

BUILDING BETTER SCHOOLS: Working for Safe and Healthy Schools



2017 REPORT TO THE ANNUAL MEETING
Elementary Teachers' Federation of Ontario





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

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.

This 2017 Report to the Annual Meeting can be read online at etfo.ca.

Front Cover Photo: Kathryn Gaitens

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2016-2017 EXECUTIVE



Sam Hammond
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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



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ETFO ADMINISTRATIVE LEADERSHIP



Sharon O'Halloran
General Secretary



Jerry DeQuetteville
Deputy General
Secretary



Colleen Lee
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 2016-2017

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 to protect the health and safety of members, both physically and psychologically.

PRESIDENT'S REPORT



Photo: Kathryn Gaitens

Building Alliances for a Better Future

I am always awed at the power that ETFO has as a union to bring about change. When ETFO, its locals and its members stand together with resolve and strength, and when we reach out to others to build strong alliances, change happens.

Working with stakeholders for safe and healthy schools

The best example of that in this past year has been ETFO's success in putting a province-wide focus on health and safety in our schools. The issue has become even more urgent because of the increase in violent incidents in our workplaces.

For the last few years, ETFO has put a priority on safe working conditions for our members. In 2012, we bargained to set up a health and

safety task force as part of our Memorandum of Understanding (MOU) with the government. From that came the *ETFO MOU Task Force on Health and Safety Report and Recommendations* which set out 22 recommendations related to training, workplace violence, lockdown procedures, environmental concerns and joint health and safety committee effectiveness.

The *ETFO 2014–2017 Central Agreements* reconfirmed the intention to implement the report's recommendations and to participate in a *Provincial Working Group for Health and Safety*. Members of the group include six education sector bargaining agencies, all four provincial school board organizations, the Ministry of Education and most recently the Ministry of Labour.

In January, ETFO put out a public call to action to address violent incidents in schools. Along with a media conference, ETFO representatives met with the Ministers of Education and Labour to discuss the issue. That leadership has helped push action on a number of fronts.

In June, the Ministries of Education and Labour began a formal consultation with the Provincial Working Group on Health and Safety on three priorities for dealing with workplace violence in schools. They include Ministry of Labour guidance materials on related legislation, improved access to information about students with behaviours that may present a risk of harm, and improved reporting requirements for workplace violence including a common reporting tool.

In addition, the Ministry of Labour will visit all school boards this fall to review their obligations under the *Occupational Health and Safety Act*.

When ETFO developed its multi-year strategy to address workplace violence, we said that it was going to take a multi-faceted approach by all education partners to ensure that school environments are safe for the best possible working conditions and learning outcomes for students. Our work in building alliances to take action on this issue is showing progress, but there is more to do on behalf of our members.

Building Community Alliances

This spring, ETFO and its locals set out to build and strengthen relationships with parents and families, school councils, community organizations and agencies by hosting community forums on public education. With more forums to come this fall, important and lasting alliances are being formed.

These forum discussions have led ETFO and community partners to find common ground in advocating for better schools. The very act of arriving at a mutual understanding of issues is fertile ground for building alliances not just for public education but for other equity and social justice priorities of our Federation.

More and more, ETFO's bargaining priority for better working conditions is directly related to better learning conditions for students and that is resonating with parents. In addition to wage increases, the *ETFO 2017-2019 Extension Agreements* ratified in March achieved additional investments in Special Education, class size caps on Kindergarten and a commitment to maintain class size averages in grades 4 through 8 across the province that will benefit members and students.

Building broader alliances is more important than ever as the election of U.S. President Donald Trump in 2016 has had powerful reverberations. His blatantly racist, sexist, homophobic and

corporate agenda has given permission to the expression of extremist views and caused great fear and anxiety. It has also fueled social and political movements calling for equity and social justice, a key priority of our Federation.

This new political reality underlines the importance of ETFO continuing to work with and support our social justice partners to fight against systems that undermine and oppress people.

This year at Representative Council, and in a new ETFO video on community organizing, ETFO leaders heard from activists of Black Lives Matter and Idle No More. Both these grassroots community movements offer lessons about the intersectionality of our experiences and the universality of our need to build a better future for everyone. We are coming to understand that racism, sexism, homophobia, transphobia, ableism, xenophobia and classism are interconnected even though they may affect people differently.



Photo: Cheol Joon Baek

Achieving Equity for Everyone

As educators, we see how poverty and precarious work affect our students. Families of our students deserve to live with dignity. ETFO members belong to a strong union and our size ensures that we are heard when we speak about these and other issues. Creating better working conditions for all Ontarians, closing the pay gap between men and women and working to ensure that everyone has access to decent working conditions and fair compensation is our responsibility as members of our communities.

Whether we are talking about raising the minimum wage for all workers, fighting against racism or transphobia, building safe and healthy classrooms, ensuring safe water for every community or fighting for climate justice, we must be committed to achieving equity and raising everyone up.

Many workers today have grown up with the pressure of mounting student debt, or immigrated or been confronted with systemic and racialized poverty, shrinking employment opportunities and cuts to public services.



Photo: Vivian McCaffrey

In October, hundreds of ETFO members joined other union and community groups for a rally to support the Ontario Federation of Labour's (OFL) Make It Fair Campaign and the Fight for \$15 & Fairness. Again in May, ETFO delegates to the Canadian Labour Congress convention took to the streets to advocate for a "Fair Future" for all.

These issues were amplified when ETFO joined the OFL in calling for changes to the *Labour Relations Act* and the *Employment Standards Act*. The *Changing Workplaces Review* was a once-in-a-lifetime opportunity to create better labour laws and ETFO members actively organized to collect signatures, meet with their MPPs and start local committees to push for change.

The *Changing Workplaces Review* report in May included a number of important recommendations to extend employment standards to more workers, improve workplace protections and invest in more rigorous enforcement of labour laws. What wasn't addressed, and what labour will press the government to change, is legislation regarding decent work hours, paid sick days and vacation for all workers and reintroduction of card-certification to make it easier for workers to organize as a union, among other things.

Ontario needs a framework for decent work that will eliminate precarious work and ensure all workers can exercise their *Charter* right to join a union. ETFO will continue to be right there with its labour partners to advocate for change.

Let's never forget the power that we have as a union.

Sam Hammond

GENERAL SECRETARY'S REPORT



Photo: Kathryn Gaitens

A Vision for Moving Forward

In fall 2017, the provincial Executive established a strategic framework for the work we do at ETFO provincial office. Its 2020 vision statement for ETFO in part said:

“ETFO is valued as the catalyst for the creation of an equitable environment and thirst for lifelong learning, by integrating and driving educational excellence and progressive conversations through collective bargaining, professional development, equity, labour movement leadership, curriculum support and community action.”

Since then, ETFO staff has worked to align and build their work to meet this vision within four strategic domains.

1. To advocate, defend and bargain for conditions that build better schools.

With the *2017-2019 Extension Agreements* reached in March, we saw that when ETFO collectively bargains to address member working conditions, our efforts also directly improve student learning outcomes. Maintaining class size averages in grades 4 through 8 in all school boards, achieving class size caps on full-day Kindergarten and negotiating additional investments in Special Education funding are evidence of that.

ETFO's *Building Better Schools* campaign continued to address the challenges that ETFO members, students and school communities face. Through online advertising, a revamped buildingbetterschools.ca website and the planning of community forums with ETFO locals, ETFO built its capacity to form alliances at both local and provincial levels that will be invaluable in advocating for change.

In these initiatives as well as media conferences and government lobbying this year, ETFO maintained a public focus on reducing violence in schools and continued to push its *Building Better Schools* plan with education stakeholders.

2. Enable and support member excellence and local leadership.

For the first time, ETFO's *2014-2017 Central Agreement* included a definition of teacher professional judgement. ETFO spent the past year ensuring the collective bargaining language is broadly understood and supported by everyone. We've provided workshops and a host of resources to support teachers in the exercise of their professional judgement.

This year, ETFO again offered a prolific number of workshops for members and local leaders related to professional learning/curriculum, equity and women's services, collective bargaining and professional relations services. Member excellence is more than instructional competency. It's about developing the knowledge and confidence to teach First Nations, Métis and Inuit perspectives that reflect current realities, to foster transgender inclusive environments and to push environmental studies to consider climate justice. These are just some of the issues that ETFO offered in workshops, *VOICE* articles and webinars.

While our commitment to local leadership excellence continued with Fall Leadership, webinars, Collective Bargaining Academy and PRS Leadership training, ETFO has continued to innovate. ETFO has a constitutional commitment to support women's participation and leadership within the Federation. This year, we paired 34 women as mentors and mentees in the three-year MentorCoaching Institute for Women. We added a second part to the ETFO Women's Collective Bargaining Conference to prepare women for bargaining and/or leadership roles at the local level. We also featured *Women Change Makers* in our Summer *VOICE* issue.

3. Advance progressive conversations that build a more just society.

In a year when the policies of the United States president and others fanned the flames of division, exclusion and hatred, ETFO was pressed more than ever to stand up in its commitment to equity and social justice.

ETFO took to social media, and members took to the streets to fight racism and anti-Black racism, Islamophobia, sexism, homophobia, transphobia and discrimination against all people. ETFO provided sponsor funds for the January women's marches in Toronto and Ottawa, funded

and participated in Daughters of the Vote on Parliament Hill in March and supported a Toronto climate justice rally. It also delivered workshops for pre-service teachers/teacher candidates at education faculties on First Nations, Métis and Inuit issues and Re-Thinking White Privilege.

4. Drive labour action/cohesion on key topics.

Across the province, ETFO and its members supported the Ontario Federation of Labour (OFL) in its campaign calling for changes to the *Labour Relations Act* and the *Employment Standards Act*. ETFO delegates to the Canadian Labour Congress (CLC) convention again took to the streets in May in a mass rally calling for a fair future for all. In May, over 130 ETFO delegates attended the Canadian Labour Congress convention to participate in discussions and CLC elections. ETFO also lent its support to striking workers in Ontario and globally.

This is just some of the work that provincial office undertook and organized as part of ETFO's new strategic framework. To do this we've also transformed our systems and processes to better serve our members.

In 2016, we introduced a new Events Management System, making it easier for our members and local leaders to register for conferences and events. This spring, we made it possible to reimburse member expenses more quickly through eTransfer. We also launched a new website in May to make it easier for members to access information on all aspects of ETFO's work.

There is much more work to be done to build on the vision set out for ETFO. For the moment, it's appropriate to thank ETFO staff for what they accomplished in 2016-2017. Merci! Thank you to an amazing team of professionals.

Sharon O'Halloran

SAFE AND HEALTHY SCHOOLS

ETFO members recognize that health, safety and wellness are among the critical factors that lead to professional excellence and student success. ETFO locals and the provincial office continue to support members in their advocacy and action for safer, healthier school communities at every step of the way.

ETFO ACTION *on Violence in Schools*

ETFO Action on Violence in Schools

In June 2016, the ETFO provincial Executive passed a motion for ETFO to develop a comprehensive strategy to address the increasing incidence of violence in school workplaces. A staff working group from all service areas worked through the summer and tabled a report with 18 recommendations for action.

In January, ETFO took public leadership and set a positive framework for dealing with the issue. At a media conference, the Federation released a public call to action to address the critical lack of support for students facing serious behavioural issues that can lead to violent incidents in classrooms. ETFO President Sam Hammond was joined by Kawartha Pine Ridge Teacher Local President Shirley Bell and Simcoe County Teacher Local President Janet Bigham who provided local examples of how violent incidents affect students and members.

The call to action was widely reported by Ontario media. The following day, ETFO representatives met with the Ontario Ministers of Education and Labour. The ministers agreed the issue is a priority and committed to work in various ways toward solutions.

ETFO's Call to Action to Address Violent Incidents

1. The Ontario government must ensure the necessary funding and resources for special education programs.
2. A comprehensive community approach to children's mental health in schools is needed.
3. The Ministries of Education and Labour must proactively support school board compliance with health and safety legislative and policy requirements and reporting of incidents.
4. A stronger health and safety culture needs to be built within school boards with increased training provided at all levels.



Photo: Christine Cousins

Multi-Year Strategy to Address Workplace Violence

During the winter, ETFO set up a large cross-service area staff working group and steering committee to implement the multi-year strategy on workplace violence. Work proceeded on all elements of the strategy which include:

- public relations and lobbying directed at the Ministries of Education and Labour, MPPs, school board and principal organizations to address violent incidents in schools;
- working with the Ontario Ministries of Education and Labour to improve school board compliance with health and safety legislation and policies;
- working with Ministry and school board representatives to improve workplace violence reporting and compliance procedures and develop training materials;
- building an advocacy campaign through ETFO's *Building Better Schools* community outreach for review of the education funding formula and more funding for special education; and

- working with community groups and providers of children's mental health services to press the government for more support for students with high risk behaviours.

The action plan provides for enhanced education, training and resources for locals and members on reporting and dealing effectively with workplace violence. The training will roll out in 2017-2018.

Action Initiatives

An *ETFO Action on Violence in Schools* brochure and poster were produced in May summarizing legal and policy requirements, rights to a safe workplace, responsibilities of ETFO members, school boards and principals and support for members. These resources can be accessed at etfohealthandsafety.ca.

