

Provincial Executive Liaison Report

To: District 10, District Council

From: Colin Matthew, Executive Officer

Contents

1. OFL May 1, 2022 Province-Wide Day of Action.....	1
2. Equity Update.....	2
3. Equal Pay Day	2
4. Empowering Gender Justice Educators: A Teacher Workshop Project.....	3
5. Urgent Appeal – Support for our Colleagues in Ukraine.....	4
6. Summary of Financial Accountability Office of Ontario Third Quarter Report	4
7. K-12 Cyber Protection Strategy (CPS) Report.....	6
8. Ontario College of Teachers' March 2, 2022 Special Council Meeting	6
9. OHRC Right to Ready Inquiry Report – March 2022.....	8
10. JUMP Math	9
11. Grade 9 Issues in Canadian Geography	10
12. Ministry Initiatives Committee (MIC) meeting – February 25, 2022	10
13. Donations and Coalitions.....	13
14. Ontario Teachers' Federation Assessment Work Group Meeting	13
15. CTF Project Overseas Funding	14
16. Curriculum Information from the Ministry of Education.....	14
17. DBU Memos Issued Since Last Report:.....	15

1. OFL May 1, 2022 Province-Wide Day of Action

On May 1, 2022, the Ontario Federation of Labour (OFL) will be holding a province-wide Day of Action rallies/events across Ontario to celebrate workers and to mobilize OFL members prior to the June provincial election. To date, the rallies will occur at 13 locations, with the possibility of more locations added as May 1 draws closer.

Those 13 locations are:

- Brampton
- Hamilton
- Kitchener-Waterloo
- North Bay
- Oshawa
- Ottawa
- Peterborough
- Sault Ste. Marie
- St. Catharines
- Sudbury
- Thunder Bay
- Toronto
- Windsor

While other rally sites may pop up, the recommendation is for OSSTF/FEESO to concentrate on these initial 13 sites in our organization efforts.

Some sites will be accessible by public transit, but there will be locations that may require transportation support in order to get people to the nearest rally. Members who live in the Greater Toronto Area may wish to travel to the big rally at Queen's Park.

OSSTF/FEESO participation in the rallies would provide an excellent opportunity for our members to join other workers and advocates as a show of solidarity leading up to the provincial election. It will also be an opportunity to engage members to share their email addresses so that we can connect them to local election readiness activities.

2. Equity Update

OSSTF/FEESO continues to be engaged in several activities as per the Action Plan to Support Equity, Anti-Racism, and Anti-Oppression. An updated version of the Action Plan was included in Volume 3 for AMPA 2022 and can be found on the OSSTF/FEESO provincial website at:

<https://custom.cvent.com/046C34CD6A4846549FAB20862FFFB6B7/files/9f2cf3a9ce8f43da b327158b590c51b5.pdf>

In addition, motions were passed at AMPA 2022 to add permanent budget lines for the Equity Mentorship Program and the Women's Advocate Program.

Constitutional amendment motions were also passed to ensure that every Bargaining Unit Executive consists of the following positions (at minimum): The President, Treasurer or Secretary/Treasurer, Equity and Anti-Racism, Anti-Oppression Officer and Chief Negotiator. This motion was accompanied by a motion to organize a triennial conference commencing in the fall of 2023 for Bargaining Unit Equity, Anti-Racism, Anti-Oppression Officers for training and sharing of best practices.

Finally, a motion was passed to create a new Provincial Standing Committee on Addressing Anti-Black Racism/Racism.

3. Equal Pay Day

The Equal Pay Coalition (EPC) has determined that April 12, 2022 will be Equal Pay Day for women in Ontario. This day represents the length of time into the year the average woman must work to catch up to what the average man earned in 2021. In other words, on average, the average woman must work three and half months more to make what an average man makes in 12 months.

In 2022, the EPC has five key demands for the provincial government:

1. Raise the minimum wage to a living wage.
2. Mandate permanent paid sick days for workers.
3. Implement the Pay Transparency Act.
4. Establish affordable, accessible public childcare with decent wages and work conditions for childcare workers.
5. Rebuild the economy by funding public services and equipping health, community and social services, and education workers with decent wages and working conditions.

4. Empowering Gender Justice Educators: A Teacher Workshop Project

Dr. Catherine Vanner, Assistant Professor in the Faculty of Education and Dr. Salsabel Almanssori, instructor at the Faculty of Education and Women's and Gender Studies both at the University of Windsor are working on the development of a research-based workshop entitled "Empowering Gender Justice Educators" for pre-service and in-service teachers (occasional and permanent).

The project includes:

- A workshop
 - For teachers to begin or improve their teaching about gender-based violence (GBV), which will subsequently be available for professional development sessions at other venues including for schools, school boards, Faculties of Education at other universities, or the Ministry of Education.
- Lesson plans and pedagogical resources
 - Which will all be made available on the project website at www.GBVteaching.com.
- Articles
 - Workshop outcomes and materials will be promoted in three articles submitted to professional-facing magazines: Canadian Teacher Magazine, ETFO Voice, EdCan Network, and could be included in OSSTF/FEESO's Forum or Update.
- Presentation at Academic Conferences: Canadian Society for Studies in Education (CSSE) and American Education Research Association (AERA) conferences and submit a manuscript for publication in a peer-reviewed academic journal.

