



Make a Future  
CAREERS IN BC EDUCATION

**British Columbia**

# **Full Day Kindergarten**

**Recruitment, Selection, and Retention Tool Kit**



**Make a Future – Careers in BC Education**, a division of the British Columbia Public School Employers' Association (BCPSEA), is an innovative initiative, unique in Canada, supporting BC's 60 public school districts. Our focus is on human resource best practices — ensuring that school districts across the province have access to the tools, support and technology to efficiently and effectively recruit, make outstanding hiring decisions, and retain a strong workforce.



Established by the *Public Sector Employers Act*, BCPSEA is a multi-employer association and the accredited bargaining agent for all 60 public boards of education, including the Conseil scolaire francophone de la Colombie-Britannique. BCPSEA supports public education through innovative human resource practices, partnerships, and services.



400 – 1333 West Broadway

Vancouver, BC V6H 4C1

Telephone 604 730 0739

Fax 604 730 0787

E-mail [contact.us@bcpsea.bc.ca](mailto:contact.us@bcpsea.bc.ca)

Website [www.bcpsea.bc.ca](http://www.bcpsea.bc.ca)

© 2010 British Columbia Public School Employers' Association. All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, photocopying, electronic, mechanical, recording, or otherwise, without the prior written permission of the copyright holder.

Every effort has been taken to ensure that these materials comply with the requirements of copyright clearances and appropriate credits. BCPSEA will attempt to incorporate in future printings any corrections that are communicated to the association.

March 2010

***We gratefully acknowledge the funding support of the Province of British Columbia through the Ministry of Education.***

# Contents

<b>Module 1: The Purpose of Full Day Kindergarten</b> .....	5
<b>Module 2: Human Resource Considerations</b> .....	9
Labour Relations Issues .....	11
Other Issues for Consideration .....	13
<b>Module 3: The Hiring Process</b> .....	15
Step 1: Preparation.....	18
Examine the Primary Program: A Framework for Teaching .....	19
Update the Job Description .....	22
Determine Selection Criteria .....	23
Develop the Job Posting .....	25
Step 2: Search Process .....	27
Consider Contractual Obligations.....	28
Consider Legal Obligations .....	30
Determine Internal Recruitment Process.....	32
Determine External Recruitment Process .....	33
Step 3: Decision Making .....	37
Shortlist.....	38
Check Status with BC College of Teachers.....	40
Interview .....	40
Check References .....	51
Step 4: Employment Relationship.....	53
Communicate the Job Offer .....	54
Welcome and Orientation.....	55
Retention Strategies.....	57
<b>Module 4: Resources</b> .....	59
BC College of Teachers Employers' Area User Manual.....	61
Making Linkages: How the British Columbia Early Learning Framework Links to the Primary Program: A Framework for Teaching, May 2009 .....	62

# Overview

In August 2009, the Ministry of Education announced that full day kindergarten would be implemented for all kindergarten students in British Columbia over the next two years. The implementation plan, led by the Early Learning Branch of the Ministry of Education, involves a staged approach with funding for an additional 15,000 students to access full day kindergarten in the first school year (2010-2011) and 100% of eligible students having access to full day kindergarten by 2011-2012.

As part of our role in providing comprehensive support and resources to British Columbia public school districts in the areas of recruitment, selection and retention, *Make a Future – Careers in BC Education* has examined human resource issues relating to the full day kindergarten. This toolkit provides strategies and resources to assist districts at all three stages of the hiring process — recruitment, selection, and retention.

Contact the *Make a Future – Careers in BC Education* team to discuss how we can help your district with your specific recruitment, selection, and retention issues and challenges:

- Janet Stewart, Director  
604 730 4523, [janets@makeafuture.ca](mailto:janets@makeafuture.ca)
- Andrew Jang, Business Development Coordinator  
604 730 4524, [andrewj@makeafuture.ca](mailto:andrewj@makeafuture.ca)

**Recruitment:** The landscape of recruitment has changed. New technology, including social media, has shaped how job seekers find information and look for work, and how employers source candidates. With knowledge of current HR trends, a connection to talent networks online and offline, and a comprehensive understanding of e-Recruitment, Make a Future has innovative insights and ideas to grow the talent pool through district branding initiatives and development of cost-effective and efficient recruitment campaigns.

Refer to our website to learn [more about our recruitment support services >](#)

**Selection:** Once the talent pool is identified the work of assessing applicants' competencies begins. Make a Future strives to assist districts in making the right hire. From helping to create effective selection criteria, to advising on legislative implications, and assisting the interview process, Make a Future offers a range of supports to assist districts in the preparation and implementation stages of the selection process.

Refer to our website to learn [more about our selection support services >](#)

**Retention:** Securing a stable workforce involves incorporation of exceptional short- and long-term employee engagement strategies. From creative and thorough orientation and mentorship programs, to strategic workforce planning, to networking with a wide variety of organizations; Make a Future offers resources and support to ensure achievement of a comprehensive workforce plan.

Refer to our website to learn [more about our retention support services >](#)



# Module 1

## *The Purpose of Full Day Kindergarten*



# The Purpose of Full Day Kindergarten

The provincial government recognizes the importance of investing in early learning and has committed \$151 million towards implementing full day kindergarten for up to half of all children entering kindergarten in the fall of 2010 and all eligible children by September 2011.

Research shows that full day kindergarten programs result in:

- Higher achievement in ensuing grade levels
- Greater developmental competence and less frustration in children
- More positive pro-social and behavioural outcomes in the classroom
- More time for enhanced instructional opportunities for teachers and children
- Lower childcare costs and fewer transportation difficulties for parents
- Greater parental involvement and satisfaction
- Benefits to all children regardless of socio-economic status.

Many successful models of full day kindergarten already exist across the province and across Canada. Full day learning is associated with improved literacy and numeracy, smoother transitions to Grade 1, and increased post-secondary graduation rates.

Research shows that a high quality, play-based kindergarten program has long term benefits for children's academic and social skills and helps them to succeed in school and in life. Full day kindergarten is another step toward building a strong foundation for lifelong learning in a nurturing, play-based environment.

The [Early Childhood Learning Agency report](#) on the feasibility of expanding early learning in British Columbia provides information on the importance of quality kindergarten, and includes research associated with these findings

A longer instructional day will enable kindergarten teachers to provide more opportunities for learning and success. The expanded kindergarten program will be play-based and designed to address all areas of child development: physical, social, emotional, linguistic, and cognitive.



# Module 2

## *Human Resource Considerations*



# Human Resource Considerations

The introduction of full day kindergarten has potential collective agreement and employee relations implications. While there is one Provincial Collective Agreement (PCA) in place between BCPSEA and the British Columbia Teachers' Federation, which contains provisions applicable to all 60 public school districts, the PCA also consists of language which may be unique to a given district. For example, post and fill language has yet to be negotiated on a provincial basis and therefore varies from district to district.

In addition, districts may operate under different local historical practices which cannot be altered outside of the collective bargaining process. With respect to employee relations matters, teachers may have opted to teach kindergarten or another grade for personal reasons — the current half day format, for example. The introduction of full day kindergarten may impact those preferences and may lead to employees posting, or requesting a change of assignment, to different positions.

The following issues should be considered prior to implementation of full day kindergarten. It will be important to have a good understanding of your district's particular collective agreement provisions.

## Labour Relations Issues

We have prepared a review of relevant collective agreement provisions both by school district and by topic area. The following summarizes our findings as it relates to key labour relations implications flowing from the implementation of full day kindergarten.

As part of our analysis, we reviewed each of the 60 teacher working documents,<sup>1</sup> with a focus on:

- Noon Hour Supervision
- Health and Safety
- Posting and Filling
- Part-time Work
- Job Share

Our analysis revealed that there were very few provisions included in collective agreements related specifically to kindergarten. The restrictions and provisions governing kindergarten are not contractual but rather are found either in district practice or board policy. These are discussed in more detail further in this tool kit.

Full day kindergarten has already been implemented in some districts — either throughout the entire district or in select schools. Based on the current experiences, it appears no significant labour relations challenges have emerged.

---

<sup>1</sup> Legally there is one Provincial Collective Agreement, which includes several common provincial articles as well as local articles that differ in each of the 60 districts. We produce *Working Documents* in each of the districts, which include the common provincial articles as well as the local provisions for that specific school district.

However, there are potential issues that could emerge and should be considered:

- **Supervision** – Most collective agreements have restrictions on the amount or timing of supervision. This may have implications for teachers in situations where full day kindergarten requires additional supervision duties during the lunch period.
- **Posting and Filling** – The manner in which positions are filled varies considerably between districts. In some districts, the qualifications are limited to suitability and there are no qualifications or specific related work experience requirements. In others, the parties have either negotiated, or the employer has implemented, more stringent criteria which may include factors such as required educational training, related work experience, suitability, or related in-service. There are no districts with specific qualifications related to kindergarten outlined in their collective agreement.
- **Part-time Work and Job Sharing** – Although we do not currently have data on the number of kindergarten teachers who only teach part time, anecdotal reports indicate that the movement from part time to full time may be a welcomed event or conversely present an issue for those teachers who prefer a part time position. Issues may arise where the position is increased to full time but the teacher wants to remain part time. A few provisions worth noting include:
  - Forty-eight districts allow teachers with full time appointments to request a part time assignment
  - Forty districts allow two continuing teachers to request a job share
  - More than half of all districts allow teachers to request a reduction in their assignment and request a leave of absence for the balance of the full time assignment.
- **Health and Safety** – While we do not anticipate any issues in this area, it is important to consider whether the presence of younger children for an extended period of time will have any health and safety implications. Twenty-six agreements have a provision either the same as or similar to the following:

*“Classes shall only be conducted in facilities that are clean and where temperature, lighting, humidity, sound level and other physical conditions are hygienic, safe and conducive to effective learning or teaching.”*

# Other Issues for Consideration

Although there appear to be few collective agreement barriers to the implementation of full day kindergarten in BC schools, it is still important for districts to thoroughly consider a number of issues prior to implementation in order to decrease the likelihood of problems emerging during roll-out. The response in each district will differ depending on past practice and collective agreement language.

