



Education and Early Childhood Development

Cultural Connections

Professional Learning in Arts and Cultural Education [PLACE] Program



2025-2026 Application

Submission Deadline: *March 26, 2026*

Applications are reviewed on an ongoing basis during the course of the school year and can be submitted until *March 26, 2026*

Cultural Connections- Professional Learning in Arts and Cultural Education [PLACE] program

This package provides the following information about the PLACE program as funded under **Cultural Connections: An Arts and Cultural Provincial Strategy**:

- PLACE parameters
- Finding *your* sense of PLACE
- Funding Parameters
- Application Guidelines
- Eligibility
- Proposal Review Process
- Conditions of Funding
- Final Report Procedure
- [Application Form](#) *

**Schools should ensure procurement protocols for CSFP or NLSchools (NLSchools Procurement Protocols guiding points found [here](#)) are in place prior to submitting an application.*

Program Mandate

Professional Learning in Arts and Cultural Education [PLACE] Program is designed to be a flexible model to promote professional learning opportunities in arts or cultural education. It is intended to support teachers who have identified arts or culture as a professional learning priority or need and embraces collegial learning and partnerships in the areas of:

- Creative Writing
- Cultural/Traditional Crafts
- Drama in Education
- Artistic Movement
- Music
- Visual Arts
- Theatre Arts

Funding from *Cultural Connections* may assist with materials, substitute time, fees, and travel allowances for the teacher applicant. A teacher's plan may vary depending on the goals and needs identified. Interested teachers will identify or design a plan, which may include working with a learning partner. The learning partner should have a level of expertise in an arts/cultural related discipline. He or she may be a colleague, clinician or a professional artist/tradition bearer/heritage professional in the community. The ability for a teacher applicant to work with a learning partner outside their community/region will depend on related travel costs, available funding, and professional need. Applicants are encouraged to first explore partnerships within their regions.

Finding *your* sense of PLACE

There are **4** levels of professional learning teachers may consider under the PLACE program.



Tier I

Through a self-directed approach, teachers independently explore resources or events that support/enhance their identified professional learning goals. It takes place within a defined block of time, up to a maximum of 5 hours and is supported with leave* and an operational budget**.

Sample professional learning opportunities may include, but are not limited to:

- Professional reading
- Webinars
- On-line mini courses/modules

* **Leave:** Up to a maximum of 1 day

** **Operational budget encompasses:** **Materials/Resources** up to a maximum of \$300; **Registration Fees** up to a maximum of \$500

Tier II

Focus is solely on addressing teacher's identified professional learning goals through dedicated engagement/partnership with a learning partner. It takes place within a defined block of time, spans 5-15 hours of contact time, and is supported with leave* and an operational budget**.

Sample professional learning opportunities may include, but are not limited to:

- attending an interactive class, series of workshops or arts/cultural conference
- observing/assisting in the preparation process of a production/exhibition
- observing a teacher colleague with his/her students during a particular class or unit of study
- observing a teacher colleague with teacher applicant's students during a particular class
- one on one PL with learning partner on identified area.

* **Leave:** Up to a maximum of 3 days

** **Operational budget encompasses:** **Learning Partner Costs** [artist fees up to a maximum of \$1,365, (HST included)]; **Materials/Equipment** up to a maximum of \$400; **Travel**, in accordance with government regulations, an additional amount up to a maximum of \$300 may be awarded.

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Tier III

PLACE is designed to enhance the delivery of curriculum outcomes in arts or cultural education as **co-facilitated** by the teacher and learning partner. Focus is on addressing teacher's identified professional learning goals **within** the teaching environment. It is supported with leave* and an operational budget** and requires a minimum of 30 hours of contact time that takes place over the course of a year or semester, and delivered as follows: a minimum of 25 hours dedicated to in class instruction and 5 hours total for teacher/mentor preparation.

Sample professional learning opportunities may include, but are not limited to:

- co-planning and co-teaching a course of study.

