

Regulatory Registry Response

The Education Act New Regulation: Director of Education Performance Appraisal

Submitted by the Ontario School Library Association (OSLA)
November 2023

The Ontario School Library Association (OSLA) is responding to the regulatory proposal, as posted by the Ontario Ministry of Education, intended to establish consistent requirements and a standardized process for Boards of Trustees to monitor and evaluate the performance of the Director of Education, including progress on provincial education priorities.

As the common voice of elementary and secondary teacher-librarians and library staff, OSLA recognizes and supports the value of implementing a Director of Education Performance Appraisal for the successful delivery of provincial education priorities. Per the regulatory proposal posting, these priorities are articulated in Ontario Regulation 224/23, and include:

1. Achievement of Learning Outcomes in Core Academic Skills
2. Preparation of Students for Future Success
3. Student Engagement & Well-Being

As affirmed in OSLA's response to the Ontario Human Rights Commission's consultation for [Right to Read](#), its report on student literacy in Ontario, school libraries and trained library staff are critical elements for curriculum achievement and student success.

- Teacher-librarians are literacy leaders and provide support and expertise to the entire school;
- Teacher-librarians gauge reading abilities, interests and capabilities of the student population and can work in tandem with other staff with expertise in literacy and reading ability;
- School libraries, especially at the elementary level, foster students' love of reading, which has a positive impact on literacy scores, success in science and students' social and civic engagement;

- Schools with trained library staff have better outcomes on the Grade 3 and 6 EQAO assessments¹.

In recognition of the critical curriculum-supporting role performed by trained school library staff, and as part of this appraisal process, the OSLA recommends identifying the successful completion of and adherence to the Ministry of Education's recently implemented Grant for Student (GSN) reporting requirements for school libraries as an evaluation criterion, whereby the Director of Education will be assessed for successfully overseeing the effective investment of school library funding as intended per the provincial funding formula for school libraries.

On May 4, 2021, the Ministry of Education released its 2021-22 Grant for Student Needs (GSN) which included new, enhanced reporting requirements for library funding. Recognizing the vital role that school libraries play in student success, these reporting requirements seek to track school boards' spending on school libraries against the provincial formula:

- These reporting requirements were intended to provide the Ministry with greater insight into how school boards are funding school libraries;
- They apply to both the funding provided for library staffing through the Pupil Foundation Grant, as well as the enveloping provision of the Library Staff Allocation in the School Foundation Grant, which also remains in place; and
- School boards that are not fully utilizing the funding provided for library staffing through both grants will be asked by the Ministry of Education to prepare and submit a multi-year plan highlighting their vision and next steps to address any underspending.

These reporting measures were implemented for the 2022-23 GSN cycle and included comprehensive reporting for the 2021-22 school year. OSLA continues to engage directly with Ministry officials to discuss opportunities for continuous improvement and greater accountability, as well as implementation of the multi-year planning process for the substantial minority of school boards reporting under-investment of provincial funding for school libraries.

With these enhanced GSN reporting measures already in place, the OSLA believes that integrating the successful completion of these reporting requirements and meeting provincial investment expectations should become part of the assessment framework of the Director of Education Performance Appraisal process. By keeping Directors of Education accountable for the use of provincial funding for school libraries, and thereby in conformity with new expectations set by the Ministry of Education, we can ensure that

¹ People for Education & Queen's University Faculty of Education. [School Libraries and Student Achievement in Ontario](#). Toronto: Ontario Library Association, 2006



.. ontario school library association

students across Ontario have equitable access to the support they need to excel in core academic skills and prepare for future success.

Sincerely,

Johanna Gibson-Lawler
President 2023
Ontario School Library Association (OSLA)

About our organization:

Founded in 1900, the **Ontario Library Association** (OLA) is the oldest continually operating non-profit library association in Canada. With more than 4,000 members, the OLA is the largest library association in the country. We offer opportunities for learning, networking, and providing input into public policy. The **Ontario School Library Association** (OSLA) is a division of OLA consisting of 1,000 members who work in Ontario's school libraries.