

Second Edition

Essential Information for Occasional Teachers

Practical advice and support for
occasional teachers

ONTARIO ENGLISH
Catholic
Teachers
ASSOCIATION

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Second Edition

Ontario English Catholic Teachers' Association
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Introduction

Occasional teachers are instrumental in the day-to-day operations of schools and school boards. Occasional teacher assignments can be varied, rewarding and often lead to permanent teaching opportunities. Subject to the provisions of the specific local occasional teacher collective agreement, occasional teacher assignments allow an occasional teacher to have input as to the location and period of time associated with their work. Other positive aspects of occasional teacher work include having input into: the type and length of assignments, the availability for assignments, selection around the nature and scope of assignments in terms of schools, grades and areas that will be taught.

Occasional teaching also has its challenges. Occasional teachers must establish their credibility as a teacher every time they step into a classroom. There is stress associated with being in new situations daily, frequently not knowing where to turn. It is often difficult to understand the individual needs of students, particularly those who require modifications, accommodations and/or additional supports for learning.

This document, *Essential Information for Occasional Teachers: Practical Advice and Support for Occasional Teachers*, is a response to the expressed needs of occasional teachers and a visible sign of the commitment OECTA has to this important part of the membership.

PART A

Essential information for occasional teachers

What is an occasional teacher?

The Education Act: Occasional Teacher Definitions

- (1.1) For the purposes of this Act, a teacher is an occasional teacher if he or she is employed by a board to teach as a substitute for a teacher or temporary teacher who is or was employed by the board in a position that is part of its regular teaching staff including continuing education teachers but,
- (a) if the teacher substitutes for a teacher who has died during a school year, the teacher's employment as the substitute for him or her shall not extend past the end of the school year in which the death occurred; and
 - (b) if the teacher substitutes for a teacher who is absent from his or her duties for a temporary period, the teacher's employment as the substitute for him or her shall not extend past the end of the second school year after his or her absence begins.

What is the Ontario English Catholic Teachers' Association?

The Ontario English Catholic Teachers' Association (OECTA) represents 45,000 women and men who have chosen teaching careers in Catholic schools in Ontario. These teachers are found in the elementary panel in junior Kindergarten to Grade 8, and in the secondary panel in Grades 9 through 12. A teacher becomes a member of OECTA upon being hired by a school board and/or his/her placement on the bargaining unit's seniority list.

Annually, OECTA mails out membership cards to occasional teacher members based on the most recent information received from occasional teacher local bargaining units. For newly hired occasional teachers, it may take a few months for the card to be processed.

All OECTA members pay Association dues. Occasional teachers pay OECTA dues in the amount of 1.75 per cent of salary to a maximum as established by the membership at the Annual General Meeting. Dues are used to support local and provincial OECTA programs and services.

OECTA unit membership

The OECTA Handbook (the by-laws and constitution of the Association) determines unit membership by assigning all teachers and occasional teachers, who work within a particular Catholic district school board, to a unit. Each unit is comprised of both teacher and occasional teacher members. OECTA is composed of elementary teacher units serving elementary teachers and occasional teachers who teach primarily in the elementary panel, and secondary units for teachers and occasional teachers who teach primarily in the secondary panel. In other OECTA jurisdictions a single unit provides services for both elementary and secondary teachers as well as all occasional teachers.

An OECTA unit provides the following services to members, except for collective bargaining:

- Administration
- Communications
- Counselling and member services
- Political action
- Professional development

Collective bargaining services are provided through one of the following bargaining units, dependent on the local OECTA organization: through an elementary bargaining unit, a secondary bargaining unit or a stand alone occasional teacher bargaining unit.

Collective bargaining services include:

- Negotiations
- Grievances and arbitrations
- Health & safety
- Workplace Safety and Insurance Board (WSIB)

An occasional teacher bargaining unit (OTBU) is composed of all occasional teachers (elementary and secondary) employed by a Catholic school board in Ontario.

When should I contact OECTA?

Contact the local OECTA unit for any questions or concerns regarding matters that are related to your employment as an occasional teacher.

Legal assistance: police/Children's Aid Society allegations

If you are contacted by an external agency such as the police or Children's Aid Society regarding an allegation against you:

- Do not participate in an interview at the time of original contact.
- Inform the agency that you are willing to cooperate but will not be able to comment or answer questions until you contact the Association.
- Make no comments to anyone regarding the allegations/charges.
- Call the OECTA Provincial Office Counselling & Member Services staff at 1-800-268-7230 or 416-925-2493 immediately.

Ontario College of Teachers (complaint against you)

If you are contacted by the College of Teachers regarding an investigation or complaint against you:

- Listen and take notes on the information provided.
- Make no response.
- Call the OECTA Provincial Office Counselling & Member Services staff at 1-800-268-7230 or 416-925-2493.
- Do not discuss the issue with anyone unless advised by the Association.

Ontario College of Teachers (complaint against a colleague)

If you are contacted by the College of Teachers regarding an investigation or complaint regarding a colleague:

- You must cooperate with the Ontario College of Teachers or risk a charge of professional misconduct.
- Give only factual information you have personally witnessed and can verify.
- Make no assumptions unless you can verify all the facts.
- Call the OECTA Provincial Office Counselling & Member Services staff at 1-800-268-7230 or 416-925-2493.
- Do not discuss the issue with anyone unless advised by the Association.
- Remember 18(1)(b) of the *Teaching Profession Act* as set out below;

Teaching Profession Act:

Duties of a Member to Fellow Members:

18. (1) A member shall,

- (b) on making an adverse report on another member, furnish him/her with a written statement of the report at the earliest possible time and not later than three days after making the report;

What do I need to know about my collective agreement?

A copy of the current collective agreement governing the terms and conditions of employment as an occasional teacher should be provided by the school board upon hiring. If you do not receive one, contact your local bargaining unit. This is one of the most important documents that you should review. When a school board violates the collective agreement, the Association takes action. Likewise, the Association expects all members to abide by the collective agreement, which has been negotiated in good faith in the best interest of all members of the Association. Overlooking violations of the collective agreement, even though they may benefit an individual teacher, must not occur. Any violation of the collective agreement has the potential of negatively impacting all members of the bargaining unit and the Association.

The following is a summary of some important areas contained in all occasional teacher collective agreements. Although the following general information applies to most collective agreements, there is much variation. Occasional teachers should carefully review their own collective agreement and bring any concerns they might encounter to the attention of the OTBU president.

Compensation

Occasional teachers are compensated based on the number of days they replace a day school teacher. The specific terms of compensation will be found in the collective agreement of each occasional teacher bargaining unit.

Casual daily rate of pay

Occasional teachers who replace day school teachers for a short period of time are compensated based on the casual daily rate of pay - with some local exceptions – regardless of experience and qualifications. The casual daily rate of pay may be a “flat rate” or it may

be determined by a formula linked to the day school teacher's salary grid, which is identified in the occasional teachers collective agreement.

Long-term occasional teacher rate of pay

When an occasional teacher is assigned to replace the same teacher for a consecutive number of instructional days - the number of days as specified by the local collective agreement – he/she is paid according to the regular day school teacher's salary grid. The compensation for a long-term occasional teacher assignment is retroactive to the first day of the assignment. (See appendix for Regulation 274 and long-term assignments.)

Where no definition exists in a collective agreement as to the number of days that triggers a long-term assignment, the number of days shall be twelve (12).

The day school teacher's salary grid is based on teaching experience and qualifications, therefore it is critical that all occasional teachers ensure that such information is on file and up to date with the school board. The occasional teacher collective agreement details the processes by which teaching experience may be recognized for grid placement purposes as well as the dates that this information must be provided to the school board. Occasional teachers must be sure to keep original records of all past teaching experience with any school board, since these records may be required when applying to future long-term occasional and permanent teaching positions.

Qualifications Evaluation Council of Ontario (QECO)

The Qualifications Evaluation Council of Ontario (QECO) determines the category placement of any teacher, which will then be used to determine category placement on the salary grid. This service is covered by your OECTA dues. An occasional teacher must apply to have her/his qualifications evaluated by QECO as soon as proof of employment by a Catholic school board is provided to QECO (i.e., letter of hire, pay stub, etc.). A QECO evaluation may take an extended period of time to process, therefore it is crucial that a teacher completes the application for evaluation as soon as she/he obtains confirmation of any new qualifications. QECO will send either a notice to confirm receipt of the application and all relevant documents, or request any missing documents. A copy of this notice should be sent to the board's Payroll and Human Resources departments. Keep all originals of your QECO evaluation as well as all relevant documents. You may be required to submit a copy of this documentation each time a long-term occasional position is sought.

The QECO website (www.qeco.on.ca) contains all information needed to apply for an evaluation. The occasional teacher collective agreement will stipulate timelines for notifying the board regarding changes in qualifications and therefore possible changes in placement on the salary grid.

Remember that failing to supply the school board with up-to-date information regarding teaching experience and qualifications may result in the loss of hundreds or even thousands of dollars of salary while on a long-term occasional teacher assignment.

Benefits and long-term occasional teacher assignments

The local occasional teacher collective agreement will designate whether benefits such as extended health care, dental benefits, life insurance, etc., are available to occasional teachers. Generally, such benefits are only available to occasional teachers while on long-term assignments. In some instances, dependent upon the collective agreement, the benefits may be available while on long-term assignments that extend beyond two or three months. In some collective agreements an occasional teacher working on casual daily assignments may enrol in negotiated benefits plans, but at his/her own expense. In other instances an occasional teacher may be paid a daily additional allowance in lieu of benefits. Check your local collective agreement for the specifics about benefits.

Occasional teachers and sick leave

Occasional teachers in long-term assignments have access to sick leave. Generally, sick leave days not accessed may be accumulated over the course of the long-term assignment, and in some cases such days may be carried forward in whole or in part to a subsequent long-term assignment within the same school year.

