Submission to the Ministry of Education on Teacher Assignment in Technology and the Skilled Trades (TAS1O and TAS2O) Courses Consultation

March 18, 2024

OSSTF/FEESO

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The *Ontario Secondary School Teachers' Federation* (OSSTF/FEESO) was founded in 1919. OSSTF/FEESO represents over 60,000 public high school teachers, occasional teachers, educational assistants, instructors, psychologists, secretaries, speech-language pathologists, social workers, plant support personnel, and many other educational workers.

OSSTF/FEESO is pleased to provide its submission to the Ontario *Ministry of Education* on the Teacher Assignment in ***Technology and the Skilled Trades TAS1O*** and ***TAS2O*** courses consultation.

The Ministry states that it "is exploring options to provide authority for principals to assign teachers with technological education qualifications to teach ***TAS1O*** and ***TAS2O*** and to assign teachers with general education qualifications to teach ***TAS1O*** and ***TAS2O*** by mutual agreement for one school year, with the ability to renew based on need."

OSSTF/FEESO's Position on the Two Questions Posed in the Consultation

To better understand OSSTF/FEESO's position on this latest consultation, it is important to understand the context surrounding its submission. There have been several significant announcements made by the Ministry of Education as it relates to Technological Education in Ontario this past year and a half. **Please see Appendix A for more information.**

The government has allowed stakeholders to provide written submissions on some of the government's proposed options as it relates to the Accelerated Apprenticeship Pathways as well as the proposed regulatory amendments to Teacher Assignment.

Significant or meaningful discussions amongst education stakeholders have not been held about what Technological Education will look like in the future and how those evidence-based agreed upon changes will be effectively implemented.

OSSTF/FEESO is willing to actively participate in any required discussions so the best evidence-based ideas, implementation strategies, and required investments can be put forward to ensure that the skilled trades career pathway is seen by all students, parents, community members, and educators as being equal to all other education pathways.

There are many unanswered questions which could impact OSSTF/FEESO's position on any of the questions answered in this submission, so our responses are submitted on a without precedent or prejudice basis. OSSTF/FEESO reserves its right to amend or withdraw its position on any matter related to this consultation.

1. **Should principals have the authority to assign teachers with technological education qualifications to teach *TAS1O* and *TAS2O*?**

   The policy of OSSTF/FEESO is that all teachers who teach credit courses in Ontario should be required to hold an Ontario Teacher's Certificate or equivalent qualifications as allowed by the *Ontario College of Teachers*.

   Since the descriptions for the ***Technology and the Skilled Trades in Grade 9, Open TAS1O*** and ***Grade 10, Open TAS2O*** courses are very similar to the current ***Exploring Technologies, Grade 9, Open TIJ1O*** course description, OSSTF/FEESO conditionally agrees with the proposal that a principal may assign the ***TAS1O*** and/or ***TAS2O*** course to

a teacher who holds technological education qualifications if the following conditions are met:

i. that Regulation 298, made under the *Education Act*, be respected and that principals must assign teachers to the best possible program and having regard to the safety and well-being of pupils and that any assignment, specifically in this case, to a technological studies course, must be in accordance with the teacher's qualifications.

ii. that the principal and/or the School Board must have meaningful discussions with the local Bargaining Unit leadership about all available reasonable options regarding the best implementation strategies for the ***TAS1O*** and ***TAS2O*** courses, within the Board and at individual schools, to ensure the best possible program is offered to students and with due regard to the safety and well-being of students and staff.

iii. that adequate investments be made to properly implement the ***TAS1O*** and ***TAS2O*** courses.

iv. that the overall and specific curriculum expectations of the ***TAS1O*** and ***TAS2O*** courses will not be substantially different than those found in the current Technological Education curriculum document for the ***TIJ1O*** course.

Backgrounder

Program Delivery Models for the Exploring Technologies Course

The ***Exploring Technologies, Grade 9, Open TIJ1O*** course has been offered for many years as a course option to students by most School Boards in some, and occasionally all, of their secondary schools. There are many best practices that have been established over the years

that accommodate most of the unique situations that occur in different schools and Boards of Education.

