



**Ontario Secondary School Teachers' Federation**  
**Fédération des enseignantes-enseignants**  
**des écoles secondaires de l'Ontario**  
 60 Mobile Drive, Toronto, Ontario M4A 2P3

TEL 416.751.8300  
 TEL 1.800.267.7867  
 FAX 416.751.3394  
 www.osstf.on.ca






# STRENGTHEN PUBLIC EDUCATION REBUILD ONTARIO





**STRENGTHEN PUBLIC EDUCATION REBUILD ONTARIO**

WHAT WE WANT	HOW IT WILL REBUILD ONTARIO	WHAT IT LOOKS LIKE
INCREASING STUDENT-CENTRED SUPPORTS AND SERVICES	 <p>TRAUMA RECOVERY</p>	Creating safer school buildings and campuses, promoting student and worker mental health, and promoting healthy communities.
CENTRING SCHOOLS AS PART OF OUR COMMUNITIES	 <p>STRONG COMMUNITIES</p>	A robust publicly-funded education system is dependent on investments in communities and public services. Strong public services fuel economic growth.
IMPROVING LEARNING CONDITIONS FOR ALL	 <p>STUDENT SUCCESS</p>	In-person learning, no hybrid, no mandatory e-learning, access to programming, small class sizes.
ADDRESSING SYSTEMIC INEQUITIES	 <p>EQUITY</p>	Confronting and dismantling anti-Black racism, racism, anti-Indigenous practices, social and geographical inequities.
PROVIDING SAFE, HEALTHY LEARNING AND WORKING CONDITIONS	 <p>SAFETY AND JOBS</p>	Strengthened mental, physical, and social health protections, including COVID-19 and fixing repair backlog.







**PROVIDING  
SAFE, HEALTHY  
LEARNING AND  
WORKING  
CONDITIONS**

All students, teachers, and education workers, from junior kindergarten to post-secondary, need safe, healthy, well-maintained environments in which to learn and work. Investments in well-maintained physical spaces and resources will protect and improve the physical and mental health of staff and students in Ontario's publicly-funded education system and will result directly in jobs for Ontario workers. Additionally, students and staff want a learning environment that is free from violence. We need a culturally responsive, proactive violence prevention plan that includes training and the funding.

**A**  
**CREATING SAFER,  
HEALTHIER, AND  
ACCESSIBLE SCHOOLS**

- Fix the \$16.3-billion repair backlog for Ontario public schools.
- A comprehensive review to establish stable funding for school infrastructure, and increased board employed staff necessary to address and prevent further disrepair in Ontario's schools.
- Funding to meet the 2025 *Accessibility for Ontarians with Disabilities Act (AODA)* deadline.

**B**  
**ADDRESSING VIOLENCE  
IN THE LEARNING AND  
WORKING ENVIRONMENT**

- Establish an Education Sector Regulation within the *Occupational Health and Safety Act*.
- Increase the number of qualified and trained adults in our schools. Professional student services personnel, secretaries, custodians, educational assistants, early childhood educators and teachers all provide a high level of care for students.
- Provide mandatory enhanced training to prevent, appropriately respond to, and report incidents of violence in schools.



**CENTRING  
SCHOOLS AS  
PART OF OUR  
COMMUNITIES**

A robust publicly-funded education system is dependent on investments in communities and public services. The foundation of economic growth begins with families and communities. When they have direct access to strong public services and supports, families and communities succeed. Strong public services fuel economic growth.



**A**  
**INVESTING IN  
EDUCATION IS AN  
INVESTMENT IN  
ONTARIO**

- Services, such as affordable child care, universal basic income, and improving access to supports will build stronger, healthier communities.
- Lower tuition fees will reduce the financial burden on students and families and improve access to quality publicly-funded post-secondary education.

**B**  
**SUPPORTING THE  
GROWTH OF  
COMMUNITIES**

- Greater investments in community training and education for newcomers to Canada, as well as improved skill retraining opportunities for people entering or transitioning back into the workforce successfully fuels economic growth.

**C**  
**PERMANENT, PAID  
SICK DAYS FOR  
WORKERS IN ONTARIO**

- Allowing workers the ability to stay home when sick will significantly reduce the spread of illnesses in workplaces and communities.
- Paid sick days provide financial security for families while helping to keep communities and workplaces safe.



## IMPROVING LEARNING CONDITIONS FOR ALL

Addressing systemic inequities in access to technology, curriculum opportunities, programming, and educator supports will lead to greater student success. Providing culturally relevant learning opportunities for all students benefits all communities.

**A**

### IN-PERSON LEARNING

- In-person learning helps to diminish inequities in education for marginalized, racialized, Black, Indigenous, and 2SLGBTQI+ students.
- Better supports are available in-person for the social and emotional growth of students, including Educational Assistant support.

**B**

### SMALLER CLASSES

- Students achieve greater success in smaller classes
- Smaller class sizes keep smaller rural school communities open, ensuring robust opportunities for learning.

**C**

### SUPPORTS FOR STUDENTS

- More school and community services should be made available to students to help address the increase in mental health issues.
- More school-based speech and language services are needed to support students in the classroom.
- Increase funding for services provided by board-employed practitioners.

**D**

### SUPPORTING SPECIALIZED, CULTURALLY-APPROPRIATE PROGRAMMING AND STAFFING FOR ALL STUDENTS

- Removal of School Resource Officers or other similar programs from all of Ontario's publicly-funded schools.
- Dedicated, sustained funding for violence-prevention initiatives from early learning to post-secondary.

## ADDRESSING SYSTEMIC INEQUITIES

Systemic changes are necessary to achieve equitable outcomes. Changes to education must provide positive impacts for marginalized groups and they must be actionable and permanent. Training must be provided for all education workers and teachers. Consultations and collaboration with all stakeholder groups, including education unions, families, and community groups is needed to support open dialogue and action.

**A**

### FOCUS ON FIRST NATIONS, MÉTIS, AND INUIT COMMUNITIES

- Infrastructure supports for education, including access to full school programming, technology, Wi-Fi, and sustainable, safe buildings.
- Recentring the curriculum with a lens on First Nations, Métis, and Inuit ways of knowing and learning.

**B**

### ADDRESSING AND CONFRONTING ANTI-BLACK RACISM AND OTHER FORMS OF RACISM AND OPPRESSION

- Decentring whiteness in education.
- Dismantling white supremacy and colonial legacy practices in education.

**C**

### DE-STREAMING

- Advocating for increased permanent funding for de-streaming.
- Smaller class sizes, dedicated education workers in classes, and training for all education workers and teachers is required for the successful implementation of de-streaming.

**D**

### HIRING AND RETENTION PRACTICES

- Advocating for greater access to professional training and retention programs/policies for members of Black, Indigenous, and other racialized communities.
- Advocating for greater diversity, transparency and accountability in hiring practices in publicly-funded education.