Long-term assignments and access to sick leave credits

The Memorandum of Understanding (MoU) of 2012 between OECTA and the government established a sick leave plan for occasional teachers on long-term assignments. The Memorandum states that an occasional teacher hired by a board to fill a long-term teaching assignment that is a full year in length shall be eligible for the following sick leave credits, as set out below, which shall be allocated at the commencement of the long-term assignment:

1. Eleven (11) days of sick leave paid at 100% of regular salary;
2. Sixty (60) days per year of short-term sick leave paid at 90 per cent of regular salary.

An occasional teacher employed in a long-term teaching assignment that is less than a full year shall be eligible for eleven (11) days of sick leave and sixty (60) days of short-term sick leave, reduced to reflect the proportion the assignment bears to the length of the school year, and shall be allocated at the start of the assignment.

What is the difference between the occasional teacher roster and the long-term occasional teacher list?

As per Regulation 274/12:

The occasional teacher roster contains the names of all occasional teachers who have been hired by the school board to perform occasional teacher work. The roster is created such that the members are ranked in order of seniority with the most senior first and the least senior last. Seniority begins on the first day and year of hire and continues to accumulate so long as there is no interruption in the contractual relationship between the occasional teacher and the board.

The long-term occasional teacher list is a directory of occasional teachers, in order of seniority, who, through an interview process, have been selected by the board to fill long-term occasional assignments, as such assignments become available through the school year. All long-term assignments will be filled from the members on this list.

How is seniority established/determined for occasional teachers?

Regulation 274/12, with the agreement of OECTA, has set out the following process to generate the occasional teacher seniority roster:

1. The ranking is based on a teacher's seniority as an occasional teacher.
2. If two or more occasional teachers have the same seniority, the ranking among them shall be based on the number of full days of teaching in schools of the board.
3. If two or more occasional teachers have the same ranking under #2 above, ranking among them shall be based on the number of years of experience teaching.
4. If two or more occasional teachers have the same ranking under #3 above, ranking among them shall be determined by drawing lots, in the presence of the president of the occasional teacher bargaining unit or designate.

Typically, the seniority list will be published in worksites with an opportunity for an occasional teacher to object to placement on the list especially given the impact of #2 and #3 above.

What is the criteria required for an occasional teacher to be assigned to the long-term occasional teacher list?

Regulation 274/12, with the agreement of OECTA, sets out the criteria as follows:

An occasional teacher may apply to the board to be placed on the list and the board shall grant the teacher an interview if,

- (a) the occasional teacher has been on the board's roster (seniority list) of occasional teachers for at least 10 months
- (b) the occasional teacher has worked as an occasional teacher in one or more schools of the board for at least twenty (20) full days during a ten (10) month period that is within the five (5) years immediately preceding the day the application is submitted.

If the person or panel (board) that conducts the interview recommends that the board place the teacher on the list, the board shall do so.

What can an occasional teacher do if he/she is not selected to the list?

If following an interview an occasional teacher is not placed on the long-term occasional teachers list or appointed or assigned to a long-term assignment or permanent position, the teacher is entitled, on request, to meet with the person or panel that conducted the interview to discuss,

- (a) his/her performance during the interview;
- (b) measures he/she could take to enhance his or her professional qualifications; and
- (c) other ways to improve his or her chance of being successful in a similar interview in the future.

What is the process for being assigned to a long-term occasional teacher position?

Regulation 274/12, with the agreement of OECTA, sets out the criteria as follows:

Firstly, a board shall not interview or make an offer to any occasional teacher to fill a long-term assignment unless a notice of the long-term position has been posted on the board's website for at least five (5) weekdays. For the purposes of filling a long-term assignment,

a board shall interview five (5) occasional teachers from the long-term occasional teachers list who,

- (a) have the required qualifications as per the *Education Act* and Regulations for the position;
- (b) have the highest seniority; and
- (c) have agreed to be interviewed.
- (d) If fewer than five (5) occasional teachers on the list satisfy the criteria as set out above, the board shall interview only those occasional teachers.

If the long-term position is not filled by an occasional teacher interviewed in accordance with the above, the board shall not interview or make an offer to any other person to fill it before,

- (a) advertising the position to occasional teachers on the board's long-term occasional teachers list;
- (b) interviewing a selection of occasional teachers from the list who apply for the position and have the required qualifications as per the *Education Act* and Regulations for the position, and making an offer.

How does an occasional teacher access a permanent teaching position?

The board shall interview the five (5) occasional teachers from the long-term occasional teachers list who,

- (a) have completed a long-term assignment in a school of the board that was at least four (4) months long and where the occasional teacher has not received an unsatisfactory evaluation;
- (b) have the required qualifications for the position as per the *Education Act* and Regulations;
- (c) have the highest ranking according to seniority; and
- (d) have agreed to be interviewed.

If fewer than five (5) occasional teachers on the list satisfy the criteria set out above, the board is required to interview only those teachers.

Working conditions – instructional day and additional duties

Collective agreement provisions vary across the province with respect to the working conditions of occasional teachers. It is the position of the Association that an occasional teacher works the schedule of the teacher he/she is assigned to replace, including the time for planning/preparation and lunch. This means that duties (yard/hall supervision, on-calls, bus duty) should only be assigned to an occasional teacher if the teacher he/she is replacing is assigned such duties. In any event, an occasional teacher assigned to a full-day of teaching duties should not be expected to work for a longer period of time than the regular day school teacher would normally be assigned. On the first day of an occasional teacher assignment, most collective agreements provide that the period immediately prior to the start of the assignment is free of any assigned duties.

The schedule of classes, assigned duties and other important information required by an occasional teacher should be given to the occasional teacher upon arrival at the school on the first day of the assignment. If there is any difficulty in the provision of this information,

the occasional teacher should inquire at the school office. Any difficulties or concerns around the provisions of the above should be referred to the president of the occasional teacher bargaining unit.

Travel time and travel reimbursement

An occasional teacher may be expected to travel between schools because the teacher being replaced is assigned to more than one work site, such as in the case of replacing an itinerant French-as-a-Second-Language (FSL) teacher. When travel between work sites is required of the occasional teacher, the board must pay a travel allowance to the occasional teacher in the same amount that the teacher being replaced would be paid. Regardless of required travel time, the occasional teacher must receive the full amount of time for planning/preparation and lunch to which the teacher they are replacing is entitled.

Restrictions on medical/physical procedures

Teachers are not required to perform any medical or physical procedures on students, such as but not limited to, the administration of medication, restraint, toileting, etc. The board has hired employees specifically trained in these roles. Any instructions left for the occasional teacher regarding the administration of medication, or physical procedure (such as restraint) should be referred to the school administration.

The only exception to the above mandate applies in the case where a student suffers from an anaphylactic reaction requiring the application of an Epi-pen. Sabrina's Law came into effect on January 1, 2006. This law imposes specific legal duties in respect to students with anaphylaxis. Occasional teachers must be included in all training, communications and identification at the school and board levels in order to ensure that they are aware of students at risk of a life-threatening allergic reaction and the appropriate response in the case of such an occurrence.

An occasional teacher should not be required to carry out any activities that may pose a risk to the occasional teacher, other employees, or students, due to the lack of required training/qualifications, equipment or physical ability. As a teaching professional, occasional teachers may be required to modify lessons to ensure that there is no risk.

Rights

By virtue of their statutory and collectively bargained rights, occasional teachers have access to many of the same rights as day school teachers. These include the right to a safe workplace, the right not to be discriminated against or be harassed, the right to just cause with respect to discipline and dismissal, and the right to a transparent job posting and hiring procedure.

Occasional teacher employment rights are determined and guaranteed by the *Employment Standards Act*, *Labour Relations Act* and *Education Act* and Regulations of Ontario, in addition to those rights specifically covered in the collective agreement. It is important to review the rights provisions of the collective agreement and bring any concerns regarding these rights to the attention of the Association.

Grievance procedure

Any violation of the collective agreement by the school board, Association, or individual member may be subject to the grievance procedure. The grievance procedure is a dispute resolution mechanism that attempts to remedy any such violations. If the parties cannot agree to a resolution of a dispute about an interpretation of a part of the collective agreement, a third party may be used to mediate a resolution, or determine whether the grievance is supported by the facts and arbitrate a remedy. A member who suspects that the collective agreement has been violated should bring that concern to the attention of the occasional teacher local bargaining unit president.

Occasional teacher daily call-out procedures

Occasional teachers are assigned on a casual daily basis through a rotational call-out system. In most school boards across the province, the call-out system is centralized. As work becomes available, it is offered to occasional teachers on the call-out list in the order as prescribed by the collective agreement. In a few very small school boards, as prescribed by the collective agreement, daily occasional teacher call-outs are done on a school-by-school basis. OECTA supports a central call-out system that distributes work fairly and equitably to all available occasional teachers. Occasional teachers usually submit an outline of the days, geographic regions/schools and grade(s)/subject area(s) they are available to teach during the school year. Occasional teacher collective agreements may state a deadline for submitting availability information to the school board. While respecting the process outlined in Regulation 274, school boards may also ask occasional teachers to indicate whether they would be willing to work in a long-term assignment.

There may be stipulations in particular collective agreements regarding refusal or cancelling casual daily assignment. Some collective agreements limit the number of allowable refusals, which if reached may result in the removal from the call-out rotation. To avoid possible conflicts, occasional teachers should notify the board regarding changes in their availability.

Additional information on job postings for occasional teachers

As per Regulation 274, long-term occasional teacher assignments are posted for five (5) days when the board becomes aware of the absence. In most cases, this is before the assignment begins. However, when short-term absences extend into long-term absences, as per the collective agreement, the assignment must be advertised at that time. School boards place job postings on their website, or through an intranet site. In accordance with Regulation 274, school boards must post these long-term assignments such that they are available internally only to occasional teachers on the long-term occasional teacher list.