The ***TIJ1O*** course bridges the gap between the elementary science and technology program and the Grade 10 courses in the ten broad-based technological (BBT) subject areas. The ***TIJ1O*** course is intended to introduce students to technological education in general, exposing them to a range of technological subject areas.

OSSTF/FEESO infers, based on the similar course descriptions, that the ***TAS1O*** and ***TAS2O*** courses will have a similar focus as the ***TIJ1O*** course.

Grouping of Specific Curriculum Expectations from Various BBT Subject Areas

Secondary schools that offer BBT courses in numerous subject areas in Grades 9 to 12 may choose to develop one or more Grade 9 Exploring Technologies courses where specific curriculum expectations from three or four of the ten different BBT subject areas that may be offered in a school. For example, the course ***Exploring Technologies "A"*** may cover different Construction Technology, Technological Design, and Green Industries curriculum areas so that students can demonstrate their level of achievement on the overall curriculum expectations of the ***TIJ1O*** course based on the specific expectations selected from the different BBT courses. The ***Exploring Technologies "B"*** course might choose specific curriculum expectations from the Computer Technology, Manufacturing Technology, and Transportation Technology courses while a school could also develop an ***Exploring Technologies "C"*** course dedicated to providing specific curriculum expectations from the Communications Technology, Hairstyling and Aesthetics, Health Care, and Hospitality and Tourism courses.

Students would then select the course that best suits their interests, be guaranteed to be exposed to three different types of technological programs over a semester while meeting the overall curriculum expectations from the ***Exploring Technologies*** course.

The groupings of the different technological areas are determined by the qualifications of the teachers so that they are both qualified and comfortable to teach the different curriculum areas to their class for the entire semester. The students get to choose the program they prefer and spend a full semester with the same teacher, in most cases, and are exposed to at least three different technological areas. Ensuring teachers have the appropriate qualifications and work-related experience will make the learning experience of students more engaging and much safer.

If a teacher with Technological Education qualifications is asked to teach an ***Exploring Technologies*** course in an area in which they are not qualified, then mutual consent must be sought and agreed to in writing with the teacher before they are assigned the course.

Shop Rounds Program Model

The other way that schools may offer the program is using the **Shop Rounds** approach to deliver the ***Exploring Technologies*** course. In this approach, students in three different Grade 9 classes (A, B, and C), all taking the ***TIJ1O*** course, each start in one of the three different subject areas (Construction, Manufacturing, and Transportation Technology courses, for example) for a few weeks each with a different teacher (X, Y, and Z).

The teacher of the first session is often designated as the teacher identified on the report card. After the first session is over, the classes rotate to the next subject area with a new teacher welcoming their new cohort.

After the same number of weeks have passed, then the students move to the last subject area, with a new teacher, for the remaining part of the semester.

The following is a sample model:

- **Session One** (First Third of Semester):
    - Class A is with Teacher X in Construction Technology
    - Class B is with Teacher Y in Manufacturing Technology
    - Class C is with Teacher Z in Transportation Technology

- **Session Two** (Second Third of Semester):
    - Class C is with Teacher X in Construction Technology
    - Class A is with Teacher Y in Manufacturing Technology
    - Class B is with Teacher Z in Transportation Technology

- **Session Three** (Last Third of Semester):
    - Class B is with Teacher X in Construction Technology
    - Class C is with Teacher Y in Manufacturing Technology
    - Class A is with Teacher Z in Transportation Technology

The benefits of the **Shop Rounds** model are that the students are exposed to at least three different technological areas, get to meet three different teachers, who are all qualified in their subject areas, and the teachers get to know three times as many students in Grade 9 than in a full semester Grade 9 broad-based technology program class.

The three teachers work collaboratively to ensure that all the overall curriculum expectations for the ***Exploring Technologies*** course are assessed. From one group of students to another in the same semester, teachers may choose different specific curriculum expectations to present to each class, based on student interests.

The disadvantage is that students are only exposed to a particular technological area for a third of a semester, but it does provide an exposure to more types of technological education courses they would not have had if they had taken a full-semester BBT specific course instead.

Comparison of Course Descriptions:

In reviewing the course descriptions for the new ***Technology and the Skilled Trades in Grade 9, Open TAS1O and Grade 10, Open TAS2O*** courses, they appear to be very similar to the current ***Exploring Technologies, Grade 9, Open TIJ1O*** course description.

