



The Niagara Secondary Unit of the Ontario Catholic Teachers' Association (OECA) represents the approximately 500 passionate and qualified (Grades 9 to 12, Adult Learning and Occasional teachers) in the Niagara Catholic District School Board.

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The Niagara Secondary Unit OECTA welcomes the opportunity to provide input for the development of the 2020 provincial budget.

We recognize that composing a budget on this scale is a monumental task. In acknowledgement of that our comments will be limited to a narrow component of that process.

We acknowledge that budgets cannot address all concerns and, as a necessity, priorities must be established. The final budget should reflect these priorities.

In our opinion, the government, in the process of establishing these priorities, seems to be including two conflicting positions.

We draw your attention to the January 10, 2020 announcement from the Ministry of Labour, Training and Skills Development; **Ontario takes Action to Address Skilled Trades Shortage**. (See Appendix A)

At paragraph five, Minister McNaughton states, *"The government is also investing \$75 million in three programs to expose high school students to the trades..."*

At the same time the Minister of Education Lecce continues to press for an increase of the average class size in the province's high schools from the current 22:1 to one of 25:1

We have attached two articles published in the January 11, 2020 edition of the **Toronto Star** (See Appendix B), which will assist in illustrating the conflict between these two government initiatives, namely,

- Minister McNaughton announces an increase in funding to improve student exposure and hopefully enrolment in trade related courses, and simultaneously
- Minister Lecce continues to insist on an increase in the average class size in secondary schools.

As members of the committee are well aware students need a combination of 30 credits to earn a secondary school graduation diploma. Eighteen credits are mandatory while the remaining twelve are optional.

The majority of credits selected by students within the "trades" fall within the optional category. In addition the menu from which credits in the "trades" can be selected is wide-ranging and diverse. We will have more on this later in the presentation.

To help understand the impact of the change of average class size and the conflict this creates with Minister McNaughton's initiative let's examine three mandatory credits and the variety of selections available to a student.

A student needs to earn three credits in Mathematics to meet graduation diploma requirements. In Grade 9 and 10 the vast majority select either the academic or applied Math. After that and depending on the student's post-secondary intentions, the course selections become more specialized. (See Appendix C)

The same holds true for credits in English (Appendix D) and Science (Appendix E).

Credits in Math, English and Science are all to one degree or another mandatory for graduation. But as they student progresses through the senior grades he/she is presented with more options to select than were available in Grade 9. As a result the cohort of Grade 9 students that had only two choices now becomes more dispersed as the students filter into the various course selections.

This dispersal through the senior grades leads to smaller classes simply because the same number of students that had only two choices in Grades 9 and 10 are now choosing a wider selection of courses in Grades 11 and 12.

The average class size ratio of 22:1 was first regulated in 1998.

This ratio was selected so as to allow for the creation of smaller classes while ensuring complementary overly large classes did not have to be scheduled to achieve the regulated average.

A simple example:

At 22:1, a Grade 9 class of 26 students could offset a Grade 12 calculus and vectors class of say 18.

At 25:1 the same scenario would require an offset of 32 students in Grade 9.

At 28:1 this offset grows to 38 students to compensate for the class of 18.

So far we have directed our comments in relation to mandatory credits.

What is the connection between the average class size and the optional credits in the "trades"? Where is the conflict between Ministers McNaughton and Lecce?

By way of illustration we provide charts outlining the course offerings in the Arts and Technology Education Grades 9-12 (Appendices F and G respectively).

As a side note we suggest that the Ministry of Education amend the acronym **STEM** (Science, Technology, Engineering and Mathematics) to one of **STEAM** (Science, Technology, Engineering, Arts and Mathematics).

Looking at either Appendix F and/or Appendix G, it is apparent that as students progress through the grades 9-12 the course selections increases.

This is a good thing. This is what makes a high school education a rewarding experience for students. This is exactly why we agree with Minister McNaughton and his announcement of earlier this month to increase funding to enhance participation these areas of the curriculum.

However, if you accept our analysis of the negative impact of Minister Lecce's continued insistence of the necessity to increase the current average class size in regards to mandatory credits, you are compelled to accept that there is a more profound impact on optional courses when the change from 22 to 25:1 is implemented.

The initial cohort of students selecting an optional credit in the Arts or in Technological Education is by definition smaller than the initial cohort selecting a mandatory course.

Refer to Appendix C and Appendix F.

A student requires a minimum of three credits in Math and at minimum one credit in the Arts to meet diploma requirements.

In Grade 9 the Math choices are basically limited to two, Applied or Academic Math.

In Grade 9 the same student at option could select any one of Dance, Drama, Integrated Arts, Media Arts, Music or Visual Arts to meet the one Arts credit requirement.

