

**ST. CLAIR CATHOLIC DISTRICT SCHOOL BOARD
POLICIES AND PROCEDURES
SECTION D: STAFF AND VOLUNTEERS**

EMPLOYMENT AND EXPECTATIONS OF ACADEMIC STAFF	PROCEDURE
EFFECTIVE: 2000 12 01 / 2005 05 24 / 2013 04 23	

ADMINISTRATIVE PROCEDURES:

1.0 Responsibility

- 1.1 The Superintendent responsible for Human Resources shall ensure that the hiring of academic staff is compliant with this policy.

2.0 Expectations

Academic staff hired by the Board will:

- 2.1 Exemplify the principles of the Catholic faith with a demonstrated commitment to Catholic education, which fosters and guides the spiritual, intellectual, aesthetic, physical and social development of students in their formation as contributing, responsible Catholic citizens.
- 2.2 Seek to provide Catholic educational leadership in the school system.
- 2.3 Fully understand the distinctive expectations of academic staff in a Catholic school system, which includes responsibility to:
 - a) Uphold and impart the moral teachings of the Roman Catholic Church;
 - b) Acquire OECTA/OCSTA Religious Education Part I;
 - c) Guide students to achieve academic excellence;
 - d) Guide students to think for themselves and in sound decision-making;
 - e) Guide students to develop self-discipline and respect for self and others;
 - f) Inspire students to be active in church and community; and
 - g) Respect students, parents, colleagues and others and relate to them in a Christian manner.
- 2.4 Understand and support the Belief Statements of the St. Clair Catholic District School Board (Appendix A) and the Ontario Catholic Graduate Expectations (Appendix B).

3.0 Hiring Procedures

The hiring procedures for academic staff will:

- 3.1 Give preferential consideration to qualified Roman Catholic applicants, in accordance with the rights of Catholic school boards;
- 3.2 Require all candidates to acquire the necessary Religious Education qualifications, in accordance with Sec. D Policy – *Mandatory Religious Education Classes*.

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- 3.3 Ensure employees are hired and signed-up in accordance with approved procedures.
- 3.4 Ensure employees have reviewed, understand and signed the *Expectations of Academic Staff* document (Appendix C).

4.0 Additional Information

- 4.1 The St. Clair Catholic District School Board is committed to the principles of equity and inclusive education, consistent with our Catholic teachings, which value and promote human rights and social justice in all Board policies, guidelines, operations and practices.

DEFINITIONS:

OECTA/OCSTA Religious Education Part I – This course, approved by the Ontario English Catholic Teachers' Association (OECTA) and the Ontario Catholic School Trustees' Association (OCSTA) supports the on-going commitment of Catholic teachers to religious literacy, personal and communal renewal and the building of faith community in our Catholic schools. The foundational component of in-depth scripture study, coupled with faith development, liturgical celebration and ethical studies through the Catholic lens enables teachers to make faith connections within themselves and within their classroom curriculum. The integration of an informed faith with teaching practice enables teachers to support the Ontario Catholic Graduate Expectations in a professional and powerful way.

Belief Statements of the St. Clair Catholic District School Board – The Belief Statements of the Board articulate the foundational principles and convictions of the Board expressed in four main pillars: faith, student success, equity in the delivery of education and public confidence in Catholic education. The document was developed with extensive consultation with all stakeholder groups from November 2010 through April 2012 and was formally adopted by the Board of Trustees on April 24, 2012.

Ontario Catholic Graduate Expectations – The Ontario Catholic Graduate Expectations were developed by the Institute for Catholic Education (ICE) as an expression of what all Catholic students are expected to know, to do and to value when they graduate from secondary school. The Catholic curriculum and resource materials, at all grade levels, contribute to achieving these expectations for graduating students. Teachers in Catholic schools are encouraged to use these expectations to make curriculum decisions concerning program planning, instructional strategies, evaluation and assessment.

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APPENDIX A

We Believe.

We believe a faith-filled Catholic learning community is:

- Christ-centred and informed by Gospel teachings, in which we hold ourselves to high standards and act in service to others;
- one that together prays, learns, works and celebrates the sacraments;
- inclusive, accepting and respectful of all God's children;
- one that nurtures our spirituality and our potential, academically, physically, emotionally and socially, such that we become committed contributors to our schools, our families, our Church, our communities and our society.

