

MEMORANDUM OF AGREEMENT #1

BETWEEN

**The Ontario Secondary School Teachers' Federation
(hereinafter called the 'OSSTF')**

AND

The Crown

RE: Hiatus on Ministry Initiatives

During the development of the Ministry of Education PPM regarding Ministry/School Board initiatives and collaborative professionalism as per Memorandum #2, any proposed new provincial initiatives, which would impact on workload, classroom quality or testing/data collection will not be introduced.

This would exclude:

- All existing initiatives;
- Previously announced and/or implemented programs in school boards; and
- New initiatives required to respond to concerns about student safety.

MEMORANDUM OF AGREEMENT #2

BETWEEN

**The Ontario Secondary School Teachers' Federation
(hereinafter called the 'OSSTF')**

AND

The Crown

RE: Ministry/School Board Initiatives

Introduction

Whereas Ontario's Education system is committed to improving Student Achievement and Well-being;

Whereas Ontario's Renewed Vision built on a strong foundation of excellence, focuses on Excellence, Well-being, Equity and Public Confidence;

Whereas Ontario is a world class Education system with exemplary educators at all levels of the organization who possess a collective commitment to sustaining excellence;

Whereas research on exemplary practice supports further development of the concepts of collaborative professionalism and expands previously held concepts of leadership;

Whereas perceptions exist in some parts of the sector that initiatives, expectations and practices need to be reviewed;

Whereas two research studies have been conducted that examine workload and professionalism; and

Whereas transformation requires change at all levels: Ministry, School Boards, Schools and Classrooms.

Ministry Commitment

The Ministry of Education commits to:

- 1) The establishment of a representative body (transformation team) whose first responsibility is to inform the development of a Policy/Program Memorandum (PPM).
- 2) The creation of a provincial body with representatives from teacher federations, principal associations, and school board leadership to meet quarterly each year to discuss new

initiatives, including implications for training, resources and timing which is different from the body described above.

- 3) The creation of a PPM that will clarify and commit to a renewed collaborative professionalism and leadership in Ontario's education system.
- 4) The completion of the PPM no later than May 31, 2016.

Please note that two different tables will be created as described above in the Ministry commitments.

Scope of Policy/Program Memorandum

This PPM would include the following concepts:

- 1) The establishment of a vision for collaborative professionalism that improves student achievement and well-being;
- 2) The determination of the appropriate balance between external accountability and internal responsibility;
- 3) A review of and a clearer definition about the shared roles and responsibilities regarding assessment and reporting;
- 4) The development of a process of review for the representative provincial body looking at initiatives which may include but is not limited to:
 - Providing input into the review, development, implementation and evaluation of new initiatives;
 - Guiding appropriate timing and pacing of new initiatives;
 - Integrating possible new initiatives, materials and resources with existing practice and taking into consideration the impact of initiatives on existing demands of teachers, school and board leaders;
 - Sharing exemplary implementation practices;
 - Discussing training and professional learning requirements to support the implementation of new initiatives;
 - Understanding that some expectations and practices are no longer relevant in today's context and may need to be stopped, adjusted or changed while other expectations and practices may need to emerge, something that will be reviewed by the provincial body described above whose mandate is to discuss initiatives;
- 5) Direction to School Boards to create a mechanism or to use existing mechanisms to foster consultation, collaboration and communication with local unions, federations and associations for the implementation of new initiatives;
- 6) Evidence from the workload studies that will enhance and improve collaborative professionalism;

- 7) The transformation of our vision of leadership to foster collaborative learning cultures, which promotes and enhances teacher leadership in classrooms, school, and in school boards while honouring the role and responsibilities of formal leaders; and
- 8) The review of the concept of professional judgement in the context of effective collaborative learning cultures.

MEMORANDUM OF AGREEMENT #3

BETWEEN

**The Ontario Secondary School Teachers' Federation
(hereinafter called the 'OSSTF')**

AND

The Crown

RE: Professional Activity Days

The Ministry of Education will recommend to the Lieutenant Governor in Council that, by regulation, effective September 1, 2015, the number of instructional days be changed from 188 to 187 and the number of Professional Activity (PA) Days be increased from 6 to 7. For clarity, the total number of school days would remain at 194.

This additional PA Day would be in support of Ministry/School Board initiatives.