It is apparent that the class size in Math will of necessity exceed that of the class size in the any one of the available Arts options.

Since the initial cohort in any one of the Arts courses is smaller than that of the Math courses, all courses that flow from that initial Art cohort will of necessity be smaller.

This is true because in part some of the students do not continue beyond the initial Arts selection having completed the minimum diploma requirement; or if they continue in the discipline the initial selection functions as a prerequisite for more than one course in the following grades thereby dispersing the cohort even more.

The same holds true when we look at Appendix G. At minimum a graduating student must have a least one technological studies credit. Similar to the Arts, there are more choices in Technological Education in Grade 9 compared to the two choices for Grade 9 Mathematics.

Students who wish to continue in Technological related subjects are presented with a large selection of courses, but it is important to note that the number of students enrolled in each of these courses is of necessity smaller than the number enrolled in the compulsory courses within the same grade level. There will always be smaller Tech classes than any Math, English or Science class.

This difference between the numbers of students enrolled in optional courses compared to the number of students enrolled in compulsory courses is the reason for our presentation to your committee.

At the same time the Minister of Labour, Training and Skills Development is announcing funds to “expose high school students to the trades”; the Minister of Education, insists on increasing in average class size.

It is clear that what ever the average class size ratio is, mathematically you need to have offsetting or complementary classes to maintain that average. But it is also true that the higher the average, the fewer classes that can be created.

If the average becomes impractical, that is to say the requirement for the matching or offsetting classes becomes unwieldy, it becomes impossible to maintain the class size average and schedule smaller classes.

The smaller classes in Tech, the Arts and so on cannot be scheduled because they would require a much larger class as a compliment.

As a result the very classes and courses that Minister McNaughton wants students to consider will be eliminated.

As the committee deliberates all matters related to the budget process, we suggest that counter productive initiatives such as those illustrated in this presentation be eliminated from inclusion in the final budget document.

The recommendation from the Niagara Secondary Unit OECTA is clear.

Maintain the reasonable class size average of 22:1, which will allow initiatives such as those proposed by Minister McNaughton to succeed.

Submitted for your consideration by the Niagara Secondary Unit OECTA.

Appendix

A

Ontario takes Action to Address Skilled Trades Shortage

New Ads Showcase Skilled Trades as a Viable First Option

January 10, 2020 10:30 A.M.

TORONTO — The Government of Ontario is taking action to attract more people to the skilled trades and employers to hire more apprentices. The province is facing a serious labour shortage which has the potential to get progressively worse. On any given day tens of thousands of jobs go unfilled and many of those are in the skilled trades.

As part of the government's Open for Business, Open for Jobs strategy Monte McNaughton, the Minister of Labour, Training and Skills Development, today launched a marketing campaign to highlight good-quality, well-paying and flexible careers in the trades, under the slogan 'Find a Career You Wouldn't Trade.'

"We need to do a better job at enticing young people and their parents to the skilled trades," said Minister McNaughton. "For too long, we haven't viewed these challenging positions as a viable first option. That needs to change and our Open for Business, Open for Jobs strategy, including our new advertising campaign, will go a long way towards making the skilled trades more attractive."

The advertising campaign reflects the passion of real skilled tradespeople in their work environments. It features up-close footage of three skilled trades people with in-demand careers and high income potential: a tower crane operator, a steamfitter and an arborist.

The ads are just one part of the government's strategy to open up the skilled trades for young people and businesses. The government is also investing approximately \$75 million in three programs to expose high school students to the trades: \$12.7 million in the Ontario Youth Apprenticeship Program, \$42 million in the Specialist High Skills major program and \$20.8 million in a pre-apprenticeship program.

"The reality is that the skilled trades offer exciting and challenging careers that often require solid math and problem solving skills, and expose people to the latest technologies such as 3D printing and robotics", said Minister McNaughton. "When it comes to opportunity, to earning potential, to having a chance to start your own business, the skilled trades come out on top."

Over the first nine months of 2019, Ontario employers had, on average, 204,000 job openings across all occupations and industries. Of these, 13,000 were in the construction sector.

People can view the ads for [students](#) and [parents](#) on ONgov Youtube.

The ads will run digitally, in movie theatres and on Tim Hortons TV across the province.

QUICK FACTS

- Employers interested in taking on apprentices can register at [Ontario.ca/HireAnApprentice](https://ontario.ca/HireAnApprentice)
- For a full list of skilled trades in Ontario, please visit [Ontario.ca/trades](https://ontario.ca/trades)
- To find out more about pre-apprenticeship opportunities near you, [contact Employment Ontario by phone](#), e-mail or [live chat](#).
- On May 29, 2019, Ontario passed the [Modernizing the Skilled Trades and Apprenticeship Act, 2019](#) to help transform the skilled trades and apprenticeship system, reduce red tape and make Ontario open for business and open for jobs.

