



Invitation to Information Session

Date: October 7, 2013

Time: 6:00 P.M.

Location: City Hall Council Chambers

Ministry of Education - Consultation on Good to Great

Staff Engagement Report

Ministry of Education

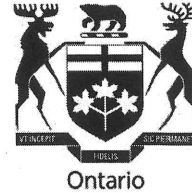
Minister

Mowat Block
Queen's Park
Toronto ON M7A 1L2

Ministère de l'Éducation

Ministre

Édifice Mowat
Queen's Park
Toronto ON M7A 1L2



August 29, 2013

Dear Colleagues,

Beginning this fall, we are embarking on an exciting journey to build the next phase in Ontario's education strategy. An important part of this process will be local, community-based consultations, ensuring a wide range of participants. I am writing to ask for your help in leading these local conversations by hosting one or more community consultations in your district school board.

The consultation period will continue until mid-November, giving people from your community the opportunity to submit their ideas and help take our education system – already one of the best in the world – from great to excellent. Together, we will consider seven key questions related to the future of education in our province. These questions were outlined in the consultation document released in May, 2013.

We have created a community consultation kit containing a variety of support materials to help develop and guide your local consultations. My hope is that this kit will provide a useful framework for you to gather a wealth of untapped ideas from your community. Some boards may find opportunities to hold community consultations before the regional consultations take place in mid-October.

To access these support materials, please visit [Great to Excellent](#) and follow the link to community consultation kit.

As educators, we have much to be proud of in Ontario, while aspiring to even greater heights. With your support and leadership, I am confident that this consultation period will be a rich and rewarding experience for everyone involved. I thank you in advance for your time, effort and contribution, as we plan together for the next phase in Ontario's publicly funded education.

Sincerely,

A handwritten signature in black ink that reads "Liz Sandals".

Liz Sandals
Minister

c: Directors of Education

Building The Next Phase in Ontario's Education Strategy

This document is intended to facilitate a discussion about building the next phase in Ontario's education strategy. By providing your consideration and feedback on the questions in this document, you will contribute to the next stage of improving Ontario's education system and providing the best possible outcomes for all of our learners.

A number of jurisdictions around the world are exploring how to improve their education systems. In fact, there are many voices out there that are offering advice on what direction to take and how to improve. We are looking for a made-in-Ontario approach that benefits from considering a wide-range of opinions regarding the best way forward.

We began our work with members of the Ministry of Education's Partnership Table, where we discussed the types of questions that needed to be asked in order to build on our past success and keep our system moving forward. Importantly, we asked what the vision, aspirations and goals should be not just for the education system in this province, but more importantly, for the success and well-being of our students.

This document is informed by those and other early discussions, and forms the starting point for a broader consultation.

Formal consultations on these questions will take place in September and October, and will include members of the education, early learning and municipal sectors, as well as others. This will include members of the business, research and innovation, not-for-profit and Aboriginal communities, just to name a few.

We anticipate that an updated vision for our education system coming from these consultations will be launched in early 2014, and that will form the basis for moving Ontario's education system from *great* to *excellent*.

Ontario Education Today

We've come a long way in the last ten years. Today, Ontario's publicly funded education system is one of the best in the world. Its success is based on the talent, dedication, and hard work of those in the education community — including students and parents — who turn inspiration into action, initiatives into implementation, and investments into results.

With the strength of the education community, Ontario has been able to introduce multi-faceted reforms to the publicly funded education system, making it the system of choice for 95% of Ontario's students and their families.



Our innovations and accomplishments are many and diverse, and they have been guided by three core priorities to which our system has committed:

- Increasing student achievement
- Closing gaps in achievement
- Increasing confidence in publicly funded education.

Ten years ago, only 68% of our students were graduating, and only 54% of children in grades 3 and 6 were achieving at the provincial standard in literacy and numeracy. Today, those numbers stand at 83% and 70% respectively, and they continue to climb.

Working together, we have also made progress in a number of other areas, including: child care and full-day kindergarten; higher quality teaching and learning from kindergarten to Grade 12; a robust leadership strategy; healthy, safe, accepting and inclusive schools; hands-on and engaging secondary programming; a revised and expanded curriculum; First Nation, Métis and Inuit education; improved governance; the *Politique d'aménagement linguistique*; parent engagement; and a prominent role for the student voice. Taken together, these initiatives have made a clear and positive impact on our education system and our students.

As successful as we've been, we know there is more work to do. Too many Aboriginal learners, children and youth in care, learners with mental health issues, and those in need of special education supports, still struggle within our system. The ministry's future success in growing student achievement will be most clearly defined by how these and all of our students fare over the coming years.

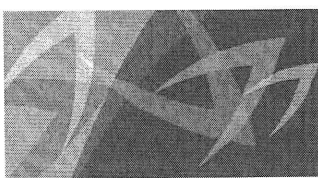
Overall though, the past decade has seen us all pursue a plan that has improved education in Ontario. That is something we can all be proud of. Now, it is time to set the bar even higher, to identify the next phase in our work together and follow through on it.

Together, we can elevate education in Ontario from *great* to *excellent*.

The Path Forward

We've learned a lot from the journey so far. Now it's time to build on our experience to define the next phase of Ontario's education strategy.