The goal of the "Empowering Gender Justice Educators" workshop is to use research to support teachers to educate about GBV in their classrooms. The objectives are to:

1. build teacher confidence in GBV education.
2. model student-centered pedagogies, which are most effective for transformative GBV learning.
3. introduce innovative approaches to teaching for social change.
4. create ready-to-use lesson plans and resources for teachers outside of the workshop.
5. contribute to teacher network-building.

The workshop will focus on enhancing pedagogical skills for teaching on a wide range of GBV issues (e.g., domestic violence, homophobia/transphobia, sexual assault, femicide, Missing and Murdered Indigenous Women and Girls) while working within the Ontario curriculum. Part of the workshop will cover lesson plans and learning materials that the organizers have developed for use within a range of Grade 7-12 courses, including Health and Physical Education, English, Art, and Social Studies courses.

The organizers have expressed that they would very much welcome OSSTF/FEESO input on the design and delivery of the workshop if there is a desire for more OSSTF/FEESO involvement.

The initial two-day workshop will take place in May 2023 and involve 50 Ontario Grade 7-12 teachers who self-identify as wanting to begin or improve their teaching about GBV issues. The request for OSSTF/FEESO's support includes:

- encouraging the participation of teachers in the workshop by sharing recruitment and promotional materials that the organizers have prepared within OSSTF/FEESO's network

- providing financial support to the initiative by funding time release for the teacher participants as necessary - approximately \$8,000.00 to cover time release of 25 teachers for two days

OSSTF/FEESO will support the project by encouraging participation of teachers in the GBV workshop by sharing recruitment and promotional materials via OSSTF/FEESO Communication channels. Provincial Office staff has been assigned to liaise with the project organizers in the development of the workshop and materials.

5. Urgent Appeal – Support for our Colleagues in Ukraine

The Canadian Teachers' Federation (CTF/FCE) has asked all affiliates to act on an urgent appeal to support our education colleagues in Ukraine. The appeal for action is based on conversations held between Education International (EI) and two Ukrainian unions; the Trade Union of Education and Science Workers of Ukraine (TUESWU), and the Free Trade Union of Education and Science (VPONU) in Ukraine.

Education International and the European Region of Education International (ETUCE) issued a [statement](#) on February 24, updated on February 28, denouncing the aggression by Russia against Ukraine, and expressing an unwavering commitment to their Ukrainian affiliates.

The CTF/FCE issued a [statement](#) on March 1 and sent a letter to Prime Minister Justin Trudeau urging the federal government to call for an immediate ceasefire and to seek a non-violent, diplomatic solution to this conflict that respects international law.

The CTF/FCE Executive approved the following contributions of support to Ukraine and education unions:

- \$5,000 – Canadian Red Cross for Ukraine
- \$10,000 – Education International's Urgent Action Appeal solidarity fund for TUESWU and VPONU

In addition, the CTF/FCE Board of Trustees approved a contribution of \$5,000 from the International Aid Fund to the Canadian Red Cross for Ukraine.

Member organizations are invited to contribute to the EI TUESWU and VPONU Solidarity Fund through the CTF/FCE.

Given the actions and contributions by CTF/FCE, OSSTF/FEESO has contributed \$10,000 to the EI TUESWU and VPONU Solidarity Fund through the CTF/FCE.

6. Summary of Financial Accountability Office of Ontario Third Quarter Report

On March 2, 2021, the Financial Accountability Office of Ontario (FAO) released its Expenditure Monitor for the third quarter of 2021-22. The FAO report provides information on unaudited spending by the province through the first three quarters, ending December 31, 2021. Included in their report are: (a) changes to the government's spending plan, (b) spending through the third quarter, and (c) a comparison of 2021-22 spending to 2020-21 spending through the third quarter.

The complete report, briefing deck, and press release are available at [https://www.fao-on.org/en/Blog/Publications/2021-22-expenditure-monitor-q3](https://www.fao.on.org/en/Blog/Publications/2021-22-expenditure-monitor-q3).

A. Changes to the 2021-22 Spending Plan

In the 2021-22 spending budget, the government announced a \$178.3 billion spending plan.

Over the first three quarters of the fiscal year, the province added \$4.1 billion to the 2021-22 spending plan. The largest spending plan increase went to the 'other programs' sector.

The following are the key changes to planned spending since the spring budget:

- Education – increase of \$88 million (+\$82 million from Q2)
- Postsecondary Education – increase of \$12 million (+\$12 million from Q2)
- Health – increase of \$138 million (+\$119 million from Q2)
- Justice – increase of \$100 million (+\$100 million from Q2)
- Children's and Social Services – increase of \$11 million (+\$9 million from Q2)
- Other Programs – net increase of \$2.7 billion (+\$2 billion from Q2)

In the 2021 Economic Outlook and Fiscal Review, released on November 4, 2021, the government reported a net spending plan increase of \$3.0 billion. These changes reflect an even larger increase in spending than was announced at that time.