LEARN MORE

- [Find a career you wouldn't trade ads](#)
- [Online trades hub](#)
- [Apprenticeship in Ontario](#)

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Bradley Metlin Minister's Office
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Available Online
Disponible en Français

Appendix

B

>>CANADA

Teachers call on PCs to bargain

Rotating strike set for nearly 20 school boards over stalled negotiations

ROB FERGUSON
QUEEN'S PARK BUREAU

Public high school students in Durham, Hamilton and Ottawa will not have classes Wednesday as the Ontario Secondary School Teachers' Federation holds another in a series of rotating strikes at almost 20 school boards to protest stalled contract talks with the province.

"It's time for the Ford government to come to the table with meaningful responses to our proposals so that we can work toward a deal that protects the quality of education in Ontario," OSSTF president Harvey Bischof said in a statement Friday.

Education Minister Stephen Lecce said the union's fifth such walkout will be "unfair to students and their families."

The OSSTF move came a day after Premier Doug Ford said he wants to "get a deal done" with education unions — two of which subsequently decided to escalate job action to press contract demands.

Starting Monday, members of the Elementary Teachers' Federation of Ontario (ETFO) will stop supervising after-school extracurricular activities such as sports and theatre and will no longer go on field trips. Members won't arrive at schools more than 30 minutes before the start of the school



RENÉ JOHNSTON TORONTO STAR FILE PHOTO

Ontario Secondary School Teachers' Federation president Harvey Bischof said a rotating strike will be held Wednesday.

day and will leave no later than 15 minutes of the final bell.

Meanwhile, the Ontario English Catholic Teachers' Association announced members in all Catholic schools from kindergarten to Grade 12 will not complete report cards or help with the preparation for EQAO standardized tests.

The 83,000-member ETFO of Ontario has threatened to begin rotating strikes starting Jan. 20 unless a contract is reached, potentially forcing hundreds of thousands of parents to make child-care arrangements.

On Friday, the Toronto District School Board issued a memo to parents of elementary school pupils to clear up any questions about field trips scheduled for next week.

"At this time, all field trips scheduled to take place during the job action will be cancelled. Additional details about specific field trips, including refunds, as well as answers about extracurricular activities will be communicated by your school in the very near future," the memo said.

Teachers' unions say government plans to increase class sizes and force students to take online courses will compromise the quality of education, and argue a Ford government law restricting public sector wage increases to one per cent is unconstitutional because it restricts collective bargaining.

Lecce accused teacher union leaders of being more interested in their members than in the students in their classrooms.

"These union leaders will forcefully advocate for the interests of their members — from higher wages to enhanced entitlements — however they ought not oppose the academic aspirations of our students," Lecce said in a statement.

"Students should be in class."

The Durham District School Board, Hamilton-Wentworth District School Board, Hamilton-Wentworth Catholic District School Board, Ottawa-Carleton District School Board and Upper Grand District School Board are among boards affected by Wednesday's job action, the OSSTF said.

Province urges youth to consider skilled trade

Ontario spending \$75.5M to promote alternatives to university education

ROBERT BENZIE
QUEEN'S PARK BUREAU CHIEF

With the province's booming labour pool starved for skilled workers, the Ontario government is urging more young people to enter the trades.

Labour Minister Monte McNaughton launched a new marketing push Friday to encourage more Ontarians to consider a path other than university.

"We have to challenge the stigma that somehow a career in the trades isn't a viable first choice when it comes to career planning," McNaughton said at George Brown College.

"We need to make sure Ontario has enough skilled workers to prosper. Our economy depends on it."

McNaughton's appeal came as Statistics Canada revealed that 25,000 of the 35,000 jobs created in Canada last month were in Ontario.

"We need to do a better job at enticing young people and their parents to the skilled trades," the minister said.

"For too long, we haven't viewed these challenging positions as a viable first option. That needs to change."

The government's ad blitz includes a slick, 30-second TV commercial that shows three skilled tradespeople working in careers for which there is currently a massive demand, and which offer high wages. They are an arborist, a steamfitter and a tower crane operator.

"Make more than a living. Be proud of what you do. Enter the trades," intones a female narrator against the backdrop of action shots at job sites.

"Where you can be proud of

what you give.

"Proud of what you know. And proud of what you build. Be proud of what you do with a career you wouldn't trade."

The ads are part of a \$75.5-million initiative to promote the skilled trades, including \$42 million for the specialist high skills major program, a \$20.8 million pre-apprenticeship program and a \$12.7 million youth apprenticeship program.

In the first nine months of last year — the most recent data available — Ontario employers had 204,000 job openings across all industries and occupations. That included 13,000 unfilled posts in construction.

