



PROCEDURE

Title: **PROCEDURES FOR THE
SUPERVISION OF SUPPORT
STAFF**

Procedure No.: **3001D**
Effective Date: **2001 Sept. 01**

Department: Organizational Support Services – Human Resources

Reference(s): - Policy: Supervision of Employees
- Principal Input on System Support Staff Procedure

1.0 Purpose

The Procedures for the Supervision of Support Staff promotes the achievement of the Board's strategic priorities. The procedures also provide the foundational framework for the ongoing supervision of support staff, as well as strategies for continuous learning and development.

In all of our endeavours, we focus on learning, development and success for students and staff by creating and sustaining positive, equitable and inclusive learning and working environments, in accordance with the Board's "Supervision of Employees" policy.

Support Staff employee groups include:

- CUPE 4222 A – Custodial/Maintenance/Distribution Centre Services, Printing, and Technicians
- CUPE 4222 B – Office and Clerical
- CUPE 4222 D – Early Childhood Educators, Care for Newcomer Children Lead (CNC Worker 2); and Care for Newcomer Children Worker (CNC Worker 1)
- CUPE 7575 – Educational Assistants and Instructional Assistants
- OSSTF PSSP – Professional Student Services Personnel
- OSSTF CEI – Continuing Education Instructors
- AAPSP – The Association of Administrative, Professional and Support Personnel

2.0 Guiding Principles

The Board acknowledges that professional and personal growth are developmental processes which are most effective when they meet the individual needs of support staff and provide the necessary conditions and interventions. The immediate supervisor is accountable for all aspects of the supervision process and works together with their employees to create and sustain a supportive environment that is

Administered By: **Organizational Support Services – Human Resources**

Amendment Date(s): 2004 Oct. 26, 2011 Feb. 08, 2020 Jan.06

honest, fair, inclusive, and equitable. It is expected that supervision is approached in an open and transparent manner that respects and honours the commitment and integrity of our support staff in meeting the needs of our students. This procedure provides a multifaceted framework designed to foster a culture of continuous learning, support professional development and promote success at every stage of an employee's career.

Meaningful dialogue is an integral part of the supervision process. It is most effective to use a balanced approach by affirming the positive, sharing concerns and providing alternative strategies that can be used to improve and/or enhance sustainable performance that consistently meets expectations.

Suggested strategies to engage in meaningful dialogue during the supervision process can include the following, and may be in written and/or verbal formats:

- **Discussion** can help facilitate open communication between supervisors and employees on a regular and consistent basis. Utilizing proactive approaches and frequently checking-in with employees can promote positive relationships and increase engagement. It is important to encourage ongoing discussions to connect with employees, confirm priorities, review progress, learn if there are obstacles to goal achievement, and determine if there are additional strategies to support success.
- **Observation** happens either through formal sessions and/or informally at the time of a specific action or event and could include written documentation. Both methods provide an invaluable tool for assessing an employee's knowledge, skills and abilities within the scope and expectations of their role and should be a regular part of the supervision process. In all situations, supervisors should aim for transparency by ensuring that employees understand the reasons for observation and that the overall goal is to provide objective behavioural feedback in a respectful, fair and consistent manner.
- **Feedback** occurs naturally as supervisors and employees regularly interact with each other through the course of their daily work. It can also be shared in a structured manner when associated to specific actions, in response to a particular event and/or as part of the performance assessment/appraisal report. Regular and consistent feedback can help employees gain clarity regarding expectations, develop new skills, improve and/or enhance performance when necessary, and may lead to further discussion regarding next steps.

3.0 The Fundamentals of Support Staff Supervision

The organizational strategic priorities provide the foundation for developing actions at the departmental level, which in turn informs the employee's unique Learning and Development Plan. The importance of this alignment is recognition that all employees

contribute to improving student achievement and provide support through their day-to-day work, setting goals and meeting performance expectations. This integrated approach links the fundamentals of support staff supervision to the organization and department and ensures the process is fully embedded into daily work.