Other Issues to Consider		
Issue		Response
1.	<input type="checkbox"/> Will kindergarten teachers currently teaching two half day kindergarten classes automatically take the full day kindergarten class?  <input type="checkbox"/> Are the two positions considered equivalent?	
2.	<input type="checkbox"/> Will the half day kindergarten teacher automatically be able to increase his/her time to full time to take the full time kindergarten job?  <input type="checkbox"/> If not, how will you deal with that teacher? <ul style="list-style-type: none"> <li><input type="checkbox"/> Is the teacher declared surplus?</li> <li><input type="checkbox"/> Does the teacher have to post into the job?</li> </ul>	
3.	<input type="checkbox"/> If another more senior teacher at the school/district wants the full day kindergarten position over a more junior teacher who has been teaching two half day kindergarten classes, will the senior teacher be entitled to the position?  <input type="checkbox"/> If so, what will happen to the more junior teacher?	
4.	<input type="checkbox"/> Will half day kindergarten teachers in the district have the right to retain their current part-time kindergarten assignments after their school adopts the new full day kindergarten program (e.g., is the half day kindergarten teacher forced to take the full time kindergarten position)?	
5.	<input type="checkbox"/> What happens to the half day kindergarten teacher who wants to remain part-time? Do you offer a job share? Does the teacher have to be declared surplus? <ul style="list-style-type: none"> <li><input type="checkbox"/> Does the district offer a job share?</li> <li><input type="checkbox"/> Does the teacher have to be declared surplus?</li> </ul>	

6.	<input type="checkbox"/> Will your district allow a job share situation with the full day kindergarten assignment? <input type="checkbox"/> If so, how do you assign a partner to the other half of a job where there was already an existing half-time kindergarten teacher? <input type="checkbox"/> Would another teacher at the school reorganize into this role? <input type="checkbox"/> Would the 0.5 FTE position be posted?	
7.	<input type="checkbox"/> Will seniority issues come into play if your district declares a teacher surplus? <input type="checkbox"/> Does seniority come into play with reorganizing at the school level?	
8.	<input type="checkbox"/> What has the past practice been regarding posting into kindergarten positions? <input type="checkbox"/> Is there strong past practice regarding early primary qualifications? <input type="checkbox"/> Is the district interested in developing practice regarding early learning qualifications?	
9.	<input type="checkbox"/> Does the job description that your district has used in the past for half day kindergarten jobs need to be revised to reflect full day kindergarten?	
10.	<input type="checkbox"/> Does your district have a policy on gradual entry of kindergarten students at the beginning of the year and how will this now change due to full day implementation?	

# Module 3

## *The Hiring Process*



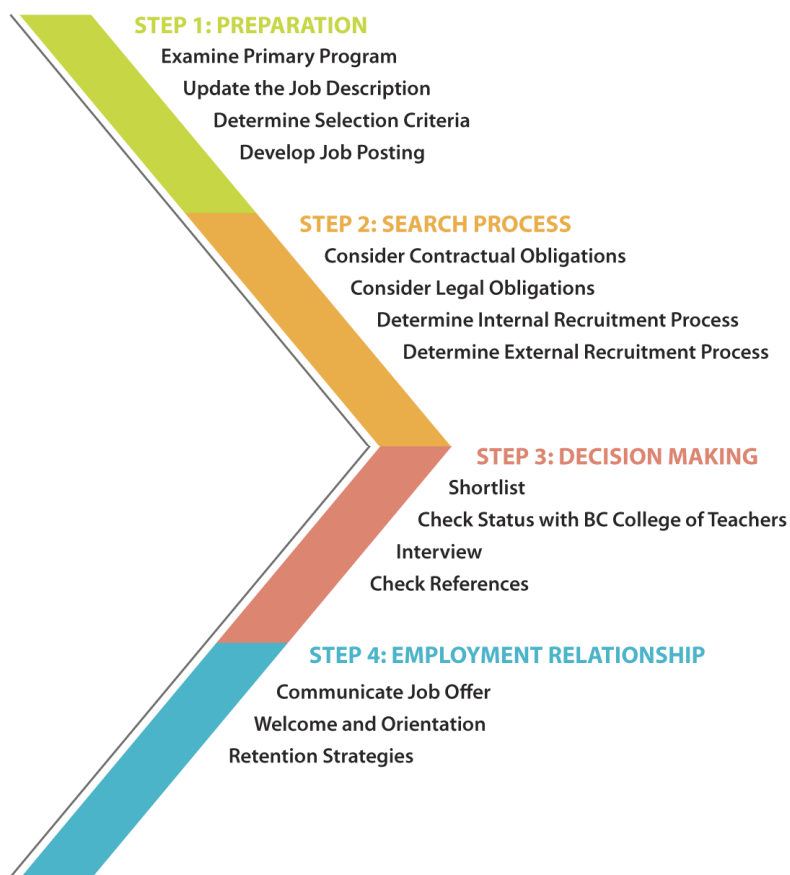
# The Hiring Process

People are a district's most important asset; therefore, an effective hiring process is critical. Following a thorough and comprehensive process ensures the district has maximized its opportunity to attract and retain the best candidates for the available vacancies.

A comprehensive hiring process contains several steps; the interview is but one of those steps. Advance preparation and post-interview follow-up are necessary to ensure valid and sufficient information upon which to base the selection decision and to ensure the best fit for the employee.

The following schematic provides an overview of the stages of this process. Each stage will be described in this toolkit, with reference to specific resources and tools as the district progresses through the stages.

Remember: at all of these stages, don't hesitate to contact staff at *Make a Future – Careers in BC Education*, who can help districts navigate the ever-changing recruitment environment with practical advice, information, and resources.



# Step 1: Preparation

Preparation is the foundation of the hiring process. It involves creating a job description and posting with competency-based selection criteria based on the Ministry of Education's *The Primary Program: A Framework for Teaching*.

The preparation phase involves an analysis of the job's day-to-day duties and responsibilities, and the needs of the organization, to determine the qualifications and attributes required. This ensures that all members of the hiring team have uniform and consistent criteria by which all candidates are evaluated, to enable an informed and objective hiring decision. Further, it ensures that candidates are clear as to the competencies required of the job.



## **Examine *The Primary Program: A Framework for Teaching***

The learning goals for the primary grades are guided by the principles in *The Primary Program: A Framework for Teaching* (the “Framework”) and the Prescribed Learning Outcomes as set forth in the Integrated Resource Packages. Schools in British Columbia use these documents to guide and reflect on their programs and children’s learning.

The Framework provides a foundation for educators to foster the continuing growth of children’s knowledge and understanding of themselves and their world. It affirms the need for a safe, caring, stimulating environment where learning flourishes.

The Framework supports the belief that children are individual and every child is unique. It accommodates a broad range of children’s needs, their learning rates, styles, knowledge, experiences, and interests to facilitate continuous learning. This is accomplished through an integrated curriculum incorporating a variety of instructional models, strategies, and resources.

The Framework addresses the development of the whole child. It reflects an understanding that children learn through active engagement and play, and that children represent their knowledge in a variety of ways. It is based on recognition of the individual and social nature of learning and the essential role of language in mediating thought, communication, and learning.

The Framework affirms the importance of the early years as the foundation for lifelong learning and the significance of literacy, numeracy, and social responsibility for success in school and beyond. It acknowledges the benefits of developmentally appropriate practices in enhancing children’s learning and focuses on early identification and intervention for children who are experiencing learning difficulties.

Teachers and parents are considered partners in the child’s education. They consult and collaborate to create for the child a climate of respect, success, and joy, necessary for lifelong learning.

## **Principles of Learning in *The Primary Program: A Framework for Teaching***

The Framework builds upon a set of principles set forth in *The Kindergarten to Grade 12 Education Plan* (1994). While these principles are understood to be fundamental to all levels of education, they are considered central to the Primary Program:

- Learning requires the active participation of the student
- People learn in a variety of ways and at different rates
- Learning is both an individual and a group process.

### **Areas of Development in the Framework**

For each area of development, foundation statements describe the intentions for student learning which is elaborated on in the Integrated Resource Packages.

- Aesthetic and Artistic
- Emotional and Social
- Intellectual
- Physical Development and Well-being
- Social Responsibility

In order to assist districts with defining the selection criteria we developed the following table, organized to outline what one might expect to observe in a kindergarten class in each of the five areas of development.

The table may also be a helpful guide for the creation of district-specific hiring criteria. It is important that hiring criteria are developed to reflect the climate and context of the district or school. As such, the table should be considered as a guide only, which may require amendment to reflect specific needs and the context of your community.

An Analysis of <i>The Primary Program: A Framework for Teaching</i> and its Relations to Observations in a Full Day Kindergarten Class		
Areas of student development	Foundation statements that elaborate the intentions for student learning – taken from the Primary Program	You may observe....
<p><b>Intellectual</b></p> <p>This area is based on the principle that, to attain deeper levels of understanding, learners need the time and encouragement to experience and then talk about, represent, reason about, and reflect upon their experiences.</p>	<p>A variety of experiences enable the child to develop:</p> <ul style="list-style-type: none"> <li>▪ Strategies to facilitate thinking and learning</li> <li>▪ An awareness of the nature and purposes of language and literacy</li> <li>▪ Listening and speaking abilities</li> <li>▪ Reading and viewing abilities</li> <li>▪ Writing and representing abilities</li> <li>▪ Information processing abilities</li> <li>▪ Number sense</li> <li>▪ Spatial sense</li> <li>▪ Statistical sense</li> <li>▪ A sense of relationships and patterns</li> <li>▪ An understanding of the world around them</li> </ul>	<p>Evidence of clear planning related to the Primary Program</p> <p>Open-ended instruction to accommodate differing learning styles</p> <p>A variety of effective instructional strategies being used</p> <p>A number of explorative centres</p> <p>Students communicating thoughts and experiences in a variety of forms</p> <p>Written language and symbols displayed</p> <p>Activities involving sounds and word play</p> <p>Activities involving numbers and measurement</p>
<p><b>Emotional and Social</b></p> <p>This area describes the importance of emotional and social well-being as it determines the way we feel, think, and act. Emotional and social development is essential for optimal development and learning.</p>	<p>A variety of experiences enable the child to:</p> <ul style="list-style-type: none"> <li>▪ Develop a positive and realistic self-concept</li> <li>▪ Develop independence</li> <li>▪ Share, cooperate, and learn from others</li> </ul>	<p>Students expressing emotions, thoughts, and views</p> <p>Students developing independence</p> <p>Students sharing, cooperating, and learning from others</p>

<p><b>Social Responsibility</b></p> <p>This area describes learning opportunities for children to develop the knowledge, skills, and attitudes that enable them to contribute to the community, solve problems in a peaceful way, value diversity, defend human rights, and exercise their rights</p> <p>A clear and accessible system to communicate with families and community.</p>	<p>A variety of experiences enable the child to:</p> <ul style="list-style-type: none"> <li>▪ Value and respect diversity and the contributions people make to the community</li> <li>▪ Contribute to a collaborative environment</li> <li>▪ Develop an awareness of the roles and responsibilities of a member of a community</li> </ul>	<p>Displays and activities that represent all cultures and respect diversity</p> <p>Visuals/systems that encourage respect for self, others, property</p> <p>Ways for students to practice and encourage responsibility</p> <p>Clear routines and transitions for students</p>
<p><b>Aesthetic and Artistic</b></p> <p>This area focuses on how the arts are an essential part of a child's development and how experiences in the arts will help develop important tools children can use to learn across the curriculum.</p>	<p>A variety of experiences enable the child to:</p> <ul style="list-style-type: none"> <li>▪ Develop enthusiasm and appreciation for the arts</li> <li>▪ Communicate through the arts</li> <li>▪ Respond to the arts in imaginative ways</li> </ul>	<p>Representations of art through music, dance, visuals, or drama</p> <p>A number of explorative centres for students to learn through play</p> <p>A variety of manipulative materials available for students</p>
<p><b>Physical Development and Well-Being</b></p> <p>This area illustrates how, for children, learning involves whole-body experiences, participation, and play. They need experiences that extend their ability to lead safe, active, healthy lives.</p>	<p>A variety of experiences enable the child to:</p> <ul style="list-style-type: none"> <li>▪ Learn and practice safety</li> <li>▪ Take care of and respect his or her body</li> <li>▪ Develop an appreciation and enjoyment of movement</li> </ul>	<p>A classroom space that is organized to encourage movement and which is safe for students</p> <p>Students involved in a variety of physical activities/movements during the day</p> <p>Classroom activities that are safe, engaging, and creative</p>

## Update the Job Description

The purpose of a job description is to outline the duties, responsibilities, and qualifications required of the job. An up to date job description assists in the development of selection criteria and also assists potential candidates to better understand the role.