Premier Doug Ford, who tweeted Friday that the province is "booming," says the most frequent complaint he hears from employers is that they cannot find enough skilled workers.



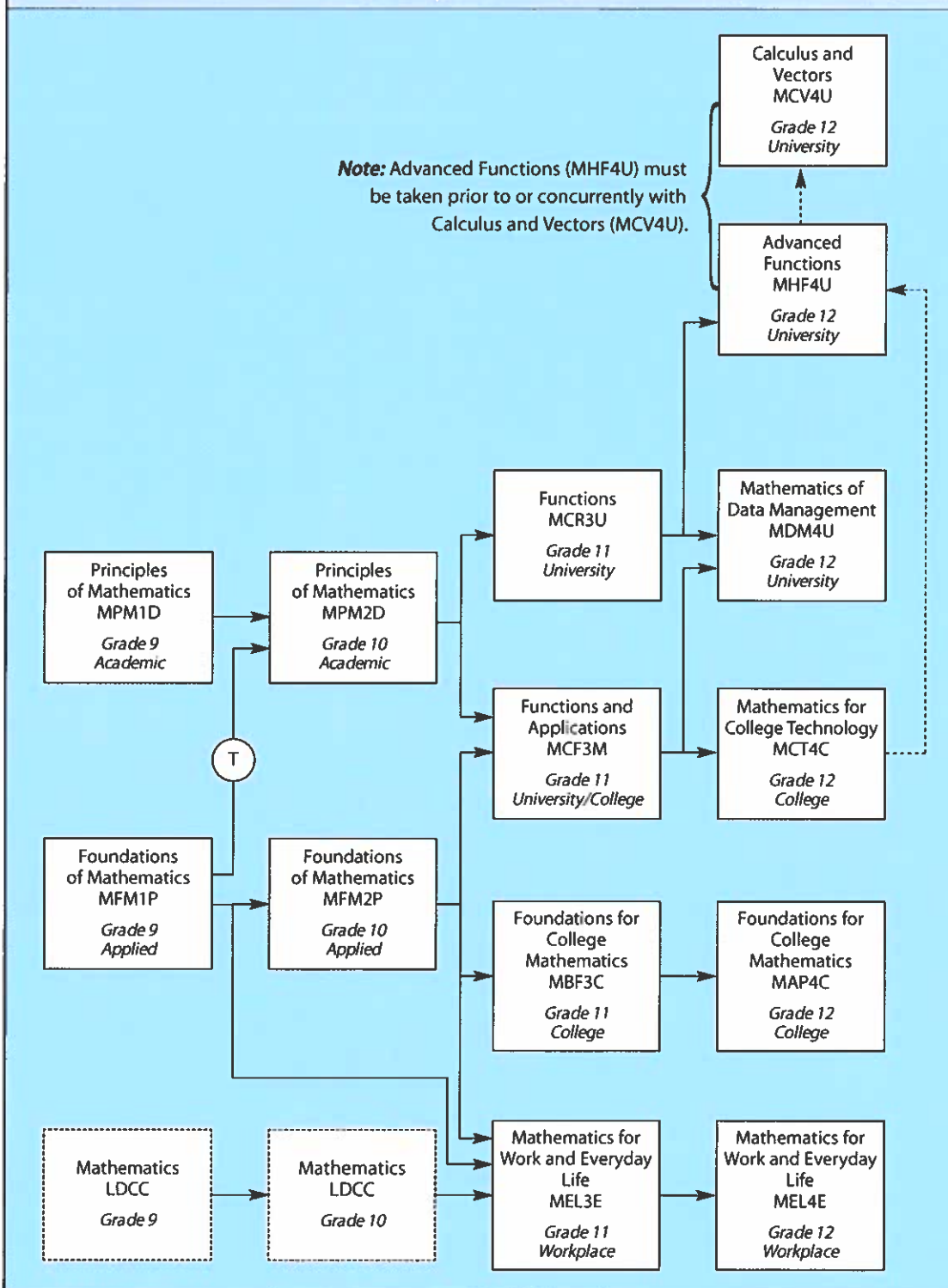
There's high demand and top wages for crane operators, arborists and steamfitters.

Appendix

C

Prerequisite Chart for Mathematics, Grades 9–12

This chart maps out all the courses in the discipline and shows the links between courses and the possible prerequisites for them. It does not attempt to depict all possible movements from course to course.



Notes:

- T – transfer course
- LDCC – locally developed compulsory credit course (LDCC courses are not outlined in this document.)

