

# BUILDING BETTER SCHOOLS: A NEW ERA OF PROFESSIONAL JUDGEMENT



ELEMENTARY TEACHERS' FEDERATION OF ONTARIO  
REPORT TO THE 2016 ANNUAL MEETING



Photo-Kathryn Gaitens

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.

# TABLE OF CONTENTS

2015-2017 ETFO EXECUTIVE .....	2
THE ELEMENTARY TEACHERS' FEDERATION OF ONTARIO .....	3
President's Report. ....	4
General Secretary's Report .....	7
PROTECTING OUR PROFESSION .....	9
Teacher Professional Judgement .....	9
Bargaining to Impact Working and Learning Conditions.....	10
2015 Central Committee Workgroup Reports.....	15
ETFO Employee Life and Health Trust Benefits Plan .....	19
The ETFO Provincial LTD Plan .....	21
GOVERNMENT AND COMMUNITY.....	22
Bill 115 Charter Challenge Victory .....	22
ETFO at Queen's Park.....	23
Fostering Community Support .....	25
PROMOTING UNION VALUES.....	26
ADVANCING EDUCATION AND EQUITY.....	28
ENGAGING OUR MEMBERS .....	36
Professional Learning/Curriculum Services.....	36
Equity and Women's Services .....	40
Collective Bargaining Services.....	43
Professional Relations Services.....	44
ETFO <i>Voice</i> .....	48
RELATED ETFO WEBSITES.....	49
WHO WE ARE.....	50
ETFO 2016 Member Survey .....	50
2015-2016 ETFO Local Presidents.....	54
2016 ETFO Award Recipients.....	56
2015-2016 ETFO Standing Committees .....	58
ETFO Staff .....	64

This 2016 Report to the Annual Meeting can be read online at [www.etfo.ca](http://www.etfo.ca)



## 2015-2017 ETFO EXECUTIVE



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



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



**Nancy Lawler**  
Vice-President  
Bluewater Teacher  
Local



**Karen Brown Campbell**  
Vice-President (Female)  
Elementary Teachers of  
Toronto



**Diane Dewing**  
OTF Table Officer  
Upper Canada  
Occasional Teacher  
Local

### Executive Members



**Gail Bannister-Clarke**  
Peel Teacher Local



**Tracy Blodgett**  
Trillium Lakelands  
Occasional Teacher Local



**Adelina Cecchin**  
Greater Essex County  
Teacher Local



**Nathan Core**  
Waterloo Occasional  
Teacher Local



**Kelly Holley**  
Algoma Teacher Local



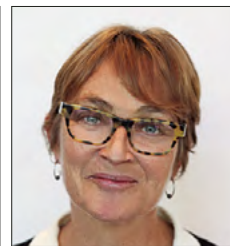
**David Mastin**  
Durham Teacher Local



**Monica Rusnak**  
Ontario North East  
Teacher Local



**Greg Weiler**  
Waterloo Teacher Local



**Debi Wells**  
Limestone Teacher  
Local

## ETFO ADMINISTRATIVE LEADERSHIP



**Victoria Réaume**  
General Secretary



**Sharon O'Halloran**  
Deputy General  
Secretary



**Anne Rodrigue/Jerry DeQuetteville**  
Deputy General Secretary



# THE ELEMENTARY TEACHERS' FEDERATION OF ONTARIO

The Elementary Teachers' Federation of Ontario (ETFO) represents 78,000 members who include public elementary school teachers, occasional teachers, designated early childhood educators, 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 2015-2016

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.

# CELEBRATING OUR UNION'S STRENGTH

## President's Report



**A**s ETFO president, I appreciate more than ever that it is the strength of our relationships within this union and the labour movement which move us forward. Our collective strength – from members to local leaders, the provincial executive and staff – has enabled us to win important victories, fend off threats to our collective agreements and effectively take on important political and social challenges.

This year the support, engagement and resolve of our members during a prolonged administrative work-to-rule strike action allowed your bargaining team to stand firm at the central bargaining table. Not one concession of the many that the Ontario Public School Boards' Association (OPSBA) put on the table was agreed to.

We preserved the gains achieved in previous bargaining rounds related to teacher and occasional teacher working conditions. Along with modest wage gains for all members, ETFO won a number of improvements including additional PA days for all members, funds for occasional teacher professional learning on workplace violence and training on the prevention of violence for DECE, ESP and PSP members.

The addition of a professional judgement definition in the teachers' contract was a tremendous achievement for our members and students. Going forward, teachers will be able to use their professional judgment to determine students' learning needs, particularly when it comes to determining the number and frequency of diagnostic assessments.

ETFO also negotiated a number of central committees (detailed on page 15) to review items such as



special education, full-day Kindergarten, DECEs, health and safety and Regulation 274. Already, we are seeing very constructive results from these committees.

The Full-Day Kindergarten Committee had a direct impact on the roll-out of the Ontario Ministry of Education's *Kindergarten Addendum to Growing Success* document in June. The work of the Committee on Collaborative Professionalism and Leadership also spawned *Policy/Program Memorandum (PPM) 159: Collaborative Professionalism*. It sets out a vision for the development of a more collaborative culture at all levels including Ministry, board and schools and calls for school boards to establish a joint existing or new committee to foster consultation, collaboration and communication with union locals.

## Protecting Our Democratic Rights and Fairness

ETFO's collective strength through your unwavering solidarity was key to winning one of the most precedent-setting court decisions on union rights. In April, the Ontario Superior Court of Justice confirmed that Bill 115 violated our right to free and fair collective bargaining. The Charter challenge that ETFO filed in 2012 in solidarity with other unions put our members on the front line of defending the rights of all working people in Ontario. This decision is a huge victory for ETFO and the broader labour movement.

ETFO also turned its member strength to the federal election last fall alongside the Canadian Labour Congress (CLC) and other unions. For the first time, we actively encouraged members to get involved in the election to defeat the Stephen Harper government after years of laws and policies that undermined unions, progressive women's organizations and other social justice groups.

Our work with the CLC, the Ontario Federation of Labour (OFL) and local labour councils also furthered our equity and social justice priorities. This year, we supported the OFL's submissions to the

Ontario Ministry of Labour's *Changing Workplace Review* which recognized the increase in precarious work and decline in unionization rates. ETFO also promoted the OFL's "Make It Fair" campaign to make labour laws fair for everyone including raising the minimum hourly wage to \$15.

We joined the CLC's call for a national ban on asbestos, given that asbestos in aging school buildings is a leading health concern. We joined the call for public hearings on the Trans-Pacific Partnership, a far-reaching trade agreement with the potential to seriously weaken education and other sectors. We also supported the CLC's campaign for reform of the Canadian Pension Plan (CPP), a call that was partially met when the country's first ministers met in June and agreed to improve the plan.

We pursue these activities with, and on behalf of, our members because social, economic and equity issues have a direct impact on our members, our students and their families and our communities. These issues have the potential to deeply affect the quality of education and learning in our classrooms.

I have never felt prouder this year than when ETFO endorsed the Truth and Reconciliation Commission Report recommendations regarding Canada and its Aboriginal people, or when ETFO rolled out a series of professional learning workshops and made significant donations at provincial and local levels in response to the Syrian refugee crisis.



Photo: Daniel Page

Photo: Kathryn Gaitens



I was proud when February Representative Council speaker Desmond Cole urged delegates to actively challenge the impacts of systemic racism and white privilege in our own learning and in our classrooms. That pride was matched with the Fall Leadership launch of ETFO's new *LGBTQ-Inclusive SchoolPlace Starts Here* video featuring our members and the adoption of ETFO's new transgender policy at our 2015 Annual Meeting. ETFO is a big union with a big heart that encompasses and respects everyone.

### **Austerity and the Education Funding Formula**

We have a provincial government that is still determined to balance the budget by cutting services rather than by valuing public services, especially at a time when there are more people in need than ever before. Time and again, it has been demonstrated that austerity agendas do not work.

Our challenge is to use our strength as a union and to use the connections each and every one of us has in our communities to counter the austerity agenda. Educators have the rare privilege to influence the future which we do every day in our classrooms. We can do this too in our commun-

ities, working with others who share our vision of a better future, a future where children have the support and education they need and deserve.

As ETFO made clear in the winter provincial pre-budget hearings, the education funding formula must be fixed. While there has been funding for new initiatives like full-day Kindergarten, money lost two decades ago during the Harris government has never been replaced in certain areas of the formula. Among other issues, we need more supports for students with special needs, improved resources for English language learners, reduced class sizes for Kindergarten and Grades 4 through 8 and an end to EQAO. The current Liberal government promised a review of the education funding formula in 2010. We need to hold the government to their promise.

These are issues that we will continue to advance with the government and identify in our building better schools website and parent portal at [www.buildingbetterschools.ca](http://www.buildingbetterschools.ca). I urge you to continue to be part of ETFO's collective strength as we push forward together for change.

**Sam Hammond**



# AN EVOLVING, DYNAMIC ORGANIZATION SERVING MEMBERS

## General Secretary's Report

**W**ith a membership that now stands at 78,000 members, the attention to meeting the needs of our members is a hallmark of ETFO's work.

The strength of our Federation could not have been more in evidence over the past 14 months as we negotiated our new collective agreements. ETFO members stood together, providing the support our negotiating teams needed to completely stop any concessions and to secure modest increases, establishment of central committees to review and improve working conditions and the inclusion of a definition of teacher professional judgement in contracts. It was that same member solidarity in 2013 that led ETFO to bring a Charter challenge against Bill 115, resulting in a major victory this year at the Ontario Superior Court of Justice.

### Implementing Organizational Changes

When I became general secretary three years ago, I was charged with ushering in significant change. We had recently moved into our new home at 136 Isabella Street and were working on instituting important organizational changes. Today all but the very largest programs and meetings are conducted in the "house that ETFO built". We have brought many of our publications in house and redeveloped our technological infrastructure. Members can now register online for all our programs and know that their choices and preferences are being faithfully recorded.

We introduced more programs using technology to support the work of local leaders and enhance



Photo: Kathryn Gaitens

communications and supports to members. Our Virtual Academy webinars for local leaders provided timely information on a variety of bargaining and professional services issues. More professional and personal learning opportunities were delivered online to members and many resources were made available online as well, allowing members to participate in programs when it best suits them.

Through a series of program reviews conducted by staff with members, we revised professional learning programs to better meet the diverse and changing needs of membership. Those changes were manifested this year. We identified the need for equity and women's programs to better

promote women's leadership within ETFO. This is evident in new initiatives this year such as the *MentorCoaching Institute for Women* and *Collective Bargaining Mentoring Program for Women* and the women members' conference *From Charity to Justice* that focused on moving participants from the "helping others" mindset to working to transform communities within a broader social justice framework.

The many initiatives that ETFO has undertaken for locals and members, as detailed in this Annual Report, are made possible with the support of our provincial Executive and local leaders. They identify emerging issues and gaps in our services. Hundreds of members meet to determine the ETFO budget, elect the Executive and pass motions that speak to the needs of members. This is truly union democracy in action.

### A Social Justice Union

In the last three years, our focus has been to intensify and enhance our visibility as an equity-seeking, social justice union and an influential leader in the labour movement, and to embed equity and social justice in all service area programs and actions.

At our 2015 Annual Meeting delegates voted to endorse the recommendations of the Truth and Reconciliation Commission. This decision reinforced ETFO's work over the past several years to develop opportunities for First Nations, Métis and Inuit (FNMI) members and resources on FNMI education. The initiatives detailed in this report recognize and create understanding for the systemic and historic injustices and discrimination experienced by racialized and FNMI women with the intention of sparking conversations about next steps.

ETFO continued its work on white privilege and hosted a *Challenging Oppression* conference for racialized members to help make our workplaces, schools and communities more inclusive.

That was echoed in our continuing work to promote lesbian, gay, bisexual, transgender, queer or questioning (LGBTQ) inclusion through initiatives including the Federation's *LGBTQ Inclusive SchoolPlace Starts Here* video and implementation of ETFO's transgender policy. ETFO's equity work continues to have international reach, especially with our support of organizations in many African and Asian countries, the Caribbean and Latin America.

As I complete my term as ETFO's first woman general secretary, I wish to thank the Executive, local leaders and members for the amazing opportunity to serve this great Federation. I am proud of the evolution and progress of ETFO's programs and resources to reflect the Executive's equity vision and commend the staff who have worked so creatively to make this vision a reality in our new programs. For their support, my thanks also go to Deputy General Secretary Dr. Anne Rodrigue, who retired at the end of February and to new Deputy General Secretary Jerry DeQuetteville.

I want to congratulate ETFO's incoming General Secretary Sharon O'Halloran. Sharon taught with the Hamilton-Wentworth District School Board and served as President of the Hamilton Women Teachers' Association from 1991 to 1994 after serving on the local executive. In 1998, she joined ETFO provincial office as a member of the executive staff, serving in Professional Relations, Collective Bargaining and Equity and Women's Services. In 2013, Sharon was appointed Deputy General Secretary responsible for these service areas as well as many other integral ETFO functions. Sharon is an accomplished leader, committed to the work of the Federation and to advocating on behalf of public elementary teachers and education workers for a stronger publicly funded education system.

**Victoria Réaume**

# PROTECTING OUR PROFESSION

## Teacher Professional Judgement: History-Making Recognition



Photo: Anne de Haas

*“Teaching is the one profession that creates all other professions.”*

Unknown

On November 2, 2015, ETFO reached a central agreement with the Ontario Public School Boards’ Association (OPSBA) and the Crown. For the first time in history, the definition of teacher professional judgement was included in our collective agreement. The definition is as follows:

“Professional Judgement shall be defined as judgement that is informed by professional knowledge of curriculum expectations, context, evidence of learning, methods of instruction and assessment, and the criteria and standards that indicate success in student learning. In professional practice, judgement involves a purposeful and systematic thinking process that evolves in

terms of accuracy and insight with ongoing reflection and self-correction.”

ETFO has advocated for greater recognition of teacher professional judgement for years. The inclusion of the definition in the central agreement was a significant win for ETFO and the teaching profession. It recognizes the value of our members’ wisdom and experience in all areas of their teaching practice and restores balance in their professional lives.

Professional judgement in education is intrinsic to, and has an impact on, all aspects of the teaching role. On a daily basis, educators make many decisions about their practice using their profes-



sional judgement. This judgement allows them to utilize their understanding of the context of their classroom and students, their professional knowledge and their training in order to implement the curriculum in a meaningful way.

In January and May, teacher and occasional teacher local presidents received special Collective Bargaining bulletins to distribute to members which focused on using professional judgement during the completion of the Ontario Provincial Report Card. This bulletin was also distributed to ETFO members in a CB Newsletter and posted on the ETFO website.

In May, ETFO published *Understanding Your Professional Judgement* to provide members with teacher professional judgement details and steps for communicating with school administration and the local president if required.

In these positive and inspiring times, professional judgement forms a stronger part of the ETFO identity than ever before. Given this groundbreaking achievement, ETFO's priority is to continue educating teachers about their professional judgement in the Federation's programs and resources.

## Bargaining to Impact Working And Learning Conditions



After 14 months of negotiations, which included administrative work-to-rule strike action by ETFO teachers and occasional teachers, ETFO's central table agreements concluded in late fall. The Federation's provincial executive and negotiating team were determined to preserve gains in previous bargaining rounds and make issues that impact on elementary working and learning conditions a priority.

### Central Bargaining

Under the *School Boards Collective Bargaining Act*, 2014 ETFO negotiated at two central tables commencing in September 2014: a central table for teachers and occasional teachers and a central table for Designated Early Childhood Educators (DECEs), Educational Support Personnel (ESP) and Professional Support Personnel (PSP).

