

CASE





Coalition for Alternatives
to Streaming in Education

2022 Provincial Party Platform Comparison on De-Streaming Recommendations







1) Class Size

The Ministry should invest in reducing average class sizes, particularly for Grade 9 de-streamed courses, to maximize the impact of differentiated instruction. The Ministry and school boards should also ensure that this transition does not have the effect of decreasing staffing levels and increasing average class size in Grade 9.

	<ul style="list-style-type: none"> • Cap class sizes in Grades 4-8 to at least 24 students. • Cap Kindergarten class sizes to at least 26 students.
	<ul style="list-style-type: none"> • Cap class size in all grades at 20 students. • \$700 million to reduce class sizes in Grades 4-8 from 24.5 to 20 (6,700 additional teachers). • \$400 million to further reduce class sizes in Grades 9-12 from 23 to 20 (3,800 additional teachers).
	<ul style="list-style-type: none"> • Cap class sizes at 24 students from Grades 4-8. • If elected "will reduce high school class sizes to ensure students at every age get the direct support and attention they deserve". • Hire 20,000 teachers.
	<ul style="list-style-type: none"> • In 2019, the Ontario PC party committed to increased class sizes across elementary and secondary classrooms. • For Grades 9-12, this proposed increase would bring the average from 22 to 28 students per class. After pushback from students, parents and educators, high school classes were capped at 23.

2) Learning Supports





Supporting students with significant learning gaps from elementary school will require additional supports. Targeted investment in bridging programming, resource teachers, educational assistants and special education resources will enable school boards to develop appropriate recovery supports.

	<ul style="list-style-type: none"> • Review the education funding formula to ensure adequate funding for ESL grants, special education assistants, counsellors, and other specific supports to provide equitable access to learning and school activities for all students. • Allocate funds to ensure schools are able to comply with the 'Accessibility for Ontarians with Disabilities Act' (AODA).
	<ul style="list-style-type: none"> • \$375 million to hire 5,000 special education and student success professionals to work with students, reduce wait times and help close learning gaps.
	<ul style="list-style-type: none"> • Hire 20,000 teachers and education workers. • Invest in in-school remedial learning programs. • Increase special education funding.
	<ul style="list-style-type: none"> • \$1.17M in the 2022-2023 school year for the Graduation Coach Program for Black students. • \$175 million for school boards to provide more school-based tutoring immediately in the 2021-22 school year and continuing into the 2022-23 school year.

3) Professional Development





Our aim should be to effectively develop a K-12 culture of universally high expectations, differentiated instruction and culturally responsive pedagogy within an anti-racism and anti-oppression framework, responsive to anti-Black racism in particular. This can be facilitated by:

- dedicated PA days;
- training for trustees, superintendents, principals, teachers, guidance counsellors, education workers and teacher candidates; and
- requiring school boards and schools to incorporate principles of equity and de-streaming into Board Equity Action Plans and Board/School Improvement Plans for Student achievement.

	<ul style="list-style-type: none"> • Ensure culturally relevant and responsive programming is included in mandatory staff training.
	<ul style="list-style-type: none"> • A commitment to "end streaming with the appropriate supports – including smaller class sizes, teacher training and additional help for students experiencing learning gaps."
	<ul style="list-style-type: none"> • "...ensure front-line teachers play a role in curriculum development, and that they are provided with time and support to learn and implement it". • Make amendments to the Education Act to set clear and consistent definitions of racism and anti-racism and standard policies on racial equity training for education workers.
	<ul style="list-style-type: none"> • An additional mandatory PA day for the 2022-23 school year that encourages school boards to consider several matters including "supports [for] de-streamed classrooms."

4) Community Engagement

There is a need for engagement with parents, students and community partners to inform local implementation. This should include authentic community engagement with Black, Indigenous, and other racialized communities in addition to the urgent collection of student identity and race-based data to inform the effort.





	<ul style="list-style-type: none"> • Mandatory collection and reporting of race-based data for students, teacher and staff populations, as well as implementing standard procedures around the reporting of incidents of racism. • Remove all Resource Officers from Ontario schools. • Update the curriculum to include informed discussions of anti-Black racism, 2SLGBTQIA+ prejudice, and all forms of discrimination across subject areas.
	<ul style="list-style-type: none"> • Will "review and update curriculum and evaluation tools – working closely with educators, school boards, parents and experts to make sure lessons and learning materials include diverse communities."
	<ul style="list-style-type: none"> • "Establish an Ontario Anti-Racism Advisory and Advocacy Council comprised of representatives nominated by community organizations and report publicly on their recommendations." • "Implement a provincial anti-racism strategy to be informed by race-based data collection across all provincial ministries."
	<ul style="list-style-type: none"> • A \$3M continuation of funding to support de-streaming implementation can be used—but is not guaranteed—to fund student and family information sessions and workshops. • This funding is also intended to support "learning needs of Grade 8 and 9 students, capacity building for Grade 8 to 10 educators, [and] planning for Indigenous students who are transitioning/ have transitioned from First Nations elementary schools".

