

HOPE

People of



HUMAN RESOURCE SERVICES

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INTRODUCTION

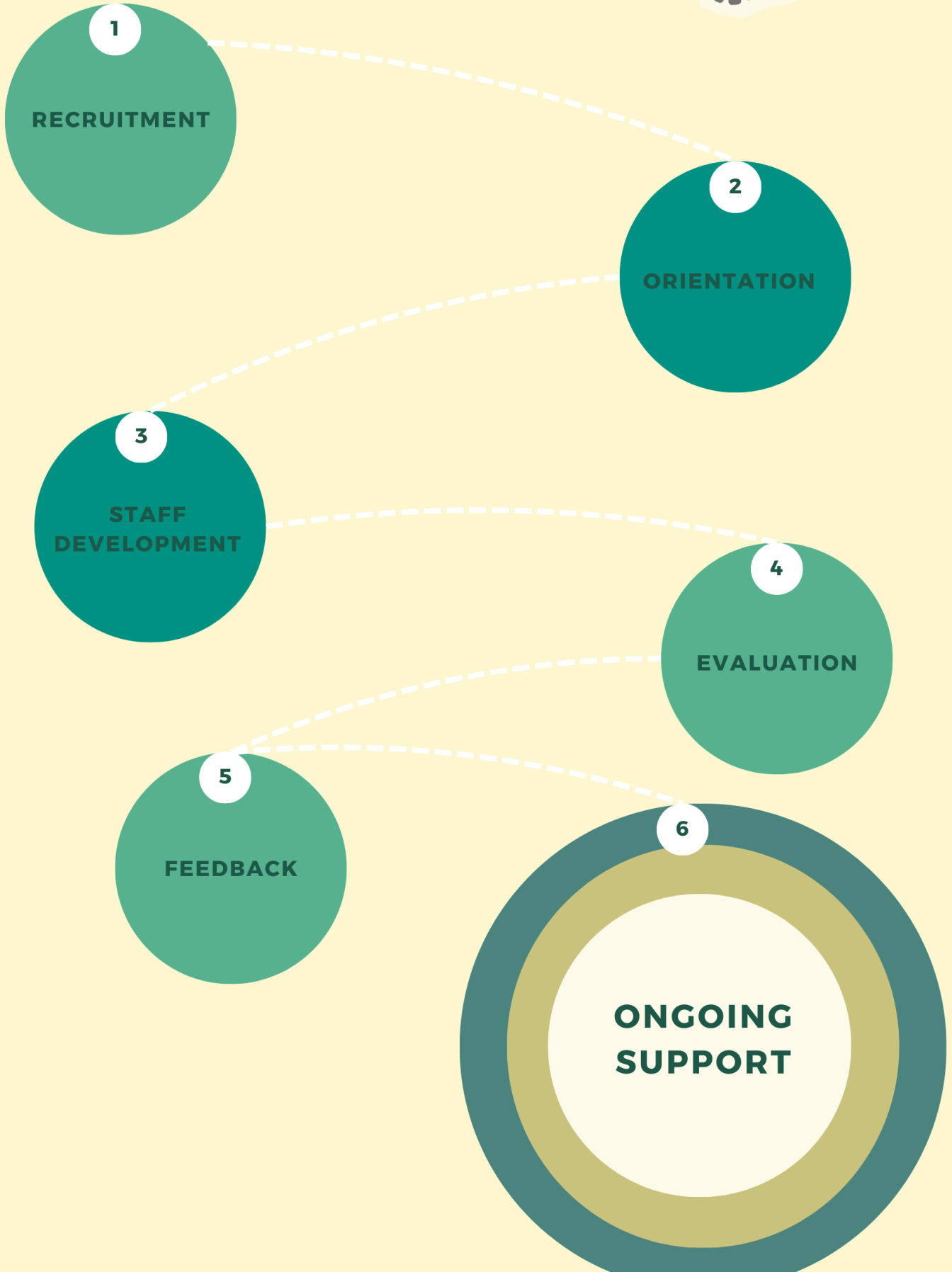
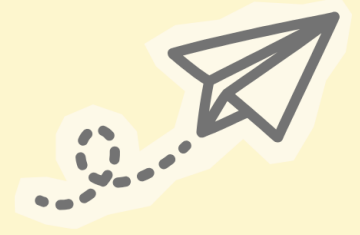
Human Resource Services (HR) plays a foundational role in upholding the mission, vision, and commitment to operational excellence of Edmonton Catholic Schools by supporting every stage of the employee journey, from the first point of contact to long-term professional careers. With responsibility for hiring practices, staffing, staff development, orientation, employee relations, benefits, contract administration, payroll, and Occupational Health and Safety programming, HR ensures that all 5,500 employees across the Division are welcomed, supported, supervised, and equipped to thrive in their roles. This report highlights how these interconnected functions create a cohesive employee experience that reflects the Division's mission to provide a Catholic education that inspires students to learn and that prepares them to live fully and to serve God in one another, and that strengthens the capacity of staff to support student learning, faith formation, and well-being.

HR demonstrates leadership in recruiting, orienting, developing, supervising, and evaluating staff in ways that build confidence, competence, and alignment with Division expectations. HR collaborates with Religious Education Services to ensure that hiring and promotional practices honor and reinforce the Division's Catholic identity, helping staff understand their role in faith formation and spiritual permeation. The recruitment of high school students into future ECSD pathways further strengthens long-term sustainability and deepens community connection.

HR facilitates high-quality professional learning, leadership development, and Occupational Health and Safety training, ensuring that staff have equitable access to resources that support both professional growth and safe, healthy workplaces. HR's work in administering collective agreements, managing payroll, and ensuring compliance with employment legislation safeguards fair and transparent employment practices. Collectively, these efforts ensure that HR remains a pillar of organizational stability, Catholic identity, and operational excellence across Edmonton Catholic Schools.