The fundamentals of the Support Staff Supervision process are:

a. Performance Review

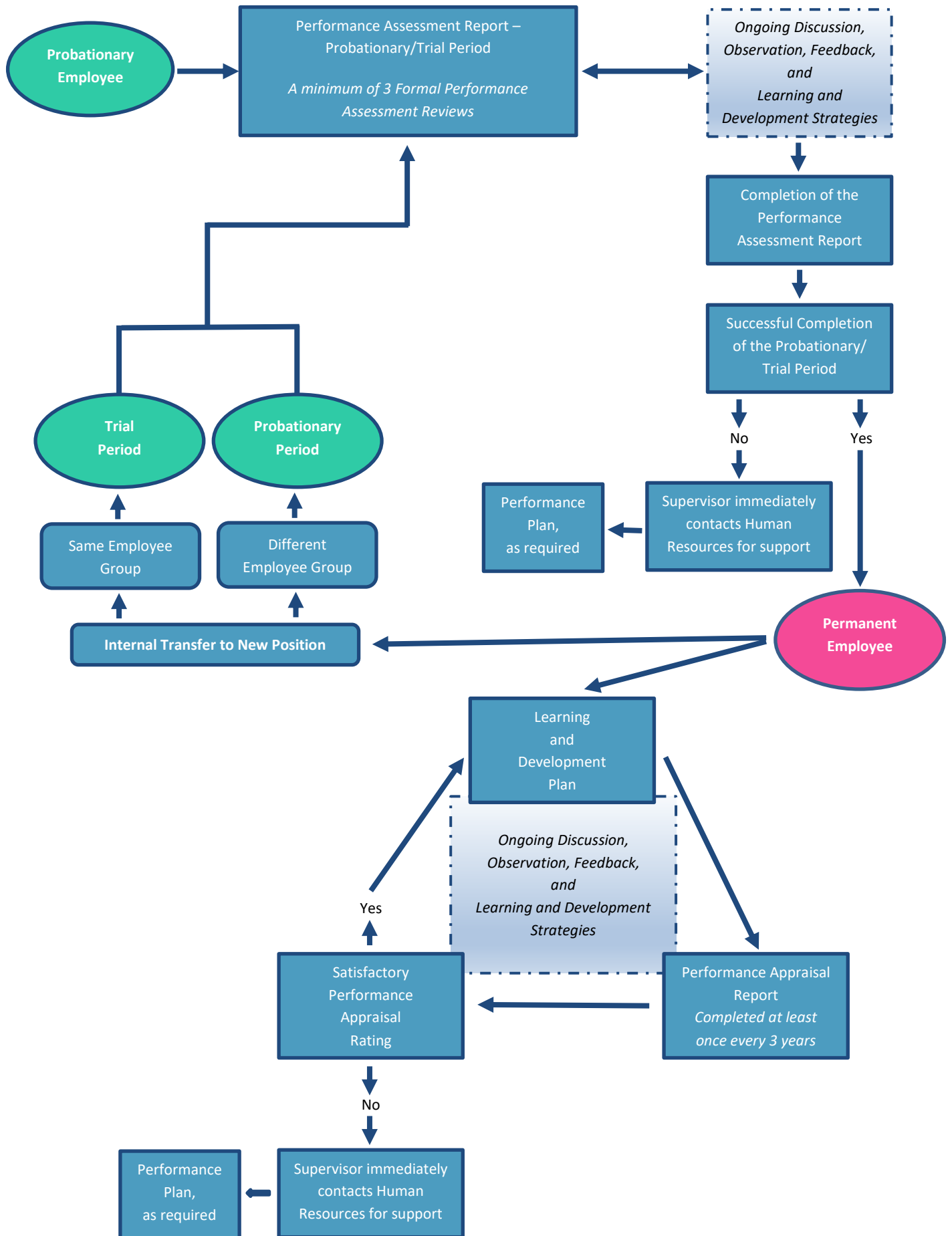
- i. **Performance Assessment Report – Probationary/Trial Period** is an assessment of a new employee or a current employee as they transition into the position and work towards meeting expectations that are appropriate for the designated timeframe. The report is completed by the end of the probationary or trial period, as outlined in the respective collective agreement/terms and conditions.
- ii. **Performance Appraisal Report** is a systematic review and ongoing assessment of the employee's ability to consistently perform their duties and responsibilities in a competent manner that meets the expectations of the role. Supervisors monitor and evaluate performance continuously throughout the performance appraisal period by using strategies as outlined in **2.0 Guiding Principles**.

