

April 4, 2023

Provincial Executive Liaison Report

To: District 10 Executive & Council

From: Jeff Denys, Treasurer

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1. Equity Update

The OSSTF/FEESO Action Plan to Support Equity, Anti-Racism, and Anti-Oppression was adopted in 2021. It is a living document that acts as a blueprint in the Federation’s efforts to dismantle racism and oppression within OSSTF/FEESO to create a truly equitable, inclusive and accessible Federation. The Plan is an iterative process and changes have been made to it since the original adoption. Ongoing revisions will continue to be made as the needs and goals of the Federation evolve. The Plan will be reviewed annually with equity updates posted on the OSSTF/FEESO provincial website under the [Equity Update](#) tab.

The latest version of the OSSTF/FEESO Action Plan to Support Equity, Anti-Racism, and Anti-Oppression was presented at AMPA 2023 and was sent to Delegates and Alternates as part of Volume 3.

2. Equity Mentorship Program Update

The first cohort (2022-2024) of the Equity Mentorship Program (EMP) is up and running. Having met with the Mentees in the spring and the Mentors early fall, we have since had two meetings with the full group together.

Thus far, the group has had two “learning” sessions: one on the structure of provincial OSSTF/FEESO and one on parliamentary procedures. These have been complemented by many mentees (and some mentors) accessing online AMPA training sessions as 9 of the 10 mentees attended AMPA.

All participating in the program have been impressed with, and appreciative of, the welcome they have received from the Provincial Executive, Provincial Staff, Chairs, Executives and Members as they attend provincial meetings (committees, councils, work

groups) to maximize their experience and explore possible avenues for continued involvement in OSSTF/FEESO.

3. Coalitions and Donations

The Coalitions and Donations Work Group met to discuss some requests for support received since February 2023. The following donations have been approved by the Provincial Executive:

People for Education – Telling Tales Out of School Fundraiser - \$10,000
 Justice for Workers - \$5,000
 Legacy of Hope - \$5,000
 International Civil Liberties Monitoring Group - \$1,000
 Ernesto Guevara Volunteer Work Brigade - \$500

4. Provincial Account #2016 and Account #2018 Update – March 2023

Staff continues to promote Provincial accounts #2016 (Anti-Racism and Equity Training for Members - \$25,000) and #2018 (Anti-Racism and Equity Training - \$120,000) using District/Bargaining Unit field secretary communications, equity training, Update articles, etc.

To date, approximately \$12,000 has been requested from Account #2016 and \$19,000 from Account #2018.

A list of the anti-racism and equity training that has been accessed can be viewed below.

- A Different Booklist – Book Club
- Anti-Racism and Equity Training with Principal Kafele
- Book Study & Reflection
 - Me and White Supremacy: A Guided Journal by Layla Saad
- District Training – Exploring best practices for the Bargaining Unit Equity, Anti-Racism, and Anti-Oppression Officer
- Dr. Andrew B. Campbell
 - Disrupting Deficit Thinking in Schools
 - The Culturally Relevant and Responsive Education: Preparation, Planning, Pedagogy, and Practice
- eCornell – Diversity, Equity, and Inclusion Certificate
- Elders and Traditional Peoples Gathering – This event connected students, community members and Elders and was hosted by the First Peoples House of Learning and the Chanie Wenjack School for Indigenous Studies at Trent University
- Equity Literacy Institute
 - Another Level: A Month-Long Conversation About Anti-Racism in Education with Cornelius Minor, Yolanda Sealey-Ruiz, Cheryl Matias, and Paul Gorski
 - Equity Facilitators Training (10-hours)
- Harmony Movement: Educator’s Anti-Racism Conference, ‘Shifting the System from Within – February 2023 Conference
- Lakehead University – Addressing Anti-Black Racism Course
- OFIFC’s Indigenous Cultural Competency Training (ICCT) Program
 - Cycle 1: Introduces the most relevant information needed to better serve and support Indigenous people across all sectors. Participants gain a foundational knowledge that will help them begin enhancing their relationships with Indigenous peoples.

