

# Advancing and Protecting Our Union, Our Values and Our Profession



**ELEMENTARY TEACHERS' FEDERATION OF ONTARIO  
REPORT TO THE 2015 ANNUAL MEETING**



It is the goal of the Elementary Teachers' Federation of Ontario to work with others to create schools, communities, and a society free from all forms of individual and systemic discrimination. To further this goal, ETFO defines equity as fairness achieved through proactive measures which result in equality, promote diversity, and foster respect and dignity for all.



Photo credits (clockwise from top left): Kathryn Gaitens (1), Anne de Haas (2,3), Vitusha Oberoi (4,5)

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This 2015 Report to the Annual Meeting can be read online at [www.etfo.ca](http://www.etfo.ca)

**REPORT TO THE 2015 ANNUAL MEETING**  
**Advancing and Protecting Our Union, Our Values and Our Profession**

**2013-2015 EXECUTIVE**



**Sam Hammond**  
President  
Hamilton-Wentworth  
Teacher Local



**Susan Swackhammer**  
First Vice-President  
Grand Erie Teacher  
Local



**James McCormack**  
Vice-President  
Waterloo Region  
Teacher Local



**Maureen Weinberger**  
Vice-President  
(Female)  
Halton Teacher Local



**Rian McLaughlin**  
OTF Table Officer  
Hamilton-Wentworth  
Occasional Teacher  
Local

***Executive Members***



**Karen Brown**  
Elementary Teachers of  
Toronto Local



**Adelina Cecchin**  
Greater Essex County  
Teacher Local



**Doug Cook**  
Upper Grand Teacher  
Local



**Kelly Holley**  
Algoma Teacher Local



**Diane Dewing**  
Upper Canada  
Occasional Teacher  
Local



**Nancy Lawler**  
Bluewater Teacher  
Local



**David Mastin**  
Durham Teacher Local



**Monica Rusnak**  
Ontario North East  
Teacher Local



**Debi Wells**  
Limestone Teacher  
Local

**ETFO ADMINISTRATIVE  
LEADERSHIP**



**Victoria Réaume**  
General Secretary



**Sharon O'Halloran**  
Deputy General Secretary



**Anne Rodrigue**  
Deputy General Secretary

## **THE ELEMENTARY TEACHERS' FEDERATION OF ONTARIO**

The Elementary Teachers' Federation of Ontario (ETFO) represents 76,000 members who include public elementary school teachers, occasional teachers, designated early childhood educators (DECEs), education support personnel, and professional support personnel.

These dedicated professionals work in over 2,600 schools across Ontario. They teach, support, and inspire almost one million children ranging in age from four to 14 years.

Along with providing protective and professional services for these members, ETFO promotes equity and social justice within our education system and broader society.

### **ETFO Priorities for 2014-2015**

Approved each year at ETFO's Annual Meeting, the following priorities guide the activities and initiatives undertaken by the Federation:

- ➔ To protect the collective bargaining rights of all members.
- ➔ To defend publicly-funded public education.
- ➔ To serve the needs of the membership.
- ➔ To provide for the professional development of members.
- ➔ To promote social justice in the areas of peace, anti-poverty, non-violence and equity.
- ➔ To support international assistance and co-operation.
- ➔ To promote the care and protection of the environment.
- ➔ To actively engage members in the Federation.
- ➔ To promote and protect the health and safety of members.

# STANDING UP TO PROTECT OUR PROFESSIONALISM



When ETFO bargains, it is a collective activity that affects and involves us all. Every ETFO member plays a part in the success of negotiations. Navigating a path for bargaining under the new two-tiered collective bargaining legislation has been an unprecedented process requiring time, patience and commitment to our bargaining goals. More than anything, this round has drawn its strength from the commitment of ETFO members.

Pronouncements from the Liberal government about conducting “net zero bargaining” during this round of negotiations signalled that the road to a fairly negotiated settlement would not be smooth. ETFO members have become well-

versed in the real intent behind euphemisms like “net zero bargaining,” “austerity budgets” and even “taking a pause,” which is to restrict constructive dialogue during negotiations and fetter the bargaining process. In a country like Canada, where free and fair collective bargaining is a fundamental right, concepts like “net zero bargaining” have no place at the negotiations table.

The vote result from the online central strike vote in November 2014 – 95% in favour of taking strike action if necessary – provided ETFO with a clear mandate as we entered negotiations at the central tables. That mandate has been tested with teacher and occasional teacher (OT) central bargaining as ETFO commenced strike action this spring.

In late February, the Ontario School Boards' Association (OPSBA) and the Liberal government demanded numerous unacceptable concessions at the teacher/OT table. Their agenda would take us back more than a decade and would strip collective agreements of articles that ETFO has bargained for over many years.

These concessions included strips to sick leave provisions, increased supervision time, the ability for principals to direct preparation time, control over diagnostic testing, the removal of staffing and class size provisions from local agreements, the elimination of Regulation 274 and several monetary concessions. After giving OPSBA and the government a "time-out" to reconsider these demands, ETFO applied for conciliation on March 31.

It was clear by April 17, when ETFO met with the conciliator, that OPSBA and the government were unwilling to drop the concessions so the ETFO bargaining team requested a "no board" report. This report, issued by the Minister of Labour on April 24, put ETFO in a legal strike position for the teacher/OT table as of May 10.

### Effective Work-to-Rule Action

ETFO members have fought back to take back control of their working conditions. ETFO staff met with stewards and local teacher/OT/ESP/PSP/DECE executive members across the province to share its plan for commencing "Phase 1" of work-to-rule strike action on May 11. Phase 1 directed teachers and occasional teachers to withdraw from participation in all Ministry of Education initiatives and some administrative duties connected to board activities. Most significant was the refusal to participate in EQAO testing and provide comments on report cards.

ETFO's administrative work-to-rule strike action had immediate effects. The Ministry of Education

cancelled spring EQAO testing in Grades 3-6, providing teachers with welcome opportunities for more meaningful teaching and learning.

ETFO teachers also provided year-end report card grades without comments in print form to their principals. A public outcry ensued when a number of district school boards announced that they would send a pass/fail form letter instead of report cards to parents. School boards were forced to reverse their position.

Job action is never easy, but ETFO members have shown their resolve. They have demonstrated that they will not accept an austerity agenda and a lack of respect for their professional judgement.

### Support Staff Central Bargaining Table

In January, ETFO met with the Liberal government, OPSBA and the Ontario Catholic School Trustees' Association (OCSTA) to negotiate the central table list for its DECEs, ESPs and PSPs. All central table list items were agreed upon with the exception of one: student supervision. ETFO saw this item as a central table item, while OPSBA and OCSTA saw it as a local item. As a result of



Photo: Vivian McCaffrey

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this dispute, ETFO referred the question to the Ontario Labour Relations Board (OLRB).

On May 20, ETFO put forward a strong case at the OLRB for why supervision should be a central table item for these members. On May 22, the OLRB delivered its decision that supervision is a local item. Although disappointing, the decision finalized the central list so that bargaining could get underway.

### The Way Forward

Job action is just one way that ETFO members are showing OPSBA and the Liberal government that ETFO means business when it comes to protecting ETFO members' working conditions and students' learning conditions. In May, joint political action and solidarity with the other three teacher affiliates and CUPE Ontario was evident at a Queen's Park rally to support the three striking Ontario Secondary School Teachers' Federation locals. From rallies and joint weekly pickets out-

side Liberal constituency offices, to meetings with trustees and information pickets at local school board meetings, we have continued to put further pressure on OPSBA and the government to reconsider the strips on the table.

ETFO collective bargaining staff continues to work closely with locals to support local leaders in conducting meaningful local negotiations with school boards. This is the first time in a decade that local leaders are in a position to engage in real local bargaining, due to the right to strike locally that was won through the amendment process of the new *School Boards Collective Bargaining Act*.

### Stay Informed and Ready to Act

The months ahead are critical as we continue to defend our hard-won collective agreements. I am asking each and every member to stay strong, remain engaged and committed to our cause and stay informed for the latest and most accurate information as events unfold.

You can do that through a wide range of ETFO communication tools, from the traditional (bargaining bulletins, print materials, mass meetings) to the innovative (mobile alerts, apps, social media, telephone town halls, voicemail, online voting). Our online collective bargaining communication tools, including ETFO's Our Union website at [etfocb.ca](http://etfocb.ca), ETFO's Our Union Collective Bargaining eNewsletter and ETFO's social media outlets, have proven effective in getting vital information to members.

Our professionalism and our future are at stake in these collective bargaining negotiations. Thank you as we continue to stand up for ourselves, our students and classrooms and public education in the coming months.

**Sam Hammond**



Photo: Anne de Haas

# A UNION THAT TAKES ACTION

## GENERAL SECRETARY'S REPORT

Whether for its members, or students, families and communities, ETFO is a union that takes action.

At the bargaining table, ETFO is committed to protecting students' learning conditions and ETFO members' working conditions. Bargaining has been extremely challenging to date, but ETFO will persevere. As part of our desire to educate the public about current issues in education, this spring ETFO launched an advertising campaign focused on smaller classes and support for students with special needs which are two building blocks of ETFO's *Building Better Schools Education Agenda*. The goal of the campaign was to remind the public that teachers are doing the best they can but that smaller class sizes are essential to ensuring that the learning needs of every student are met.

*Building Better Schools* also formed the basis for ETFO's ongoing lobbying at Queen's Park. In the fall, ETFO representatives participated in the Ministry of Education's funding review and spoke directly to the need to increase grants in the key areas identified in the ETFO plan. Following the completed roll out of full-day Kindergarten (FDK) in September, ETFO put forward to the government concerns from local leaders and members regarding class sizes, physical space requirements and support services.

Last fall, the *ETFO MOU Task Force on Health and Safety – Report and Recommendations* was released, offering 22 recommendations to ensure that school communities are healthier



and safer places to work and learn. This and two other studies on Regulation 274 and teacher workload and professionalism issued in the fall were negotiated by ETFO as part of a Memorandum of Understanding signed with the government in June 2013. These reports are significant and they have been raised in this round of bargaining.

### Action on Social Justice and Equity Issues

ETFO's activism in areas that affect women and children is longstanding. In March, ETFO sent five women leaders to the UN Commission on the Status of Women as part of a labour delegation calling on world leaders to build an inclusive labour market for women. ETFO also made a submission to the Select Committee on Sexual Violence and Harassment to offer recommendations on the Ontario government's action plan to address sexual violence and harassment.

This year, ETFO completed a review of its programs for women and a priority emerged to identify women who are interested in leadership and provide mentorship for them. Strong women leaders are needed in a union where 81 percent of its members are women. Many ETFO women members have already benefited from formal and informal mentoring by other women in leadership positions.

As you will read in this Annual Report, ETFO is active on many social justice and equity issues. The *Spirit Horse* tour this spring developed an understanding among teachers and students of First Nations, Métis and Inuit (FNMI) cultural and historical perspectives and a number of new FNMI resources were developed. *The PrideHouse That Kids Built* raised awareness around inclusion in sport in the lead-up to and during the TORONTO 2015 Pan Am/Parapan Am Games. ETFO and its locals also made significant donations around the world to public education and to relief funds for Nepal and for the Ebola crisis.

## Action to Meet Member Needs

As part of its priorities, ETFO provides learning opportunities for all members whatever their role or interest: classroom teacher, occasional teacher, PSP, DECE, local leader, chief negotiator or member of an equity-seeking group. We do this by seeking out, listening to and responding to feedback from local leaders and members through both informal and formal processes such as verbal or written feedback, surveys, internal program reviews and focus groups.

This past year, ETFO strove to innovate in all areas. For example, the ETFO Local Leader Virtual Academy provided a series of interactive webinars to enhance leaders' knowledge on topics such as IEPs and the reporting process, pensions, pregnancy/parental leaves and reporting serious student safety incidents. The Webinar series was the first to use ETFO's new web-based Events Management System (EMS) for online registration. The EMS will allow for the consolidation of ETFO's events management processes into a single integrated system, making it easier for members to register for programs, workshops and conferences.

For Professional Relations Services (PRS) we added more presentations, implemented alternative modes of training, adapted training and reallocated staff to meet a growing demand for PRS workshops. For example, the number of pregnancy and parental leave

workshops increased approximately 25% from last year and the creation of a webcast augmented our outreach. An additional PRS staff member was assigned to assist with additional pension workshops which were scheduled in the spring.

Collective Bargaining Services (CB) implemented a number of new bargaining-related training initiatives this year. Along with the ETFO Local Leader Virtual Academy, this year's Collective Bargaining Conference, *Navigating Uncharted Waters*, was revised to meet the needs of both experienced and novice participants.

This past year, a focus for Professional Development/Learning Services (PD/L) was in the areas of technology and math. PD/L offered two Ministry-funded Information Communication Technology (ICT) conferences as well as Connected Communities, a series of online professional learning sessions on math- and technology-related topics. Revisions were made to *Classroom Management That Works for the Occasional Teacher*. The workshop has now been structured as a two-part series with a greater focus on reflective practice and teacher professional judgment.

Equity and Women's Services (EWS) offered *Re-thinking White Privilege* workshops for the first time this year and a resource on this topic is in development. New women's programs for 2015-16 will include a mentoring program for women, an online networking site for racialized and FNMI women and a women's advanced leadership program in conjunction with the Canadian Labour Congress (CLC) summer school.

ETFO's goal is to continue to offer programs and services that provide the types of supports members and locals need to succeed in your classrooms, your workplaces and in your union.

**Victoria Réaume**

# PROTECTING OUR PROFESSION

## ETFO's Collective Bargaining Campaign

The 2014 round of collective bargaining for ETFO was going to be different on two accounts.

The *School Boards Collective Bargaining Act, 2014*, or Bill 122, mandated a system of two-tiered collective bargaining in the education sector to include central bargaining (provincial) and local bargaining. ETFO would have two central tables: one for negotiating central items for teachers and occasional teachers; and another for negotiating central items for education support workers. This was also the first time that the Ontario Public School Boards' Association (OPSBA) would be a party at central table discussions.

Long before ETFO's collective agreements expired on August 31, 2014, the Federation had worked with members to develop collective bargaining (CB) goals.

In early September, ETFO launched a CB Communication's campaign called *Our Union Our Values Our Profession*. The *Our Union* campaign has continued to inform, educate, engage and mobilize members about the goals established by ETFO for the 2014 round of collective bargaining, as well as about bargaining-related events. The campaign's photos and visuals highlight ETFO members - the 'faces of our union'. The campaign features a specialized collective bargaining website at [www.etfocb.ca](http://www.etfocb.ca), a CB eNewsletter with over 65,000 member subscribers, bargaining bulletins,

print resources, social media shareables, buttons, t-shirts and a CB app.

As the year unfolded, ETFO and its members championed teacher working conditions and student learning conditions, and stood up for issues involving class size, self-directed preparation time, supervision time, teachers' ability to exercise their professional judgement in the classroom and fair hiring practices.

## Central Strike Vote

ETFO held an all-member central strike vote in late November with very strong participation.

Members voted 95% in favour of taking strike action if necessary to back up ETFO's call for meaningful central table bargaining. An exten-



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sive communication and mobilization plan for the central strike vote was developed by ETFO's Collective Bargaining service area. It included:

- steward training sessions and steward-led worksite meetings;
- mass meetings in each ETFO local;
- a special central strike vote section on the *Our Union* CB website;
- CB eNewsletter and bargaining bulletin updates;
- a social media strike vote awareness campaign;
- provincial telephone town hall meetings and automated voicemail messages;
- a mailing to members' homes; and
- a toll free strike vote help centre.

A member-only online voting site provided information, a close captioned video of President Hammond discussing the strike vote and an audio file of the provincial telephone town hall meetings.