Following almost six months of work-to-rule strike action by teacher and occasional teacher members, a tentative agreement was reached in November 2015 with the Federation, the Ontario Public School Boards' Association (OPSBA) and the Crown. Subsequently, ETFO teacher and occasional teacher locals and their members ratified the tentative agreement by a double majority



Photo: Kathryn Gaitens



Photos: Kathryn Gaitens

vote through an online vote in November with 86 per cent of members and 98 per cent of locals voting to accept the tentative central agreement.

In November, a tentative central agreement was reached for DECE, ESP and PSP members with the Council of Trustees' Association (CTA) and the Crown. Locals and their members ratified the tentative agreement by a double majority vote through an online vote in December, with 88 per cent of members and 100 per cent of locals voting to accept the tentative central agreement.

### Highlights of Successful Negotiations

The successfully negotiated central agreements were extensive. Among the highlights: all proposed concessions from OPSBA were defeated including those that would have allowed increases in class sizes, restricted teachers' preparation time to establish management control over it and compromised teachers' ability to support student learning. ETFO's negotiating team preserved all gains from the last round of bargaining. Superior entitlements in local collective agreements were also preserved.

The central table agreements included a number of improvements to member working conditions and student learning conditions including:

- elimination of the 97-day delay on grid movement for all members;
- one-time lump sum payment to active members of one per cent of earned salary as of September 2015;
- a 1.5 per cent salary increase for all ETFO



members in 2015-2016 and a further 0.5 per cent increase during 2016-2017;

- a single comprehensive provincial benefits plan for eligible ETFO members;
- a definition of teacher professional judgement in the collective agreement;
- establishment of ETFO Central Committee work groups with OPSBA to review and make recommendations for improvement to Grades 4 through 8 class size, collaborative professionalism and leadership, full-day Kindergarten, special education, provincial health and safety, Regulation 274 and Ministry/school board initiatives;
- working groups with CTA to examine DECE working conditions and long term disability;
- one half of an additional PA day in 2015-2016 and 2016-2017 school years to be allocated for health and safety training for teachers and occasional teachers;
- \$600,000 for occasional teacher professional learning on workplace violence, serious student incidents and safe intervention;
- training on the prevention of violence for



DECE, ESP and PSP members whose core duties require them to have continuous contact with students who may pose a safety risk; and

- one half of a PA day in 2015-2016 and 2016-2017 school years for role-specific training or professional learning for permanent DECE, ESP and PSP members.

## Work to Rule

Beginning in May 2015, ETFO teachers and occasional teachers began a work-to-rule strike action to push back against proposed concessions at the central bargaining table. Designed to have minimal impact on students, the strike action was administrative in nature and included withdrawal from Ministry and school board meetings, workshops and initiatives.

The strike action escalated in October with teachers and occasional teachers withdrawing from all voluntary extracurricular activities. After OPSBA released confidential bargaining information to the media that month, hundreds of members and local leaders attending ETFO Representative Council gathered for an impromptu rally outside OPSBA’s Toronto headquarters.

## Local Bargaining

ETFO Collective Bargaining (CB) staff worked with local bargaining units to reach 84 local

tentative agreements. As of June 30, only a few local bargaining units had not reached tentative agreements.

Provincial CB staff continued to monitor the roll-out of the ETFO central agreements provisions following local ratifications and work with locals and school boards to mesh the structure and content of final local collective agreements including the Central Agreement (Part A) and the Local Agreement (Part B). Local agreements include the locally agreed articles from this round of bargaining as well as the 2013 Schedule “A” locally agreed items. They incorporate specific provisions from the Central Agreement and the ETFO 2013 Memorandum of Understanding (MOU) as set out in the Central Agreement.

## Central Committees

Two central committees were established in the central agreements: the Central Dispute Resolution Committee to deal with issues and any grievances filed relating to the implementation of the central agreements; and the Central Labour Relations Committee to promote and facilitate communication between rounds of bargaining on joint issues of interest and to try and resolve grievances. ETFO’s General Secretary and Deputy General Secretary responsible for collective bargaining are the Federation’s representatives on these central committees.



Photo: Daniel Page



Photo: Kathryn Gaitens



## Communicating to Members

Communicating to members quickly and comprehensively about bargaining was a priority for ETFO throughout the bargaining round. The Federation used a number of vehicles including:

- thirty-seven central bargaining bulletins over the course of 18 months;
- Collective Bargaining (CB) eNewsletter updates, video presentations, voicemail alerts and invitations to participate in telephone town halls with President Hammond to over 70,000 members who had provided ETFO with up-to-date contact information;
- ETFO's CB website ([www.etfocb.ca](http://www.etfocb.ca)) which was an ongoing source of information about bargaining for Federation members and the public; and
- a member-only CB Facebook group with over 5,000 members that provided a safe, private space to discuss bargaining-related matters and participate in online coordinated activism in support of bargaining goals.

In August, the CB website logged over 100,000 hits when President Hammond announced the escalation of work-to-rule strike action for

September during his live-streamed address at the 2015 Annual Meeting. ETFO remained on the technological forefront of member communication about bargaining as the only union in Canada to provide a "CB app" focused exclusively on bargaining information and updates.

The Federation and its members also led the way in using social media to support collective bargaining. In response to OPSBA's bargaining demands for control over elementary teachers' preparation time, ETFO members created hashtag campaigns on Twitter to educate the public and media about the importance of prep time (#mypreptime) and



Photos: Kathryn Gaitens



## WHEN IT COMES TO OUR STUDENTS, ONE SIZE DOESN'T FIT ALL

Every one of our students is unique and each one learns differently. That's why class size and support for students with special needs are so important. And it's why Ontario's public elementary teachers are taking a strong stand for more resources and individual attention for our students.

Anyone who has been in a Grade 1 classroom and a Grade 11 classroom can tell you how different they are. The Elementary Teachers' Federation of Ontario is working to achieve an agreement that reflects the unique teaching and learning conditions in elementary classrooms.

The Liberal government and Ontario Public School Boards' Association have agreed to return to the bargaining table today. We hope they're sincere in wanting to reach an agreement.

### WHEN IT COMES TO TEACHERS' CONTRACTS, ONE SIZE DOESN'T FIT ALL, EITHER.

On World Teachers' Day, let's work to reach a collective agreement that meets the real needs of our elementary students, teachers and schools.




## WE'VE CIRCLED THE DATES WE'RE READY TO TALK



Ontario's public elementary teachers have been without a contract for over a year. After seven days of bargaining in September, the Liberal government and the Ontario Public School Boards' Association (OPSBA) have suddenly walked away and refused to schedule further meetings.

The Elementary Teachers' Federation of Ontario (ETFO) has been working hard to reach a fair collective agreement that preserves teaching and learning conditions in our public elementary schools. The Liberal government and OPSBA should be willing to do the same.

It's not too late. ETFO is ready to meet immediately – and for as long as it takes – to reach an agreement that's fair to teachers and occasional teachers, and good for our students.

We are asking the Liberal government and OPSBA to rejoin us at the central bargaining table.

### LET'S WORK TOGETHER TO FIND AN AGREEMENT THAT'S GOOD FOR OUR SCHOOLS AND OUR STUDENTS.




the many ways that members go above and beyond classroom instruction to provide a safe and welcoming environment for the children in their care (#4mystudents).

Members' enthusiasm for social media also made ETFO's August 31 "Virtual March on Queen's Park" a great success. Over 693,485 social media users saw ETFO's Thunderclap (a crowdspeaking platform) message to the government and OPSBA: #KathleenWynne #LizSandals #OPSBA: 1 yr w/o a contract today. #ETFO members expect fair bargaining tomorrow! #ontED.

### Communicating with the Public

With such a prolonged period of bargaining, and strike action, to arrive at the 2014 agreements, it was important to keep the public informed about the issues involved which included items that affect student learning conditions. ETFO issued over 22 media releases related to the negotiations.

Throughout the work-to-rule strike action, Communications and Political Action Services supported bargaining through a public relations campaign that included radio and print ads run in major dailies and weeklies. Some ads encouraged parents and families of students to contact their MPP and school trustees to press OPSBA and the Crown to return to the bargaining table. Others outlined why class size and support for students with special needs were important as part of negotiations.

ETFO also created handouts for parents for distribution at local information pickets and rallies including *Message to Parents: We're Standing Up for Teaching and Learning Conditions, We Need Your Help* and *What Did We Achieve for Parents?* Close to 5,200 e-mails were sent to the Minister of Education's constituency office through a web letter posted and promoted on ETFO's website and Facebook pages.



## 2015 Central Committee Workgroup Reports

As part of the Central Agreement for teachers and occasional teachers ratified in November, a number of Central Committees were established with representation from ETFO and the Ontario Public School Boards' Association (OPSBA). The Central Agreement for DECE, ESP and PSP members also established a DECE Workgroup with representation from ETFO and the Council of Trustees Association (CTA) and a committee on long-term disability (LTD).

The value of such working groups was established during the last round of collective bargaining when the ETFO Memorandum of Understanding (MOU) established similar committees for health and safety and Regulation 274. In both cases, recommendations arising from these committees made a positive impact on the working conditions of members.

While staff represented ETFO on the Central Committees, the Federation established workgroups to support each central committee and to promote grassroots input. The workgroups had representation from members, local and provincial Executive members and staff.

### Provincial Committee on Collaborative Professionalism and Leadership Policy and Program Memorandum (PPM)

ETFO staff represented the Federation on the committee that provided recommendations for a Policy and Program Memorandum (PPM) on collaborative professionalism and leadership. The committee heard several presentations on professional collaboration, transformation, and leadership by educational leaders such as Dr. Carol Campbell, Michael Fullan and Andy Hargreaves. Presentations were also provided on the ETFO workload study and the principal/vice principal workload study arising from the last MOU. The committee provided suggestions for the compo-



Photo: Anne de Haas

nents of the PPM. ETFO raised issues about the challenges of trying to implement collaborative approaches through a PPM. ETFO also requested that general guiding principles/norms be included in the PPM for the local/school board committees to ensure that local leaders have an authentic voice at the board level with an opportunity to provide input and problem-solve collaboratively through various stages of initiatives.



The PPM was completed by May 31, 2016 and the Ontario Ministry of Education is in the process of sharing the PPM with school board leaders. ETFO considers this result a significant advance as the PPM ties in directly with the Federation's position and resources on professional judgement.



Photo: Anne de Haas

### Ministry Initiatives Committee

ETFO staff has represented the Federation on the committee responsible for discussing new initiatives, including implications for training, resources and timing. ETFO raised concerns over the purpose and direction of the committee, and has worked to develop a process for providing input into the review, development, implementation and evaluation of any initiatives impacting the workload of teachers. The committee will review which current initiatives may need to be stopped, adjusted or changed. It has heard presentations on the upcoming Mathematics and Wellness initiatives and sub-groups will be formed for each to provide an opportunity for feedback and review.

The constant roll-out of initiatives creates an unsustainable workload for members, a point that was reinforced by ETFO in these meetings. Going forward, meetings will be held quarterly each year.

### Special Education Committee

The Special Education Committee was established with representatives from ETFO, the Ontario Ministry of Education and school board leadership in the area of special education to discuss current issues related to supporting students with special education needs. Recommendations arising from the committee are to be put forward to the Minister of Education. An internal workgroup, comprised of ETFO members, provided insight and relevant information to inform the discussion of the central committee. The internal workgroup met face-to-face at the provincial office in March.

The Central Table Special Education Committee held a series of five meetings from April to June. The Ministry of Education provided a presentation on special education funding to answer questions related to the funding formula and special education allocations. At the writing of this report, discussions on current issues had just been initiated and recommendations had not yet been finalized.

### Committee on Regulation 274

Letter of Agreement #2, in the teacher and occasional teacher central table agreement created an opportunity for the parties to discuss hiring practices (Regulation 274) with a facilitator jointly selected by the parties. As part of those discussions, the letter of agreement stated that the committee shall address the following issues, including but not limited to: the size of the LTO list, the number of interview cycles and the interview process.

Michele Ryan from the Ontario Ministry of Labour – Dispute Resolutions Services acted as the facilitator for these discussions. The parties met twice in April and May. To assist in these talks, the Federation surveyed local occasional teacher presidents for their experience and that of their members with regard to the implementation of Regulation 274.

## Full-Day Kindergarten Committee and Workgroup

One of the outcomes of the Central Agreement was that a review of full-day Kindergarten (FDK) staffing, including class size and recommendations for improvement to the Minister of Education would be undertaken by a committee with representatives from ETFO, the Ontario Ministry of Education and the Ontario Public School Boards' Association (OPSBA). The committee met several times following an initial meeting in January.

ETFO staff requested and received data from the Ministry of Education on many aspects of staffing and class size for FDK. This data was useful in backing up experiential information that the Federation raised at the committee. Agreement was reached at the onset that all recommendations would go forward to the Education Minister but would be designated as coming from a specific group if there was no agreement from the entire committee. This was important because ETFO refused to be limited in making recommendations by any fiscal constraints put forward by the Ministry of Education.

The ETFO Executive also determined that there would be an ETFO FDK Workgroup to provide grassroots input and information about the program. The workgroup met in February and provided information on many issues that are part of the experience of FDK educator teams on a daily basis. The workgroup discussed possible solutions to make the FDK experience better for our earliest learners and for the teams who teach them. While recommendations from the committee were finalized by the end of June and sent to the Minister of Education, there was a sense that dialogue about improving staffing in FDK with the representative groups could continue.



Photo: Anne de Haas



### Designated Early Childhood Educators (DECE) Central Table Committee

The DECE Central Table Committee comprised of ETFO, the Crown and the Council of Trustees' Associations, met in June. Recommendations concerning DECEs' hours of work, preparation time, including joint preparation time, FDK class size, students with special needs, staffing levels and professional collaboration and learning were discussed. Discussions will be ongoing. Prior to the meeting, the ETFO DECE Central Table Workgroup met in June to provide grassroots input and anecdotal information for staff to share at the Central Table Committee meetings.

### Grades 4-8 Class Size Committee

Memorandum #5 of the ETFO 2014-2017 Central Agreement called for the creation of a Grades 4-8 Class Size Committee.

The committee was comprised of three representatives each from ETFO, OPSBA and the Ministry of Education. The committee's role was to review junior and intermediate class sizes in English language public boards for the 2015-16 school year and make recommendations for potential areas of improvement. The review included:

- analysis of existing data regarding junior and intermediate division class size;
- review of levels of regulatory compliance for junior/intermediate class sizes by school boards;
- identification of operational issues that affect class size non-compliance in the junior/intermediate divisions; and
- development of options to address class size non-compliance in these divisions.

The committee met on a number of occasions and will be making recommendations to the Minister of Education regarding junior/intermediate class sizes by December 2016.



Photo: Kathryn Gaitens



## ESP/PSP/DECE Long Term Disability Plan Working Group

Letter of Agreement #7 of the Education Workers Central Agreement provided for a joint central committee to study options related to sustainability and affordability of existing LTD plans. The committee which has representatives from ETFO and the Council of Trustees' Associations, first met in May and reviewed its mandate and processes for data collection. The May 31 deadline for recommendations was extended and the committee is setting up an additional meeting. Once ETFO staff has information to report to the provincial workgroup, a workgroup meeting will be established. The provincial workgroup is composed of DECE/PSP/ESP local leaders who will provide information and feedback to support the Federation's positions on specific issues at the Central Table Committee.