- Cycle 2: Continues the learning of Cycle 1 by introducing participants to the relevant contemporary issues and frameworks that have had an impact on Indigenous people and communities.
- Ontario Human Rights Tribunal – How to best represent Members who face discrimination in the workplace.
- Racial Justice Workshop
- See Us, Learn Us: A New Perspective on Teaching Identity, Belonging and the Black Canadian Experience (Webinar Series)
- Trent University – First Nations, Métis and Inuit Peoples – Understanding Teachings, Histories, Current Issues and Cultures Part 1
- University of Alberta – Certificate Course in, 'Indigenous Canada' – 12 Lesson Online Course
- University of British Columbia – Certificate in Equity, Diversity, and Inclusion
- Université de Laval - Parcours Inclusion, Équité, Diversité et Inclusion

5. Ontario College of Teachers Council Meeting, March 2023

The winter council meeting of the OCT was held virtually March 21, 2023. This was the first council meeting for new registrar Linda Lacroix. The chair, Diana Miles, congratulated the council on completing one full year with the new structure and highlighted the summer/fall 2023 launch of the new 5 year strategic plan – for which consultations are currently underway.

Reports

Various committee reports focused on successes:

- spring 2022 launch of AQ provider (sharepoint) hub;
- standards of practice documents becoming AODA compliant as of December 2022;
- 92.5% completion of Sexual Abuse Prevention Program (SAPP);
- new document upload portal;
- \$5.9 million surplus at end 2022 (motion to move to reserves carried);
- Restructuring/renaming taking place (for example, "Hearings and Investigations" now "Investigations and Professional Conduct");
- revision to the public presentation policy could be coming in June,
- some concern regarding lack of seriousness given to cautions and admonishments being delivered virtually; and,
- decrease in wait times for national and international certifications.

Some council member questions of reports were of note and could lead to interesting discussions at the May 2023 meeting (but, unfortunately, we will not be privy to those as it will be a closed session meeting):

- Q: if a complainant is not happy with the local resolution process, what happens?
 - A: we let them know of alternative paths; and, of course, if they still want to pursue a complaint, we continue with that
- Q: what exactly constitutes a successful day of teaching? (as this is a certification requirement)
 - A: (answered by 3 separate people) supervised by someone of standing in the region/country that it is taking place
- Q: why is SAPP not accessible after completion? (especially considering we allow accommodation of written format, so it is accessible to those people)
 - A: we can explore that

- Q: could we consider a Stakeholder Engagement Policy rather than altering the public presentation policy (as there were only 3 requests for presentation in 2022)?
 - A: we have continual correspondence, emails, calls with stakeholders
- Q: what about those who have not completed SAPP? There should be strong encouragement measures
 - A: will take into consideration

Guest Speaker

Minister Lecce joined the meeting for approximately 10 minutes from his vehicle on the way to question period. He did not take any questions. He spoke mostly in general terms, congratulating the OCT on its new structure and expressed commitment to working with the OCT. Some quotations of interest:

- “we are both focused on the protection of children and the education system”
- “a structure that is equal parts professional and public members that strengthens the parent voice”
- “with respect to teacher recruitment and certification, we need to continue to train and recruit and we need to improve our outputs so we are asking the OCT to ensure we have a strong and steady supply of professionals”
- “there are still barriers – I recognize the efforts – but we need to do better; 120 days for international certification when BC is at ½ that with 60 days and within 20 days for domestic; this is a call to action because while there has been progress, we need to do better and much more” (interesting comparison to us as BC does not have a College of Teachers)
- “whatever can be done to ensure integrity and safety while streamlining the process”
- “we also have to attract trained and qualified professionals and support ongoing PD with modern curriculum that is aligned with current labour market needs”
- “and while adding the AQ on anti-semitism is an important step, we have a challenge to respond to the rising hate within schools”

Lecce was thanked by the Chair who reminded the council to consider the Minister’s “words of wisdom.”

There will be Equity, Diversity, and Inclusion training for the council members early April 2023, and an in-person-for-council-members-only meeting May 17/18, 2023. Assigned staff will look to attend, and report from, the next open-to-the-public meeting to be held June 7, 2023.

6. Canadian Teachers’ Federation – March Update on ISTP

The Canadian Teachers’ Federation (CTF/FCE) has recently learned (March 14, 2023) that the Council of Ministers of Education, Canada (CMEC) has confirmed its participation in the 2023 International Summit of the Teaching Profession (ISTP) in Washington, DC, this April. This means that Canada will be represented with a delegation (after missing last year’s meeting).

CTF is currently waiting to hear back from CMEC regarding the proposed amendments to the Country Commitments (particularly #3, below). Pertinent changes from the previous draft have been highlighted.