Notable spending plan increases to Education in the third quarter include:

- Increase of \$78 million in Priorities and Partnerships Funding to school boards
- Increase of \$4.7 million in Investing in Canada Infrastructure Program spending
- Increase of \$184,000 in Priorities and Partnerships Funding to third parties
- Increase of \$2.1 million to Other Programs

Notable spending plan increases to Postsecondary in the third quarter include:

- Increase of \$4.3 million to Grants for College Operating Costs
- Increase of \$4.0 million to Grants for University Operating Costs
- Increase of \$400,000 million to Grants for Indigenous Institute Operating Costs
- Increase of \$3.5 million to Other Programs

Of note, the largest share of new investments in the third quarter were allocated to transit infrastructure investments (\$1.4 billion), transit operation (\$521 million), Ontario Business Costs Rebate Program (\$300 million), and long-term care homes (\$123 million).

The Province's unallocated funds (Time-Limited COVID-19 Fund and the Contingency Fund) increased by a net \$1.8 billion to close Q3 with an available balance of \$3.1 billion.

B. Third Quarter Spending

Of the \$178.3 billion budgeted, the province has spent \$119.9 billion (67.2%), which is \$5.5 billion (4.4%) less than planned. All sectors spent less than planned, except the justice sector, which spent \$305 million more than planned.

In Education, spending was \$212 million (-1.1%) below planned and in Postsecondary, spending was \$391 million (-7.3%) below planned.

Highlights of lower-than-expected spending include:

- In Education, the province spent \$733 million (43%) of the \$1.7 billion on School Board Capital Grants
- In Children's and Social Services, the government spent \$334 million (56%) of the \$600 million on the Autism program and \$1.6 billion (62%) of the \$2.7 billion for the Ontario Works Financial Assistance program
- In Other Programs, the government spent only \$28 million (4%) of the \$630 million budgeted for municipal transit projects.

The FAO expects the pace of spending to increase in Q4 due to the impact of the Omicron variant on the health care sector and the introduction of new spending programs in the fourth quarter.

C. 2021-22 Spending as Compared to 2020-21 Spending

The province spent \$116.7 billion in the first three quarters of 2021-22. This is \$3.2 (2.8%) more than what was spent during the same period in 2020-21.

Analysis

The government continues to underspend across nearly all programs. This underspending allows the government opportunities to re-announce funding for underspent programs, such as capital projects, or to repurpose unspent funds on other programs.

All increased planned spending in Education is outside of base funding for special programs or capital projects. In Education, new spending went primarily to Priorities and Partnerships Funding and the Investing in Canada Infrastructure Program, a federal program.

In Postsecondary Education, planned spending increases went primarily to Operating Costs for institutions.

Over the first two quarters, new spending was primarily directed toward COVID-19 supports and related programs and infrastructure. In the third quarter, much more spending was announced for new programs as the government prepares for the June election.

7. K-12 Cyber Protection Strategy (CPS) Report

With the increase in the use of technology through the use of online learning, teaching, and assessment and the large amounts of student, staff personal data, and financial data generated, the education sector is increasingly being targeted for cyberattacks. To protect IT systems and data, mitigate against risks of cyber attacks, protect personal information and sensitive data from unauthorized access, the Ministry of Education has developed a K-12 Cyber Protection Strategy (CPS). This strategy will be piloted in three school boards: Limestone District School Board, Peel District School Board, and Wellington Catholic District School Boards. The K-12 CPS operations model is predicated on a cyber hub model similar to the healthcare sector's cyber security operating model.

Assigned Educational Services Staff will continue to monitor updates on the CPS.

8. Ontario College of Teachers' March 2, 2022 Special Council Meeting

The first meeting of the new Ontario College of Teachers' Council had a one item agenda to approve changes/additions to Additional Qualifications. While all of these revisions and additions had been reviewed, considered and passed by previous councils, they had yet to be presented to the legislature. It seemed logical for the new Council to see and vote on them prior to sending them forward given a bill is soon to be passed.

BIRT:

1. **(Name Change)** the name of the Classroom Management, Additional Qualification course be changed to The Learning Environment in Schedule C of the Teachers' Qualifications Regulation;
2. **(Name Change)** the name of the Inclusive Classroom, Additional Qualification course be changed to Equitable and Inclusive Schools in Schedule C of the Teachers' Qualifications Regulation [Additional consequential amendments have