Appendix

D

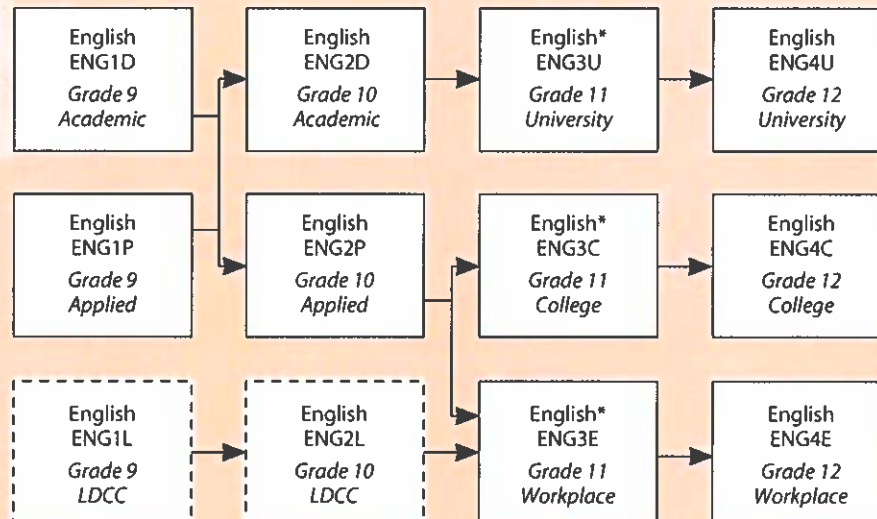
Courses in English, Grades 9 and 10

Grade	Course Name	Course Type	Course Code	Credit	Prerequisite
Compulsory Courses					
9	English	Academic	ENG1D	1	None
9	English	Applied	ENG1P	1	None
10	English	Academic	ENG2D	1	Grade 9 English, Academic or Applied
10	English	Applied	ENG2P	1	Grade 9 English, Academic or Applied
Optional Courses					
10	Literacy Skills: Reading and Writing	Open	ELS2O	1	Grade 9 English, Academic, Applied, or LDCC

Prerequisite Charts for English, Grades 9–12

These charts map out all the courses in the discipline and show the links between courses and the possible prerequisites for them. They do not attempt to depict all possible movements from course to course.