Curriculum documents provide the overall course expectations, usually between eight and twelve of them, depending on the course. To be granted a credit for a course, a student must demonstrate an achievement Level of 1 or better for each of the overall curriculum expectations in a course.

These overall course expectations are usually organized in different course strands. In the ***TIJ1O*** course, there are nine overall course expectations in the four different course strands indicating what a student will be able to demonstrate by the end of the course. For each strand, there are several specific course expectations that must be presented to the students.

The strands, with their respective specific expectations, in the ***TIJ1O*** course are:

A. **Technology Fundamentals** has three overall expectations each with specific expectations:

A1. Planning & Development has seven specific expectations;

A2. Communications has five specific expectations; and

A3. Product or Service Evaluation has two specific expectations.

B. **Technological Skills** has two overall expectations each with specific expectations:

B1. Problem Solving & Project Management has six specific expectations; and

B2. Creating Products or Delivering Services has four specific expectations.

C. **Technology, the Environment, and Society** has two overall expectations each with specific expectations:

C1. Technology and the Environment has three specific expectations; and

C2. Technology and Society has five specific expectations.

D. **Professional Practice and Career Opportunities** has two overall expectations each with specific expectations:

D1. Health and Safety has five specific expectations; and

D2. Career Opportunities has six specific expectations.

Based on the similar course descriptions between ***TIJ1O***, ***TAS1O***, and ***TAS2O*** the course delivery model as described above for the ***TIJ1O course*** would work well for the new courses. The focus in the ***TIJ1O*** course has been on having teachers with the appropriate Technological Education qualifications teaching the program because they bring their work-related experience and their expertise in providing a safe learning environment for all students. Those best practices must continue to be in place for the ***TAS1O*** and ***TAS2O*** courses.

OSSTF/FEESO's Recommendation to Question 1

Assuming the overall and the specific expectations for the new courses are very similar to the ***TIJ1O*** course, ***then OSSTF/FEESO will present a qualified yes answer to the first question***. OSSTF/FEESO is willing to engage in meaningful consultations with all educational stakeholders to help develop a detailed curriculum document for the ***TAS1O*** and ***TAS2O*** courses and work collaboratively to ensure a seamless implementation process of the new courses for all Teachers, Education Workers, and students.

2. **Should principals have the authority to assign teachers with general education qualifications to teach *TAS1O* and *TAS2O* by mutual agreement for one school year, with the ability to renew based on need?**

   OSSTF/FEESO's position on this question is an unequivocal NO, for the reasons provided in the following backgrounder and analysis.

Backgrounder

Regulation 298 expressly prevents teachers, without the necessary qualifications to provide instruction in a Special Education, French as a Second Language, or Technological Education program or class, to be appointed or to mutually agree to teach in such a program or class.

These restrictions have been in place for decades to ensure that school boards must, first and foremost, meaningfully consider providing the best possible program to students in these programs, but also ensuring the safety and well-being of the students. The health and safety risks to students in a Technological Education or Special Education class or program are much

greater than in a general education class or program. That is why the legislation requires that all teachers in a Schedule B class or program be qualified in that subject area since this provides for a safer learning environment for all students.

It is interesting to examine the cognitive dissonance the government has exhibited in the matter of teacher qualifications and providing the best program for students. In the government's response to the *Ontario Teacher Candidates' Council* application challenging the constitutionality of the required successful completion of the Math Proficiency Test as a condition of a Teacher Candidate's Certification as a Teacher, the decision rendered by the Divisional Court of the *Ontario Superior Court of Justice* stated the following at Paragraphs [13] and [14]:

> [13] All certified teachers in Ontario may be assigned to teach math up to Grade 6. In order to be qualified to teach math beyond Grade 6, a teacher must have a certificate with qualifications in Intermediate Division Mathematics and/or Senior Division Mathematics. However, under s. 19 of *Operation of Schools – General*, R.R.O. 1990, Reg. 298, a principal may assign a teacher to teach in a division or subject not listed on their certificate by agreement of the teacher and principal and with the approval of a supervisory officer. Therefore, even a teacher without a qualification in Intermediate or Senior Division Mathematics can be asked to teach math in those divisions.
>
> [14] The Respondent's evidence is that due to the competitive nature of teaching positions, newly certified teachers may find that the only positions available to them are positions that require them to teach math, whether or not this was their intention. When few teaching 2021 positions are available, new teachers will

often take positions outside of the subjects or divisions on their teaching certificate.

