

Appendix D

PROS AND CONS

Catholic teachers and registered ECEs are a unique Community of Interest because:

1. In contrast with other education workers, both teachers and ECEs are required to obtain professional certificates and are regulated by a professional college.
2. They will plan and implement the *Early Learning Program (ELP)* curriculum in Catholic boards together. They will share classrooms and work with the same children at the same time. They will both communicate regularly with families and together, will monitor children's developmental progress. Together, they are to maintain healthy physical, emotional and social learning environments.
3. Catholic boards want to hire Catholic ECEs.

PRO

Organizing ECEs will benefit teachers, because representing them would:

1. Permit OECTA to protect, advise and represent everyone on the team that will deliver the ELP.
2. Permit OECTA to participate in defining distinct job descriptions for ECEs while jobs are being implemented and evolving. This will help ensure that the pedagogical foundation of teacher work is aligned with the developmental work done by ECEs.
3. Enable OECTA to define a hiring model based on a hierarchy of qualifications. For example, those who hold both OTC and ECE qualifications would be given first priority, followed by those with 4-year ECE certificates, then 2-year certificates, and so on.
4. Enable OECTA to guard the scope of teacher assignments while local variations are implemented. By monitoring and participating in staffing committees, collective bargaining, the grievance process and coordinated joint professional development, OECTA could curb role overlap, limit the potential for job creep and prevent erosion of working conditions.
5. Create a shared table at which to address common issues for ECEs and teachers at the same time, such as sharing classrooms, timetabling, prep time, coordination of activities to support individual assessments by teachers, conflict resolution, reporting and sharing Professional Development during the day.
6. Prevent a different union from lobbying for more ECE jobs, at teachers' expense.
7. Prevent salary slump. In Australia, salaries for both groups are higher where teachers and ECEs belong to the same union.
8. Permit OECTA to monitor and influence how boards apply and enforce denominational rights and protect both groups against denominational extremes.
9. Be evidence of the scope, vitality and nature of the publicly funded Catholic school system if its' right to continue is challenged.

10. Strengthen bargaining leverage during negotiations and disputes and if both were represented by the same union, would reduce fragmentation and confusion. During a job action, ECEs and teachers could support each others' demands better.
11. Protect and strengthen the master agreement concept that OECTA promotes for Occasional teachers.
12. Increase the OECTA membership and increase revenue both provincially and locally.
13. Prove that Catholic teachers are a Community of Interest of certificated education professionals in Catholic schools, to support a legal argument against permitting non-qualified persons to delivering secondary programs.

CON

OECTA should not organize ECEs, because representing them would:

1. Undermine OECTA's ability to prevent other non-teachers from being introduced to deliver programs.
2. OECTA would no longer be a teacher-only union that has a unique professional voice.
3. Open the door to organizing other education workers that would dilute OECTA's focus on teacher issues.
4. Not prevent the conflict between teachers and ECEs that will be inevitable. Member-to-member conflict is difficult to resolve, costly and time-consuming.
5. Cost OECTA provincial too much money, time, and human resources to organize, represent, negotiate for and defend ECEs.
6. Strain unit resources.
7. Require OECTA to hire more provincial staff.
8. Require changes to the OECTA Constitution.