It is the Association's position that only certified teachers, and members of OECTA, be offered available occasional teacher work. However, there may be exceptional circumstances, when a school board is unable to find a qualified and certified occasional teacher and boards have the legal right to employ such personnel. However, once a certified teacher is available, the Association expects that a certified teacher shall replace any uncertified personnel.

In the event that a school board is required to declare day school teachers redundant (there are more day school teachers than there are teaching assignments) or there are unassigned supernumerary day school teachers, all such day school teachers shall first be placed into any long-term occasional teacher assignments and then any casual daily occasional teacher assignments. Such shall occur prior to the assignment of any members of the occasional teacher bargaining unit to long-term occasional teacher or daily casual occasional teacher assignments.

Occasional teachers and just cause/discipline/dismissal provisions

All members of OECTA have the right to just cause in the case of any disciplinary action taken by a school board against an occasional teacher. This means that a school board must be able to demonstrate that there is cause for a disciplinary action taken against an occasional teacher. In many occasional teacher collective agreements, there is a “probationary period” during which a lesser standard of just cause applies.

Possible methods that school boards may use to discipline an occasional teacher:

- Place a letter of concern/caution/discipline in the occasional teacher’s personnel file.
- Exclude an occasional teacher from work at one or more schools on the occasional teacher’s profile.
- Remove the occasional teacher from the list for long-term occasional teaching assignments and/or permanent teaching positions.

All occasional teachers have the right to review his/her personnel file, and request copies of anything in the personnel file. Any letter or document of a disciplinary nature should be copied to the occasional teacher prior to being placed in the personnel file, and the occasional teacher has the right to request any such letter/document be removed, and/or to append comments to the letter/document. Should any adverse or disciplinary letter/document come to the attention of the occasional teacher, he/she should contact the OTBU president.

Occasional teacher rights under health and safety

Occasional teachers are entitled to be represented on every Joint Health and Safety Committee. The OTBU president or a unit representative, at the request of the OTBU, can fill this role. Concerns regarding safety issues should be brought to the attention of the OTBU president.

Every school board has policies concerning health and safety, assault and harassment. As an employee of the school board, occasional teachers are advised to become familiar with these policies as well as the sections of the collective agreement related to these areas.

In the case where an occasional teacher has an accident during the course of his/her employment, the Workplace Safety and Insurance Board Form 6 (Worker’s Report of Injury/Disease) and Form 7 (Employer’s Report of Injury/Disease) must be completed. The occasional teacher should keep a copy of Form 6 and the employer should provide a copy of Form 7 to the OTBU. If there are any concerns arising out of an accident during an assignment, occasional teachers are advised to contact the OTBU president immediately.

Any incidents of assault, discrimination and/or harassment should be reported according to the board policy and the collective agreement. It is the board's responsibility to follow up on complaints made in these areas. The OTBU president should be contacted if there are any questions or concerns about the complaint procedure.

Occasional teachers and criminal record checks/offence declarations

During the application process for a Certificate of Qualification from the Ontario College of Teachers, teachers must submit a recent Criminal Record Check. School boards require proof of a criminal record check prior to hiring a teacher. Annually, all board employees must submit an Offence Declaration stating that he/she has not been convicted of a criminal offence under the Criminal Code of Canada since the completion of the last Offence Declaration. Many school boards have the Offence Declaration completed electronically.

Criminal Record Checks and Offence Declarations are confidential documents and must be kept in sealed files - separate from the teacher's personnel file - available only to the person responsible for administering such documents at the school board. If there are any concerns arising out the Criminal Record Check or Offence Declaration process or the findings of such documents, contact the OTBU president.

Occasional teacher performance appraisal/evaluation

The OECTA Memorandum of Understanding and Ontario Regulation 274/12 sets out the development of a fair hiring process, the driving force behind which is the commitment to provide a standardized, consistent and transparent approach to hiring occasional teachers to long-term occasional and permanent positions. This regulation contains a reference to an "occasional teacher evaluation process" as part of the requirements for an occasional teacher on the long-term occasional list to apply for permanent teaching positions. The government made a commitment to work with stakeholders to develop a framework and template for such an evaluation.

There are seven (7) performance expectation statements that form the basis of the occasional teacher evaluation and which describes the skills, knowledge and attitudes that occasional teachers reflect in their practice. The observable indicators listed within each performance expectation are possible ways the occasional teacher could demonstrate the expectation; these indicators are not intended to be an exhaustive list and not all need to be demonstrated during the teacher's LTO assignment. The principal may include other examples of how the expectation was or was not demonstrated in the comments section provided on the evaluation template. For each performance expectation the principal checks either "Meets Expectation" or "Development Needed" on the evaluation template. In addition, the principal may write comments or provide examples of how the expectation was or was not demonstrated.

The meetings in the evaluation process promote professional dialogue between the principal and the occasional teacher. Prior to the observation, the principal and the occasional teacher meet to discuss an overview of the evaluation process and evidence that will be considered in the evaluation (classroom observation, planning records, and assessment and evaluation records).

The principal determines an evaluation outcome for the occasional teacher as a final consideration in completing the evaluation template. The principal uses his/her professional judgment in weighing the evidence in relation to the seven performance expectations and deciding on an evaluation outcome of “Satisfactory” or “Unsatisfactory”. The evaluation outcome assigned to the occasional teacher is in effect until another evaluation is completed. An occasional teacher who receives an evaluation outcome of “Unsatisfactory” is considered not eligible to apply for permanent teaching positions within the school board until a “Satisfactory” outcome is received in a subsequent long-term occasional teacher assignment.

Occasional teachers are to be evaluated in their first long-term occasional teacher assignment of four (4) months or more.

The occasional teacher and employment insurance (EI)

Occasional teachers are eligible for regular employment insurance benefits during non-teaching periods: Christmas break, March break and the summer. This is due to the fact that occasional teachers are hired on a casual or substitute basis and are not “contracted to teach” during the non-teaching periods like regular day school teachers. Statutory holidays are not considered to be non-teaching periods unless they fall within a non-teaching period.

Long-term occasional teachers who sign consecutive 10-month contracts and teach the entire school year may not be eligible for regular benefits unless the employment contract is actually terminated between assignments.

The basis of eligibility is that the occasional teacher must work 400 to 700 hours during the 52-week period prior to the non-teaching period applied for, based on where the occasional teacher lives. For individuals who have entered the work force for the first time, or have returned to the work force after a two-year absence, there may be the requirement for 910 hours of insurable work in the prior 52-week period. This would not apply where pregnancy/parental leave benefits were collected five (5) years prior to the 52-week qualifying period. The basic benefit rate is 55 per cent of your average insured earnings up to a yearly maximum insurable amount. Your EI payment is a taxable income, meaning federal and provincial or territorial taxes, if applicable, will be deducted. Benefits are paid after a two-week waiting period. The waiting period applies only once per claim.

Information regarding Employment Insurance benefits as well as all application information can be found on the Human Resources and Social Development Canada website at www.hrsdc.gc.ca. Specifically, occasional teachers should refer to “Employment Insurance (EI) and Teachers.”

Occasional teachers and the Record of Employment (RoE)

The school board should issue a Record of Employment (RoE) at the end of the employment period. Many school boards will issue the RoE to occasional teachers automatically at the end of each year while others will issue it upon request.

Are occasional teachers eligible for pregnancy and parental leave?

Occasional teachers are entitled to a leave of absence from work for the birth and adoption of a child if the board has employed him or her for at least 13 weeks. In many cases, they may also be eligible to receive Employment Insurance benefits if he or she worked 600 hours in the 52 weeks prior to his or her last claim.

Maternity leave benefits and occasional teachers

The Memorandum of Understanding between OECTA and the government of Ontario extended maternity leave provisions to occasional teachers on long-term assignments. Occasional teachers assigned to a long-term occasional teacher position are entitled to maternity benefits with the length of the benefit limited to the term of the long-term assignment. Occasional teachers on daily casual assignments are not entitled to maternity benefits.

Effective May 1, 2013, maternity benefits for occasional teachers assigned to a long-term occasional teacher position were guaranteed at 100 per cent of salary for a total of not less than eight (8) weeks, provided the eight (8) weeks occur during the term of the long-term assignment. Where part of the eight (8) weeks falls during a period of time that is not paid (for example, summer, March break), the balance of the eight-weeks entitlement resumes after that period providing it is within the period of the term of the long-term assignment.

Statutory maternity leave and occasional teachers

Statutory maternity leave of up to 17 weeks is available to mothers for the birth of a child. A mother may begin maternity leave up to eight (8) weeks prior to the expected date of birth but no later than the week following the birth of the child. This period may be extended or suspended if the child is hospitalized. When applying for Employment Insurance benefits for a maternity leave, a Record of Employment, as well as a signed declaration of the expected or actual date of birth, are required.

Parental leave and occasional teachers

Parental leave is available to biological or adoptive parents. Up to 35 weeks of statutory parental leave may be taken by one or the other parent or shared between two parents. Employment Insurance benefits may be paid during statutory parental leave based on eligibility. If the mother has already served the two-week waiting period for EI maternity benefits, it does not have to be served again, even if the other parent collects benefits. Boards must maintain benefits that were in place prior to the commencement of statutory maternity and/or parental leave, for the period normally covered if the occasional teacher was working in a long-term assignment. If the occasional teacher participated in benefits that the board paid premiums for in whole or in part, those benefits will continue while the occasional teacher is on pregnancy and parental leave for the period that the occasional teacher would normally receive benefits. The board must continue to pay its share of the premium for benefits during the statutory leave period.