- been made to the Teachers' Qualifications Regulation, including Schedule D, in order to ensure consistency and reflect the recommendation noted above];
3. **(Name Change)** the French name of the Health and Physical Education, Grades 7 and 8/Santé et éducation physique – 7e et 8e année Additional Qualification Course be changed to Éducation Physique et Santé– 7e et 8e année in Schedule C of the Teachers' Qualifications Regulation to align with the title of the French curriculum guideline [Additional consequential amendments have been made to the Teachers' Qualifications Regulation, including Schedules A, D, and E in order to ensure consistency and reflect the recommendation noted above];
 4. **(Name Change)** the French name of the Pre-School Education for Children who are Deaf or Hard of Hearing/Education préscolaire des enfants élèves sourds ou malentendants Additional Qualification Course be changed to Éducation de la petite enfance préscolaire: Qualification additionnelle en pour les élèves ayant une surdité ou une surdité partielle in Schedule C of the Teachers' Qualifications Regulation [Edit to original recommendation above is based on the current name used in the sector, which has been developed in the intervening years since the initial Council recommendation was made. "Malentendants" has also been replaced throughout the regulation with variations of "surdité partielle" in order to reflect the name currently used in the sector and ensure consistency and reflect the recommendation noted above];
 5. **(New Course)** a Supervisory Officer's Development Course Additional Qualification be added to the Teachers' Qualifications Regulation [Additional consequential amendments were included to reflect the addition above, including a new definition for "Appropriate Supervisory Official" and "Appropriate Supervisory Director of Education"];
 6. **(Name Change)** the name of the Supporting First Nations, Métis and Inuit Students: Guidance and Counselling, Additional Qualification course be changed to First Nations, Métis and Inuit Students: Counselling and Support in Schedule D of the Teachers' Qualifications Regulation;
 7. **(Name Change)** the French name of the Teaching Students who are Deaf or Hard of Hearing/ Enseigner aux élèves Sourds ou Malentendants Additional Qualification Program be changed to Qualification additionnelle en surdité Enseigner aux élèves sourds ou avec une surdité partielle in the Teachers' Qualifications Regulation. [Edit to original recommendation above is based on the current name used in the sector, which has been developed in the intervening years since the initial Council recommendation was made. Consequential amendments have also been made in the Teachers' Qualifications Regulation to reflect the recommendation noted above and to ensure consistency. "Malentendants" has also been replaced in the Teachers' Qualifications Regulation and Accreditation of Teacher Education Programs regulation with variations of "surdité partielle" in order to reflect the name currently used in the sector and ensure consistency and reflect the recommendation noted above];
 8. **(Deletion)** the following Additional Qualifications be revoked in O. Reg. 176/10, Teachers' Qualifications Regulation: • Teaching Students Who Are Deaf or Hard of Hearing - American Sign Language (ASL) • Teaching Students Who Are Deaf or Hard of Hearing - Langue des signes québécoise (LSQ) • Teaching Students Who Are Deaf or Hard of Hearing - Aural and Oral Communication

9. **(New Program)** an Additional Qualification entitled, Teaching Students who are Deaf or Hard of Hearing Program be enacted within O. Reg. 176/10, Teachers' Qualifications Regulation [Additional consequential amendments have been made to the Teachers' Qualifications Regulation and the Accreditation of Teacher Education Programs Regulation in order to ensure consistency and reflect the recommendation noted above]; and
10. **(New Course)** a new Anti-Audism Additional Qualification course be enacted in Schedule C of the Teachers' Qualifications Regulation.

The motion was carried; all of the above will be presented to the legislature to be enacted.

Assigned Protective Services and Educational Services Staff will continue to attend and report on the activities of the OCT Council.

9. OHRC Right to Ready Inquiry Report – March 2022

Following the official release of the Ontario Human Rights Commission *Right to Read Inquiry Report* February 28, 2022, OTF Affiliates met again to confirm understandings. While it is understood that OSSTF/FEESO will not be publicizing a response to the report, it is possible that those more directly involved with primary curriculum may choose to do so. At the moment, the full report is not available, in its entirety, anywhere online. The introduction is available here: <https://www.ohrc.on.ca/en/right-to-read-inquiry-report/introduction> and then the reader can choose to read section by section.

The key findings and recommendations from the Right to Read Inquiry have been presented by OHRC under five main areas:

1. Scientific approach to teaching reading
2. Universal early screening
3. Appropriate Interventions
4. Effective accommodations
5. Professional assessments

Through in-depth review of the report, all affiliates were in agreement with the points below:

Key Messages

- We recognize that every student has the right to read.
- We recognize that minorities protected under the OHRC are disproportionately represented in difficulties accessing this right.
- We will continue to advocate for the use of a variety of approaches that have been successful for students. Educators need training in an array of approaches to the teaching of reading so they can effectively meet the diverse individual needs of students. A myopic one size fits all approach will not be effective.
- We emphasize the critical importance of educator professional judgment in the teaching and assessment of reading.
- We stress that it is crucial to provide educators with both pre- and in-service training that is rich in a variety of methodological/pedagogical approaches. To this end:
 - We agree that teacher candidates at faculties of education need to receive instruction in their pre-service programs on the full array of techniques for teaching reading.
 - We agree that improved funding and supports are needed so that educators can access job-embedded professional learning on the teaching of reading.

- We agree that there is an urgent need for better funding from the Ministry of Education to support students with reading disabilities, such as dyslexia – special education is woefully underfunded and under supported, and reading disabilities are part of this. Improved funding is specifically needed for screening, appropriate intervention and accommodation.
- We agree that the current wait time for students to be assessed and to access appropriate intervention is not acceptable and we will continue to advocate for this to be urgently addressed. A review of the processes currently in place and improved funding from the Ministry to support a more responsive system are required to address the current shortfall.
- We continue to advocate for the inclusion of Culturally Relevant and Responsive Pedagogy (CRRP). Schools need funding to increase access to books and learning materials in which students from diverse backgrounds can see themselves reflected.