## Provincial Working Group for Health and Safety

The need to establish a provincial structure for working with education partners was first identified in the *ETFO MOU Task Force on Health and Safety Report and Recommendations* in 2014 (ETFO MOU Task Force Report). The ETFO 2015 Central Agreement reconfirmed the intention to implement the recommendations in the ETFO

MOU Task Force Report; and to participate in a *Provincial Working Group for Health and Safety*. The implementation plan is currently being developed in consultation with the Ontario Ministry of Education.

Members of the *Provincial Working Group for Health and Safety* include six education sector bargaining agencies, all four provincial school board organizations and the Ministry of Education. The mandate of the *Provincial Working Group for Health and Safety* is: to function as an ongoing, provincial-level advisory structure; to examine and support system-wide health and safety applications; and to make recommendations to the Ministry of Labour and to the Ministry of Education.

This working group has focused primarily on developing a common understanding about the challenges of meeting the legislative and policy requirements for workplace violence and serious student incidents. ETFO resources and research have been useful for this purpose. The need for consistent training, procedures and supports for dealing with issues related to workplace violence and serious student incidents is clearly evident. The *Provincial Working Group for Health and Safety* has met six times since January and will resume meetings in September.

## The New ETFO Employee Life and Health Trust Benefits Plan

In accordance with provisions of ETFO's central bargaining agreements, a new Employee Life and Health Trust (ELHT) Benefits Plan will be established by September 1, 2016 for eligible teachers, long term occasional teachers, designated early childhood educators (DECEs), education support personnel (ESP) and professional support personnel (PSP) members.

A benefits project team was established in spring 2014 to investigate such a plan in anticipation of

the negotiations outcome. It reviewed all local benefit plans across the province to determine several plan options and eligibility. Following successful negotiations, the team refined the plan design in line with the negotiated funding achieved in the Central Letter of Agreement. The design was approved by ETFO provincial Executive in March and will be submitted for approval to the ELHT Trustees.





Photo: Kathryn Gaitens

There are many benefits to transitioning to a provincial benefits plan.

Every member will have the same plan no matter what school board they are employed by. One plan ensures consistency in communication and service and provides universal protection and mandatory coverage for all members.

If a member moves between boards, they will maintain a consistent benefits plan.

One provincial plan allows for better buying power with insurance carriers and greater leverage during the renewal negotiations process with the insurance carrier.

One provincial plan provides ETFO with more control over the plan design through the Trust, and allows for better financial predictability in the form of rate stability. With more control and access to information about the plan and its use, the plan design can be balanced with the funds available. Boards will no longer determine how benefits funding is allocated.

School boards will no longer need access to members' personal information such as lifestyle choices that is needed to administer the plan.

## Governance

A Board of Trustees is responsible for administering the new benefits plan. It is comprised of nine voting members, including five ETFO-appointed trustees and four Ontario Public School Boards' Association (OPSBA) and government-appointed trustees. Each party will appoint one independent expert from its appointed trustees. ETFO holds a majority vote on the Trust.

The ETFO trustees include the Federation's first vice-president, general secretary or designate, an executive staff person, a member-at-large and one independent expert trustee.

Manulife will be the insurance carrier. The Ontario Teachers' Insurance Plan (OTIP) will be the third party administrator and is responsible for establishing the infrastructure to transition all local plans into the new plan. During and after the transition, OTIP will be responsible for answering members' questions on a daily basis related to coverage, claims and general administrative inquiries related to benefits.

## Local Transitions into the ETFO ELHT

Beginning November 1, 2016, locals will be transitioned into the ETFO ELHT on a staggered basis over the 2016-2017 school year. All locals will be transitioned into the Trust no later than August 31, 2017. Until a local transitions into the ETFO ELHT Benefits Plan, the school board will continue to provide benefits in accordance with the existing collective agreements.

The ETFO ELHT design information will be shared with all members in the fall of 2016 through vehicles including the ETFO Benefits eNewsletter, a benefits portal and direct mail and/or email communication.

## The ETFO Provincial LTD Plan

The ETFO Provincial LTD Plan came into effect in November 2013 as part of the Memorandum of Understanding (MOU) between ETFO and the provincial government. The move to one provincial plan, rather than separate plans negotiated by locals, has provided a plan that is portable for members, more economically efficient and directed by and for ETFO members.

A Provincial LTD Plan Governance Board supports ETFO's provincial Executive in fulfilling its responsibilities to achieve best practices in governance and ensure the Plan is administered in the best interest of members. The Board is comprised of five ETFO teacher members, two provincial Executive members, the Federation's general secretary or designate and the coordinator of Collective Bargaining Services. OTIP acts as the third party administrator to the plan.

Over 55,685 ETFO members are protected by the Plan. In the third and fourth quarters of 2014-2015, the number of net new claims increased by 21 per cent over the previous year. LTD claims were higher for the entire year with Mental/Nervous claims continuing to be the top cause of disability. Claims in the first and second quarters of 2015-2016 were above average compared to the past two years.

Analysis of data shows that the average length of time that ETFO members are on LTD remains consistent at 46 months. The highest concentration of disability claimants are members who teach in the Kindergarten grades followed by members who teach Special Education and those who teach multi-grades. Forty-six per cent of member disabilities are related to Mental/Nervous conditions compared to 43 per cent in the OTIP pool and 42 per cent across all education plans in Canada. Further detail shows that 50 per cent of all ETFO claimants have a primary and/or secondary diagnosis related to Mental/Nervous conditions.

The plan has an early intervention (EI) program to support members which is a crucial and helpful component of the plan. Members identified through the Notice of Prolonged Absence process are informed of the EI services available to them to support their recovery and return to work. Thirty-three per cent of members participated in the EI program to receive assistance or funding for services such as counselling, massage therapy and physiotherapy.

In March 2016, the ETFO Provincial LTD rate was increased by 10 per cent from 1.13 to 1.24 per cent of insured salary. This was a result of increased activity across the OTIP pool and an eight per cent increase across all affiliates within the pool to bring premiums in line with costs. Unfortunately, the number of ETFO members on LTD has risen.

Also in March, a two per cent ETFO increase was implemented to enhance the ETFO LTD Plan to include a two-year LTD benefit for members aged

65-70. Should a member become disabled at age 63 or later, a maximum of 24 months of benefits payments for own occupation/assignment would be applicable. This increase was based on a recommendation from an ETFO 2014 Annual Meeting motion, which was in turn recommended by the Provincial LTD Plan Governance Board to the provincial Executive.

Comprehensive reports for all quarters were presented to local presidents at Representative Council and Presidents' meetings. Going forward, the ETFO LTD Plan Governance Board will work with OTIP to increase member awareness of the Early Intervention program and alternative programs to support the mental health of members.





# GOVERNMENT AND COMMUNITY

## Bill 115 Charter Challenge Victory



Photo: Stephen Mau

In April, ETFO and other education unions won a major court victory at the Ontario Superior Court of Justice. The court found that the Ontario government's Bill 115 imposed in the fall of 2012 was a violation of the collective bargaining rights of education unions.

In a court challenge led by ETFO, the win set an important legal precedent affirming the rights of all Canadian unions to free collective bargaining for their members. The court ruled that the passage of the *Putting Students First Act* infringed upon union members' rights and that the process the government engaged in with Bill 115 was "fundamentally flawed".

ETFO filed the Charter challenge in the fall of 2012. By imposing terms and conditions through

Bill 115, the Ontario government abrogated teachers' collective bargaining rights, including their right to strike.

Bill 115 blatantly interfered with lawful collective bargaining activities in the education sector for three years. It put the actions of the government beyond the review of the Ontario Labour Relations Board, outside the reach of the Ontario Human Rights Commission and even above the courts.

Following the decision, the government and unions have sought to agree on a remedy and discussions have commenced. If no agreement can be reached, the issue of remedy will be referred to the judge who heard the challenge for a determination.

## ETFO at Queen's Park

ETFO interacts in many ways to bring forward issues to Queen's Park decision-makers and give voice to member concerns that affect working conditions and the quality of public education, and that relate to the Federation's equity and social justice objectives.

In 2015-2016, ETFO elected representatives and staff engaged with MPPs, political staff and Ontario Ministry of Education staff to identify priority issues and proffered policies and strategies to address them.

ETFO presented submissions to the following:

- the legislature's pre-budget hearings in which ETFO addressed issues outlined in the Federation's *Building Better Schools* agenda for elementary education;
- hearings held to review Bill 132, *Sexual Violence and Harassment Action Plan (Supporting Survivors and Challenging Sexual Violence and Harassment) 2015*; and
- input into an NDP MPP's draft private member's bill that proposes to ensure there is workplace leave available to victims of sexual violence or harassment and domestic abuse.

## Kindergarten Implementation

Kindergarten implementation continues to be an ETFO priority. Throughout the year, ETFO representatives met with the Ontario Minister of Education, her staff and Ministry staff to discuss issues related to implementation of the new Kindergarten program, the Kindergarten addendum to *Growing Success* and the Communication of Learning Template. Working with other affiliates, ETFO was successful in having the Ministry reconsider its timelines for implementation of these new initiatives in order to provide more opportunities for in-service and support for the Kindergarten team.



Photo: Daniel Page

## Protecting Students Act, 2016

Bill 200, *Protecting Students Act, 2016*, proposes to implement the recommendations of the LeSage Report regarding the Ontario College of Teachers' investigation of complaints and discipline of members faced with an allegation of professional misconduct. It is essentially the same as Bill 103 that was introduced in 2013, which was put aside during the intense round of education sector bargaining and died on the order paper when the legislature adjourned for the June 2014 election.

ETFO representatives lobbied for amendments to the bill in order to ensure a fairer balance between setting standards for investigation and complaints and protecting teachers' rights to due process. In response to these efforts, Bill 200 includes some positive improvements to the process for providing members with prompt disclosure of information provided to the College related to the allegation. Bill 200 also modifies Bill 103 by introducing parallel changes to the investigation and discipline process administered by the College of Early Childhood Educators, the regulatory body for ETFO's designated early childhood educator members. The Federation will have the opportunity to have further input when the bill is referred to a legislative committee for review.

## Election Finances Amendments

The government’s Bill 201, *Election Finances Statute Law Amendment Act, 2016* if passed, will ban corporate and union political contributions and limit their ability to sponsor public campaigns during provincial elections and the six-month period before general elections are called. Prohibiting corporate and union political contributions parallels provisions in federal election law upheld by the Supreme Court but the limitation on third-party advertising outside of the election period is unique to the Ontario bill and raises concerns about the potential infringement of union Charter rights to freedom of expression. ETFO will bring forward its concerns through the legislature’s committee review process. It is anticipated that the bill will be passed by the end of 2016.

## ETFO MPP Reception

During the year, ETFO locals were encouraged to promote the *Building Better Schools* plan through meetings with their area MPPs. In May, the Federation held a successful all-party MPP reception at Queen’s Park to continue those conversations. At the event, the Executive members and local presidents in attendance focused on three key issues: the impact of student violence on the classroom, the importance of lowering class size in grades 4 through 8 and the ongoing challenges experienced by the new Kindergarten program.

## Auditor General’s Report and Professional Learning

In May, the office of the Auditor General of Ontario released its report “Government Payments to Education Sector Unions.” Among other items, it appeared to criticize funding provided to education unions for professional learning for educators. The report questioned whether these funds should be provided to school boards instead.

As one of the country’s leading providers of professional learning (PL) for educators, ETFO responded with a media release and letters to editors to emphasize that its professional learning model is efficient, practical, extensive and equitable. ETFO President Sam Hammond noted that the Ontario Ministry of Education and school boards have recognized this, which is why they have partnered with ETFO on many initiatives at provincial and local levels.

ETFO’s media messaging emphasized that its PL model, created by teachers and academic experts, provides high-quality, practical training to members that always enhances current curriculum and that the Federation has maintained rigorous accountability and reporting mechanisms for professional learning funding received from the government.



Photos: Daniel Page

**ETFO Representative Council members at MPP reception.**



## Fostering Community Support

### Building Better Schools- Engaging the Public

Engaging parents, families and the broader public to work with ETFO to build better schools is an important way to foster broad support for education reforms.

ETFO's agenda for education *Building Better Schools: An Education Agenda* is promoted through [www.buildingbetterschools.ca](http://www.buildingbetterschools.ca). In March, ETFO's Communications and Political Action Services launched a 'retooled' site designed to be a resource for parents and a vehicle for engaging the public. The site contains:

- ways for parents and families to support their child's education – including fostering school readiness, supporting reading and math and promoting equity in schools;
- resources to navigate schools – from support for students with special needs to information about full-day Kindergarten, play-based learning and parent-teacher interviews;
- articles on how teachers are bringing exciting projects into the classroom; and
- news and views on issues affecting the quality of education – from crumbling schools, to standardized testing, class size and other ETFO education priorities.

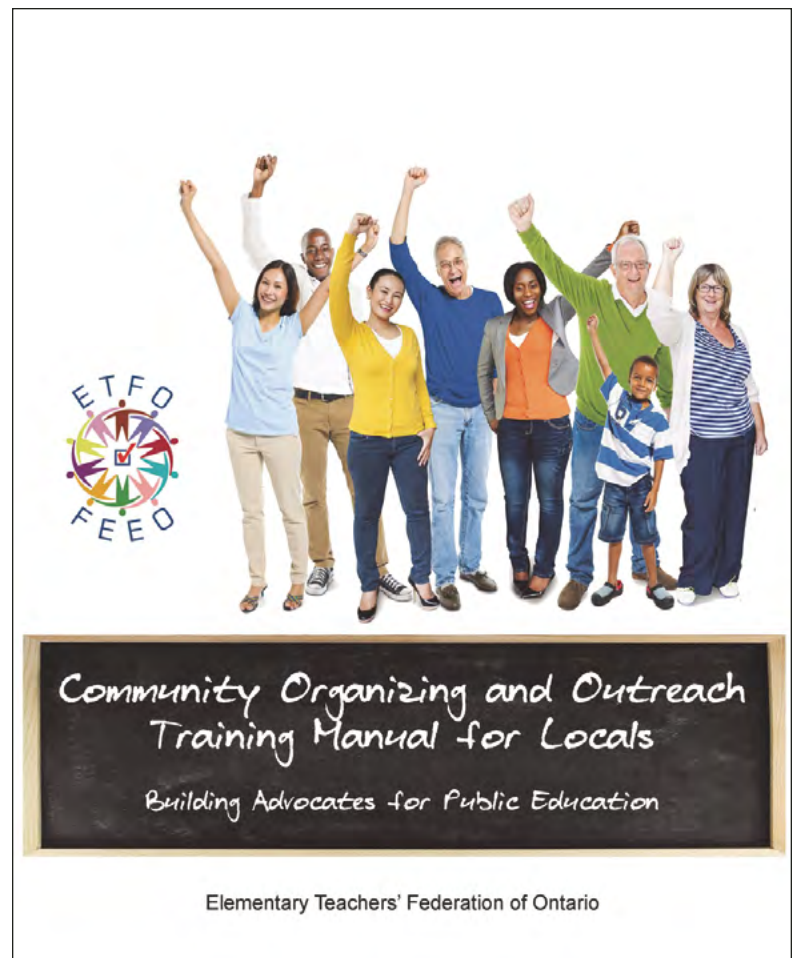
### Community Organizing Manual for Locals

Communications and Political Action Services staff launched the *Community Organizing and Outreach Training Manual for Locals* at ETFO's fall Lobby Training for Presidents session. The manual's aim is to assist locals to leverage their current community connections and those of members to build public advocacy for public education.

