

### APPENDIX A: Characteristics of Effective Professional Learning

In May 2007, the Minister's Education Partnership Table approved the Working Table on Teacher Development's recommendation for the adoption of the following five characteristics that should be considered by anyone charged with, or seeking to provide professional learning experiences for Ontario's teachers:

#### i. Coherent

Teacher professional learning is ultimately about best practices for student learning and development and occurs in the context of the Ministry/board/school and parent/community/classroom continuum. Coherence is also built on the "three R's"\* of respect, responsibility and results, recognizing teacher professionalism and the complexity of teacher learning. Whether as part of required training, personal selection, or as the subject of an independent research initiative by an individual teacher or a professional learning community, and whether it is directly or indirectly job-embedded, the learning must have a positive impact on the students and school success.

\*The "three R's" were articulated in the discussion paper *Ontario Education Excellence for All: Developing Partners in Education*.

#### ii. Attentive to Adult Learning Styles

Teachers come to each professional learning experience with a wide variety of skills, knowledge, education, teaching, and training background. As a result, when planning professional learning, adult learning principles should be addressed by:

- Considering the role of choice. Research supports the importance of choice and self-direction in personalizing the learning.
- Providing programming that is viewed as meaningful, relevant and substantive.
- Providing differentiation in the content and delivery models.
- Considering "best fit" within a culture of collaborative learning. The "one size fits all" approach may prove problematic in many circumstances. Effective learning must recognize and include the participants' understanding and perspective in order to bring about a culture of reflection and transformation.
- Providing appropriate recognition for the successful completion of professional learning.

#### iii. Goal-oriented

Professional learning is enhanced when it is goal oriented and is clearly:

- Connected to improved student learning and achievement.



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- Connected to daily practice (job embedded), both directly and indirectly.
- Situated within and respectful of varied contexts (i.e. relevant to ministry, board, school/community, classroom).

## iv. Sustainable

Professional learning that will have an impact in the classroom must:

- Be planned and progress over time (i.e. it is a process).
- Be supported by appropriate resources focussed on its success.
- Involve the learners and allow time for practice (job embedded).
- Include time for self-assessment through reflection (construct/de-construct/re-construct thinking about practice) within its processes.
- Include, wherever possible, congruency in professional learning for other staff who support student learning (e.g. educational assistants, social workers, etc.).

## v. Evidence-informed

Professional learning should consider and be built upon current research as well as both formal and informal data (e.g. quantitative, qualitative information). This approach would ensure up-to-date theories and practices are aligned with the needs of teachers and students. Evidence based professional learning activities also provide a baseline upon which outcomes can be measured.

The full report of the Working Table on Teacher Development is available on the Ministry of Education's [website](#).