

**BCPSEA Responses to BCTF and Local Teachers' Association Statements**

**BCTF Bargaining Bulletin #24, Volume 8  
June 22, 2006**

<b>BCTF Statement</b>	<b>BCPSEA Response</b>
<p>Evaluation:</p> <p>BCPSEA is insisting that our evaluation language has to be stripped. This would allow the employer to get rid of teachers for what it considered any just and reasonable cause, without the need for an evaluation. There would be no requirement for a fair process for evaluation. It would be up to teachers in a hearing to prove that they were competent after they had already been suspended or fired. This would eliminate the requirement for classroom visitations, observations, and discussions. One local president, at the special president's meeting on June 22, said that she would resign before she would recommend any agreement that would leave her members so vulnerable. In her district teachers are now being investigated without being told that there is an investigation taking place or the nature of the investigation.</p>	<p><b>The characterization of our proposal by the BCTF in its entirety is simply not correct.</b></p> <p>BCPSEA is not proposing to "strip" evaluation language in teacher collective agreements.</p> <p>The <i>Labour Relations Code</i> prevents an employer from terminating an employee for any reason other than just and reasonable cause.</p> <p>Attached to this bulletin are the procedure and criteria as advanced by the employer.</p>
<p>Preparation Time:</p> <p>BCPSEA wants to be able to treat preparation time as a weekly average over a year. This would eliminate the requirement of management to ensure that teachers receive their guaranteed prep time in any given week. If prep time is provided at the whim of the administrator, this would defeat the very purpose of weekly preparation time.</p>	<p><b>A teacher does not lose preparation time under our proposal.</b> Averaging will allow schools to timetable preparation time in blocks of time that are significant enough to provide valuable working time for teachers, especially part-time teachers.</p>
<p>Teachers on Call:</p> <p>The employer wants to be able to use teachers on call to perform any "duties as assigned by the principal."</p>	<p>The BCTF takes the position that a teacher on call must only perform the duties of the absent teacher. In circumstances where the teacher on call is assigned and the teacher they are assigned to cover actually attends at work or the teacher on call is assigned for a day and there is only a half day assignment to cover, this proposal allows the teacher on call to be reassigned.</p>

<b>BCTF Statement</b>	<b>BCPSEA Response</b>
<p>Currently, we are the only employee group that funds our own Salary Indemnity Plan. In the return-to-work agreement in October, the government provided \$40 million for SIP. We are attempting to negotiate that into the agreement, but the employer is insisting that any improvement in SIP must come out of the salary increase.</p>	<p>This is a matter for negotiation at the table.</p>

**Attachment:****3. Evaluation Procedures**

- a) The following criteria along with the duties and responsibilities of teachers outlined in the *School Act* and Regulation will form the basis for teacher evaluations:
- i. The teacher seeks knowledge of the social, emotional, intellectual, cultural and physical characteristics of the pupils whom he/she teaches with the objective of furthering their educational growth.
  - ii. The teacher:
    1. plans with definite purposes and clear objectives in mind
    2. communicates these purposes and objectives to the students;
    3. establishes appropriate procedures for assessing, recording pupil performance and reporting this performance to parents.
  - iii. With due consideration for individual difference, the teacher works to involve students in experiences and activities designed to develop skills and stimulate thought.
  - iv. The teacher uses instructional techniques that promote questioning, speculation and originality.
  - v. The teacher works at keeping his/her knowledge current and his/her teaching techniques effective in the subject areas he/she undertakes and agrees to teach.
  - vi. The teacher practices classroom management suitable to the growth and development of the pupil.
  - vii. The teacher as a member of the staff participates in the development and implementation of the philosophy and practices of the school and works in cooperative ways with colleagues to promote the welfare of pupils.
  - viii. The teacher fosters a climate of mutual respect between himself/herself and his/her pupils.
  - ix. The teacher cooperates with colleagues and associated personnel in utilizing existing educational services and resources for the benefit of the pupils.
- b. The evaluation process may be initiated by the Principal, Superintendent or designate, or requested by the teacher. Teacher requests shall not be unreasonable denied.
- c. The normal period of the evaluation process is one school year. It is recognized that a shorter period may be appropriate in some circumstances. However, teachers will be provided with sufficient time to implement any recommended changes to their practice.
- d. The teacher and the evaluator will meet prior to the commencement of the evaluation process to discuss the evaluation criteria, observations of the evaluator and future process. The teacher will be provided with a brief interim written summary of observations and concerns at each of these meetings.
- e. During the evaluation period, there will be at least \_\_\_ formal classroom observations which are scheduled by mutual agreement.

- 
- f. In order for any concern regarding teacher performance to be considered or referenced in an evaluation report, the following conditions must be met:
    - i. The concern must have been brought to the teacher's attention during the evaluation process, including but not limited to the interim written reports provided under Paragraph d above;
    - ii. The teacher must be provided with a reasonable opportunity to address the concern, including the provision of reasonable support by the employer.
  - g. Evaluation reports will assess teacher performance in relation to the agreed upon criteria. They will reference but will not be limited to observations during formal classroom visits.
  - h. A teacher will be provided with at least one draft of the evaluation report prior to its being finalized. The teacher shall have the right to append comments to the final evaluation report.