THE JOURNEY ONBOARDING TO ONGOING



TALENT ACQUISITION

TEACHER RECRUITMENT STRATEGY & OUTREACH



HR's recruitment work begins well before a formal application is received. In a competitive labour market and a growing Division, ECSD's approach is shifting from "filling vacancies" to building a culture-driven strategy rooted in vocation, belonging, and purpose. Through consistent employer brand messaging and relationship-based outreach, HR works to expand the pool of qualified, mission-aligned candidates, particularly in hard-to-fill areas while reinforcing ECSD's identity as a top Employer.

Recruitment outreach is intentionally multi-channeled and partnership focused. HR cultivates relationships with post-secondary institutions, career centers, education faculties, and community networks to create earlier and more meaningful connections with emerging educators and professional staff. In addition, HR leverages events and touchpoints that support candidate confidence and clarity, such as ECSD information sessions, application supports, and networking opportunities. These efforts strengthen candidate experience, improve readiness for hiring processes, and increase the likelihood of strong-fit hires who understand ECSD's culture and expectations.

ECSD's recruitment approach is also grounded in continuous improvement. HR continues to refine processes to track recruitment activity, monitor trends in candidate availability, and use feedback from candidates, schools, and internal partners to refine processes. This ensures recruitment remains responsive to workforce realities while staying anchored in the Division's Catholic mission and commitment to student learning.

KEY PRACTICES:

- Recruitment and engagement events (e.g., Education career fairs, presentations at universities and faculties, ECSD information nights, networking event).
- Focused recruitment for priority roles (e.g., Early Learning, Fine Arts, Languages, Specialized Programming, CTS/CTF, Math & Sciences).
- Candidate experience supports (e.g., application support sessions; mock interviews, pre-application inquiries; event attendance and follow-up).
- Brand messaging consistency and staff ambassador role (e.g., "Teach and Work Where You Belong" as a consistent recruitment message and shared responsibility across the Division).



CATHOLIC MISSION IN HIRING

Hiring at ECSD is a mission-driven process that intentionally reflects the Division's Catholic identity and responsibility for faith formation. HR collaborates with Religious Education Services and system leaders to ensure that recruitment, screening, and selection practices are aligned with our Catholic identity. This ensures that Catholic education is foundational to how we teach, lead, serve, and build community within our schools.

Interview processes and hiring criteria emphasize alignment with ECSD's mission, vision, and core values, and seek candidates who can contribute to a Catholic school environment through their role. The Division's approach affirms that all employees support Catholic identity through relationships, service, dignity and respect, and the daily witness they bring to school communities.

Through staff induction and early training opportunities, newly hired staff are supported to understand the distinctive nature of Catholic education at ECSD, including the invitation to engage meaningfully in faith life. This alignment between hiring practices and faith permeation strengthens consistency across schools.

Growth.

KEY PRACTICES:

- Catholicity-aligned screening and interview practices (e.g., consistent Catholic mission/faith-permeation questions and criteria, faith formation plan, pastoral reference).
- Collaboration with Religious Education Services through shared resources and onboarding elements that strengthen Catholic identity and faith formation, including required and supplemental religion courses (e.g., Catholicism 101 and online learning modules) to support teachers in meeting Division expectations for continuous contract.
- Our partnerships with Catholic institutions (e.g., St. Joseph's College, parish connections, faith-based community networks).
- Coordination with Religious Education Services to support teachers in enrolling in Rite of Christian Initiation of Adults (RCIA) within their home parish.
- Contribution to province-wide learning through the Council of Catholic School Superintendents of Alberta (CCSSA), including presentations and sharing of practices related to Catholic mission-aligned hiring and faith formation at plenary gatherings.
- Intentional faith-formation opportunities for non-Catholic and non-teaching staff, including facilitated conversations with school chaplains, opportunities to connect with school or community parishes, and an open invitation to engage with Religious Education Services for mentorship and growth.



EARLY PATHWAYS INTO ECSD

HR ECSD’s long-term sustainability depends on building pathways into the Division early before candidates are actively applying for permanent roles. HR supports early-entry strategies that create connection, belonging, and familiarity with Catholic school identity so candidates experience ECSD as a potential professional “home,” not just a future employer.

Early pathways include strengthening relationships with post-secondary programs beyond practicum placements and creating opportunities for pre-service teachers and emerging educators to engage with ECSD through events, networking, and school-based connections. These early experiences help candidates build confidence in the application process and allow ECSD to communicate professional expectations, culture, and mission earlier in the decision-making journey.

Pathways are also built “from within,” supporting a channel that can include students and support staff who explore longer-term careers in Catholic education. By creating access points and practical experiences, ECSD increases readiness of prospective hires and helps schools identify candidates who demonstrate strong fit through the job engagement.

KEY PRACTICES:

- Pathway initiatives (e.g., earlier post-secondary partnership engagement; networking events; information nights; application support sessions).
- Internal pathways (e.g., “students → support staff → teachers” concept; early exposure to Catholic education and school culture).
- Dual Credit programming for 4th and 5th year students’ partnership with Norquest
- Administrative Professional – 1 year certificate
- Educational Assistant – 1 year certificate
- Grow Your Own initiative (early stages), engaging ECSD high school students at Student Voice to promote teaching as a vocation, maintain connection with potential future educators, and gather student feedback to refine and expand outreach to high schools across the Division.
- CTS Bridging opportunities/ collegiate programming



HIRING, SCREENING & PLACEMENT

STRENGTH BASED PLACEMENT

Once candidates advance through screening, HR collaborates with schools and departments to support placements that consider strengths, experience, and program needs. Strength-based placement improves early success by ensuring role fit, reducing avoidable transitions, and helping employees contribute meaningfully sooner. This approach supports workforce stability and is especially important in specialized teaching and support roles where school environments require focused skill sets.