In pursuing the path forward, we will not abandon the good work we have been doing nor ignore the lessons that we have learned. Both can serve as building blocks upon which further progress can be achieved. At the same time, we must continue to be aware of cultural sensitivities, and we can never lose sight of maintaining the vitality of the system.



support every child
reach every student



One of the most significant challenges and opportunities before us is how to best prepare our students for a rapidly changing, technology-driven, globalized world. To do so, we need to broaden our view of student achievement to include even greater emphasis on higher-order skills – such as critical thinking, communication, collaboration, creativity and entrepreneurship – all of which are necessary for developing global citizens who bring the competencies and qualities that the employers of today and tomorrow are looking for, and that our children will need to thrive.

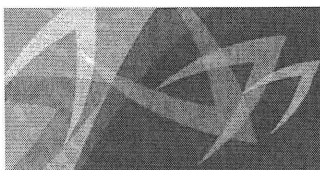
We also need to bring more focus to the state of student well-being in our education system. In addition to measuring how well our students meet academic goals, it's important to know whether our system is developing healthy, well-rounded and resilient young adults.

To take the next step toward realizing an updated vision for education, we have some key questions to ask. We need feedback from a broad range of individuals and organizations to help formulate that revised vision.

Based on our conversations with our education partners at the recent Partnership Table meeting, the following questions have been developed to solicit that feedback:

- Question 1
What are the skills, knowledge and characteristics students need to succeed after they have completed school, and how do we better support all learners in their development?
- Question 2
What does student well-being mean to you, and what is the role of the school in supporting it?
- Question 3
From your perspective, what further opportunities exist to close gaps and increase equity to support all children and students in reaching their full potential?
- Question 4
How does the education system need to evolve as a result of changes to child care and the implementation of full-day kindergarten?
- Question 5
What more can we all do to keep students engaged, foster their curiosity and creativity, and help them develop a love of life-long learning?
- Question 6
How can we use technology more effectively in teaching and learning?
- Question 7
In summary, what are the various opportunities for partnership that can enhance the student experience, and how can they benefit parents, educators and our partners too?

Your thoughtful consideration and answers to these questions will help shape an updated vision for the future of education in Ontario.



Next Steps

Beginning in the new school year, the Minister of Education will conduct a number of consultation sessions. She wants to hear from education stakeholders, parents, students and members of the business, research and innovation, not-for-profit and Aboriginal communities, just to name a few. These sessions will start in Toronto for provincially focused organizations, moving then to regional meetings for more locally focused groups. And finally it will include some digital-only sessions to maximize the opportunity that technology provides to participate in the process of building an updated vision.

This is an exciting time in Education in Ontario. We have spent the last decade working with our education partners to create an education system that is recognized as one of the greatest around the world. Our task now is not to settle for *great*, but to instead continue striving for *excellent*. With your help, we can build an updated vision for the future of education in Ontario that will guide us in our journey.

We look forward to engaging discussions in the fall consultation process. If you wish to send a response to the questions before then, you can email: GreatToExcellent@Ontario.ca

Further Reading

For those interested in additional reading which may inform a vision for the future of education, you may wish to consider the following documents:

1. *Great to Excellent: Launching the Next Stage of Ontario's Education Agenda*, Michael Fullan, 2013
2. *A Vision for Learning and Teaching in a Digital Age*, Ontario Public School Boards' Association, 2013
3. *Ontario Early Years Policy Framework*, Ministry of Education, 2013.
4. *Modernizing Child Care in Ontario: Sharing Conversations, Strengthening Partnerships, Working Together*, Ministry of Education, 2012.
5. *Stepping Stones: A Resource on Youth Development*, Ministry of Children and Youth Services, 2012.
6. *Strong Performers and Successful Reformers in Education - Lessons from PISA for Japan*, OECD, 2012
7. *Strong Performers and Successful Reformers in Education - Lessons from PISA for the United States*, OECD, 2011
8. *How the world's most improved education systems keep getting better*, McKinsey & Company, 2010

HWDSB Information Session

Topic: Staff Engagement

Staff engagement is essential to maintaining and strengthening relationships in effective organizations. In HWDSB, all employee groups are part of learning teams, whether it be in schools or departments. To have successful and impactful learning teams requires continuous learning. This supports ongoing efforts to build relationships that will ensure that all staff work in a healthy culture of respect and collaboration.

In 2012-2013, the Staff Engagement Work Plan focussed on the following areas:

- Strengthening Our Learning Organization
- Leadership Development and Succession Planning
- Employee Voice
- Recruitment and Retention of Staff
- Employee and Labour Relations
- Culture – Healthy Workplace
- Employee Recognition

Within each of these areas, several components were addressed using a variety of strategies. Evidence was collected to determine the impact in most of these areas, and also to determine what our next steps should be based on the data collected.

This approach reflects our commitment to being an intelligent and responsive system.

We also know that engaging staff in the learning through collaborative inquiry is an effective and powerful form of professional learning. In schools, participants focus on emerging student needs and refine instruction, assessment and support strategies to respond to those needs. The result is precision and personalization in our ability to serve the students within our schools. Collaborative learning can be found within our Service Departments, Executive Council, school teams, networks of schools and within support personnel teams.

This report outlines each of the seven (7) areas outlined above. The action plan for each area is in chart form, followed by a summary of the impact of what we did, and then what we learned from this work.

The learning for each area is reflected in the next steps in the action plan for 2013-2014 at the end of the report.

