



PROCEDURE

HR-010

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| DUTIES AND EXPECTATIONS OF TEACHERS | |
| Superintendent Responsible: Superintendent of Human Resources | Initial Effective Date: 2019/06/24 |
| Last Updated: 2024/02/27 | Next Review Date: 2028/02/28 |

Purpose:

To outline the duties and expectations of Grand Erie District School Board (Grand Erie) Teachers.

Guiding Principles:

1.0 Duties of Teachers

In addition to their duties and expectations as described in the *Education Act* and Regulations, the following duties apply to Teachers employed by Grand Erie. All entitlements and rights are provided in accordance with collective agreements and as outlined by law. The School Administrator(s) are responsible for the organization and management of the school and will provide direction to employees.

- 1.1. Classroom Instruction: Teachers are expected to teach all classes and carry out the supervisory duties assigned to them by the School Administrator(s) or Superintendent of Education. It is a Teacher's professional duty to be prepared for class and to have all assessment or examination markings and pupil evaluation completed in a timely fashion, or as may be required by the School Administrator(s). The primary purpose of assessment and evaluation is to improve student learning. Teachers are required to:
 - Come to school each day prepared to teach their courses in fulfillment of Grand Erie and the Ministry of Education requirements
 - Implement assessment, evaluation and reporting practices in accordance with Grand Erie procedures.
 - Submit marks and evaluations in accordance with instructions from the Administrator(s)
 - Complete other tasks normally expected of Teachers
- 1.2. 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:
 - Supervising any instructional activity assigned by the School Administrator(s)
 - Providing remedial assistance with learners
 - Attending meetings with employee(s) and other Grand Erie personnel
 - Attending meetings with parent(s)/caregiver(s) of learners
 - Performing other duties assigned by the School Administrator(s) 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.
- 1.3. Out-of-Classroom Activities: Out-of-classroom activities related to Grand Erie 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 School Administrator(s) or the appropriate Superintendent of Education.
- 1.4. 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.

- 1.5. Supervision: Teachers shall carry out assigned supervision during the period that schools are declared open by Grand Erie before the beginning of classes and after the conclusion of the instructional program. Generally, 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.
- 1.6. 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 School Administrator(s) or the appropriate Superintendent.
- 1.7. Meetings: Teachers shall attend meetings scheduled with employee(s), School Administrator(s), parent(s)/caregiver(s) or learners and shall make themselves available for consultations required with employee(s), parent(s)/caregiver(s), and learners.
- 1.8. Appearance: Teachers are expected to maintain an appearance that is clean, neat, and appropriate for their employment status as a professional.
- 1.9. Professional Growth: Teachers are expected to pursue professional activities necessary to ensure their professional growth and development.
- 1.10. 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 Act* and its Regulations.

2.0 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 based on the following criteria:

| Key Result Area | Desired Outcomes | Observable Criteria |
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| a) Instruction | i. Needs of individual students are met | <ul style="list-style-type: none"> • The diverse individual needs of students are identified in accordance with Grand Erie policy and procedures. • Methods of instruction accommodate individual needs • Methods of instruction are developmentally appropriate • A variety of teaching strategies and resources are used |
| | ii. Required programs are being implemented | <ul style="list-style-type: none"> • Planning and instruction reflect Ministry of Education 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 |

| Key Result Area | Desired Outcomes | Observable Criteria |
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| | 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 • Parent(s)/caregiver(s) are made aware of student progress at regular reporting and at other times, as required • Teachers are readily available to communicate with students, parent(s)/caregiver(s), and resource personnel |
| c) Classroom Environment | <ul style="list-style-type: none"> • The classroom is an inviting and inclusive place | <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 |
| | i. 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 |
| | ii. 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 practiced • Ongoing involvement in professional growth activities occurs |
| | ii. Teacher demonstrates professional behaviour | <ul style="list-style-type: none"> • Works/interacts with employee(s) 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 principles of equity and inclusiveness • Respects confidentiality of information |

| Key Result Area | Desired Outcomes | Observable Criteria |
|------------------------|---|---|
| | | <ul style="list-style-type: none"> Complies with Ministry of Education legislation and Grand Erie policies and procedures Contributes to a positive school climate Interacts with employee(s), students and parent(s)/caregiver(s) in a way that is consistent with the Ethical Standards of the teaching profession |
| e) Communication | i. Communicates with students, parent(s)/caregiver(s), employee(s) and the public in a professional, constructive, accurate and secure manner | <ul style="list-style-type: none"> Uses a variety of communication skills. Communicates clearly and concisely Responds promptly to inquiries from parent(s)/caregiver(s) Manages exchange of information in a safe and secure manner using Grand Erie approved technology |

Reference(s):

- Assessment, Evaluation and Reporting Policy (SO-20)
- Assessment, Evaluation and Reporting Procedure (SO-020)
- [Education Act, R.S.O. 1990, c. E.2](#)
- Equity and Inclusive Education Policy (SO-14)
- Equity and Inclusive Education Procedure (SO-014)
- [Ontario College of Teachers Act, 1996, S.O. 1996, c. 12](#)
- *Professional Standards of Practice, Ontario College of Teachers*