A teaching job description differs from other job descriptions as much of the duties of a teacher are outlined in the *School Act*. Further, the qualifications required for the job are often guided by district past processes or collective agreement provisions. As a result, each district would have a distinct job description.

The following sample job description has taken language from the *School Act* relating to the duties of a teacher. It should be noted that this is intended to be a guide and should be amended to reflect a district's culture and processes. In addition, through their collective agreement districts may already have a process in place outlining how job descriptions are developed. It is necessary to ensure you are in compliance with any collective agreement provisions in this regard.

### Key Areas of Sample Kindergarten Job Description

**Responsibilities:** (adapted from *School Act*; Chapter 412; Part 3; Division 1; Section 17):

- Designing a developmentally appropriate early learning educational program consistent with the Ministry of Education curriculum
- Delivering instruction in relation to the programs designed
- Assessing and evaluating individual students and groups of students
- Reporting to parent/guardians

**Qualifications:**

- Current BC Teachers' Certificate
- Previous experience working in kindergarten and/or student teacher practicum in a kindergarten classroom
- Completion of minimum of \_\_\_ credits in primary methodology courses

**Demonstrated Knowledge:**

- Understanding of *The Primary Program: A Framework for Teaching*
- Understanding of developmental level of 4, 5 and 6 year old children
- Familiarity with *Making Linkages: How the BC Early Learning Framework Links to the Primary Program: A Framework for Teaching*

## Determine Selection Criteria

Now that the job description is up to date, the next step is to identify and define the criteria to be utilized for assessment and evaluation of potential candidates. This will assist in avoiding common selection problems, such as inconsistent evaluation of candidates. The selection criteria focus in more detail on the job requirements and assist in defining the knowledge, skills, and attributes the district is seeking in a potential candidate.

In the case of full day kindergarten teacher vacancies, it is essential to refer to *The Primary Program: A Framework for Teaching* as a source of criteria. In addition, a district may want to consult job descriptions or documents on effective teaching, such as Charlotte Danielson’s *Enhancing Professional Practice* (1996).

For the purpose of this tool kit, the following suggested selection criteria were developed. These criteria are intended as a guide and districts will want to tailor the criteria to reflect their distinct needs and culture. Please note that these criteria are intended for use in the external recruitment process. The internal recruitment process must follow the district-specific process that complies with the particular collective agreement.

Suggested Full Day Kindergarten Selection Criteria	
<p><b>Supporting Intellectual Development</b></p> <p>Criteria related to the teacher’s ability to support children’s intellectual development</p>	<p>The teacher demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>▪ Understand curriculum and intended learning outcomes</li> <li>▪ Incorporate language, numeracy, and symbols into their daily planning</li> <li>▪ Use a variety of effective instructional strategies</li> <li>▪ Use student-centred instructional strategies</li> <li>▪ Understand the need to accommodate different learning styles</li> <li>▪ Convey knowledge of a variety of instructional approaches to language and numeracy instruction</li> <li>▪ Understand the relationship between learning objectives and assessment</li> <li>▪ Effectively assess students to inform the instructional process</li> <li>▪ Organize and maintain efficient and effective systems to observe students</li> </ul>
<p><b>Supporting Emotional and Social Development</b></p> <p>Criteria related to the teacher’s ability to support children’s emotional and social development</p>	<p>The teacher demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>▪ Establish and maintain positive and respectful relationships with young students</li> <li>▪ Understand students’ needs and cognitive abilities at this early development stage</li> <li>▪ Connect students’ prior knowledge, life experience, and interests</li> <li>▪ Create routines and structures that encourage students to express their emotions, thoughts, and views in a respectful way</li> <li>▪ Implement student-centred and group activities where students can share, cooperate, and learn from each other</li> <li>▪ Give encouragement to students functioning at varying levels and responding them in ways that better assist them in learning and accomplishing tasks</li> </ul>

<p><b>Supporting Social Responsibility</b></p> <p>Criteria related to the teacher's ability to support children in building their sense of social responsibility</p>	<p>The teacher demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>▪ Be sensitive to the importance of diversity issues</li> <li>▪ Provide diversity emphasis in the classroom</li> <li>▪ Establish a climate in the classroom that promotes fairness and respect</li> <li>▪ Establish and maintain standards for student behavior</li> <li>▪ Use proactive strategies to limit misbehaviour</li> <li>▪ Use a problem solving approach to management that incorporates escalating consequences, sound judgment, and fairness</li> <li>▪ Make connections with the child's home and community environment</li> <li>▪ Create appropriate and respectful routines and structures for students of this age group</li> </ul>
<p><b>Supporting Aesthetic and Artistic Development</b></p> <p>Criteria related to the teacher's ability to support children's aesthetic and artistic development</p>	<p>The teacher demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>▪ Understand play-based learning and its importance</li> <li>▪ Plan and implement classroom routines that support play based learning</li> <li>▪ Understand and explain the importance of explorative play and students' engagement in artistic activities</li> <li>▪ Provide opportunities for students to learn through art, music, dance, visuals or drama</li> </ul>
<p><b>Fostering Physical Development and Well-Being</b></p> <p>Criteria related to the teacher's ability to foster children's sense of physical development and well-being</p>	<p>The teacher demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>▪ Understand the importance of integrating both fine and gross motor skills in instructional planning</li> <li>▪ Integrate physical movement with students' learning across the curriculum</li> <li>▪ Plan and organize a variety of activities that include large and small muscles and involve physical movement</li> <li>▪ Provide activities and experiences for children to learn and practice safety</li> </ul>
<p><b>Communication Skills</b></p> <p>Criteria related to the teacher's ability to communicate effectively</p>	<p>The teacher demonstrates:</p> <ul style="list-style-type: none"> <li>▪ Utilization of strong and respectful communication skills</li> <li>▪ The ability to articulate answers clearly, providing well thought out and logically organized responses</li> <li>▪ Attentive and responsive listening skills</li> </ul>
<p><b>Collaboration and Professionalism</b></p> <p>Criteria related to the teacher's ability to collaborate effectively and demonstrate professionalism</p>	<p>The teacher demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>▪ Articulate the professional responsibilities of an educator</li> <li>▪ Reflect on their teaching practice</li> <li>▪ Understand the dynamics of staff relationships</li> <li>▪ Contribute to an environment of collaboration</li> <li>▪ See their role as involved in the overall school program, assisting with school-wide activities</li> <li>▪ Understand the role of parents as active partners in their child's education</li> </ul>

## Develop the Job Posting

A job posting is different than a job description. The job posting is viewed by external applicants and is circulated widely on online job sites or in print. As its purpose is to attract candidates to apply for the job, its content and structure differ from the more detailed job description.

When preparing your full day kindergarten job posting, consider the following three key elements:

- *Brand your district* so that applicants know what it is like to work in your district and in your community
- *Establish your value proposition* so that applicants know what you have to offer — what differentiates you as an employer from other employers — and why they should work for you
- *Write an effective call to action* so that applicants know the next steps.

Further, consider the following:

- *Be specific and include key words* that applicants will use to search for your job (e.g., kindergarten).
- *Provide a contact name* (Who is the point of contact to answer questions?)
- *Make your job postings accessible* (How can I make it easy for job seekers to find, see, download, and share this job?)

The following Job Posting Checklist will ensure you include the essential components of the job posting.

<b>Job Posting Checklist</b>	
<b>Ensure the following information is included:</b>	
<input type="checkbox"/> Job title	<input type="checkbox"/> Posting/end date
<input type="checkbox"/> School district	<input type="checkbox"/> Anticipated start date
<input type="checkbox"/> Workplace description	<input type="checkbox"/> Number of openings
<input type="checkbox"/> Geographic location (town/city)	<input type="checkbox"/> Salary
<input type="checkbox"/> Community description	<input type="checkbox"/> Qualifications
<input type="checkbox"/> Job description	<input type="checkbox"/> Education requirements

Following is a sample job posting for full day kindergarten that may assist districts in developing their own. This is provided as an example of an engaging posting which invites candidates to apply.

**Job Code:** 136268  
**Rocky View Schools**

**Position:** Job # 2508 Kindergarten F/I ELBOW VALLEY

**Closing Date:** Nov 13, 2009 4:30 PM MST

**Posted on:** Oct 30, 2009

**Subject Area/Role:**

**Job Type:** Full Time

**Openings:**

**Start Date:** Jan 04, 2010

**End Date:** June 30, 2010

**Salary:**

**Grade(s):** JK

**Job Description & Requirements**

Elbow Valley  
Kindergarten French Immersion

Are you an individual who exemplifies outstanding communication, interpersonal and teamwork skills? Do you demonstrate understanding of and commitment to a teaching style that is congruent with 21<sup>st</sup> century education? Do you possess in depth understanding into current, primary pedagogical practices? Will your references reflect an exceptional educator committed to cultivating an engaging learning environment, focused on the unique needs of all learners? The preceding qualities are considered as essential in order to become a strong, contributing member of Rocky View Schools.

Rocky View Schools invites applications for a Kindergarten French Immersion position at Elbow Valley School which begins in January 2010 and concludes June 30, 2010. The school is located just outside the City of Calgary in the community of Springbank and is home to 512 students from grades K-4. Please visit their website at <http://plone.rockyview.ab.ca/evalley> for more information. This full-time position requires a high degree of fluency in both the French and English languages. Additionally, the following qualifications will be considered as assets for this position:

- Early childhood training and experience
- Experience teaching within a French Immersion program

If you are the successful candidate, you must possess, or be eligible for an Alberta Teaching Certificate. You will also be required to submit a current Criminal Record Check including a Vulnerable Sector Check. Please send your resume and cover letter listing three professional references, quoting job #2508 no later than November 13, 2009. We request all applications be placed through [ApplytoEducation.com](http://ApplytoEducation.com).

