

Support to Delay the Implementation of the new Math Curriculum, Grades 1-8

Whereas, the Ministry of Education announced the new math curriculum on June 23, 2020, during the final week of the 2019-2020 school year and during the Covid-19 pandemic; and

Whereas, we support the joint statement made by The Association des enseignantes et des enseignants franco-ontariens (AEFO), the Elementary Teachers' Federation of Ontario (ETFO), the Ontario English Catholic Teachers' Association (OECTA), and the Special Meeting July 9, 2020

Ontario Secondary School Teachers' Federation (OSSTF/FEESO) on June 26, 2020 (See Appendix A) who noted that:

Ontario educators are committed to the success of our students and are open to changes to our curriculum that improve learning outcomes. However, the recent announcement by the Ontario government of a new math curriculum to be implemented this fall is unrealistic and counterproductive.

The changes to the math curriculum are substantial and will require significant time, collaboration and new resources to be properly implemented. At a time when school boards and educators are preparing for schools to safely reopen and addressing student learning gaps, it is short-sighted to require that resources be diverted from those efforts to try to comply with an unrealistic two-month timeline set by the government...;

And;

Whereas, we agree that 2021 EQAO testing should be cancelled due to the continued impact of COVID-19 and the acknowledgment changes are needed due to not only a new math curriculum as well as yet another burden it imposes on both staff and students still dealing with pandemic issues, let alone policy papers that speak to re-examining the whole notion of assessment; and

Whereas, in addition to acknowledging the additional efforts required by teachers (above) to ensure transition for students back to school, the TDSB will need to direct significant administrative time and resources to ensure safe return to school, including but not limited to additional funding for remote learning; mental health and well-being supports, including staffing and resources for intensive

social work and psychological supports; additional staffing and resources to address gaps in literacy and numeracy, as well as build educator capacity in digital learning; transitional staffing resources including additional special education funding; transitional staffing resources for children with special needs, many of whom will have been without therapy or respite care for an extended period; additional student success teachers to aid students in the transition from elementary to secondary schools; and addressing the substantial information technology gaps in the system, including replacing budgets that boards used to purchase IT and Internet service during the course of this pandemic; provide ongoing support to continue supports for IT and Internet; and begin funding IT devices for students at a 1:1 ratio without requiring boards to reallocate funds to purchase IT (TDSB Motion May 12, 2020); and

Whereas, due to Covid-19 and labour interruptions over the past year the TDSB has had to delay implementation of other important, planned professional learning from its Multi-Year Strategic Plan in human rights, equity and anti-oppression as well as combatting various forms of discrimination;

Therefore, be it resolved:

That the Board support the Chair and the Director in writing to the Ministry of Education to delay the implementation of the new math curriculum until such time that school operations are no longer affected by Covid-19.