Compulsory Courses

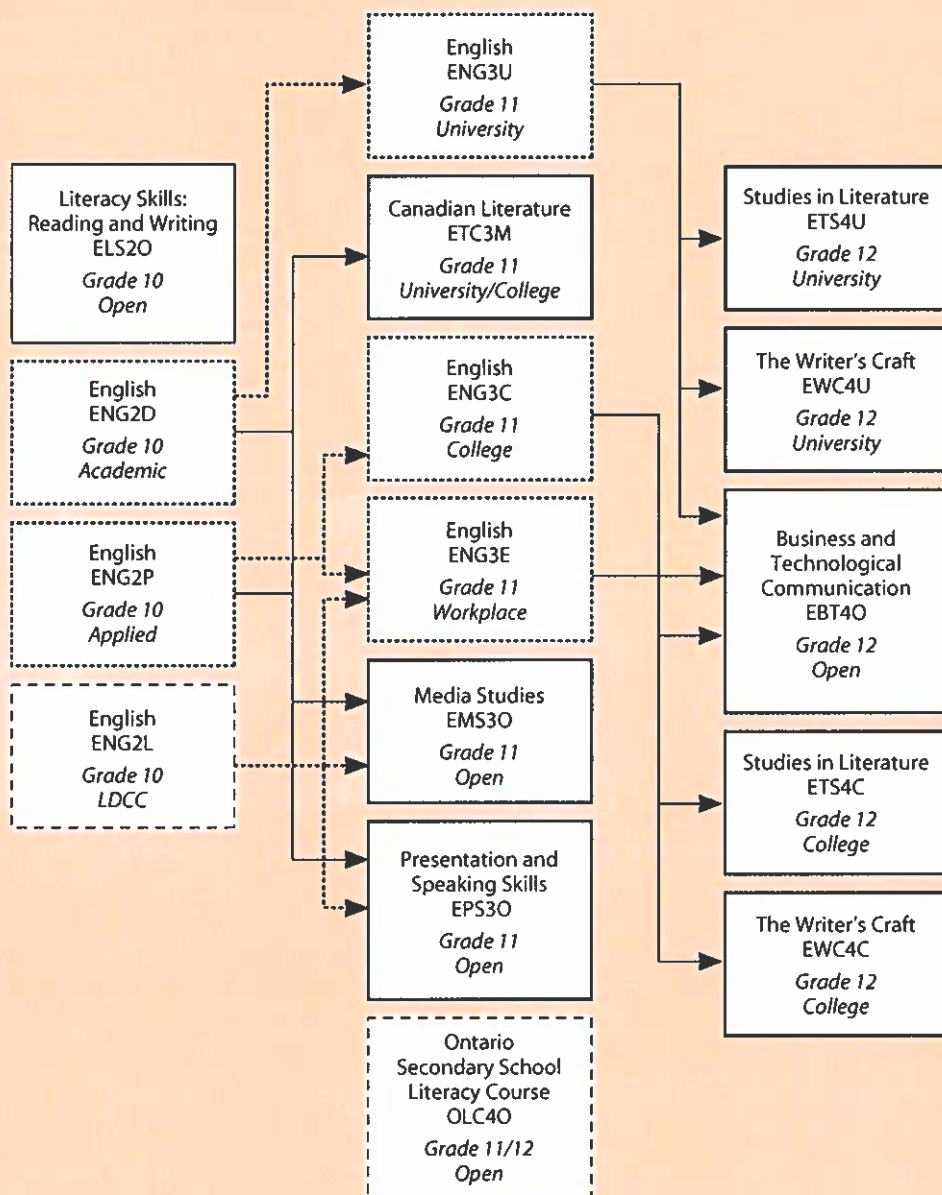


* Credit earned for the Grade 11 Native studies course English: Contemporary Aboriginal Voices (University, College, or Workplace Preparation) may be used to meet the Grade 11 compulsory credit requirement in English.

Notes:

- Dashed lines represent courses that are not outlined in this curriculum.
- LDCC = locally developed compulsory credit course

Optional Courses



Notes:

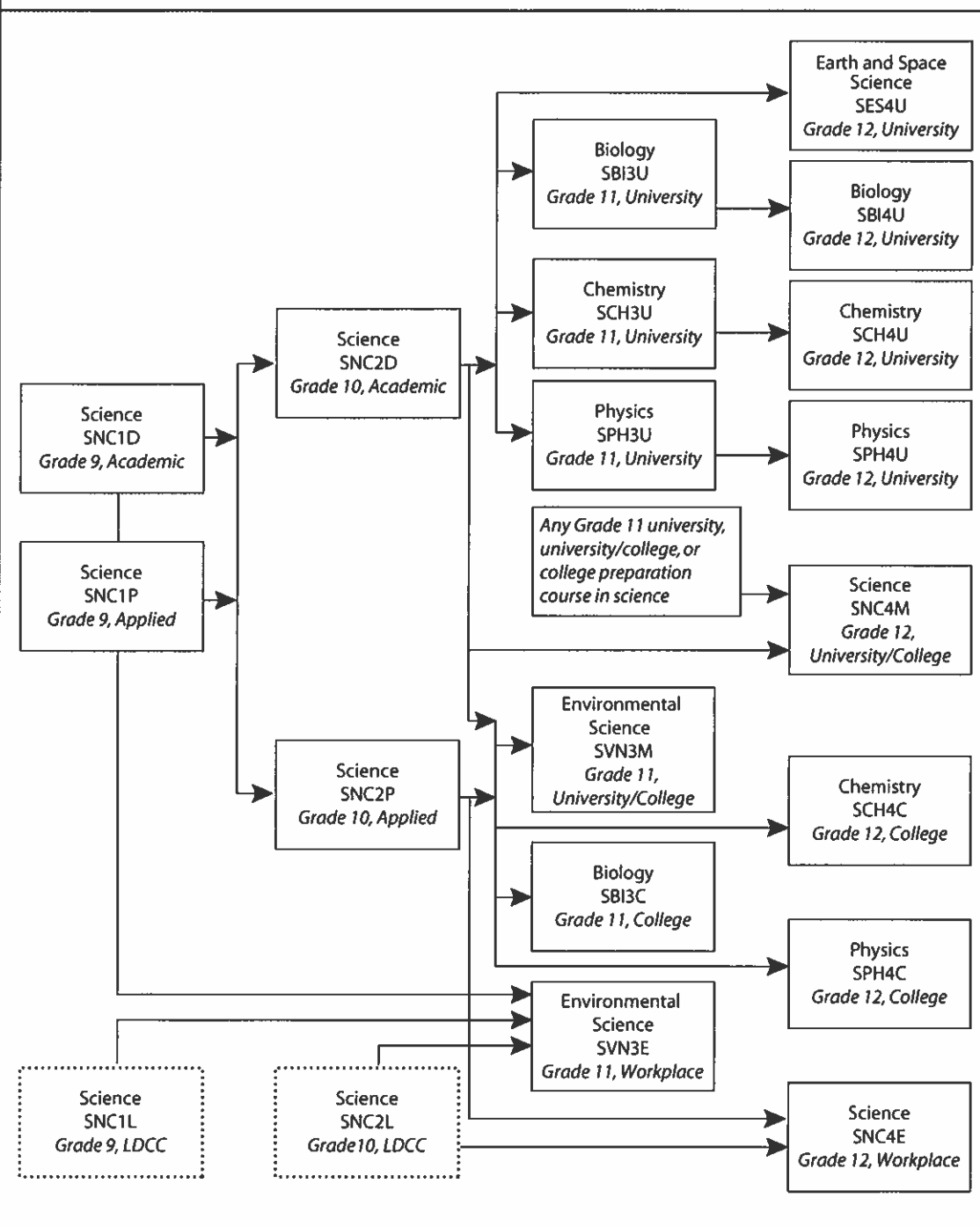
- Dotted lines represent compulsory courses. Dashed lines represent courses that are not outlined in this document.
- LDCC – locally developed compulsory credit course