Rocky View Schools  
Human Resources  
"Engage Enrich Empower"  
[www.rockyview.ab.ca](http://www.rockyview.ab.ca)

We appreciate and consider all applications; however, only those candidates selected for an interview will be contacted.

Thank you!

---

**To Apply to this posting , log into your account below and click the 'apply' button at the bottom of the page.**

---

## Step 2: Search Process

A well planned search process involves the utilization of timely recruitment strategies to influence the number and types of individuals who are encouraged to apply for job vacancies (the candidate pool). These strategies can focus on the internal labour market (pursuing staff already employed by the organization) or the external labour market (pursuing applicants from outside the organization). The search process and recruitment are an integral part of the hiring process to ensure the district has a large, qualified candidate pool.

The approach to the search process has changed. New technology, including social media, has shaped how job seekers find information and look for work, and how employers source candidates. With knowledge of current human resource trends, a connection to talent networks online and offline, and a comprehensive understanding of e-Recruitment, Make a Future has innovative insights and ideas to grow the talent pool through district branding initiatives and development of cost-effective and efficient search processes.

The steps of the search process are as follows:



## Consider Contractual Obligations

It is important to ensure that all steps of the process adhere to the posting and filling requirements under the collective agreement. In some cases, the timing of posting vacancies or interviewing external candidates are outlined in district practice.

In addition, previous lay-off issues may have an effect on the approach to this process. For further information, please refer to “Labour Relations Issues” in Module 2 of this toolkit.

The following checklist was presented previously in this toolkit and is repeated here for ease of reference.

Issue		Response
1.	<input type="checkbox"/> Will kindergarten teachers currently teaching two half day kindergarten classes automatically take the full day kindergarten class?  <input type="checkbox"/> Are the two positions considered equivalent?	
2.	<input type="checkbox"/> Will the half day kindergarten teacher automatically be able to increase his/her time to full time to take the full time kindergarten job?  <input type="checkbox"/> If not, how will you deal with that teacher? <ul style="list-style-type: none"> <li><input type="checkbox"/> Is the teacher declared surplus?</li> <li><input type="checkbox"/> Does the teacher have to post into the job?</li> </ul>	
3.	<input type="checkbox"/> If another more senior teacher at the school/district wants the full day kindergarten position over a more junior teacher who has been teaching two half day kindergarten classes, will the senior teacher be entitled to the position?  <input type="checkbox"/> If so, what will happen to the more junior teacher?	
4.	<input type="checkbox"/> Will half day kindergarten teachers in the district have the right to retain their current part-time kindergarten assignments after their school adopts the new full day kindergarten program (e.g., is the half day kindergarten teacher forced to take the full time kindergarten position)?	
5.	<input type="checkbox"/> What happens to the half day kindergarten teacher who wants to remain part-time? <ul style="list-style-type: none"> <li><input type="checkbox"/> Does the district offer a job share?</li> <li><input type="checkbox"/> Does the teacher have to be declared surplus?</li> </ul>	

6.	<input type="checkbox"/> Will your district allow a job share situation with the full day kindergarten assignment? <input type="checkbox"/> If so, how do you assign a partner to the other half of a job where there was already an existing half-time kindergarten teacher? <input type="checkbox"/> Would another teacher at the school reorganize into this role? <input type="checkbox"/> Would the part time position be posted?	
7.	<input type="checkbox"/> Will seniority issues come into play if your district declares a teacher surplus? <input type="checkbox"/> Does seniority come into play with reorganizing at the school level?	
8.	<input type="checkbox"/> What has the past practice been regarding posting into kindergarten positions? <input type="checkbox"/> Is there strong past practice regarding early primary qualifications? <input type="checkbox"/> Is the district interested in developing practice regarding early learning qualifications?	
9.	<input type="checkbox"/> Does your district have a policy on gradual entry of kindergarten students at the beginning of the year and how will this now change due to full day implementation?	

## Consider Legal Obligations

Employers are responsible for ensuring that the hiring process is free from harassment and discrimination. Legislation that impacts recruitment and selection in British Columbia includes the:

- *Human Rights Code*
- *Employment Standards Act*
- *Labour Relations Code*
- *Freedom of Information and Protection of Privacy Act.*

For more information, refer to the employer section of the Make a Future – Careers in BC Education site and check the section entitled “Legal Implication in the Hiring Process” (<http://www.makeafuture.ca/employers/legal-implications-in-the-hiring/>) or contact staff for assistance.

The following checklist provides a concise overview to ensure districts are compliant with legislation.

## Legal Implications Checklist

### Before you start

- Ensure application form is confidential — write confidential on all forms related to hiring
- Explain the confidentiality to all individuals involved in the process

*Freedom of Information and Protection of Privacy Act*

### Collecting information

- Make sure you have a secure place to collect and store information
- Retain information for at least one year after use so that individuals have an opportunity to access it
- Ensure appropriate consent is obtained prior to collecting personal information

*Freedom of Information and Protection of Privacy Act*

### At the interview

- Be objective; avoid subjective comments, personal opinions and irrelevant information
- Prepare notes as if they will be released
- Ask only questions that are allowed under the *Human Rights Act*; do not ask questions pertaining to race, national or ethnic origin, colour, religion, age, sex, marital status, family status, disability or conviction for an offence for which a pardon has been granted
- Ensure questions relate directly to the selection criteria

*Human Rights Act*

### Checking references

- Collect references in confidence following the applicant's declaration form
- When checking references, inform referees that information they provide may be released if requested
- If the information is given in confidence, specifically note that in the record
- Do not contact another referee unless the candidate has given permission to do so
- Ask only questions that are allowed under the *Human Rights Act*; do not ask questions pertaining to race, national or ethnic origin, colour, religion, age, sex, marital status, family status, disability or conviction for an offence for which a pardon has been granted

*Freedom of Information and Protection of Privacy Act*

*Human Rights Act*

## Determine Internal Recruitment Process

Issues of confidentiality are especially important in the internal recruitment process, so special considerations regarding timing of interviews and space considerations should get special attention.

In addition to complying with any district practices or collective agreement provisions, a district should consider the following issues when planning for this process.

### Issues to Consider in the Internal Recruitment Process

#### Before you start

- Be aware of confidentiality issues related to the fact that the candidate being considered may be known by others and ensure all individuals involved in the selection process are aware of their obligations under Freedom of Information and Protection of Privacy Act.
- Make sure you have a location for interviews that is comfortable and private
- Determine who will interview or if interviews are needed for internal candidates
- Review personnel files of applicants to determine if they have the necessary qualifications
- Ensure interviewers are trained and will interview candidates consistently
- Organize schedule of interviews so candidates are not overlapping

#### At the interview

- Be objective; avoid subjective comments, personal opinions and irrelevant information
- Prepare notes as if they will be released
- Ask only questions that are allowed under the *Human Rights Act*; do not ask questions pertaining to race, national or ethnic origin, colour, religion, age, sex, marital status, family status, disability or conviction for an offence for which a pardon has been granted
- Ensure questions relate directly to the job criteria
- Prepare to defend a decision not to place an internal candidate using the criteria of the collective agreement — possible grievance

## Determine External Recruitment Process

In a district where there are no internal applicants, an external recruitment plan will need to be developed. To ensure attraction of a broad range of qualified applicants, the district should ensure:

- The posting gets to the right locations where potential candidates are looking for work
- The timing of the posting matches when a large supply of candidates may be available or looking for work
- The job posting is interesting and inviting to candidates.

The following table summarizes recruitment advertising guidelines that may be considered in the planning process.

<b>Basic Recruitment Advertising Guidelines</b>	
<b>Do</b>	<b>Don't</b>
<p><b>Do utilize a variety of recruitment venues and advertising media</b></p> <p>Use online recruitment to enhance the impact of your print recruitment advertising. This combination of media is a great way to steer readers to the district website for more detailed information about available employment opportunities and information about your organization's diversity initiatives.</p>	<p><b>Don't post the job in one place</b></p> <p>Apart from companies like Coca Cola or Microsoft, most employers' brands are relatively unknown, so don't expect everyone to know where you post your job. Casting a wider net will get you a wider range of candidates, too.</p>
<p><b>Do make sure your website links are updated</b></p> <p>When linking applicants to your website, make sure that the link points directly to the job or to a page that clearly indicates how applicants can apply for the job. Applicants who are less web savvy could find this a deterrent to applying for the job.</p>	<p><b>Don't link your job to your general employment page</b></p> <p>Not all websites are easy to navigate and it's not always easy to find the employment page. Keep links updated, otherwise you may lose a significant group of good candidates.</p>
<p><b>Do give job applicants every possible option available to apply for the position</b></p> <p>Provide more than one way for applicants to submit their resume. Remove as many barriers as possible to increase applicant responses. You should include a fax, mail address, web address, and email for resume submissions. Avoid placing restrictions like "no phone calls" in your recruitment advertising. Be sure to include a job code so that you will be able to track ad responses to determine which media are most effective.</p>	<p><b>Don't be another faceless employer</b></p> <p>Set yourself apart from other employers by assigning a person as a point of contact. Be transparent and make it easy for applicants to get information about the hiring process. An applicant may not be qualified today, but they may be in the future. Think about the long term consequences of how you interact with candidates.</p>
<p><b>Do place recruitment advertising in relevant news and features sections</b> of the publications and websites used to gain the attention of passive job seekers.</p>	<p><b>Don't randomly post jobs</b></p> <p>Make sure your job posting reaches your target audience.</p>

## Basic Recruitment Advertising Guidelines

### **Do avoid providing too much information in your recruitment advertising**

You could lose jobseekers' attention. Instead, refer job seekers to your company's website for more specific information about the advertised opportunity.

### **Don't post a full job description**

When you receive an application, you probably don't want to know the applicant's entire life story. Only the highlights are important — the same approach applies to a recruitment advertisement.

## Posting Jobs for External Applicants

Where jobs are posted and advertised is critical in determining the outcome of your recruitment campaign and the quality of applicants that you reach.

Print advertising is a costly medium that may not reach the intended audience. It has become a less effective way to post vacancies in the last few years as job seekers are more likely to turn to online locations.

To effectively select the right location to advertise, it is important to consider your audience, advertising goals and objectives. When recruiting for a senior level position or a position that would interest a large segment of the population, a national newspaper may be a good option. However, when recruiting for more specialized positions, an industry or sector website or social media outlet would be more effective.

As it is difficult for districts to stay current with the variety of posting locations available, Make a Future offers districts a simplified process through which they can take advantage of centralized market research. The following table outlines this process.