## Teacher/Occasional Teacher

### **December 4: Central Table list of items reached**

A Memorandum of Settlement is reached between ETFO, OPSBA and the government which lists the items for central bargaining for the teacher and occasional teacher central table negotiations. ETFO participates in negotiations of these items in January, February and March, 2015.

### **February 23: OPSBA/ government table demands**

OPSBA and the government present ETFO with their demands, which include:

- stripping sick leave provisions;
- increasing supervision time;
- allowing principals to direct how members use their preparation time;
- ending members' ability to determine how many and what types of diagnostic tests are necessary for their students;
- removing any provisions from local collective agreements about staffing, hiring, class size and other entitlements superior to central terms; and
- wanting the ability to assign members extra duties before, during and after the instructional day.



# Central Bargaining - Timelines

Monetary concession demands include:

- 0% funding for compensation;
- maintaining the 97-day delay on salary grid movement for three more years;
- eliminating degree and qualification-based allowance language from local collective agreements; and
- limiting pregnancy and parental leave entitlement to eight weeks at 100% salary and eliminating any superior Supplemental Employment Benefits (SEB) from local collective agreements.

ETFO's bargaining team advises OPSBA and the government on February 23, March 2, 23 and 24 that ETFO will not agree to concessions, and that tabling these unacceptable demands does not promote a collegial working relationship at the bargaining table.

### **March 31: ETFO applies for conciliation**

ETFO applies for conciliation regarding bargaining at the teacher/occasional teacher table. On April 17, ETFO requests a no board report and is in a legal central strike position on May 11.

### **May 11: ETFO commences work-to-rule**

ETFO begins a province-wide administrative work-to-rule strike action for all teacher and occasional teacher members. OPSBA and the government make no attempt to remove their central table strips.

### **June 1: ETFO updates strike action**

On June 1, ETFO updates its work-to-rule strike sanction for all teacher and occasional teacher members.

## Classes without EQAO!

As a direct result of ETFO's administrative work-to-rule strike action, the Ministry of Education cancelled spring EQAO testing in Grades 3-6 in public elementary schools.

For ETFO teachers, the cancellation provided welcome opportunities for more meaningful teaching and learning. Teachers' professional judgement and day-to-day assessment provided a more meaningful and accurate reflection of what students know and can do. Teachers took to social media to express their relief and teaching plans for an EQAO-free spring. ETFO established a special section at [www.etfocb.ca](http://www.etfocb.ca) for members to share their thoughts about EQAO and teaching practices in their EQAO-free classrooms. Many parents expressed their relief regarding the EQAO cancellation in traditional and social media and in letters to the Federation.

In June, ETFO ran a radio ad in which a teacher talked about how teachers assess students every day and that "standardized tests don't really help teachers to teach or kids to learn."

The screenshot shows a website header with the text "OUR Union OUR Values OUR Profession" and "ETFO COLLECTIVE BARGAINING 2014". Below the header are navigation links: HOME, ABOUT, BARGAINING ISSUES, LEARN MORE, WATCH, and DOWNLOAD. To the right of the header is a circular photo of four smiling people. The main content area features a section titled "CLASSROOMS WITHOUT EQAO" with a "resize font" link. Below this are several comments from members: Carrie, Pat, and Evelyn, each with a brief quote. At the bottom, there is a link to "To see more member comments about EQAO go to <http://www.etfocb.ca/classrooms-without-eqao/>".

## School Boards Flip-Flop on Report Cards

As part of ETFO's work-to-rule action, teachers provided year-end report card grades in print form without comments to their principals. It was left to district school board administrators to input these marks electronically and issue report cards to students.

A public outcry ensued when Toronto, York Region, Peel and several other district school boards announced that they would send a pass/fail form letter instead of a report card to parents. In media relations and advertisements, ETFO made it clear that teachers had fulfilled their



Dear parents of public elementary students:

We understand that you want to know about your child's grades this year.

Public elementary teachers have fully assessed your child's progress and are completing final marks in all subject areas and learning skills. These marks are being handed in to the principal for final review.

Teachers are unable to provide this information to you since the ultimate legal responsibility for the distribution of students' marks rests with the school principal. You are entitled to know the results of your child's progress but it must come from your principal.

School boards have known for more than a month about how our legal work-to-rule strike action would affect the formal reporting process. They've had lots of time to plan for issuing final report cards.

To their credit, many school boards are doing their jobs.

Some aren't.

School boards in **Toronto, Peel and York Region** are refusing to issue students' final marks, depriving parents of information they deserve. These boards may be larger, but they have proportionately as many administrators to handle the task of issuing report cards.

What can you do if your child's school board sends you a "pass/fail" form letter instead of a final report card?

- Call the school's principal and ask for a copy of your child's final marks.
- Ask your trustee this question: Other school boards in Ontario are able to issue final report cards this year; why can't my child's school board?

**A MESSAGE FROM THE ELEMENTARY TEACHERS' FEDERATION OF ONTARIO**



[buildingbetterschools.ca](http://buildingbetterschools.ca)

responsibilities by submitting grades and that it was the school principal's legal responsibility to distribute student marks. ETFO ads appeared in Toronto, York Region, Peel, Ottawa-Carleton, Thames Valley and Waterloo Region.

ETFO won a major public relations coup when district school boards reversed their position and announced they would provide report card marks.

## ETFO and Affiliates Target Liberals, OPSBA

Faced with similar contract strips and intransigence at the bargaining table, other education affiliates and ETFO worked to put public pressure on the Liberal government and OPSBA. On May 14, ETFO local leaders left Representative Council to join a mass rally organized by the Ontario Secondary School Teachers' Federation (OSSTF) at Queen's Park, which was also attended by the Ontario English Catholic Teachers Association (OECTA) and the Canadian Union of Public Employees (CUPE) Ontario.

On June 6, ETFO and affiliates held a mass rally at the Ontario Liberal Party's annual general meeting. Busloads of ETFO members poured into Blue



Photo: Anne de Haas

Mountain Resort to protest the stalled negotiations and the government's failure to remove objectionable contract demands. At the same time, ETFO's Communications and Political Action service area supported local engagement with MPPs and trustees regarding the central table bargaining impasse.

On June 13, GTA locals and ETFO organized a mass picket at OPSBA's annual meeting to protest the proposed strips to collective agreement provisions that were fairly negotiated over the last decade. For the second week in a row, bus-loads of ETFO members descended on the Blue Mountain resort, this time to publicly give OPSBA a failing grade in bargaining.

As bargaining stalemates continued to the end of the school term, the Ontario Teachers' Federation (OTF) affiliates held a number of meetings to discuss further solidarity and possible action for the fall. Their message to the media and public was that "things will not be normal this fall in schools" if the government and OPSBA don't change their approach to central bargaining.

### Teacher and Occasional Teacher Local Bargaining

Under the legislation, once the central item list has been determined, local bargaining may commence and proceed concurrently with central bargaining. On January 14, ETFO notified OPSBA that ETFO local bargaining would commence on or after February 23 for teacher and occasional teacher bargaining units. Working with negotiators from ETFO's Collective Bargaining service area, locals then began local bargaining, which progressed through the spring despite the lack of progress at the central table. Under the Act, local tentative Minutes of Settlements may not be signed off and ratified until central table terms have been signed off and ratified.

### DECE/PSP/ESP Central Bargaining Table

ETFO, OPSBA, the Ontario Catholic School Trustees' Association (OCSTA) and the government met on January 20 to continue to attempt to reach agreement on central table items.

All central table items were agreed upon with the exception of two; it was ETFO's position that the matter of student supervision and the equitable assignment of supervision should be negotiated centrally. The other side disagreed. As per the provisions of the Act, ETFO referred the matter to the Ontario Labour Relations Board (OLRB) for determination on whether the matters were to be negotiated centrally or locally. Until that decision had been determined, neither central bargaining nor local bargaining for ETFO's education support professionals could commence under the confines of the Act.

The matter was heard before Vice-Chair Mary Anne McKellar on May 20. Two days later, the OLRB ruled that student supervision and the equitable assignment of supervision were not central matters therefore these are issues to be bargained locally. With this decision, the central list was finalized, allowing ETFO to commence local bargaining for Designated Early Childhood Educators, Educational Support Personnel, Professional Support Personnel and other support staff members.



Photo: Vivian McCaffrey

## Reports Arising from Memorandum of Understanding

Three reports (below) were issued last fall that were negotiated by ETFO as part of a Memorandum of Understanding signed with the government in June 2013. They support ETFO's 2014 bargaining positions on these issues for central and local bargaining.

### **Ontario Regulation 274 Report**

This regulation was introduced in 2012 to establish consistent hiring practices for occasional and new permanent teachers in all Ontario school boards.

The study, *Ontario Regulation 274* was released in November. It documented the challenges of implementing the regulation and its effects on hiring with information provided by school boards and other education stakeholders, including ETFO. It concluded that in general the regulation does provide for fair, transparent hiring practices. To view the study see <http://www.edu.gov.on.ca/eng/policyfunding/memos/november14.html>.

### **Task Force on Health and Safety**

In October, the ETFO MOU Task Force on Health and Safety released its report with 22 recom-

mendations to make Ontario public elementary school communities healthier and safer places to work and learn. The report reflects the collaborative and productive work of task force members representing ETFO and the Ontario Public Supervisory Officers' Association, and task force advisors representing the Ministry of Education and the Ministry of Labour.

The overarching mandate of the Task Force was to examine the workplace health and safety issues confronting ETFO members, to provide information and make recommendations to help address these concerns. This was the first time in Ontario that a labour union, schools boards and government collaborated to identify how to create safer and healthier school communities for staff and students.

The Task Force recognized that the working environment for educators is the learning environment for students. It embraced a whole school approach where everyone in the school community is committed to a positive health and safety culture. The report identified six leading issues: training; workplace violence and serious student incidents; lockdown procedures; Joint Health and Safety Committee (JHSC) effectiveness; environmental issues such as indoor air quality, asbestos and construction; and the need for a provincial advisory structure to support the development of safer and healthier school communities. The report can be viewed at <http://etfohealthandsafety.ca>.

### **Teacher Workload and Professionalism Study**

In November, *The Elementary Teachers' Federation of Ontario (ETFO) Teacher Workload and Professionalism Study* was released by the Ministry of Education.

The teacher workload study was conducted on



Photo: Vitusha Oberoi

behalf of the Ministry by Directions Evidence and Policy Group. The study found that while Ontario's elementary teachers exhibit high levels of professionalism, their workload is negatively impacted by the way in which government policy and reforms are introduced, as well as the time spent on administrative rather than instructional tasks. Other factors adding to teacher workload and stress include class sizes in junior and intermediate grades, the number of students with special needs, unnecessary paperwork and reports, and a constant stream of new educational initiatives. The study can be viewed on the Ministry website at: <http://www.edu.gov.on.ca/eng/policyfunding/memos/november14.html>.

### **Building Better Schools Public Relations Campaign**

In April, ETFO's Communications and Political Action Service area launched an advertising campaign with the message that "more one-on-one time makes all the difference," focusing on smaller classes and support for students with special needs, two building blocks of ETFO's *Building Better Schools Education Agenda*. The goal of the campaign was to remind the public that teachers are doing the best they can but that smaller class sizes are essential to ensuring that the learning needs of every student are met.

Along with television and radio ads, the province-wide campaign featured billboards, transit shelters, exterior bus ads, GO stations and a complete 'wrap-around' of the Queen's Park TTC station. A print ad template and a lawn sign template were designed and made available for use by locals. The *BuildingBetterSchools.ca* website was re-launched with sharable graphics that ETFO members and others could use.

Facebook, Twitter and other social media posts on the campaign were very successful as members shared graphics from the website and posted their own photos of outdoor advertising. A post-card directed to the minister of education was distributed in both paper and electronic form to members. It was used as a talking piece with parents and community members, who were encouraged to send the postcard to the minister.

For three weeks in June, two radio ads were launched during ETFO's work-to-rule strike action. One message emphasized that "elementary



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teachers are bargaining for a better deal for our classrooms ... with smaller classes and more support for children with special needs." The other focused on assessment, given that the government cancelled EQAO tests as a result of member strike action. The ad, broadcast while students would normally be writing the EQAO tests, contrasted the assessment directed by ETFO members who know their students with the standardized tests demanded by the government.

### ETFO at Queen's Park

ETFO representatives held a number of meetings with MPPs during the year, in particular with the New Democratic Party (NDP) and Progressive Conservative education critics and with newly elected MPPs including ETFO members NDP MPP Jennifer French and Liberal MPP Ann Hoggarth. The meetings focused on promoting the Federation's *Building Better Schools* plan and advising MPPs of issues related to the impasse in central table bargaining.

ETFO continued to bring forward the Federation's ongoing concerns regarding the full-day Kindergarten program to Ministry of Education officials, the offices of the Premier and Minister of

Education and the opposition parties. The Ministry's plans for Kindergarten assessment, evaluation and reporting and the professional learning required to support the new initiatives were central to the meetings with government officials.

ETFO continued to monitor the government's plans to move forward with amendments to the *Ontario Colleges of Teachers Act* related to the investigation and discipline of members facing allegations. Legislation introduced in September 2013 has been relegated to the back burner while the government focuses on education sector bargaining.

ETFO worked directly and in collaboration with the Ontario Federation of Labour to profile workplace health and safety issues. In the spring, ETFO First Vice-President Susan Swackhammer presented to the Select Committee on Sexual Violence and Harassment, sharing the Federation's involvement in these issues as they relate to both the workplace and society in general.

ETFO supported the efforts of the Rainbow locals to elect an NDP candidate in the February 2015 Sudbury by-election. It was held to replace ETFO member Joe Cimino who resigned, citing family reasons, less than six months after being elected. Liberal candidate Glenn Thibeault was successful in the by-election.



MPPs Jennifer French (L) and Anne Hoggarth with ETFO President Sam Hammond.



First Vice-President Susan Swackhammer presents to Select Committee on Sexual Violence and Harassment.

Photo: Vivian McCaffrey

# 21ST CENTURY PROFESSIONALISM AND LEADERSHIP

This year ETFO embraced opportunities provided by a changing technological environment to provide innovative and efficient ways of engaging members and local leaders in their learning.

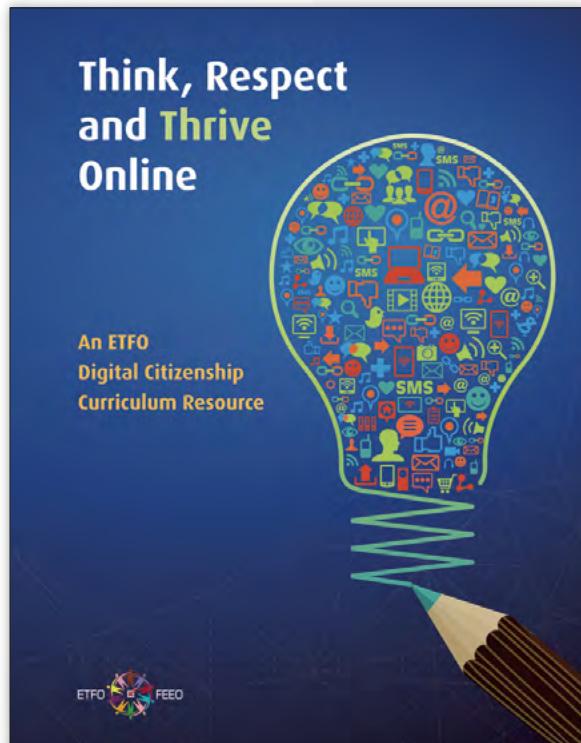
## Think, Respect and Thrive Online, an ETFO Digital Citizenship Resource

In an effort to assist ETFO members in supporting students to become 21st century learners, ETFO worked with nine members to develop a unique, ground-breaking digital citizenship curriculum. *Think, Respect and Thrive Online* contains more than 45 lessons which are stranded from Kindergarten to grade 8. The lessons focus on five areas: internet safety; positive online relationships; information literacy; personal identity and digital footprint; and health and balance with technology. The book is sold with a flash drive containing all of the lesson materials for student use in both English and French.