An occasional teacher, who was on a long-term assignment prior to parental and/or maternity leave, has the right to return to the same long-term assignment providing the term of the long-term assignment still exists. For daily occasional teachers, this usually means a return to the regular rotation on the occasional teacher list and/or the long-term occasional teacher roster. Information regarding Employment Insurance, maternity and parental benefits as well as all application information can be found on the Human Resources and Social Development Canada website at www.hrsdc.gc.ca

Can teachers on pension perform occasional teacher work?

Yes, a retired teacher can perform occasional teacher work. Retired teachers may be employed as occasional teachers and still collect their full retirement pension benefits from the Ontario Teachers' Pension Plan (OTPP) for up to 50 school days each year.

The limit of 50 days will be reviewed during the 2014-15 school year.

A retired teacher who exceeds the 50-day work rule in a given year will have his/her pension suspended the month following the month in which the 50-day rule was exceeded. However, if the 50-day rule is exceeded within a given month, the retired teacher can accept occasional teacher assignments until the end of that month without penalty.

In addition, beginning September 1, 2012, all employers will report occasional teacher employment to the OTPP. While retired occasional teachers still need to keep track of days worked, this change should help ensure that retirees do not inadvertently exceed the re-employment limits.

Complete information regarding teaching after retirement can be found on the Ontario Teachers' Pension Plan website at www.otpp.on.ca

Occasional teachers and compassionate care and sickness leave

Occasional teachers also have access to sick leave for up to 15 weeks during a teaching period and compassionate care leave for up to six (6) weeks to care for a gravely ill family member in danger of dying within 26 weeks. Medical verification is required to qualify for paid benefits during both types of leave and eligibility is based on 600 hours worked in the 52 weeks prior to the claim. Check the Human Resources and Social Development Canada website at www.hrsdc.gc.ca for more information.

PART B

Occasional teachers and professional boundaries

With students

All students deserve to be treated with respect and care. The relationship between teacher and student is one that is:

- friendly but professional
- frank but considerate
- helpful but non-invasive

Regardless of the age of the student, teachers are in a position of trust and should take great care to avoid relationships with students that cross professional boundaries.

Unacceptable behaviours

In general, activities that take a teacher beyond the expectations of the board could easily qualify as boundary violations. These include:

- becoming too personally involved with students – friend, confidante, surrogate parent
- seeing or meeting students in private or non-school settings
- phone calls, writing or exchanging notes, letters or emails with students
- serving as a confidante with regard to a student's decision about his/her personal issues
- giving gifts or money to students
- inviting students to one's home or cottage
- having students stay overnight in one's home/cottage
- driving individual students to or from school
- giving one student undue attention
- being alone with a student with the exception of an emergency situation
- sharing your personal problems with students
- sharing personal information about a student with a third party

Qualities of a good teacher

Always:

- speak calmly
- use positive phrases
- remain professional
- be non-judgmental
- be non-racial
- be reflective
- re-state and re-phrase for understanding
- be polite and respectful
- be receptive
- be open, honest and fair
- think before you speak, take a deep breath
- empathize

Actions a good teacher avoids

Never:

- swear
- threaten
- intimidate
- be sarcastic
- use personal attacks
- dwell on past incidents
- yell
- use slanderous language
- demean
- trivialize
- say things you will later regret

Almost any teacher can fall victim to a lack of understanding of professional boundaries. This can translate into the member making serious mistakes – career threatening ones – in the management of teacher-student relationships.

What makes the issue of professional boundaries an important and dangerous one for teachers is the fact that teachers are responsible for recognizing whether they are ‘at risk’ of crossing boundaries. Further, teachers have a responsibility to address this issue when they witness a colleague who may be crossing boundaries.

An act of professional misconduct can lead to disciplinary measures being taken by the Ontario College of Teachers. Even an unfounded allegation of professional misconduct could be permanently damaging to a teacher, his or her family and the profession.

If allegations of improper conduct are made against you, contact the Counselling Department of OECTA at 416-925-2493 or 1-800-268-7230 for advice before making a statement to anyone.

Communication with parents/guardians

Parents and guardians deserve respect as the primary caregivers of the children they entrust in your care. In reporting to parents either orally or in writing, be open and honest, informative, considerate and helpful.

In difficult situations, do not tolerate abuse.

- Terminate the meeting politely but firmly.
- Offer to resume discussion when the parent is prepared to proceed in a calm, reasonable, non-abusive manner.
- Report such confrontation to administration and make notes of the incident.

When socializing with parents, be aware of boundaries and professional standards.

When communicating with parents/guardians

Always:

- ensure the principal sees notes sent to parents re: entire class/sensitive issues
- utilize factual comments rather than interpretations/hearsay
- write notes when you are calm rather than in the heat of the moment
- keep copies of all communications sent
- be wary of grammatical structures and spelling

When communicating with parents/guardians

Never:

- write anything in haste that could be misinterpreted
- threaten, use negatives
- be tactless
- communicate in written form when a verbal discussion would suffice

Communication with colleagues

Your colleagues deserve the same respect as professionals that you do. At work, the relationship between colleagues is a professional one.

- Seek to resolve conflicts with colleagues personally, privately and directly before seeking third-party assistance within the school, board or OECTA office.
- Every person has the right to a workplace free from all forms of harassment.
- If you feel the obligation to make an adverse report, furnish your colleague with a written account as per The *Teaching Profession Act*, 18 (1)(b).

References:

OECTA Provincial Counselling and Member Services Department; *Relationships: Appropriate and Professional*.

PART C

Occasional teachers seeking a permanent teaching position

Whether you are a relative newcomer to occasional teaching or a seasoned professional seeking a permanent teaching position, it is in your best interest to familiarize yourself with the essential elements of a successful job search (i.e., cover letter, resume, professional portfolio, and basic interview skills).

Job search tips for occasional teachers

- Review the sections in your occasional teacher collective agreement and this document pertaining to:
 - job postings and hiring procedures for long-term occasional teacher assignments
 - criteria regarding hiring to permanent teaching positions
 - review Regulation 274/12
- Introduce yourself to administration and teaching colleagues when teaching on a daily basis
- Be visible – volunteer in schools, at your church and in the community.
- Take every opportunity to improve your professional knowledge:
 - additional Qualification courses
 - professional conferences and workshops
 - professional reading
 - letters of reference
- Access the board's website to check postings regularly.
- Most school boards across Canada advertise teaching positions through two websites: Education Canada (www.educationcanada.com) and Jobs in Education (www.jobsineducation.com).

Suggestions for a to-do list for occasional teachers

Being assigned to different schools as an occasional teacher means being prepared for a variety of situations and circumstances. Below is listed some helpful information to ensure success in your role as an occasional teacher.

What an occasional teacher should do when arriving at his/her assigned worksite

- Check-in at the main office to announce your arrival.
- Sign in as appropriate.
- Introduce yourself to the secretary and/or the principal.
- Introduce yourself to fellow teachers.
- Pick up the keys to the classroom.
- Locate the classroom and other rooms you may need through the day. A school map may be provided to you or there may be one in the classroom.

- Be sure to locate the staff room, workroom, and the staff washroom.
- Familiarize yourself with the attendance routines.

Preparing for the occasional teacher assignment

It is to your advantage to be prepared before the instructional day begins.

The following are some suggestions that may help you prepare for the day prior to the students arrival.

- Familiarize yourself with the day/lesson plan.
- Perform any necessary tasks to execute the lessons, for example: photocopying, cutting, reading information in a textbook, acquiring any needed audiovisual equipment.
- Locate a seating plan; if there isn't one, be prepared to make one.
- Familiarize yourself with school safety routines, for example: fire drills and lockdown procedures.
- Familiarize yourself with any school procedures, for instance, yard duty or on-call supervision schedule, school timetable and school discipline policy.
- Familiarize yourself with classroom routines including where to meet students at arrival times, prayers, procedures for using the washroom, getting drinks, lunch, recess, etc.
- Locate a class list and either prepare ahead of time, or have the students make their own name tags.
- Review any behaviour plans that exist to ensure you will maintain consistency for those students involved.
- Identify the names of students with high needs, allergies, and those requiring medication. It is a good idea to identify those students as soon as they enter the classroom.
- Review the in-school support program timetable, for special education and ESL.
- Find out if you need to collect anything from the students, for example: money for trips or homework.
- Find out if there are any special events happening in the school, for example: hotdog day, school assembly, or a special visitor.

The occasional teacher and the day/lesson plan

If a day/lesson plan has been left, follow it as closely as possible. Sometimes it may be necessary to make amendments to that daily plan, for reasons such as time constraints, safety, or it may be inappropriate for your comfort level and/or physical ability. Use your professional judgment as appropriate to alter the lesson plan. If you do have to make any amendments to the plan, ensure that you leave a factual note for the teacher being replaced as to the alterations. If a day/lesson plan has not been left or cannot be found, you will want to have prepared some lessons that you will be able to use.

Classroom routines and procedures, classroom management, continuity

Review the established classroom routines, rules and expectations. Try to follow the rules and routines as closely as possible in order to maintain consistency for the students.

Often there will be helpful students in the classroom who will be able to assist you if needed. Sometimes students also need to leave the classroom to assist other classes. Ensure that you know when students are leaving the classroom, they are going and when they will return. Make a note of all the information.

During the assignment you will want to maintain an atmosphere of respect and courtesy. The following are some suggestions to help make the assignment successful.

- Maintain a positive attitude with a light sense of humour.
- Avoid power struggles/arguments with students.
- Be courteous.
- Give special attention to those who appear in need.
- Praise students when appropriate.
- Never ridicule or embarrass students.

What to do at the completion of a daily assignment

Find below some suggested guidelines to aid in the completion of an assignment on a positive note.