Annual Work Plan Report

Name of Report: Staff Engagement Report

To: John Malloy, Director of Education

From: Executive Council

Prepared by: Superintendent Laura Romano, Superintendent Pat Rocco, Executive Superintendent Pam Reinholdt

Date: October 7, 2013

Organizational Alignment

- **Strategic Direction:**
 - Engagement Matters: HWDSB will maintain and strengthen collaborative relationships with employee groups
 - Equity Matters: HWDSB will maintain and strengthen collaborative relationships with employee groups
 - **Annual Operating Plan:**
 - Knowing our Staff: Professional learning for schools and departments within a responsive system that allows all staff to have a voice within a positive school and department climate
 - Promoting Service Excellence: Differentiated service delivery models and support
 - **Director's Performance Appraisal:**
 - Build a collaborative respectful and healthy culture in HWDSB that effectively achieves the commitments in our Strategic Directions
 - Improve Labour/Employee Relations in HWDSB
 - Promote service excellence throughout HWDSB
-

Overview/Context

The fundamental pillars of our work and Strategic Directions in Hamilton-Wentworth District School Board are Achievement Matters, Engagement Matters, Equity Matters. Essential to achieving our vision is that we know our students, know our staff and know our parents and community. We remain committed to understanding these stakeholders so that we are better able to respond to their needs. Knowing our staff is about engaging our employees and building capacity that supports all staff with a focus on student achievement and exemplary service. While our Human Resources Department takes a lead in building several strategies, structures and resources to support employee engagement, that responsibility is strengthened by a system-wide commitment to employee engagement that supports the functions of the Human Resources Department. We all have a role in supporting employee engagement. Therefore, we are committed to developing strategies, structures and processes that support employee well-being and serve to enhance employee commitment to their work and contributions to HWDSB.

Hamilton-Wentworth District School Board continues its commitment to being an effective organization that attracts and retains an effective and highly functioning workforce, ensures excellence in leadership, and promotes a collaborative culture that celebrates our strength as a learning organization. Building and nurturing positive, respectful and responsive relationships underlies what will ultimately result in the engagement of all employees in realizing our commitments to the students, staff and community that is HWDSB.

In 2012-2013, while we faced some challenging distractions due to provincial labour issues, we remained committed to strengthening our learning organization by implementing programs and supports that challenged us

to examine our processes and using collaborative inquiry to identify how we can improve our practice both individually and collectively.

This year's report continues to highlight the breadth of that commitment and the manner in which we have integrated our strategies for enhancing staff engagement across the district to support our direction of knowing our staff in the areas of: *Strengthening our Learning Organization, Leadership Development and Succession Planning, Employee Voice, Recruitment and Retention, Employee and Labour Relations, Culture – Healthy Workplace, Employee Recognition*. This report is divided into two sections. The first section includes charts for each area outlining last year's action plan, the action we took in relation to each of the areas and the outcome of that action (evidence). Below each chart is narrative describing the impact of those actions where data is available and what we learned as a result of the impact. The last section outlines our next steps for the current school year. In developing the steps for next year's report we have focused the evidence we will be gathering in this last section on measuring the impact of the strategies identified in each area.

What We Did

2012 – 2013 Action Plan for Strengthening our Learning Organization		
Essential Component	Strategies (What we did)	Evidence (Outcomes of what we did)
<p>Implement Human Resources processes and procedures as required to align with the Human Resources Pillar Policy and related policies</p> <p>At the system level, sustain and expand Leadership development and mentoring opportunities using collaborative inquiry</p> <p>At the school level, promote staff engagement by sustaining and expanding opportunities for professional learning using collaborative inquiry</p>	<p>Human Resources Pillar Policy approved</p> <p>Key Human Resources processes and procedures are aligned with Pillar Policy (e.g., Progressive Discipline, Respectful Working and Learning and Environments, Attendance Support)</p> <p>Regular communication occurs with employee groups to discuss issues, concerns and identify next steps</p> <p>Continue to provide professional development opportunities for experienced Principals and Managers through OLMs, SLMs, Principal and Manager Learning Teams, Operations Meetings, Coaching and Cognitive Coaching clinics and on-line training</p> <p>A collaborative inquiry approach is followed during available learning time to inform, instruct and clarify topics of interest</p> <p>Continue to use the School Self-Assessment Process to assist identifying teacher learning needs to meet student learning needs. Teachers may also use this professional learning as part of their annual growth plans</p>	<p>Policy submitted to PWSC - approved by Committee of the Whole.</p> <p>Additional policies reviewed/ updated and aligned with HR Pillar Policy were: Respectful Working and Learning Environments Policy Directive, Staff Development Policy and Policy Directive, Performance Appraisal Policy and Policy Directive</p> <p>Various stakeholder groups are included in HR planning processes (e.g. Principals, Managers, Supervisors) when addressing specific day-to-day issues related to labour relations, staffing, employee accommodation</p> <p>Communication occurs with all employee groups on a regular, timely basis. Items requiring clarification are discussed regularly utilizing processes identified in our respective collective agreements.</p> <p>A collaborative inquiry approach is followed during available learning time to inform, instruct and clarify topics of interest</p> <p>Self-Assessment Tool distributed to aspiring school leaders finalized, implemented and distributed to aspiring service leaders to identify areas of potential professional development.</p> <p>School Self-Assessment Process used in all schools (elementary and secondary) to identify areas of potential professional development that can be addressed through engaging in the collaborative inquiry process</p>

Impact of What We Did (System)

While we remained committed this past year to building strong collaborative relationships with all stakeholders, the challenges presented to us as a result of Bill 115 impacted our ability to implement and assess some of our planned strategies. However, to continue to develop and maintain relationships with employee group representatives, Human Resources has communicated and met with them regularly about the impact of new legislative changes on their members. This regular communication has contributed to maintaining and building good relationships with all employee groups.

