

LANGLEY TEACHERS' ASSOCIATION SCHOOL DISTRICT#35

JOB SHARE BOOKLET



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Job Share Considerations

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Job Share Considerations

Before you sign the request to job share, there are some things every job share team should discuss. By communicating and deciding how to handle the following items, you can have a positive job share experience.

Curriculum & Schedule

1. **Who is Teaching What?** This is important to establish. Having a schedule and knowing who is teaching what - gives both the students and the teachers consistency, which can prevent unnecessary stress and confusion. Sharing subjects can be done successfully when responsibilities are clearly defined. Things to consider include deciding who is responsible for planning, assessment, supporting student work, and reporting. At times, there may be the need to continue lessons previously initiated by the other teacher – depending on what is best for students. Good planning and communication is important.
2. **How will you share curriculum?** In some circumstances it may make sense to share subjects. For example, certain subjects such as reading, writing and numeracy could be taught every day. Both job share teachers may have to teach lessons in these areas so that students receive adequate attention. It is recommended that teachers are familiar with the district's focus on literacy and numeracy in order to meet the needs of students. Depending on the circumstances, avoid reading instruction that only happens three days a week, or numeracy on two days a week.
3. Write your long-term plans together. Use each other's strengths and interests when deciding on the division of responsibilities.

Professional autonomy / Interpersonal Relationships

1. Understand and be respectful that each teacher has professional autonomy. This includes how they teach and manage the class. Teachers have their own style. It is important that students understand and respect the individual teaching methods of each teacher. Make sure to communicate, however. Students that have two teachers can benefit from formulating consistent basic routines and expectations that are the same for both teachers. This will go a long way to creating security and predictability for students. This also may be something that is created with the students' input.
2. Update each other often. Good communication between teachers will prevent problems from escalating. Remember, you can be each other's strongest support. Immediately discuss and resolve concerns before they become a greater issue.
3. Discuss your plan for events such as parent/teacher night and after school/evening concerts.
4. Remain professional in all of your conduct and conversations about each other, about students, parents, and with other staff members.

Classroom management / Student Concerns

1. Decide on your classroom management style. Consider the following:
 - What are your classroom expectations for behaviour?
 - i. students will experience confusion and frustration if you have different expectations – it will make for a difficult year for you and the students if you all have different expectations.
 - How will you respond to inappropriate behaviour?
 - i. Will you use restorative action?

- ii. Will you apply consequences? If so, what will they be?
 - iii. How will you record keep behaviours to determine frequency and intensity from week to week?
 - * How will you share this information with each other, so behaviours don't continue?
 - iv. How and when will you communicate behaviours to parents?
 - * Will you call/email on the same day or wait for several incidents to take place before calling home?
 - * Will you be simply informing parents about what happened, or will you be bringing them on board to work with you to support student learning?
2. How will you plan/differentiate appropriate lessons together to support students with special needs?
 - What will your Tier One Interventions be in the classroom to support all students?
 - How will you share student information, data collection, information from the parents of students with special needs, with each other.

Communication with Parents

1. At the beginning of the year, send a notice home to parents letting them know what days each teacher is working and let them know which teacher is responsible for which tasks.
2. Establish a way that you will ensure that each teacher is informed of emails and calls received by parents. Be one voice to the parents.
3. How will you communicate information about homework and projects to students and parents?
 - For example: You hand out a science assignment on Wednesday that is due the following Monday. On Friday, a parent asks your job share partner if they have the criteria sheet or a question about the science project. Can your job share partner answer the question? Will your students and parents go home on the weekend understanding the project or will they be frustrated?

Assessment

1. How will you be assessing student learning?
 - Which Formative and Summative assessment strategies will you use?
 - i. Decide on your assessment methods, criteria, expectations, timelines.
 - ii. Decide on your record keeping
 - iii. Decide on your communication of marks to students and parents
2. Establish clear guidelines for report cards and share the responsibility of writing report card comments.

Shared Physical Space

1. Housekeeping Items
 - Decide on material/equipment storage
Ask before removing Bulletin Board displays and putting up your own
 - Decide on student routines for personal items (coats, boots, back packs, skateboards, etc...)
 - Decide on student use of cell phones, iPods, headphones, etc...
 - Decide who will maintain the class website, newsletters, window notes, etc....
Always leave the whiteboards clean and the classroom neat and tidy

Other things to consider

1. Each teacher may be required to do supervision for up to 15 minutes per week.
2. Teachers teaching over 0.375 will receive prep time based on their FTE.
Example: 0.80 receives 88 minutes of prep time per week.
3. Job Postings: as per article C.25.8, job sharing employees may transfer as a job-sharing unit. Prior to entering a job share partnership please be open about the desire to look for other job opportunities prior to August 15th.
 - If the teacher who 'owns' the position posts into a new school, will the partner be ok with moving schools and potentially grades? If the owner of the position moves to a new school, the job share partner moves with them as a unit.
 - If the job share partner is ultimately interested in full time work, as a courtesy, they should let the other teacher know there's a chance they will post out and the owner of the work will have to find a new partner.

