

MEMORANDUM OF AGREEMENT

between

The West Vancouver Municipal Employees' Association
(WVMEA) and

The West Vancouver Teachers' Association
(WVTA) And

The Board of Education of School District No. 45 (West
Vancouver)

THE TEACHER / TEACHER ASSISTANT / EDUCATION ASSISTANT RELATIONSHIP

Background

Teacher Assistants at secondary schools and Education Assistants work directly with teachers in schools. The role of Teacher Assistants at secondary schools and Education Assistants is to work with the Teacher(s) while under their direction. It is the Teacher who plans the instructional content and the parameters around curriculum delivery. However, the classroom Teacher, District Support Staff, Principals, Vice Principals and the paraprofessional teacher assistants and education assistants shall work cooperatively in the spirit of a team supporting the students. It is recognized that each role may have specialized skills and knowledge in relationship to a specific student or condition. Although the role of teacher assistant at secondary and education assistant is distinct, for ease of reference they will be referred to as "Education Assistants" for the remainder of this document.

This agreement is designed as a guide to maintain healthy relationships between staff members.

Basic assumptions regarding the Teacher / Education Assistant roles and responsibilities

1. It is the right and responsibility of the Principals and Vice Principals to evaluate and supervise Education Assistants and other Staff assigned to a school. Teachers will be asked to provide feedback to Principals and Vice Principals when necessary.
2. Teachers shall exercise their professional responsibilities and judgments in the operation of their classroom. Teachers also have a professional responsibility to clearly identify to Education Assistants what is expected and what standards are appropriate.

3. When any member of a working team feels that there is an inappropriate occurrence or circumstance, the first responsibility is to speak openly to the other team member(s) to clarify issues and seek solutions. **Learning support teachers may be asked to provide insight related to specific instructional strategies and possible solutions. This communication will occur unless** the issue involves student abuse, criminal activity, or if the concerned staff member does not consider the situation to be physically safe, where contact must be made with Human Resources or the Principal or Vice Principal. It is understood that this communication may be difficult and/or awkward. If employees are uncertain of how to approach the situation, they may reach out to their union representatives for additional support.
4. Should this conversation fail to resolve the issue, the Teacher and/or Education Assistant should inform the team member(s) with whom they have an unresolved issue, that they are raising the issue to the Principal or Vice Principal or contact their respective Association representative for advice/guidance. If the employee does not feel physically safe to advise the team member, the employee may involve Human Resources or the Principal or Vice Principal.
5. The Teacher and Education Assistant should only speak to an Administrative Officer after they have informed the other party they wish to do so and only after the processes set out in item four (4) above has been employed subject to an employee feeling physically safe to do so. .
6. All employees of the Board are entitled to due process.
7. The responsibility to communicate issues to parents rests solely with Teachers and Administrators.

Protocol for Problem-Solving issues that Arise in the Teacher and Education Assistant Relationship.

- I. It is agreed that all issues of a disciplinary nature are not subject to this problem-solving process.
- II. If issues cannot be resolved among the parties involved, the-Principal or Vice Principal should undertake a process of conflict resolution involving all team members involved. If a resolution cannot be achieved through conflict resolution, a formal process should ensue.
- III. The formal process should include a scheduled meeting facilitated by a Principal or Vice Principal with the goal to explore the nature of unresolved issue(s). Both the involved Teacher(s) and Education Assistant(s) shall be present at such a meeting and should, at the option of the employee, be accompanied by their respective Association representative.

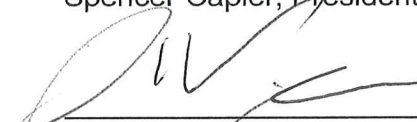
- IV. If the offer to have the respective Association representative present at such meeting is declined by the employee, the Principal or Vice Principal will advise Human Resources who will inform the respective Association representative.
- V. If the outcome of the meeting indicates that changes in behavior or skill are required of employees, the employee will meet with their respective Association representative to discuss how to move forward.
- VI. Strategies developed at the meetings identified in number five (5) above may result in mentorship, a growth plan for additional training, or consideration of a change of assignment and or location.



Spencer Capier, President WVTA

December 8/2022

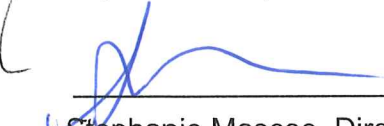
Date



Phyllis Van Rhyn, Business Agent, WVMEA

Dec 8, 2008

Date



Stephanie Mascoe, Director of Human Resources
West Vancouver Schools

Nov. 28, 2022

Date