## Connected Communities

The Connected Communities project is a series of online sessions with teacher experts designed to support teaching and learning in mathematics and technology-enabled learning. Funded by the Ontario Ministry of Education, a team of designers created "how to" webcasts on developing and delivering a webinar, developing course content for an online community of learners and furthering online communities of practice.

Nine webinars were run by members during November with over 800 members in attendance.



# REPORT TO THE 2015 ANNUAL MEETING

## Advancing and Protecting Our Union, Our Values and Our Profession

Photo: Christine Cousins



Topics included: developing rich problem-solving, communication, getting comfortable with mathematics, using technology across the curriculum, gamification, Google docs and apps, 21st century learners, iPads/iPods and media for learning.

The third phase – the online community of learners – allowed members to delve deeper into the webinar topics, selecting either a math-focused community or a technology-focused community. The webinars will be archived and made available on the ETFO website for members.

### ETFO Local Leader Virtual Academy

To enhance the training provided to local ETFO leaders, provincial staff formed a cross-service workgroup that developed and delivered 11 webinars as a part of the first ETFO Local Leader Virtual Academy. Designed to assist leaders in being more effective in their roles, these webinars covered such topics as arbitrations, member mobilization, health and safety, supporting FNMI members and the ongoing implementation of reporting requirements.

The year-long Virtual Academy series proved to be very popular with local leaders. In the live program sessions, participants reflected on the information shared and engaged in activities to expand upon how it could impact the work that they do at the local level. The webinars were recorded and made available to local leaders who were unable to participate in the original sessions.



Photos: Vrusha Oberoi



**Attendees (21)**

- Action Committee
- Hants (1)
- Presenters (1)
- CTF Staff (2)
- Allies
- Barb Kotsopoulos
- Colleen L.
- Dave Bartlett
- Elizabeth
- Erin Mac

**Chat (Everyone)**

- Monica A. Merci
- Jane Keast, jerry gone
- dave bartlett: jerry
- dave bartlett: gone
- Jerry Righton: Jerry just disappeared
- Stephen: ONE MOMENT
- Sharon Cobin: our half hour break again, lol
- Jane Keast: picture only
- dave bartlett: no radio
- Jane Keast: good now
- Jane Keast: all set

**Historical Arbitrations PowerPoint.pdf**

**ETFO v HWDSB (2006)**

**Particulars**

- ETFO argued teachers, as professionals, will fulfill professional responsibilities which would include making a decision to be in their classroom or teaching area of the school in order to prepare and that this time does not count as supervision.
- ETFO argued If teachers are required by the principal to be in a classroom or specific place then that time counts as supervision time.

**Q & A**

Marie Spagnoli: what was the BC case that Jerry just referenced?

STEPHEN MAU:

Susan Gardner: How are exhaustive details of a teacher different from "responsible acts of a teacher" under the code? Is it necessary to determine if PTE violates someone who has an accommodation....

STEPHEN MAU:

Marie Spagnoli: 2007 - this is prior to the staff meeting. I am not sure if we now have the fact that have staff meetings as an "exception" weaken the arbitrator's ruling that division meetings are part of our job....

STEPHEN MAU:

president@ca: How was the supervisor's conduct assessed by the arbitrator?

STEPHEN MAU:

Todd Kinnear: Is it better to go through the grievance process or to have the arbitrator file a transpired complaint under the Board's policy?

STEPHEN MAU:

Marie Spagnoli: What was the arbitrator's definition of bad breath, humiliation, isolation, ... other?

STEPHEN MAU:

president@ca: To elicit testimony by other employees, we would require a "without protection" privilege.

STEPHEN MAU:

**ETFO Collective Bargaining 2014**

Union — Values — Profession

# PROMOTING UNION VALUES

## ETFO Union School

The ETFO Union School is a centrepiece of ETFO's leadership training, focused on building leadership skills, advocacy and mobilization skills among local leaders. Union School participants engage in a wide range of union-focused learning through assignments, working in face-to-face sessions and online. Participants continued to contribute to the ETFO Union History Wiki at <http://etfounionhistory.ca/>, which provides a history of ETFO and the labour movement, and an analysis of the impact unions have had on society. They researched and posted stories of local advocacy successes, providing a compelling story of how local efforts by union leaders and activists have created positive change for ETFO members.

Completing practicum projects provided participants the opportunity to practice their leadership skills in their locals. Some of the projects included: engaging members through social media; establishing and developing a three-year plan for a Social Justice Committee; creating a website for designated early childhood educator (DECE) members; engaging the local with the broader labour movement; creating a toolkit for stewards; and extending a previous year's project within the same local on member engagement. The work done through Union School practicums within the locals is a key piece in continuing to build member engagement and advocacy.



Photo: Anne de Haas

## Canadian Labour Congress and Ontario Federation of Labour

ETFO welcomed and helped promote the second round of television ads for "Together Fairness Works" the Canadian Labour Congress (CLC) campaign to push back against the anti-union agenda. In 2014, ETFO strengthened its ties with the CLC by assigning Communications and Political Action staff to the CLC's Political Action Committee and its Solidarity and Pride Working Group.

ETFO was also active with the Ontario Federation of Labour (OFL) with Vice Presidents Maureen Weinberger and James McCormack serving as Executive Board members. ETFO joined affiliates in a meeting with the Minister of Labour to discuss issues including public services program spending, Ontario's Retirement Pension Plan, tax reform and recommended revenue tools, and privatization of Hydro One. ETFO also helped plan an OFL Women's Summit held in June. More than 150 women attended the summit including 30 ETFO members. The sessions focused on lead-



Photo: Kathryn Galtens

ership and getting ready for the federal election around issues such as child care.

While the OFL provided support for the mass rally at the Liberal annual general meeting in June, ETFO members were involved with OFL advocacy efforts at the grassroots level. Members attended OFL community meetings and mobilized around issues including raising the minimum wage, equal pay, worker health and safety, the March for Jobs, Justice and the Climate, and equity and anti-racist initiatives.

## Federal Election Preparedness

In the past, ETFO has focused primarily on elections at the provincial and municipal levels, as they are the source of education governance and funding and where primary responsibility for the social issues of most interest to the union lies. Times have changed. The economic and social policies of the Harper government increasingly intersect with key ETFO concerns and directly affect the viability of unions, the status of women, and social and economic equality. Direct ETFO engagement in the next federal election has become an imperative.

For these reasons, the Executive approved a plan to actively engage members to have an impact on the outcome of the 2015 federal election. The



Photo: Kathryn Galtens

goals are to mobilize members to get involved in campaigns and to prevent the re-election of the Conservative government.

During the year, ETFO worked with the Canadian Labour Congress (CLC) in its campaign to promote relevant federal issues for the election including jobs, pension/retirement, health care and child-care. Dozens of ETFO members attended regional CLC pre-election workshops held during the winter in communities including Kitchener, London, Toronto, Windsor, Ottawa, Hamilton, Sudbury and Thunder Bay. Members were also encouraged to participate in the Time for Change CLC follow-up tour planned for June.

ETFO also supported the Canadian Teachers' Federation (CTF) *Hear My Voice* campaign. With the message "I teach. I vote", CTF has prepared election materials that target two issues; young people's mental health issues and child poverty. The campaign, which ETFO will promote to its members, calls on political parties to implement a national mental health strategy and a federal poverty reduction strategy.

In April, more than 75 members attended an ETFO Women in Politics conference, which set the context for the federal election and included a session on training participants to be election volunteers.

### ETFO Takes Action on Union Issues

This year, ETFO set up a new section on the front page of its website at [www.etfo.ca](http://www.etfo.ca) called ETFO Takes Action. It will continue to provide updates on issues related to trade unionism, public services and equity and social justice and ways for ETFO members to take action.

### Keeping Hydro Public

In the spring, the Wynne government announced plans to partially privatize publicly-operated local utilities including Hydro One. ETFO endorsed the campaign *KeepHydroPublic.ca* and joined other unions at the Ontario Liberal Party's Annual General Meeting in Blue Mountain to protest the sell-off of public services.

### Supporting Crown Holdings Workers

ETFO was quick to support the 120 members of United Steelworkers (USW) 9176 in their lengthy strike against Crown Holdings Inc. by supporting a national consumer boycott of beer packaged in Crown Holdings cans. ETFO members also mobilized to support the strike by visiting their picket line. The Philadelphia-based multinational corporation, which doubled its profits in 2012, failed to engage in good-faith bargaining and attempted to undermine and eliminate the union from its Toronto facility.

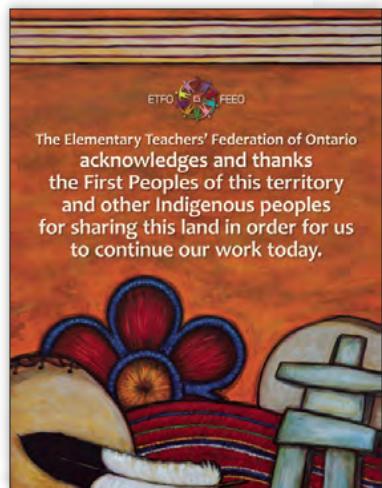


Photo: Vivian McCaffrey

# ADVANCING EDUCATION AND EQUITY

## Advancing First Nations, Métis and Inuit Education

In 2014, ETFO increased its commitment to advancing First Nations, Métis and Inuit (FNMI) professional development/learning and education. The Federation hired its first dedicated FNMI executive staff member to support a number of initiatives.



### ***First Nations, Métis and Inuit Statement and Poster***

ETFO amended its First Nations, Métis and Inuit statement to ensure that the statement is inclusive of the Indigenous peoples affiliated in different lands in Ontario. An Aboriginal artist was contracted to design a poster with the new FNMI statement. Seven objects in the poster were selected for

their symbolism related to diversity of FNMI peoples: an Inukshuk; an eagle feather; two drums; a Métis sash; an embroidered flower; and wampum belt. The poster and further explanation about its design can be viewed at <http://www.etfo.ca/AboutETFO/Governance/FNMIstatement/Pages/default.aspx>

### ***Aboriginal Cultural Awareness Training for ETFO Staff***

In April, presenters from the Kanyen'kehà:ka Experiential Learning Centre of the Six Nations

of the Grand River Territory provided a three-hour Aboriginal cultural competency workshop for ETFO staff. The session included information on the historical relationship with the government, intergenerational impacts, and the cultural values and beliefs of the people of the Six Nations area.

### ***Right to Play Partnership focuses on Aboriginal Students***

In 2014, ETFO conducted a FNMI environmental scan examining over 25 ETFO services, programs and resources supporting Aboriginal education offered between 1999 and 2014. While this programming has increased awareness and understanding of FNMI concerns, the effectiveness of these programs has not been assessed. Requests from local leaders suggest that members need appropriate strategies and skill sets for engaging Aboriginal children and families.

For assistance, ETFO turned to Right To Play Canada. For four years, the Federation has supported that organization's work in promoting life skills among Aboriginal youth. An agreement was reached to develop an online survey and focus group to examine challenges that teachers of Aboriginal children face, and educational barriers faced by Aboriginal students. The information will be used to develop resources and teaching strategies.

### ***Supporting FNMI Members Webinar***

In December, a webinar was provided for local leaders to examine the unique challenges that

FNMI members may face in the workplace, as well as strategies for supporting them. Information was included from the Canadian Teachers' Federation (CTF) research document, "A Study on Aboriginal Teachers' Professional Knowledge and Experience in Canadian Schools." Areas of inquiry in the study were shared and discussed during the webinar including: philosophy of education; integration of Aboriginal content and perspectives into the curriculum; experiences of racism; and relationships with allies.

Other FNMI professional development initiatives appear on page 33.

### **Spirit Horse Southern Ontario Tour**

In March, ETFO launched a southern Ontario tour of the play *Spirit Horse*, igniting imaginations and studies in First Nations, Métis and Inuit diversity, history and perspectives in public elementary schools.

Adapted by Ojibway playwright Drew Hayden Taylor, *Spirit Horse* is a powerful theatre production that chronicles the adventures of two Aboriginal children who challenge cultural stereotypes and confront racism. The play was performed by Roseneath Theatre for Grades 4-8 students in 75 communities as well as candidates at many faculties of education. Organized by ETFO with funding from the Ministry of Education, all performances were accompanied by online and face-to-face professional development/learning for public elementary teachers.

In total, the *Spirit Horse* performances reached 24,048 students, 430 teachers, 207 schools and 1,311 university students. Over 200 teachers attended the professional development/learning workshops.

Sixteen ETFO *Spirit Horse* Aboriginal education leaders, over half of whom self-identified as Aboriginal, participated in a two-day training session to deliver



The Honourable Elizabeth Dowdeswell, Lieutenant Governor of Ontario (centre) with Regional Chief Stan Beardy and members of the *Spirit Horse* cast.

the professional development learning. Training included presentations on teachable moments from the play, residential school impacts and addressing stereotypes. Leaders also shared FNMI education best practices and teaching strategies. ETFO established a website at <http://www.spirithorse.ca> featuring tour dates and locations, online professional development/learning, classroom resources and ways for students to post comments to the cast arising from the play.

The spring tour was launched at Western University's Faculty of Education in the presence of the Honourable Elizabeth Dowdeswell, Lieutenant Governor of Ontario, Regional Chief Stan Beardy of the Chiefs of Ontario and Grand Chief Gord Peters of the Association of Iroquois and Allied Indians.

### Rethinking White Privilege

ETFO's new workshop, *Re-Thinking White Privilege*, was launched at the fall Leadership 2014 conference, with all local leaders, status of women chairs and social justice and equity chairs attending the sessions. The workshop has since been offered to local executives, local stewards and members through the Equity Workshop series, reaching over 450 members. Interesting and searching conversations have flowed from the workshop. A print resource to support the work on white privilege was prepared with input from members for launch at ETFO's 2015 Annual Meeting. It offers further reflection and concrete suggestions for grappling with the issues of privilege and racism in educators' practice.

### Everyone Is Able Launch

*Everyone Is Able* is a new ETFO resource developed to increase awareness and understanding of abilities/disabilities. At its heart is a documentary video featuring interviews with ETFO mem-



PHOTO: Aida Azarafish

bers, David C. Onley, former Lieutenant Governor of Ontario, and others. Members and filmmaker Karen Shopsowitz attended the video's official launch last fall at a screening and reception held at ETFO provincial office.

*Everyone Is Able* is designed to: challenge thinking, assumptions and stereotypes about ability/disability; raise awareness of the issues around ability/disability; and inspire us to take action to create change. The resource includes a DVD and a CD guidebook that educators can use in their classrooms with students. These resources challenge ETFO members to remove barriers and change attitudes towards people with disabilities.

### PrideHouse Toronto – An LGBTQ-friendly Pan Am Games

As a founding member of PrideHouse Toronto, ETFO worked with a coalition of groups to make the TORONTO 2015 Pan Am/Parapan Am Games the most inclusive multi-sport games ever for lesbian, gay, bisexual, transgender and queer or questioning (LGBTQ) people. PrideHouse Toronto, whose motto is "A place for all in sport," is part of an inter-

national movement working to transform multi-sport games. In making sport and recreation spaces more inclusive for LGBTQ people, they become more welcoming and inclusive for everyone.