ETFO provincial continued to work directly with locals and school boards to get resolution on workplace violence issues and to assist locals in Ministry of Labour investigations. Twelve provincial conferences and training events delivered by ETFO staff featured workshops and presentations on workplace violence.

In April, the issue of violence in schools and ETFO's call to action was discussed at the Federation's MPP lobby day and was part of the public relations campaign including radio and online advertising. (See *Advocating for Better Schools* on page 16.)

In June, ETFO held another media conference focused on the urgent need for more front-line supports in elementary classrooms including Kindergarten to reduce violence in schools. ETFO's advocacy on the issue was strengthened by inviting Kim Moran, Chief Executive Officer of Children's Mental Health Ontario (CMHO) to speak on waitlists for children's mental health



Photo: Vivian McCaffrey

services. Other speakers joining ETFO President Sam Hammond included parent Tara Zapreff, who has waited for support services for her child with special needs and Tamara DuFour, president of the Hamilton–Wentworth DECE local. Ontario Autism Coalition Vice-President Laura Kirby-McIntosh also attended to the event.

The media conference was live-streamed across the province. Parents and supporters were asked to lend support and write a letter to the Minister of Education by visiting buildingbetterschools.ca. By July, over 1,000 letters had been sent.

Support for Ontario Autism Coalition

ETFO supported the Ontario Autism Coalition (OAC) when the Coalition issued an April report calling on the Ontario government to step up support for students with autism and special education needs. In addition to providing staff consultation on the draft report, the Federation issued a media release stating that the government needs to overhaul its funding for special education. It added that improvements must provide for increased front-line support, more educational assistants, more training for teacher candidates and training for staff who work with children on the autism spectrum.



Photos: Kathryn Gaitens



Working with Government for Safe, Healthy Schools

Locally and provincially, ETFO has maintained steady pressure on the Ministries of Education and Labour to more closely coordinate their efforts to ensure safe and healthy schools. In June, the Ministries announced a formal consultation process with the Provincial Working Group for Health and Safety for dealing with workplace violence priorities. The Ministry of Labour announced:

- a health and safety enforcement initiative on workplace violence in school boards;
- Ministry of Labour inspectors to receive refresher training on the *Occupational Health and Safety Act (OHS)* requirements in the context of school board workplaces; and
- in the 2017–2018 year, a Ministry of Labour team will visit each school board to review their obligations under the *Occupational Health and Safety Act*.

MOU Task Force on Health and Safety Update

In 2014, the *ETFO MOU Task Force on Health and Safety Report* set out 22 recommendations. The implementation plan for these recommendations is well underway.

- ETFO has a research partnership with the University Health Network to develop an online tool for Joint Health and Safety Committees (JHSCs) to assess their effectiveness and establish goals for improvement. Made possible through funding from the Ministry of Labour, the project will be useful to organizations within and beyond the education sector. This online tool for JHSCs will be available for use in late 2017.
- The Ministry of Education is developing a new resource for educators working with students who have challenging behaviours. Intended as a series of modules, the first module is expected in January 2018 and will include the development of safety plans and the sharing of information on student behaviour that may present a risk of harm.

- ETFO is in consultation with the Ministry of Education regarding the development of guidance resources on environmental issues such as indoor air quality. These resources will be developed by the Ministries of Education and Labour, ETFO and other education stakeholders.

Provincial Working Group for Health and Safety

The Provincial Working Group for Health and Safety came into force as a condition of the *ETFO 2014–2017 Memorandum of Understanding*. It includes representatives from all four school board agencies, most education sector unions, the Ministry of Education and most recently the Ministry of Labour. The Working Group continues to consult on leading health and safety issues with a primary focus on workplace violence. A subcommittee including ETFO staff developed a flowchart or “Roadmap” of the reporting requirements for workplace violence that includes reporting requirements under three statutes: the *Education Act*, the *Occupational Health and Safety Act*, and the *Workplace Safety and Insurance Act*. The Roadmap and the development of related resources will contribute to training on violent incident reporting as set out in the *ETFO 2017–2019 Extension Agreements* and ETFO’s multi-year strategy on workplace violence.

In June, the Ministries of Education and Labour began a formal consultation process with the Provincial Working Group on three priorities for dealing with workplace violence in school communities including:

- establishing Ministry of Labour guidance materials for workplace parties on the legislated requirements for workplace violence;
- improving access to information about students with behaviours that may present a risk of harm; and



Photo: Kathryn Gaitens

- improving reporting requirements for workplace violence including the use of a common reporting tool.

The Provincial Working Group will provide advice on these priorities by January 2018 in order to inform the implementation of next steps within the 2017-2018 school year.

Ministry of Education's *Well-Being Initiative*, Advisory Committee

This year, ETFO staff engaged with the Ministry of Education on its new *Well-Being Initiative*. Staff from Collective Bargaining (CB), Equity and Women's Services (EWS) and Professional Learning/Curriculum (PL/C) service areas attended a two-day fall event called *Partners In Dialogue*, part of the Ministry's province-wide consultation on the issue. Discussions focused on student well-being and professional collaboration, funding and early years/Kindergarten.

ETFO and other education affiliates made it clear that staff well-being must be considered hand-in-hand with student well-being, which the Ministry now acknowledges. ETFO staff continue to work and participate in the Ministry's *Well-Being Initiative* including the Well-Being Advisory Committee.

The Well-Being Advisory Committee is comprised of representatives from a wide variety of stakeholders including ETFO. Its work is focused on identifying contributing factors to well-being, providing insights on well-being strategies and indicators already in place, and exploring determinants of success. ETFO remains opposed to any measurement of well-being as there are too many variables that impact on a students' well-being that could change at any time, making any measurement difficult.

Addressing Children's Mental Health

The need for more supports for children with mental health issues was a constant theme in ETFO's efforts to address workplace violence. ETFO staff also worked with government and organizations to address the issue of mental health on behalf of both members and students.



Parking lot from Kawartha Pine Ridge Teacher Local Community Forum.

Children's Mental Health Ontario Consultation Meeting

ETFO's partnership with CMHO began in November when staff from EWS and PL/C attended a September "think tank" hosted by the organization. There was informal discussion among groups including the Catholic Ontario Principals' Association (COPA), Ontario Principals' Council (OPC), Ontario Secondary School Teachers' Federation (OSSTF), some community agencies, representatives from CMHO and the Hinks-Dellcrest Centre.

The intent was to air common concerns about access to children’s mental health services/ supports, inform CMHO’s voice with the government and help align messages among multiple parties. Key points raised included:

- community agency funding continues to be cut, given that there have been no inflationary increases since before the Harris government days;
- the fragmentation of services and advocacy;
- schools being asked to fill the service gap;
- significant wait lists;
- the need for tiered and aligned support; and
- recognition that schools can’t be all things to all students.

Ten ETFO members representing contract, long-term occasional and daily occasional teachers, teachers from each division, special education teachers, English as a second language teachers and DECEs served as the core focus group for this project. Thirty-eight additional members participated in the next level of engagement. Feedback from participants was extremely positive. They highlighted the need for the resource and noted that it assisted them in reducing stress as they worked with students on mental health practices.

The next steps in the refinement and improvement of the resource are currently in discussion as is the release timeline.



Photo: Kathryn Gaitens

Everyday Classroom Mental Health Resource Development

This year, staff from EWS and PL/C worked in partnership with School Mental Health ASSIST and ETFO members to help create an initial pilot for the *Everyday Classroom Mental Health*. The resource will assist educators with quick and easy strategies and activities related to everyday classroom mental health practices.

Unsafe Working Conditions, Lost Time Injuries

Indoor Air Quality

Access to fresh, clean indoor air at a comfortable temperature helps everyone in the school community to breathe easier and be alert during their school day. Bad indoor air quality can cause or worsen illnesses and medical conditions like asthma.

ETFO worked with members, locals and school boards this year to deal with various issues including:

- mould damage that shut down a Thames Valley school for five weeks;
- September heat stress concerns at schools, prompting an ETFO media release calling on the government to make infrastructure in schools and air conditioning a priority;
- a work refusal at an Ottawa–Carleton school due to high radon levels; and

- school board construction projects scheduled during the school day causing dust and fume exposures to staff and students.

Increasingly, indoor air quality is on Joint Health and Safety Committee (JHSC) agendas with requests for more effective heating, ventilation and cooling systems; improved heat stress programs; construction protocols that better protect staff and students from dust and fumes; and updated procedures for dealing with asbestos, chemicals, radon and mould.

High Noise Levels

High noise levels can result in voice and hearing damage and make routine and emergency communication more difficult. High noise levels in some full-day Kindergarten classrooms is an emerging health and safety concern and can also affect speech-language communication and social development.

ETFO staff worked with the Greater Essex Teacher Local to bring attention to high noise levels in Kindergarten classrooms and provided research on what other jurisdictions are doing about the issue. By comparison, Canada and Ontario are lagging behind Britain, Europe and United States in standards for acoustic design of schools. The teacher local successfully encouraged the school board to access Ministry of Education funding for school repairs and renewal to install sound-absorbing materials in some classrooms.

Lost Time Injuries

ETFO members continue to suffer high rates of lost time injuries from events such as violence, falling, being struck by an object, bodily strain and exposure to harmful substances. Workplace Safety and Insurance Board (WSIB) data indicates that “secondary and elementary school

teachers and counselors” rank consistently among the occupations with the highest number of allowed lost time injuries in Ontario.

Whether sick leave, WSIB or long-term disability claims, ETFO staff including WSIB experts and locals continue to assist members in navigating reporting processes for injuries and illnesses and ensuring they get the medical attention they need including specialist care.



Photos: Kathryn Gaitens

ADVOCATING FOR BETTER SCHOOLS

Community Building

As part of ETFO's effort to build support for its *Building Better Schools* plan and its equity and social justice objectives, the Federation embarked on a major undertaking focused on community outreach in partnership with ETFO locals. Locals from across the province organized community forums for parents and other community members to discuss issues affecting the classroom and students' ability to succeed. A number of locals opted to focus their community meeting on student mental health.

In January, Communications and Political Action staff held a training session for 119 representatives from 60 locals on holding community forums. Keynote speakers included Indigenous rights advocate Joyce Hunter and Andrea Van den Heever, Director of Community Organizing Programs with UNITE HERE in Washington, D.C. Case studies of successful community organizing were presented by ETFO members and community groups.



Photo: Valerie Dugale

An extensive community forum tool kit was prepared for locals that included electronic materials for promoting forums, social media shareables and ads and meeting aids such as draft presentations, speaking notes and handouts. New NationBuilder software built into the buildingbetterschools.ca website allowed for database tracking of local forum invites and responses to the event as well as local online promotion of the forum.

The forums successfully linked ETFO locals with parents and community organizations and positioned the Federation as seeking to engage partners and allies to work together for improved school learning and working conditions. Based on these successes, other locals are planning forums for the coming year. A number of locals who held a forum have turned their attention to holding other events, either in different communities or as a second-level discussion with this year's participants.



Photo: Lisa Hammond

ETFO'S Digital Campaign

Throughout the spring, ETFO sponsored a multi-faceted public relations campaign. The campaign included a two-week, province-wide radio ad that promoted the importance of safe and healthy schools and the importance of investing in supports for children with special needs and mental health issues.

The campaign also featured ETFO's most extensive involvement to date with online advertising and social media. In addition to print ads, the campaign sponsored online ads on special education, class size, EQAO testing and specialist teachers. The ads also promoted ETFO local forums and drove people to ETFO's redesigned campaign website, buildingbetterschools.ca.



The campaign engaged members, parents and the broader public through Facebook, Twitter, and Pinterest. This online activity contributed to a growing database of engaged members, parents and others, which will support future ETFO public campaigns, both provincially and locally. The campaign has helped raise ETFO's public profile, fostered a positive view of the union and built support for its policies and objectives. Along with ETFO's public advocacy work, this work is important for building positive support as the Federation looks ahead to its next round of bargaining.



Community Organizing Video

ETFO has developed a video entitled *Building Communities that Make Change*, designed to engage members in community and coalition building for social justice. The video features interviews with leading organizers who share nine key steps on how to reach out to communities. The video will be shared broadly within ETFO locals and with other community organizations and activists as part of ETFO's contribution to broader equity and social justice work.



Photos: Daniel Page

Queen's Park Lobbying

This year, ETFO was active inside the halls of Queen's Park and on the front lawn seeking government action on a number of issues affecting public education, the Federation's work as a union, and the lives of members and the students in their care.

ETFO participated in legislative hearings on government legislation that introduced new election finance laws, amendments to the *Ontario College of Teachers Act* and amendments to the *School Boards Collective Bargaining Act*. In its submission to the pre-budget hearings for the 2017 provincial budget, ETFO profiled its *Building Better Schools* plan and spoke to how it relates to addressing classroom violence.

In the fall, President Hammond also addressed a rally organized by Fix Our Schools, a parent organization advocating for increased investment in school renovations and repairs.

In April, more than 60 ETFO local leaders from across the province participated in a Queen's Park lobby day. ETFO representatives interacted with MPPs through formal meetings and during an MPP noon-hour reception. Conversations focused on factors contributing to the growing incidence of classroom violence, particularly the lack of supports for students with special needs and students with mental health issues. The lobby day built on the success of ETFO's January media conference on classroom violence by again raising the issue's profile at Queen's Park.

