

**TORONTO DISTRICT SCHOOL BOARD**

**HIRING AND RETENTION OF TEACHERS INTO  
ELEMENTARY FRENCH TEACHING ASSIGNMENTS**

**TO** Human Resources and Professional Learning Committee 23 March 2011

**RECOMMENDATION** **IT IS RECOMMENDED that the report be received.**

**CONTEXT** This report addresses the hiring and retention of elementary teachers into French assignments based on questions arising from the report “Maintaining Statistics of Job Applicants and Newly Hired Employees.”

**SUMMARY** The Eligible To Hire (ETH) applicants that have French qualifications, as well as many applicants who have French as their first language, apply and are screened according to the same standards expected of all candidates participating in the ETH process. The ETH process has continued to address the hiring needs of the system and all French vacancies have been filled with excellent candidates. The 2010 ETH list provided schools with over 250 candidates to fill 115 French vacancies.

One hundred and fifteen teachers were hired into elementary French teaching positions for the 2010-2011. The vacant positions were as a result of 36 transfers, 31 leaves, 29 increased enrolment, 10 resignations and 9 retirements. Of the 36 incumbent transfers, 29 teachers transferred into French positions. Of the seven teachers who did not transfer into French position, two acquired central positions, three transferred to special education and two transferred to regular grade assignments. Many of the ETH vacancies originated after the Surplus Transfer Process for contract teachers had concluded.

Currently there are 1853 contract teachers who are qualified to teach French. Of those teachers with French qualifications, 1560 teachers are teaching French. For the school year 2010-2011 all positions for French have been filled. Based on the table below, retention of French qualified teachers in French assignments has

been very strong, especially in consideration of the collective agreement article D.76 and the February 2004 arbitration award.

Hiring Year	FSL Qualified Teachers	Currently Teaching French
2010	128	115
2009	87	79
2008	120	104
2007	172	152
2006	106	94
2005	89	79
2004	88	74
2003	54	45
2002	72	61
2001	70	65
2000	92	79
1999	74	61
1998	92	73
1997- 1972	609	476

The Elementary Collective Agreement article D.7.6 requires the principal each year after the approval of the staffing model to “determine the specific classroom teaching duties of each teacher in consultation with the teacher. Included in the matters to be considered by the principal will be the preferences, abilities, qualifications and experience of each teacher.” The arbitration award states that “the procedure or directive respecting the assignment of French qualified teachers to timetables that include a French component is in violation of Article D.7.6 of the collective agreement if it is virtually automatic, if it is not based on need and if it is not done in consultation with the teacher and with due regard for the teacher’s preferences, experience and abilities as required by article D.7.6.” As well, the arbitration award indicates “that the directive that French-qualified teachers may not apply for posted vacancies unless they have a French component is in violation of article 6(g) of the Letter of Understanding Respecting Surplus and Transfer Procedures and therefore is in violation of the collective agreement”.

The collective agreement and the arbitration award clearly supports that the 293 French qualified teachers not teaching French have a right to be assigned or acquire through application to vacancies, assignments other than French. Many of the 293 French qualified teachers who do not teach in French assignments are promoted, hold central leadership positions and deliver assignments in specialized program areas such as special education, music and library. Given this arbitration award and the collective agreement, it is evident that the 1560 teachers teaching French are committed to delivering the French program to students in spite of all of the yearly opportunities that they have to acquire another teaching assignment.

**APPENDICES** Appendix A: Title  
Appendix B: Title  
Appendix C: Title  
Appendix D: Title

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**ROUTING** Administrative Council dd Month yyyy  
[standing committee] dd Month yyyy  
Board dd Month yyyy

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