b. Performance Development

- i. **Learning and Development Plan** is a process for identifying performance related goals and professional growth activities in consultation with the employee's supervisor. This supports ongoing growth within the employee's current position and/or contributes to the development of knowledge, skills and abilities required for other roles and responsibilities within the system.
- ii. **Learning and Development Strategies** offer a diverse range of methods and activities to support employees at every stage of the supervision process. They apply to an employee in their current role, in a new position or if they are experiencing difficulty performing their duties and responsibilities. Utilizing these strategies on a regular and consistent basis throughout the employee's career helps to foster a strong culture for learning throughout the entire organization.

The following graphic depicts the supervision of support staff process.

Procedures for the Supervision of Support Staff Procedure



4.0 Performance Review

The immediate supervisor is responsible for Performance Review by ensuring the applicable report is completed. When system support staff work in school/site locations which are different from their immediate supervisor, please refer to **4.3 Completion of Performance Assessment/Appraisal Report for School/Site-Based System Support Staff** for to support the process.

4.1 Performance Assessment Report – Probationary/Trial Period

An employee in their probationary/trial period receives a minimum of three (3) formal performance assessments. The probationary period applies to a new employee who has entered the employee group. The trial period applies to an employee who has started a new position within the same employee group.

This process is used to evaluate knowledge, skills, and abilities that are appropriate for the designated assessment period. It is also used to identify what is working well, areas for improvement and opportunities for learning and development. This is supported through meaningful, regular and ongoing dialogue. If an employee is not meeting expectations, it is imperative that they understand the performance gap(s) and necessary corrective action(s). The supervisor is responsible for providing appropriate supports and resources to allow adequate time for the employee to achieve sustainable improvement prior to the end of the probationary/trial period.

If the employee is not meeting performance expectations during the assessment period, the supervisor will immediately contact Human Resources for support. Human Resources will support the supervisor in establishing a structured performance plan with timelines for evaluation of performance and achievement of expectations, as required. There may be mutual agreement between Human Resources, the supervisor and the union/association to extend the probationary/trial period, if appropriate in the circumstances. For additional information to support the completion of the performance assessment, please refer to section **4.4 Performance Plan**.

The “**Performance Assessment Report - Probationary/Trial Period for Support Staff**” form (available in Electronic Forms) is used throughout the assessment period. A copy should be retained by the employee and supervisor following each assessment meeting. The supervisor submits a signed copy of the final report to Human Resources upon completion of the probationary/trial period.

The following table summarizes the probationary and trial period for each employee group.

SUMMARY OF PROBATIONARY AND TRIAL PERIODS (as defined in Collective Agreements/Memorandum of Agreement)			
Employee Group	Probationary Period	Trial Period	
		Same Job Classification	Different Job Classification
CUPE 4222A	80 days worked	30 days worked	60 days worked
CUPE 4222B	80 days worked	30 working days	60 working days
CUPE 4222D	80 days worked	30 working days	60 working days
OSSTF PSSP	6 months	Not specified	Not specified
CUPE 7575	80 days worked	30 working days	60 working days
OSSTF CEI	First 6 months of instruction	Not specified	Not specified
AAPSP	6 months	6 months	

4.2 Performance Appraisal Report

A permanent employee who is not in a probationary/trial period receives a formal performance appraisal at least once every three (3) years. There may be circumstances when it is appropriate to complete the report outside of the scheduled review date.

This process is used to evaluate the employee's overall job performance based on expectations in each of the following areas: job knowledge, skills, abilities, and technological proficiency; communication and relationship skills; and leadership and self-management skills. Summary performance comments, specific concerns, recommendations for improvement, opportunities for learning, and areas for development are also identified. Consideration should also be given to the employee's achievement of established goals as indicated in the *"Learning and Development Plan for Support Staff"*. Communication between the supervisor and employee shall be continuous and timely throughout the entire appraisal period and the report represents a summary of information that has been shared with the employee since the last formal review.

