

Student Teacher Funds

Guidelines

(A collaborative document between the LBPSB & the PTU)

Updated: October 2007

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1.0 GENERAL PRINCIPLES

This document is considered an appendix (re: Appendix XXIX) to the local agreement, and will be subject to annual review and amendment, by a parity committee composed of the Director and Assistant Director of Human Resources and the President and a representative of the Union. This committee shall meet at the beginning of each year to:

- ❑ review the previous year's budget
- ❑ review the procedures governing the distribution and spending of the budget
- ❑ recommend revisions as needed

2.0 PARTICIPATION OF COOPERATING TEACHERS

- ❑ The criteria for the selection of cooperating teachers are the following:
 - must be a tenured teacher
 - participation on a voluntary basis
 - a maximum of two cooperating teachers per student teacher
 - pertinent academic background
 - a minimum of five years' teaching experience unless circumstances do not permit it
 - a teaching record demonstrating continuing involvement in personal and professional development
 - willingness to follow the cooperating teachers' training sessions offered by the universities or the Board
 - acceptance by the cooperating teachers of the responsibilities as outlined in # 7.0 : RESPONSIBILITIES OF THE COOPERATING TEACHER

3.0 TRAINING OF COOPERATING TEACHERS

- ❑ In accordance with the existing agreements, each university is responsible for the training programme as determined by the faculty concerned.
- ❑ As an additional option, the Board will provide in-service to cooperating teachers in classroom observation and coaching.
- ❑ Participation in one formal training workshop is a prerequisite for cooperating teachers with 3rd and 4th year student teachers where the practice teaching period is lengthy and the support and evaluation critical to the success of the stagiaire's programme.

- ❑ Release time will be provided to the cooperating teachers as needed, to support related activities.
- ❑ The number of student teachers assigned to a cooperating teacher shall be no more than two (2).
- ❑ For the 2007-2008 school year release time for the above mentioned training sessions shall be provided through the central budget.

4.0 BUDGET

CENTRAL BUDGET:

- ❑ The annual budget will be in accordance with the MELS guidelines.
- ❑ A budget surplus in a given year will be carried forward to the next school year.
- ❑ Expenses relative to release time of Union representatives for this dossier will be charged to the central teacher training budget.
- ❑ The Board shall administer a Central Fund to allocate as a "start-up" fund, to schools that did not host student teachers the previous year, and for use in other mutually agreed upon related initiatives.
- ❑ These Central Funds shall equal 10% of the total funding provided for hosting student teachers, and the intent is not to exceed \$100,000 at the central level.
- ❑ The excess over \$100 000 presently in the central budget will be set aside to cover five years of salary (at approximately \$30 000 per year) of a Board employee who will be hired as "stagiaire/recruiting officer" .

IN-SCHOOL BUDGET:

- ❑ The cooperating teacher may use these local funds for:
 - Release time for training as described in # 3.0 : *TRAINING OF COOPERATING TEACHERS*
 - costs related to producing workshop materials for PD activities
 - costs related to producing materials for student teachers
 - registration fees and/or allowances to cover expenses related to teachers attending workshops on their role as cooperating teachers
 - for pedagogical materials
 - release time for any activities related to the role of cooperating teacher
 - modest expenditures related to social/team building activities for cooperating teachers and student teachers
- ❑ At the level of the school, the cooperating teachers and the principal, together, are responsible for the application of those guidelines and the disposition of the money.

- ❑ Each school shall develop a mechanism to track the use of the funds.
- ❑ All materials purchased shall become the property of the school.

5.0 RESPONSIBILITIES OF THE BOARD

- ❑ The Board shall provide in-service professional development to cooperating teachers and their student teachers with an emphasis placed on 3rd and 4th year stagiaires.
- ❑ The Board shall provide the Union with the following information from the previous year:
 - a list of all cooperating teachers in each school
 - a list of all student teachers assigned to each school
 - the duration of each stage
 - amounts allocated for each student teacher
- ❑ The Board shall forward to the school all information pertinent to student teaching in that school.
- ❑ The Board shall be responsible for all accounting functions relating to the budget and provide a full account of the funds spent each year and/or carried forward.

6.0 RESPONSIBILITIES OF THE PRINCIPAL

- ❑ At the beginning of each school year, the principal or delegate, will disseminate information about teacher training and the role of cooperating teachers, and distribute applications to the staff in order to identify those potentially interested in assuming the responsibilities of a cooperating teacher
- ❑ The principal will make the student teaching budget information available to the school-level student teaching committee (composed of the principal and the cooperating teachers) or to the local professional development committee (of which the cooperating teachers can be members), according to the practice in the school.
- ❑ The principal will oversee the student teacher dossier at the school level and will be the direct liaison with the universities on the one hand and with the Board on the other, unless some other model is agreed upon (i.e. re: the role and functions of the stagiaire officer)
- ❑ The principal will ensure that the evaluation of the student teacher is in compliance with the structures of the MELS, the university and the Board.

7.0 RESPONSIBILITIES OF THE COOPERATING TEACHER

- In accordance with the training structure adopted by the MELS, the cooperating teacher will:
 - welcome the student into the classroom
 - act as a counselor and provide pedagogical support
 - enter into an in-depth discussion with the student teacher on the progress of the training session(s)
 - participate in the student teacher evaluation
 - join the student teacher in exploring the various facets of the profession and the school milieu

- More specifically, the cooperating teacher must:
 - facilitate the integration of the student teacher into school life
 - share his/her competencies and expertise with the student teacher
 - help the student teacher reach the goals set for each training session
 - give the student teacher information concerning available material and resources within the school
 - notify the principal and inform the faculty advisor immediately of any major difficulties encountered by the student teacher
 - make sure that any interventions by the student teacher are carried out progressively and are immediately followed up in accordance with the objectives of the training session
 - assure that the student teacher takes charge of the class under favorable conditions
 - remain available in case of difficulties

8.0 ROLE OF THE “STAGIAIRE/RECRUITING/LIAISON” OFFICER

- Reporting to the Director of HR, the “Stagiaire” officer would:
 - Liaise directly with universities with the goal of attracting student teachers to the Board
 - Concentrate on developing contacts with the French universities
 - Facilitate the placement and the integration of student teachers into the schools of the Board
 - Share information concerning professional development offered to cooperating teachers by the universities and by the Board
 - Participate in career day events and other recruiting events pertaining to the recruiting of stagiaires from the universities
 - Be available to all parties, the board, the principal, the

cooperating teachers, the student teachers, in the event of related difficulties.

- Perform other related functions

- The Board agrees to consult the Union before appointing a “recruiting” officer.

9.0 USE OF CARRY-OVER FUNDS

The use of carry-over funds shall be determined by the teaching staff of the school through the process of consensus. The use of these funds must be directly related to pedagogical activities/materials and release time.