The government justified its decision to impose the successful completion of the Math Proficiency Test on all graduating Teacher Candidates as a condition of Certification to ensure that any teacher, without a qualification in Intermediate Division Mathematics and/or Senior Division Mathematics, would have the minimal mathematical pedagogical/methodological and content knowledge to teach Math in Grades 7 to 9, should they provide mutual agreement to their principal when asked by them to teach a course for which they are not qualified.

Mathematics is not a restricted subject area, and the government imposed a barrier to Teacher Certification for many Teacher Candidates. The government is now asking to have a lesser standard for their new ***Technology and the Skilled Trades*** courses, which are in a restricted subject area where student safety is more at risk than in a regular mathematics class.

The government must ensure that the best possible program is offered to all students in the ***TAS1O*** and ***TAS2O*** courses and that can only be done in the safest manner by appointing teachers with the required Technological Education qualifications.

To become qualified in any Technological Education subject area, Teacher Candidates had to provide documentation to prove they had a minimum number of years of wage-earning experience in the subject area of their application.

The following chart, from the Brock University Initial Teacher Education: Technological Education Consecutive Program, provides the minimum requirements to be admitted to the program based on an applicant's educational background and wage-earning experience related to their broad-based technology subject area they will be qualified to teach.

Applicants must have one of the following combinations of postsecondary education and wage-earning experience to be admitted to the Bachelor of Education in Technological Education Program (please note that one year of work experience equals 1700 hours):

Pathway	Required Education	Required Experience
1	Certificate of Qualification (CofQ) in a Skilled Trade and a Secondary School Diploma	A minimum of five (5) years of paid wage-earning experience related to the BBT subject you will be qualified to teach. The CofQ must be in the same area as the BBT subject you will be qualified to teach.
2	Two (2) Year College Diploma. The diploma must be in the same area as the BBT subject you will be qualified to teach.	A minimum of three (3) years of wage-earning experience related to the BBT subject you will be qualified to teach. The wage-earning experience must be in a minimum of four (4) months continuous paid work experience, in the same area as the BBT subject you will be qualified in.
3	Three (3) Year College Advanced Diploma. The Advanced Diploma must be in the same area as the BBT subject you will be qualified to teach.	A minimum of two (2) years wage-earning experience directly related to the BBT subject you will be qualified to teach. The wage-earning experience must be in a minimum of four (4) months continuous paid work experience
4	University or College Degree. The degree must be in the same area as the BBT subject you will be qualified to teach.	A minimum of two (2) years wage earning experience related to the BBT subject you will be qualified to teach. The wage-earning experience must be in a minimum of four (4) months continuous paid work experience.
5	University or College Degree is not aligned with the area in the BBT subject you will be qualified to teach.	A minimum of five (5) years wage earning experience related to the BBT subject you will be qualified to teach. The wage-earning experience must be in a minimum of four (4) months continuous paid work experience.

The wage-earning work experience qualified Technological Education teachers bring into the classroom ensures students are provided with a richer learning experience that will provide

more information about possible skilled-trades career pathways. This would not be the case with teachers without the Technological Education qualification.

With a minimum of two years of wage-earning experience in one or more BBT subject, a Teacher Candidate will become qualified to teach, these qualified technological studies teachers will bring both lived wage-earned experience to the students as well as their equally important health and safety expertise.

OSSTF/FEESO has been clear that the Government must address the significant recruitment and retention problems affecting many school boards. The current government proposal of allowing principals to assign teachers without Technological Education qualifications, by mutual agreement, will not resolve the staffing shortages and may exacerbate them by devaluing the professionalism and experience of qualified technological teachers.

Students will be negatively affected, certainly from a pedagogical perspective, but more importantly, from a student safety lens if principals were permitted to request teachers, unqualified in Technological Education, to teach these new courses.