- Ensure that students have completed their usual end of day activities.
For example: fill out day planners, review homework expectations, etc.
- Distribute newsletters or any notes that need to go home with students.
- Ask the students to assist with tidying the room according to established classroom procedures.
- End with positive comments to the class and perhaps to specific students.

What to do when the students have been dismissed

There are several things that you will want to do before leaving the classroom.

- Finish tidying the room, if necessary.
- Collect all your own teaching resources and personal effects.
- Thank staff who assisted you during the day.
- Check-in at the office and return the classroom keys.
- As a courtesy, say goodbye to the school secretary and/or principal before departure.

Leave the absent teacher a factual note regarding how the day went. The absent teacher needs to know what happened during the day and where to start when he/she returns. It is helpful when a clear and detailed outline of the day is provided. The note to the classroom teacher may include:

- anecdotal comments about the day and the students – be truthful but positive
- students names who were helpful
- students names who were absent or late
- any notes sent in by parents/guardians
- students who brought in money and for what (place the money in an envelope, seal it, write the amount on the outside and hand it into the main office)
- explanation of what lessons were completed and what still needs to be finished
- outlines of material that the students had difficulty with
- explanations of any disruptions to the day (for example: unexpected assembly, fire drill, etc)
- if you were unable to follow the prepared lesson plans, provide an explanation as to why and a copy of the lesson you gave
- sign your name and date the note

PART D

Teacher to teacher communication: how the classroom teacher can assist the assigned occasional teacher

Special needs accommodations

Provide a list of names of students who leave the classroom for program support or require in-class accommodations. For example: a differentiated work assignment, additional time to complete tasks, computer support or learning aids such as an FM system.

Special health concerns

Provide a list of names of students who have medical concerns, name the concerns, and explain the procedure to follow in the event that the concern expresses itself.

Also list the person to be contacted in the case of such an occurrence.

Provide the school policy about bringing food into the school. (Note that, except in the case of administration of an Epi-pen during an anaphylactic reaction, teachers are not to perform any medical/physical procedures on students.)

Opening exercises/announcements

Leave a note outlining the regular routine for the national anthem, announcements, prayers, etc.

Supervision

Leave the supervision schedule for the occasional teacher. Note any special instructions. Is there a vest the occasional teacher needs to wear, or a sash, carry a whistle or bell while on supervision duty? **Note:** Typically, the occasional teacher will not be responsible for supervision prior to the beginning of class on the first day of an assignment.

Inclement weather

Make a list the inclement weather duties if they are different from usual duties.

Is there a different supervision schedule for inclement weather days?

Make note of any different locations or supervision times.

Fire drill procedures

What are the fire drill procedures?

Which exit is used for that classroom? What is the alternate exit?

What are the attendance procedures in the case of a fire drill?

What is the “all clear” signal to return to class? Attach an extra copy of your attendance for fire drill attendance.

What does the occasional teacher do if the fire alarm rings during planning/preparation time or during recess/lunch?

Emergency procedures

If there is an emergency what is the occasional teacher expected to do?

Who is the occasional teacher to contact in such an instance?

Note any special instructions for lockdown, tornado, gun, etc.

First aid

If a student requires first aid what is the procedure the occasional teacher is to follow?

Who are the personnel on staff who are qualified in First Aid?

Where is the First Aid kit located?

Accident reports

Where are the Accident Report forms located?

Who can assist in the completion of the form?

Who is the form to be submitted to?

Audio–visual equipment

What are the procedures in order to sign out audio-visual equipment?

Where is the equipment located? Are keys needed to access the equipment?

Is there someone who can assist if needed?

Photocopier location and code

Where is the photocopier located?

Is a code required in order to make copies? If so, what is the code?

Student/class money collection

Is there any money that will need to be collected from students?

What is the procedure for handling student funds?

To whom is collected money submitted?

Is there a secure location to store funds if it cannot be immediately submitted?

Ensure that any tracking and/or collection envelopes/forms are attached.

Use of classroom/school computers

What are the board/school policies concerning computer use by teachers?

Are there any individuals who are not permitted to use the Internet?

Is there a computer available for teacher use?

Note: Do not provide your personal login.

Library

Is there a scheduled library time? Are there any school policies or procedures regarding the use of the library that the occasional teacher should know about?

Physical education/gym

Note any pertinent information.

Are keys needed? If so, where can these be found?

Do students change their clothing for physical education?

Are there time restrictions that need to be followed?

Ensure that any physical education plans will allow for a wide range of options for an occasional teacher. Some occasional teachers may not be comfortable or physically able to carry out normal Phys. Ed plans. Please provide alternatives should it be necessary.

Distribution and collection of material

Are there any special instructions related to the distribution or collection of classroom materials that the occasional teacher needs to know about?

Are students allowed to sign out materials to take home?

Is there a sign-out procedure for instruments, textbooks, art supplies, etc.?

What needs to be done if equipment is damaged or missing?

Dress code

Does the school have a dress code or uniform?

Is there any information that the occasional teacher needs regarding this?

Are there any procedures regarding dress code violations?

Use of electronic devices

What are the school/classroom policies regarding the use of iPods, cell phones, etc.?

Entry procedures

What are the procedures for students entering the school?

Is there a specific entrance at which students are to be met?

What supervision in the hallway is expected?

Are students allowed to come into the classroom prior to the start of the instructional day?

What are the procedures for coats/bags/shoes, etc.?

Are there any other procedures that are regularly followed?

Attendance procedures

What is the routine regarding student attendance that the occasional teacher should follow?

Are student attendance forms picked up or are they delivered to the office?

What time(s) is student attendance due?

What are the policies for students who arrive late to class?

Washroom breaks and drinks in the classroom

What are the classroom policies regarding drinks in the classroom or leaving the classroom to use the washroom? What are the sign-out procedures if any?

Student lunch

What are the student lunch-time procedures?

Do students eat in the classroom or somewhere else?

How are students dismissed for lunch?

Student recess

Are there any instructions that the occasional teacher should have regarding recess?

Are students permitted to take food out into the yard?

Is there equipment that is permitted to be taken out?

How are students to be dismissed at recess, etc.

Snacks

Is there a snack program in the school? How is it administered? When are snacks permitted?

Students who act as monitors

Does the school have student monitors? What are their roles?

Students to ask for assistance

Note any students who tend to be of assistance to you and would be of assistance to the occasional teacher. Is there a schedule of helpers?

Classroom management strategies

Note any classroom management strategies that are used in the classroom that may assist the occasional teacher in getting the attention of students or maintaining order in the classroom.

End of day and dismissal routines

What are the “end of day” procedures?

Do students complete agendas?

Put chairs up? Are there other expectations?

What is the procedure for dismissing students?

Attach a list of the students who are picked up, walk home, take a school bus or attend an after school program. Note any special instructions.

PART E

Useful websites for occasional teachers

www.mediasmarts.ca

Search by topic or by curriculum expectation including province and grade level. Full lesson plans are available. Subject areas include: physical education, healthy active living, English, Geography, Social and Canadian Studies.

www.educationworld.com

Lesson plans are available and are updated regularly and suitable at various occasions in the school year. For instance, in September there are listed 100 icebreaker activities. There are many lesson plans to choose from. Lesson plans are listed by subject and by grade level. No membership or sign up is required.

www.thecanadianteacher.com

Tools and lesson plans, fun classroom activities including, Bingo, Word Search, Word Scramble, Sentence Scramble, Crossword and Maze Generators. Use the templates to make nametags or desk tags. Links to many other sites with lesson plans and freebies for teachers.

www.linktolearning.com

Links to other sites that have lesson plans based on the Ontario Curriculum. These are organized by subject and by grade.

www.sitesforteachers.com

Links to over a thousand different sites, ranked according to popularity.

PART F

APPENDICES

Appendix #1 – Ontario Regulation 274/12, Hiring Practices

Interpretation

1. (1) In this Regulation,
“long-term occasional teachers list” means a list established and maintained by a board in accordance with section 4; (“liste des enseignants suppléants à long-terme”)

“roster of occasional teachers” means any roster of occasional teachers established by a board for the purposes of the Act; (“tableau des enseignants suppléants”)

“weekday” means any Monday, Tuesday, Wednesday, Thursday or Friday that is not a holiday as defined in the *Legislation Act, 2006*. (“jour de semaine”)
O. Reg. 274/12, s. 1(1).

(2) Any assignment or appointment of a person to a teaching position shall be made with due regard for the provision of the best possible program and the safety and well-being of the pupils, as required under Regulation 298 of the Revised Regulations of Ontario, 1990 (Operation of Schools – General) made under the Act, and in accordance with all other requirements set out in that Regulation, including the requirement that any assignment or appointment shall be made in accordance with the qualifications recorded on the teacher’s certificate of qualification and registration. O. Reg. 274/12, s. 1 (2).

(3) Nothing in this Regulation shall be interpreted in a way that interferes with or controls,

- (a) the denominational aspects of a Roman Catholic board;
- (b) the denominational aspects of a Protestant separate school board; or
- (c) the linguistic or cultural aspects of a French-language district school board. O. Reg. 274/12, s. 1 (3).

(4) For the purposes of counting days under this Regulation, two half days shall be equal to one full day. O. Reg. 274/12, s. 1 (4).

Ranking of occasional teachers

2. For the purposes of this Regulation, occasional teachers of a board shall be ranked in accordance with the following rules:
 1. Ranking is based on a teacher's seniority as an occasional teacher.
 2. If two or more teachers have the same seniority, ranking among them shall be based on the number of full days of teaching in schools of the board.
 3. If two or more teachers have the same ranking under paragraph 2, ranking among them shall be based on the number of years of experience teaching.
 4. If two or more teachers have the same ranking under paragraph 3, ranking among them shall be determined by drawing lots, witnessed by the president of the teachers' bargaining unit or a person designated in writing by the president.
- O. Reg. 274/12, s. 2.

