



PROCEDURE

HR103

Duties and Expectations of Teachers

Board Received: March 30, 2015

Review Date: April 2019

Accountability:

1. Frequency of Reports – As needed
2. Criteria for Success – Clear communications present
– Most efficient means necessary

Procedures:

1. Duties of Teachers:

In addition to their duties and expectations as described in the *Education Act* and Regulations, the following duties apply to teaching staff. The principal of a school is in charge of the organization and management of the school and will provide direction to staff.

- a) *Classroom Instruction:* Teachers are expected to teach all classes and carry out the supervisory duties assigned to them by the principal or supervisory officer. It is a teacher's professional duty to be prepared for class and to have all test or examination markings and pupil evaluation completed in a timely fashion, or as may be required by the principal. The primary purpose of assessment and evaluation is to improve student learning. Teachers are required to:
 - i. come to school each day prepared to teach their courses in fulfillment of the Board and Ministry requirements;
 - ii. implement assessment, evaluation and reporting practices as outlined in SO20 – Assessment, Evaluation and Reporting;
 - iii. submit marks and evaluations in accordance with instructions from the principal;
 - iv. complete other tasks normally expected of teachers.
- b) *Meet Students' Needs:* Teachers are to be available at their school or other workplace to perform all assigned instructional duties and to undertake necessary duties, including:
 - i. Supervising any instructional activity assigned by the principal;
 - ii. Providing remedial assistance with learners;
 - iii. Attending meetings with staff and other Board personnel;
 - iv. Attending meetings with parents of learners;
 - v. Performing other duties assigned by the principal in relation to the school program.

If the fulfillment of these duties necessitates attendance **prior** to the start of the learners' instructional program or **after** the conclusion of the learners' instructional program, teachers are required to be present.

- c) *Out-of-Classroom Activities:* Out-of-classroom activities related to the Board or Ministry instructional program are an integral part of the curricular program. Teachers shall carry out scheduled activities. Teachers shall take no action to cancel, postpone, or delay a scheduled activity without the approval of the principal or the appropriate supervisory officer.
- d) *Co-operative Education:* Teachers of co-operative education shall monitor their placements even if such monitoring can only occur outside the learners' normal instructional day. Teachers of co-operative education shall maintain a written record of all monitoring activities.

- e) *Supervision*: Teachers shall carry out assigned supervision during the period that schools are declared open by the Grand Erie District School Board before the beginning of classes and after the conclusion of the instructional program. As a general rule, the schools are open from the time the first school bus arrives in the morning or fifteen minutes before the start of the instructional program, whichever is earlier. Schools remain open until the time the last school bus leaves in the afternoon or fifteen minutes after the end of the instructional period, whichever is later.
- f) *Attendance*: Teachers shall record student attendance, in writing or electronically, either on a daily basis or on a subject basis, in accordance with procedures identified by the principal or the appropriate supervisory officer.
- g) *Meetings*: Teachers shall attend meetings scheduled with staff, administration, parents or learners and shall make themselves available for consultations required with staff, parents, and learners.
- h) *Appearance*: Teachers are expected to maintain an appearance that is clean, neat, and appropriate for their employment status as a professional.
- i) *Professional Growth*: Teachers are expected to pursue professional activities necessary to ensure their professional growth and development.
- j) *Professional Conduct*: All teachers are expected to conduct themselves in a manner consistent with the standards of professional behaviour defined by the Ontario College of Teachers (see Appendix A).

2. Expectations of Teachers:

In addition to, and to elaborate on, the duties and responsibilities outlined in the *Education Act* and Regulations of the Ministry of Education and Training, contractual decisions will be made on the basis of the following criteria:

Key Result Area	Desired Outcomes	Observable Criteria
a) Instruction	i Needs of individual students are met	<ul style="list-style-type: none"> – the diverse individual needs of students are identified (refer to SO136 ‘Equity and Inclusive Education’) – methods of instruction accommodate individual needs – methods of instruction are developmentally appropriate – a variety of teaching strategies and resources is used
	ii Required programs are being implemented	<ul style="list-style-type: none"> – planning and instruction reflect Ministry and system guidelines, outcomes and expectations – written short and long-term plans exist for the program – student work reflects the required program
	iii Students are motivated to learn	<ul style="list-style-type: none"> – students actively participate in the learning process – students respond positively to teacher direction – positive reinforcement is used
b) Evaluation	i Evaluation process is understood	<ul style="list-style-type: none"> – students know why evaluations occur – students understand how evaluations will occur – students understand when evaluations will occur – students understand what is to be evaluated
	ii Evaluation is used to improve teaching and learning	<ul style="list-style-type: none"> – a variety of evaluative methods and tools are used – evaluative methods are appropriate to the program and student learning styles – evaluative materials are returned to students and used to promote learning – results of evaluations are used to improve instruction and review programs
	iii Evaluation results are communicated effectively	<ul style="list-style-type: none"> – students are made aware of their progress on a regular basis – parents are made aware of student progress at regular reporting and at other times, as required – teachers are readily available to communicate with students, parents, and resource personnel