If the employee is not meeting performance expectations, the supervisor will immediately contact Human Resources for support prior to the completion of an unsatisfactory performance appraisal rating. Human Resources will support the supervisor in establishing a structured performance plan with timelines for evaluation of performance and achievement of expectations, as required. For additional information, please refer to section **4.4 Performance Plan**.

The **"Performance Appraisal Report for Support Staff"** form (available in Electronic Forms) is to be used for the appraisal. A copy should be retained by the employee and supervisor following the appraisal meeting. The supervisor submits a signed copy of the final report to Human Resources upon completion.

4.3 Completion of Performance Assessment/Appraisal Report for School/Site-Based System Support Staff

4.3.1 Learning Support Services

The immediate supervisor with direct responsibility for the employee completes the appropriate form, *“Performance Assessment Report – Probationary/Trial Period for Support Staff”* or the *“Performance Appraisal Report for Support Staff”*, by seeking input from the school Principals in accordance with the Learning Support Services Independent Procedure *“Principal Input on System Support Staff”*.

4.3.2 Custodial Staff

The Operations Leaders as the immediate supervisor with direct responsibility for the employee completes the appropriate form, *“Performance Assessment Report – Probationary/Trial Period for Support Staff”* or the *“Performance Appraisal Report for Support Staff”*, by seeking input from the school Principal or site building manager.

4.4 Performance Plan

During the ongoing supervision process, it may be identified that an employee is experiencing difficulty performing their duties and responsibilities in a manner that meets the expectations of the role. If the area(s) of concern is not improved and sustained through ongoing discussion, observation and feedback, it may be necessary to implement additional and/or alternative strategies and resources. The supervisor will provide support and assistance to the employee as they engage in a structured Performance Plan designed to correct the behaviour(s) and promote success.

The supervisor, in collaboration with Human Resources as required, will meet with the employee to review the following details which will also be confirmed in writing:

- area(s) of concern
- performance expectations
- time line for required improvement
- recommended strategies
- available supports and resources

If the employee is successful in addressing performance difficulties, the supervisor will complete and confirm a satisfactory recommendation/rating on the *‘Performance Assessment Report – Probationary/Trial Period’* or *‘Performance Appraisal Report’* form.

For this process to be effective, communication and interactions between the supervisor and employee must be open, transparent and intentional. The supervisor is accountable for initiating action by formulating a plan that is

appropriate in the circumstances. The employee is accountable for the resulting outcome and is expected to make suggestions to further enhance the plan as required. The employee demonstrates their willingness to fully engage by actively participating in every aspect of the performance plan and the supervisor offers regular and timely guidance as needed.

If the employee continues to experience performance difficulties, the supervisor will contact the Superintendent of Student Achievement and/or Manager responsible for that position. Next steps will be determined in consultation with the Superintendent of Human Resources, or designate. There will be a meeting with the employee to clarify expectations that must be consistently achieved in order to remain in the position. These expectations will be provided to the employee in writing following the meeting.

An employee may have support from a union/association representative at appropriate stages of this process in accordance with the relevant Collective Agreement or Memorandum of Agreement. Decisions with regard to demotion or termination of employment will proceed in accordance with the relevant agreement, in consultation with the Superintendent of Human Resources, or designate.

Nothing in this aspect of the supervision process will interfere with normal discipline for cause, such as misconduct.

5.0 Performance Development

Open and continuous dialogue, as well as active participation, are essential in all aspects of Performance Development. In addition to regular communication with their supervisor, it is also valuable for the employee to engage in ongoing self-evaluation and reflection. The Learning and Development Plan is a tool that employees use to create and implement performance related goals and professional growth activities in partnership with their supervisor. Goal achievement is best facilitated by utilizing various Learning and Development Strategies.