ETFO Analysis of Education Funding Formula

This year, ETFO worked with economist Hugh Mackenzie to undertake a review of Ontario's complex education funding formula. The analysis outlines the formula's shortcomings and how it shortchanges Ontario elementary students. Some highlights:

- The Progressive Conservative (PC) government's new 1997 education funding formula was designed to reduce overall spending on elementary and secondary education. Cuts made by the PC government in its first term totaled \$1.5 billion or \$2.2 billion in today's dollars.
- While the Liberal government, elected in 2003, has reinvested in education, its additional investments have gone largely into new programs such as smaller class sizes in grades 1 through 3 and the new full-day Kindergarten program, both of which ETFO supports.
- Under the 1997 formula, special education funding did not reflect actual student needs at the school board level. That meant that school boards have continued to struggle to support students with special needs.
- The 1997 benchmarks set for school operation and maintenance were also well below actual costs. That meant that school boards continued to defer maintenance and renovations, which has led to the large number of decaying schools today.
- The 1997 funding formula redefined "classroom" in a narrow way so that specialist teachers, who supported programs in the arts, health and physical education, design and technology etc. were considered "outside the classroom." Funding for classroom resources was limited to basic supplies and no longer supported field trips and special enrichment programs like theatre, music or science presentations from outside organizations.

The Liberal government has failed to address many of the original shortcomings of the 1997 funding formula. While the Liberal government promised, in its 2007 election platform, to undertake a review of the funding formula, a formal review has not happened. This means that elementary schools have been dealing with systemic underfunding for a number of issues, including supports for children with special needs and supports for subject areas beyond the basics.

ETFO has persistently pressed the government for funding changes through its lobbying and collective bargaining. While earlier efforts resulted in smaller primary class size, in its *2017–2019 Extension Agreements* ETFO negotiated class size caps in Kindergarten, funding to support adherence to the class size average in grades 4 through 8 and an increase in special education supports/staffing.

More needs to be done to improve teaching and learning conditions in elementary classrooms. ETFO will use the education funding research findings to advocate for change as part of its *Building Better Schools* program in the coming year.

BARGAINING FOR BETTER CONDITIONS

Negotiating Extension Agreements That Build Better Schools

In September, ETFO was approached by the provincial government about extending the term of current collective agreements set to expire on August 31, 2017. The government affirmed that extension talks would take place without the “net zero” restrictions in place during the 2014 round of collective bargaining and would address a number of ETFO’s 2014 bargaining goals.

Once provincial Executive was satisfied that real improvements to students’ learning conditions and members’ working conditions would form the basis of extension discussions, ETFO began formal negotiations in January. In February, ETFO signed tentative extension agreements – one for teacher and occasional teacher members and one for Designated Early Childhood Educator (DECE), Education Support Personnel (ESP) and Professional Support Personnel (PSP) members – with the government, the Ontario Public School Boards’ Association (OPSBA) and the Council of Trustees’ Associations (CTA).

In March, ETFO members ratified the *2017-2019 Extension Agreements* in all-member, double majority online votes. Eighty-one per cent of

teacher and occasional teacher voting members voted to accept the *Teacher/Occasional Teacher Extension Agreement*. Seventy-one per cent of DECE, ESP, PSP and Education Worker voting members voted to accept the *Education Worker Extension Agreement*.

From Negotiation to Implementation: Provincial Collective Bargaining Conference

It can be challenging to put into action what negotiators agree to at the bargaining table. To ensure that local leaders have the knowledge and skills necessary to put the *2017-2019 Extension Agreements’* terms into operation, the focus of ETFO’s *2017 Provincial Collective Bargaining Conference* was on implementation and enforcement.

The April conference provided training opportunities for almost 250 local leaders on a variety of issues specific to collective bargaining. All participants attended extended training sessions facilitated by Collective Bargaining Services staff on how to work effectively with school boards in order to implement and enforce recently negotiated terms during extension agreement discussions.



Photos: Anne de Haas



Highlights of 2017-2019 Extension Agreements

While ETFO's 2017-2019 *Extension Agreements* include a 4% salary increase over two years, as well as a 0.5% lump sum payment in the 2017-2018 school year, most of the negotiated funding goes back into schools to provide additional supports for ETFO members and elementary students:

- ETFO negotiated a full-day Kindergarten (FDK) cap. School boards will still be required to maintain an average FDK class size of 26. Boards must also ensure that at least 90 per cent of their FDK classes contain 30 or fewer students in the 2017-2018 school year, reduced to 29 or fewer students in the 2018-2019 school year. Up to 10 per cent of FDK classes can reach up to 32 students but only if they meet three specific exceptions listed in ETFO's *Extension Agreements*;
- School boards will be required to hire a DECE for all FDK classes in the same school and same track if one of those classes has less than 16 students while at least one other class has more than 30;
- Currently for grades 4 through 8 classes, most school boards are required to maintain an average class size of no more than 24.5 students. However, 13 public school boards are permitted higher averages of up to 26.4 students. ETFO negotiated an end to this loophole, which means the 13 boards must reduce their grades 4 through 8 class size averages to 24.5 students within five years;
- ETFO negotiated a \$50-million-dollar Special Education System Investment. This fund will be used to hire hundreds of additional permanent elementary Special Education Teachers;
- The government agreed to create a \$39 million Priorities Fund that will be used to hire permanent elementary teachers to support early years special education, Indigenous students, at risk students, student well-being and English language learner students. The Priorities Fund will

also provide one day of paid professional learning to ETFO occasional teacher members in each year of the two-year extension agreement;

- ETFO negotiated a two-million-dollar fund to support paid professional learning for its DECE, ESP and PSP members. An additional Special Education System Investment for ESP and PSP members is designed to prevent layoffs and enhance staffing among special education employees;
- ETFO ensured that the half-day PA day for health and safety training will continue for the 2017-2018 and 2018-2019 school years. The focus of the training in every school board will be violent incident reporting;
- Job security language for DECE, ESP and PSP members has been extended to August 30, 2019;
- All daily occasional teacher daily rates will be tied to the corresponding teacher salary grid. Being tied to the teacher salary grid is cost neutral at this time. In future rounds of bargaining, however, it will mean boards would no longer have discretion about providing teacher salary increases to occasional teachers; it would be mandatory for school boards to do so;
- Individual Education Plans (IEPs) created and/or revised within the first 30 instructional days of the school year shall serve as the IEP update and distribution for the progress report card; and
- All local collective agreement entitlements, including superior provisions, are preserved. Expiry dates for letters of understanding in local collective agreements are automatically extended to August 31, 2019.

ETFO is proud to have negotiated improvements in these *Extension Agreements* that will build better schools and benefit everyone in the education sector.

Bill 115 Remedy Discussions

In April 2016, ETFO and other unions won a major victory at the Ontario Superior Court of Justice. The Superior Court concluded the provincial government violated the *Canadian Charter of Rights and Freedoms* when it enacted unprecedented legislation in 2012 called the *Putting Students First Act* (or Bill 115) that stripped teachers and other education workers of their right to engage in free and fair collective bargaining.

Following the Superior Court decision, ETFO held many meetings with the government's team to negotiate an appropriate remedy with the provincial government to compensate for the losses incurred by members due to Bill 115.

Between April 2016 and June 2017, nine CB eNewsletters were issued to members to provide updates on the remedy discussions. Four all-member telephone town halls were held in October. Lawyer Howard Goldblatt, who represented ETFO during the Bill 115 Charter challenge, provided participants with

an overview of the Superior Court's 85-page decision and reviewed its implications for Bill 115 remedy discussions. ETFO's president and general secretary answered members' questions about both the Bill 115 remedy and the possibility of talks with the government to extend ETFO's *2014-2017 Collective Agreements*.

In May, local presidents and chief negotiators attended a special meeting and strategic discussion with the provincial Executive about remedy negotiations. At its meeting in June, provincial Executive members considered additional input provided by local leaders.

At a follow-up town hall with local leaders, provincial Executive shared its decision that what the government was offering in terms of remedy was not acceptable and that ETFO was referring the issue back to the Superior Court.

The provincial Executive's decision was premised on the fact that an appropriate remedy had not been arrived at between the Federation and the government. The government's offer in no way met the principle of suitable restitution for the losses suffered by ETFO members. Provincial Executive believed that the government's offer of pennies on the dollar was not an appropriate remedy for the strips to members' collective agreements and the loss of their bargaining rights, including loss of the right to strike. Because



Photos: Anne de Haas



there was no tentative remedy reached, ETFO did not bring the issue back to its members for a vote.

The issue of remedy was referred back to the Superior Court in June.

The New ETFO Employee Life and Health Trust Benefits Plan

In accordance with the provisions of ETFO's *Central Bargaining Agreements*, the *Employee Life and Health Trust (ELHT) Benefits Plan* was established November 1, 2016 for eligible teachers, long-term occasional teachers, DECEs, ESP and PSP members. Coverage in the benefits plan includes health and dental, basic life and accidental death and dismemberment for eligible members.

Locals transitioned into the ETFO *ELHT* on a staggered basis over the 2016-2017 school year. All locals transitioned into the Trust between November and June. Eligible retirees are anticipated to transition into the *ELHT* after November 1, 2017.

Manulife is the insurance carrier and the Ontario Teachers' Insurance Plan (OTIP) is the third party administrator for the benefits plan. It is responsible for answering members' questions on a daily basis related to coverage, claims and general administrative inquiries related to benefits. Enrolled members are able to access plan documents, online claims functions and their benefits profile on OTIP's secure member portal. Additional information, including *Frequently Asked Questions*, is available on the ETFO website at etfo.ca/SupportingMembers/Benefits/Pages/ELHTBenefits.aspx.

An *ELHT* Board of Trustees is responsible for the operational and financial sustainability of the



Trust and for administering the plan. The Board is comprised of nine voting members consisting of five ETFO-appointed trustees and four Ontario Public School Boards' Association (OPSBA) and Crown-appointed trustees.

School Boards are required under the MOU to provide a plan for daily occasional teachers if these members had access to benefits prior to the formation of the *EHLT*.



Photo: Anne de Haas

DRIVING LABOUR ACTION

Union Solidarity With OFL

ETFO lent its support to a number of labour and social issues headed by the Ontario Federation of Labour (OFL) and its partners. ETFO leaders participated in an OFL media conference calling on the government to support an NDP private member's bill on paid employment leave for victims of workplace and domestic violence. ETFO President Hammond was also part of a show of force from union leaders at a media event calling for an increased minimum wage, decent jobs and moving forward with the government's *Changing Workplaces Review*.

ETFO mobilized attendance in support of a number of labour and community organizations' Queen's Park rallies. These included events focused on the importance of a \$15 an hour minimum wage, decent work, supporting women's rights and combatting climate change. In May, ETFO's delegation to the 2017 Canadian Labour Congress convention took to the streets



to support the OFL rally for a "fair future" which includes decent work, a \$15 an hour minimum wage, the right to join a union, challenging sexism, racism, Islamophobia and xenophobia and championing equity, social justice and a green economy.

Canadian Labour Congress

One hundred and thirty-one ETFO delegates took part in the Canadian Labour Congress Convention (CLC) in Toronto in May, joining 4,000 delegates from across Canada. The theme of the convention was "Together for a #FAIRFUTURE," with the daily focuses being fairness, equity, green jobs, organizing and education. Guest speakers included Mary Walsh, Candy Palmater, Cindy Blackstock, and Rachel Notley. There were special presentations on the Westray mine disaster and murdered and missing Indigenous women. Elections took place with Hassan Yussuff acclaimed as president, Marie Clarke Walker elected as secretary-treasurer and Donald LaFleur and Larry Rousseau elected as executive vice-presidents.



Photos: Vivian McCaffrey

Supporting Unions and Educators Worldwide

Workers at 24 offices of the Canadian Hearing Society across Ontario went on strike in March after working for four years without a contract. These CUPE 2073 members provide vital services to the deaf, deafened, orally deaf and hard of hearing community. Ninety per cent are women and 40 per cent come from the deaf and hard of hearing community themselves.

ETFO members across the province joined picket lines and supported the strike. ETFO President Sam Hammond confirmed in an April letter of support to CUPE that provincial Executive had approved a \$5,000 donation to the local's strike fund. The strike was settled in May.

On the international front, ETFO sent letters to the following during the year:

- the President of the United Mexican States, to release all jailed union leaders, reverse the political mass firing of thousands of teachers and enter into free and open negotiations following the death of six teachers and two parents during protests to defend public education;
- the Ambassador of the Republic of Turkey to Canada, requesting that the Turkish government reverse the widespread and unjust punishment of over 15,000 Turkish teachers who were suspended en masse; and
- the Colombian Federation of Education (FECODE) workers who faced many attempts at intimidation during their national strike including a bomb attack that damaged their headquarters in May. ETFO's letter echoed the FECODE call for government security measures to protect the integrity of Colombian teachers and their leaders.



Photo: Jill Aoki-Barrett

ETFO Union School

This year, another 35 ETFO members representing teachers, occasional teachers and designated early childhood educators graduated from the ETFO Union School program. Participants were drawn from all areas of the province and spent the year building networks and relationships with their peers.

