

sector employers who wish to adopt Affirmative Action programs.

In Ontario alone, the Women's Bureau has already worked with over 300 employers to assist in the establishment of programs. These employers were surveyed by the Women's Bureau in 1980, and in general responses indicated positive results, both in increasing the number of women in jobs at all levels, and in attitudinal changes towards women in the workplace.

10. DO ONTARIO'S SECONDARY SCHOOL TEACHERS REALLY NEED AFFIRMATIVE ACTION PROGRAMS?

The facts speak for themselves.

Women are just under one-third of Ontario's secondary school teachers, but they remain under-represented in all leadership positions. Men are 97% of the principals and 93% of the vice-principals; they hold 80% of other positions of responsibility. The leadership potential of women is an untapped resource in education.

Women remain clustered in lower grade levels in the secondary schools. They are 37% of the grade 9-10 teachers, but only 23% of the Grade 13 teachers. Experience in senior grades is frequently a necessary criterion for promotion. Women need full access to all positions.

Women are losing ground in the secondary schools. Overall, men have increased their share of secondary jobs by about 1%, with a corresponding decrease in the proportion of women, since 1972. The percentage of women classroom teachers has decreased by nearly 3%. Equal employment opportunity is essential if women are to maintain even their present share of secondary school positions.

In 1979, the median salary for women teachers was \$3,265 lower than that of men. A more equitable representation of women at all levels of responsibility would narrow this gap considerably.

(Statistics from "A Comparative Analysis of Male/Female Staff in the Ontario Education System, 1972 to 1979", Ministry of Education, October 1980.)

11. WHY SHOULD OSSTF FORMALLY SUPPORT THE ESTABLISHMENT OF AFFIRMATIVE ACTION PROGRAMS BY BOARDS OF EDUCATION?

OSSTF has always been committed to supporting practices and policies which improve the quality of the working environment for its members. Affirmative Action programs which seek to ensure genuine equality of employment opportunity for all teachers are fully congruent with the stated objects of the Federation.

With increasing numbers of Boards seeking to establish Affirmative Action, the need becomes urgent for OSSTF to take a formal position on this question, and to ensure that as a professional organization we have appropriate input into the design and operation of the programs.

12. IS ASSISTANCE AVAILABLE FROM ANY SOURCE FOR OSSTF DISTRICTS AND DIVISIONS IN BOARDS WHICH ARE DEVELOPING AFFIRMATIVE ACTION PROGRAMS?

Within a relatively short period of time, a great deal of information has been compiled on Affirmative Action. The following is a partial list of available resources.

- Members of the OSSTF provincial Status of Women Committee are available for consultation
- Individuals currently holding Affirmative Action positions in Boards have volunteered their help
- Information, resource materials, bibliographies and assistance are available from:
 - the OSSTF Resource Centre;
 - The Equal Opportunity/Affirmative Action Unit of the Ministry of Education
 - the Women's Resource Centre at O.I.S.E.
- The Women's Bureau, Ontario Ministry of Labour, provides a consulting service which includes publications, bibliographies, kits, films, sample surveys, action plans and other resource materials

THIS INFORMATION HAS BEEN PREPARED BY THE OSSTF PROVINCIAL STATUS OF WOMEN COMMITTEE. IF YOU HAVE FURTHER QUESTIONS ABOUT AFFIRMATIVE ACTION, PLEASE CONTACT THE COMMITTEE AT 60 MOBILE DRIVE, TORONTO.

AFFIRMATIVE ACTION

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More girls must study the sciences council says



Maternity victory for translators

still lose top jobs to males
Women
Only women...
Ehret Melchior
ROSEMARY SPERIN
the Ontario Green
Sustainable
Adaptive set
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the Ontario Green
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PROVINCIAL STATUS OF WOMEN COMMITTEE

1. WHAT IS AFFIRMATIVE ACTION?

Affirmative Action is a program of activities designed to equalize employment opportunities for women. It is a results-oriented plan which aims to broaden career options for all employees by ensuring equitable access to both preparation for and appointment to positions of responsibility, and by facilitating the entry of women into work roles traditionally held by men.

Such a plan, effectively implemented, can result in increased opportunity for both men and women to work in areas previously dominated by one group.