## Advertising Process with Make a Future

- Email or fax us your job posting : include addresses
- You get a checklist of advertising options including advice and recommendations on the best places to advertise for the specific position
- You check off where to post
- We post the job for you
- We collate the bills and email you an invoice
- The district collects the applications

## Recruiting Newly Graduating Students

To recruit teachers, a good option is to connect with graduating students in the education faculties across Canada. There are a number of ways to reach these graduates to let them know about your district and opportunities, including:

- Posting a job on a job board in the Faculty of Education building/office
- Determining if the university has a list serve or other system of notifying graduates electronically of vacancies
- Check social media sources to determine if there is a group Facebook account or other forum at the university where jobs can be posted
- Attend a career fair that targets these graduates.

The following table provides information about education faculties across Canada. The list is useful in that it provides contact information for universities offering education-focused career fairs.

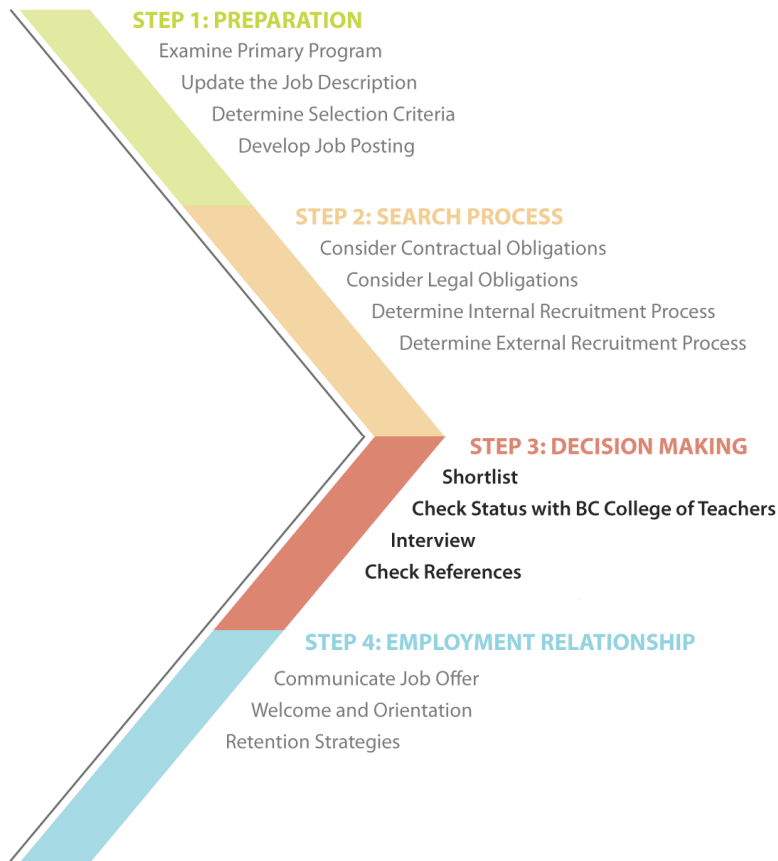
If a district intends to recruit a large number of candidates in certain more difficult to fill areas (such as French), it may be wise to target recruitment at institutions that have a strong focus on these subject areas. Also, those universities offering career fairs often have other ways of reaching candidates interested in employment and can provide additional information for your recruitment plans.

Universities with Teacher Education Programs and Career Fairs				
Province	University	Contact	Email Address	Phone Number
QC	Université du Québec en Outaouais (Gatineau)	Myriam Lagace	myriam.lagace@uqo.ca	(819) 595-3900 x1685
QC	Université de Québec a Montreal	Claire Simard	simard.claire@uqam.ca	(514) 987-3000x8936
AB	University of Calgary	Joel Wilkinson	jwwilkin@ucalgary.ca	(403) 210-7471
USA (NY)	Niagara University	Thomas Hodick	thodick@niagara.edu	(716) 286-8500
QC	Université du Québec A Trois-Rivieres	Yan Martel	yan.martel@uqtr.ca	(819) 376-5095 x2516
ON	University of Toronto	Amy Lobo	alobo@oise.utoronto.ca	(416) 923-6641 x8837
ON	York University	Eva Schilbach	ESchilbach@edu.yorku.ca	(416) 736-5009
ON	Brock University	Pauline Harley	<a href="mailto:pharley@brocku.ca">pharley@brocku.ca</a>	(905) 688-5550 x5346
ON	Queens University	Alan Travers	traversa@educ.queensu.ca	(613) 533-6201
ON	University of Ontario Institute of Technology	Anna De Grauwe	anna.degrauwe@dc-uoit.ca	(905) 721-3111 x2619
QC	Université de Montreal	Hélène Trifiro	helene.trifiro@umontreal.ca	(514) 343-6736
ON	Lakehead University	Christina Buzzi	christina.buzzi@lakeheadu.ca	(807) 343-8110
ON	University of Western Ontario	Cindy Barnes	<a href="mailto:eduwo@uwo.ca">eduwo@uwo.ca</a>	(519) 661-2111 x87153
ON	Trent University	Sue Davidson	susandavidson@trentu.ca	(705) 748-1011 x7723
AB	University of Alberta	Gail McClelland	gail.mcclelland@ualberta.ca	(780) 492-4248

ON	Laurentian University	Gabrielle Lavigne	glavigne@laurentian.ca	(705) 675-1151 x1065
AB	University of Lethbridge	Patricia Foster	edu.jobfair@uleth.ca	(403) 329-2254
ON	University of Windsor	Jo-Anne Grozelle	grozelle@uwindsor.ca	(519) 253-3000 x3825
BC	University of British Columbia	Gary Rupert	gary.rupert@ubc.ca	(604) 822-5242
SK	University of Regina	Preeti Daniels-Savio	Preeti.Daniels-Savio@uregina.ca	(306) 585-5161
SK	University of Saskatchewan	Shari Thompson	shari.thompson@usask.ca	(306) 966-6904
NB	University of New Brunswick – Fredericton	Kathi McNeil	kathim@unb.ca	(506) 453-4620
ON	Nipissing University	Lianne Gagne	lianneg@nipissingu.ca	(705) 474-3461 x4491
ON	Wilfrid Laurier	Joy Mitchell	jmitchell@wlu.ca	(519) 884-0710 x4136
QC	Université Laval	Andree Raymond	andre.raymond@spla.ulaval.ca	(418) 656-2131 x.8512
ON	Queens University - International Job Fair	Alan Travers	traversa@educ.queensu.ca	(613) 533-6201
NS	Mount St. Vincent, St.Anne, St.FX, and Acadia	Erin Tomlinson	Erin.Tomlinson@msvu.ca	
MB	University of Manitoba	Education Student Council	edexpo@cc.umanitoba.ca	(204) 474-6452 / 474-9003
QC	McGill University	Kristan Thatcher	External.edus@mail.mcgill.ca	(514) 398-7048
MB	University of Winnipeg - Presentations Only	Annabelle Mays	a.mays@uwinnipeg.ca	(204) 258-2972
QC	Concordia University	Francine Salinitri	fsalin@alcor.concordia.ca	(514) 848-2424
MB	Brandon University	Cam Symons	symonsc@brandonu.ca	(204) 571-8535
ON	Université d'Ottawa	Karina Hernandez	devedu@uottawa.ca	(613) 562-5800 x5899
ON	Nipissing University (Brantford Campus)	Kelly Wilkin	kellyw@nipissingu.ca	(519) 756-8228
PEI	University of PEI	Kylah Hennessey	khennessey@upei.ca	(902) 566-0738
NB	Université de Moncton	Corinne Fournier	saloncarriere@umoncton.ca	(506) 863-2060

# Step 3: Decision Making

This section addresses the suggested processes to follow once all applications have been received. Evaluation of the candidates must be thorough to ensure fairness and compliance with the legislative aspects of the selection process.



## Shortlist

Shortlisting is the process of deciding which potential job candidates will be interviewed. Since it is generally most effective to interview only three or four candidates for a particular position, you will need to screen all applicants and create a shortlist of those who best meet your selection criteria.

It is good practice to use a screening rating system to evaluate each candidate against your selection criteria. This system would group applicants into three categories.

- will interview
- will only interview after interviewing all top-rated candidates, and
- will not interview.

It is important to ensure that you have recorded any information about shortlisted candidates so that information is accessible at a future time if needed. There may be cases where a candidate may challenge your decision or re-applies, and records of why and how a decision was made are crucial in these circumstances. The following form is a suggested template districts may use in this process.

# CONFIDENTIAL

<b>APPLICANT</b>		<b>APPLICATION DATE</b>
<b>AREA OF TEACHING</b> Subject Areas:		
<b>BCCT</b> Pending <input type="checkbox"/> Received <input type="checkbox"/>		<b>TQS</b> Pending <input type="checkbox"/> Received <input type="checkbox"/> Cat ____
<b>ADDITIONAL SKILLS</b>		
<b>DOCUMENTS TO REVIEW</b>		
<b>UNIVERSITY DEGREES &amp; TRANSCRIPTS</b>	Strong	
	Average	
	Weak	
<b>TEACHING REPORTS</b>	Exceptional	
	Strong	
	Average	
	Areas for growth	
	Weak	
<b>REFERENCES</b>	Exceptional	
	Strong	
	Satisfactory	
	Areas for growth	
	Unsatisfactory	
<b>SHORTLISTING CRITERIA</b>		
<b>CRITERIA</b>	<b>COMMENTS</b>	
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		
<b>ADDITIONAL SHORTLISTING COMMENTS</b> (E.g., interests, previous experiences, other languages spoken, etc.)		
<b>INTERVIEW</b> Yes <input type="checkbox"/> No <input type="checkbox"/>	<b>EVALUATOR</b>	<b>DATE</b>

## Check Status With BC College of Teachers

An important step in hiring any external candidate to the district is to check their status with the BC College of Teachers. It is important to review the résumé/application form and compare to the history listed in the employer section of the BC College of Teachers' website.

Module 4 Resources of this toolkit contains the *BC College of Teachers Employers' Area User Manual*. This manual outlines how to login to the employers' section and verify the status of prospective employees. For more information about this important step in the hiring process, please contact the BC College of Teachers or staff at Make a Future.

## Interview

An interview is a formal, in-depth conversation conducted to evaluate a candidate's competency for the particular position. A behavioural interview is widely considered the most accurate type of selection interview. It is based on the understanding that past behaviour is the best way to predict future behaviour — if someone has shown themselves to be an excellent team player or leader in the past, for example, they will be more likely to act this way in the future.

There are many steps involved in planning, conducting and evaluating a successful behavioural interview:

- Interviewing as a team instead of a single interviewer format
- Ensuring those interviewing are trained in the process
- Preparing questions corresponding to the selection criteria developed for the position
- Preparing questions that elicit specific examples from past work experience
- Developing an interview guide and rating scale so each candidate can be consistently and fairly evaluated
- Reaching consensus on which candidate is best suited.