Placement decisions are informed by candidate qualifications and demonstrated competencies, as well as school-based context and program needs. HR supports schools in identifying candidates who align with specialized areas such as Inclusive Education, Languages, CTS/CTF, Fine Arts, and other priority staffing areas. Placing employees where they are most likely to succeed also contributes to retention, particularly for early-career educators and newly hired staff navigating the transition into a school environment and participating in the teacher evaluation process.

A strength-based approach also reinforces the Division's values and mission. When staff are placed in roles that align with their gifts and vocation, they are more likely to experience belonging, professional confidence, and engagement, supporting both student learning and the overall collective strength of school communities.

KEY PRACTICES:

- Specialized placement considerations (e.g., Languages, Fine Arts, CTS/CTF, Math, Sciences, Music, specialized programming).
- Retention of newly hired staff by aligned assignment and positive teacher evaluation experience; ongoing review of fill rates in schools.
- School feedback (e.g., administrator feedback on placement fit, early performance/transition indicators, referral of practicum students and educational assistants).

SUPPORTING THE TRANSITION INTO ECS D

The transition from “candidate” to “employee” is a critical stage in the employee lifecycle and strongly influences early confidence, engagement, and retention. HR supports this transition through timely contract processing, required checks, employee document collection, system setup, and clear communication so new staff arrive prepared, welcomed, and feel connected to the Division.

This work includes ensuring newly hired staff receive practical guidance prior to their first day (e.g., next steps, documentation, system access, key contacts) and that schools are supported to prepare for the employee's



arrival. A strong transition process reduces uncertainty and helps staff focus on readiness for students and their role, rather than administrative barriers.

By ensuring a smooth, supportive, and responsive transition into employment, HR lays the foundation for successful onboarding and strengthens the overall candidate-to-employee experience, supporting early retention and positive first impressions of ECSD.

KEY PRACTICES:

- Review of data - average time from offer to fully processed contract; volume of contracts processed annually; streamline business processes and workflow to support continued efficiencies.
- Employee feedback, clarity of communication and our hiring process, access to training modules, resources and mentors.
- Continuous access to online resources, support, and training when applicable

ONBOARDING & ORIENTATION

Onboarding and orientation provide a structured, consistent entry into ECSD by connecting new staff to the Division's Mission and Catholic identity while ensuring they are operationally ready for their role. Using the Division's onboarding resources, employees are supported to complete key start-up requirements (e.g., submission of hiring documentation such as Teaching Quality Standards certification, where applicable) and establish access to essential systems and supports, including Division email with multi-factor authentication, Employee Self Service/PeopleSoft for payroll and employment information, and AESOP for absence management, and My Safety Portal for reporting incidents and injuries.

Onboarding also emphasizes "staying informed" through MyECSD.net and core Division resources (e.g., calendars, directories, and professional learning listings) and provides role-specific guidance through staff group onboarding resources (ATA, AUPE, Unifor & OOS employee groups). In alignment with Catholic permeation, onboarding introduces expectations for Catholic teachers as Gospel witnesses and key requirements for non-teaching staff who have chosen to work in our Catholic organization. Collectively, these elements reduce uncertainty, strengthen readiness, and support early retention by ensuring new staff feel welcomed, connected, and equipped to serve students and school communities.



EARLY CAREER SUPPORTS & DEVELOPMENT

BEGINNING TEACHER SUPPORTS

ECSD provides structured, intentional support for beginning teachers to strengthen instructional confidence, professional growth, and long-term retention. Early career supports are designed to ensure that new educators are not navigating the complexity of the role in isolation, and that they experience ECSD as a community where they are supported to succeed personally, professionally, and spiritually.

Beginning teacher supports include mentorship, coaching, regular check-ins, and Division-supported professional learning that responds to the realities of early-career teaching (e.g., classroom management, assessment, inclusive practices, and role expectations). These supports contribute to optimal learning by strengthening teacher capacity early and building consistent practice across schools while supporting beginning teachers to grow and attain the competencies of the Alberta Teaching Quality Standard. Beginning teacher supports also reinforce Catholic identity by grounding new staff in the Division teacher competency of *Commitment to Living the Gospel Values*, demonstrating a willingness to grow in faith through active involvement in the school's Catholic culture and participation in Church life.

By coordinating and strengthening these supports, HR contributes to an early career experience that promotes confidence, competence, and belonging, key drivers of retention and long-term effectiveness.

KEY PRACTICES:

- Early and ongoing recruitment connections through post-secondary career fairs, networking events, and direct follow-up to help candidates learn about ECSD before applying.
- Catholic mission reflected at every stage, with hiring practices, interview questions, and onboarding that emphasize service, faith, and belonging within a Catholic educational context.
- Clear early pathways into ECSD, including outreach to high school students, support for Educational Assistants exploring teaching careers, and engagement with pre-service teachers before and during practicums.
- Thoughtful hiring and placement decisions that consider candidate strengths, experience, and readiness, alongside system needs, to support successful placement and retention.
- Strong onboarding and early-career supports, including centralized HR onboarding, Beginning Teacher Mentorship, scheduled Beginning Teacher Conferences, and access to curated resources through the Beginning Teachers SharePoint site.
- Coordinated support from Learning Services and Inclusive Education to promote confidence, belonging, and professional growth.



EARLY CAREER SUPPORTS

Non-teaching staff, including Educational Assistants, clerical staff, facilities and maintenance employees, and other specialized support roles across AUPE, Unifor, and Out of Scope (OOS) employee groups play an essential role in supporting student learning, wellbeing, and the day-to-day operations of Edmonton Catholic Schools. Recognizing the complexity, responsibility, and impact of these roles, Human Resource Services provides intentional early career supports that emphasize role clarity, confidence building, and skill development within the unique context of Catholic education.