5) Collaborative Implementation Plan

The Ministry should establish a representative multi-stakeholder task force to help inform the design, implementation and monitoring of the de-streaming initiative. This task force should be responsible for informing and developing a collaborative implementation plan. This can be facilitated by:

- an expansion of the Ministry's efforts to de-stream all Grade 10 classes;
- a critical analysis of existing streaming structures in elementary schools, such as special education processes, that exacerbate learning gaps; and
- mechanisms to inform and monitor implementation at local school boards.

The task force should establish outcomes that are timely, measurable, transparent and informed by evidence-based research.

	<ul style="list-style-type: none"> • N/A
	<ul style="list-style-type: none"> • Acknowledges that streaming in both Grades 9 and 10 unfairly limit students' academic and employment potential. The party commits to "ending streaming", in addition to reconvening the Education Partnership Table to engage parents, education workers, and students.
	<ul style="list-style-type: none"> • "Establish a Partnership Table with representation from workers' unions, school board trustees, principals and other education stakeholders, working together to strengthen public education for the long term."
	<ul style="list-style-type: none"> • N/A

6) TRC Calls to Action on Education

Education equity for all students in Ontario can only be achieved by implementing the Truth and Reconciliation Commission of Canada's Calls to Action. In partnership and collaboration with Residential School Survivors, Indigenous peoples, and educators, the provincial government must:




- Develop and implement a comprehensive K-12 culturally responsive curriculum with mandatory content on Indigenous history and the legacy of residential schools;
- Provide funding to train and educate teachers on integrating Indigenous knowledge within classrooms; and
- Ensure Indigenous language courses are available in elementary and secondary schools.

The federal government must:





- Eliminate the discrepancy in federal education funding for First Nations children being educated on reserves and those First Nations children being educated off reserves and end the funding backlog for First Nations students seeking a post- secondary education;
- Draft new Indigenous education legislation with the full participation and informed consent of Indigenous peoples; and
- “Develop with Aboriginal groups a joint strategy to eliminate educational and employment gaps between Aboriginal and non-Aboriginal Canadians.”

Truth & Reconciliation Commission of Canada: Calls to Action (2015)





6) TRC Calls to Action on Education (continued)

	<ul style="list-style-type: none"> • "Restore funding for the Indigenous curriculum program and work with Indigenous educators and community leaders to develop a mandatory curriculum on colonialism and residential schools, treaties, and Indigenous histories and experiences."
	<ul style="list-style-type: none"> • "...committed to implementing the [TRC] Calls to Action by working with and learning from Indigenous peoples and First Nations." • Increased support to learn First Nations languages and allowing Indigenous elders to teach Indigenous language classes. • Mandating the inclusion of the history of Canada's residential school system across the K-12 curriculum, in addition to significant contributions of Indigenous peoples.
	<ul style="list-style-type: none"> • Will double the rural and Northern Education and Fund. • Increased funding for Indigenous language education. • "Commitment to working with Indigenous leaders and educators to ensure that curricula appropriately reflects Indigenous experiences and histories".
	<ul style="list-style-type: none"> • "Free school board summer learning for First Nation students living on reserve (2022 & 2023)." • The PC Ontario government signed a 3-year \$7.9M agreement to support "ongoing collaboration between the Anishinabek Education System and the provincial education system."

Overall Commitment to De-Streaming

	<ul style="list-style-type: none"> • “End streaming in our education system to ensure equity for all students.”
	<ul style="list-style-type: none"> • “Streaming students into ‘academic’ and ‘non-academic’ classes in Grades 9 and 10 can permanently and prematurely limit a student’s future learning and job potential. We’ll end streaming with the appropriate supports – including smaller class sizes, teacher training and additional help for students experiencing learning gaps. We’ll also address how streaming can perpetuate anti-Black racism and further segregate students from marginalized backgrounds, including before high school and through special education.”
	<ul style="list-style-type: none"> • “Support de-streaming: We’ll continue the long overdue work of ending streaming in Ontario so that no student is put at a disadvantage due to systemic racism, and every student has the opportunity to succeed.”
	<ul style="list-style-type: none"> • Announced Grade 9 de-streaming in July 2020, starting with math. Beginning in September 2022, all Grade 9 subjects will be offered in one stream.

Resources

	<ul style="list-style-type: none"> • https://files.ontariogreens.ca/platform/gpo-platform-2022-en-web.pdf
	<ul style="list-style-type: none"> • https://ontarioliberal.ca/ontario-liberal-education-recovery-plan/ • https://ontarioliberal.ca/wp-content/uploads/2022/05/Ontario-Liberal-Platform.pdf
	<ul style="list-style-type: none"> • https://www.ontariondp.ca/platform/education
	<ul style="list-style-type: none"> • https://toronto.ctvnews.ca/ford-government-backs-down-on-high-school-class-sizes-e-learning-ahead-of-more-ont-teacher-strikes-1.4837046 • https://news.ontario.ca/en/backgrounder/1001622/ontarios-learning-recovery-action-plan-for-students • https://www.ontario.ca/document/education-ontario-policy-and-program-direction/policyprogram-memorandum-151 • https://efis.fma.csc.gov.on.ca/faab/Memos/B2022/B05_EN.pdf • https://news.ontario.ca/en/release/1001357/partnership-supports-anishinabek-students-in-ontario • https://news.ontario.ca/en/release/57543/ontario-taking-bold-action-to-address-racism-and-inequity-in-schools