For more information about this process, refer to the Make a Future – Careers in BC Education website. The employer section of the website provides detailed information about all stages of the interview process.

The following checklist summarizes some of the information to consider in order to conduct successful behavioural interviews. A workshop on this topic is also available through *Make a Future – Careers in BC Education*.

## Team Interview Checklist

### Setting the tone

- Decide in advance who will be the chair of the interview panel
- Ask rapport building questions to welcome and put the candidate at ease
- Introduce the team members and explain who they are
- Discuss who will be asking questions and who will be note-taking
- Advise that questions may be clarified or repeated if the candidate makes the request
- Advise that the candidate will have an opportunity at the end of the interview to add information or ask questions
- Ask if the candidate has any questions about the process

### Questions and interview form

- Use behavioural-based questions
- Use probing versus leading questions
- Use interview form to rate candidate's past work performance
- Use the same general questions for each candidate to ensure everyone is being measured against the same criteria (probing questions may differ)

### At the end of the interview

- Ask if candidates have anything to add or if they have questions
- Explain when and how candidates will be notified

### At the end of the interview day

- Team will come to a consensus on which candidates will be recommended to proceed in the process based on candidates' scores on the predetermined rating scale.
- Record relevant information on confidential form

## Suggested Interview Questions

The following is a list of suggested interview questions districts may modify to suit their needs in the interviewing of external full day kindergarten teachers. Depending on post and fill language in the local collective agreement, certain districts may also use this as a guide in development of questions for the internal process.

Supporting Intellectual Development		
Teacher Competency	Selection Criteria	Interview Questions
The teacher's ability to support children's intellectual development	<p>The teacher demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>▪ Understand curriculum and intended learning outcomes</li> <li>▪ Incorporate language, numeracy, and symbols into their daily planning</li> <li>▪ Convey knowledge of a variety of instructional approaches to language and numeracy instruction</li> <li>▪ Plan with students in mind</li> <li>▪ Understand how student-initiated play supports student development and learning.</li> <li>▪ Understand the importance of play in early learning theory</li> </ul>	<ul style="list-style-type: none"> <li>▪ Please describe for us how you organize your long range plans. Do you generally plan by week? Month? Describe that process to us.</li> <li>▪ Tell us about a successful unit or series of activities that you planned. What steps did you follow in the planning of the unit and creating activities to address the learning outcomes? <ul style="list-style-type: none"> <li>• <b>Probing questions you may need to ask if more information is needed:</b> <ul style="list-style-type: none"> <li>○ We would like to understand more about the process you used to incorporate the curriculum into your unit or activity. Please expand.</li> </ul> </li> <li>• Describe for us the instructional approaches you have used to meet the needs of a range of students in developing oral language fluency.</li> </ul> </li> <li>▪ Describe instructional strategies you have used that you have found most effective in addressing numeracy skills in your teaching. What informed your development of these strategies?</li> <li>▪ Give an example of how you used student-initiated play to support learning outcome(s). Explain a time when you observed student-initiated play supporting a student's development and learning.</li> </ul>
	<p>The teacher demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>▪ Use a variety of effective instructional strategies</li> <li>▪ Use student-centred instructional strategies</li> <li>▪ Understand the need to accommodate different learning styles</li> </ul>	<ul style="list-style-type: none"> <li>▪ Imagine a learning activity that went especially well; a situation that made you proud to be a teacher. Describe exactly what you and your students did that day. <ul style="list-style-type: none"> <li>• <b>Probing questions you may need to ask if more information is needed:</b> <ul style="list-style-type: none"> <li>○ How did the activity unfold?</li> <li>○ Describe what the students were doing and how they responded?</li> <li>○ Tell us why you think it went so well.</li> </ul> </li> </ul> </li> </ul>

## Emotional and Social Development

Teacher Competency	Selection Criteria	Interview Questions
<p>The teacher's ability to support children's emotional and social development</p>	<p>The teacher demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>▪ Establish and maintain positive and respectful relationships with young students</li> <li>▪ Understand students' needs and cognitive abilities at this early development stage</li> <li>▪ Connect students' prior knowledge, life experience, and interests</li> <li>▪ Create routines and structures that encourage students to express their emotions, thoughts and views in a respectful way</li> <li>▪ Implement student centred and group activities where students can share, cooperate and learn from each other</li> <li>▪ Give encouragement to students functioning at varying levels and responding them in ways that better assist them in learning and accomplishing tasks</li> </ul>	<ul style="list-style-type: none"> <li>▪ Please think back to the beginning of your time with a group of students. Please provide specific examples of ways in which you established rapport with students in your class. <ul style="list-style-type: none"> <li><b>Probing questions you may need to ask if more information is needed:</b> <ul style="list-style-type: none"> <li>○ Describe the nature of the students and what you did to: <ul style="list-style-type: none"> <li>- communicate with them;</li> <li>- get to know them</li> </ul> </li> </ul> </li> </ul> </li> <li>▪ Kindergarten children come to school at various stages of social and emotional development. Please describe how you communicated your expectations of their behaviour? <ul style="list-style-type: none"> <li><b>Probing questions you may need to ask if more information is needed:</b> <ul style="list-style-type: none"> <li>○ Obviously, kindergarten students need a unique way to understand routines. Tell us more about what you did in your class to do this.</li> <li>○ How would communication of expectations in other grade levels differ from the way you might establish this in kindergarten?</li> </ul> </li> </ul> </li> <li>▪ Provide examples of ways in which you connected students' experiences at home or the community to learning in your class.</li> <li>▪ Describe activities you have used to support children to develop cooperation and shared learning experiences.</li> <li>▪ Tell us about an experience that you had when you noticed that a student was not meeting the intended learning outcomes or did not respond to the lesson the way you hoped. Describe situation and tell us how you addressed it.</li> </ul>

## Supporting Social Responsibility

Teacher Competency	Selection Criteria	Interview Questions
The teacher's ability to support children in building their sense of social responsibility	The teacher demonstrates the ability to: <ul style="list-style-type: none"> <li>▪ Be sensitive to the importance of diversity issues</li> <li>▪ Provide diversity emphasis in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>▪ The student population within this school district is diverse in terms of cultural background and socio-economic status. Please share with us an example of a strategy where you specifically honoured these diversities</li> <li>▪ Please provide us with examples of your experience teaching Aboriginal children. Give us an example of a situation where you adapted your instructional approach to make your class more culturally friendly to them.</li> <li>▪ Provide us with an example when you observed intolerance or disrespectful behaviour among students themselves. Describe the situation and how you addressed it.</li> </ul>
	The teacher demonstrates the ability to: <ul style="list-style-type: none"> <li>▪ Establish a climate in the classroom that promotes fairness and respect</li> <li>▪ Establish and maintain standards for student behaviour</li> <li>▪ Use proactive strategies to limit misbehaviours</li> <li>▪ Use a problem solving approach to management that incorporates escalating consequences, sound judgment, and fairness</li> </ul>	<ul style="list-style-type: none"> <li>▪ No matter how experienced we are as teachers, there will always be a situation that challenges our classroom management skills. We would like you to think back to one of those experiences and describe what happened.                             <ul style="list-style-type: none"> <li>○ What behaviour was being displayed?</li> <li>○ What did you do to address it?</li> </ul> </li> <li>▪ What might you do differently now that you reflect? Is there anything you learned from the experience that you would like to share with us?</li> </ul>
	The teacher demonstrates the ability to: <ul style="list-style-type: none"> <li>▪ Create appropriate and respectful routines and structures for students of this age group</li> </ul>	<ul style="list-style-type: none"> <li>▪ Describe how you plan for and organize time and transitions in your instructional activities.                             <ul style="list-style-type: none"> <li>○ Provide an example of a transition that went well. What did that look like?</li> </ul> </li> <li>▪ Describe for us a time when transition to a new activity didn't go well. What was going on in the classroom?                             <ul style="list-style-type: none"> <li>○ Upon reflection, was there anything that you might do differently?</li> </ul> </li> </ul>
	The teacher demonstrates the ability to: <ul style="list-style-type: none"> <li>▪ Make connections with the child's home and community environment</li> </ul>	<ul style="list-style-type: none"> <li>▪ Please describe ways in which you connected the parents and the community to your classroom instruction.</li> </ul>

## Supporting Aesthetic and Artistic Development

Teacher Competency	Selection Criteria	Interview Questions
<p>The teacher's ability to support children's aesthetic and artistic development</p>	<p>The teacher demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>▪ Understand play-based learning and its importance</li> <li>▪ Plan and implement classroom routines that support play based learning</li> <li>▪ Understand and explain the importance of explorative play and students' engagement in artistic activities</li> <li>▪ Provide opportunities for students to learn through art, music, dance, visuals or drama</li> </ul>	<ul style="list-style-type: none"> <li>▪ Provide specific examples of ways in which children are engaged in exploration and creativity is fostered in your classroom.</li> </ul> <p><b><i>Probing questions you may need to ask if more information is needed:</i></b></p> <ul style="list-style-type: none"> <li>○ Tell us more about why you chose those activities.</li> <li>▪ Of all the learning or play centres in your classroom, which would you choose as your favourite or of which you were most proud? Please explain why you think it was successful?</li> </ul>

Fostering Physical Development and Well-Being		
Teacher Competency	Selection Criteria	Interview Questions
The teacher's ability to foster children's sense of physical development and well-being	<p>The teacher demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>▪ Understand the importance of integrating both fine and gross motor skills in instructional planning</li> <li>▪ Integrate physical movement with students' learning across the curriculum</li> <li>▪ Plan and organize a variety of activities that include large and small muscles and involve physical movement</li> <li>▪ Provide activities and experiences for children to learn and practice safety</li> </ul>	<ul style="list-style-type: none"> <li>▪ We were unable to have the chance to visit your classroom/program but would like to get a sense of what it looks like in your classroom. Please describe what we would have seen if we had had the chance to visit: <ul style="list-style-type: none"> <li>○ How did you organize the space?</li> <li>○ What materials are available to support fine and gross motor development?</li> <li>○ What was your rationale for the way you set up the learning environment?</li> <li>○ What activities and experiences are offered for children to learn and practice safety</li> </ul> </li> </ul>

Assessment		
Teacher Competency	Selection Criteria	Interview Questions
The teacher's ability to assess student progress	<p>The teacher demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>▪ Understand the relationship between learning objectives and assessment</li> <li>▪ Effectively assess students to inform the instructional process</li> <li>▪ Organize and maintain efficient and effective systems to observe students</li> </ul>	<ul style="list-style-type: none"> <li>▪ Provide us specific examples of how you have assessed student progress.</li> <li>▪ Please give us an example of how an assessment of a child informed your approach with him/her? <ul style="list-style-type: none"> <li>○ What methods have you found useful in documenting observations of student learning?</li> <li>○ How did it affect your planning for instruction?</li> </ul> </li> </ul>