During the TORONTO 2015 Games, the PrideHouse Pavilion provided a safe, welcoming space for LGBTQ people and allies to celebrate the Games. Along with Games-viewing and parties, the Pavilion offered LGBTQ sports, arts and community programming. Each weekend during the Games, PrideHouse Celebrates! offered live entertainment and opportunities to participate in, and watch, sports and recreation activities.

ETFO partnered with PrideHouse Toronto on *The PrideHouse That Kids Built*, a teacher resource featuring nine short stories by David S. Craig. The stories were designed to spark creative discussion and critical thinking between students and their teachers about why some kids are excluded, or withdraw from, sport and recreation. Mailed to every public, Catholic and French elementary school in Ontario, the initiative invited schools to submit a decorated cardboard 'brick' with thoughts about inclusion in sport. These bricks formed the basis of a professional art installation at the Ontario Celebration Zone at Harbourfront during the Pan Am Games created by artists Kalpana Patel and Sean Martindale. Over 4,000 local and international visitors toured the site during the Games.

### Community Support

Each year, ETFO donates to Ontario community grassroots groups dedicated to poverty issues. In 2014-2015, the Federation made donations totalling \$10,000 to groups working on poverty issues, undertaking political activities to further their cause or working directly to benefit those living in poverty in their communities.

Under its Status of Women Donations, ETFO donated \$20,000 to organizations whose goals are to improve the status of women and/or girls in Ontario or Canada. Those receiving funding this year included:

- ✓ Canadian Women's Foundation – The Girls' Fund (CWF)
- ✓ Native Women's Association of Canada (NWAC)
- ✓ Plan Canada (Because I Am A Girl Project)
- ✓ Retired Women Teachers of Ontario (RWTO/ OERO)
- ✓ Willow, Breast & Hereditary Cancer Support
- ✓ YWCA Canada – Girls' Programs and Services

This year, ETFO also made donations totalling \$40,000 to 87 women's crisis centres across Ontario.



Photo: Elizabeth Strater

ETFO Vice-President Maureen Weinberger and TORONTO 2015 Games Mascot PACHI cut the ribbon for *The PrideHouse That Kids Built* with artist Sean Martindale (L) and PrideHouse Toronto Co-Chairs.

## Overseas Support

### CTF Trust Fund

Through the Canadian Teachers' Federation (CTF) Trust Fund Initiatives, ETFO contributed \$63,500 to support projects by international organizations including:

- ❖ African Women in Education Network (AWEN)
- ❖ Association of South East Asian Nations (ASEAN)
- ❖ Caribbean Union of Teachers (CUT) – Status of Women Committee
- ❖ Education International (EI) Latin America
- ❖ EI Initiative and John Thompson program
- ❖ Pan African Teachers' Centre (PATC)
- ❖ South Asia Association for Regional Cooperation Women's Network (SAARC)
- ❖ Teachers' Action for Teaching
- ❖ Uganda National Teachers Union (UNATU)
- ❖ Teachers' Action for Teacher Organizations
- ❖ Ghana National Teachers Union (GNAT)
- ❖ MATCH International Centre
- ❖ CODE - Canadian Organization for Development Through Education

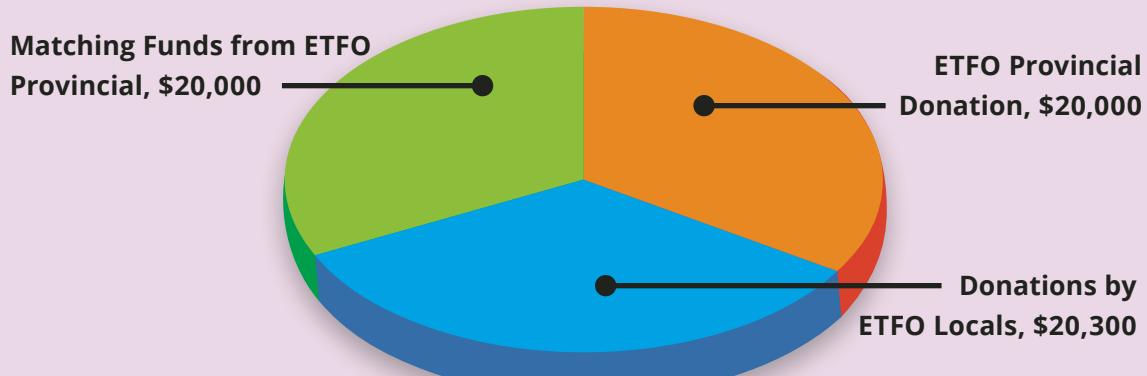
This year, ETFO provided overseas scholarships totalling \$28,500 to the CTF Trust Fund for women teachers in Uganda, Ghana, Sierra Leone, South East Asia, South Asia and the Caribbean; to the Hope for Rwanda's Children Fund for scholarships for female students; and to the Women's Wing of Swaziland National Association of Teachers for scholarships for women teachers and female students.

### Nepal Relief Efforts

When the tragic earthquake struck Nepal in April, ETFO and its locals moved quickly to send funds for relief efforts. The Federation made initial donations of \$10,000 to the Canadian Red Cross and another \$10,000 to the Education International Solidarity fund to support education affiliates in Nepal and their individual members and families.

ETFO locals made donations of \$20,950 for Nepal aid. Given that ETFO had pledged to match donations from ETFO locals up to an additional \$20,000, the total donation from the Federation rose to \$40,000.

### Nepal Disaster Relief



## The ETFO Humanity Fund

The ETFO Humanity Fund is dedicated to creating a world of difference for children and their communities. Financed primarily by members, the Fund supports children and their teachers around the world, enriching their lives and the lives of their communities.

The Stephen Lewis Foundation is the Humanity Fund's signature charity and receives over half of the Fund's donations annually. Established in 2003 to fight the AIDS pandemic in Africa, the Foundation has supported 1,100 initiatives, and partnered with over 300 community-based organizations in 15 countries.

The Humanity Fund is financed through payroll deductions agreed to by members. Each participating member has a dime a day - or \$20 a year - deducted from their salary through automatic payroll deduction, which is then forwarded to the Humanity Fund by the member's school board. The Fund also receives individual donations from ETFO members, staff and locals. A resolution was passed at ETFO's 2011 Annual Meeting to contribute \$200,000 a year to the ETFO Humanity Fund. The Fund is run by a board made up of members of the provincial Executive, leaders from participating locals and two rank-and-file members.

The ETFO Humanity Fund encourages any local that is not currently a member of the Fund to work with their members and district school boards to join. There are many worthy projects appealing to ETFO for funds, and every new local that joins expands the Federation's ability to help those in need, in Canada and around the world.



## Project Overseas

In a year that saw renewal of the application and selection process for Project Overseas, over 30 applications were received. The following members were chosen to provide professional learning with teacher organizations in nine countries this summer:

**Barbados:** Catherine Bracken Mussio (Thames Valley Teacher Local), team member

**Dominica:** Gail Bannister-Clarke (Peel Teacher Local) and Leslie Hunter-Duvar (Grand Erie Teacher Local), team members

**Ghana:** Joseph Jarrett (Elementary Teachers of Toronto Local), team leader and Diane Lawler (Bluewater Teacher Local), team member

**Guyana:** Alvarine Aldridge (Elementary Teachers of Toronto Local) and David Ball (Durham Teacher Local), team members

**St. Kitts:** Deirdre Buckley-Mckie (Ottawa-Carleton Teacher Local), team leader

**St. Lucia:** Lindsay Freedman (Peel Teacher Local), team member

**St. Vincent:** Daniel Martin (Ottawa-Carleton Teacher Local), team leader, and Monica Goodfellow (Simcoe County Teacher Local), team member

**Trinidad:** Kathryn Holst (Ottawa-Carleton Teacher Local) and Nancy McKay (Elementary Teachers of Toronto Local), team members

**Uganda:** Francesca Vonella (Greater Essex County Teacher Local), team member

# STRENGTHENING OUR FEDERATION

## Infrastructure and Technology

This year, ETFO implemented a 21<sup>st</sup> century leading edge events management system (EMS) for registration of ETFO conferences, workshops, meetings and Representative Council. The culmination of several years of planning, the new system was utilized for many events including member webinars. The EMS is expected to be fully operational by fall 2015.

The My ETFO portal allows members to track their attendance at ETFO events, produce certificates and print receipts in a user-friendly manner. The portal was also used to audio stream recordings from the collective bargaining town hall meetings held in May.

ETFO is also in the process of developing a new and updated website.

## Provincial Executive Strategic Planning

Beginning in November, ETFO provincial Executive engaged in a strategy planning exercise with outside consultants, Potential Group. Along with a review of the Federation's priority goals, an examination of Executive functioning led to recommendations on how it could better structure its agendas and move business forward more efficiently. The consultants returned for two further sessions in 2015. The Executive also reviewed



Photo: Anne de Haas

progress on implementing recommendations of the Berkeley Report, an independent administrative structure and process review undertaken in 2012. The implementation of recommendations has largely been completed.

### Cross-service Area Workgroups

Among other recommendations, the Berkeley Report identified the need for ETFO to reduce the 'silos' existing between department areas and maximize cross-service area effectiveness.

In 2014-2015, cross-service area teams were established to plan a number of ETFO initiatives including: Webinar series; Leaders for Tomorrow; Fall Leadership; ...and still we rise; Parliamentarian Training; Reflections on Practice Leadership Institute; Union School; Visions Program; and Women's Health and Legal Conference among others.

The ability to draw on various cross-service staff expertise has markedly enriched ETFO's work for members. Each project has benefited from the considerable breadth of staff expertise, understanding and knowledge of the complexities of the world in which we function. That synergy has resulted in new integrated, creative and informative programs for ETFO leaders and members.

### Service Area Reviews

The Berkeley Report also identified the need for more formal processes for planning, reporting and program review. The administrative leadership team put in place a number of reviews involving staff from across the organization.

#### **Women's Programs Review**

A review of ETFO's Women's Programs (WP) was undertaken from October 2013 through spring of

2015. Along with a scan of current WP programs, a focus group was conducted with women members. Five common goals were identified for all WP programs:

- To promote women's leadership within ETFO;
- To specifically outreach to women from designated groups and eliminate barriers to women's leadership in ETFO;
- To promote programs and services that support ETFO women members in both their professional and personal lives;
- To mobilize women members to promote social justice and equity through activism, professional learning, and union leadership development within the broader community, including the union movement; and
- To engage members to identify with, and be invested in, their profession and union.

A deliberate trajectory was designed to take women from entry level to advanced leadership involvement in the union. Existing gaps and areas of over-coverage were identified according to the new goals, and a list of budget considerations was identified. This gap analysis and the budget considerations were used by executive staff to refine program offerings for 2015-2016, ensuring



Photo: Itusha Oberoi

that future Women's programs meet the overarching goals, the stated vision of ETFO and the expressed needs of the membership.

### ***PD/L Program Review***

The Professional Development/Learning (PD/L) service area continues to seek member input in order to revise programs so that they can meet the diverse and changing needs of the membership. Last summer, more than 2,000 members participating in Federation programs completed a survey that asked them to reflect on their experiences in ETFO professional learning and to make suggestions on how PD/L can continue to meet their needs. The results were utilized to modify programs during the 2015-2016 budget process. A new survey will be conducted with participants who attend programs in summer of 2015. The survey will also be sent out to a sample of the general membership in order to gather feedback.

Last year, respondents strongly agreed that ETFO programs are relevant to their teaching assignments and related to their teaching practice. Members ranked technology, curriculum and instruction, and classroom management as pertinent topics. As a result, more courses on technology and classroom management were included in Summer Academy 2015. In the coming year, a new program will be developed and available for locals on inquiry in the classroom as it was the most requested topic.

### ***Publications Review***

Since 2014, a cross-service area team has examined ways to restructure and modernize how ETFO creates, distributes and promotes its extensive output of resources, books and videos. This year, the review concentrated on how ETFO can publish documents and incorporate the 'ever-green' cycle to ensure documents remain pertinent

for members and do not go out of date. This is important as a number of new publications will be published in the coming months.

Along with updating the ETFO resource catalogue and refining the publications process, publications and communications have been designed with the colour palette used for the Federation's *Building Better Schools* initiative to ensure a consistent ETFO look.

### **Inflation Protection Further Restored for Retired Teachers**

The Ontario Teachers' Federation (OTF) and the Ontario government, which jointly sponsor the Ontario Teachers' Pension Plan (OTPP), are using some of the \$6.8 billion funding surplus reported in March to restore inflation increases. Some surplus funds will also be reserved to help facilitate stability in contribution and benefit levels should a future funding valuation show a decline in assets or increase in pension costs.



This is the second consecutive year OTF and the government have allocated surplus funds to partially restore inflation protection levels.

Inflation protection for pension credit earned after 2009 is increasing to 70% from 60% of the annual increase in the cost of living. Teachers who retired after 2009 will see this increase reflected in their pensions in January 2016. Members who retired before 2010 are unaffected because they receive full inflation protection. Members who are still working are not currently affected because inflation increases are determined after retirement.

# ENGAGING OUR MEMBERS

## Professional Development/ Learning

### Learning in the Early Years Resource Package

Released this year, ETFO's *Learning in the Early Years Resource Package* is designed to provide educator teams, individual teachers and occasional teachers, designated early childhood educators and teacher leaders with a variety of relevant resources to support their professional learning.

*Learning in the Early Years: Exploring Our Thinking* was written for ETFO by Dr. Kimberly Bezaire of George Brown College. It has four sections focusing on: the child as learner; the educator in the classroom; the learning environment; and powerful classroom play. The resource package also includes three DVDs with accompanying

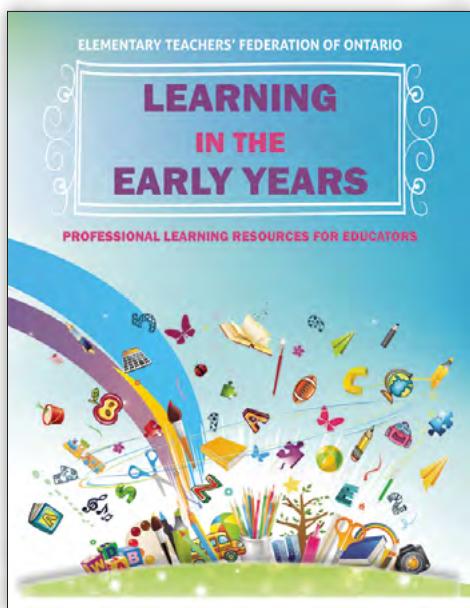
facilitator's guides: *Math Happens in Kindergarten*; *Observation: A Window Into Children's Thinking*; and *Conversations about Learning in the Early Years with Dr. Kimberly Bezaire*. The facilitator guides correspond to video segments for those wishing to use the DVDs to facilitate professional learning sessions.

### New Early Years Website

The website [www.etfopley.ca](http://www.etfopley.ca) was created as a companion to ETFO's *Learning in the Early Years* workshop series to enable educator teams, teachers, designated early childhood educators and teacher leaders across Ontario and beyond to access professional learning wherever they are.

Videos on effective practices in the early years, mathematics in Kindergarten and observation are offered on the website with accompanying sample facilitator's guides. A photo gallery provides images of various instructional and organizational components and classroom tours of early years classrooms.

The *Classroom Tours* section was created for members to 'experience' what early years' classrooms look and sound like. Educators discuss their classroom environments and the thinking behind how they have structured their classrooms and instruction. These tours will act as starting points for professional conversations and reflection. The resource package, individual video DVDs and accompanying facilitators' guides are available for purchase through shopETFO.