We caution against:

- Mandating a single approach and forbidding the use of a wide range of proven pedagogical approaches.
- Aligning too closely to a single approach to the teaching of reading – every student is different and educators need to use the full array of reading techniques to meet diverse student needs. The report favours “science of reading” and claims that other approaches such as whole language and balanced literacy, never work.
- Ignoring the importance of class sizes and teacher-student ratio. Real improvements to the capacity of the system to address the needs of students with reading disabilities will require attention to support services and staffing requirements.
- Undermining policy and program memoranda that have been negotiated through legal collective bargaining processes.
- Disregarding educator professional judgment by imposing a revised curriculum in the absence of educator input, as well as standardizing assessments, data collection and reporting.
- Ignoring the importance of teaching a love of reading. Methods that “drill and kill” and that message to students that they are failures or are not reaching the expected level can destroy forever any love students feel about the magic of reading.
- Ignoring the important role of community partnerships and supports in the teaching of reading and cultivating a lifelong love of reading.
- Rushing to implement large-scale curriculum changes without appropriate attention to systemic processes as outlined in the [Auditor General's Report on Curriculum Reform](#).

10. JUMP Math

JUMP Math is a charitable organization whose mission is to close the gap in terms of student math skills and to help all students succeed. The members who were approved to participate in the JUMP Math pilot are:

- Ada Tsui, District 16 – York Region
- Sammy Benyamin, District 12 – Toronto
- Dr. Shushmita Gupta, District 21 – Hamilton-Wentworth
- Nicole Rulff, District 17 – Simcoe
- Shane Restall, District 8 – Avon Maitland

On Friday, February 25, 2022, the five new participants received in-service training from the creator of JUMP Math, John Mighton. The participants received an introduction to the methodology, its foundation in research, as well as student workbooks and access to the teacher guide. The participants will be using the resources and methodology with their

Grade 9 de-streamed math classes. During the training the participants shared their reflections on their experiences teaching de-streamed math so far this year, expressing that there is a wide range of abilities in the classes, that some students are performing at a Grade 4 or 5 level while others may be exceeding the Grade 9 level of understanding. The teachers expressed interest in using the JUMP Math methodology to support their instruction in their de-streamed classes.

The Ministry has given JUMP Math a grant to develop financial literacy resources which OSSTF/FEESO has been asked to share with our members via our communication channels. JUMP Math currently has a partnership with the University of Calgary and their researchers have been using JUMP for seven years. JUMP is also working on a partnership with the Toronto District School Board.

Assigned Educational Services Staff will continue to report back on the pilot.

11. Grade 9 Issues in Canadian Geography

The Ministry of Education has reached out to education partners to gather information to inform possible future revisions to Grade 9 Issues in Canadian Geography. Input provided may inform future revisions for a de-streamed course.

The Grade 9 Issues in Canadian Geography course will be offered using the current Academic course and course code (CGC1D) in the 2022-23 school year. The Applied course (CGC1P – Issues in Canadian Geography, Grade 9, Applied) will expire at the end of the 2021-22 school year.

Affiliates representatives who sit on the OTF curriculum work group, in consultation with the Subject Association, have been working on a joint submission.

12. Ministry Initiatives Committee (MIC) meeting – February 25, 2022

Assigned staff from Educational Services and Protective Services attended the special MIC meeting on February 25, 2022. The meeting was held virtually from 9:30 a.m. - 10:30 a.m. The main discussion item on the agenda was the recently announced Learning Recovery Action Plan. However, the topic of modernizing education and modernizing curriculum also appeared on the agenda. Staff from the Ministry of Education indicated that they were interested in hearing from MIC members regarding the recently released Learning Recovery Action Plan.

The Ministry of Education staff provided a brief presentation of the action. Key highlights include:

- Need to reintroduce EQAO so we can get a new baseline for students. Ministry staff informed us that they will re-engage with MIC members in the fall to establish appropriate achievement targets.
- Strengthen skills in numeracy and literacy.
- Funding to address students resilience and mental health needs – additional \$10 million.
- Comprehensive tutoring support.
- Modernizing education – e.g. learning gaps; goal for the Ministry of Education is to continue to provide students with opportunities to be forward thinkers.

1. Tutoring

- \$175 million provided for tutoring support. This funding can be spent on tutoring that takes place before, during, or after the school day, as well as during the summer. This funding is in place for from April 1 – August 31, 2022. Another transfer payment is available for September-December 2022.
- The Ministry of Education staff indicated that the vision for tutoring is in-person and school based. They also indicated that parents trust the school environment, so the tutoring will be through school-based services. With this funding, school boards can engage with school communities and tap into this funding if it is cultural/language relevant for harder to reach families or with those with greater barriers. The Ministry indicated that they envision tutoring to be in small groups of five or less students, if based on student needs. Ministry of Education staff also indicated that they see many options for engaging students – during the day, before, or after, and during the summer to prioritize numeracy and literacy. School boards are also able to connect with third parties (e.g. local communities) to deliver this initiative. Ministry of Education staff also indicated that they believe delivery modals can be flexible – e.g. withdrawal from class, additional supports in class with teacher present, drop in program during lunchtime.

Affiliate staff raised the following with the Ministry of Education:

- Concern that this is contracting out our work; this is done by teachers.
- Money would be better used to lower class sizes.
- Why not inside the publicly funded system with smaller class sizes and other targeted investments?
- Learning recovery should be determined by student needs – best decided by the teacher.
- Who are they within the Collective Agreement?
- There are existing staffing shortages.
- What would be the rate of pay?
- How will we know it will not all be online and privatized?

