



LAMBTON KENT TEACHER LOCAL



ETFO-MATION

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JOINT TEACHER AND OCCASIONAL TEACHER NEWSLETTER

Our profession can be a stressful one at times. When a teacher needs to be absent due to illness or for other reasons, an Occasional Teacher is called to fill in. In many cases, this can be a short-term replacement, but it can sometimes be a long-term replacement.

As all teachers know, short-term occasional teaching is no breeze. Sometimes students exhibit behaviours which they ordinarily would not with their regular classroom teacher.

The Occasional Teacher is disadvantaged by not really knowing the students as

well as their teacher does and they may be unaware of techniques that the Regular Teacher uses to calm a particular student.

Occasional teachers do their best to deliver the regular program, manage behaviour, and minimize disruption; however, sometimes this does not always happen.

Regular Teachers need to know that an Occasional Teacher has completed the assigned daily tasks as directed by the teacher.

Absences can occur at very crucial times in programs where there needs to be continuity. Regular Teachers

expect that Occasional Teachers will assist in ensuring continuity and that an Occasional Teacher day is not a "lost" day which creates more work for the classroom teacher upon their return.

Occasionally issues have arisen between the absent teacher and the Occasional Teacher. Tempers have flared and frustration has surfaced. As in most conflict situations there are ways of dealing with these issues professionally. This is what we teach our students, and we are role models to them on conflict resolution.

All teachers have professional and ethical responsibilities to

handle conflict professionally and this joint newsletter and the protocol sheet are designed to assist all teachers in handling concerns in a professional manner.

As in all conflict situations **RESPECTFUL COMMUNICATION BETWEEN COLLEAGUES IS KEY**. It is your obligation to discuss matters professionally with colleagues if issues arise. Communication is a two-way street.

MESSAGE FROM RON RIVAIT

Changes to the Occasional Teacher Collective Agreement have brought about new guidelines in using LKARS. The most noticeable change is that teachers no longer have the ability to pre-book Occasional Teachers. As a result of this you may find yourself in a position that you have an OT coming into your class that does not know the school or your class routines.

To help ensure that all teachers have a successful day we have

worked together with the OT Local and our Provincial Office to help establish communication guidelines for all teachers. By ensuring that a detailed Day Book is in place, you can be rest assured that your plans will be followed. If you have any issues with your day not being carried out as planned, please contact the OT directly. At the completion of the OT's assignment in your class he/she will leave the communication protocol found on this back of this newsletter.

MESSAGE FROM MARION COLLOP

It is essential that Occasional Teachers not report on Regular Teachers to administrators (Principals) when they have a problem such as a missing Day Book. It is necessary that an Occasional Teacher speak with the teacher in person. If any teacher or OT feels it is necessary to speak to an administrator, he/she must inform

the person in question about this within 3 days after making the report- (18(1)(b) of the Teaching Profession Act. Use the Communication Protocol Sheet to leave details about your day. It will provide the returning teacher with a brief summary of the day. I hope that you find this information helpful.

PROFESSIONAL OBLIGATIONS

s. 18(1)(b) of the regulation made under the Teaching Profession Act and ETFO's constitution require you to be professional in raising criticisms about another teacher. It is not appropriate or professional for a teacher, whether a Regular Teacher or an Occasional Teacher, to complain to an administrator about a colleague and his or her performance. First, discuss the matter with the colleague. Try to find a resolution to your problems between professionals, rather than

complaining behind a colleague's back to persons in authority.

As a professional, you are required to advise a colleague of any adverse report you have made about him or her, and to provide notice in writing of this adverse report within three days of making it.

S. 18(1)(b) of the regulation made under the Teaching Professions Act states that

Teachers shall:

(A) avoid interfering in an unwarranted manner between other teachers and pupils;

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

If You Are an Occasional Teacher With Concerns About the Teacher You Replaced

1. Do the best job you can to manage the classroom and deliver the program as directed by the absent teacher. Follow the teacher's rules. Don't assume you know more than the classroom teacher, and rearrange things.
2. Do not criticize the classroom teacher, the teacher's classroom set-up, the teacher's rules, or the state of the classroom to others. This is not your business and is unprofessional.
3. Communicate with the classroom teacher. Apprise him/her of what happened and what did not, and where you left off. Use the Communication Protocol Sheet to summarize the day. A simple note to the teacher or a follow-up call or email will help him or her pick up where you left off. This will also prevent students from exploiting the Occasional Teacher's time there if they say they weren't asked to do X or Y or they didn't do X or Y.
4. If you have concerns about issues in the teacher's classroom, communicate these in a non-judgemental and respectful fashion to your colleague.

Occasional Teachers Should Expect the following items for daily supply work:

1. daily lesson plans for the first day of an absence
2. an up-to-date class list and classroom key (Keys may need to be secured in the office.)
3. a timetable for the OT's assignment (including supervision periods)
4. a schedule identifying period times
5. name(s) of high-risk student(s) and any applicable special program(s)
6. particulars of behavioural issues and medical alerts

7. an up-to-date seating plan (where applicable)
8. a general outline of classroom routines which include: washroom, attendance, entry, and dismissal procedures
9. name(s) of students transported by bus and/or taxi
10. a floor plan of the school (if available)

In addition, fire drill and emergency procedures will be located within the classroom.