3. DRAFT FROM THE CTF/FCE □ Supporting teachers with well-resourced learning environments, technical support and access to ongoing professional learning, such that teachers may effectively incorporate digital technologies to help meet the diverse needs and strengths of their students. (proposed new commitment – see below)

Among the many lessons learned regarding education during the pandemic, perhaps the most significant relates to *the central role teachers play* in student learning and the *irreplaceable value of in-person learning*. At the same time, although the rapid pivots to online or remote teaching during the pandemic were fraught with challenges, many meaningful applications of technology to support learning have been developed by teachers in recent years.

Incorporating digital technologies into the learning environment can complement teaching and learning both inside and outside the classroom. In certain circumstances, technology can also contribute to increasing access to learning and enhancing inclusiveness, *helping to ensure the diverse needs of students are met*. We have seen this through examples of Indigenous education and the creation of culturally relevant virtual learning environments, where the necessary conditions for learning were met, or the transformation of communities into virtual learning spaces to foster engagement and retention.

Given the complexities of today's classrooms and the diversity of student needs, it is *essential that schools and classrooms are well-resourced, including with age-appropriate digital technologies*. Moreover, to facilitate the effective incorporation of a variety of digital tools in teaching and learning, and to stay abreast of relevant technological innovations, teachers must be provided with opportunities for professional learning related to digital technology, including *job-embedded professional development*. It's also important to *ensure that technical support is offered within schools by qualified staff members*, thus enabling teachers who need it to have recourse to it.

Previous CTF Draft of Commitment #3:

While the policy agenda related to the digital transformation in education has seen accelerated progress in response to the pandemic, at the same time, teachers seized the opportunity to leverage digitalisation and enhance how students learn. In spite of the many limitations of technology (infrastructure, equity, etc.) highlighted during the pandemic, the experience of learning during that time highlighted the power of teachers to drive digital transformation in the learning environment to improve teaching and learning through innovative and often creative technology-enabled solutions.

Pedagogical innovation as a driver for the digital transformation of learning holds the potential to complement, as well as enhance, teaching and learning both inside and outside the classroom. It is central in removing barriers to access to learning and enhancing inclusiveness, leading to more individualized learning. We have seen this through examples of Indigenous education and the creation of culturally relevant virtual learning environments, or the transformation of community into virtual learning spaces to foster engagement and retention. It is through pedagogical innovation that we move from digital transformations to learning transformations.

Looking ahead, with the ever-increasing integration of AI and the use of associated data in education, teachers will be increasingly called upon to navigate, engage and drive the use of this technology to exploit its full potential in service of teaching and learning. Rather than asking how technologies can support teachers, it is proposed that we look at how to support teachers to guide and drive digital transformation to create and shape innovative learning environments and experiences.

Supporting teacher professionalism and pedagogical innovation are key to ensuring the digital transformation of education is grounded in equity and high-quality learning for all.

Should further amendments be required to reach consensus, the Advisory Committee on the Teaching Profession will be contacted.

7. **Strike Action by Los Angeles United School District Education Workers**

Education workers employed by the Los Angeles United School District (LAUSD) represented by the Service Employees International Union (SEIU) Local 99 took strike action for three days from Tuesday, March 21 to Thursday, March 23. The United Teachers of Los Angeles (UTLA) joined the three day strike, shutting down schools across the district.

SEIU Local 99 represents many of the lowest-paid workers in the school district, including school bus drivers, educational assistants, custodians, and food-service workers. The union has been in contract talks and received a strong strike mandate from the membership in February with 96% of members voting in favour of strike action.

The three-day strike was called after SEIU alleged that the LAUSD broke confidentiality after the union and the employer agreed to enter a confidential mediation process after the two sides had reached an impasse at the bargaining table. However, LAUSD broke that confidentiality by sharing the mediation proposal with the media before bringing it to the SEIU bargaining team. SEIU also alleges that the school district subjected workers to surveillance, intimidation, and harassment during the strike vote and bargaining process. LAUSD also failed to get an injunction through the courts to stop the three-day strike.

Los Angeles Mayor Karen Bass stepped in on Wednesday to join the talks with the union and school district leaders to offer their assistance and support to find a resolution.

The UTLA is an active member of the Trinational Coalition for the Defense of Public Education and has a member sitting on the organizing committee. The Coalition sent a letter of support and solidarity to both SEIU Local 99 and UTLA on the first day of the strike. OSSTF/FEESO is part of the Coalition and part of the organizing committee, along with the British Columbia Teachers' Federation.

