

President's Message

February 24, 2020

Labour Action

As strike action continues, we know there are feelings of anxiety, upset and confusion for everyone in your school community. You are likely feeling the increasing frustration of your staff, as you struggle to fill the gaps and keep the learning environment as normal as possible. We also know that publicly, through social and traditional media, people are expressing their anger and frustration. Some boards are encouraging their administrators to support their staff during walk-outs, while others are forbidding it. We encourage you to remain professional, respectful and positive. Talk to your local colleagues for support. Make time for your personal well-being. If you feel you need more support, please call us at 416-322-6600 or toll-free at 1-800-701-2362.

Regulation 274

There has been a lot of attention and media coverage lately about Regulation 274. Since 2012, when the Regulation came into effect, we have advocated for changes that would ensure hiring decisions better support our students. We have responded to media requests and [submitted a comprehensive paper](#) to the government.

Our concerns with Reg. 274 are that

- Interviews and hiring decisions must be made from among the five applicants with the most seniority and required academic qualifications.
- Subject-area expertise, directly relevant experience, classroom management skills, extra-curricular commitment, school culture, reflection of student diversity and demographics, “fit” and/or enthusiasm can only be considered based on those who make the seniority list.
- The most senior applicants may have the qualifications on paper for a particular subject area (eg German or music) but not the skills necessary to teach the class (level of fluency or vocal vs instrumental qualifications).
- New teacher college graduates cannot be considered for permanent teaching positions even when they are the best candidates to meet student and school needs.
- Experienced secondary teachers transferring boards cannot be considered for permanent positions until they have spent months on the OT and LTO lists.

We support transparent and reasonable hiring practices and recommend that Regulation 274 be revoked and replaced with a concise, consistently applied regulation.

Negotiations Podcast

Negotiating as principals and vice-principals is different than negotiating as part of a teacher union. Since the OPC was established in 1998, we've seen many iterations of how this process works. [Listen to our latest podcast](#), with our General Counsel Sarah Colman, to learn about how, why and when we negotiate on your behalf.

Keeping You Informed – Your Benefits' Providers

As a Member, you have access to optional life, LTD and AD&D insurance benefits through the OPC. You are also covered by ONE-T, the Trust for principals and vice-principals, for health, dental and basic life insurance. We know that sometimes this may seem confusing. To ensure you are contacting the right person/company to answer your questions about your benefits, we've designed this quick reference [visual guide](#) for a listing of contacts and other Member related queries.

Media

- [OECTA heads back to bargaining table, cancels one-day strike](#)
- [Is it time to close schools?](#)
- [Are universities out of touch with the needs of the marketplace?](#)
- [Students share their feelings on strike](#)
- [Mandatory e-learning has little support from parents and students](#)
- [Strike leaves families struggling to cope with changing routines](#)
- [Ford hints at re-election strategy](#)

Queen's Park

There were questions in the House last week about [calls for the Minister's firing](#), [autism funding](#), [status of negotiations](#), [funding for mental health and addiction services](#), [racial equity in schools](#), [decreased funding to school boards](#), [parental support for e-learning](#), and [board's concern about mandatory e-learning](#).

Kathleen Wynne (L) introduced [Bill 172](#), *Fetal Alcohol Spectrum Disorder*, which would require boards to develop policies and guidelines with respect to Fetal Alcohol Spectrum Disorder (FASD). Teachers' colleges and early childhood education programs would be required to provide training with respect to FASD.