If you are a Teacher with Concerns About the Occasional Teacher Who Replaced You

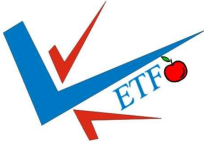
1. Call the teacher. Invite him or her for a coffee. Or call him or her. Discuss how the day went. Ask if anything went wrong. Ask if there is anything you can do to help make any future assignment a positive one in terms of the materials you left.
2. Advise in a calm and professional manner the concerns that you had about your colleague's handling of your class. Do so in a non-judgmental way. Give the Occasional Teacher another chance. Someone probably gave you a second chance somewhere along the line. Extend the courtesy. Be a mentor. After all, your employment is secure, and long term. Occasional teachers are more vulnerable. You can afford to be generous.
3. If you cannot resolve these issues with the Occasional Teacher in a constructive way, call ETFO PRS or the Local office (519-628-5414) for assistance. You should only report on a teacher to an administrator if a serious matter has arisen about a student's safety or other issue which you are obligated to report. It is not appropriate to approach administrators and comment negatively about your Occasional Teacher. If you do make this type of adverse report, you are obligated to provide a written statement of it to your colleague within 72 hours as set out by the OTF.
4. Remember that on your negative word alone, you might be depriving an Occasional Teacher, whether new or experienced, of an opportunity to learn and grow. Potentially you will deprive them of badly needed income.
5. Remember that teaching professionals may not "evaluate" one another. It is contrary to professional ethics to "evaluate" a colleague. This is a principal's role.
6. Never state to a principal, "Do not call X occasional teacher. I do not want that teacher to cover me". This is not your job, is contrary to professional ethics and may lead the board to contravene the Collective Agreement whose rules govern the assignment of Occasional Teachers.

EXPECTATIONS FOR CLASSROOM TEACHERS

- Teachers have an obligation to prepare clear, instructive lesson plans to be kept on their desk at all times in the event they become ill or have other obligations preventing them from teaching, thereby requiring Occasional Teacher coverage;
- Such plans must be constantly updated. They should be clear and easy to follow. Remember that someone replacing you does not know your students, where you left off in your unit, and what precisely you hope they will accomplish. No one can be expected to read minds.
- If you don't want your absence to result in a "lost day" of teaching, help your Occasional Teacher to teach what is needed. Keep in mind that your Occasional Teacher will be dealing with classroom management issues that don't necessarily arise in your class when you are there, and will likely not be able to deliver your program at the same pace that you can. Temper your expectations. Be realistic.
- Plans must be detailed enough that an Occasional Teacher can follow them for two days if need be. Remember that your absence may be longer than you expect.
- If certain students require certain methods, set out in writing what those are to assist the Occasional Teacher. Leave written pointers or helpful hints. Make sure your classroom rules and routines are in the same folder as your plans. Leave tips about where to find resources, where you left off and what you hope to cover over the calendar period and any other helpful details.
- Ensure your marks are up to date and kept in an easily accessible location. Make sure any testing materials or special assignments to be delivered that day are highlighted.
- Leave a "communications book" so the Occasional Teacher can jot down some comments for you to look at upon your return.
- If possible leave an answer page to assist in marking.
- Don't leave work from another day to be marked by the Occasional Teacher
- Leave your Smartboard password if you require the Occasional Teacher to use it.

EXPECTATIONS FOR OCCASIONAL TEACHERS

- Long-term Occasional Teachers should follow the expectations outlined above if they are going to be absent.
- Do not cancel an assignment to accept another job. This is unprofessional.
- Follow the Teacher's lesson plans as closely as possible to maintain the continuity of the Teacher's academic programme.
- Learn as much as possible about the school, safety routines, (fire drills), the school timetable, supervision schedule and school disciplinary policy.
- Review any behaviour plans that exist.
- Record marks and work completed on a classroom check list so that the Teacher knows the work that was done and who did it.
- Take monies collected to the office and record the amount and what it was for on the Protocol Sheet.
- Check the duty roster and be there on time. (except first duty on first day of assignment)
- Leave the classroom the way you found it.
- Leave an accounting of the day on the Communication Protocol Sheet.
- Maintain confidentiality about the school and its students.



**LAMBTON-KENT OCCASIONAL TEACHER/
TEACHER COMMUNICATION PROTOCOL**



Occasional Teacher's Name: _____

Date: _____ School: _____

Absent students: _____

Work completed / not completed:

Unexpected interruptions (fire drill, assembly, etc.):

Behavioural issues that you should be aware of:

Housekeeping issues dealt with (money collection, book orders, etc.):

(Money sent to office – Yes/No): _____

Other comments:

If you need more information, please contact me by telephone. I have provided my number below or check with the school secretary: _____