Early career support is designed to help employees understand expectations; access required systems and resources and integrate effectively into school and department teams. Through centralized onboarding resources, role specific guidance, and coordinated support across Staffing, Payroll, Benefits, Occupational Health and Safety, and Employee Health Services, staff are supported in establishing a strong and successful foundation from the outset of employment. These supports promote consistency, reduce uncertainty, and help employees feel prepared and valued in their roles.

Managers and supervisors play a key role in supporting their staff during the early stages of employment. In partnership with Human Resource Services, leaders support successful onboarding by providing day-to-day guidance, clarifying role expectations, supporting performance conversations, and fostering welcoming, respectful work environments. This shared responsibility ensures that early career supports are experienced consistently at the site and department level, reinforcing the Division's mission and vision while responding to the unique needs of each work environment.

Human Resource Services maintains dedicated onboarding and information pathways for AUPE, Unifor, and OOS employees, ensuring staff receive clear information related to employment status, probationary periods, performance evaluation timelines, and role specific responsibilities. By providing early access to payroll and benefits information, absence management systems, workplace policies, and health and safety expectations, HR supports staff in navigating employment requirements while focusing on service to students and school communities.

Early career development also prioritizes safety, wellness, and compliance. Required training, guidance on working safely in school environments, and access to Employee Health Services and wellness resources support staff wellbeing and contribute to safe, respectful, and healthy workplaces across the Division. These supports align with the Division's responsibility to ensure staff are equipped to work confidently and safely in diverse and sometimes complex environments.

Collectively, these early supports contribute to service quality for students and families while strengthening retention across key nonteaching roles. When staff receive timely training, understand expectations, and feel supported through accessible HR partnerships, they are more likely to experience belonging, engagement, and long-term professional growth within ECSD. Early career supports are intentionally mission aligned and strengths based, affirming the dignity of each role and reinforcing how every employee contributes to the shared mission of Catholic education.



KEY PRACTICES:

- Clear, step-by-step onboarding for AUPE, Unifor, and OOS staff, including access to Division systems (Division email, PeopleSoft, AESOP), payroll and benefits information, absence reporting, and key administrative procedures through centralized HR onboarding resources.
- Role specific onboarding pathways for AUPE, Unifor, and Out of Scope employee groups outlining role expectations, probationary periods, performance evaluation requirements, and onsite responsibilities.
- Training focused on safety, wellbeing, and compliance, including Occupational Health and Safety requirements, workplace wellness supports, and guidance for working safely and effectively in school and operational environments.
- Ongoing access to Human Resource Services and Division supports, including dedicated HR contact points, internal career opportunity postings and access to resources and support as needed.

PROFESSIONAL LEARNING & LEADERSHIP DEVELOPMENT

ONGOING LEARNING FOR ALL STAFF

Human Resource Services continues to ensure that all staff have equitable access to meaningful, relevant professional learning aligned with Division and departmental priorities. Our Learning and Development Specialist organizes regular Professional Development sessions for staff serving in ECSD departments. In the 2025–26 school year to date, 115 staff members have attended the first six professional development sessions. Many are returning participants, demonstrating trust in the learning model and its relevance to their work.

This year's sessions (Personality Dimensions, Facilitation Mastery, Critical Thinking for Strategic Decision Making, Feedback as a Growth Tool, The Power of Recognition, and Leading with Purpose & Impact) represent a shift toward deeper leadership-focused learning. Each session explicitly reinforces that leadership is not title bound; rather, all staff can lead through influence, collaboration, and modeling Division expectations. Participants consistently highlight the value of learning alongside colleagues across departments and gaining insight into how their roles contribute to the broader mission of ECSD.

Staff report that the tools, strategies, and reflective activities embedded in each session allow for immediate application in their daily roles, whether strengthening communication, enhancing team collaboration, or improving service to schools.



LEADERSHIP DEVELOPMENT

HR continues to build leadership capacity across the Division through the continuation of two established SHINE programs: the SHINE Aspiring Leader Program and the SHINE Team Leader Program. Both programs, rooted in our SHINE Leadership Competency Framework (Seek challenges, Honor Yourself, Influence Others, Network and Embody Visionary Leadership), were offered in previous years and have maintained steady participation, demonstrating strong organizational interest in leadership growth. These cohort-based learning experiences take a deep dive into the SHINE domains and competencies, supporting participants in developing the self-awareness, communication skills, relationship building abilities, and problem-solving capacities needed to lead effectively in any role. Participants represent a wide spectrum of departments including Information Technology, Transportation, Facility Services, Financial Services, Human Resource Services, Student Services, and Learning Services, illustrating the breadth of leadership potential across ECSD.

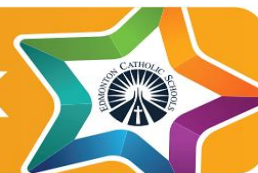


The long-term impact of these programs is emerging. So far two graduates from last year's Aspiring Leaders cohort have since moved into internal promotions, and informal feedback suggests increased readiness among many participants to take on expanded responsibilities. Participants consistently highlight the value of learning alongside colleagues from across the Division, with feedback such as: *"The most rewarding part of the program was the opportunity to connect and learn alongside colleagues from different areas of the Division,"* and *"Every session included meaningful takeaways I could use in the workplace and in my personal life."* The small group environment, reflective activities, and practical tools within these programs create a safe, engaging space for participants to grow as leaders.

These programs continue to play a meaningful role in strengthening ECSD's internal leadership pathways, supporting readiness for future opportunities, and fostering leadership behaviors at all levels. The combination of multiyear programming, strong cross department participation, and competency-based learning aligns directly with ECSD's priorities of Learning Excellence and Organizational Excellence, reinforcing a culture in which leadership is understood as a shared, everyday responsibility across the Division.



SHINE FRAMEWORK



The **SHINE Leader Development Framework** represents the key skills, behaviours, abilities, and knowledge required to lead from all levels of non-school based roles at ECSD. It fosters a collective understanding of what exemplary leadership looks, sounds, and feels like throughout the Division. It is closely tied to the priorities of the Division Plan for Continuous Growth in terms of Learning Excellence, Organizational Excellence, and Embracing Diversity. The framework contains five dimensions, each with six competencies.