Based on input from locals and member activists who have done work in the area of com-

munity outreach, the manual outlines what community outreach can look like depending on the size of the local and offers an action plan to put a member mobilization plan in place. It contains practical resources on: building awareness within the local on the importance of community outreach; bringing education concerns into teacher/educator discussions with families; creating "community ambassadors" among members currently doing community work; and implementing a community newsletter on public education issues.

The website [www.buildingbetterschools.ca](http://www.buildingbetterschools.ca) is a natural extension to this work and an excellent resource for locals in their ongoing community engagement efforts.



# PROMOTING UNION VALUES



## ETFO Union School

The ETFO Union School remains a cornerstone of ETFO's leadership training, focused on building leadership skills including those related to advocacy and member mobilization skills.

Participants engage in online and face-to-face learning throughout the year. Assignments with a union-focused intent provide them with the opportunity to deepen their knowledge and develop skills they can utilize in their locals and on their ETFO leadership journey.

This year, participants continued to update the ETFO Union History Wiki at [www.etfounionhistory.ca](http://www.etfounionhistory.ca). It provides a history of ETFO and the labour movement, an analysis of the impact unions have had on society and a documentation of how local efforts by union leaders and activists have created positive change for ETFO members.

The Union School practicum project allows participants to apply their leadership skills in locals and address local needs. Developed in consultation with local leaders, this year's projects included: the creation of multi-media documents and communications for members describing the role and importance of the union; development of a local Executive handbook; organization of a variety of workshops and conferences; resources to support the collective agreement; organization of union-themed social events; and a social justice project to support a community space for youth.

## ETFO Members Engage in Federal Election

Unions can no longer get involved in federal election campaigns by directly providing support to a political party or candidate; however, ETFO joined

other unions in an extensive effort to mobilize members to vote in the October election. The result was an end to the Conservative government led by Stephen Harper, which during its term in office introduced a number of legislative initiatives and policies that undermined unions, progressive women's organizations and other social justice groups. ETFO supported member engagement by joining with ETFO locals to release members whose role was to mobilize their colleagues to vote and get involved in the election.

## Canadian Labour Congress and Ontario Federation of Labour

ETFO continued to support the social justice work of the Canadian Labour Congress (CLC) with representation on the CLC's Human Rights, Solidarity and Pride and Political Action committees and working groups. In April, ETFO joined the CLC call for a national ban on asbestos with a media release citing that asbestos in aging school buildings is a leading health concern.

ETFO and its locals sent over 100 delegates to the Ontario Federation of Labour (OFL) fall convention. They actively participated in discussions and campaigned in the election of new officers including President Chris Buckley, Secretary-Treasurer Patty Coates and Executive Vice-President Ahmad Gaied.

In September, ETFO sent a letter to the Ontario Ministry of Labour supporting the OFL submission to the Ministry's Changing Workplace Review, which recognizes that economic changes have led to an increase in precarious work and a decline in unionization rates. Non-unionized employees face particularly difficult challenges to finding employment that offers economic security and a workplace environment that respects workers' rights. In spring, ETFO promoted the OFL-led campaign "Make It Fair" directed at changing Ontario's outdated labour laws to make them fair for everyone including raising the minimum hourly wage to \$15.

## Building Community and Solidarity

ETFO took action on a number of community and union campaigns to bring about change and encouraged members to do so as well:

- In July, ETFO submitted a letter to the Canadian Radio-television and Telecommunications Commission (CRTC) to support the call for universal access to the internet by ACORN, a national anti-poverty organization.
- In November, ETFO joined calls from labour and non-profit organizations for the federal government to hold public hearings on the Trans-Pacific Partnership (TPP). In its media release the Federation noted that such trade deals have restricted the government's ability to regulate in the public interest while at the same time protecting and privileging the interests of multinational corporations.
- In February, President Hammond spoke at a Fix Our Schools media conference to highlight the fact that the Ontario Ministry of Education has left a \$5.8 billion shortfall in funding for school repairs over the last five years. Krista Wylie, executive director for Fix Our Schools made a presentation to the May Representative Council.
- In April, ETFO used social media to support Equal Pay Day recognizing that women continue to earn on average 30 per cent less than men according to the Equal Pay Coalition.
- In May, ETFO took to social media to support 12 Tibetan workers with Fresh Taste Produce at the Ontario Food Terminal, who were on strike for their first collective agreement.
- In May, President Hammond spoke at a rally organized by the Ontario Autism Coalition on how the loss of *Intensive Behavioural Intervention (IBI)* services will impact classrooms.



# ADVANCING EDUCATION AND EQUITY

## Welcoming Newcomers Into Schools



This year, Canada welcomed thousands of Syrians and other newcomers arriving from crisis situations over a short period of time.

Staff from Equity and Women's Services and Professional Learning/Curriculum Services jointly developed a workshop for members on *Welcoming Refugee Children and Their Families Into Our Schools*

with a particular emphasis on Syrian students. The two-hour session was designed to assist members in understanding the stages that new Canadians experience in the acculturation process. It helps members distinguish between English language learners, who may have had adequate schooling in their countries of origin, and those children who have had limited opportunities to develop language, literacy and other skills in their first language because of war and displacement. It offers educators an opportunity to learn how to create an environment for understanding, acceptance and integration of these students while forging important connections with their families.

Sixteen workshops were offered in locals including Bluewater, Grand Erie, Hastings-Prince Edward, Kawartha Pine Ridge, Keewatin-Patricia, Near North, Upper Canada, Waterloo Region and Thames Valley. Some locals offered the workshop after school while others partnered with school boards for a half-day session. More workshops are scheduled for the fall.

---

## ETFO FNMI Education

ETFO welcomed and endorsed the *Truth and Reconciliation Commission (TRC) Report* and recommendations regarding the importance of educating Canadians about residential schools and eliminating educational gaps between Aboriginal and non-Aboriginal Canadians. The Federation's work on these issues had accelerated in 2014 when it became the only teacher federation in Canada to have a full-time First Nations, Métis and Inuit

(FNMI) staff position dedicated to professional development in this area.

Along with a *Voice* article on the TRC in the Spring issue, the Federation offered members two webinars in April on the Commission's report. Keynote speakers included Jane Hubbard from the Aboriginal Healing Foundation and Charlene Bearhead from the National Centre for the Truth and Reconciliation Commission. Both webinars



Photo: Daniel Page

### Leadership Symposium for FNMI Women Members.

were posted on ETFO's website for public access, viewing and learning.

The Federation continued to forge new perspectives in Aboriginal education in its professional learning and curriculum resources to ensure that educators and students have a deep understanding of FNMI history, culture and perspectives that reflect current realities.

## Member Professional Learning

A number of initiatives were undertaken to provide professional learning and resources for members:

*Aboriginal Education Symposium for ETFO Members:* In this one-day workshop in May, ETFO members learned about FNMI peoples, resources and strategies to become more culturally inclusive in classrooms.

*First Nations, Métis and Inuit Peoples Brochure:* In May, an electronic brochure was developed by FNMI members to provide ETFO members with information on the diversity of Aboriginal peo-

ples and issues while addressing misconceptions. The resource was posted on ETFO's website.

*Engaging the Aboriginal Learner Teacher's Resource:* Developed by Right To Play Canada and ETFO members, this teacher resource includes information and play-based activities to engage students in learning about Aboriginal peoples, history, worldviews and issues. An accompanying book was published in July.

*First Nations, Métis and Inuit Online Book Club:* Two online FNMI book clubs were developed this year: Perspectives and the Truth and Reconciliation and Cultural Connection to Family, Nature, Nutrition and Games. Seven Aboriginal members were trained to facilitate these online book clubs to engage members and enhance their teaching practice.

At the request of the University of Ottawa and Western University faculties of education, ETFO staff provided three professional development workshops on FNMI issues and topics for pre-service teachers.



## Workshops for Locals

*Deconstructing Stereotypes of Aboriginal People Workshop:* This workshop engaged participants in courageous conversations on challenging issues while deconstructing negative attitudes and beliefs about Aboriginal peoples. It explored historical and contemporary Aboriginal issues, the influence of media and the role participants can play in deconstructing stereotypes.

*Engaging Aboriginal Families and Community Workshop:* This workshop provided local members with information on the diversity of Aboriginal peoples, histories, and elements to create a welcoming environment that is culturally inclusive to

Aboriginal students, families and community members.

As well, two additional webinars provided local presidents with information on engaging

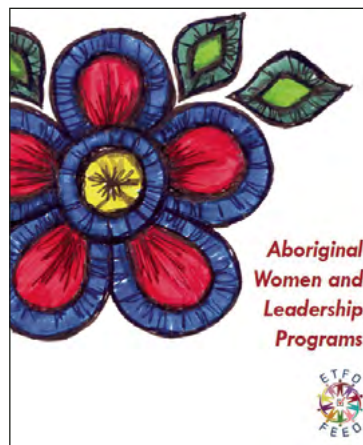
with Aboriginal ETFO and community members, and establishing relationships with local FNMI organizations.

## Supporting ETFO FNMI members

ETFO recognizes there are barriers or issues that exist for members of designated groups to become involved in their union. Aboriginal researcher Dr. Angela Mashford-Pringle was commissioned by ETFO to conduct research and write a literature review entitled *Aboriginal Women and Leadership Programs* to assist the Federation in addressing barriers and inclusive program development.

At a two-day *Leadership Symposium for FNMI Women Members* in March, FNMI women members were introduced to information about ETFO programs and leadership opportunities within in the Federation. In April, other opportunities for FNMI members were offered:

**An FNMI Growth Chart was developed to highlight 27 FNMI children’s books for Kindergarten through Grade 8. In August, FNMI members developed literacy prompts for each resource in the chart which are available online for members at [www.spirithorse.ca](http://www.spirithorse.ca).**



**A poster celebrating *Twenty-One Inspiring Indigenous Women* in arts, education, political and other sectors was developed for ETFO members, with selections made by FNMI women members.**



- five members attended an FNMI education conference organized by the First Nations, Métis and Inuit Education Association of Ontario to support them in their roles as teachers;
- FNMI members from across Ontario participated in a sharing circle at ETFO to discuss ideas on how the Federation can support them to become more involved in the union; and
- A two-day workshop for FNMI members was held to assist them in creating an effective workshop and developing effective facilitation skills.

## Challenging Oppression



Photo: Kathryn Gaitens

In April, ETFO held a *Challenging Oppression* conference for 34 racialized members. The conference featured keynote speakers Dr. Naila Keleta-Mae from Waterloo University and the University of Windsor's Dr. Andrew Allen. Both discussed anti-Black racism, discrimination and prejudice and shared theoretical research and evidence based case studies. Members were provided with the opportunity to listen, discuss and develop strategies to cope with stereotypes and biases within the education sector and to begin the process of building networks and allies.

*Re-Think, Re-Connect, Re-Imagine. Thinking about ourselves, our schools, our communities. Reflecting on White Privilege* is an ETFO resource on white privilege, anti-racist theory and culturally relevant pedagogy that was released at the 2015 Annual Meeting. It raises key questions and makes practical suggestions for educators to make their classrooms, schools and communities more inclusive. This year, a writing team of ETFO members created lesson plans to accompany the resource. The resource and lesson plans will be available as an online resource in the fall of 2016.

## World Festival of Children’s Theatre

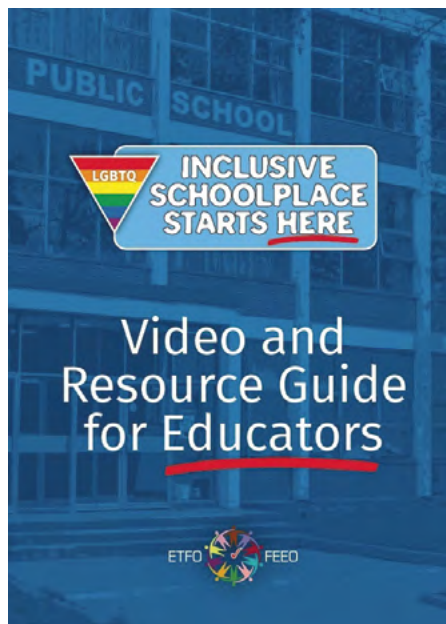


In June, ETFO and the Avon Maitland Teacher Local supported the 10-day World Festival of Children’s Theatre held for the first time in North America in Stratford, Ontario. Created in Germany, the Festival has travelled to Turkey, Denmark, Cuba, Japan and Russia bringing the world’s children together to share each other’s stories and culture through theatre. Along with 22 theatre productions by children and for children from six continents, upwards of 300 visit-

ing students and local Avon Maitland students aged 7-15 years attended performances and workshops in drama, art, music, dance and other disciplines led by acknowledged experts.

At the accompanying two-day *Play! A Symposium* held for local and international educators, ETFO showcased its professional learning workshops related to arts, the importance of creativity and social justice. The Federation also provided workshops featuring its ground-breaking work in play-based learning for early years. ETFO’s new “Play” website at [www.etfopley.ca](http://www.etfopley.ca) for junior/intermediate grades was launched at a Symposium reception. ETFO also sponsored a “Who is my Neighbour?” event at the Stratford Festival Theatre for participants and local community members. ETFO staff worked with the Festival organizers to book Indigenous throat singers and motivational speakers including Jenna Lambert, speaking on disability issues, and Black activist Francis Atta to ensure the event reflected Canada’s diversity to this international gathering.

## LGBTQ Inclusive SchoolPlace Starts Here Video



The ETFO *Strategy for Challenging Homophobia and Championing Safe Workplaces* began with 2012 focus groups held with lesbian, gay, bisexual, transgender, queer or questioning (LGBTQ) members. The need for professional development for all members was cited as a priority.

ETFO’s new video resource *LGBTQ Inclusive SchoolPlace Starts Here* was launched at Fall Leadership. While ETFO has worked to make students feel safe and included in schools, this ground-breaking video depicts the realities of our LGBTQ members and allies and is meant to spark ongoing dialogues to make schools more inclusive and safe for all. The video consists of six chapters and an accompanying resource guide that contains learning modules for each. Local presidents were sent a complimentary copy of the video and copies have been made available for purchase through shopETFO.

Last summer, a writing team of ETFO members created a professional development workshop on *LGBTQ Inclusive SchoolPlace Starts Here* for locals. Following a call for presenters, selected members were trained and began offering the

workshop in January. It will continue to be offered in the 2016-2017 school year.

In spring, the Federation worked with various locals to hold film events to show the *LGBTQ Inclusive SchoolPlace Starts Here* video. Kawartha Pine Ridge, Greater Essex County and Rainbow teacher locals held community film nights for ETFO members, parents and community organizations and/or school administrators. Waterloo Region Teacher Local programmed the video as part of a professional development day with its members. Others such as the Algoma Teacher Local used the video as a springboard to enter into joint training for members with school boards. More locals will hold film evenings in the fall.



Photo: Kathryn Gaitens

## ETFO Support and Donations

### Community Support

Each year, ETFO donates to Ontario community grassroots groups dedicated to poverty issues. This year, the Federation made donations totaling \$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 \$18,000 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;
- Native Women's Association of Canada;
- Willow, Breast & Hereditary Cancer Support;
- YWCA Canada; and
- Retired Women Teachers of Ontario.

### Fort McMurray Relief Efforts

Many children and families in Fort McMurray faced displacement and lost everything to the fire

that swept the city in early May. ETFO committed an initial \$50,000 to the Canadian Red Cross Alberta Fires Appeal and pledged to match ETFO local donations up to an additional \$50,000. The latter matching amount was realized with donations from ETFO locals across Ontario of \$78,250 bringing the total ETFO donation to \$178,250.