Current Practice for Teachers Without Tech Studies Qualifications to Teach Tech Courses

Policy/Program Memorandum 153: Applications for Temporary Letters of Approval

P/PM 153 was issued on May 25, 2010 and provides a well understood process to seek exemptions from Regulation 298, *"Operations of Schools – General"* and it is accessible here: www.ontario.ca/document/education-ontario-policy-and-program-direction/policyprogram-memorandum-153

The Minister of Education has the authority under the *Education Act* to grant a temporary Letter of Approval, for a period of up to one year, authorizing a school board to assign or appoint a teacher to teach a subject, to teach in a division, or to hold a position, where the teacher does not have the required qualifications.

To facilitate the implementation of *P/PM 153*, the Minister has already delegated authority to grant Temporary Letters of Approval to the managers of the regional offices of the Ministry.

School Boards are encouraged to request a Temporary Letter of Approval (TLA) in different situations dealing with allowing teachers without the necessary qualifications to teach in restricted subject areas or programs such as teaching students who are deaf or hard of hearing or students who are blind or who have limited vision; French as a second language; Special Education program, and Technological Education classes.

Before applying for a TLA, the School Board must be satisfied that the Teacher is competent to teach the subject as well as ensuring the Teacher has agreed to the assignment or appointment. As such, the Board must assess the Teacher's teaching experience and formal education credentials, including Teaching Qualifications, and take into consideration any other information that may be relevant.

As previously mentioned, first and foremost, the Board must give full consideration to providing the best possible program and ensuring the safety and well-being of the students.

The application requires a signed attestation from the Director of Education, or another delegated Board Official, that the School Board finds it necessary to assign or appoint a Teacher to teach a subject for which they do not have the qualifications required by Regulation 298, made under the *Education Act*.

The Board Official must also attest that the Teacher named in the application meets the following requirements:

- They hold a Certificate of Qualifications and Registration in good standing with the *Ontario College of Teachers*.
- They are competent to teach the subject.
- They have agreed to the assignment or appointment.

The application must include the starting date for the assignment and the anticipated duration of the assignment, which can not be longer than a year. Letters of Approval are not automatically renewed, and a new application must be submitted to the Ministry for a subsequent school year. This ensures that a Board will try and find a Certified Teacher with the appropriate qualifications for the following year.

There is also an expectation that Boards will encourage Teachers assigned under a Temporary Letter of Approval to make reasonable efforts to complete qualifications for the particular subject area to ensure that they are qualified for that particular assignment in subsequent school years. The Ministry should provide the required funding to support teachers who agree to take the required courses to become certified.

Analysis

OSSTF/FEESO believes the current process outlined in *P/PM 153* Boards must use to seek approval for Teachers without the necessary qualifications to teach a Technological Studies course should continue, without any changes.

The documentation needed to validate the request from a Board, encourages due diligence on the Employer's part and provides everyone involved with better legal protections should there be any safety issues involving students that may require litigation to resolve.

Boards must make every effort to find qualified Teachers to ensure that all students are exposed to the best quality program and are able to gain more insight into what the different opportunities and challenges that a career in the skilled trades may entail.

Experienced skilled trades people who are fully qualified, both as a Teacher and in Technological Studies, are the best people to be advocates for the skilled trades.

Conclusion

OSSTF/FEESO has been clear that the Government needs to invest more resources to recruit and retain qualified Teachers and Educational Workers.

OSSTF/FEESO is willing to sit down with the Government, and other education, parent, student, industry, and community stakeholders to address, but not limited to, the dearth of qualified Technological Education teachers in Ontario, to review the content of the updated Technological Education curriculum, to have meaningful discussions on an Accelerated Apprenticeship Pathway (AAP) model that will focus on promoting the skilled trades as a worthy career pathway while ensuring that students who choose to enter the AAP are not closing off any career pathways and that they have the needed supports they need to succeed.

OSSTF/FEESO supports the Ministry of Education's decision to require a mandatory Technological Education credit for all students entering secondary school as part of the 2024-2025 cohort. OSSTF/FEESO is also open to discuss how this change will impact other programs offered in secondary schools to ensure that the focus is not just on the STEM subjects

but rather on STEAMS+ which would include Science, Technology, Engineering, Arts, Mathematics, Social Studies, Languages, Physical Education, and FNMI courses.