FIVE DIMENSIONS

Seek Challenges

S

1. Seek challenging opportunities to test skills.
2. Challenge people to try innovative approaches.
3. Actively search for innovative and creative ways to continuously improve work performance.
4. Think critically, challenge the status quo, identify issues, solve problems, and design/implement effective processes.
5. Identify measurable milestones that keep projects moving forward.
6. Take initiative in anticipating and responding to change.

Honour Yourself

H

1. Emotionally resilient and aware of their own assumptions, values, principles, strengths, and limitations.
2. Actively seek opportunities and challenges for personal learning, character building, and growth.
3. Act with integrity to follow through on promises and commitments.
4. Ask for feedback on how their actions affect people's performance and take responsibility for their own performance.
5. Develop soft skills such as honesty, motivation, communication, resilience, team management, and confidence.
6. Exhibit personal mastery by creating a personal vision/philosophy of leadership based on personal values and principles.

Influence Others

I

1. Learn with others and encourage learning while working.
2. Contribute to the health and well-being of staff and self.
3. Recognize people for their contributions and express confidence in their abilities.
4. Encourage participation and find multiple ways for employees to use strengths.
5. Ensure people carry out their duties according to their job description.
6. Support and challenge others to achieve professional and personal goals.

Network

N

1. Develop effective, cooperative, and collaborative relationships.
2. Actively listen to diverse points of view and encourage open exchange of communication.
3. Treat people with fairness and respect, and view diversity and differences as assets.
4. Involve people in decisions directly impacting their job performance.
5. Give people choices about how to do their work and combine and develop resources to create new products/services.
6. Negotiate through conflict and gain support while demonstrating a commitment to customer service.

Embody Visionary Leadership

E

1. Make decisions based on future trends influencing work.
2. Describe a compelling image of the future by painting a "big picture" of group aspirations.
3. Inspire a vision by identifying, establishing, and communicating clear and meaningful expectations and outcomes.
4. Integrate organizational mission and values with reliable, valid evidence to make decisions in alignment with the Division Plan for Continuous Growth.
5. Understand the complexity of the context in which they are working with a focus on the Division Plan for Continuous Growth.
6. Measure and evaluate priorities, compare the results against established goals, and correct the course as appropriate.

**The SHINE Leadership Framework, shown in the chart above, is based on research that emphasizes the importance of strategic development specific to the organization's strategy and how leadership development programs can improve organizational performance, increase productivity, and decrease turnover.*



PERFORMANCE SUPERVISION, EVALUATION & EMPLOYEE RELATIONS

EVALUATION FOR GROWTH

Human Resource Services supports performance evaluation processes across all staff groups to ensure they are fair, consistent, and aligned with professional standards and Catholic values. These evaluations promote a growth-centered approach to improvement, helping staff strengthen their practice while meeting role expectations. HR's guidance ensures compliance with collective agreements and supports administrators in applying evaluation processes with confidence and clarity.

Employee Relations supports leadership and employees through performance evaluation requirements as outlined in each employee's terms and conditions of employment, job descriptions, Division programming requirements, and Division Administrative Procedures. Leaders are supported by Employee Relations in situations where concerns are escalated and when an employee's performance does not meet expectations. Employee Relations' support and involvement ensure matters progress to resolution. Progression and resolution of performance concerns ensure quality and effective staff development, disciplinary, evaluation and supervisory processes. This progressive approach to resolving the performance concern, in turn, supports promotion practices and leadership development.

EMPLOYEE RELATIONS

Employee Relations supports a respectful, safe, and accountable workplace by guiding progressive discipline, responding to complaints, and helping resolve conflict. Human Resource Services ensures that all processes uphold legislative requirements, Division policies, and ECSD's core values while supporting staff and leadership through difficult situations. This work fosters a positive workplace culture which aims to respectfully and professionally manage both conflict and misconduct, and to protect the integrity of Division operations.

From a coaching (proactive) perspective, Employee Relations develops and effectively implements quality disciplinary, evaluation, and supervisory processes by building the capacity of ECSD leaders and staff through coaching and by encouraging clear, courageous conversations. Employee Relations emphasizes early intervention, outlining clear expectations, fair feedback, and supportive performance improvement plans so that issues are addressed constructively and before they escalate. The Employee Relations team also provides ongoing mentorship and resources to ensure that supervisory practices are applied consistently and align with best management practices. With a focus on collaboration and the opportunity to prevent escalation, the Employee Relations team helps school administrators and management develop the skills to manage staff performance and handle disciplinary matters in a positive, growth-oriented manner. This proactive approach fosters a culture of accountability, early problem-solving, and continuous growth across the Division.

From a responsive (reactive) perspective when issues or conflicts do arise, the Employee Relations team manages disciplinary actions, investigations, and conflict resolution with procedural fairness and by utilizing appropriate strategies to address matters effectively.



Impartial investigations into reported misconduct or performance concerns will follow, ensuring that the necessary scope, principles of natural justice and Division policy are followed at each step. In this way, the facts and relevant circumstances are sought. Employee Relations work closely with principals and supervisors to guide them through progressive discipline and appropriate corrective actions when needed, always upholding high standards of confidentiality, equity and procedural fairness in decision-making.

There is also an important focus on workplace restoration and restorative interventions after conflicts or disciplinary incidents. Employee Relations will facilitate post-incident debriefings or mediation between staff members to help restore respectful working relationships and a positive climate in the workplace. With attention to moving forward, the Employee Relations team ensures that supervisory and disciplinary processes are effectively implemented and trusted. These responsive efforts help maintain a fair, safe, and supportive work environment, reinforcing accountability while also focusing on learning and reconciliation.



