



**TIME FOR
PROFESSIONAL
RECOGNITION
AND RESPECT**



Like many other professions, teaching is a job in which much of the real work goes on behind the scenes.

Most secondary teachers have significant amounts of preparation time built into their timetables – 250 minutes per week or more.

In a class of 30 students, 200 minutes a week works out to under seven minutes per child per week.

Many new teachers leave within their first five years of teaching.

At every step of the way, elementary teaching is a highly regulated and demanding profession.

Gaining admission to a Faculty of Education is a competitive process. Throughout their careers, teachers must constantly keep up with a changing curriculum, the latest developments in teaching practice and classroom management, and applicable education law. The public quite rightly demands that the education of its children be entrusted only to highly trained and carefully supervised individuals.

Despite this, elementary teachers and the work that they do are constantly in danger of being devalued. Teachers understand the care, planning, and forethought that go into each and every contact hour in the classroom, but many non-teachers do not.

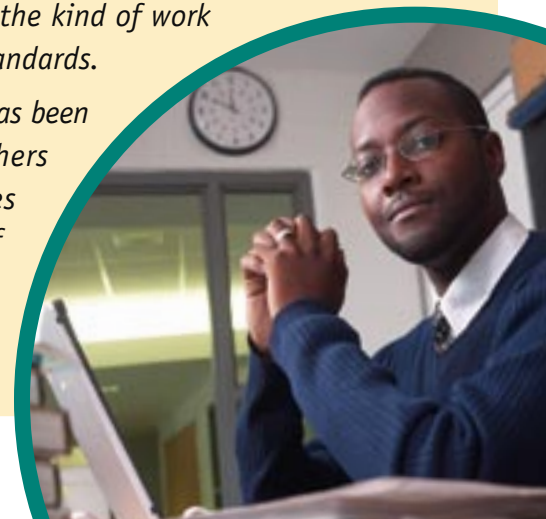
A reasonable amount of preparation time for secondary teachers has long been a given. This is time which they need and deserve in order to do their jobs properly.

And there are other inequities in the education system as a whole. In the separate school system, 11 of the 34 bargaining units for elementary teachers have 200 minutes of preparation time per week, and several others are in the 175-190 minute range.

It is time to recognize that a teacher is a teacher. Whether working at the elementary or secondary level, in the public or separate school system, teachers need certain basic tools to do their jobs, and one of these tools is simply time.

Even 200 minutes of preparation time will not cover everything that a teaching job entails, but it can help to create the conditions under which teachers are better able to do the kind of work that meets their own professional standards.

For too long, the teaching profession has been under pressure. Attracting the teachers Ontario needs, and keeping the ones it already has, is partly a matter of building the professional recognition and respect the job deserves.





Building for Tomorrow

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