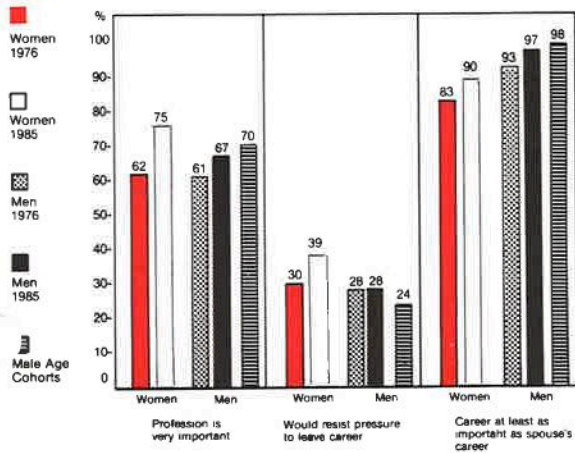


## Women's Commitment

CHANGES IN CAREER COMMITMENT OF WOMEN AND MEN IN OSSTF (1976-1985)



Graph from page 30, *Changes in Career Commitment of Women and Men in OSSTF*.

This graph illustrates perhaps better than anything else dramatic changes in the career commitment and self-image of women teachers in the mid-1980's.

- 75% report that their career is "very important" as compared with 62% in 1976.
- More women (90%) in 1985 than in 1976 (83%) believe their career is as important as their spouse's.
- The percentage of women aspiring to become vice-principals or principals has jumped from 3% in 1975 to 10% in 1985.
- The percentage of women aspiring to positions above that of principal exceeds the level of aspiration of men, and has gone from 8% in 1976 to 13% in 1985.
- Considerably more women (34%) than men (25%) are pursuing further education.

## Where do we go from Here?

- 1 Support the implementation of an effective affirmative action policy by your board.
- 2 Share the survey's findings and help to explode the myths
- 3 Support the implementation of parental leaves and work-place childcare.



4 Volunteer to work with your local OSSTF executive to implement the report's recommendations.

5 Contact your local status of women chairperson or a member of the provincial status of women committee for further suggestions.

MUST READING FOR ALL ONTARIO SCHOOL BOARDS:

**REAL PROGRESS FOR WOMEN HAS OCCURRED MAINLY IN THOSE AREAS WHERE AFFIRMATIVE ACTION POLICIES AND PROCEDURES HAVE BEEN IN PLACE FOR SOME TIME.**

## How Do I Obtain the Full Report?

The survey is already in wide demand by women's groups, teacher organizations and research bodies across Canada. For more information, write to: Sue Borowski, Secretariat, OSSTF 60 Mobile Drive, Toronto M4A 2P5, or Carol Brayman, c/o Lorne Park Secondary School, 1324 Lorne Park Road, Mississauga, Ont. L5H 3B1.

Ten years later . . .

## EXPLODING THE MYTHS



Results of a survey conducted for the Status of Women Committee in 1985



Ontario Secondary School Teachers Federation





## What the Survey was about



OSSTF prides itself as being an organization which stands for fairness and equity for all members. In keeping with this value, affirmative action for its women members is a direction/initiative which the Federation supports through its policy and increasingly through practice.

As early as 1976, the *ad hoc* OSSTF Status of Women Committee drew continent-wide attention for a survey which disclosed the disparate promotion experiences of men and women members.

Ten years later in 1985, with a mandate from the 1984 Annual Assembly delegates, the Committee has repeated the survey with absorbing results. Again, interest has been continent-wide. Again, the results provide rich ground in which to plant the seeds for positive change.

While problems still exist, the latest survey finds evidence of more positive attitudes, and more enlightened promotion practices.

THE LATTER IS PARTICULARLY TRUE WHEREVER BOARDS OF EDUCATION HAVE CREATED AFFIRMATIVE ACTION POLICIES AND PROGRAMS.

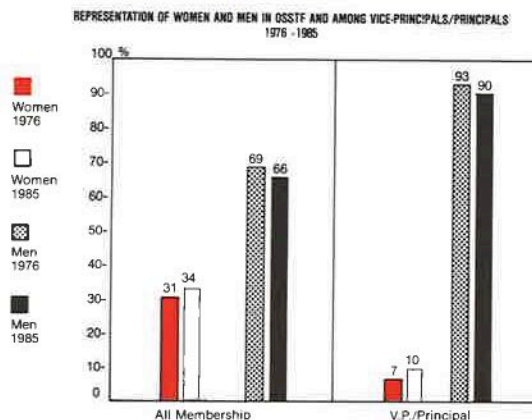
This brochure, a response to an avalanche of requests, highlights some of the major points.

## How the Survey was Conducted

The survey took place between April and June, 1985, when a detailed questionnaire was mailed to 5,000 OSSTF member and area superintendents. A total of 1,876 (38%) responded. They included women (90 were administrators, ranging from vice-principals up); and men (of whom 321 were administrators).

## Some of the Highlights

### WOMEN'S QUALIFICATIONS



Graph from page 12, Representation of Women and Men in OSSTF and among Vice-Principals/Principals.

NOTE THAT:

- Women's overall representation has increased from 31% to 34% since 1976.
- Women's representation among Vice-Principals/Principals has increased from 7% to 10% in the same 9 years.

NOTE: This increase is now being threatened by declining enrolment and the extension of separate school funding.

## Roadblocks to Equity

The survey showed that:

Women teachers with a young family still do most of the housework and the child care on top of their teaching job. "Women tend to do most of the daily and weekly (household) tasks while men . . . are more likely to do the sporadic or special household tasks".

"Women with children three years old or younger spend an average of 20.34 hours a week on housework while men with children this young spend 13.6 hours per week".

Principals tend to encourage male teachers more to seek promotion, although their vice-principals tend to treat both sexes equally.

## Attitudes are changing

Women and men teachers are less biased in favour of men than they were in 1976.

Women teachers now believe that women and men are *equally capable* of administering an academic, vocational or composite high school.

Men only slightly favour men for administrative roles.

Women teachers now see men and women as equally effective in disciplining students, dealing with male students and relating to inner city students.

## Real Progress