We believe our students will be successful now and in the future when:

- we have high expectations for students, knowing that they will achieve their best, given sufficient time and support;
- guided by our Catholic faith in a rapidly changing society, we teach students to be effective, creative and ethical life-long learners;
- we prepare students in a digital world to be highly-skilled critical thinkers, collaborators, innovators, communicators and problem solvers;
- through our on-going critical reflection and use of current research-based teaching methods, we ensure instructional and assessment practices meet the needs of each student.

We believe we can reduce gaps in student achievement when:

- through early identification of students' learning needs, we provide focused instruction and individualized feedback;
- all partners in Catholic education, through collaboration, effective communication and teamwork, fulfill their commitment to meet the unique needs of every student;
- staff are supported with the necessary resources and professional learning;
- we create a safe learning environment, in which all students know they belong, voice their needs, build on their individual gifts and take ownership of their own learning.

We believe the public has confidence in Catholic education when:

- our students demonstrate growth towards the goals expressed in the Ontario Catholic Graduate Expectations* and we celebrate their accomplishments and contributions to our communities;
- with our partners in Catholic education, we encourage our students to excel and to develop their God-given talents, to enhance their lives, their families, the Church, their communities and our society;
- we are accountable and transparent in our decision-making and we are responsible stewards of our resources;
- we are a nurturing, inclusive Catholic learning community founded on Gospel values, in which safety and well-being are paramount.

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APPENDIX B

ONTARIO CATHOLIC GRADUATE EXPECTATIONS

Elementary:

I will live my life like Jesus.
I am a believer.
I have a voice.
I have ideas.
I am a learner for life.
I am a team player.
I care.
I have responsibilities.

Secondary:

Vision of the Learner
The graduate is expected to be:

1. *A discerning believer* formed in the Catholic Faith community who celebrates the signs and sacred mystery of God's presence through word, sacrament, prayer, forgiveness, reflection and moral living.
2. *An effective communicator* who speaks, writes, and listens honestly and sensitively, responding critically in light of gospel values.
3. *A reflective, creative and holistic thinker* who solves problems and makes responsible decisions with an informed moral conscience for the common good.
4. *A self-directed, responsible, lifelong learner* who develops and demonstrates their God-given potential.
5. *A collaborative contributor* who finds meaning, dignity and vocation in work which respects the rights of all and contributes to the common good.
6. *A caring family member* who attends to family, school, parish, and the wider community.
7. *A responsible citizen* who gives witness to Catholic social teaching by promoting peace, justice and the sacredness of human life.

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APPENDIX C

EXPECTATIONS OF ACADEMIC STAFF

The St. Clair Catholic District School Board believes that all academic staff should understand the distinctive expectations of academic staff in its Catholic school system.

1. The schools of the St. Clair Catholic District School Board exist to provide a Catholic educational environment that fosters and guides the spiritual, intellectual, aesthetic, physical and social development of students, to enable them to live and contribute as responsible Catholic citizens in society. Hence, the Board expects academic staff to educate students toward this purpose.

2. These expectations affirm the deep commitment that clergy, trustees and parents have for the spiritual development of the students in our Catholic schools. Therefore, as a Catholic community, the Board expects academic staff to:
 - uphold and impart the moral teachings and doctrine of the Roman Catholic Church;
 - acquire OECTA/OCSTA Religious Education Part I; (*College of Teachers Staff only*)
 - guide students to achieve academic excellence;
 - guide students to think for themselves and in sound decision-making;
 - guide students to develop self discipline and respect for self and others;
 - inspire students to be active in church and community;
 - respect students, parents, colleagues and others and relate to them in a Christian manner;
 - understand and support the Belief Statements of the St. Clair Catholic District School Board (Appendix A) and the Ontario Catholic Graduate Expectations (Appendix B).

This confirms that I have reviewed, understand and agree to act in accordance with these expectations:

Name (Signature)

Date

Witness (Board Official Signature)

*Distribution: Employee file
c.c: Employee*