Union School remains a foundational program of ETFO's leadership training with a focus on building leadership skills. Advocacy and member mobilization skills are key parts of the program with graduates utilizing their learning and enhanced skills back in their locals.

Union School is a rigorous program with high expectations of participants. Throughout the year, participants engaged in online and face-to-face learning. The School included a practicum project designed by participants in consultation with local leaders to address needs in their respective locals. Participants worked on projects covered a diverse spectrum, including:

- establishing DECE stewards and developing steward training;
- establishing social activities to increase member engagement; and
- creating a focus group of members to explore the collective agreement and planning activities to increase member awareness of their agreement.

BUILDING A MORE JUST SOCIETY

In response to world events this year, including the tragic loss of life of worshippers at the Centre culturel islamique de Québec in January, ETFO and its members took to social media and to the streets to stand up for equity and social justice. ETFO was a contributing sponsor of the January Women’s Marches held in Toronto and Ottawa where marchers joined millions around the world to make their voices heard. The Federation also called on members to join civil rights, labour, faith, anti-racist and student groups at the National Days of Action Against Islamophobia and Deportations held in early February.

Photo: Vivian McCaffrey



Facebook Statement from ETFO President Sam Hammond



“We cannot just sit back in disbelief and allow the policies of Donald Trump and others to fan the flames of division, exclusion and hatred in the United States and around the world including Canada. We cannot allow decades of progress to advance women’s rights and the human rights of all people to become unfastened by the actions of the U.S. president.

“ETFO, its members and activists from across the labour movement have dedicated our efforts to fighting racism and anti-Black racism, Islamophobia, sexism, homophobia, transphobia and discrimination against all people. That work must not be undone.

“Now more than ever, our challenge is to stand up for what we value and assist others to understand that it is the principles of equity, social justice and inclusion that binds us together in Canada and across the globe. These are lessons we must reinforce in the classroom and on the streets.”



Photos: Vivian McCaffrey

Advocating for Women’s Equality

In March, ETFO donated \$5,000 to assist women to be part of the Daughters of the Vote initiative organized by Equal Voice. In the week-long event, 338 young women from every federal riding took a seat in Parliament to represent their community and communicate their vision for Canada. ETFO vice-presidents and senior administrators acted as teacher facilitators to assist the young women to develop their advocacy leadership skills.

The following week, the ETFO vice-presidents were part of a labour delegation at the 61st Session of the UN Commission on the Status of Women. They pressed world leaders to recognize that unions are central to women’s economic empowerment in the changing world of work.

ETFO Equity Resources

ETFO continued its leadership in providing equity and social justice curriculum resources and opportunities for union advancement during the year with initiatives from Equity and Women’s Services.

White Ribbon Campaign: ETFO partnered with the White Ribbon Campaign to provide locals with the option of holding a boys’ conference or teacher workshop on *Planting the Seeds of Healthy Masculinities* to increase awareness among students and teachers about issues of gender equity and violence against women in society.

Black History Month Celebrates Order of Ontario Recipients: ETFO created a poster for display in schools as a resource for students celebrating 12 Black individuals who received the Order of Ontario.

Asian Heritage Month Poster: In recognition of Asian Heritage Month, an ETFO poster highlighted 11 Canadians from the Asian and South Asian diaspora who have received the Order of Ontario from 1992 to 2014.

EWomen Network site for women members from designated groups: In two face-to-face sessions and three online modules, members explored: the role leadership in infusing equity issues throughout the formal and informal curriculum;



challenges inherent in assuming leadership roles to promote issues of equity and inclusion; and the importance of privilege and identity as part of our knowledge construction.

Welcoming Refugee Children and Their Families into Our Schools Workshop: Staff continued to facilitate this workshop for locals including Peel, Limestone and Halton Teacher Locals as well as Thames Valley Occasional Teacher Local.

Faculty of Education Equity Workshops: Staff facilitated workshops on various topics at faculties of education including the Ontario Institute of Studies in Education (White Privilege), Brock University (Championing and Challenging LGBTQ Issues in Classrooms) and Lakehead University (LGBTQ Inclusive SchoolPlace Starts Here).

Environmental Responsibility Program

In its programs and events, ETFO continues to practice environmental responsibility and provide education on this issue. All meetings of ETFO's Representative Council were held at provincial office as carbon neutral events and efforts were made to reduce the carbon footprint of other conferences.

The Spring 2017 edition of *ETFO VOICE – Climate Justice Issue* focused on strategies to support climate justice, Earth month and facing the climate crisis.



ETFO continued to work with staff from The Laboratory School at the Dr. Eric Jackman Institute of Child Study (Ontario Institute for Studies in Education, University of Toronto) to support members in their work with *Natural Curiosity*, an inquiry-based, environmental education resource.

ETFO's Presenters on the Road program continued to reduce its carbon footprint by hosting all registration materials in a digital format. In April, the Local Leaders Virtual Academy hosted a webinar on best practices for the care and protection of the environment.

ETFO AQ continued to offer Environmental Studies Part I, an online course which critically explores the theoretical foundations of ecological literacy, the earth's grand systems and the reciprocal relationships between the earth's grand systems and human systems.

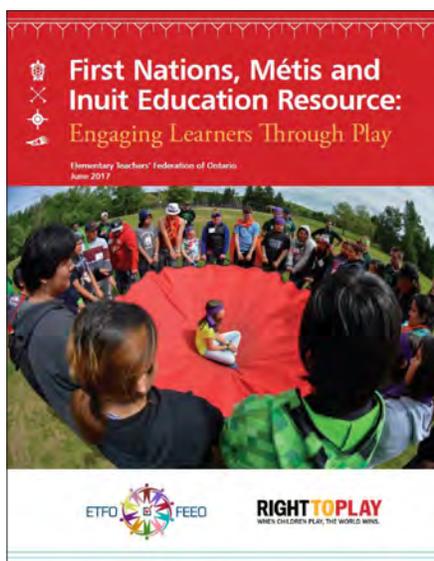
Program planning, implementation, instructional strategies, assessment, the learning environment and ethical considerations are areas of focus as well as fostering children's natural curiosity, play and inquiry to the world.

First Nations, Métis and Inuit Education Initiatives

In keeping with the *Truth and Reconciliation Commission (TRC) Report*, ETFO continued to introduce new professional learning programs and initiatives to ensure that educators and students have a deep understanding of First Nations, Métis and Inuit (FNMI) perspectives that reflect current realities.

FNMI Education Resource: Engaging Learners Through Play

ETFO and Right To Play Canada partnered to develop the *First Nations, Métis and Inuit Education Resource: Engaging Learners Through Play* tool to assist elementary educators in their



learning and instructional practices. The resource provides information on Indigenous Peoples in Canada and culturally-inclusive strategies to engage FNMI and all learners while exploring play-based activities.

The resource includes information on the diversity of the original inhabitants of Canada, common terms and definitions, who are FNMI learners, engagement strategies that support culturally-inclusive learning environments, background information on worldviews, treaties, residential schools, inspiring Indigenous leaders and play-based activities that support students in their learning. The resource was made available for purchase in July 2017 through *shopETFO*.

In June, 50 women members participated in a one-day workshop called *Engaging First Nations, Métis and Inuit Learners* that included play-based learning activities from the new resource.

Building on FNMI Learning

ETFO introduced a number of new resources and workshops this year.

What have you heard? An Introduction to the Indigenous Peoples of Canada is an online resource providing members with in-depth information on topics that relate to Indigenous Peoples while addressing common statements or misconceptions. Information and resources are hyperlinked to various websites. The resource can be viewed at spirithorse.ca/fnmi-brochure/.

Infusing Aboriginal Perspectives into Mathematics and Science Workshop: Thirty members participated in this October two-day workshop providing hands-on learning activities that are culturally inclusive to Indigenous Peoples' pedagogies in mathematics and science.

Truth and Reconciliation Webinars were developed and provided for members on the history of residential schools and reconciliation. Guest speakers included representatives from the National Centre for Truth and Reconciliation and the Legacy of Hope Foundation. The one-hour webinars are available online at spirithorse.ca/etfo-trc/.

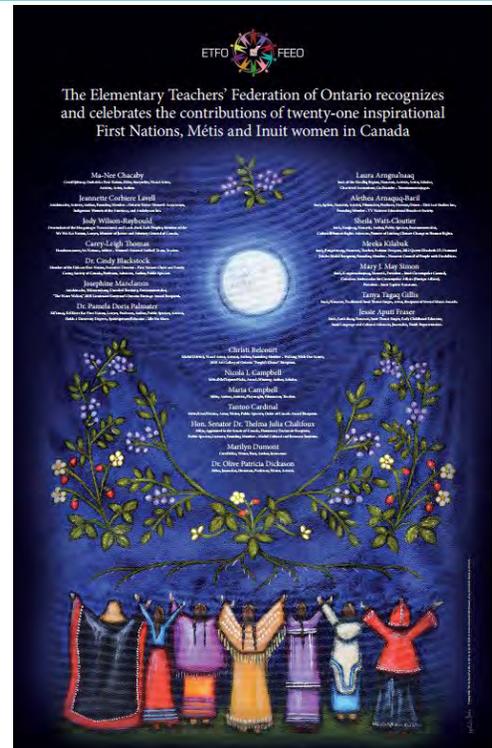
FNMI Education Resource Compilation of Activities: A variety of activities, each five to fifteen minutes in length, were developed to provide FNMI content and/or topics for inclusion in various programs and events at local and provincial levels. Each activity introduces a topic related to Indigenous Peoples and includes instruction and links to online resources such as videos, podcasts, content and webpages.

ETFO continued to offer:

- a compilation of FNMI education resources for educators at spirithorse.ca/;
- two ETFO Online Book Clubs on *Truth and Reconciliation* and *Cultural Connections* for members; and
- the *First Nations, Métis and Inuit Education Annual Symposium* – 70 members participated in this one-day workshop that focused on Truth and Reconciliation and what it means to be an ally. Keynote presenter Stephen Kakfwi shared his personal experience of attending residential schools and his healing journey.



Photo: Rachel Mishenene



The poster *Celebrating Twenty-One First Nations, Métis and Inuit Women* features 21 FNMI women celebrated for their contributions and social justice, human rights and environmental rights activism. The poster can be found at spirithorse.ca/etfo-posters/.

Workshops for Leaders and Beyond

This year, ETFO offered:

- two two-hour workshops for local leaders on *Deconstructing Stereotypes of Aboriginal People* and *Engaging Aboriginal Families and Community*; and
- the second annual *FNMI Women Leadership Symposium* in February. Twenty-six members learned how to become more active in the Federation and were provided with training on speech presentation skills.

In 2017, ETFO staff was provided with FNMI Cultural Sensitivity Training to further learning and understanding of FNMI perspectives and realities.

ETFO staff annually delivers workshops for pre-service teachers/teacher candidates at education faculties. This year, at the request of a university education faculty, ETFO developed five different professional development workshops on FNMI topics. Nine workshops on FNMI topics were presented at the Ontario Institute for Studies in Education (OISE) as well as Brock, Queen's, Ottawa and York universities.

In February, ETFO staff responsible for FNMI education presented *FNMI Learning: Identity, Residential Schools and Reconciliation*, a workshop for subject association chairs at the 2017 Ontario Teachers' Federation (OTF) curriculum forum retreat called "In the Spirit of Reconciliation: Moving Forward Together."

National Centre for Truth and Reconciliation Education Roundtable

ETFO is proud to be a part of the reconciliation process in education and to support member learning. ETFO staff responsible for FNMI education attended the *National Centre for Truth and Reconciliation (NCTR) Education Roundtable* in January. This annual gathering includes representatives from provincial and territorial ministries of education, teachers' federations and educational partners. Invited participants shared the work they are doing in FNMI education, specifically on the topic of residential schools and reconciliation.

Ministry of Education Joint Implementation Working Group (ETFO)

The Ontario Ministry of Education is moving forward on a comprehensive plan with First Nations, Métis and Inuit partners and education stakeholders to improve curriculum to include more mandatory learning on Indigenous histories, cultures, contemporary realities,

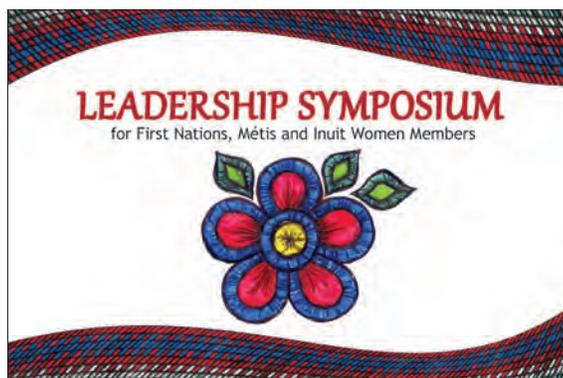
perspectives and topics of significance in a developmentally appropriate way.

Last year, the Ministry established a Steering Committee and a Joint Implementation Working Group of which ETFO is a part. The working group is comprised of representatives from FNMI organizations, subject and division associations, Ontario teacher federations, Ministry of Education divisions and Indigenous knowledge holders. Over four meetings, discussions focused on Ontario curriculum expectations and how to include more FNMI content in specific strands, cultural competency, teacher learning supports and resources.