## EQAO – Responding to Computer-Based Testing

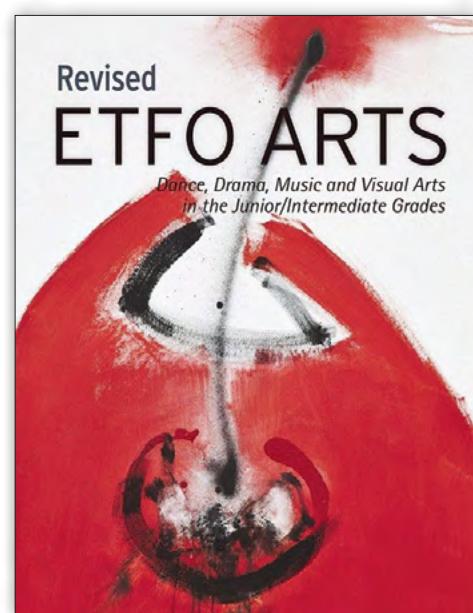
ETFO staff attended Assessment Advisory Committee (ACC) meetings and worked with the Ontario Teachers' Federation (OTF) to provide formal responses to the EQAO initiative on Modernizing Assessment Operations (Computer-Based Testing).

ETFO raised serious issues relating to the move to computer-based testing (CBT) specifically equity and accessibility, a multiple choice-only format and the investments in costly upgrades to servers and computers that will be required in district school boards. Front-line education workers will require training during the instructional day to enable them to administer, facilitate and support the test-takers and will incur increased workloads because of the change. It will also be a challenge to assure stakeholders that the CBT platform is tamper-proof and secure and that it can reliably and consistently protect students' data and privacy.

While EQAO is presently field testing and piloting CBT at the secondary level, similar field testing in grades 3-6 is not expected for another two years. ETFO remains adamantly opposed to EQAO in any form.

## Inquiry-Based Learning in Primary and Junior Grades Workshop

Offered in nine locals during the year, this new workshop explores the inquiry-based learning process, student engagement, collaboration and innovative thinking in primary and junior divisions. Workshop participants gain the skills and confidence to implement new approaches to teaching and learning that place students' questions, observations, creativity and thinking at the centre of the classroom learning experience.



## Revised ETFO Arts

Launched in September, the *Revised ETFO Arts* book is a practical step-by-step handbook for junior/intermediate grade teachers who want to include the arts in their classroom program. Like its predecessor *ETFO ARTS*, this resource introduces the elements of dance, drama, music and visual arts and shows educators how to use the arts to support literacy and other subjects. *Revised ETFO Arts* includes a CD of music tracks from *Soundtrack Performance Group* and a CD with a Keith Haring work of art (*Untitled 1982*) that educators can use as a source of inspiration for integrating the arts. Professional arts resources, assessment strategies and teaching tips are also highlighted.

## Social Justice and Equity Conference for Male Educators

In March, ETFO held the Social Justice and Equity Conference for Male Educators which was attended by occasional and contract teacher members from across the province and who are in varying stages of their careers. The two-day event was supported by the Equity and Women's Services

and Professional Development/Learning Services departments.

Keynote speaker Jeff Perera, a community engagement manager for the White Ribbon Campaign, spoke about *The Ladder of Manhood*. His presentation raised awareness of various stereotypes, promoted thoughtful discussion and promoted action to help end gender-based violence and violence against women. Members participated in round table discussions and debriefed their Emotional Intelligence Leadership profiles. The conference met its goals of helping participants learn about the diversity of ETFO programs, partnerships and member supports while promoting networking, engagement and understanding of their teacher union.

### ICT Conferences

Three well-attended Ministry-funded Information Communication Technology (ICT) Conferences were held during the year. They provided opportunities for members to learn about numerous ICT applications that enhance student learning and that integrate with, or supplement, the Ontario Curriculum, and to promote safe usage of technology by members as well as students. Presentations included workshops on: social media; Skype; Twitter; Google Drive; Minecraft; Coding; iPads; SMART Boards; Web 2.0; and creating teacher websites. Keynote speakers shared strategies to promote digital citizenship and ways to use technology to promote social change.

### First Nations, Métis and Inuit (FNMI) Resource Kit

A First Nations, Métis and Inuit (FNMI) Resource Kit was developed to support and promote Aboriginal education resources at ETFO professional development events. It includes children's



Photos: Vinita Oberoi

books and various items that reflect FNMI people's culture and perspectives. The resources will be displayed and shared with ETFO members and students at Federation events.

### **Infusing Aboriginal Perspectives in Math, Science and Literacy**

ETFO FNMI members and staff developed a three-day workshop for the Federation's 2015 Summer Academy called *Infusing Aboriginal Perspectives into Mathematics, Science and Literacy*. The workshop invites participants to immerse themselves in hands-on activities that are inclusive of Aboriginal culture and pedagogies. By connecting these concepts with Western ways of knowing, educators will gain a conceptual understanding of Aboriginal perspectives and how to infuse these pedagogies into mathematics, science and literacy.

### **FNMI Perspectives in Literature Online Book Club**

In June, an online FNMI book club was launched to support the unique needs of Aboriginal members, increase involvement of Aboriginal members and promote Aboriginal education throughout the school year. The online club is based around FNMI literature and childrens' books and was developed by Aboriginal members and staff.

### **ETFO Classroom Management Course**

In August, ETFO held the first three-day Classroom Management Course designed for members experiencing difficulties with classroom management as identified by the local and/or Professional Relations Services staff. In many cases, these members had received unsatisfactory teacher performance appraisals or were members who were 'on review' for issues related to behaviour management, classroom management and self-control.

Along with reinforcing the importance of professional judgment, the course provided opportunities for growth in critical areas such as recognizing characteristics of the learner, meeting individual student needs, understanding behaviour management, creating positive classroom interventions and building effective relationships with students, staff and parents. Participants gained a deeper understanding of how emotions and behaviour can feed into problems, and learned effective strategies to change these patterns. Two one-day courses were also held in November and April.

## **Equity and Women's Services**

### **Women in the Margins Conference**

This two-day leadership opportunity in May provided a venue for women members to engage in, discuss, challenge and be proactive regarding societal, cultural and systemic stereotypes about women. Along with a keynote address by writer, educator and First Nations, Métis, and Inuit (FNMI) elder Lee Maracle, workshop presenters included human rights lawyer Yasmeena Mohamad, Trans educator Rosalyn Forrester and FNMI activists Tanya Senk and Bonnie Johnston. Participants discussed issues related to women from designated groups as many concerns intersect race, socio-economic status, sexual orientation, religious/cultural identity and the differing levels of ability and mental health concerns.

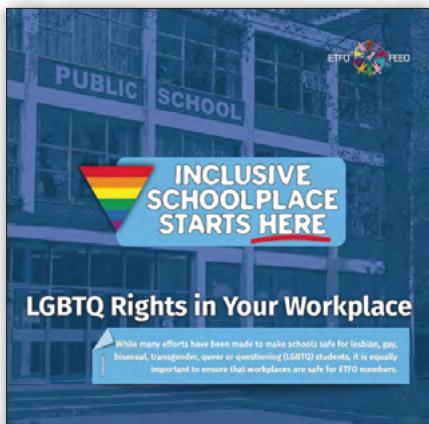
### **Next Steps - Résumé and Interview Workshop**

This two-day program in February was designed to support racialized women members in the area of résumé writing and interview skills preparation. The program has been developed to build

confidence and provide opportunity to build on these essential skills in a proactive space. A number of presentations were provided by educators Camille Logan, Mini Dewar, Mehrnoush Yadollahi and Mary Linton Brady.

### LGBTQ Rights in Your Workplace Brochure

While many ETFO members strive to make schools safe for lesbian, gay, bisexual, transgender, queer or questioning (LGBTQ) students as part of ETFO's initiatives, it is equally important to ensure that workplaces are safe for Federation members.



The ETFO *LGBTQ Rights in Your Workplace* brochure released in January is first in a series of initiatives-to support ETFO's *Strategy for Challenging Homophobia and Championing Safe Workplaces*. Available in both English and French, the brochure is a call to action for all members to play a role in ensuring an inclusive, respectful and safe workplace at their schools. It sets out LGBTQ rights in the context of the Ontario Human Rights Code and Ontario College of Teachers Ethical Standards. It also references Ontario's *Equity and Inclusive Education Strategy* and the *Accepting Schools Act* which provide a framework for boards, administrators and teachers to create positive and inclusive school climates.

The brochure also contains information for members who are considering being out or not in school workplaces and the types of support that ETFO is ready to provide through its Professional Relations Services.

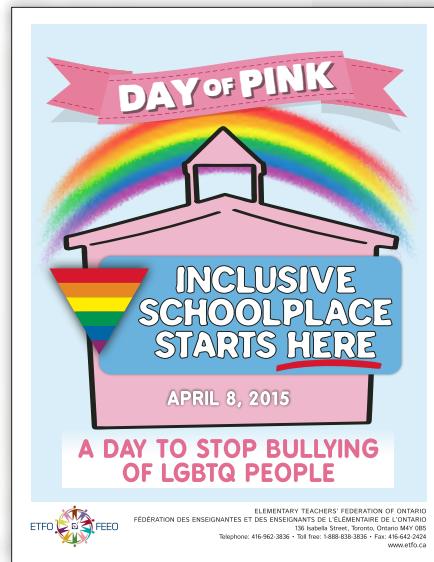
### LGBTQ Video and Resource Guide

The *LGBTQ Inclusive SchoolPlace Starts Here* video and resource guide are key pieces of ETFO's ETFO's *Strategy for Challenging Homophobia and Championing Safe Workplaces*. The video and the accompanying resource guide are ground-breaking initiatives that explore homophobia and transphobia in staff rooms and classrooms and provide guidance on how to address these issues. The resource guide features a professional development/learning module for each of the six chapters in the video. The initiative, which will bring awareness, understanding and professional development regarding LGBTQ issues in our school communities and beyond, will be launched in fall 2015. Workshops will be made available to locals following the launch.



### Day of Pink Online Resource Page

For the April 8<sup>th</sup> Day of Pink – "A Day to Stop Bullying of LGBTQ People" – ETFO created a resource page



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for members. It included materials from ETFO, Egale Canada, PFLAG (Parents, Families and Friends of Lesbians and Gays), Jer's Vision, Kids Help Phone and the Lesbian, Gay, Bi, Trans Youth Line.

#### **...and still we rise**

ETFO's annual women's leadership conference in February put forth a new face focused on union leadership with the theme "A woman's place is in her union." An opening night dinner and video celebrated women union leaders from across all public and private sectors, with over 20 leaders in attendance. Keynote speaker Dr. Naila Keletmae spoke about education, women, leadership and transformation while Canadian Labour Congress Vice-President Marie Clarke Walker focused on challenges and barriers to leadership, specifically as a racialized leader. Carol Wall and Nicole Wall, a mother and daughter who are both labour activists, discussed work-family balance and "mother guilt." Erin Konsmos and Krysta Williams' presentation on the *Walking with Our Sisters* project shared information on murdered and missing Indigenous women.

ETFO First Vice-President Susan Swackhammer and Vice-President Maureen Weinberger provided history and statistics of women's leadership in ETFO. That was followed by an "all participants focus group" where members discussed barriers and support to participation and leadership in ETFO. General Secretary Victoria Réaume provided a presentation on the Women's Programs Review.

#### **K-8 Teacher Resource on Aboriginal Histories, Realities**

A new *K-8 Teacher Resource Guide on Aboriginal Histories and Realities in Canada* was created to support all elementary teachers in building inclusive and safe learning environments for students while bringing sensitivity, respect and reflective deliberation of the histories and realities of First Nation, Metis, and Inuit (FNMI) people. The resource was developed by elementary teacher consultants and writers who have expertise and personal connection to FNMI communities in Ontario. It is a stepping stone to further incorporate and embed this history within a foundation build on respect and acknowledgement of Canada's first peoples.



Photo: Christine Cousins

Women union leaders across the province were celebrated at ...and still we rise.

### Deconstructing Stereotypes of FNMI People Workshop

Aboriginal women members face a wide range of barriers that they must strategize to confront. Opportunities to form networks and alliances are important considerations in supporting these members. The *Deconstructing Stereotypes of FNMI People* workshop was developed by a working group of Aboriginal women members and staff. ETFO locals can participate in and access the workshop in the 2015-2016 year.

### Celebrating Diversity

In February, ETFO issued a poster celebrating Black Canadian children's authors for Black History Month. Frederick Douglass, a 19th century African-American slave, abolitionist, author and statesman, said that "Once you learn to read, you will be forever free." This quote, along with the covers of children's books by Black authors, is featured on the poster.

For Asian Heritage Month in May, ETFO worked in partnership with the Sikh Heritage Museum of Canada to create a timeline poster recognizing the influence and impact Sikhs have had on Canada since the early 1800s. The poster, sent to every public elementary school in Ontario, was designed to encourage conversations, curriculum connections and empower students from all parts of the world.

### Why Poverty?

A new, revised version of the poverty workshop *Beyond the Breakfast* was developed as part of the Equity and Women's Services' workshop series. *Why Poverty?* contains updated statistics on poverty in Ontario and was written by ETFO members with assistance from Anita Khanna, Coordinator of Ontario Campaign 2000. The

workshop will be offered to teacher locals during the school year to help members better understand the impact of poverty on students, schools and communities.

### Collective Bargaining Services

#### 2014 Collective Bargaining Conference

The 2014 *ETFO Collective Bargaining Conference* took place in November and provided training for local leaders on issues related to collective bargaining, monitoring and defence of agreement provisions, and protective services for members. The conference included a review of the necessary changes to local constitutions and terms of reference arising out of the new two-tiered bargaining structure under the *School Boards' Collective Bargaining Act*.

#### Collective Bargaining Women's Programs

Collective bargaining conferences for women at both the introductory and intermediate levels were offered in the spring.

The introductory *ETFO Provincial Collective Bargaining for Women Conference* took place in April. It included activities designed to enhance understanding of collective bargaining and negotiations, explore women's issues and explore how and where personal skills might be applied to the collective bargaining process. The conference targeted members who have not currently been involved in negotiations at the local level.

In June ETFO offered *Effective Negotiation Skills for Women Leaders*. This intermediate level negotiation and dispute resolution workshop was based on the Harvard Mediation Program and content

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Photo: Christine Cousins



was developed for women who already have negotiation or dispute resolution experience. This was an excellent opportunity for women who currently occupy a local leadership position such as local president, chief negotiator or released executive member to build their skills.

### Health and Safety

In April, CB staff participated in the Conference Board of Canada's *Building Mentally Healthy Workplaces Workshop* in Halifax. The workshop focused on the importance of employee wellness as an organizational priority, and engaged participants in discussion about how aspects of the National Standard for Psychological Health and Safety are being referenced and incorporated into organizational policy, procedures and culture.

Staff contributed to the development of the ETFO brief presented to the Ontario government's Select Committee on Sexual Violence and Harassment in April. This presentation was made in response to the government's \$41 million dollar, three-year program *It's Never OK: An Action Plan to Stop Sexual Violence and Harassment*.

CB staff worked with Professional Relations Services staff and legal counsel to assist with the development of the memorandum to presidents, *Policy Program Memorandum (PPM) 158: School Board Policies on Concussion*. This memo clearly sets out ETFO's position to ensure that members do not engage in assessment related to concussion. Assessment of injury or medical condition is the work of a medical doctor or a nurse practitioner, not an ETFO member.

Recent changes to the *Occupational Health and Safety Act* (OHSA) now include teacher candidates and co-op students under the definition of workers. This change was made to bring greater

All other photos: Anne de Haas

protections to vulnerable workers. The roles and responsibilities of workers and supervisors under the OHSA will need to be clarified in the context of this legislative change, particularly for associate teachers and principals. CB staff worked with Professional Development/Learning Services staff and legal counsel to develop a memorandum to presidents as well as additional information about the implications of this legislative change.