** Human Resources Services Advisors and Principals engage in collaborative ‘Speed Dating’ sessions organized by Leadership Services. Second year principals were invited by Leadership Services to book times with various subject matter professionals in HR, Leadership Services, Learning Services and Division monitoring to address specific questions and concerns. Each session lasted 15 minutes and a subject matter professional could have had up to 10 sessions*

EMPLOYEE RELATIONS CONSULTATIONS:

Employee Relations regularly (daily) consults with Edmonton Catholic Schools’ leadership and staff to coach and assist with addressing workplace issues including discipline. While Employee relations work involves formal processes such as investigations or discipline, the focus is also on early support, guidance, and problem solving. All staff in contact with Employee Relations are encouraged to raise concerns, ask questions, and seek clarification before issues escalate.



RESOLUTION TIMELINES AND TRENDS:

Resolution timelines follow negotiated conditions in Collective Agreements and Terms and Conditions and will take the time that is needed to be diligent and thorough. Investigations and fact-finding allow for adequate time to seek and understand perspectives, and relevant mitigating and aggravating circumstances in the interest of procedural fairness and the principles of natural justice.

Whenever possible, Employee Relations supports and encourages respectful, honest conversations between employees and their supervisors. Informal and collaborative conversations, at the lowest level, provide for the best, most meaningful outcomes.

Edmonton Catholic Schools successfully negotiated agreements with both Unifor and AUPE in 2025 and 2026. Settled collective agreements for both employee groups are in place until August 31, 2028. Both agreements were reached through collaborative, respectful discussions where each party sought to understand each other's interests or positions.

A comprehensive labour disruption plan was developed collaboratively by Human Resource Services, in partnership with other central office departments, in the months and weeks preceding the provincial teacher labour disruption in October 2025. Human Resource Services played a coordinating role and was responsible for facilitating and supporting the administration of the labour disruption plan throughout the strike period. While the ATA agreement was imposed through legislation at the end of the strike, Human Resource Services was responsible for supporting the implementation of the new/revised terms, which continues through present day. For example, substitute teachers' rates of pay and revised experience recognition.

FOSTERING A CATHOLIC, WELCOMING & SUPPORTIVE WORKPLACE CULTURE

Edmonton Catholic Schools nurtures a workplace culture grounded in Catholic values, hospitality, and respect by offering faith development opportunities, recognition programs, and initiatives that foster belonging. Events such as Faith Development Day, staff recognition celebrations, and the annual Division theme contribute to a cohesive and mission-aligned culture. This focus on belonging reinforces the truth that every staff member contributes to Catholic education.

Employee Relations, in partnership with Occupational Health and Safety, safeguards The Respect in the Workplace Administrative Procedure 171, which helps to foster a Catholic, welcoming and supportive workplace culture. Administrative Procedure 171 upholds the Division's commitment and requirement to maintain a work environment that is free from harassment or violence. Through daily discussions with administration/management and staff, Employee Relations actively champions and permeates the goal to help maintain respectful, fair, and healthy work environments where issues are addressed early and thoughtfully.



OCCUPATIONAL HEALTH, SAFETY & WELLBEING

Throughout the past year, ECSD maintained compliance with regulatory requirements and prioritized hazard identification and risk mitigation through regular safety audits and training. The Division also enhanced its focus on psychological health and well-being, including the delivery of The Working Mind training, reinforcing a comprehensive approach to workplace health and safety.

CERTIFICATE OF RECOGNITION (COR) AUDIT 2025

As part of the 2025 Certificate of Recognition (COR) audit, 14 schools, as well as Lumen Christi and Facilities Services, were audited to assess occupational health and safety practices across school and operational environments.

SCORE SUMMARY AND RESULTS:

The 2025 Certificate of Recognition (COR) audit confirms that the Division maintains a strong and effective occupational health and safety management system, achieving an overall audit score of 93%, well above the COR certification requirement of 80%. High performance was demonstrated across most audit elements, including Qualifications, Orientation and Training (100%), Hazard Assessment (97%), Emergency Response (97%), System Administration (96%), and Leadership and Organizational Commitment (95%), providing assurance of sustained leadership engagement and well-established safety processes.

Overall, the 2025 COR audit results provide the Board with confidence that the Division's health and safety program is well functioning, compliant, and focused on continuous improvement.

PSYCHOLOGICAL HEALTH AND SAFETY:

Recognizing the importance of mental well-being, several initiatives were implemented to promote psychological health and safety. These included awareness campaigns, access to support resources, and the integration of mental health considerations into overall safety policies. Feedback from employees indicated improved awareness and a supportive workplace culture.

EMPLOYEE FAMILY ASSISTANCE PROGRAM (EFAP) USAGE OVERVIEW:

The Employee and Family Assistance Program (EFAP) is delivered through GreenShield, a confidential, third-party provider offering counselling, coaching, financial and legal consultation, crisis support, and preventative mental health resources for employees and their eligible dependents.

EFAP utilization increased steadily throughout 2025, reflecting a coordinated effort to address historically low participation. Targeted initiatives focused on reducing barriers to access and improving employee registration by strengthening awareness, clarifying program offerings, and supporting employees in understanding how to register and access services. These efforts emphasized ease of access, confidentiality, and early connection to support, contributing to sustained growth in EFAP use.



Overall, EFAP continues to function as an early intervention and well-being resource, with steady growth in utilization. Usage patterns reinforce the importance of ongoing mental health awareness, early support, and preventative approaches to employee well-being.

THE WORKING MIND TRAINING:

The Division continues to strengthen psychological health and safety through the implementation of The Working Mind training, an evidence-based mental health program developed by the Mental Health Commission of Canada. This training is designed to increase mental health awareness, reduce stigma, build personal resilience, and support early recognition of changes in mental well-being among employees and leaders.



