Government's Glaze Report – an NSTU Reality Check

Government's Glaze Report

- Report released Tuesday, Jan. 23, 2018.
- Report supports predetermined Government intentions outlined in the Minister's Action Plan 2015.
- Government announces plan to implement entire report, on Wednesday, Jan. 24, 2018, without consultation.
- Friday, Jan. 26, House is recalled ASAP (Feb 27).

Government's Glaze Report: Recommendation 8 – Removal of Principals, Vice-Principals and other Supervisory Staff at the Board Level from NSTU

Recommendation 8: Removal of Administrators from NSTU

- Many Teachers with Administrative Responsibilities also have teaching components in their assignment (teaching Principals/VPs, Department Heads). Will they be NSTU members or not?
- Without NSTU, Administrators will no longer have rights under the Collective Agreements like seniority, union representation, job security, severance…
- Once out of NSTU, benefits like Total Care Medical, Long Term Disability, Counseling, CarePath, Resilience, Professional Development (including Article 60), TWAR, SAA, pre-retirement seminars etc.…. will be lost.

Recommendation 8: Removal of Administrators from NSTU

- As non-unionized employees, Administrators will be “on their own” in cases of conflict with the employer like discipline of Administrator, accusations of mistreatment of student etc.. No grievance. No independent arbitrator. Only option to defend yourself is suing in civil court, at your own expense.
- Layoffs are much easier and unpredictable in non-unionized environment.
- Once removed from the NSTU, there is no mechanism for returning to a classroom other than a fresh start in teaching.

Recommendation 8: Removal of Administrators from NSTU

- It is unclear who, if anyone, will negotiate for Administrators or how their compensation package could evolve.
- Will Administrators be required to work during Summer, March Break and Christmas Holidays?
- Will Administrators be responsible to supervise students mornings, lunch, and after school?
- In BC, for instance, some Vice Principals earn less than the teachers they supervise.

Recommendation 8: Removal of Administrators from NSTU

Government's Glaze Report claims at page 34:

> *"It is a long-overdue change that would put Nova Scotia Principals in step with their peers elsewhere."*

REALITY

- Most Canadian Principals are in the same union as their teachers.
- Only Ontario, British Columbia and Quebec have the management/educator model. The other 7 provinces and 3 territories have a collegial model that includes Principals.
- Recent Governments in Alberta and Saskatchewan have examined and rejected this approach upon study and research of other jurisdictions.
- In provinces where Administrators have been removed from the Union, there has been an increase in conflict - greater number of grievances, greater financial and human costs for grievances and poor school climate.

Recommendation 8: Removal of Administrators from NSTU

Government Glaze Report claims at page 34:

"This model would establish a coherent management-educator model, instead of the conflict of interest that currently exists with both management and employee in the same union."

REALITY

- NSTU Administrators are TEACHERS with Administrative Responsibilities. Principals are Principal Teachers.
- Removal of Administrators from the NSTU will discourage teachers from moving into Administrative positions, and at the same time potentially allow the employer to hire non-educators as Administrators.

Recommendation 8: Removal of Administrators from NSTU

Government's Glaze Report claims at page 34:

"This model would establish a coherent management-educator model, instead of the conflict of interest that currently exists with both management and employee in the same union."

REALITY

- Recommendations 8 and 9 conflict. Are Principals "management", (Recommendation 8) or "instructional leaders" (Recommendation 9)?
- With Administrators out, a more rigid and confrontational application of the Agreement by both sides is likely.

New Regime for Administrators/Managers

REALITY

- The Glaze Report represents a shift of accountability from within the education system to reporting directly to the public.
- The “College of Educators” (Administrators will be required to belong), the Independent Student Progress Assessment Office, and the Ombudsperson for Education are new structures that will all report directly to the public. These will be new avenues for parents to use when they have concerns with teachers, Administrators and schools.

Government says Administrators must choose: be ripped from NSTU or return to classroom

REALITY

- Do you trust how Government will treat you in the absence of union protection?
- Do you want to be management or an educator? (Government says you can't be both).
- No mechanism to deal with the potential chaos of mass numbers of Administrators who will choose to leave administration and stay in NSTU. Who will be the new Administrators?

Government's Glaze Report: Recommendation 7 – Create a Provincial "College of Educators"

Recommendation 7: “College of Educators”

Ramifications:

- Every teacher (NSTU) and Administrator (non-unionized), will be required to belong, at their own expense, as a condition of employment.
- A “College” will be a watchdog for the public, designed to police teachers’ qualifications and behaviour, and control Certification upgrades.
- The “College” will control Certification. Will teachers continue to choose their own professional development, including those leading to license and salary increases?
- The stated goal here is to give teachers **greater** professional voice; however, a “College of Educators” would **diminish** teachers’ professional voice.