Canadian Teachers' Federation Perspectives Magazine

ETFO staff wrote two articles for Perspectives magazine this year:

- *ETFO Initiatives Highlight FNMI Education in Ontario* (June 2016) highlighted the work that ETFO is doing in FNMI education which can be viewed at perspectives.ctf-fce.ca/en/article/3106/; and
- *Issues Facing First Nations, Métis and Inuit Members* (June 2017) highlighted issues that are prevalent in Indigenous communities today, and the need to encourage union educators to be allies in learning about and addressing these issues. See perspectives.ctf-fce.ca/en/article/3139/.



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 totalling \$10,000 to groups working on poverty issues, undertaking political activities to further their cause or working directly to benefit those living in poverty in their communities.

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

- Canadian Women's Foundation
- DisAbled Women's Network (DAWN) Canada
- Native Women's Association of Canada
- Retired Women Teachers' of Ontario
- YWCA Canada

Overseas Support

Canadian Teachers' Federation Trust Fund

Through the CTF Trust Fund Initiatives, ETFO contributed \$67,500 to support women's projects by international organizations including:

Teachers' Action for Gender Equity (TAGE):

- African Women in Education Network (AWEN)
- All India Primary Teachers' Federation (AIPTF)
- Burkina FASO
- Caribbean Region
- El Latin America Women's Network
- Fédération des Syndicats de l'éducation Nationale du Togo (FESEN)
- Ghana National Association of Teachers (GNAT)
- Sierra Leone Teachers' Union (SLTU)
- South Asia Women's Network (SAARC)
- South East Asia Women's Network (ASEAN)
- Uganda National Teachers' Union (UNATU)

A further \$14,500 was contributed by ETFO for non-gendered projects including:

Teachers' Action for Teaching Organizations (TATO):

- Burkina Faso and Togo (and El Africa)
- Caribbean Region
- El Asia
- Ghana National Association of Teachers (GNAT)
- National Teachers' Association of Liberia (NTAL)
- Sierra Leone Teachers' Union (SLTU)
- Uganda National Teachers' Union (UNATU)

Teachers' Action for Teaching (TAT):

- All India Primary Teachers' Federation (AIPTF)
- Caribbean Region
- Confédération Nationale des Enseignants Haïtiens (CNEH)



2016 Project Overseas Burkina Faso teachers
Photo courtesy of Wes Delve

- Fédération des Syndicats de l'éducation Nationale du Togo (FESEN).
- Ghana National Association of Teachers Union (GNAT)
- Guyana Teachers' Union (GTU)
- Sierra Leone Teachers' Union (SLTU)
- Uganda National Teachers' Union (UNATU)

MATCH International Centre
 CODE – Canadian Organization for Development Through Education

Cambodia Education for Change Project

In May, the provincial Executive approved a donation of \$75,000 for each of the next two years for Education for Change, a new program from a women-led, non-governmental organization called Partners for Rural Development in Northwest Cambodia.

The program will provide an education to rural and vulnerable girls and improve the quality of education services for all children in rural communities in Cambodia. Scholarships will be provided to 30 girls who are physically disabled, orphaned and living in extremely poor conditions to actively participate in school. Funding will also strengthen the quality of education for 2,000 children in eight different schools. Both the project leader and two board members of the new initiative were involved in previous work in Cambodia by the Maddox Jolie-Pitt Foundation of which ETFO was a partner.



Photo: Canadian Teacher's Federation



Photo: Fundación Ratón de Biblioteca

Columbia Support for Women and Girls

For the past seven years, ETFO has funded literacy projects for women and girls in Medellín Colombia, in partnership with the Fundación Ratón de Biblioteca. This year's project was entitled "Actions for Peace" and reached over 1800 individuals through libraries and neighbourhood spaces. The communities in which this ETFO-sponsored project is offered have a history of conflict and violence.

African Relief Efforts

With 17 countries in Africa struggling to cope with two consecutive years of drought, more than 20 million people in Yemen, South Sudan, Somalia and northeast Nigeria remained at risk of starvation and famine.

ETFO's provincial Executive voted in June to provide a donation of \$10,000 to African relief efforts and to match local donations. Through both provincial and local contributions, ETFO donated more than \$121,000.



Photo: Wes Delve

The ETFO Humanity Fund

The ETFO Humanity Fund is dedicated to creating a world of difference for children and their communities. Established in 2003 and financed primarily by members, the Fund supports children and their teachers around the world, enriching their lives and the lives of their communities.

The Fund is financed through payroll deductions agreed to by members of participating locals as well as individual donations from ETFO members, staff and locals. ETFO contributes \$200,000 a year. The Fund is run by a board made up of members of the provincial Executive, leaders from participating locals and two members-at-large who consider applications.

The Stephen Lewis Foundation is the Fund's signature charity and receives over half of the fund's donations annually. This year, the board distributed \$330,000 to 20 charities.

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 financial assistance

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:

Dominica: Olive Creary-Satchell (Elementary Teachers of Toronto), team leader and Martine Engel (Lakehead Teacher Local), team member.

Ghana (YP): Lindsay Freedman (Peel Teacher Local), team leader and Lotje Hives (Near North Teacher Local), team member.

Ghana (NKabom): Cecilie Rosairus (Upper Grand Teacher Local), team member.

Guyana: Alvarine Aldridge (Elementary Teachers of Toronto), team leader.

Haiti: Nicole Beaulieu (Upper Canada Teacher Local), team leader, Rachid Kherraji (Trillium Lakelands Teacher Local) and Filomena Yamashita (Greater Essex County Teacher Local), team members.

Sierra Leone: Gary Stewart (Elementary Teachers of Toronto), team member.

St. Vincent: Raul Selberg (Elementary Teachers of Toronto), team member.

Uganda Mbale: Connie Furtney (Lambton Kent Teacher Local), team leader.

Uganda Masaka: Francesca Vonella (Greater Essex County Teacher Local), team leader and Carol Gaghadar (Elementary Teachers of Toronto), team member.

ENGAGING OUR MEMBERS

Professional Learning/ Curriculum Services

Professional Judgement Resources and Information

The inclusion of the definition of professional judgement in ETFO's *2014-2017 Central Agreement* was a significant advancement for teachers and occasional teachers.

This year, ETFO staff developed a new resource series entitled *Professional Judgement Matters*. These resources provide ETFO teacher and occasional teacher members with additional support on the issue of exercising professional judgment related to areas including: diagnostic assessment; progress report card and provincial report card, grades one through eight; Kindergarten Communication of Learning Report; occasional teacher evaluation and teacher performance appraisal; Individual Education Plan (IEP); and a pamphlet for parents. These resources can be found at etfo.ca/supportingmembers/professionals/pages/professionaljudgement.aspx.

ETFO staff in Professional Learning/Curriculum travelled the province presenting after-school workshops, as requested by locals, on teacher professional judgement. Based on the pamphlet *Understanding Your Professional Judgement*, these workshops assisted teacher and occasional teacher members in exploring ways to exercise their professional judgement. The pamphlet can be viewed at etfo.ca/SupportingMembers/Professionals/PJdocs/PJflyer.pdf.

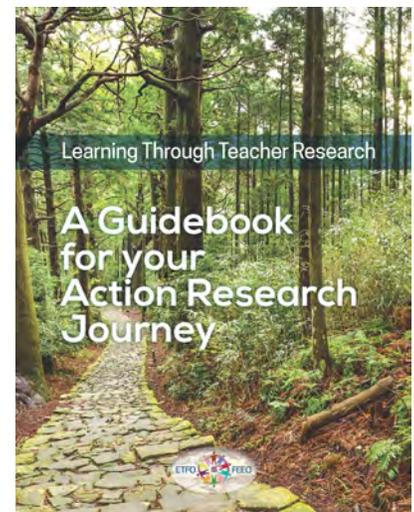
Information on professional judgement was also incorporated in workshops and member communications provided by staff in Professional Relations Services. Professional judgement presentations were also included in Collective Bargaining (CB) Services workshops and the annual CB Academy.

Learning Through Teacher Research

ETFO's *Learning Through Teacher Research: A Guide for Your Action Research Journey* was released this year.

The guide is based on the experience of more than 600 teachers and 17 researchers from across Ontario who participated in Teachers Learning Together (TLT) – a four-year collaborative action research initiative led by ETFO. The guide provides all the information needed for educators to conduct an action research project either individually or as a team. It includes background information, templates for planning and reflecting, concrete examples of classroom-based action research as well as practical and field-tested materials, tools and supports. Voices of TLT teachers are shared through research stories, quotes and their lived experiences of action research as an effective and impactful model of professional learning.

The TLT research project also led to the development of a digital paper, *Collaborative Action Research*, published by ETFO in conjunction with the Trent University Math Education Research Collaborative (TMERC). It



provides video clips and conceptual models that are interactive and frame the ideas discussed in the digital paper. This is an additional resource for teachers to access as they work through the collaborative action research process. The paper can be accessed at tmerc.ca/digitalpapers/car.html.

The Kindergarten Conferences: Seeing, Engaging, Empowering Learners

This year ETFO held three, two-day conferences focused on Kindergarten with funding provided by the Ministry of Education. The conferences, held in King City, Niagara Falls and Huntsville focused on a range of topics relevant to the release of the Ministry's *Kindergarten Program (2016)*. Each conference featured outstanding keynote speakers and a wide variety of workshops.



Photos: Anne de Haas

Approximately 450 Kindergarten teachers, occasional teachers, designated early childhood educators and teacher leaders explored effective practices and pedagogy in the early years that recognize the diverse nature and needs of



children and educators. Participants learned strategies for creating engaging learning environments for children and enhanced their knowledge about content and exemplary practices.

Supporting English Language Learners

This 2017 workshop engaged members to use the resource *Supporting English Language Learners: A Curriculum Companion to the ETFO Welcome to School Poster*. Through an interactive process, participants developed a deeper understanding of who our English Language Learners (ELL) are and the research, programs and instructional strategies that can support their well-being and academic achievement in an inclusive environment. Workshops were conducted for Limestone, Toronto and Simcoe County occasional teacher locals and Ottawa, Halton and Bluewater teacher locals.

Provincial Committee on Ministry Initiatives

ETFO staff represented the Federation on the Provincial Committee on Ministry Initiatives which is responsible for providing feedback on new Ministry initiatives including implications for training, resources and timing. ETFO raised concerns over the purpose and direction of the committee and worked closely with education

affiliates and other organizations to focus on the review of initiatives, especially related workload issues. The Committee provided feedback on initiatives including: Special Needs Strategy, Well-being Strategy, Renewed Mathematics Strategy and Education Accessibility Standard. It provided recommendations to the Ministry on the need to revise the *Creating Pathways for Success* policy by making the *All About Me Portfolio* optional. Staff raised many issues related to upcoming and ongoing initiatives, and will continue to do so. As mandated, this committee met four times this school year and will do so again in 2017-2018.

etfolearn.ca Website

Launched in June 2016, the new etfolearn.ca website, *Playing to Learn: Engaging Junior/Intermediate Learners*, is a comprehensive website to support junior and intermediate educators in bringing play-based learning to grades 4 through 8. With a focus on inclusivity for all learners, the website offers comprehensive lesson plans by type of learning, by grade and by curriculum.



Intermediate Conference: Innovate, Integrate, Motivate!

ETFO ran a dynamic and practical Intermediate Conference in January to provide professional learning for teaching grades 6 through 8. Approximately 100 members attended the conference, which was funded by the Ministry of Education. The keynote presentations and workshops covered the following topics: Supporting a Growth Mindset in Intermediate Mathematics, Optimism and Attitude, Inquiry-Based Learning, Special Education, Go Green and Green Screen, and Integrating Indigenous Worldview into Intermediate Classrooms.



Photo: Jill Aoki-Barrett

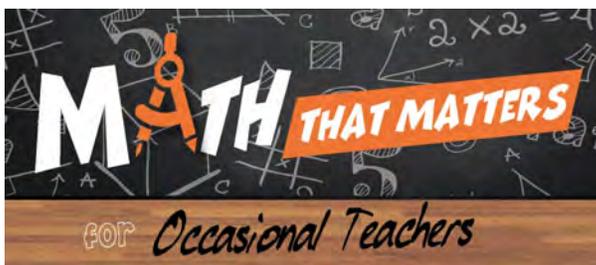
EQAO and Assessment

ETFO Professional Learning/Curriculum Services staff kept in continuous contact with the EQAO office to answer questions and address concerns. ETFO continues to lobby for a move to random sample testing. ETFO staff is currently working with staff from the Ontario Teachers' Federation (OTF) to review and update a paper titled *A New Vision for Large-Scale Testing in Ontario*. Once updated, this paper will be submitted as a formal response by OTF to EQAO.

The ETFO website, called *ETFO Members Sharing In Assessment* at effoassessment.ca, continues to be a destination 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. Additional practical tools are continuously being added to the site which was developed by members for members.

Technology Webinars

Throughout the winter, ETFO offered 10 two-hour technology webinars, funded through a Ministry of Education grant that supported members in the integration of new technologies into their classrooms and practice. The evening webinars were highly subscribed and allowed members to access professional learning in a manner conducive to their professional and personal lives. Topics included Office365, Web 2.0, Google Classroom and iPads. Feedback from participating members was very positive.