Investments will be needed to encourage experienced skilled tradespersons to enter the teaching profession because they are the best to share their experiences with students and to encourage them to contemplate a skilled trades career. These investments could be targeted to ensure that all school boards offer a one-year salary grid step for every year of skilled trades or business experience without any reduction for any years of experience that is currently used for admission to a Teacher Education Program in Technological Education in a Ministry recognized Faculty of Education.

OSSTF/FEESO is willing to engage in meaningful discussions with all education stakeholders to find different pathways to encourage more skilled tradespersons to consider a shift in their careers by becoming Certified Teachers.

Appendix A

The following provides a chronology of the Technological Education related announcements and associated consultations. The following provides additional context for OSSTF/FEESO's responses to both questions.

- On December 12, 2022, the Minister of Education, Stephen Lecce, announced that the Technological Education curriculum will be revised to "help prepare students for high paying and rewarding careers in communications, the construction industry as electricians, plumbers, and the manufacturing sector." Minister Lecce stated that "[o]ur focus is to ensure our students have the most up-to-date curriculum that strengthens life

and job skills leading to rewarding careers in technology and innovation, including in the skilled trades."

- On March 8, 2023, Premier Doug Ford, Minister of Education Stephen Lecce, and Minister of Labour, Immigration, Training and Skills Development Monte McNaughton announced that "[t]he Ontario government is preparing young people for in-demand and well-paying careers by allowing students in grade 11 to transition to a full-time, skilled trades apprenticeship program." This announcement also indicated that the government would "begin consultations in fall of 2023 with employers, unions, education stakeholders, trainers, parents, and others about ways to make it even easier for young people to enter a career in the trades."

- On March 10, 2023, the Ministry of Education announced that "[s]tarting with students entering Grade 9 in September 2024, all students will now be required to earn a Grade 9 or 10 Technological Education credit as part of their Ontario Secondary School Diploma."

- On June 8, 2023, Ontario passed Bill 98, bringing into force the *Better Schools and Student Outcomes Act*, 2023 which included the following change to the *Education Act* which was referenced in the March 8, 2023, announcement:

  1 (1) Subsection 1 (1) of the *Education Act* is amended by adding the following definition:

  "*equivalent apprenticeship learning*" means a learning situation,

  (a) in which a pupil participates in an apprenticeship program within the meaning of the *Building Opportunities in the Skilled Trades Act*, 2021, and

(b) that meets the criteria set out in the regulations; ("*formation équivalente en apprentissage*")

- On October 11, 2023, the Ministry of Education opened consultation from stakeholders for feedback on its two (2) proposed models for consideration to implement the Accelerated Apprenticeship Pathway alluded to in the March 8, 2023, announcement.

  OSSTF/FEESO submitted a response before the November 24, 2023, due date which unequivocally stated that "neither model is preferred by OSSTF/FEESO for implementation of an accelerated pathway. Students should be allowed to explore interests in the trades and other subject areas while completing secondary school with their peers. OSSTF/FEESO hopes this consultation will illustrate that this Ministry initiative will not achieve the objectives it identifies, as: it is not likely to improve apprenticeship completion rates; it will actually dilute the skills of workers in the sector by pulling them out of school earlier; it will create an adverse impact on their future employability; and it is likely to fail multitudes of young people by insufficiently supporting their capacity to transition to other pathways and programs when they realize an apprenticeship is simply not suited for them."

  The OSSTF/FEESO's full submission can be found here: www.osstf.on.ca/resource-centre/briefs-and-submissions.aspx

- On December 5, 2023, the Ministry provided more information from its December 2022 announcement that it was revising the secondary Technological Education curriculum, beginning with the revised Grade 9 and Grade 10 courses to be implemented in fall 2024.
    - This announcement provided the name of the two (2) new courses:
        - ***Technology and the Skilled Trades, Grade 9, Open Level TAS1O***
        - ***Technology and the Skilled Trades, Grade 10, Open Level TAS2O***
    - The new ***TAS1O*** Grade 9 course will be replacing the ***Exploring Technologies, Grade 9, Open Level TIJ1O*** course.
    - The new ***TAS2O*** Grade 10 course will be a new course and will not be replacing any current Grade 10 Technological Education course.
    - Students pursuing the ***TAS2O*** Grade 10 course will not need a prerequisite.
    - Students taking the Grade 9 or Grade 10 course, including any Technological Education focus course ending in 1O or 2O, will satisfy the new graduation requirement that is set to begin with the Grade 9 cohort in September 2024.
    - School Boards can continue to offer broad-based technology (BBT) focus courses related to the new ***Grade 9 and Grade 10 Technology and the Skilled Trades courses***:
        - TGJ1O & TGJ2O - Communication Technology and the Skilled Trades
        - TEJ1O & TEJ2O - Computer Technology and the Skilled Trades
        - TCJ1O & TCJ2O - Construction Technology and the Skilled Trades

