



PROVINCE OF ONTARIO
CONSULTATION ON THE EDUCATION SYSTEM
<https://www.ontario.ca/page/for-the-parents>
Comments due December 15, 2018

Any advocacy done by CFUW and its clubs is based on policy derived from our annual grassroots resolution process, with those resolutions voted on and adopted at the Annual General Meetings.

CFUW Ontario Council consists of adopted resolutions from Ontario Council, CFUW and GWI/IFUW.

THE POLICIES THAT YOU WILL FIND IN THIS DOCUMENT:

GENERAL CFUW POLICY ON EDUCATION:

- Public Funding of Public Education, 2002
- Educational Funding, 1999.
- Educational Policy based on Research, 1996

POLICY RELEVANT TO THE QUESTIONS:

1. *Improving student performance in Science, Technology, Engineering and Math (STEM)*
 - Numeracy and Women, 2010
 - Women and Science and Technology, 1995
 - Lifelong Learning, 1989
2. *Preparing students with needed job skills, such as skilled trades and coding*
 - Apprenticeship and the Skilled Trades, 1989
3. *Improving provincial standardized testing*
 - Basic Skills, 1993
4. *Ensuring students graduate with important life skills, including financial literacy*
 - Promoting Financial Literacy in Canada 2009
5. *Managing the use of technology in classrooms, such as cell phones*
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6. *Building a new age-appropriate Health and Physical Education curriculum that includes subjects like mental health, sexual health education and the legalization of cannabis*
 - Health Education, 1995
 - Mental Health Strategy for Canada, 2012
 - Parenting, 1979
 - Promoting HIV/AIDS Education in Canada, 2007
 - Sex Education, 1976
7. *Developing the first-ever Parents' Bill of Rights*
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OTHER POLICIES OF IMPORTANCE FOR CFUW:

- Class Sizes:
 - Education – Capping Class Size in the Primary Grades , 2000
- Citizenship:
 - Promoting Citizenship Education in Canada, 2006
- Early Learning and Child Care:
 - Child Care and Early Learning, 1987
 - Early Childhood Education and Care, 2006
 - Child Care – Position Paper , 1987
- Empty Classrooms and Daycare:
 - Empty Classrooms and Daycare, 1981
- Gender:
 - Education – Bias and Stereotyping in Educational Materials (1981)
 - Gender Balance, 1995
 - Planning and Sexism in Public Schools, 1988
- Home Schooling:
 - Equitable access to provincial curricula and social justice education for all children, 2018

- Information Literacy:
School Libraries and Achieving information literacy, 2004
- Learning Disabilities:
Learning Disabilities, 1978
- Lifelong Learning:
Lifelong Learning, 1989
- Physical Education:
Physical Education, 1976
- Second Language training:
Improving English/French as a Second Language through Dedicated Funding and Upgraded Support Services, 2006
- Violence:
Violence at School, 1988
- Youth in Care:
Essential and Urgent Educational Supports for Ontario's Children and Youth in Care, 2014

GENERAL CFUW POLICY ON EDUCATION:

Public Funding of Public Education, 2002

RESOLVED, that the Canadian Federation of University Women Ontario Council re-affirm its stated purpose of assisting:

- In achieving and maintaining high standards of public education;
- Supporting publicly funded public education with equal access for all; AND

RESOLVED, that the Canadian Federation of University Women Ontario Council encourages local CFUW Clubs to continue their efforts to monitor policy and funding of public education.

RESOLVED: that the Canadian Federation of University Women Ontario Council urge the provincial government

- To provide high-quality public education in Ontario, with funding to meet the individual intellectual, emotional, psychological and physical learning needs of each student in Ontario; and
- Affirm Public Education as a key priority

Educational Funding, 1999

RESOLVED, that the Canadian Federation of University Women/Ontario Council urge the Ontario government to ensure the annual budget includes sufficient funding to provide high-quality public education, taking into account the costs of:

- resources – including textbooks and learning materials, libraries and library staffing;
- special education programs and staffing for both gifted and challenged education students;
- training and professional development for teachers to ensure proper development, preparation and implementation of curriculum
- provision of programs that require critical thinking skills and include a balance between the humanities and hard sciences.

Educational Policy based on Research, 1996

RESOLVED, that the Canadian Federation of University Women/Ontario Council strongly urge the Ontario Ministry of Education and Training to establish educational policy and direction based upon balanced, thorough and in-depth research.

Below are the questions found on Government of Ontario Education Consultation page as found at <https://www.ontario.ca/page/for-the-parents> . These questions are combined with CFUW Ontario Council policy which includes that from Ontario Council, national CFUW and GWI.