Over 220 employees and leaders have participated in The Working Mind, through a combination of in-person and virtual sessions. Employee sessions focus on self-awareness, stress management, and mental health literacy, while department leader sessions include an additional module on supporting staff, having effective mental health conversations, and fostering psychologically safe workplaces.

To support sustainability and cost-effective delivery, the Division invested in in-house facilitator training through the Mental Health Commission of Canada. This approach allows The Working Mind to be embedded into ongoing professional learning, school-based professional development days, and leadership training, ensuring consistent messaging and long-term integration within the Division's broader health and well-being framework.

The Working Mind training supports the Division's commitment to psychological health and safety, builds shared language around mental health, increases confidence in recognizing and responding to mental health concerns, and reinforces pathways to support, including Employee Health Services and EFAP.

COMPENSATION, PAYROLL, BENEFITS & CONTRACT ADMINISTRATION

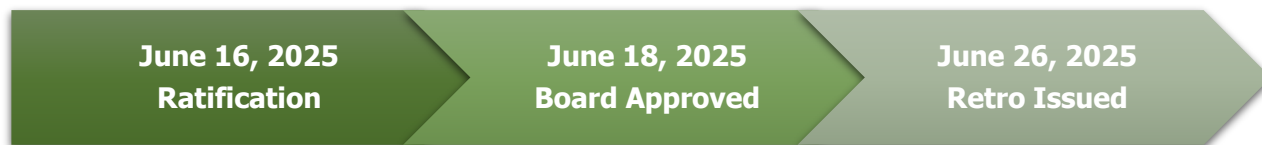
Human Resources ensures that all Division staff receive accurate and timely compensation through the administration of payroll, benefits, and the interpretation of collective agreements. This work involves complex processes such as salary restructuring, retroactive payments, and ongoing payroll system enhancements. These activities require a high level of precision and strong collaboration across departments. Maintaining a consistently accurate payroll system is essential to reinforcing employee trust and supporting the Division's operational integrity.

On average, the payroll team processes payments for approximately 5,360 employees each month. During the past year, the team also managed several significant and complex compensation changes, including the

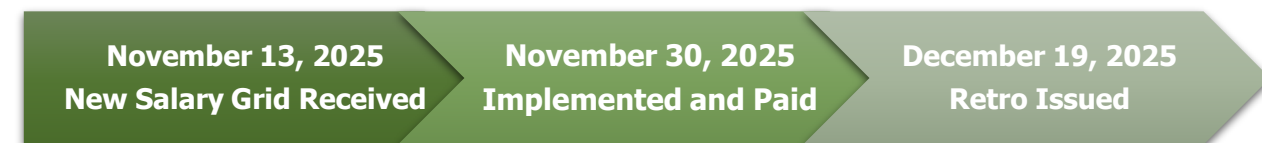


calculation and payment of retroactive salary adjustments across all three collective agreements, as well as a review of the salary structure for Out-of-Scope (OOS) staff.

- Our Unifor collective agreement ratified a September 1, 2024 3% increase on June 16, 2025, that our board approved on June 18, 2025. As a result, 1,453 employees received retroactive pay, which was issued on June 26, 2025.



- The new salary grids outlined in Bill 2: Back to Work legislation for September 1, 2024, and September 1, 2025, were received on November 13, 2025. The new rate was implemented and paid to all ATA employees on November 30, 2025. Retroactive pay was issued to 3,215 employees on December 19, 2025. Retroactive payments for teacher replacement staff were processed in the March payroll cycle.



- Our AUPE collective agreement ratified a September 1, 2024, 3% increase and a September 1, 2025, 3% or \$1.25 increase (whichever is greater) on February 7, 2026. The Board approved the agreement on February 18, 2026. As a result, 413 employees received retroactive pay, which was issued on February 27, 2026.



BENEFITS UPDATE:

In addition to salary adjustments, several benefit improvements were introduced through recent collective bargaining agreements:

UNIFOR:

- Two days of family medical leave,
- An increase of \$30 per visit for physiotherapy, acupuncture, chiropractic, and massage, to an annual maximum of \$1,400
- An additional \$100 was added to their Flexible Spending Account



OUT-OF-SCOPE:

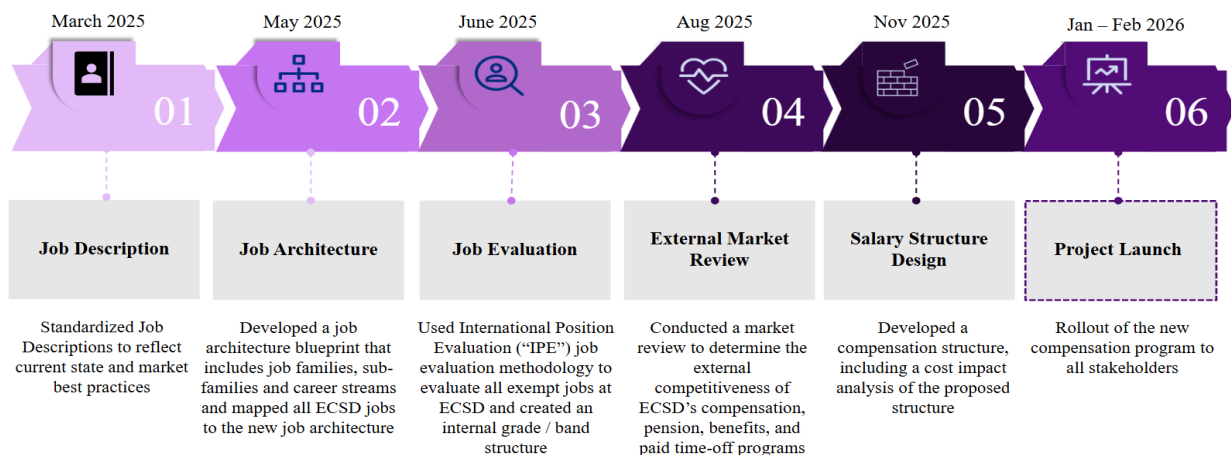
- Expansion of the Wellness Spending Account (WSA) eligible expenses to include sports and fitness equipment