The self-assessment tool for aspiring leaders is aligned with the competencies in the Ontario Leadership Framework and provides staff with clear expectations to assist with developing the knowledge, skills and abilities for applying to positions of added responsibility. Last year a total of 39 HWDSB employees successfully moved into system leadership positions – 16 into the Vice Principal pool, 10 into the Principal pool and 13 into PASS positions. By using the leadership framework as a measure of candidate suitability during the promotion process for HWDSB school administrators, we are able to attribute these administrator promotions to candidates successfully demonstrating expected board leadership competencies that support us with strengthening our learning organization. The impact for HWDSB is that we have promoted system leaders who have demonstrated their past experience with applying those leadership competencies and supporting system direction. We anticipate developing additional opportunities for aspiring leaders to build their leadership competencies connected to the self-assessment tool this year.

Managers also continued to work together, as part of their own professional learning, by engaging in collaborative inquiry activities to assist them with supporting that practice in their departments. This resulted in managers working collaboratively with their staff to develop HWDSB Service Standards that will be implemented in departments this year. Implementation of these standards will impact how service departments gather data to support the delivery of exemplary service across the district. System leaders continue to work together collaboratively at system meetings and use that experience to work collaboratively with their staff. A large proportion (approximately 70%) of responses from approximately 2000 staff who completed the Staff Voice survey indicated that their school or department used the collaborative inquiry process to achieve their goals. Collaborative inquiry is used to support continuous improvement at a system level increases system alignment through common understanding and a commitment that advances our AOP.

What we Learned (System)

Having clear policy directives aligned with the HR Pillar Policy provides transparency and clarity about our processes for all staff. Working collaboratively with stakeholders enhances our working relationships and strengthens operational processes across the district. It reduces the amount of time spent gaining clarity around those processes so that school staff have more time to focus their attention on student achievement. We will continue to look for ways to enhance operational processes and build strong working relationships with our system partners.

Impact of What We Did (School-Based)

School Direction Teams worked together to analyze data to determine emerging student needs. These needs helped identify potential teacher learning needs to support the identified student learning needs. The system was responsive to these identified needs. This past year, based on data, we focused on instruction in mathematics in grades 3 and 6. Three half day sessions were offered for teachers and administrators. Surveys were used to determine impact and next steps for the next session.

When reviewing Teacher and LRT pre and post survey responses following all three sessions, participants indicated growth in most areas of knowledge and skills as required for instruction in mathematics. Of particular note were the areas of: teachers knowing how to determine student need, developmental stages in mathematics, using big ideas in math, communicating learning goals to students, and using a variety of assessment practices. In these areas, teachers' self-reported feelings of competency increased by 15% to 21%. A particular interest was in the area of Open Questions. In the pre-survey 62% of teachers reported that they were competent or experts in this area. Teacher feedback after sessions 1 & 2 indicated that this was a key learning need for teachers and as a result was a focus for session 3. Post-survey data indicated that teachers' feeling of competency actually dropped in this area to 44%. Our hypothesis is that once teachers gained capacity and understanding of what an open question is, their self-reflection may have indicated that they may not have been using open questions as defined in the sessions.

When considering teachers' self-reflection on their math practices such as three part lessons, using manipulatives, activating prior knowledge, and anticipating student responses, a shift was seen in teachers moving from an Intermediate to an Advanced stage. (Approximate 10% shift).

What we Learned (School-Based)

As we move forward with teachers in providing mathematics support, we believe the areas of Open and Parallel Tasks are still an area of need. Fifty-four percent of our teachers believe they are at the novice level or below for using Open Tasks and 64% of teachers believe this for Parallel Tasks. Connected with these are teacher questioning techniques with 36% of the respondents self-reporting that they are at the novice or below level. Providing feedback to students in mathematics and digital resources are other areas that also need to be supported based on the data.

The System Implementation Monitoring (SIM) Team has been involved in the design and implementation of the HWDSB Mathematics Project. The 2012-2013 Mathematics Project has had significant impact on current levels of Teacher practice. A continued focus for next year will be further development of teacher capacity in mathematics instruction. 2012-2013

What We Did

2012 – 2013 Action Plan for Leadership Development and Succession Planning		
Essential Component	Strategies (What we did)	Evidence (Outcomes of what we did)
Sustain and expand Leadership development and mentoring opportunities using collaborative inquiry at the school and system level	Continue to provide professional development opportunities for experienced Principals and Managers through Principal and Manager Learning Teams, Operations Meetings, Coaching and Cognitive Coaching clinics and on-line training	The Leadership Development Learning Path is implemented and supports/provides 'just-in-time' training and resources related to operational items Implement new system leadership program "Organizational Learning: A System Perspective
	Continue to offer mentoring for Principals, Vice Principals and formalize mentoring for Service Leaders	Mentors are identified with a view to address targeted areas of need. Formalized mentoring process being explored for newly appointed service leaders

