

TEACHER TRANSFER DETERMINATION PROCESS (SECONDARY)

The purpose of the transfer process for secondary teachers is for the Principal to choose the best candidate for each vacancy in a fair, consistent and transparent manner and to provide current contract teachers the opportunity to secure an alternative assignment in a different school. The York Region District School Board believes that assigning teachers to schools where they want to work and serve the needs of the school and the community will most benefit students, and ensure a positive working and learning environment. The system is enhanced when employment practices promote an equitable, inclusive and welcoming school environment.

Considerations for the process include:

- the compatibility of the teacher seeking the transfer with the overall needs of the school – including departmental needs, goals of the school, current staffing qualifications/needs, school demographics, etc.;
- the candidate's skill set including his/her demonstration of personal/professional competencies (e.g., optimism, resilience, initiative, etc.);
- how well the candidate fits into the current culture/climate of the department and the school; and
- the candidate's sense of compatibility with the school, department and position.

The process includes:

1. Expression of Interest

- All applicants to submit an expression of interest to the Principal in writing by Board e-mail including a resume. (Note: a cover letter is not required.)
- The principal to determine the short list of candidates for a professional conversation.
- The principal will acknowledge the receipt of all expressions of interest, indicating that applicants moving forward in the process will be contacted.

2. Professional Discussion

- A discussion in which the Administrative Team can learn more about each candidate and what each brings to the position, as well as an opportunity for the principal to share more about the school/department and the position with the candidate. This is not a hiring interview, since transfer candidates are permanent contract teachers with the Board already.
- The discussion may include, but is not limited to, any of the following: the culture, climate, and the demographics of the school; assessment and instruction; departmental needs; goals of the school; the candidate's resume; his or her ALP; professional learning interests, and the most recent TPA. (Note: The principal may request a copy of the candidate's most recent TPA, however a discussion about such might suffice.)
- Topics to be discussed must be consistent among all candidates being considered for same position.
- Notes will be taken during the discussion by the principal for future reference.
- The conversation may take place in person or remotely, as per the principal's discretion. (e.g., via phone, SKYPE, etc.)

3. References

- The candidate must provide his/her current Principal as a reference. An additional reference may be required upon request of the Principal. The candidate may also provide the name(s) of additional references at his/her discretion. (Note: Subject Heads/other teachers may not be used as referees in this process.)
- References are to be checked using the most recent *Teacher Transfer Reference Form* for those whom the Principal deems to move forward in the process after the professional discussion has taken place. This may be completed via a phone conversation.

4. Determination and Communication

- The Administrative Team will make the final selection and will notify all of the applicants involved in the professional conversation of their results.

IT IS IMPORTANT THAT ALL ADMINISTRATORS FOLLOW THIS PROTOCOL FOR TEACHER TRANSFERS.

YORK REGION DISTRICT SCHOOL BOARD

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REFERENCE CHECK FORM

Name of Candidate:

Candidate's Current School:

Vacancy to be filled:

Name, Position and School of Referee:

Reference Requested By:

Date:

1. How long have you known the candidate and in what capacity?

2. Comment on this teacher's strengths and areas for growth.

3. Comment on any contributions this teacher has made in your school.
(Examples may include: school committee work, assisting other teachers, students or community members, extracurricular involvement, demonstrating professional learning, assuming a leadership role, participation in a school initiative, etc...)

4. Are you aware of any issues that this teacher has with students, parents, colleagues, or administrators? Are there any concerns resulting from a most recent TPA or from discipline?

5. Are there any other comments you would like to share?