AUPE:

- One additional day of Family Medical Leave
- Massage coverage increased from \$100 to \$500 annually effective March 1, 2026
- An additional \$100 was added to their Flexible Spending Account
- Adoption of the current Dental Fee Guide (previously based on the 2009 guide)

OUT OF SCOPE COMPENSATION RESTRUCTURING:

Human Resources completed a multiphase review of the Out-of-Scope (OOS) compensation structure designed to ensure equity, transparency, and competitiveness across this employee group. Beginning in 2024, this work included updating and standardizing all OOS job descriptions, building a consistent job architecture that maps every role to defined job families and career streams, evaluating 225 positions using Mercer’s International Position Evaluation methodology, conducting an external market review of compensation and benefits, and designing an updated salary structure that took effect January 1, 2026.



The next phases of the project include updating our OOS compensation guiding documents, supporting departments with organizational design and workforce planning, career progression support, and completing regular reviews to ensure we remain aligned with evolving market benchmarks and organizational needs.

The OOS Compensation Review strengthens the Division’s recruitment and retention efforts by establishing a transparent, competitive, and equitable compensation system. By modernizing job evaluation processes, updating salary structures, and improving clarity around roles and career pathways, the Division is better positioned to attract qualified candidates and retain experienced staff. The updated structure also supports long-term sustainability and stability across departments, ensuring the Division can continue providing strong support to schools and students. As of February 2026, early indicators show a positive impact, including an increased number of well-qualified applicants for positions across the Division.



CAREER GROWTH, PATHWAYS & LONG-TERM RETENTION

LONG SERVICE RECOGNITION EVENING

Each year, Edmonton Catholic Schools host its Long Service Recognition event to honor employees who have reached significant milestones in their vocation with the division. This celebration acknowledges continuous staff across all 4 employee groups and highlights the enduring commitment that supports the mission of the Catholic education in our communities. The program is grounded in gratitude, respect, and the belief that long service reflects a profound dedication to our students, families, and staff.

The event brings together the honorees, guests, Division leadership, Trustees, and special guests for an evening of recognition and celebration. The program includes formal greetings and expressions of appreciation; this sets out a reverent and joyful tone as the Division collectively honors the contribution of the long-serving staff. Leadership messages offered during the celebration affirm that the work of our employees is an expression of faith and love, forming a legacy that strengthens Catholic education. Staff are reminded that their dedication contributes to nurturing students spiritually, academically and emotionally and supports our Division mission and vision.

Feedback illustrates that this celebration is both valued and cherished by employees, with the event being described as an honor and highlight of the year. The long service recognition event has a strong positive impact on staff morale, organizational culture and the division's ongoing commitment to honoring those who faithfully serve Edmonton Catholic Schools.



ALBERTA'S TOP 85 EMPLOYERS

Edmonton Catholic Schools' recognition as one of Alberta's Top Employers for 11 consecutive years reflects consistent, externally validated excellence in people centered organizational practices. This designation is awarded through a rigorous comparative assessment by MediaCorp Canada Inc. across ten key domains, including work environment, employee engagement, compensation and benefits, family friendly policies, training and development, support for experienced employees, and community involvement.

ECSD's continued success demonstrates consistent implementation of measurable initiatives such as integrated well-being framework, structured leadership development through the SHINE framework, targeted and innovative recruitment and retention initiatives, and intentional career stage support that responds to growth, strengthens workforce stability and helps build organizational capacity. Collectively, these outcomes provide clear evidence of a high quality, supportive, and sustainable workplace that enables the Division to effectively serve students, staff, and the broader Catholic community

Overall, this achievement highlights how Edmonton Catholic Schools people focused culture supports both career progression and long-term employee commitment, contributing to retention, organizational continuity, and a stable, future ready workforce.



CONCLUSION

Throughout all stages of an employee's experience, Human Resource Services provides the guidance and support necessary for employees to grow, contribute, and succeed within Edmonton Catholic Schools. From the earliest stages of recruitment, HR ensures that hiring processes are fair, mission aligned, and grounded in the principles of Catholic education. These intentional practices help identify individuals who bring not only the required expertise, but also a strong alignment with the mission and values of our Division while supporting the spiritual, academic, and social development of students. Through the cultivation of strong applicant pathways, including high school outreach initiatives, practicums, and pre hire engagement, HR strengthens long term sustainability and expands future recruitment pools.

As employees join the Division, HR's onboarding, orientation, and early career support establish a strong foundation for professional success. Ongoing professional learning opportunities, coaching structures, mentorship programs, and leadership development pathways ensure staff have equitable access to the training and resources required to fulfill their roles effectively. HR also implements the requirements of Occupational Health and Safety legislation, including the coordination of required professional development and training to support safe, healthy, and respectful workplaces. These efforts contribute to both individual professional growth and the continued strengthening of system wide capacity.

In addition, HR's commitment to accurate payroll administration, benefits support, and the fair and consistent application of collective agreements reinforces confidence in organizational processes and ensures employees are compensated appropriately. Through effective supervision, performance support, employee relations practices, and attention to workplace safety and well-being, HR helps foster a culture grounded in dignity, respect, safety, and accountability, reflecting both professional standards and Catholic Social Teaching.

Together, these efforts form a comprehensive and mission driven human resources framework that supports employees from recruitment through their ongoing service within the Division. By continually refining its practices, strengthening partnerships, and upholding the Catholic identity of Edmonton Catholic Schools, Human Resource Services remains committed to supporting the Division's priorities and ensuring that staff are prepared, supported, and empowered to serve students, families, and each other each day.



Rejoice in hope, be patient in suffering, persevere in prayer.

— Romans 12:12 —



Lumen Christi Catholic Education Centre

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