### Classroom Keys for OTs

An ETFO survey of occasional teacher presidents during the year revealed that 25 of 32 Ontario public school boards do not consistently provide classroom keys to occasional teachers working in elementary schools. The ability to independently lock and unlock the classroom door in the event of a lockdown emergency is an essential component of school-level lockdown plans. These findings were presented, in discussions at the MOU Task Force on Health and Safety, consultations with the Ministry on revisions to the provincial lockdown policy and in negotiations at the central bargaining table for teachers and occasional teachers.

### Noise Protection Requirements

In January, ETFO contributed to the Ministry of Labour's consultation on extending noise protec-

tion requirements under the *Occupational Health and Safety Act*. The Federation's report identified several factors affecting noise levels in classrooms, the health effects and hazards of high noise levels and the impact of noise on speech-language communication, particularly for students with special education needs and young children. The report noted that Britain and the United States have guidance documents focusing on the acoustic environment of school buildings, but Canada does not. One recommendation called for the development of a provincial guidance document on noise management in non-industrial workplaces including school communities.

### Health and Safety Training

#### Regional Workshops

In May, 10 locals participated in ETFO's three-day *Health and Safety Training, Women's Program* workshop hosted by Thames Valley Teacher Local. In June, nine locals participated in the three-day *Health and Safety in the Workplace* program hosted by Lakehead Teacher Local. These workshops focused on dealing with health and safety issues for ETFO members such as: effective monthly inspections; the powers of the Joint Health and Safety Committee (JHSC); workplace violence; indoor air quality; asbestos; and emergency procedures. The workshops also highlighted recent legislative and policy changes related to health and safety in our school communities.

#### Provincial Health and Safety Conference

This well attended event, hosted by ETFO in November, provided an opportunity for health and safety activists to engage with experts about challenges such as risk assessment and safety planning, electrical safety, WSIB claims for injury and illness and indoor air quality.



### **Local and Provincial Workshops**

There were several opportunities for staff to further engage members and local leaders in health and safety. These included: workshops for school health and safety representatives on reporting hazards; the *Health and Legal Conference for Women*; the *ETFO Virtual Academy Webinars* on serious student incidents; and the fall Leadership workshop on risk assessment and safety planning.

### **Cross Service Area Training, Programs and Other Initiatives**

Collective Bargaining staff have collaborated with other executive staff from various service areas to develop and/or present at the following cross service area initiatives to date: FDK Pamphlet Work Group; Leaders for Tomorrow; Leadership Training Planning Team; Parliamentarian Training; Mentoring Program WP; Reflections on Practice Leadership Institute; Stewards' Binder Revisions; Union School; Visions Program; Women's Health and Legal Conference; and Women's Programs Organizational Review.

### **Professional Relations Services**

#### **PRS Matters**

Professional Relations Services (PRS) staff provides advice about legislative changes and legal and professional issues in regular publications, in steward mailings and on the ETFO website. This year's topics included advice regarding allegations, filling in for the absent principal, the student safety plan, shared workspaces, professionalism and DECE performance appraisal and professional learning. See <http://www.etfo.ca/adviceformembers/prsmattersbulletins>.

### **Lobby re College of Teachers Mandate Creep**

The Ontario College of Teachers (OCT) has increasingly strayed into areas within the responsibility of the teacher federations. The College has involved itself in professional learning activities and public advocacy initiatives, presenting itself as speaking on behalf of the profession. Along with spending time and money to curry favour with federation members, this "mandate creep" has led to a misguided use of College human and financial resources and to an increase in staff and budget that College registrants have been forced to fund. Such empire building led to an extensive protest by registrants to recent fee increases by the College.

Last fall, ETFO joined with the Ontario Teachers' Federation and other teacher affiliates to launch a lobby effort to raise awareness of the OCT mandate creep. The goal was to put pressure on the Ontario government to intervene to ensure the College focuses solely on its core mandate of regulating the teaching profession in the public interest. Materials were developed for locals to include the issue in fall meetings with MPPs and promoted through ETFO's communication channels.



Photo: Christine Cousins

### CAS/Police Investigations

PRS continues to support members facing allegations of inappropriate conduct towards students, which are almost always reported to the Children's Aid Society (CAS) and/or police. Fortunately, the majority of police investigations are concluded without any criminal charges being laid and the majority of CAS matters do not result in the verification of any child protection concerns. Unfortunately, being made the subject of a CAS or police investigation affects our members regardless of the final outcome.

PRS and legal counsel continue to communicate with CAS agencies regarding how they conduct their investigations and the impact that these investigations have on ETFO members. While each case has unique facts, the standards applied in determining outcomes should be consistently applied.

With respect to district school boards, it is apparent that the threshold that school boards apply in determining what matters need to be reported to the CAS and/or the police may not be consistent across boards. In addition, it may be that a "one size fits all" approach by boards in sending members home when allegations have been reported is not necessary and can be modified depending on the circumstances surrounding the allegations. ETFO has supported dialogues with local school boards to address board reporting practices and board treatment of members facing allegations. The Federation has also encouraged locals to ensure that school boards are made aware when we have issues with how a local CAS has conducted an investigation.

PRS involvement in these matters remains critical to ensure that members have appropriate legal and professional advice, representation and support throughout, particularly given that the

outcomes of these investigations can impact on a member's relationship with their school board and on any related College complaints.

### College of Teachers

PRS has seen an increase in the number of matters school boards are referring to the College of Teachers. Individuals are also commencing complaints against members by accessing the College's online complaint initiation process. Staff continue to work with members and legal counsel to represent members at the College regarding investigations related to professional misconduct, incapacity and fitness to practice.

Disclosure remains an ongoing issue. While efforts by ETFO PRS staff resulted in some improvement in the disclosure process with fuller and earlier disclosure, we are still not seeing completely full disclosure. What is provided is sometimes disclosed piecemeal, affecting the fairness interests of members. ETFO continues to work on this issue in the context of individual complaints with College staff and by coordinating efforts with other affiliates facing similar challenges.

There are increasing problems with the College collecting information from school boards beyond the scope of the complaint made. This sometimes results in expanded complaints against members or irrelevant information being provided to College committees with potential prejudice to our members. PRS staff is working on these issues within the context of individual complaints, in consultation with local leaders, boards and with College staff.

PRS monitoring of complaints shows that most involving ETFO members are resolved through complaints resolution. Many complaints considered by the Investigation Committee resolve successfully without referral to the Discipline Committee. The

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majority of complaints referred to Discipline are resolved through a negotiated outcome satisfactory to members. Aside from cases involving ETFO members, there has been a substantial overall increase in the degree to which complaints are either resolved or conducted through the imposition of suspensions in the last two years.

ETFO continues to address delays in the handling of complaints through its communications with the College and through coordinated efforts with the affiliates.

### Workshops, Courses, Webinars, Webcasts

The focus of PRS workshops and conferences is to prevent professional problems before they arise by informing members of their rights and obligations. Workshops also address recent changes to education and workplace legislation.

This year, staff responded to requests from local leaders, members and faculties of education to address professional issues including: electronic communications and social media; conflict resolution; effective DECE/teacher teams; harassment; dealing with difficult situations; professionalism; workplace accommodations; mental health issues; performance appraisal; parent-teacher relationships; professional boundaries; the Ontario College of Teachers; allegations of assault; and pregnancy and parental leave. PRS staff also offered leadership development workshops at ... and still we rise, Union School, Fall Leadership and New Presidents' Training.

Mental health and wellness is an issue cutting across many workshop and conference topics. Staff has raised this issue in a variety of contexts to promote awareness and understanding and to explore rights and responsibilities related to issues regarding mental health concerns.

### An Ounce of Prevention

The *Thriving in a Challenging Workplace: Good Health and Well-Being* conference in November was attended by 75 teachers, occasional teachers, ESP/PSP and DECE members from across the province. Keynote speaker Beverly Beuermann-King delivered a well-received presentation called, Stress Out! S-O-S To Letting More Life In. Workshop topics included work/life balance, healthy eating, conflict resolution, understanding mental illness, managing anger in the workplace, stress sense, voice care, parent conflict and dealing with allegations.

### Women's Health and Legal Conference

The *Digging Deeper, Reaching Higher* women's conference held in Niagara Falls in April was attended by 150 members. Participants were provided



Photo: Vitusha Oberoi

the opportunity to explore legal, professional and health issues that may affect women both professionally and personally. Resources and strategies were provided to assist with addressing these challenges.

### PRS Training for Women Leaders: Beyond the Basics

This four-day program was offered to 40 women leaders. The first two days explored different types of leadership with discussions about leadership strengths and identifying barriers and bias. Participants looked at allegations and boundaries, and through discussion and scenarios became familiar with how to deal with and avoid allegations, as well as members' rights and responsibilities and ways to offer support. In the second session, members explored the differences between harassment and conflict. They were provided opportunities to facilitate conversations using case studies as well as an in-depth look

at perceptions of mental health and reshaping views. Members then created a personal leadership plan highlighting the supports they need to move forward in the union.

### Expanding Our Knowledge and Skills: PRS Leadership Training for Local Released Leaders

Staff offered a four-day training course for released leaders from teacher, occasional teacher and DECE locals. This year's sessions focused on dispute resolution skills and building positive team relationships. Significant time was devoted to discussing the impact of mental health illness. Participants examined strategies for dealing with mental health issues in a PRS context, and at creating return-to-work plans involving mental health matters. Presentations on performance appraisal, allegations, professional boundaries, CAS and serious student incidents from a PRS perspective also formed part of the four-day agenda.



Photos: Anne de Haas



Photo: Kathryn Gaitens



Photo: Kathryn Gaitens



Photo: Vitusha Oberoi

## Workplace Safety and Insurance Board (WSIB)

PRS staff has responded to numerous calls with respect to workplace accidents and related issues from both local leaders and individual members. The calls have involved a variety of workplace accidents; however, there has been a rise in the number of concussions/head injuries. ETFO's resource booklet, *A Member's Guide to the Workplace Safety & Insurance Board* may be found at <http://www.etfo.ca/adviceformembers/wsib>.

## Communications and Political Action

### Voice Magazine

*ETFO Voice* reaches a wide audience through its four quarterly print magazines, online magazine at [etfovocal.ca](http://etfovoice.ca) and Facebook page at [facebook.com/etfovocal](https://facebook.com/etfovocal). The Facebook page saw an increase this year in member engagement, with some articles tripling and quadrupling the number of likes, shares and comments of an average post. The online site is being updated to make the magazine easier to read on mobile phones and tablets.

This year's four print issues offered a variety of articles, curriculum guides, reviews and news items about Federation activities. Feature stories included:

#### Fall

- Bringing field trips into the classroom through videoconferencing
- Using a middle school novel to encourage LGBTQ conversations
- Supplementing teaching and learning through gamification

#### Winter

- Making a film to celebrate a student who raised \$130,000 for cancer
- Encouraging positive relationships through teacher mentoring
- Learning life skills through picture books

#### Spring

- Creating art dolls as expressions of artistic equity and diversity
- Transforming a junior choir into a school-community rock band
- Incorporating dance education into the curriculum at all grade levels

#### Summer

- Participating in a workshop called *Walking With Our Sisters*
- Learning about Project Overseas global leadership opportunities
- Sharing a passion for monarch butterflies with students and teachers



# ETFO 2015 MEMBER SURVEY: WHO WE ARE

The ETFO member survey helps to inform decisions about programs and activities, and predict future member needs. When the information for this report was compiled, ETFO had received responses from almost one-third of its members.



Photo: Anne de Haas

## Membership Population\*

MEMBER TYPE	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Teachers	55,416	55,146	55,098	55,854	56,311	56,676	56,423	57,208
OT	19,495	20,541	21,239	21,438	20,432	18,422	19,708	20,311
ESP/PSP/DECE	294	281	284	732	860	1,516	2,226	2,677
Total	75,205	75,968	76,621	78,024	77,602	76,614	76,357	80,196

\*The same member may have multiple membership types.

## Membership

- ✓ Teacher membership increased again this year after a slight decline during the years 2011 to 2012.
- ✓ There was an increase in ESP, PSP and DECEs this year, due to the addition of more new Designated Early Childhood Educators (DECEs) members.

## Gender

- ✓ The percentage of ETFO members who are women has remained stable at approximately 81 percent over the past 11 years.

## Age

### Teacher members:

- ✓ Sixty-seven percent are aged 35-54, while 18 percent are under 35.
- ✓ Over the past 10 years, those aged 45-54 have decreased from 41 to 32 percent.
- ✓ Those aged 55-64 have increased from 7 to 12 percent.

### Occasional teacher (OT) members:

- ✓ Nineteen percent are aged 55-64 while 38 percent are under the age of 34.
- ✓ In the last eight years, those aged 45-54 have decreased from 20 to 11 percent.
- ✓ Those aged 55-64 have decreased from 42 to 19 percent.

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### ESP/PSP members

- ✓ Sixty-six percent are over 45 while 11 percent are under 35.

### DECE members

- ✓ Those under the age of 34 represent 38 percent, while 22 percent are over 45.

### Grades Taught

- ✓ Approximately 34 percent of ETFO members reported that they taught a combined grade, with the most common combined grade being JK/SK.
- ✓ Four percent of members reported that they taught in a triple-combined grade.
- ✓ Twelve percent of women members reported teaching Kindergarten, compared with only four percent for men. Seven percent of men members reported teaching Grade 8 compared with three percent of women members.

### Part-time Work

- ✓ Seven percent of teacher members work part-time. This percentage has remained the same from the previous year.
- ✓ Only two percent of male teachers work part-time while eight percent of female members work part-time.

### Qualifications

ETFO members with a B.A.	77%
ETFO members with a B. Ed.	79%
ETFO members with a Master's degree	15%
Members with one specialist certificate	32%
Members with two specialist certificates	17%
Members with no specialist certificate	41%

### QEKO (Qualifications Evaluation Council of Ontario)

ETFO members with rating of A4	81%
ETFO members with A3 rating	14%

### Teacher Members - Years of experience

Years of Experience	2014-2015	2002-2003
Less than 1 year	0%	2%
1-4	8%	19%
5-10	27%	19%
11-15	26%	18%
16-20	16%	12%
21-25	13%	11%
26-30	8%	11%
31+	2%	5%

Eight percent of teacher members have less than five years of experience, 35 percent have less than 11 years of experience and only two percent have more than 30 years of experience.

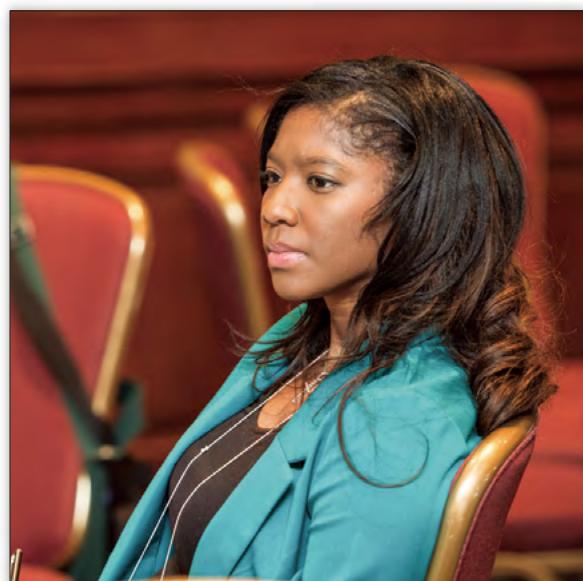


Photo: Christine Cousins

## Occasional Teacher Members - Years of Experience

Years of Experience	2014-2015	2003-2004
Less than 1 year	1%	10%
1-4 years	39%	20%
5-10 years	19%	10%
11-15 years	7%	6%
16-20 years	5%	4%
21-25 years	4%	4%
26-30 years	4%	7%
31+ years	21%	30%

Forty percent of occasional teacher members have less than five years of experience, and 21 percent have more than 30 years of experience.