Roster of occasional teachers

3. (1) A board shall organize its roster of occasional teachers in decreasing order based on the teachers' ranking under section 2. O. Reg. 274/12, s. 3 (1).
- (2) The board shall include in the roster the following information about each teacher:
 1. The teacher's name.
 2. The day the teacher was most recently placed on the roster.
 3. A summary of the teacher's teaching experience. O. Reg. 274/12, s. 3 (2).
- (3) The board shall post the roster on its website and shall ensure that the roster is updated regularly. O. Reg. 274/12, s. 3 (3).

Long-term occasional teachers list

4. (1) Every board shall establish and maintain a long-term occasional teachers list. O. Reg. 274/12, s. 4 (1).
- (2) An occasional teacher may apply to the board to be placed on the list and the board shall grant the teacher an interview if,
 - (a) the teacher has been on the board's roster of occasional teachers for at least 10 months; and
 - (b) the teacher has taught as an occasional teacher in one or more schools of the board for at least 20 full days during a 10-month period that is within the five years immediately preceding the day the application is submitted. O. Reg. 274/12, s. 4 (2); O. Reg. 148/13, s. 1.
- (3) If the person or panel that conducts the interview recommends that the board place the teacher on the list, the board shall do so. O. Reg. 274/12, s. 4 (3).
- (4) The board shall post the list on its website and shall ensure that the list is updated regularly. O. Reg. 274/12, s. 4 (4).

Notice of teaching position

5. A board shall not interview or make an offer to any person to fill a long-term assignment or permanent teaching position unless a notice of the position has been posted on the board's website for at least five weekdays. O. Reg. 274/12, s. 5.

Assignments or appointments to long-term assignments

6. (1) If a board is a party to a written agreement with a bargaining unit, including a collective agreement, that governs the process of offering teaching positions to supernumerary teachers with the board or teachers whose positions with the board have been declared redundant, the board shall not interview or make an offer to any other person to fill a long-term assignment position before completing that process. O. Reg. 274/12, s. 6 (1).

(2) If a long-term assignment position is not filled under the process referred to in subsection (1), the board shall not interview or make an offer to any other person to fill the position unless an offer has been made to each teacher interviewed in accordance with subsections (3) and (4) and none of them have accepted it. O. Reg. 274/12, s. 6 (2).

(3) For the purposes of subsection (2), the board shall interview the five teachers from the long-term occasional teachers list who,

- (a) have the required qualifications for the position;
- (b) have the highest ranking under section 2; and
- (c) have agreed to be interviewed. O. Reg. 274/12, s. 6 (3).

(4) If fewer than five teachers on the list satisfy the criteria set out in clauses (3) (a) and (c), the board is required under subsection (3) to interview only those teachers. O. Reg. 274/12, s. 6 (4).

(5) If the position is not filled by a teacher interviewed in accordance with subsections (3) and (4), the board shall not interview or make an offer to any other person to fill it before,

- (a) advertising the position to teachers on the board's long-term occasional teachers list; and
- (b) interviewing a selection of the teachers from the list who apply for the position and have the required qualifications for the position, and making an offer. O. Reg. 274/12, s. 6 (5).

(6) If the position is not filled by a teacher interviewed in accordance with subsection (5), the board shall not interview or make an offer to any other person to fill it before,

- (a) advertising the position to teachers on the board's roster of occasional teachers; and
- (b) interviewing a selection of the teachers from the roster who apply for the position and have the required qualifications for the position, and making an offer. O. Reg. 274/12, s. 6 (6).

Assignments or appointments to permanent positions

7. (1) If a board is a party to a written agreement with a bargaining unit, including a collective agreement, that governs the process of offering teaching positions to supernumerary teachers with the board or teachers whose positions with the board have been declared redundant, the board shall not interview or make an offer to any other person to fill a permanent position before completing that process. O. Reg. 274/12, s. 7 (1).

- (2) If a permanent position is not filled under the process referred to in subsection (1), the board shall not interview or make an offer to any other person to fill the position unless an offer has been made to each teacher interviewed in accordance with subsections (3) and (4) and none of them have accepted it. O. Reg. 274/12, s. 7 (2).

- (3) For the purposes of subsection (2), the board shall interview the five teachers from the long-term occasional teachers list who,
 - (a) have completed a long-term assignment in a school of the board that was at least four months long and in respect of which the teacher has not received an unsatisfactory evaluation;
 - (b) have the required qualifications for the position;
 - (c) have the highest ranking under section 2; and
 - (d) have agreed to be interviewed. O. Reg. 274/12, s. 7 (3).

- (4) If fewer than five teachers on the list satisfy the criteria set out in clauses (3) (a) (b) and (d), the board is required under subsection (3) to interview only those teachers. O. Reg. 274/12, s. 7 (4).

Rights of unsuccessful candidates

8. If following an interview a teacher is not placed on the long-term occasional teachers list or appointed or assigned to a long-term assignment or permanent position, the teacher is entitled, on request, to meet with the person or panel that conducted the interview to discuss,
 - (a) his or her performance during the interview;
 - (b) measures he or she could take to enhance his or her professional qualifications; and
 - (c) other ways to improve his or her chance of being successful in a similar interview in the future. O. Reg. 274/12, s. 8.

Exemptions and rules for specified boards

9. (1) The following exemptions and rules apply to the Conseil scolaire de district du Nord-Est de l'Ontario, the Conseil scolaire de district du Grand Nord de l'Ontario and the Conseil scolaire de district catholique du Nouvel-Ontario:
 1. Sections 4 and 6 do not apply to those boards.
 2. Paragraphs 2, 3 and 4 of section 2 do not apply for the purpose of ranking occasional teachers of those boards, and, if two or more teachers have the same seniority, ranking among them shall be determined in accordance with

a written agreement, including a collective agreement, between the board and the relevant bargaining unit.

3. For the purposes of those boards, a reference in section 7 to a long-term occasional teachers list is deemed to be a reference to the board's roster of occasional teachers. O. Reg. 274/12, s. 9 (1).

(2) The following rules apply to boards in respect of occasional teachers represented by the Association des enseignantes et des enseignants franco-ontariens:

1. Paragraphs 2 and 3 of section 2 do not apply for the purpose of ranking occasional teachers of those boards who are represented by the Association, and the reference in paragraph 4 of section 2 to "the same ranking under paragraph 3" is deemed to be a reference to "the same seniority".

2. If the teachers interviewed in accordance with subsection 6 (3) are represented by the Association, subsection 6 (5) does not apply and instead the following rules apply to the board:

i. If none of the teachers interviewed in accordance with subsections 6 (3) and (4) have accepted an offer to fill the position, the board shall not interview or make an offer to any other person to fill the position unless an offer has been made to each teacher interviewed in accordance with subparagraph ii and none of them have accepted it.

ii. For the purposes of subparagraph i, the board shall repeat the process set out in subsections 6 (3) and (4) until all of the teachers on the long-term occasional teachers list who satisfy the criteria set out in clauses 6 (3) (a) and (c) have received offers for the position and none of them have accepted it.

3. If the teachers interviewed in accordance with subsection 7 (3) are represented by the Association, subsection 7 (4) does not apply and instead the following rules apply to the board:

i. If fewer than five teachers on the long-term occasional teachers list satisfy the criteria set out in clauses 7 (3) (a), (b) and (d), the board is required under subsection 7 (3) to interview,

A. all of those teachers, and

B. such other persons as are necessary to ensure that the board interviews five people for the purposes of subsection 7 (3).

ii. A person described in sub-subparagraph i B is not required to be on the long-term occasional teachers list or satisfy the criterion set out in clause 7 (3) (a) but must satisfy the criterion set out in clause 7 (3) (b).

O. Reg. 274/12, s. 9 (2).

Appendix #2 – Ministry of Education Memorandum 2013: B17

Maternity leave

Effective May 1, 2013, an employee who was previously entitled to maternity benefits under the 2008-2012 collective agreement will continue to be entitled to those benefits. In addition, maternity benefits are also available to employees hired in a term position or filling a long-term assignment, with the length of the benefit limited by the term of the assignment, and to any other full-time employee (for this purpose defined as working more than 24 hours per week). Employees on daily casual assignments are not entitled to maternity benefits.

Also effective May 1, 2013, maternity benefits for eligible employees are guaranteed at 100% of salary for a total of not less than 8 weeks. Where part, or all, of the 8 weeks falls during a period of time that is not paid (for example, summer, March break), the balance of the 8-weeks entitlement resumes after that period.

Where there are superior entitlements in the 2008-2012 collective agreement, those provisions prevail. However, a local bargaining unit could elect to alter maternity benefits to include 6 weeks at 100% plus meshing with any superior entitlements to maternity benefits contained in the 2008-2012 collective agreement. For example, where a collective agreement has 17 weeks of benefits at 90% of salary, the employee would be eligible for 6 weeks at 100% of salary and a further 11 weeks at 90% of salary.