Impact of What We Did

Having a cohesive leadership development strategy that links all of our learning together and continues to build our skills in collaborative inquiry supports system leaders with communicating and implementing strategies from our Annual Operating Plan(AOP). It strengthens HWDSB as a learning organization and supports our continuous improvement models, the Teaching Learning Critical Pathway (TLCP) and Service Delivery Critical Pathway (TLCP). Last year, department staff collaborated with school administrators in the development and delivery of 4 of 10 learning sessions in the mentoring program for approximately 30 principals and vice-principals per session. Participants in the mentoring program reported that they appreciated the combination of topics that addressed compliance issues with the opportunity to work 1:1 or in small mentor groups to add personal context to their new learning. In this way we provided the job embedded learning that we know is most powerful and effective for school leaders. Thirty-two participants attended the three-session Organizational Learning: A System Perspective program and reported that they had a deeper understanding of what it meant to be a leader within an intelligent responsive system. They asked for more opportunities to learn and collaborate with colleagues from various roles across the system. In early May, 79 service and academic leaders who participated in an "Introduction to Adaptive Schools", a program to develop group facilitation skills and enhance collaborative learning in a variety of settings, reported that they gained a "better understanding of Professional Communities and the elements that make them effective" and the "need for relational trust for meaningful dialogue leading to effective discussion (decision-making)". At our Summer Institute in August "An Introduction to Cognitive Coaching", 38 system leaders reported that they learned about the process and language of cognitive coaching, while making contacts and working collaboratively with colleagues which helped to deepen their learning. All of these leadership development strategies impact how system leaders work together to support and implement AOP strategies consistently within their schools and departments so that all of our work is connected to supporting student achievement.

What we Learned

Leadership has been identified as a key supporting condition for meeting the core priorities for education in Ontario. The Board Leadership Development Strategy supports our focus on a collaborative learning leadership culture through very deliberate areas of focus. It includes opportunities for the leadership development needs of aspiring school and service leaders, newly appointed leaders and experienced leaders. To further implement our AOP it will be important for us to continue to build the capacity of system leaders so they have the skills,

knowledge and ability to clearly set direction and monitor performance within their schools and departments. This will contribute to all staff being engaged in connecting their own work to the Strategic Directions of the board.

What We Did

2012 – 2013 Action Plan for Employee Voice		
Essential Component	Strategies (What we did)	Evidence (Outcomes of what we did)
Continue to gather employee voice through the Staff Voice Survey and apply the results to strengthen HWDSB as a Learning Organization	Continue to gather employee voice through the Staff Voice Survey and apply the results to strengthen HWDSB as a Learning Organization	Review the results of the Staff Voice Survey from May 2012 and share with stakeholders across the system Support will be provided to system leaders with applying the results with staff in their schools and departments

Impact of What we Did

The initial Staff Voice Survey was developed in 2011-2012 and all HWDSB staff were invited to provide their input – we received approximately 2000 responses. In the spring of 2013 system leaders were provided with a toolkit for sharing the survey results with their staff. This toolkit included a review of the survey results from 2011-2012, a presentation for how the results were addressed over the past year and an opportunity for staff to complete the 2012-2013 Staff Voice Survey. Again we received approximately 2000 responses. Response to this survey indicates staff trust that we value their opinions and we will continue to monitor our progress as a system based on their voice. It also creates an environment where staff are encouraged centrally to provide their voice to system priorities and link their work to AOP strategies so they understand their connection to system direction and the impact they have on HWDSB priorities.

What we Learned

In 2013, Staff Voice Survey results indicated significant improvement in several areas: how well HWDSB takes staff opinion into account, shares the AOP & Strategic Directions and provides processes/structures to support that direction. Almost 75% of respondents believe their opinions are valued by their administrator or manager. We learned additional support still needs to be provided to service leaders in raising staff awareness about implementing service improvement plans.

One hundred and eighteen (118) Principals and Vice Principals responded to the District Effectiveness Survey in April 2013. We remained strong in several areas and there were also some small positive increases in mean scores, although these differences were not statistically significant.

What We Did

2012 – 2013 Action Plan for Recruitment and Retention		
Essential Component	Strategies (What we did)	Evidence (Outcomes of what we did)
Review and change hiring processes as required so that our staff reflects the diversity of our community.	<p>Build on 2011-2012 equitable hiring practices that were implemented to support access to job postings and opportunity for qualified individuals to interview for available positions.</p> <p>Adjust our hiring processes to adhere to and align with the new legislative hiring required practices.</p> <p>Provide learning opportunities to system leaders that align with management expectations required under relevant legislation and HWDSB policies</p> <p>Research the possibility of expanding apply to Educate and other web-based applications to post for support staff positions</p> <p>Continue with the 2011-2012 strategy of attending job fairs for teaching staff at Faculties of Education outside of those where recruiting has traditionally occurred</p> <p>Educate Principals, Vice Principals, Managers and Supervisors on specific areas of collective agreements through e-learning programs, training sessions and print documents.</p>	<p>A question bank for each employee group with standardized questions will be provided to system leaders for recruitment and selection processes</p> <p>Ongoing communication and relationships with diverse community groups exist that will allow for posting of job vacancies outside of traditional avenues</p> <p>Recruitment and selection learning resources for system leaders linked to the Leadership Development Learning Path are available through various learning methods ('face to face', self-directed, elearning in web portal, print material)</p> <p>Recruitment for support staff positions will be processed through an electronic system where possible</p> <p>Candidates from the York, OISE and Charles Sturt Faculties of Education apply for positions in HWDSB</p> <p>Time provided at Organizational Leadership, Operations and Cluster Meetings and Managers' Cabinet to discuss emerging labour relations and collective agreement items</p> <p>Collective Agreements learning resources for system leaders linked to the Leadership Learning Path are available through various learning methods ('face to face', self-directed, e-learning in web portal, print material)</p> <p>Learning for newly appointed administrators and managers incorporates connections to collective agreement articles and how they apply in the workplace</p>