### Overseas Support

#### CTF Trust Fund

Through the Canadian Teachers' Federation (CTF) Trust Fund Initiatives, ETFO contributed \$82,000 to support projects by international organizations including:

- African Women in Education Network (AWEN);
- All India Primary Teachers' Federation;
- CODE – Canadian Organization for Development Through Education;
- Confédération National des enseignants Haïtien;
- Education International (EI) Latin America Women's Network;
- Caribbean Region;



- Education International Asia;
- Ghana National Association of Teachers (GNAT);
- Guyana Teacher’s Union;
- La Fédération des Syndicats de l’éducation Nationale du Togo (FESEN);
- MATCH International Centre;
- National Teachers’ Association of Liberia (NTAL);
- Pan African Teachers’ Centre (PATC);
- Sierra Leone Teachers’ Union;
- South Asia Association of Regional Cooperation Women’s Network (SAARC);
- South East Asia women’s Network (ASEAN); and
- Uganda National Teachers Union (UNATU)

Of the above amount, ETFO Women’s Program provided overseas scholarships totalling \$28,500 to the CTF Trust Fund for women teachers in Ghana, Sierra Leone, Togo, Burkina Faso and India; 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.

### Women and Girls’ International Projects – Women’s Program

This year, ETFO provided financial assistance in the amount of \$160,000 to several international projects working specifically to advance the interests of women and girls overseas. A contribution was made to the Maddox Jolie-Pitt Foundation to assist in the development of a vocational training and literacy centre, and programs for women and girls in addressing violence prevention, vocational skills development and literacy/educational opportunities for women and girls in Cambodia. It also supported the Foundation’s work in Pakistan in constructing schools for girls and assistance for girls accessing education beyond elementary school. Assistance was provided to Education International to further support the re-building of schools and the provision of resources for

women and girls in Haiti including access to education, health services and recovery.

A contribution was made to the Fundación Ratón de Biblioteca in Colombia to strengthen reading and writing skills of women and girls through arts and games generating use of the English language. Assistance was provided to the Uganda National Teachers’ Union to continue its work in women’s leadership in the union and its ongoing campaign to retain young girls in school in Uganda.

### Ecuador Relief Efforts

In May, provincial Executive approved a motion to donate \$5,000 to UNICEF, \$5,000 to the Canadian Red Cross and \$5,000 to the Global Medic for disaster relief in Ecuador following a devastating earthquake.

### 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.

Established in 2003, the Humanity Fund was initially financed through payroll deductions agreed to by members of participating locals. The fund also receives individual donations from ETFO members, staff and locals. In 2011, delegates to the Annual Meeting voted that ETFO should contribute \$200,000 a year to the 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 Stephen Lewis Foundation is the Humanity Fund’s signature charity and receives over half of the fund’s donations annually. Established to fight the AIDS pandemic in Africa, the Foundation has supported 1,400 initiatives and partnered

with over 300 community-based organizations in 15 countries.

Twice a year, the ETFO Humanity Fund Board of Directors meets to consider applications from charities wishing support. This year, the board distributed \$150,000 to 14 charities. While some have received funding in the past, six new charities that are carrying out projects around the world received funding this year.

The ETFO Humanity Fund encourages any local that is not currently participating in 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

The following members were chosen to provide professional learning with teacher organizations in nine countries this summer:

**Burkina Foso:** Wesley Delve (York Region Teacher Local), team leader.

**Ghana:** Sara Tulley (York Region Teacher Local), Deepakshi Mansharamani (Limestone Teacher Local) and Colleen Witt (Lambton Kent Teacher Local), team members.

**Guyana:** Melissa Rabess (Elementary Teachers of Toronto), team leader.

**Sierra Leone:** Michael Beetham (Waterloo-Region Teacher Local), team leader.

**St. Kitts:** Leah Kearney (Elementary Teachers of Toronto), team member.

**St. Lucia:** Lindsay Freedman (Peel Teacher Local), team leader and Sharoj Patel (Elementary Teachers of Toronto), team member.

**St. Vincent:** Catherine Inglis (Elementary Teachers of Toronto), team member.

**Togo:** Nicole Beaulieu (Upper Canada Teacher Local), team member.

**Uganda:** Patricia Munroe (Toronto Occasional Teacher Local), team leader, Connie Furtney (Lambton Kent Teacher Local) and Shamim Murji (Peel Teacher Local), team members.



Photo courtesy of Joe Jarrett.

Project Overseas Ghana teachers.

# ENGAGING OUR MEMBERS

## Professional Learning/Curriculum Services



### New Assessment Website for members

ETFO has created a very timely and practical new website called *ETFO Members Sharing In Assessment* at [www.etfoassessment.ca](http://www.etfoassessment.ca). The website, developed by members for members, reinforces the Federation's strong position on the importance of teacher professional judgement, the importance of classroom assessment and the information that teachers gather on a daily basis.

The site is an opportunity to help members enhance their understanding of assessment and learn new strategies and approaches that are meaningful, well-organized and utilized by their peers in the classroom. Members have the

opportunity to choose what strategies and tools work for them and modify them to meet their daily needs. More practical tools will be added to the site moving forward.

### Leading the Way

*Leading The Way* was a three-part ETFO leadership institute held in May and June, along with an online component. The first session explored the skills and attributes needed to be a leader in the classroom and beyond. Each participant completed a self-portrait of competence-based personal qualities related to their individual leadership style and behaviours and received feedback during the session. Members reflected on their leadership potential within ETFO and set leadership goals within the organization.

In May, participants took part in a webinar with ETFO staff and member guest speakers. Participants learned about the ETFO's history and its importance in the education union movement. ETFO member guests shared their leadership experiences within the Federation and outlined programs and union experiences that shaped their leadership journey. Participant feedback from the webinar helped shape the June session of the program.

### Welcome to School kit

The *Welcome to School* poster was updated and revised to be more broadly inclusive of the languages spoken in Ontario homes. The poster features the word "welcome" in 32 languages and



provides space for students to include the word in any additional language not already represented. A language map is provided on the reverse side. A curriculum companion was developed to be used in conjunction with the poster to support English language learners in the classroom. Both resources are available as a kit through shopETFO.

### Planning for Student Learning

*Planning for Student Learning* is a new resource for managing curriculum planning on long-range and unit lesson plan and daybook pages. It contains practical processes as well as a variety of templates. This resource is accompanied by a DVD of planning templates and is available through shopETFO.

### Math For Occasional Teachers Workshop

*Making Math Happen!* was a new full-day workshop for daily occasional teachers. Funded by the Ministry of Education, it was made available to 15 occasional teacher locals on a first-come, first-served basis. The workshop focused on effective instructional strategies and mathematical learning activities.

### Learning MATH in the Early Years

This two-day conference was held in May for Kindergarten to Grade 3 teachers, occasional teachers and designated early childhood educators. Participants learned strategies for creating engaging mathematical learning environments for children as well as ideas about content and exemplary practices in the teaching and learning of mathematics. The University of Houston’s Dr. Juanita Copley presented a keynote on *Powerful Connections for Conceptual Understanding in Mathematics*. Dr. Ruth Beatty from Lakehead University (Orillia) shared her

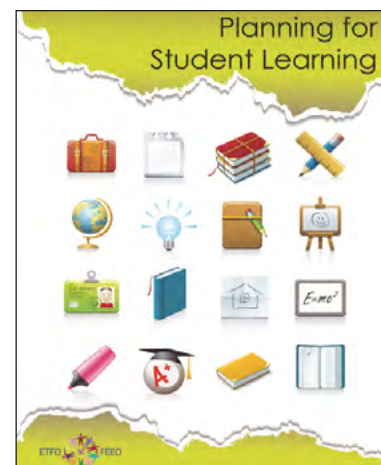


Photo: Anne de Haas



Photo: Anne de Haas

research in her *Incorporating Indigenous Perspectives in Early Years Mathematics Instruction* keynote, which is part of a multi-year study bringing together First Nations artist-educators and students and non-native educators and students to explore the mathematics inherent in First Nations cultural practices. In the final keynote, Lakehead University's Dr. Alex Lawson focused on the shift in emphasis in the elementary years over the past decade from just knowing the facts to having children use a variety of strategies to calculate and solve word problems.

## Teacher Education Discussion (TED) Table

In September 2015, the new expanded two-year initial teacher education program began at Ontario's publicly-assisted Faculties of Education. ETFO Professional Learning/Curriculum Services staff, the Ontario Teachers' Federation and other education affiliates convened the Teacher Education Discussion (TED) Table to bring representatives from all teacher education stakeholder groups together to discuss the implementation and impact of the program. Among the organizations who sent representatives to the meetings were the Ontario Ministry of Education, Ontario Ministry of Training, Colleges and Universities, Ontario Deans of Education, Ontario College of Teachers, Ontario Principals' Council and Council of Ontario Directors of Education.

Over the course of two years, the TED Table met six times. Topics discussed included associate teaching, technological education, Aboriginal education, Francophone priorities, teachable subject/subject specialization and program evaluation. At the final meeting, several recommendations were made concerning Aboriginal educators and Aboriginal education, teachable subjects, Francophone priorities and impact analysis. It is hoped that the recommendations will become consensus positions supported by all the stakeholders going forward.

## Assessment Advisory Committee – EQAO

Professional Learning/Curriculum Services staff represents ETFO on the Assessment Advisory Committee that meets during the year to hear updates and provide feedback about EQAO and other national and international assessment initiatives. This year, the committee provided feedback on various assessment and reporting initiatives including: the postponement of online testing for the Ontario Secondary School Literacy Test (OSSLT); the proposed pilot for online testing in primary and junior levels in the 2018-2019 school year; and the addition of survey questions based on the concept of student well-being. ETFO continues to lobby for a move to random sample testing. EQAO is also reviewing its literacy construct and the need to revise it to reflect 21st century literacy skills and competencies. ETFO and the affiliates prepared and submitted a formal response to the new EQAO literacy construct.

## Yearly Workshops

Professional Learning/Curriculum Services again offered a number of yearly workshops including:

- four sessions of the *Classroom Management Course* designed for members who were experiencing difficulties with classroom management;



- November's *Workshop Presenter's Palette* for members interested in further enhancing their leadership skills and learning more about being a workshop presenter;
- April's *Financial Health and Wealth Conference* focusing on practical financial strategies for members to increase their financial literacy and learn proactive strategies to address their financial fitness;
- *Innovate*, an April conference for all AQ instructors with a keynote by Dr. Alec Couros;
- the May L.E.A.D Conference *Facilitating a Growth Mindset* for 62 members who are in system-wide roles such as consultants, coordinators and facilitators with a keynote by author and international consultant Mary Cay Ricci; and
- the *ICT Conference for Women: Technology for Teachers* held for 150 ETFO members in June.

## Summer Academy

This year's Summer Academy program featured 85 courses that addressed a variety of areas with a special emphasis on Kindergarten, technology and mathematics thanks to funding from the Ontario Ministry of Education.

## ETFO-AQs

ETFO continues to be one of the largest AQ providers in Ontario and is accredited by the Ontario College of Teachers to deliver over 70 AQ courses in both online and face-to-face formats. Feedback from participants continued to be extremely positive with members agreeing that courses by teachers for members are more desirable and accessible. While demand was high all year, the spring enrollment set a new ETFO-AQ record with 2,445 members taking courses.

The ETFO AQ program provides significant leadership opportunity for the 175 ETFO teachers acting as course facilitators throughout the year. In this role, they are able to share their exemplary practices with members and assist them in building their professional capacity.

ETFO's most widely accessed AQ courses continued to be Special Education, Mathematics, Kindergarten, ESL, Reading and FSL. In 2015, over 800 teachers had the Special Education Part 1 AQ course offered by ETFO added to their teaching certificate and almost 1600 teachers had a Math AQ added to their certificates.



Photo: Jill Aoki-Barrett



## Equity and Women’s Services

### MentorCoaching Institute for Women

From 2014 to 2015, ETFO conducted an organizational review of its Women’s Programs. All service areas were part of the review as were focus groups conducted among members. Some gaps were identified, a key one being a formal mentoring program. Although much informal mentoring happens within unions, such mentoring tends to support the status quo.

To meet evolving needs, the *ETFO MentorCoaching Institute for Women* was developed. This three-year program brings together mentors and mentees in a long-term relationship format. The first year involves the training of mentors. The second year brings together mentors and mentees and the third year involves mentees choosing a “track” or area of ETFO they wish to focus on in a more in-depth way. Training of mentors took place in the first part of 2016. Over the coming school year, mentors and mentees will spend time in a formalized relationship.

### From Charity to Justice

Another gap discovered through the Women’s Programs review was an advanced level of social

justice training for women. Although several ETFO programs focus on social justice from an introductory perspective, many members are very active in such issues already and would benefit from advanced programming. From this, a new conference called *From Charity to Justice* was developed.

While charity provides a direct benefit to the community, it often maintains the status quo and doesn’t change the structures that keep people in need. This two-day conference focused on moving participants from the “helping others” mindset to working to transform communities within a broader social justice framework. Keynote speaker Deirdre Pike of the Social Planning and Research Council of Hamilton, staff members and local activists helped participants explore the actions they can take to build relationships and advocate for change at community and political levels.

### International Day of Persons with Disabilities

This year, provincial Executive approved recommendations from the Disability Issues Standing Committee that ETFO commemorate the United Nations International Day of Persons with Disabilities each year on December 3 to educate



Photos: Valerie Dugale

and raise awareness among members. An article on the day appeared in the Winter issue of *Voice*. A second recommendation called for the distribution to members of three complimentary brochures from the Ontario Human Rights Commission: *Preventing Discrimination Based on Mental Health and Addiction Disabilities: An overview for employers*; *Human Rights, Mental Health and Addiction Disabilities*; and *Disability and Human Rights*. They were distributed in the November Stewards' mailing.

### Self-Identification Process: Changes to “Person with a Disability”

In December, provincial Executive approved a 2015 Annual Meeting Motion that ETFO replace the term “disabled” with the term “person with a disability” in all Federation communications and resources. Beginning in January 2016, the self-identification box on all ETFO event and conference forms reflected the new terminology.

### Day of Pink

ETFO locals and members celebrated the Day of Pink on April 13 by hosting events at their locals, tweeting messages, selling Day of Pink t-shirts and celebrating the day in their schools. This year's theme was *Take Action on Bullying*,

*Homophobia and Transphobia*. ETFO's Day of Pink webpage offered resources and suggestions that members could implement in their schools. PrideHouseTO: Sudbury Celebrates created 12 bilingual posters of the brick artwork donated to their satellite project on the subject of sports and inclusion. These posters were posted on the ETFO Day of Pink webpage.

### Implementation of Transgender Policy

At the 2015 Annual Meeting, a Transgender Policy was approved by delegates. In the fall, Equity and Women's Services (EWS) staff began working on the implementation of the policy by examining and reviewing different areas of the organization. Actions include the following:

- member self-identification on the member survey, event management system, member records data collection and other surveys will indicate gender options including female, male and a space for “What term describes your gender?”;
- including the EWS publication *Suggested Resources for Gender Independent Children/Trans Youth/Adults* in conference packages and posting it on the ETFO website and responding to member requests with other resources and classroom materials;



Photo: Christine Cousins



Photo: Kathryn Gaitens



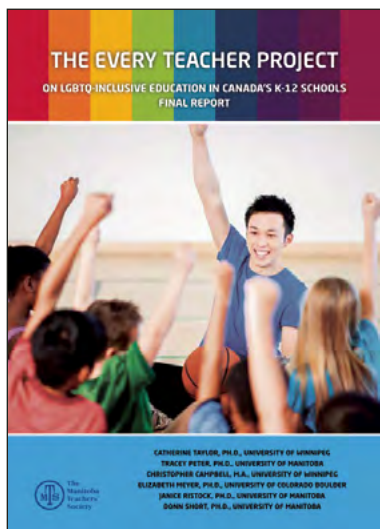


Annual Meeting display of ETFO's *PrideHouse That Kids Built* featured at the TORONTO 2015 Pan Am/Parapan Am Games.