“Feedback from these consultations will help the Government of Ontario to shape decisions in the following areas:”

8. Improving student performance in Science, Technology, Engineering and Math (STEM)

Numeracy and Women, 2010

The 30th IFUW Conference resolves that:

1. National Federations and Associations (NFAs) urge their respective governments to encourage the promotion of numeracy, particularly among girls and women;
2. NFAs advocate for research to improve the delivery of numeracy training within their countries and seek to assist where appropriate; and

Women and Science and Technology, 1995

RECOMMENDED, That national federations and associations lobby their governments to ensure access and give encouragement to a greater number of women to scientific and technological education in order that they may achieve the same career development as men.

Lifelong Learning, 1989

RESOLVED, That IFUW affirm its commitment to balanced education for people of all ages and at all levels, and express concern at the growing emphasis on technological and vocational training at the expense of education in the arts, sciences and humanities, including modern languages.

9. Preparing students with needed job skills, such as skilled trades and coding

Apprenticeship and the Skilled Trades ,1989

RESOLVED, That the Canadian Federation of University Women urge federal, provincial and territorial authorities concerned with education and skills development and local boards of education:

1. to work with business and labour to create an apprenticeship strategy national in scope, including portable certification and increased opportunities for apprenticeship; and
2. to strengthen technological studies and guidance counselling for both men and particularly women within the schools as well as their links with business, industry, community colleges and trade schools; and
3. to promote public understanding and recognition of skilled trades, and to foster pride in those occupations.

10. Improving provincial standardized testing

Basic Skills, 1993

RESOLVED, that the Ontario council of the CFUW urge the government of Ontario to introduce tests of basic skills in a number of grades to ensure a more consistent evaluation of students within the province.

11. Ensuring students graduate with important life skills, including financial literacy

Promoting Financial Literacy in Canada 2009

RESOLVED, That “Financial Literacy” be recognized as an essential life-skill that includes amongst its critical components

1. Financial knowledge and understanding,
2. Financial skills and competence,
3. Financial decision-making responsibility,
4. Understanding credit and money management,
5. Understanding taxes, pensions and benefits and savings,
6. Understanding the legal and financial implications of one’s civil status.

RESOLVED, That the Canadian Federation of University Women (CFUW) strongly support the immediate development and implementation of a national strategy for financial literacy, with public consultation.

RESOLVED, That the CFUW urge the federal, provincial and territorial governments to allocate resources to the promotion and implementation of a financial literacy program to be delivered to adults of all ages and all circumstances

12. Managing the use of technology in classrooms, such as cell phones

13. Building a new age-appropriate Health and Physical Education curriculum that includes subjects like mental health, sexual health education and the legalization of cannabis

Health Education, 1995

RESOLVED, To urge national affiliates to lobby their governments to introduce comprehensive compulsory health education courses at both primary and secondary levels which are appropriate to the growth and developmental needs of children.

These courses should include information on the hazards of smoking, drugs, alcohol, sexual risk-taking, HIV, AIDS and other sexually transmitted diseases.

Mental Health Strategy for Canada, 2012

RESOLVED, That the Canadian Federation of University Women (CFUW) urge the Government of Canada, in collaboration with its Provincial, Territorial, Municipal, and Aboriginal governing bodies, to support the development, adoption and implementation of a mental health strategy for Canada that is based on the work of the Mental Health Commission of Canada (MHCC) and promotes mental health, prevents mental illness and responds to the needs of those suffering from mental illness.

RESOLVED, That CFUW urge the Government of Canada to ensure that its mental health strategy includes, but is not limited to:

1. Programs that promote mental health and reduce the stigmatization of mental illness;
2. Programs that advance and coordinate research activities by social scientists, health care professionals and neuroscientists into the causes, triggers and treatment of mental illness;
3. Education and training on mental health for health care professionals, educators, families, law enforcement officers, emergency personnel and the military;
4. Access to age, language, and culturally appropriate early diagnosis and evidence-

- based treatment for mental illness;
5. Facilitation of the recovery of patients and their supported inclusion in the community;
 6. Adequate designated funding to implement and sustain the mental health strategy;
 7. An accountability framework that uses performance indicators to measure clinical and financial outcomes and reports regularly on the effectiveness of the mental health strategy.

Parenting, 1979

RESOLVED, That the Canadian Federation of University Women urge provincial ministries of education and local school boards to establish programs in parenting and human relations for all students, elementary, intermediate, and secondary, such programs to be compulsory in at least the intermediate and elementary grades.

Promoting HIV/AIDS Education in Canada, 2007

RESOLVED, That the Canadian Federation of University Women (CFUW) promote the development and implementation of age-appropriate HIV/AIDS education curricula in each province and territory beginning at grade one and continuing at each grade level to encompass the social, cultural, health and science studies of this disease; and

RESOLVED, That the CFUW urge the federal, provincial and territorial governments of Canada to ensure sufficient funding provisions are available for teacher training and resource material for HIV/AIDS curriculum development and implementation.

