

Association of Teachers of English of Québec (ATEQ)

**GRANTS FOR EXCELLENCE IN TEACHING (GET)
(ATEQ - GET)**

2011-2012

APPLICATION DEADLINE: Anytime during the year so long as funds are available.

PART ONE: PROJECT GUIDELINES

DESCRIPTION

Funding for an ATEQ-GET project is available to both elementary and secondary classroom teachers (K-11) in the public and private sectors of Québec. In order to be eligible, all submissions must include **proof** of ATEQ membership for **each** ELA teacher involved in the project. Membership is free this year; teachers simply need to fill out the application form found on the website (www.ateq.org) and send it to Judy Brebner, information included on the membership form.

Funding for a project cannot be used to: a) pay the salary of a school board consultant and/or resource person, etc.; b) realize a school board mandated project, e.g. a compulsory exam for students; or, c) purchase capital equipment as site-based funding cannot be used to purchase any form of capital equipment that, at the end of the project, will belong exclusively to an individual, association or institution. However, special consideration may be given to projects of merit where the capital equipment required is modest (maximum \$500). Also, we encourage teachers to investigate other funding options to complement this request. Please see ATEQ's website (www.ateq.org) for other such funding options.

Projects must meet **ALL** of the following criteria:

- ✓ Compatibility with the QEP for elementary and/or secondary;
- ✓ Relate to ONE (1) of the **categories** listed below;
- ✓ At least ONE of the teachers making the proposal must be teaching English Language Arts;
- ✓ Collaboration in a working partnership wherein the partners are all contributing something *essential* to the project, such as encouraging team-building among teachers, or building networks between the school and its community. Examples of partnerships include: a) cycle teams in the same school; b) cycle team(s) in partnership with a teachers' union, parent association, association of writers, etc; c) cycle team(s) in partnership with other groups within a community, such as a business or university; d) cycle team in a school in Québec and a classroom in another province or country;
- ✓ Feasibility in both scope and time. Projects must be completed within the school year;
- ✓ Contribution to the ELA-ATEQ teaching community. All materials/resources that are produced must be made available to ATEQ for the purposes of sharing with the ATEQ membership and with other partners in the educational community. Project description and materials/resources including student samples will be posted on the ATEQ website. As well, if invited to do so by the ATEQ board, teachers would share their project at ATEQ's annual Springboards conference in the form of a workshop for teachers, even though their projects may still be in progress;
- ✓ Submission is clear, concise, and complete, including a well-organized timeline, rationale, and precise description of the anticipated operating budget.

CATEGORIES

1. ELA & THE BROAD AREAS OF LEARNING

Projects connect a minimum of two (2) competencies from the elementary or secondary ELA programs to a Broad Area of Learning (BAL) in a *balanced, integrated* fashion. Since the sense of the BALs is to link the school to a local, national and/or international community, projects in this category must also demonstrate these connections in a clear, concrete fashion. Possible examples of these connections could be interviewing war veterans and publishing their stories; an inquiry into different careers available and a presentation to peers about their options; a project that provides a needed resource in a given community; or, an activity that connects elementary and secondary schools. Projects that integrate technology into ELA classrooms in innovative ways to support learning are welcome.

2. LEARNING ACROSS THE CURRICULUM

Projects focus on the contribution of ELA to the development of cross-curricular competency and/or interdisciplinary knowledge. Projects must draw on cross-curricular competency(ies) (see the elementary and/or secondary QEPs) or on interdisciplinary studies, in which the competencies of the Elementary (ELA) or Secondary English Language Arts (SELA) programs play a key role. Projects that incorporate the media and/or technology, as well as those that connect ELA and French Second Language (FSL) or the Arts are of particular interest.

3. LITERATURE IN THE CLASSROOM

Projects focus on enhancing the quality of experience students have with different kinds of texts. Priority will be given to innovative projects that involve children's literature or Young Adult Literature (YAL) or non-fiction, and that are compatible with the competencies of the Elementary (ELA) or Secondary Cycle One (SELA1) programs. Projects that focus on stories in the lives of at-risk students are also invited.