Appendix

E

Prerequisite Chart for Science, Grades 9–12

This chart maps out all the courses in the discipline and shows the links between courses and the prerequisites for them. It does not attempt to depict all possible movements from course to course.



Note: Dotted lines represent locally developed compulsory credit courses (LDCCs), which are not outlined in this curriculum document.

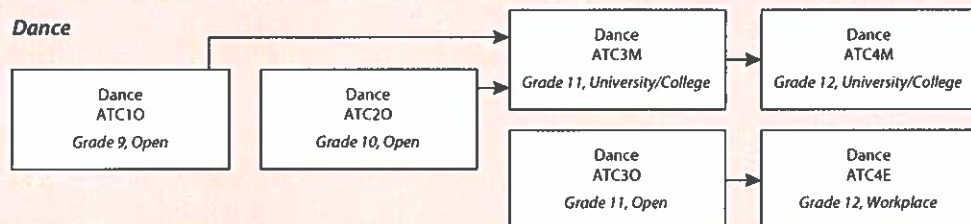
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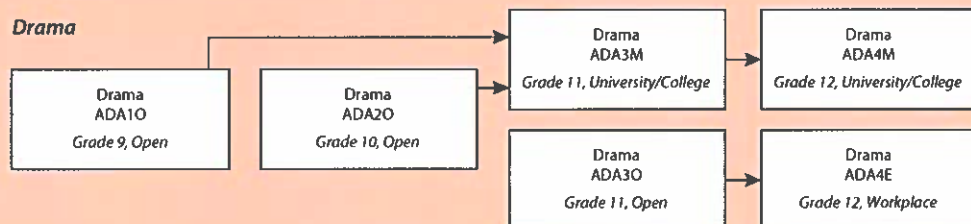
Prerequisite Charts for the Arts, Grades 9–12

These charts map out all the courses in the discipline and show the links between courses and the possible prerequisites for them. They do not attempt to depict all possible movements from course to course.

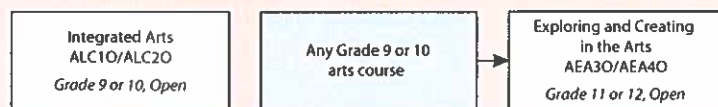
Dance



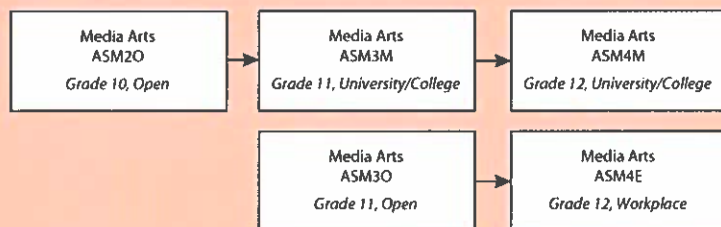
Drama



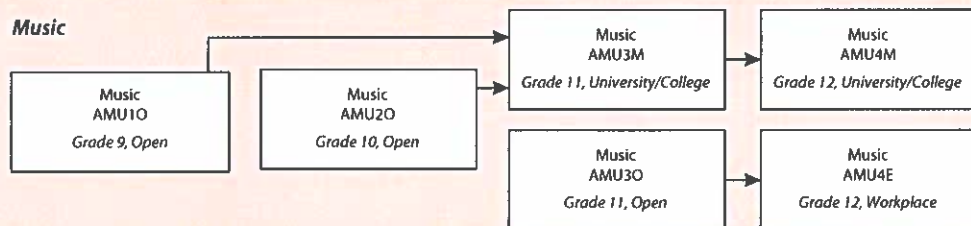
Integrated Arts / Exploring and Creating in the Arts