- promoting the Transgender Day of Remembrance on November 20 in the ETFO e-Newsletter and social media each year;
- development of a policy by the ETFO Human Resources Officer for staff who transition at work as well as a professional development session for all staff in the fall of 2016;
- creation of a professional development workshop for members on gender and transgender matters to be available as part of the EWS workshop series in the fall/winter of 2016/2017; and

- provision of gender-neutral washrooms for all events held at provincial office, recognizing a member's choice to use the washroom that best corresponds to their gender identity.

An article in the fall 2016 issue of *Voice* will make members aware of the Policy and the work being done by the Federation around transgender issues. Professional Relations Services



(PRS) staff will develop guidelines for assisting and supporting members who are transitioning.

## The Every Teacher Project

ETFO has been involved with *The Every Teacher Project* since its beginning in 2012. The project is the largest study of its kind in the world on LGBTQ-inclusive education practices in Canada's K-12 schools. Approximately 3,400 teachers from across Canada participated in the initial online survey and focus groups. The project is headed by Dr. Catherine Taylor, Principal Investigator at the University of Winnipeg in partnership with the Manitoba Teachers' Society and includes the involvement and support of every teacher union/organization across Canada as well as Egale Canada.

*The Every Teacher Project on LGBTQ-Inclusive Education in Canada's K-12 Schools Final Report* was released in January to positive press from print, online and television media outlets. Among the main findings were:

- the vast majority of educators approve of LGBTQ-inclusive education;
- lack of leadership and resources were among the main reasons given for not teaching in LGBTQ-inclusive ways;
- two-thirds were aware of educators being harassed for being LGBTQ; and
- almost all educators rated their school as safe but far fewer rated their school as safe for LGBTQ students.

ETFO is part of a working group that is developing a workshop and toolkit to promote implementation of the recommendations by school boards, schools, ministries of education and unions. Copies of the final report were distributed to local presidents at May Representative Council. The report is available at [www.mbteach.org/library/Archives/Handbooks/EveryTeacherProject\\_book\\_2016.pdf](http://www.mbteach.org/library/Archives/Handbooks/EveryTeacherProject_book_2016.pdf).



## Collective Bargaining Services

### ETFO Collective Bargaining (CB) Academy

The inaugural session of the *ETFO CB Academy* was held over two days in December and focused on 'Foundations'. Activities focused on education sector bargaining across the country, the legal underpinnings of bargaining (i.e. the duty to bargain in good faith) and various approaches to negotiations. At session two held for two days in February, participants worked with external facilitators to develop an understanding of how their identity, values and emotions impact the bargaining process. They also worked on developing effective collective agreement language.

The final four-day session in May was held in conjunction with ETFO's Union School program. Participants were involved in a variety of sessions such as *Grievance or Gripe*, *Good Facts Make Good Law* and *Dealing with Difficult Situations*. They participated in workshops to improve negotiation skills in a variety of situations related to the work of union leaders and explored member engagement and mobilization as well as the dynamics of collective bargaining committees.

### ETFO Collective Bargaining Conference

The *ETFO Collective Bargaining Conference* took place over two days in March. It provided profes-

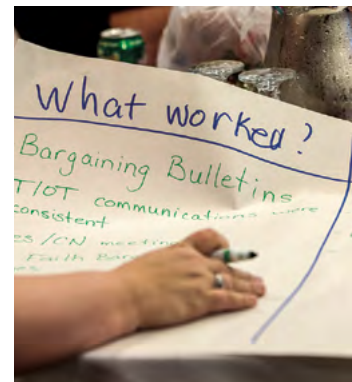
sional learning for presidents and chief negotiators on a variety of issues specific to collective bargaining, monitoring and defence of agreement provisions and protective services for members. This year's conference focused on:

- a formal facilitated debrief of the recent bargaining process to assist ETFO in preparing for the next round of negotiations;
- a review of issues related to class size and a discussion regarding how to address concerns moving forward;
- updates on health and safety, Ministry/school board initiatives, Regulation 274 and benefits;
- mobilization and stewards;
- an analysis of professional judgement and issues of professional autonomy;
- an update regarding Central Committees/Workgroups; and
- issues specific to ESP, PSP and DECE locals.

### CB Mentoring Program – Women's Program (WP)

This one year pilot project is designed to mentor a small number of women members to work with provincial CB staff mentors. The aim is to develop knowledge and leadership skills in collective bargaining among mentees by: providing opportunities and support to enhance their understanding of the Federation; broadening their understanding of the work of CB staff; and developing their

Photos: Anne de Haas



skills and participating in experiences directly related to provincial CB staff work.

## Yearly Workshops

Collective Bargaining Services again offered a number of workshops related to collective bargaining issues:

*Effective Negotiations Skills for Women Leaders WP:* Held in April, the workshop is designed for women currently involved in their local and/or at ETFO provincial who aspire to leadership positions particularly in the area of collective bargaining.

*ETFO Provincial Collective Bargaining for Women Conference: Part I and Part II WP:* Held in May, Part I was for members who have not been involved in negotiations at the provincial level. Part II allowed former Part I participants to practice their collective bargaining skills, expand their personal knowledge and network with other women who intend to be actively involved in ETFO collective

bargaining as a steward, bargaining committee member or local executive member.

*Health and Safety Local Representatives Conference:* Held in November, the conference featured expertise from guest speakers on dealing with the Ontario Ministry of Labour, risks and effects of workplace concussion injuries for ETFO members, musculoskeletal injuries and workplace domestic violence.

*Health and Safety in the Workplace:* Held in May in Kingston, this workshop offered a strong focus on case studies, legal requirements and Joint Health and Safety Committee effectiveness in order to develop strategies to advocate for member health and safety.

*Health & Safety Training-WP:* Held in May in Thunder Bay and Sudbury, these regional workshops supported leadership development of women members by building knowledge and advocacy for safer and healthier workplaces and strengthening understanding of policy and legal requirements.

## Professional Relations Services

In addition to its daily work with members on a wide variety of workplace issues, Professional Relations Services (PRS) staff has increasingly been called upon to assist locals and members on matters concerning school board requests for medical notes, demands for independent medi-

cal examinations and issues concerning gradual return to work and accommodation. Many boards appear to be responding to recent sick leave issues by stepping up disability management efforts. PRS staff is involved in early intervention on these issues, often minimizing dispute and regulating the scope of private and medical

information demanded of ETFO members. This has also been a focus of training sessions with local leaders.

### PRS Matters

PRS staff provides regular advice about legislative changes and legal and professional issues in steward mailings and on the ETFO website. This year's topics included advice regarding allegations, a member's duty to report under the *Child and Family Services Act*, the 2015 Health and Physical Education Curriculum, members as witnesses in various types of legal proceedings, the elementary provincial report card and EQAO testing. PRS Matters Bulletins can be viewed on the ETFO website at [www.etfo.ca](http://www.etfo.ca).



Photo: Anne de Haas

## Children's Aid Society/ Police Investigations

The *Police Record Checks Reform Act* enacted in December. It provides clarity around what information can be released in a criminal records check, which was previously lacking. Members who face charges that are resolved without a conviction or who have police contact that did not result in a criminal charge, including mental health checks, will now be assured that this information is not disclosed in a regular "criminal background check".

While PRS and legal counsel communicate with CAS agencies to try to ensure that they are not straying outside of their jurisdiction and are consistently applying standards of the *Child and Family Services Act*, some inconsistencies in approach and decisions remain. While some CAS agencies provide adequate disclosure of the allegations, others have adopted procedures that make it more difficult for members to obtain details of the allegations against them.

In April, 173 recommendations were released following an inquest into the death of Katelynn Sampson, an elementary school student with the Toronto District School Board (TDSB) who died of abuse while in the custody of a couple with whom her mother had placed her. Similar to recommendations that arose from the Baldwin Inquest several years ago, there are recommendations to various agencies including the TDSB and Ministry of Education relating to the *Child and Family Services*

*Act* section 72 Duty to Report. If implemented, some of these recommendations will impact ETFO members including additional training requirements, possible increases to the fine for a breach of the duty to report, and possible changes to board policies, procedures and training relating to the reporting of child abuse and neglect.

PRS involvement in these matters remains critical to ensure that members facing allegations have appropriate legal and professional advice, representation and support throughout, particularly given the impact that the outcomes of these investigations can have on a member's relationship with his or her school board and on any related College complaints.

## College of Teachers

PRS staff continues to counsel and represent members at the College regarding investigations related to professional misconduct, incapacity and fitness to practice. There is often substantial delay between alleged events and members receiving notice of complaint. Delays are also encountered while the College seeks to obtain documentation from school boards. Information from school boards is often incomplete or too extensive, including documents and history irrelevant to the complaint.

Disclosure from the College is much improved over what it was before the 2012 LeSage review but also remains incomplete, especially where

Photo: Kathryn Gaitens



Photo: Anne de Haas



College staff interview or seek further information after receiving the member response. These are issues which ETFO continues to work on, in respect to its members facing complaints as well as in the coordinating of efforts with other affiliates facing similar challenges. ETFO achieved significant gains in persuading the Discipline Committee of the College of Teachers to exercise its discretion not to publish member names in several cases where there was no substantive reason to warrant publication or where prejudice would occur on the facts of the case.

PRS monitoring of complaints shows that most involving ETFO members are resolved through complaints resolution and/or at the level of the Investigation Committee without referral to the Discipline Committee. The majority of complaints referred to discipline are resolved through a negotiated outcome accepted by members.

### College of Early Childhood Educators

While the College of Early Childhood Educators (CECE) has been in place since 2008, PRS first became involved in representing members at the CECE in 2014 following the implementation of full-day Kindergarten.

As with the College of Teachers, complaints to the CECE are addressed at an initial investigation stage and may be referred to the Discipline Committee. If a member is found guilty of professional misconduct and/or deemed to be incompetent, the member's certificate may be revoked, suspended or made subject to terms, conditions or limitations. The Discipline Committee may also issue reprimands, admonish or counsel members or require members to pay costs. All Discipline Committee decisions are published on the CECE website and a summary is included in the College's official publication.

PRS and legal counsel's experience with the College has been positive with regard to disclo-

sure of information. Its practice has been to provide full disclosure to members at the Complaints Committee stage, which differs significantly from the approach taken by the College of Teachers at the investigation stage. The majority of matters that ETFO has been involved in have concluded at the Complaints Committee stage; however the decisions at this level have often included very strongly worded comments and findings that would seem almost disciplinary in nature.

### Workplace Safety and Insurance Board (WSIB)

PRS staff responded to numerous calls from local leaders and members involving a variety of workplace accidents that resulted in both physical and psychological illnesses. There continues to be a rise in the number of concussions/head injury claims. ETFO has had significant success in overturning WSIB denial decisions relating to concussion/head injury claims at the early stages through requests for reconsiderations. ETFO's resource booklet, *A Member's Guide to the Workplace Safety & Insurance Board* may be found at [www.etfo.ca](http://www.etfo.ca).

### Workshops, Conferences, 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, the College of Early Childhood Educators, allegations of assault and pregnancy and parental leave.

## Workshops for DECE Members

ETFO staff from PRS and Professional Learning/Curriculum Services presented several workshops and webinars that provided support and advice to designated early childhood educator (DECE) and teacher members working in full-day Kindergarten. The focus was on building and maintaining positive relationships in the Kindergarten classroom. Through scenarios and activities, participants examined effective communication strategies for dealing with conflict and members familiarized themselves with rights and responsibilities in creating positive relationships. PRS staff also presented webinars for presidents on dealing with conflict situations with DECE and teacher members. Information was shared about the Continuous Professional Learning Program (CPL) through the College of Early Childhood Educators (CECE). Workshops were also presented on performance appraisals and learning plans for DECEs and the CECE complaint process as well as professional boundaries.

## An Ounce of Prevention

This year's conferences were developed for two specific audiences. Forty members in years 1-5 of their careers attended the PRS *Ounce of Prevention: Knowing Your Rights and Responsibilities* provincial conference held in December. The keynote address "All About Attitude: To a Better Tomorrow" was provided by a staff member from ETFO's Professional Learning/Curriculum Services. PRS staff provided workshops on topics including rights and responsibilities, performance appraisal, professional boundaries, social media, allegations, parent-teacher relationships, illness and injury. Equity and Women's Services staff also provided a workshop on creating a culturally

inclusive learning environment for students.

In May, PRS held its *Ounce of Prevention: Keys to Success* conference at a regional meeting of Renfrew Education Support Personnel (ESP) and Professional Support Personnel (PSP) in Pembroke. Topics addressed included health and safety, rights and responsibilities, legal obligations for ESP/PSP members, LTD, WSIB, social media and professional boundaries. The group also viewed ETFO's new *LGBTQ Inclusive Schoolplace Starts Here* video, engaging in discussion around lesbian, gay, bisexual, transgender and queer or questioning (LGBTQ) issues in both their workplace and in society.



Photo: Daniel Page



Photo: Anne de Haas

## Annual Workshops

PRS again offered a number of workshops to deal with current legal, health and regulatory issues impacting the education profession.

*Women's Health and Legal Conferences:* This year, two separate conferences were held for 75 participants each in November and March. *Protect Yourself* provided the opportunity to explore legal issues related to the work of educators and *Balancing Act* focused on health issues that may affect women both professionally and personally.

*PRS Training for Women Leaders: Beyond the Basics:* In this annual four-day conference, released and non-released members of local executives from DECE, teacher and occasional teacher locals explored a range of topics including compassion fatigue presented by Bo Yih Thom, a registered psychologist.

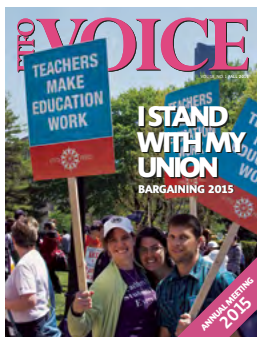
*Expanding Our Knowledge and Skills: PRS Leadership Training for Local Released Leaders:* This yearly four-day training course for released leaders from ETFO locals included presentations on the Ontario College of Teachers, the College of Early Childhood Educators and mental health matters including compassion fatigue.

*Professional Boundaries Course:* This course was offered twice for members who have been required by the school board or College of Teachers to take training on professional conduct and boundaries to assist them in knowing their responsibilities.

*Planning and Programming Course:* This course was offered twice during the year to give assistance to teachers who are experiencing overall difficulties in the areas of delivering curriculum, assessment and evaluation and other strategies to work effectively with students.

## Voice Magazine

ETFO *Voice* reaches members through its four quarterly print magazines, online magazine at [www.etfovoice.ca](http://www.etfovoice.ca) and Facebook page at [www.facebook.com/etfovoice](http://www.facebook.com/etfovoice). Feature stories in this year's issues included:



### Fall:

- Working-to-rule to protect our union, values and profession.
- Outdoor learning for primary students.
- A social justice approach to awareness, engagement and activism.

### Winter:

- Adventures with Google Earth.
- Using technology to enhance students' literacy skills.
- Lessons to assist in teaching digital citizenship skills.



### Spring:

- Learning the truth from the Truth and Reconciliation report.
- Educating children for the common good.
- Incorporating African Canadian history beyond Black History Month.