Responses from the Ministry:

- These are valid concerns and this initiative is not meant to replace the work educators do.
- Want to reinforce that the parameters we have set out here is meant to be taken in consideration with Collective Agreement; nothing should override it.
- Tutoring can take place outside of class time – teachers are stretched, so it should be there as a support.
- The term “tutor” in this initiative is quite broad, e.g. Occasional Teachers, other educators, Education Assistants.
- Schools know their students best and the decision-making on how to provide tutoring lies with school boards.
- Decision to flow the funding to school boards, not directly to third parties; public-private partnerships are welcome.

School Board representatives (including OPSBA) raised the following:

- Currently dealing with significant staffing shortages – who will do this?
- As the first transfer payment needs to be used by end of August, this does not seem to be carefully planned.
- Who are these tutors?
- Addressing learning recovery needs to be evidence based; quick timelines are a concern.

- We need to provide solid professional development to staff to address learning loss and learning recovery.
- There appears to be flexibility around the model; we will work with our unions; is the rate of pay flexible?
- Very disappointed that EQAO is being reinstated as a baseline this year – misguided.
- Funding for tutoring – can we have more flexibility on when to spend the money?
- Timeframe is of the essence; staffing shortages for francophone boards; can we use the money beyond the 31st of December?
- Cannot happen overnight. If we cannot spend the funding during the timeframe, the funding is sent back to the Ministry of Education.
- Concern about a false baseline, with students writing in-person and students writing remotely; concern about identity and who is writing remotely; it can impact the baseline.
- The research is still pending on the degree of learning loss and how to best assess and intervene in ways that do not exacerbate anxiety and mental health issues. Tutoring may have unintended consequences in this regard. EQAO is trying to benchmark a brand new assessment and is probably not the best measure of the impact of the pandemic and remote learning during such a process. Responding in an integrated and differentiated way within the classroom will help students to reengage in very positive ways with their peers and not further compartmentalize learning. There may also be unintended impacts on those students and families who cannot participate in tutoring opportunities or choose not to, leading to further inequities.

Responses from the Ministry

- It is up to school boards to determine rate of pay; does not need to be minimum wage.
- Funding is provided for tutoring because they heard there was an immediate need.
- Flexibility – partner with a community organization to provide tutoring.

2. Modernizing Education and Modernizing Curriculum

- Ministry of Education staff reminded MIC members that written submission is due February 28 or shortly thereafter.
- Will include:
 - Revamping elementary curriculum
 - De-streaming
 - New programs/curriculum that is aligned with the labour demands
 - Reviewing pathways and course types
 - Focus on experiential learning
 - Focus on STEM – e.g. grade 9 de-stream math and science courses
 - Connect with skilled trades
 - Connect with Indigenous ways of knowing
 - Establish entrepreneurship pilots in boards
 - Grade 9 science curriculum updated
 - Grade 10 math is being reviewed
 - Grade 10 civics is being reviewed

13. Donations and Coalitions

The Provincial Executive has approved the following donations to our Coalition Partners:

- Black Education Fund \$2,500
- CIVIX – Student Vote \$20,000
- Dignity Network Canada – ILGA Conference
2022 Scholarships \$1,000
- Equal Pay Coalition \$5,000
- Mayworks Festival \$1,000
- Radio Labour \$500

14. Ontario Teachers' Federation Assessment Work Group Meeting

The Ontario Teachers' Federation (OTF) Assessment Work Group met in March and discussed two items:

1. Brief for OTF Executive re: advocacy for changes to elementary interim report cards

ETFO passed a motion at its AGM stating “That OTF lobby the Ministry of Education to change the format and timing of the Progress Report to a one-page checklist with comments highlighting a few strengths and a next step, to be issued mid-October.”

Advantages:

- Provides timely feedback for students
- Might reduce redundancies to other reporting cycles

Disadvantages:

- Could increase workload for kindergarten teachers
- A one-page checklist would not accommodate additional information for “Learning Skills” and “Work Habits”
- Misalignment between reporting date and existing PD days for interviews

There were significant and unanimous concerns about unintended consequences of this lobbying. In particular, opening up discussions on this could lead to changes in Growing Success. Ultimately the Work Group recommended against lobbying for the changes.

The brief will be shared with the OTF Executive on April 9, 2022.

2. Pan-Canadian “Press Pause on PISA” Initiative

The OTF was approached by J-C Couture, of the Alberta Teachers' Association, to consider the “Press Pause on PISA” initiative. The purpose of “Press Pause on PISA” is to reach parents, engage their support, and inform them that they have the option to child participate in PISA or not.

- In Canada, the PISA 2022 main study will be administered between April 18 and May 27, 2022
- Approximately 30,000 students selected at random from 1,000 schools across all 10 provinces will participate in the main study
- Letters about the pan-Canadian PISA have been randomly sent to parents in Canada to request the participation of their children

While the “Press Pause on PISA” initiative has acquired copies of the version of this letter sent to parents in the United States, they have not yet been able to acquire a copy

of the Canadian version; there was a request to see if the affiliates could access a copy of one of these letters from a member who may have received one. Assigned Educational Services staff will attempt to assist with this information gathering.