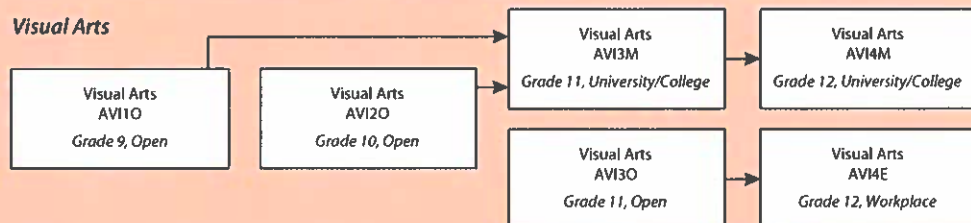
Media Arts



Music



Visual Arts



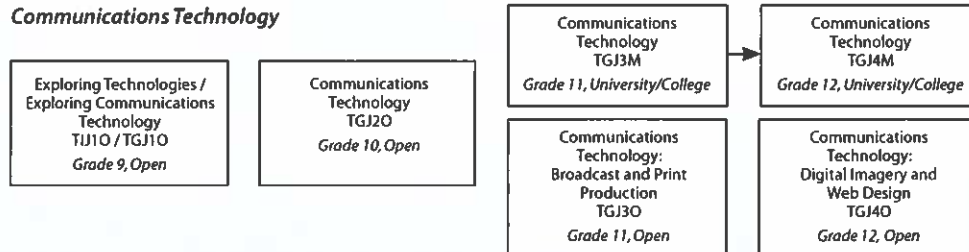
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G

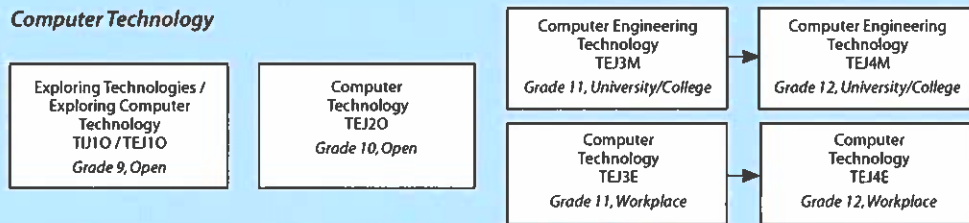
Prerequisite Charts for Technological Education, Grades 9–12

These charts map out all the courses in the discipline and show the links between courses and the possible prerequisites for them. They do not attempt to depict all possible movements from course to course.

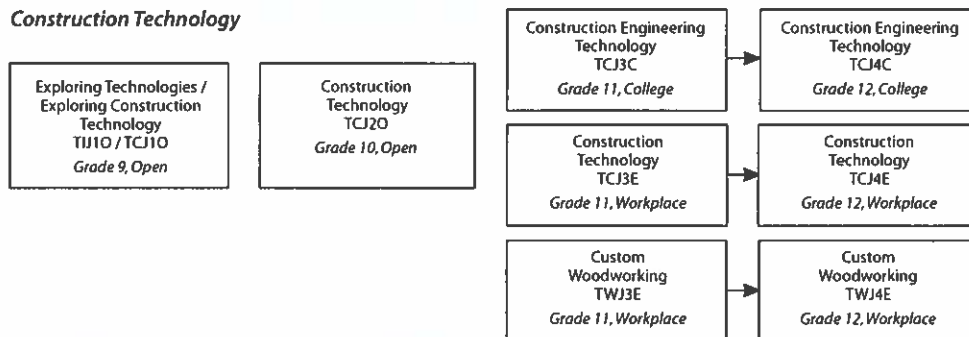
Communications Technology



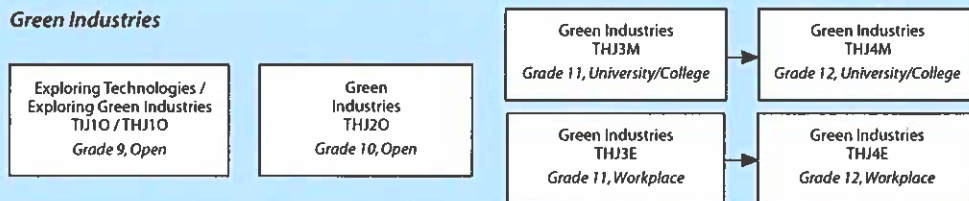
Computer Technology



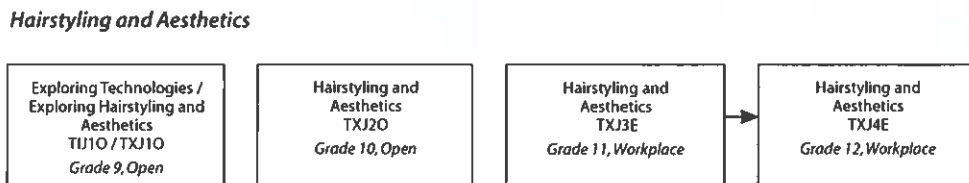
Construction Technology



Green Industries



Hairstyling and Aesthetics



(continued)

Prerequisite Charts for Technological Education, Grades 9–12 (*continued*)