<i>Key Result Area</i>	<i>Desired Outcomes</i>	<i>Observable Criteria</i>
c) Classroom Environment	i The classroom is an inviting and inclusive place (refer to SO136 'Equity and Inclusive Education')	<ul style="list-style-type: none"> – classroom appearance reflects and promotes learning – positive rapport is reflected in the classroom – teachers use positive reinforcement and constructive criticism appropriately – teachers demonstrate good listening skills
	ii The environment is conducive to learning	<ul style="list-style-type: none"> – stimulating resources are available and used – classroom sound level is appropriate for the activities taking place
	iii The classroom is managed effectively	<ul style="list-style-type: none"> – expectations are clearly understood by students and teacher – students are involved appropriately in the development and maintenance of classroom expectations – student behaviour is consistent with expectations – inappropriate behaviour is dealt with in acceptable and effective ways
d) Professionalism	i Teacher demonstrates a commitment to ongoing professional growth	<ul style="list-style-type: none"> – self-evaluation is practised – ongoing involvement in professional growth activities occurs
	ii Teacher demonstrates professional behaviour	<ul style="list-style-type: none"> – works/interacts with staff in a co-operative and productive manner – carries out regularly-scheduled out-of-classroom activities that are integral parts of the instructional program – uses appropriate strategies in solving problems – exhibits respect and support for students – supports and contributes to the development and implementation of the school plan – exhibits the Board's character attributes: Respect, Integrity, Responsibility, Team oriented, Perseverance, Compassion, Humility, Inclusiveness – exhibits the principles of equity and inclusiveness – respects confidentiality of information – complies with Ministry legislation and Board Policies and Administrative Procedures – contributes to a positive school climate – interacts with staff, students and parents in a way that is consistent with the Ethical Standards of the teaching profession
e) Communication	i Communicates with students, parents/guardians, staff and the public in a professional, constructive and accurate manner	<ul style="list-style-type: none"> – uses a variety of communication skills – communicates clearly and concisely – responds promptly to inquiries from parents

Regulations Made Under the Ontario College of Teachers Act, 1996**PROFESSIONAL MISCONDUCT
(O. Reg. 437/97)****Section 1:**

The following acts are defined as professional misconduct for the purpose of subsection 30 (2) of the *Act*:

1. Providing false information or documents to the College or any other person with respect to the member's professional qualifications.
- * 2. Inappropriately using a term, title or designation indicating a specialization in the profession which is not specified on the member's certificate of qualifications and registration.
- * 3. Permitting, counselling or assisting any person who is not a member to represent himself or herself as a member of the College.
- * 4. Using a name other than the member's name, as set out in the register, in the course of his or her professional duties.
5. Failing to maintain the standards of the profession.
6. Releasing or disclosing information about a student to a person other than the student or, if the student is a minor, the student's parent or guardian. The release or disclosure of information is not an act of professional misconduct if
 - i. the student (or if the student is a minor, the student's parent or guardian) consents to the release or disclosure, or
 - ii. if the release or disclosure is required or allowed by law.
7. Abusing a student physically, sexually, verbally, psychologically or emotionally.
8. Practising or purporting to practise the profession while under the influence of any substance or while adversely affected by any dysfunction.
 - i. which the member knows or ought to know impairs the member's ability to practise, and
 - ii. in respect of which treatment has previously been recommended, ordered or prescribed but the member has failed to follow the treatment.
- * 9. Contravening a term, condition or limitation imposed on the member's certificate of qualification and registration.
10. Failing to keep records as required by his or her professional duties.
11. Failing to supervise adequately a person who is under the professional supervision of a member.
12. Signing or issuing, in the member's professional capacity, a document that the member knows or ought to know contains a false, improper or misleading statement.
13. Falsifying a record relating to the member's professional responsibilities.
14. Failing to comply with the *Act*, the regulations or the bylaws.
15. Failing to comply with the *Education Act* or the regulations made under that *Act*, if the member is subject to that *Act*.

16. Contravening a law if the contravention is relevant to the member's suitability to hold a certificate of qualification and registration.
17. Contravening a law if the contravention has caused or may cause a student who is under the member's professional supervision to be put at or to remain at risk.
18. An act or omission that, having regard to all the circumstances, would reasonably be regarded by members as disgraceful, dishonourable or unprofessional.
19. Conduct unbecoming a member.
- * 20. Failing to appear before a panel of the Investigation Committee to be cautioned or admonished, if the Investigation Committee has required the member to appear under clause 26(5)(c) of the Act.
21. Failing to comply with an order of a panel of the Discipline Committee or an order of a panel of the Fitness to Practise Committee.
- * 22. Failing to co-operate in a College investigation.
- * 23. Failing to take reasonable steps to ensure that the requested information is provided in a complete and accurate manner if the member is required to provide information to the College under the Act and the regulations.
- * 24. Failing to abide by a written undertaking given by the member to the College or an agreement entered into by the member with the College.
- * 25. Failing to respond adequately or within a reasonable time to a written inquiry from the College.
26. Practising the profession while the member is in a conflict of interest.
27. Failing to comply with the member's duty under the *Child and Family Services Act*.

(* Numbers 2, 3, 4, 9, 20, 22, 23, 24, and 25 identify actions that involve a teacher and the College only.)

Section 2:

A finding of incompetence, professional misconduct or a similar finding against a member by a governing authority of the teaching profession in a jurisdiction other than Ontario that is based on facts that would, in the opinion of the Discipline Committee, constitute professional misconduct as defined in Section 1, is defined as professional misconduct for the purposes of subsection 30(2) of the *Act*.