### Summer:

- Women's history in Ontario's teacher federations.
- Classroom conversations on privilege.
- Refugee settlement in Ontario schools.



# RELATED ETFO WEBSITES

## **Building Better Schools – [www.buildingbetterschools.ca](http://www.buildingbetterschools.ca)**

ETFO's public education platform with resources that contribute to public discussion on how to make our public schools the best they can be.

## **The Heart and Art of Teaching and Learning – [www.heartandart.ca](http://www.heartandart.ca)**

A comprehensive resource for beginning teachers to interact directly with educators.

## **Early Learning Central – [www.earlylearningcentral.ca](http://www.earlylearningcentral.ca)**

An expansion of ETFO's Kindergarten blog '1000 Moments of Learning' designed to cover learning in all of the primary grades.

## **ETFO Members Sharing in Assessment – [www.etfoassessment.ca](http://www.etfoassessment.ca)**

A website to help members enhance their understanding of assessment and learn new strategies and approaches.

## **Professional Learning in the Early Years – [www.etfopley.ca](http://www.etfopley.ca)**

Supporting educators in learning more about teaching in the early years, the site includes videos, facilitator's guides, photo galleries and classroom tours of early years classrooms.

## **Innoteach Learning Objects – [www.innoteach.net](http://www.innoteach.net)**

A professional learning program created by a group of ETFO members featuring multimedia learning objects that incorporate innovative uses of technology to enhance student learning.

## **Spirit Horse Spring 2015 Tour of Southern Ontario – [www.spirithorse.ca](http://www.spirithorse.ca)**

Designed for the tour of the award-winning play *Spirit Horse*, this site offers professional learning resources for teachers on First Nations, Métis and Inuit history, culture and perspectives.

## **ETFO-AQ – [www.etfo-aq.ca](http://www.etfo-aq.ca)**

ETFO's microsite for Additional Qualifications courses from ETFO.

## **ETFO Occasional Teachers – [www.etfo-ots.ca](http://www.etfo-ots.ca)**

A website designed to help occasional teachers with curriculum documents and lesson plans, it also provides advice on pertinent legal issues and more.

## **ETFO Health and Safety – [www.etfohealthandsafety.ca](http://www.etfohealthandsafety.ca)**

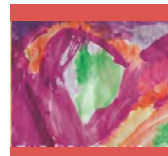
Information about issues affecting member wellness including how to prevent or deal with hazards in the school community and initiatives to make health and safety a priority in school boards.

## **ETFO Collective Bargaining – [www.etfocb.ca](http://www.etfocb.ca)**

ETFO's collective bargaining website providing information and updates on negotiations.

## **ETFO Union History – [www.etfounionhistory.ca](http://www.etfounionhistory.ca)**

Developed by a team of ETFO local leaders with information on the history of the Canadian labour movement and ETFO and the impact of unions on workers and society.



# ETFO 2016 MEMBER SURVEY: WHO WE ARE

The ETFO member survey helps to inform decisions about programs and activities, and predict future member needs. The 2016 all-member survey was completed online using ETFO's Events Management System (EMS). When the information for this report was compiled, ETFO had received responses from approximately one-tenth of its members.



Photo: Kathryn Gaitens

## Membership Population\*

MEMBER TYPE	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Teachers	55,146	55,098	55,854	56,311	56,676	56,423	57,208	57,004
OT	20,541	21,239	21,438	20,432	18,422	19,708	20,311	20,335
ESP/PSP/DECE	281	284	732	860	1,516	2,226	2,677	2,956
<b>Total</b>	<b>75,968</b>	<b>76,621</b>	<b>78,024</b>	<b>77,602</b>	<b>76,614</b>	<b>78,357</b>	<b>80,196</b>	<b>80,295</b>

\*The same member may have multiple membership types.

## Membership

- ➔ Teacher membership decreased marginally again this year after a slight increase during the years 2013 to 2014.
- ➔ There was an increase in ESP, PSP and DECEs this year, due to the addition of more new DECE members.

## Gender

- ➔ The percentage of ETFO members who are women has remained stable at approximately 81 per cent over the past 14 years.

## Age

### Teacher members:

- ➔ Sixty-seven per cent are aged 35-54, while 11 per cent are under 35.
- ➔ Over the past 10 years, those aged 45-54 have decreased from 41 to 30 per cent.
- ➔ Those aged 55-64 have increased from 7 to 11 per cent.

### Occasional teacher (OT) members:

- ➔ Fifteen per cent are aged 55-64 while 27 per cent are under the age of 34.
- ➔ In the last eight years, those aged 45-54 have decreased from 20 to 13 per cent.
- ➔ Those aged 55-64 have decreased from 42 to 15 per cent.

**ESP/PSP members**

- ➔ Seventy-one per cent are over age 45 while 10 per cent are under age 35.

**DECE members**

- ➔ Those under the age of 34 represent 27 per cent, while 32 per cent are over age 45.

**Grades Taught**

- ➔ Approximately 34 per cent of ETFO members reported that they taught a combined grade, with the most common combined grade being JK/SK.
- ➔ Four per cent of members reported that they taught in a triple-combined grade.
- ➔ Fourteen per cent of women members reported teaching Kindergarten compared with only five per cent of men. Seventeen per cent of men members reported teaching Grade 8 compared with seven per cent of women members.

**Part-time Work**

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

**Qualifications**

ETFO members with a B.A.	76%
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	44%

**QECO (Qualifications Evaluation Council of Ontario)**

ETFO members with rating of A4	73%
ETFO members with A3 rating	13%

**Teacher Members – Years of experience**

Years of Experience	2015-2016	2002-2003
Less than 1 year	0%	2%
1-4	5%	19%
5-10	24%	19%
11-15	26%	18%
16-20	19%	12%
21-25	11%	11%
26-30	11%	11%
31+	3%	5%

Five per cent of teacher members have less than five years of experience, 29 per cent have less than 11 years of experience and only three per cent 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	35%	20%
5-10 years	21%	10%
11-15 years	8%	6%
16-20 years	5%	4%
21-25 years	4%	4%
26-30 years	4%	7%
31+ years	20%	30%

Thirty-six per cent of occasional teacher members have less than five years of experience and 20 per cent have more than 30 years of experience.

### ESP/PSP Members – Years of experience

Years of Experience	2014-2015	2003-2004
Less than 1 year	2%	1%
1-4 years	7%	17%
5-10 years	22%	24%
11-15 years	22%	24%
16-20 years	22%	17%
21-25 years	3%	3%
26-30 years	13%	1%
30+	10%	0%

Nine per cent of ESP/PSP members have less than five years of experience and ten per cent have more than 30 years of experience.

### DECE Members – Years of experience

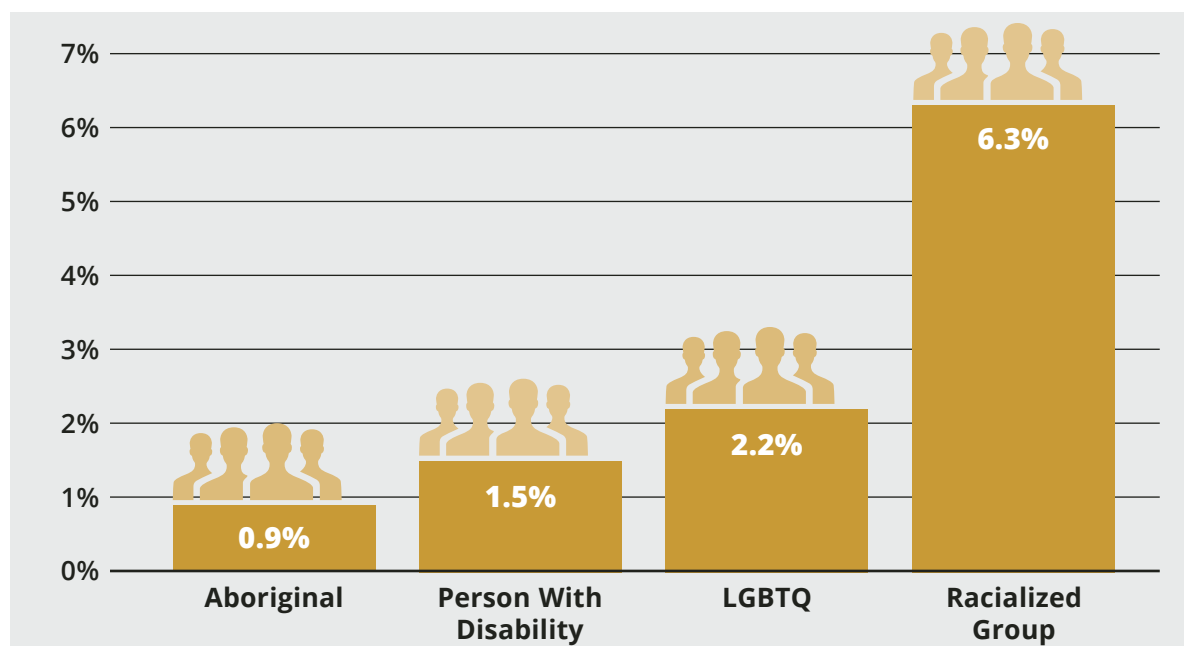
Years of Experience	2015-2016	2014-2015
Less than 1 year	0%	0.6%
1-4 years	72%	91%
5-10 years	14%	4.4%
11-15 years	6%	1.9%
16-20 years	4%	0.9%
21-25 years	3%	0.5%
26-30 years	1%	0.3%
30+	1%	0.2%

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



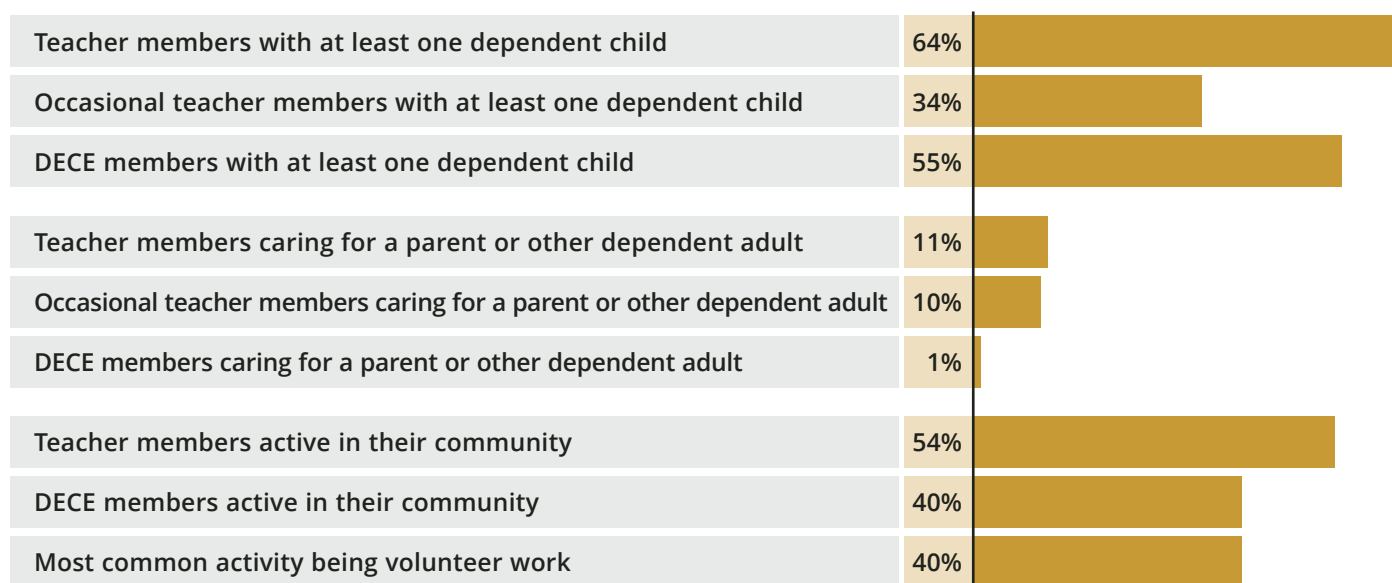
Photo: Christine Cousins

## Self-Identification



- ➔ Less than one per cent of teacher members report being Aboriginal. That compares with just over one per cent for occasional teacher members and two per cent for both DECE and ESP/PSP members.
- ➔ The percentage of teacher members who report being a person with a disability is two per cent. That compares to slightly less than one per cent for occasional teacher members.
- ➔ Just over two per cent of teacher members identify as being lesbian, gay, bisexual, transgendered, queer or questioning (LGBTQ). Male teachers represent 54 per cent of those teacher members who self-identified as LGBTQ.
- ➔ Just over six per cent of teacher members identify as belonging to a racialized group.

## Activities Outside Teaching



## 2015-2016 Local Presidents

### Algoma

Occasional Teacher Local **Peter Mead**  
 Teacher Local **Kelly Holley**

### Avon Maitland

Occasional Teacher Local **Kim Finlayson**  
 Teacher Local **Kent Cleland**

### Bluewater

Occasional Teacher Local **Andrew Chittka**  
 Teacher Local **Julie Stanley**

### Durham

Occasional Teacher Local **George Taylor**  
 Teacher Local **David Mastin**  
 Catholic DECE **Lexy Shaw**  
 DECE Local **Rayna Barrese**

### Grand Erie

Occasional Teacher Local **Kevin Utley**  
 Teacher Local **David Peters**  
 DECE Local **Tammy Stoneman**

### Greater Essex County

Occasional Teacher Local **Sharon Ciebin**  
 Teacher Local **Adelina Cecchin**

### Halton

Occasional Teacher Local **Al Bero**  
 Teacher Local **Marg MacFarlane**  
 DECE Local **Amy Korzack**

### Hamilton-Wentworth

Occasional Teacher Local **Barry Naidoo**  
 Teacher Local **Jeff Sorensen**  
 DECE Local **Tamara DuFour**

### Hastings-Prince Edward

Occasional Teacher Local **Doug Thur**  
 Teacher Local **Dave Henderson**

### James Bay

Teacher Local **Colin Quesnel**

### Kawartha Pine Ridge

Occasional Teacher Local **Marsha Jones**  
 Teacher Local **Shirley Bell**

### Keewatin-Patricia

Occasional Teacher Local **Martin Laffin**  
 Teacher Local **Anne Saltel**

### Lakehead

Occasional Teacher Local **Nancy Nix**  
 Teacher Local **Mike Judge**

### Lambton Kent

Occasional Teacher Local **Marion Collop**  
 Teacher Local **Ron Rivait**

### Limestone

Occasional Teacher Local **Ken Gee**  
 Teacher Local **Mike Lumb**

### Near North

Occasional Teacher Local **Jan Heinonen**  
 Teacher Local **Dave Bartlett**

### Niagara

Occasional Teacher Local **Mark Carter**  
 Teacher Local **Jada Nicklefork**



**Ontario North East**

Occasional Teacher Local **David Livingston/  
Shannon Whittmaack**  
Teacher Local **Monica Rusnak**

**Ottawa-Carleton**

Occasional Teacher Local **David Wildman**  
Teacher Local **Peter Giuliani**

**Peel**

Occasional Teacher Local **Shazilla (Shelly) Jan**  
Teacher Local **Steve Dénomée**

**Rainbow**

Occasional Teacher Local **Bernadette Lamirande**  
Teacher Local **Barb Blasutti**  
DECE Local **Gina McAfee**

**Rainy River**

Occasional Teacher Local **Mickey Christiansen**  
Teacher Local **Monica Armour**  
ESP Local **Jackie Dupuis-Brandli**