The "Press Pause on PISA" initiative has also prepared a series of tweets about participation in PISA; OTF was seeking feedback on the appetite of the affiliates to share these tweets. Considerations about sharing these tweets from the other affiliates included:

- The communications seem to be out of context as there has not been much previous discussion about PISA from the education sector
- A desire to continue to focus on the EQAO in Ontario as a priority;
- A concern that there are other large-scale standardized tests such as PCAC and Timms, and whether any messaging should also include them as well
- Accessibility of the language (e.g. EDUspeak) used in the prepared tweets

Due to these concerns, assigned Educational Services staff do not recommend that OSSTF/FEESO engage in sharing the "Press Pause on PISA" tweets.

15. CTF Project Overseas Funding

For the past two years, the Canadian Teachers' Federation (CTF) Project Overseas has been cancelled due the pandemic. Two years ago, OSSTF/FEESO committed to funding two members to participate in the Project. The Provincial Executive requested that CTF return the \$20,000 in funding we provided to cover the participation of the two members in 2021.

Given the Project Overseas is cancelled again for this summer, CTF has made two requests of OSSTF/FEESO:

1. Would the OSSTF be willing and able to contribute 35% of the PO 2020 funds (i.e., \$22,000 X 35% = \$7,700) to support the PD programs of our partners throughout Africa and the Caribbean in 2022?
2. Would the OSSTF like to make a donation (over and above the \$7,700 in Question 1) through the CTF/FCE to UNICEF's campaign? If yes, please indicate the amount of the donation.

Member organizations were surveyed about how they felt about continuing to support Project Overseas partner organizations financially, and if there was interest in making a donation to UNICEF's international vaccine campaign, which distributes COVID vaccines to people throughout low-income countries.

Given that the partner organizations of Project Overseas have not received the full benefits of the program for the past two years, the Provincial Executive has approved providing the \$7,700 requested from CTF for organizations throughout Africa and the Caribbean. In addition, the Provincial Executive has approved adding another \$2,300 as a donation to UNICEF through the CTF.

16. Curriculum Information from the Ministry of Education De-streamed Grade 9 Science

The Ministry of Education has issued a revised elementary Science and Technology curriculum as well as a forthcoming de-streamed Grade 9 Science course (SNC1W). The de-streamed Grade 9 Science course (SNC1W) is in the final stages of development and

will be issued in Spring 2022 and will be implemented across the province starting in September 2022.

Addenda to Grade 10 Mathematics Academic and Applied Courses

The ministry has issued an Addendum for each of the Grade 10 Academic and Applied Mathematics courses, to be implemented in September 2022.

The addenda outlines additional learning expectations to be instructed in Grade 10 that support students in their transition from the new de-streamed Grade 9 Mathematics course (MTH1W) to the current Grade 10 Mathematics courses.

The addenda consist of new expectations as follows:

1. Addendum to Principles of Mathematics, Grade 10, Academic, MPM2D (2005)
 - Outlines three new specific expectations to be added to MPM2D under an existing overall expectation.
2. Addendum to Foundations of Mathematics, Grade 10, Applied, MFM2P (2005)
 - Outlines one new specific expectation to be added to MFM2P under an existing overall expectation

The addenda can be accessed in PDF format on the [Curriculum and Resources website](#).

Revisions of English, Grades 9-12 and Français, Grades 9-12

The Ministry of Education has reached out to education partners to gather information to inform future revisions to the English, Grades 9-12 and Français, Grades 9-12 curriculum.

Assigned Educational Services staff will continue to monitor the development of the SNC1W and any further revisions to the Grade 10 Mathematics Academic and Applied courses, and are preparing a ministry submission for the revision of English, Grades 9-12 and Français, Grades 9-12.

17. DBU Memos Issued Since Last Report:

112	Hybrid Learning Information Resource
113	OEETA Pink Listing (Nipissing-Parry Sound Elementary)
114	Ministry Correspondence - Temporary Amendment to the Ontario Teachers' Pension Plan (OTPP) 50-day re-employment rule for the 2021-22 School Year
115	District Support for Provincial, Municipal and Trustee Election Candidates
116	The Ontario New Democratic Party Virtual Biennial Convention – February 4-6, 2022
117	For Action - OTPP & OMERS Pension Workshop
118	OSSTF/FEESO Awards for Members
119	OSSTF/FEESO Provincial LTD Plan
120	Ministry Correspondence - Ministry of Education Update
121	University of Toronto Study: Exploring the Climate Justice Pedagogies of Educators of Colour
122	Updated Information on the Delivery of AMPA 2022
123	Sexual Abuse Prevention Program
124	Appointment of Executive Assistant
125	Ministry Correspondence - A Message from the Minister of Education to Ontario's Parents