Photos: Daniel Page

Math that Matters for Occasional Teachers Conference

In late February, 100 occasional teacher members participated in ETFO's conference for occasional teachers, which was funded by a grant from the Ministry of Education. Keynote speaker Craig Featherstone spoke of the importance of believing in one's self as a professional and the impact that each member can have on students. He outlined opportunities that occasional teachers have to share their professional expertise, knowledge and understanding in a variety of work settings. During a second keynote presentation, participants learned of the importance of First Nations, Métis and Inuit (FNMI) perspectives and resources available to them.

Participants rotated through four workshops focused on instructional strategies to assist them when teaching mathematics. The conference

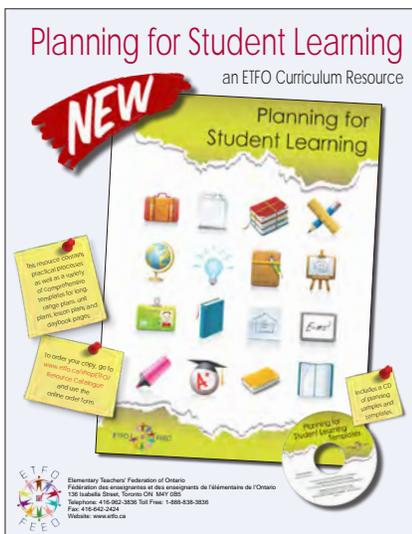
provided many opportunities for them to network with other occasional teachers from across the province. A majority indicated that this was the first time they had attended an ETFO provincial conference.

Provincial Committee on Collaborative Professionalism and Leadership

With representation from ETFO staff, the Provincial Committee on Collaborative Professionalism and Leadership provided feedback and suggestions to the Ministry of Education on how to share the intent of *Policy/Program Memorandum 159* with all education workers. ETFO and affiliate staff provided advice on how the Ministry could share effective collaborative practices and common messages and urged that they be shared with all workers.

Planning for Student Learning

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



Summer Academy

The 2017 Summer Academy Program included 70 three-day courses that took place across the province. A variety of topics were addressed with additional courses in mathematics and technology funded through the 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 offer 74 AQ courses delivered primarily online. Mathematics, Special Education, Teaching English Language Learners, Kindergarten and Integration of Information and Communication Technology (IICT) continue to be popular.

New AQs for the summer session of 2017 include Teaching Students with Behavioural Needs, Teaching Students with Communication Needs (Autism Spectrum Disorder) and Teaching Students with Communication Needs (Learning Disability) and Language, Grade 7 and 8.



Photo: Jill Aoki-Barrett

Yearly Workshops

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

- Thirty-seven *Presenters on the Road* workshops offered in locals across the province;
- Twenty-seven sessions of the *Math for Occasional Teachers* workshop in partnership with locals;
- Fourteen sessions of the two-part *Classroom Management for Occasional Teachers* workshop;
- Six sessions of the *Classroom Management Course* designed for members experiencing difficulties with classroom management;
- November's *Workshop Presenter's Palette Part II* for members interested in refining and expanding their workshop facilitation skills;
- April's *Financial Health and Wealth Conference* focusing on practical financial strategies for members to increase their financial literacy and fitness;

- The April L.E.A.D Conference *Leading for Differentiation* for 60 members in system-wide roles such as consultants, coordinators and facilitators;
- April's *ICT Conference: Technology for Teachers* held for 185 members; and
- *Innovate*, a May conference for all AQ instructors.

Staff conducted 31 ETFO workshops on topics including Engaging FNMI Learners, Re-Thinking White Privilege, Professional Boundaries and Student Mental Health & Well-Being for 3,285 teacher candidates at 13 faculties of education across Ontario.

They also provided 14 Federation Day presentations for 2,221 teacher candidates at 13 faculties of education across Ontario.

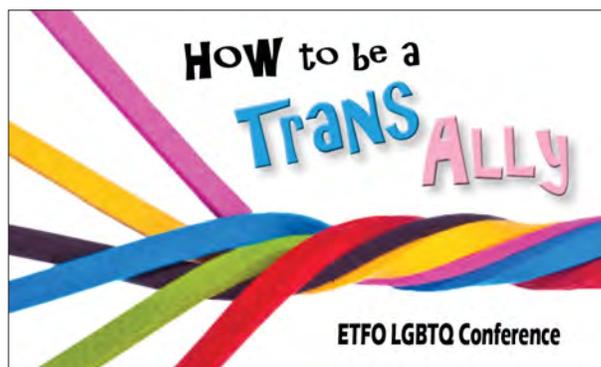


Photos: Christine Cousins

Equity and Women's Services

LGBTQ Conference – How to be a Trans Ally

The May *LGBTQ Conference–How to be a Trans Ally* was attended by 24 occasional and contract teachers from across Ontario. Dr. Barbara Perry and Evan Nesbitt from Parents and Friends of Lesbians and Gays (PFLAG) Durham lead the keynote session. Danielle Araya from The 519 Community Centre facilitated an interactive session called *Fostering Trans Inclusive Environments*. Staff from Equity and Women's Services (EWS) and Professional Relations Services (PRS) presented a two-part workshop called *Supporting Transgender and Gender Non-Conforming Members*. The LGBTQ Conference will alternate every other year with the GSA Symposium.



Projects Related to ETFO Transgender Policy

Following adoption of the ETFO Transgender Policy at the 2015 Annual Meeting, staff has continued to implement a number of initiatives including the following:

- training for all staff on *Fostering Transgender Inclusive Environments* provided by facilitators from The 519 Community Centre;
- a member-developed *Gender and Sexuality 101* workshop made available to locals providing opportunities to enter into safe and thought-provoking discussions about gender identity and gender expression;
- articles in *VOICE* on gender independent children and transgender youth/adults; and
- an article in the Canadian Teachers' Federation (CTF) *Perspectives* magazine called *ETFO's Journey to Implement and Embrace Its Transgender Policy* which can be accessed at perspectives.ctf-fce.ca/en/article/3131/.



The Every Teacher Project Toolkit

The Every Teacher Project on LGBTQ-Inclusive Education in Canada's K-12 Schools Final Report was the largest study of its kind on LGBTQ-inclusive education practices in Canadian schools. A workgroup, which includes ETFO staff, has completed a comprehensive toolkit to accompany the report. A pilot workshop on the toolkit is being developed by the Manitoba Teacher's Society (MTS). Following the pilot, will be made available to other teacher unions in 2017.

Women’s Equity Conference – Focusing on Culturally Relevant and Responsive Pedagogy

Held in February, this leadership training opportunity for women members focused on various equity issues through a Culturally Responsive and Relevant Pedagogical (CRRP) lens. The 73 attendees explored how to use a CRRP lens to inform teaching practice, collective bargaining and interpersonal relationships.



Photos: Valerie Dugale

MentorCoaching Institute for Women WP

Now in its second year of a three-year long program, women mentees were chosen this year and paired with mentorcoaches who were trained in 2015-2016. In November, the 34 women came together to discuss the statistics around women in ETFO, the barriers and challenges as well as opportunities. Each pair developed an action plan and goals for the Mentee throughout the year, mentees communicated formally with their mentorcoaches and came together online to read articles, watch pertinent videos and continue the mentoring dialogue. Mentees were also required to communicate with the staff leader of the program at certain points of the year. At a May session, the group discussed leadership models and empowerment within ETFO.

Canadian Lesbian and Gay Archives – LGBTQ Education Timeline Project

In October, ETFO staff and members and the Canadian Lesbian and Gay Archives (CLGA) began work to update the *LGBTQ Education Timeline*. The *Timeline* features important dates and milestones in lesbian, gay, bisexual, transgender and queer or questioning education in Canada and was originally created in 2014 with Pride Toronto for WorldPride. The team was able to work on-site at CLGA and make extensive use of its huge collection of LGBTQ materials. A poster and accompanying booklet were released in June 2017.



... and still we rise

More than 400 women participated in ...and still we rise, ETFO's social justice conference for women. The focus was on women's leadership in the Federation. Keynote speakers included comedian and broadcaster Candy Palmater and Kim Phuc, a peace advocate whose incredible journey first began as the Vietnamese child depicted in a 1972 Pulitzer Prize-winning photograph fleeing from a Napalm attack. Workshops on collective bargaining, equity and social justice, public speaking, community building, political action and health and safety were offered.



Photo: Christine Cousins

For a full description of ongoing programs, see the 2017 Report to the Annual Meeting on ETFO's Equity and Women's Programs at etfo.ca/aboutetfo/provincialoffice/pages/annualreports.

Collective Bargaining Services

Program Review Leads to New Programs

Collective Bargaining (CB) Services staff conducted a review of ETFO's bargaining-related conference and workshop offerings for the 2017-2018 school year. The purpose was to develop programming for members who have an interest in collective bargaining issues and are looking for opportunities to become more knowledgeable. The review also focused on providing local leaders with intensive skill-building opportunities in the area of collective agreement enforcement.

As a result of this review, in 2017-2018 CB Services will offer three new introductory-level collective bargaining programs open to all members:

- *An ETFO Introduction to Collective Bargaining Conference* next April will provide entry-level opportunities for 120 members to acquire information and skills to become more informed about the central bargaining process and more involved in local negotiations;
- *Your Collective Agreement 101* offered next May is designed to help members understand the legal and financial underpinnings of their collective agreements so they can apply and enforce contract provisions in their schools and worksites; and
- *Facing Management*, an entry-level program offered next October will assist members to develop the knowledge and skills necessary to promote and defend their collective agreement rights at the school level.



As an alternative to the ETFO Collective Bargaining Academy, which will not be offered in 2017-2018, two *Intensive Grievance Arbitration Training workshops - WP and General Program* - will be available for local leaders. These advanced workshops will provide presidents, grievance officers and other elected representatives who process grievances with the knowledge and skills necessary to effectively enforce collective agreement terms.



Photos: Anne de Haas

Yearly Workshops

Collective bargaining provides ETFO members with a strong voice to improve their working conditions and a powerful vehicle to build a more just society.

Promoting the benefits of collective bargaining is an integral part of the work of CB Services. Its conferences, workshops and leadership training opportunities are designed to actively engage ETFO members in the bargaining and enforcement process.

In addition to the April Provincial Bargaining Conference (see page 20), CB Services again offered a number of workshops this year including:

- *ETFO Collective Bargaining Academy* for 48 local leaders held over eight days focusing on: principles of effective negotiations; member engagement and mobilization; negotiation committee dynamics; and grievance handling;
- *ETFO Women's Collective Bargaining Conference, Part I and II* held in February and June for women to acquire and practice collective bargaining skills at the local level and take on leadership roles;
- November's *Provincial Health and Safety Conference* for 80 health and safety activists from 65 locals;
- April's *Health and Safety in the Workplace* workshop to help members develop knowledge, advocacy and leadership in health and safety;
- *ETFO Health and Safety Regional Training (WP)* in Sudbury and Kingston providing opportunities for women members to strengthen their understanding of essential legal and policy requirements related to health and safety; and
- November's *Effective Negotiation Skills for Women Leaders (WP)* for 22 women occupying leadership positions in ETFO locals.

Professional Relations Services

Professional Relations Services (PRS) staff provides daily “on-call” advice to members, stewards and local leaders on a wide variety of workplace issues and members’ rights and responsibilities. This includes conflict resolution, ethics, accommodation, human rights, College of Teachers/College of Early Childhood Educators complaints, Children’s Aid Society (CAS) and police investigations, performance appraisal, Workplace Safety and Insurance Board (WSIB) and Long Term Disability (LTD) claims.

PRS Matters

Through PRS Matters bulletins, staff provides advice about legislative changes and legal and professional issues in steward mailings and at etfo.ca. This year’s topics included: advice regarding allegations; the Continuous Professional Learning program for ETFO’s Designated Early Childhood Educators; employee records; Growing Success; Bill 132; and information about how ETFO may assist members.

Children’s Aid Society and Police Investigations

PRS continues to advise and support members facing allegations of inappropriate conduct towards students, which are almost always reported to the Children’s Aid Society (CAS) and/or police. The majority of police investigations do not result in criminal charges being laid and the majority of CAS matters do not result in the verification of any child protection concerns. Members are still impacted by investigations



Photo: Christine Cousins

regardless of the outcome.

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 district school board and on any related College complaints. Staff is working with Ministry of Education and district school board officials to develop a consistent approach to dealing with allegations.

College of Teachers

PRS staff continues to counsel and represent members at the Ontario College of Teachers (OCT) regarding investigations related to professional misconduct, incapacity and fitness to practice.

In November Bill 37, the *Protecting Students Act*, passed third reading in the Ontario legislature. The *Act* was a response to the report issued by

former Justice Patrick LeSage in June 2012 which contained 49 recommendations. The purpose of the legislation was to change the investigation and disciplinary processes of the OCT by:

- ensuring a teacher’s certificate is revoked automatically if he or she has been found guilty of specific acts of sexual abuse or acts relating to child pornography;
- requiring school boards and other employers to inform the OCT when they have restricted a teacher’s duties or dismissed them for professional misconduct;
- allowing the OCT to share information with the school board if the subject of a complaint poses an immediate risk to a student or child;
- requiring the OCT to publish all decisions made by its disciplinary committee; and
- imposing new timelines to resolve cases more quickly and efficiently.