4. BUILDING COMMUNITY

Projects contribute to building community within the ELA teaching profession, i.e. ELA teachers working together and/or with colleagues in other disciplines. Projects may draw on an existing model or create a new one. Some examples of community-building projects may involve the collaboration of: experienced and beginning teachers; in-school expert groups and the whole staff; and, university and beginning/experienced teachers. A project may focus on different *means* of building community, such as: classroom visits and time to talk, i.e. within the ELA discipline or across disciplines; online support/expert/study groups; study groups led by an outside expert; and book clubs, i.e. where teachers meet to study specific texts that they feel are important to read and discuss.

5. MEDIA LITERACY IN THE CLASSROOM

Projects involve teachers finding out more about media literacy by doing research in their own classrooms with their own students. For example, a cycle team may decide to produce a school newspaper as a means of exploring the impact of this genre on how their students organize, represent and write information. A project that is submitted incorporates the media and reading competencies of the Elementary English Language Arts (EELA) and/or the Secondary English Language Arts (SELA) programs. Projects aimed at the professional development of teachers are welcome, as long as they make direct links to teachers' classrooms, e.g. attending a workshop as part of the development of a unit of study that involves the media.

PART TWO: PROPOSAL FORM

1. Title of project: _____
2. The project relates to which of the five (5) ATEQ-GET categories:

<input type="checkbox"/> ELA and the Broad Areas of Learning	<input type="checkbox"/> Building Community	<input type="checkbox"/> Literature In The Classroom
<input type="checkbox"/> Learning Across the Curriculum	<input type="checkbox"/> Media Literacy in the Classroom	
3. Are you submitting more than ONE (1) proposal? YES NO (If more than ONE (1) proposal is being made, please use a different **Proposal Form** for each one.)
4. Who is the clientele for this project? (i.e. teachers, students, etc.) _____
5. The project is designed for which educational level(s):

<input type="checkbox"/> Elementary Cycle One	<input type="checkbox"/> Secondary Cycle One	<input type="checkbox"/> Elementary and Secondary
<input type="checkbox"/> Elementary Cycle Two	<input type="checkbox"/> Secondary Cycle Two	<input type="checkbox"/> Other: _____
<input type="checkbox"/> Elementary Cycle Three	<input type="checkbox"/> Secondary Cycles One and Two	
<input type="checkbox"/> Elementary Cycles 1-3		
6. Amount of funding requested: \$ _____
 * **PLEASE INCLUDE A PRECISE BUDGET BREAKDOWN. Proof of expenditures is expected upon completion, including receipts and a specific breakdown of how the \$ was spent.**
7. Description of the project. Include a rationale for the project and be sure to include the type of resource you will be producing (250 words, approx.).
 * **PLEASE WRITE YOUR DESCRIPTION ON A SEPARATE PAGE AND ATTACH TO THIS FORM.**
8. Estimate, as accurately as possible, the steps from start to finish of your project.
 * **PREPARE AND SUBMIT A TIMELINE OF THE PROJECT FROM START TO COMPLETION.**
9. Describe the partnership involved: _____
10. Responsibility for this project is assumed by: _____ (Name)

School Address: _____

School Phone: _____

Email Address: _____

* Please see appendices for templates and/or examples of budget breakdown, expenditure report, project description, and/or timeline.

PART THREE: RELEASE FORM

Should this proposal be accepted, with or without modifications, I/we agree to provide ATEQ with ONE (1) copy of the resource produced, background information on the project, etc. as the case may be, free of charge.

Printed names and signatures of *all partners*:

Date: _____

Please mail or FAX your ATEQ-GET Proposal form + Release Form + documents (detailed project description, precise budget breakdown, and timeline) to:

**Mary Sauvé, ATEQ-GET
C/O Chateauguay Valley Regional High School
1597 Route 138A
Ormstown, QC
J0S-1K0**

Fax : 450-829-3248

You may e-mail your proposal to the address below but a hard copy (regular mail or fax) MUST follow for a proposal to be considered.

msauve@nfsb.qc.ca