Appendix #3: OECTA Memorandum of Understanding

Occasional teachers in long-term assignments

1. The definition of long-term occasional teacher shall be as per the respective occasional teacher local collective agreement.
2. Occasional teachers during a long-term assignment shall be eligible for the Sick Leave and STLDP subject to the conditions in number three (3) below. For clarity, such plans cannot extend beyond the term of a given long-term assignment.
3. The number of days available to an occasional teacher in a long-term assignment in the Sick Leave and STLDP shall be based upon the following:
 - (a) Sick Leave and STLDP days are allocated at the commencement of the long-term assignment;
 - (b) Ten (10) days of sick leave at 100% of salary based on a ten (10) month assignment, pro-rated based on the length of the assignment. Such leave shall not accumulate from school year to school year.
 - (c)
 - i) Sixty (60) days of STLDP, for a ten (10) month assignment, and subject to the conditions governing the STLDP as specified above. Such leave shall not accumulate from school year to school year.
 - ii) For long-term assignments of less than ten (10) months, three (3) days of STLDP per month, subject to the conditions governing the STLDP as specified above. Such leave shall not accumulate from school year to school year. These days shall be credited at the beginning of each month of the assignment, except in the case of pre-determined assignments of more than three (3) months, where such days shall be credited at the beginning of the assignment.
 - (d) An occasional teacher may accumulate unused sick leave from one long-term assignment to another long-term assignment within the same school year.
4. Any leave provision under the local 2008-2012 occasional teacher collective agreement that utilizes deduction from sick leave, for reasons other than illness, shall be granted without loss of salary or deduction from sick leave to a maximum of five (5) days per school year. Local occasional teacher collective agreements that currently have less than five (5) days shall remain at that number. Local occasional teacher collective agreements that have more than five (5) days shall be limited to five (5) days. These days shall not be used for the purpose of sick leave nor shall they be accumulated from year to year.

Occasional teacher hiring practice

The following language shall be incorporated into every local occasional teacher collective agreement:

Occasional teachers (OTs) play a critical role in the educational achievement of Ontario's students and Ontario's new teachers are increasingly relying on occasional teaching assignments as their introduction to the teaching profession. The OT role is challenging and builds experience, which should be recognized by boards in the hiring for long-term occasional (LTO) and/or permanent positions. It is critical that the process to gain such positions be fair and transparent.

I. Seniority

Seniority as an occasional teacher shall commence on the most recent date of hire to the occasional teacher bargaining unit and shall continue uninterrupted thereafter.

II. The occasional teacher seniority list

(a) The occasional teacher bargaining unit seniority list shall provide, in decreasing order of seniority, the names of the occasional teachers, the most recent date of hire to the occasional teacher bargaining unit (seniority date), and experience.

(b) For the purpose of establishing the order of the occasional teacher bargaining unit seniority list, where seniority is equal among two (2) or more occasional teachers, the tie shall be broken according to the following criteria and in the following order, based on the greater experience:

- i) Experience accrued as a member of the occasional teacher bargaining unit, defined as the total number of days worked since the most recent date of hire to the bargaining unit (seniority date);
- ii) Teaching experience as a certified teacher in Ontario;
- iii) Or failing that, by lot conducted in the presence of the president of the occasional teacher bargaining unit or designate.

(c) The board shall provide the occasional teachers' seniority list, as at September 1st of each school year, to the bargaining unit and shall distribute a copy of the list to each teacher worksite by Sept 30th of each school year. The Board shall post the list on the OECTA bulletin board at each work site.

III. The hiring of occasional teachers in long-term assignments:

Subject to denominational rights enjoyed by a Separate School Board, the following shall be the process for the hiring of occasional teachers into long-term assignments:

(a) A long-term occasional teacher placement roster shall be generated through the following processes:

- i) Any occasional teacher having a minimum of ten (10) working months seniority and having worked a minimum of 20 days in that period from the most recent date of hire, may apply to be interviewed for placement on the long-term occasional teacher placement roster.
 - ii) Occasional teachers who are recommended by the board following an interview for placement on the long-term occasional teacher placement roster shall be assigned to the roster.
 - iii) Following the interview, occasional teachers not placed on the roster, who make the request, shall be debriefed and recommendations shall be made to help enhance professional growth that may lead to successful placement on the roster in the future.
- (b) The school board in which the long-term occasional position is needed will hire, according to Regulation 298, one of five roster occasional teachers who apply and most closely match the following requirements in the following order:
 - i) Supernumerary/redundant teachers in order of seniority.
 - ii) Recognizing the aim of providing the best possible program and ensuring the safety and well-being of students, the occasional teacher on the long-term occasional teacher placement roster who holds the required qualifications for the position, as per the *Education Act and Regulations* (as recorded on the Ontario College of Teachers Certificate of Qualification), who has the greatest seniority.
- (c) If the occasional teacher declines the assignment, the school board shall select from the remaining four teachers on the roster, the qualified occasional teacher as per (b) ii) above.
- (d) In the event that no qualified occasional teacher on the long-term occasional teacher placement roster accepts the assignment or there is no qualified occasional teacher on the roster for the assignment, the board shall post and fill the long-term assignment from the occasional teacher bargaining unit list.
- (e) Hire a new teacher who is not on the occasional teacher bargaining unit list.

IV. The hiring of occasional teachers to permanent teaching positions:

Subject to denominational rights enjoyed by a Separate School Board, and subject to the provisions hereafter, and subject to Regulation 298, members of the occasional teacher bargaining unit who are on the long-term occasional teacher placement poster will be hired into permanent teaching positions in the following manner:

- (a) Occasional teachers who have completed a minimum of one (1) long-term assignment that was a minimum of four (4) months in duration, and received a positive evaluation * shall be eligible to apply for any posted permanent teaching positions. All vacancies shall be posted;

- (b) Recognizing the aim of providing the best possible program and ensuring the safety and well-being of students, the five (5) occasional teachers on the long-term occasional teacher placement roster, who have applied and who hold the required qualifications for the position, as per the *Education Act* and Regulations (as recorded on the Ontario College of Teachers Certificate of Qualification) and are most senior, shall be eligible for a permanent teaching position interview.
- (c) The occasional teacher who is recommended by the board following an interview for a permanent teaching position placement shall be awarded the position.
- (d) Following the interview, occasional teachers who are not successful and make the request shall be debriefed and recommendations shall be made to help enhance professional growth that may lead to a successful application in the future.

* the evaluation referred to will be a templated process (greatly simplified from, and not considered equivalent to, a regular TPA) mutually agreed to by the local schools board and the local occasional teacher bargaining unit. Evaluation shall be compulsory for all occasional teachers in their first LTO assignment of 4 or more months duration, with any given school board. The parties to this agreement shall develop and implement a standardized occasional teacher evaluation process no later than September 1, 2013.

Appendix #4: Occasional Teacher Evaluation Mechanism

Occasional Teacher Evaluation: Provincial Framework and Evaluation Template

The purpose of the Occasional Teacher (OT) Evaluation: Provincial Framework is to establish the core requirements of the OT evaluation and to capture some effective practices when conducting an evaluation. **This framework and the accompanying OT Evaluation Template may be used as is or adapted by the district school board, in collaboration and with the agreement of the local union(s).**

The Occasional Teacher Evaluation: Provincial Framework and Template was developed on the basis of recommendations provided by key education partners. The Ministry of Education wishes to thank the provincial teacher federations, principal associations and board/trustee organizations which participated in the development process.

1. Introduction

The Occasional Teacher Evaluation is designed to support the ongoing professional growth of occasional teachers through dialogue and feedback with the principal on their teaching practice and to increase confidence in the publicly funded education system.

Under Ontario Regulation 274/12 – Hiring Practices, part of the requirements for an occasional teacher on the long term occasional (LTO) list to apply for a posted permanent position is to have completed a long term occasional contract of at least 4 months long and in respect of which the teacher has not received an unsatisfactory evaluation. The OT Evaluation process outlined in this document meets this requirement of the regulation.

For the purposes of the OT Evaluation, the term 'long term occasional' refers to a contract of four months or more.¹ In addition, the term 'principal' throughout this document refers to the principal or vice-principal of the school.

During the implementation of the OT Evaluation, the applicability of previous OT evaluations conducted using a locally developed process and/or template in relation to the requirements of O. Reg. 274/12 may be considered by the local partners. Boards and union locals may also agree to uphold or replace the district's current OT evaluation processes; however, the outcomes of the evaluation must comply with the requirements of O. Regulation 274/12 (see 2.4 Outcome of Evaluation).

2. The Provincial Framework

The Occasional Teacher Evaluation is derived from the Ontario College of Teachers' *Standards of Practice for the Teaching Profession* and, more specifically, the Teacher Performance Appraisal (TPA). The performance expectations identified in the OT Evaluation are fewer and more generalized than the TPA competencies required of permanent contract teachers. This is in recognition of the circumstances and continuum of development of an occasional teacher.

NOTE: The OT Evaluation is not considered equivalent to a TPA and does not exempt a teacher from the requirements of TPA once in a permanent position.

1. As referenced in Ontario Regulation 274/12

2.1 Performance Expectations

The seven performance expectation statements that form the basis of the Occasional Teacher Evaluation describe the skills, knowledge and attitudes that occasional teachers reflect in their practice. The observable indicators listed within each performance expectation are **possible** ways the occasional teacher could demonstrate the expectation; these indicators are not intended to be an exhaustive list and **not all** need to be demonstrated during the teacher’s LTO assignment (see Table 1). The principal may include **other examples** of how the expectation was or was not demonstrated in the comments section provided on the OT Evaluation Template.

For each performance expectation the principal checks either “Meets Expectation” or “Development Needed” on the OT Evaluation Template. In addition, the principal may write comments or provide examples of how the expectation was or was not demonstrated.

NOTE: The observable indicators listed for each performance expectation (see Table 1) are **possible** ways the occasional teacher could demonstrate the expectation; these indicators are not intended to be an exhaustive list and do not all need to be demonstrated during the teacher’s LTO assignment.