The *Act* now requires removal from the register of cases involving terms, conditions and limitations (once fulfilled) but not minor infractions which will be left to the College to remove.

College of Early Childhood Educators

The College of Early Childhood Educators (CECE) is the first professional self-regulatory college of early childhood educators in Canada. Its



Photo: Kathryn Gaitens

mandate is to regulate the profession of early childhood education.

Complaints 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 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 staff typically extends legal representation to members who face disciplinary action at the College.

Workshops, Conferences, 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, pregnancy/parental leave and pension workshops. PRS staff also offered leadership development workshops at *...and still we rise*, Union School, Fall Leadership, New Presidents’ Training and the Collective Bargaining Conference.

Mental health and wellness are issues that cut across many workshop and conference topics. Awareness and understanding rights and responsibilities in this area is embedded in the work of the department.

Workplace Safety and Insurance Board, LTD

Injuries suffered due to violent incidents by students are on the rise. ETFO remains committed to challenging the WSIB to recognize and grant entitlement for the range of workplace incidents faced by members. ETFO's resource booklet, *A Member's Guide to the Workplace Safety & Insurance Board* may be found at etfo.ca.

ETFO continues to work with members who have been denied LTD claims on appeal. *A Member's Guide to Long-Term Disability* is a resource for members contemplating an LTD claim and is available at etfo.ca.

Annual Workshops

PRS offered a number of conferences to deal with current issues impacting the education profession, including:

- *Women's Health and Legal Conferences* held in November and March for women members to explore legal issues related to their work and health issues that may affect women both professionally and personally;
- April's *PRS Training for Women Leaders: Beyond the Basics* for 50 aspiring leaders from locals focused on supporting FMNI members, human rights, harassment, WSIB, LTD and dealing with conflict and allegations;
- *Expanding Our Knowledge and Skills: PRS Leadership Training for Local Released Leaders* focused on professional judgement, professionalism and the role of the local leader, human rights issues, behaviour and



Photo: Kathryn Gaitens

- safety plans, leaves and special benefits and records tracking;
- *Workshops for DECE Members* focused on building and maintaining positive relationships and effective communication strategies along with webinars and presentations for local leaders on Continuous Professional Learning Program (CPL), professional boundaries, performance appraisals and learning plans and the CECE complaint process;
- *Professional Boundaries Course* offered twice this year for members who are required by the school board or the OCT to take training on professional conduct and boundaries to assist them in knowing their responsibilities; and
- *Planning and Programming Course* offered twice this year to provide assistance to teachers who are experiencing difficulties using the curriculum to plan their programs.





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ETFO VOICE

ETFO VOICE reaches members through its quarterly print publication, online at etfovoice.ca and on its Facebook page at facebook.com/etfovoice. This year's highlights included:



Fall:

- Fighting Together: ETFO Members in Solidarity with the Broader Labour Movement.
- Violence in the classroom and the austerity agenda.
- Supporting English language learners.

Winter:

- Interview with Leroi Neubold, educator and member of Black Lives Matter.
- Incorporating Black Canadian perspectives in the classroom.
- Making space for youth leadership.

Spring:

- Facing Climate Crisis: An interview with Naomi Klein.
- Walking and talking Treaties.
- Strategies to support climate justice.

Summer:

- Community Organizing to Make Change: An interview with Kiké Roach.
- Women helping women: books to bars.
- Girls' Government: Empowering girls to be change makers.
- A special *Women Change Makers* poster insert in the print edition and digital animation at etfovoice.ca.

RELATED ETFO WEBSITES



Building Better Schools

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.



ETFO Health and Safety

etfohealthandsafety.ca

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



The Heart and Art of Teaching and Learning

heartandart.ca

A comprehensive resource for beginning teachers to continue their learning journey and interact directly with other educators like them.



Early Learning Central

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

etfoassessment.ca

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



Professional Learning in the Early Years

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.



Playing to Learn: Engaging J/I Learners

etfolearn.ca

This is a comprehensive website to support J/I educators in bringing play-based learning to grades 4 through 8.



Spirit Horse Spring 2015 Tour of Southern Ontario

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

etfo-aq.ca

ETFO's microsite for Additional Qualifications courses from ETFO.



ETFO Occasional Teachers

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 Union History

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 Voice

etfovoice.ca

This is the official website of ETFO VOICE magazine containing current and back issues as well as blog posts and book review.

ETFO 2017 MEMBER SURVEY: WHO WE ARE

The ETFO All-Member Survey helps to inform decisions about programs and activities, and predict future member needs. The 2016-2017 All-Member Survey was completed online using Microsoft Dynamics CRM. When the information for this report was compiled, ETFO had received responses from almost one-third of its members.

Membership Population*

Member Type	2009 – 2010	2010 – 2011	2011 – 2012	2012 – 2013	2013 – 2014	2014 – 2015	2015 – 2016	2016 – 2017
Teachers	55,098	55,854	56,311	56,676	56,423	57,208	57,004	57,604
OT	21,239	21,438	20,432	18,422	19,708	20,311	20,335	20,958
ESP/PSP/DECE	284	732	860	1,516	2,226	2,677	2,956	2,990
Total	76,621	78,024	77,602	76,614	78,357	80,196	80,295	81,552

*The same member may have multiple membership types.

Membership

- ▶ Teacher membership increased marginally after a slight decrease last year.
- ▶ There was also a slight increase in ESP, PSP and DECEs this year.

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:

- ▶ Seventy-one per cent are aged 35-54, while 14 per cent are under 35.
- ▶ Over the past 10 years, those aged 45-54 have decreased from 41 to 34 per cent.
- ▶ Those aged 55-64 have increased from seven to 12 per cent.

Occasional teacher (OT) members:

- ▶ Eleven per cent are aged 55-64 while 45 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 11 per cent.



Photo: Kathryn Gaitens

ESP/PSP members

- ▶ Fifty-nine per cent are over 45 while 15 per cent are under 35.

DECE members

- ▶ Those under the age of 34 represent 29 per cent, while 33 per cent are over 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.
- ▶ Fifteen per cent of women members reported teaching Kindergarten, compared with only five per cent for men. Nine per cent of men members reported teaching grade 8 compared with four 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 2.5 per cent of male teachers work part-time while 7.5 per cent of female members work part-time.

Qualifications

ETFO members with a B.A.77%
 ETFO members with a B. Ed.78%
 ETFO members with a Master’s degree15%

Members with one specialist certificate.....32%
 Members with two specialist certificates17%
 Members with no specialist certificate41%



Photo: Kathryn Gaitens

QECO (Qualifications Evaluation Council of Ontario)

ETFO members with rating of A472%
 ETFO members with A3 rating17%

Teacher Members – Years of experience

Years of Experience	2016-2017	2002-2003
Less than 1	0%	2%
1-4 years	6%	19%
5-10 years	23%	19%
11-15 years	24%	18%
16-20 years	23%	12%
21-25 years	10%	11%
26-30 years	10%	11%
31+ years	2%	5%

Six per cent of teacher members have less than five years of experience, 29 per cent have less than 11 years of experience and only two per cent have more than 30 years of experience.

Occasional Teacher Members – Years of Experience

Years of Experience	2016-2017	2003-2004
Less than 1 year	4%	10%
1-4 years	44%	20%
5-10 years	22%	10%
11-15 years	7%	6%
16-20 years	5%	4%
21-25 years	3%	4%
26-30 years	3%	7%
31+ years	11%	30%

Forty-eight per cent of occasional teacher members have less than five years of experience and 11 per cent have more than 30 years of experience.

ESP/PSP Members – Years of Experience

Years of Experience	2016-2017	2003-2004
Less than 1 year	0%	1%
1-4 years	11%	17%
5-10 years	17%	24%
11-15 years	18%	24%
16-20 years	14%	17%
21-25 years	8%	3%
26-30 years	10%	1%
30+ years	4%	0%

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

DECE Members – Years of Experience

Years of Experience	2016-2017	2014-2015
Less than 1 year	1%	0.6%
1-4 years	39%	91.0%
5-10 years	28%	4.4%
11-15 years	8%	1.9%
16-20 years	10%	0.9%
21-25 years	5%	0.5%
26-30 years	4%	0.3%
30+ years	2%	0.2%

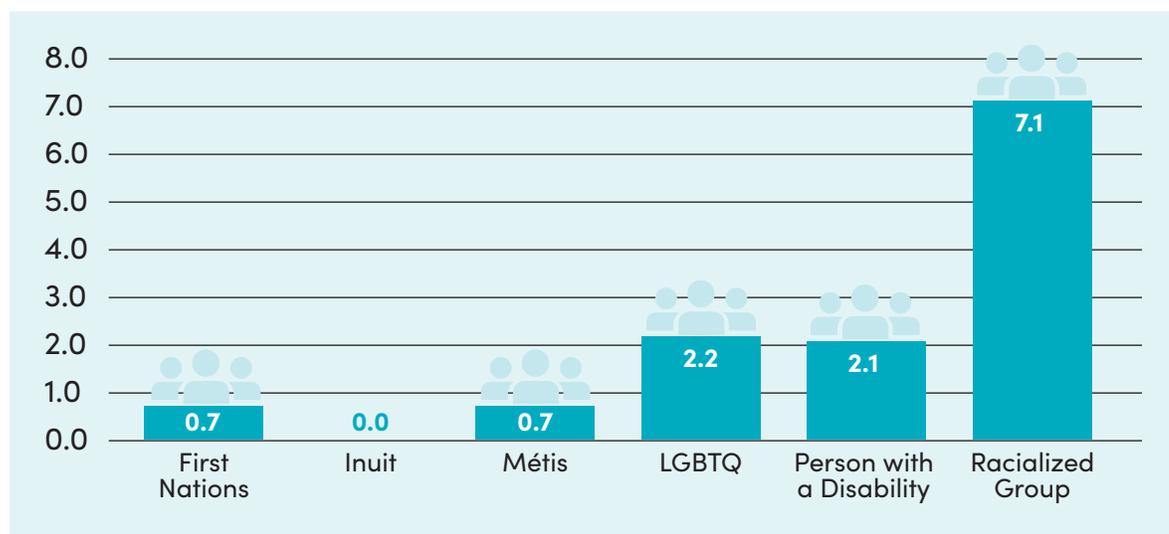
Forty per cent of DECE members have less than five years of experience.



Photos: Kathryn Gaitens



Self-Identification



- ▶ Just over one per cent of teacher members report being either First Nations, Inuit or Métis. That compares with just under two 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 just over two per cent. That compares to slightly less than two per cent for occasional teacher members.
- ▶ Over two per cent of teacher members identify as being lesbian, gay, bisexual, transgendered, queer or questioning (LGBTQ). Male teachers represent 55 per cent of those teacher members who self-identified as LGBTQ.
- ▶ Just over seven per cent of teacher members identify as belonging to a racialized group. That compares with just over seven per cent for occasional teacher members, two per cent for DECE and one per cent for ESP/PSP members.

Activities Outside Teaching

Teacher members with at least one dependent child	66%
Occasional teacher members with at least one dependent child	36%
DECE members with at least one dependent child	65%
ESP/PSP members with at least one dependent child	60%
Teacher members caring for a parent or other dependent adult	16%
Occasional teacher members caring for a parent or other dependent adult	11%
DECE members caring for a parent or other dependent adult	13%
ESP/PSP members caring for a parent or other dependent adult	19%

2016-2017 LOCAL PRESIDENTS

Algoma

Occasional Teacher Local **Peter Mead**
 Teacher Local **Kelly Holley/Doug Coulter**

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 **Kelly Mulville**
 DECE Local **Rayna Barrese**

Grand Erie

Occasional Teacher Local **Kevin Utley**
 Teacher Local **Shawn Martin**
 DECE Local **Tammy Stoneman**

Greater Essex County

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

Halton

Occasional Teacher Local **Al Bero**
 Teacher Local **Rob Smolenaars**
 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 **Andrea Sillius**

Kawartha Pine Ridge

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

Keewatin-Patricia

Occasional Teacher Local **Martin Laffin**
 Teacher Local **Kimberly Douglas**

Lakehead

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

Lambton Kent

Occasional Teacher Local **Karen Churcher**
 Teacher Local **Ron Rivait**

Limestone

Occasional Teacher Local **Ken Gee**
 Teacher Local **Mike Lumb/Debbie Wells**

Near North

Occasional Teacher Local **Jan Heinonen/**
Dave Bartlett
 Teacher Local **Judith Arai**

Niagara

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

Ontario North East

Occasional Teacher Local	Shannon Whittmaack
Teacher Local	Monica Rusnak

Ottawa-Carleton

Occasional Teacher Local	David Wildman
Teacher Local	Peter Giuliani/ Janet Fraser

Peel

Occasional Teacher Local	Shazilla (Shelly) Jan
Teacher Local	Steve Dénommée

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	Glen Mulvihill

Simcoe County

Occasional Teacher Local	Amy Chevis
Teacher Local	Janet Bigham
DECE Local	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	Sophie Kroesen
Teacher Local	John Smith
Catholic DECE Local	Diego Olmedo

Trillium Lakelands

Occasional Teacher Local	Tracy Blodgett/ Lara Waterhouse
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