Communication Skills		
Teacher Competency	Selection Criteria	Interview Questions
The teacher's ability to communicate effectively	<p>The teacher demonstrates:</p> <ul style="list-style-type: none"> <li>Utilization of strong and respectful communication skills</li> <li>The ability to articulate answers clearly, providing well thought out and logically organized responses</li> <li>Attentive and responsive listening skills.</li> </ul>	<p>Tell us about the most difficult parent meeting you have had. What unfolded at this meeting? Describe the events and how you addressed the issues.</p> <p>Give several examples of different methods that you use to communicate with parents.</p>

Collaboration and Professionalism		
Teacher Competency	Selection Criteria	Interview Questions
The teacher's ability to collaborate effectively and demonstrate professionalism	<p>The teacher demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>Articulate the professional responsibilities of an educator</li> <li>Reflect on their teaching practice</li> <li>Understand the dynamics of staff relationships</li> <li>Contribute to an environment of collaboration</li> <li>See their role as involved in the overall school program, assisting with school-wide activities</li> <li>Understand the role of parents as active partners in their child's education</li> </ul>	<ul style="list-style-type: none"> <li>Provide us an example of a recent project or initiative where you had to work with colleagues and/or school administrators. Please share with us what this project was and how you worked together to accomplish the task.</li> <li>How do you define the term "school culture"? What does this mean to you? How have you contributed to the establishment of school culture?  (For the inexperienced teacher)...Please provide some observations of incidents/ behaviours that you consider contributed to either positive or negative school culture.</li> </ul>

## Interview Form

Following is a sample interview form that the district may wish to adapt to match its specific criteria and/or questions.

## CONFIDENTIAL: Interview Comments

APPLICANT		DATE OF INTERVIEW	
OBSERVATIONS IN RESPONSE TO QUESTIONS ASKED			
<b>INTELLECTUAL DEVELOPMENT</b>	Did the teacher display evidence of the ability to: <ul style="list-style-type: none"> <li>▪ Understand the curriculum and intended learning outcomes</li> <li>▪ Understand the need to accommodate different learning styles?</li> <li>▪ Demonstrate knowledge of a variety of instructional approaches to language and numeracy instruction?</li> <li>▪ Connect students' prior knowledge, life experience, and interests</li> <li>▪ Incorporate language, numeracy, and symbols into their daily planning?</li> </ul>		<input type="checkbox"/> Strong <input type="checkbox"/> Average <input type="checkbox"/> Weak
<b>SOCIAL RESPONSIBILITY DEVELOPMENT</b>	Did the teacher display evidence of the ability to: <ul style="list-style-type: none"> <li>▪ Include families as an integral part of the learning process?</li> <li>▪ Access community resources, speakers, field trips, etc.?</li> <li>▪ Create communication systems with the family and larger community?</li> <li>▪ Be sensitive to the importance of diversity issues?</li> <li>▪ Establish a climate in the classroom that promotes fairness and respect?</li> <li>▪ Establish and maintain standards for student behavior?</li> <li>▪ Use proactive strategies to limit misbehaviours?</li> </ul>		<input type="checkbox"/> Strong <input type="checkbox"/> Average <input type="checkbox"/> Weak
<b>AESTHETIC AND ARTISTIC DEVELOPMENT</b>	Did the teacher display evidence of the ability to: <ul style="list-style-type: none"> <li>▪ Plan and implement classroom routines that support student learning and play- based learning?</li> <li>▪ Use student-centred instructional strategies?</li> <li>▪ Make connections with the child's home environment?</li> <li>▪ Understand the importance of explorative play and students' engagement in artistic activities?</li> </ul>		<input type="checkbox"/> Strong <input type="checkbox"/> Average <input type="checkbox"/> Weak
<b>PHYSICAL DEVELOPMENT</b>	Did the teacher display evidence of the ability to: <ul style="list-style-type: none"> <li>▪ Establish positive relationships with students?</li> </ul>		<input type="checkbox"/> Strong

<b>AND WELL-BEING</b>	<ul style="list-style-type: none"> <li>▪ Be clear about and easily establish expectations for routines and behaviour so they are easily understandable for students this age?</li> <li>▪ Create appropriate routines and structures for students of this age group?</li> <li>▪ Create opportunities to support physical development and activity</li> <li>▪ Connect to students' prior knowledge?</li> </ul>		<input type="checkbox"/> Average <input type="checkbox"/> Weak
<b>ASSESSMENT</b>	<p>Did the teacher display evidence of the ability to:</p> <ul style="list-style-type: none"> <li>▪ Understand the relationship between learning objectives and assessment?</li> <li>▪ Utilize assessment of students to inform the instructional process?</li> <li>▪ Utilize efficient and effective systems to observe students?</li> </ul>		<input type="checkbox"/> Strong <input type="checkbox"/> Average <input type="checkbox"/> Weak
<b>COMMUNICATION SKILLS; COLLABORATION/ PROFESSIONALISM</b>	<p>Did the teacher display evidence of the ability to:</p> <ul style="list-style-type: none"> <li>▪ Articulate answers clearly, providing well thought out and logically organized responses?</li> <li>▪ Be an attentive and responsive listener?</li> <li>▪ Articulate the professional responsibilities of an educator?</li> <li>▪ Contribute to an environment of collaboration?</li> <li>▪ Reflect on his/her teaching practice?</li> </ul>		<input type="checkbox"/> Strong <input type="checkbox"/> Average <input type="checkbox"/> Weak
<b>ADDITIONAL COMMENTS AND OBSERVATIONS</b>			
<b>HIRE</b>  Yes <input type="checkbox"/> No <input type="checkbox"/>	<b>INTERVIEWER</b>	<b>DATE</b>	

## Check References

Reference and background checks on the candidates are critical to obtain more information about the candidates — thorough processes should be undertaken before making a job offer. These checks will support or refute the knowledge you gathered during the interview process, and can assist in:

- Verifying information provided by the candidate
- Affirming your gut feelings about the candidate
- Obtaining more information about
  - Incidents or situations discussed during the interview
  - Job-related difficulties such as substance dependency
  - excessive absenteeism and poor work standards
- Protecting the district against negligent or wrongful-hiring lawsuits.

Generally, you will conduct a reference check only for the person that you have identified as the most suitable candidate for the position. If the references are acceptable and you plan to make a job offer to the candidate, you do not need to conduct background checks on the other candidates. For some internal competitions, however, you may need to conduct reference checks for all shortlisted candidates. As mentioned throughout this toolkit, it is important to ensure compliance with collective agreement provisions related to steps in the selection process.

When checking references, remember some key points:

- Ensure you ask the referee if the answers they are providing are to be kept in confidence or if they can be shared with the applicant if they ask at a later date.
- Ask only questions that are directly related to the job. Record responses on a form marked “confidential” and maintain the responses for 12 months.
- Ensure questions are in compliance with human rights legislation.

The following form has been developed to assist in this process. This form is a guide that should be adapted to suit the needs and criteria as identified by the district.

***Suggested Behavioural Reference Check Format***

Date: \_\_\_\_\_ Time: \_\_\_\_\_ Interviewer: \_\_\_\_\_

Candidate's Name: \_\_\_\_\_

Person Contacted: \_\_\_\_\_ Phone: \_\_\_\_\_

Position of Contact: \_\_\_\_\_

Relationship of Contact to Candidate: \_\_\_\_\_

1. Introduce yourself and explain the purpose of your call.

*Suggestion: "Hello, Mr./Ms \_\_\_\_\_ (Referee). My name is \_\_\_\_\_ of \_\_\_\_\_. Mr./Ms. \_\_\_\_\_ (Candidate) has applied for the position of \_\_\_\_\_ with School District \_\_\_\_\_. Mr./Ms \_\_\_\_\_ has told us you were his/her supervisor and has authorized me to speak with you to obtain past performance information about him/her. My call will take about 15 minutes. Is this a good time for you, or would you prefer I call back at a more convenient time?"*

2. The candidate has agreed that all references will be received in confidence. Do you wish to provide this reference to me in confidence? Yes \_\_\_ No \_\_\_

3. Confirm with the referee the factual information that the candidate has given you — position held, length of service, dates of employment, reason for leaving, major responsibilities/accountabilities, relationship to referee, and so on.

4. Ask behavioural-based questions related to the selection criteria chosen by the selection committee. Record the responses according to the criteria the question is addressing.

5. Ask any additional questions not directly related to the criteria such as the following. Record the responses.

- Q1. "Were there any performance areas that you would have liked him/her to have completed at a higher level?" Please comment.
- Q2. "Would you re-hire this person?" (If they respond "No," be sure to ask why.)
- Q3. "Do you have any other job-related information about this person that you think would be important for me to know?"

6. Close the interview.

*Suggestion: "Thank you very much for your information. I can assure you it will be treated discreetly and confidentially."*

7. Evaluate the background check:

- Information obtained would indicate no problems and corroborates the interview information and ratings.
- Information is vague, generalized, inconsistent, or inconclusive. More referees need to be contacted.
- Information indicates definite problems with certain evaluation criteria.
- Contact would not provide any information about the selection criteria.

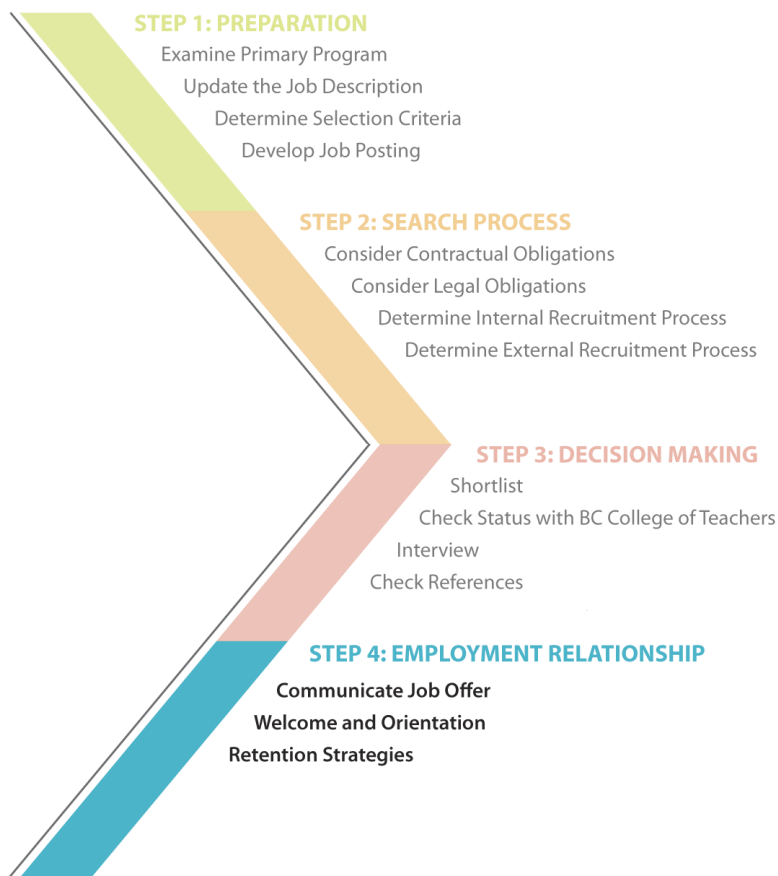
Recommendation: \_\_\_\_\_

Overall percentage rating if behavioural reference and check are to be integrated with other assessment components in the process: \_\_\_\_\_%

# Step 4: Employment Relationship

Once consensus among the members of the hiring team has been reached, there are still a number of steps to follow to ensure that the process is completed thoroughly:

- Communicate the job offer
- Welcome and orient the employee
- Consider retention issues.