* **Leave:** Up to a maximum of 1 day

Operational budget encompasses: **Learning Partner Costs [artist fees up to a maximum of \$ 2,730, (HST included)]; **Materials/Equipment up to a maximum of \$400**; **Ground Travel**, in accordance with government regulations, an additional amount up to a maximum of \$300 may be awarded.

Tier IV

PLACE is designed to enhance the delivery of curriculum outcomes in arts or cultural education as **co-facilitated** by the teacher and learning partner; *and* to provide professional learning for the teacher(s). Focus is on addressing teacher's identified professional learning goals **within and outside** the teaching environment. It is supported with leave* and an operational budget** and requires a minimum of 35 hours of contact time that takes place over the course of a year or semester and delivered as follows: a minimum of 25 hours dedicated to in class instruction, 5 hours for teacher/mentor preparation and 5 hours total for teacher professional learning.

Sample professional learning opportunities may include, but are not limited to:

- co-planning and teaching a unit of study with one-on-one PL session for teacher applicant.

* **Leave:** Up to a maximum of 2 days

Operational budget encompasses: **Learning Partner Costs [artist fees up to a maximum of \$3,185, (HST included)]; **Materials/Equipment up to a maximum of \$500**; **Ground Travel**, in accordance with government regulations, an additional amount up to a maximum of \$400 may be awarded.



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Application Guidelines

- Applicant is or will be teaching the content area identified at the time of application and have secured the agreement of the learning partner and school administrator.
- Learning partner from community must meet procurement guidelines of [NLSchools](#) or CSFP.
- A teacher may apply once per tier per year (September - August).
- Applications must be submitted **three** weeks in advance of projected start dates.
- Funding is not retroactive.

Eligibility

- Professional learning plan/event must focus on the professional development of the educator.
- Applicant must be a certified and practicing teacher under contract either as a substitute, replacement, or permanent teacher.

Proposal Review Process

- In considering candidates and applications, consideration will be given to the following criteria:
 - potential benefits of the professional learning to professional growth and development;
 - past contribution of the applicant to the profession;
 - previously granted professional learning monies under the Cultural Connections strategy;
 - funding capacity of **EECD**;
 - first time applicant to PLACE tier; and
 - funding received from other sources.
- Successful applicants will be notified of approval **of funding by the Department of Education and Early Childhood Development (EECD)**
- The review process of a **complete application** can be expected to take approximately three to four weeks.
- **Incomplete packages and/or applications lacking detailed information will slow down the review process.** Applicants may be contacted to provide clarification before funding can be recommended.

Conditions of Funding

- Proposals receiving funding under other programs sponsored by **EECD** will not be considered.
- Applicant must give documented evidence that additional sources of funding have been investigated and provide details of funding received.
- Funding may be used only for the purposes specified in the proposal. No changes in the project will be made without prior consultation with the *Cultural Connections* Coordinator.
- **Any materials remaining or equipment secured** in support of the approved proposal is to remain as property of the school for curriculum-based use by the teaching staff. To this end, equipment must be inventoried and tagged as follows – ‘Property of Xxx School, c/o *Cultural Connections* Strategy’. This information should also be reflected in the post event report.
- Should the event be cancelled (and not rescheduled) after financial support has been provided, the teacher will be expected to notify and return unused funds to **EECD**, Attn: *Cultural Connections* Coordinator
- A brief report must be **submitted** to the *Cultural Connections* Coordinator upon completion of the session. **No applicant will be eligible for funding in subsequent years until a final report has been filed with the Department of Education and Early Childhood Development (EECD)**

Final Reporting Procedure

- Following completion of the session, a **brief report must be submitted to EECD and include:**
 - ❑ Actualized budget with accompanying proof of payment documentation (e.g., receipt, paid invoice showing payment made and \$0 balance owing, copy of issued cheque/stub reflecting vendor and/or invoice number)
 - ❑ Signed learning partner correspondence (or contract) confirming completion of engagement as contracted
 - ❑ Signed administrator correspondence attesting to completion of PL as submitted and in accordance with program guidelines
 - ❑ Anecdotal commentary (one page maximum) on the PL plan and achievement of proposed outcomes

Application can be found [here](#)