Add your own items to consider:

ARTICLE B.29 PART-TIME TEACHERS BENEFITS

1. A regular part-time teacher is defined as a teacher who has a letter of appointment to this District to teach less than one hundred (100) percent of full-time.
2. A regular part-time teacher is to be paid on a pro-rata basis equal to the percent of the time appointed.
3. Regular part-time teachers, who have a letter of appointment to forty (40) percent or more of full-time, shall be eligible to receive benefits under Article B.11 Benefits of this agreement on the same basis as full-time employees.
Participation for regular part-time teachers, whose appointment is less than forty (40) percent of full-time, shall be optional. The Board's portion of benefit premiums shall be pro-rated to percentage of appointment.
4. Regular part-time teachers who have taught in this District for a period equivalent to ten (10) months shall be eligible for a salary increment on the next increment date following the completion of the ten (10) month period.
5. Sick leave shall be pro-rated to the percent of the time appointed.
6. Where a statutory holiday falls on a part-time teacher's normally scheduled day off, during a week in which school is in session, and the part-time teacher is not required to work on that day, the teacher shall have the option of receiving
 - a. payment in lieu thereof calculated at the part-time teacher's overall fraction of appointment multiplied by 1/200 of the annual salary for that teacher's scale placement, or
 - b. with mutual agreement between the teacher and the teacher's supervisor, time off equivalent to the part-time teacher's overall fraction of appointment multiplied by a regular teacher's average daily instructional assignment.
7. Teachers who move from full-time employment to a part-time assignment shall be considered to be on leave so that they may purchase pensionable service to provide for a full-year pension credit.
8. Where a parent-teacher conference day falls on a part-time teacher's normally scheduled day off and the part-time teacher is requested and agrees to attend for conferencing purposes, the teacher shall receive:
 - a. pay calculated on scale for the half day or full day worked, or
 - b. time off equivalent.

ARTICLE C.24 PART-TIME ASSIGNMENT

1. A teacher with a continuing full-time appointment to the teaching staff of the District may, without prejudice to their right to return to full-time status, request a continuing part-time assignment, specifying the fraction of time desired. The request shall be for a minimum of a full school year, and must be submitted by March 31st preceding the effective school year of the part time leave of absence.
2. The Board shall not unreasonably refuse such a request.
3. If the request is granted, the teacher, at the expiration of the period of time for which the reduced assignment has been approved, shall return to the same or similar continuing full-time position in the same school unless transferred pursuant to Article E.22 Filling Vacant Positions.
4. The teacher may request return to a full-time assignment at a date earlier than the expiration of the reduced assignment, with placement to be made when and where possible as determined by the Board pursuant to Article E.22 Filling Vacant Positions.
5. Teachers on part-time assignment who wish to apply for an additional available part-time position, shall be considered provided there is no conflict between the teacher's current position and the additional position applied for. Part-time teachers wishing to be considered for part time positions becoming available during the school year shall advise the Board of their interest in writing.
6. Pursuant to this article teachers who move from full-time employment to a part-time assignment shall be considered to be on leave so that they may purchase pensionable service to provide for a full-year pension credit.

ARTICLE C.25 JOB SHARING

1. Two employees may decide to share a position. The job sharing assignment request shall not unreasonably be denied.
2. The job-sharing request shall be submitted by April 30 preceding the effective school year of the job-sharing assignment.
3. Salary shall be pro-rated according to the percentage of time worked by each employee.
4. The Board shall pay the benefit contributions provided in the Collective Agreement pursuant to Article B.30 Part-Time Teachers Benefits.
5. When one of the employees agrees to work due to the temporary absence or illness of the other employee, that employee shall receive payment at full scale placement for percentage of time worked.
6. Each employee is considered for all other purposes to be on leave of absence with respect to the time not worked, pursuant to Article C.23 Part-Time Assignment.
7. The job-sharing assignment will commence the first day of school and run for a complete school year. Annually the employees may request the job sharing assignment be renewed and such request shall not unreasonably be denied.

8. Job-sharing employees may transfer as a job-sharing unit to another school pursuant to Article E.22 Filling Vacant Positions and Article E.23 Transfer and Assignments.
9. Termination of Job Sharing
Employees wishing to terminate job sharing shall do so only at the end of the school year. If one employee is unable to continue to the end of the school year then the other may:
 - a. volunteer to take over the full position, or
 - b. choose a new partner. The request for the named new partner shall not unreasonably be denied.