Sex Education, 1976

RESOLVED, That the Canadian Federation of University Women to urge provincial departments of education and local public school boards (i.e. those schools supported by public funds) to organize and implement sex education programs and that such sex education programs should include discussion on values, love and commitment and to insure that such programs are used extensively in the schools as components of family life or health education courses.

14. Developing the first-ever Parents' Bill of Rights

“ Parents will be asked what elements they want to see included in the Bill of Rights as part of the province-wide consultation.

In addition, the Minister of Education announced she would use her authority under the *Ontario College of Teachers Act* to strike a Public Interest Committee that will help inform the creation of the *Parents' Bill of Rights* while ensuring curriculum-based misconduct issues are fairly dealt with at the college. As a first step to empowering parents, the government is launching a dedicated submission platform — Fortheparents.ca — that parents can use to report any concerns.

The Ontario College of Teachers licenses, governs and regulates the Ontario teaching profession to protect the public interest. As part of this mission the College is responsible for investigating complaints of misconduct or incompetence made against members.”

<https://news.ontario.ca/opo/en/2018/08/ontarios-government-for-the-people-respecting-parents-by-holding-unprecedented-consultation-into-education-reform.html>

OTHER RELEVANT POLICIES ORGANIZED BY TOPICS:

Class Sizes:

Education – Capping Class Size in the Primary Grades , 2000

RESOLVED, that the Canadian Federation of University Women/Ontario Council urge the Ontario government to establish a policy of capping the number of students in the primary grades at 22 students, and the school boards be given adequate funding to staff the primary grades at this class size.

Citizenship:

Promoting Citizenship Education in Canada, 2006

RESOLVED, That the Canadian Federation of University Women promote the development and implementation of a citizenship education curriculum in each province and each territory at all grade levels to encompass the history of the democratic process in Canada, knowledge and practice of the skills of democratic participation, and the mechanics of the various levels of government.

Early Learning and Child Care:

Child Care and Early Learning, 1987

RESOLVED, That the Canadian Federation of University Women urge the Government of Canada to commit itself, through social and economic policies, to facilitate the provision of an adequate supply of affordable, accessible child care facilities, which fulfil the purposes of providing a safe, healthy, physical, social, emotional and intellectual development.

Early Childhood Education and Care, 2006

RESOLVED, That the Canadian Federation of University Women reaffirm its existing policy and urge the Government of Canada to give priority to the creation of a quality, universally accessible and comprehensive early learning and child care program which emphasizes the development of the whole child. Funding for this initiative should involve all levels of government through cost-sharing mechanisms, as in other human services such as health, education and social programs.

Child Care – Position Paper, 1987

RESOLVED, that the following position paper of the Canadian Federation of University Women/Ontario Council on Child Care be accepted. (NOTE: Relevant clauses only)

1. We recommend a program for child care be introduced to work towards the development of child care which would be:
 - a. accessible and affordable to Ontario families no matter what their income, employment status or where they live and work;
 - b. comprehensive and flexible enough to meet their families needs;
 - c. developed with parent and community participation to meet the social; physical, language and intellectual needs of their children in a caring and safe environment;
 - d. developed to ensure optimal use of public funds and public accountability.
2. We recommend that the government encourage by way of funding, development of new child care services in regions where child care services are inadequate or non-existent such as rural, remote and native communities.

Empty Classrooms:

Empty Classrooms and Daycare, 1981

RESOLVED, that the Canadian Federation of University Women/Ontario Council and member Clubs urge the Government of Ontario to make use of vacant school facilities for the provision of suitable daycare services.

Gender:

Education – Bias and Stereotyping in Educational Materials (1981)

RESOLVED, that the Canadian Federation of University Women/Ontario Council and member Clubs encourage the Provincial Ministry of Education and Training to continue to support effective monitoring and evaluation systems to ensure that:

- biased and stereotyped educational materials are phased out from classroom use, and
- bias and stereotyping are screened out of all newly-commissioned readers and texts in their preparatory stages

Gender Balance, 1995

RESOLVED, To urge the national federations and associations to see that a gender balance is included in the curriculum and in teaching at all levels of education

Planning and Sexism in Public Schools, 1988

RESOLVED, That Canadian Federation of University Women encourage departments of education, teacher federations, school boards and parent-teacher organizations: to become better informed on issues, sexism and limited career expectations in the schools; to implement practical measures to eliminate the impact on female students in our publicly funded school systems; and to increase in the female students an awareness of their potential.