On March 24, a tentative agreement was reached between the Los Angeles Unified School District and SEIU Local 99.

8. **OCBCC Winter 2023 Report**

As a member of the *Ontario Coalition for Better Child Care* (OCBCC), OSSTF/FEESO attends all Annual General, Provincial Advisory Council and Board meetings of the Coalition. Further, currently assigned staff sit on two committees of the Board.

Taking place mid-February, the two-day Provincial Advisory Council Meeting included updates of exceeding membership (58 new in January alone) and financial (still grant money to spend) goals from the Membership and Administration Coordinator reports. The President and Public Policy Coordinator also gave their reports focusing on recent campaigns – such as *The Wage Project* (https://www.childcareontario.org/wage_project) on “Centering the Voices of Racialized Mothers and Educators in Shaping Child Care Response and Recovery”, and the *Worth More Campaign* (https://www.childcareontario.org/worth_more) to highlight individual actions that can be taken.

All regional and organizational representatives also gave reports and there was a guest speaker each of the two days: Thursday, February 23, 2023, was Laura Walton, OSBCU President and Friday, February 24, 2023, was Holly Moran, Assistant Deputy Minister, Ontario Ministry of Education Early Years and Child Care Division.

Any questions regarding our involvement with the OCBCC can be directed to assigned Staff, Rosemary Judd-Archer (rosemary.judd-archer@osstf.ca).

9. **Financial Accountability Office – Expenditure Monitor 2022-2023 – Q3**

On March 1, 2023, the Financial Accountability Office of Ontario (FAO) released its Expenditure Monitor 2022-23: Q3 report. This report provides information on spending by the Government of Ontario through the first three quarters of the 2022-23 fiscal year, from April 1, 2022, to December 31, 2022. The report: A) identifies changes made to the 2022-23 spending plan; B) reviews actual unaudited spending in the first three quarters of 2022-23 against both the spending plan and actual spending during the same period of 2021-22; and C) tracks transfers of unallocated funds.

The report, media release, briefing deck, and an account of program spending are available at: <https://www.fao-on.org/en/Blog/Publications/2022-23-expenditure-monitor-q3>.

A. 2022-23 Spending Plan

The spending plan at the beginning of the fiscal year included \$193.0 billion in spending. As of the end of the third quarter, the government had increased the spending plan to \$193.2 billion.

By sector, in the third quarter, the 'other programs' spending plan increased by \$1,137 million, followed by health (\$183 million), children's and social services (\$146 million), justice (\$42 million), and education (\$3 million). These increases were partially offset by a \$1.302 million transfer from the Contingency Fund.

Key spending plan changes include: a \$183 million increase to Long-Term Care Homes Program, a \$146 million increase to the ODSP – Financial Assistance, and \$235 million increase to Municipal Services to support the City of Toronto's 2022 budget shortfall.

B. Actual Unaudited Spending Through Two Quarters

Based on historical spending patterns, the government plans its spending by quarters. In 2022-23, the government expected to spend \$129.2 billion through the first three quarters. Actual unaudited spending was \$122.8 billion, \$6.4 billion (5.0%) less than expected.

All sectors spent less than expected. This is typical of program spending since 2020-21 and appears to be part of an intentional strategy to underfund and underspend. This austerity agenda is supported by the grossly underestimated revenues that are reported in the government's budgets. This leads to a restriction of public services, and budget surpluses such as the \$2.1 billion realized in 2022-23, while allowing the government to tout increased funding for services that doesn't get fully spent.

Over the first three quarters, there was \$1.25 billion in underspending in health, \$844 million in education (\$432 million in elementary and secondary programs and \$396 million in Child Care and Early Years Programs), and \$175 million in postsecondary (\$136 million in operating grants for colleges and universities and financial aid for students).

Notably, as of the end of the third quarter, the government has spent less than 1% of the \$1.01 billion allotted for capital funding of Metrolinx and municipal infrastructure projects and less than 1% of the \$462 million allotted for operating funding, which is a large part of the infrastructure focus of the 2022 Budget. Undoubtedly, the government will be able to re-announce funding for these projects that was unspent in 2022-23.

Comparison of 2022-23 Spending over the First Three Quarters with 2021-22

It is difficult to draw conclusions about quarterly spending between successive years.

Spending through the first three quarters of 2022-23 was \$2.9 billion (2.4%) higher than during the same period in 2021-22, with all sectors spending more.