**Renfrew County**

Occasional Teacher Local **Ryan Geick**  
Teacher Local **Allison Ryan**  
ESP Local **Colleen Mackin**  
PSP Local **Joan Bradley**

**Simcoe County**

Occasional Teacher Local **Amy Chevis**  
Teacher Local **Janet Bigham**  
DECE Local **Kristy Farrell-Jones/  
Amanda Judd**

**Superior-Greenstone**

Occasional Teacher Local **Artie Cooper**  
Teacher Local **Colleen Lemieux**

**Thames Valley**

Occasional Teacher Local **Terry Card**  
Teacher Local **Craig Smith**

**Toronto**

Occasional Teacher Local **Rob Fulford**  
Teacher Local **John Smith**  
Catholic DECE Local **Diego Olmedo**

**Trillium Lakelands**

Occasional Teacher Local **Tracy Blodgett**  
Teacher Local **Karen Bratina**  
DECE Local **Sara Michel**

**Upper Canada**

Occasional Teacher Local **Diane Dewing**  
Teacher Local **Erin Blair**

**Upper Grand**

Occasional Teacher Local **Andrew Aloe**  
Teacher Local **Gundi Barbour**

**Waterloo Region**

Occasional Teacher Local **Nathan Core**  
Teacher Local **Greg Weiler**  
DECE Local **Jenn Wallage**

**York Region**

Occasional Teacher Local **Nadia Ciacci**  
Teacher Local **David Clegg**

## 2016 ETFO Award Recipients

### Anti-Bias Award

Laurel Farrell Upper Grand Teacher Local

### Children’s Literature Award

Nadia Hohn Elementary Teachers of Toronto Local

### Environmental Education Award

Kim Small Trillium Lakelands Teacher Local

### Humanitarian Award for Non-ETFO Member

Jessica Reid FEAT For Children of Incarcerated Parents, Non-Member

### New Member Award

Andrew Chittka Bluewater Occasional Teacher Local

### Rainbow Visions Award

Carlos Ponce-Tovar York Region Teacher Local

### Women Working in Social Activism on Behalf of Women and Children Award - Women’s Program

Erin Lee Lanark County Interval House (Non-Member)

### Writer’s Award

Deborah McCallum Simcoe County Teacher Local

### Writer’s Award - Women’s Program

Katie Tremblay-Beaton Durham Teacher Local

### Scholarships and Bursaries

#### Aboriginal Women in Education Bursary

Michelle Sandy Non-Member

Jennifer Summerfield Simcoe County Occasional Teacher Local

#### ETFO Bursaries for Members of Designated Groups

Leroy Deslandes Elementary Teachers of Toronto Local

Kyle Minniti Non-Member

Lul Mohamed Non-Member

**ETFO Bursaries for Members of Designated Groups – Women’s Program**

April Cheung	Non-Member
--------------	------------

**Doctoral Scholarship**

Lisa Cranston	Greater Essex County Teacher Local
---------------	------------------------------------

**Doctoral Scholarship – Women’s Program**

Genie Kim	Elementary Teachers of Toronto Local
-----------	--------------------------------------

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

Sara Burke	Ottawa-Carleton Teacher Local
Lisa Campbell	Greater Essex County Teacher Local
Sherrie Corley	Trillium Lakelands Occasional Teacher Local
Susan Morehouse	Durham Teacher Local
Kimberly Hammermueller	Avon Maitland Teacher Local
Beverly Hogan	Upper Canada Teacher Local
Rebecca Jones	Avon Maitland Teacher Local
Pina Mastroianni	Rainbow Teacher Local
Marlene Melo	Thames Valley Teacher Local
Wendy O’Neil	Lambton Kent Teacher Local
Kim Walsh	Simcoe County Teacher Local
Nancy Warren	Hastings-Prince Edward Teacher Local

**ETFO Member Bursaries**

Karly Brohman	Ottawa-Carleton Teacher Local
Angela Gale	Elementary Teachers of Toronto
Diane Henrique	Grand Erie Occasional Teacher Local
Leanne Shackleton	Ottawa-Carleton Teacher Local
Alexandra Shaw	Durham Catholic DECE

**Master’s Scholarship**

Simone Austin	Elementary Teachers of Toronto Local
Jennifer Givens-Doran	Durham Teacher Local
Ian Sommer	Waterloo Region Teacher Local
Shadi Yazdan	York Region Teacher Local

**Master’s Scholarship – Women’s Program**

Kadi Gore	Lambton Kent and Lambton Kent Occasional Teacher Local
Rhonda Hergott	Waterloo Region Teacher Local
Amanda Ley	Rainbow Teacher Local
Shelley Merton	Kawartha Pine Ridge Teacher Local



## 2015-2016 ETFO Standing Committees

### Aboriginal Education Committee

Natalie Ann Corbin	Lakehead Teacher Local
Joan Hill-Keast	Ottawa-Carleton Occasional Teacher Local
Marjolaine LaPointe	Kawartha Pine Ridge Teacher Local
Ian McCallum	Simcoe County Teacher Local
Christina Saunders	Elementary Teachers of Toronto Local

### Annual Meeting Committee

Andrea Jackson	York Region Teacher Local
Ruth Mackie	Rainy River District Teacher Local
André Mrozewski	Hastings-Prince Edward Teacher Local
Ann Pharazyn	Lambton Kent Teacher Local
Chris Vert	Elementary Teachers of Toronto Local

### Anti-Racist Education Committee

Debbie Cheng	Elementary Teachers of Toronto Local
Shurki Farah	Elementary Teachers of Toronto Local
Samantha Hendricks	York Region Teacher Local
Darryl Romesh Pandoo	Elementary Teachers of Toronto Local
Christine Stought-O'Gilivie	Elementary Teachers of Toronto Local

### Arts Committee

Jessica Crowley	Grand Erie Teacher Local
Michelle Fenn	Kawartha Pine Ridge Teacher Local
D. Gavin Foster	Hastings-Prince Edward Teacher Local
Martin Kay	Halton Teacher Local
Laurie Provenzano	York Region Teacher Local

### Awards Committee

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

### Collective Bargaining Committee

Joanna MacArthur	Elementary Teachers of Toronto Local
Donnie Mills	Simcoe County Teacher Local
Jada Nicklefork	Niagara Teacher Local
Sean Seccareccia	Algoma Teacher Local
Jenn Wallage	Waterloo Region DECE Local

**Disability Issues Committee**

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

**Early Years Committee**

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

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

Drazena Hidalgo	Hamilton-Wentworth DECE Local
Amy Korzack	Halton DECE Local
Tina Matthews	Trillium Lakelands DECE Local
Ruth Ann McKie	Renfrew County ESP Local
Wendy Sullivan	Renfrew County ESP Local

**English as a Second Language**

Zaiba Beg	Peel Teacher Local
Jennifer Graham	Avon Maitland Teacher Local
Kathryn Holst	Ottawa-Carleton Teacher Local
Shideh Houshmandi	Niagara Occasional Teacher Local
Rob Persad	Peel Teacher Local

**Environmental Committee**

Anne Dahmer	Waterloo Region Teacher Local
Kimberley Fry	Toronto Occasional Teacher Local
Pam Miller	Elementary Teachers of Toronto Local
Patricia Sawkins	Grand Erie Occasional Teacher Local
Stephanie Trepanier	Hamilton-Wentworth Teacher Local

**French as a Second Language Committee**

Antonella Ciampa	Greater Essex County Teacher Local
Angela Coccimiglio	Algoma Teacher Local
Christina McKibbin	Greater Essex County Teacher Local
Kolette Myers	Lambton Kent Teacher Local
Rebecca Zuckerbrodt	Ottawa-Carleton Teacher Local

**Human Rights Committee**

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

**Intermediate Division Committee**

Andrew Bailey	Durham Teacher Local
Michaela Kargus	Grand Erie Teacher Local
Adrianna Knight	Halton Teacher Local
Carl Oliver	York Region Teacher Local
Tim Worthy	Limestone Occasional Teacher Local

**International Assistance Committee**

Michael Beetham	Waterloo Region Teacher Local
Deirdre Buckley-McKie	Ottawa-Carleton Teacher Local
Bruno Dallaire	Ontario North East Teacher Local
Wes Delve	York Region Teacher Local
Cheryl Sheffield	Ontario North East Teacher Local
Bea Yeung	Upper Grand Occasional Teacher Local

**Labour Committee**

Janet Fraser	Ottawa-Carleton Teacher Local
Sarah Hall	Lambton Kent Teacher Local
Angie Inglis	Durham Teacher Local
Devon K. Moore	Upper Grand Teacher Local
Jefferey Pelich	Waterloo Region Teacher Local



**Lesbian, Gay, Bisexual, Transgender, Queer or Questioning Committee**

Sheri Birch	Simcoe County Teacher Local
Amanda Hardy	Peel Teacher Local
Joy Matea Lachica	Elementary Teachers of Toronto Local
Lyla MacAulay	Elementary Teachers of Toronto Local
Andres Musta	Durham Teacher Local

**Library Committee**

Karen Churcher	Lambton Kent Occasional Teacher Local
Johanna Gibson-Lawler	Greater Essex County Teacher Local
Alan Heatherington	Thames Valley Teacher Local
Deborah McCallum	Simcoe County Teacher Local
Heather Thompson	Peel Teacher Local

**Men's Focus Committee**

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

**New Members Committee**

Tammy Axt	Peel Teacher Local
Shawna Rothgeb	Ottawa-Carleton Teacher Local
Caitlin Rudanycz	Lakehead Occasional Teacher Local
Lisa Taylor	Upper Grand Teacher Local
Courtney Watson	Ottawa-Carleton Occasional Teacher Local

**Occasional Teachers Committee**

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

**Occupational Health and Safety Committee**

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

**Pension Committee**

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

**Political Action Committee**

Heather Aggus Adeney	Hamilton-Wentworth Teacher Local
Chris Brouillard-Coyle	Greater Essex County Teacher Local
David Buddell	Halton Teacher Local
Mary Fowler	Durham Teacher Local
Christopher Hoffman	Peel Teacher Local

**Professional Learning/Curriculum Committee**

Susan Bingham	Ottawa-Carleton Teacher Local
Margaret Chung	Limestone Teacher Local
Michelle Furlotte	Lakehead Teacher Local
Sophie Kroesen	Toronto Occasional Teacher Local
Shelly Vohra	Peel Teacher Local

**Professional Relations and Discipline Committee**

Andrew Aloe	Upper Grand Occasional Teacher Local
Shelly Jan	Peel Occasional Teacher Local
Nicole Mitchell	Algoma Teacher Local
Anne Saltel	Keewatin-Patricia Teacher Local
Mario Spagnuolo	Greater Essex County Teacher Local

**Special Education Committee**

Martha Brown	Ottawa-Carleton Teacher Local
Wendy Lauwerier	Grand Erie Teacher Local
Elizabeth Anne Mitchell	Halton Teacher Local
Virginia Vibert	Upper Canada Teacher Local
Thomas Widstrand	Elementary Teachers of Toronto Local

**Status of Women Committee**

Liz Ashworth	Upper Grand Teacher Local
Olive Creary-Satchell	Elementary Teachers of Toronto Local
April Elliott	Limestone Teacher Local
Krissy Mayer-Craigie	Ottawa-Carleton Occasional Teacher Local
Terri Trimble	Hamilton-Wentworth Teacher Local

**Teacher Education/Faculty Liaison Committee**

Cereita Goulbourne	Peel Teacher Local
Marsha Jones	Kawartha Pine Ridge Occasional Teacher Local
Leah Kearney	Elementary Teachers of Teacher Local
Calvin Makela	Rainbow Teacher Local
Iris Maxwell	Lakehead Teacher Local
Michelle Passmore	Near North Teacher Local
Annamari Pouti-Fletcher	Greater Essex County Teacher Local
Jane Roberts	Limestone Teacher Local
Juliet Robinson	Ottawa-Carleton Teacher Local
Christian Rowell	Thames Valley Teacher Local
Angela Salvatori-Corapi	Niagara Teacher Local
Joanne Threndyle	Waterloo Region Teacher Local
David Ball	Durham Teacher Local



Photo: Anne de Haas



## ETFO STAFF June 30, 2016

### Accounting/Finance

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

### Administration/ Internal Services

Colette Banas  
 Jessie Bastian  
 Adele Bertram  
 Jerry DeQuetteville  
 Carol Henry\*  
 Joyce McClelland  
 June Miller\*  
 Lynda Nakamura (.5)  
 Sharon O'Halloran  
 Victoria Réaume  
 Nancy Romain  
 Olesia Romanko  
 Pauline Scott  
 Denise Vaughan

### Collective Bargaining Services

Ahlam Abd-Al-Sttar  
 Susan Ansara  
 Suzanne Gill  
 Mark Hachmer  
 Kulsum Haji (.5)  
 Lisa Hammond

Derek Hulse  
 Colleen Lee  
 Michelle Leonard (.5)  
 Kathleen Loftus  
 Lynn McClean  
 Lisa Mastrobuono  
 Adele Miskelly  
 Nadine Moore  
 Todd Rimmington  
 Rosemary Scheffer  
 Nicole Tighe (.5)  
 Carolyn Walker  
 Valence Young

### Communications and Political Action Services

Aida Azarakhsh  
 Cynthia Chorzepa  
 Valerie Dugale  
 Ilona Kozlova  
 Stephen Mau  
 Vivian McCaffrey  
 Vitusha Oberoi  
 James Taylor  
 Eva Wong  
 Izida Zorde

### Equity and Women's Services

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

### Event Services

Carol Aldover  
 Bixi Lobo-Molnar  
 Janice Rogers

### Members' Records/ Fees/Reconciliation

Nirmal Lutchmedial  
 Dale Moorcroft  
 Jo-Ann Scott  
 Valerie Shaw  
 Nicole Thomson  
 Donna Turney

### Office Services

Jill Annette  
 Hal Heipel  
 Maryna Leuchanka  
 Vasana Mahalingam  
 Daniel Page  
 Arlene Padernilla

### Professional Learning/ Curriculum Services

Jennifer Althouse  
 Jill Aoki-Barrett  
 Nancy Baldree  
 Jane Bennett  
 Ruth Dawson  
 Maria Fernandez  
 Jim Giles  
 Jason Johnston  
 Erika Kanduth  
 Karen Kindree  
 Joanne Languay  
 Samira Maherali  
 Yu-Ming Matsuura  
 Rachel Mishenene (.5)

Janet Millar Grant  
 Joanne Myers  
 Kathy Pigeon  
 Mona Renzone  
 Emily Salmins  
 Christine Santos  
 Donna Strachan  
 Nicole Tighe (.5)  
 Krista Walford

### Professional Relations Services

Donna Howey  
 Nadia Casimiro  
 Pam Dogra  
 Kulsum Haji (.5)  
 Lisa Hammond  
 Kelly Hefferman  
 Phyllis Hession-White  
 Lorna Larmour  
 Michelle Leonard (.5)  
 Kruti Macwan  
 Melanie McClelland  
 Evelyn McGrogan  
 Jennifer Mitchell  
 Susan Thede  
 Dave Wing

### Technology and Computer Services

Bilal Ahmed  
 Lynda Beebe  
 Jasraj Chahal  
 Christopher Hoang  
 Hemanth Kumar  
 Phi Phung

\*on leave



ETFO: Proud of our 78,000 elementary public school teachers, designated early childhood educators, education support personnel and professional support personnel across the province.

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



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

136 Isabella Street, Toronto, Ontario M4Y 0B5  
Phone: 416-962-3836 | Toll free: 1-888-838-3836 | Fax: 416-642-2424

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