Home Schooling:

Equitable access to provincial curricula and social justice education for all children, 2018

RESOLVED, That the Canadian Federation of University Women (CFUW) urge provincial and territorial ministries to work together through the Council of Ministers of Education, Canada to ensure equitable access to provincial and territorial curricula and social justice education for all children; in particular, to examine the disparities across provincial and territorial homeschooling programs with the intent to review and implement best practices regarding regulations, policies, and oversight.

Information Literacy:

School Libraries and Achieving information literacy, 2004

RESOLVED, that the Canadian Federation of University Women urge the federal, provincial, territorial and local governments:

1. to promote the importance of information literacy in today's society;
2. to promote the fundamental role of school libraries at all grade levels in fostering and teaching information literacy skills; and

RESOLVED, that the Canadian Federation of University Women urge the provincial, territorial and local governments:

1. to fund, support and maintain school libraries at all grade levels, staffed by qualified teacher-librarians; and
2. to adopt policies and standards for school libraries and teacher-librarians by working with professional organizations such as the Canadian Association for School Libraries.

Learning Disabilities:

Learning Disabilities, 1978

RESOLVED, That the Canadian Federation of University Women urge the provincial and territorial governments:

1. to require that all kindergarten and primary teachers receive training in the early recognition of learning disabilities; and
2. assist local boards of education to make available, without delay, support services for the identification, evaluation, and treatment of these children

Lifelong Learning:

Lifelong Learning, 1989

RESOLVED, That IFUW affirm its commitment to balanced education for people of all ages and at all levels, and express concern at the growing emphasis on technological and vocational training at the expense of education in the arts, sciences and humanities, including modern languages.

Physical Education:

Physical Education, 1976

RESOLVED, That the Canadian Federation of University Women (CFUW) request all provincial departments of education to place top priority on promoting a daily period of physical education for all elementary students. This daily period is to be planned with the guidance and programming assistance of trained physical education specialists; and

RESOLVED, That CFUW urge all clubs to approach local school boards not already offering a daily period of quality physical education to elementary students and request the provision of a daily period of quality physical education for all elementary students. This is to be planned with the guidance and programming assistance of trained physical education specialists.

Second Language training:

Improving English/French as a Second Language through Dedicated Funding and Upgraded Support Services, 2006

RESOLVED, That the Canadian Federation of University women urge the federal government

1. to create a national, equitable system of support for the integration of immigrant and refugee children and their families into the school system; and
2. to fund a national, equitable initial language and academic assessment of all immigrants and refugees including school-aged children.

RESOLVED, That the Canadian Federation of University Women urge the provincial and territorial governments

1. to provide dedicated and sustained funding for ESL (English as a Second Language) and FSL (French as a Second Language) programs for students who are from countries or communities in which standard Canadian English or French is not the primary language of communication and who may have difficulty meeting the expectations of the curriculum because of their lack of proficiency in the official language of their education;
2. to ensure that provincial and territorial funding formulae for ESL and FSL programs recognize that it takes five to seven years to achieve academic proficiency in English/French;
3. to require that all teacher education programs include instructional strategies to enhance the acquisition of oral and written English and French;

4. to ensure that on-going accessible professional development in ESL and FSL issues be available and strongly recommended for all educators involved in the education of ESL and FSL students; and
5. to include funding for children born in Canada but who do not speak English/French when they start school.

Violence:

Violence at School, 1988

RESOLVED, That national federations and associations urge their respective Ministries of National Education and other concerned Ministries to:

1. take effective action to counter all forms of violence at school and ensure the security of all those at risk, with particular concern for the safety of young girls and teenagers; and
2. develop awareness of the need to counter all forms of violence, ranging from bullying to sexual aggression and drug addiction, and to include education for peace in the programs of all concerned Ministries.

Youth in Care:

Essential and Urgent Educational Supports for Ontario's Children and Youth in Care, 2014

RESOLVED, that the Ontario Council of the Canadian Federation of University Women (CFUW Ontario Council) support the Final Report of the Youth Leaving Care Working Group, January 2013, "Blueprint for Fundamental Change to Ontario's Child Welfare System" which emphasizes the policies that need to change, and the inconsistencies in practices, especially in the area of education, that require urgent attention to better prepare young people in care to succeed.

RESOLVED, that CFUW Ontario Council affirm that all children and youth in care have the right to be supported so they are able to participate fully and successfully in elementary and secondary education.

RESOLVED, that CFUW Ontario Council urge that training for caregivers emphasizes their responsibility to demonstrate the importance of education by their active participation in the education of the children in their care, so each child can attain their full educational potential.

RESOLVED, that CFUW Ontario Council urge that all relevant Ministries involved with education and children require children's aid societies, school boards and local Crown Ward Education Championship Teams: to create educational benchmarks for children and youth in care that will promote earlier intervention and better student performance; to support their educational goals and career plans; and to increase access to the financial supports for post-secondary education, training, or employment, which will increase their potential to achieve.