2017 ETFO AWARD RECIPIENTS

Anti-Bias Award

Lisa Dampier
Lakehead Teacher Local

Arts and Culture Award

Patricia Heath
Elementary Teachers of Toronto Local

Curriculum Development Award

Natasha Henry
Peel Occasional Teacher Local

Curriculum Development Award – Women’s Program

Katie Tremblay-Beaton
Durham Teacher Local

Environmental Education Award

Lana Maingot
Kawartha Pine Ridge Teacher Local

Health and Safety Activist Award

Jennifer Elliott
Simcoe County Teacher Local

Humanitarian Award for an ETFO Member

Lindsay Leonard
Ontario North East Teacher Local

Honorary Life Membership Award

- Sharon Aloian
Niagara Teacher Local
- Steve Colliver
Trillium Lakelands Teacher Local

Member and Service Engagement Award

Bluewater Occasional Teacher Local

Outstanding Role Model for Women Award – Women’s Program

Lucy Wolverton
Peel Occasional Teacher Local

Rainbow Visions Award

Gordon Dunbar
Upper Grand Teacher Local

Writer’s Award

Amanda Yuill
Toronto Occasional Teacher Local

Writer’s Award – Women’s Program

Martha Davis
Elementary Teachers of Toronto Local

Bursaries and Scholarships

Aboriginal Women in Education Bursary

- Jolene Allan
Thames Valley Teacher Local
- Cindy Biancanello
non-ETFO member
- Jennifer LaFontaine
non-ETFO member
- Michelle Sandy
non-ETFO member

Bursaries for Members of Designated Groups

- Maria Rosa D’Oria
non-ETFO member
- Monicke Hanson
Elementary Teachers of Toronto Local

Bursaries for Members of Designated Groups – Women’s Program

Arifa Ghaffar
Durham Teacher Local

Bursaries for Sons and Daughters of ETFO Members

- Krista Camick
York Region Teacher Local
- Devina Chaudhary
York Region Teacher Local
- Jessica Cohen
York Region Teacher Local
- Joseph Graham
Renfrew County Teacher Local
- Evan Hulse
York Region Teacher Local
- Lauren Kailan
Elementary Teachers of Toronto Local
- Alanna Kitching
Halton Teacher Local
- Andrew Mallory
Upper Canada Teacher Local
- Michelle Marchiori
Elementary Teachers of Toronto Local
- Sabrina Suleman
York Region Teacher Local
- Markus Trence
Upper Grand Teacher Local

Aboriginal Women Scholarship – Women’s Program

- Alyssa Hoey
non-member
- Sarah McPherson
non-member

Doctoral Scholarship

Cory Jobb
Hamilton-Wentworth DECE Local

Doctoral Scholarship – Women’s Program

Katherine Brubacher
Peel Teacher Local

ETFO Member Bursary

Marina Petrovic
Halton Teacher Local

Master’s Scholarship

- Candice Brown
Ottawa-Carleton Occasional Teacher Local
- Krista Harris
Peel Teacher Local
- Tracey Sears
Simcoe County DECE Local
- Devon Zacharopoulos
Elementary Teachers of Toronto Local

Master’s Scholarship – Women’s Program

- Wendy Bateman
Hastings-Prince Edward Teacher Local
- Judith Bean
Waterloo Region Teacher Local
- Velvet Lacasse
Elementary Teachers of Toronto Local
- Deirdre Mitchell
Peel Teacher Local



Photo: Kathryn Gaitens

2016–2017 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
Christina Saunders	Elementary Teachers of Toronto Local
Julie Savard	Thames Valley Teacher Local

Annual Meeting Committee

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

Anti-Racist Education Committee

Shurki Farah	Elementary Teachers of Toronto Local
Samantha Hendricks	York Region Teacher Local
Dinah Jung	Lakehead Teacher Local
Darryl Romesh Pandoo	Elementary Teachers of Toronto Local
Christine Stought-O’Gilivie	Elementary Teachers of Toronto Local

Arts Committee

Ayesatta Conteh	Elementary Teachers of Toronto Local
Elisabetta De Santis	Toronto Occasional Teacher Local
D. Gavin Foster	Hastings-Prince Edward Teacher Local
Betty Lee-Daigle	Greater Essex County Teacher Local
Laurie Provenzano	York Region Teacher Local

Awards Committee

Natasa Pasic-Knezevic	Peel Teacher Local
Nicole Schultz	Lambton Kent Teacher Local
Jennifer Sims Murray	Niagara Teacher Local
Jeremy Smith	York Region Teacher Local
Elaine Thomson	Thames Valley Teacher Local

Collective Bargaining Committee

Amy Chevis	Simcoe County Occasional Teacher Local
Joanna MacArthur	Elementary Teachers of Toronto Local
Colleen Mackin	Renfrew County ESP 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

Lesly Kapush	Lakehead Teacher Local
Terri Louise Lyons	Thames Valley Teacher Local
Miranda Marles	Trillium Lakelands Occasional Teacher Local
Aviva Rosenberg	Peel Teacher Local
Karen Spanton	Limestone Teacher Local

Early Years Committee

James Maxwell Brown	Kawartha Pine Ridge Teacher Local
Jessie Daniell	Keewatin-Patricia Occasional Teacher Local
Rose McCulloch	Upper Canada Teacher Local
Deanna Pecaski	Greater Essex County Teacher Local
Marlene Sutton	Hastings-Prince Edward 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	Elementary Teachers of Toronto 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

Angela Coccimiglio	Algoma Teacher Local
Christina McKibbon	Greater Essex County Teacher Local
Kolette Myers	Lambton Kent Teacher Local
Janet-Marie Ramsaywak	Keewatin-Patricia Teacher Local
Rebecca Zuckerbrodt	Ottawa-Carleton Teacher Local

Human Rights Committee

Laurel Farrell	Upper Grand Teacher Local
Arifa Ghaffar	Durham Teacher Local
Kim McIntosh	Greater Essex County Teacher Local
Krista Pedersen	Upper Grand Teacher 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 Teacher Local

International Assistance Committee

Michael Beetham	Waterloo Region Teacher Local
Angela Cote	Lambton Kent 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
Janet Fuchek	Lakehead 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

Amanda Hardy	Peel Teacher Local
Joy Matea Lachica	Elementary Teachers of Toronto Local
Corey-Lyla MacAulay	Elementary Teachers of Toronto Local
Andres Musta	Durham Teacher Local
Andrea Sillius	James Bay Teacher Local

Library Committee

Karen Churcher	Lambton Kent Occasional Teacher Local
Johanna Gibson-Lawler	Greater Essex County Teacher Local
Mike Mayes-Stewart	Trillium Lakelands Teacher Local
Deborah McCallum	Simcoe County Teacher Local
Heather Thompson	Peel Teacher Local

Men's Focus Committee

Ken Gee	Limestone Occasional Teacher Local
Shane Gibson	Kawartha Pine Ridge Teacher Local
Martin Kay	Halton Teacher Local
Edward Stewart	Upper Canada Teacher Local
Steve Thorkildsen	Grand Erie Teacher Local

New Members Committee

Tammy Axt	Peel Teacher Local
Steve Dell	Durham Teacher Local
Cecilia Poblete	Toronto Occasional Teacher Local
Shawna Rothgeb	Ottawa-Carleton Teacher Local
Courtney Watson	Ottawa-Carleton Occasional Teacher Local

Occasional Teachers Committee

Amanda Anderson	Bluewater Occasional Teacher Local
Rod Marijan	Peel Occasional Teacher Local
Scott Maudsley	Toronto Occasional Teacher Local
Adam Methot	Lakehead Occasional Teacher Local
Carol Waffler	Upper Grand Occasional Teacher Local

Occupational Health and Safety Committee

Jennifer Barry	Lakehead Teacher Local
Tracy DiCostanzo	Niagara Occasional Teacher Local
Isabel Landrey	Thames Valley Teacher Local
Sherri Madore	Renfrew County Teacher Local
Adam Ziegler	Waterloo Region Teacher Local

Pension Committee

Norma Coleman	Peel Teacher Local
Carrie Nethery	Upper Grand Teacher Local
Nancy Pigden	Simcoe County Teacher Local
Kim Ryckman	Avon Maitland Teacher Local
Cindy Wynter-Francis	Ottawa-Carleton Teacher Local

Political Action Committee

David Buddell	Halton Teacher Local
Mary Fowler	Durham Teacher Local
Christopher Hoffman	Peel Teacher Local
Velma Morgan	Elementary Teachers of Toronto Local
Shelly Predum	Algoma 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
Janet Bigham	Simcoe County Teacher Local
Patti Monteith	Waterloo Region Teacher Local
Allison Ryan	Renfrew County Teacher Local
Mario Spagnuolo	Greater Essex County Teacher Local

Special Education Committee

Martha Brown	Ottawa-Carleton Teacher Local
Laurie Josevski	Durham Occasional Teacher Local
Wendy Lauwerier	Grand Erie Teacher Local
Elizabeth Anne Mitchell	Halton 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
Lianne Wyatt	Niagara Occasional Teacher Local

Teacher Education/Faculty Liaison Committee

David Ball	Durham Teacher Local
Sherri Conley	Rainbow Teacher Local
Cereita Goulbourne	Peel Teacher Local
Marsha Jones	Kawartha Pine Ridge Occasional Teacher Local
Leah Kearney	Elementary Teachers of Teacher Local
Iris Maxwell	Lakehead Teacher Local
Dale Napier	Thames Valley 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
Angela Salvatori-Corapi	Niagara Teacher Local
Joanne Threndyle	Waterloo Region Teacher Local

ETFO STAFF JUNE 30, 2017

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Franca DiMeo
Andrea Francis
Michael Humphries
Molly Ng
Arlene Padernilla (.5)
Rosario Rodrigo
Priyanka Sawant
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Hemanth Kumar
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* On Leave

** Secondment

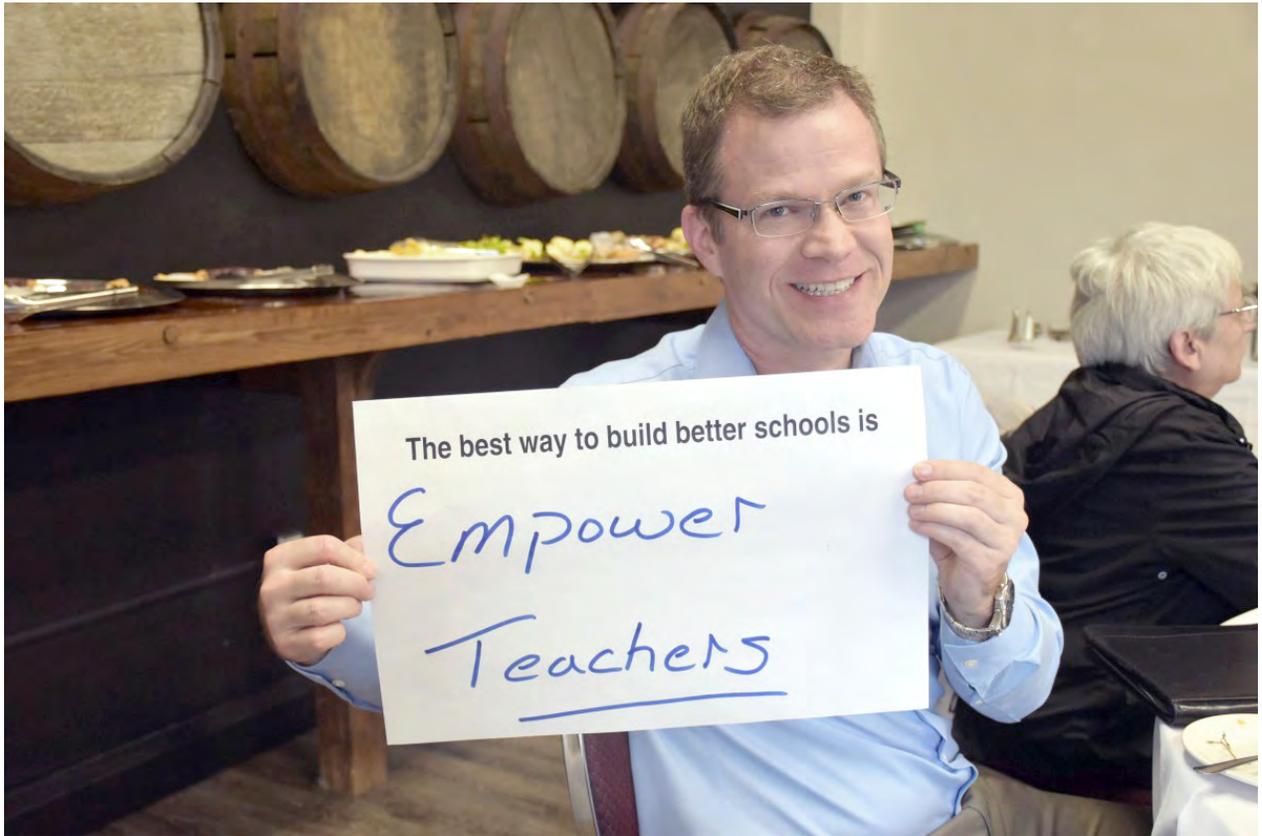


Photo: Vivian McCaffrey

ETFO

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



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FÉDÉRATION DES ENSEIGNANTES ET DES ENSEIGNANTS DE L'ÉLÉMENTAIRE DE L'ONTARIO

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