
SUBSTITUTE TEACHERS

Background

The role of the substitute teacher in the Division is very important in continuing the learning of students in the absence of their teacher. Teachers are absent from their classrooms more than in the past due to their attendance at professional development activities and extensive involvement in Division, association and provincial committees. These are all important responsibilities for teachers and, with these absences, it increases the need for Division substitute teachers to ensure that student learning progresses at a similar rate as when the regular teacher is in the classroom. In order to provide a continuous, well-directed educational program for students, the Division not only approves the hiring of the best-available substitute teachers in the absence of the regular classroom teacher, but also works to build in protocols that enable the substitute teacher to be most effective in their role.

Procedures

The following procedures define the expectations and supports for substitute teachers.

1. Hiring and Collective Agreement

- 1.1 The deployment of substitute teachers within a particular school is the responsibility of the principal.
 - 1.1.1 Preference is to be given to "local employment" in the hiring of substitute teachers.
 - 1.1.2 Substitute teachers are given priority ahead of classroom supervisors.
- 1.2 Substitute teachers will be paid in accordance with the prevailing Collective Agreement between the ATA and the Division.
- 1.3 Education Services Centre staff will make available to the principals, assistant principals and school secretaries, a list of approved substitute teacher through the SRB web portal, which will be updated continuously.
- 1.4 Substitute teachers are expected to adhere to the same standards of professional conduct as regular teachers including conforming to the Code of Professional Conduct of the Alberta Teachers' Association.
- 1.5 Principals will approve weekly all teacher absences through the Attendance Management System to ensure substitute teachers receive payment for their service.
- 1.6 Substitute teachers are required to submit the following documents prior to being placed on the list of approved substitute teachers:
 - 1.6.1 A Child Intervention Record Check.
 - 1.6.2 A Vulnerable Record Check.
 - 1.6.3 A copy of their valid Alberta Teaching Certificate.

- 1.6.4 A cover letter, resume, references, transcripts and applicable certifications beyond teaching authority.
 - 1.6.5 Completion of the substitute teacher school checklist.
 - 1.6.6 Required payroll forms.
 - 1.6.7 A statement from Teacher Qualification Services (TQS) is also required for salary purposes.
- 1.7 In the absence of a TQS statement, grid placement will be at four (4) years education and zero (0) year experience. Salary adjustments for teacher experience and years of education will be effective at the beginning of the month following the month in which proof is submitted.

2. Preparation Expectations

- 2.1 Substitutes are to familiarize themselves with the curriculum for the various grade levels for which they seek employment.
 - 2.1.1 To remain current substitute teachers may attend school and Division professional development activities.
 - 2.1.2 Principals are to provide invitations to substitute teachers to attend professional development opportunities if appropriate to the role.
- 2.2 Substitutes are expected to fit into the organization of the school when they arrive and to continue the work and activities which they find in progress.
 - 2.2.1 This may include the marking of examinations, the issuing of report cards and the preparation of monthly and annual reports.
 - 2.2.2 Lesson plans for substitute teachers are to enable the continuation of the learning in progress in the classroom.
 - 2.2.3 It is recognized that in some cases the substitute teacher will not possess the requisite knowledge or skills and in these instances other plans that reflect the curriculum are to be developed that enables student learning continuity.
- 2.3 Teachers deployed as substitutes must conform as closely as possible to the established routine of the school and perform such extra duties as are normally assigned to the absent teacher including instruction, marking and assigned supervision. Assigning other duties that are not in the absent teacher's role for the day is discouraged.
- 2.4 It is expected that substitute teachers will maintain an orderly classroom environment.
 - 2.4.1 Principals are to inform substitute teachers of the process for requesting administrative intervention.
 - 2.4.2 Principals are to provide the substitute teacher with the school's Handbook that identifies student roles, rights and responsibilities.
 - 2.4.3 Relevant information specific to individual students is to be provided to the substitute teacher.

3. Division and School Obligations

- 3.1 To ensure effective communication between the substitute teacher and the school or Division, the following are recommended:

- 3.1.1 A school orientation for the substitute teacher is provided at each school that they work at, to provide information that assists the substitute teacher in knowing the school and its protocols and expectations.
- 3.1.2 Substitute Teacher Handbooks or Binders are provided that contain the organizational information (e.g. lock down protocols, bell schedule, where to access keys for classrooms, passwords for computer access, school procedures on student use of personal electronic devices, how to access administrative assistance and other information).
- 3.1.3 Where possible, the principal will meet with the substitute teacher during the school day to welcome them and to review expectations and scheduling.
- 3.2 To ensure the substitute teacher continues the student learning in the classroom, the Principal will ensure that lesson plans, marking keys, school/classroom rules and other supports are provided that engage the students in curriculum-related learning.
 - 3.2.1 Where possible, principals will limit before school activities for the substitute teacher.
 - 3.2.2 Substitute teachers are to arrive early enough to prepare for the day's duties and responsibilities.
- 3.3 The Division will provide the following to substitute teachers each year to ensure effective communication:
 - 3.3.1 The Division web page will provide access to pertinent administrative procedures, school year calendars, roles and expectations of the Division, how to get a Division name tag and email address and any other information deemed necessary.
 - 3.3.2 Each hired substitute teacher will receive a Division email address.

Reference: Section 18,33,52,53,196,197,208,222 Education Act

Approved: November 2005

Amended: June 22, 2011; May 16, 2017; September 1, 2017; March 21, 2018; July 1, 2018; October 30, 2020