Table 1. Performance Expectations and Possible Observable Indicators for the OT Evaluation

Performance Expectations	Possible Observable Indicators
Creates a safe and inclusive learning environment	<ul style="list-style-type: none"> • follows appropriate legislation, local policies, and procedures with regard to student safety and welfare • ensures and models bias-free assessment • values and promotes fairness and justice and adopts anti-discriminatory practices with respect to gender, sexual orientation, race, disability, age, religion, culture, or similar factors • communicates information from a bias-free, multicultural perspective
Models and promotes positive and respectful student interactions	<ul style="list-style-type: none"> • models and promotes the joy of learning • effectively motivates students to improve student learning • demonstrates a positive rapport with students • promotes polite and respectful student interactions • develops clear and achievable classroom expectations with the students
Demonstrates effective classroom management strategies	<ul style="list-style-type: none"> • demonstrates care and respect for students by maintaining positive interactions • addresses inappropriate student behaviour in a positive manner
Demonstrates knowledge of the Ontario curriculum	<ul style="list-style-type: none"> • exhibits an understanding of the Ontario curriculum when teaching • presents accurate and up-to-date information • demonstrates subject knowledge and related skills
Plans and implements meaningful learning experiences for all students	<ul style="list-style-type: none"> • applies knowledge about how students develop and learn physically, socially, and cognitively • chooses pertinent resources for development of instruction • organizes subject matter into meaningful units of study and lessons • uses a clear and consistent format to plan and present instruction • uses a variety of effective instructional strategies • models and promotes effective communication skills • uses instructional time in a focused, purposeful way • assists students to develop and use ways to access and critically assess information • uses available technology effectively

Differentiates instructional and assessment strategies based on student needs, interests and learning profiles	<ul style="list-style-type: none"> • shapes instruction so that it is helpful to all students, who learn in a variety of ways • responds to learning exceptionalities and special needs by modifying assessment processes to ensure needs of special students are met
Utilizes a variety of evidence-based assessment and evaluation strategies	<ul style="list-style-type: none"> • uses a variety of techniques to report student progress • engages in meaningful dialogue with students to provide feedback during the teaching/learning process • gathers accurate data on student performance and keeps comprehensive records of student achievement • uses a variety of appropriate assessment and evaluation techniques • uses ongoing reporting to keep both students and parents informed and to chart student progress

2.2 Meetings

The meetings in the evaluation process promote professional dialogue between the principal and the occasional teacher. Prior to the observation, the principal and occasional teacher meet to discuss an overview of the evaluation process and evidence that will be considered in the evaluation (e.g., classroom observation, planning records, and assessment and evaluation records). If there is more than one occasional teacher at the school who requires an evaluation, the principal may host one meeting with all such OTs. The occasional teacher may request a one-on-one meeting with the principal in advance of the classroom observation to discuss items related to the evaluation that are specific to his or her evaluation.

Following the observation, the principal and the occasional teacher meet to debrief the observation, discuss the outcome of the evaluation and provide recommendations for professional growth.

2.3 Classroom Observation

The principal observes the occasional teacher at least once in his or her regular instructional setting at a time that is pre-determined by both parties. The date of the observation is recorded on the OT Evaluation Template.

2.4 Outcome of Evaluation

The principal determines an evaluation outcome for the occasional teacher as a final consideration in completing the OT Evaluation Template. The principal uses his or her professional judgement in weighing the evidence in relation to the seven performance expectations detailed in Table 1 and deciding on an evaluation outcome of "Satisfactory" or "Unsatisfactory" (NOTE: per O. Reg. 274/12, the possible outcomes of the OT Evaluation must include, but are not limited to, "Satisfactory" and "Unsatisfactory"). The evaluation outcome assigned to the occasional teacher is in effect until another OT Evaluation is completed. Per Ontario Regulation 274/12, a teacher who receives an evaluation outcome of "Unsatisfactory" is considered not eligible to apply for permanent positions within the school board until such times as a "Satisfactory" outcome is received in a subsequent LTO assignment.

2.5 Recommendations for Professional Growth

The principal makes recommendations to the occasional teacher on areas for professional growth. These recommendations may then be used by the occasional teacher to reflect on his or her progress and to develop goals for growth.

3. Occasional Teacher Evaluation Template

An OT Evaluation Template is completed by the principal as a means to document the outcome of the evaluation. It may also be used by occasional teachers to reflect on the feedback they received and to identify opportunities for growth.

The principal may provide comments on the overall rating of the occasional teacher in the section provided on the OT Evaluation Template. The occasional teacher may provide comments on the evaluation in the section provided on the OT Evaluation Template.

4. Scheduling Requirements

4.1 Frequency

Occasional teachers are to be evaluated in their **first** long term occasional contract of 4 months or more. Depending on the transition parameters set locally (see section 1. *Introduction*), this may be the OT's first LTO since the implementation of this OT Evaluation process or, if a prior evaluation is recognized, their first LTO with the board.

If the evaluation outcome is "Unsatisfactory", another OT Evaluation process occurs when the Occasional Teacher requests it in a subsequent long term occasional contract of 4 months or more.

The principal may conduct additional evaluations at the request of the occasional teacher or if the principal considers it advisable to do so in light of the circumstances related to the occasional teacher's performance.

4.2 Timing of the Evaluation

When considering the timing of the evaluation, the principal should consider what is reasonable given the duration of the LTO contract, the opportunity for the occasional teacher to adjust to the teaching assignment, and the time required to complete the evaluation process.

The timing of the evaluation is at the discretion of the principal; however, the complete evaluation process is to occur within the duration of the LTO contract, including providing the completed OT Evaluation Template to the occasional teacher.

The date of the classroom observation is pre-determined by both parties and recorded on the OT Evaluation Template.

5. Documentation Requirements

5.1 Responsibilities of the Principal and Occasional Teacher

The principal provides a copy of the completed OT Evaluation Template to the occasional teacher prior to the expiration of the occasional teacher's contract within that school. The occasional teacher signs the OT Evaluation Template to indicate receipt of the document.

The principal provides a copy of the completed OT Evaluation Template to the board for retention in the board's records.

5.2 Responsibilities of the Board

The board identifies and communicates to the principal:

- Occasional teachers who require an evaluation in a 4-month or longer LTO contract; and
- OT applicants to permanent contract postings who are deemed eligible to hire based on the outcome of their most recent OT Evaluation.

The board retains a copy of the completed OT Evaluation Templates in its records, per its document retention protocols.

Appendix #5: Occasional Teacher Provincial Evaluation Template

Occasional Teacher's Name (First and Last):	Principal's Name (First and Last):
Description of Occasional Teacher's Assignment:	Name of School:
Term of Assignment (from yyyy/mm/dd to yyyy/mm/dd)	Name of Board:
Meeting and Classroom Observation Dates (yyyy/mm/dd)	
Overview:	
Classroom Observation:	
De-brief:	

See The Occasional Teacher Evaluation Provincial Framework for instructions, Appendix #4

Domains Considered in the Evaluation: Commitment to Pupils and Pupil Learning / Professional Knowledge / Teaching Practice		
Performance Expectations	Development Needed (✓)	Meets Expectation (✓)
Creates a safe and inclusive learning environment		
Models and promotes positive and respectful student interactions		
Demonstrates effective classroom management strategies		
Demonstrates knowledge of the Ontario curriculum		
Plans and implements meaningful learning experiences for all students		
Differentiates instructional and assessment strategies based on student needs, interests and learning profiles		
Utilizes a variety of evidence-based assessment and evaluation strategies		
Comments:		

Outcome of Evaluation

	Satisfactory	Recommendations for Professional Growth:
	Unsatisfactory	
Additional Comments (optional):		

Principal's Signature

My signature indicates that this evaluation was conducted in accordance with the requirements of the Occasional Teacher Evaluation.

Date (yyyy/mm/dd)

Occasional Teacher's Signature

My signature indicates the receipt of this evaluation.

Date (yyyy/mm/dd)

Occasional Teacher's Comments on the Evaluation (optional):

Table 1. Performance Expectations and Possible Observable Indicators for the OT Evaluation

Performance Expectations	Possible Observable Indicators
Creates a safe and inclusive learning environment	<ul style="list-style-type: none"> • follows appropriate legislation, local policies, and procedures with regard to student safety and welfare • ensures and models bias-free assessment • values and promotes fairness and justice and adopts anti-discriminatory practices with respect to gender, sexual orientation, race, disability, age, religion, culture, or similar factors • communicates information from a bias-free, multicultural perspective
Models and promotes positive and respectful student interactions	<ul style="list-style-type: none"> • models and promotes the joy of learning • effectively motivates students to improve student learning • demonstrates a positive rapport with students • promotes polite and respectful student interactions • develops clear and achievable classroom expectations with the students
Demonstrates effective classroom management strategies	<ul style="list-style-type: none"> • demonstrates care and respect for students by maintaining positive interactions • addresses inappropriate student behaviour in a positive manner
Demonstrates knowledge of the Ontario curriculum	<ul style="list-style-type: none"> • exhibits an understanding of the Ontario curriculum when teaching • presents accurate and up-to-date information • demonstrates subject knowledge and related skills
Plans and implements meaningful learning experiences for all students	<ul style="list-style-type: none"> • applies knowledge about how students develop and learn physically, socially, and cognitively • chooses pertinent resources for development of instruction • organizes subject matter into meaningful units of study and lessons • uses a clear and consistent format to plan and present instruction • uses a variety of effective instructional strategies • models and promotes effective communication skills • uses instructional time in a focused, purposeful way • assists students to develop and use ways to access and critically assess information • uses available technology effectively
Differentiates instructional and assessment strategies based on student needs, interests and learning profiles	<ul style="list-style-type: none"> • shapes instruction so that it is helpful to all students, who learn in a variety of ways • responds to learning exceptionalities and special needs by modifying assessment processes to ensure needs of special students are met
Utilizes a variety of evidence-based assessment and evaluation strategies	<ul style="list-style-type: none"> • uses a variety of techniques to report student progress • engages in meaningful dialogue with students to provide feedback during the teaching/learning process • gathers accurate data on student performance and keeps comprehensive records of student achievement • uses a variety of appropriate assessment and evaluation techniques • uses ongoing reporting to keep both students and parents informed and to chart student progress

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