126	Application to Provincial Standing Committees and Councils
127	Benevolent Council
128	Attending Remote AMPA 2022 as an Observer
129	Ministry Correspondence - Vaccination Disclosure Policy - Updated Instructions from the Office of the Chief Medical Officer of Health
130	College of Early Childhood Educators Sexual Abuse Prevention Program
131	Canadian Teachers' Federation - Bell Let's Talk Day Takover
132	Ontario Teachers' Federation Job Posting - Manager-Communications
133	Ministry Correspondence - Temporary Amendment to the Ontario Teachers' Pension Plan (OTPP) 50 Day Rule Reporting Requirements - 2021-22
134	International Women's Day International Women's Day – Ontario Federation of Labour March 8 Project
135	Provincial Office Reopening
136	Job Posting - Community Organizer
137	Expansion to Temporary Teaching Certificates
138	Call for OFL Committee Members
139	Union Training Academy Survey
140	Ministry Correspondence - Consent at School Vaccination Clinics
141	Professional Development Funding to Enhance French Language Proficiency
142	Ministry Correspondence - Online Learning Graduation Requirement
143	PPM 81 PSSP Town Hall on February 8, 2022
144	PPM 81 ESS Town Hall on February 10, 2022
145	"Our Union, Our Journey" Winter and Spring miniseries
146	Staffing Chart 2021-2022 - Updated Secretariat Assignments
147	2022 Student Achievement Award - Winners Announced
148	Pink Shirt Day and Day of Pink
149	Ministry Correspondence - Ontario's Participation in Provincial, National and International Assessments in 2021-22
150	2022 SBCBA Provincial Bargaining Priorities Survey
151	Job Posting: Executive Assistant, Member Protection & Negotiations and Contract Maintenance
152	OECTA Pink Listing (Toronto Catholic District School Board - Occasional Teachers' BU)
153	Ministry Correspondence - Professional Activity Days for the 2022-23 School Year
154	Updated Benevolent Council Application Form (French) 2021-2022
155	Flexibility for Final Evaluations
156	OSSTF/FEESO member survey on election engagement
157	Ministry Correspondence - Updated School Health and Safety Guidance for Extra-Curricular Activities
158	Ministry Correspondence - Support for First Nation Students in Provincial School Boards
159	Student Protests Against Pandemic-Related Health and Safety Measures
160	Focus Group Registration - 2022 SBCBA Provincial Bargaining Priorities Survey
161	ESO Conference
162	Ministry Correspondence - Learning Recovery Action Plan
163	Labour College of Canada
164	Researcher Invites Parents and Students to Complete Survey About Online Learning in Ontario's Publicly Funded Schools
165	AEFO Consultation on French-Language Education
166	Provincial Election 2022 District/Bargaining Unit and ARM Funding

167	Ministry Correspondence - CMOH's Recommendations on Using Schools in Ontario for Election Purposes
168	Truncated safety plan documents - Training from the Ministry of Education
169	2022 CPAC Regionals on Election Readiness - March 25-26, 2022
170	Tutoring Announced as part of Grants for Student Needs
171	OFL Activist Assembly - Sunday, March 6, 2022
172	D1-D33 Job Class Town Hall Meeting Date Changes
173	Appointment of Community Organizer
174	PSC Conference
175	Ministry Correspondence - Updates on the Ontario College of Teachers
176	Benevolent Council Procedure Change
177	Not-For-Profit Corporations Act (ONCA)
178	CSLF Conference – April 1-2, 2022
179	Grants for Student Needs, Priorities and Partnerships, and Ontario's Learning Recovery Action Plan
180	PPM - 167
181	Ministry Correspondence - Winter 2022 Curriculum Updates
182	Ministry of Education Update: Lifting of Health and Safety Measures in Schools
183	Bill 115 Labour Board Decision on Unfair Labour Practice
184	Ministry Correspondence: Changes to the Ontario Student Transcript and Secondary Provincial Final Report Card Templates.
185	Appointment of Executive Assistants
186	Appointment of Election Organizers
187	OSSTF/FEESO Provincial Election 2022 Endorsement List
188	Speaker Bank Request
189	Staffing Chart 2021-2022 - Updated Secretariat Assignments
190	Ministry Correspondence - Safe Indoor Air Top Up to Federal Safe Return to Class Fund
191	Education Worker Designated Member Needed for the Protective Services Committee
192	Status of Women Region 2 Outreach Workshops – May 6-7, 2022
193	Equal Pay Day
194	SmartStart Hubs: Connecting Families to Child Development Services
195	Chief Medical Officer of Health's Memorandum on Using Schools in Ontario for Election Purposes
196	Ontario Alliance of Black School Educators (ONABSE) 2022 Virtual Provincial Conference – April 29-30, 2022
197	Ministry Correspondence - Grade 9 and Elementary Mathematics Teachers Supports
198	Remote Provincial Council Meeting - April 29, 2022
199	HS/WSIAC Regional Training Sessions
200	Lifted - OECTA Pink Listing (Toronto Catholic Elementary)
201	Equity, Anti-Racism & Anti-Oppression Officer
202	Equity Mentorship Program 2022-2024
203	Application for Educational Services Workshop Presenter Training
204	ELHT Work Group Vacancy
205	Ministry Correspondence - Supporting Ukrainian Students
206	Lifted – OECTA Pink Listings
207	Central Brief Approval Meetings - Hold the Dates
208	Starling Minds Program

209	Judicial Council Vacancies
210	Ontario Federation of Labour May 1 2022, Province-wide Day of Action