The largest year-over-year increase in spending was in health (\$1.1 billion). Education was \$852 million more than in the first half of last year and postsecondary was \$165 million more. In education, the increase in spending from 2021-22 was largely due to the implementation of \$10-a-day child care and a corresponding spending increase of \$762 million.

C. Unallocated Funds

The government started the 2022-23 fiscal year with a total of \$4.6 billion in unallocated funds. In the second and third quarters, the government transferred \$373 million and \$1.3 billion, respectively. The remaining balance in the Contingency Fund is \$2.9 billion.

It has been noted that the amount allotted to the Contingency Fund by this government is extraordinarily higher than previous governments. This money is not designated for any particular program and must be transferred to a particular program before being spent. This creates a transparency issue as new spending does not have to be approved by a vote item in the legislature.

As noted in the FAO's Economic and Budget Outlook reports, the government intentionally plans to underspend across public sector programs, The FAO projects spending shortfalls in health (net \$5.0 billion over three years), education (\$1.1 billion), justice (\$0.8 billion), and postsecondary education (\$0.4 billion). These shortfalls mean that the province has not allocated sufficient funds to these sectors to support existing programs and announced commitments over the three-year period.

This FAO report confirms that underspending of public programs will continue. This allows the government to re-announce funding and to announce higher funding for programs that will actually be spent, such as Grants for Student Needs.

10. Radio Ads Promoting Kids Help Phone – Spring 2023

The Communications/Political Action (C/PA) Department purchased radio broadcast space in communities across the province promoting the Federation and the Walk So Kids Can Talk for Kids Help Phone. The Federation has participated in similar radio ads promoting Kids Help Phone a number of times over the past three years. The Walk takes place on Sunday, May 7 at seven locations across Ontario, and other communities can arrange for a virtual walk in their local area.

The ads began to air on various radio stations on March 27 for one week.

Ads will broadcast on radio stations that appeal to younger listeners and parents of children. Ads that will cite the May 7 Walk location will be heard in the following communities:

Toronto	Mississauga
Ottawa	Kitchener
Barrie	York Region (Newmarket)
London	

Ads that will cite a city or area (i.e., "...young people in Peterborough reach out to Kids Help Phone...") will be heard in the following communities:

Thunder Bay	Timmins
Sudbury	Peterborough
Kingston	Niagara Region/Hamilton

Windsor

The thirty-second ads mention the Ontario Secondary School Teachers' Federation twice while promoting the Walk So Kids Can Talk on May 7, as well as the services Kids Help Phone offers. While these ads will support OSSTF/FEESO's designated charity, they will also promote OSSTF/FEESO's name recognition and connections to the community.

11. Coalitions and Donations

The Coalitions and Donations Work Group met to discuss some requests for support received since February 2023. The following donations have been approved by the Provincial Executive: [check PE Minutes on Wednesday to make sure these go through]

People for Education – Telling Tales Out of School Fundraiser - \$10,000

Justice for Workers - \$5,000

Legacy of Hope - \$5,000

International Civil Liberties Monitoring Group - \$1,000

Ernesto Guevara Volunteer Work Brigade - \$500

12. DBU Memos Issued Since Last Liaison Report

- 112 IWD March 2023
- 113 CLC Convention – Important Dates, Lodging and Travel Discounts
- 114 Canadian Teacher's Federation (CTF) Women's Symposium 2023 DBU
- 115 Labour College of Canada Cohort
- 116 Joint Communication from OTF and the Minister of Education - Re-employment Limit Temporary Extension
- 117 Federation Family Education Fund – Application Form Glitch
- 118 Pink Shirt Day / Day of Pink
- 119 Registration Now Open for the Status of Women Conference – Pushing Back, Standing Strong, Marching Forward
- 120 Ministry Correspondence - Technological Education Graduation Requirement in Secondary Schools and Promoting Skilled Trades
- 121 Protective Services Committee Conference 2023
- 122 HS/WSIAC Regional Training Sessions
- 123 Walk for Kids Help Phone - Sunday, May 7, 2023
- 124 Ministry Correspondence - Temporary amendment to the Ontario Teachers' Pension Plan (OTPP) 95-day Re-employment Rule for the 2022-23 School Year – Reporting Requirements
- 125 Ministry Correspondence - Call for Writers ITQ 213 / IAS 216 – Gr. 9 Issues in Canadian Geography Course Revisions
- 126 Union Training Academy - Spring Sessions
- 127 Equal Pay Day

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