Impact of What we Did

Last year we developed more consistent resources (standardized question banks) for system leaders to enhance their ability to select a more diverse workforce. In recognition of the need to continue developing a workforce that provides students with relevant role models in the classroom, we included some new recruitment strategies to attract teachers from post-secondary institutions with a similar student population to HWDSB. The York University student population mirrors the diversity of HWDSB's student population and this past year we participated at the York University job fair. This resulted in HWDSB developing a partnership with York University to offer Additional Qualification Courses to teachers and HWDSB providing practice teaching opportunities for 10 York University teacher candidates this year. This partnership will contribute to HWDSB developing a more diverse teacher candidate pool. We also recognize that providing professional development opportunities in the workplace allows us to attract many of the best candidates to apply for our vacant positions. More importantly these learning opportunities develop knowledgeable, confident employees who are able to support the board's strategic directions and annual operating plan.

What we Learned

During 2012-2013 we experienced a competitive job market which presented some challenges when recruiting for specialized positions in Human Resources, Facilities Management and some teaching areas (e.g., French Immersion). While we continue to change our recruitment and hiring practices to meet our need for a

culturally diverse workforce it has become evident that the new Ministry Regulation 274 will have a short term impact on our ability to select new teachers for the classroom. Generally, this legislation requires us to hire only those teachers with seniority, who have been employed at the board for a specific period of time. While we will continue to search out the best candidates and those that are reflective of our student population, we may not see significant results of these efforts for the next two years. We have learned the importance of seeking out partnerships with Faculties of Education that reflect the diversity of our student population. As we move forward with our hiring practices this year, we will have conditions in place that allow us to look outside our province to form partnerships with those Faculties that are more reflective of our student population. We will also continue to recruit for positions in areas outside of those traditionally visited during recruitment fairs; utilize available technology when posting for positions; review current hiring practices and engage those individuals and groups who can inform how we attract a diverse workforce. It is important that we develop and provide relevant learning for staff to meet system, school/department and individual learning needs. We will continue to develop and deliver learning resources that build staff capacity, support professional learning and encourage continuous improvement within departments and schools to support student achievement.

What We Did

2012 – 2013 Action Plan for Employee and Labour Relations		
Essential Component	Strategies (What we did)	Evidence (Outcomes of what we did)
Manage Collective Agreements effectively, prepare for Collective Bargaining and improve Labour Relations	Enter into Collective Agreement bargaining with all occupational groups Dispute resolution process identified in collective agreements are followed and respected	All provisions of Bill 115 incorporated into each Collective Agreement. Key issues identified by both parties discussed and reflected in agreements System grievance tracking log is used for managing grievances so they are heard and responses provided to meet timelines.

Impact of What We Did

A unique round of negotiations was experienced with a combination of conditions being imposed into Collective Agreements, new Regulations being created and addendums being reached between the Unions and the Ministry. We were successful in adopting all of the respective Memorandum of Understanding for the various bargaining units. Further, a concerted effort was made to improve response time to grievances in an effort to build better labour relations. This resulted in our being able to balance school needs while maintaining a strong relationship with our unions. Keeping our focus on improving labour relations in HWDSB enables Principals to focus more time on student achievement.

What we Learned

Given our success with maintaining and building relationships both locally and provincially during a year with labour unrest and systemic implementation of imposed working conditions we intend to utilize the collaborative approach in preparation for the 2014 negotiations.

It has also become evident that a further review of internal responsibilities within all facets of Human Resources will need to be undertaken to align our supports to the new provisions now incorporated into our collective agreements. The transition over the upcoming year will highlight the changes necessary to support the system needs. We will continue to focus on open communication with our union representatives to implement these changes.

We learned that the traditional bargaining framework is changing. A continued focus on centralized bargaining by the Government will change the negotiating climate. Our continued involvement in OPSBA will provide an avenue to voice local concerns to be brought to the provincial table.

The staffing and placement process for teachers has been implemented with the collaboration of our teacher unions. It is clear that the collaborative approach to addressing operational challenges is providing enhanced opportunities for teachers and clear processes that are understood.