Failing the employee exercising rights under (a) or (b) the Board may fill the position pursuant to Article E.21 Posting Vacant Positions and Article E.22 Filling Vacant Positions
10. Upon completion of a job-sharing assignment, unless it is renewed pursuant to Article C.24.7 above, the employee shall be entitled to return to the percentage assignment time held prior to the shared assignment, pursuant to Article E.22 Filling Vacant Positions.

ARTICLE G.22 LEAVES OF ABSENCE

1. Teachers will, where practicable, notify the Board of an intention to take a leave of absence.

ARTICLE G.26 SUPPLEMENTAL EMPLOYMENT INSURANCE BENEFITS

1. Supplemental Employment Insurance Benefits on Maternity Leave:

Pursuant to the Supplemental Employment Benefits (SEB) Plan agreement, which has been registered as required by the Employment Insurance Act, the Board agrees that:

- a. when a pregnant teacher takes the maternity leave to which she is entitled pursuant to the Employment Standards Act, the Board shall pay the teacher
 - i. ninety-five (95) per cent of her current salary for the first two weeks of the leave, and where the teacher is eligible to receive EI maternity benefits,
 - ii. the difference between ninety-five (95) per cent of her current salary and the amount of EI maternity benefits received by the teacher, for a further 15 weeks.

ARTICLE G.27 SHORT TERM PARENTAL LEAVE

[The Employment Standards Act can be accessed online at www.labour.gov.bc.ca/esb.]

1. A teacher employed by the Board shall be granted upon request a leave of absence:
 - a. as provided for in Part 6 of the Employment Standards Act.
 - b. a teacher on Short Term Parental Leave shall be deemed to have continued employment and the Board shall continue to maintain premium payments for benefits and pensions. The teacher shall maintain their portion of premiums and pension contributions.
2. If at the end of the agreed upon period of leave, the teacher is unable to return to duty because of ill health, they shall present the Board with an acceptable medical certificate and shall qualify for their sick leave provisions.
3. In the case of adoption, Short Term Parental Leave shall be granted upon request. All the provisions of this section shall apply including all rights guaranteed under the Employment Standards Act.
4. A teacher returning from Short Term Parental Leave shall be entitled to security of employment and return to the same position or, if it no longer exists, to a comparable position.

ARTICLE G.28 PARENTHOOD LEAVE

[The Employment Standards Act can be accessed online at www.labour.gov.bc.ca/esb.]

1. The purpose of Parenthood Leave is to provide an opportunity for either parent to spend time with and care for their child.
2. Applicants must apply either by March 31 of the preceding year or if to follow Article G.25 Maternity Leave, by at least one month prior to the expiry of that leave.
3. Leave shall be under the following conditions:
 - a. leave shall be granted as follows in accordance with teacher requests:
 - i. to the end of the school year.
 - ii. to the end of the school year, plus an additional four (4) months or to the start of a new semester.
 - iii. to the end of the school year, plus an additional ten (10) months.
 - iv. to the end of the school year, plus an additional twenty (20) months.

b. teachers considering Parenthood Leave as a result of adoption should inform the Board in writing that application for leave will be made upon application for adoption.

Leave shall be granted under the same provisions as Article G.28.3.a above.

c. teachers considering Parenthood Leave for existing children must apply by March 31 for leave to commence September 1. Leave shall be granted for either ten (10) months or twenty (20) months in accordance with teachers' requests. Emergency situations beyond the control of the teacher may be considered on shorter notice.

d. a teacher returning to duties from an extended Parenthood Leave of up to two (2) years shall be assigned, where practicable, to the position held prior to the leave. A teacher returning to duties from an extended Parenthood Leave longer than two (2) years shall be assigned to a position in the district comparable to the position held prior to the leave.

e. Parenthood Leave shall be without pay and shall not be credited as continuous employment for purposes of experience increment.

f. if, at the end of the agreed upon period of leave, the teacher is unable to return to duty because of ill health, the teacher shall present the Board with a medical certificate and shall qualify for the teacher's sick leave provisions.

g. Parenthood Leave shall not exceed thirty (30) months in a five (5) year period.

h. in the case of the death of a child or other special situations a teacher may return to employment earlier than requested in the agreed upon leave and shall be offered the first available comparable position.

Job Share Opportunities

The following teachers are looking for Job Share work:

Name	Home Phone	Can we publish?	% work seeking	Days Available	Grade	Add'l Info	Date Added
Sample, Jane	604 533-1618	Y	40	flex	K-7	French immersion	Feb 2022

The following teachers HAVE A JOB TO SHARE

Name	Home Phone	Can we publish?	% work requested	Days Available	Grade	Add'l Info	Date Added
Sample, Jane	604 533-1618	Y	40	Thurs/Friday	2	Alex Hope	Feb 2022

School District #35 Forms

Request for Job Share:

<https://staffnet.sd35.bc.ca/human-resources/forms/job-share-form-teaching/>

Request for Leave of Absence

<https://staffnet.sd35.bc.ca/human-resources/forms/loa-request-teaching/>