2. WHAT IS THE DIFFERENCE BETWEEN EQUAL OPPORTUNITY AND AFFIRMATIVE ACTION?

Equal opportunity for employment is a stated objective of most employers in our society. It is not, however, a reality; most working women remain clustered in the low-paying, low-responsibility roles in every field.

Affirmative Action programs are systematic, deliberate, and necessary measures which can help to make equal employment opportunity a reality.

Equal opportunity is the goal; Affirmative Action is the method.

3. WHAT ACTIVITIES MIGHT A TYPICAL AFFIRMATIVE ACTION PROGRAM INCLUDE?

Programs will vary considerably because of the particular problems and priorities of individual organizations. In school boards, Affirmative Action activities could include:

- Appointment of an Affirmative Action co-ordinator
- Research to document the current status of women
- Identification of policies and procedures which hinder equal opportunity
- Provision of Professional Development programs related to women's career needs
- Elimination of sexist terminology or bias in communications, interviews, evaluation, and other areas
- Initiation of awareness sessions for senior management personnel and others

4. DOES AFFIRMATIVE ACTION INCLUDE CURRICULUM-RELATED ACTIVITIES?

Not necessarily. Affirmative Action is essentially an employment program, and is intended to equalize employment opportunities. Curriculum goals and policies concerning sex-role stereotyping and equal opportunity for students are already in place.

However, the Affirmative Action plan of a particular Board might well include curricular innovations and student-oriented activities as one of its components.

5. HOW CAN AN AFFIRMATIVE ACTION PROGRAM BENEFIT WOMEN EMPLOYEES WITHOUT DISCRIMINATING AGAINST MEN?

Affirmative Action programs do not imply preferential treatment for women. Rather, they require that women receive the same careful and fair consideration as men do when applying for any position. These programs ensure that both men and women have access to all professional options without interference due to stereotyped assumptions or biases.

Where a specific goal of increasing the representation of women in a particular area is set, the Ontario Human Rights Commission invites employers to seek its approval to ensure that the goal is a legitimate, non-discriminatory activity designed to increase the employment of members of groups identified by sex, race, creed, or several other characteristics.

6. WILL THE SETTING OF GOALS RESULT IN THE HIRING AND PROMOTION OF UNQUALIFIED WOMEN?

One of the benefits of an Affirmative Action program can be clarification of the experience, qualifications, and other criteria for appointment to a position. Clearly-stated, detailed job descriptions give the advantage to the qualified candidate, regardless of sex.

Realistic Affirmative Action goals, and timetables for achieving these goals, will be set in relation to the number of women available, their experience, qualifications, and interests. An important part of a strategy for achieving such goals would be the provision of special

educational or training programs leading to the necessary qualifications for interested women.

7. HAS THE MINISTRY OF EDUCATION INDICATED ANY SUPPORT FOR AFFIRMATIVE ACTION PROGRAMS IN ONTARIO SCHOOL BOARDS?

Since 1973, the Ministry in a series of memos has repeatedly urged Boards to develop equal opportunity policies for employment and promotion of women. In January of 1976, the Minister encouraged Boards to formulate Affirmative Action plans for implementing their equal opportunity policy.

In November 1981, a report entitled "A Comparative Analysis of Male/Female Staff in the Ontario Education System, 1972 to 1979" was released, with an accompanying memo pointing out once again the need to encourage women to apply for positions of responsibility, and to ensure that they are given equal consideration for these positions.

The Ministry itself has an Equal Opportunity/Affirmative Action Unit for its own employees.

8. ARE ANY SCHOOL BOARDS IN ONTARIO PRESENTLY IMPLEMENTING AFFIRMATIVE ACTION PROGRAMS?

According to information supplied by the Women's Bureau of the Ontario Ministry of Labour in November 1981, the following Boards are known to be involved to some degree in Affirmative Action activities:

Brant, Carleton, Durham, Etobicoke, Nipissing, North York, Ottawa, Stormont-Dundas-Glengarry, Toronto and Windsor.

New positions have been created in many of these Boards with responsibility for designing, coordinating, and implementing Board Affirmative Action programs.

A number of other Boards have established committees or task forces to investigate the need for such programs.

9. ARE OTHER EMPLOYERS INVOLVED IN AFFIRMATIVE ACTION?

Many federal and provincial government ministries already have Affirmative Action programs, some established since 1974. The federal government has a program to assist private