



REPORT TO

STUDENT ACHIEVEMENT AND WELL BEING, CATHOLIC EDUCATION AND HUMAN RESOURCES COMMITTEE

UPDATE ON ELEMENTARY FRENCH TEACHER PLACEMENTS DURING SEPTEMBER RE-ORGANIZATION

Just as a body, though one, has many parts, but all its many parts form one body, so it is with Christ

1 Corinthians 12:12

Created, Draft	First Tabling	Review
October 11, 2021	November 3, 2021	Click here to enter a date.

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INFORMATION REPORT

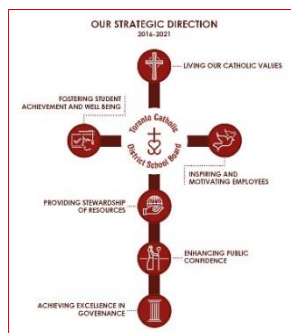
Vision:

At Toronto Catholic we transform the world through witness, faith, innovation and action.

Mission:

The Toronto Catholic District School Board is an inclusive learning community uniting home, parish and school and rooted in the love of Christ.

We educate students to grow in grace and knowledge to lead lives of faith, hope and charity.



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A. EXECUTIVE SUMMARY

This report responds to a Board motion, which requested an update on the elementary French teacher placement challenges during the annual September re-organization process. In addition to addressing local pressures, it reiterates the ongoing provincial challenges associated with French teacher recruitment given the sustained demand for French Immersion, Extended French and Core French programs.

The cumulative staff time required to prepare this report was 6 hours

B. PURPOSE

1. At the October 7, 2021, Student Achievement & Well Being Committee Meeting, Trustees approved the following motion:

That staff bring a report back to the November 3, 2021 Student Achievement & Well Being Meeting that presents an update on the challenges associated with elementary French teacher placement during the annual September re-organization process.

C. BACKGROUND

1. The TCDSB has always supported core French instruction in our schools and has deliberately advocated for the enhanced value associated with the role that specialized French programs (Immersion and Extended French) play in our Board.
2. Over the course of the last five years, Senior staff has written reports outlining serious concerns related to the availability of qualified French teachers required to staff the numerous TCDSB French programs. This ongoing challenge remains true today and is a province-wide dilemma.
3. The September elementary teacher staff re-organization process occurs annually and is a mandatory HR procedure to align financial resources to actual student enrolment figures. It is also a mandatory Ministry and Collective Agreement compliant process.

D. EVIDENCE/RESEARCH/ANALYSIS

1. The September re-organization process provides system accountability by aligning financial resources with actual enrolment. Although staff try to minimize classroom disruptions, parents, students, and staff inevitably need to manage changes to classroom assignments.
2. These classroom assignment changes are governed by staffing procedures explicitly outlined in our Collective Agreement (CA) with our Elementary teachers' union (TECT).
3. If a French teacher is declared surplus to a school as a result of declining enrolment at the school, HR staff always endeavours to deploy that teacher to another open French assignment (subject to CA parameters).
4. During September, French teachers (and other teachers) may leave their assignments for different reasons, including, but not limited to, sick leave or maternity leave. This will create a difficult vacancy to fill given the previously noted French teacher shortage concerns and the fact that all teachers have been placed in schools.
5. Given the confidential nature of these cases, details relating to the individual cases are not disclosed, and parents become frustrated with the loss of a qualified French teacher early in the year in a specialty program without an immediate qualified French teacher replacement.
6. HR staff become immediately aware of these staffing challenges, and their primary goal is to place a qualified French teacher in the assignment. When a qualified French teacher is not immediately available, HR staff exhaust other options (placement of a TCDSB retired French teacher, placement of a vetted uncertified French-speaking candidate, use of an English daily Occasional Teacher to maintain curriculum instruction while a French teacher option is secured) to mitigate while a qualified French teacher can be placed in the assignment.

E. METRICS AND ACCOUNTABILITY

1. The Executive Superintendent, Human Resources & Employee Relations maintains constant contact with the Sr. Coordinator, Academic Services and the Coordinator, Human Resources and ICT to monitor French teacher recruitment data and local challenges that require special staffing consideration.

F. CONCLUDING STATEMENT

This report is for the information of the Board.