Recommendation 7: “College of Educators”

Ramifications:

- Through normal Collective Bargaining, over decades, NSTU negotiated and maintained itself as an equal partner in Certification changes (TPA Article 15 veto).
- A “College of Educators” will nullify important provisions of the Collective Agreement (standard of Just Cause, Union Representation, Grievance Process, protection for falsely accused ….)
- Members accused of misconduct by the “College” will likely have the details of the accusation published and posted publically. (E.g. those published publically in Ontario for crimes like failing to update IPPs.)
- In Ontario, the “Blue Sheets” containing names and details of teachers’ alleged transgressions are published in the back of their professional magazine and publically available to search by name on the College website.

Recommendation 7: “College of Educators”

Government’s Glaze Report claims at page 33:

> *“The College would perform some roles now held by the department, such as Teacher certification, and by the NSTU, such as discipline.”*

REALITY

- In matters of teacher discipline, School Boards are responsible.
- The NSTU **represents** teachers in discipline matters.

Recommendation 7: “College of Educators”

Government’s Glaze Report claims at page 33:

“In the interests of openness and independence, an independent “College of Educators” would be seen as impartial and without the conflict of interest when a group is in charge of both negotiating its membership needs and overseeing discipline.”

REALITY

- There is no such conflict of interest.
- In matters of teacher discipline, School Boards and EECD are responsible.

Recommendation 7: “College of Educators”

Government’s Glaze Report claims at page 33:

“The model is well established elsewhere and in other professions, from physicians to lawyers, dentists to barbers.”

REALITY

- The only Canadian (and in fact the only North American) jurisdiction that has a “College” is Ontario.
- British Columbia did have a “College”, but it was disbanded.

Recommendation 7: “College of Educators”

Government’s Glaze Report makes the spurious claim at page 33 that a “College” would improve teachers’ professional status.

> *“I believe that Nova Scotia teachers should achieve full professional status and a more significant role to contribute in the education system like their counterparts in other jurisdictions and countries.”*

REALITY

- Teachers in Nova Scotia currently have full professional status.
- Government appears to be suggesting that across Canada, the only teachers with “full professional status,” are in Ontario.

Recommendation 7: “College of Educators”

Government’s Glaze Report claims at page 33:

“Every five years, members should demonstrate to the College that they have continued their own education by taking accredited courses, aligned with department and school priorities.”

REALITY

- There currently is a requirement in the Education Act that teachers demonstrate 100 hours of professional development every four years.

“College of Educators”

Glaze at pg. 33 envisions a curious composition for its proposed “College”:

> *“Professional Educators (those with teaching certificates) should have significant presence in the membership of the College, with substantial representation from business, labour, industry, and others, such as provincial parent groups and community organizations.”*

REALITY

- Self-governing professions like lawyers etc. are **not** governed by a body with substantial representation from business, industry and community groups.
- The impetus for the creation of other professional colleges came from within the profession.
- Teachers in N.S. are unlike the other professions cited in that they are not self-employed or under multiple small employers. Teachers instead have one central employer responsible for discipline and certification.
- Will the “College” create an even greater substitute shortage?

Government has not clarified how it's "College" will be funded

Who pays for the "College" in Ontario?

- In Ontario, teachers, including Administrators pay a mandatory annual fee to maintain certification, among many other mandatory fees.
- Their annual operating budget of almost 41 million dollars and the cost of 173 full time employees is largely borne by the teachers of Ontario.
- Legal Fees of the "College" may be borne by the individual member who has been accused.
- **Introduction of a "College" = pay cut**

Government's Glaze Report: Recommendation 11 – Mobility and Choice to Work in any Region in Nova Scotia by Removing Barriers

Recommendation 11: Province-Wide Seniority

Government's Glaze Report claims at page 35:

"Nova Scotia needs teachers."

REALITY

- Seniority is currently calculated very differently from Board to Board. (E.g. starts to accrue with 1st term or permanency)
- Implementation of this recommendation will pick winners and losers based on their originating school boards.
- Will relocation across the Province be a teacher's choice or the Government's choice?
- The ability to move does not create or attract new teachers.

Recommendation 11: Province-Wide Seniority

- Government's Glaze Report claims at page 35:

  "It simply does not make sense to prevent teachers from moving freely from one community to the next, should a job vacancy arise."

- **REALITY**
  - Teachers are currently able to apply for positions in other areas of the province if there is a vacancy or through *In-Province Teacher Exchange*.
  - Increased mobility and choice of region will have unintended negative consequences.

Recommendation 11: Province-Wide Seniority

Government's Glaze Report claims at page 35:

"This is not to be used as a means of 'bumping' younger teachers from their jobs."

REALITY

- Current Collective Agreements include staffing articles that prevent "bumping".
- Province-wide seniority will restrict younger teachers' employment options.
- Younger teachers will likely be forced to move.

Recommendation 11: Province-Wide Seniority

Government's Glaze Report claims at page 35:

"This may need to be addressed in the teachers' bargaining agreement."