- THJ1O & THJ2O - Green Industries and the Skilled Trades
- TXJ1O & TXJ2O - Hairstyling and Aesthetics and the Skilled Trades
- TPJ1O & TPJ2O - Health Care Technology and the Skilled Trades
- TFJ1O & TFJ2O - Hospitality and Tourism and the Skilled Trades
- TMJ1O & TMJ2O - Manufacturing Technology and the Skilled Trades
- TDJ1O & TDJ2O - Technological Design and the Skilled Trades
- TTJ1O & TTJ2O - Transportation Technology and the Skilled Trades

The chart below compares the course descriptions of the two (2) new technology courses and the eliminated Grade 9 course sentence by sentence, for ease of comparison. An analysis of the similarities and differences between the three (3) courses is provided after the chart.

Course Descriptions of the Eliminated Course (*TIJ1O*) and the Two (2) New Courses (*TAS1O* & *TAS2O*)

TIJ1O ***Exploring Technologies*** ***Grade 9, Open***	***TAS1O*** ***Technology & the Skilled Trades*** ***Grade 9, Open***	***TAS2O*** ***Technology & the Skilled Trades*** ***Grade 10, Open***
This course enables students to further explore and develop technological knowledge and skills introduced in the elementary science and technology program.	This hands-on course enables students to further explore the engineering design process and develop other technological knowledge and skills introduced in earlier grades.	This hands-on course enables students to apply the engineering design process and other technological knowledge and skills introduced in earlier grades.
Students will be given the opportunity to design and create products and/or provide services related to the various technological areas or industries, working with a variety of tools,	Students will design and safely create prototypes, products, and/or services, working with tools and technologies from various industries.	Students will design and safely create prototypes, products, and/or services, working with tools and resources from various industries.

equipment, and software commonly used in industry.		
Students will develop an awareness of environmental and societal issues,	As students develop their projects to address real-life problems, they will apply technological concepts such as precision measurement, as well as health and safety standards.	As students develop their projects to address real-life problems, they will apply technological concepts such as quality control, and health and safety standards.
and will begin to explore secondary and postsecondary education and training pathways leading to careers in technology-related fields.	Students will begin to explore job skills programs and education and training pathways, including skilled trades, that can lead to a variety of careers.	Students explore opportunities for job skills programs and education and training pathways, including skilled trades, that can lead to a variety of careers.

Analysis

- All three course descriptions are very similar, with no major differences amongst them.
- All three course descriptions focus on the continuation of the exploration and development of technological knowledge and skills from previous grades, mainly the Science & Technology curriculum from the elementary school program.
- For the Grade 10 (*TAS2O*) course, there is no prerequisite required to this course. There is also no explicit statement that a student can or cannot earn both a ***TAS1O*** and a ***TAS2O*** credit for their OSSD. This means there is a strong possibility that students in a ***TAS2O*** class will have some students having completed the ***TAS1O*** course while others may not have the same level of exposure to the technological education options in a particular school. This could make lesson planning more challenging for teachers with a heterogenous grouping of students.
- All three course descriptions state that the students will be:

    - designing and creating products and/or providing services; and
    - working with tools, equipment, & software from different industries.
- All three course descriptions will explore secondary and postsecondary education and pathways leading to careers in technology-related fields.
- The ***TIJ1O*** course description does not explicitly state that health & safety standards and developing specific technological skills will be part of the course curriculum, those overall and specific expectations, and several others, are included in the detailed curriculum document for ***TIJ1O*** here: www.edu.gov.on.ca/eng/curriculum/secondary/teched910curr09.pdf#page=43
- Other than the course codes and the descriptions, there is no information on the course content for the ***TAS1O*** or the ***TAS2O***.

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