## ESP/PSP Members - Years of experience

Years of Experience	2014-2015	2003-2004
Less than 1 year	4%	1%
1-4 years	10%	17%
5-10 years	18%	24%
11-15 years	29%	24%
16-20 years	13%	17%
21-25 years	13%	3%
26-30 years	13%	1%
30+	4%	0%

Fourteen percent of ESP/PSP members have less than five years of experience, and only four percent have more than 30 years of experience.

## DECE Members - Years of experience

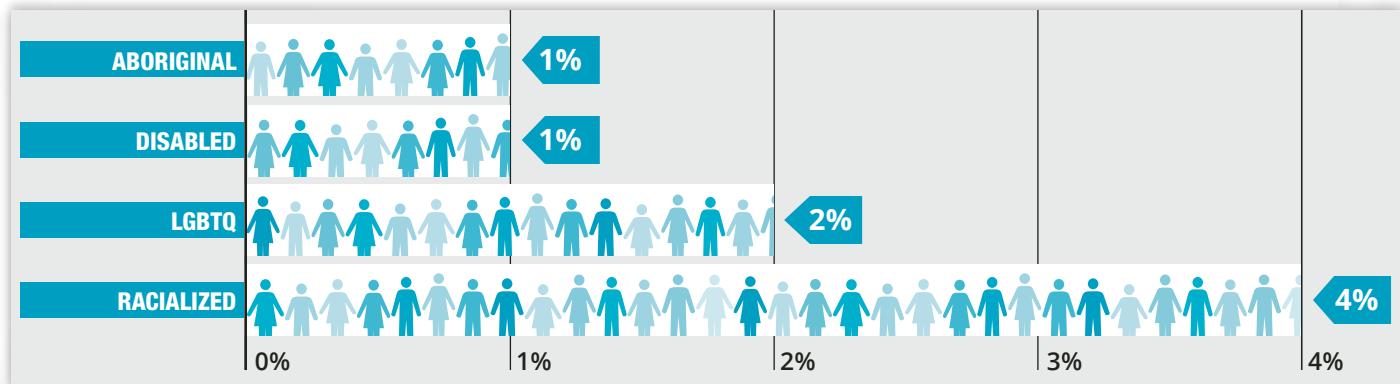
Years of Experience	2014-2015
Less than 1 year	0.6%
1-4 years	91%
5-10 years	4.4%
11-15 years	1.9%
16-20 years	0.9%
21-25 years	0.5%
26-30 years	0.3%
30+ years	0.2%

The majority of DECE members have less than five years of experience.



Photo: Christine Cousins

## Self-Identification



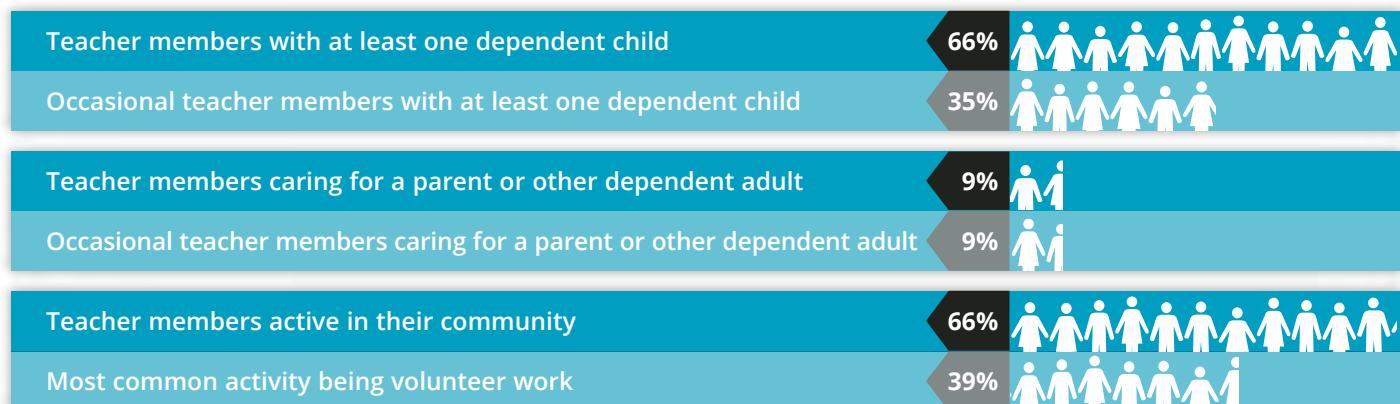
- Only one percent of teacher members report being Aboriginal. That compares with one percent for occasional teacher and DECE members and two percent for ESP/PSP members.
- The percentage of teacher members who report being disabled is one percent. That compares to one percent for occasional teacher members.
- Two percent of teacher members identify as being lesbian, gay, bisexual, transgendered, queer or questioning (LGBTQ). Male teachers represent 52 percent of those teacher members who self-identified as LGBTQ.
- Four percent of teacher members identify as racialized.



Photo: Kathryn Galtens

## Activities Outside Teaching

Like other professionals, ETFO teachers and occasional teachers have responsibilities and pursue activities that are outside of the teaching profession:



## 2014-2015 Local Presidents

<b>Algoma</b> Occasional Teacher Local Teacher Local	<b>Peter Mead</b> <b>Kelly Holley</b>	<b>James Bay</b> Teacher Local	<b>Sharon Feero</b>
<b>Avon Maitland</b> Occasional Teacher Local Teacher Local	<b>Kim Finlayson</b> <b>Kent Cleland</b>	<b>Kawartha Pine Ridge</b> Occasional Teacher Local Teacher Local	<b>Marsha Jones</b> <b>Darline Pomeroy</b>
<b>Bluewater</b> Occasional Teacher Local Teacher Local	<b>Marcia Shimoda</b> <b>Nancy Lawler</b>	<b>Keewatin-Patricia</b> Occasional Teacher Local Teacher Local	<b>Martin Laffin</b> <b>Anne Salter</b>
<b>Durham</b> Occasional Teacher Local Teacher Local Catholic DECE Local DECE Local	<b>George Taylor</b> <b>Gerard O'Neill</b> <b>Lexy Shaw</b> <b>Rayna Barrese</b>	<b>Lakehead</b> Occasional Teacher Local Teacher Local	<b>Nancy Nix</b> <b>Mike Judge</b>
<b>Grand Erie</b> Occasional Teacher Local Teacher Local DECE Local	<b>Kevin Utley</b> <b>Donna Howey</b> <b>Patricia Hammond</b>	<b>Lambton Kent</b> Occasional Teacher Local Teacher Local	<b>Marion Collop</b> <b>Ron Rivait</b>
<b>Greater Essex County</b> Occasional Teacher Local Teacher Local	<b>Sharon Ciebin</b> <b>Adelina Cecchin</b>	<b>Limestone</b> Occasional Teacher Local Teacher Local	<b>Ken Gee</b> <b>Mike Lumb</b>
<b>Halton</b> Occasional Teacher Local Teacher Local DECE Local	<b>Al Bero</b> <b>Marg MacFarlane</b> <b>Amy Korzack</b>	<b>Near North</b> Occasional Teacher Local Teacher Local	<b>Jan Heinonen</b> <b>Dave Bartlett</b>
<b>Hamilton-Wentworth</b> Occasional Teacher Local Teacher Local DECE Local	<b>Barry Naidoo</b> <b>Jeff Sorensen</b> <b>Tamara DuFour</b>	<b>Niagara</b> Occasional Teacher Local Teacher Local	<b>Mark Carter</b> <b>Todd Rimmington</b>
<b>Hastings-Prince Edward</b> Occasional Teacher Local Teacher Local	<b>Doug Thur</b> <b>Dave Henderson</b>	<b>Ontario North East</b> Occasional Teacher Local Teacher Local	<b>Dave Livingston</b> <b>Monica Rusnak</b>
		<b>Ottawa-Carleton</b> Occasional Teacher Local Teacher Local	<b>David Wildman</b> <b>Peter Giuliani</b>
		<b>Peel</b> Occasional Teacher Local Teacher Local	<b>Shazilla (Shelly) Jan</b> <b>Tim Cunningham</b>

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<b>Rainbow</b>	Occasional Teacher Local <b>Bernadette Lamirande</b>	Toronto	Occasional Teacher Local <b>Rob Fulford</b>
Teacher Local	<b>Barb Blasutti</b>	Teacher Local	<b>John Smith</b>
DECE Local	<b>Gina McAfee</b>	Catholic DECE Local	<b>Diego Olmedo</b>
<b>Rainy River</b>		<b>Trillium Lakelands</b>	
Occasional Teacher Local	<b>Mickey Christiansen</b>	Occasional Teacher Local	<b>Tracy Blodgett</b>
Teacher Local	<b>Monica Armour</b>	Teacher Local	<b>Steve Coliver</b>
ESP Local	<b>Jackie Dupuis-Brandli</b>	DECE Local	<b>Sara Michel</b>
<b>Renfrew County</b>		<b>Upper Canada</b>	
Occasional Teacher Local	<b>Ryan Geick</b>	Occasional Teacher Local	<b>Diane Dewing</b>
Teacher Local	<b>Allison Ryan</b>	Teacher Local	<b>Erin Blair</b>
ESP Local	<b>Colleen Mackin</b>		
PSP Local	<b>Joan Bradley</b>	<b>Upper Grand</b>	
<b>Simcoe County</b>		Occasional Teacher Local	<b>Andrew Aloe</b>
Occasional Teacher Local	<b>Amy Chevis</b>	Teacher Local	<b>Gundi Barbour</b>
Teacher Local	<b>Janet Bigham</b>		
DECE Local	<b>Amanda Judd</b>	<b>Waterloo Region</b>	
<b>Superior-Greenstone</b>		Occasional Teacher Local	<b>Nathan Core</b>
Occasional Teacher Local	<b>Artie Cooper</b>	Teacher Local	<b>Greg Weiler</b>
Teacher Local	<b>Colleen Lemieux</b>	DECE Local	<b>Jenn Wallage</b>
<b>Thames Valley</b>		<b>York Region</b>	
Occasional Teacher Local	<b>Terry Card</b>	Occasional Teacher Local	<b>Nadia Ciacci</b>
Teacher Local	<b>Craig Smith</b>	Teacher Local	<b>David Clegg</b>

As of June 30, 2015



Photo: Vitusha Oberoi

## **2015 ETFO Award Recipients**

### **Arts and Culture Award**

**Melanie Blanchard** Simcoe County Teacher Local

### **Children's Literature Award**

**Beverley Terrell-Deutsch** Non-Member

### **Curriculum Development Award**

**Sue Irwin** Hamilton-Wentworth Teacher Local

### **Environmental Education Award (new for 2014-2015)**

**Ron Ballantine** Halton Teacher Local

### **Health and Safety Activist Award**

**Heike Schiller** Upper Grand Teacher Local

### **Humanitarian Award for an ETFO member**

**Cathy Fairley** Halton Teacher Local

### **Member Service and Engagement Award**

**Niagara Teacher Local and Trillium Lakelands Occasional Teacher Local**

### **New Member Award**

**Nathan Core** Waterloo Occasional Teacher Local

### **Rainbow Visions Award**

**Lydia (Key) Straughan** Hamilton-Wentworth Teacher Local

### **Women Working in Social Activism on Behalf of Women and Children**

**Kathryn Cummings** Non-Member

## **Scholarships And Bursaries**

### **Aboriginal Women in Education Bursary – Women's Program**

**Jennifer Coles** Kawartha Pine Ridge Occasional Teacher Local

**Melodie General** Algoma Occasional Teacher Local

**Tanya Leary** Hamilton-Wentworth Teacher Local

**Samantha MacKenzie** Non-Member

### **Doctoral Scholarship**

**Keri-Lyn Ewart** Peel Teacher Local

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**Doctoral Scholarship – Women's Program**

**Vidya Shah** Elementary Teachers of Toronto Local

**ETFO Member Bursaries**

<b>Tracy Blodgett</b>	Trillium Lakelands Occasional Teacher Local
<b>Ashley Bowen</b>	Upper Canada Occasional Teacher Local
<b>Jacqueline Da Costa</b>	Toronto Catholic DECE Local
<b>Emily Egleston</b>	York Region Occasional Teacher Local

**Bursaries – Designated Groups - Women's Program**

<b>Fatina Abou Chacra</b>	Non-Member
<b>Alyssa Broadbell</b>	Non-Member
<b>Yeseul Kim</b>	Non-Member
<b>Melissa Murray</b>	Peel Occasional Teacher Local
<b>Daljeet Rakkar</b>	Peel Teacher Local
<b>Cassidy Tam</b>	Non-Member
<b>Manon van Mil</b>	Non-Member

**Bursaries - Designated Groups**

<b>Farzaana Coovadia</b>	Non-Member
<b>Adam Kusinski</b>	Peel Teacher Local
<b>Sendira Cathrine Mohammed</b>	Peel Occasional Teacher Local
<b>Steffanie Porter</b>	Trillium Lakelands Occasional Teacher Local
<b>Olusoga Tomoloju</b>	Non-Member

**Bursaries for Sons and Daughters of ETFO Members**

<b>Brian Burrell</b>	Durham Teacher Local
<b>Caroline Cyr</b>	Ottawa-Carleton Teacher Local
<b>Lucy Gall</b>	Toronto Occasional Teacher Local
<b>Jonathan Erickson</b>	Peel Teacher Local
<b>Eric Fulmer</b>	Halton Teacher Local
<b>Sophie Guilbeault</b>	Ottawa-Carleton Teacher Local
<b>Megan Kim</b>	Elementary Teachers of Toronto Local
<b>Geeta Kumar</b>	Elementary Teachers of Toronto Local
<b>Catherine McCormick</b>	Elementary Teachers of Toronto Local
<b>Katherine Robertson</b>	Thames Valley Teacher Local
<b>Frank Rosati</b>	Greater Essex County Teacher Local
<b>Kay-Lee Welch</b>	Ottawa-Carleton Teacher Local

### Master's Scholarship

**Evan Barr**

Upper Canada Occasional Teacher Local

**Daniella De Lucia**

York Region Teacher Local

**Geoff Kitching**

York Region Teacher Local

**Michael Yoshida**

York Region Teacher Local

---

### Master's Scholarship – Women's Program

**Catherine Akinrinola**

York Region Teacher Local

**Monica Goodfellow**

Simcoe County Teacher Local

**Deborah McCallum**

Simcoe County Teacher Local

**Mercy Ukiposidolo**

York Region Teacher Local

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Information about ETFO's annual Awards Program is available at:

<http://www.etfo.ca/aboutetfo/awardsandscholarships/pages/default.aspx>



Photos: Kathryn Galtens

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## **2014-2015 Standing Committees**

### **Aboriginal Education Committee**

<b>Natalie Ann Corbin</b>	Lakehead Teacher Local
<b>Joan Hill-Keast</b>	Ottawa-Carleton Occasional Teacher Local
<b>Marjolaine LaPointe</b>	Kawartha Pine Ridge Teacher Local
<b>Tanya Leary</b>	Hamilton-Wentworth Teacher Local
<b>Ian McCallum</b>	Simcoe County Teacher Local