What We Did

2012 – 2013 Action Plan for Culture – Healthy Workplace		
Essential Component	Strategies (What we did)	Evidence (Outcomes of what we did)
Continue to support service department excellence and promote a healthy workplace	<p>Finalize draft Service Standards with Managers’ Cabinet and communicate those standards to the district</p> <p>Continue to strengthen employee group relationships through collaboration with the Central Joint Health and Safety Committee.</p> <p>Learning resources to support Administrators, Managers and Supervisors with sustaining a healthy work environment in schools and departments are provided</p> <p>Standardized training is developed to support Administrators, Managers and Supervisors with providing consistent messages to staff for compliance and legislative requirements</p> <p>Continue to support system leaders with tools and resources to ensure continuous improvement of Health and Safety outcomes in schools and offices.</p> <p>Further develop structures, resources and tools to support secondary teaching staff and curriculum delivery in the areas of Science, Technology, and Art.</p> <p>Increase access to medical resources to support staff requiring accommodation due to illness or injury</p>	<p>Service excellence standards are shared with staff and exemplary service based on standards are implemented in all service departments</p> <p>Central Joint Health and Safety Committee meets monthly with representative from Management and all employee groups attending</p> <p>Mental Health e-learning pilot project is implemented with a small group of Administrators and Managers and feedback is gathered regarding the viability of implementing a full program to support system leaders with managing mental health in the workplace</p> <p>Phase I of Compliance Training Modules developed and provided to system leaders. Additional compliance training modules developed for system leaders</p> <p>Proposed program, procedures and tools are vetted through the Human Resources Advisory Team (HRAT) which consists of a multidisciplinary team of system leaders.</p> <p>Strategies are developed and vetted through the Central Joint Health and Safety Committee after which they are shared with the system</p> <p>Service contracts developed and in place for staff to have timely access to services during an accommodation</p> <p>Service providers will provide detailed restriction and limitation reports to Human Resources staff to assist with providing employees timely accommodation supports</p> <p>Psychological assessments provided for management of recovery/illness support in collaboration with family doctors</p>

Impact of What We Did (System)

The Draft Service Standards were finalized at Managers’ Cabinet with input from all department staff and approved for initial implementation, testing and feedback during the 2013-2014 school year. During this implementation phase, staff will recognize how we have incorporated their contributions into these standards. This will help to promote exemplary service within our departments. That exemplary service will support school leaders with accessing and implementing operational processes in a timely and effective manner thus increasing their time spent focusing on student achievement.

The board continued to work collaboratively with all employee groups through the Central Joint Health and Safety committee to develop and strengthen safety programs and system supports to promote a Healthy and Safe Workplace.

This partnership resulted in all compliance training resources being strengthened based on system leader voice and Central Joint Health and Safety Committee review to create safe working and learning environments across the district. It also results in HWDSB being compliant with legislative requirements.

The Central Joint Health and Safety Committee continued with its work of reviewing employee incident data in order to make policy, procedure and process recommendations to the board. Through this work, the first policy directive made under the Health and Safety Policy was developed and implemented with respect to the processes and supports in place for staff responding to and managing violent and aggressive student behaviour. This directive clearly demonstrates the board’s commitment to improving safety outcomes for the staff working with these students.

What we Learned (System)

Staff appreciated the opportunity to contribute to the development of the service standards and those discussions, both in departments and at Managers’ Cabinet, encouraged collaboration and teamwork within and across all of our service departments. Going forward, it will be helpful for service departments to have consistent service delivery standards that will enable them to gather data and change practice based on client feedback.

Last year we continued to make inroads into improving staff safety in secondary art, science and tech. We learned that staff input is key in developing effective safety strategies that meet the needs of all parties. During various initiatives, several collaboration sessions were held across the disciplines noted above resulting in a more effective program implementation. The board continues to make significant financial investments into these areas so that schools are meeting and/or exceeding all current standards.

Impact of What we Did (Mental Health)

Feedback from participants in the Employee Mental Health eLearning pilot project provided us with relevant data for improving this program. This will guide us in developing this resource to meet the needs of both system leaders and their staff and has the potential of increasing our support for employee mental health.

The impact of providing staff with access to medical services has reduced the wait time they might have experienced when attempting to access these services on their own. This also impacts the quality of medical documentation received in HR and leads to safer and earlier return to work for employees. The provision of board sponsored mental health services has reduced wait time for assessment from a six-month plus wait time to within three weeks. This leads to earlier intervention and increased support for employees with mental health concerns.

What we Learned (Mental Health)

Supporting mental health conditions is complex. In order to support system leaders with responding appropriately to staff, implementation of an eLearning program will facilitate them providing appropriate responses and links to both internal and external resources for employees with mental health concerns.

What We Did

2012 – 2013 Action Plan for Employee Recognition		
Essential Component	Strategies (What we did)	Evidence (Outcomes of what we did)
Recognizing the contributions of employees through our Profiling Excellence Program	Continue with the Profiling Excellence recognition program	Recognize employees at monthly board meetings

Impact of What we Did:

This program supports ‘knowing our staff’ through regular recognition of the excellent contributions made by staff outside of the scope of their work. The informal feedback we have received from this year’s recipients indicates that those staff we recognized felt valued and appreciated.

What we Learned:

It is important to continue and to encourage administrators, managers and supervisors to put the names of their staff forward for this type of recognition.

Next Steps 2013-2014

Staff engagement is integral to the realization of the Board's Strategic Directions. For Hamilton-Wentworth District School Board staff to be effectively engaged in their work and committed to the realization of our goals it is important that we continue to support a culture of collective efficacy, trust and high expectations. It is also necessary that we measure the impact of that support. To that end, in next year's report our focus will shift from describing implementation strategies to measuring the impact in all areas of what we did to affect system improvement by using what we learned to inform our next steps in the process.