REALITY

- Collective Agreements are in place with staffing articles.
- Negotiate or legislate? Recent events would suggest this will be imposed on teachers.
- (What is the "teachers' bargaining agreement"?!)

Recommendation 11: Province-Wide Seniority

Government's Glaze Report claims at page 35:

- *"I would encourage all who care about having outstanding teaching across the province to embrace this possibility."*

REALITY

- Is Government saying there is not already outstanding teaching across the province.
- How is increased mobility and choice of region even connected to the quality of teaching in Nova Scotia?

Government Glaze Report: Recommendation 1 — Shift from a System of Nine Disconnected Silos to One Coherent, Aligned Model, Focused on Student Learning and Achievement.

Government plans to eliminate 7 English School Boards.

Government's Glaze Report claims at page 24:

> *"The savings on unnecessary administration can be used instead on classroom priorities."*

REALITY

- The removal of elected Boards does not necessarily create, "administrative savings" and in fact during the January 23, 2018 press conference Dr. Glaze stated she did not know what savings there would be.
- Only a quarter of respondents to the survey recommended cutting school boards.

Government plans to eliminate 7 English School Boards.

Government's Glaze Report claims at page 24:

"Enhance local voice with the creation of vibrant School Advisory Councils."

REALITY

- Some SAC's have been able to establish a vibrant presence over the past two decades.
- Others are having difficulty securing members to keep themselves functional.
- How exactly will this local voice be "enhanced?"

Government plans to ensure voice of Mi'kmaq and African Nova Scotians is heard at the Ministerial Level

Government's Glaze Report claims at page 24:

"Ensure voice of Mi'kmaq and African Nova Scotians is heard at the Ministerial Level."

REALITY

- CME (Council on Mi'kmaq Education) and CACE (Council on African Canadian Education) have long been active and engaged.
- The Government doesn't need a report to listen to the voices of CME and CACE.

Government plans to change Superintendents to Regional Executive Directors of Education

Government's Glaze Report claims at page 25:

> "Change the role of superintendents, now referred to Regional Executive Directors of Education."

REALITY

- The most significant change is they will answer to the Minister as opposed to a democratically elected Board.
- The new title is reflective of the corporate model as opposed to our publically funded education terminology.

Government plans to keep the existing Regional Administration Offices

Government's Glaze Report claims at page 25:

> *"This approach should mean faster service, unified policies and procedures reduced administrative cost and a more nimble system."*

REALITY

- There is no evidence to support this.
- Past amalgamations of school and health boards have not produced a faster, cheaper or more nimble system.

Government's Glaze Report: Recommendation 3 – Move Teaching Support Specialists Out of Regional Education Offices

Government plans to move teaching support specialists out of Regional Education Offices and into Classrooms.

Government's Glaze Report claims at page 31:

"Currently, there are more than 100 teaching support specialists in the regional offices whose main roles have evolved into too much paperwork, data entry and administration, through no fault of their own."

REALITY

- Government does not need a report to decrease data collection, administrative tasks, and unnecessary paper work.
- No consideration was given to classroom teachers and how their roles have evolved on a parallel course.

Government plans to have teaching support specialists in classrooms 4 days out of 5

Government's Glaze Report recommends at page 31:

> *"The fifth day is intended to be for data entry, lessons learned, reflection and planning; the Department must remove distracters to ensure that administrative work can be completed in a single day a week or less."*

IN FAIRNESS

- Giving classroom teachers the same consideration, 20 percent preparation time is equally important to all teachers.

Government's Glaze Report: Recommendation 4 – Encourage Cross-Fertilization Between the Department and Schools

Government plans to encourage cross-fertilization between the Department and the Schools

Government's Glaze Report recommends at page 31:

> *"I recommend two- to three-year secondments, term appointments, or exchanges, starting in 2018-2019…"It is critical to harness perspectives and insights from across the province, not simply provide the "view" from Halifax."*

REALITY

- Implementation of this recommendation may need consideration of other bargaining units.
- EECD already has representation from Boards across the province.

Also on our Radar!

Recommendation 12: PD directly tied to Teaching Standards and Government priorities

- What does this mean for Article 60? October Conference?
- Will teachers maintain freedom to identify and select PD appropriate to their needs/desires?
- Certification upgrades- available at all? Will permission from manager be required?

Recommendation 14: Independent Student Progress Assessment Office

- Independence likely means reporting to public and separation from teachers doing the work on the ground.
- Will we see even more standardized tests?
- More emphasis on data and even less emphasis on teacher-created assessment?

Also on the Radar!

Recommendation 13: New positions called Physical Activity and Extracurricular Coordinator

- Summer, before and after school, community-use extracurriculars.
- Will this be an NSTU position? Will teachers be required to coordinate extracurriculars?
- NSSAF in the “organizational structure” of EECD?

Recommendation 15: Ombudsperson for Education

- Independent office to investigate and resolve concerns and complaints of parents and public.