## Communicate the Job Offer

The final stage in the selection process is to contact the successful candidate and make the job offer. Usually the offer is delivered verbally and confirmed in writing. The written offer should also include a date by which the candidate must accept or reject the offer of employment.

If you have decided to inform unsuccessful candidates, wait until the selected candidate has accepted the job offer. If your top-ranked candidate does not accept the position, you can then offer the job to the next-ranked candidate on your list.

It is best to contact unsuccessful candidates by phone. Simply tell them that another candidate more closely matched the selection criteria for the position and thank them for taking the time to apply.

The following letter is provided as a sample only and should be amended to reflect the district's specific circumstances.

<p><i>Date</i></p> <p><i>Name</i> <i>Street Address</i> <i>City, Province, Postal Code</i></p> <p><i>Dear Name:</i></p> <p><i>Further to our telephone conversation, this letter confirms our offer of employment to you and your verbal acceptance of our offer. The position, as discussed in the interview, is as _____. As agreed, your salary at commencement of employment will be \$_____.</i></p> <p><i>In order to facilitate the transition to your employment with us, I have included some information that will assist you in planning your first day at _____.</i></p> <ul style="list-style-type: none"><li>▪ <i>Your first day of employment, as agreed, will be _____. As discussed, we will expect your arrival at ___ a.m.</i></li><li>▪ <i>Parking: If you drive to work, please park in the building's parking lot at _____. When you arrive at the office, we will provide you with the necessary keys and/or security cards required to access employer property.</i></li><li>▪ <i>We have scheduled a meeting for you with _____, at ___ a.m. He/she will be assisting with your orientation to the school district.</i></li></ul> <p><i>To welcome you to the district, we invite you to join us for lunch on your first day.</i></p> <p><i>(Name), upon your review of this letter and enclosures, please call me at _____ for further clarification and/or confirmation of your acceptance of this offer. We are very much looking forward to having you join the school district team!</i></p> <p><i>Yours truly,</i></p> <p><i>Name, Title</i></p>
---

## Welcome and Orientation

A common mistake is to consider the job offer letter being sent as the final step of the process. One of the most important parts of the process is the welcoming. Considering the amount of time and resources taken to find and appropriately select a new employee, a district will want to ensure that the individual chooses to stay.

A crucial step is the welcome and orientation. If a teacher is better oriented, they are more likely to have a successful beginning to their assignment and have a more positive feeling about their employment relationship with the district.

The following checklist provides some tips and other considerations when hiring a new teacher into a district:

Employee Orientation Checklist	
<b>Pre-arrival</b>	
<input type="checkbox"/>	Call new employee to confirm start date, time, and location
<input type="checkbox"/>	Gather vital reference materials and prepare work area <ul style="list-style-type: none"><li><input type="checkbox"/> Basic supplies</li><li><input type="checkbox"/> Keys or access cards</li><li><input type="checkbox"/> Staff lists</li><li><input type="checkbox"/> Email account information and instructions</li><li><input type="checkbox"/> School policies and communication flow in the school</li></ul>
<input type="checkbox"/>	Ensure all administrative forms are prepared and ready to be completed <ul style="list-style-type: none"><li><input type="checkbox"/> Payroll and benefits</li><li><input type="checkbox"/> Emergency contacts</li><li><input type="checkbox"/> Internet use agreement</li></ul>
<input type="checkbox"/>	Ensure computer access, if available, is set-up
<input type="checkbox"/>	Ensure email account, if available, with password is set-up
<input type="checkbox"/>	Assemble new employee package <ul style="list-style-type: none"><li><input type="checkbox"/> Copy of job description</li><li><input type="checkbox"/> Board structure, organization chart, and all policies, etc.</li></ul>
<input type="checkbox"/>	Schedule training and/or orientation session(s) with key staff members <ul style="list-style-type: none"><li><input type="checkbox"/> Create a plan of action for the first day</li></ul>

## First day and week

- Operational: Site orientation of
  - Staff room — use and expectations
  - Library — protocol, audio-visual resources (booking media and AV equipment)
  - Supplies and photocopiers — protocol and resource allocation
  - School and/or other resource personnel — secretaries, department heads, administrators, educational assistants, etc.
  - Rooms for music, art, physical education and computer labs — booking procedures
  - First aid — supplies, Epi-pens, student concerns
  - Keys and security — after-school access

- Communication
  - Staff/district policy manual(s) and code of conduct
  - Review job description, key duties and initial job expectations
  - Occupational Health and Safety detailed review
    - School safety plan
    - WHMIS
    - Accident forms
    - Medication procedures
    - Fire drills and emergency procedures
  - Critical incident response information and protocol
  - Attendance/absence procedures
  - Staff/department meeting schedules
  - Assembly schedules
  - Phone, fax, mailbox instructions
  - School calendar and daily school routines
  - Classroom budget, money collection and deposit forms

## Retention Strategies

Research suggests that turnover of teachers in the first few years in their career is as high as 40%. To improve the rate of retention and the employee's success in the role, it is important to ensure the employee feels professionally supported.

A key factor is provision of a strong professional development process. In addition to structures that may already exist for professional support in a district, the following summarizes professional development available for teachers new to the full day kindergarten role. A number of education partner groups in British Columbia have identified a need for this support in the province and consequently, developed a variety of opportunities for teachers. It is anticipated that with growth in the learning programs across Canada, professional development offerings will also increase.

Support for Teachers New to the Full Day Kindergarten Role	
BC Primary Teachers' Association <a href="http://www.bcpta.ca">www.bcpta.ca</a>	Variety of opportunities including: <ul style="list-style-type: none"> <li>▪ Kindergarten Conference August 27, 2010</li> <li>▪ Primary Leadership Conference August 27, 2010</li> </ul>
Mentoring	Many districts have local mentorship programs in place
BC Teachers' Federation <a href="http://www.bctf.ca/IssuesInEducation.aspx?id=14026">www.bctf.ca/IssuesInEducation.aspx?id=14026</a>	A variety of programs including mentoring and professional conversations.
Early Childhood Educators of BC <a href="http://www.ecebc.ca">www.ecebc.ca</a>	39 <sup>th</sup> Annual Conference May 27, 28, 29, 2010 Sheraton Vancouver Airport Hotel
In addition to the above opportunities, the BC Principals' and Vice-Principals' Association has created a provincial early learning network of principals and vice-principals to support the implementation of designated early learning programs in the province, established the District Contact Network for Early Learning, and is also planning to establish a group of early learning researchers to document and support promising practices in the emerging full day kindergarten program.	

Many BC universities, through their faculties of education, have made the following plans to support the implementation of full day kindergarten across the province. While there may be additions to these initial offerings, the opportunities planned to date should be of substantial benefit to teachers and school districts. The universities should be contacted directly for further information.

Early Childhood Program Offerings: BC Faculties of Education	
Institution/Contact	Plans
University of BC, Okanagan Robert Campbell, Dean (250) 807-9170 <a href="mailto:Robert.campbell@ubc.ca">Robert.campbell@ubc.ca</a> <a href="http://www.ubc.ca/okanagan">www.ubc.ca/okanagan</a>	A post-baccalaureate certificate/diploma with a focus on Early Learning (covering full day kindergarten) will be offered. The UBC-Okanagan Summer Institute in Education will include sessions on both full day kindergarten and Early Learning.
Trinity Western University Harro Van Brummelen – Acting Dean (250) 513-2105 <a href="mailto:vanbrumm@twu.ca">vanbrumm@twu.ca</a> <a href="http://www.twu.ca/education">www.twu.ca/education</a>	Considering offer of a credit course either in the summer of 2010 or in the 2010-2011 school year supporting full day kindergarten implementation.
Vancouver Island University Harry Janzen, Dean (250) 740-6220 <a href="mailto:janzenh@mala.bc.ca">janzenh@mala.bc.ca</a> <a href="http://www.viu.ca/education">www.viu.ca/education</a>	Cooperative in-service plans to work with area school districts focusing on existing teachers during the 2010-2011 school year. Potential for post-degree certificate program in future. Looking at ways to increase ECE components of existing degree program. Willing to consider in-service programming for other school districts on a request basis. Direct entry of ECE diploma holders into year three of the B. Ed program.
Simon Fraser University Kris Magnusson, Dean (778) 782-3148 <a href="mailto:kris_magnusson@sfu.ca">kris_magnusson@sfu.ca</a> <a href="http://www.educ.sfu.ca">www.educ.sfu.ca</a>	Field programs offer in-service courses on the implementation of full day kindergarten. A number of courses focusing on early learning and early childhood education are available for pre-service teachers. Some of the K–7 modules provide a focus for students wishing to work with children ages three to eight.
University of British Columbia Rob Tierney, Dean (604) 822-5211 <a href="mailto:Rob.tierney@ubc.ca">Rob.tierney@ubc.ca</a> <a href="http://www.educ.ubc.ca/teacher_ed">www.educ.ubc.ca/teacher_ed</a>	New Institute for Early Childhood Education and Research (IECER) 15-credit kindergarten certificate program. Also two kindergarten courses for online delivery with an additional to follow in January. Summer session courses on campus pending enrolment. BA and MEd in ECE to be offered in 2010. Early Years diploma program to continue.  Numerous specialty course offerings with an ECE focus in place and expanding.

# Module 4

## *Resources*



**[BC College of Teachers Employers' Area User Manual, August 2009](#)**

**[http://www.makeafuture.ca/fileadmin/user\\_upload/enewsletters/attachments/EmployersAreaUserManual.pdf](http://www.makeafuture.ca/fileadmin/user_upload/enewsletters/attachments/EmployersAreaUserManual.pdf)**

***Making Linkages: How the British Columbia Early Learning Framework Links to the Primary Program: A Framework for Teaching, May 2009***

**[http://www.bced.gov.bc.ca/early\\_learning/pdfs/making\\_linkages.pdf](http://www.bced.gov.bc.ca/early_learning/pdfs/making_linkages.pdf)**