5.1 Learning and Development Plan

The Learning and Development Plan is an annual process that applies to all support staff employees who have successfully completed their probationary/trial period. The Learning and Development Plan is used to identify and formulate goals to enhance knowledge, skills, abilities, and workflow processes, as well as to support professional growth throughout the employee's career. Goals focus on an employee's current position, formal or informal leadership initiatives and/or in preparation for a different position within the Board. Goals should also be aligned to the organizational strategic priorities and actions at the departmental level. The plan helps facilitate regular review of goal progress and achievement to ensure they are meaningful and relevant. Revisions to established goals should be made throughout the year, where necessary.

The employee and supervisor collaborate in establishing goals and finalizing the

Learning and Development Plan, as follows:

- School based employee – no more than six (6) weeks after the beginning of each school year
- Non-school based employee – within six (6) weeks after the beginning of the calendar year
- Employee new to their position – upon completion of the probationary/trial period

A well-constructed goal follows the S.M.A.R.T. method:

- **S...**Specific: What is the action or event that will take place?
- **M...**Measureable: How will you know when you have achieved this goal? What are the observable indicators of success?
- **A...**Attainable: Is this goal realistic? What strategies will you use to achieve this goal?
- **R...**Realistic: Why is this goal important? How is it aligned to organizational strategic priorities and actions at the departmental level?
- **T...**Time-bound: When will you achieve this goal? This should include ongoing review of goal progress and/or making revisions as required.

The employee and supervisor should retain a copy of the finalized “*Learning and Development Plan*” (available in the Employee Portal under Electronic Forms).

5.2 Learning and Development Strategies

The strategies should be applied continuously to support employee performance and consideration should be given to the employee’s existing knowledge, skills and abilities, the nature of the content to be learned, timing, and the expected outcome.

The various strategies suggested below help to support the Learning and Development Plan and can be used in combination with one another. These strategies may also be utilized to support the Performance Review processes, as described in section 4.0.

5.2.1 Experiential – Learning by doing

- Job-specific – instruction on the required knowledge, skills and abilities
- Job-embedded – develop knowledge, skills and abilities within standard work activities to promote transference of learning into practice
- Acting assignments – temporarily perform the functions of a different position within the department
- Cross-departmental assignments – temporarily perform the functions of a different position within another department
- Stretch assignments – complete a project or task beyond the current knowledge and skill level

- Job-related literature – engage in reading, writing and/or discussion of relevant resources
- Volunteer – opportunities within TVDSB, as well as external organizations, agencies and community partners
- Organize, lead and/or present at an event, meeting, conference, workshop, or course
- Develop and/or enhance leadership skills through small group work, committees, union/association related activities, new initiatives, project work, and/or guiding a student during an internship or placement experience

5.2.2 Social – Learning by working with others

- Job Shadow – follow and observe an experienced employee to learn more about a particular job, process, and/or task
- Coaching – work with colleagues who have expertise in one or more specific areas to improve and/or enhance performance
- Mentoring – work with colleagues who have expertise in one or more specific areas to build capacity
- Networking – discussion with internal and/or external contacts
- Feedback – information used as a basis for learning and development
- Dialogue – informal peer-to-peer conversations to share knowledge, experiences and ideas
- Facilitated Group Discussion - learn from others by sharing different skills and various perspectives to create a collaborative, effective and inclusive learning environment
- Self-evaluation - a personal assessment of strengths and weaknesses regarding one or more aspects of performance discussed with a colleague, mentor, coach and/or supervisor
- Professional association membership
- Subject matter expert – share knowledge on a particular topic with others
- Debriefs – throughout the duration of a project discuss tasks, events or activities; troubleshoot challenges; celebrate successes; and establish a clear plan for next steps
- Capture and disseminate organizational knowledge by providing small groups with opportunities to work on real problems or situations, ask open-ended questions, implement solutions, reflect on results and establish a clear plan for next steps

5.2.3 Structured – Learning through instructional methodologies

- | | |
|-------------|----------------------|
| • Courses | • Conferences |
| • Programs | • In-service |
| • Modules | • Webinars |
| • Seminars | • Video-Conferencing |
| • Workshops | • Podcasts |

6.0 Forms Available on the Employee Portal

Performance Assessment Report – Probationary/Trial for Support Staff

Performance Appraisal Report for Support Staff

Learning and Development Plan for Support Staff