MEMORANDUM TO: Directors of Education
Secretaries and Supervisory Officers of School Authorities
Director, Provincial Schools Branch
Secretary-Treasurer, Ontario Teachers’ Federation
General Secretary, Elementary Teachers’ Federation of Ontario
General Secretary, Ontario Secondary School Teachers’ Federation
General Secretary, Ontario English Catholic Teachers’ Association
Executive Director, Association des enseignantes et des enseignants franco-ontariens

FROM: George Zegarac
Deputy Minister of Education

DATE: September 6, 2013

RE: Topic for the October 11, 2013 Professional Activity Day

The purpose of this memorandum is to provide information to school boards on the professional activity topic for the October 11, 2013 Professional Activity (PA) day.

As you are aware, amendments were made in January 2013 to Ontario Regulation 304 “School Year Calendar, Professional Activity (PA) Days” under the Education Act for the 2013-14 school year requiring school boards to designate five mandatory PA days as well as allowing for one discretionary PA day for a total of six PA days.

These amendments reflected the collective agreement provisions that for the 2013-14 school year, there would be three unpaid leave days on scheduled PA days (October 11, 2013, December 20, 2013 and March 7, 2014).

As a result of subsequent negotiations, it has been agreed that the October 11, 2013 PA day shall be a paid PA day devoted to provincial education priorities.

This is to advise you that the topic for professional activities on the October 11, 2013 PA day has been established as a focus on teachers’ professional learning with respect to closing the gaps in student achievement. As part of the day’s activities school boards may want to include:

- Reviewing school achievement data over one or more years to identify groups of students and/or program areas where achievement levels are not as high as the average or are lagging behind, consistently over time;
• Identifying the specific learning needs of students in order to close these gaps;
• Analyzing the gap between support for these students and the learning needs they display
• Analyzing the School Effectiveness Framework self-assessment data for the school;
• Identifying the teacher learning needs relative to the student learning needs;
• Identifying resources necessary to address these teacher learning needs;
• Planning follow-on professional learning opportunities for teachers and monitoring mechanisms for implementation; and
• Planning professional learning connected to school improvement plans.

If you have any questions, please contact your local regional office.

(Original Signed By)

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George Zegarac

C. Barry Pervin, Assistant Deputy Minister  
   Instruction and Leadership Development Division

   Janine Griffore, Assistant Deputy Minister  
   French-language, Aboriginal Learning and Research Division

   Paul Anthony, Director  
   Teaching Policy and Standards Branch

   Kathy Verduyn, Director  
   Field Services Branch

   Regional Office Managers