2013 – 2014 Action Plan for Strengthening our Learning Organization		
Essential Component	Strategies (What we will do)	Evidence (Anticipated Outcomes)
Implement Human Resources processes and procedures as required to align with the Human Resources Pillar Policy and related policies	<p>Continue to update Human Resources Policies to align with the pillar policy</p> <p>Regular communication occurs with employee groups to discuss issues, concerns and identify next steps</p>	<p>Review and update HR policies identified on the policy workplan in 2013-2014</p> <p>Gather information from operational department managers to develop strategies for these departments that support succession planning.</p> <p>Analyze exit interview feedback from employees who retire/resign and identify appropriate recommendations/responses</p>
<p>System level: Sustain and expand Leadership development and mentoring opportunities using collaborative inquiry at the school and system level</p> <p>School Level: Sustain and expand opportunities to promote staff engagement through networking opportunities based on collaborative inquiry</p>	<p>Continue to provide professional development opportunities for experienced Principals and Managers through OLMs, SLMs, Principal and Manager Learning Teams, Operations Meetings, Coaching and Cognitive Coaching clinics, Adaptive Schools and on-line training</p> <p>Continue to use the Self - Assessment process to identify professional learning needs of school-based staff with specific reference to mathematics</p> <p>Instructional coaches to assist with promoting, facilitating, and coaching professional learning teams and networking teams</p>	<p>Implement a leadership development plan for building system capacity that supports the board's AOP</p> <p>Enhance existing programs and develop new programs to support the implementation of the self-assessment tool for aspiring leaders</p> <p>Surveys of participants following training sessions and collaborative inquiry sessions in mathematics; continue with gr. 3 and 6; add more grades(based on potential MOE funding)</p> <p>Feedback from Instructional Coaches re: participation, teacher efficacy, needs, etc.</p>

2013 – 2014 Action Plan for Employee Voice		
Essential Component	Strategies (What we will do)	Evidence (Anticipated Outcomes)
Continue to gather employee voice through the Staff Voice Survey and apply the results to strengthen HWDSB as a Learning Organization	Continue to gather employee voice through the Staff Voice Survey and apply the results to strengthen HWDSB as a Learning Organization	<p>Continue to review and share Staff Voice Survey results with stakeholders across the system</p> <p>Provide support to system leaders with applying the results with staff in their schools and departments</p>

2013 – 2014 Action Plan for Recruitment and Retention		
Essential Component	Strategies (What we will do)	Evidence (Anticipated Outcomes)
Review and change hiring processes as required so that our staff reflects the diversity of our community.	<p>Build on 2012-2013 equitable hiring practices that were implemented to support access to job postings and opportunity for qualified individuals to interview for available positions.</p> <p>Adjust our hiring processes to adhere to and align with the new legislative hiring required practices.</p> <p>Research the possibility of expanding apply to Educate and other web-based applications to post for support staff positions</p> <p>Educate Principals, Vice Principals, Managers and Supervisors on specific areas of collective agreements, legislations and HWDSB policies through eLearning programs, training sessions and print documents.</p>	<p>York University student teachers will continue to be practice teaching at HWDSB</p> <p>New legislative requirements will be fully implemented into our hiring practices</p> <p>HR staff responsible for recruitment and selection attend a fall conference to explore possible enhancements to existing electronic recruitment processes</p> <p>Implement the eLearning programs within the Principal, Vice Principal mentoring program within a Desire2Learn platform</p> <p>Implement the first phase of a mentoring program linked to succession planning for new service leaders with supports for HR practices</p>
2013 – 2014 Action Plan for Employee and Labour Relations		
Essential Component	Strategies (What we will do)	Evidence (Anticipated Outcomes)
Manage Collective Agreements effectively, prepare for Collective Bargaining and improve Labour Relations	<p>Enter into Collective Agreement bargaining with all occupational groups</p> <p>Effectively implement the new provisions incorporated into our collective agreements</p> <p>Continue to work collaboratively with union leaders to implement processes</p>	<p>Continued involvement in OPSBA to provide an avenue to voice local concerns at the provincial table</p> <p>Align internal HR responsibilities with appropriate support to effectively implement the requirements of our collective agreements and support system need</p> <p>Staffing and placement process for teachers implemented with the collaboration of our teacher unions</p>

2013 – 2014 Action Plan for Culture – Healthy Workplace		
Essential Component	Strategies (What we will do)	Evidence (Anticipated Outcomes)
Continue to support service department excellence and promote a healthy workplace	<p>Evaluate Service Standards to understand how they link to exemplary service</p> <p>Continue to strengthen employee group relationships through collaboration with the Central Joint Health and Safety Committee and develop learning, tools, and resources to support system leaders with maintaining a healthy work environment in schools and departments</p> <p>Further develop structures, resources and tools to support secondary teaching staff and curriculum delivery in the areas of Science, Technology and Art.</p> <p>Develop a program that supports employee attendance at work</p>	<p>Managers have staff work with the service standards and provide feedback on their experience with implementing the service standards</p> <p>Conduct a review of all Healthy and Safety Compliance training modules and incorporate appropriate changes for 2013-2014 e.g. Asbestos Awareness and Fire Safety training modules</p> <p>Complete implementation of secondary technology safety program which will include policies and procedures, machine guards, asset relocation and updating/replacing equipment to support enhanced student and staff safety</p> <p>Design/introduce a proposed program for total attendance support based on system need and gather input from key stakeholders</p>

2013 – 2014 Action Plan for Employee Recognition		
Essential Component	Strategies (What we will do)	Evidence (Anticipated Outcomes)
Recognizing the contributions of employees through our Profiling Excellence Program	Continue with the Profiling Excellence recognition program	More diversity of staff recognized will be represented an increase in the number of staff who are acknowledged through the program