### **Annual Meeting Committee**

<b>Amira Loney</b>	Hastings-Prince Edward Teacher Local
<b>Ruth Mackie</b>	Rainy River District Teacher Local
<b>André Mrozewski</b>	Hastings-Prince Edward Teacher Local
<b>Ann Pharazyn</b>	Lambton Kent Teacher Local
<b>Chris Vert</b>	Elementary Teachers of Toronto Local

### **Anti-Racist Education Committee**

<b>Debbie Cheng</b>	Elementary Teachers of Toronto Local
<b>Shurki Farah</b>	Elementary Teachers of Toronto Local
<b>Samantha Hendricks</b>	York Region Teacher Local
<b>Darryl Romesh Pandoo</b>	Elementary Teachers of Toronto Local
<b>Christine Stought-O'Gillivie</b>	Elementary Teachers of Toronto Local

### **Arts Committee**

<b>Jessica Crowley</b>	Grand Erie Teacher Local
<b>Michelle Fenn</b>	Kawartha Pine Ridge Teacher Local
<b>D. Gavin Foster</b>	Hastings-Prince Edward Teacher Local
<b>Martin Kay</b>	Halton Teacher Local
<b>Clyre Lyndley</b>	Elementary Teachers of Toronto Local

### **Awards Committee**

<b>Patricia Heath</b>	Elementary Teachers of Toronto Local
<b>Lee-Ann Matteau</b>	Algoma Teacher Local
<b>Natasa Pasic-Knezevic</b>	Peel Teacher Local
<b>Jeremy Smith</b>	York Region Teacher Local
<b>Elaine Thomson</b>	Thames Valley Teacher Local

### Collective Bargaining Committee

<b>Terry Card</b>	Thames Valley Occasional Teacher Local
<b>Kellea Martin</b>	Peel Teacher Local
<b>Jada Nicklefork</b>	Niagara Teacher Local
<b>Sean Seccareccia</b>	Algoma Teacher Local
<b>Jenn Wallage</b>	Waterloo Region DECE Local

### Disability Issues Committee

<b>Mark Carter</b>	Niagara Occasional Teacher Local
<b>Alexandra Craig</b>	York Region Teacher Local
<b>Terri Louise Lyons</b>	Thames Valley Teacher Local
<b>Tommy-Vee Nelson</b>	Ontario North East Occasional Teacher Local
<b>Aviva Rosenberg</b>	Peel Teacher Local

### Early Years Committee

<b>Karen Beck</b>	Upper Canada Teacher Local
<b>James Maxwell Brown</b>	Kawartha Pine Ridge Teacher Local
<b>Tamara DuFour</b>	Hamilton-Wentworth DECE Local
<b>Sharon Feero</b>	James Bay Teacher Local
<b>Barbara Weaver</b>	Ottawa-Carleton Teacher Local

### Education Support Personnel /Professional Support Personnel/ Designated Early Childhood Educator Committee

<b>Liz Hildebrandt</b>	Renfrew County PSP Local
<b>Amanda Judd</b>	Simcoe County DECE Local
<b>Colleen Mackin</b>	Renfrew County ESP Local
<b>Ruth Ann McKie</b>	Renfrew County ESP Local
<b>Tammy Stoneman</b>	Grand Erie DECE Local

### English as a Second Language Committee

<b>Zaiba Beg</b>	Peel Teacher Local
<b>Dell Durnin</b>	Ottawa-Carleton Teacher Local
<b>Jennifer Graham</b>	Avon Maitland Teacher Local
<b>Krista Haidner</b>	Simcoe County Teacher Local
<b>Shideh Houshmandi</b>	Niagara Occasional Teacher Local

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**Environmental Committee**

<b>Leslie Blackwood</b>	Superior-Greenstone Teacher Local
<b>Kimberley Fry</b>	Toronto Occasional Teacher Local
<b>Pam Miller</b>	Elementary Teachers of Toronto Local
<b>Patricia Sawkins</b>	Grand Erie Occasional Teacher Local
<b>Stephen Skoutajan</b>	Ottawa-Carleton Teacher Local

**French as a Second Language Committee**

<b>Antonella Ciampa</b>	Greater Essex County Teacher Local
<b>Angela Coccimiglio</b>	Algoma Teacher Local
<b>Natasha Feghali</b>	Greater Essex County Teacher Local
<b>Kolette Myers</b>	Lambton Kent Teacher Local
<b>Rebecca Zuckerbrodt</b>	Ottawa-Carleton Teacher Local

**Human Rights Committee**

<b>Laurel Farrell</b>	Upper Grand Teacher Local
<b>Ryan Geick</b>	Renfrew County Occasional Teacher Local
<b>Arifa Ghaffar</b>	Durham Occasional Teacher Local
<b>Constance Marsh</b>	Elementary Teachers of Toronto Local
<b>Delani Nilmini Ratwatte</b>	Peel Teacher Local

**Intermediate Division Committee**

<b>Philomena Bonis</b>	Waterloo Region Teacher Local
<b>Karen Cox</b>	Peel Teacher Local
<b>Adrianna Knight</b>	Halton Teacher Local
<b>Carl Oliver</b>	York Region Teacher Local
<b>Kim Ryckman</b>	Avon Maitland Teacher Local

**International Assistance Committee**

<b>Michael Beetham</b>	Waterloo Region Teacher Local
<b>Bruno Dallaire</b>	Ontario North East Teacher Local
<b>Deirdre Buckley-McKie</b>	Ottawa-Carleton Teacher Local
<b>Cheryl Sheffield</b>	Ontario North East Teacher Local
<b>Julie Stanley</b>	Bluewater Teacher Local
<b>Bea Yeung</b>	Upper Grand Occasional Teacher Local

## Who We Are

### Labour Committee

<b>Janet Fraser</b>	Ottawa-Carleton Teacher Local
<b>Sarah Hall</b>	Lambton Kent Teacher Local
<b>Devon K. Moore</b>	Upper Grand Teacher Local
<b>Jefferey Pelich</b>	Waterloo Region Teacher Local
<b>Dorothy Ramsay</b>	Simcoe County Teacher Local

### Lesbian, Gay, Bisexual, Transgender, and Queer or Questioning Committee

<b>Sheri Birch</b>	Simcoe County Teacher Local
<b>Lauren Chapple</b>	Durham Teacher Local
<b>Lyla MacAulay</b>	Elementary Teachers of Toronto Local
<b>Andres Musta</b>	Durham Teacher Local
<b>Ron Vine</b>	Hamilton-Wentworth Teacher Local

### Men's Focus Committee

<b>Edward Cain</b>	Rainy River District Occasional Teacher Local
<b>Shawn Forth</b>	Trillium Lakelands Teacher Local
<b>Ken Gee</b>	Limestone Occasional Teacher Local
<b>Shane Gibson</b>	Kawartha Pine Ridge Teacher Local
<b>Steve Thorkildsen</b>	Grand Erie Teacher Local

### New Members Committee

<b>David Berger</b>	Kawartha Pine Ridge Teacher Local
<b>Tammy Gallant</b>	Peel Teacher Local
<b>Shawna Rothgeb</b>	Ottawa-Carleton Teacher Local
<b>Lisa Taylor</b>	Upper Grand Teacher Local
<b>Courtney Watson</b>	Ottawa-Carleton Occasional Teacher Local

### Occasional Teachers Committee

<b>Amanda Anderson</b>	Bluewater Occasional Teacher Local
<b>Anik Mackey</b>	Ottawa-Carleton Occasional Teacher Local
<b>Rod Marijan</b>	Peel Occasional Teacher Local
<b>Scott Maudsley</b>	Toronto Occasional Teacher Local
<b>Carol Waffler</b>	Upper Grand Occasional Teacher Local

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**Occupational Health and Safety Committee**

<b>Jennifer Barry</b>	Lakehead Teacher Local
<b>Laurel Liddicoat-Newton</b>	Lambton Kent Teacher Local
<b>Michael Martin</b>	Elementary Teachers of Toronto Local
<b>Jason Surgent</b>	Hastings-Prince Edward Teacher Local
<b>Adam Ziegler</b>	Waterloo Region Teacher Local

**Pension Committee**

<b>Norma Coleman</b>	Peel Teacher Local
<b>Rian Fortier</b>	Greater Essex County Teacher Local
<b>Carrie Nethery</b>	Upper Grand Teacher Local
<b>Nancy Pigden</b>	Simcoe County Teacher Local
<b>Jason Schwartz</b>	Thames Valley Teacher Local

**Political Action Committee**

<b>Heather Aggus Adeney</b>	Hamilton-Wentworth Teacher Local
<b>Chris Brouillard-Coyle</b>	Greater Essex County Teacher Local
<b>Mary Fowler</b>	Durham Teacher Local
<b>Tim Hall</b>	Ontario North East Teacher Local
<b>Christopher Hoffman</b>	Peel Teacher Local

**Professional Development/ Curriculum Committee**

<b>Susan Bingham</b>	Ottawa-Carleton Teacher Local
<b>Margaret Chung</b>	Limestone Teacher Local
<b>Diane Dempsey</b>	Thames Valley Teacher Local
<b>Sophie Kroesen</b>	Toronto Occasional Teacher Local
<b>Shelly Vohra</b>	Peel Teacher Local

**Professional Relations and Discipline Committee**

<b>Andrew Aloe</b>	Upper Grand Occasional Teacher Local
<b>Steve Colliver</b>	Trillium Lakelands Teacher Local
<b>Shelly Jan</b>	Peel Occasional Teacher Local
<b>Nicole Mitchell</b>	Algoma Teacher Local
<b>Mario Spagnuolo</b>	Greater Essex County Teacher Local

**Special Education Committee**

<b>Darrell Kuwabara</b>	Waterloo Region Teacher Local
<b>Laurie Menard</b>	Waterloo Region Teacher Local
<b>Heather Methven</b>	Elementary Teachers of Toronto Local
<b>Lori Ridley-Whyte</b>	Ontario North East Teacher Local
<b>Virginia Vibert</b>	Upper Canada Teacher Local

### Status of Women Committee

<b>Liz Ashworth</b>	Upper Grand Teacher Local
<b>Olive Creary-Satchell</b>	Elementary Teachers of Toronto Local
<b>Safia Saleh</b>	Peel Teacher Local
<b>Parmeet Singh</b>	Peel Teacher Local
<b>Terri Trimble</b>	Hamilton-Wentworth Teacher Local

### Teacher Education/Faculty Liaison Committee

<b>Gail Bannister-Clarke</b>	Peel Teacher Local
<b>Kathryn Holst</b>	Ottawa-Carleton Teacher Local
<b>Marsha Jones</b>	Kawartha Pine Ridge Occasional Teacher Local
<b>Calvin Makela</b>	Rainbow Teacher Local
<b>Iris Maxwell</b>	Lakehead Teacher Local
<b>Charlotte McMaster</b>	Limestone Teacher Local
<b>Daniel McRae</b>	York Region Teacher Local
<b>Michelle Passmore</b>	Near North Teacher Local
<b>Annamari Pouti-Fletcher</b>	Greater Essex County Teacher Local
<b>Christian Rowell</b>	Thames Valley Teacher Local
<b>Angela Salvatori-Corapi</b>	Niagara Teacher Local
<b>Joanne Threndyle</b>	Waterloo Region Teacher Local
<b>John Whitman</b>	Durham Teacher Local



Photo: Kathryn Gaitens

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ETFO STAFF June 30, 2015

**Accounting/Finance**

Gamini Abeyasinghe  
 Cindy Chen  
 Franca DiMeo  
 Andrea Francis  
 Michael Humphries  
 Lynda Nakamura (.5)  
 Molly Ng  
 Rosario Rodrigo  
 Leigh-Anne Shaw \*  
 Lorraine Stewart  
 Ping Xie

**Administration/  
Internal Services**

Carol Aldover  
 Jo-Anne Alzner  
 Colette Banas  
 Jessie Bastian  
 Carol Henry  
 Gloria Latam  
 Elizabeth Lui  
 Joyce McClelland  
 June Miller  
 Lynda Nakamura (.5)  
 Sharon O'Halloran  
 Anna Popiel  
 Victoria Réaume  
 Anne Rodrigue  
 Nancy Romain  
 Olesia Romanko  
 Pauline Scott  
 Larisa Szrajew

\*on leave

**Collective Bargaining  
Services**

Ahlam Abd-Al-Sttar  
 Susan Ansara  
 Jerry DeQuetteville  
 Mark Hachmer  
 Kulsum Haji (.5)  
 Lisa Hammond (.5)  
 Derek Hulse  
 Jehan Khoorshed  
 Colleen Lee  
 Kathleen Loftus  
 Kruti Macwan (.5)  
 Lynn McClean \*  
 Lisa Mastrobuono  
 Adele Miskelly  
 Nadine Moore  
 Michaela Murphy  
 Rosemary Scheffer  
 Michael Thomas  
 Carolyn Walker  
 Valence Young

**Communications/  
Political Action Services**

Aida Azarakhsh  
 Adele Bertram  
 Cynthia Chorzepa  
 Jennifer Drole  
 Valerie Dugale  
 Ilona Kozlova \*  
 Stephen Mau  
 Vivian McCaffrey  
 Vitusha Oberoi  
 James Taylor  
 Izida Zorde\*

**Equity and Women's  
Services**

Susy Costa  
 Maria Fernandez (.5)  
 Kelly Hayes  
 Althea Jensen  
 Kalpana Makan  
 Rachel Mishenene (.5)  
 Erin Orida  
 Adam Peer  
 Carol Zavitz

**Members' Records/Fees/  
Reconciliation/Conferences**

Priya Fernando  
 Nirmal Lutchmedial  
 Dale Moorcroft  
 Janice Rogers  
 Jo-Ann Scott  
 Valerie Shaw  
 Nicole Thomson  
 Donna Turney

**Office Services (OS)**

Jill Annette  
 Hal Heipel  
 Maryna Leuchanka  
 Vasan Mahalingam  
 Daniel Page  
 Arlene Padernilla  
 Elizabeth Strater

**Professional Development/  
Learning Services**

Jill Aoki-Barrett  
 Nancy Baldree  
 Jane Bennett  
 Ruth Dawson  
 Pat Doherty  
 Maria Fernandez (.5)  
 Jim Giles  
 Jason Johnston

Karen Kindree  
 Joanne Languay  
 Bixi Lobo-Molnar  
 Samira Maherli  
 Rachel Mishenene (.5)  
 Janet Millar Grant  
 Joanne Myers  
 Kathy Pigeon  
 Mona Renzone  
 Emily Salmins  
 Christine Santos  
 Donna Strachan  
 Krista Walford

**Professional Relations  
Services**

Mary Bricco  
 Pam Dogra  
 Kulsum Haji (.5)  
 Lisa Hammond (.5)  
 Phyllis Hession-White  
 Lorna Larmour  
 Kruti Macwan (.5)  
 Yu-Ming Matsuura  
 Melanie McClelland  
 Evelyn McGrogan  
 Jennifer Mitchell  
 Susan Thede  
 Nicole Tighe  
 Dave Wing

**Technology and  
Computer Services**

Bilal Ahmed  
 Lynda Beebe  
 Tania Bogachova  
 Jincy George  
 Christopher Hoang  
 Hemanth Kumar

**ETFO: Proud of our 76,000 elementary public school teachers, designated early childhood educators, education support personnel and professional support personnel across the province.**



Photo: Anne de Haas



**ELEMENTARY TEACHERS' FEDERATION OF ONTARIO**  
**FÉDÉRATION DES ENSEIGNANTES ET DES ENSEIGNANTS DE L'ÉLÉMENTAIRE DE L'ONTARIO**

136 Isabella Street, Toronto, Ontario M4Y 0B5

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**[www.etfo.ca](http://www.etfo.ca)**